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CENTRAL AMERICAN SCHOLARSHIP PROGRAM (CASP)
COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

GEORGETOWN UNIVERSITY

QUARTERLY PROGRESS REPORT

December 1, 1988 - February 28, 1989

Submitted to:

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CASP/CASS CALENDAR

December 1, 1988 - February 28, 1989

December

- CASP Coordinator makes special intervention visit to Scott Community College.
- CASP Cycle D and short-term Cycle E students (five groups) graduate and return to Central America.
- CASP makes Cycle F preselections in Central America, distributes "long forms."
- CASP receives national publicity on NBC "Today Show."
- CASP/Georgetown relocates offices into expanded space.

January

- CASP Coordinator makes follow-up intervention visit to Scott Community College.
- CASP Program Officer visits Kirkwood Community College.
- CASP Cycle D students (two groups) graduate and return to Central America.
- CASP interviews candidates and selects participants for first program for hearing-impaired.
- CASS hires Magali de Rodil as Regional Director for CASS, holds introductory meetings in Central America.
- CASP begins interviews for Alumni Survey No. 2.

February

- CASP Program Officer visits UWC-Richland Center.
- CASP/CASS adopts postselection procedures beginning with Cycle F participants.
- CASS Regional Director makes first visit to Georgetown.
- CASP/CASS/Georgetown holds staff retreat in West Virginia.

CENTRAL AMERICAN SCHOLARSHIP PROGRAM
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QUARTERLY PROGRESS REPORT

December 1, 1988 - February 28, 1989

I. COLLEGE PROGRAMS

CASP Cycle D participants completed their North American studies during the December-February quarter and returned to their home countries. Also finishing their programs were two Cycle E groups--15 Guatemalan students taking part in a unique 10-month course in Agricultural Technology and 4 Belizean teachers upgrading their credentials under a 4-month CASP teacher-training program.

Campus visits this period included two special-assistance trips by the CASP Coordinator to Scott Community College, whose CASP program has suffered from a late start-up, insufficient orientation, and inadequate communication with CASP/Georgetown. Two additional CASP colleges were visited as well, and a staff retreat and writing workshop sought to hone the interpersonal and professional skills of CASP/Georgetown staff members.

A. CASP Campus Visits

Kirkwood Community College in Cedar Rapids, Iowa, which graduated the Guatemalan Agricultural Technology students in December, had two additional Cycle E groups in the Food Technology curriculum at the time of this visit. As a new CASP field of study, this subject is still being adjusted to suit student needs and the environment in Central America. Students

revealed some uncertainty about the content and direction of the program, concerns that could be addressed as part of an ongoing orientation process.

Because Food Technology courses have been specifically tailored to the CASP design, mainstreaming with North American students will not be possible in technical classes. The Food Technology program focuses equally on food production, processing, and marketing, including such courses as Ag/ESL, dealing with specialized technical vocabulary, and Ag Leadership, one of the most popular CASP classes. All CASP students will participate in agriculture practicums during the summer of 1989.

Introduction to Data Processing has presented exceptional difficulties for both Kirkwood CASP groups, due largely to their limited proficiency in English and the course's technical terms. As a prerequisite for courses later in the curriculum, however, this class needs to retain its position in the course schedule. Although completing the fifth level of ESL offered at Kirkwood is required to receive an ESL certificate, this certificate is not essential to the CASP student's obtaining an associate's degree. CASP administrators and the ESL department therefore seek adequate English language proficiency for CASP students plus a full program of technical studies. This approach may result in eliminating one ESL component or accelerating the pace of ESL learning.

The college's CASP students have adapted well to their new environment. The strong support and dedication of host families, staff, and teachers to the program have limited participant dissatisfaction to a manageable minimum.

Scott Community College in Bettendorf, Iowa, quickly became the recipient of special assistance from CASP/Georgetown after the Program Officer's first visit during the September-November 1988 quarter. As reported at that time, Scott "demonstrates great commitment to the goals of the program and to the welfare of its...students." The hasty start-up of CASP at Scott, however, had led to definite problems that would benefit from intervention. The "high level of proficiency and involvement already achieved under...limited circumstances" noted during the first visit meant that Scott had the capacity to develop a model program.

CASP Coordinator Elizabeth Smith Robinson made two trips to Scott during the period being reported--one in December and one in January. The December visit established a communications interchange between Scott and CASP/Georgetown that could have helped to avoid certain problems. Scott, for example, had made inappropriate and one-sided curriculum modifications, and student frustration could often be traced to inadequate communication within the program. The CASP Coordinator recommended scheduling regular meetings of Scott and CASP instructors and administrators,

as well as sessions between the CASP students and the dean of academic affairs, as ways to build whole-school support for the program. She repeated earlier suggestions that a community advisory board is essential to facilitating true intercultural exchange between CASP students and the host community. All recommendations received positive reactions from Scott officials, who appreciated straightforward advice on improving their program. Many issues clearly would not have arisen if the Scott CASP team had been able to participate in a new school orientation seminar before launching into CASP.

Major concern during the intervention activities centered on the Electronics Technology curriculum of Scott's 16 Cycle E (August arrival) students. After standardized tests designed for North American students showed the CASP participants to have math levels below those required for their program, Scott officials decreased the electronics technology courses and increased the ESL offered. With CASP/Georgetown's input, they realized that math skill diversity is common among CASP groups and is typically dealt with through developmental math programs and bilingual instruction during the first two semesters. They also saw that U.S. test scores do not accurately measure CASP students' true capability. Scott representatives acknowledged that they had probably overprotected the students and unintentionally underestimated their potential.

CASP/Georgetown had offered during the December visit to extend the 21-month Scott program one semester to allow the college to revamp its CASP curriculum. Immediate and impressive action by Scott officials, however, reinforced with productive sessions with Berkshire Community College CASP representatives during the January intervention visit, led to a different agenda. Berkshire's considerable success in working with CASP students had enabled the Massachusetts college to plan and implement an effective Electronics Technology curriculum for its own CASP Cycle E group. Teaming the two CASP colleges in a mutual support system resulted in a creative solution to Scott's confusion. The principal elements of the Scott solution included the following:

- Preserving the original 21-month program length, leading to the associate's degree
- Hiring a full-time lab instructor, funded by Georgetown, to provide extra support and challenge to CASP students
- Offering a math class that combines elements of both technical math and college algebra, to ensure students the opportunity for both challenge and an introduction to advanced learning
- Offering independent study to three students with no math background, to accelerate their learning and advance them as near to the average CASP skill level as possible

These and other issues addressed at Scott are discussed in further detail in the trip reports that appear in the appendix of this report.

The University of Wisconsin-Richland Center, one of CASP's flagship colleges, was hosting a challenging and unique group of Honduran Cycle E students at the time of this winter-quarter visit. The nine women and five men, students at Escuela Superior del Profesorado "Francisco Morazan," had arrived in January 1988 from Honduras to undertake a 19-month program of study in English and Social Sciences. Credits earned were to be transferred back to Escuela Superior and applied toward a degree.

UWC-Richland Center's excellent tradition of educating CASP students has been repeatedly tested during the college's involvement with this Cycle E group. Misinformation in the home country about the duration of their CASP scholarships led many students to take 24-month rather than 19-month leaves of absence from their jobs. UWC-Richland Center and CASP/Georgetown have agreed to deal with this inconsistency by arranging the two-tiered departure of these students. Several of the Hondurans have exhibited medical and psychological problems that have required treatment. The group's academic progress has been hampered by poor English absorption, perceived lack of motivation, and possible nontransferability of credits earned. The students' overriding concern with their "entitlements" has largely obscured their view of their complementary obligations as CASP friendship ambassadors.

CASP program officials agree that the students' strong sense of group solidarity may have interfered with their ability to take full advantage of the CASP experience. With all group members coming not only from the same home country but the same educational institution as well, they may not have been able to approach issues objectively.

UWC-Richland Center's Cycle E efforts have not been without positive ramifications, however. One young woman excelled academically and will remain in the United States to complete an associate's degree. Members of the host community appreciated the program's contribution of a "much-needed international dimension" to Richland Center. Subsequent correspondence between the college and Escuela Superior was seen as facilitating a smoother academic transition for the students than had been expected. And CASP/Georgetown once again commended UWC-Richland Center for its "understanding, effort, and patience" in handling the challenges of the Honduran group.

Complete texts of the campus visit reports summarized in this section appear in appendix I, section A, beginning on page A-1.

B. Staff Development

As CASP/Georgetown staff prepared to diversify and expand their efforts with the imminent emergence of CASS, program managers sought to ease their increased demands of staff by providing supportive staff development activities. In late January, a writing consultant was engaged to critique staff members' work and to conduct a workshop for college program staff on ways to streamline and improve the campus visit report process. One of the immediate results of this discussion was the adoption of an outline format to present basic program data at the beginning of a report, followed by a synthesized summary of conclusions reached. A several-day staff retreat in West Virginia in February combined program and individual renewal with interpersonal and recreational exercises.

II. RECRUITMENT AND SELECTION

Selection of CASP's first hearing-impaired participants and preparation for their in-country orientation highlighted Recruitment and Selection business during the December 1988-February 1989 quarter. CASS received considerable attention as well, with introductory meetings conducted in Santo Domingo to inform and train future CASS Coordinators and develop group rapport among the seven Country Coordinators selected to date and the newly appointed Regional Director for CASS. Interviews to select CASP Cycle F participants began late in this period, resulting in a list of general recommendations for future interviews that warrants inclusion in this quarterly report.

A. CASP Hearing-Impaired Student Selection

Interviews of candidates for the 24-month CASP program for the hearing-impaired at Mount Aloysius Junior College took place in Belize, Costa Rica, and Guatemala in mid-January 1989. The Recruitment and Selection Coordinator was joined in these assessments by hearing-impaired consultants, the Mount Aloysius Director of Resources for the Deaf, local CASP officials, and/or local AID and business community representatives.

The candidates for these unique scholarships made singular impressions on their interviewers, who expect them to learn American Sign Language without difficulty and to mainstream quickly and easily. These young people gave strong witness to the self-discipline and determination that can develop in the face of adversity; they should excel in their CASP experience. Because of the very special nature of these evaluations, most of the Recruitment and Selection Coordinator's report on this selection process is included here in appendix II, section A, pages A-48 through A-62.

Recommendations for the in-country orientation that must be tailored specifically to these students also appear in the appendix. Visual aids depicting slang and colloquial sign language to represent emergency or survival topics are some of the unusual requirements of this preparation.

B. CASS: Home-Country Start-Up

In two days of intensive meetings, CASS/Georgetown officials this quarter formally introduced the philosophy and the reality of CASS to the home-country coordinators who will direct its implementation. Father Harold Bradley, S.J., CASP/CASS/Georgetown Director, and Elizabeth Smith Robinson, CASP/CASS/Georgetown Coordinator, participated with the Recruitment and Selection Coordinator in assessing the abilities and the personal dedication of the CASS Coordinators already in place. The group rapport developed within the two days was exemplary, and the members' collective voice showed a pro-active stance, ready to contribute quality suggestions about future CASS programs but equally prepared to fully support the program as it now stands. The Recruitment and Selection Coordinator's meeting report, citing agreements reached on many fine points of the CASS design, begins on page A-63, in section B of appendix II.

C. CASP Cycle F Interview Preview

The involvement of the Assistant Recruitment and Selection Coordinator in CASP Cycle F interviews late this quarter brought a fresh perspective on current interview procedures. In a report filed after her trip to Belize, Costa Rica, and Guatemala, the Recruitment and Selection Assistant offered a series of general recommendations to ease the strain and improve the results of this routine. They include the following suggestions:

- Interview schedules should be based on realistic appraisals of the duration of each interview and of the amount of time available.
- Interview committees should be provided with specific guidelines on how to conduct the interview.
- Interview committees should include both a professional expert and an alumnus trained in each field of study.
- Informal contact between candidates and interview committee members before the formal interview should be encouraged as a means of lessening performance anxiety for the candidates.
- Grading systems of both rural and urban schools in each country should be documented for reference throughout all aspects of the program.

- Involvement of college representatives in the interview process should always be encouraged, as it gives them realistic exposure to students' culture and background.
- Descriptions of the fields of study should always be distributed with the application forms.
- Interview committees should receive background synopses (e.g., age, grade average, leadership experience, etc.) in writing for all candidates to be interviewed. The time saved during interviews by such a procedure would be considerable.
- Interview committee members should be fully informed, before the interviews, on the type of student the program is seeking, its selection criteria, and the interviewing and scoring methodology used.

III. FOLLOW-UP

The December 1988-February 1989 period marked a new juncture for Follow-Up activities. CASP's Alumni Coordinator began to collect data for Alumni Survey No. 2 by interviewing Cycle C alumni who had returned to Central America in August 1988. In a carefully arranged sequence of visits in January and February, the Alumni Coordinator sought to follow up on CASP alumni at their homes, places of business or recreation, local landmarks, or other mutually agreeable locations. The project involved considerable travel, often to obscure sites.

At the same time, the alumni liaison was planning alumni and other appointments with members of the EDC team evaluating CASP for AID. EDC's agenda was to select at random five case studies in each home country, interviewing the individual alumnus chosen along with his or her parents, employer, and friends. Twenty-five additional alumni in each country were contacted as well. Only politically volatile Panama is exempt from the EDC visitations.

IV. FOLLOW-ON

CASP Follow-On in Central America this period continued the successful alumni support and networking activities that had been tested over the previous two quarters. Returning Cycle D alumni in all six home countries participated in goal-setting and job workshops in January and February. A one-on-one training experience in Honduras yielded surprising and rewarding effects. The CASP Regional Director made further progress in developing a Georgetown University alumni network of support for CASP in Central America.

A. CASP Alumni Support

Motivational workshops remain the primary tool of organized Follow-On activities for CASP alumni. George Teague, the North American trainer who has spent most of his life in Latin America, became the mainstay of both orientation and follow-on training with his inspired work during the summer and fall quarters of 1988. When Cycle D students returned to Central America in December 1988 and January 1989, they could look forward to January and February sessions with Teague in Belize, Costa Rica, El Salvador, Honduras, and Panama.

Genoveva de Deutschmann, a Guatemalan trainer, presented goal-setting workshops for Cycle Ds in that country, while FUNTEC conducted "how to get a job" sessions. De Deutschmann suggested to the Regional Director/Follow-On Coordinator that a "behavior for success" element be added to CASP motivational training, noting that CASP students often lack knowledge of acceptable behavior in work and social situations. The Regional Director arranged for her to observe Teague in action to ensure consistency among the workshops and explored using her services in other home countries.

The Regional Director's memorandum presenting workshop details to the Country Coordinators is included in appendix IV, section A, beginning on page A-68. Its English and Spanish versions are followed by a copy of the Regional Office's Christmas greeting to constituents, which communicates the spirit of CASP as well as the spirit of the season.

The sometimes serendipitous effects of Follow-On are illustrated in a report from the Regional Director about his experience in Honduras. (Until early 1989, the Honduran alumni represented the slowest progress of any CASP group. The Regional Director took one young man with him full-time for three days as he visited businesspersons, AID officials, Georgetown and CASP alumni, and the leading candidate for the position of Follow-On Coordinator in that country. This young alumnus's exposure to the "world of work" in, effectively, a one-on-one training situation led to his becoming president of the Honduran National Alumni Association and an energetic ally of the program.

B. Georgetown Alumni Network

In seeking out influential support for CASP alumni, the Regional Director has received enthusiastic responses from Georgetown alumni in all the home countries and has been able to define a Georgetown Coordinator in each area. In January 1989, he held a miniconference in Costa Rica to plot strategy with the Georgetown graduates for their ongoing support of CASP. The goals developed by this group included mobilizing other alumni to attend the Second CASP Alumni Reunion in August, organizing their own alumni organizations, brainstorming and implementing ideas on how Georgetown and CASP alumni can work together, and pursuing job possibilities that would suit the CASP alumni.

The Georgetown alumni in some areas report frustration with the CASP alumni's frequent ambivalence toward taking control of their lives. Missed appointments, tardiness, inconsistency, and lack of interest on the part of some graduates have given CASP a bad name in some sectors. These impressions again emphasize the need for constant reinforcement of the CASP experience in Follow-On and Alumni Association activities.

The Regional Director's January letter to Georgetown Alumni Coordinators in Central America, along with a list of these coordinators, appears in appendix IV, section B, pages A-75 through A-80.

V. PROGRAM MANAGEMENT

CASP/CASS management decisions during the December 1988-February 1989 quarter hinted of the massive changes ahead for the program. A CASS Regional Director was appointed, several headquarters staff members were added, and program offices moved en masse to a new location. Several publications and national TV coverage chronicled the path of CASP.

A. Management Activities

The January appointment of Magali de Rodil of Guatemala as Regional Director for CASS, with offices in her home country, signaled the beginning of a formal Central American management structure for the program. The letter from Elizabeth Smith Robinson, CASP/CASS Coordinator, offering Ms. de Rodil the position, and the position description, are found in appendix V, section A, pages A-82 through A-85. The new CASS manager made her first trip to CASP/CASS/Georgetown in this capacity in early February.

During the period being reported, CASP/CASS/Georgetown developed comprehensive postselection procedures for dealing with the influx of Cycle F CASP and CASS students, the largest peace scholarship group ever. These procedures also appear in appendix V, section A, beginning on page A-86.

Staff additions at CASP/CASS/Georgetown headquarters included an administrative assistant for Elizabeth Smith Robinson (Kathryn Hall), a fourth CASP Program Officer (Michael Brennan), an assistant Public Information Officer (Danna Whitney), and an Alumni Reunion Coordinator (Donald Gould). Program offices expanded from their original second floor location to the fourth and fifth floors of their Georgetown location.

B. Publications

The Winter 1989 edition of CASP Exchange includes a story on the NBC "Today Show" coverage of CASP at Coffeyville Community College. The five-minute segment on December 27 featured an interview with CASP Director Harold Bradley, S.J., and footage of CASP Agricultural Technology students at work.

This quarter also produced two issues of Alumni Update and CASP in the News. All publications are included in appendix V, section B, beginning on page A-94.

