

**TASK FORCE ON
COMMUNITY COLLEGES**

**BOARD FOR INTERNATIONAL FOOD AND AGRICULTURAL
DEVELOPMENT AND ECONOMIC COOPERATION**

First Meeting

***April 20-21, 1994
Washington, DC***

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OBJECTIVES OF THE TASK FORCE

The purpose of the BIFADEC Community College Task Force is to increase knowledge about community colleges' capacity and experience in international development and to help strengthen the partnership of community colleges with the U.S. Agency for International Development.

Task Force members are charged to:

- o examine and report on the Agency's knowledge and use of community colleges and how they can be enhanced,
- o identify community college programs and expertise which supports USAID's strategic objectives, and
- o consider policies and means to facilitate the use of community colleges needed by the Agency.

Support of this Task Force is in furtherance of the objectives of Cooperative Agreement PCE-5055-A-2012-00 between USAID and the American Council on Education with the American Association of Community Colleges, the American Association of State Colleges and Universities, Association of American Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land-Grant Colleges, to explore means to strengthen (i) developing country higher education institutions in their role in development, and (ii) U.S. higher education institutions in their development research, teaching, and service. The aim is to broaden and deepen the involvement of the higher education community in partnerships for global development.

ASSOCIATION LIAISON OFFICE FOR UNIVERSITY COOPERATION IN DEVELOPMENT

American Council
on Education
American Association
of Community Colleges
American Association
of State Colleges
and Universities
Association of American
Universities
National Association of
Independent Colleges
and Universities
National Association of
State Universities
and Land Grant
Colleges

BIFADEC TASK FORCE ON COMMUNITY COLLEGES

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BIFADEC Community College Task Force Meeting
Transcription Notes
April 20, 1994 -- 1:30pm - 5:30pm

Wales Madden: ...critical importance to the community college system in this country and to AID, and it's a planned developmental project for the future that, hopefully, will see an expanded role for community colleges. I think we should start off by letting David Pierce go around the table and ask each one of you to tell us something about you, and I know that modesty is very becoming and I've observed it on a few occasions with community college presidents, but not very often, having served on the board of trustees of a local community college. Please share with us something about yourself, about your school, about how you see the future of your particular college, and, briefly, how you would like to see this task force evolve. Now all of that is part of an introduction, and it will be somewhat repetitious as we get into the agenda, but let us start identifying each other, and something about each of us. Dave?

Dave Pierce: Well, thank you, and on behalf of all of us that are here today, we'd like to express our appreciation to you for taking this step and for the leadership that you're giving this effort. I agree with you; I think this has the potential of really being something very, very special. Timidity and backwardness is not something that's a hallmark of community college presidents and other leaders, and so we're not going to have any trouble getting them to identify themselves and introduce themselves. But I will say that we do have an excellent group of leaders here today from the community colleges and from those that have the ability to contribute to this effort, and I'll just ask them to go around and introduce themselves and say something; give some information about themselves. Ken, why don't you start?

Ken Yglesias: Okay. I'm the last name on the list, Ken Yglesias. I work at the Coast Community College District. Ken Yglesias is my name. Coast District is in southern California, Orange County, outside of LA, between LA and San Diego. We think we're the fifth largest district in the country. We don't know because it varies, of course, but, we're a three college district. We're involved very actively in international education; a variety of programs -- importing students, exporting students, international contracts, selling telecourses all over the world, and a number of other international projects. I devote about forty percent of my time as the district's academic and student service officer to international projects, programs, and we're involved in a number of consortia represented here today -- community colleges international development, border consortium called ICACIIE, NASA -- so we're institutional members of most all of these organizations, and I think our people are very active in those. That's it.

Max King: I'm Max King at Brevard Community College, which is at the Space Center in Florida. I have the honor, I think, Wales, of being the oldest community college, in terms of service -- I quickly add that, not age -- in America. Dave Pierce of AACC made that distinction a couple of weeks ago when we met in Washington. It was only yesterday that I started out in this community college work, and our interest in international education started out at a time that some of my colleagues got their fingers chopped off for thinking that community colleges should be involved in international understanding and international

education. But now, even in the great state of Florida, we have special legislation that encourages community colleges to be involved in international, and we have all kinds of sister relationships and joint university college relationships. But, I think my biggest offer to this committee is through the Community Colleges for International Development, and some of our board members are here. We started this organization some fifteen years ago, and have been in eastern Europe before the wall came down. We were in Taiwan when they first started rebuilding. Just came back from Vietnam and waiting for that flag to drop and relationships to improve there. So, there's a great potential for industrial growth there, and I think -- I won't be modest -- that community colleges have been too long left out of American foreign aid policy programs. I know, Wales, that you feel that way, because we talked about it two or three years ago when we had another committee operating. I'm happy that we've arrived at this day, and I thank David and you for making it possible.

John Stevenson: I'm John Stevenson from La Guardia Community College. A bit about the college. We have 11,000 FTE students; 28,000 non-degree students; 300 full-time equivalent faculty. Our student population comes from eight different countries, speaking a total of 60 different languages. We have two experimental high schools on campus, and we're a part of the university, which is probably the third-largest university on the planet, with 210,000 students, 14,000 faculty, 20 installations, including a graduate school, medical school, and law school. The college offers thirty-three career and transfer oriented degree programs. We also have something called the LaGuardia Urban Center for Economic Development. With that kind of constellation of abilities, it was natural for the college to begin to focus on assisting in international development. We went beyond the notion of students going to visit countries, and evolved the notion of becoming resources to the economic development of developing nations. The basic premise that we operate under is that community colleges, unlike any other colleges, are deeply linked and tied to the employer base and economic base of the communities in which they are. As such, we believe that we can help key institutions in developing countries also serve that kind of role to enable their students not only to develop marketable skills, but also entrepreneurial skills, which will fit into a broader national endowment development plan. Thus far, we have begun to develop programs at varying degrees of sophistication with the Dominican Republic, Russia, South Korea, Colombia, Ecuador, Namibia, Guyana. We've even had discussions with people from New South Wales, Japan, and Sweden. One of things that La Guardia says about itself is like the great prophets -- "it is more honored the further you go away from Long Island City."

Voice: Isn't your president also the nominal president of St. Petersburg Community College?

Ken Yglesias: He didn't tell me that. Knowing Ray, it's quite possible.

Voice: He told me that.

Ken Yglesias: Then it's absolutely true.

John Blong: Wales, I'm the one exception -- I'm the modest community college president. I come from the heartland of the United States, Eastern Iowa Community College District.

Our three colleges are right along the Mississippi River, with Illinois bordering ... (?) Eastern Iowa is unique in that two of our colleges would be considered rural and one of them much more of an urban college, in that it's in the Quad Cities, with a quarter of a million to 300,000 population base. Eastern Iowa became involved with international education because of the industries in our community. We were blessed at the time we got into it with being the tractor or off-road capital, manufacturing capital of the world, with Caterpillar, International Harvester, John Deere and Cates (?), all having large plants in our area. In addition to that, we have Alcoa Aluminum in our area. So, exporting has been an extremely important part of the Quad Cities. The other key to international activity as it relates to the community college is the multi-cultural aspects of our population. At last count, we had people from over forty-eight countries coming to Eastern Iowa Community College campuses. Realizing that's the heartland of Iowa is not considered a portion of the world that you think of as diverse population. I think more typical of almost every community college in this country, we are drawing all of the people coming to this country, first-generation college students are starting at the community college and getting involved in higher education through the community college. We're a member of CCID and I think Max mentioned all of the activities that that organization has in international, and again, thank you for inviting me to this meeting.

Betty Jones: I'm Betty Jones with Delta College. We are located in the middle of Michigan. We serve three counties -- Saginaw County, Dade County, and Midland County - - and we too have international programs. We have 12,000 academic students, about 6,000 non-credit students, and a corporate services division that works with, I think at last count, about eighteen ... (?) That's training, and (? tape counter 939) as well as local business and industry. We did not start out to do international development. We really started out to internationalize our curriculum, and to bring some international flavor to our community. In so doing, we have started a travel study program, in fact, Max will appreciate this -- Sy Firsch came to our campus and he said to me that what you have to do is get your faculty on the road, and come back ... (?) In the process of doing that, we wound up applying to USIA and got a grant to develop a sister college linkage with a technical school in Kenya, and it kind of launched us into this. Through the exchange we discovered that we could do international development, and since that time, we've developed linkages with a school in Japan; we're seeking a linkage now with a school in Mexico, and we would like one in China. All of these would be over and above those that are part of our corporate services division because we want to involve our faculty ... (?) So, we're really encouraged about the potential that is there for the community colleges, and particularly for Delta. Our community is very much interested in that, to be engaged in international development. We have a lot to offer, and we also feel that we learn a lot, so we're pleased to be here too and delighted that USAID is doing this.

Paul McQuay: I'm Paul McQuay and I want to really say thank you to BIFADEC and Mr. Madden for the foresight to be able to have the opportunity for us to meet and to begin to deliberate, because I strongly believe that community colleges have an expanded role that they can play in the development of programs around the world. I just recently came back from Bangladesh, and took a look at the needs of the Bengalis, and I think that there are many things that they could profit by; services that are offered by community colleges. I'm from Delaware County Community College, which is not in the state of Delaware.

Delaware Community College is directly west of Philadelphia. It's an aging community of about 550,000 people. The college itself offers services to some of the local counties within southeastern Pennsylvania. We're very similar to what John talked about La Guardia in size -- about 11,000 FTEs and 28,000 students in our continuing education effort. We've been involved in international activities for a number of years, and our primary reasons for getting involved were, first, we see the world as one large economic body, where we have global economics that operate, instead of having just U.S. economics, we have global economics, and we felt that the best way to begin to address that was internationalizing the curriculum, the staff, faculty, and the entire college. The second reason we got into the international domain was the area of trying to support the local businesses and industries in their economic development and outreach and exportation, and that was very important to us. As a result, we have many active programs throughout the world. We have a long-standing program in El Salvador, where we're doing training for TACA, the national airline. Programs in Salvador, Costa Rica, Nicaragua, Honduras, and Belize. In addition, we have a long-standing relationship in the Baltics, all three countries -- Estonia, Lithuania, Latvia -- where we've been doing on-going programming there. As a matter of fact, I think this is the fifth year that we'll be going back. We were there before the wall fell. Exchange programs in Hungary, Czechoslovakia and others. I welcome the opportunity for community colleges to take and be able to undertake the task of seeing where the capabilities of the community colleges interface with what we can do in a developmental sense, with our support services. Thank you.

Nancy: I'm Nancy Pfahl from the College of DuPage in Illinois. DuPage County is west of Chicago. It's an area of about a million people. We have 36,000 students, and a growing number of programs, both credit and non-credit. Our international education story is similar to Betty's, in that, there's been a strong emphasis on the leadership of our current president for curriculum developed in an international area, and this has been going on for about ten years. Periodically, some faculty have been abroad to provide technical assistance, in particular, in Costa Rica, and we've played the role of the supportive institution in a number of CCID projects. At the present time, there is a strong interest on the part of the faculty and the current administration to move ahead in the area of providing more technical assistance and to be more proactive in identifying opportunities and resources within our institution that have potential to be used for sustainable development overseas. There is a new committee that has been formed institutionally just to ... (? tape counter 026) and for technical assistance under the leadership of our CCID representative. Much of the international work that's been done also relates to the community and the employer base. Five years ago, we established a trade assistance program for training small businesses and that model has been replicated at other schools within the state, most recently in the City of Chicago. Our faculty has been active in the pursuit of grants. We recently -- two weeks ago -- found out that we have a Fulbright _____ (?) project to China. We worked on this project in cooperation with the University of Chicago and the Illinois Consortium for International Studies and Programs, and some fourteen community college faculty within Illinois will be going to China during June and July. I'm very interested in understanding more about the needs, priorities and strategies of US AID so that we can identify appropriate college education resources which, in the short-term, can assist this task force in their task, and, in the long-term, can contribute to sustainable development.

Jean: My name is Jean Cook, and I'm with Sinclair Community College in Dayton, Ohio. Sinclair is a large institution. We have 25,000 credit and non-credit students at our school. We're located in the southeastern part of the state. Now, our work with international education is similar to what you've heard, so I won't go into that, but what I would like to share is that we are one of (?), in the sense that we have a university development linkages project to do some work in India. The intention of our project -- we're in our second year of funding -- really hits strongly on your directions with the idea of developing economic development, health issues, we're not really into population control in that respect, but we're in our second year of funding and we're starting to see where the AID money that we get is starting to leverage about \$60,000 more of India in-kind. So that's very, very exciting to do that. We've sent over seven community college people so far to work in India. Nancy and I were there last January, washing our clothes and walking the streets and doing all the things you do -- and there's been a big thrust with the people that have gone over to develop small business and construction trades, as well as some health care training programs. The intention of the training programs is to work with the illiterate, semi-literate and the literate populations and so, for example, we're developing curriculum for small business development. So for the illiterate, the curriculum would be based on pictures and experiential exercises, and then, for the semi-literate, we'll add a little bit of text, and for the literate population, it'll be all of the above. Now, the illiterate person is going to learn to be a street vendor -- someone who is working on the street, out of a shed, or on the sidewalk -- to learn how to add, to develop inventory, to establish receipts, things like that. For the semi-literate, we would look to help people to take that micro-enterprise into, maybe a shop. Then, for the literate population, would be someone who's actually in a fixed business of some kind who wants to export/import. John Ryan from Eastern Iowa Community College, where John Blong is from, was over in India last November, and was amazingly successful in developing the connections with the literate population on small business development. So, we're really excited about being a recipient of the university development linkages project, albeit disappointed that the funding has ceased, so are no new proposals going on this year. So we hope that you're able to find some funds to keep our project going because we really hit your target very well.

Marilyn Schlack: I'm Marilyn Schlack from Kalamazoo, Michigan, which is halfway between Detroit and Chicago, right on I-94. We're in a county of about 225,000 people, with some very major international businesses, including the UpJohn Company. Like the rest of you, we're involved in curriculum development, foreign language development, and we have several partnerships with the other four-year institutions in Kalamazoo, including Western Michigan University and Kalamazoo College, as well as our K-12 school districts. We've had a long relationship with two colleges in Shanghai, as a matter of fact, we're in the process now of helping Shanghai Petrochemical Company develop a two-year college on their four-year campus in Shanghai. Our claim to fame right now is that we're in the process of building a new campus in the center of downtown Kalamazoo, which has led in the redevelopment of a \$225 million development of the center city, which not only includes a new classroom building for the college, but we have become the proud owners of the public museum, which will be a part of our campus. As a result of that, we were able to pass the knowledge to operate this museum and to raise \$19.5 million of \$20 million in two years in our local community. I tell you this only because, as a part of that, we are looking at a way to internationalize our curriculum, not only at the community college, but with our

K-12 school districts, and that curriculum will be a hands-on experience in our museum, as a way to internationalize the curriculum through hands-on experiences, as well as to other options in distance learning, where we're going to bring the world to Kalamazoo. It's an exciting project, and one that I think is going to provide a new experience to children in Kalamazoo County, many of whom have never left the southwest of Michigan.

Mr. Madden: I'd like to thank each of you. There are four of us who are not here; three had previously existing conflicts. Dr. Tenloeve, Dr. Sakamoto, and Dr. Polonio, they indicated they could not come. Dr. Garcia, University of Texas at Brownsville, will be here tomorrow, and I'll come back to the college members in just a moment. Sam, would you please tell us about the AID people who are here, or let them tell us.

Sam Rea: I'll let them tell about themselves. At this point, I'd just like to introduce myself, and then go around to my colleagues. My name is Sam Ray Rea. I work in a central bureau, which is charged with global affairs. We work across the world, and we are now in the process of forming a new center for this global bureau which will integrate, as has not been done before, AID's programs in international training, in basic education, and in university education, as well as some research programs that are being managed from our bureau. I guess I am sort of the acting head of the center, until a permanent head is found and appointed and arrives. I'm just delighted to be here and to welcome you. Dr. Duff Gillespie, to whom I report, the deputy head of our bureau, planned to be here, but as you will find in speaking to each of us, and all of us, we are in a maelstrom of reorganization, and I think as it gets closer to the end, it goes around faster and faster, and people have less and less control over their schedules. I think that may have been what happened to our colleague, Duff Gillespie.

Steve French: I'm Steve French and I work with the education and training programs in the Bureau for Europe and the Newly Independent States. Again, that's a new organization; I've really spent the last several years working with the bureau ... to learn more about the independent states. We have several major projects which do make use of the community college community one way or another ... general requests for proposals which are open to community colleges. We would be willing to work more with the community college community.

Bill Renison: I'm Bill Renison. I'm from the African Bureau and actually, I'm a PASA from the U.S. Department of Labor. I've been working on educational training projects for a long time and, more recently, on methodology for impact of training, how we think about the design process and you actually show the difference. More recently though, the organizations I've been to ... (?) task force for an initiative for southern Africa, minus Madagascar. And I can, a little bit later maybe, talk about some of the things which might be of interest to community colleges over in southern Africa.

Ernest Kuhn: My name is Ernie Kuhn and I represent the Asia/Near East Bureau. My personal career has been spent mostly in Asia the last twenty-five or thirty years. I'm currently working on the West Bank Gaza. I am representing the Asia communities bureau at this meeting. I must confess that, about six months ago, if we had had this meeting, there would have been two people sitting here -- one for the Asia Bureau and one for the Near East Bureau -- but we've now combined it about three years ago. So, I really can't speak

too much for the Asia side of the fence. The West Bank Gaza program that I'm involved in is a newly-evolving program with \$75 million per year for the next five years. Right now, we're heavily involved in the process of thinking out our strategic objectives of what we want to do in the West Bank and Gaza, with whatever kind of interim government finally emerges and the Palestinians can get their act together and agree on something. So, I'm here to offer anything I can on Asia and the Near East, but perhaps, as much as anything, to learn from many of you what you have to offer, and see how those kinds of programs might fit into the kinds of things we're in the process of planning in the future.

Hiram Larew: I'm Hiram Larew from the Policy and Program Coordination shop at AID, where, among other things, I attempt to pull down some of the oversight of some of our programs in education. At the risk of sounding corny, I'll say that I'm impressed that I'm able to attend what I consider kind of an historic event. As some of our colleagues from community colleges have already mentioned, the challenge here will be to, not only have AID catch up and learn from what you folks are already well along in doing, but to have you understand where AID is, currently, and is going in the future, so that the interface, as someone mentioned, is (?) I look forward to this.

Bill Alli: My name is Bill Alli and I'm a management analyst at the Bureau. I've been working the past two years on standards and management control to prevent -- you guessed it! -- waste, fraud and abuse. Though I've been in government a long time, I must admit I'm excited about being on this task force. I have been reassigned, in the sense that we're in the process of reorganization, and I'll be moving over to the Center, which is the main State building, to work in management improvement programs. I have an interest in international education, population and family planning, preventive health, and really, if you want to wrap them all up in a rubric, wellness. I don't think wellness should be confined to big American corporations, the FBI and a few others. I really think, in the international arena, that even a poor country, where a little bit of diarrhea control seems to be the most pressing thing, wellness isn't something we should overlook. The geographic area I'm very much interested in -- since you asked me that interest -- starts about at the Dardanelles and Bosphorus and goes over to Mongolia, and then it starts up in Siberia, Yakutia and down to the Arabian Sea. That's essentially Central Asia. I was a Foreign Service Officer in Pakistan; I speak Turkish, and I'm embarking now on a (?) As you know, the largest underdeveloped area made accessible now by the fall of the Soviet Union. This vast, underdeveloped area is just now out of the restricted ____ (?) for us, and by the way, Uzbek is the third leading language of the former Soviet Union. So, I'm very much interested in that area. I'm interested, of course, in other areas as well, but that's my main interest. I think the community colleges reflect the practicality and the human dimension which survivors of Stalin's Gulag and other totalitarian histories ... (?), and what you're doing is more than offering a hope of technical dreams; you're offering a perspective of education, technical assistance and a special humanitarian concept, which is what you bring by being part of the West and part of the Western liberal tradition. I think that, while that's looking at the high pinnacle, I think that's the place to put some (?)

John Jessup: I'm John Jessup with the Latin America and Caribbean bureau of AID. One of the projects that I work with had a meeting yesterday at Georgetown University, including representatives from about twenty to twenty-four community colleges, which are

places where AID and Central American and Caribbean missions place students. There is a lot of student placement in community colleges in this foreign program, in fact, the program focuses on that. So we're very well aware, in the Latin America bureau, of the value of community colleges, and the recipients of participant training, which is our generic word for bringing people up to train in the United States. At the end of the discussion, I had a chance to ask these community colleges what they thought about international development and their role in it, knowing that I was coming to this meeting today and tomorrow. And, as has already been pretty well rehearsed this morning by community college members, international development is no new thing to the community colleges, and they ran out pretty much the ideas that you, yourselves, have mentioned. Certainly, the model of the community college itself, replicating the community college as a structure, is very interesting to places such as China, and the Ukraine, and there are activities going on there. That's certainly one area where the gap that community colleges so well fill in this country is recognized by other countries as well, and all the particular ways which community colleges do fill that gap. Technical assistance is certainly something that many community colleges already offer under AID contracts; El Paso Community College is one that we're very well aware of in the Latin American/Caribbean bureau. They are an excellent provider of feeder evaluation for project design. Training I mentioned. In-country training is also within the scope of what community colleges do, and then, simply, the teaching methodology that you provide. I think that there is a great interest, at least in AID, in trying to bring about institutional changes in the educational systems overseas, that is to say, the experiential learning base, the facts of practica and the hands-on teaching methods and hands-on teaching objectives of skilled learning, behavioral learning objectives, that I think contrasts community college teaching methods is something that we all pick up on. So those are some ideas that other community colleges in our discussion yesterday have already served up as examples. So, I will be delighted to continue my education of how community colleges work and how you have been working in international development, and to see how we can structure relationships for research or whatever, to further that cause (?).

Mr. Madden: Joan Claffey, who is known to most of you from the Association Liaison Office, is a key ingredient to this whole effort. Actually, her office co-hosts this meeting. Joan and I almost had lunch together today. [Story about going to local deli.] Joan, tell us about ALO; we want to know something about ALO and how you're going to assist us, and who will be working with you.

Joan Claffey: I am Joan Claffey. I've been directing the Association Liaison Office for University Cooperation and Development for the last year and a half. Our office is a creature of six higher education associations, including the American Association of Community Colleges, the American Council on Education, and other institutions. We exist to work with the Associations and member institutions to broaden attention to global development issues on U.S. campuses, and to assist in the development of collaborative partnerships, with U.S. AID, and other groups, and with counterpart institutions in the developing world and some of the newly independent states. My assistant is Patty Wilson, with whom some of you or your staff have been talking. I might just say a word, because I never have a chance to say this, Wales, in terms of my community college roots. I was a tenured faculty member at Brookdale Community College in New Jersey in the 1970s, and also Director of International Education. Our community college was the first recipient of

the U.S. Department of Education grant to strengthen the international dimensions of the curriculum, and that was in 1973. From there, I was on the staffs of Michigan State University, AID, the World Bank, and came to the Association. So I have personal and professional interests in ensuring that the community colleges are full partners with U.S. AID.

