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**POST EVALUATION REPORT
OF THE
NAFEO/USAID COOPERATIVE
AGREEMENT**

No DAN-5055-A-00-8053-00

Submitted to

**Agency for International Development
Center for Human Capacity Development**

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ABBREVIATIONS AND ACRONYMS

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CA	Cooperative Agreement
DOD	Department of Defense
EO	Executive Order of the President of the United States
HBCU	Historically Black Colleges and Universities
IQC	Indefinite Quantity Contract
LO	HBCU Liaison Officer with NAFEO
MI	Minority Institution
MOU	Memorandum of Understanding
NAFEO	National Association for Equal Opportunity in Higher Education
NGO	Non-Government Organization
OIT	USAID/W Office of International Training
PVO	Private Voluntary Organization
USAID/W	United States Agency for International Development — Washington Headquarters
USAID Mission	USAID Overseas Mission
USIA	United States Information Agency

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EXECUTIVE SUMMARY

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Post Evaluation Report

The purpose of this post evaluation, as stated in the IQC Work Order, is "to assess whether the purpose of the cooperative agreement was achieved and more specifically whether the five major activities outlined in the cooperative agreement (CA) were accomplished in support of the (overall CA) purpose " The overall purpose of the CA was "to provide support for the second phase of a core program whose objective was to increase the participation of Historically Black Colleges and Universities (HBCUs) in USAID programs through familiarization with USAID overseas missions and the project development process

The five major activities specified in the CA were

- 1 **Information Processes** — to promote understanding of USAID and its processes by HBCUs and conversely to promote understanding by USAID of HBCU institutions and capabilities to assist USAID in accomplishing its mission
- 2 **Overseas Travel** — to foster mutual understanding between HBCUs and USAID overseas missions and to market HBCU capabilities directly to USAID missions and host governments
- 3 **Fellowships** — to increase direct exposure of HBCU faculty and staff to USAID both in Washington and overseas
- 4 **Special Tasks** — to promote more use of HBCUs as training institutions for USAID-funded participants and advertise among the HBCUs the availability of the USAID-funded Research Grants for HBCUs,
- 5 **Agreement Management by The National Association for Equal Opportunity in Higher Education (NAFEO)** — to support the organizational and communications infrastructure NAFEO had developed to assist USAID in implementing the provisions of EO 12677 and the Gray Amendment principles and targets

USAID/Washington issued an IQC Delivery Order No 24 (IQC #AEP-0085-I-00-3002-00) to Development Associates Inc to provide two consultants, Gordon Ramsey and Beth Felsen to accomplish the post evaluation and present an evaluation report

The scope of work of the Delivery Order stipulated a specific set of evaluative activities the team should follow These activities included the following steps which were carried out

- ▶ Review and assess the basic documentation (the CA, CA plans and reports including conference reports trip reports and relevant correspondence),
- ▶ Based on the documentation review and discussions with the current and past project managers develop an interview instrument for assessing the CA program activities

- ▶ Using the interview instrument and a set of seven broad assessment questions in the scope of work as a guide interview individuals in USAID/W USAID Missions overseas NAFEO HBCUs Liaison Officers and others either directly or over the phone and/or by FAX
- ▶ Analyze the results and prepare a draft evaluation report to be reviewed by USAID and followed by a final report

The evaluation team sent questionnaires developed from the basic interview instrument to NAFEO Liaison Officers (LOs) in 74 HBCUs and 14 USAID overseas missions selected because of their particular involvement with NAFEO through the provisions of the Phase II CA

Of the 74 HBCUs who received questionnaires 24 schools after considerable follow up phone calls returned a completed questionnaire All 14 USAID overseas missions responded to their questionnaires Responses to the questionnaires were analyzed and along with individual interviews provided the substance of the "FINDINGS" section of this report

The overall conclusion of this evaluation is that the cooperative agreement (CA) was successful in accomplishing its basic purpose of increasing the participation of HBCUs in USAID programs through familiarization of HBCUs with USAID overseas missions and project development processes

The five major activities of the CA were a good choice of interrelated mutually dependent actions that taken together were supportive and effective means to accomplish the purpose of the CA

Pertinent information on individual HBCU capabilities facilities and specialties was collected and disseminated widely by NAFEO NAFEO planned and coordinated workshops and conferences involving USAID HBCUs USAID contractors and other individuals and organizations interested and working in international development efforts and this helped promote cooperation and understanding among the parties Visits of NAFEO and HBCU representatives to USAID overseas missions provided direct exposure that enhanced familiarization and understanding of the problems and processes of both parties CA activities also stimulated visits of a significant number of USAID officials to HBCU campuses and this fostered understanding and appreciation by USAID missions of what HBCUs have to offer

The proactive work of NAFEO to constantly expose and promote HBCU capabilities did result in an increase in participation of HBCUs in USAID projects and programs Its results showed up in USAID's participant training programs, acquisition by HBCUs of new technical assistance contracts and subcontracts research grants, and HBCU faculty involvement in international activities through linkage agreements and exchange programs

The evaluation team found the NAFEO CA staff to have been responsive energetic in its application to the CA tasks dedicated and hard working And it received high praise from the majority of HBCUs contacted and other individuals USAID contractors and U S Federal Agencies interviewed in the process of this evaluation

The greatest difficulty in evaluating the performance and accomplishments of the NAFEO CA was that its program description was open-ended It did not provide baseline data quantitative targets or milestones against which to compare performance progress of the cooperating agency NAFEO The CA is full of imprecise statements with regard to any

quantitative or qualitative measures of activities that were to be carried out. Judgments regarding the quality of accomplishments are, with few exceptions, treated descriptively in this evaluation.

Nor did the CA specify that the number of HBCUs participating in USAID programs should have been increased. Rather, HBCUs were thought of, by and large, as a collective group in terms of success of the CA program, with the bottom line, overall increase in USAID funding of HBCU participation, regardless of the number of HBCUs, being the indication of accomplishment. The implication seemed to be that if USAID funding for HBCU activities increased, the number of HBCUs participating would also increase, and to some degree, this was the case. This treatment of HBCUs as a collective can also be inferred from a reading of the purposes and provisions of the Executive Orders and legislation instructing all federal agencies to increase funding for the HBCUs.

During this evaluation, eight other federal agencies were contacted to gather information about their programs that are specifically directed to benefit HBCUs. Only two of the other federal agencies contacted (USIA and Department of State) have activities remotely related to achieving purposes similar to those of USAID, i.e., increasing HBCU involvement in overseas development projects or programs. USIA implements faculty/student exchange programs such as Fulbright programs in which NAFEO is involved in informing HBCUs of opportunities and assisting them in the application process. The Department of State participates in annual NAFEO/HBCU conferences by providing resource persons who focus on informing HBCUs about foreign policy priorities.

The evaluation team found no real basis for comparison of alternative approaches utilized by other federal agencies with those of USAID, particularly with regard to cost effectiveness. Each of the other federal agency programs, except for the general purpose of increasing funding of programs that involve HBCUs, are designed to meet their own specific agency-related purposes. Indeed, over the history of USAID programs specifically related to HBCUs (strengthening grants, specific support grants, Joint Memoranda of Understanding (MOUs), NAFEO CA, etc.) USAID and DOD have been the most creative and methodical at developing and implementing HBCU targeted programs. This can be attributed partially to the fact that USAID and DOD have special legislation (Gray Amendment for USAID, Section 7102 of PL 99-661 for DOD) which directs specific procurement focus on HBCUs and Minority Institutions (MIs).

There were criticisms by some HBCUs. A few felt that the CA program was not designed to benefit the smaller schools. A few HBCUs complained that the overseas travel supported by the CA did not include enough schools and included too many high officials of HBCUs and NAFEO.

It is clear, however, that the services to HBCUs that were provided by the CA are now, since its completion, beginning to be missed. The expectations generated by CA activities grew considerably, and with its termination are left unfulfilled. What appears evident is that some HBCUs miss the advocacy role of NAFEO and the NAFEO network which provided the fora through which they were able to express a collective voice for HBCUs about strong support or opposition to various issues affecting them within USAID and other organizations doing similar international work.

Another sentiment that comes through is that the focus of interest and attention on HBCUs brought about through CA activities seems to have waned since the CA ended. The availability of a responsive single point of contact representing HBCUs is being missed. This

feeling was perhaps best expressed by one HBCU to wit 'If not NAFEO someone needs to consistently remind USAID that we are here and capable of TA'

The most recurring criticism by the USAIDs contacted was that there was a lack of sufficient follow-up by HBCUs of opportunities identified during HBCU visits to their missions. And there were also comments on the need for HBCUs to produce better quality proposals. The suggestion was that more technical assistance (TA) be provided to HBCUs especially TA heavily focussed on proposal development and presentation.

Concerning the sustainability of activities implemented through the CA, it is those activities that resulted because of the CA — those that argue most for the overall success of the CA — that are continuing i.e. those outcomes of the agreement that did result in more USAID contracts and grants with individual HBCUs. CA activities that helped bring about this success such as technical workshops, conferences, direct marketing of HBCU capabilities through visits to overseas missions, networking among HBCUs and overseas USAIDs, universities and private groups, can not be continued because of a lack of financing source.

In the contract scope of work, the evaluators were asked to recommend effective ways to perpetuate the involvement of HBCUs and other MIs in USAID programs. A major difference in the concept of any new arrangement is that the coverage is broader than the earlier cooperative agreements — a set of activities must include other MIs as well as HBCUs.

It is certainly the case that in this present evaluation the team found that the set of activities implemented in the USAID/NAFEO CA were effective and successful in accomplishing the basic purpose.

Therefore, the team is recommending as the most effective way to perpetuate the increase of HBCU and other MI involvement in USAID programs, a continuation of most of the activities implemented in the previous CAs — expanded to include other MIs — with special emphasis on augmenting the number of institutions actively involved with USAID programs, providing much more technical assistance to specific individual HBCUs and other MIs, and expanding the geographic areas covered. (See Conclusions and Recommendations section below for a fuller exposition of related elements of this recommendations.)

INTRODUCTION

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A Shortcomings of the Cooperative Agreement Instrument

A cooperative agreement by definition is an assistance instrument (a grant) in which substantial involvement is anticipated between USAID and the recipient (NAFEO) during performance of its program. The specific characteristic of a cooperative agreement is that its principal purpose is the transfer of money, property, services or anything of value to the recipient in order to accomplish a public purpose which in this case is to help USAID comply with the provisions of the Gray Amendment and Executive Orders.

The choice of a cooperative agreement as the instrument establishing the relationship between USAID and NAFEO implies that subject to standard provisions and seven specific implementation areas where USAID approval was required, USAID will provide funding to support the NAFEO institution to accomplish its program of promoting increased HBCU involvement in USAID activities. The cooperative agreement is a conditional grant to support NAFEO's own program activities.

The greatest difficulty in evaluating the performance and accomplishments of the NAFEO cooperative agreement is that the agreement's Program Description was open-ended. It did not specify any quantitative targets or baseline data against which to compare performance or accomplishments.

The cooperative agreement Program Description is full of ambiguous statements with regard to any measure of actions that were to be carried out. e.g. "NAFEO shall conduct a series of activities which will enhance understanding." "NAFEO shall seek to familiarize HBCU representatives with USAID overseas missions." "This shall be done by seeking to identify early the needs of missions."

On the face of it, because of the lack of any underlying quantitative measures, the basic conclusion is that if NAFEO implemented the activities described in the Program Description, it accomplished its purpose. Judgments regarding the quality of the accomplishments of the NAFEO cooperative agreement will, with few exceptions, have to be treated descriptively in the evaluation based on responses to questionnaires sent to HBCUs and USAID overseas missions, individual interviews with NAFEO, USAID officials who have participated in or observed NAFEO activities, USAID contractors who worked with NAFEO in various ways, and other federal agencies carrying out programs with HBCUs pursuant to Executive Orders. None of these sources of information will have had any specific baseline data or expressed quality standards against which to compare their experiences with NAFEO/USAID CA.

B Team Composition and Evaluation Methods

USAID/Washington issued an IQC Delivery Order No 24 (IQC #AEP-0085-I-00-3002-00) to Development Associates Inc to provide two consultants Gordon Ramsey and Beth Felsen to accomplish the post evaluation and present an evaluation report

The scope of work of the Delivery Order stipulated a specific set of evaluative activities the team should follow These activities included the following steps which were carried out

- ▶ Review and assess the basic documentation (the CA CA plans and reports including conference reports trip reports and relevant correspondence)
- ▶ Based on the documentation review and discussions with the current and past project managers develop an interview instrument for assessing the CA program activities
- ▶ Using the interview instrument and a set of seven broad assessment questions in the scope of work as a guide interview individuals in USAID/W, USAID Missions overseas NAFEO HBCUs Liaison Officers and others either directly or over the phone and/or by FAX,
- ▶ Analyze the results and prepare a draft evaluation report to be reviewed by USAID and followed by a final report

The evaluation team sent questionnaires developed from the basic interview instrument to NAFEO 80 HBCU Liaison Officers (LOs) in 74 HBCUs and 14 USAID overseas missions selected because of their particular involvement with NAFEO through the provisions of the Phase II CA

NAFEO provided the evaluation team with a mailing list including the names titles and addresses of Liaison Officers at 74 HBCUs A packet containing a questionnaire a cover letter explaining the evaluation team's needs a copy of a letter introducing the evaluation team signed by the head of the Center for Human Capacity Development of USAID's Global Bureau in Washington and a postage-paid return envelope was sent to the LOs at each of the 74 HBCUs The Liaison Officers were asked to return the completed questionnaires to Development Associates Inc within two weeks of receipt

Of the 74 HBCUs who received questionnaires 9 schools returned a completed questionnaire before the initial deadline Three schools returned the blank questionnaire and reported that they could not or did not have time to complete the form Most of the schools that did not reply to the initial mailing were contacted by telephone in order to ask that they complete the form even though the deadline for doing so had passed In a number of cases the person to whom the packet was sent (the individual who had been listed as the Liaison Officer on the NAFEO mailing list) was no longer at the institution and no individual could be identified as the current Liaison Officer In two instances the Liaison Officer reported that since the institution had not participated in any CA-related activities there was no reason to complete the questionnaire Fifteen additional schools returned their completed questionnaires after repeated telephone contacts were made

Fourteen USAID overseas missions were sent a similar packet to that prepared for the HBCUs but tailored to acquire specific information from the USAID mission perspective. All 14 overseas missions responded to the questionnaire.

Responses to the questionnaires were analyzed and along with individual interviews provided the substance of the "FINDINGS" section of this report.

A summary of the answers to the LO questionnaire and a copy of the questionnaire are included as ANNEX C to this report.

And a summary of the USAID mission answers to the questionnaire and the questionnaire for missions are included as ANNEX D to this report.

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FINDINGS

A. The Five Major Activities

Below is a presentation of findings based on the evaluation teams review of documentation responses to specific questionnaires by NAFEO HBCUs USAID overseas missions and interviews of individuals who possess knowledge about various aspects of implementation of the cooperative agreement (CA) This FINDINGS section is organized with reference to (a) the five major activities spelled out in the CA as the implementation actions required to accomplish the overall CA purpose and (b) seven broad assessment questions also spelled out in the Scope of Work

1 Information Processes

NAFEO shall conduct a series of activities which will enhance understanding by USAID officials and USAID audiences (including overseas personnel) of Executive Order 12320, the Gray Amendment, and HBCU capabilities

To meet the objective of this activity, NAFEO initially gave top priority to the development of relevant informational materials An informational package was prepared in 1988, and has been maintained and supplemented throughout the 5-year period of the CA This package contains information on the USAID/NAFEO cooperative agreement the relationship of HBCUs to NAFEO NAFEO's role as an organization representing HBCUs and profiles of the institutional offerings and capabilities of the NAFEO member institutions interested in becoming involved in international activities These basic information materials have been disseminated to all HBCUs overseas USAID missions USAID/Washington regional and central bureaus USAID contractors PVO/NGOs and universities and host governments abroad

A quarterly publication entitled *NAFEO/USAID UPDATE*, which was begun during the Phase I CA was revised in format to make it more relevant to the needs of HBCUs, USAID personnel and USAID-funded contractors This publication in its revised format was continued and served as a complement to the basic informational package UPDATE was an information vehicle to keep HBCU and USAID communities abreast of ongoing activities of mutual interest

NAFEO working with the member HBCUs, established a network of Liaison Officers (LOs) at 74 HBCUs as the point of contact on each of the HBCU campuses for NAFEO/CA activities

During the Phase II CA, 14 technical regional workshops and annual conferences were planned and supported by NAFEO through the CA These workshops/conferences were attended by LOs and other faculty and staff from HBCUs USAID officials, representatives of other donor agencies (e g , UN

agencies private foundations) PVOs USAID and other contractors working in or interested in international activities. The content of these workshops and conferences besides bringing together professionals possessing relevant expertise in international activities focused on effective ways to maximize available resources to enhance international development programs such as university linkages collaborative research student/faculty exchanges and initiatives through private sector partnerships. The technical workshops were held at selected HBCU campuses and in Washington D C during annual NAFEO conferences.