APPENDIX I

A. CASP Campus Visits

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University of Wisconsin-Richland Center (February 7-10)	A-40

CASP/GU CAMPUS VISIT REPORT

Spring 1989

I. Outline

Institution: Kirkwood Community College
Location: Cedar Rapids, Iowa
Dates of Visit: January 30 - February 2, 1989
GU Representative: Fili Altinger, Program Officer

Key People Visited: Dr. Susan Carroll, Vice President Instruction
Dr. David Jensen, Dean of Career Education
Dr. Tony Parimanath, Dean Arts and Sciences
Mr. Larry Statler, Director, Cont. Career Ed.
Mr. Jim Hynek, Coord. and Instructor
Mr. Bob Burnes, Director, Developmental Ed.
Ms. Gayle Glick, Foreign Student Advisor
Ms. Connie Mays, ESL Coordinator
Ms. Phyllis Ruppert, ESL Instructor

Field of Study: Food Technology
CASP Students: Total: 32 Cycle E Students
Breakdown by groups:
Cycle E1 - May 1988 arrivals: 16
Cycle E2 - August 1988 arrivals: 16

	<u>E1</u>	<u>E2</u>
<u>Breakdown by Country:</u>		
Costa Rica:	3	2
El Salvador:	0	7
Guatemala:	4	0
Honduras:	4	3
Panama:	5	4

<u>Breakdown by Sex:</u>		
Female:	8	7
Male:	8	9

II. Summary of Highlights, Issues and Recommendations:

Curriculum

- o During the interviews with the CASP students, their need for a better understanding of the curriculum content, including specifics on present and future course objectives and techniques, became evident. The CASP/GU representative recommended an overview of the planned curriculum and long-term program goals. Students' doubts and concerns about their curriculum could be addressed through an on-going orientation process. Students also had questions regarding their employment practicum; some of them expressed a clear interest in fulfilling this course requirement at local industries.

- o The CASP/GU representative talked with CASP administrators about the content of some of the planned technical courses. Since this is a new field of study in the CASP program, the students' needs and the environment in the Central American countries need to be further explored to continue to respond to specific training needs in this area.

- o The issue regarding the need for a possible modification of the planned CASP Food Technology curriculum, whereby a course or two may have to be eliminated from the program, was discussed with key CASP staff. If the students achieve adequate English language proficiency, and given the fact that the ESL Certificate is not a pre-requisite for graduation, the CASP/GU representative recommended either eliminating one ESL component or accelerating the pace of ESL learning. The CASP administration and the ESL department will explore both alternatives.

- o Students considered the demands of the Introduction to Data Processing class particularly tough and felt that they had to spend too much time on homework for this course.

Mainstreaming

- o Several CASP participants expressed an interest in enrolling in classes with North American students. The CASP coordinators explained that mainstreaming the CASP participants will not be possible, since virtually all technical courses offered to Cycle E students underwent major modifications to adapt to the new food technology program. Food technology is not regularly offered and there are no North American students enrolled in these classes.

Host Families

- o Most of the CASP participants expressed satisfaction with their living arrangements. Many seemed to have established close relationships with their host families, and highly regarded the support and assistance that they provided. The difficulties that some students have with their host family living arrangements, were mostly related to communication and expectation issues between the student and the host family. Continued support from the KCC staff is fundamental to help foster good relationships between students and families.
- o The KCC evaluation form which host families fill out periodically to grade the CASP students' performance in the home environment, was an issue that several CASP participants brought up during the interviews. They felt that the system used to monitor their behavior at home was inadequate.

Washington, D.C. Seminars

- o Another issue among the CASP participants dealt with the possibility of visiting Washington, D.C. At the time of the visit no final decision had been made by CASP/GU about the future of the Washington, D.C. Seminars, which has been an important part of the CASP experience for previous groups.

General

- o New administrative arrangements made by KCC in the fall of 1988 placed the CASP program under the Education department. Nevertheless, the daily program management and coordination efforts are carried out by staff and administration of the Career Education, the Arts and Sciences and the Developmental Education departments.

- o A CASP Curriculum Coordination Committee, which is formed by CASP staff and administrators from the respective departments, meet regularly to discuss and plan program matters.

- o CASP administrators and coordinators have made a commitment to promote CASP students leadership skills and general personal development.

- o The administration and staff are dedicated to the constant improvement of the program and open to suggestions. They offer important technical and personal support to the CASP students.

- o Although the participants felt positive about the personal assistance they receive, some students indicated a need for emotional support, which could be provided through counseling.

- o Both groups of students expressed great satisfaction with the ESL program and their teachers.

III. Academic Experiences

A. English

The ESL program at KCC encompasses five levels, and each level consists of four three-hour classes. These are Reading, Grammar, Composition and Communication.

The Cycle E1 students, who just started their third semester, are enrolled in two ESL IV classes, with a total of 6 ESL hours a week. The Cycle E2 students take Reading, Grammar, Composition and Communication III with a total of 12 hours of ESL.

Each group of CASP students is divided into two smaller groups which then are joined by other international students. They enjoy the experience of sharing classes with other international students, and learning about different cultures.

When the initial curriculum was planned, and based on the experience with past CASP groups, the students were tentatively scheduled to start at the ESL level III. Due to stricter initial ESL placement testing, however, the Cycle E1 and E2 CASP participants started their program at the ESL II level. This change altered the initial course schedule, since additional ESL classes had to be accommodated into the planned curriculum. Consequently, one ESL course has been added to each semester, and some technical courses were re-scheduled, which increased the CASP students' courseload up to 22 credits per semester. Despite the above mentioned adjustments, the CASP staff explained that it may still be necessary to eliminate a course or two from the 21-month training program. An additional challenge for the staff in re-scheduling the courses for the CASP program constituted the recent switch from the quarter to the semester system at KCC.

Although completion of the ESL V level is a goal of the CASP curriculum, the ESL certificate, which is sought by many foreign students at KCC and which can only be obtained after completion of ESL V, is not a requirement for the CASP students to graduate with an associate degree. The ESL certificate was not an issue of concern for the students, at the time of the CASP/GU campus visit.

When reviewing the present curriculum, and taking into account the balance between the students English language proficiency and their technical training needs, as well as the requirements for graduation, the CASP/GU representative suggested exploring alternative means to meet the program curriculum objectives without eliminating the scheduled technical courses.

B. Coursework

The Cycle E1 students are enrolled in Beef Production, Specialized Crop Production, Dairy Food Products, Specialized Small Animal Food Production, Introduction to Data Processing, ESL and Ag. Leadership. With a total of 22 credits, this has been their busiest semester so far. Two participants are already taking in the ESL V course, which meets 3 hours a week. With fewer ESL classes, they were able to enroll in the Principles of Supervision course, which they consider very interesting.

The Cycle E2 students are taking Dairy Food Products, Introduction to Data Processing, Ag. Leadership, and ESL for a total of 19 credit hours during their second semester. In the fall they took the Ag/ESL class. This is a course taught by ESL and Ag faculty, which focuses on the development of specialized technical vocabulary. Students felt that this course has been very useful. During their first semester the CASP students had the KCC farm practicum. They also visited several local farms and factories.

The new Food Technology program consists of about one third production, one third processing, and one third marketing components. The various components have been incorporated in several classes such as Beef Production, and Specialized Crop Production, where key aspects from the importance of genetics to the final quality product, are addressed. All CASP students will participate in Ag practicums in the summer. The special effort of the staff and faculty made the design and implementation of the new program of study possible.

Although the program was carefully planned, from the conversations with the CASP students it became evident that they don't have a clear picture of the overall curriculum objectives

or about more detailed aspects of particular courses. Some students, did not know the sequence and components of their technical training program. Moreover, comments from nine students in the Initial CASP Questionnaire indicate doubts about the nature of the program, and considered that the courses they had taken so far were essentially agriculture oriented. Other students said during the interview that they felt comfortable with the program components and with their courses. The students comments and doubts clearly indicate a need for emphasizing more curriculum and other programmatic aspects as part of an on-going orientation process.

In terms of coursework, both groups of CASP participants considered that the Introduction to Data Processing course was particularly demanding, due to the amount of time they spent dealing with the technical vocabulary as well as translating much of their, relatively extensive, reading materials. Some felt that this class should have been taught at a more advanced stage in their training after achieving a greater English proficiency level. On the other hand, the CASP staff explained that this course constitutes a pre-requisite for future courses such as Ag. Accounting, scheduled for the summer session.

IV. Living Arrangements

Upon their arrival, the CASP students were placed with local host families. About half of the students have since moved to other families either due to adjustment difficulties or to accommodate the students or host families needs and interests. After the initial six-month host family stays, seven CASP participants preferred to move into more independent living arrangements. Ms. Gayle Glick, is the Foreign Student Advisor at KCC and she also deals with matters pertaining to housing, health and visas for the CASP students. Ms. Glick has been instrumental in setting up the host family placements and in helping the students and families adjust to the new living situations. She maintains contact with the families on a regular basis, and the families communicate with her when they have concerns or questions. Ms. Glick also prepares information flyers on CASP, and other important matters related to the students, which are sent to the host families on a regular basis.

The students and staff talked about difficulties or problems encountered in some of the host family living situations, which ranged from misunderstandings between the student and the family to questions regarding the reasons for moving a student to a new home and the ideal length of host family stays. CASP students

were concerned about a KCC evaluation form, whereby host families are asked to rate (from A to D) the CASP students' performance at home. The CASP participants that brought this issue up considered the matter unfair.

Initial difficulties and adjustment problems have been solved, while others are dealt with as the need arises. In working closely with the students as well as with the host families and providing them with some type of on-going orientation, expectation issues as well as communication problems can be effectively addressed.

Nevertheless, most of the CASP participants said they liked their housing arrangements and that they had a good relationship with their host families. Some of them have already established close bonds of friendship with their families and consider their support very important. Most of the students who have moved to a new host family or who are living in apartments, expressed that they were still in contact and regularly visited their former families.

V. Campus and Community Experiences

The Ag Leadership class is one of the highlights of the CASP program on campus. They divide into smaller groups or committees and plan activities, trips and various types of events, such as, the soccer team which plays against many other teams of the area and a folklore dance group, which gives the students the opportunity of sharing their culture in the community and meeting new people. Several CASP participants also offer assistance to North Americans during Spanish classes at KCC. Last semester the CASP students gave speeches at local high schools. The CASP groups have also visited several local farms and industries as part of their technical training.

In the Ag Leadership class the students participate in decisions about the leadership activities, trips, and other events that they plan and implement. Besides the Introduction to Data Processing course, the leadership class, is the only time when all CASP students receive instruction together as a group.

While some students said they wanted to become more active and deal with increased decision-making responsibilities, others said that they were often too busy meeting the demands of their

courses to become more involved in new activities. Most participants considered a more extensive interaction with the North American students on campus very important in order to practice English, make new friends and to be able to integrate into campus life.

The visit of the CASP/GU representative coincided with the local PAS (Post-Secondary Ag Student Organization) contest. As former CASP groups had done in the past, the CASP students club (Sod Busters) participated in this event. In spite of the fact that the Cycle E2 group has been in Cedar Rapids for only five months, and the Cycle E1 group for eight months, a total of twelve CASP students competed against the other Ag Clubs on campus in categories such as employment interview, sales presentation, management decision making, prepared speaking, and impromptu speaking. Winning teams compete against other colleges at the state and national levels.

The CASP/GU representative was able to observe one of the presentations of the CASP students, who were very excited about the contest. Jim Hynek, who coordinates the students activities and is their Ag Leadership and Dairy instructor, guided the students and helped them prepare for this important event.

In addition to the Leadership course, and in order to promote the personal development effort, Mr. Larry Statler and Mr. Hynek have recently organized weekly group meetings with the CASP participants to help each student create his/her own personal Experience America activities plan, and to facilitate its implementation. This initiative which emphasizes the student's responsibility for his/her own success, will help them develop their leadership potential, while working on their individual goals in the community and on campus.

The KCC CASP group will join several other CASP institutions for a weekend student leadership retreat, to be held in Wisconsin, in early March of 1989. As part of this trip they will also visit a cheese factory, farms and other places of interest in Wisconsin and Iowa.

Most of the CASP students activities in the community are related to their involvement with their host families who have introduced them to new people and helped them with their English. Students also frequent local churches, where they have made new friends and participate in activities.

In terms of their adaptation to the new environment, the general message conveyed by the CASP students, was one of feeling good about their new community in the United States. The commitment of host families, staff and teachers to the participants has been commended by the students, who enjoy their support and dedication.



GEORGETOWN UNIVERSITY

Central American Scholarship Program
Academy for Intercultural Training

January 30, 1989

David Claeys, Ph.D.
Dean of Academic Affairs
Scott Community College
500 Belmont Road
Bettendorf, Iowa 52722

Dear David:

The two campus visit reports that we have discussed are enclosed. I am pleased to have modified the December report to reflect more accurately the full picture. I know and appreciate your efforts and commitment to the program.

I feel particularly good about Susan Hess' positive and energetic approach and the potential, therefore, for a model program at SCC.

Our financial officer, Ms. Alfie DeMoss, will be in touch with you soon to address the mechanics of payment related to the new electronics position.

Sincerely yours,

Elizabeth S. Robinson
Coordinator

Enclosures

Central American Scholarship Program
CASP/Georgetown Visit Report

Scott Community College
December 19-22, 1988

I. INTRODUCTION

This report discusses in fair detail a number of broad and specific issues and problems associated with CASP/Scott Community College (SCC) during fall 1988. Most problems were the result of a late-startup, lack of sufficient orientation, and inadequate communication between the school and Georgetown. Through two campus visits appropriate communication and program orientation were provided by Georgetown. SCC's response was to initiate specific actions promptly and continues to demonstrate strong commitment to the students and the program.

Summary Recommendations
From the December 19-22 Visit

- A. Reexamine and within reason revise the curriculum for a degree program with an additional semester funded by Georgetown.

- B. Establish a community advisory board to facilitate true intercultural exchange between CASP students and community members.
- C. Provide orientation for new CASP Coordinator, funded by Georgetown, to include visits to Berkshire Community College and Georgetown University.
- D. Hold biweekly meetings of SCC instructors, CASP program coordinators, and other responsible administrators to build understanding of the program and to develop whole-school support.
- E. Hold biweekly meetings for the dean and CASP students.
- F. Postpone for a semester or so the formal "Experience America" class to allow SCC to concentrate its resources on reorganizing the curriculum and getting on track. In the interim, ad hoc community experiences should be secured using the resources of the community advisory board.

II. PURPOSE OF VISIT

On December 19, 1988, Elizabeth Robinson traveled to Bettendorf, Iowa to visit the Cycle E2 students and administration at Scott Community College following a campus visit November 14-18 by Paul Silva, Georgetown's Program Officer for SCC. Information from the November campus visit and phone conversations between SCC's CASP Coordinator and Mr. Silva after the November visit indicated the existence of inadequate program orientation and communications. The issues included:

- SCC administration had redesigned the established and approved curriculum for their CASP students without consulting Georgetown. The revised curriculum, if implemented, would decrease the number of electronics technology courses and increase the number of ESL courses. These adjustments would have resulted in a less rigorous certificate program rather than the anticipated diploma or AAS degree in electronics.
- Poor communications among SCC CASP staff as well as among CASP students and SCC CASP staff were undermining the program. Both staff members and

students expressed disappointment, frustration, and confusion about CASP goals and program policy. Students questioned the potential for individuals to realize original goals.

Shortly after Mr. Silva's campus visit, one SCC CASP student deserted the program. The CASP Coordinator also informed Mr. Silva that four of the students needed psychotherapy. Limited therapy is covered by the students' health insurance program, and it is expected that some CASP students will need such assistance to help maximize their experience while in the United States.

Ms. Robinson's primary purpose was to further understand the issues, and to help establish specific actions to resolve the problems. Her main contact was Dr. David Claeys, Dean of Academic Affairs, who supervises the CASP program at SCC. The CASP Coordinator reports to him. During the course of the visit, Chancellor Blong expressed regret that the seriousness of Georgetown's November evaluation was not made clear and brought to his attention earlier. The Chancellor indicated a desire to continue working with Georgetown if a reasonable, mutually agreeable problem solving approach can be developed.

III. METHODOLOGY USED

The primary source of information about SCC prior to Ms. Robinson's visit was the CASP Coordinator through Paul Silva and the report written by Mr. Silva following his November visit. His report was sent to Dr. Claeys one week prior to Georgetown's December visit. New information became available during the December visit that helped clarify the problems and provided the basis for placing the program on track. Key participants in meetings and discussions included the CASP students; Lenny Stone, President of Scott Community College; John Baker, Associate Dean of Instruction for Sciences & Technology; Sally Jo Brown, CASP Coordinator; Susan Hess, newly-appointed CASP Coordinator; and Edward Stoessel, Associate Vice Chancellor for Eastern Iowa Community College District.

The following meetings with Ms. Robinson took place during the four-day visit:

Monday, December 19

3:00-5:30 Dr. Claeys & John Baker

Tuesday, December 20

9:30-10:30 Sally Jo Brown

11:00-12:30 CASP Students

1:30-2:30 ESL teachers

3:30-5:30 David Claeys

6:00-9:00 Susan Hess

Wednesday, December 21

8:30-9:30 Ed Stoessel

9:30-10:30 Lenny Stone & David Claeys

11:00-12:30 CASP students' Christmas party

1:00-2:30 CASP students & David Claeys

3:00-5:30 David Claeys, John Baker, Susan Hess, Ed Stoessel

Thursday, December 22

8:30-10:00 David Claeys, John Baker, Susan Hess, Jill Vokt

IV. NEW INFORMATION

Upon arrival, Ms. Robinson learned from Dr. Claeys that Sally Jo Brown had resigned as SCC CASP Coordinator to continue as coordinator of the host family program. Susan Hess was appointed CASP Coordinator effective January 4, 1989. Ms. Hess brings strong management and cross-cultural experience and is also bilingual. Two ESL instructors who had taught CASP students during the first semester had not been rehired for the second semester.

V. ISSUES DISCUSSED & ACTION PLANNED

The most important issues discussed and addressed throughout the visit were:

- SCC CASP curriculum
- Student concerns
- Senior administration commitment to whole-school support of CASP

SCC CASP Curriculum

As stated previously, SCC had changed the students' curriculum to decrease the number and level of electronics technology courses and increase the amount of ESL. SCC's rationale for the change was that the CASP students did not have an adequate level of math to complete the more rigorous diploma or AAS program within the 21-month period. The administration believed that the students would fail if placed in college algebra without assurance that they could succeed at that level. The students' level of math had been assessed by two tests designed for regular North American students. One test measured math proficiency in general, and on a scale of 0-10, the CASP students averaged a 4. The second test was a timed algebra placement test which had been used by the college for five years. Five CASP students tested at the level of intermediate algebra and the others at the elementary level.

Diversity of math skills is common among CASP groups since the students come from educational systems in five different countries; however, experienced CASP schools have learned not to rely on test scores to discover the true capability of CASP students. The most effective approach is to talk with students individually about their math history and to begin regular classroom instruction immediately.

Since 1985, 110 CASP students have successfully earned AAS degrees in electronics technology. Although individual students have particular problems, never has an entire group of CASP students not demonstrated math competency. Most CASP students in all fields excel in their studies, and many graduate with honors. The program selection process is rigorous and the group of students placed at SCC are of the same caliber as those placed at Berkshire Community College and Altoona Area Vocational Technical School -- two CASP colleges which began electronics programs at the same time as SCC.

Both Berkshire and Altoona created developmental math programs to bring the CASP students up to speed during the first semester. In contrast, SCC did not begin math during the first semester, and the students are behind. To facilitate successful teaching and learning of academic subjects (including math) and technical studies (including electronics) in the first semester,

Georgetown recommends bilingual education using Spanish-speaking instructors or regular instructors assisted by Spanish-speaking interpreters. Such bilingual education is usually expected for the first two semesters in addition to intensive ESL.