Mr. Madden: Thank you. I'm sorry Bob McCluskey cannot be with us. He is acting Executive Director AID's University Center. Bob is recuperating and he thinks he should be able to join us tomorrow, and we will hear from him at that time. Let me give you a background as to why we're here. Way last month, I started kicking around with Yuki Tokyama the idea of such a task force. We had announced it at our December meeting of the board, that we were going to create such a task force, and we started the implementation, actually, in the latter part of February, and we started assembling names. It was a composite effort. David, and Joan, and Bob, and Yuki and I got together a group of people's names, and Yuki did the research. She and David were the principal ingredients that brought forward the names to be considered from the community college community at large. We had a telephone conversation -- several conversations -- between Bob and Yuki and me, and came up with the names which included each of you in this room. At that point, we thought Yuki would be able to be the project director, but for personal reasons, she decided that she could not. We went forward, and we have a very able replacement in Gary Bittner, and Gary, I'm going to ask you to explain, to introduce, the people from your group in just a moment -- not quite yet. We then contacted each of you, either by mail or by telephone, and we were anxious to get started for a lot of reasons. One is that, I've dreamed of this report coming out in the fall. I think it's very important. I think the psychology of a new school year and all of those ingredients focuses on our trying to be able to do that. If we can, we must stick to that schedule. In that process, I asked Paul McQuay if he would be chairman. He at first agreed to do it and then he reevaluated his situation and decided it would be better if he did not do it. Thus, we come into this meeting today with a completely unstructured chairmanship, and we discussed ... (end Side One)

(cont. -- regarding the Task Force)

... it's not AID; it's not ALO; it's not the community college association. It's yours. I'll be available, but not in the forefront. I want to compliment each one of you. You probably noticed from the agenda that we were going to select the chairman, but you probably did not know exactly how that was going to happen, so I don't think that anyone of you could be guilty of nominating speeches for yourself. As we went around this table, I was listening for those little, hidden nuances of campaigning for the job. Later on, we will tell you what we think is involved in the chairmanship, and what type of a commitment that person needs to make, and it will be a serious commitment. It won't be a back-breaker, but it will be a serious commitment. As we go through the meeting today, keep in mind who you all think you would like to have for your chairman, and we would make that decision later on in our agenda. Are there any questions about that? Well, if some occur to you, please let us know. Gary, would you tell us about the people we have over here, from AID and University Center, and what our role will be in helping to facilitate what the task force does?

Gary Bittner: Thank you Wales. It's a pleasure to be here; I'm here as the coordinator of the task force, and it's a great pleasure to see that everyone's here and got materials and things seem to be moving pretty well. But it couldn't have happened without the help of a large group of people, and I'd like to mention a few people -- Valerie Smith, who's been helping me; Lark Carter, Yuki Tokuyama, Jerry Oweis, and of course, our Association Liaison Office, Joan Claffey and Patti. It's been a real team effort. I'm really excited about facilitating the work of this task force, and would really look to see those overlapping interests -- mutual interests -- that AID may have, as well as the community colleges, specifically, where they will put those interests on the table. Kind of following the university development linkages model. Let's see where those real interests lie and where we can really put some efforts into long-term, sustainable development strategies. I'll just turn it to a few others.

Mr. Madden: Valerie, do you have anything you'd like to say?

Valerie Smith: The only thing I would like to say is I'm a visiting university scientist with the University Center. My roots are both within the university community and the community colleges. I started my teaching career right here at a community college in Virginia, and I also studied at Essex County Community College in Newark, New Jersey, Santa Fe Community College in Gainesville, Florida, and also Tallahassee Community College. I was also involved in the conceptualization of the institutes which were established in Florida, which are linkages between community colleges, universities and business communities in Florida, and international, well, countries, specific countries, so that we have, for example, Florida-Brazilian Institute and Costa Rica/Florida, so that my ties to the community college, while not as strong, perhaps, as many of your ties, are definitely there. And it's a pleasure to be with you. Thank you.

Mr. Madden: They're strong enough to where we're going to adopt you.

Yuki Tokuyama: Well, I'm just glad, and so proud, of Wales' leadership, insightfulness and understanding that the community colleges do have something to offer. I'm very happy that he has been persistent about this; I think you all will enjoy working with Wales, and I would like to also say that, if it were not for the ALO and David Pierce's support, this would not have gotten off to the start that it has. We're off to a good start; we have several other needs, and we're going to keep working. This is not a blue ribbon kind of task force; I think we're beginning to see that, and I wish you all the very best.

Mr. Madden: Are there any other comments? Yes, David?

David Pierce: This gentleman over here in the dark coat -- I'd like for him to introduce himself.

Jim Mahoney: I'm Jim Mahoney, director of academic, student, and international services at AACC. One of the great perks of this new assignment is that I get to talk with many of the heavy flow of international visitors who come through the Association's offices. It's a perk in part because you don't very often get a chance to talk to people from this country who actually leave this office thrilled with the idea of community colleges and what they can

do and what they are doing for the six and a half million credit students that we serve. Feels like we're doing something really great, and we are. Just three quick points about what we're doing, right now, to help, in part, with this task force. We have just issued a request to all of the community colleges in this country to tell us what they're doing in international development. You've heard a lot of what a few colleges are doing, but I'm not sure that we have a good grasp of what the entire network of two-year colleges are doing. We've invited them to tell us, briefly, what it is they'll be doing. We'll take that material, package it, and distribute it to everyone that's interested. Second of all, we've commissioned the Executive Director of CCID to produce a feature article for us, for our professional journal, on community college development activities. That will appear in all issues of the journal. Thirdly and lastly, some of you may be a little surprised that community colleges are actively involved in language education. The Association, for the past two years, with NEH funding, has been running a very impressive program, I think, at improving foreign language instruction in community colleges, with thirty-five demonstration colleges focusing on different aspects of language instruction, including language instruction in the areas of occupational/technical education. That is to say, we're offering programs ... (?), for allied health professionals, and for all other occupations where people meet, and have to deal with, the public. We are doing quite a lot, and we hope to do more with your help.

Mr. Madden: Thank you Jim. Julie Rea, I'm sorry I overlooked you.

Julie Rea: I don't feel overlooked. My name is Julie Ray (?) and I work in the Bureau for Africa, at the moment on basic education.

Mr. Madden: Thank you. One brief personal reference and then we'll get into the nuts and bolts of what we're doing. When I was appointed to BIFADEC, one of the first things I did was to conclude that I needed to learn something about the people with whom we were going to be associated, and Dr. Lyn Passan, who was then the executive director, and Stuart Callison, who was the associate director, and I, most of the time, the three of us, but a lot of the time, just me and my lonesome, went around to meet all of the associations, all of the people in AID, at the different bureaus, and starting with the Administrator, Dr. Roskins; the people in the Department of Agriculture; people in the State Department; in the Commerce Department, because I knew some of those people and felt like we would have an association. I was struck when I visited with the Association of Community Colleges -- this was before David came on board -- and in the process of visiting -- Yuki, I believe you were in on that meeting -- I said I have gone back through a couple of years of minutes, and I don't see any reference to the community colleges, and the comment was made, "well, no one has ever invited us," and I said, "ok." When I first got out of law school, the first involvement in higher education I had, other than an extended celebration that I passed the bar exam, and could get away from higher education, was an involvement with the community college in Amarillo, and I went on that board that was just then created, as it was spun out of the public school board actually. It was created as an independent board for the first time, and there was not even an elective process, so the school board members selected the trustees, and I was on the first board of trustees. From that moment on, I was convinced that this is the answer to education for a great percentage of our people in this country who are going to be educated. I had never thought much

about a community college, even though I'd grown up in Amarillo, and knew it was there. But then, sitting in an environment where it was so obvious to me that community colleges should be involved in what was happening in AID and the university community. It was something that I felt like we needed to do, and you know that this is, in a sense, a fulfillment of what I hoped someday would evolve into the real active role of the community college system. So I have great hopes for what you all will do, and to the extent I may be involved personally, directly or indirectly, after your product comes out, and know that I'll be there to help wherever that it too.

We're now at the point where we want to start getting the comments from all of you present, as to how you think we might structure this effort, insofar as sub-groups or task groups. Have any of you had a chance to reflect on this?

Max King: Wales, before you do that, I think Marilyn and I should remind you that, way back in 1990-91, we were part of a committee to advise the University Center, and I have a copy of that 1991 report, which I'd be happy to share with everyone. Back then, you were a strong advocate of community colleges being involved ...

Mr. Madden: I wish you'd share that.

David Pierce: I think as we start to talk about organization structure and how we're going to do business on this task force, I'd like to propose a mission for the task force. I think that, in my own view, what we're trying to accomplish, is to move things to the point where USAID thinks of the community colleges in a policy sense. In other words, they think of them consciously and openly, that this is a resource or an asset that the country has, and the system has certain contributions to make, certain skills and certain capacities and certain resources available. They have an interest, and a will, and a commitment that is demonstrated around the world. But what is missing is a conscious thinking, or a conscious internalization on the part of AID that it is, in fact, available as an instrument for the country to use as it carries out its foreign policy in the development area. I see that as the principal purpose; I don't see this as a place to exchange information about what the colleges are doing, or can do, or what USAID is doing, or can do; only as a part of the process of getting to that goal of helping to internalize. We always like to compare things with other countries, and I know that the case with our counterpart system in Canada, that is, in fact, the way it is carried out in Canada. The Canadian community colleges are very much internationalized by Canada's development unit, and they are viewed as an instrument, as a resource, to be used. And it's done in a very formal way. That is not the case here. We are, at best, on the periphery and on the margin. It's not to say we're not active. You've heard reports around here today, and we could run another twenty-five in, or another fifty in, and you'd hear similar kinds of reports. The community colleges are tremendously active on a global sense, around the world, doing development work, doing instructional work, doing exchange work, and on and on, a variety of different programs in place. But what is missing is the way we view the community colleges and, for that matter, the country's higher education establishment. So, I would like to propose that as our overriding goal here, Wales, and, as we think about how we're going to do business, I'd like to propose that we keep that in mind as what we're trying to get to.

Mr. Madden: Fine. I really am going to try to constrain myself in the role as acting chairman so that I don't react or act on these suggestions. I really don't want to help you all formulate where you're going, so please feel free to react as though I were not here.

Jean Cook: You asked how we should structure ourselves, or how we should work on this project to develop our report -- is that the question? It's really that this strategy, is outlined very clearly that AID has these four areas of environment, democracy, population health, and economic growth that are key to your mission. You've created these goals, and you're looking for a response from the community colleges. So, when I read this, it sounds like everything Ruth Frischer has been talking about at UDLP -- the sustainability issues and the idea of getting things going without USAID funds and working through the local NGOs and PVOs. The picture is all here. So, I would like to suggest for consideration, that you look at your four strategies, four goals, and look to see where we fit individually, and start to work in groups like that. Just as one suggestion.

Ken Yglesias: I'd like to make a comment. When I was reading this on the plane -- I had about a five hour flight from California, so I had a good opportunity to read this document as well -- the one thing that I noticed is, frequently it refers to universities. And then I started doing a check -- are you getting defensive here young fellow? I mean, you know, I used to work at a university at one time, and is it just because now you work at a community college. I realize that it's a marketing document; that it's a document that you're promoting and so forth. But I think it would serve you better if you used terms like institutions of higher education, or post-secondary education. The bias I read, and again, I'm trying not to overreact or be defensive, is universities, research institutions, and liberal arts colleges. Sometimes you just mention universities -- this is to staff, I think, rather than the community college folks -- and sometimes you say universities and colleges. So, as just a person who works at a community college, it seems to me the document is very, very focused toward universities and liberal arts colleges, in terms of the words used. Again, I tried to reread that a couple times on the plane, just to make sure that I wasn't getting defensive. It just kept striking me, and I underlined it a few times.

Betty Jones: I would like to support the suggestion that Jean just made because I too, got this USAID strategy document, and as a matter of fact, met with some of our people about it, and they kind of asked the question, "where and what do we have to bring" to those areas? We found that, as a matter of fact, we have a great deal to bring, and you could almost -- I went through with a little yellow marker and highlighted areas that just jumped out at me -- that there were certainly things that not only could we contribute to, but already do. I think that the comment that there is a bias -- I think we've all kind of felt this; that's the old news -- but perhaps, the new news, the good news, can center around David's suggestion that we strive to become part of the fabric of the thinking, of the policy thinking. I think it would be not hard to do that, starting with what USAID sees itself as being about. There's the _____ (?) where we need to go through, pull some of that out, to come up with equal partnerships that would make good sense for the country.

John Jessup: I was hoping, as we move toward that goal, we can also do some information-sharing about what are the areas of interest, as well as experiences and expertise at community colleges. Since many of us at AID may have personal, but not as systematic a

sense, of what the possibilities are. So, if we look at what our own strategic objectives are, on the one hand, I think it would also be good to look at areas of expertise at the community colleges.

Max King: And I think we can help in that area. I know that the schools and the CCID, we've done our inventory and there's something like 200 different programs and so forth throughout the schools that are available, and I think that could be helpful to you. As a follow-on, after listening to the Community College representative, I felt heartened. There is so much background and understanding in community colleges. I'm impressed. I think, in a nutshell, what David has suggested, and somehow, you ought to get it in cold, hard words, in a brief policy statement, that whenever you folks look at the expenditure of U.S. dollars in developing countries, that you could look at what you're trying to do, and see where community colleges could be an asset to you in that endeavor. And I think we can be a great help to you.

Steve French: I think you correctly pointed out that this is a policy statement, and to talk about it isn't the way we procure our services. When we go out and run a request for proposal or request applications, I think you'll find the term that is always used is institutes of higher education. Our contract officers, if no one else, almost always, respond to institutes of higher education. So, what I'm saying is that, while the policy may suggest a bias toward universities, the practice, in fact, in my experience, doesn't. What happens is that you self-select as to whether you participate or not. Again, in my experience, relatively few community colleges will respond to that kind of an open procurement. So, the problem, from my point of view, is not that our biases preclude community colleges from participating, but the nature of community colleges is such that relatively few choose to participate in these kinds of open competition.

John Blong: I agree. I think that it may be a problem in the field. However, one of the things I've noticed, and a few of my colleagues have, the RFPs or the activities that you're requesting people to respond to may not be what we consider the most appropriate economic -- for instance, as we move to economic development -- much of the money that AID is spending is in the research or in the policy area. Very little of it is in the technical education, and the transformation of the workplace, and I'll take the country of India, for example. Clearly, economic development here, from AID's point of view, has very little to do with the transformation of the workforce and the quality of the product that is being turned out by the workforce for export. So, I think we have two problems: we in the community colleges are not responding, and the other is, I'm not sure we all have the same focus of where economic development can best happen. So I think this discussion can be very helpful.

Steve French: I would say that, from my experience in Europe and NIS, we have no mandate to reform the workforce. Our mandate is to transform the society to be market-oriented and that is focused mostly on management, not on the workforce. I don't know that this kind of a forum can change AID's approach to that kind of development to make it more workforce-oriented.

John Blong: But I think we need to take a look at both aspects of it -- management policy issues and the application issues. Clearly, the problems for many of the developing countries is their educational system and training. They tend to have highly valued the engineering education, the university, and have given almost no value to the technical skills.

Steve French: In the case again in Europe, I've heard it argued that our model may not even be appropriate. We should be looking at the German model or the Holland model. It's clear to us that we should be putting forth another model.

John Blong: In Europe, I would agree. I probably wouldn't agree as we moved into what used to be the old Soviet bloc.

Bill Renison: ... In terms of a policy statement, two months ago, there was a policy brief on participatory development. I think maybe that's something, if you haven't gotten it, you might want to look at it, because obviously, relating to what you were saying, David, and it seems to me that community colleges have a lot to offer on ... (?) and how they really develop a variety of programs. As AID moves forward in this area, and they start developing their program, their new strategies, some people are talking about NGOs. But, I think, things go in cycles. I remember when I used to be teaching overseas in Pakistan in the mid to late 60's and ... (?) larger issues of education, but clearly, ... (?). That probably will change. In South Africa, we're involved in something called _____ District. [CANT MAKE THE REMAINDER OUT AT ALL.]

Betty Jones: You know, there's also much more emphasis here, I detect, on the process of building institutions at the local level. When you're looking at countries that are trying to develop, very often it's not productive to start at the top. It's not where people are. There are lots of aspirations at that level, but they don't know how to go about putting those into formal development. We see that in our own community. We have groups there that certainly have aspirations, but that need help, and how do they begin to reach those. And that's one of the expectations they have of us. We often do a lot of this and go out and work with building in the model that they then take over and carry on themselves. So, as I look at this, it seems to me it's not so much the product you're looking for, but what happens with these people. Did they achieve the kind of development they wanted at the level they wanted, and when you leave, that they have something that belongs to them, so they're not looking to you to keep carrying on. It's there. What I'm saying, it seemed to me that there was a different way of work that was implied here, which, I think, we do a lot of.

Marilyn Schlack: Well, I understood the question you asked us as how might we structure ourselves? When I read this document, the first thing I read was the date, which was March 1994, so I'm assuming this is the most current piece of information coming out of USAID. So I read that with that in mind. I said to myself, "ok, this is where the experts in international development are right now. How might community colleges fit into this?" The first thing that came to mind is, what would happen if we used this as a basis for our discussions, and asked that question. We've already got a format, and we have challenges; we have operational approaches and goals; we have programs and methods; and we have measuring results. And, it's really, it is there, and I think it's nicely done. So, my

suggestion is, as a starting point for discussion, this is the model. The question is, "how can community colleges fit in to forward this policy statement?" and I think it provides a framework and gives us an opportunity to partner, so that we can learn from one another. What your experiences are, what our experiences are -- how do they come together and make it happen with community colleges? And that gets back to Dave's suggestion that the community colleges become part of that policy source in developing that ... (?) that's a possibility. So, my recommendation is that we start with the strategies for sustainable development.

Sam Rea: Just listening to all of these comments, what David was talking about in setting a goal for this task force to help integrate community colleges into the policy thinking of the Agency, it occurred to me that one of the reasons some of the language we used in this document may have sounded overly like universities, and not more broadly like institutions of higher education is that, for many years, the model that AID was using when it thought of higher education, was the land grant model. It was the land grant model in universities with two other legs of a three-legged stool, being the research and extension, in addition to the teaching. This was really exported as the way the United States saw higher education contributing to development in the countries in which we've been working. It would be exciting, or very interesting at least, if this task force could begin to conceptualize an alternative model, which is a model of how community colleges could work in development. Not to replace land grant colleges, but maybe to complement them and work along side them. It seems to me that a lot of things have happened that are new in the '90s that weren't there in the '60s and '70s. One of them is the concept of the international marketplace; the world system of marketing goods and trading that's coming on us with the authorization of the GATT agreement and ... (?) and how do countries get their workforces competitive -- something we're looking at here in this country. How can community colleges contribute to that, to competitive workforces, the international workforce, international marketplace, in ways that, perhaps, other institutions of higher education are not as appropriate for.

John Stevenson: One of the things that I heard in David's counsel to us was that our, that is, the community college experience in educating a particular sub-group of American people, may have policy implications for educating persons in developing countries. Let me give you a small example from Namibia. I once asked the President of Namibia, "Who repairs your airplanes?" He said when the airplane is broken, he has to import some people from Germany to fix it. I said, "wouldn't you prefer if Namibians could repair your plane?" and he said, "of course I would. But there's nothing in my university structure which allows me to train people to do that" because the University of Namibia is a classic Oxford system. The degree to which American community colleges have developed ways to respond to those kinds of specific needs quickly, and within the context of an important national priority for that country, is exactly the thing that David is suggesting we keep our eye on. And I think, your point is important. We're not looking to substitute for. We're looking to establish that we have some expertise which is new, not only in the American educational arena, but is also new, therefore, in the international educational arena. I think we've got to begin, at least, analyzing what that is, perhaps a moment or two before we seek to fit into, as correctly suggested we try to do, a pre-existing strategy.

Julie Rea: One issue that preoccupies everybody is how do we make these efforts sustainable? I don't know a great deal about community colleges, but it seems as though you're very cost-effective in what you do because the community participates in what you do, and I think that anything you could share with AID about how community colleges are financed would be helpful.

Max King: Let me make an observation at this point. I'm with Wales too, and I'm not going to say too much, and please clamp down on me if I do. But the institution that has the largest enrollment of international students of any institution in higher education, I believe, is Miami-Dade Community College. I don't believe any other university or community college has more international students. For what it's worth, Miami-Dade Community College is educating a full-time equivalent student for \$2,600 per year. How many third-world countries, or how many countries period, would like to know what the secret is of educating students at that cost? In fact, how many American colleges and universities would like to know what they do to educate at that cost. The answer is very simple: it is the most amazing, skilled, efficient management system that I've ever seen put in place. That management system is, in and of itself, a valuable repository of information that would have an enormous economic impact around the country, around the globe. I just share that as an example of some of the skills and resources we could bring to the table.

Bill All: There's a report that was mentioned on National Public Radio that I believe was put out by the United Nations and it was sharing the history of countries which made basic decisions on where to put their education resources some ten, twenty or longer, years ago. The ones that seemed, the countries that seemed to have made the most progress, achieved the most productivity, quickest development, were those that did not put it in very higher education, rather put it in at less than higher education -- basic, intermediate, technical -- and these are the kind of fields, it seems to me, that community colleges have an extra interest in, and I think that gives an added weight to the community college level in the kind of stuff that AID is interested in.

Joan Claffey: Comments were made about management and financing of higher education institutions and what the role of the community college is in our higher education system. I would like to underscore the importance of that and to suggest that one might want to look, not only at the five strategies as they're stated in the piece you have here, but maybe, in terms of the human resources area that will be a center in this new AID Bureau for Global Programs Field Support and Research, which will be a Center for Human Capacity Development. This is seen to intertwine with the other four strategies. I think it's in this area that one is looking not only at skills training and basic education, but also those management and leadership skills that are needed to have effective institutions that support all of the development objectives. I would just add that, at the printers now is a World Bank policy paper on higher education to be called "Higher Education: Lessons From Experience." One of the ten recommendations for the developing countries is the need to differentiate the higher education system, so you don't have a situation like Mr. Stevenson was describing in Namibia, with just your classic European-model university. And many of the developing countries indeed are searching for ways to respond to this need to differentiate the system. So, in sum, my conclusion is to be thinking about this human capacity development related to management, leadership, financing and alternative models.

Paul McQuay: As I listen, I believe I hear two different paths are being suggested. One path that was espoused by Sam Ray that I think has a great deal of interest to me, is that of conceptualizing a new plan, or a new model, and a new line of thinking, that, at least in some ways, incorporates some of the capability and capacity of community colleges in the United States. At the same time, I hear Jean Cook and others talking about the present goals and objectives that are presently set in motion. Maybe what the task force should do over the course of its deliberation is to begin to do a little bit of both, because I think if we're talking about beginning to change thinking and conceptual plans etc., that's going to take time. Look at a group of things that have been submitted back in the '90s; '91, on the role community colleges can play. We ought to begin to take and forge a new concept and a new direction, and maybe at the same time, begin to show what the present capability is, and how we can take and presently address those goals and objectives that are before us with those challenges. And also at the same time, develop some type of a capability statement that sensitizes AID and other agencies to what community colleges can do and what the capabilities are; what we're presently doing in our local communities that is very transferable into many of the developing nations around the world. I think that's what Betty said. We are essentially reaching out; we are making a change; we are making a difference, and I think that's the appeal of the American community college -- the ability to work with our local communities and transfer that information to a country where they need to have their airplanes fixed. I just came back out of El Salvador, where we were working with the national airline to help repair their planes.

Valerie Smith ... (?) it seems that it would be helpful to AID to look at, to know about, the ways in which the community colleges as they exist now, fit into the strategic areas, or priority areas, within the Agency as it exists now. I think it would also be useful to the Agency to look at the new ways in which your expertise in your areas, these abilities, could be utilized and collaborations can occur. A third area, though, which also seems like it would be useful is the area of difficulties. Several of you touched on current policies and practices or requirements -- RFPS, those kinds of things. I think it would be good for AID to know the areas which present problems to you all, as you attempt to get into the international development arena, and especially as it relates to the activities of AID. So, that the points that were made, universities, for example, the use of "university" repeatedly implies that we are thinking university much more than community colleges. The point that was made that research seems to be the focus, as opposed to application and technical assistance. So, at a minimum, it seems like there are three areas that the Task Force report could be useful in: one, the ways you could fit into the current program; (two) new ways in which you all could be utilized; and (three) [ways you could be utilized] in problem areas.