NAFEO was (and still is) an important conduit in Washington D C for information on HBCUs desired by government and civilian organizations and for communicating information on USAID procedures and opportunities to HBCUs. In its capacity as a contact point for HBCUs and their concerns NAFEO has provided services to HBCUs including helping individuals and consortia to secure Fulbright awards student/faculty exchanges institutional linkages and many miscellaneous services such as scheduling appointments and meetings for HBCU representatives with appropriate resource persons in federal agencies foreign embassies and private organizations in Washington D C to assist them in forwarding their activities and regularly assisted HBCU officials in securing visas for international travel.

The NAFEO cooperative agreement staff visited several HBCU campuses during the Phase II CA. These visits included meetings with HBCU presidents/chancellors to discuss and plan appropriate approaches to enhance international programs at their institutions communicate opportunities to these institutions identify and develop response documentation for RFPs. Examples of NAFEO technical assistance to individual HBCUs include responding to the Nepal Democracy Initiative RFPs to meet training needs in El Salvador Goat Research between Langston University and Mohammed V University in Morocco and the Democracy for Africa Initiative (USIA) between Southern University's Law Center and University of Lagos School of Law in Nigeria.

The following comments reflect HBCU attitudes and assessments of the CA Information Processes activity.

Twenty of the 24 HBCUs that responded to the assessment questionnaire reported that the CA program provided opportunities to market their institutional capabilities to USAID through travel workshops/conferences informational packages, etc and that their schools were made much more aware of USAID and its programs through activities supported by the NAFEO/USAID CA. There were however four HBCUs who reported no assistance in this respect through the CA.

HBCUs (15) reported that NAFEO sponsored workshops and conferences were beneficial to them in that they provided information and technical assistance concerning USAID programs and opportunities and networking among HBCUs USAID, other donor agencies voluntary organizations and USAID contractors.

Fourteen HBCUs reported that there had been an increase in their institution's involvement in USAID programs that they attribute to the CA.

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The main areas of increased involvement were in participant training research grants subgrants and faculty involvement in international activities

A few of the HBCUs (2) felt that the CA program was not designed to benefit the smaller schools

The following is a summary of USAID overseas mission comments and assessments of the activities undertaken to enhance understanding of HBCUs by USAID officials and other USAID — related audiences

Nine of the 14 USAID missions who responded to the assessment questionnaire reported that they received videos and/or other informational materials such as trip reports and the UPDATE publication. In all cases the information received related to HBCU courses research facilities, faculty capabilities and current HBCU activities and opportunities

The questionnaire asked about the helpfulness of these materials. The responses varied from marginal (6) to very helpful (3). The UPDATE publication was found to be moderately useful by five missions. One mission reported that information contained in the publication helped that mission to reach its 10 percent target for participant placements in HBCUs

Seventy-one mission employees from six missions received orientation to HBCUs. These orientations were presented during NAFEO/HBCU visits to USAID overseas missions. Missions generally reported that this orientation was helpful because it provided increased awareness and information concerning HBCUs. Indonesia, for example, reported that a subcontract with Southern University for teacher education in Jakarta resulted from orientation sessions

Seven missions reported that its staff had participated in activities designed to inform NAFEO and HBCUs about USAID, its programs and processes. These activities involved briefings of NAFEO and HBCU representatives who visited the overseas missions

Fifteen staff members from 8 missions visited HBCUs. The purposes of these trips included familiarization visits as part of workshops and visits to monitor participant progress. USAID/Cairo reported that its purposes for such visits were to demonstrate the commitment of USAID/Cairo to HBCUs, familiarize USAID personnel with the academic and training programs as well as research facilities to dispel the myth that HBCUs are second rate institutions. Three missions reported that no activities resulted from these visits to HBCUs. Indonesia, however, reported that several participant placements resulted from the visits. Egypt reported stronger USAID/Cairo support to Linkage II projects as a result of visits to HBCUs

2 Overseas Travel

NAFEO shall seek to familiarize HBCU representatives with USAID overseas missions and to explain the project development process. Most importantly, NAFEO shall seek to identify developmental projects in their early stages of conceptualization in order to increase the involvement of the HBCUs in these overseas projects. This shall be done by seeking to identify early, the needs of the missions and to acquaint the missions with the resources available at the HBCUs that can assist them in developing overseas projects. NAFEO shall also support follow up visits to negotiate, maintain momentum, or conclude contracts initiated on previous visits.

The actual site visits will be made to areas that offer the greatest potential for project development for the HBCUs. This will be determined only after discussions with desk officers, invitations from missions, and a survey of USAID funding priorities. Some potential sites are Egypt, Pakistan, Thailand, Indonesia, the Philippines, Jordan, Jamaica, Liberia, Senegal, Cameroon, other selected African countries, and regional offices, e g , Cote d'Ivoire, Kenya, Barbados

Fifteen countries with USAID programs were visited by HBCU and NAFEO representatives during six trips organized by NAFEO. These trips were taken in 1989, 1991, and 1992. Representatives from 18 HBCUs and NAFEO visited El Salvador, Sri Lanka, Morocco, Tunisia, Oman, Jordan, Yemen, Philippines, Indonesia, Nepal, Bangladesh, India, Thailand, Japan, and Egypt.

The selection process to determine which countries should be visited and which HBCUs would visit specific countries involved the following:

- a. NAFEO consulted with HBCUs to develop a list of technical areas of most interest to HBCUs.
- b. NAFEO then contacted USAID/W regional bureaus to determine bureau interest in exposing HBCUs to USAID overseas missions with programs of interest to HBCUs.
- c. Those bureaus interested in such travel by NAFEO and HBCUs contacted overseas missions to solicit individual mission interest in such visits. The USAID/W bureaus informed NAFEO which country missions were interested.
- d. NAFEO through discussions/communications with HBCUs and USAID individual missions, made a selection of HBCUs, developed plans for visits to specific USAID missions, and worked out appropriate timing for visits directly with those USAID missions willing to host specific visits.

Among the numerous purposes of these visits were:

- Familiarization with USAID programs in the individual country contexts.

- ▶ Identifying potential projects for possible HBCU contracting
- Marketing HBCU capabilities particularly in participant training and faculty capabilities in collaborative research and in providing TA
- ▶ Developing preproposals and discussing those with USAID mission and host country officials,
- ▶ Identifying host country development priorities to look for areas of mutual interest and for HBCU/host country collaboration

Comments from HBCUs on the Overseas Travel major activity are as follows

Ten HBCUs among the 24 who responded to the assessment questionnaire reported that they had representatives who traveled overseas on trips planned and sponsored by NAFEO under the CA. Four schools among the 10 reported that no travel was paid for by the CA. Their schools paid for the travel of their representatives.

Five schools responding reported that the travel helped to identify potential projects. Four of these schools reported that contracts were initiated as a result of the travel.

The NAFEO/USAID CA exposed the schools to the international arena that they had not experienced before. Faculty and staff made linkages and created projects overseas that would not have been possible otherwise.

'We were encouraged by travel through NAFEO to look for funding opportunities and thus HBCU had an increase in USAID funded participant training as a result of it.

Comments from USAID missions on this major activity were

The basic purpose of these visits was to promote the use of HBCUs. Trips to Indonesia, Yemen, El Salvador, Sri Lanka, Kathmandu and Egypt did have more specific goals, e.g. interview returned participants from HBCUs and urge them to promote HBCUs, acquire information from missions with regard to tailoring training offerings at HBCUs for USAID purposes, discuss student intern programs set up and follow through on Egypt's University Linkages II project (ULP II).

Most missions reported that visiting delegations met with various host government officials, NGO personnel, local universities, USAID mission staff and with representatives from private institutions. These meetings were to discuss the capabilities of HBCUs and possible placement of participants. In El Salvador the visits also included meetings with scholars and discussions about the design of training programs. In Sri Lanka the focus of the visit was to discuss selection processes and areas of work for possible summer internships. In Egypt the NAFEO/HBCU visitors discussed plans for the University Linkages II project.

With the exception of Morocco, most missions reported that these trips were successful. Four missions reported that additional activities resulted from the visits by NAFEO/HBCU representatives. El Salvador credited the visits with

helping that mission to exceed its goal of 10 percent placement of participants in HBCUs The Indonesia mission, stimulated by the visit of NAFEO/HBCUs sent a letter to its US contractor handling participant placements requesting that the contractor increase its diligence about placements within HBCUs

Both Morocco and El Salvador missions reported that they received pre project proposals as a result of the visits A proposal submitted to Morocco was not awarded in part because it was according to the mission, not very good USAID/Cairo reported a large number of seed grants that blossomed into full blown proposals

Most missions stated that improvements could have been made if there had been a more aggressive follow up by the HBCUs

3 Fellowships

Phase II of the cooperative agreement will support the bringing in of fellows from the HBCUs for short periods of time to serve possibly in Washington or at overseas missions The objective is to strengthen the background of the HBCU personnel in development activities, to acquaint USAID/Washington or the mission with the interests and capabilities of HBCUs or to provide experiences to interested LOs and international program managers

This activity was not implemented Potential Fellows were identified for placement in overseas missions as well as in USAID/W but core funding was not sufficient to finance a fellowship placement and support activity The Phase II CA provided for the possibility of add-on funding to the agreement for specific activities The fellowship program activity was considered both by NAFEO and USAID project management to be in the category of those CA activities requiring add-on rather than core funding

NAFEO made a concerted effort to encourage USAID overseas missions and USAID/W offices to utilize capabilities and expertise of faculty/staff of HBCUs either on a long-or short-term basis by providing add-on funding During the Phase II CA however no add-on funds for fellowships were forthcoming

Another program a student internship program was implemented which addressed the objective of strengthening the background of HBCU students in development activities Under this program the Asia Bureau made supplemental add-on funding available to finance Nepal and Sri Lanka Democratization Internship programs From 1990 through 1993 11 HBCU student interns from 8 HBCUs were placed all of them in the Sri Lanka (10) and Nepal (1) missions

The Sri Lanka mission in a telegram (Colombo 05017 of 31 July 1989) on the subject of a Summer University Intern program stated that its experience with summer interns had been excellent "In short we received valuable technical expertise and the interns in all cases indicated that they received excellent OJT and the experience provided a refreshing touch of reality and new insights to apply in their academic and research efforts ' The Sri Lanka message went on to say " we now want to develop a relationship with an HBCU starting in

the summer of 1990 We would be particularly interested in working with an HBCU that has a strong economics department "

4 Special Tasks

The cooperative agreement will support both participant training and small research grants This will help the HBCUs to strengthen existing programs for training, and will help the HBCUs to attract and retain participants by maintaining an appropriate environment for them The cooperative agreement will facilitate the utilization of the expertise of HBCU faculty researchers and to encourage HBCU faculty to become more involved in USAID-funded research

(a) Participant Training

Over the period of the Phase II CA, USAID-funded participant attendance at HBCUs increased significantly by comparison to the preceding 5-year period And the number of HBCUs involved in providing such training also increased

Add-ons to the CA were provided by USAID/OIT to facilitate expanded placements of USAID-funded participants in HBCUs These add-on funds covered the cost for a NAFEO full-time staff person (Brenda Thomas) who was very effective working with USAID contractors to be more responsive to USAID directives relating to fuller utilization of HBCUs

ANNEX E provides a tabular presentation and summary of the number of USAID-funded participants that attended specific HBCUs for the periods of FY85-89 and FY90-94 A comparison of the two periods shows an increase of 41 percent from the earlier to the latter periods It also shows an increase of 9 percent in the number of participating HBCUs

The significant increase in USAID participant training programs can not be wholly attributed to NAFEO support But NAFEO with CA resources made special efforts to disseminate information on specific HBCU training offerings and capacities to overseas USAID missions to USAID contractors handling participant placements and to USIS libraries overseas During HBCU/NAFEO overseas travel NAFEO made sure that documentation on HBCU training capabilities was distributed to the USAID missions and host country officials Indeed marketing participant training in HBCUs was an agenda item for all overseas visits

NAFEO distributed pertinent information on USAID participant training issues to each HBCU And in an effort to provide the opportunity for direct interaction and discussions NAFEO also organized workshops that brought together USAID/OIT officials USAID contractors and HBCU Liaison Officers

Among the HBCUs that answered the assessment questionnaire seven reported that the increase in USAID participants on their campuses was

a direct result of CA activities. Nine HBCUs reported that they had developed short courses to meet special USAID needs.

Several USAID missions reported that information provided by the HBCU/NAFEO visitors about HBCU training capacities resulted in more focus on participant placements in HBCUs. USAID/Bangladesh reported that it was able to reach its goal of 10 percent participant placements in HBCUs as a result of CA activities. The USAID mission in El Salvador credited NAFEO/HBCU visits with helping that mission to exceed its goal of 10 percent placement in HBCUs.

A few USAID missions suggested that the HBCUs be given more technical assistance so that they could better meet the needs of participants who are placed in their institutions.

(b) HBCU Research Grants

The HBCU Research Grants program was not administered nor funded through the NAFEO/USAID cooperative agreement. NAFEO's role was that of disseminating information on these grant opportunities and encouraging HBCU faculty to apply to USAID/W for these grants.

Over the period of the Phase II CA, the research grants program did increase in the numbers of grants and the total grant funding. As is the case with participant training discussed above, these increases can not be wholly attributed to NAFEO activities.

Analysis of the research grant program shows that the numbers of grants and total grant amounts for the Phase II CA period (FY89 through FY93) as compared with the previous 5 years (FY84 through FY88) increased. The numbers of grants increased by 10 (12%) and funding for these grants increased by \$1,750,895 (23%).

It is recognized, however, that these increases are largely a product of USAID grant funding availabilities.

5 Management

NAFEO shall utilize the organizational and communications infrastructure it has developed — augmented by a CA staff — to assist USAID in a cost effective manner in implementing EO 12320 and Gray Amendment goals.

Involve senior HBCU and USAID officials in maintaining interest in CA activities.

Recognizing the HBCU Liaison Officers (LOs) are the key to the exchange of information on the CA, encourage interaction among LOs and the formation of regional and topical consortia.

Provide the quantity and quality of personnel essential to the success of the CA.

During the Phase II cooperative agreement management and administration of the agreement was carried out by a CA-funded team of seven core personnel: Coordinating Director (NAFEO President for approximately 40 days per year), Deputy Director for Programs (full-time), Administrative Officer (full-time), Data Analyst (full-time), Administrative Assistant (full-time) and two Secretaries (full-time).

Over the 5 years of the CA, this management team planned, administered, facilitated, and coordinated myriad activities called for in the CA. These activities included maintaining constant contact and interaction with HBCUs through their LOs, representing NAFEO/HBCU communities in monthly meetings of the HBCU Committee of USAID/W, special tasks such as collaborating with the USAID HBCU Committee in preparing for an HBCU Day at the Department of State to showcase HBCUs during a National Historically Black Colleges Week, planning and coordinating regional technical workshops and annual NAFEO conferences, keeping up-to-date the informational package on HBCU capabilities and profiles and distributing these on a regular basis to USAID contractors, USAID/W and USAID overseas missions, editing, publishing quarterly and distributing the UPDATE publication, planning and negotiating overseas travel with USAID, encouraging and supporting consortia of HBCUs, serving as a central point of contact for HBCUs and their interests, financial management of the approved budget and expenditures (see ANNEX G) and providing numerous miscellaneous services to HBCUs.

In sum, the evaluation team found the NAFEO CA staff to be responsive, energetic in its application to the CA tasks, dedicated and hard working. And it received high praise by the great majority of HBCUs contacted and other individuals, USAID contractors and U.S. Federal Agencies interviewed in the process of this evaluation.

B. Broad Assessment Questions

1. Effectiveness

Did the agreement achieve satisfactory progress toward its stated purpose? Were the five major activities supportive and effective means to achieve the stated purpose? Was the purpose and/or the five major activities changed or modified during the cooperative agreement to more effectively achieve the purpose?

The stated purpose of the Phase II cooperative agreement was to provide support for the core program whose objective was to increase the participation of Historically Black Colleges and Universities in USAID programs through familiarization with USAID overseas missions and USAID's project development processes.

The CA did not specify a quantitative measure or target for how much HBCU participation in USAID programs would be considered adequate achievement. Nor did the CA define what could be considered "satisfactory" progress toward achievement of its stated purpose. Two key words that indicated, without quantification, what the activities of the CA should promote were "familiarization" and "understanding" of HBCUs with USAID overseas programs.

and programming processes and of USAID missions with HBCU capacities and capabilities that could assist them in meeting their program objectives

Of the five major activities specified in the CA the first two, Information Processes and Overseas Travel were most effective in promoting familiarization and understanding of both parties with each other. Pertinent information on HBCU capabilities, facilities and specialties was collected and disseminated widely by NAFEO workshops and conferences involving HBCU, USAID, USAID contractors and others working in overseas development efforts. Promoted understanding, visits of NAFEO and HBCU representatives to several USAID overseas missions where direct exposure of the parties provided a much better familiarization and understanding of the problems and processes of both parties and visits of a significant number of USAID officials to NAFEO and HBCU campuses fostered understanding and appreciation of what HBCUs have to offer.