SCC had also proposed to increase ESL instruction throughout the 21-months at minimum of six credit hours per semester. Normally, ESL continues during the first three semesters only, decreasing in intensity, and with most students mainstreamed in regular English composition classes by this period.

After meeting with students and discussions with Ms. Robinson about CASP experiences nationwide, SCC acknowledged that it had probably overprotected the students and unintentionally underestimated their potential. SCC stated commitment to adjust the curriculum promptly so that current students, beginning with the spring 1989 semester, will be offered an academic and technical program, reinforced by ESL and bilingual classes, comparable to CASP programs at other schools. To assist SCC establish a program with an appropriate curriculum, Georgetown offered to extend the program for an additional semester.

Student Concerns

Student concerns identified by Ms. Robinson and addressed by the Dean were:

Students were very disappointed that the proposed curriculum would not lead to an AAS degree. Their recommendation to Georgetown about placing any other Central Americans in Iowa was, "It's not a good place; Iowa doesn't give Associate Degrees."

The primary problem perceived by CASP students is lack of open communication on many levels. For example, they did not receive clear answers to specific questions. They said their opinions and suggestions were not valued by the administration. Their experience was that the CASP Coordinator often wasn't able to give answers either. When students asked the Coordinator about living arrangements after the six-month homestay, there was no response. When asked why the lead ESL teacher would not be at SCC next semester, the response was limited to the administration "decided."

Also, students were disappointed by lack of contact with other administrators. They had never met Dr. Claeys, the program director, and they had not established a relationship with John Baker or other administrators. Students had never

discussed the curriculum with the administration. The students said the ESL teachers were the only "program coordinators" who know what goes on with students.

Because all CASP classes are held in one classroom, students were isolated from other college activities.

The "Experience America" class had become a place for airing program problems. No community activities were underway nor had students explored any aspect of local- or state-level decision making. Students were very supportive of a seminar class which leads them to look at, participate in, and debate U.S. lifestyle. They prefer that program meetings take place in addition to classes. They also suggest that the CASP Coordinator not teach "Experience America."

Students were very worried about the departure of the lead ESL teacher. They were supportive of her professional and personal manner and her patience. They thought she was the best of the ESL team. "The other teachers ask her how to do things because she knows more than they do," they said.

When requesting special activities, students heard from the CASP Coordinator and the administration that no money was available. They were told that SCC is \$10,000 over its

budget. They asked, "Is CASP paying SCC the same as it is paying other colleges?"

Student observations, recommendations, and actions to address their concerns were:

Associate Degree. No recommendation was made on how to get the degree; however, the students were under the impression that the reason for not getting the degree is because of the 21-month vs. 24-month program.

Communication. A biweekly meeting of students, a representative from administration, the ESL team, instructors, and CASP Coordinators. Students asked that their input be included in curriculum and activity planning.

Isolation. Students asked that next semester's class locations be distributed within the building, not assigned to one classroom.

"Experience America" Class. If "Experience America" is to continue as a class, change the content, activities, and discussion and hire an instructor other than the CASP Coordinator to conduct the class.

ESL Staff Change. Retain departing ESL staff member.

During the visit Ms. Robinson noted that during the first week or so at other CASP schools, students meet with presidents and senior administrators responsible for their program. It is common in other CASP programs for strong personal student-administration relationships to emerge early and to grow. Such relationships foster trust and confidence so that students and the administration are comfortable addressing issues ranging from participation in curriculum matters to sharing cultural experiences. Hence, the students feel supported and heard and usually perform extraordinarily to prove themselves and make their schools proud.

SCC's response was positive. In a meeting with Dean Claeys, each of the students' concerns was acknowledged, and corrective action was promised. At this first meeting between the dean and students, the students demonstrated strong motivation for learning, and this was perceived immediately by the dean who committed to do his best to give them a challenging experience at SCC.

During the visit a plan was established to evaluate individual student needs and design a degree program, contingent upon school resources, students' capabilities, and time constraints.

Whole-School Support

As discussed during the December visit, Georgetown has learned during the past four years at eighteen colleges that whole-school support is essential to the success of CASP. The experience is that students, instructors, deans, housing coordinators, administrators (including presidents), host families, and community advisory boards comprise the key program participants. While many CASP school personnel have never had a formal international student program, they have created exceptional programs. They have learned that they must get to know the students and to interact with them regularly and routinely. Most developed deep mutual respect, and schools often conclude their programs with the observation that their colleges have grown in excellence because of the CASP experience. School personnel need to be accessible to students and be willing to put issues on the table for discussion before making decisions. The CASP Coordinator at SCC or any other school cannot do this job alone. For example: unless the SCC administration creates a community advisory board and provides opportunities for students to participate in community activities, Georgetown and SCC will have denied the students full involvement in a peace program.

Central American Scholarship Program
CASP Georgetown Visit Report

Scott Community College
January 9-10, 1989

I. INTRODUCTION

On January 9-10, 1989, Elizabeth Robinson visited students, faculty and administration at Scott Community College (SCC) as a follow-up to her visit to SCC on December 19-22, 1988. Ms. Robinson was accompanied by Nick Del Greco and Ed Clark from Berkshire Community College, Pittsfield, Massachusetts. Mr. Del Greco is chairperson of the electronics department at Berkshire, and Mr. Clark is a senior electronics instructor who previously served as the department's chairperson for twenty years. Both Mr. Del Greco and Mr. Clark are currently working with a group of CASP E2 students who arrived in the United States and began their program of studies at the same time the SCC students arrived on August 25, 1988. Mr. Del Greco was one of the two community college representatives along with Georgetown who selected SCC's cycle E2 electronics students in March 1988. At that time, SCC was not involved with CASP.

The Berkshire faculty were invited to participate in the SCC visit to foster a mutual support system between SCC and

Berkshire. Although cycle E2 is Berkshire's first group of electronics students, it is the third group of CASP students placed there. The cycle C group studied computer science and the cycle D group studied community health. Prior to receiving the electronics group, both Mr. Del Greco and Mr. Clark had been actively involved with CASP students from other programs. Georgetown believed that Berkshire's success working with CASP students in general and their experience planning and implementing a CASP electronics curriculum in particular could provide needed resources for SCC administration and faculty. The Berkshire faculty were anxious to offer support as well as learn from a sister CASP school.

Summary Recommendations

- A. Maintain original program length of 21-months resulting in an Associate degree as agreed by all parties, previous recommendation to extend program an additional semester is unnecessary.
- B. Hire an full-time lab instructor, funded by Georgetown, to provide extra support and challenges to CASP students.
- C. Offer a math class that combines elements of both Math for Technicians I and College Algebra to assure that students

have the opportunity to be challenged and to be introduced to advanced learning.

- D. Offer independent study to the three students with no math background to bring them up to speed, as closely as possible to the main group.

II. PURPOSE OF VISIT

The visit at SCC with Berkshire faculty was originally planned during Ms. Robinson's earlier December visit. The purpose of the meetings and discussions was to evaluate individual student's needs and refine the SCC curriculum to help students achieve a degree program. The refined program would consider students' capabilities, available school resources and time constraints.

Background on the curriculum issues under discussion during this visit follows:

During Ms. Robinson's December visit, SCC agreed to reexamine and revise the current curriculum so that SCC CASP students would have the opportunity to complete an AAS degree. Not recognizing that CASP students are usually extraordinarily gifted, motivated, and therefore excel in a challenging and

supportive environment, SCC had by December proposed a curriculum revision that underestimated the students' potential. To help SCC establish an appropriate curriculum, Georgetown offered to extend the program for an additional semester.

Prior to December, SCC believed that students' math capability was not adequate to complete the college algebra course required to obtain an AAS degree. This analysis was based on test assessment scores. In contrast to SCC, two other CASP colleges which began electronics programs at the same time created developmental math programs to get students up to speed during the first semester, in addition to immediately placing students in either calculus or algebra classes. Bilingual instruction, using an interpreter or a Spanish-speaking instructor, facilitated the teaching of math during the first semester at these two schools. Georgetown believes CASP electronics students are of the same caliber and recommends that SCC offer a level of instruction comparable to CASP programs at other schools so that SCC students are sufficiently challenged.

SCC CASP students have diverse levels of math and electronics experience. Individual students needed

to receive extra support or be additionally challenged to maximize their SCC experience.

SCC had proposed to offer ESL throughout the 21-month program at a minimum of six credit hours per semester. Georgetown recommended that ESL be decreased in intensity during the spring 1989 semester and offered only to those students who required further support during the summer 1989 semester.

Georgetown also recommended postponing the formal "Experience America" class to allow SCC to concentrate its resources on reorganizing the curriculum. In the interim, Georgetown recommended that ad hoc community experiences be secured.

III. METHODOLOGY

Ms. Robinson and the Berkshire faculty participated in meetings with the entire SCC CASP team: CASP students; David Claeys, Dean of Academic Affairs; John Baker, Associate Dean of Instruction for Sciences & Technology; Susan Hess, CASP Coordinator; Ron Curtis, Electronics Instructor; Jill Vokt, ESL Instructor; and Sally Jo Brown, Housing Coordinator. Others who

participated during a "welcome back" meeting for CASP students included ESL Instructor, Sara Ponce, and CASP Secretary, Judy Nelson. Richard Ahlgren, CASP Instructor for math and digital electronics during the Spring '89 semester, participated in meetings the second day. President Lenny Stone joined the SCC CASP meeting group for lunch on the first day.

The following schedule of meetings with Ms. Robinson and the Berkshire faculty took place during the January visit:

Monday, January 9

8:30 - 11:30	SCC CASP Staff
1:00 - 2:00	SCC CASP Students and Staff
	Opening Session
2:00 - 5:00	Small group interviews

Tuesday, January 10

8:00 - 9:30	David Claeys
9:30 - 1:00	SCC CASP Staff

The key activity took place on Monday, January 9 when the CASP students were invited to the college for a special meeting prior to the first day of classes on Wednesday, January 11. During the opening session, Dean Claeys introduced the new CASP Coordinator and other members of the CASP team. He informed the

students that Jill Vokt and Sara Ponce would continue as ESL Instructors, Ron Curtis would continue as an Electronics Instructor, and Sally Jo Brown would assume the role of Housing Coordinator. The students applauded the announcements and expressed appreciation for all the returning CASP faculty and welcomed the new Coordinator and students were given an opportunity to ask questions about the electronics program.

After the opening session, CASP students were interviewed in groups of three by Dean Claeys, Susan Hess, Ron Curtis, and the two Berkshire faculty. The purpose of these discussion sessions was for administration and faculty to listen to students talk about their backgrounds in math and electronics and their aspirations for a college experience. Berkshire faculty listened and asked questions designed to establish if the SCC students had similar backgrounds to the Berkshire CASP students. Information about students' special academic needs was gathered to refine the SCC curriculum.

The activity of the interviews themselves produced enthusiasm and hope among the CASP students. They were eager to participate and very satisfied that the SCC administration took this action to address the concerns they had raised in December with Dean Claeys. The general feeling among all CASP students was that the Dean was now on their side, and that "everything was going to be 'okay'."

IV. ISSUES DISCUSSED & ACTION PLANNED

Important issues that were discussed throughout the visit were:

- * Curriculum Refinements
- * Approaches for Success
 - 1) Flexibility Meeting Individual Student Needs
 - 2) Administration and Faculty Support for Students

Curriculum Refinements

Responding to Georgetown's recommendations that SCC revise its latest plan to offer CASP students an AAS degree, and facing last minute registrar deadlines for the spring '89 semester, SCC administration had a newly-revised plan of studies ready for discussion at the outset of the visit. Additional changes were made after the student interviews took place, and the following recommendations from Georgetown and Berkshire were discussed:

The first recommendation was to maintain the SCC program at 21 months, instead of extending it one semester. Conversations with students revealed that their expectations to return to

Central America in May 1990 are very firm. Suggesting program extension could have a negative impact on their personal plans or be viewed as a serious program flaw. The degree program in fact can be offered by eliminating ESL after the second semester (except for non-credit support for those who need still need ESL support during summer '89), the one-credit "Experience America" courses, and shifting and substituting the technical courses. The average number of class and laboratory contact hours per week over the remaining four semesters will be 36. Although this is a heavy load, CASP students are capable of responding to such a challenge if they are supported by host families, administration, faculty and friends.

Although "Experience America" will not be offered as a credit course, SCC administration assured that the concept would be developed and related experiences would be secured through a non-credit program.

Georgetown and Berkshire next recommended that SCC hire a full-time lab instructor to provide extra support to students throughout the program. The diversity of skill levels among the CASP students ranges from those with no electronics experience to four or five who have had substantial exposure to electronics. The more experienced students have not yet felt challenged in the SCC program. A lab instructor could provide individual projects and experiences to challenge each student regardless of the

students' level. Without the presence of a full-time lab instructor, Georgetown and the Berkshire faculty doubt whether the students' needs can be addressed effectively. The SCC electronics department consists of only two teachers. Both have very full schedules and do not have the time to take on the responsibility of working with students individually in the lab. (SCC's resources to provide developmental and extra support to students are extremely scarce.)

“ Dean Claeys agreed with the concept of acquiring a lab instructor for instructional purposes, but made it clear that funds for it were not available. Georgetown then offered to fund the one-year cost of a senior electronics instructor who is committed to CASP students.

The Berkshire faculty recommended that SCC offer college algebra during the spring '89 semester instead of Math for Technicians I. It is Berkshire's experience that the SCC students have educational backgrounds and math competencies similar to their own CASP students who started calculus last semester. Recognizing there will be "holes" in students' backgrounds, Mr. Clark and Mr. Del Greco recommended that the SCC math instructor help students advance to the highest possible level without being biased by the students' current level of knowledge.

After the interviews, three students were identified as having no background in math. Georgetown recommended that these students be treated separately from the others who have an average of three years high school math, including algebra, calculus and trigonometry. Ideally, those students with such background will take math through independent study. Again, because of scarce resources, SCC said funds for an independent math course for these students was not possible. Therefore, it was suggested that this task could be assumed by the new electronics instructor.

Approaches for Success

The SCC CASP staff have put a tremendous effort into reorganizing themselves, changing the CASP plan of studies, and establishing new and more open relationships with CASP students. Despite the stress caused from creating changes as quickly as the SCC staff have in the last three weeks, like the students, faculty and administration are excited and hopeful that they are on their way to creating a successful CASP program for everyone involved. To increase the potential for success, Georgetown recommends keeping in mind the following approaches to working with CASP students. These student-centered approaches are serving many CASP schools well and were discussed among the Berkshire and SCC faculty throughout the visit.

Flexibility in Planning Program of Studies. To the extent possible, the more flexible an institution can be when making decision about CASP curriculum, the better the school can successfully offer a program that meets the needs of its particular students. Flexibility is needed broadly and specifically. Broadly, a CASP college needs to be able to adjust routine curriculum ideas as the students needs are more clearly understood. This kind of flexibility requires creative scheduling. Specifically, a CASP college needs to be able to offer special and individualized support and development education.

Personal relationships with students. Administration, faculty, and staff need to be willing to establish personal relationships with the students in addition to student-teacher relationships. It is important that key administrators and instructors attend activities so that students know the college values them.

Interdependent CASP staff. It is important that ESL, technical academic and CASP Administrators work together toward a common goal. Each instructor and CASP Coordinator need to know CASP students' needs and to track their progress together. It is essential that this group of staff monitor the pulse of the program and work together to make appropriate changes.

Staff and faculty ownership: The program will be successful if both administrators and faculty feel ownership and are committed to making it work.

IV. ISSUES FOR FURTHER DISCUSSION AND NEXT SCC STEPS

- A. Establish Community Advisory Board
- B. Hold bi-weekly meeting of SCC instructors and administrators to build understanding of the programs and whole-school support.
- C. Hold bi-weekly meetings of SCC CASP students and the Dean.
- D. Plan strategy for housing alternatives over the remainder of the program.
- E. Plan series of "Experience America" activities to facilitate intercultural exchange and an understanding of how the local community works.
- F. Invite a CASP Coordinator from another school to visit SCC and support new CASP Coordinator, Susan Hess, in areas of Advisory Board, housing strategies and "Experience America" activities.



GEORGETOWN UNIVERSITY

Central American Scholarship Program
Academy for Intercultural Training

August 3, 1989

Mrs. Jean Birkett
Acting Campus Dean
UWC-Richland Center
Highway 14 West
Richland Center, WI 53581

Dear Mrs. Birkett:

It has come to my attention that UWC-Richland Center did not receive the CASP/GU Campus Visit Report documenting the visit of February 7-10, 1989. I enclose a copy of this report.

Since the time of the campus visit, I have been made aware that Kathy Warpinski, CASP Coordinator, and Dennis Huffman, Senior Program Officer, have dealt effectively with the issues raised in the report. Ms. Warpinski's correspondence with the Escuela Superior del Profesorado "Francisco Morazan" should facilitate a smoother academic transition for the students.

CASP/GU recognizes your campus community's extraordinary dedication to the Central American Scholarship Program. We commend your college's understanding, effort, and patience in handling the many challenges encountered with this latest group of students from Honduras.

The arrival at UWC-Richland Center of sixteen CASP students determined to Experience America while studying Computer Science is less than one month away. CASP/GU looks forward to building on your institution's excellent tradition of educating CASP students.

Sincerely,

Paul L. Silva
Coordinator for
College Programs

encl.
cc: Kathy Warpinski, Linda Gentes

A-40

CASP/GU CAMPUS VISIT REPORT

Spring 1989

I. Outline

Institution: UWC-Richland Center
Location: Richland Center, Wisconsin
Dates of Visit: February 7-10, 1989
GU Representatives: Paul L. Silva, Acting Coordinator for
College Programs
Michael F. Brennan, Program Officer

Key People Visited: Dr. Thomas R. Oates, Campus Dean
Ms. Kathy Warpinski, CASP Coordinator
Ms. Ann Marie Goeden, ESL Instructor
Dr. Albert M. Bugaj, Assistant Professor,
Psychology & CASP Academic Advisor
Mr. Clifton C. Cavanaugh, Associate
Professor, Physics, Computer Science

Field of Study: Social Sciences/Education

CASP Students: 14 - Cycle E, Honduras, Escuela Superior
del Profesorado "Francisco Morazan"

Arrival date: January 17, 1988

Note: The objective of this nineteen-month program is to transfer credits in English and Social Sciences back to Escuela Superior. This program is not intended to lead to an Associate degree.

Breakdown by sex:

Female:	09
Male:	05

II. Summary of Issues and Recommendations

a. Special Student Cases

Esperanza Vasquez requested an extension of her scholarship so that she can obtain an Associate degree. The Georgetown representatives stated that they would support a formal request from Dean Oates for such an extension for the following reasons:

- Esperanza has earned excellent grades and has fully demonstrated a commitment to the larger objectives of CASP. She was the only student in the group of fourteen, for example, to accept a field experience in education. Esperanza faithfully worked twice a week at the local high school and consistently enrolled in extra classes.
- According to her academic advisor, Dr. Bugaj, she will be able to obtain a degree by carrying six credits during the summer and seventeen in the fall.
- Misinformed in-country about the length of her scholarship, Esperanza requested a two-year instead of a nineteen-month leave of absence from her job. Since she has no scholarship and relies on her income to support her studies, a return to Honduras in August would mean four months of no work and no school.