John Stevenson: I'd like to throw a question to the group. Our audience is being defined as USAID. Is that sufficient? It's not sufficient. I'm asking whether or not the persons who give USAID its marching orders ought also to be informed.

[Group discussion about AID, Community Colleges, the Hill -- can't make out]

Hiram Larew: The timing for this discussion could not be better. There are discussions up on the Hill (?) about a whole new foreign assistance. Within AID, we are very, very anxious to hear about new tools that can be brought to bear in order for us to be able to address

the new strategic objectives. I completely agree with you that perhaps, the audience should be expanded, and I would suggest that the two or three objectives that have been tabled might best be wrapped together in some sort of approach that would cast this as a new tool, making the best use of a new tool -- for AID to reach its strategic objectives. Having said that, I think that would capture the essence of Sam's point, which I think is a very good one, Dr. McQuay's, and of yours as well. The hesitancy I have in making that is in the word "new." If truly what I'm hearing here is that it is a new way of thinking, a new way of doing, the problem is that we don't have a new and larger budget. On each of our shoulders, as we think about suggesting a new approach, a new seat at a table, we need to be constantly aware that the budget is not expanding, and, in a very real sense, if we ask for, if we legitimately ask, for a new way of looking at things, then that may mean that something else has to give. It may be an either/or situation, and I think any kind of report coming from this group [must recognize that.] We've already heard that there may be a creative tension between the type of assistance provided by and through our higher education institutions, and that being provided through community colleges. I'm not representing the higher education community, but I know that community is very, very active in soliciting the attention of AID. I think we need to be mindful of the fact that there might be a perception on the part of that community that a seat at the table for community colleges means less emphasis for higher education. I hate to bring up that point because it's unpleasant, but I think we need to be honest with ourselves as we open up this very sudden discussion, and as we offer up what I consider to be a new tool in an important toolbox.

John Jessup: That gets back to a point that several of us were making earlier, which is to define early what are the characteristics of the community college? What are the areas of development expertise that differentiate ... (?) from ... (?) that we can capitalize on? ... (?) in the field, more particularly, ... (?) what _____ are they missing (?) by not, ... (?) they don't know about community colleges and what we do? ... (?)

Jerry Oweis: I just want to add to what has been mentioned. The Agency is in the process of defining its relationship with the U.S. education [rest not audible]

Sam Rea: May I just make a brief comment. Several days ago I heard the Administrator, Mr. Atwood, saying that the first thing we should do with any visitors at AID is to give them a budget briefing. That's unfortunate, but where he has begun. But I think in addition to the areas that this strategy statement points out as the important areas for AID, just because of what Hiram said, we also need to take into account the budget streams, that is, where is the money going geographically. That would be relevant to talk about in terms of this Task Force. People around the table here are very well placed to inform the other members of the Task Force about the relative importance of Eastern Europe and the NIS area, the area of Africa, and certain parts of the Middle East. Also, the relative importance of population, and perhaps the environment, to other goals that are raised here, so that we have a realistic idea of what the priorities really are, both in geographic terms and in terms of the goals that the Agency is actually funding.

David Pierce: Going back to the issue on the universities. We had an excellent meeting last fall with Brian Atwood, and the university community. Universities were represented, community colleges were represented, and it was, sort of, a coming together, discussing

where are we; what do we need to do to get on track? Whatever the case may be. Very appreciative of the meeting. But one of the interesting and fascinating things that came out of the meeting, was that the level of paranoia -- and that's not quite the right word, but it will do for now -- of the universities toward the way AID related to them and used them was perhaps even higher than the paranoia on the part of the community colleges. I only make that point for community colleges here to realize that it isn't a situation where AID is just always working with the universities, forgetting about the community colleges. In the universities' viewpoint, they're not thinking about them either, so I think, maybe, this is a part of a larger coming together. You mentioned the meeting yesterday, or someone did, and there's a follow-up meeting to that, I think, today or tomorrow. And so, I think we're going through a kind of a process here, between the university community and the community colleges both, that may be very, very positive for everyone concerned before it's over with. One other point of observation, and that is, I think your University Center, as a name, is going to be changed very shortly, isn't it, Sam? Do you know what that will be called?

Sam Rea: It's called The Center of Human Capacity Development.

David Pierce: OK, now that's a very important change, because that removes from their official structure, a thing which, I think, has gotten in the way as far as we have perceived it. You know, it's been called the University Center, which right off the bat, causes us to feel that we're not a part of that. So, that is now being changed, and will very shortly become official, and I believe that that is an important change for community colleges.

Wales Madden: OK, I'm going to ask that we take a fifteen minute break, and during the break, let me ask you to think about one thing, and that is, what is your preference in structuring future meetings, insofar as time of day; is this format, beginning shortly after lunch? Would you rather begin in the morning and go to mid-day the next day? We'll have some conversations about that. We also want to try to schedule the next meeting so that it will coincide with the meeting of BIFADEC, which will be the week of June 20th. We don't yet know the day because we're trying to make sure the Administrator will be available. It will be our call, that your group will meet one day, and join us at some sort of a reception that night, and then recess to come to at least part of the BIFADEC meeting that morning, and then reconvene in your meeting that day. Kick that around, and then, more seriously, ask yourself if you would agree to be chairperson, and if not, who would you like to pass that on to? I'm not going to be involved, so you can politic all you want to -- fifteen minutes....

[Break]

Narcisa Polonio: [introduction] we are an independent college. About myself, one of the most fascinating things that I did just three months ago was, I had the opportunity to tour all of the _____ (?), one of those countries that I'm sure where we'll be getting more and more involved. When I was there, I visited forty colleges and universities. So in terms of international education, that's the most recent experience that I've been involved in. That gives me a real sense of what role I think two-year schools can play in developing countries that do want to become players.

Wales Madden: Thank you, and welcome. We're delighted to have you. I believe, as was explained, and as Valerie summarized, there are probably three areas where we are considering focusing our attention. Not that you're limited to that. I think there is some flexibility in your work, as it progresses, to alter those courses, but would you agree that we would ask Joan to put them up on the board. Maybe, who would like to summarize what we understand?

Male voice: I'm essentially stealing the three that you mentioned. The degree to which the community college experience produces new models for AID and the international development process, its relevance in accomplishing their respective, and sometimes collaborative, goals. The degree, to which this extant community college model fits into current AID and American foreign policy strategy, and the degree to which current AID and foreign policy practice makes it difficult for community colleges to contribute in a way that David suggested we could.

Wales Madden: Is there a consensus among you that this is pretty well restated? Is there anything you want to change? I want to ask, next, does this fit within the proposed mission that David gave us in his opening statement?

Male voice: I think if we answer those three questions, we will, in fact, put ourselves into the policy positions with AID. I think if we deal with those three, we will have done what David wanted us to.

Wales Madden: Any dissent? Any modification?

Male voice: Let me read this paragraph, and I think this says the same thing. As a member of this Task Force, you will examine and report on the Agency's knowledge and use of community colleges and how they can be enhanced; identify community college programs and expertise which support AID's strategic objectives; and consider policies and needs that facilitate the use of community college resources needed by the Agency.

Marilyn Schlack: This pushes it just a little beyond. It gives it a new edge, that I think we're striving for.

Mr. Madden: I think that's a valid point. Alright, do we want to then, before you get to the next step of electing your presiding officers, do you want to kind of, agree that this is, at least initially, where we want to focus our efforts?

Male voice: I think that you had made a statement which I found real interesting, and that was, what we really are talking about is making use of a new tool for achieving American foreign policy objectives, the new tool being the particular and unique experience of the community colleges.

Male voice: I think he was hoping that you would suggest how he would make a new budget ... (?)

Male voice: Well, actually, in terms of funding strategies, it isn't always taking money from A and allocating it into pot B. Sometimes, it is convincing A that an association with B may be to A's benefit. You know, in the past, community colleges have always felt they had to, in a sense, piggyback onto a university in order to make it through an AID competition. Well, perhaps there are certain situations where it is the community college experience that is the lead experience, and the university experience is of secondary importance.

Bill Renison: Yes, at some point, maybe it doesn't have to be now, but, you know I'm an economist -- we do a lot of modeling -- I'm not sure I know what you mean by models. I could squeeze a lot into that. Maybe later, at some point, we could expound upon that. I mean, could it be paradigm, or could it be models for research and development or human resource development and institution building, or participatory development, or whatever you want to make that into. But I think it's rather, to me right now, kind of vague, what you mean by models.

Male voice: Would you want to have the flexibility that most economists have in their models? That would give us broad parameters.

Mr. Madden: OK, we're focused on those then. Next, let me ask if you are prepared to nominate someone who will serve henceforth and ever after as chairperson?

Male voice: I'll nominate Max King. He had served on the Task Force.

Wales: OK, Max is nominated. Are there others?

Female voice: I'd like to nominate Paul McQuay.

Paul McQuay: I'd would like to withdraw, I would like to second Max's nomination.

Wales: Let me say that we will operate under Potter's Rules of Order, not Robert's, but Potter County, Texas is where I live. I was raised in the political arena in Potter County, and we always had Potter's Rules, and no one knew what that was except the chairman. I will accept your withdrawal of your nomination, Paul. Thank you Jean, anyway. Are there other nominations?

Male voice: Just a thought -- this sounds sort of ad hoc-ish. Is it possible for someone like Paul to act either as co-chairman, or vice-chairman, or something?

Wales: I think the passport can handle that as they want to, which is not a bad idea. You might want a vice-chairman; I would suggest not a co-chairman because then you all are scratching your heads as to who you call, but I think that if the Task Force wants to select a vice-chairman, that would be fair proper. Are there any other nominations?

Marilyn Schlack: Wales, in light of your comment just now to John, would it be worthwhile to let the community college folks sit in sort of a closed session and have a discussion in terms of what we think we need to do, and how we're going to get there, and up to, and including, Max's suggestion of vice-chair etc. That it might help us to just have a discussion

in terms of those things that were laid out on the board, and then say, "ok, how are we going to get there, and what do we need to do to get there?"

Wales Madden: Let me say that you're reading my mind. I thought that at the conclusion, or as we approach the conclusion, we'll all excuse ourselves, except the community college people, and let them, let you all, talk about are you satisfied with the way it's going? Do you have any apprehensions? Do you feel that you're comfortable in your assignment? And anything that you want to raise tomorrow, please do so. That was the way I saw us winding up our meeting.

Jean Cook: You had mentioned earlier that you would share with us your ideas on what kind of a commitment someone would need to make, who would be taking this leadership role, and so, maybe that needs to be discussed.

Wales Madden: I thought, inferentially, I had done that, but let me say again, I think it will be an active, hands-on type role. This Task Force will write its own report -- not to the exclusion of AID members at all -- the Task Force will write the report. It will then decide whether or not it wants help in editing or putting it in a readable form, that type thing, but the Task Force must be written by you. You don't report to a committee. The chairperson, whoever it is, reports to Gary Bittner or Valerie and then it will be funneled on to the people on the staff -- Bob McClusky and others who need to know. Our board will certainly be interested, and we will get our information from them, and also from me as I attend your meetings, but you're in charge of this, and the person who is chairperson needs to put hands on to the point where that direction can come, not daily, but certainly, what have you done this week? type inquiry. So, it's not just a figurehead.

Female voice: May I offer a suggestion? That the nomination be Max and John, if John is willing, as chair and vice-chair.

Wales Madden: Robert's Rules say you can do that.

Female voice: I was hoping you'd say Potter's

Wales Madden: Is there any opposition to electing those by acclamation? All in favor, please say "aye." Alright, thank you very much. I have prepared a valedictory speech. I want to spend a few minutes telling you what a momentous event this is and how privileged I am to have chaired this. What I really want to say is, come on up here Max, and John, come on over here. Unless you want to be completely egalitarian, you sit right where you want. Seriously, I think this is great. You're exactly the type people I hoped you would be, and I look forward to working with you, and it's going to be exciting. Thank you. Max and John.

Max King: I think I learned from Wales Madden, you know, some good West Texas humor, and I appreciate that, but I had a thought, that might have some relevance to what we're trying to do and, also, the role of community college in doing it. [Story about grandchildren] I relate that to America's community college in a way. We have taken the mysticism out of higher education in what we're trying to offer our students. We've taken the

bureaucracy, I think in many cases, out of what's available to our students. I hope that we can point Wales and David to what we come out with and say, "Here it is. It's not anything mysterious; it's not anything strange. We want all the world to know what it is." And it shouldn't be a lot of going through a maze to find that. Now, Wales, I don't know if that fits into your story or not, but it has a meaning for me. I hope that we will have some staff with us. I thought I heard someone say we were going to have a staff person. Was that wrong? Is that true?

Wales: You mean at future meetings? Oh, certainly. Gary Bittner will be the person, your facilitator and coordinator, assisted by Valerie, and the BIFADEC staff -- I can't speak for David or Joan.

Max: Well, where are we on the agenda?

Wales: Well, we are through business/administrative issues; we've done that. I think now you want to wrap up your discussion about your groups, your task groups, on those three points, and the mission David gave us, and see where we want to proceed on those now.

Max: I've entertained thoughts from the group. My personal feeling is always not to make a bigger job out of something that you can do readily, and that we not beat a good horse to death. But I would like to know your feelings; how did you like the approach to the written report, and then a date for future meetings, I guess.

Paul McQuay: It's going to take several meetings. It's going to take working meetings I don't think we can accomplish everything by just sitting down in two days and coming back. So, it's going to take assignments, Task Force, and personnel to organize what it is we're about to do, to get together the data, and then pull the data together, and report that we have consensus on it. This speaks directly to the three issues that I think are clearly what the charge is all about. And I think we can start off with the creed -- what has been province in the past, and then go from that to wherever this new model might be and where our fit in the objectives that have been presently established. But I don't think that that can happen; I don't believe that can happen in a working session so much as you need to break down into, maybe, some other groups, gather data, and then present, as we formally get together...

Wales Madden: Paul, if I may. In our brainstorming prior to the meeting, Joan and Valerie and I, and Gary, we thought, probably, you would want to call upon your own faculties and your support groups in your own institutions, and other institutions you may know because of what a tremendous resource is out there. Please don't hesitate to do that.

John Stevenson: If we take a look at the three charges, possibly take a look at the group that's assembled, and divide us among those three charges, as sub-Task Force. Maybe we could make the project a little more manageable. The other thing is, we will have to add more face-to-face meetings, but the world of technology, let's try to use some of that technology to meet, using both faxes and telephones ... and Internet. My point is, I know we're going to have to come back together, and I know we all love to come to Washington, but if we can do a number of the things without that ... push the project to conclusion.

Jean Cook: I think the information that you're looking to gather from the community colleges would be very helpful. I think it would be very helpful to have some information on USAID's budget stream, where do you focus your dollars -- what parts of the world? -- because there's no sense in us telling you marvelous things we want to do in some place where you have no interest in going so we need to know the budget stream. And, we also need to know what the CCID [and AACC have on the] schools and surveys [of international work.] That needs to be really facilitated.

Male voice: Paul, have you given any other thought to structure besides what John Blong mentioned about the three possible areas there?

Paul: They were pretty much, I think, the [main points] other than I believe it's important to keep a profile of the capability of the community colleges ... (?) in our own communities, and how applicable that local outreach in development has been, and how easy it is to transfer it into other countries in other development situations. That, I would see as the basis, sort of the underpinning, for the so-called new model. One of the areas that we got into difficulty with was that many of the RFPs that come through, it's not as if they're written for the universities, but they're written in such a way that they emphasize top-down communications strategies, beginning with management policy etc. Community colleges are locally-oriented and work on the basis of bottom up. I'm not saying that we should change the whole world around policy and management and top-down, but I think there is a role community colleges can play by influencing the structure from the bottom up. That needs to be integrated into the new model, and it also needs to be addressed when we talk about where we fit into the strategies that are already in place. As an example, the strength of the community college is not in education, per se, but the strength of the community college is in dealing with local issues when it comes to the environment, healthcare/health issues, when it comes to technologies, dealing with family home situations literacy etc. So, that's where the strength of the community college is. Not specifically in educating, in pedagogical skills, but in empowering them in those areas I talked about. So I think that has to be included in the document, so we can leverage that and display what the community colleges are.

Max King: I'm always intrigued when working with groups as to what I perceive as having been said, and then having the summary come about again. There's usually quite some variation. But I want to be sure from my point of view, and David's, that we are tackling the issue from where you see it as well as the 1300 community colleges that we're representing. David, is this really getting at the issue as far as you have observed it?

David: I think that's a good framework to start with.

Hiram Larew: I think it might be helpful in thinking about these three sections is to ask the question "what would this group like to see in a year's time, in five years' time, that's different from what's being done now?" How does this work help get us there? What needs to be included in the report that will help us get there? I'm operating from the assumption that we've come together because we see that something needs to be interfaced, and what will allow us to bridge that gap between the status quo and where we want to go? This report is one of the mechanisms that is very important to help us. So I think if we try

to keep our eyes on the prize, and think what do we want in a year's time that we don't have now; what do we want in five years' time that we don't want now. That may help us sharpen the focus.

Max King: Let me follow on that with a question. What I thought I heard David say, we would like a statement of policy from the Agency, whereby community colleges would be an inherent part of that policy statement, to be utilized wherever they have competencies. Did I hear that right?

David Pierce: I'd go one step deeper than that. Not only a statement of policy but, more importantly, a penetration of the fabric. In other words, penetration into their thinking and consciousness. Then, you'd have it all.

Male voice: Max, let me make one observation on that. I think that provides a suitable structure for us to organize natural work around, but I would suggest that you consider matrixing that with these four major areas here -- four functional areas ... population, environment, economic growth, etc. Just make a matrix out of that, with those areas up there, with the overriding goal being what we just talked about -- impacting thinking and penetrating the fabric.

Female voice: I think the assumption was that those strategies were those four areas.

Male voice: Oh, you see, I think of those as functional areas, and to me, strategies are what you do to accomplish those functions.

Next male voice: I think our intent, though, was to make sure the community college fit into those four functions.

Male voice: OK, then maybe that's covered up here.

Ken Yglesias: One thing I think we don't need -- personal thought here -- is another nice, shiny report that means nothing. I don't really want to waste my time on that kind of activity. So, whatever we do, I think the Agency needs to be involved so that the Agency can do something with it, and can move in directions it needs to move in. If we come up with something that, either will totally be neglected, or that we'll not deal with it; if we're going to be told "this is not within political reality" because, you know, I've been in a lot of these things, and I'm sure David has; I know Max has, where you come up with these beautiful seventeen strategic points and it sits on a shelf and you're real proud of it. You go out to conferences and deliver it for about a year, and that's it. I don't really want to do that. I'd rather work the Hill than do that.

Male voice: ... because the folks from AID could really help us on that, because, as I understand from the discussion earlier this afternoon, there are some changes happening in the way AID looks at the American higher education enterprise. Who's talking? Who needs to hear what we have to say? How can that be arranged?

John Jessup: I think that's really important from AID's perspective, that you target who you present this to. But also how you format the report itself for its intended audience. I think we have a whole variety of audiences. Within the AID missions, there are project-level decisionmakers but then above them, Carol Lancaster. If you send them copies, that's not enough. You've got to make presentations. Here are the areas you are going to address: Who are you communicating this to, within AID and within the community college nationwide network. Also, the Hill has been mentioned as a possible audience. What are the common elements among them that would dictate, either your style or your format? I guess you don't want to be too technical; we probably want it to have appendixes, rather than to run on at great length. Somewhere, you want people who are decisionmakers and generalists to be able to get at the goods in the report, and those who are technically oriented can flip to the part where there is a satisfactory amount of detail that they need. This is certainly what we tell contractors when they're preparing reports for us, to keep in mind the attention span of [the audience].

Bill Renison: We've had contractors essentially trying to change the process by which things are done. Maybe that's something you want to think about. If you're really about empowerment, if you're really about trying to make a difference in the way AID and others -- it's not just AID too [do business]. We're going to great lengths -- at least we say we're going to great lengths; I believe we probably will do so when ... (?) -- we're going to great lengths to be trying to work with Africans. It's not imposing on them our notions of development, -- whether it's human resource development or economic development -- but to work with them as the stakeholders. We have the ideas (?) I think you want to be careful, about a report that's just driven by BIFADEC, or by community colleges. I think we've said a lot of good things this afternoon in terms of this and you want to make sure that comes through -- that you're really doing this for, not only yourselves, but you're doing this for the people you're trying to do development work with. That's something that I see, from where I'm sitting at the very technical level a different approach. So I think we want to take that in, in terms of your assessment of what is AID about now, and how does it relate to the community colleges? The other is that, they're really taking diversity very seriously, both in our workplace and they're trying to ... (?)

Max King: We want to work community colleges into the policy statement of AID. Now recognizing that there is a lot of change going on in the world, a lot of political changes going on in the U.S., how can we -- the American community colleges -- help AID as they attempt to convince the Congress and the people of this country that they should be out there in more parts of the world, doing these things?

Ken Yglesias: Maybe we can help you too, because, I mean, we have things to offer you, but One of the things we do, we have a lot of locally elected Congressmen that are very responsive to us, evident by Robert Reich taking us quite seriously at the Department of Labor. So, a lot of other departments, executive agencies and others, are taking the community colleges seriously.

Jerry Oweis: (inaudible) The RFP business is a losing game for all universities, community colleges, the land grant colleges. I would suggest we should meet with the people who are

in the process of reforming the procurement process. You want to look at the different ways in having AID accessing you -- national _____ (?), foundation models, other models -- some suggestions. I heard it several times, the RFP, this is man-made.

Narcisa Polonio: I have two comments, and again, it's very difficult to jump in with something in the midst of all the dialogue. If it doesn't make any sense, excuse me. One, most community colleges are public institutions, supported by very local organizations, and there is resentment that you do not get local taxes and take this out of the country to serve someone. So, I think that's a very clear message that needs to be addressed, and I'm sure that would be helpful to community colleges, because I know some colleges that have been heavily criticized, and reprimanded by the local politicians, for trying to do things in other parts of the world. I'm sure you know some of those examples. That's just a concern I lay out there, because most of our institutions are public, and locally funded. But, I have another observation, and again, if this doesn't fit, I apologize, but my sense is that, the reason that the community college model was created in this country was to serve the masses. It's a reform movement, in terms of technical training and opening up opportunities for many, many people. To a certain extent, community colleges have served as a safety valve that has provided stability to many of the communities in this country. Secondly, I venture to believe that there are more recent immigrants attending community colleges in the United States than any other part of the world. So that there is a lot of expertise here, in terms of dealing with diverse people... This is part of what has brought stability to this country, so that when you're looking at other countries, and they're moving away from the rural and agricultural areas to the urban areas, community colleges are something that could help developing countries.

Joan Claffey: I think the new tool has more to stress on collaborative development partnership, on ways for engaging a spectrum of the American citizenry in global development. Would it be useful to take each one of these three areas and just brainstorm what some of the components might be -- not necessarily to yea or nay them -- but, maybe that would be useful before groups tomorrow begin fleshing out some of these. I thought of that because Jerry Oweis was talking about, really, item #3 here, related to USAID policy and practices, kind of community college participation, and he mentioned partnership, and grants, and cooperative agreements versus RFP contracts and maybe there's more that could be spun out there. Bill Renison was talking about needing to operationalize what's meant by new model -- whether it's a pedagogy or community participation or a new model of lifelong learning, which President Clinton is talking about.

Narcisa Polonio: Are we talking about a functional report? Because the things that you, in a way, are describing are everyday things to the average community college.

Joan Claffey: AID doesn't know that.

Male voice: But not to AID.

Female voice: Oh, so we're here to educate you?

Male voice: Yes, that's part of it

Narcisa Polonio: No, I'm really struggling to understand It's true!

New male voice: ... to educate community colleges in what AID is doing in development, and how you may be interested, at the local level, in taking part because of the diversity of your population, as you described, or for whatever other reason. So it's a two-way educational process.