The work of constant exposure and promotion of HBCU capabilities and qualifications did result in a significantly increased participation in USAID programs, particularly in USAID's participant training program (See ANNEX E), technical assistance and training contracts and subcontracts, research and faculty involvement in international activities through linkage agreements and exchange programs (See ANNEX F which describes benefits to HBCUs resulting from CA activities).

The purpose of the CA was not changed or modified during its 5-year period. One of the program's five major activities, Fellowships, originally called for in the CA was not implemented because of a lack of supplemental funding. A substitute program of HBCU student internships in two USAID overseas missions was, however, implemented with supplemental funding and served a similar purpose of strengthening the background of HBCU personnel in development activities.

In summary, the evaluation team believes that the five major activities were supportive and effective means to achieve the CA's stated purpose.

2 Efficiency and Comparisons

Were the outcomes of the five activities produced at an acceptable cost compared with alternative approaches utilized by other federal agencies and departments? What alternative approaches would be more cost effective and more appropriate to achieve the purpose?

Eight other federal agencies were contacted to gather information about their programs that are specifically directed to benefit HBCUs. Only two of the other federal agencies contacted (USIA and Department of State) have activities remotely related to achieving purposes like those of USAID, i.e. increasing HBCU involvement in **overseas development projects or programs**. USIA handles faculty/student exchange programs such as Fulbright programs in which NAFEO is involved in informing HBCUs of opportunities and assisting them in the application process. The Department of State participates in annual NAFEO/HBCU conferences by providing resource persons who focus on informing HBCUs about foreign policy priorities.

Other domestic agency programs of benefit to HBCUs involve activities of specific interest to their federal missions, such as DOD assistance to establish and enhance undergraduate graduate and doctoral programs in scientific disciplines critical to the national security functions of DOD. The Small Business Administration is working on developing policies and procedures for increasing HBCU involvement in business education at HBCUs. The National Endowment for the Humanities has sponsored the bringing of HBCU administrators together to find out what HBCUs are doing in the humanities and has provided archival training through NAFEO to HBCUs with particular reference to religious and cultural history.

The evaluation team found no real basis for comparison of alternative approaches utilized by other federal agencies with USAID approaches particularly with regard to cost effectiveness. Each of the other federal agency programs except for the general purpose of increasing funding of programs that involve HBCUs are designed to meet purposes different from those of USAID. Indeed over the history of USAID programs specifically related to HBCUs (strengthening grants specific support grants Joint MOUs NAFEO CA etc.) USAID and DOD have been the most creative and methodical at developing and implementing HBCU targeted programs. This may be partially attributed to the fact that USAID and DOD have special legislation (Gray Amendment for USAID Section 7102 of PL 99-661 for DOD) focussing their procurement activities on HBCUs and MIs.

3 Impact/Results

What were the positive and negative effects that resulted from this agreement? What were the lessons learned? What changes occurred within USAID and NAFEO as a result of this agreement?

The positive effects that resulted from the CA as reported by the majority of HBCUs were overall that it provided opportunities to market their institutional capabilities to USAID through travel workshops, visits of USAID officials to their campuses and that their institutions were made aware and increased their understanding of USAID and its programs. The HBCUs also reported significant increases in institutional involvement in USAID programs which they attribute to CA activities. The main areas of increased involvement were in USAID-funded participant training research grants (both through USAID's Research Grants for HBCUs and in linkages with foreign universities) technical assistance contracts and subcontracts, and in increased faculty involvement in international activities.

USAID overseas missions reported overall that CA activities helped establish linkages with them that enhanced their awareness and familiarity with HBCU capabilities to perform training planning and technical assistance within USAID programs. The USAID mission to Egypt for instance stated that NAFEO played a very significant role in building and strengthening applied research linkage relationships between Egyptian universities and HBCUs. And two missions reported that CA activities — especially NAFEO/HBCU visits to their missions and visits of USAID officials to HBCU campuses — resulted in their being able to meet or exceed their targets of placing 10 percent of their participants in HBCUs for training.

The negative criticisms of the agreement relate to the perceptions expressed by some HBCUs that the CA program was not designed to benefit the smaller schools. And some HBCUs felt that the overseas travel supported by the CA did not include enough schools and included too many HBCU and NAFEO high officials.

The availability of most services to HBCUs which ended with the completion of the CA are now being missed. The expectations of HBCUs generated by CA activities grew considerably. This negative is not the fault of the CA itself but rather results from its termination. These reactions can best be expressed by quotes from three HBCUs in their responses to the assessment questionnaires.

"It appears that USAID contractors were mandated to seek out and utilize HBCUs for contracts. After the CA ended it appears that USAID contractors' interest in HBCUs also ended. If not NAFEO, someone needs to constantly remind USAID that we are here and capable of TA."

"The NAFEO network gave us an opportunity to express one voice for HBCUs of strong support and/or opposition to various issues within AID and other organizations. We were encouraged by travel through NAFEO to look for funding opportunities and increased participant training as a result of it."

"This HBCU 'did receive valuable information about USAID but the goals and funding of the CA and the attitudes of missions and USAID were not really appropriate to make a true difference."

The changes that occurred within USAID and NAFEO/HBCUs as a result of the CA were that the CA resulted in a great increase in NAFEO/HBCU knowledge and understanding of USAID objectives, programs, and program procedures. And similarly a great increase in knowledge and understanding by USAID of HBCU capabilities and capacities, particularly within those overseas missions who took advantage of what the CA had to offer.

The lessons learned with regard to the impact/results expressed above were:

- a. that the choice of major activities in the CA was by and large a good one and these were pursued with vigor by the cooperating agency NAFEO,
- b. that the primary recipients of the CA, the HBCUs, in too many cases, did not clearly (or chose not to) understand that it was their responsibility to actively pursue (follow-up on) the opportunities provided through CA activities in order to insure greater impact/results.

4 Sustainability

What activities have continued beyond the completion date? What were the incentives and/or contributing features of those activities that enabled them to continue? What were the lessons learned regarding those activities that were continued versus those which were not sustained?

Of the five major activities of the CA, none have been continued as such after the completion date. The activities that continue are those that resulted from the CA when it was in force. These continuing activities are the agreements, contracts and/or grants negotiated by HBCUs with USAID and others during the CA period. Some examples are the Linkages II project in Egypt, technical and regional consortia stimulated and assisted by NAFEO. Goat Research involving Langston University and Mohamed V University in Morocco. University Development Linkage Project combining Prairie View A & M University (sub-contractor) and Iowa State University (prime contractor) with the University of Costa Rica.

USAID contractors who were provided information about HBCU capacities and specialties through the CA continue to make every effort to meet participant placement targets in HBCUs. NAFEO as a continuing organization representing member HBCUs is still a source for all kinds of information about HBCUs.

The incentives/contributing features of the continuing activities described above though they were spawned by the CA are not dependent upon CA funding. Important activities which addressed specific purposes of the CA major activities can not be continued because of a lack of financing.

The lessons learned regarding those activities that were continued are that the continuing activities are those that argue most for the overall success of the CA i.e. the outcomes of the agreement that did result in more USAID contracts and grants for individual HBCUs. Activities which promoted this success were the dissemination of pertinent information on HBCU capabilities and direct marketing made possible through CA-funded visits to missions, technical workshops, annual conferences, NAFEO publications, networking among HBCUs and with overseas USAIDs, universities and private groups. These activities are the very ones that promoted the increased involvement of HBCUs in USAID projects but can not be continued because of no current funding source for them.

5 Participation

To what extent were the regional bureaus, USAID missions, and HBCUs involved in the planning and implementation of the five major activities? Was the participation of mutual interest and benefit? What were the benefits that accrued from this participation?

The subject of this evaluation is Phase II of a two-phase cooperative relationship between USAID and NAFEO. The Phase II CA was looked upon as a continuation of activities that were ongoing, albeit with a heavier emphasis on more direct involvement with overseas missions. Aside from informal

discussions with personnel from regional bureaus some USAID overseas mission personnel when they were in USAID/W and with some HBCU Liaison Officers the Phase II CA was mostly planned and the program description agreed to between the two principle parties NAFEO and USAID/S&T RUR

6 Demand

Was there demand for the activities from the regional bureaus and the USAID missions? Did the regional bureaus and the missions request fellows and other related services from the HBCU community? Were there some unanticipated activities and or involvement on the part of HBCUs by the missions and the regional bureaus?

There was a continuing demand for information from NAFEO about HBCUs by USAID regional and central bureaus USAID missions and USAID contractors Besides this informational service three regional bureaus (AFR ANE and LAC) took advantage of services provided through the CA With supplemental funds provided by the ANE bureau NAFEO/HBCU representatives were able to visit — as described above in FINDINGS Section A 2 — Sri Lanka Indonesia Nepal Bangladesh India Thailand Philippines Japan Morocco Tunisia Oman Jordan Yemen and Egypt NAFEO coordination with the LAC bureau resulted in two visits to El Salvador The Sri Lanka and Nepal missions requested and accommodated 11 HBCU student interns

There were no observed unanticipated activities and/or involvement on the part of HBCUs by the missions and regional bureaus This is no doubt due to the fact that the five major activities were written broadly and could accommodate almost any endeavors so long as such endeavors addressed CA objectives

7 Findings and Recommendations

What were the major findings of the five activities which supported the achievement of the agreement purpose? Which activities were better investments and why? Which activities were less productive and why? What were the lessons learned from this agreement? Recommend cost effective ways to perpetuate the involvement of HBCUs and other minority institutions

The major findings of the five activities which supported the achievement of the agreement purpose are described in some detail above in Section A of the FINDINGS

Aside from the "Fellowship" activity that was not implemented the four other major activities (Information Processes Overseas Travel Special Tasks and CA Management) were mutually supportive The information about HBCUs gathered and disseminated widely by NAFEO was an effective tool for promoting a better understanding of the capabilities of HBCUs This information was used by USAID missions and USAID participant placement contractors to make decisions on participant placements (Special Tasks activity) The technical workshops and annual conferences provided a vehicle to promote networking among HBCUs USAID international and private

organizations working toward third world country development and to increase the familiarity of HBCUs with other professionals and organizations in international development work

The direct contact of HBCUs with USAID overseas missions and host country entities made possible through the Overseas Travel activity of the CA was effective in marketing HBCU training and technical capabilities and built better understanding of HBCUs about USAID, its processes and programs

And the CA Management activity planned and coordinated the other major activities i.e. provided effective administrative support and guidance

Conclusions and recommendations are treated in the following section

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CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

As a result of the evaluation the team reached the following conclusions

- 1 The overall conclusion of the evaluation is that the CA was successful in accomplishing its basic purpose of increasing the participation of HBCUs in USAID programs
- 2 The five major activities of the CA were a good choice of interrelated mutually dependent actions that taken together were supportive and effective means to accomplish the CA purpose
- 3 The NAFEO CA staff was proactive responsive energetic in its application to the CA tasks dedicated and hard working The constant exposure promotion and marketing of HBCUs and their capabilities did result in the increased participation of HBCUs in USAID projects and programs
- 4 The implementing instrument the CA was lacking in that it did not establish any baseline data, quantitative or qualitative measures that would have provided a more precise basis for the recipient and USAID to compare performance progress
- 5 The primary beneficiaries of the CA the HBCUs in many cases did not (or chose not to) understand that it was their responsibility (not NAFEOs) to actively pursue and follow-up on the opportunities provided through CA activities in order to insure greater results
- 6 One of the most effective CA activities for increasing HBCU participation in USAID development efforts was the direct contact of HBCUs and NAFEO with USAID overseas missions made possible through CA funding and by USAID mission officials who chose to visit HBCU campuses
- 7 There are significant differences among the HBCUs with regard to their desire and commitment to participate in international development programs and their institutional structures and experience in international activities There are those committed and well experienced in international work and there are many others that have not added the international dimension to their curricula nor made efforts to pursue contracts or grants to move into the international assistance arena
- 8 USAID's use of an intermediary institution such as NAFEO to carry out functions such as providing a single point of contact and a conduit for the back and forth flow of information, constant marketing of HBCU capabilities management and coordination of workshops and conferences, etc is an

effective and efficient way for USAID to address the continuing policy of meeting the mandates of the Gray Amendment and Executive Orders

B. RECOMMENDATIONS

The evaluation scope of work asked the evaluators to recommend effective ways to perpetuate the involvement of HBCUs and other MIs in USAID programs

These recommendations are based on the assumption that USAID will continue its policy in response to specific legislation and Executive Orders of continuing the funding of activities that will further increase HBCU and other MI participation in USAID programs

- 1 USAID should continue to use one or more intermediary institutions to represent HBCU and other MI interests as a central advocate promoter and manager/coordinator of Phase II CA-type and new activities involving HBCUs/MIs
- 2 Any new contractual or grant arrangement should have as one of its stipulated purposes a geographic emphasis on the ENI bureau and its overseas missions/offices
- 3 A new arrangement should be explicit about increasing the number of HBCUs and other MIs working in international development activities with USAID and/or other assistance donors Particularly for those HBCUs/MIs that are less experienced in U S government contracting and granting systems there should be a strong emphasis on and capability within the intermediary institution to provide continuing technical assistance in proposal development (contracts) and grant applications (grants and CAs)
- 4 New contractual or grant arrangements should require the establishment of baseline data quantitative and qualitative standards to measure performance of the intermediate organization(s) This may require changing the implementing instrument from a grant to a contract unless the grantee or recipient is amenable to including and committing itself to stipulated measures of progress and accomplishment in program descriptions
- 5 Any new arrangement should also include an agreed upon description of the division of responsibilities for specific actions (e g follow-up of opportunities identified) between the intermediary institution HBCUs/MIs and USAID
- 6 Any new arrangement should also include financing of an appropriate amount of direct marketing of participating HBCU/MI capabilities through overseas travel which was one of the most effective marketing activities in the NAFEO CA

In summary we are recommending as the most effective way to perpetuate the increase of HBCU and other MI involvement in USAID programs a continuation of most of the activities implemented in the previous CAs — expanded to include other MIs — with special emphasis on augmenting the number of institutions actively involved with USAID programs providing much more technical assistance to specific individual HBCUs and other MIs and expanding the geographic areas covered

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ANNEX A

Development Associates, Inc

Post Evaluation Report

CONTRACT SCOPE OF WORK

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POST EVALUATION

COOPERATIVE AGREEMENT BETWEEN USAID AND THE NATIONAL ASSOCIATION
FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION
COOPERATIVE AGREEMENT NO DAN-5055-A-00-8053-00

BACKGROUND The second phase of the cooperative agreement between USAID and the National Association for Equal Opportunity in Higher Education (NAFEO) began on September 30, 1988, and ended on May 15, 1994. The purpose of the agreement was to provide support for the second phase for a core program whose objective was to increase the participation of Historically Black Colleges and Universities (HBCUs) in USAID programs through familiarization with USAID overseas missions and the project development process.

The purpose was to be achieved through five different activities--information processes, overseas travel, fellowships, special tasks, and through management. NAFEO received \$2,834,902 over the life of the agreement which included \$2,666,902 in core funding and \$168,000 through three add-ons from the Asia Bureau. The cooperative agreement was managed by Adolf Wilburn and David Rakes of USAID and by Samuel L. Myers of NAFEO.

PURPOSE OF THE EVALUATION The purpose of this post award evaluation is to assess whether the purpose of the cooperative agreement was achieved and more specifically whether the five major activities outlined in the cooperative agreement were accomplished in support of the purpose. The findings and lessons learned of this evaluation will be used to guide and shape Agency external relationships.