Pedro Vigil had expressed to members of the UWC-Richland CASP staff that he was fascinated with handguns. Pedro was also known to have a relationship with a girl under the age of sixteen. The Georgetown representatives confronted Pedro on these issues. Pedro stated that he did not own a gun. Asked if he understood that having relations with a girl under the age of sixteen was illegal, Pedro said he was made aware that laws protect young women from statutory rape and he had put an end to his relationship with the girl in question.

Orlando Contreras, a fireman in Honduras, volunteers with the local fire department. While unable to actually assist in putting out fires due to insurance considerations, Orlando helps out around the firehouse and attends seminars offered to firemen.

Misinformed about the length of his scholarship, Orlando had requested a leave of absence from the Comayagua Fire Department until January 17, 1989. A letter from Georgetown University to the Fire Chief requesting that Orlando be permitted to return to work in September is recommended.

Yadira Valeriano suffers from a poor self-image. The UWC-Richland CASP staff and the Honduran students are aware of the situation and they have responded. Careful monitoring of Yadira's emotional well-being is strongly recommended. Professional counseling may be warranted.

Nora Recarte chronically complains of poor health. Except for severe dental problems, however, she does not have any serious, physical health problems. Dean Oates and Kathy Warpinski decided to pull Nora out of Ms. Goeden's ESL class after ten months because Ms. Goeden could no longer tolerate Nora's negative attitude. Nora has received counseling.

Hector Cerrato suffers from toxoplasmosis, affecting one eye. He travels to Madison every two weeks for treatment. Since Hector will require treatment every two years in the future, the Georgetown representatives urged him to carry home a photocopy of his medical records as a reference for future treatment.

Benjamin Diaz was reported by college staff to have a relationship with an underage girl. The Georgetown representatives discussed with Benjamin the potential legal ramifications of his involvement with a girl protected by statutory rape laws. Benjamin gave assurances that he would not have any physical relations with the girl in question.

According to Ann Goeden, the ESL instructor, Benjamin Diaz rarely attended ESL class. Despite this, having made numerous North American friends, however, Benjamin speaks English well.

b. Departure dates

Ordinarily a group of students from a given community college depart for their home countries on the same day. In the case of this particular group at UWC-Richland, however, two departure dates have been recommended by the Campus Dean and agreed upon by GU staff.

Misinformed about the duration of their scholarships, the students who held jobs in Honduras requested two-year instead of a nineteen-month leaves of absence. These working students rely on their incomes to pay for their education. Upon their return to Honduras, therefore, most will have to wait until the beginning of 1990 to resume work and their studies. This particular group wishes to remain in the United States for the full term of their scholarship - August 30, 1989. Students stated that their secondary motive for staying until the last day of their program was financial

gain.

Students with scholarships waiting for them in Honduras wish to return by mid-August in order to protect their scholarships and to begin the semester at the Escuela Superior on time.

In light of these circumstances, the Georgetown representatives support the proposed two-tiered departure of the Honduran students; however, it is recommended that Dean Oates verify with Roque Ramos at the Escuela Superior the need for an early return.

c. Integration and transfer of credits

The intent of this program was to offer fifteen students from the Escuela Superior in Honduras an opportunity to spend three semesters and two summers studying English and Social Sciences in the United States. Credits earned at UWC-Richland ideally would be applied toward a degree at the Escuela Superior. According to the students, however, few credits will actually transfer.

Dr. Albert Bugaj, Academic Advisor for the CASP students, explained that by arriving in January, the group was at a disadvantage in terms of the sequence of courses. Many courses offered in the spring semester, for example, required prerequisites offered in the fall semester. Dr. Bugaj also believed that poor math preparation and a lack of progress in learning English prevented students from enrolling in many classes. ESL staff also reported that poor English progress was a major obstacle retarding academic progress. In Dr. Bugaj's and the ESL staff's view, a lack of motivation on the part of the students contributed to the problem. Many students who signed up for interviews with Dr. Bugaj to review course options, for example, did not show when scheduled or appeared just before the registration deadline.

Georgetown University staff consistently noted UWC-Richland Center staff concern at the lack of student progress and stated that they felt the UWC-Richland Center staff was making every effort to provide the students with full academic opportunities. GU staff feel that a lack of student motivation has prevented some students from academically progressing at a rate comparable to previous CASP groups at this college.

Modesto Sanchez, a representative from the Escuela Superior, visited Richland Center during the second week of September, 1988. The purpose of his visit was to review the course plan for the students. According to the students, some of the

courses listed on this plan duplicated courses already taken in Honduras.

The Georgetown representatives recommend that detailed UWC-Richland course descriptions be drafted and sent to the Escuela Superior in order to facilitate the credit transfer process.

d. CASP Coordinator-Student Relationship

Kathy Warpinski, CASP Coordinator, stated she makes every effort to empower the students to exercise independence and assume self-responsibility. After the initial six months, for example, CASP/Richland provides each student with a monthly check which covers his/her \$150 personal stipend as well as his/her host family's stipend. Each student then pays his/her family directly. CASP/GU staff commend these efforts.

" The fourteen students believe, however, that Kathy should include students more than she does in the decision-making process. The students submitted a written grievance statement to Dean Oates and Kathy Warpinski. In conversations with the Georgetown representatives, several students stated that the issues raised in their statement were legitimate concerns but that the principal purpose of the statement was to express their collective desire to secure a role in future decisions.

Asked by Dean Oates to respond in writing to the students' concerns, Kathy responded promptly and in a very professional manner. According to Kathy, many students fail to regularly attend weekly CASP meetings. In her view, "students perhaps don't recognize that the weekly CASP meetings offer a forum for the self-governance process." Kathy welcomed student input and follow through in the decision-making process.

The Georgetown representatives agree with Dean Oates that a Washington, D.C. seminar jointly planned by the Coordinator and students represents an opportunity for group-building and resolving some of the issues which have been problematic.

The Georgetown representatives believe that the grievance statement and Kathy's response served to improve communication; however, many issues raised in the grievance statement and during conversations with students focused on what they perceived as program entitlements. The students' efforts have been largely self-centered resulting in frustrating both themselves and the CASP staff. This over-riding concern to "receive" has obscured their view of their responsibilities/obligations as CASP Friendship Ambassadors.

Georgetown staff recognize that it has been difficult to work effectively with this group. Because all of the students are from one country and the same educational institution, a strong sense of group solidarity among the students has developed. This feeling of solidarity may have contributed to their inability to approach issues objectively.

III. Academic Experiences

a. Academic performance

The students have earned average grades. As of the end of the Fall '88 semester, one student enjoyed a cumulative grade point average of 3.474. Ten students were in the 2.5 to 2.9 range and three others maintained an average between 2.0 and 2.45. Some students, as in the case of Ben Diaz, have maintained below average course loads and have refused to assume the responsibility of additional classes.

The Georgetown representatives attended Computer Science 110. Forty-three students were in attendance; six of them Honduran CASP students. One CASP student, Pedro Vigil, was absent. Esperanza Vasquez actively participated in class. She asked several intelligent questions which served to further her classmates' understanding of the subject matter. CASP/GU representatives commented that Professor Cavanaugh interacted extremely well with the CASP students.

b. ESL

As mentioned above, a lack of progress in learning English has been cited as a principal reason for students not being able to enroll in certain courses. One reason students were enrolled in continuing education courses was the need for remedial English, as well as to offer them additional educational opportunities.

In an effort to motivate her students and to integrate a community service project into her ESL reading/writing class, Ann Marie Goeden, the ESL Instructor, designed a creative project. After hearing many guest speakers tell the tale of how Richland Center came to be built, each student was assigned to interview a person in the community who played a specific role in the development of the campus. Under the direction of Ms. Goeden, nine CASP students compiled and published a booklet on the history of UWC-Richland Center.

IV. Living Arrangements

The Georgetown representatives attended a host parent gathering held in the home of Dean and Mrs. Oates. The host parents asked several questions about the CASP program and willingly shared their views. Mrs. Gray expressed her view that the program was as much a formative experience for the community as it was for the Central American students. In her opinion, the presence of these students added a much needed international dimension to Richland Center. Ben Diaz's mother spoke highly of the close relationship her family had developed with him.

Two students, Pedro Vigil and Hector Cerrato, live in an apartment with five North American students. Living in their own private room, these two young men stated that they enjoyed living with North American roommates. They were surprised, however, that their counterparts consumed so much alcohol.

V. Campus and Community Experience

Four of the Cycle "E" Honduran CASP students were members of the successful UWC-Richland Roadrunners soccer team. Coach Krueger put together a booklet of newspaper clippings, chronicling the team's season.

The students are enthusiastically preparing to participate in the planned Wisconsin/Iowa CASP Leadership Retreat. Scheduled for March 4-5, 1989, the retreat will focus on leadership skills and building a network of CASP students. The responsibilities for the event will be shared by all five schools involved.

APPENDIX II

A. CASP Hearing-Impaired Student Selection

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

INTERVIEW SCHEDULES

BELIZE
(January 10, 1989)

INTERVIEWERS: Agnes Flowers, CASP Coordinator; Marjorie Rivers, Instructor for the Deaf at Stella Maris Special Education School of Belize City; Harry Lawrence, Editor of the Reporter, Belize City, Adriano Deo Dato vasquez, Desk Top Publishing Entrepreneur of Belize City; Lourdes Smith, USAID Training Officer; Anita Cordero Hearing Impaired Specialist from Costa Rica; and Ann Salzarulo-McGuigan, Coordinator, Recruitment/Selection. (Interviewers were joined by a Gallaudet PhD, Laura for one interview in the afternoon)

1:30 pm Orientation and Role Clarification of Interview
Committee Members

2:00 pm Transito Cayetano

2:30 pm Yvonne Johnson

3:00 pm Raymond Watters

3:30 pm Andre Macool

4:00 pm Wayne Mitchell

4:30 pm Brian Mahler

5:00 pm Recap of Candidate performance and Interview Committee
feedback review

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

COSTA RICA
(January 17, 1989)

INTERVIEWERS: Flora de Vargas, CASP Country Coordinator; Olman Bogantes, CASP Assistant; Anita Cordero, Ministry of Education, Special Education Consultant for Deaf Education; Dan Dalton, Director, Resources for the Deaf, Mt. Aloysius Junior College; Soledad Chavarria, University of Costa Rica, Special Education Department Chair, PhD. Gallaudet University; Ann Salzarulo-McGuigan, Recruitment/Selection Coordinator, CASP; and Marianne Chaverri and Lijia Afu joined us in the afternoon to assist with interpretation of sign language)

8:15 am Interview Committee Orientation and Role Clarification

8:30 am Mario Solorzano

9:00 am Ezequiel Diaz

9:30 am Jose Ruiz Castillo

10:00am Rafael Berrocal

10:30am Winter Amey

11:00 am Massiott Morales

NOTE: Zeidy Alvarez Navarrete notified Flora de Vargas that her relative who was planning to accompany her to the interview had taken sick and she could not interview today. Another day was scheduled for Zeidy and Soledad Chavarria is appointed by Ann to be present for that interview.

11:30 pm Guillermo Robles

1:00 pm Wenceslao Arguello

1:30 pm Ana Gabriela Gonzalez

2:00 pm Alejandro Arias

3:30 pm Randall Vinicio Chacon

4:00 pm Jaime Marin

4:30 pm Sandra Oviedo

5:00 pm Luis Alfredo Barboza

GUATEMALA
(January 19, 1989)

INTERVIEWERS: Yetilu de Baessa, CASP Coordinator; Dan Dalton, Director of Resources for the Deaf, Mt. Aloysius Junior College; Soledad Chavarria, Consultant for the Hearing Impaired; Ann Salzarulo-McGuigan, Coordinator of Recruitment/Selection, CASP, Georgetown University.

8:00 am Lilian Nely Cifuentes
8:30 am Elsa Ivonne Aldana
9:00 am Ingrid Haydee Cabrera
9:30 am Carlos Robles
10:00 am Carlòs Bolanos Merida
10:30 am Rudy Roberto Ruano
11:00 am Julio Bamaca
2:00 pm Jorge Moreira
2:30 pm Fredy Gonzalez de Leon
3:00 pm Marco vinicio Aguilar (Married)
3:30 pm Luis Emilio Rendon (Married with a child)
4:00 pm Jose Alberto Hernandez (deported)
4:30 pm Augustin (Cannot write!)

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

INTERVIEW EVALUATIONS

Overall, interviews went smoothly. In general interviews tended to take longer than the allotted thirty minutes. This was due partially to the communication techniques often in three languages or more (ASL, local sign languages, English and Spanish). The interviews provided a window into the lives of some very impressive young people. All Interview Committees were left profoundly impressed by these candidates. In Belize and Costa Rica all candidates were shining stars! In Guatemala there were some candidates who should not have been interviewed, if candidate files were carefully reviewed before interviews took place, some interviews would not have been necessary.

These candidates, unlike other young people their age, know what it is to struggle. They are familiar with self-discipline and determination is their daily bread. Many candidates had been abandoned by their families or "disowned" by a brother or sister because of their deafness. Almost all were proficient in sign language and in the estimation of the Hearing Impaired Consultants in each country, candidates are not expected to have any trouble whatsoever learning ASL and mainstreaming quickly and easily. The ease of signing for these students is due to two factors. Firstly, their system of signing is very similar to that used in ASL and secondly, the growing acceptance of signing as a legitimate means of communication in their countries is seen as a contributing factor.

The universality of sign language was brought home to me when I observed Dan Dalton signing to young people in the streets of San Jose, while he spoke no Spanish, he was able to communicate to these deaf young people of Costa Rica with no hesitancy and was understood perfectly!

Our student-centered approach was quite effective. As soon as the candidates saw that many interviewers knew sign, they automatically relaxed and you could see them begin to feel comfortable with themselves and begin to show the qualities we were looking for during the interview. Soledad Chaverria and Dan Dalton are gifted for making the deaf young person feel at ease. The decision to include them in these interviews was an excellent one.

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

In Belize, a businessman in Desk Top Publishing invited students to their computer room to show them about the field of study. The same businessman offered to train those candidates selected in DTP before they leave for the States! Only one problem existed in Belize, stemming from some strained relations between Deaf School Administrators and two candidates. Due to past relationship difficulties, the Stella Maris School refused to release grade transcripts for two students. Agnes managed to get one of the two released before my departure. This program has received enthusiastic support from all other sectors. USAID even had a representative at these interviews.

It should be noted that, due to the fifth-grade reading requirement as opposed to the high school diploma, it was difficult to get a grade point average for many candidates. Often, Special Education Schools have E, MB, and B. for Excelente, Muy Bueno and Bueno, making an average, virtually impossible to ascertain.

In all interviews the three qualities of Leadership, reading level and ability to learn new signs and adapt to a new environment were measured and assessed.

Overall, the responsibility of communication varied, depending upon the signing orientations of each candidate. For example, if a Costa Rican candidate was oral, I would interpret into spoken English for Dan Dalton. If a candidate signed with Costa Rican signs, Anita Cordero or Lijia would interpret into Spanish for Flora, Olman and Ann while Dan Dalton understood most of the signs! However, if a candidate was versed in ASL, Anita Cordero would interpret into spoken Spanish only.

The tone of all interviews was warm. Almost all candidates are active members of their local Association for the Deaf, some are officers and events organizers of clubs and almost all expressed a dedication to teach the deaf when they return to their home country.

DOCUMENTATION

Dan Dalton and Ann Salzarulo-McGuigan took some snap shots of Interview Candidates and Dan has applied for a grant to document this program in video and slide show form.

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

HOW CANDIDATES MEASURE UP

BELIZE

Rating of Candidates by Economic Need:

Yvonne Bernard	101.43/mo	R	66.5	F
Transito Cayetano	300.00/mo	R	73.2	M
Wayne Mitchell	620.00/mo (9 dep.)	U	78.7	M
Andre Macool	800.00/mo	R	73.4	M
Raymond Watters	856.00/mo (6 dep.)	U		M
*Karen Peyefitte	1900.00/mo(13 dep.)	U	65.3	F
Brian Mahler	2080.00/mo(3 dep.)	U	70.4	M

NOTE: * failed to show up for the interview

COSTA RICA

name	sex	income/mo	# dep.	age	rural	GPA
Guillermo Robles	M	11,000	3	19	U	68
*Zeidy Alvarez	F	13,000	5	24	R	68
Mario Solorzano	M	14,500	4	23	R	--
Sandra Oviedo	F	18,000	6	26	U	68
Alejandro Chavarria	M	19,521	3	18	R	85
Jose Luis Ruiz	M	20,000	7	24	U	95
Randall Chacon	M	21,800	6	16	U	68
Wenceslao Arguello	M	26,000	6	24	U	90
Rafael Berrocal	M	14,000	6	23	R	--
Rodolfo Jarquin	M	33,500	5	20	U	85
Jaime Rodriguez	M	34,000	5	23	U	70
Luis Alfredo Rojas	M	37,000	9	25	U	--
Ana Gonzalez	F	37,800	4	19	U	89
Ezequiel Diaz	M	16,000	5	25	R	--
Massiott Morales	F	40,000	5	16	U	85
Winter Amey	M	34,000	8	19	R	85

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

GUAATEMALA						
Jorge Moreira	M	2,015.10	7	24	R	75
Victor Celis	M	360.00	3	28	U	78
Elsa Aldana	F	2,000.00	8	23	U	87
Jose Hernandez	M	860.00	3	30	U	60
Ingrid Cabrera	F	1,420.00	5	25	R	68
Marco Vinicio	M	1,355.00	3	33	U	75
Julio Bamaca	M	1,125	9	25	U	74
Luis Emilio Randon	M	1,200	3	26	U	76
Lilian Cifuentes	F	750	3	22	R	75
Fredy Gonzalez	M	1,000	4	25	R	70
Carlos Bolanos	M	1,000	4	22	R	70
Rudy Ruano	M	500	8	19	R	80
Carlos Robles	M	125	1	27	R	70
Augustin Gutierrez	M	885	5		R	

NOTE: of these candidates, two were married, and one could not write. Facts which were caught at the interview.

SELECTIONS OVERALL

Selections took place at the earliest convenience while all candidates were fresh in the memories of those doing the selecting. Ann Salzarulo-McGuigan and Dan Dalton selected the following candidates:

BELIZE:

Craig Andre Macool
Brian Mahler
Wayne Mitchell
NO ALTERNATES

COSTA RICA:

Ana Gabriela Chacon
Massiott Morales
Luis Alfredo Barboza
Wenceslao Arguello
Rafael Berrocal
Ezequiel Diaz
Sandra Oviedo
(ZEIDY can replace Sandra or Ezequiel if qualified)

ALTERNATES:

- 1) Winter Amey
 - 2) Rodolfo Jarquin
 - 3) Mario Solarzano
-

Mt. Aloysius Recruitment/Selection Report
Ann Salzarulo-McGuigan

CANDIDATES SELECTED (continued)...