Betty Jones: When we started that discussion, and I think it's interesting to have someone who didn't hear it come back and look at it. The new tool thing was put in there, but, actually, that grew out of your comment about going first to look at a different and new vision, that maybe it wasn't just how we fit. That was one thing, and that was important. But more than that, was there a different way; could we bring a vision to it? And that was the extra edge. So the vision that community colleges could bring to the whole idea of international development. And that's what you're saying.

Male voice: Let me just pick up on the other point that you're making. Yes indeed, one of the things that may be critical out of this group is for the United States' foreign policy establishment to state to us in a public way that we have a role to play. Therefore, our constituency -- i.e., not only the voters and the students, who are probably much happier that we do this kind of thing -- that the legislators will hear that message. And I think that that's critical for us; otherwise, we may not be able to do this.

Narcisa Polonio: Let me take that in another direction. Are you saying that this organization is interested in considering the rethinking of a fundamental premise under which you have operated? And when you're dealing with a developing country, you're not just going to train the Ph.Ds, and you're not just going to replicate the so-called democratic vision that we have here; you're going to go to models that focus with the masses. Is that what you're really thinking?

Male voice: It's going to be put in our responsibility to make sure that, not only AID, but the entire foreign policy community, knows that.

Female voice: So that one of these tasks, up there, is education.

Male voice: Well, that's what #1 does, I mean, new models from the community college experience. It's not new to us, granted, but it may be new to Secretary Christopher.

Next male voice: But it has to be convincing enough that AID believe it would work.

John Jessup: That's why it has certain cookbook aspects to it -- you know -- this is what you want to do; this is how the community colleges do it; this is our experience.

Next male voice: And if we can't put together a convincing enough case that AID buys it, we've wasted a lot of time. I think we can.

John Jessup: Even if you get some policy adoption of it, it won't get implemented if people at the working level -- the working stiffs -- say "well, alright, but I can't make use of it. I don't know how to do it."

Male voice: That's really the critical issue.

Female voice: ... the cookbook part, but there is a philosophy ...

John Jessup: Sure, no. It's not just a cookbook by any means, you know. But it's part of the new thrust under President Clinton and the emphasis on applied economic growth. It's got to be broadly based. It's in favor of microenterprises. It's in favor, not of trickle-down, but of helping people find jobs. If you create jobs, you're good.

John Blong: Our working together will be based on enlightened self interest, which is probably the most positive way to work with people.

Paul McQuay: But I hear around the table, we start off with the premise that there is a connection in this new world order that community colleges can play, and in the more recent past, we have, for one reason or another, not had as much access. So, hopefully we would like to achieve this. That's one of the reasons If we're looking for greater acceptance in that order, I'd go back to what Ken said, I'd prefer to go through a task the way we're going to be heard, so people understand who are our customers. I really go back to what we said there; I think we have to write this succinctly to the customer so that they understand what it is that we're all about, what our capabilities are, what we can deliver, and then we need to put together a plan that will allow those action steps to take place. That, in fact, they can get into the right hands; they can have the audiences; they can begin to take and walk through the document and begin to understand what the community colleges are all about and what capabilities they bring to the table. Because if you write a report that could be, could do, a complete analysis of the capability of our system -- of the colleges here in the United States -- and if it goes on the shelf, and doesn't get the readership, or you haven't caught the attention of our customer, then I don't think we've succeeded. We need to spend some time trying to take and delineate who the real customers are in this activity.

Marilyn Schlack: Paul, but that creates somewhat of a dilemma, because, generally, all of us find change difficult and get very comfortable in the way we've done things. Part of our opportunity and our challenge, I would think, is to push the envelope beyond what we all know and understand. I think that, I heard you say, that we need to define the customer. I agree with that. But, we need to spend more time on who is the customer, and how do we meet the needs of those we're trying to serve, and not get caught up in bureaucracy. I'm not naive enough to think that we can just put that aside, but we need to be very realistic. If we're going to put the time and energy and money into it, we've got to (?) I guess I'm challenging all of us to think beyond just what we know, and what we don't. I don't know if I've made myself clear but I think, John, that's what you were pushing for.

John Stevenson: Yes. You're beginning to approach what is the unique asset of the community college. We can look at a new group of students and begin to work with them.... love to tell stories. Some years ago, the taxicab and limousine drivers bureau in New York approached LaGuardia [C.C.] and said, "You do a lot of work with people who don't speak English very well, and that's who are driving taxicabs. Would you help us show them how to negotiate the city?" And we said, "Sure." When I went to South Africa, and described

this particular program, it was the program that made sense to them, because at that moment in time, the only black-owned business in Johannesburg, Natal and Capetown were certain taxicabs. This is the reality that I think you want us to be able to communicate to the audience.

Male voice: Might like to add to there, in that context, delivering that message in ways that are understood, but also, bring it back to the community in which you're working, this diverse community. It's a collaborative effort. There are benefits on both sides. It's a two-way street here. I think that's where a great opportunity exists here, in this environment, because of the broad-based constituency we have here with this particular group.

Max King: It's got to boil down to something that's simple, and I think this give us the direction where we want to go. This is the kind of statement that we want to make and we want to be heard, and we want it to be a part of the ongoing operation of AID. Now, some of us have been around a long time getting frustrated in other agencies -- we have the same problem at the World Bank. We have the same problem at the Rockefeller Foundation. We have the same problem with a lot of others; that they just have not worked the American community college concept into their scheme of things. But, someone said earlier, that it's one thing to get the statement; it's another to get to those different missions and let them be aware of what we can help them do in their jobs. I'm just hoping we can keep it concise to that, and then work like blazes to do the political end of it, which has to happen as well It's getting near reception time. I want you think about, obviously, we're going to have to have three committee chairs to work on those three items up there, -- it's always better to have volunteers -- so think about it, and maybe tomorrow we'll see who'll be the volunteers to work on those areas.

Male voice: While we're becoming convivial with one another One of the things that occurs to me, we will have, tomorrow, Carol Lancaster. Is there anything we want to tell her? You know, we'll have the morning to bat that idea around, because we've said a lot today which is critical and important. We may want to summarize a little bit.

Sam Rea: She has university experience. She comes from Georgetown University where she was a faculty member, I think, in political science. So, she has that -- working for or against her!

Max King: Before we adjourn, let me go back to Wales and to David. Wales, you've been working on this problem for a long time; this is not something new. From your background and experience, are we on target with this, in terms of trying to achieve the goals that you've been trying to achieve over the last few years?

Wales Madden: Not being flippant I really am excited about this. One of the exciting developments is the quality of people from AID. I sense in you all a genuine interest. Thanks. I expected no less of the community college group; I just knew what you all would be like, but I think we've lucked out in that we have a group of personalities here who are obviously, one, not afraid to express your opinions, and the collective IQ of the group is substantial. So, I'm very optimistic that you will come forth with a report that's important. I will repeat the offer that Marilyn suggested and that I was going to suggest too, that the

community college folks stay behind and talk over what you want to, and see whether or not you feel like you have enough support, or what you might need, bearing in mind that we'll give you all the staff support in Gary and Valerie, that we can.

Dave Pierce: Wales, I think we're off to a superb start. I think a lot of progress is going to be made. I think the report that we get out of this will be very helpful. One of the things that I always talk to the staff about is that we don't want to start into something that we can't sustain at a high level of quality. I will just share with you, this report will provide something to hang our hat on, but the key is, the sustained effort after that -- the follow through and that sort of thing. I will simply state that that effort will be there, and it will be continued. We are doing that now, at a certain level -- not at the level we want to be at -- but we're doing that at a certain level right now, in terms of trying to communicate with an impact -- AID, USIA, Department of Education, and so forth. So, this report will fit right into that.

Joan Claffey: ... Our meeting tomorrow will be at the Barcelo Hotel, in National B, 2nd floor. The reception tonight is very modest, informal, being hosted by AACCC and ourselves. It's also at the Barcelo in the Smithsonian Room. Two blocks from here, it's 2121 P, and I think a few from out of town are staying there.

**BIFADEC Community College Task Force Meeting
Transcription Notes
April 21, 1994 -- 9:00am - 12:00pm**

Max King: Folks, to warm us up a little bit, and also to stall a little bit -- I think there will be a few more people coming in -- I wonder if we could, quickly -- not as much detail as we did yesterday -- give our name and just briefly where we're from, and when it comes to Juliet Garcia, I'm going to give her more flexibility. We need to know a lot more about her, since she missed our meeting yesterday. To start off, I'm Max King, with Brevard Community College, which is on the east coast of Florida at the Space Center, where we bring the shuttles in and launch them up.

John Stevenson: I'm John Stevenson from La Guardia Community College, the City University of New York

Paul McQuay: I'm Paul McQuay, from Delaware County Community College, which is not to be confused with the state of Delaware. I'm west of Philadelphia.

Nancy Pfahl: I'm Nancy Pfahl from Du Page Community College in Illinois.

Ernest Kuhn: I'm Ernie Kuhn with AID, office of Asia and the Near East, and I work on the West Bank and Gaza.

Marilyn Schlack: I'm Marilyn Schlack of Kalamazoo, Michigan, which is halfway between Detroit and Chicago.

Hiram Larew: I'm Hiram Larew with the strategic planning office in the policy shop at AID.

Steve: I'm Steve French. I'm with the Bureau of Europe and NIS.

Patti Wilson: I'm Patti Plaza Wilson; I'm Joan Claffey's assistant for the ALO office.

Jim Mahoney: Jim Mahoney with the American Association of Community Colleges.

Gary Bittner: Gary Bittner with the Global Bureau of AID, and serving as the coordinator of the Task Force.

Yuki Tokuyama: Yuki Tokuyama at the University Center.

Lark Carter: Lark Carter, of the bureau along with Gary.

Joan Claffey: Joan Claffey, Association Liaison Office.

Bill Renison: Bill Renison, Africa Bureau.

John Blong: John Blong, Eastern Iowa Community College District.

Juliet Garcia: I'm Juliet Garcia. I'm President of the University of Texas at Brownsville, in partnership with Texas Southeast College. We are located a block from the most southern border of the United States. From my office, you see the cathedral in _____, Mexico, so it is pretty close. Our community college system is about five years old ... We entered into a partnership a couple years ago with the newest component of the University of Texas system, an upper-level graduate center, now at the University at Brownsville campus. We've spent the last two years eliminating the barriers that were traditional to community college students and have had some success, I think. We have twenty-eight percent more students this fall currently enrolled as sophomores and juniors than (inaudible).

Wales Madden: I'm Wales Madden from Amarillo, Texas, representing BIFADEC.

Betty Jones: I'm Betty Jones from Delta College in Michigan.

Jean Cook: I'm Jean Cook, Sinclair Community College in Dayton, Ohio.

Ken Yglesias: I'm Ken Yglesias, Coast Community College District in California.

Max King: Thank you all again for your offering to help BIFADEC and Wales Madden as they and we attempt to get community colleges firmly fixed in the mind of USAID. Your committee is organized into a chairperson, and three vice-chairpeople -- Jean Cook, John Stevenson, and Paul McQuay. Just as I want to highlight their roles, I want them to say a word or two about what they perceive their charges were yesterday, and then we can take a look at today's agenda and let Gary tell us when the breaks are going to come, and I think we're going to have some visitors to be heard. John, let's start off with you.

John Stevenson: The task that the sub-group that I'm going to be working on will have is to review the existing human resource development models of community colleges, to determine which of those are presently within the ambit of American foreign policy objectives and USAID objectives. Now, I think it's clear to those of us who are in the community college movement that there are plenty of them. It may not be clear that the world at large knows that. So, one of the things that my group would probably like to do is put in as token and compelling a fashion as possible, the case for community colleges in international development, especially in developing countries. I think, in terms of how we organize our activities, we would probably benefit from the assistance of one or more members of AID itself, to help us keep grounded in what the developing needs of USAID are. It certainly seems to me from yesterday's discussion that there is a rethinking of the role that education and higher education will play -- that is, American models of higher education -- will play, in accomplishing United States' foreign policy objectives. I think now is a great time for community colleges to begin to introduce themselves to that process, because we are certainly responsible for at least half of the educational product of American higher education. But, more than that, we have roots in the community which many institutions cannot duplicate. As some of us pointed out yesterday, the community college is unique in the fact that the word "community" does have meaning for us. That is, our missions, our activities, our student services, and our staff selections, for example, are based upon a clear linkage with the needs of the community, and especially with the employer

base of the existing communities that we live in. So, that's going to kind of be the overview of the way our task will run.

Paul McQuay: The charge of the group that I believe I'll be heading up had the third responsibility, and that was to delineate what were current difficulties, or barriers which may be in place, which prohibited community colleges from accessing various proposals and strategies to AID funding. We're going to take and look at this, basically, as problems, but less as problems as mountains of opportunity. Where can we take and provide the kind of expertise and services that can be delivered from the community college, hopefully, to work in concert and partnership with AID and other agencies? What we need to do first is clearly identify what have been the barriers, and begin to take and use those barriers/problems to look at it as mountains of opportunities.

Jean Cook: Well, I think our group is going to have the most fun, because we're going to be looking to identify ways that the community colleges have been doing some of the work that you outlined in your book here on strategies for sustainable development. There are a number of community colleges that are involved in doing something "new" in the sense that it's a new process; it's something that was created out of a need that they saw, and they went forward and did something about it. That's the beauty of working in the community college system; we're an action-oriented group, and we see a need, and we go ahead and do something about it, because the nature of the students that we work with is such that, we have to grab them quick and get them interested in their education and move forward with it; otherwise, we may not have another opportunity. I see the same thing happening here. This is a marvelous opportunity for us to identify some "new" ways that community colleges are working in international development that fit into AID's ideas on sustainability and participatory management and collaboration.

Max King: Good. Gary, I wonder if I could ask you, just briefly, to say a word about the role that you see you and your folks playing to help us to the goals that you've heard outlined.

Gary Bittner: As working as coordinator, we'll be in the University Center. A number of us -- that being Valerie Smith, Lark Carter, and Yuki Tokuyama -- will be assisting the Task Force wherever possible, and helpful, in providing background information further on AID, or BIFADEC, or other federal agencies and what not, where we have information. We'll basically be serving the group, to the extent possible, helping to facilitate meetings and coming together. We'll be doing this in concert with the Association Liaison Office -- Joan Claffey, with the support of Patti -- and the American Association of Community Colleges. So it's really going to be a collaborative effort. I look for you to come to us with your questions, and we'll try to help resolve those questions, and provide background information for those questions you may have.

Max King: Wales Madden, we appreciate the fact that you're kind of responsible for getting all of us together; the old saying "if you don't know where you're going, any road will get you there" but we want you to get us on the right road, and we should achieve the objective that you kind of visualize, you and David Pierce.

Wales Madden: Thank you. You're already on the right road; I didn't worry a bit about that... I am wondering, Max, if, at this point, you see in our agenda, that Joan and Gary and Valerie and I propose you may want to, at some point, divide up into your groups... I believe John Jessup is the only one not here this morning, from AID. I wonder, and I'll just ask you Hiram, would you all feel comfortable in appointing each of you to whatever group you would like to work with, so that the task groups would start becoming familiar with you and your role, because it's kind of hard to keep everyone straight. But, are we at a point where we can do that?

Hiram Larew: I think that's certainly okay.

Wales Madden: (Regarding) the June meeting. We want to schedule it so it'll be facilitated from your standpoint, as to your travel, and then will permit you to meet for an hour or so with the BIFADEC board, and then, also, accommodate the Administrator's schedule. I think the last category is the most uncertain.

Sam Rea: I might add that I called into the office this morning and found out that, regrettably, Carol Lancaster, the deputy administrator, will not be able to attend. However, Duff Gillespie will be coming at 1:30 and speaking to the group. He is deputy assistant administrator for the global bureau in AID. So, I just wanted to alert the group, because yesterday we were talking about preparing some questions, and Duff is in a very senior level position as well.

Max King: I wonder if I may. We did meet yesterday, and you heard the community college express some of their interest in this whole project, but I wonder if it's -- I hope it's not premature -- perhaps some brief reactions and brief, hopefully constructive, suggestions that the people from the various agencies might have before we divide into our sub-groups. What are your feelings up to this point in time? From a policy point of view, how do you perceive us being of help to you? Just, if you would, kind of react to each one of you, and kind of give us your feelings.

Steve French: In the Europe group, of course, we're inundated with proposals -- unsolicited proposals, verbal proposals, ideas for assistance programs. A lot of what you said kind of strikes home to me as support for providing the basis for structuring useful AID assistance type of activities. Now, specifically, I'd say your model has a lot of appeal to me, in that it offers the potential for an assistance package, perhaps based on a partnership -- local community to local community, tied strongly to an industry, or a developing relationship between industries. It's a model which may meet a lot of our needs as a design approach in the future. Now, having said that, from what I heard of the conversation, I wasn't at all sure that the community colleges would be the ones who would put forward that model and make it work for us as part of an assistance package, because, while you may have the model at work, I haven't seen community colleges strongly put forward their own model, and effectively advocate the use of it in our context. So, the difference between having the model and being able to sell it and make it work overseas, is a major problem that we need to overcome.

Steve Kuhn: From the standpoint of the Near East/Asia bureau, I think one thing that, in designing these kinds of activities, we have to keep in mind, the clientele -- the customer is the one mentioned yesterday. Basically, regardless of what the policy decisions are at AID and what the guidelines are, the bottom line is the person who has to implement it, the project officer. The project officer is on the bottom line, the one who has to do the work, has to monitor the project and manage it. Now, in this day and age of reduced budgets and reduced manpower, the project officer's time is more constrained than it used to be. We have more responsibilities, less money and less time. So things really have to be designed in a program that project officers can use without having to go through a lot of hoops to do it. What I mean by that is, unsolicited proposals -- as Steve mentioned -- in the West Bank/Gaza program, we've gotten piles of unsolicited proposals. We don't have the time to go through and -- we evaluate them all -- but we don't have the time to accept most of them. We don't have the time; we don't the money. So, people come in, spend a lot of money, with good ideas and we're just not equipped or prepared to respond to them. So, the things that take a lot of time and effort, our project officers sometimes just don't want to bother with them. It's much easier to write up a scope of work and an RFP and give it to the contracts office and let them take care of it, than it is to go through and have to really sit down and work with the grantee or with the cooperative agreement. I also want to -- I hate to start off with this negative tone -- but I think it's important that everybody understand that there are some serious constraints just strictly from the standpoint of project implementation. Another thing, too, is that, particularly in missions, and the West Bank/Gaza and other programs I'm sure, we're being told to focus our programs more narrowly -- have certain strategic objectives and try to keep our programs focused toward those SOs. When we're dealing with grants to organizations, a grant is just that -- it's a grant to an organization to do some loosely defined activities which AID really has very little control over. And the grants officers are always telling us, "You can't tell a grantee what to do. You've given them the money; let them do it." So, therefore, we have less control over the kinds of projects, the kinds of activities, that go on, and therefore, sometimes, we stray from our objectives within a country or within a program. These are, I think, constraints that project officers face; and I think that they are real constraints, and I think everybody should be aware of them. As budgets get smaller, the tendency is to focus in on those kinds of activities that are most important to the mission, or to the bureau, and other ideas coming in on the periphery may be very good ideas, and have merit, but may not be possible simply because the personnel, the time and the money is not available. So, the kinds of activities and the way in which they are structured should be such that they can easily fit into the strategy of AID for that particular mission. It does not require a lot of non-traditional, but a lot of extra activity. I didn't mean to prolong this, but for an unsolicited proposal to come in, if it's an idea that other organizations could implement just as well as that particular organization, we have to justify -- legally -- why you're giving that money to one particular organization over here, and not competing it, not giving it to someone else. So, that means we have to go through a long process to justify the sole source grant or the sole source contract. So, these things are, often times, constraints to being able to use the more innovative techniques in development, and I think ...

Bill Renison: I've worked in AID for four years but I've worked at (other) agencies. I've been astounded by the complexity of trying to work here ... the real complex route that we have. I've done a lot of grant making with the U.S. government, and I've never seen such

a complex set of rules as AID has. And that's from the inside... I would like to see, coming out, from this meeting, or subsequent to that, from more or less within the community colleges, a better defined process of where you want to go -- we started that yesterday, and the Africa bureau I think first pioneered this ... -- but it's an organizing framework, and it lays out the process for you ... Somehow it's got to be processed over the next three, four, five, six months, that you coopt the people -- the stakeholders -- whether it's AID or the African (?) But in terms of that process, it's got to reach out to people and involve them. It doesn't have to be, in some ways, real complex, either, but, if you could lay out a process by which you go to Carol Lancaster, or maybe you can show us, "hey, this is where we're going" and she could lay that out in her when she does the briefings and senior staff meetings ... if you could lay out, succinctly, a process by which you could involve people -- that would be essentially the policy shop here -- ... as you started working, and if you could lay that out succinctly to somebody at the top, so that they know there is a Task Force, they know people like myself are involved and where you're going, I think that would help. And I say that, you know you see a lot of people here that have different roles, and I think if you want to start talking to some of the people that are doing the work, whether it's -- we said this yesterday -- the contracts officers, because if you believe that Brian Atwood, we're going to be changing the way we contract. Now, I've heard that a lot, and I haven't seen much change yet, but, maybe some of those hobgoblins will go away. We've got different operating styles ... but it's very centralized in Washington -- still -- and in my bureau, we are totally centralized. We have this performance manager for contracts who will do the analysis, lay it out in a subjective tree (?), kind of a flow chart (?) Then you design a project. Once they come in and do that in the Africa bureau, then the Africa bureau, the manager says, "Yeah, that makes a lot of sense. You've got your indicators, ... (?) measure some sort of, indicate, progress, toward the objectives." That's it. The projects, in principle, not always, but ... are developed through that process. As _____ (?), we have no control over that, in terms of resources -- really goes here or goes there -- and that's the way the Africa bureau has been operating for two years. Totally different (?) So, you have that different operating environment that you sort of have to take into account. I think, probably, in that sense, that's not going to change much. The Africa bureau is going to be that way, and I think NIS and Europe will probably be more centralized. So, as you go along in your process, you have to understand that, and you want to talk to people, and you want to factor that in. In terms of money, the bulk of the money is ... (?), it's in Africa, and Gaza, and NIS ... (?) and that's probably where it's going to stay ... (?) underdeveloped country. Latin America and Asia (?) So, you need to get that sense, I think, from the policy shop. And, again, going back to process, there was a policy determination which ... (?) people involved (?) For example, participatory development. Dick McCall, the chief of staff, is very interested in that, and probably directly, because of the people who run that task force (?) You want to reach out to those people; you say, "what is this participatory development?" Have a little stakeholder analysis without overdoing it. Who are the people you want to reach and why -- at least with a name (?) You want to reach out, I think, to the Dick McCall level and then, ... (?) on the task force ... (?), "well, what is participatory development ... (?)" Once you've gotten some ideas together, in terms of those models, or maybe you have that already, "hey, you know, community colleges fit into that" and so, where do we find that fit, both in the policy sense and in operation? ...

Bill Alli: Since I work in dealing with avoiding waste, fraud and abuse, I'm always thinking of money. Funding is going to be extremely constrained in the future. My thought would be, if I were to be talking about community colleges and what they can do, is that I would not only be addressing it to me, but I would be thinking of the international donor community as well. And the other thing is, some of the potential for cooperation that you consider, perhaps a consortium approach. One person mentioned to me last night at the reception that the state of Arkansas has worked with a number of community colleges in one country. I'm not sure if that's the right state. That might have some appeal to a mission because, what you're offering is community colleges, the totality, rather than just one.

Hiram Larew: I think my colleagues have done a really good job of giving you a sense of the landscape. Clearly, it's a very competitive environment which we're looking at, and I would also just add a couple words of advice. One is to place a high premium on persistence, humility. At the same time, if you think you've got a good idea, be ambitious. And, probably most of all, and certainly as others have suggested, contacting and getting to know -- doing the homework -- getting to know the right people, the right programs and the right rationales within the Agency will help. But I think probably most important is that you be very clear-headed about what you want to do. There is nothing that gets dismissed more quickly in the Agency these days than a fuzzy idea about doing good. It may or may not be the way it should be, but that's the way it is. ... Be very, very pointed in what it is that you're after. So, with that, I think I'm ...