SCOPE OF WORK The contractor will be responsible for evaluating the cooperative agreement between USAID and NAFEO. In doing so, the contractor will perform the following activities:

- I Review and assess the following documents within USAID and NAFEO according to the evaluation questions listed in item II below
 - A The cooperative agreement
 - 1 The purpose of the cooperative agreement and amendments
 - 2 The five major activities for achieving the purpose of the cooperative agreement (see the attached matrix)
 - B The agreement plans and reports
 - 1 Cooperative agreement implementation plans
 - 2 Annual work plans
 - 3 Quarterly cooperative agreement reports
 - 4 Trip and workshop reports (domestic)

- 5 Field visits and activity reports (international)
- 6 Fellows reports and Liaison Officer reports
- 7 Special task reports (training and research)
- 8 Financial reports
- 9 Management reports

II Questions for evaluating the cooperative agreement between USAID and NAFEO

- A Effectiveness--Did the agreement achieve satisfactory progress toward its stated purpose? Were the five major activities supportive and effective means to achieve the stated purpose? Was the purpose and or the five major activities changed or modified during the cooperative agreement to more effectively achieve the purpose?
- B Efficiency and Comparisons--Were the outcomes of the five activities produced at an acceptable cost compared with alternative approaches utilized by other federal agencies and departments? What alternative approaches would be more cost effective and more appropriate to achieve the purpose?
- C Impact/Results--What were the positive and negative effects that resulted from this agreement? What were the lessons learned? What changes occurred within USAID and NAFEO as a result of this agreement?
- D Sustainability--What activities have continued beyond the completion date? What were the incentives and or contributing features of those activities that enabled them to continue? What were the lessons learned regarding those activities that were continued verses those which were not sustained?
- E Participation--To what extent were the regional bureaus, USAID missions, and HBCUs involved in the planning and implementation of the five major activities? Was the participation of mutual interest and benefit? What were the benefits that accrued from this participation?
- F Demand--Was there demand for the activities from the regional bureaus and the USAID missions? Did the regional bureaus and the missions request fellows and other related services from the HBCU community? Were there some unanticipated activities and or involvement on the part of HBCUs by the missions and the regional bureaus?
- G Findings and recommendations--What were the major findings of the five activities which supported the achievement of the agreement purpose? Which activities were better investments and why? Which activities were

less productive and why? What were the lessons learned from this agreement? Recommend cost-effective ways to perpetuate the involvement of HBCUs and other minority institutions

III Interview USAID, NAFEO, Missions, HBCUs, Fellows, Liaison Officers and others according to the questions outlined in item II above

A Develop an interview instrument for assessing the program activities of the cooperative agreement Interview the people identified below and others directly or over the phone and/or by fax

- | | |
|--------------------|---------------------|
| 1 David Rakes | 2 Adolf Wilburn |
| 3 Sam Myer | 4 Marie Gadsden |
| 5 Jay Bergman | 6 Gail Warshaw |
| 7 Regina Amadi | 8 Terrilyene Watson |
| 9 Curtis Jackson | 10 Handy Williamson |
| 11 Shelia Blackman | |

REPORTS The contractor shall submit 15 copies of the draft report to the Director of the Center for Human Capacity Development 15 days before the last day of the work order for review and comment Thirty copies of the final report (items I-III in the scope of work) shall be submitted by the last day of the work order The report shall include an executive summary, methodology of the evaluation, the body of the report, and a section on the findings and recommendations

The contractor shall present the findings and recommendations of the report to the Director of the Center for Human Capacity Development and the Assistant Administrator of the Global Bureau.

Description of NAFEO Cooperative Agreement II, Years 1-5

PURPOSE To Use Phase II of Cooperative Agreement to Implement Executive Order 12320 and the Gray Amendment

GOAL To increase HBCU participation in AID activities

DSE	TASKS	PROJECTS AND BACKGROUND
<p>L. INFORMATION PROCESSES</p> <p>Enhance Understanding by U.S. AID Officials and AID audiences (including overseas personnel of EO 12320, the Gray Amendment and HBCU capabilities)</p> <p>A. Inform AID officers of their responsibilities</p> <p>B. Inform AID officers about ways in which the NAFEO/CA might help them achieve their goals</p>	<p>L. INFORMATION PROCESSES</p> <p>The collection, evaluation, organization, maintenance and distribution of information about HBCUs to AID and AID audiences</p> <p>A. Inform AID officers including new-hires about Executive Order 12320 and the Gray Amendment</p> <p>B. Provide information to and orient AID and AID audiences about HBCUs</p>	<p>L. INFORMATION PROCESSES</p> <p>A&B</p> <ol style="list-style-type: none"> 1. Videos and media about EO 12320 Gray Amendment and HBCUs S 1,2 2. Provide information on HBCU resources (Institutions and faculty) including annual report of a VOB received C 1,2,3,4,5 3. Publish <u>Update</u> C 1,2,3,4,5 4. Publish Fact Sheets C 1,2,3,4,5 5. Lectures by NAFEO/CA Staff and AID/W Staff C 1,2,3,4,5 6. Visits to HBCUs C 1,2,3,4,5 7. Seminars, workshops, regular L.O. meetings C 1,2,3,4,5 8. Orientation to HBCUs to groups of technical officers, Mission Directors, etc. Could be provided by NAFEO as <ol style="list-style-type: none"> a. Special Session C 1,2,3,4,5 b. Integrated into regular AID training C 1,2,4 9. Black History Program: NAFEO display in State; Department Building talk by someone from HBCU C 1,2,3,4,5

PURPOSE	TASKS	PROJECTS
<p>I C Enhance HBCU understanding of U.S.AID and AID audiences</p> <p><u>OVERSEAS TRAVEL</u></p> <p>A. To familiarize HBCU representatives with U.S.AID overseas Missions and to explain the project development process</p> <p>B To Develop Projects 1 To learn about Mission needs 2 To market HBCU Resources</p> <p>C Follow-up Visits to negotiate maintain momentum or conclude contracts initiated on previous visits</p>	<p>I C. Inform HBCUs about U.S. AID and AID audiences Provide Technical Assistance, fact sheets, workshops, clearinghouse, and information centers. Facilitate placement of trainees, provide expert information to HBCUs and support Small Research Programs</p> <p>D. LO Network Loosely organize LOs and encourage participation in regional, topical meetings</p> <p>II. <u>OVERSEAS TRAVEL</u></p> <p>A. Experiential and representational</p> <p>B. Identify prospective projects early for future contracting to HBCUs</p> <p>C. Monitor previously initiated contract opportunities and determine strategic time for follow up visits</p>	<p>L C. 1. Short Courses S 1,2,3 2. Videos and media about U.S.AID and AID audiences S 2 3. AID Resources (Opportunities in HBCUs) C 4. L.O. Conferences C 1,2,3,4,5 5. Publication of Update C 1,2,3,4,5 6. Publication of Fact Sheet Summary C 1,3,5 7. Workshops C 1,2,3,4,5</p> <p>D LO Network C 1 Ask each institution to appoint at least two LOs so that staff turnover will not hinder efforts C 1,2,3,4,5 2 Provide NAFO support to attend one regional/topical meeting and one national meeting per year 1,2,3,4,5</p> <p>II. <u>OVERSEAS TRAVEL</u></p> <p>A. Arrange familiarization visits by faculty, international program officers and other administrators C & S 1,2,3,4,5</p> <p>B. Arrange developmental visits by appropriate delegations of faculty or administrators and AID officers on behalf of HBCUs C & S 1,2,3,4,5 1 Seek linkage opportunities 2. Establish discipline linkages among HBCUs compatible with AID's program emphases 3. Develop pre-project proposals for appropriate U.S AID missions</p> <p>C. Arrange follow up visits by appropriate specialists and administrators S 1,2,3,4,5</p>

PURPOSE	TASK	PROJECT AND BACKGROUND
<p>III <u>FELLOWSHIPS</u></p> <ul style="list-style-type: none"> - To strengthen background of HBCU personnel - To make receiving institution more aware of the interests and capabilities of HBCUs - Provide AID experience to interested LOs and international program managers <p>IV <u>SPECIAL TASKS</u></p> <p>A. Participant Training</p> <ol style="list-style-type: none"> 1. Help HBCUs to market existing programs for training 2. Help HBCUs attract and retain participants by maintaining an appropriate for them <p>B. Small Research Grants</p> <ol style="list-style-type: none"> 1. To utilize expertise of HBCU faculty researchers 2. To involve HBCU faculty in AID funded research 	<p>III. <u>FELLOWSHIPS</u></p> <p>Appoint and place fellows</p> <p>IV. <u>SPECIAL TASKS</u></p> <p>A. Participant Training seek to achieve a 10% target at HBCUs from placement of 18,000 students from abroad</p> <p>B. Small Research Grants</p> <p>Encourage HBCU Principal Investigators to participate in Small Research Programs</p>	<p>III. <u>FELLOWSHIPS</u></p> <p>Rotate 1-A fellows into AID, NAFEO, foreign universities, ministries C & S 1,2,3,4,5</p> <p>NAFEO would manage effort and participate in selection of Fellows</p> <p>IV. <u>SPECIAL TASKS</u></p> <p>A. Participant Training</p> <ol style="list-style-type: none"> 1. Coordinate effort to ensure that HBCU catalogs (on microfiche) are distributed to LDC USIS libraries and to specific U.S.AID training offices and contractors C 1,2,3,4,5 2. Develop Training videos for HBCU faculty/staff on participant issues and distribute to each HBCU for orientation S 2 3. Establish special short courses at HBCUs to meet special AID needs S 1,2 4. Provide HBCU degree information, including professional accreditation, to foreign embassies who authenticate academic programs for their citizens C 1,3

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PURPOSE	TASKS	PROJECTS AND BACKGROUND
<p>V <u>CA Management (Contd)</u></p>	<p>V. <u>CA MANAGEMENT</u> (Contd)</p> <p>B. CA Personnel</p> <p>1. CA Full Time Personnel</p> <p>a. Administrative Officer</p> <p>b. Deputy Director for Programs</p> <p>c. Data Analyst</p> <p>d. Appropriate Support Staff</p> <p>1. Administrative Assistant</p> <p>2. Secretary I&II</p> <p>3. NAFEO/CA Fellows from HBCUs</p> <p>4. AID/IPA and AID Project Manager</p> <p>5. Contractural Hire-As Needed</p> <p>a. Computer Programmers</p> <p>b. Video Producer</p>	<p>V <u>CA MANAGEMENT</u> (Contd)</p> <p>B. CA Personnel</p> <p>1. NAFEO Full Time</p> <p>a. Administrative Officer C 1,2,3,4,5</p> <p>(1) Assists in selecting and placin Fellows</p> <p>(2) Develops Reports on HBCU Resources</p> <p>(3) Arrange Developmental trips overseas</p> <p>(4) Arrange Follow up Develop- ment trips overseas</p>

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PURPOSE	TASKS	PROJECTS AND BACKGROUND
<p>V <u>CA MANAGEMENT (Contd)</u></p>	<p>V. <u>CA MANAGEMENT (Contd.)</u></p>	<p>V <u>CA MANAGEMENT (Contd)</u></p> <ul style="list-style-type: none"> (5) Assist in Orientation of AID Officers (6) Place Participant Trainees (7) Help Organize Regional Consortia (8) Help Organize CA coordinating committee (9) Facilitate LO interaction (10) Have NBCUs appoint LOs (11) Budget/Management oversight for Project (12) Proposal Development <p>(b) Deputy Director for Programs C 1,2,3,4,5</p> <ul style="list-style-type: none"> (1) Provide Technical Assistance (2) Provide expert information on NBCUs (3) Establish short courses (4) Develop programs for conferences and workshops (5) Orient and Inform AID Officials (6) Assist in matching participant (7) Provide substantive input into <u>Update</u> (8) Assist in providing substantive input into videos

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ANNEX B

Development Associates, Inc

Post Evaluation Report

- 1 Cooperative Agreement Program Description**
- 2. Executive Order 12677**

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CORE PROGRAM DESCRIPTION

The objective of Phase II of the core NAFEO program is to increase the participation of Historically Black Colleges and Universities (HBCUs) in A I D programs through familiarization with U S A I D overseas missions and the project development process. This will be accomplished through five groups of activities

Information Processes

NAFEO shall conduct a series of activities which will enhance understanding by A.I.D. officials and A.I D audiences (including overseas personnel) of Executive Order 12320, the Gray Amendment, and HBCU capabilities

Overseas Travel

NAFEO shall seek to familiarize HBCU representatives with U S A I D. overseas missions and to explain the project development process. Most importantly, NAFEO shall seek to identify developmental projects in their early stages of conceptualization in order to increase the involvement of the HBCUs in these overseas projects. This shall be done by seeking to identify early, the needs of the missions and to acquaint the missions with the resources available at the HBCUs that can assist them in developing overseas projects. NAFEO shall also support follow-up visits to negotiate, maintain momentum, or conclude contracts initiated on previous visits.

The actual site visits will be made to areas that offer the greatest potential for project development for the HBCUs. This will be determined only after discussions with desk officers, invitations from missions, and a survey of U.S.A.I.D. funding priorities. Some potential sites are: Egypt, Pakistan, Thailand, Indonesia, the Philippines, Jordan, Jamaica, Liberia, Senegal, Cameroon, other selected African countries, and regional offices, e.g. Cote d'Ivoire, Kenya, Barbados.

Fellowships

Phase II of the Cooperative Agreement will support the bringing in of fellows from the HBCUs for short periods of time to serve possibly in Washington or at overseas missions. The objective is to strengthen the background of the HBCU personnel in developmental activities, to acquaint A.I D /Washington or the mission with the interests and capabilities of HBCUs or to provide experiences to interested U.S. and international program managers

Special Tasks

The Cooperative Agreement will support both Participant Training and Small Research Grants. This will help the HBCUs to strengthen existing programs for training, and will help the HBCUs to attract and retain participants by maintaining an appropriate environment for them. The Cooperative Agreement will facilitate the utilization of the expertise of HBCU faculty researchers and to encourage HBCU faculty to become more involved in A I D -funded research.

Management

These numerous activities will be carried out under the guidance and management of a team of core personnel:

Coordinating Director	Samuel L. Myers
Deputy Director - Programs	Marie Gadsden
Administrative Officer	To Be Determined
Data Analyst	Regina Amadi
Administrative Assistant	Terrilyene Watson
Secretary I	Marsha Croom
Secretary II	Temps and Linda Stewart

Logical Framework

A logical framework for the core program is included in the Scope of Work, ANNEX A

Presidential Documents

Executive Order 12677 of April 28, 1989

Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and laws of the United States of America, in order to advance the development of human potential to strengthen the capacity of historically Black colleges and universities to provide quality education, and to increase opportunities to participate in and benefit from Federal programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education an Advisory Commission, the President's Board of Advisors on Historically Black Colleges and Universities. The members of the Board shall be appointed by the President. The Secretary of Education, with the advice of the Board of Advisors, shall supervise the annual development of a Federal program designed to achieve an increase in the participation by historically Black colleges and universities in federally sponsored programs. The Board of Advisors will also provide advice on how to increase the private sector role in strengthening historically Black colleges and universities. Particular emphasis shall be given to facilitating technical, planning and development advice to historically Black colleges and universities, with the goal of ensuring the long term viability of these institutions.

Sec. 2. The Board of Advisors shall include appropriate representatives of historically Black colleges and universities, of other institutions of higher education of business and finance, of private foundations, and of secondary education.

Sec. 3. The White House Initiative on Historically Black Colleges and Universities, housed in the Department of Education, shall provide the staff, resources, and assistance for the Board of Advisors on Historically Black Colleges and Universities; shall assist the Secretary of Education in the role of liaison between the Executive branch and historically Black colleges and universities, and shall serve the Secretary of Education in carrying out his responsibilities under this order.

Sec. 4. Each Executive department and those Executive agencies designated by the Secretary of Education shall establish an annual plan to increase the ability of historically Black colleges and universities to participate in federally sponsored programs. These plans shall describe measurable objectives for proposed agency actions to fulfill this order and shall be submitted at such time and in such form as the Secretary of Education shall designate. In consultation with participating Executive agencies, the Secretary of Education shall review these plans and develop an Integrated Annual Federal Plan for Assistance to Historically Black Colleges and Universities for consideration by the President.

Sec. 5. The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to its consideration by the President.

Sec. 6. Each participating agency shall submit to the Secretary of Education a midyear progress report and at the end of the year an Annual Performance Report that shall specify agency performance against its measurable objectives.

Sec. 7. Every third year, the Secretary of Education shall oversee a special review by every designated Executive department and agency of its programs

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to determine the extent to which historically Black colleges and universities are given an equal opportunity to participate in federally sponsored programs. This review will examine unintended regulatory barriers, determine the adequacy of announcements of program opportunities of interest to these institutions, and identify ways of eliminating inequalities and disadvantages.

Sec. 8 The Board of Advisors, working through the White House Initiative, shall provide advice on how historically Black colleges and universities can achieve greater financial security through the use of improved business accounting, management, and development techniques. To the maximum extent possible, the Board of Advisors shall enlist the resources and experience of the private sector in providing the assistance. To this end, historically Black colleges and universities shall be given high priority within the White House Office of National Service.

Sec. 9 The White House Office of National Service, along with other Federal offices, shall work to encourage the private sector to assist historically Black colleges and universities through increased use of such devices and activities as: (1) private sector matching funds to support increased endowments, (2) private sector task forces for institutions in need of assistance, and (3) private sector expertise to facilitate the development of more effective ways to manage finances, improve information management, strengthen faculties, and improve course offerings. These steps will be taken with the goal of enhancing the career prospects of their graduates and increasing the number of those with careers in science and technology.

Sec. 10 In all its endeavors, the Board of Advisors shall emphasize ways to support the long-term development plans of each historically Black college and university. The Secretary of Education, with the advice of the Board of Advisors, shall develop alternative sources of faculty talent, particularly in the fields of science and technology, including faculty exchanges and referrals from other institutions of higher education, private sector retirees, Federal employees and retirees, and eminent faculty members at other institutions of higher education.