GUATEMALA

Julio Bamaca
Jorge Moreira
Rudy Ruano
Fredy Gonzalez
Lilian Cifuentes
Ingrid Cabrera
Elsa Aldana

ALTERNATES:

- 1) Carlos Bolanos
- 2) Carlos Robles

GUATEMALA: five rural, two urban and two candidates who had an income under the maximum level. (three women) Of the thirteen interviewed, seven were chosen.

COSTA RICA: five urban and two rural candidates with five within the income bracket of CASP. (three women)
Of the fourteen interviewed, seven were chosen.

BELIZE: three urban and two are within the income bracket of CASP
Of the six interviewed three were chosen.

OVERALL: 10 Urban; 7 RURAL
11 Male ; 6 FEMALE

group 17 total

ORIENTATION RECOMMENDATIONS

An Orientation planning meeting took place at Hotel Amstel at 4pm on January 16. Flora de Vargas was unable to attend due to a death in her family. Olman Bogantes represented CASP/Costa Rica. Present: Marianne Chaverri, Soledad Chavarria, Anita Cordero, Dan Dalton, Ann Salzarulo-McGuigan and Olman Bogantes.

It is recommended that only ONE Orientation be planned, preferably in San Jose, Costa Rica, for three intensive days of work, participatory and experiential learning, on March 27, 28, and 29. This will give the students March 30, Sunday free before departure to the US on the 31, and will not interfere with Holy Week, the week before.

Accommodations are recommended at a student Albergue, (Albergue Toruma) where there are rooms for 5 - 10 people. This place is clean and centrally located and offers very reasonable prices to groups of students. This Albergue has been utilized by Anita Cordero for groups before. It is across the street from the Kentucky Fried Chicken Restaurant and the management requires a one-week in advance booking. Anita Cordero promises to look into various student housing options and report back to CASP/Costa Rica on her findings.

The meeting began by Olman Bogantes describing past CASP Orientations. They usually include a comprehensive presentation by Mary Helen Viales on "Life in the US." This presentation covers personal and professional as well as academic life. Traditionally, orientation has taken place in the USAID facility. Olman is open to it being elsewhere, as long as at least one or some sessions take place at AID to keep harmonious relations with AID contacts and to continue the trend of their logistical support of CASP Orientations. A Film provided by AID has also been used for CASP Orientations in the past. Workshops on US Values and Costa Rican Values have been offered to students, as well as to parents. A general CASP orientation is also given to parents and students.

It is recommended that the Deaf students receive visual aids depicting slang and colloquial sign language used to represent various emergency/survival topics and "street" signs they may encounter.

It is recommended that CASP Alumni be present to give their first-hand presentations. Olman points out that this has been successful in the past in getting across the CASP Friendship Ambassador idea.

It is recommended that Orientation include a detailed explanation of all National and Religious Holidays in the US, as well as a brief history of Pennsylvania and Mt. Aloysius. Cresson is described by Dan Dalton: "It has two stop lights, eight streets and the school has only 500 students." It is important for the parents to know something about where their daughters and sons are going. Deaf children are traditionally much more sheltered than hearing children.

It is recommended that Michael Brennon and/or Ann Salzarulo-McGuigan seek materials useful to this orientation at the Gallaudet Bookstore or the National Information Center on the Deaf (numbers and address available in Gallaudet's publication entitled "TODAY"). Soledad Chavarria has two contacts at Gallaudet who may be willing to release certain materials and visual aids at no cost. The names are : Janice Bouck and David Martin. Soledad will call them and we can call to follow up. David is the Dean of the School of Education for the Human Resources Division at Gallaudet.

It is recommended that Mary Helen Viales cover family life in the US to adequately prepare the students for life in the host family and that perhaps a panel with Michael Brennon and others with experience in the US would be useful to compare experiences, family traditions, etc.

Marianne Chaverri works at the National Rehabilitation Institute and offers any facility space or equipment needed to be used from this resource center, if necessary.

Other resources identified: Great Workshop person with the Deaf, and famous author of books about deafness, James Woodward, famous for his stance on erasing myths about deafness.

Visas to come to Costa Rica will be needed by all Belizeans and Guatemalans?

OFF THE SUBJECT: Dan asks how he can obtain a work visa for a Central American to join him on staff as interpreter...It is suggested he check into the J-1 Visa for exchange visitors as educational institutions.

Other topics which orientation could include: How people perceive the deaf in the US and in Central America.

Anita and Lijia should be available to interpret.

It is agreed that Soledad work in close contact with Flora and Olman in the planning of the orientation from Costa Rica. Soledad will serve as a resource person to locate and identify hearing-impaired specific approaches, methods and perspectives to be utilized throughout the Orientation presentation and workshops. Olman and Flora will plan a CASP Orientation to cover all CASP business and requirements as done in the past and Michael Brennon will add to and evaluate content of Orientation as well as be present for the Orientation.

Soledad has a signed contract on file with Ann to carry out this work and also is keeping a tab of her expenses in this work on a Consultant Invoice Form.

It is recommended that Paul Silva and Michael Brennon look into the possibility of using UNITED and/or US AIR Airlines. Both are said to have an excellent reputation for working with the deaf. They provide sign language guides at airports. It is pointed out that travel arrangements should be made with this in mind.

This precaution, coupled with a GU staff member or, preferably someone from Mt. Aloysius like Marianne or Dan is highly recommended during the entire trip from Costa Rica to Cresson, PA.

Logistics concerning Candidate preparation for departure should not prove a problem. All candidates are well-versed in lip reading and can handle communications with the CASP Coordinators quite well.

Who will pay for Dan Dalton and Marianne Chaverri's participation in the Orientation? Mt. Aloysius or GU or 1/2 and 1/2? Question posed by Pres. Pierce....

Will Belizeans and Guatemalans need to be accompanied in their trip to Costa Rica? Not if they will be met at the airport by Soledad or someone who knows sign, it is agreed.

It is agreed that these recommendations will be submitted by Ann to GU staff. Then, all recommendations for Orientation will be forwarded to Flora de Vargas and Soledad Chavarria. After they receive this correspondence, they will meet and commence planning the length of each session, the accommodations for each participant and all other logistical details involved in the preparation of a smooth-running, economical, yet effective orientation of 17 deaf youth already selected as CASP participants.

Meeting Adjourns.

APPENDIX I

Ann Salzarulo-McGuigan

Recruitment/Sel. Report

CONTACT LIST
MT. ALOYSIUS PROGRAM

Sister Elsa
Stella Maris School
Belize City, Belize

Marjorie Rivers
Interpreter volunteer for interviews in Belize
and Stella Maris School Instructor
Belize City, Belize

Anita Cordero, volunteer in orientation planning and
paid consultant to evaluate candidates during Belize interviews
Ministerio de Educacion, Educacion Especial
Asesora para los Sordos
San Jose, Costa Rica

Harry Lawrence
THE REPORTER
Belize City, Belize
(interviewer of Desk Top Publishing field)

Adriano Deo Dato Vasquez
Belize Adverts
9 Regent Street
Box 107
Belize City, Belize
tel: 73-52-4
(See Appendix III)

Dan Dalton
Director, Resources for the Deaf
Mt. Aloysius Jr. College
Cresson, PA

Lijia Afu
Volunteer interpreter for interviews in Costa Rica
tel: 53-24-73

Soledad Chavarria
Consultant evaluator for interviews in Guatemala and Costa Rica
Consultant to locate and implement resources for the Deaf for
CASP Orientations for MT. Aloysium students
University of Costa Rica
Depto. Educacion Especial
San Jose, Costa Rica

Marianne Chaverri
Prospective CASP Coordinator at Mt. Aloysius
and volunteer interpreter for interviews and technical assistance
in orientation planning.

APROS School for the Deaf
Zona 9
Guatemala City, Guatemala

Etty Graciela G. De Herrera
Comite Nacional Prociegos y Sordomudos de Guatemala
9a. Calle, 3-07, zona 1
tel: 51-95-55; 67-73-76-85
Guatemala, C.A.
(See Appendix IV)

APPENDIX II

Report as submitted by Anita Cordero, Hearing Impaired Consultant
for Belize interviews

(January 10, 1989)

No. 1:

Nombre del candidato: Cayetano Transito Victoriano

Tiene una excelente comunicacion en lenguaje de senas tanto en forma expresiva y comprnsiva. Tiene potencial intelectual y se desenvuelve bien dentro del grupo.

Es un buen candidato para la beca porque cumple con todos los requisitos y el intercambio le puede favorecer mucho a el, su familia y comunidad sorda.

No. 2:

Nombre: Raymond Watters Alexander

Tambien tiene una excelente comunicacion expresiva y receptiva. Tiene excelentes promedios academicos lo que indica que tiene potencial.

En la entrevista se mostro muy desenvuelto, aunque expreso que es de caracter fuerte, que se molesta facilmente. En caso de sleccionarlo, nesecita orientacion y sequimiento para evitar problemas con la familia anfitriona. Tiene muchas otras habilidades.

No. 3:

Nombre: Craig Macool Andre

Exelente Comunicacion. Excelente candidato, puede aprovechar mucho la beca y ayudar a los demas companeros sordos porque conoce sus necesidades porque fue presidente de la Asociacion de Sordos. Merece una oportunidad.

No. 4:

Nombre: Brian Mahler

Excelente comunicacion, sociable, desenvuelto, mucho potencial, muy culto, domina muchos conocimientos y se puede adoptar facilmente en los estados unidos.

APPENDIX II
pagina 2

No. 5:

Nombre: Yvonne Bernard

Tiene buen lenguaje de senas, pero no mucha comprension. No se concentra para responder o le faltan conocimientos. Es simpatica, timida. La oportunidad de la beca le puede ayudar a desenvolverse mejor cuando regrese.

No. 6:

Nombre: Karen Peyrefitte

" No se presento a la entrevista.

No. 7:

Nombre: Wayne Mitchell

El mas expresivo de todos, muy sociable, excelente comunicacion. domina muchos conocimientos. Es el candidato excelente. Es el candidato que mejor puede desenvolverse en este programa de becas. Lo puede aprovechar mas y luego regresar a Belize y ayudar a la comunidad sorda de este pais. Tiene dotes de lider.

En mi opinion, todos los candidatos pueden desenvolverse bien en los estados unidos porque su comunicacion lo permite, no van a presentar ningun problema de comunicacion, que es lo mas importante. todos fueron muy bien seleccionados. Para mi es dificil decidir por dos o tres pero creo que los que mas se pueden beneficiar de este programa son:

- 1) Wayne Mitchell
- 2) Craig Macool Andre
- 3) Cayetano Transito Victoriano
- 4) Brian Mahler

APPENDIX II

B. CASS: Home-Country Start-Up

Ann Salzarulo-McGuigan

January 9-20 Trip Report

CASS INTRODUCTORY MEETINGS JAN 13-14

PRESENT: Fr. Harold Bradley, Director; Elizabeth (Smithy) Robinson, Coordinator; Ann Salzarulo-McGuigan, Recruitment/Selection Coordinator; Odilio Blanco, Guatemala; Nancy Durand, Haiti; Agnes Flowers, Belize; Bettina Molina, El Salvador; Magali Rodil, Regional Director; Pompilio Torres, Honduras; Mercedes de Valerio, the Dominican Republic; and Jorge Vargas, Costa Rica.

After introductions, each participant is assigned a small group and each group is asked to list a set of questions they wish to have answered at the meetings. A framework of three different categories of questions is given to each group and participants are to choose questions which represent all three categories. (Why, Who/What?, and How? are the three categories). Questions are reviewed and put on the wall.

An introductory presentation follows with Fr. Harold Bradley speaking on the origins and values of the CASS program. Questions and Answers ensue.

Some concern about the target population came up in these discussions. The point was that perhaps the most needy families do not usually count among those whose children receive high school educations. CASS Country Coordinators propose that another program be designed and that a needs assessment be undertaken to design future programs. It would be very important to develop this program along with the participant colleges so that the academic levels can be ascertained and curricula be developed accordingly. It is agreed that for this next cycle, no program changes can take place.

It is also agreed that the program as it stands is very beneficial to a certain sector of the local population of each participant nation. It is suggested that the fields of study be constantly revised according to the needs of the rural sector which is home to 80% of our students.

Discussion of the target population includes the following:

- Age of concentration to be from 17 to 20 years; but will not exclude candidates 21-25;
- Each individual is evaluated on a case-by-case basis
- Methods of evaluation during the interview are reviewed
- Grade Point Averages in each country are to be B- minimum
- Maximum income is a monthly rate per family of 5 members (yet to be ascertained for Haiti and the Dominican Republic)
- Rural/Urban mix of students reflects recruitment strategies. Community-based organizations can be best utilized for the 80% rural requirement, but may not exclude other groups.

A review of the Recruitment/Selection timeline ensues. Bettina Molina, CASS Coordinator for El Salvador reviews the details of each step based on her experience in the CASP program. She also clarifies the role of the CASS Country Coordinator with USAID.

CASS Introductory Meetings (continued)

It is agreed that cordial relations be maintained with the CASP/Georgetown representatives in those countries where there are two GU representatives (namely one for CASS and one for CASP exists in Honduras, Costa Rica and Guatemala). It is agreed that all Advisory Committees be aware of the two programs and that the work of the two programs remain separate. Whether Bettina and Agnes need to have separate committees for their separate work in CASP and in CASS recruitment has yet to be determined.

It is clarified that the USAID Mission relationship should be one of cooperation and cordiality; whereas decisions/policies for CASS Country Coordinator work will come from Georgetown only.

The creation of student files is reviewed. It is agreed that Spanish-speaking candidates have a BLUE color-coded file, French-speaking candidates, a RED color-coded file; and English-speaking candidates, a WHITE color-coded file.

It is agreed that a wide distribution of forms is necessary in order to reach the TOP candidates in all THREE, key characteristic areas; namely, Leadership, Economic Need, and Academic Excellence.

It is agreed that the feasibility of a Cooperative Management course be explored by GU at a program in Wisconsin which is highly recommended by some CASS Country Coordinators present.

The need for short-term training is discussed. It is agreed that shorter term scholarships may meet local needs but may not meet the overall Experience America requirements of CASS.

It is agreed that all CASS Coordinators maintain contact by at least sending one letter per month to each other.

The role of Magali as Regional Director is clarified. She is to work with the Spanish-speaking nations in Recruitment and Selection and will be responsible for maintaining continuity in approach and content in Recruitment and Selection processes in each SPANISH-SPEAKING country. In this area, she will work with Ann and Ann's Associate, Susan Moroz.

Magali will also plan in-country orientations as well as follow-up and follow-on activities in ALL CASS countries. In this task, she is to work closely with Smithy Robinson, Fr. Harold Bradley and Ann Salzarulo-McGuigan.

The nature of each CASS Country Coordinator's commitment is discussed. It is agreed that a long-term commitment is needed for a successful program and for placement of Alumni in the future.

CASS Introductory Meetings (continued)

The formation of an Advisory Committee is a necessary first step in each nation. CASS Coordinators discuss possible members in their countries.

Clarification concerning the concentration of recruitment efforts is needed by all present. It is agreed that the recruitment be open to all. However, a specific concentration, whether it be through the school systems and/or cooperative movements, also be emphasized.

The names of the individuals contacted already about CASS are given to each coordinator. These names include all Florida/Latin America Scholarship Program contacts; individuals in various countries who have inquired about specific fields of study; and USAID Mission contacts.

BUDGET ISSUES

- A budget workshop is completed in which each participating CASS Country Coordinator submits a completed quarterly budget with a corresponding quarterly invoice for January 1, 1989 through March 31, 1989.
- It is agreed that on March 1, 1989 and on June 1, 1989 CASS Country Coordinators will submit their quarterly invoices to Alfie De Moss for each future quarter.
- It is agreed that candidates pay their own transport to interviews and that each coordinator keep a small contingency line item in their budget.
- It is also agreed that quarterly operational expense checks be made out to each Coordinator and that checks be sent more than two weeks prior to the first day of the quarter in order to avoid timing problems for checks to clear (often up to fifteen days).

CASS Rules and Regulations are reviewed and clarified. Discussion as to the importance of a good, clear orientation ensues. Topics which are often delicate must be covered carefully, with an eye toward cultural, communication differences (topics such as birth control, sexuality, personal hygiene, etc.).

Integration of language groups, it is agreed, is an important aspect of the program. Regional networks and personal relationships are the first step toward regional peace. Of each group of fourteen students, it is planned that three be of English-speaking origin; two of French-speaking origin and nine of Spanish-speaking origin.

CASS Introductory Meetings Jan 13-14 (Continued)

It is agreed that a short, cooperative leadership workshop would be useful for all students (if one could be arranged) through the Cooperative Management Program in Wisconsin.

It is agreed that Ann will send the matrices to each Coordinator for CASS, outlining the number of scholarships within each field of study in each country.

It is agreed that all CASS Country Coordinators would like to receive more information concerning each field of study and each program of study from each participant college, once available.

Other topics discussed included:

- Future of CASS
- Why CASS And CASP are separate programs
- University students cannot apply for CASS Scholarships
- Private High School students can apply and income will be assessed according to regular CASS guidelines
- The nature of the selection meeting depends on the schools to be involved which has yet to be determined.
- The level of commitment to the program of the students reflects the level of commitment to the program of the staff. There seems to be a consensus that these introductory meetings represented a meeting of minds!
- Student Orientations will cover student awareness of their own community needs and their awareness of the need of their return.
- Student expectations of the program are often unrealistic
- CASS Expectations of Students once they return home
- Past success/failures with CASP
- The Wrap-up consisted of brief commentaries on how participants felt about the program and their reservations before coming to the meeting.
- It is agreed that close contact be maintained.
- Mercedes de Valerio is thanked for hosting the event.