Jim: Yes, I'd just like to make an observation here too. Bringing the two groups together in a different development models or approaches that you hear, I'd like each group to keep in mind what works -- what kinds of relationships and partnerships do you have now? What does work, in the community college arena, or the higher education arena? If you already have partnerships overseas, or are doing things, to keep in mind what makes those partnerships viable and sustainable? So as you deliberate amongst your task groups, to consider that and reflect on that and how that might fit.

Male voice: Well, it occurs to me, Max, that we've got to make this case so irresistible and so attractive that AID officials, in whatever department or whatever programs, are going to have to adopt community colleges as a central delivery mechanism for development programs.

Max King: I wonder if I could call on my three vice chairs to, maybe, question back to the AID officials, based on what you've heard today, maybe to flesh out some comments. I was particularly interested in what Ernest said; like to follow up on some details on that.

John Stevenson: This is kind of like two religions with different rituals and different languages, meeting for the first time. One of the suggestions that I'd like to place in people's minds is a purely structural one, but which may lead to minimizing the ritualistic and language differences of the community colleges and the foreign policy community. A hotel is kind of a neutral and chilly space. I would suggest, perhaps, that our next meeting may, indeed properly, take place at State, so that we can begin to get a better idea, not only of where the foreign policy people live and work, but so that we would have better access to their people and their information. I don't think that you should make a decision on that

at this moment, but I'm circulating it as an idea. Now, I want to come back to the issue of the community college as a model -- how do we know it works? From our perspective, in analyzing who our students are, and in looking at the international community, especially among developing countries, the people there don't look a heck of a lot different from the people that we deal with on a day-to-day basis. So, I'll repeat something that I said yesterday. The fact that the model works for the populations that we deal with in this country argues very strongly for the fact that the model will work in places where the population is similar. Now, we need feedback from you as to how to make that case to you. I think this is another example of religions speaking different languages. I mean, there's a sense of which we know that what we do works, because, for example, in my case, my student enrollment has grown from 500 to 11,000 over a period of fifteen years. If we indicate that people vote with their feet, then the people that we set out to serve seem to be doing it. It's also a case that our budget has gone from \$10 million to \$66 million over that same period of time argues that the legislature likes what we do. But we need to find a way, as I think was said before -- you, I think, were making this point -- make the case so it's helpful to you. The other thing that I responded to was how ____ (?) we become in projects. I think if we can make the case that there ought to be a strong commitment on the part of the foreign policy community to what community colleges have to offer in international development, then we may be talking, as a first step, not about a new vision, but about having a scope of work that is written to take advantage of the unique capabilities of the community colleges. And indeed, we may think in terms of, in a very short period of time, mounting a couple of pilot projects which demonstrate to the larger community, both within your shop and my shop, and on the Hill, that indeed, these models do work. Lastly, I'd really like to hear more about strategic framework plans -- you were mentioning it -- because that's a concept that I think is meaningful for AID, but may not yet have become current in the language of the community colleges.

Bill Renison: Second do the community colleges have the capacity to deliver, not only new models, but also goods and services. My experience has been -- looking at ... universities and not community colleges -- a lot of our contracts -- we don't get the capacity of the university. We get people they hire off the streets, in a lot of cases. Sometimes you do, but many times, you don't. I mean, you could have just as well hired a Beltway bandit, as the University of X. I'm talking about universities, not community colleges. It goes back to the capacity question. There's lots of reasons why universities do that. Some is because it's easier to do it that way. So, you also have to come out with the capacity ... The third thing is, about ten or fifteen years ago -- I can't remember when it came out -- in Latin America called the program. Basically, it was, we want to give lots of young people -- 15 -25 -- in Latin America, the American experience. So, we're going to take them from anywhere in Latin America, and we're going to send them off to two-year colleges, pretty much, and they've done that. It's really kind of a "People to People" program, or a "culture to culture" program. Now, I'm just raising this -- I'm not saying it's good or bad -- but it was an approach. It was saying, "we think, or whoever was behind this, we think that's going to make a difference. It's really going to have real impact. People are going to come here. They're going to see American culture, and they're going to go back and they're going to be agents for change." ... At least it was a model; at least it said, here's cultural benefit you pick up when you come to America; you'll take those back, those skills, and then you'll be change agents. I'm not saying you can say that in this case, but I think it's a very good

example of an approach where those schools could deliver goods and services whatever, they were -- and it is/was a very large program in terms of training -- I think that's the kind of an illustrative example that you might want to think about as you're going through the process, because it really had a big impact. Support from certain political groups that were on the Hill.

Jean Cook: I'd like to respond to the idea of the regulations that AID has, and the way you work through procurement. Coming from experience at UDLP, it certainly is very true. I mentioned to someone yesterday that the learning curve I had with USAID regulations was painful. But I'm delighted to have lived through it and now, it kind of rolls off my desk and it's no longer a big deal to get it done... I'd like to make this really a simple approach. I agree wholeheartedly with someone who mentioned the idea of having something on E-mail to Carol Lancaster. You know, no one appreciates a waste of time, least of all people like yourselves and ourselves, who work these long hours and long days, and have lots of other things to do. So, I strongly believe our goal would be to make something that is succinct, that will pass through, that is a simplified version to something very complex. We don't need to create another bureaucracy inside this room.

Paul McQuay: I'd like to just kind of contrast what Ernest said about the unsolicited proposals versus the RFP. An unsolicited proposal, and I've been involved numerous times and have had some degree of success, but based upon the energy and effort put into unsolicited proposals, has been pretty much a frustrating exercise. If ... the RFPs could be put together in such a way which would at least give community colleges an opportunity to demonstrate the capability and capacity that they have. What I might suggest is that, as a result of this Task Force, we could begin to zero in on one pilot-type project that could demonstrate the capability of a grouping of community colleges, or collaborative effort of community colleges, that could have a project that has sustainability and made a difference. In selecting the project, the country, the region -- whatever -- it's going to take some data that begins to suggest that, yes, the country is at a state or place where it can begin to utilize the kinds of energies and efforts that the community colleges can bring ... So, that's where I hope that some of our thinking during the course of the Task Force will begin to focus. We can work with the officers and the individuals that could lead us in that direction, rather than shooting in the dark at the unsolicited proposal, that we could work collaboratively in trying to focus and to bring our capabilities into a doable pilot project.

Hiram Larew: I'd just like to second that. I've said that if you can call together, put together, some ideas, you should anticipate, at least, the opportunity to test some of them. I think that would be a worthwhile approach. This effort calls for at least a pilot.

Max King: I wonder, since we have everyone here, if I could call on some of our community college people to give an example of what might be considered a successful, maybe not a model, of a project that's already occurred somewhere along the line in our brief history in international work.

John Blong: I had another question before we got to that. I have a fairly good feeling for the directions where you're trying to go. I also have a fairly good feeling for the criteria that you're going to measure things on -- sustainability, does it work? ... (?) But I really

don't understand your needs and the way you operate well enough to give you an intelligent picture of what we can do, or when or how we can do that. But, that lack of understanding on my part is really an inhibitor.

Max King: I wonder if we can take a minute here and go back over ... if you've got a question, now's the time to ask, while we've got the answer in the room. Would someone like to take a shot at John's question?

Jean Cook: I'd just like to echo what John was saying, and when you respond, would you respond to the point of view that -- I'll give you an example -- when we got our UDLP going, I had met Doug Mahoney (?) from the Delhi, India office the year before at a meeting and he was very helpful in giving us some ideas about our project. And so, when we went back to officially start the project, Nancy and I made a special effort to stop and meet Doug, and say, "Here we are; aren't we wonderful? We're here in India; we're ready to start our \$150,000 a year project" and he said, "That's nice; it's nice to see you again Jean; maybe we could have a cup of tea or something, but we deal with \$10 -12 million projects and, like, don't bother me again. No logistical support; just come and go and I'll rubberstamp what you did." Well, I understand the scope but there's also the idea that UDLP projects, and we're just little fish. So, if you could respond to that.

Steve French: I don't think I can respond as to how AID is organized. I've only been in the Agency (?) We're changing so quickly, and yet, as Bill was saying, we function differently from bureau to bureau. The one thing that is common throughout is our difficulty in undertaking any transaction does buy us large projects. We're so encumbered with process regulations and legal requirements that we don't want to make a lot of \$150,000 grants. We're much more comfortable making larger ones. If it costs us \$30,000 to do an activity, it's too expensive to deal with \$100 - \$150,000 projects. So, I think we are very cumbersome and we are very slow. We have difficulty delivering actions on time, and we should design things recognizing that, taking that into account. If we need a lot of smaller transactions, we should, in a sense, wholesale it to a larger organization in the form of sub-contracts or sub-grants, not rely on our own procurement office to do lots and lots of small transactions. And there are designs that we have used that will do that. So we do need to take that into account, and when you're doing pilot programs, they should be small. You don't want to risk a large amount of funds on something to demonstrate what remains to be seen. I would simply say that, that's true of us, yet we also need to see something specific. We talked about a community college and the merits of it in the U.S. and trying to translate that to a model somewhere else. Unless you can tell me where, how, when and why. Are you talking about building new institutions? That's very expensive. Even if you had money to deal with that. Are you talking about retreading existing institutions? What institution? Where and how? Without having a specific framework to deal with that approach, that design idea, it's almost hard to grasp what you're saying. I think the way we like to deal with ideas, is with a statement of the problem. Start out by saying, "Well, we know that in the Third World, higher education models fit into ... (?) These are obvious problems; ninety percent government funded, underfunded, and ... (?) might have existed thirty years ago, and nobody's ever taken a look. Then, whatever it is -- you have a series of things that you know are wrong and need to be addressed. You say, "the reason why our model is different is because we get our funding from industry, or ... (?) Whatever we'll do

is significantly different and, therefore, offers the potential of being better, more cost-effective, reaching another group, whatever it is. It will make your case, I think, a lot more effectively that you have a persuasively different approach that, in some ways, you can do a better job of solving the problems that haven't been solved. I would think some real smart staff, or consultants, could put together a package that makes that specific in the context that you give them. In which country? Where? How? When? How much is it going to cost? Then you can really come to grasp with it.

Max King: Other responses to John's question?

Hiram Larew: My only thought is, I think Gary has done a good job is designing this, in that you have people here, clearly, from AID who can help you stay grounded in the process and in the procedures. I would say, John, that as we go through today, we'll perhaps get a kind of a glimmer, at least, of what the procedures and nuts and bolts are. Then, as has already been suggested, you might want to try and identify those parts in the process that you find most mysterious -- if it's procurement; if it's contracting; some part of the budget process - - and ask Gary or others to set up sessions with some of those who are front and center in those processes, just to brief you. If it's a matter of briefing you on the organization, structural issues, something like that, again, I think that probably could be arranged, but I think a lot of that is going to come through just in the discussions around the table and in the smaller groups.

Max King: John, are you ...?

John Blong: With the amount of papers that I brought to the table, it's impossible for a short discussion to answer. I hear ... [inaudible] How do they tie together? Or do they? How are the revenue streams earmarked? You know, way back when, we had the Camp David accords. We figured out a way to tie revenue streams to that and to this day, we're still following that agreement. My question is: how does the policy of the United States AID become formulated? Is it all political? Is it all done in Obey's committee? Or are there really strategies developed by AID to target funding? ... Those are the kind of questions that

Hiram Larew: Let me see if I can answer, first off, with deference to colleagues here -- chime in and correct me at any point -- just in terms of the way that the organization is currently structured, organized. We have regional bureaus. We have the Asia/Near East bureau, the Africa Bureau, Europe and the former Soviet Union with the independent states, Bureau. We have a Latin America/Caribbean Bureau. Those are what we call our regional bureaus. Then we also have what we call central bureaus. Most all of the technical cadre within the central bureaus and, under the reorganization, much of the technical expertise, and even some of the regional bureaus, are to be located, or work through, what we call the Global Bureau. The global bureau will be organized, at least I think it's being organized as we speak, around the centers, around the strategic objectives - - or what we're calling centers -- that are outlined in the booklets that have been handed out to you, namely population and health; environment; democracy; economic growth; and then, the fifth one that was mentioned yesterday, what I call human resources and capacity. And it's through the Global Bureau, as I say, that many of the technical programs will be

coordinated ... and then we have another central bureau that is involved in humanitarian assistance, and then we have one other central bureau -- the one I'm in -- the Policy and Program Coordination Bureau, that, presumably, tries to merge, meld, and make sense of agency-wide objectives. It tries to bring together the regional programs, as well as the global, central programs, to make sense, and to move us in the direction that the document that you have specifies. We are undergoing a reorganization, but it's important for you to know that, simply because some of the roles of the different groups have yet to be worked out. A very important one, in that, management, right now, is front and center in the reorganization -- the reinvention if you will -- of all of our operations. I think that's a fair assessment. Basically all of our operations are being looked at anew, and are under the Vice President's call for reinvention and streamlining, being reinvented as we speak. In terms of how our foreign affairs objectives get fleshed out through the budget, I think historically, it has, in large part, been driven by the Hill. But what's significant about these days is that the Agency, the Department of State, has submitted to the Hill, very simply, a new package, a new legislative package, that would in large part, among many other things, ask the Hill to give us a little bit of breathing space and allow, in this case, AID, to determine, through its strategic objectives, where, when, and how foreign assistance would be provided. So, I think if the Hill is willing -- and that's always a big if -- but if the Hill is willing to give us that leeway, we may shifting from an agency that is very heavily earmarked to one where we have a little bit more freedom within the Agency to, not self-determine, but to determine where resources go. And I say not self-determine because, presumably, we will then base our resource allocation on where we hear and understand the needs to be the greatest, and where we can make the greatest difference. So I think you're coming into the system, if you will, the equation, at a time where there's fundamental change, not only in how we do business, but how we interact with the Hill and how we budget behind our goals.

Male voice (Bill ?): We are now in the midst of a real transition, but prior to this, the regional bureaus viewed themselves as fiefdoms. Essentially, with the lack of strong management at the top, they were faced with pretty much what King John was faced with at Runnymede, on a yearly basis. So now you have a man who's been brought in -- Larry Byrnes, head of management -- who's making very hard decisions. He's met a lot of resistance, but he's got an awful lot of support among people who have worked in the field and know the real problems have experience, and who are committed to making this an effective agency. But, it is definitely right in the middle of a transition ... and, Hiram did not mention that his office is one of the key offices under the new organization, and, in fact, some of the work he's personally done in the past, has all been aimed in that direction of having an agency with strategic goals, with priorities, and with discipline over the, supposedly, subordinate offices.

Female voice: If the legislation isn't passed, can you still (?) It sounds like you have a lot of expertise in this Agency ... the federal government earmarked most of your money. It sounds like you're trying to reorganize and you have more of a say on what the primary things should be. And I'm saying, that's fine to have that pending legislation, but if that does not pass, what do you do? What's Plan B?

Male voice: ... We don't have to worry ... (?) We're (?) You're interested in a small community working on different projects and (?)

Hiram Larew: But the question does have some relevancy in at least this respect. I think there are several reasons for earmarks. I think one of the primary reasons is that the agencies had difficulties in times past in demonstrating the impact, the effectiveness, of some of these programs. The Hill has thus said, "OK, we'll tell you what to do if you can't tell us, basically, why you're doing what you want to do." So, thus, a real difference within the Agency in programs that can -- on short term and long term -- demonstrate the kind of impacts that we're looking for. That's why we've heard, I think, fairly consistently from those of us at AID, that, as you think, as you plan, some sort of effort cooperatively with AID, you want to speak very clearly to how can this effort demonstrate its impact?

Max King: Further questions?

Male voice: Having been involved in the government now for about twenty-five years, this is a centralizing reorganization where Washington is going to be controlling everything from the top, but as Hiram was saying, the Administrator wants to have a lot of control in terms of policy and program coordination and how that money is spent. In the past, as Bill was saying, the regional bureaus tended to be more fiefdoms, where the Africa bureau, particularly for the last five years, has worked out a deal with the Congress that, for not too many earmarks, we would get a set amount of money and be able to show results. In some ways, it was a precursor to where we're going now; that we would be able to say, "don't tie our hands behind our backs with earmarks; we'll be able to show you some results in four or five years." And, so they developed the funds for Africa, and the budget was set at more or less between \$750 and \$850 million per year. And that's become, sort of a _____ (?), if you will; we helped develop a strategic approach for our objectives. But, it's a centralizing reorganization in terms of the principle. You still have the Africa bureau being very centralized, but you have this strategic thing where budgets will then be allocated by the Agency, I presume, among the regional bureaus -- I don't know about yours -- but, there will be more control from the top.

Male voice: One quick comment on the budget too, though. I think there's still going to always be inherent tension between the Executive Branch and the White House and the Congress. In the last five or six years, we've had major efforts in eastern Europe and major efforts in the former Soviet Union, and most recently, in the West Bank and Gaza. We've had twenty-five or thirty new missions open up in the last four or five years. Yet, when the Executive Branch does all these things, and the President goes to Seattle or wherever it was last year, and pledged money for this, and he goes to wherever he goes, and pledges money for that, then he goes back to Congress and says, "Ah, we didn't budget for this \$500 million program. I need some more money." And they say, "No." So then, that money has to come out of existing programs, so it's very difficult then, to put together a coherent, rational plan for any bureau of any country, when at any time, you may find your budget slashed because there's another priority somewhere else. This is, I think, a serious problem in the whole budgetary process. There's no stability to our budget; then we're at the whim of Congress and the President whenever they feel they want to take the initiative.

Male voice: I think everyone around this table who's from the community college side lives with that very same reality.

Male voice: Could we do another education question, like John's, since we're all throwing our baggage and biases on the table? How do your mission chiefs, your people out in the field, do they rotate inward like State, CIA, USIA, or I mean, do the muckety-mucks, mission chiefs, whatever, come back in to senior positions within the Agency, or do you have a domestic crew that kind of runs the Washington bureaucracy, and then your foreign service people are out there, circulating and becoming native, or whatever they do?

Male voice: Foreign Service Officers ... Several of us here are Foreign Service Officers who rotate in and out. That's mission directors, _____ (?) and a lot of regular, lower level staff. We have GS service and then we have two other kinds of staff. We have personal services contractors in great numbers, mostly overseas, and we have Foreign Service Nationals, who typically work in just one country. So there's actually really four different personnel systems in AID. A number of the key people, the key players, do rotate in and out, so it's just like State. Not quite as neat, I think. We have so many more different technical specialties that it doesn't work very well as a system for interchanging parts, but it's more customized

Max King: Let me turn the tables and ask our non-community college folks to ask some questions that you've always wanted to know about community colleges, but have never been in a position to ask -- similar to what John was asking about your agency. Or are there questions about what we do? That might help

Bill Alli: Well, I was impressed ... I'm learning for the first time about community colleges by being on this Task Force and I really appreciate this opportunity. I gather that a crucial role is played by Chambers of Commerce ... (?) in the newspaper, in affecting, if not the founding, at least some of the initial activities of the community colleges. I'm wondering what other organizations, such as unions and other, maybe _____ (?), other groups, factors in the community, maybe at the state level, had an influence in -- or have the influence now -- in what you're doing? ..

Female voice: What's a PVO?

Male voice: Private and voluntary organizations

John Blong: Probably, if I picked one group that affects the community college the most, it would be the business and industry. We truly are reactionary in many ways to the needs of our industrial, our economic, base. It's changed, dramatically, the mission. Twenty years ago when I started with the community college, our mission was primarily job entry training and transfer education, with continuing education focused primarily at the social needs of our people. Our community college has probably been putting as much emphasis on retraining and skill upgrading as we are currently. What that's caused us to do is to reach out much more in the needs assessment area. Our staff could tell you what the skill needs of these jobs are going to be. We're in direct contact with every major employer in our area. Consequently, that's what's driving all of our programs. Take our area, where we're a heavy manufacturing center. We do not teach machinery. We do not teach welding because of

the tremendous layoff of the already skilled workers in that field. But we do a lot of teaching for computer technology or automated robotic welding because the people that have the basic skills need the industrial upgrade. I think that's probably the one group that impacts the community college more than anyone else.

Nancy Pfahl: I would certainly support what John says, and just to give you an idea of the responsiveness In working with small businesses, providing government procurement services, export assistance, training, within a three-year period through our business and professional institute, we went from serving 2,500 employees and heads of small businesses to over 12,000. The demand in our area is part of the national growth, but programs are developed in response to the needs identified, as John indicates, and there's a very quick turnaround time. Part of it is access at our institution to a very large number of part-time, well-qualified people who are, themselves, involved with those businesses and industries, and are part of the change and transition taking place there.

Bill Renison: I've had a lot of experience with technicians in South Africa. (inaudible)

Max King: Marilyn, would you like to add anything? Anyone else?

John Stevenson: I think that that responsiveness points out one of the essential differences, operationally, between community colleges and, "universities." And it has to do with the fact that most of us, if not, I would suggest, all of us, are open admissions institutions. That is, we take students who appear. A university will say, "Here I am. These are the qualifications for entry. If you meet them, you can come in, if not, you can't." The community college has a completely different attitude toward incoming students. We take it as our responsibility to provide a reasonable, rational, flexible and forward-looking educational program to whoever walks in the door. This, by the way, answers the question of why community college faculty are so heavily involved in teaching, and so "lightly" involved in individual research. If you're constructing programs, literally, on a week-to-week basis, not a semester-to-semester basis, that's where your research goes. So that most of our discipline-specific people are experts in program development, rather than researching the discipline.

Betty Jones: I would just add one other dimension that, I don't know if it interests people in this area, but I know that one of the things that is important at community colleges is the way we work with our business missions. We are increasingly getting people who we'll, for lack of a better name, call "underprepared" for college work. It's our job to get them prepared. Our developmental education program is growing. We are trying to come up with new ways to approach that, to the degree that, we are now involved in a number of three-way partnerships that include Delta College, a university, and business and industry, because they want these people to be prepared to enter the workforce. There are lots of people in our community who don't have what it takes yet, to access the training or the educational programs that we have going. So, at that end of developmental, it seems to me, as John had said earlier, we know from our experience in Kenya, in other places, that those people don't look much different than the people they're trying to work with. I mean, access is an issue there too. We are developing ways, and strategies, that show some

effectiveness with being able to share some of that. And I would not like that left out of this, because I think that's one of the things that, globally, is a problem.

Juliet Garcia: Let me speak to a point earlier. The first thing comes out of personal experience at the college. We do what we do on both sides of the border already in cooperative relationships, and so we'll teach "machiadores" process control... You have some problems with retrenchment; we have just the opposite going on along the border, as you know. Or we'll teach Spanish to folks that have now been transferred to Buffalo, New York, before they go to work in the morning; we'll offer a class at 6:30 in the morning. Or, we'll teach English to folks that are coming from Caracas, and now have ... (?) English as well. So that kind of quick and tailored program is characteristic of our community colleges. But there was a question raised earlier about small grants versus large grants, and given the bureaucracy that you've got to work with, in order to get your job done There are systems in countries like Mexico, for example -- Mexico's got a system called _____ (?) which are all their technical schools. Now they are underfunded, underequipped kind of technical schools, but some of that is a legitimate system within the higher ed system of Mexico. So it would seem reasonable that, in thinking through about some strategies that we might chat about later, that you could put a similar kind of consortia together on the U.S. side that could partner up with somebody like (Mexican Consortia) to do capacity building, teacher training, much of what helps access faculty development programs in the United States. They are reluctant to send folks over here because of what we know happens, and that's that they are hard to get back into their countries. So, they're much more interested in long-distance learning. Monterrey Tech, for example, has become the showpiece of many developing countries because of their computer and their satellite network system for accessing long-distance learning. So, anyway, as we think through how we might set up accessing some of these, it might be through a consortia kind of arrangement. The other one that I might mention is, what is happening in Germany, because although we believe our community college system to be unique -- it is -- but it certainly is a model for others. Now, Germany -- talk about reorganization -- is undergoing some very serious kind of reorganization. What has grown up there has been what they call _____ (?) which, much to the distress of the researching person -- you know we gained our own model from our community colleges. And I was speaking to a German rector about it this last year, and he said, "Can you imagine? These rectors -- that's what they call their presidents -- are speaking to Chambers of Commerce!" And so it is something that I think you're going to see develop as a good model, that is, the community college model, develop quickly in other parts of the world, because it has been so effective.