Sec. 11 The Director of the Office of Personnel Management, in consultation with the Secretary of Education and the Secretary of Labor, shall develop a program to improve recruitment and participation of graduates and undergraduate students of historically Black colleges and universities in part-time and summer positions in the Federal Government.

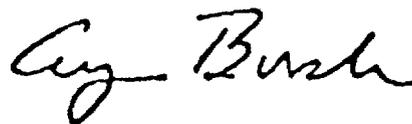
Sec. 12 Each year the Board of Advisors shall report to the President on the progress achieved in enhancing the role and capabilities of historically Black colleges and universities, including an Annual Performance Report on Executive Agency Actions to Assist Historically Black Colleges and Universities that appraises agency actions during the preceding year. The Secretary of Education shall disseminate the annual report to appropriate members of the Executive branch and make every effort to ensure that findings of the Board of Advisors are taken into account in the policies and actions of every Executive agency, including any appropriate recommendations for improving the Federal response directed by this order.

Sec. 13 Participating Executive agencies shall submit their annual plans to the Secretary of Education not later than January 15 of each year. The Annual Federal Plans for Assistance to Historically Black Colleges and Universities developed by the Secretary of Education shall be ready for consideration by the President not later than April 30 of each year.

Sec. 14. The Secretary of Education is directed to establish an Advisory Commission entitled the President's Board of Advisors on Historically Black Colleges and Universities. Notwithstanding the provisions of any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2), which are applicable to the Advisory Commission to be established by this order, shall be performed by

the Secretary of Education in accordance with the guidelines and procedures established by the Administrator of General Services

Sec 15 Executive Order No 12320 of September 15 1981 is revoked



THE WHITE HOUSE
April 28 1989

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ANNEX C

Development Associates, Inc

Post Evaluation Report

NAFEO/USAID COOPERATIVE AGREEMENT

HBCU LIAISON OFFICER (LO) QUESTIONNAIRE

RECORD AND TYPE OF RESPONSES

1	Completed and returned questionnaire	24
2	Did not complete questionnaire answered by letter	4
3	LO departed, no institutional memory	10
4	No involvement in NAFEO/USAID CA	3
5	No answer in any form	<u>33*/</u>
	Total Number of HBCUs sent questionnaire	74

*/ Of the 33 who did not respond to the original request, 27 were contacted by phone to urge them to respond. Most of these stated they knew of the NAFEO CA but did not participate in CA-funded activities aside from attending a few Regional Workshops managed by NAFEO. Therefore they felt they could not in any meaningful way complete the questionnaire.

SUMMARY OF RESPONSES FROM HBCU LIAISON OFFICERS

- 1 Twenty of the 24 respondents reported that the CA provided opportunities to market their institutional capabilities to USAID through travel workshops meetings etc and that their institutions were made more aware of USAID and its programs through the CA activities Four schools reported that they had not been assisted by the CA
- 2 Fifteen schools reported that NAFEO-sponsored workshops and conferences were beneficial in that they provided information and technical assistance concerning USAID programs and opportunities networking among HBCUs USAID other donor agencies voluntary organizations and AID contractors
- 3 Fourteen schools reported an increase in institutional involvement in USAID programs which could be attributed to the CA The main areas of increased involvement were participant training research grants contracts and subcontracts and faculty involvement in International activities
- 4 Respondents reported that among the services received from NAFEO were technical assistance in USAID procedures information about USAID opportunities financial assistance for travel increased awareness and involvement in international program activities and infusion of international interests in curricula Three HBCUs reported receiving no services
- 5 Seven schools reported that the CA stimulated an increased number of visits to their campuses by USAID officials At Jackson State a USAID Week was hosted which included many USAID visitors from Washington and overseas missions In 1991 a field visit element of a USAID World-wide Training Officers conference workshop was hosted by Bowie State Bowie State reports that 50 Mission Officials have visited its campus during the 5-year period of the CA
- 6 Ten schools among those responding to the questionnaire report that they had representatives who traveled overseas on trips sponsored by the CA Four schools among the ten reported that no travel was paid for by NAFEO through the CA These four schools paid for their own travel
- 7 Missions visited by responding HBCUs included Egypt El Salvador Liberia Barbados, Philippines Indonesia and Nepal The purposes of the trips were mainly familiarization and exploration of potential areas of interest for future work by the HBCUs Five schools reported that the travel helped to identify potential projects Four of these schools reported that contracts were initiated as a result of the travel
- 8 Seven HBCUs reported that the number of USAID-funded participants at their schools increased as a direct result of the CA
- 9 Nine schools reported that they had established short courses specifically to meet USAID needs Most of these were in areas relating to agriculture The courses included livestock production and management rural and community development computer-based analysis of agricultural policy planning women and leadership nursing environmental planning and community relations

- 10 Twelve schools indicated that NAFEO distributed pertinent orientation information about USAID participant issues and problems
- 11 Seventeen schools reported that they received information on USAID research grants for HBCUs
- 12 Eleven responding HBCUs reported that they participated in the research grant program The information about these grants is presented below

<u>School</u>	<u>No of Grants</u>	<u>Approx Total \$</u>
Prairie View A&M	4	\$400 000
Alabama A&M	8	783 000
U of the Virgin Islands	1	100 000
North Carolina A&T	3	270 000
Lincoln U of Missouri	9	800,000
Texas Southern	3	300 000
Jackson State	3	300,000
Bowie State	1	100,000
Morgan State	7	150,000
Tuskegee University	20+	2 300,000+
Southern University B R	4	395 448

- 13 Six schools reported that they belonged to a number of Consortia Of these five schools four reported they joined consortia under the stimulus of NAFEO and the CA
- 14 North Carolina A&T and Prairie View A&M reported having students (4 in Sri Lanka) who participated in the Student Intern Program
- 15 Four schools reported that their faculty and/or students participated in other study abroad programs stimulated or assisted by NAFEO
- 16 Only one of the reporting HBCUs said that it participated in any planning activities for a fellowship program originally planned as an activity under the CA.

Summary Comments

A final instruction in the questionnaire asked the respondents to summarize and assess their institutions experience with and benefits as a result of the CA Their responses are summarized below

The CA was reported to be beneficial in that it created an environment that encouraged HBCUs and USAID to exchange information and ideas and it helped some HBCUs begin or expand their involvement in international work

Two of the responding HBCUs felt that the CA was not designed to benefit the smaller schools Also some felt that the travel aspect of the CA did not include enough schools and included too many HBCU presidents and NAFEO officials

One HBCU stated that it did receive valuable information about USAID but the goals and funding of the CA and the attitudes of missions and USAID were not really appropriate to make a true difference

One HBCU in its summary comments was very candid in stating that the HBCU could have more actively solicited NAFEO/CA assistance and thereby did not take advantage of the help and assistance offered

Through NAFEO/USAID/HBCU liaison work a wealth of information exchange occurred resulting in a significant increase in international awareness at my school

Contacts with USAID officials have been invaluable in enhancing my school's international development capabilities

Notable USAID officials who were extremely helpful were David Rakes Valerie Smith and Brenda Thomas

NAFEO assistance helped Bowie State to acquire linkages agreements with Brikama College in The Gambia and the University of Asmara in Eritrea

NAFEO/USAID CA exposed the school to the international arena that it had not experienced before Faculty and staff made linkages and created projects overseas that would not have been possible any other way

This school participated in all CA activities seminars/conferences, as well as serving as Host during the period of the CA It appears that USAID contractors were mandated to seek out and utilize HBCUs for contracts After the CA ended it appears that USAID contractors interest in HBCUs also ended If not NAFEO someone needs to constantly remind USAID that we are here and capable of TA There are two procurements I know of where HBCUs are sought out for TA We need more

The impact of the CA has been the opportunity to assist us in keeping our finger on the pulse of AID in terms of funding opportunities and forming a network of HBCUs in which we could find support and collaboration The NAFEO network gave us an opportunity to express one voice for HBCUs of strong support and/or opposition on various issues within AID and other organizations We were encouraged by travel through NAFEO to look for funding opportunities and increased participant training as a result of it

Southern University's involvement in the Cooperative Agreement has made definite contributions to its increased emphasis on the internationalization of the curriculum As a new director of international programs in August 1991, I was very happy to learn of the NAFEO services and quickly availed myself and became involved with the NAFEO staff The benefits have been invaluable and my administrative experience and my institution's future have been enhanced because of this involvement

TABULAR PRESENTATION OF 24 HBCU RESPONDENTS TO THE LIAISON OFFICES QUESTIONNAIRE	
OF 24 RESPONDENTS	
▶ CA Program provided opportunities to market HBCU institutional capabilities to USAID	20
▶ NAFEO-sponsored workshops and conferences were beneficial	15
▶ CA increased institutions involvement in USAID programs	14
▶ CA program was not designed to benefit the smaller schools	2
▶ Had representatives who traveled overseas on trips planned and sponsored by NAFEO	10
▶ The NAFEO travel helped identify potential projects	5
▶ USAID contracts were initiated as a result of the sponsored travel	4
▶ HBCU student internships were implemented in Sri Lanka and Nepal	11 (interns)
▶ The increase in USAID participants was a direct result of CA activities	7
▶ Developed special courses to meet USAID needs	9
▶ CA stimulated an increase in the number of visits to HBCU campuses by USAID officials	7
▶ NAFEO distributed pertinent information about USAID participant issues and problems	12
▶ HBCU received from NAFEO information on USAID research grants	17
▶ HBCU respondents that participated in the USAID research grant program	11
▶ HBCU respondents that belong to a number of consortia	6
▶ HBCUs who joined consortia under the stimulus of NAFEO and the CA	4
▶ HBCU respondents whose faculty and/or students who participated in study abroad programs stimulated and assisted by NAFEO	4
HBCU respondents who participated in fellowship planning	1

ASSESSMENT QUESTIONNAIRE
FOR
LIAISON OFFICERS AND HBCUS

PURPOSE OF THE CA To increase the participation of HBCUs in USAID programs through familiarization of the HBCUs with USAID overseas missions and USAID's project development processes

QUESTIONS

1 In what ways were you (your institution) assisted by NAFEO over the past 5 plus years under the Cooperative Agreement between USAID and NAFEO (9/30/1988 through 5/15/1994)? Cite specific areas assisted

2 Were the NAFEO-sponsored regional workshops and annual conferences beneficial to your school? In what ways?

3 Since the beginning of the cooperative agreement (Sept, 1988), has there been an increase in your school's involvement in AID programs that can be attributed to the CA?

4 What were the services received from NAFEO through the CA? (e g , information on AID programs? Help on problems of preparing proposals to AID for contracts? What?

5 Did the CA stimulate an increased number of visits to your campus by USAID officials? What were these visitors most interested in? Your school's specialties? Individual staff capabilities? How many USAID visitors?

6 Did you and/or other representatives of your school travel overseas to visit USAID missions? Was such travel funded by NAFEO through the CA?

7 What were the purposes of the overseas travel?

a Did the travel help indentify potetential projects for future contracting by your school?

b Were any contracts initiated as a result of overseas travel? Specify, please

8 Did the number of AID-funded participants increase as a result of the CA? Can you provide statistics on the numbers of AID-funded participants at your school before late 1988, and for the period from late-1988 through mid-1994?

9 Has your school established any short courses specifically to meet special AID needs? Please provide specific examples.

10 Did NAFEO distribute pertinent information on AID participant issues/problems to you for orientation purposes?

11 Did NAFEO provide you with information on USAID small research grant possibilities?

12 Did your school participate in the USAID small research grant program for HBCUs?

a. How many small research grants were awarded to principal investigators at your school from late 1988 through mid-1994?

b What was the dollar value of these research grants over the 5-year period of the CA?

13 Under the auspices of NAFEO, did your school join with other HBCUs to form technical or geographic consortia?

a If so, what sort of consortia -- geographic or topical?

b With what consortia does your school participate?

14 During the implementation of the CA, did any of your students participate as Interns with AID, sponsored by the NAFEO/CA? How many? Location(s)?

15 Besides the USAID/NAFEO CA-funded intership programs, were there any other "study abroad" programs that your students and/or faculty participated in that were stimulated or assisted by NAFEO?

16 Although this activity was not implemented, did you participate in the planning of a CA sponsored Fellowship program?

Please summarize and assess briefly your institution's experience and benefit as a result of the Cooperative Agreement:

A \QUESTION LOS

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ANNEX D

Development Associates, Inc

Post Evaluation Report

Summary of Responses from the Mission Questionnaire

- 1a All missions who responded were familiar with the CA NAFEO was reported to be helpful in establishing linkages which helped to increase awareness of HBCUs and in some cases the number of participants placed in HBCUs A number of missions reported that NAFEO was only marginally helpful The missions in Tunisia and Egypt however reported that NAFEO was very helpful to them In Egypt the mission reported that NAFEO played a very significant role in building and strengthening applied research linkage relationships between Egyptian Universities and HBCUs
- b Five missions reported that they received videos and/or other informational materials
- c In all five cases, the information received related to HBCU courses research facilities and faculty capabilities
- 2a Eight missions reported that they had received information from NAFEO such as quarterly and trip reports
- 2b When asked about the helpfulness of these materials, the responses varied widely However six missions reported that the information was marginally helpful Three missions stated it was very helpful to them
- 3a Nine missions reported that they had received copies of the Update
- 3b Five of these nine missions reported that they had not used the Update Among the missions that did use the Update, the most widely reported use was to disseminate the information to the individuals who were responsible for training placement
- 3c The Update was found to be moderately useful to these missions One mission reported that it helped the mission to reach its 10% target for HBCU placements (Bangladesh)
- 4a Five missions reported that some of their staff attended lectures or training sessions conducted by NAFEO/HBCUs These sessions were useful in providing information about HBCU resources which was helpful in influencing participant placements
- 5a-c Fifteen staff members from eight missions visited HBCUs The schools mentioned include

Bowie State (mentioned by 4 missions)
 Howard University (3 missions)
 Clark Atlanta University (2 missions)
 Jackson State (2 missions)
 Alcorn
 University of Maryland Eastern Shore
 Southern University Baton Rouge
 Xavier
 Tuskegee
 Fort Valley State College
 Roxbury Community College

- 5d Purposes of these trips included familiarization visits as part of workshops visits to monitor participants and visits as part of other trips within the U S The Egypt mission reported that its purpose for such visits was to demonstrate the commitment of USAID/Cairo to HBCUs familiarize USAID personnel with the academic and training programs as well as research facilities to dispel the myth that HBCUs are second rate institutions
- 5e Most of the missions were not very involved in the planning of these trips
- 5f Four missions reported that the trips were useful in providing information relating to HBCU capabilities and possible participant placement
- 5g Three of the missions reported that no activities resulted from these visits to HBCUs In Indonesia however the mission reported that several participant placements resulted from the visits Egypt reported stronger USAID/Cairo support for Linkage II projects as a result of visits to HBCUs
- 6a-c Seventy-one mission employees from 6 missions (El Salvador and Sri Lanka were the biggest) received an orientation to HBCUs from NAFEO These orientations were most often presented as part of NAFEO visits to the missions
- 6d Two of the missions reported that their staff had requested this training
- 6e Four missions thought that training by NAFEO/HBCUs would be useful
- 6f Three missions cited examples of the helpfulness of the training These missions reported that the training increased awareness and information concerning HBCUs
- 6g Indonesia reported that a sub-contract with Southern University for teacher education in Jamaica (SIC) (Jakarta?) resulted from the training
- 7 Seven missions reported that staff had participated in activities designed to inform NAFEO or HBCUs about USAID In most cases these activities involved briefings of NAFEO staff and HBCU representatives who visited the missions
- 8a Thirteen missions reported that they had visits from NAFEO and/or HBCU representatives A total of 18 visitors were reported
- 8b One of these trips was made by NAFEO staff only Most other trips were made by delegations of HBCU staff accompanied by a NAFEO representative