Meeting Adjourns

AGENDA
EL PROGRAMA DE BECAS DE LA ASOCIACION COOPERATIVA DE ESTADOS
(CASS) --
REUNION DE INTRODUCCION PARA LOS COORDINADORES
DE CENTROAMERICA Y EL CARIBE

Viernes, 13 de enero y sabado, 14 de enero de 1.988
SANTO DOMINGO, LA REPUBLICA DOMINICANA

- I. Introducción
- II. Presentación del Padre H. Bradley, S.J., Director de CASS
- III. Repaso del Agenda/Sugerencias
- IV. Expectativas de los participantes
- V. Reclutamiento: ¿Quiénes son los beneficiarios del Programa CASS? (Ann Salzarulo-McGuigan, Coordinadora de Reclutamiento y Selección)
- VI. Coordinadores de la Región:
El papel del Coordinador con:
La Universidad de Georgetown, Washington, D.C.
La Comunidad
Los Candidatos
El Comité de Asesores
La Asistente Regional

Bettina Molina, El Salvador y Agenes Flowers, Belize :
Coordinadoras de CASP/CASS

Participación de todos
- VII. Repaso del Cronograma
- VIII. Repaso de los Presupuestos
(Entregar los Presupuestos y Facturas Trimestrales a Ann Salzarulo-McGuigan)
- IX. Reclutamiento: Formularios y literatura
(Coordinadores recibirán los formularios en blanco)
Compartir estrategias efectuosas de reclutamiento
Preguntas/Inquietudes/Respuestas
- X. Presupuesto: Líneas directrices
- XI. Otros Líneas directrices/ Preguntas/

APPENDIX IV

A. CASP Alumni Support

Memorandum

TO: CASP Country Coordinators
FROM: Thomas R. Donnelly, Director in Central America
SUBJECT: Goal Setting Workshops for Returning Cycle D Alumni
DATE: December 20, 1988

In our recent meeting in Belize all of you suggested that you would prefer that I handle follow-on activities and that you would provide ideas, suggestions and logistical support. Following that consensus, I am moving forward with plans for Goal Setting Workshops for students returning home to Central America and for new students prior to their departure for the US. During a recent visit to El Salvador I met with George Teague to schedule two day Goal Setting Workshops for returning Cycle D alumni in each country and as soon after their return home as possible.

The tentative schedule we have agreed upon is as follows:

El Salvador:	January 19 and 20
Panamá:	January 23 and 24
Costa Rica:	January 25 and 26
Belize:	January 30 and 31
Honduras:	February 1 and 2
Guatemala:	February 6 and 7

In our recent discussions I believe we have all agreed that it would be worthwhile to have consistency in the content of the Goal Setting Workshop and that if possible it would be best to have the same person giving the workshop. I am pleased that George Teague has agreed to travel to each country to give the workshops according to the above schedule.

Since few Cycle D students will have jobs so soon after their arrival, we did not feel it was necessary to limit the workshops to weekends. Please let me know as soon as possible if there are any major problems with the proposed dates.

George will be drafting a one page information sheet on the workshops which we will mail to the Cycle D students to motivate them to attend. But I must count on you to take care of local logistics and the final invitation to the workshop.

My office is prepared to pay for hotel and food for the Cycle D students for the two day period. Please select a moderate hotel and request simple meals. Since all the Cycle D students will just have returned from the US, they will still be accustomed to eating sandwiches, and a light lunch of sandwiches is encouraged. We must keep costs down. If the hotel does not have a meeting room for the required number, please locate another classroom environment. The emphasis should definitely not be on luxury.

Since I will not attend each workshop and will not be able to be in each country to pay the hotel directly, please let me know if the hotel will accept a dollar check from this office in payment. I am uncertain how to manage the logistics of payment. Please give me your suggestions and ideas.

The workshop should be open to all CASP alumni, regardless of cycle. However, the program will pay for hotel only for the Cycle D alumni. With inexpensive lunches, we can provide them to the other non Cycle D CASP participants as well. Travel and transportation costs to the workshop should be paid by the CASP alumni. If you are aware of special hardship, exceptions can be made and on an individual basis those travel costs can be paid. Again I need your ideas on how to solve the logistics of my office making that payment.

Please invite the Cycle D students through letters, telegrams, or whatever your most effective mode of communication is. I have been very disappointed in a couple of instances recently where a very small percentage of the CASP alumni target group have taken advantage of invitations to attend workshops. I would like as close to a 100% participation by the Cycle D students as possible. Perhaps a carefully worded invitation and the close timing to return home will insure participation.

If you have the time I would also encourage your participation in the workshop. I am not certain what the impact will be on the returning students, but several Community Colleges have indicated that the Cycle E Salvadorean students stand out. If this is true, I attribute it in large part to the Goal Setting Workshop they had over a six week period prior to departure, the visits to factories and businesses, and their frequent and close interaction over several months with the CASP Alumni Association (SECASPO).

After Cycle F students have been selected, I would like George Teague to go each country and provide the same Goal Setting Workshop that he did for the Cycle E Salvadoreans. That we will have consistency and know that everybody had the same content. In late January or early February we could start blocking out dates to that I can be sure that George will have the time reserved for CASP.

Perhaps the title Goal Setting is a little misleading. For me

the main thrust of the workshop is the concept of individual responsibility. All of us express concern for those CASP alumni who return expecting the program or somebody to solve their problems for them. Those people have not accepted responsibility for themselves, and the Goal Setting Workshop is designed to change that.

Please confirm to me that the proposed dates are acceptable and what hotel and other arrangements you have made. Also be sure to let me know how I can pay the hotel and food costs.

Since it's only a few days before Christmas, I want to take a minute to tell you how much I have appreciate and enjoyed working with you over the past year. For me it has been an interesting, at times frustrating and at times difficult year. But mostly it has been a wonderful year. I have had the privilege to work with highly competent, motivated and committed people: you. My job by nature is bound to have frustrations. I am here to design something that really hasn't been done before: to develop strategies and plans and implement a follow-on program.

Like anything totally innovative where there is no roadmap there are bound to be frustrations. But in the past month or so I have a very good feeling about follow-on. I certainly have a clear idea of where I think we should go, what I think we should accomplish. The key came out of those early (and terribly frustrating) meetings with CASP alumni sitting around waiting for us to solve their problems for them. They were/are sitting around expecting someone to solve their problems for them because they have not accepted that they are responsible for themselves. That one simple thing, it seems to me, makes all the difference in the world.

Over the new year I expect that we will make substantial progress in follow-on and that as a result we will see our alumni being more self-sufficient and more successful. I count on your help to make the follow-on program a success.

To you and your family as well as to all the CASP staff, my warmest wishes for a Merry Christmas and a wonderful, happy, successful and productive New Year.

MEMORANDUM

A: Coordinadoras Nacionales CASP

DE: Thomas R. Donnelly, Director en Centro América

ASUNTO: Taller para los estudiantes del Cyclo D que vuelven sobre "Establecimiento de Metas".

FECHA: 20 de Diciembre, 1988

En nuestra reciente reunión en Belize, todas sugirieron que preferirían que yo manejara las actividades de seguimiento y que ustedes me darían ideas, sugerencias y apoyo logístico. Luego del consenso, estoy tomando las medidas para hacer el taller sobre "Establecimiento de Metas" para los estudiantes que volverán a sus casa en Centro América y para los nuevos estudiantes antes de su salida hacia E.U. Durante una visita reciente a El Salvador me reuní con George Teague para programar un taller de dos días en cada país sobre "Establecimiento de Metas" para los estudiantes del Ciclo D que estarán volviendo a sus países y hacerlo lo más pronto que sea posible.

El programa tentativo que hemos acordado es como sigue:

El Salvador:	19 y 20 de enero
Panamá:	23 y 24 de enero
Costa Rica:	25 y 16 de enero
Belize:	30 y 31 de enero
Honduras:	1 y 2 de febrero
Guatemala:	6 y 7 de febrero

En nuestras discusiones recientes acordamos que sería muy provechoso tener consistencia en el contenido de los talleres sobre "Establecimiento de Metas" y que si fuera posible, tener la misma persona que imparta el taller. Estoy feliz de que George Teague haya accedido a viajar a cada país para impartir el taller de acuerdo con el programa antes mencionado.

Como muy pocos estudiantes del ciclo D tendrán trabajo cuando lleguen, no creímos necesario limitar el taller para el fin de semana. Por favor avisame lo más pronto posible si hay algún problema mayor con las fechas.

George estará haciendo una página informativa sobre el taller que se les enviará a los estudiantes del ciclo D para motivar la

asistencia. Pero debo contar contigo para que te encargues en la logística local y la invitación final al Taller.

Mi oficina está preparada para costear el hotel y la comida para los estudiantes del ciclo D por un periodo de dos días. Por favor busca un hotel moderado y solicita comida sencilla. Ya que todos los estudiantes del ciclo D habrán llegado de los E.U recientemente, estarán acostumbrados a comer "sandwiches", y un almuerzo pequeño de sandwiches es recomendable. Debemos mantener los costos bajos. Si el hotel no tiene una sala de reuniones del tamaño requerido, por favor busca otra aula. Enfatizo en que no debe ser lujoso.

Como yo no asistiré a cada taller y no me será posible estar en cada país para cancelar el hotel directamente, por favor pregunta si el hotel recibiría un cheque en dólares de esta oficina. Estoy inseguro en como manejar la logística del pago. Por favor dame tus sugerencias y tus ideas.

El taller deberá ser abierto para todos los Ex-Alumnos CASP, no importa de que ciclo. Sin embargo, el programa pagará el hotel únicamente de los Ex-Alumnos del ciclo D. Con almuerzos baratos, podremos proveer también a los Ex-Alumnos que no son del ciclo D. Los costos del viaje y la transportación para el taller deberán ser cancelados por los Ex-Alumnos CASP. Si sabes de algún tipo de adversidad, se pueden hacer excepciones y en una forma individual, estos costos de viaje podrán cubrirse. De nuevo necesito de tus ideas de como podrá mi oficina solventar este mecanismo de pago.

Por favor invita a los estudiantes del ciclo D por medio de cartas, telegramas o cualquier medio que sea más efectivo para comunicarse. Me he sentido muy decepcionado en un par de ocasiones recientemente ya que un porcentaje muy pequeño del grupo de estudiantes "blanco" han aprovechado las invitaciones para asistir a los talleres. Me gustaría una participación lo más cercana al 100% de los estudiantes del ciclo D que sea posible. Talvez una invitación cuidadosamente fraseada y la cercanía del regreso asegurará la participación.

Si tuvieras el tiempo, te invito a participar en el taller. No estoy seguro del impacto que se logrará en los estudiantes que regresan, pero muchos de los "Community Colleges" han indicado que los estudiantes Salvadoreños del ciclo E sobresalen. Si esto es cierto, lo atribuyo en gran parte al taller "establecimiento de Metas" que ellos tuvieron por un periodo de más de seis semanas antes de la salida, las visitas a las fábricas y negocios, y la frecuente y cercana comunicación por varias semanas con la Asociación de Ex-Alumnos CASP (SECASPO).

Después de que los estudiantes de la ciclo F sean seleccionados, quiero que George Teague vaya a cada país e imparta el mismo taller sobre "Establecimiento de Metas" que impartió a los estudiantes del ciclo E del Salvador. Con esto tendremos

consistencia y sabremos que todo mundo tiene el mismo contenido. Al final de enero o el comienzo de febrero podremos comenzar a bloquear días para esto y lograr que George tenga el tiempo reservado para CASP.

Talvez el título de "Establecimiento de Metas" esté un poquito desviado. Para mí el fondo principal del taller es el concepto de la responsabilidad individual. Todos expresamos preocupación por los Ex-Alumnos CASP que vuelven pensando que el programa o alguien les solucione los problemas. Estas personas no han aceptado responsabilidad por si mismos, y el taller "Establecimiento de Metas" está diseñado para cambiar esto.

Por favor confirmame si las fechas propuestas son aceptables, que hotel y otros arreglos necesarios han hecho. También asegúrate de hacerme saber como puedo pagar el hotel y los costos por alimentación.

Ya que son solo unos pocos días antes de la Navidad, quiero tomarme un minuto para decirte cuanto he apreciado y disfrutado trabajando contigo durante el año pasado. Para mi ha sido un año interesante, a veces frustante, y a veces difícil. Pero más que nada, ha sido un año maravilloso. He tenido el privilegio de trabajar con gente altamente competente, motivada y comprometida: contigo. Mi trabajo por naturaleza está ligado a frustraciones. Estoy aquí para diseñar algo que verdaderamente no se ha hecho antes: desarrollar estrategias y planes e implementar programas de seguimiento.

Como todo lo totalmente innovador donde no hay ruta que seguir está ligado a frustraciones. Pero en el mes pasado o algo así he logrado un buen sentimiento acerca del seguimiento. De fijo tengo una idea clara de hacia donde creo que debemos ir, que creo que debemos lograr. La clave salió de esas primeras reuniones (terribles y frustrantes) con los Ex-Alumnos CASP sentados alrededor esperando que alguien les solucionara sus problemas porque ellos no habían aceptado que ellos son responsables de ellos mismos. Esta simple y única cosa, me parece, hace toda la diferencia en el mundo.

Espero que en todo el año que empieza hagamos progresos sustanciales en el seguimiento y que como resultado veamos a nuestros Ex-Alumnos más independientes y más prósperos. Cuento con tu ayuda para hacer del programa de seguimiento un éxito.

Para ti y para tu familia como también para todo el equipo CASP, mis más calurosos deseos para una Feliz Navidad y un maravilloso, feliz, exitoso y productivo Año Nuevo.

SEASON'S GREETINGS

Christmas carols are playing throughout Georgetown University's regional office here in San José. The Christmas Tree is decorated with a little piece of Christmas from all parts of the world. This will be our first Christmas in San José, and all of us here at Georgetown's Central American Scholarship Program (CASP) in Central America are happy and content.

As I am writing to you, I find that it's already mid December. I realize that this letter may be a little late in reaching you for Christmas. At this wonderful and happy time of the year let's stop for a moment to think about what we have accomplished in the past year and what the New Year will bring.

Here in Central America through the special efforts, commitment and dedication of you, friends of Georgetown University, and supporters of the CASP program, from both the private and the public sector we can look back with pride at what has been accomplished in the past year. Building on a solid foundation established by our CASP Country Coordinators, the CASP program now has a road map for Follow-on. Concrete results in working with CASP alumni include the successful establishment of a CASP Alumni Association in each country, the successful placement of CASP Alumni in jobs and the successful, even if difficult and sometimes painful, process of readapting to their home countries. We have had Goal Setting, How to Get a Job and Creating Small Business workshops for new CASP students and CASP alumni.

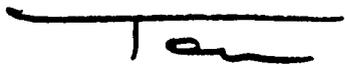
Georgetown alumni in each country are in the process of organizing themselves and they are enthusiastically supporting the CASP program. In some countries substantial contact has started between CASP and Georgetown alumni, both members of the same family.

For the CASP student in the United States and the CASP alumni, we are working to foster an attitude of self reliance, self responsibility and self initiative.

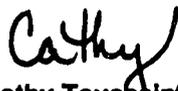
In looking back we can see that together we've accomplished many things in the past year. Now we need to think about the New Year ahead. We have been very fortunate to count on your enthusiasm, your support and your interest. We hope that during the coming year you will continue that special interest in Georgetown University and its CASP program. We hope that you will become even more a part of the "Georgetown Family". Help us set ourselves realistic goals so that 1989 is the year that makes the difference. Help Georgetown University and the CASP program to be part of the solution making 1989 an incredibly interesting, exciting, and successful year in helping Central American young people. As for me, I'm committed to making 1989 the year that the CASP Alumni really make their mark. And I'm looking forward to your continued strong interest and support.

All of the staff at the Central America Regional Office here in San José, Sylvia Anderson de Castro, Cathy Toussaint, Ronald Arce and I, send our warm wishes to you for a happy Christmas and the most successful New Year ever and our deep thanks and appreciation for your help.

MERRY CHRISTMAS AND A HAPPY NEW YEAR!



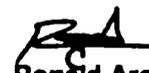
Thomas R. Donnelly
Director in Central America



Cathy Toussaint
Financial Affairs



Sylvia Anderson de Castro
Secretary



Ronald Arce
Messenger

APPENDIX IV

B. Georgetown Alumni Network

Letter sent to Georgetown Alumni Coordinators in Central America

Diagonal a la Embajada de España
Frente al Parque del Perú
Casa blanca Esquinera con rejas Negras
Barrio Rohrmoser-Nunciatura
San José, COSTA RICA
4 de enero, 1989

^F1^^F2^
^F3^
^F4^

Estimado ^F5^:

Feliz año nuevo! Acabo de volver de unas bien ganadas vacaciones lleno de energías, entusiasmo e ideas para mover nuestro programa de Georgetown hacia adelante. En reuniones durante los pasados últimos dos meses con los Ex-Alumnos de Georgetown en los diferentes países de Centro América y Panamá, he solicitado la nominación de un Ex-Alumno como el coordinador. Tu fuiste el nombrado en ^F4^. Congratulaciones! Estoy muy complacido de que hayas mostrado interés y entusiasmo en ayudar a tu Alma Mater.

Mientras estaba sentado en la playa de Acapulco recientemente pensé en las cosas que me gustaría alcanzar para Diciembre de este año:

1. Tener a los Ex-Alumnos de Georgetown formalmente organizados en cada país, con un plan de acción que ellos deseen implementar
2. Tener la novata Asociación de Ex-Alumnos CASP legalizada y funcionando efectivamente para el beneficio de sus miembros.
3. Organizar e implementar la Segunda Reunión de los Ex-Alumnos CASP y la Primera Reunión de los Ex-Alumnos de Georgetown en San José, Costa Rica para el 22 y 23 de julio, 1989
4. Tener establecida una interacción propia entre los Ex-Alumnos CASP y Georgetown

Aún cuando suene fácil, cada una de estas cosas es complicada y requiere mucho tiempo para realizarlas. Como parte de la primera meta sobre la organización de los Ex-Alumnos Georgetown, los siguientes son acciones de corto plazo que espero que puedas ayudarme a implementar:

1. Los dos programas mayores de becas de Georgetown (CASP y el programa CASS nuevo) seleccionará y enviará más de 300 jóvenes Centroamericanos Socio-económicamente en desventaja a "Community Colleges" en los Estados Unidos en Agosto. Nuestras Coordinadoras CASP han solicitado de los Ex-Alumnos Georgetown su participación en los comités de selección. Y de pasadas experiencias que he tenido con dicho comité en El Salvador, debo de decirles que este trabajo es exhaustivo, emocionante y la experiencia es tremendamente motivadora y edificadora. Miembros de la comunidad de negocios desean volver por lo positivo de la experiencia para ellos. Espero que tomes la iniciativa de ponerte en contacto con la Coordinadora en ^F4^ para insistir en que los Ex-Alumnos Georgetown sean representados en el panel de entrevistadores. La lista de las Coordinadoras de los países se adjunta. (Nota que la selección para CASS podría estar un poco retrasada porque, como programa nuevo, no todas las piezas del programa están aún en su lugar.)

2. Los estudiantes CASP están regresando a Centro América aún ahora que estoy escribiendo esta carta. El Grupo del Ciclo D (el cuarto grupo que ha sido enviado) está llegando a casa durante el periodo de Diciembre 19 hasta Enero 20. Todos juntos son alrededor de 125 nuevos Ex-Alumnos CASP en toda Centro América. Empezando luego del 20 de Enero, invitaremos a los nuevos Ex-Alumnos CASP a participar en los talleres de Establecimiento de Metas y Como Conseguir Trabajo, dado en cada país. Y esto es en lo que los Ex-Alumnos Georgetown pueden ser de especial ayuda:

a. Guiando y aconsejando a los Ex-Alumnos CASP que necesitan de vez en cuando.

b. Aconsejándolos de como hacer para buscar trabajo y ayudando a abrir puertas cuando sea necesario.

3. Hacer una lista definitiva de los Ex-Alumnos Georgetown en la región, incluyendo graduados y otros que estudiaron en Georgetown y sienten "cariño" por la escuela. Las listas que tenemos de la oficina de Ex-Alumnos de Georgetown son, desafortunadamente, incompletas.