Narcisa Polonio: Let me add an example, because I think it applies to AID and the community colleges, when they're trying to address some of the needs of a specific community... I'll give you an example. One of the unique things about community colleges is that we're completely (?) We have admission (?) We're in the inner city. We work in elementary and secondary schools, but we're not there alone. We process our students in the welfare system and health system etc., so that part of the uniqueness of the community part of the community college; it does the training, but it also sort of sends out arms to all the other existing state and local agencies and coordinates to bring those resources into helping the community. So it serves like a central coordinating agency in many respects. Beyond that, I know you're probably going to bring it up, but La Guardia

has an _____ (?) and internationally known model middle college, because, where our faculty has focused on teaching, they have gained incredible expertise and have reached out and are working with many elementary and secondary schools, assisting those teachers. Very often, what you also find is the connection between the community college faculty and the elementary and secondary makes a lot more sense than some university schools of education...

John Stevenson: What we've got are two alternative high schools on campus. The first, the middle college, was developed about fifteen years ago, to focus specifically on "at-risk" populations. A student gained entrance to this particular high school based upon a guidance counselor saying, "They will drop out of the school unless.... The second one that we developed, that is possibly more germane to the discussion on the table, is the international high school, which is specifically for children of recent immigrants who have limited English language skills. That is a situation in which you've got about 500 high school students who have come from sixty or seventy different countries, speaking forty or fifty different languages. The pedagogical problem, how do you get them a high school diploma and become college ready -- with all those language deficiencies -- is one issue. The other is how you get these people to work together. Whenever foreign visitors come through, I take them to see that. They are most impressed by the potential that particular institution has for their own ethnic challenges. I mean, how does one create a device which shows young people how to work together, across cultures, across languages, across races? This particular high school has been absolutely spectacular. It's astonishing to see a group of five students -- one from China, one from Africa, two from South America, one from the former Yugoslavia -- working together on a science project, where the language doesn't get in the way, where the race doesn't get in the way, the gender doesn't get in the way. It's very interesting. We've done a \$650,000 grant from the Department of Education to help other institutions around the country replicate that model. It strikes me that AID might want to replicate that model in various countries around the world.

Narcisa Polonio: And you're neglecting one excellent component. For example, in my campus, we have very strong health programs. They spend a semester at the University of Pennsylvania. So, what we've been able to do is sub-contract with existing medical centers at other universities and develop a curriculum that bridges the technical coursework and practicum, so that when our students graduate, they have the experience of a large hospital. We don't have to replicate it. It's those kind of linkages which very often, I find, are missing in other countries, because they sort of copy each institution by itself, and don't have the opportunity to see other models.

John Stevenson: I do want to call attention to something that Narcisa mentioned, which is quite interesting for AID folks to consider, and that's the degree to which the community college functions as a mediator for a variety of social services. If you think about it, there are very few American institutions that are in every community. There's a Post Office, a police station, and there's a community college. For example, at my institution, we have a relationship, as the university does, with resources administration, so that people who are on SSI -- supplemental security income -- will become registered for that program by registering as students at my institution. Secondly, they will be involved in career oriented programs, the function being that they will not remain on SSI, but after two or three years

of being at La Guardia, they'll have a marketable skill. This is something which we're designing even as we speak, but it's emblematic of the quick responsiveness that a community college can have to an important social issue.

Male voice: Bill just talked a little bit about the technical education

Bill Renison: I'll rephrase my question. My experience has been in South Africa, which is atypical from the rest of the world. Technicians -- I won't say the community colleges, but they provide a role in education -- and some of the good ones think they're doing a real good job, in terms of matching skills, providing skills that are necessary. When you go out and talk to the community, listen to people, you find a big disconnect ... My question is, how do you assess the kinds of training, and I mean that with "big T" training and education, because I don't think all people are the same, even though they might look the same here at La Guardia and there in South Africa. How do you assess, and then what do you do, to provide the kinds of skills and education that are required for, not only specific situations ... (?), and then how you make it happen in terms of policies? I'll give you an example. In South Africa, again, atypical, but, you've got this wave after wave of people, young people, coming through the system -- particularly now -- that are going to (?) There's a crying need to rationalize the loosely defined higher education system in South Africa, and you can't fix it by this little intervention here, that little intervention there. And that's what I'm sure is going to happen, at least within a year or two. How do you then, assess the needs for training, and then fit it in and make it policy for systemic change? I think that's an issue, because my assessments -- back in the mid '70s when we were doing a lot of trade negotiations, and ... (?) what's the impact of these trade negotiations on local communities; what can we do for worker adjustment assistance? We came out with the same, old "well, we'll give them extended ... benefits" and a few other things, but we really didn't have any answers as the federal government working with the state and the communities, say "how are you going to adjust for these changes?" And I'm not sure that there have been a lot of changes since then. I haven't really revisited our domestic training programs since then. But, I think that's the kind of setting where -- the situation is specific -- but I think there's a lot of generalities that one comes up with. Again, we developed individual programs, but it sounds to me like there is a process by which you assess training need, training writ large, and then develop some kind of systemic, could be little, but in some cases, it could be large reform.

Max King: Ken, and then Nancy, and then we'll come back to you.

Ken: I guess, for me, our colleges are probably as diverse as the communities we serve, so that some of us do one business sector and some of us do more, depending on the nature of the community, the other social service sectors and so forth. That lends itself to the model being applied. I think the case of what Dr. Garcia was saying about the "machiadores" schools in Mexico; what they did was, they stole a community college idea ten years ago. Nobody paid for this; I mean, USAID wasn't involved; the State Department wasn't involved, but some of their people went to the community college. Their deputy undersecretary in the Ministry of Education went to Santa Monica College and said, "Damn, this is good!" [He] went back, and what they did ... they went into a community -- say Acapulco -- and they say, "what are the productive sector needs of this community? Fishing,

tourism." Therefore, their school is a hotel/travel/tourism school there. This is by the national Ministry of Education, but it's a decentralized model. The only one in their structure. So, they took our idea and they implemented it with their own resources. That's why they seek us out and so forth, the community colleges that are working in Mexico. But, more importantly than that ... what's irksome to some of us in the community colleges is when, in the CASS program, Georgetown gets the big contract, and then has to call us to deliver it. That's bothersome. What's bothersome to us is when AED has to call us to get an air conditioning and heating teaching to go to Africa. That's bothersome. We don't want somebody to get \$10 million and then pay us \$3,000 a month to deliver their work. We want the \$10 million, and we can do it cheaper. We can do it for \$5 million. So, what I'm trying to say is, what's irksome is to sit out there in the field and have an adjunct that works on your payroll that is now hired to go for Ohio State or Texas A&M or somebody else who has this big, huge contract..... they work in colleges or in vocational occupation schools, so there's two thrusts to the focus here... Read a few books -- William Rainey Harper (?) can tell you everything you never wanted to know about the American community college... It's not a big deal to understand our system of education and where we fit into that. But, more importantly, we're different. All of our schools respond to our local communities; in New York, they do one thing; in Los Angeles or Compton, California, they do another; and in Davenport, Iowa, they do yet another thing. There are public schools; there are private schools, you know, all kinds of shades in between. We are that unique. And universities aren't, quite frankly. There's not a lot of difference between Stanford and UC Berkeley, quite frankly; I mean, they both do research. So, we're more unique. That's why the model works, we think.

Nancy Pfahl: I think that, certainly in our situation, in developing new educational initiatives, the kind of coordination that Narcisa talked about, and the partnerships that Betty talked about, are part of the whole process. Community colleges tend to operate by building consensus in the community and then structuring the partnerships, putting together teams of people, acknowledging that there's no one person who has all the answers, and utilizing those teams of people to structure the project in such a way that evaluation is an ongoing process which involves all of the stakeholders. In Iowa, and John may be able to talk to this more effectively than I can, one of the major new initiatives which is going to result in substantive change in Illinois is the whole involvement in the telecommunications area, making use of alternative kinds of instruction. We're in the process of working on partnerships that include Ameritech, other vendors in the area, the secondary schools, and community colleges and universities, and are consciously putting together these groups of stakeholders, and working with them to identify very specific objectives and activities and ways of determining whether we've actually accomplished what we're doing. And this is how it's happening throughout the state on a number of fronts. I know Iowa has moved ahead in this area, but that's one example of the type of project and approach that is fairly characteristic, I think, of resource development and education within community colleges.

Jean Cook: I just want to reply to _____'s idea, or questions about the needs assessment. I'll just give you some very simple, quick examples. In our school, every department in the school has an advisory committee. The advisory committee consists of the faculty that work in the program, as well as practitioners in the field. For example, in the field of physical

therapy, there are practitioners from the hospital, as well as people who hire them in different areas besides the hospital, and the faculty. When that program was initially developed, a lot of people really said "this is great" and there was a tremendous reaction from the community as far as students wanting to get into the program. However, they put a cap of 25 students a year on the registration, because that is all the jobs that are available in our community. When our computer information systems program was looking to expand and make some changes, the changes in the curriculum came from those people that were our students. That's how we got our Windows [software] in years ago; things like that. Now, does that work? It works because we send a survey out to all our graduates, and say, "Are you working in your field? If not, why not?" Then they look at the percentages of people who are actually employed in their field. So, it's real quick; it's real dirty; it's real. It comes from the people who hire the graduates.

Betty Jones: My comment [is on] something that was said earlier. The concern that you had for our results, you know, what's the effect of what we did? Did it make any difference? ... We were part of that CAPS program too, and I need to say a few things about that, because Georgetown was [the main award recipient]. But the point I want to make about it is, the job they gave us to do was to introduce these young people to the American experience. They wanted them to know about communities, which we were very well set to do, and they wanted them prepared for transfer to a four-year school. Now they sent us students who they said would have some [English] language ability, but many of them did not. We worked intensively with those students, and I would say that... we actually transferred -- at least 3/4 of those students. I want you to know that we are still in touch with those students. They have finished, and gone back to Panama, which is where they came from. They write; we've had visits from three of them. So, the thing is, Georgetown didn't ask us, "What happened to your students?" I don't know how long they follow up on the students. But, you're right. We do. So, we know what happens to them. We know where they went; we know who got lost on the way. We keep in touch with them. The thing that really needs to be said is, we have to be accountable within our community. Part of our funding comes from the local tax base, in fact, many people want to know, not only where the money went, but what difference did it make? So, we have to say those things. Accountability is just built into the way we have to operate. Also, feeding back -- what difference did it make that you spent this money on these things? I think that, maybe, is some of the concern there is -- how do you measure the outcome? How do you show them? The very real part of the operational, the way in which we operate, is that we don't contract to work out, that it is something that we have to do.

Marilyn Schlack: I just have to say one thing. One of the AID folks said that as we look at our task, we need to place a premium on stakeholders make our contacts, get to know the people. I think that sums up very nicely what community colleges do, every single day. That's part of our success. People from our communities come to us for those reasons. We're not there saying, "We have all the answers." We're there saying, "We're going to work with you, and we're going to do the best job we know how to help you, and help us, and help the people we're trying to serve be successful." That's why I'm so excited about this committee. I think there's a real parallel in what you're attempting to accomplish and what we've been attempting to accomplish in our own communities. I think, without exception, well, a few exceptions, community colleges have done that, and have done it very,

very cost-effectively. We do follow up. We do demonstrate our accountability. We look at our failures and say, "how can we do it better?" and then we push forward and face the next challenge. For me, community colleges aren't _____ (?). They're in a constant state of looking for ways to improve. That's what I find so exciting.

Paul McQuay: I'd just like to mention that I think the community colleges serve a lot of masters and customers. I know the community college people sitting around the table realize this, but I don't think we've articulated what our three major goals are. It might be interesting to put it in that perspective, and then to see who we are accountable to. One of the major goals of the community college is that of transfer. Basically, that is a two-year program that articulates with a college or university towards a baccalaureate program. As such, we need to take and develop programs that articulate directly with the particular university with the first two years of study. So, it's early; it's an entry at the local level, where the students can afford it. We constantly are doing studies of how well our students are performing at the transfer institution. They become our customer; we work very closely with them. I'll just give you this example of our own college Delaware County College. We have formal, articulation arrangements, with about seventy-five colleges. So, as an example, the student comes to Delaware County Community College and says, "I would like to be in the engineering program." Our next question is "Where would you like to transfer?" Well, they can have choices. They may be able to go to Penn State, Villanova, University of Pennsylvania. We will custom-tailor the first two years of that engineering program to closely articulate, with no loss of credit, a formal arrangement between Delaware County Community College and the receiving, transferring institution... We study how well is the transfer student doing at the transfer college? Compared to students who began their studies at the transfer college? We're constantly looking at that data, so that we can take and improve the process that we have operating back at the community college. Our second goal of the community college is that of career programs. A typical community college will have five or six transfer programs. But the career programs can be anywhere from a one semester to a two-year program. The goal of career programs are not transfer -- some do transfer -- but the goal is to satisfy a specific career niche. We prepare people for nursing; we prepare them for the business world, for accounting, for physical therapy; no name it. Within that two year span of time, the objective is to create a person who is job-ready. We do studies about our placement rates; we work closely with businesses and industry -- the unions, the associations -- trying to meet that need. If there's not a placement rate, a sustainability, the program is eliminated at the community college. We do not put career programs in place so there's not a job outcome. And the third and final objective of the community college is that which we call continuing education, or skills upgrade. It's an area where we work closely with state and local economic development groups, businesses and industry, chambers of commerce, local companies, and try to meet that local need. There's a need before the program is in place. Some examples of some recent activities that have been very successful are: quality management, where you're trying to increase the competitiveness of both businesses and industry; ... which allows us to look at companies which can become competitive in a global market; the upgrading of companies where they would be transferring one technology from another; trying to assist in companies that are moving into ... (?) with specific skills. So, I think that begins to address who the customers of the community colleges are; what it is we do to be able to work closely with those

customers, and the measures for ... (?) what we're doing and what the outcome of it is, based upon those three major goals.

Bill Renison: So, for example, in the strategic framework, you can say here's what we do; here are the three objectives; here's how we do it. There's different processes and different outcomes. How does that relate to AID? Take group participation or rationalization of education system, for example; I mean, that's probably Africa's biggest need. Where do we fit into that? That's not an AID strategy by the way, but it's a real big need for all the countries. How do you rationalize the system so that you can articulate from one different kind of secondary, post-secondary school into a higher education system? That's what I'm saying ... (refer to) the strategic framework. I think you've laid it out very clearly, and I'm sure there are things others could say, -- how does that relate to AID? I think that's a good start

Max King: I want John to do this summary, and then I want to get us organized and take a little break. I know it's been a long sitting spell.

John Stevenson: Some of us have experimented with another kind of process. I would like to focus on process for assessing the success of for your preparation programs. At La Guardia, we have some cooperative education programs, where every student is required, and is placed on three, credit-bearing internships in the area that they intend to work in. The student is assisted in this by a cooperative education coordinator who finds the jobs for them, and also finds a job coordinator who reports back to the faculty coordinator as to how well the student is prepared to do the job they came in to do. For example, our computer science department has been spending a lot of time teaching COBOL, but the job sites say, "what we want is C plus Quark (?)." Curriculum changes. I think that that's a very interesting process thing which links the workplace and the school in a cooperative, rather than an adversarial, relationship. In general, what community colleges try to do is provide many entry points for students, based upon their skills level and their level of specificity in what they want to do. It provides a variety of pathways to whatever objectives they have. And a variety of different exit points as well. One of the things that is important to understand is that a student can spend one semester at a community college, and that is a successful experience for the student. Or, a student can transfer to a four-year institution and on to graduate school, and that is a success for that student. So, we have a multiplicity of success possibilities for students, and, very often, this is a market benefit when you're dealing with the needs of a population in a developing country. You simply don't want to say to a group of people in Natal Province, "We expect you all to produce the same kind of outcome." That's not going to be realistic. But if you've got an institution which has a variety of pathways to a variety of different kinds of outcomes, I think that's more helpful.

Max King: Folks, We're going to take a break, but before we do, vice chairmen John Stevenson, Jean Cook, and Paul McQuay, after we come back from the break, I want, Paul, if you'd kind of assemble your forces over here in this corner. John, if you'll come over here with yours, and Jean, if you can take that corner. Then, how would you like to select your compatriots who will work with you on your projects? Do you want to volunteer to move through these groups? Then we'll stay til lunchtime.

Patti Wilson: We're having a sit-down lunch. It's in the next room over, at 12 o'clock, so whenever you're ready after that, just let me know.

Max King: Let's take about ten minutes, and then come back into your small groups and then we'll adjourn for lunch and then come back to it.

[Break]

BIFADEC Community College Task Force Meeting
Transcription Notes
April 21, 1994 -- 1:30pm - 3:30pm

Max King: ... I'd like to have Wales say a few words about our next speaker. Then Sam, if you want to make a more formal introduction ...

Mr. Madden: Thank you very much, Max. Duff, we're sorry you couldn't join us yesterday. We understand the reason. We appreciate very much you're being with us this afternoon. This has been an exciting event for all of us, as I said to you just a moment ago. We really are very, very lucky that we have this quality of people at USAID. You have dispatched to us six people who are obviously, very interested in the role of the community college system. It's been a wonderful exchange of ideas and learning on both sides, among the community college people and USAID people. We feel like there's some prospect of coming up with a very practical task force report that will be beneficial to AID and that will be most important to the community college system. The prospects are excellent and we look forward to working with AID. We're delighted to have you, and hope that you will be able to spend some time answering questions that may not have been asked. We've divided into task force groups -- three of them -- and I've moved around during the day. We've got some very resourceful folks, as I've said, so be prepared for some more questions about what do you expect the Task Force to provide you in the way of recommendations for the future relationship between the community colleges and AID.

Mr. Gillespie: Thank you. I think I'll ask Sam to defer on the introduction; I don't think that's necessary. I want to tell you how happy I am to be here. I hear that you've had a productive meeting already, and it's not yet over. Also, to send apologies that some of the other senior staff haven't been able to make it. ... people can take off in thirty minutes here or forty minutes there, I think you could get more exposure to some of the senior management team. I do have a number of questions that were given to me that have come up during the working groups, and I can just jump right in and answer some of those.

Mr. Madden: Excuse me. It occurs to me that maybe we ought to run around the table, quickly, and ask, once again, to have our Task Force give you a perspective of the breadth of representation across the country. All members are here except two who had previously existing conflicts. Please tell who you are and where you're from.

[Introductions are made again]

Mr. Gillespie: That is a diverse group. And I missed the person from Hawaii. He or she would have won the distance prize. I hear that there were a number of questions about participation. I've been with AID a long time, around twenty years. One of the hallmarks of this Administration, in AID and State, has been a great emphasis on participation. Participation means a lot of things. I think that this meeting and this report that all of you are working on is an example of participation. Very soon after Brian Atwood came in, he opened up the Agency in a variety of ways, and reached out to a number of groups, many of which felt they had been closed out of the process by which policies and programs were developed, or evolved, in our assistance program. He and, especially, Tim Wirth in the

Department of State, who is somewhat the counterpart of the global bureau in AID, began to have a series of formal and informal meetings throughout the country. There were a number of reasons for this. One of them is to, quite frankly, explain the foreign assistance program of the United States, which had undergone a very bad image, especially during the last several years of the last Administration. Again, to try to show the importance that foreign assistance and sustainable development has, not only for the developing world, but for the developed world, and specifically, for the United States. So, there have been a series of town meetings, lots of guest shows, bringing in, especially, NGO groups, women activists, environment, just really an opening up. The sustainable development strategies which all of you have had an opportunity to look at benefitted significantly through a series of meetings in which the earlier drafts were shared and discussions were had with representatives of groups and just people interested in foreign assistance.

In addition to that, there is a feeling that, and this is probably more relevant for this particular group, that the system had become closed, not only within the bureaucracy, but that people who were involved in implementing foreign assistance -- grantees, contractors - - that we all had gotten somewhat in a rut. They wanted to expose the leadership of the Agency to new ideas to see if there were some strengths in the United States that weren't being exploited -- in the positive sense -- in the foreign assistance effort. So, you will see, I think, or should be beginning to see -- I think we will see, next year -- that there will be some dramatic shifts in, not only the objectives of the foreign assistance program, but how we carry out that foreign assistance program.

One level of participation is within the United States, and I can give you some more examples of that. In fact, I'll give you one that's sort of interesting. Next month, there will be a series of meetings in Baltimore which show how some of the work that we do overseas has potential application, and actual application, in the United States. A number of the things -- I know of more than I know some of the other areas in development -- but for example, in some of the countries we work in, the immunization levels for childhood diseases is much higher than it is in the United States. Some of these techniques have been actually employed by, especially, urban health systems, health programs in urban areas, to try and get the immunization levels up to those in the developing world. There are some technologies that have been developed for overseas programs that now have application in the United States. So we're trying to make that link, and trying to open it up -- the trite term "transparency;" trying to make it a much more transparent program. Obviously, this report that you're all working on would be another example of opening up the Agency to new ideas and to new resources that we haven't used fully in the past.

Transparency also goes overseas. There is within ... the bill that's on the Hill, the PPDA, the Peace, Prosperity Development Act ... more (on) participation of those people who are affected by our programs. This goes from a host country government, NGO and PVO organizations that are implementing programs in these countries, and the recipients, the villagers, the people living in urban areas, to open up the system for them. At one level, you can see, view, this as a somewhat idealistic naivete, but it's really not. Obviously, if you go into a village and ask the villagers "what do you think about greenhouse gases and what should we do about them?", that would get blank stares. They probably wouldn't be able to tell you too much about how to go about reducing greenhouse gases. What they could

tell you, though, is what not to do in that community, what can be done in that community, in terms of changing behavior, changing the way things are farmed, produced, to avoid us, and the host country government, making mistakes.

I think there's a tendency, in Washington especially, to project a greater knowledge than people have in the _____ (?) I mean, I know more about Egypt than I know about southeast Washington. It doesn't take much in the way of distance, and differences in ethnicity and culture, to really become rather ignorant of certain facets of our own society, much less the developing world. So, there's this notion that people have much more success if we bring in a much higher level of participation, both in this country and overseas. Of the things that Brian Atwood has stood for, and I think my colleagues in AID would support this, this is probably the one thing he feels even stronger about than anything else. He's especially keen on bringing in groups which have been defranchised, never franchised, the poor and women. He feels very strong that the Agency needs to address the needs of these underserved, underappreciated, and basically ignored, groups.

Participation is also linked to another high priority area of the administration, and that is the democracy in government effort. This is an effort which AID has ... the possible exception of the Latin America region which it has not been particularly strong in, and part of that was the legacy of Vietnam, of not wanting to get involved in the political process of host country governments. With the demise of the Cold War and the heating up of lots of hot little wars, we feel that many of these countries in transition, especially going from, basically, a totalitarian form of government to a democratic form of government, that the United States has a particular comparative advantage in helping them make that transition. Democracy is, of course, the ultimate form of participation.