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- 8c The purpose of most of these trips was to promote the HBCUs. Trips to Indonesia, Yemen, El Salvador, Sri Lanka, Kathmandu, and Egypt did have more specific goals, e.g., interview returned participants, acquire information from missions with regard to tailoring training offerings at HBCUs for AID purposes, discuss intern programs for HBCU students, set up and follow through on Egypt's University Linkages II project (ULP II).
- 8d The planning of these visits was carried out mainly by the education and training staffs from the missions. Others involved in the planning of these visits included contractors, program officers, a Gray Amendment officer, and in Kathmandu, the Democracy Program Manager.
- 8e Goals for the trips were reportedly related mainly to the familiarization with and promotion of HBCUs. In Yemen, an additional goal of the visit was to urge returning participants to promote the HBCUs. In Egypt, the purpose was also to plan and consummate the ULP II project.
- 8f In most cases, it was reported that visiting delegations met with various government, NGO, local universities, USAID mission staff, and with representatives from private institutions. These meetings were to discuss the capabilities of HBCUs and possible placement of participants. In El Salvador, the visits also included meetings with scholars and discussions about the design of training programs. In Sri Lanka, the focus of the visit was determining possible summer internships. In Egypt, the NAFEO/HBCU visitors discussed plans for the University Linkages II project.
- 8g Those individuals who helped to plan the trips (see 8d) were also involved in the trip activities.
- 8h Most missions reported that these trips were successful. The exception was Morocco.
- 8i Four missions reported that additional activities resulted from the visits by NAFEO and HBCU representatives. The mission in El Salvador credited the visits with helping that mission to exceed its goal of 10 percent placement at HBCUs. In Indonesia, the mission sent a letter to their U.S. contractor handling participant placements. This letter requested that the contractor be more diligent about placement within HBCUs. Egypt reported NAFEO/HBCU assistance in planning and subsequent approval of the University Linkages II project.
- 8j Both Morocco and El Salvador reported that they received pre-project proposals as a result of the visits. The proposal submitted to Morocco was not awarded in part because the proposal was, according to the mission, not very good. Egypt reported a large number of seed grants that blossomed into full-blown proposals.
- 8k Seven missions reported that follow-up visits were planned. Sri Lanka reported that these plans did not materialize.
- 9a The fellowship program was not instituted. Sri Lanka and Kathmandu, however, did have several summer interns (Sri Lanka-10 and Kathmandu-1).
- 9b In Sri Lanka, HBCU interns produced helpful studies in private sector activities, Gherkin industry, ornamental plants, and flower industry, tourism, and hotel

management

- 10a Six missions state that they were effected positively by the CA with NAFEO In the Philippines 14 participants were sent to HBCUs The mission in Bangladesh reported that it was able to reach its goal of 10 percent placement as a result of the CA
- 10b Seven missions commented on NAFEO's helpfulness in facilitating contact with HBCUs Of these four reported that NAFEO was helpful in establishing linkages Egypt reported that NAFEO was extremely helpful in this respect
- 10c Most missions reported that some improvements could have been made in follow-up Some missions also suggested that the HBCUs be given technical assistance so that they could better meet the needs of participants who are placed at their institutions
- 10d All of the four missions who responded to this question reported that the outcomes of the activities in which they participated related to the CA were produced at an acceptable cost as compared to alternatives
- 10e No missions except Egypt reported that any CA-initiated activities were on-going For Egypt the University Linkages II project is continuing without CA support
- 10f Five missions reported that participation in CA-related activities was of interest and benefit to them The mission in Oman reported that while their participation in CA-related activities was of interest there was however no benefit because of no follow-up
- 10g The missions in Indonesia and Bangladesh found the information NAFEO provided about HBCUs to be most beneficial El Salvador found the visits from HBCUs who are providing training to CLASP scholars to be useful Egypt found that NAFEO/HBCU participation in the design of the University Linkages II project to be of significant benefit
- 10h The mission in Indonesia reported that it found NAFEO to be disinterested in the issues/problems that participants had at HBCUs
- 10i El Salvador pointed out that they were involved with the HBCUs before the CA began The mission in Bangladesh reported that it thought USAID and the HBCUs could benefit from a new 2-3 year CA with NAFEO due to the many changes that have occurred recently in USAID

**TABULAR PRESENTATION OF 14 USAID RESPONDENTS
TO THE MISSION QUESTIONNAIRE**

OF 14 RESPONDENTS

▶ Missions who received videos and other informational materials from NAFEO	5
▶ Missions who received reports from NAFEO such as quarterly and trip reports	8
▶ Missions reported the information received was marginally helpful	6
▶ Missions reported the information received was very helpful	3
▶ Missions that received copies of <u>UPDATE</u>	9
▶ <u>UPDATE</u> was not used for anything but background reading	5
▶ <u>UPDATE</u> use by mission-contracted participant placement contractors	9
▶ Missions that reported that some of their staff attended lectures/training sessions conducted by NAFEO/HBCUS	5
▶ Missions whose staff visited HBCU campuses	8
▶ Missions who reported NAFEO/CA sponsored visits were useful	4
▶ Mission who reported no activities resulted from these visits	3
▶ Missions who received an orientation on HBCUs from NAFEO	6
▶ Missions who requested NAFEO orientation to HBCUs	2
▶ Missions who thought training by NAFEO/HBCUs would be useful	4
▶ Missions that reported such training was helpful by increasing awareness and information about HBCUs	3
▶ Missions reporting that a sub-contract resulted directly from such training	1

TABULAR PRESENTATION OF 14 USAID RESPONDENTS TO THE MISSION QUESTIONNAIRE	
OF 14 RESPONDENTS	
▶ Missions who reported some of its staff participated in activities to inform NAFEO/HBCUs about USAID	7
▪ Missions who were visited by NAFEO and HBCU representatives	13
▶ Mission reported the goals for the NAFEO/HBCU visits were mainly familiarization with USAID and promotion of HBCUs	14
▶ Missions reported that NAFEO/HBCU delegations met with host government, NGOs local universities USAID Mission staff and private institutions	14
▪ Missions (except Morocco) report that visits were successful	13
▶ Missions who reported that additional activities results from NAFEO/HBCU visits	4
▶ Mission that reported follow-up visits were planned	7
▪ Missions reported they were positively effected by the NAFEO CA	6
▶ Missions that reported NAFEO s helpfulness in facilitating contact with HBCUs	7
▶ Missions suggested that some improvements could be made in HBCU follow-up actions	most
▪ Missions that suggested HBCUs be given TA about needs of participants placed in these institutions	some
▶ Missions that reported activities resulting from CA were produced at an acceptable cost as compared to alternatives	4
▶ Missions who reported that CA-related activities were of interest and benefit them	5

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**NAFEO Post-Evaluation
Questions for USAID Missions**

When you have completed this questionnaire, please send it by fax to the following address
Development Associates, Inc (Attention Beth Felsen)

FAX No (703) 276-0432

Introduction

This questionnaire is part of a post-evaluation of Phase II of the core NAFEO Cooperative Agreement No DAN-5055-A-00-8053-00. The objective of this cooperative agreement was to increase the participation of Historically Black Colleges and Universities (HBCUs) in AID programs through familiarization with USAID overseas missions and the project development process.

1 Are you or your staff familiar with NAFEO or the CA?

Yes No

a How helpful was NAFEO to your Mission?

b Did you receive and utilize any videos or other media about Executive Order 12320, the Gray Amendment, NAFEO, and/or HBCUs?

Yes No

c What type of information was included in these?

2 a Did the mission receive any information about HBCU resources such as quarterly/annual reports?

Yes No

b How helpful was this information in making funding decisions, on a scale of five from none to a great deal? (Circle choice below)

1 2 3 4 5

- 3 a Did your mission receive copies of the NAFEO-published Update?
___ Yes ___ No
- b Was any of the information in this publication used? How?
- c How helpful was the information ? (please cite examples)
- 4 a Did anyone on your staff attend lectures or training sessions by NAFEO under the CA and/or USAID/W staff?
___ Yes ___ No
- b How many mission employees participated in the training sessions?
- c What type of information was presented at these lectures or training sessions?
- d Was this information useful? How did you use the information?
- 5 a Has anyone on your staff visited any of the HBCUs, either in current or former assignments?
___ Yes ___ No
- b How many mission staff made such visits?

c Which institutions were visited?

d What were the purposes of these trips?

e To what extent was your staff involved in planning the visits?

f To what extent were the trips useful? (please cite examples)

g Did any additional activities result from these visits?

6 a Has anyone from your staff received an orientation to HBCUs?

___ Yes ___ No

b How many mission staff received such orientation?

c Who provided this training?

d Have you or anyone on your staff requested such training?

_____ Yes _____ No

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e If so was the training provided during special sessions or as part of the initial USAID Orientation training?

If not, do you think such training would be useful?

f How helpful was the training? (please cite examples)

g Did any additional activities involving HBCUs result from the training? (please cite examples)

7 a Did anyone from your staff participate in any activities designed to inform NAFEO or the HBCUs about USAID? Please explain

8 a Did anyone from NAFEO or the HBCUs visit your mission?

___ Yes ___ No

b Who visited?

c What was the purpose of the visit(s)?

- 63'

d Who from your staff was involved in the planning of the visit(s)?

e What were the goals of the visit(s)?

f What types of activities took place during the visit(s)?

g Who from your staff was involved in these activities?

h How successful were these visits as related to their purpose(s)?

i Did any additional activities result from the visit(s)?

j Were any proposals or pre-project proposals received as a result of the visit(s)?
(please cite examples)

k Were any follow-up visits arranged?

___ Yes ___ No

9 a Did your mission request any HBCU fellows as a part of the CA with NAFEO?

___ Yes ___ No

b If yes, did you have any HBCU fellows at your mission?

___ Yes ___ No

c How many fellows did you have?

d In what types of activities were the fellows involved?

e Were the fellows helpful? (please cite examples)

- 10 a Overall how was your mission effected by the CA with NAFEO? (Please cite examples)
- b How helpful was NAFEO in facilitating your contacts with HBCUs?
- c What changes would you make in future CAs or similar procedures to make such activities effective or useful to your mission?
- d Were the outcomes of the activities in which your mission participated (in relation to this CA) produced at an acceptable cost as compared with possible alternative approaches?
- e Have any of the activities initiated under the CA continued beyond the completion date (May 15, 1994)? If so, what were the incentives and/or contributing features of those activities that enabled them to continue? What are the characteristics that distinguish the activities that continued from those that did not continue?

f Was the participation in the CA-related activities of interest and benefit to your mission?

___ Yes ___ No

g Of the activities in which your mission was involved, which were of the most benefit to you and why?

h Which activities were of the least benefit to you and why?

i Are there any other comments you would like to make in regard to your experiences with the NAFEO Cooperative Agreement Program?

Mission qs

ANNEX E

Development Associates, Inc

Post Evaluation Report

USAID-Fund Participant Attendance at HBCUs

Summary Data

Attached are two tables showing the number of USAID-funded participants that attended specific HBCUs during two 5-year periods FY85-89 and FY90-94. The latter 5-year period encompasses most of the period of the Phase II Cooperative Agreement.

Analysis of these tables shows the following:

A Period FY85-89

Total No. of Participants	3350
Total HBCUs Involved	55

B Period FY90-94

Total No. of Participants	4735
Total HBCUs Involved	60

C The total number of participants attending HBCUs during the FY90-94 period represented a 41% increase over the earlier period of FY85-89.

D The number of participating HBCUs increased between the two periods by 9%.

HUMAN CAPACITY DEVELOPMENT CENTER
 FY 85-89 SUMMARY OF PARTICIPANTS ATTENDING HBCUS
 BY FACILITY AS OF 11/09/94

			# 85	# 86	# 87	# 88	# 89
ALABAMA A AND M UNIV	NORMAL	AL	12	16	27	35	45
ALABAMA STATE UNIV	MONTGOMERY	AL	0	0	1	1	1
ALBANY STATE COLL	ALBANY	GA	0	0	0	0	2
ALCORN STATE UNIV	LORMAN	MS	2	2	1	0	0
BENEDICT COLL	COLUMBIA	SC	1	1	0	0	0
BOWIE STATE UNIV	BOWIE	MD	0	0	1	2	8
CENTRAL STATE UNIV	WILBERFORCE	OH	2	2	2	2	0
CHEYNEY STATE COLL	CHEYNEY	PA	1	2	3	3	3
CLARK ATLANTA UNIV	ATLANTA	GA	17	27	71	59	65
COPPIN STATE COLL	BALTIMORE	MD	0	0	0	0	20
DELAWARE STATE COLL	DOVER	DE	11	13	4	3	5
DILLARD UNIV	NEW ORLEANS	LA	1	1	1	5	5
FISK UNIV	NASHVILLE	TN	2	2	2	2	1
FLORIDA AGRI AND MECH UNIV	TALLAHASSEE	FL	8	22	231	34	41
FLORIDA MEMORIAL COLL	MIAMI	FL	0	0	0	0	1
FORT VALLEY STATE COLL	FORT VALLEY	GA	0	1	3	2	3
GRAMBLING STATE COLL	GRAMBLING	LA	0	0	0	1	1
HAMPTON UNIV	HAMPTON	VA	2	2	4	6	11
HOWARD UNIV	WASHINGTON	DC	34	50	63	68	79
HUMAN RES DEV INST	BOWIE	MD	0	0	0	0	167
JACKSON STATE UNIV	JACKSON	MS	0	0	1	1	52
KENTUCKY STATE UNIV	FRANKFORT	KY	0	0	2	7	17
LANGSTON UNIV	LANGSTON	OK	0	1	1	1	1
LEMOYNE OWEN COLL	MEMPHIS	TN	0	1	1	0	0
LINCOLN UNIV	JEFFERSON	MO	0	2	5	19	39
LINCOLN UNIV	LINCOLN UNIVI	PA	0	0	0	0	1
LIVINGSTONE COLL	SALISBURY	NC	1	1	0	0	0
MOREHOUSE COLL	ATLANTA	GA	1	1	4	5	5
MOREHOUSE SCHOOL OF MEDICINE	ATLANTA	GA	0	0	1	23	12
MORGAN UNIV	BALTIMORE	MD	11	11	7	13	17
MORRIS BROWN COLL	ATLANTA	GA	2	2	2	2	2
NORFOLK STATE UNIV	NORFOLK	VA	1	1	3	7	7
NORTH CAROLINA A AND T ST UNIV	GREENSBORO	NC	12	21	31	45	50
NORTH CAROLINA CENTRAL UNIV	DURHAM	NC	1	4	21	8	19
PAKWOOD COLL	HUNTSVILLE	AL	3	3	2	13	14
PAINE COLL	AUGUSTA	GA	1	1	1	1	1
PAUL QUINN COLL	WACO	TX	0	2	2	2	2
PRAIRIE VIEW A AND M COLL	PRAIRIE VIEW	TX	10	37	30	40	12
ROXBURY COMMUN COLL	BOSTON	MA	0	1	1	1	21
SAVANNAH STATE COLL	SAVANNAH	GA	0	3	3	3	3
SOUTH CAROLINA STATE COLL	ORANGEBURG	SC	0	0	4	4	5
SOUTHERN UNIV A AND M COLL	BATON ROUGE	LA	6	6	120	53	67
SOUTHERN UNIV AT NEW ORLEANS	NEW ORLEANS	LA	0	0	40	0	0
SPELMAN COLL	ATLANTA	GA	3	3	3	4	3
ST AUGUSTINE'S COLL	RALEIGH	NC	2	2	3	2	4
ST PAULS COLL	LAWRENCEVILLE	VA	0	2	2	2	1
TENNESSEE STATE UNIV	NASHVILLE	TN	5	12	34	32	32
TEXAS SOUTHERN UNIV	HOUSTON	TX	4	9	53	52	14
TUSKEGEE UNIV	TUSKEGEE	AL	21	60	125	145	125
UNIV OF ARKANSAS	PINE BLUFF	AR	0	0	3	4	7
UNIV OF DISTRICT OF COL	WASHINGTON	DC	4	10	11	8	7
UNIV OF MARYLAND	EASTERN SHORE	MD	4	13	13	20	27

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HUMAN CAPACITY DEVELOPMENT CENTER
FY 85 89 SUMMARY OF PARTICIPANTS ATTENDING HBCUS
BY FACILITY AS OF 11/09/94

			# 85	# 86	# 87	# 88	# 89
VIRGINIA STATE COLLEGE	PETERSBURG	VA	1	2	3	8	8
WAYNE STATE UNIV CHILDRENS HOS	DETROIT	MI	0	0	0	2	3
XAVIER UNIVERSITY	NEW ORLEANS	LA	3	5	19	35	18
TOTALS			189	357	965	785	1054