4. Legalizando la Asociación de Ex-Alumnos Georgetown en cada país.

5. Animando a los Ex-Alumnos Georgetown a participar en la reunión de Ex-Alumnos en San José en Julio.

Me gustaría invitarte a un día y medio de reunión de todos los coordinadores de Ex-Alumnos Georgetown en Centro América en San José el 21 y 22 de Enero para discutir y establecer metas realizables y organizar a los Ex-Alumnos Georgetown. Georgetown pagará el transporte aéreo, la alimentación y el alojamiento.

De nuevo ^F5^, tu apoyo es crítico para hacer que todo esto funcione. Reconozco que tu eres una persona muy ocupada y tienes el tiempo limitado para dedicarlo a todas las actividades indicadas. En nuestra reunión podremos determinar como lograr las metas anteriores como tambien otras que los Ex-Alumnos Georgetown puedan tener en forma eficiente y efectiva dando a todos el tiempo comprimido.

Gracias por querer ayudar.

Sinceramente,

Thomas R. Donnelly
Director en Centro América

COORDINADORES DE EX-ALUMNOS DE LA UNIVERSIDAD GEORGETOWN
EN CENTRO AMERICA

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EL SALVADOR

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EL SALVADOR

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Guatemala

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Casa: 69-28-38

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Casa: 22-87-12

PANAMA

Lic. Aura de Russo
Apartado Postal 6-3, El Dorado
Panamá,
Panamá

Teléfonos: Oficina: 60-14-05
Casa: 60-14-05

Lic. Manuela de la Guardia
Enlace entre los Ex-Alumnos de Georgetown y CASP Panamá.
Apartado Postal 5004
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Panamá

Teléfonos: Oficina: 64-97-96
Casa: 64-73-35

APPENDIX V

A. Management Activities

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CASS Regional Director Offering Letter	A-82
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Postselection Procedures Memo	A-86
Postselection Procedures	A-89
Procedures for Processing Alternates	A-93



GEORGETOWN UNIVERSITY

Central American Scholarship Program
Academy for Intercultural Training

January 26, 1989

Mrs. Magali de Rodil
Diagonal 6-11-10
Zona 10
Guatemala, Guatemala

Dear Magali:

We are very pleased to offer you the position Regional Director for the Cooperation of States for Scholarships (CASS). We highly value your program management abilities and understanding of CASS objectives for economically disadvantaged students. Your participation in the leadership of CASS in the region is a very positive prospect.

A general description of the position is attached. Because the project is new and the position will be essentially created by you, we believe the specific details of your work will become clear as we move forward. We welcome any suggestions you may have about the responsibilities listed. The position is considered full-time. We propose to provide you with a monthly honorarium of \$2,500. We can either reimburse you as a consultant, or we can arrange for a one-year, renewable, Georgetown appointment. As a Georgetown employee you would be entitled to educational benefits for your children after one year. Do you have a preference?

I hope that you can visit our office at Georgetown University in February. The purpose of the visit is to discuss work projects and timelines in detail, become acquainted with CASP/CASS staff, meet AID/Washington representatives, and if possible, visit an on-going program at a CASP community college. My proposal for the dates of your visit is Saturday, February 4 - Friday, February 10. A tentative schedule is also attached.

A-82

PO Box 2298 Hoya Station
Washington DC 20057
202-537-1788/1244 Telex 64574

January 26, 1989
Mrs. Magali de Rodil
Page 2

By the end of the week you are in the U.S., Father Bradley and I will be in Costa Rica for the ISEP meeting. If you are available, do you think that you could travel to San Jose from the U.S. so that we can discuss your experiences and impressions of the previous week? I regret that the proposed visit agenda is so stressful. It is a very busy time.

I am looking forward to your reply about the position description and the proposed visit. We all appreciate your enthusiasm and are happy to be able to work with you. Thank you very much.

Sincerely,

Elizabeth S. Robinson

Elizabeth S. Robinson
Coordinator

Enclosures

Cooperative Association of States for Scholarships (CASS)

Position Description for CASS Regional Director

(Magali)

The CASS regional director is responsible for developing and initiating region-wide programs to achieve the goals of the Georgetown/AID peace scholarship program in Central America and the Caribbean. In addition, the regional director oversees implementation of CASS initiatives to ensure consistency in program philosophy and development among all CASS countries. The regional director reports to the CASS director at Georgetown University, coordinates closely with Georgetown recruitment and selection staff, and both supervises and coordinates among CASS country coordinators.

General Responsibilities:

1. Design, oversee implementation of, and evaluate programs for:
 - a) preselection process
 - b) predeparture orientation
 - c) follow-on
2. Provide extra support to Georgetown Coordinator for recruitment & selection by supervising implementation of CASS activities in Spanish-speaking countries.
3. Act as Georgetown CASS liaison with USAID Missions in Spanish-speaking CASS countries.
4. Write regional quarterly progress reports of all CASS activities in Central America and the Caribbean. Regional reports should be compiled from country quarterly reports prepared by CASS country coordinators and submitted to regional director.
5. Develop and maintain budget reports (in collaboration with Georgetown CASS Financial Officer) for all expenses related to regional operations.
6. Recommend to Georgetown CASS training areas that are identified by CASS country coordinators and are common to disadvantaged students in CASS countries.

1/26/89

Cooperative Association of States for Scholarships (CASS)

Tentative Schedule

CASS Regional Director visit to Georgetown University in February 1989:

Friday 3	Arrive Washington DC
Sat. 4 - Sun. 5	Plan Timeline & Activities Smithy & Magali
Monday 6	Meet with CASP/CASS staff, AID/Washington
Tuesday 7	Travel to CASP community college
Wed. 8 - Thurs. 9	Continue visit at college
Friday 10	Return to Central America
Saturday 11 or 12	Meet with Father Bradley & Smithy in San Jose?

1/26/89



GEORGETOWN UNIVERSITY

Central American Scholarship Program
Academy for Intercultural Training

MEMORANDUM

DATE: February 27, 1989
TO: Tom Donnelly, CASP Regional Director
Magali de Rodil, CASS Regional Director
FROM: Smithy Robinson
RE: Post-selection procedures

The purpose of this letter is to continue our conversations regarding the coordinating of orientation and logistical procedures for CASP/CASS students. As we agreed in Costa Rica during the ISEP Conference, once final selection has taken place, you are responsible for directing the processing and orientation of CASP/CASS students scheduled to depart for the United States in August 1989.

Your primary contacts with Georgetown are Ann and myself. All materials such as medical forms and student contracts should be sent directly to Ann. Ann is responsible for sending all information such as lists of finalists and orientation materials directly to both of you. In the event that this process of routing materials from the national coordinators to Georgetown and vice-versa through the regional directors becomes cumbersome, please advise us and we will be pleased to make any changes you recommend. Until then, all information and materials for individual countries will be send directly to you.

Attached you will find a checklist of action steps regarding "Procedures After Final Selection." I have reviewed these steps with the GU staff and believe they are realistic and acceptable to people at this end. I would very much appreciate if you would review the actions and advise us of any questions or recommendations.

Also attached is a procedure list for the processing of alternates. I would also appreciate your review of this document to be sure we are all in agreement in the likely event that some of our finalists drop out. Most importantly, alternates are not advised of their status of "alternate" until it is becomes necessary to incorporate them into the program.

A-86

(P) Box 2298 Hoya Station
Washington DC 20057
202-687-1788/1244 Telex 64574

Following final selection, rejection letters need to be prepared for those students who were interviewed in Central America, but were not selected as finalists. We have already made arrangements with CASP country coordinators that the "rejection" letters will be prepared by the national coordinators in-country and will carry Father Bradley's signature. Ann provided the coordinators with a sample rejection letter. In order to be prepared to type/print the rejection letters, the CASP and CASS country coordinators need to keep the names and addresses of the candidates who are interviewed and recommended to Washington. By preparing these letters in-country, the GU computer and college staff can get immediately to the task of data entry and document preparation of selected candidates.

In regards to the CASS preselection interviews I have some questions. First, how will the files, "carpetas," arrive to Georgetown? In the case of CASP interviews we have a college person in-country who will carry them back. We need to think of the process for CASS files. DHL?

Second, the "guía cronológica" for CASS indicates that national coordinators will make three photocopies of candidates files. We would greatly appreciate if four copies could be made and the fourth copy be sent to Georgetown along with the original file.

Also attached are samples of the original Georgetown acceptance packet that was prepared by GU staff during previous cycles and distributed to students at in-country orientations. This year, it is not necessary for Georgetown to prepare a "packet," but instead, ask you to make sure that the same materials are incorporated into the various orientations. For the Phase One Orientation program we will prepare and send you:

- 1) GU acceptance letter
- 2) Living in the USA
- 3) Su Beca CASP/CASS
- 4) Medical Examination forms
- 5) CASP/CASS fact sheets

For the Phase Two Orientation program we will prepare and send:

- 1) Participant Training Contracts
- 2) Student Liability Waiver & Authorization for Medical Treatment forms
- 3) Acceptance Agreement of Program of Study forms
- 4) College Welcome Packets
- 5) Individual travel itineraries

Memorandum
February 27, 1989
Page Three

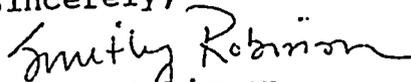
Lastly, for the final departure, we will provide you with:

- 1) Student airplane tickets
- 2) Buttons
- 3) Nametags
- 4) Airport instructions

Included in last year's packet is a letter to relatives and friends of CASP students and a "Be Good to Your Teeth" flyer. Will you incorporate these items into orientation materials? If you would like us to prepare any materials for the orientation we will be happy to do so. When the planning becomes more specific, just tell us what you need.

Thank you very much for your attention to the many details involved in this letter. I look forward to and welcome your comments.

Sincerely,


Smithy Robinson
Coordinator

enclosures

cc: Ann Salzarulo-McGuigan

SR/klh

CENTRAL AMERICAN SCHOLARSHIP PROGRAM (CASP)
COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Procedures After Final Selection
April 8, May 10

By Whom	Action to Be Taken	By When
Ann	1. G.U. send list (by FedEx) of finalists and alternates to regional directors. List includes name, address, field, college and other preliminary fields. Copies of preliminary database entry containing information on printed lists can also be provided.	April 8/CASP May 15/CASS
Smithy/ Ann	2. G.U. notify AID/W that final selection is complete, provide draft cable with names of finalists and alternates, thank USAID missions for participation in process.	April 8/CASP May 15/CASS
Tom/CASP Magali/ CASS	3. Regional directors notify national coordinators of finalists and alternates.	April 8/CASP May 15/CASS
Agnes Betina Jorge Odilio Pompilio Thelma Irma Flora	4. National coordinators complete USAID ID forms to begin name check process at USAID Missions.	April 10/CASP May 16/CASS

Final Selection Procedures
Page Two

- Ann-
letters
Program
Officers
-book-
lets
5. G.U. prepare following materials in time for distribution at Phase One CASP/CASS Orientation (late May). Materials should be sent DHL or carried to Tom and Magali by Monday, May 22:
- * Official acceptance letter from Father Bradley.
 - * Su Beca CASP/CASS.
 - * Viviendo en los EEUU.
- Tom,
Magali
National
Coord.
6. Phase On CASP/CASS Orientation held in Belize, Costa Rica, El Salvador, Guatemala, Honduras Dominican Republic. Medical exams and passports executed.
- Tom/CASP
Magali/
CASS
National
Coord.?
7. Send passport numbers of all finalists to Ann at G.U. for preparation of IAP66A forms.
- National
Coord.
8. National Coordinators make four copies of completed medical exams and distribute one copy to USAID, one copy to files and the original and one copy to Georgetown ASAP. Medical examination certificates should be carefully reviewed by national coordinators prior to forwarding them to G.U.
- Tom
Magali
National
Coord.
9. National coordinators and regional directors follow-up with USAID Missions to be sure Missions send appropriate medical clearance cable to OIT/W to enroll CASP/CASS students in HAC. Notify Ann when cables are sent.
- May 22
- End of May
Beginning of
June
- ASAP
beginning in
June.
- June
- June

Final Selection Procedures
Page Three

- Ann
Michael .
10. G.U. send PIO/P's (signed by S.R. and Carney), IAP66A's (not signed) to regional directors for distribution to USAID Missions via national coordinators.
- July 1
- Program
Officers
Ann
11. G.U. prepare following documents and materials for processing and distribution during Phase Two Orientation:
- * Participant Training Contract
 - * Liability Waiver and Authorization for Medical Treatment
 - * Acceptance Agreement of Program of Study
 - * College "Welcome Packet" including welcome letter, letter and pictures from host family, detailed "program of study", brochures, other.
 - * Individual travel itineraries for August departure.
 - * Custom declaration and I-94 forms.
- Phase Two Orientation materials should be in Central America by July 1. (Should G.U. or college representatives who will participate in Phase Two Orientation carry this information to C.A.?)
- National
Coord.
12. Regional directors and national coordinators review participant training, authorization waivers, acceptance of program of study contract and send to G.U.
- July
- Ann
13. G.U. send/carry Phase Three Orientation materials to C.A.:
- * Student airplane tickets
 - * \$30 per student travel allowance
 - * CASP/CASS buttons
 - * Nametags
 - * Airport instructions
- August

Final Selection Procedures
Page Four

Ann

14. Plan and carry out Miami airport reception following alumni conference. Departure days scheduled August 15-22 by college groups.

August

2/28/89
selectio

Central American Scholarship Program (CASP)

Cooperative Association of States for Scholarship (CASS)

PROCEDURES FOR PROCESSING ALTERNATES

1. Upon completion of final selection, college final selection committees are responsible for submitting a list to CASP/CASS-GU of ten alternates per field of study listed in rank order. All selected candidate and alternate files are kept with college program area immediately following selection.
2. Country coordinator informs regional director of reason for student to be removed from the CASP/CASS selected candidate list.
3. Regional directors inform Ann at CASP/CASS-GU.
4. Ann explains in writing the reason for terminating the status of the candidate on the evaluation summary form and also prepares an in-house memorandum to CASP staff informing them of the changes.
5. Ann reviews list of alternates from the college final selection committee and selects an alternate for that school who best matches all characteristics of the originally-selected candidate (i.e. gender, origin, etc.)
6. Ann informs Michael Brennan (form) and CASP/CASS regional directors of the new person selected.
7. Michael Brennan carries out all necessary changes in the PIO/P, IAP66A and PDF status of both students.
8. Michael informs Huong and corresponding college program officer in G.U. so that changes are made to CASP selected candidate list and college is notified by program officer of the change.
9. College program area prepares orientation materials and informs the college of the newly-selected alternate.
10. Huong changes the data in the database.
11. Ann arranges air travel for the alternate and sends airline ticket to the country coordinator through Lizzie Cueva.
12. Country coordinator informs the candidate and prepares him/her for departure to the U.S.

2/28/89

APPENDIX V

B. Publications

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<u>CASP Exchange</u> -- Winter 1989	A-95
<u>Alumni Update</u> -- December 16, 1988	A-105
<u>Alumni Update</u> -- February 17, 1989 (English edition)	A-109
<u>Alumni Update</u> -- February 17, 1989 (Spanish edition)	A-113
<u>CASP in the News</u> -- January-March 1989	A-120

CASP Exchange



Vol. 3 No. 1

Central American Scholarship Program

Winter 1989

Wisconsin/Iowa Leadership Retreat

CASP students and staff at six community colleges are collaborating to hold the first Wisconsin/Iowa Leadership Retreat on March 4-5. According to CASP Coordinator Lucy Harvey of Northcentral Technical College, the retreat will focus on leadership skills and provide an excellent opportunity for students to network.

Participating institutions include: Northcentral Technical College, UWC-Richland Center, UWC-Marinette and Waukesha County Technical College of Wisconsin; and Kirkwood and Scott community colleges in Iowa. Each group will share responsibility for some aspect of this exciting event which will include an evening program and dance.

Open to the first 140 applicants, the retreat will be held at rustic Upham Woods Camp near Wisconsin Dells. Activities begin Saturday, March 4 at 12:30 pm and conclude Sunday, March 5 at 2:30 pm. The cost of \$25 per participant covers lodging, user fees, all foods and program expenses. For more information contact Lucy Harvey at Northcentral.

Happy Valentines Day



from CASP

Successful Alumni Program to Focus on Lasting Links

In one year, CASP Alumni Associations have grown from fledgling organizations into dynamic groups that allow their members to share and maintain the common bond of their U.S. experience. According to Regional Director Tom Donnelly, most of the Associations have also developed capabilities to:

- Provide a forum that allows members to learn and practice leadership skills.
- Offer career assistance through job placement information, skills development and an intimate knowledge of how the "system" works.
- Support CASP implementation through participation in recruitment, selection, orientation and reentry.

Donnelly credits many individuals—CASP Coordinators, Alumni Liaison René Nuñez and especially the alumni themselves—for contributing to this accomplishment. He notes that those Associations which are most successful have a very active membership and produce specific products such as newsletters and resume banks which respond to the interests and needs of members.

Goals for 1989

In 1989, Donnelly envisions even greater progress and has outlined an action plan for follow-on activities. The plan includes working to establish both a regional CASP Alumni Association and Georgetown alumni associations, planning CASP Alumni Conference II and laying the foundation for future interaction be-
(Continued on page 3)

NBC "Today Show" Features CASP

CASP students and teachers at Coffeyville Community College got a taste of stardom when they appeared on the December 27 broadcast of the NBC "Today Show." The five-minute segment featured an interview with CASP Director Harold Bradley, S.J. and footage of the 17 students as they assisted on farms, rode horses and worked cattle as part of their 24-month agricultural technology program.

In the interview, Bradley explained how the program is targeted toward Central American youth who

wouldn't otherwise have the chance to further their education. The idea of CASP is to enable the students to find good jobs and assist their families when they return. Moreover, Bradley hopes that they will be committed to social change.

Instructors at Coffeyville had nothing but praise for the students and found working with them to be a challenge in which they had also learned something. According to Coffeyville agriculture teacher Joe Shannon: "We get close to the students and we hate for them to leave."

CASP Salutes the Country Coordinators

The Country Coordinators, both as individuals and as a group, have played a pioneering role in the formation and on-going success of CASP. Each Coordinator represents CASP in one of the six participant nations: Agnes Flowers, Belize; Lic. Flora de Vargas, Costa Rica; Lic. Bettina Molina, El Salvador; Lic. Yetilú de Baessa, Guatemala; Ing. Irma de Fortín, Honduras; Dra. Aura de Russo, Panamá.

These women are leaders in their communities and have a life-long dedication to the educational development of their nation's youth. Each individual has a unique and impressive background and uses her knowledge of her nation's people, culture, and educational system to benefit CASP.

The Coordinators' success in recruiting well-qualified youth of economically disadvantaged backgrounds is reflected in the growth of



From left to right: Lic. Bettina Molina, Ing. Irma de Fortín, Mrs. Agnes Flowers, Lic. Yetilú de Baessa, Dra. Aura de Russo and Lic. Flora de Vargas.