I can actually answer that question more than, or at least easier, than the next question. That is how the Agency is operating now and how it will operate in the future, and how will flows of resources and money be decided. What is the role of the Global Bureau? We are still in a state of flux. We're behind the schedule that the new team wanted to be on when they started coming on board. I think that it will probably be well into next summer before we begin to have a formal reorganization in place and have a much clearer idea of how some of these new organizational units within the Agency, and new programs, will actually be functioning. That said, I can tell you a little about some of the things that I think will evolve, with the caveat that these things are subject to change. The Global Bureau and, for that matter, the Global Bureau in State, really represents a different development paradigm, and it's one that is still being debated within the Agency. The reason why it's being debated is that it is a new paradigm. I think many of you have probably read Thomas Kuhn's book, The Scientific Revolution, in which he talked about the difficulty of one scientific paradigm overturning another. Now that was science; we're talking about bureaucracy. So, you can imagine it's even more difficult when you're not talking so much about facts, but philosophies.

I think that the hallmark of the global perspective, which is a direct product of the demise of the Cold War and the East-West clash, is that there will be less emphasis on foreign assistance as solely, or primarily, an instrument of foreign policy, with a much greater emphasis on development per se. If you looked at it as a spectrum, and you had development on one end, and winning and influencing friends on the other -- friends being

countries -- that we're making a shift toward this end. We'll never be solely, because we are part of the United States' government, a development agency. There will always be the geo-political considerations that one must take into account. This is the message that was being done by Brian Atwood and others within the Agency, to describe how these developmental problems do have global implications and do influence the United States, along with the rest of the world. I won't spend too much time on that, because it's spelled out very well, I think, in the strategy paper. It follows, then, that, if you have that as your strategy, the resource allocation would reflect that change in strategy and those objectives. That hasn't happened yet, and it's not clear just exactly what the new way of doing business, how that's going to evolve.

One of the reasons why we're having more difficulty in that area -- and this is also very relevant for this group -- is that it's difficult to change the way you're doing business when your budget is being cut. And that's what's happened. The timing of the new approach for our development assistance and the decline in the budget is not a compatible combination.

Another thing that has definitely lessened the options available to the administration is the other product of the demise of the Cold War, the programs we now have in eastern Europe and the Newly Independent States of the former Soviet Union. This is, obviously, a very high priority for everyone, to make sure that these new countries, as best as we can, become stable, economically, socially, and politically. So, a great part of the foreign assistance budget is going toward Europe, eastern Europe and the NIS. Their needs, and their programs, are, understandably, markedly different than what we would do in sub-Saharan Africa, for example. Then there's the Middle East. Again, a priority, which is basically geo-political, that cannot be ignored, and no one says we should ignore it. That's another big hunk of money, approximately \$2 billion. Then we have the development fund for Africa, which is, again, something that has a high priority, and is slated for Africa. The West Bank initiative, which is a new initiative, with the peace initiatives and the evolution of the Palestinian government, is, again, a very high priority which everybody would agree, we should do our best to ensure that the Middle East remains peaceful, at the same time, maintaining the stability and friendship of Egypt. Then you have the residual, if you will, or those funds which are for sustainable development -- the environment, population, democracy outside the geographical areas I've outlined, womens' education, child health, HIV/AIDS prevention, we have a very small part -- around \$2 billion -- for all those activities and for the rest of the world. So, there are very little discretionary funds available to put into effect, to implement, the new development strategy.

Much of the time that Brian Atwood, Carol Lancaster, the new political team, has been spending is to gain support, not only within the Administration, but on the Hill and with the public, for foreign assistance, so we can have the wherewithal to implement our new approach. Until we get some relief in that area, we will have great difficulty in some of the new, exciting things that need to be done. Just to highlight that; womens' education, HIV/AIDS, child survival activities, all of them extremely high priority, have all been reduced about twenty to twenty-five percent this year. This is the first Administration budget. In addition to that, some of the other areas that are still very important, such as agricultural research, have taken even more significant cuts. That's because of these other,

important, high priority areas. So, right now, I must say, that the G Bureau is a bureau that is almost exclusively by that residual (?) ... a development assistance fund. So, we have been involved in the budgetary round; we took approximately a thirty-five percent cut in our budget last year. It would have been a lot more if it wasn't for an increase in the Agency's population program.

I think this is going to change, and the reason I think it's going to change is that the new leadership in AID is very committed. I've never seen a political team so committed to our development as the team that we currently have. They all have great presence, and I think that's good, not only for leadership quality, but also for gaining support for the program. In addition to that, not for some time have we had a President, and especially a Vice President, who are as strongly committed to our development as President Clinton and Vice President Gore. Lastly, although he's a quiet man, this commitment is also evident in the Secretary of State, who has been a strong supporter. I think that there is enough positive forces at work that I am optimistic that, within a two or three year period, you will see real growth in the budget and in the human resources too, because we've also been under a hiring freeze, basically for many years, too. So, we're at, perhaps if not the nadir, we're down pretty low in terms of resources, but I think we are definitely headed in the right direction, and I think that we will continue in that direction, hopefully at a much steeper curve in the coming years. To put it in fast terms, where's the money? The money is basically in the money belt, starting around St. Petersburg and going down through Cairo, and that's where most of the money is in the Agency right now and I think will be for some time in the next year or so.

There's a fine line between participation and -- I guess there's no other term for it -- lobbying. What's happened within the last six months or so is, a lot of the groups that are interested in development, many of them who don't receive money, have become very active -- writing Congressmen, writing AID, writing the White House. I really do think that there is a change going on, and changes take a long time, of organizations that do see the importance of the developing world and the interdependence of the United States and the developing world. Reports like this, the one you're working on, also have a sensitizing impact within the Administration and on the Hill. Those are some of the questions that I was given, and I'd be happy, now, to expand on these, or to take new questions, or observations.

Ken Yglesias: I have a question -- I haven't had time to write out some things or think about it, but I've read some of the documents, and I hope this isn't too pointed -- but, given the way that this Task Force was created through _____ (?) management and BIFADEC, and given the reality that, if this new foreign assistance act is passed, BIFADEC is the kind of place where there's some sort of advisory board, how realistic is it for community colleges to be listened to? I mean, how realistic is this report if there is no BIFADEC and our sponsor (?)

Mr. Gillespie: There are lots of changes going on, and no decisions have been made in this regard, but Brian Atwood has had conversations with various people in the leadership, but there will be some advisory entity, some group, that will serve as a link to the universities, including community colleges. He feels very strongly that ... [end side 9]

[cont. tape #5, side 10]

Mr. Gillespie: at least many of the leaders we deal with, are those that have had some educational experience in the States. The one thing ... our educational system gets criticized a lot, but there sure are an awful lot of people wanting to participate in it throughout the world and the developing world. In addition to that, most of our expertise, either directly or indirectly ... much of our implementation of our program is done through institutions of higher learning. So I don't think you have to worry that you won't have a pipeline for communication to the fifth floor, which is where Brian Atwood's office is. He has said so many times, and I don't think you'd be here today if we didn't feel that this is one group we need to hear from and to reach out to. I think that the big caveat, and one I've already beaten to death, is the budget. The budgetary constraints on the Agency are real. ... some difficult choices, -- I'll give you a classic example. We had a malaria research program, vaccine program, that was running around \$10 million a year, and have actually developed a number of very promising vaccines that we wanted to test. We were presented with a dilemma. We continued to develop the vaccine for one of the major killers and debilitators in the developing world, at the expense of immunizing infants and children today. That was the choice; we couldn't do both. So that malaria vaccine program is now being phased out, because however intellectually obvious that decision is, it takes a very hard person to say we're going to do research and deprive kids of their vaccine programs. And there are lots of, perhaps, less dramatic, examples out there. That would be the major constraint.

Mr. Madden: ... I told someone once that AID is like Denver Airport. I've never been there when at least something wasn't being changed

Ken Yglesias: I just wanted to reiterate that we're representing community colleges, not just universities and all higher education institutions, so the work of this particular group, and the question I asked, had to do with the role of community colleges at the higher education table.

Mr. Gillespie: I don't think anybody knows that. I think that this report is going to play a pivotal role in what comes out of that. Obviously, AID has not utilized the very large network of community colleges. There have been some activities, but there's not been a group that we have worked sensibly with, and that's the purpose of this group.

Hiram Larew: It might be helpful if a couple people from the community college community could act as spokespersons, and describe some of the things that we've discussed over the last day, in terms of the attributes, the teachers, the strengths of the community college system, that you think are relevant to what AID is doing and looking to do. Would a couple of you be able to speak about that? I know we've gone over that ...

Max King: I'll recognize John Blong and then I'm going to call on my vice chairman to react to that.

John Blong: Duff, one of the things you talked about earlier is, going to our own country and explaining the need for aid to developing countries. I think that's critical. The other thing was going to the recipients and bringing them into the formula. One of the attributes

of the community colleges is their ability to go to their communities -- communities can be defined very broadly -- and elicit the participants' input in program planning. I think we have honed that expertise far beyond any other part of higher education. We know how to go to our business and industries and how to go to the recipients of training, and find out from business and industry what they need in a trained workforce. We know how to go to those who will become that trained workforce and find out where they're at; what things they need to accomplish to become that trained workforce. Community colleges have done that repeatedly for as long as I've been involved, which is twenty-five years. We're probably the only part of higher education that has taken that approach to developing programs. I think that's an aspect of the community college that AID could capitalize on, whether it's in Africa, the burgeoning countries; the Middle East. I think that's an area where we bring some real expertise.

John Stevenson: I think the context that we've been talking about goes beyond merely getting a pipeline to the fifth floor. I think it goes beyond merely beginning to compete for a piece of the USAID action pie. I think what we've been articulating to one another, and to your colleagues -- who've been very helpful to us -- is that we represent such a new capability for delivering on the United States' foreign policy interests and aims, that in the continuing discussion between the community college community and the foreign policy community, some of the foreign policy problems and articulations may themselves change. Let me give you an example, several examples, which came up in our discussions. Almost all of the people around the world that you want to deal with are people in transition, either from one form of government to another, or from one _____ (?) to another, and this is our population. All of us around the table are consistently dealing with people who are in transition. Let's take the example of creating democratic structures and the role of women's development in them. Most of us come from institutions where the primary student population is female, and where, indeed, the primary instructional population, is female. Even the primary administrative population is female. I come from a system where the Chancellor and more than half of her vice chancellors are women, and women of color. This, I believe, brings a special kind of expertise, which may lead them to develop their questions in a unique way. Another example that came up in the discussion. It has to do with the fact that almost all of us deal with people who are bi-cultural, bi-linguistic. A number of us, on a routine basis, develop training structures and curricula in two languages. This would seem, to me, to be very useful to the AID foreign policy initiative, and to some of the initiatives that are probably within, as you say, the G Bureau. Finally -- I'm going to ask my colleagues to stop me if I talk too much, because faculty members do -- things that the community colleges do on a routine basis, of which many of you are probably unaware, would have heightened importance within the USAID efforts. So the discussion is very much a two-way discussion. It's not just that we want you to look at us; we believe that once you look at us, you'll begin to change some of the things you think about how you can operate.

Mr. Gillespie: I think that is a very good point. I think this is going to be a learning experience for most people in AID, and I think you're quite right. We want people in AID to have a full appreciation and understanding of the strengths that the community colleges offer.

Jean Cook: At our community college, Sinclair Community College in Dayton, Ohio, we're the recipients of University Development Linkages Project. When I first went to the orientation meeting they had in Washington, I sat there with our accountant from our college, and listened to someone from AID -- I don't think it's any profound person in this room! -- but someone stood up and said, "These are our new initiatives; here's the strategy booklet that came out We want to develop economically in the developing countries; do something for the rural and urban poor; for people who've never had skills training before; women and minorities in these areas. We want to raise their level of education and we want to get them into employment markets." I sat there next to our accountant Joe and I kept nudging him, "That's us. That's us." That truly, truly described our project, and, as we've gone further in this project, we've started to see how that has really made an impact on this small area in Madras, India that we're working in. We've been able to leverage that UDLP into about \$60,000 worth of other committed work, and we're only in our second year of funding on that project. So, it's the idea of working from one local community to another, working one-to-one, working with people who are telling us what they need, because our community college faculty are there, living at the ... (?) education, walking the streets of Madras, and talking to people. And we're getting a response back, which is what we're talking about. So, in our community college system, we deal with a variety of students in a variety of ways. We're geared toward that. It's second nature to us to try to change the way we're doing something because it isn't meeting the need of this adult learner. We know we only have a very short window of opportunity to make an impact on a student. So, we carry that gift of energy and creativity when we go to a developing country, and, we change gears very quickly, which is what needs to be done. So, I think we have a lot of personal and professional expertise which we can carry forward. The work that we've started to do in UDLP is an example.

Mr. Gillespie: Let me ask you a question. One thing I didn't go into, and it's one of the more contentious things being debated now in AID. The strategies you have are, in some cases, more of a policy. You know, strategy really tells you this is what we're going to do and here are our objectives, our indices of success. That was recognized when the strategies were developed and disseminated. What's being developed now, are strategy guidelines. The debate that's going on is how do you measure the impact -- the success or failure? There are basically two schools: one -- and I come from a research background, so you can guess where I'm going to be, and where the G Bureau actually is -- is that we need to have quantifiable measures of impact. There can be intermediate ones, in fact, there must be intermediate ones, but the bottom line impacts -- the reductions in infant mortality, reductions in greenhouse gases, increase in the _____ (?) of women, things like that. I was wondering if you had discussed this. I was thinking, "Well, how will you know when you succeed? What would be your level of satisfaction ... say, two years from now.

Jean Cook: The UDLP clearly outlines measures when you write the proposal as to how you plan to succeed. They really emphasize sustainability and quantifiable results. So, in 1997, when this project is over, I know we will have succeeded when we have the Center for Vocational Education, which is a brand-new approach to doing vocational education in India. We know that that will be self-sustaining and able to support itself with non-USAID funds. Nancy Pfahl was with me in India last year and helped to develop a resource development plan for them to do their own fund-raising projects in order to (?)

Secondly, we will have had anywhere from about eight to ten curriculums that will be designed for the illiterate, semi-literate and the literate populations, in different fields. For example, in small business development, we're developing a curriculum for the literate population, people who already had businesses, as to how they were exporting and importing, how they export to the U.S. What our contact in India has done is taken that curriculum down to the lowest level, and is looking to translate it into Tamil, and train people as to how they could start their own business on the street, or in a little wooden shack. The second level of curriculum development will be for people who want to set up their own shop and have rent. So, we're developing two levels of curriculum for small business development, and we're looking to do that with home health aides; we're looking to do that with repairing motors. Our assumption is that, if we can move someone into skills, and we can get them employable, in the sense that he's making money to support his family, then he or she will start to realize they need to have a little ... (?); they need to be able to drive a little bit, and it will be their own internal locus of control that will drive them up to the second level, so if they want to have a little shop and a roof over their head, they'll know how to sign their name to the lease. That's what we're doing there. It's very practical and it's very worthwhile.

Juliet Garcia: ... in a more general sense now, community colleges do assessment daily, and we do it in many, many arena. By virtue of our open admissions nature -- in our case, for example, thirty percent of our budget goes to developmental education, which is remedial education. This means I must assess each student as they come through our door, to determine whether they are at arithmetic level in mathematics, or algebra, or in calculus. Then, we follow that through with developmental remediation process, with entry-level skills and exit-level skills, so that we know how to move them through. In the occupational/technical division, we have competency-based education. I'm speaking in general for community colleges throughout the nation. So, whether it's licensure exams, or certification exams; whether it's nursing board exams, we measure constantly, not only what our skill level should be for students, but how well we're doing to ensure that they're there. Job placement is another kind of measure that occ/tech programs have all the time. We must report if its federal money, _____ purpose money for example, what job placement level our students have after they've received some training or after they've been certified. The transfer student, the one that comes to us for the first two years, is measured through articulation agreements with the universities. So we know how our students do when they get to universities in junior level courses, for example, as compared to what they call native students, that started out at universities as freshmen. We do do that in several departments usually in mathematics, and English and history. So, measurement, for the community college arena, is something that we've done quite successfully, and it often determines very, very clearly, our future funding, with ... (?) council dollars, all purpose dollars, JTPA money. It also is in part because we respond directly to _____ (?) for whom we've tailor-made programs to meet.

Mr. Gillespie: You know, this has been very useful, but I left out a very important part of the new development paradigm. This is important. One of the things that sets off this new approach from the previous way that AID ran its program is the notion of interdependence. This is a perfect example. You're doing stuff in education. What's happened in the past, and still, quite frankly is there, but it's changing, and the Global Bureau is being organized

to effect this change. You were saying that a number of participants in your program are starting small businesses. AID has a microenterprise, and this is loans -- small loans -- to small entrepreneurs. The idea is that education, which is actually in one part of the Global Bureau, and microenterprise, which is in another part; even though you have to organize within national units, they can work together. The idea is that you have a more holistic approach, and that all the efforts are supposed to be for the larger sustainable development. Have you talked at all about the country action plans? OK. Each of the strategies will have, basically, two categories of countries. There will be some countries that will have specific priorities for their sectors. For example, you could have one country that's very, very important in an environmental initiative because of biodiversity issues -- Madagascar would be a good example. Another country could be extremely important for population and HIV/AIDs. So there will be some countries that have very high priority for a particular program. Most countries that are priority for one, though, will have a cluster of priorities. Missions will develop a country action plan for sustainable development. One of the goals, and I don't think it's probably going to happen but it shows you how innovative and radical ... but what you would have is the mission working with the Global Bureau to develop a plan which would say this is what we hope to accomplish in this country; these are our objectives, and this is how we're going to do it. One of the reasons why the Administration is pushing to try and get away from budgetary categories and earmarks -- until recently, we had a child survival budget, an AIDS budget -- is that they want to blur those distinctions, so, if you're doing something in Madras, what you would probably be called upon to do is to cater your program so that it would reinforce whatever priorities, strategies, objectives were in that country plan. I can tell you, in almost every country that we work in, including the NIS, that women's empowerment is going to be a big number for this Administration, in terms of reproductive health, political empowerment, social empowerment. The thinking is still evolving here, and just about everybody says we can't do everything, but the one thing that seems to be the most powerful multiplier are women empowerment and education. Instead of doing just education, you would do education, try to work in reproductive health, try to work in political awareness, try to work in entrepreneurship. Where in the past, you would have an education program that would be getting girls in school and teaching them. The new way of doing that would be to look at girls and young women in a much broader way. And that's going to be a challenge because that's much harder to do. But it's also more exciting, and I think there would be a synergism there. It might be hard to measure it in the beginning, but I do think there would be a synergism.

Max King: Duff, if you'd been here yesterday, I think you would have heard a number of our people talking about the very things that you all are working on, where they've put together a community commons if you will -- the health agencies, the poverty agencies, the employment agencies, with the community college working hand in hand with those folks. I wonder if I could call on our other vice chairperson to offer a few remarks.

Paul McQuay: I'd like to what our colleagues had to say about the capability of the community colleges, but do not take lightly the word "community" in community college. That really is the strength that community colleges bring to the development effort. If you take a look at the cross-section of the people we're dealing with; we're dealing with, often, individuals to whom English is a second language the poor, people without access to the community college. It's a commuting situation; it's not residential. We feel the programs

that we've put together reaches that population. It is very transportable into developing countries, into developing situations. We are working constantly with community groups to empower them. We are working with the local minority groups to allow them access into the educational system and employment, dealing with the local companies to give them access to the students, to the community. I think that is the real strength that the community colleges bring to programs in the developing nations. We can transport, practically on one-on-one, what we're doing in our own communities into developing nations. Also, as an additional strength, because of the roughly 1300 community colleges in the United States, we have programs to meet most every need that can be imagined, from agriculture to microbusinesses, health, environment, help our local communities in environmental issues. That diversity, I think, is the strength, an additional strength, that community colleges bring to this program.

John Stevenson: To just reinforce something that has been said around the table a number of times, community college students are among the most measured entity on the face of the earth. We are not at all soft in terms of what we do. At my institution for example, we've got a relational student database which enables any administrator or faculty to findany program that's going on in the institution. If I want to know how many minority women are graduating in computer information services I can find out. On the other hand I can also tell you that being a student at LaGuardia for two years not even getting a degree merely being a student at LaGuardia for two years doubles your income because we've got the data. There are a whole variety of things that we can tell you statistically about our students because as I said before we have to do this on a daily basis to justify our existence to the people who pay the bills and also to our students actually first to our students. We tell them when we come in that we will create appropriate programs for them. We have to deliver on that promise. Measuring the degree to which we actually provide services ?. And in terms of legible? objectives. The National Science Foundation ? almost all of the money is going to community colleges because the theory of .. double the numbers at City University is probably going from 300 to 600 over five years. The numbers are not terrific to begin with. But in my own institution in 6 months I have had 15 students to that pile simple because if you give the resources to the students to do research with faculty it really becomes something. So people begin to recognize that community colleges are a powerful influence for the empowerment of people who are traditionally on the margins.

Marilyn Schlack: I think another important point along that line is that community colleges also look for a different way to deliver that educational experience. And I don't know if we've made that point today. And when we try to figure out if it worked, we can talk about the traditional classroom setting. We can talk about the traditional technical ? study. We use the community as a an educational experience, we look at self-paced study, we look at group endeavors... When we talk about students I think most of us come from a very traditional learning experience. We tend to think immediately of the classroom with someone standing up front lecturing. And we found that that's not always the best way. And in other ways not only are we better but they prove it worked. I think that same parallel could be made? They are going learn in a different way.

John Blong: I hope that our colleagues from USAID have learned a little about community colleges and thanks to your patience. I have learned a lot about your agency. What I've also

learned is that the capabilities of the two agencies working together can become extremely positive for the developing world. And I want to thank you for taking this particular time to spend a few minutes.

Max King: In a nutshell. These three excellent vice people are going to put together a report. We're going to convince you and the agency is that the American community colleges should be written into the framework of policy of the foreign service educational programs. Just as I'm told, I haven't had it in writing, but I'm sure it's there. CIDA, the Canadian equivalent of AID. They have written the Canadian community colleges into their policy. And I'd like to get that.

**MINUTES OF SUB-COMMITTEE ONE
ON NEW MODELS FOR DEVELOPMENT
FROM THE COMMUNITY COLLEGE EXPERIENCE
APRIL 21, 1994**

(prepared by Jean Cook)

Committee:

| | |
|--------------------|----------------------------------|
| Jean Cook, Chair | Sinclair Community College |
| Betty Jones | Delta College |
| Hiram Larew | USAID |
| William Renison | USAID |
| Narcisa A. Polonio | Harcum Junior College |
| Ken D. Yglesias | Coast Community College District |

Observers: Wales Madden, Chair, BIFADEC, Joan Claffey, Director, Association Liaison Office

Committee Charge

The purpose of this group is to present *new* models of international development activities and experiences as used by community colleges (CCs). The term "new" is used in the context that information about the models of community college international development projects/activities are not common knowledge to USAID or to other CCs.

Summary of Discussion

The strengths of the CCs are:

- skills training for impact with a quick turnaround of courses/programs to meet the needs of the community.
- diverse student population with varying levels of learning readiness.
- cost effective management/administration techniques.

Ideas to work on and include in the Task Force report

- Create a vision of how international development can be accomplished differently by blending the visions of the CCs and USAID together; write a vision statement incorporating this concept for the report covering CCs and USAID's vision of sustainability, participatory development, empowerment etc.; CCs will become players with USAID through the vision.

- Develop a flow chart outlining the vision, using CC and USAID experiences as a framework; illustrate the funding flow from government to higher education/CCs to developing country to do projects.
- USAID not interested in institution linking by higher education but does want educational reform with other types of educational/vocational/technical training with lots of entry and exit points in the training program.
- Suggest that USAID think "community college/higher education" instead of verbal emphasis on the word "university" itself.
- "Success" for an international development project depends on the design of the project and includes what remains in the country when the project is completed (e.g. product outcome, research ideas, trained persons etc.)
- Meet with local persons in developing country and listen to what they say they need (e.g. if they say they need to train basic/low level environmental technicians, then do it).
- The Task Force report area on "new" models will focus on the creative and useful tasks that CCs can and are doing in international development.
- Build the capacity/strengthen higher educational institutions in the U.S. and abroad for participating in international development tasks.
- Participate in the discussions with USAID and the government in the developing country on the formal agreement permitting USAID projects to enter the country.