HUMAN CAPACITY DEVELOPMENT CENTER
 FY 90 94 SUMMARY OF PARTICIPANTS ATTENDING HBCUS
 BY FACILITY AS OF 11/09/94

			# 90	# 91	# 92	# 93	# 94
ALABAMA A AND M UNIV	NORMAL	AL	49	43	42	37	22
ALABAMA STATE UNIV	MONTGOMERY	AL	1	1	0	0	0
ALBANY STATE COLL	ALBANY	GA	1	0	0	0	0
ALCORN STATE UNIV	LORMAN	MS	3	26	20	4	2
BENEDICT COLL	COLUMBIA	SC	1	1	1	0	0
BOWIE STATE UNIV	BOWIE	MD	68	9	55	98	54
CENTRAL STATE UNIV	WILBERFORCE	OH	2	3	12	15	27
CHEYNEY STATE COLL	CHEYNEY	PA	2	2	1	1	0
CLARK ATLANTA UNIV	ATLANTA	GA	70	107	153	142	118
DELAWARE STATE COLL	DOVER	DE	13	4	22	15	1
DILLARD UNIV	NEW ORLEANS	LA	5	21	4	2	1
FISK UNIV	NASHVILLE	TN	0	0	0	20	0
FLORIDA AGRI AND MECH UNIV	TALLAHASSEE	FL	58	34	58	30	26
FLORIDA MEMORIAL COLL	MIAMI	FL	1	1	0	0	0
FORT VALLEY STATE COLL	FORT VALLEY	GA	22	18	37	3	3
GRAMBLING STATE COLL	GRAMBLING	LA	1	2	2	5	5
HAMPTON UNIV	HAMPTON	VA	12	10	12	14	15
HARRIS STOWE STATE COLL	ST LOUIS	MO	0	0	24	24	43
HOWARD UNIV	WASHINGTON	DC	72	69	82	71	111
HUMAN RES DEV INST	BOWIE	MD	44	0	0	0	0
JACKSON STATE UNIV	JACKSON	MS	190	191	157	118	189
KENTUCKY STATE UNIV	FRANKFORT	KY	16	59	38	35	71
LANGSTON UNIV	LANGSTON	OK	0	0	0	0	1
LINCOLN UNIV	JEFFERSON	MO	56	60	8	16	6
LINCOLN UNIV	LINCOLN UNIVI	PA	3	4	104	231	268
MEHARRY MEDICAL COLL	NASHVILLE	TN	0	0	6	5	2
MISSISSIPPI VALLEY STATE UNIV	ITTA BENA	MS	0	0	1	1	3
MOREHOUSE COLL	ATLANTA	GA	3	2	2	1	1
MOREHOUSE SCHOOL OF MEDICINE	ATLANTA	GA	5	0	12	3	7
MORGAN UNIV	BALTIMORE	MD	21	18	10	11	10
MORRIS BROWN COLL	ATLANTA	GA	2	3	3	3	2
NORFOLK STATE UNIV	NORFOLK	VA	8	6	3	1	0
NORTH CAROLINA A AND T ST UNIV	GREENSBORO	NC	51	49	37	47	38
NORTH CAROLINA CENTRAL UNIV	DURHAM	NC	7	3	2	3	2
OAKWOOD COLL	HUNTSVILLE	AL	8	5	0	0	0
MAINE COLL	AUGUSTA	GA	1	0	0	0	0
PAUL QUINN COLL	WACO	TX	2	1	0	0	0
PHILANDER SMITH COLL	LITTLE ROCK	AR	0	0	1	2	2
PRAIRIE VIEW A AND M COLL	PRAIRIE VIEW	TX	19	21	80	79	23
ROXBURY COMMUN COLL	BOSTON	MA	20	25	50	80	59
RUST COLL	HOLLY SPRING	MS	0	0	0	0	1
SAVANNAH STATE COLL	SAVANNAH	GA	6	22	21	2	0
SOJOURNER DOUGLAS COLL	BALTIMORE	MD	1	3	4	4	4
SOUTH CAROLINA STATE COLL	ORANGEBURG	SC	2	1	0	13	10
SOUTHERN UNIV A AND M COLL	BATON ROUGE	LA	8	10	4	7	15
SOUTHERN UNIV AT NEW ORLEANS	NEW ORLEANS	LA	0	2	2	2	0
PELTMAN COLL	ATLANTA	GA	3	4	3	3	2
ST AUGUSTINE'S COLL	RALEIGH	NC	2	2	0	0	0
ST PAULS COLL	LAWRENCEVILLE	VA	1	1	1	0	0
TENNESSEE STATE UNIV	NASHVILLE	TN	23	18	10	10	9
TEXAS SOUTHERN UNIV	HOUSTON	TX	11	8	5	7	6
TOUGALOO COLL	TOUGALOO	MS	0	3	3	1	1

HUMAN CAPACITY DEVELOPMENT CENTER
 FY 90 94 SUMMARY OF PARTICIPANTS ATTENDING HBCUS
 BY FACILITY AS OF 11/09/94

			# 90	# 91	# 92	# 93	# 94
TUSKEGEE UNIV	TUSKEGEE	AL	146	61	54	79	47
UNIV OF ARKANSAS	PINE BLUFF	AR	2	1	24	23	0
UNIV OF DISTRICT OF COL	WASHINGTON	DC	8	4	1	1	3
UNIV OF MARYLAND	EASTERN SHORE	MD	32	28	27	19	31
VIRGINIA STATE COLLEGE	PETERSBURG	VA	7	13	19	54	32
WAYNE STATE UNIV CHILDRENS HOS	DETROIT	MI	2	2	2	2	2
XAVIER UNIVERSITY	NEW ORLEANS	LA	17	73	5	5	5
TOTALS			1108	1054	1224	1349	1280

ANNEX F

Development Associates, Inc

Post Evaluation Report

HBCU Benefits from the USAID/NAFEO Cooperative Agreement

In April, 1994 Mr Clemmie Solomon, the NAFEO Liaison Officer of Bowie State University collected statements from other NAFEO Liaison Officers that describe the benefits their institutions received through participation in the NAFEO/USAID Cooperative Agreement

This ANNEX comprises statements of benefits from seven HBCUs

- 1 Bowie State University
- 2 Florida A&M University
- 3 Central State University
- 4 Texas Southern University
- 5 Southern University System
- 6 Clark Atlanta University
- 7 Prairie View A&M University

The statements from these universities are attached

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BOWIE STATE UNIVERSITY

Wiseman Centre
Bowie Maryland 20715-9465

Counseling and Student Development Center
(301) 464-7114/7115

April 21, 1994

Dear NAFEO Liaison Officer

During the Annual NAFEO Regional Conference in Washington, D C , I chaired a session entitled, "The NAFEO/USAID COOPERATIVE AGREEMENT An HBCU Perspective " During the session, panelists discussed the benefits of the cooperative agreement in retrospect We were made aware of the significant impact of the cooperative agreement at the institutions of the respective panelists and agreed that we should compile this information from our sister institutions and share it with USAID staff

Accordingly, we are requesting that you summarize the benefits of the Agreement to your institution I will be happy to compile the responses and forward them to the appropriate USAID officers and the NAFEO leadership I am including an example of the benefits to Bowie State University as a sample of the format for preparing your summary We would appreciate it if you could either mail or FAX your comments on the attached comment sheet on or before May 6, 1994 Send to

Clemmie Solomon
NAFEO Liaison Officer
Counseling and Student Development
14000 Jericho Park Road
Bowie, MD 20715
(301) 464-7114/7118
(301) 464-7713 (FAX)

Thank you for your assistance

Sincerely

Clemmie Solomon
NAFEO Liaison Officer

CS pe
Attachment

INSTITUTIONAL SUMMARY OF BENEFITS OF THE
NAFEO/USAID COOPERATIVE AGREEMENT*

BOWIE STATE UNIVERSITY

Name of HBCU

CLEMMIE SOLOMON

Name of NAFEO Liaison Officer

Bowie State University was able to develop and establish a number of international programs, activities and products as a result of technical support from NAFEO under the USAID Cooperative Agreement. A summary of the benefits to the University include the following:

- Participation in the Maryland Consortium of Historically Black Colleges International Initiatives. Through this program University faculty participated in five Fulbright Hays group study summer abroad programs which included visits to Liberia and the Cameroons, Sierra Leone and Togo, Kenya, Senegal and Ghana, and Namibia.
- Establishment of the South African Career Development Fellows program with The Institute for International Education (IIE). Since 1990, a total of eight (8) South African professionals have participated in a semester long internship at the University.
- For the last five years, the University has received 6-12 graduate students each year who were fully sponsored by USAID.
- The University has conducted an average of 2-4 short term USAID sponsored participant training groups annually. In addition, an average of six (6) individualized participant training programs have also been held each year.
- The University regularly hosts a number of international groups, including the World-Wide Mission Training Officers workshop field trip (1991) and the ATLAS project site visit (1993).
- The 19th NAFEO/USAID Cooperative Agreement Regional Workshop was held at the University, affording faculty and staff the opportunity to meet and dialogue with USAID officials and international program officers from sister institutions.
- As a result of the ongoing assistance from NAFEO international staff under the Cooperative Agreement, the University has identified an international programs coordinator, developed an international capabilities statement, produced an international programs video and acquired funding for several international projects.

* Please speak to the benefits to your respective HBCU (1-2 paragraphs)

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Additionally, it must be noted that through the NAFEO/USAID HBCU Liaison Network a wealth of information exchange occurred resulting in a significant increase in international program awareness and activity at Bowie State University. Contacts were made with several USAID officials which have proven invaluable towards enhancing our international development capabilities. Several USAID officials -- David Rakes, Valerie Smith and Brenda Thomas were extremely helpful in regards to consultation and advisement. NAFEO assistance was also instrumental in the creation of linkage agreements between Bowie State University and Brikama College in the Gambia and the University of Asmara in Eritrea.

In 1990-91 the University Training & Development Center submitted ten international training programs, three as primary contracts and seven as subcontracts. We were awarded six training programs as a subcontractor and one as the primary contractor. Some additional activities were sponsored by the University Training & Development Center in 1991-92. For example, training was provided for Haitian broadcasters, Egyptian Agriculturists, and Costa Rican community leaders. The unit participated in a one day conference at Bowie for 50 United State Agency for International Development (USAID) overseas mission officers. The assistant dean made presentations at a National Association of International Educators Regional Conference in November and at the USAID Annual Conference in Jackson, Mississippi. The assistant dean also participated in a one week trip to El Salvador to conduct a training needs survey. The unit in response to a request by the Graduate Council, worked with the English Department to reinstitute English as a Second Language courses/programs. The unit also designed and conducted three international internships. Two black South African Career Development fellows and one Junior economist from Turkey completed individually tailored programs at Bowie State University.

Recently (1994), the University in collaboration with World Learning, Inc., and the Academy for Educational Development (AED) provided training for 23 Ukrainian professionals in the universally challenging field of managing non-profit organizations that deal with vulnerable populations such as the disabled, children, and medically impaired. This program is part of a multimillion dollard grant funded by USAID. Again, our involvement was due largely as a result of direct assistance from NAFEO.

**INSTITUTIONAL SUMMARY OF BENEFITS OF THE
NAFEO/USAID COOPERATIVE AGREEMENT***

Florida A&M University

Name of HBCU

R Grant Seals, NAFEO Liaison Officer

Name of NAFEO Liaison Officer

- A) New Director of International Programs, who has been out of international work for some years, was able to get up to speed by attending NAFEO sponsored workshops.
- B) While the list below of activities and events may not have been sponsored by NAFEO, they did come about during the Cooperative Agreement
1. As many as 50 AID sponsored students per year on campus; we now have 27.
 2. Two faculty, Drs. Jeannette Hartmann and E. Clarice Hall received Fullbrights
 3. Two temporary staff in OIP became fulltime, bringing to three the total number of fulltime staff.
 4. FAMU was awarded \$5 million in technical assistance grants during the period, including nearly \$600,000 on a new project in Malawi.
 5. Two of our faculty, Drs Peter Hartmann and Dr. O. Onokpise did four and two-year tours of duty respectively, in Cameroon, West Africa. Past President Walter Smith spent 2 years in South Africa.
 6. Some \$300,000 worth of library and dormitory furniture was procured by FAMU and shipped to Dschang University in Dschang, Cameroon.
 7. Two faculty Drs R Grant Seals and George Clark were members of the design team for Phase II of the Agricultural Education Project in Dschang, Cameroon.
 8. Dr E Valerie Smith, Former Liaison Officer, spent two years with AID/R&D/UC in Washington, DC from 1992-1994.

* Please speak to the benefits to your respective HRCII (1.2 paragraph)

FLORIDA A&M UNIVERSITY

May 1

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INSTITUTIONAL SUMMARY OF BENEFITS OF THE
NAFEO/USAID COOPERATIVE AGREEMENT CONTINUED:

9. Dr. E. Valerie Smith was a member of the AID "TFLP" design team which visited South Africa early this year
10. President Humphries visited the Cameroon site of the Roots and Tubers Project in March, 1990.
11. FAMU hosted the entire Executive Committee of the Roots and Tubers Project in November - December 1990. The delegation from Cameroon numbered five.
12. FAMU became a part of the Florida West Africa Linkage Institute

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NAFEO/USAID AGREEMENT
Supported Programs
Central State University
Wilberforce, OH 45384

Three Annual International Conferences, generally conducted in late-October. The first Annual International Conference was held on the Central State campus in October, 1991.

The Annual International Conference at Central State focuses on identifying the trade and educational needs of selected countries in Africa and other developing nations as determined by government, business, and educational representatives.

International Business Education Program

This program has been funded by the US Department of Education for two years for a total of 150,000. The program establishes an International Business option within the College of Business Administration

CSU Market Expansion for Small Businesses (renewable)

The goal of this program is to increase the number of profitable, small minority businesses, particularly manufacturing firms or related industries, by increasing technological capabilities and providing them with sound management and international marketing assistance

Veteran-Owned Small Business Survey and Training Program

This program identifies the needs of veteran-owned manufacturing firms or related industries and offers marketing and capabilities development assistance in order to aid veteran-owned businesses and to make those firms more competitive in a tough global market

Mali Research and Development Program

While working closely with the Midwest Universities Consortium for International Activities (MUCLA), Central State University entered into a contract with the government of the Republic of Mali to study the feasibility of a national university in Mali

Groundwater Resources Evaluation Project East Oweinat, Egypt

The DNPC and the International Center for Water Resources Management, a department within the University, are currently engaged in this project which was funded as a part of Central State's linkages with the US Agency for International Development

(USAID) and the University of Cairo

Northern Senegal Water Management Project

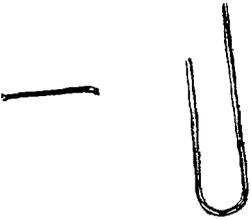
This project was funded in July, 1991 by the US Agency for International Development, and is being coordinated with World Vision/Senegal and Heller-Aller Manufacturing Company in Napoleon, Ohio. The project repairs existing windmill pumps in the Louga region in Northern Senegal for the improvement of village water supplies and has had a tremendous impact on the quality of life in this region of Senegal.

University Development Linkage Project, Central State University and The University of Science and Technology in Ghana

This program fosters curriculum development for (a) developing awareness of and strategies for monitoring environmental pollutants, (b) conducting research and development programs to identify product needs, perform design analysis, develop manufacturing processes, carry out pilot operations, and test/evaluate manufactured products; (c) develop more accurate, reliable methods for compiling, estimating, and analyzing water resources data; and (d) establishing an Engineering Design and Manufacturing Center. The project was funded by the US Agency for International Development in September, 1991.

Fund for the Improvement of Postsecondary Education (FIPSE) Grant for the Department of Foreign Languages

The FIPSE grant for this three-year program will facilitate the development of a curriculum at Central State University in French and Wolof language and culture common to several West African Nations.



**INSTITUTIONAL SUMMARY OF BENEFITS OF THE
NAFEO/USAID COOPERATIVE AGREEMENT***

Texas Southern University
Name of HBCU

Joseph Jones, Ph D., Associate Vice President for Academic Affairs, Research & Graduate Studies
Name of NAFEO Liaison Officer

The NAFEO/USAID cooperative agreement provided Texas Southern University with ancillary support that enabled the University to establish some linkages with institutions in foreign countries, namely, Belize and Egypt. In Belize we are engaged in a linkage with the University College of Belize (UCB) that involves curriculum development at the UCB and the enrichment training of UCB staff and students. The initial contact with UCB was made through assistance given in a field trip to Central American by the NAFEO/USAID project.

Recently, 1993, the NAFEO/USAID project assisted Texas Southern University in making connections with Egyptian universities through a field trip to Egypt. As a result, Texas Southern University was granted approval for three linkage concept papers that are being considered for grants under the Supreme Council of Universities Linkage Program.

In addition to opportunities for interfacing with institutions and USAID missions abroad, the NAFEO/USAID cooperative project helped to strengthen Texas Southern's corps of faculty members who attended the regional and national meetings sponsored by NAFEO under the cooperative agreement. As a result, grantsmanship activities in support of our international programs increased and projects to enlighten faculty and students about international and intercultural affairs became more widespread on campus.

DRAFT

The NAFEO/USAID/Cooperative Agreement:
An HBCU Perspective

Statement Prepared by
Dr Gloria J Braxton, Director
International Development Programs
Southern University System
March 25, 1994

When I became the Director of International Programs for the Southern University System in August 1991, I knew little about the goals and operation of the cooperative agreement, and in fact, had had little or no contact with NAFEO as an organization. My job at Southern as Chair of the Department of Political Science simply had not afforded this opportunity. However, after assuming my current position, I quickly developed a sense for its work and have enjoyed a very profitable relationship with the office since that time. In the very beginning though, actually the year before, I attended two NAFEO/CA workshops. This helped me early-on to develop an understanding, appreciation, and respect for the work of the CA staff. During the Summer of 1990, I participated in a workshop at Texas Southern University on the involvement of women in development projects. The following summer I attended a regional workshop at Clark Atlanta where various contractors focused on their needs and concerns.