Next Meeting

Need flip charts and overhead projector in room; finalize dates for June and July meetings.

pc: Maxwell King, Task Force Chair
John Stevenson, Chair
Paul McQuay, Chair

Brevard Community College
La Guardia Community College
Delaware County Community College

ASSESSMENT OF WHAT WE NEED TO DO AND LEARN FOR THE TASK FORCE

As a member of the Community College Task Force, all of us need to assess what we need to accomplish, how we will do it and in what type of time frame. We need your ideas as soon as possible -- **NO LATER THAN MAY 23** -- to help the committee chairs plan the next two meetings. Please return this form with additional information to:

**Dr. Jean Cook, Project Director
Sinclair Community College
444 West Third Street
Dayton, OH 45402**

**PH: 513/449-4548
FAX: 513/49-5164**

INTERNET: JCOOK@LEAR.SINCLAIR.EDU

Please respond to the following and use additional pages if necessary.

1. What is the single most important idea that I learned about USAID/community colleges at the April 20-21 meeting? What do you know now about USAID/community colleges that you did not know before?
2. List ideas on what you do not really understand/know (and really need to know for working on this Task Force) about USAID/community colleges at this time.

(e.g. Information on the overall structure of USAID with names, region responsibilities etc.; how does USAID obtain the services of educators, consultants etc., to work on international development projects; what is the funding process/cycle at USAID?)
3. What are your assumptions about USAID/community colleges?

(e.g. USAID is sincerely receptive to working with community colleges on international development projects).
4. List your reflections on where we are now and what are the next ideas we need to focus on.

(e.g. Identify the USAID interest groups to be reached in the final report; contact with someone familiar with USAID language to edit the final report etc.).
5. List examples of creative ways that you visualize community colleges working with USAID in international development projects.
6. **URGENT** -- include a short descriptive statement about an **existing** community college project in international development that could be used in the final report.

**MINUTES OF SUBCOMMITTEE TWO
ON FITTING COMMUNITY COLLEGE EXPERTISE
WITH USAID STRATEGIES
APRIL 21, 1994**

(prepared by John Stevenson)

Committee:

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| John Stevenson, Chair | LaGuardia Community College |
| John Blong | Eastern Iowa Community College |
| Nancy Phahl | College of DuPage |
| William Alli | USAID |
| Steve French | USAID |

Observers: Gary Bittner, USAID, Jiryis Oweis, USAID, Sam Rea, USAID, Valerie Smith, USAID

Committee Charge

1. identify institutional expertise that will be available to USAID from community colleges
2. articulate a vision of why and how this expertise is uniquely important
3. provide evidence that international participants desire this expertise
4. develop long- and short-term plans that make this expertise available
5. clearly establish how community college models have changed higher education as an indication that these models, when shared with international partners, can produce sustainable, systemic change.

Summary of discussion

A. The Sustainable Development Title of the Peace, Prosperity, and Development Act of 1994 (PPDA) authorizes appropriations for:

1. economic development
2. global environmental protection
3. democratic participation
4. stable world population growth.

USAID adds priorities for humanitarian assistance. Broadly stated, USAID's foreign assistance goals provide for the creation of partnerships that build human capacity and that assist participants to sustain that capacity over time.

B. This approach is outlined in Administrator Atwood's Statement of November, 1993 (attached). I call your attention to Atwood's principles three through nine. In keeping with this analysis, our subgroups task is to match community college capabilities and demonstrated operational abilities with the PPDA goals and the Atwood principles.

1. Can we demonstrate that the expertise of our faculty and the components of our programs fit the experiences of local populations?
2. Does the community college program development paradigm elicit broad client participation? Are the programs outcome oriented in a measurable way? Can program initiatives be swiftly altered to better meet emerging local needs?
3. Are community college approaches sensitive to issues of women's development?
4. Do our programs give our clients power over their political, social, and economic environments?

We should be prepared in June to offer factual evidence that community colleges address these and related issues in the US. Evidence of success in other countries will also develop our case. **IT IS NOT A GIVEN THAT COMMUNITY COLLEGES ARE YET CONSIDERED "WORLD CLASS" IN PROVIDING TECHNICAL ASSISTANCE TO USAID PROJECTS.**

C. In our April discussions, we outlined the following examples of USAID - Community College matches:

| | |
|--------------------------|--|
| Environment | Training technicians in water treatment |
| Human Capability | Language instruction for entrepreneurship; career opportunities in vernacular curriculum development |
| Economic Growth | Flexible response to local market and business needs |
| Democratic Participation | Women's education; programs for alienated young adults. |

D. Atwood's first principle merits special attention: "... listen to the voices of the ordinary people ... [which] tend to be stifled by more powerful groups in their societies". To often aid has benefitted elite minorities which have maintained advantaged contacts with donor institutions. This is most evident when local university structures are indistinguishable from American or European models. But aid is most effective when it supports the efforts of broader populations

struggling to change national priorities, values, and mechanisms of material production and distribution.

Let us look at the case of African universities. Recent studies conducted by the World Bank indicate that African universities have produced "the skilled human resources required to staff and manage institutions", i.e., a ruling elite. These universities have developed themselves according to English, French, or German models. But the management elite trained by these institutions lacks sensitivity to what are termed "second generation problems": relevancy (the role of traditional African culture in national development), financing, quality, efficiency, and the effect of state and global relations. The pressures of global markets are leading to conflicts with the needs of local training. Increased access to education has created demands for jobs that outstrip local capabilities and that challenge institutions operating at perilous financial margins.

While African universities have become internationally recognized institutions of higher learning, their output in terms of relevant research, human resource development, community service, and gender and ethnic representation poses serious questions.

In managing the social demands for higher education the World Bank reports EXPLICITLY call for consideration of a "more differentiated system which offers a wider range of options to potential students...[including] the following institutional types: traditional colleges and universities, community colleges, polytechnic or technical institutes, teacher training colleges, adult and continuing education, productive sector training programs, and distance learning programs".

Well articulated community college systems contain or provide easy access to all these types of education. Such systems, in addition to providing instruction and student support, mediate student movement among other training opportunities and social sectors. Moreover, since community colleges function within the philosophy of open admissions, their very design insures gender and ethnic equity. In many areas of the world, community colleges could serve as unique partners to local educational institutions in elaborating the benefits of such a diversified system. The applicability of this model to South Africa is immediate.

- E. [Attached is] the IIE report on Namibian education was provided to the Task Force Members. In microcosm it highlights many of the issues facing South African higher education.
- F. Most universities in the developing world are publicly funded and tuition-free. In many such regions, education represents the fastest growing cost center in the national budget. Means must be found to diversify the funding of these public institutions, while using that funding as an incentive to promote relevancy, access, quality, efficiency, and equity. Headcount funding with differential allocations for special programs have proved successful for community colleges in the US. Modest levels of tuition can be appropriate if they are paired with need-based financial aid. Non-governmental funding for adult and continuing education

(student fees plus private contributions) is likewise an attractive model. Such funding strategies, focussed as they are on direct students service, serve to place the government in a less political posture towards institutions of higher learning. In these schemes the government becomes more of a partner in a national educational enterprise rather than a dictator of educational direction.

- G. Clark Kerr of the Carnegie Commission called open admissions the most important, single development in higher education. The community college commitment to open admissions is the vision that may be most attractive to the nation building efforts of new and developing states. In the US, open admissions marks the progress from expectations of elitism and exclusion to the more democratic and utilitarian emphasis on inclusion. Yet inspite of higher education's massive pervasiveness, women, the poor, and racial and ethnic minorities were not present in representative numbers. Commonly accepted entrance criteria routinely gave the greater access to those who were the most economically and socially advantaged. Merely recruiting small numbers of the "talented" members of such groups could not be viewed as a democratic solution to the problem of gross inequities in access. By overtly rejecting admissions standards, open admissions provided the opportunity for mass education.

It may be argued - as it was in the 1970's - that providing access to all does not permit institutions to "pick winners". The educational product is devalued because it is spread over a wider range of abilities. On the contrary, open admissions and mass education signal a commitment to maximizing student growth without regard to the starting levels of the students. Community colleges are not so much concerned with the characteristics of incoming students as they are with the VALUE ADDED to their intellectual and social lives. The noted South African artist and writer Breyten Breytenbach in a recent speech at the University of South Africa called for a post-apartheid "practice of democracy that involves all the people in one bonding action of civil responsibility". Such a vision is incompatible with an educational system that requires the people to prove they are worthy of what has been denied to them.

- H. To help in organizing responses to our groups work, let me share some questions that were developed by Dr. Cook of Sinclair Community College.

1. What do I know about USAID/Community Colleges?
2. What do I wish to know?
3. Where do you feel we are and where do we need to go?
4. How would you envision USAID/Community College collaboration?
5. Do you know of an existing community college program in international development? Please describe it briefly.

**MINUTES OF SUB-COMMITTEE THREE
ON CONSTRAINTS/BARRIERS TO COMMUNITY COLLEGE INVOLVEMENT IN
USAID SUPPORTED INTERNATIONAL DEVELOPMENT ACTIVITIES
APRIL 21, 1994**

(prepared by Paul McQuay)

Committee:

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|-----------------------|------------------------------------|
| Paul L. McQuay, Chair | Delaware County Community College |
| Ernest Kuhn | USAID |
| Marilyn Schlack | Kalamazoo Valley Community College |
| Maxwell King | Brevard Community College |

Observers: Lark Carter, USAID, Patti Plaza, ALO, Jim Mahoney, AACC, Yuki Tokuyama, USAID

Committee Charge

The primary role of this committee is to attempt to identify constraints and/or barriers to Community College (CC) involvement in USAID supported international development activities.

1. Procurement procedures and the RFP process.
 - a. The cost of responding to RFPs could be excessive for some community colleges.
 - b. Many CCs do not have personnel with the expertise and experience to write competitive proposals.
 - c. It is perceived by evaluators that CCs do not have the capacity to manage grants, or that they don't have the understanding of a particular project, or that they don't have people with the expertise to do the job.
 - d. In some cases, the CCs do not have the confidence of the decision makers at developing country missions.
2. Staff at USAID may not know nor understand the capacity that CCs have to do international development work.
3. Staff at USAID are not aware of the experience that CCs have in the international development arena.

4. The criteria for evaluating proposals is believed to be biased in favor of large research oriented facilities. The question was asked, "How can CCs work with USAID to overcome these barriers or constraints?" Responses were:
- a. Call and talk (get acquainted) with the appropriate desk officers in Washington, DC for a particular proposed assignment.
 - b. Get to know people at the country missions, discuss your proposal and get their reaction and suggestions.
 - c. Send a delegation of CC representatives to visit key missions and USAID Regional Bureau staff.
 - d. Join together to pool resources, expertise and experience when writing proposals.

Partial Transcript of this group's discussion.

Male voice (Paul McQuay?): As I look at it, our charge is to look at what have been some of the barriers in the past ... (?) community colleges ... (?) some of the funding strategies ... (?) AID. That's basically the charge to this group. Now, with that in mind, I think what we have to do is be able to take a look at the language of the various RFPs, ... (?) better understand the process that has created the barriers for community colleges. In the past, I believe projects have been funded by unsolicited proposals, and by RFPs. Is that correct, how most of the projects get funded? -- I'm addressing this to anyone from AID.

Male voice (Bill Alli or Ernie Kuhn?): Mostly through ... rather than say RFP, let's say mostly through open competition. In other words, It's the ... (?) get's competed; everybody gets a chance to bid on it if they want to. Anybody can bid on it, literally.

Paul McQuay: Is there a document? An internal document that would describe the process of developing the open competition. In other words, when you put together an RFP, is there a process in place to describe how the RFP should take place?

Bill or Ernie: Oh, yes.

Paul McQuay: Does it originate from the field itself, and come up through? Could that be made available to the committee?

Bill or Ernie: Well, when you say there's a document available; there's a lot of handbooks. I don't know -- it might be possible for one of us, in a few days or weeks time -- to write the process up. I don't think that there is any one single, little, easily-read document that would describe

Paul McQuay: That would be very helpful. I was just talking a minute ago about the process. Does the process vary between and among the various bureaus?

Bill or Ernie: The actual process of the document should not really vary. Normally, let's take it from a mission. Usually, the idea comes from the mission, in collaboration with the host country government -- what they want. You write up what's called a "concepts paper" -- this gives the concept of what you want to do. That's sent up to Washington for general approval. Once the concept paper is generally approved, it goes back to the mission. Then, there's a longer document, called PID (Project Identification Document) that fleshes out the idea a little bit more. Usually, from that point on, the missions have the authority to go ahead and design and implement the project without going back to Washington for approval. This gets tricky because each mission director has different authorities. Some can sign for projects for \$10 million; some can sign for \$20 million, or whatever. It depends on the authority that the mission director has. So, let's say the project is \$20 million and the mission director can do it.

Male voice: Where does the dollar value ... (?) of the project?

Bill or Ernie: The dollar value goes in somewhere between the concept and the PID. By the PID stage, you should have a general idea of how much you're going to need. That's a short document that generally states what the project is going to do, and a rough idea of how you want to do it -- without going into any great detail -- but there should be enough in that document to pump out a rough budget. The budget will determine what the mission wants to do next. If

your idea costs so much money that the mission can't afford it, then, that would affect whether or not that idea gets approved or not. So, at that stage, you have to have a rough idea of what you want to spend. You may not have the line items filled in exactly, but you know roughly what you want to spend for that project.

Paul McQuay: Is it also, then, a very specific format that one needs to address in the competitive process?

Bill or Ernie: Well, you see, these are all things that are still being done by the mission. Now ... the PID is designed by the mission. If that is accepted, the next stage is a project paper, or PP. That's a document that has a very rigid framework; it has to say certain things. It has to have an environmental assessment; it has to have a social analysis; it has to have a financial analysis, an economic analysis. It has to have a letter from the host country government saying that they want that project. Then it has to lay out, in great detail, exactly what the project is going to do. If it's going to be one that's competed in an RFP process in open competition, the scope of work from the contractor must be in that document also. So, when the mission approves it, everything is in place. Once the PP is approved within the mission, the next step is a negotiated agreement with the host country government. You must have a legal document, so you negotiate the fee with the government. The host country government must put up twenty-five percent of the value of the project. When you're developing your project paper, you have to also include there ... that's why you have to negotiate with the government as you go along. The host country government must contribute in kind or cash contributions equal to twenty-five percent, not of AID's contribution, but twenty-five percent of the total value of the project, which is considerably different.

Male voice: Is that true of all geographic regions of the world?

Bill or Ernie: Yes, that's the standard AID process.... Well, this is coming in from a mission. The only exemptions ... On the West Bank and Gaza, we have a policy determination that, because it's not a government -- it's an occupied territory -- and we're only working with NGOs, non-government organizations, they do not have to put up twenty-five percent. We may change that. For example, we're examining right now whether or not we will make the host territory agencies put up some financial contribution. Right now, they don't have to. But, if it's a normal project, yes, the host country government would have to do that. Now, once the agreement is signed, then that scope of work would go to the contracts office. They would send it in to Washington to be advertised in the Commerce Business Daily. From then on, we have a set procedure -- it's advertised one time; the companies are given a certain period of time to respond requesting the scope of work. Then there's another period of time -- 60 or 90 days -- to put their proposal together and send it back to AID for review, evaluation and, eventually, an award.

Male voice: Again, the eligibility to respond to the contract. Is that limited to ...?

Bill or Ernie: Anybody can respond.

Male voice: And it can be U.S. based or ...?

Bill or Ernie: No, normally, it has to be U.S. based. It depends. Now, each project would have a (?) AID has divided the world up into codes -- free world code; non-free world; free world excluding developed countries; free world including developed countries, and all these things.

So, at some point, there would be a legal determination as to what code this project would fit under. That would determine what countries could compete on it. Generally speaking, we'd only expect American companies, or at least ... (?) companies, to bid on it. Now, having said that any U.S. company can bid on it, at the time the bid is made, the company must be able to prove that it is a financially viable company, that if it won the award, it would be able to conduct its business without having to ask AID for advances, things like that, that it has a competent staff. They have to show some capability that they can manage the project.

Paul McQuay: And you're saying that your office would be able to lay out, for the committee, the process, so we could review it and begin to analyze where we may have a fit, or where we've had barriers to that process?

Bill or Ernie: I think myself, in conjunction with some other people, we could put together something.

Paul McQuay: OK.

Bill or Ernie: The constraint or barrier might be in that the colleges might not be following the CBD. It's something you have to continuously follow -- the Commerce Business Daily -- the Department of Commerce's bulletin that's published with all U.S. contracts in it. One, someone would have to monitor that. Two, the other constraint might simply be the cost of putting a proposal together. That can be a very expensive proposition. ... Just the physical act of putting it together and the cost of putting it together might be prohibitive, unless it was a consortia, let's say of several colleges who were contributing a certain amount of money toward the design. It's expensive.

Male voice: I'm still a little bit, like what John Walker said about not understanding the process, but, if we go back to the in ... (?) initial request of need, how is that started within ... (?) Say you have a need for training and (?) Is it determined by the local, by the mission? Is it determined by Washington policy? Is it determined by the NGOs that may be operating (?) I still don't have a sense and feel for how that ...

Bill or Ernie: Again, that somewhat varies. But, if it's a mission, a normal mission, the initial idea would normally come through collaboration with the host country government. You sit down; you're always talking to your counterparts in the host country government. You each get to sort out mutual interests. Now, something that's not been mentioned here today, but ... we should take into consideration the fact that AID is just one, in fact maybe one small, player in a very large universe of donors. In Indonesia, where I most recently came from, we provide them with \$50 million. The World Bank comes in with \$200 and \$300 million projects at one time. The Asian Development Bank has a \$100 million project. So, AID has a relatively small amount of money. We're not a big player in the international community, when it comes to international development. So, we look for the kinds of projects that can leverage our money. For instance, I designed a project with the universities there. We put up \$20 million, but we worked with JAICA, the Japanese International Cooperation Agency. We got the Japanese to match our \$20 million, and the Indonesian government, then, matched both of our contributions twenty-five percent. So we ended up with a project that was closer to \$50 or \$60 million, with a \$20 million investment coming from AID. So, you're always looking for leverage. You have to negotiate with the host country government. The second thing is too, we've been, in the last few years, forced -- that sounds like we haven't been agreeable to the idea; I don't want to say that -- but many missions, in the old days, would have projects in eight, ten, twelve different fields. Now,

we're being structured to focus on two, three, four major objectives for any given country. So, if your objectives are, let's say, in health and population, in a certain segment -- agriculture -- and in the environment, if someone else comes up with an idea for something that's outside any of those three ideas, it would never fly. It's not part of your three major target areas. So, the idea or the concept must fall within your own country's strategy. And these are revised every year. The missions go through an exercise -- it used to be every five years, then we were going to abolish it -- but in reality, you go through it every year. You look at your priorities and see what you want to do. So, any new project must fit within that priority. Now, there are priorities coming out of Washington, for instance, child survival. Child survival is something that Washington is mandated to many countries, whether you want it or not. Whether they need it or not, Washington says, "There is money for child survival, and, maybe you want it for family planning; that's too bad." ... The same with education. Somebody in Congress years ago determined, they got the bug in their ears for basic education, elementary education. So they earmarked millions and millions of dollars for basic education. You try to come along with a university project, and you have to fight like hell to some money because all the money's been earmarked for basic education. So, Washington pushes their earmarks as they get pressure from Congress, and there is a dichotomy there. Sometimes you'll be pressured into taking money for something that is not really part of your own objective in that country. It's because the bureau has to get rid of the money; they have to spend it; they have to allocate it, and they may force it on a mission whether you want it or not. That's the reality of it. Now, I can't speak really ... the West Bank/Gaza experience they've got here in Washington is atypical of (?) If there's a different scenario for a bureau, I'm not familiar with it.

(inaudible)

Male voice: We have twenty-two handbooks, three or four of which are devoted to development strategies.

Paul McQuay: One thing I've heard that has been a barrier to ... (?) and this is coming straight from some representatives we talked to at AID, has been that they don't seem to understand or to have developed the competency in this country? I'm wondering if that has not been one of the barriers. As an example, we were doing some investigation of ... (?) project _____ (?) ... Fredericksburg ... (?) for that area. His comment was, "... (?) be able to demonstrate that you have the local support?" Is that seen as one of the barriers, and if we're talking about that as a bid process, ... (?) is there any kind of a point system, based upon the activity that one has been engaging in in the host country, ongoing activity How does that process work? How do you evaluate?

Bill or Ernie: Each project must have a matrix as to how that project, how the submissions, will be evaluated. It would vary from project to project. Depending on the kind of project, the personnel might rank very high. If it's an education project, obviously, personnel would rank very high, because you'd want to know who was coming out to do the technical assistance. The capability of the company, the university, whatever, in the region which you're operating; that would be a certain number of points. Demonstrated ability to backstop the project, in other words, what kind of a home office structure does your organization have? Are they capable of going out and getting a wide range of people to do the activities which you want to do? It could be any number of things, and they would all carry a number of points. That would be conveyed to each bidder, so you would know exactly, when you put your submission in, where AID put the emphasis, what area they put the emphasis on. If you didn't know that, you wouldn't know whether the personnel were the most important things, or whether your experience in the country was more important. The contracts office people don't like to have words like "preferred" or "is

expected to" or "should have." "You shall." "You must." Those are the kinds of words they like to see in there.

Male voice: So it does vary.

Bill or Ernie: Yeah, it does vary from project to project, depending on what it is. But again, you would know where the emphasis lies on that project by the matrix that you receive. The second thing is on competitive bidding. We have a two-stage competitive bid process. When a bidder submits a bid, he, she, it submits two documents. One is the program, what's your implementation of the program? ... in one sealed envelope. In the second sealed envelope is your budget; what's it going to cost to do that?

Male voice: ... prequalifications? Anybody off the street ...?

Bill or Ernie: ... anybody. Very seldom ... if it was a construction project, which we don't do very often, or something really technical, there may be some prequalifications. If you were going to procure desalinization units for Egypt, for instance, there might be prequalifications because you want to make sure you get bids from companies that make desalinization components. Most projects there would not be any. So, you send in your proposal; you've got two things, the project implementation and budget. Now, that comes into the mission, and there's a certain deadline which you have to have your proposal in. Once the proposals come into the mission, the contracts officer Well, let's backtrack for a minute. Let's say I'm the project officer for this project. I would have a committee formed, usually no less than three and usually not more than five, people. Usually one, and no more than two, of the host country government officials involved ... (?) as well. That's the evaluation committee. I get the proposal. I get only the implementation proposal. I never see the finance proposal. We evaluate each of the proposals based upon the criteria matrix. So everybody gets an equal shot. Of course, as people read these evaluations, people react differently, but anyway.... So you go through. Each person ranks each bid, and you get composite scores; you can do a composite; you can do averages; you can do it all kinds of ways. But when you get down to it; let's suppose for example, fifteen companies bid. The score is on a scale of 100, where, let's say, the scores were 94, 93, 88, 82 and the rest were below 82. You rank all of them; you send them to the contracts office and the contracts officer looks at these rankings and sees a 94, a 93, an 88 and an 82. The rest are down in the 50s. The contracts officer would probably say, "These two are so close, and these two are not too far behind; they're all within the competitive range." In other words, each of these four proposals, out of the fifteen, were good enough that we could have accepted them, given some modifications. Then the contracts officer opens up the financial documents. If you're lucky, the organization that got 94 will be on the mark or close to what you estimated that budget was going to be. In some cases, a lower ranking company may have the lowest bid. So, then it gets very complicated. The contracts officer has to go back and negotiate what are called "best and finals" with these different organizations. Then he comes out with the company that has the lowest possible bid, but is still within the competitive range. Let's suppose that you're the company that came in with 94, and let's suppose our estimated budget was going to be \$8 million. They came in with a budget of \$17 million. You know doggone well, right from the start, that they could not cut their budget..

[Ending small group transcription here]