I have come to view the NAFEO International Programs Office as an important resource--a resource that has made a difference in the function and operation of international programs at Southern University.

Specifically, I can refer to the following

1. One of the most important opportunities afforded by Southern's involvement in the CA was the time available to get to know and share

information with other international program directors and liaison officers
I can't think of any other circumstance where we were all gathered and became vital resources for one another--if nothing more than receiving encouragement and inspiration from the fact that we all were seeking common goals and shared common concerns and perspectives

2 Second, the CA office served as a Washington Liaison office With Southern located so far away and not knowing persons to call when specific problems arose, it was nice to know that we could call the CA office and get the assistance needed whether at USAID, USIA, one of the Embassy's--whether it involved trying to secure visas for travelling faculty or making a contact on Southern's behalf--Southern always seemed to get a positive response

3 Third, Southern's involvement in the Atlas Project, afforded through our involvement with the CA, has afforded another opportunity to internationalize our faculty and students Because we were given the opportunity to host the ATLAS African Women's Leadership Workshop--we were able to bring 25 African women from various disciplines on campus for a week Speaking to these women were female faculty members who had never interacted with African women, but obviously had the experience and knowledge that so easily transferred and to which the women readily

related This sharing between the two kindred groups provided both with experiences that increased mutual respect, knowledge, and appreciation for the needs and aspirations of all women of African descent

4 Fourth, the NAFEO Newsletter became an important resource in terms of the highlights of programs and individuals at the member institutions The newsletter helped to provide ideas of the kinds of activities that were possible and what might be achieved on our campus Indeed, the CA newsletter provided a national and international medium for the dissemination of HBCU activities and gave these activities exposure which would not have been received otherwise

5 Fifth, the NAFEO Workshops were very valuable as they provided the opportunity for the cultivation of relationships with contractors, corporations, governmental agency and institutions which would not have been developed otherwise Workshops were extremely useful and insightful and some of us have in fact been able to follow through on these contacts Most critically, these organizations came to know the problems of limited resource institutions--in short, they got to know some of the HBCU institutions in ways they would never have done otherwise

6 Sixth, I have to mention the NAFEO/CO Office as a resource for

information about contracts and grants. The first grant which was funded at Southern, the Democracy in Africa Program for Nigeria, was brought to our attention by the CA office. The support of this project continued throughout the duration of the grant and I was happy to be able to introduce the Lagos Project Director to the CA staff last December. He was able to personally thank Mr. Niba and staff for their support and encouragement.

This is only one example but we have been informed on various occasions about grant opportunities--including the Egyptian Counterpart Program--an Egyptian Engineering Professor visited SU in December as a part of this program.

Now that funding has ended for the CA, there is the need to consider new strategies and alternatives. I hope that the NAFEO International Office will not consider this the end--nothing last forever. We will need to use the experiences to build new programs and coalitions--we must move forward and take action to ensure that HBCUs continue to seek opportunities to ensure that we are able to prepare our students for the attitudes, skills, and knowledge needed to survive in a global society.

Operating an international program is difficult under the best of circumstances and the Cooperative Agreement operated notably during these difficult times. However, I believe that the most important ingredient to establishing a successful international program is total commitment and dedication to its lofty goals--it also takes resources, but



the critical element is commitment without which--all the resources known to man will not help us to achieve our goals

WHAT CAN BE DONE

I would like to suggest other areas that need attention and perhaps the NAFEO International Office might consider as it begins to re-focus, re-direct, and re-commit it's efforts--

- 1 Continue to seek out and inform us of international visitors--NAFEO can help us to build closer ties to USIA This is a very inexpensive way to continue the internationalization process
- 2 Continue to inform us of contract and grant opportunities Many of us still do not have access to the federal registers, Commerce Business Daily-- or if you are like my office, time gets away and there's little time--Even if we're not going after the prime contract, maybe there are opportunities for a sub-contract
- 3 Consider placing some emphasis on curriculum development--maybe private foundations would be interested in a proposal which seeks to enhance international curriculum development at HBCUs
- 4 Consider developing workshops to help HBCUs look closer at student experiences abroad Maybe NAFEO can begin to host a series of

workshops to look at international careers and what it means for those students who have studied abroad SU will host such a conference this fall But a conference focusing on all HBCUs is an idea worth pursuing

5 What about seeking funding to help HBCUs develop capabilities in providing services to businesses, pre-collegiate institutions, and other community groups?

6 And last, student support services for international students are deficient at most of our institutions--why not consider a program to help build the capabilities and sensitivities of international student directors and advisors including admissions officers and other areas of student affairs We neglect valuable campus resources when international students are ignored

I think the possibilities are limitless and hopefully, NAFEO's International Programs Office will continue its services with vigor and determination and continue to develop and grow as an invaluable resource for our institutions



CLARK ATLANTA UNIVERSITY

INSTITUTIONAL SUMMARY OF BENEFITS OF THE NAFEO/USAID COOPERATIVE AGREEMENT

Name of HBCU	CLARK ATLANTA UNIVERSITY
Name of NAFEO/LO	Shelby Lewis

Clark Atlanta University benefits in a number of ways from the NAFEO/USAID Cooperative Agreement, including (a) regular exposure to USAID officials, representatives from foundations and NGOs, and officials from developing countries, (b) formal contact with our counterparts at HBCUs, (c) useful information about internship, contract, and linkage opportunities, (d) referrals to contractors, and (e) marketing assistance in the form of funded marketing trips or publicity for CAU activities in the NAFEO Newsletter



TO Dr. Gordon Ramsey / from FL Richards

PRAIRIE VIEW A&M UNIVERSITY
COOPERATIVE AGRICULTURAL RESEARCH CENTER
INSTITUTE FOR INTERNATIONAL AGRIBUSINESS STUDIES

INTERNATIONAL AFFAIRS
P O Box 608

Prairie View Texas 77446-0608

PVAMU HISTORY OF INVOLVEMENT
IN USAID FUNDED PROJECTS

Fax No
(409) 857 2325

Office No
(409) 857-4424

- 1 In the early to mid 50 s the School of Agriculture was supportive of technical assistance work in West Africa
- 2 Liberia 1958-63 - Booker T Washington Institute PVAMU provided a technical assistance institution building team to develop the institute in the land-grant model of research field trials, extension field plots and teaching U S team members from this group continue to have contact with Liberia through a formal association that meets every two years
- 3 Liberia, 1978-83 - Booker T Washington Institute This technical assistance team attempted to reestablish the institute on the initial scale as the earlier project However, degree training, short-term training and careers were a major addition
- 4 Consortium of soils of the tropics PVAMU with North Carolina State University University of Hawaii, and Cornell University, 1976-1981 USAID-Development Support Bureau, Dr T Gill PVAMU selected the Soils Research Institute Kumasi, Ghana, to develop and test its Intensified Farming Planning Delivery Model in a Developing Country The test was successful using appropriate innovations, such as a local paraprofessional local seed and herbicide, controlled intercropping and planting in rows (\$300 000 00)
- 5 USAID Strengthening Grant 1984-86 - The University received this grant with Farming Systems/Technology Transfer, Small Ruminants, Agronomy and Agribusiness Development as the areas of university expertise to be improved for use in technical assistance projects (\$250 000 00)
- 6 MOU, 1986-93 - PVAMU/TAMU/USAID - USAID grant number 5058-G-SS-6023-00 (\$540,000 00) Continue to develop university expertise in research and development in small ruminants agribusiness and food quality
- 7 USAID #DAN-5053-G-SS-7067-00, the determinants of loan defaults in Rural Credit Programs in Ghana 1987-89 (\$100,000 00)
- 8 USAID #DAN-5053-G-SS-6026-00, 1988-90, Toxic Metals in Acid Soils of the Tropics Impact on the Agricultural Food Chain and Human Health (Puerto Rico \$100,000 00)
- 9 USAID #DAN-5053-G-00-0034-00, 1990-92 Toxic Metals in Acid Soils of the Tropics Impact on the Agricultural Food Chain and Human Health (Dominican Republic, \$100,000 00)
- 10 USAID #DAN-5053-G-0062-00, 1991-93 The Prevention of Aflatoxicosis in Domestic Animals with Hydrated Sodium Aluminosilicate Dairy Goats as Ruminant Models (\$100 000 00)
- 11 USAID/BIFAD-EC/UDLP, 1992-97, University Development Linkage Project PVAMU Iowa State University (prime contractor) and the University of Costa Rica (\$250 000 00) Dr Ruth Frischi, Ph D, UDLP Director
- 12 PVAMU has participated in many short- and long-term training projects as a sub-contractor, 1988-present (\$600 000 00)
- 13 PVAMU has participated in a short-term training project as a sub-contractor with Southern University Baton Rouge, Louisiana as prime contractor for Training in Urban/Rural Tour in Community/School Relations

The Texas A&M University System

Judith H. ...

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ANNEX G

Development Associates, Inc

Post Evaluation Report

NAFEO/USAID COOPERATIVE AGREEMENT NO DAN-5055-A-00-8053-00

A. Summary of Obligations/Expenditures (As of 6/3/94)

Budget Item	Auth Budget	Expenditures	Balance
Personnel	\$1 649 121	\$1 524 166	\$ 124 955
ODC & Equip	176,326	198 483	(22 157)
Spec Projects	382 680	497 556	(114,876)
Indirect costs	626 775	660,935	(34 160)
	<hr/>	<hr/>	<hr/>
	\$2 834 902	\$2 881,140	(\$46 238)

B. Obligation History

Date	MOD No	Change	Total Obligation
9/30/88	Original	Original	\$526 954(c)
9/22/89	#1	(a) add \$527 000 Core (b) Estimated completion completion date 9/29/90	\$1,053 954(c)
8/30/90	#2	(a) add \$500 000 Core (b) Change project LOP core program cost from \$2 634 463 to \$2 607 634 (c) Authorized supplemental programs (add-ons) (d) Maximum for add-ons put at \$2,244,975 for LOP (e) Standard provisions of original Agreement replaced	\$1 553 954(c)

			in this MOD #2	
		(f)	Revises indirect costs percentages	
9/20/90	#3	(a)	authorizes two supplemental programs funded by OIT and ANE to increase USAID missions' awareness of HBCU training capabilities and HBCU institutions and staff capabilities	\$1 553 954 (c) <u>110,000(ao)</u> 1 663 954
		(b)	Total Supplemental funding OIT - \$ 60 000 ANE - <u>\$ 50,000</u> \$110 000	
		(c)	New estimated total for CA \$2 777,635	
		(d)	Adds attachment 2B and 2C to basic agreement describing OIT and ANE supplemental programs	
7/29/91	#4	(a)	Adds \$501 000 for core program	\$2 054 954 (c) <u>110,000(ao)</u> 2 164 954
		(b)	Authorized performance periods for OIT and ENE/PD OIT 9/30/90 - 9/29/92 ENE 9/30/90 - 1/29/92	
		(c)	Total estimated core budget (9/30/90 - 9/29/93) now estimated at \$2 581 780	
1/15/92	#5	(a)	Obligates an additional \$38 062 for new add-on program from ASIA/DR/TR \$18 632 NE/DR <u>\$19,430</u> \$38 062	\$2 054 954 (c) <u>148,062(ao)</u> \$2 203 016
		(b)	ASIA-NE performance period revised as follows 9/30/90 - 3/15/92	
		(c)	Amends program description for ASIA and NEAR EAST ad-on programs	
7/14/92	#6	(a)	Addition of \$500 000 for core program	\$2,554 954(c) <u>173,123(ao)</u> \$2 728 077
		(b)	Addition of \$25 061 to OIT Supplemental	
		(c)	Total of Add-ons OIT \$85 061 ANE <u>88,062</u> 173 123	

		(d)	Estimate that obligations of \$2 554 954 for core program will cover expenditures through 7/31/93	
		(e)	Estimate that obligations of \$173,123 for add-on programs will cover expenditures for OIT and ANE regional	
		(f)	Revision of Program Description NAFEO-HBCU Promotional Visit replaces previous program description covering OIT add-on funding	
6/17/93	#7	(a)	Obligates additional \$26,826 for the core program	\$2 581 780 (c) <u>253 122(ac)</u>
		(b)	Obligate Add-on funding for ASIA bureau of \$79,999 and two new programs Marketing and Internships	\$2 834 902
		(c)	Adds program descriptions for Asia Marketing Travel 1993 and Sri Lanka Democratization Internship	
7/8/93	#8		No-cost extension of CA to 12/31/93	\$2 581 780 (c) <u>253,122(ao)</u> \$2,834 902
Jan/94	#9		No-cost ext of CA to 2/28/94	\$2,581 780 (c) <u>253,122(ao)</u> \$2 834 902
3/25/94	#10		No-cost ext of CA to 5/15/94	\$2 581 780 (c) <u>253,122(ao)</u> \$2 834,902

(c) = Core Program
(ao) = Add-on Programs

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ANNEX H

Development Associates, Inc

Post Evaluation Report

Principal Documents Reviewed for Evaluation

USAID/NAFEO Cooperative Agreement No DAN-5055-A-00-8553-00 Dated September 28 1988

USAID/NAFEO Cooperative Agreement Modifications Nos 1 through 10 August 29 1989 through May 18 1994

NAFEO Quarterly Financial Status Reports FY 89 through FY 94

NAFEO Fifth Annual Report (Phase I Cooperative Agreement, Date August 26 1988

Evaluation Review of USAID/NAFEO Cooperative Agreement (Phase I - 1984 - 1988) by Mabel Smythe Haith Ph D April 1 1988

NAFEO Annual Reports (5) covering all 5 years of Phase II Cooperative Agreement September 1989 through September 1993

Annual Workplans for Phase II Activities Years 1 through 5

NAFEO Quarterly Reports (sampling) for the total period of Phase II Cooperative Agreement

NAFEO Trip Reports covering visits to USAID missions overseas - 1989 - 1992

USAID Annual Performance Reports (6) to White House Initiative Office Department of Education January 1989 through July 1994

USAID/HBCU Task Force Report June 1993 "Reviewing Relations Opportunities for Improved A I D - HBCU Collaboration "

Several Examples of the NAFEO Publication UPDATE

NAFEO Reports on 14 Technical Regional Workshops and Annual Conferences - 1989 through May 15 1994

NAFEO prepared Inventory of the Capabilities of HBCU s and Other Minority Institutions Second Edition - 1989

NAFEO Profiles of Historically and Predominantly Black Colleges and Universities Volume VII, April 1987

NAFEO/USAID Cooperative Agreement - Supported Student Intern Reports (Sri Lanka and Nepal) 1992

USAID/NAFEO Miscellaneous Correspondence between USAID and NAFEO over the period
of Phase II Cooperative Agreement - 1989 - 1993

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ANNEX I

Development Associates, Inc

Post Evaluation Report

SOURCE OF EVALUATION INFORMATION

Individuals

NAFEO

Dr Samuel Myers, Coordinating Director
Johnson Miba, Deputy Director
Ternlyene Watson Program Officer
Hanna H Brown MAFEP Controller

USAID/W

David Rakes (G/HCD), Project Manager
Gary Bittner (GHCD) Project Manager
Adolph Wilburn, (AFR/WA)
Jay Bergman (M/G/OP)
Gail Worshaw (OP)
Sheila Blackman (ASIA)
James Washington (AA/AFR)
Valerie Smith (G/HCD)
Nannette Jennings (G/HCD/OIT/SIM)
Carolyn Coleman (G/HCD/OIT)
Dwight Wilson (AFR/DP)
William Miner (G/DG)
Robert McClusky (G/HCD)
Hunter Fitzgerald (Retired)

HBCU RESPONDENTS (24) TO EVALUATION QUESTIONNAIRES

Alabama A&M	No Carolina A&T University
Barber-Scotia College	Paine College
Bowie State University	Prairie View A&M University
Coppin State College	Southern University - Baton Rouge
Delaware State College	Spellman College
Florida A&M University	Tennessee State University
Hampton University	Texas Southern University
Hinds Community College	Tuskegee University
Jackson State University	University of the Virgin Islands
Lincoln University, MO	Virginia Union University
Mississippi State University	Wilberforce University
Morgan State University	Winston Salem State University

USAID MISSION RESPONDENTS (14) TO EVALUATION QUESTIONNAIRES

Bangladesh	Nepal	Morocco
Egypt	Oman	Yeman
El Salvador	Philippines	
India	Sri Lanka	
Indonesia	Thailand	
Jordan	Tunisia	

USAID CONTRACTORS

Academy for Educational Development Earl Yates
Checci and Company, Pat McPhelm
Chemonics International, Heather Peck
Development Associates Inc Ann Skelton
Development Alternatives Inc Miles Toder
PRAGMA Judith Oki

OTHER FEDERAL AGENCIES

Department of Defense
Department of Labor
National Aeronotics and Space Administration
National Endowment for the Humanities
Small Business Administration
Department of State
Department of Transportation
United States Information Agency