CASP. In 1985, there were approximately 10 finalists recruited from each nation. Four years later, as the Coordinators engage in Cycle F recruitment and selection, they are recruiting students for six times as

many scholarships!

The contribution of these six women is a very important one for the continued success of the program. CASP proudly salutes and congratulates them.

Recruitment and Selection News

By Ann Salzarulo-McGuigan

Community college representatives will again travel to Central America to assist in screening, interviewing and rating candidates for CASP scholarships. Country Coordinators commended college participation last year as a positive contribution to the interview process.

1989 participants include: Greg Heming of Berkshire Community College, Jim Criswell of Coffeyville Community College, Estela LeVario of King's River Community College, Maria Toms of St. Petersburg Junior College and Ann Goeden of UWC-Richland Center.

The group will begin by attending a pre-briefing at Georgetown University February 23-24. They then travel to Central America with recruitment coordinators Ann Salzarulo-McGuigan and Susan Moroz to begin a week-long marathon of about 100 in-country interviews.

In each country, the college representative works side by side with the

CASP Country Coordinator as a full-fledged member of the interview selection committee. Each committee includes CASP advisory board members and alumni, as well as an individual who is knowledgeable in the field of study for which the candidate is applying. Committees vary in size from five to 11 members.

Country Coordinators are scheduling interviews in the two or three regions of each country with the highest number of candidates. This should reduce the time needed for candidates to travel to the interview site and encourage more participation from the rural areas.

Upon completion of in-country interviews, the college participants regroup and meet with CASP/Georgetown staff on March 7 to report on the interview process. One month later, April 3-7, all colleges convene at Georgetown for Cycle F final selection and program discussions. Good luck, CASP candidates!

From Iowa to Central America— Meet Cathy Toussaint

As of last fall, Catherine (Cathy) Toussaint, is now assisting Tom Donnelly with the financial management of the CASP Regional Office in Costa Rica. Toussaint is on a one-year leave of absence from her job at Kirkwood Community College where she worked with Kirkwood's CASP program and Foundation Office for the past five years.

Toussaint is an Iowa native who describes herself as a "farm girl." Enthusiastic about the opportunity to work in Central America, she stated, "I would have never dreamed I would be visiting, let alone living there." When offered the internship, she was quick to accept and in order to prepare, took a crash course in Spanish last summer.

At the Regional Office, Toussaint is doing bookkeeping, helping to set up the Georgetown Foundation and working with the overall alumni program. She has an A.A.S. in Business from Kirkwood.

Alumni Program

(continued from page 1)

tween CASP and Georgetown alumni. Each goal has an underlying purpose: to foster lasting links that enable CASP alumni to realize their goals of personal, professional and community development.

Regional CASP Alumni Association

In 1989, Donnelly plans to assist the newly-organized, regional CASP Alumni Association attain legal status and function effectively for the benefit of its members. As currently planned, regional Association officers would convene every quarter or six months to share experiences, establish objectives, and recommend additional follow-on activities.

Georgetown Alumni Associations

There are probably 200-250 Georgetown alumni in all of Central America. Last fall, Donnelly met with Georgetown alumni in each country and asked them to consider assisting CASP follow-on with their ideas, moral support, local contacts and time. Because their response was so positive, he then invited one or two representatives from each country to attend a mini-conference on January 21-22, in San Jose, Costa Rica to decide what the next steps should be.

This year he hopes to facilitate the efforts of Georgetown alumni in each participating Central American country to formally organize themselves and develop a plan of action they wish to implement. According to Donnelly, *"Georgetown alumni are enthusiastic about the programs of their university... They are excited about knowing one another and being together, and having an activity on which to focus."*

Alumni Conference II

One of Donnelly's greatest challenges will be to oversee the planning of CASP Alumni Conference II, as well as the first reunion of Georgetown alumni on July 22-23, 1989 in San José, Costa Rica. During two days, al-

San Antonio Leadership Conference

In the third phase of an initiative to strengthen leadership training for students, CASP hosted *Exploring Leadership Training*, October 27-30, 1988 in San Antonio. During this four-day seminar, 18 community college representatives and Georgetown staff met to discuss philosophy, objectives and implementation of CASP leadership programs.

The conference followed a facilitators training seminar and three regional leadership retreats for CASP women held in California, Wisconsin and Massachusetts. As a result of these conferences, it became apparent that both CASP women and men could benefit from the development of a more systematic and comprehensive leadership program with an emphasis on individual potential.

Facilitated by CASP Affiliate Pat Macias, the seminar introduced a possible model for leadership training which included both group and individualized training. Community college participants then shared their own experiences and discussed

the various aspects and challenges of creating and implementing an overall plan.

Highlights of the weekend included a refreshing talk by guest speaker Andy Galicia on presenting the topic of sexuality to students in a meaningful way. In addition, Maria Toms of St. Petersburg Junior College and Bettyann Battist of Northcentral Technical College teamed up to share creative marketing strategies to promote leadership training.

Participants were able to develop several viable definitions of leadership which fall within the CASP framework. Each of four working groups outlined a plan to enable CASP students to acquire the skills needed to meet their definition.

The ideas and enthusiasm generated at the seminar seem to have carried over to local and regional leadership efforts. At the same time, CASP/Georgetown is conducting a series of alumni surveys which should provide further insight on how to develop leadership training that meets the present and future needs of CASP students.



CASP and Georgetown alumni in Guatemala attend a reception on October 19, 1988, hosted by Country Coordinator Lic. Yetilú de Baessa.

most 700 CASP alumni and 200 Georgetown alumni will gather for work sessions, business meetings, social activities and cultural events. CASP community colleges, members of Congress and USAID, and CASP staff will also participate. The two events will be held simultaneously and include several common activities: banquets with guest speakers, social events, a cultural night and the CASP-Georgetown Olympics.

The first CASP Alumni Conference, held last March in Guatemala, was a great success both in terms of encouraging alumni to unite their efforts and providing a strong showing of U.S. support.

CASP and Georgetown Alumni

Donnelly has been working to develop a mentorship relationship (Continued on page 10)



CASP Salutes the Graduates

Cycle B - Viterbo College - December 16, 1988

- Computer Science

Belize

Sandra Paredez

Cycle D - Modesto Junior College - December 9, 1988

- Clothing Merchandising &
Electronics

Belize

Manuel García, Luis Mendez,
Luis Romero

Costa Rica

Laura Aguilar*, Lidia Duarte,
Glory Gómez, Rose Mary López*,
Xinia Urena

El Salvador

Emilio Alvarez, Bacilio Bonilla,
Carmen Marroquí,
Bernardo Mejía*, Marisol Monge,
María Pérez, Liana Reyes,
Hilda Rosales

Guatemala

Carolina Guzmán, César León,
José Manrique, Edy Morales,
Gladys Temaj

Honduras

Ana Amador, Carlos Arteaga,
Jaime González, Miguel Lagos*,
Silvia Mercado, Allan Sabillón,
Juan Urquía

Panamá

Guillermo Bernal, Víctor Bernal,
David Bósquez*, Yurie Dean,
Aura Gutierrez, Fernando
Martínez, Diana Quiel, Josefina
Salado, Roderick Vargas

Cycle D - West Hills College - December 19, 1988

- Computer Science, Engineer-
ing

Costa Rica

Wagner Jiménez, Aleyda Murillo*

El Salvador

Ana Aguirre,
Mauricio Hernández*,
Ovidio Hernández,
Nelson Nolasco*,
Georgina Quijada*,
Cleotilde del Valencia*

Guatemala

Julio Bautista, Sandra Figueroa,
Fredy Zúñiga

Honduras

José Estrada*

Panamá

Gerardo Díaz*, Alex Espinosa,
Osvaldo Marchena,
Orlando Quiñones*

Cycle D - UWC-Richland Center - December 14, 1988

- Community Health, Computer
Science, Physical Education &
Visual Arts

Belize

Carolina Hernández*,
Miguel Martínez, Aaron Nicholas,
Benedict Valentine

Costa Rica

Roy Piedra*

El Salvador

José Barrera, Ima Del Río,
Samuel España, Myrna Lopez*,
Ana Miranda, Luis Rodríguez

Guatemala

Edgar Corzo, Marvin Recinos

Honduras

Elvin Mejía, Aldeanā Ortíz,
Jorge Ruiz

Panamá

Abel Adames, Osiris Aparicio,
José Arauz

Cycle D - Berkshire Community College - January 4, 1989

- Community Health, Computer
Science, Hotel & Restaurant
Management & Human Ser-
vices

Belize

Roger Arthurs*, Fabian Castillo*,
Paul Ferguson, Lisa Forman*,
Regina Neal*, Leonor Requena,
Simón Sosa, Jr., Maureen Williams*

Costa Rica

Grace Lara, Jorge Trejos*

El Salvador

Vilma Majano, Sandra Murillo*,
Claudia Pineda, Silvia Reyes

Guatemala

Lilian Afre*, Siomara Carias*,
Ingrid Galán, Estela Salanic,
Laura Vásquez*

Honduras

Gustavo Acosta, Rafael Cuestas*,
Virginia Escoto, Omar Galdámez

Panamá

Elizabeth Ojo

Cycle D - Coffeyville Community College - January 17, 1989

- Agricultural Technology &
Electronics

Belize

Andrew Harrison*

Costa Rica

Elbian Bermúdez*, Marvin Mora*,
Gerardo Solano

El Salvador

Edwin Cartagena,
Ricardo Figueroa*,
Salvador Irabeta*, Elmer Rosales*

Guatemala

Mario Bravo, Argelia De León*,
Sandra Díaz*, Daniel Mateo*,
Marcos Morán, Alba Paíz*,
Miriam Recinos*

Honduras

Francisco Paz*

Panamá

Ramón Quiróz

Cycle E - Kirkwood Community College - December 16, 1988

- Agricultural Technology

Guatemala

Antonio Ac, Víctor Bolaños,
Edwin De León, Ronald Elías,
Edgar España, Raúl Guerrero,
José Guzmán, Efraín Itzep,
Oscar López, Jorge Lupitou,
Luis Mérida, Manuel Mollinedo,
José Ordoñez, Germán Orellana,
Leopoldo Rodríguez

Short-term Students

Cycle E - Waukesha County Technical College - December 23, 1988

- Teacher Training

Belize

Corinne Gordon, Noel Harvey
Leslie Rudon, Rose Tun

* with honors

Some Impressions to Share

By Miguel Cruz of Honduras, a long-term Cycle E student at Northcentral Technical College studying Machine Tool. The article first appeared in the NTC Campus News.

Wednesday, August 24 – for all of us that was an exciting morning. A great experience was beginning: our trip to the United States, our trip to Wassau, our trip to NTC. We were guessing about what our partners would be like until we met at Miami International Airport and realized we were 16 guys with something in common, a wonderful experience to share.

Our last stop was Minneapolis. Five of us missed the flight because there were no more seats in the little airplane and unfortunately it was the last flight to Wausau. Lucy Harvey was among the “five forgotten” and she came up with the solution to rent a van and drive 200 sleepy miles to Wausau. The darkness and coldness of the early morning (2:30 am) was awaiting us at the NTC parking lot that August 25.

It was a very busy and sleepy Thursday as all were tired. Five of us were especially tired from the long trip, but emotion kept us awake. We walked around the city and met our host families.

If there was something we liked about Wausau from the first moment, it was its gentle people. Every place we go we find a friendly smile and cordial “Hi”. We have proved the slogan, “In Wisconsin, you’re among friends.”

Little by little we are getting to know this city and we love it. It is wonderful for us to find parks and lakes and squirrels almost everywhere. The downtown buildings are really beautiful. The traffic system is very ordered in this clean city where the fall colors are showing us a wonderful face of nature we didn’t know before.

The college is great! We like the teaching and learning systems and resources; the building is beautiful, efficient and comfortable. We’re proud to be NTC students.

You must have noted something about us. Almost all the time we have a camera and a walkman with us. The camera is easy to explain. We want to capture every beautiful moment and thing that we live and see here (including buildings, trees, lakes, trips, parties, squirrels, deer, and of course, blonde girls too). The walkman may have two different explanations: a) Latin American people love music. We are really noisy when we celebrate something (and even when we don’t). b) Music is a way to escape to the memories of our countries, our cities, our people, and why not – our girlfriends.

One weekend we had a beautiful trip to Camp Manitowish (please don’t ask me where it is...I forgot). Maybe it sounds a little bit crazy – camping in this weather, but we enjoyed it. We learned to play tennis and volleyball and did some canoeing in a little lake (little and cold). “Mom” Betty and “Mom” Lucy were with us. We sang almost all night long with the Panamanian partners who are studying at the University. (I still have an irritated throat). However, it was a really nice weekend.

Now we are waiting for the winter, perhaps a little bit fearful. Because we are used to living in tropical weather. (90-100 degrees–nice!) and because we never saw snow before, you must not be surprised if one of us gets crazy this winter. It could be a dangerous experience...

Right now our obstacle is the language, but we’re working hard at it. For example, I needed a lot of help and effort to write this article. We would like to be your friends as we have many things to share – just give us a chance.

We hope the time that we’re going to live in Wassau will be wonderful. We have to study hard, but we have faith in God and we’re sure we’re gonna make it.

Adventures in Texas

The following was written by Abdiel Iturralde Diaz of Panamá, a long-term Cycle E student studying Electronics at Scott Community College. His host parents are Mary MaHaffy and John Grettemberger, who were at one time wildlife biologists with the Peace Corps in Niger, West Africa.

When I came to the United States, I dreamt of having different adventures from those I’ve had in my country. Living with John and Mary and my “little brother” Ian, I have had interesting experiences and will tell about some which occurred during my 1988 Christmas vacation.

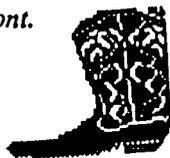
We had planned to go to Texas to meet Mary’s parents and visit some wildlife parks in the south of Texas, near the Gulf of Mexico and the U.S./Mexican border. We began the two-day trip early on Thursday, December 22 and traveled through Kansas and Oklahoma to reach Texas the following day. We continued traveling south all day and night until we arrived in Rockport, close to Corpus Christi.

Mary’s parents showed us around the city of Rockport. We also traveled through Aransas on an oceanside highway and took the ferry boat of Port Aransas up to Corpus Christi. After tours of the cities, we began some interesting trips to parks like Goose Island state park. There we visited the “Big Tree” a very interesting tree over 1000 years old!

Later, we decided to go to the Gulf of Mexico by ferry to see the famous whooping crane that migrates from Canada to the coasts of Texas and especially to Aransas. We departed from Sand Dollar Pavillion and passed through the little islands to arrive at Aransas National Wildlife Refuge. Well, not only did I see that bird, but others as well and some dolphins.

Upon arriving home, we had already planned to go birding at Aransas National Wildlife Refuge the next day. There I saw many wild creatures: birds, javelinas, deer, crocodiles, alligators, and armadillos.

The second week after Christmas, we traveled further south in Texas and went camping and visited other wildlife. The first campground we visited was called Bentsen State Park, where I spent my birthday. While there, we visited some cities and also went to another park, the Santa Ana National Wildlife Refuge. I learned a lot about birds there and was extremely happy because the signs were in Spanish and that made everything easier.

Adventures in Texas, cont.

The second day, John, Ian and I went walking on a path where I had seen a bird that John had not heard of before. We were walking calmly when John said, "Wait!... a wildcat." I saw it and ran away from it. It didn't hurt us at all but the surprise was tremendous. We tried to reach it afterwards but couldn't.

After two days, we went to another campground called Adolph Thomas Jr. County Park. There we visited Laguna Atascosa National Wildlife Refuge, where we continued trying to see other species of birds. The second day we were there, my family spoke of going to a city called Brownsville. This turned out to be a totally different experience as everything was in Spanish, logically since it is almost part of Mexico.

John, Mary and Ian told me they wanted to go across the border and for me to stay in the city. I was walking around and saw a nice young girl. I spoke to her in English and she answered me in Spanish. Truthfully, I was shocked. I always made fun of people who come from other places and forget their native language and I had only been here for five months, so I felt strange. I spoke with her a while and later went to meet my family at the bridge. When I saw them, I was very happy. I didn't know *what* was going on! We went to have a soda at a restaurant. Mary ordered in English and I had to translate what she had said because the lady taking the order didn't speak English. Brownsville was a good experience for me and I think for my family also.

When we finished driving around, we returned to the campground because the next day we would be returning to Rockport. On the trip to Rockport, we passed through an immigration station which gave me the fear of my life. We stopped and the police came to the window. John said I was a foreign student on a CASP scholarship, but the policeman asked me for my documents. I told him I didn't have my passport but did have my I.D. and some I.D. from my college. Then he told me to please step out of the car. My mind returned to Panamá; I imagined seeing my mother and grandmother. So I got out and spoke with the policeman and explained to him that I was a CASP student who lived with a family and that I wished to phone Georgetown. He said that there was no problem, but for me to carry my documents next time – my mind returned to the United States.

On arriving in Rockport, we prepared ourselves because our vacation had already almost ended. We left the next morning and arrived home on the 6th of January, but everything was different. The truth is that I saw so many cities and places, that this experience was not only one of seeing but of feeling different emotions from any I had felt before in my life.

I would like to wish my fellow students luck. I know that we will have different experiences, but remember—never forget your documents when traveling (ha ha). I give thanks to the people who gave me the marvelous opportunity to come to this country and to my "family" for being special.

The following poem was written by Raul García, a Cycle E student from Honduras studying Clothing Merchandising, and appeared in the first edition of the newsletter of the CASP program at St. Petersburg Junior College.

**Nocturno**

Con sangre escribiré estas letras,
para que mi amor comprendas
mi alma en estos renglones verás
tomarse un ramillete para ofrenda.

Mi mayor tormento es tu recuerdo
pues mis noches por tí son suplicio
y los días son otro cruento sacrificio
ya que ni olvidarte puedo.

Por tí desgrano mi alma en verso
también miro la vida color de rosa
y retrato en forma tan, tan primarosa
...al ser que quisiera comerme...a besos.

¿Sabes? tiemblo de amor de solo pensar
en tu singular presencia, que embelesa
e inspira de alma la terneza
y hace de amor...mi pecho suspirar...

Te amé desde aquel pasado día...
en que se encontraron nuestras miradas.
Yo sentí que para mi corazón amanecía
la dicha de juventud coronada.

De mi lado te marchas a buscar
quizás nuevos y fragantes amores.
Hallarás flores pero sin olores
porque amor como el mío, no vas a encontrar.

Sé que mi alma morirá al irte
será tan grande mi amargura
que yo mismo cavaré mi sepultura
y de esa molestia poder eximirte.

Sarcasmo! soñamos compartir un techo,
adornado con fragantes rosas
y ya ves, ni siquiera nuestro pecho
juntamos, pero así son las cosas.

Yo confieso que amé y amo mucho
a un querube de blondos cabellos
mi afecto es hondísimo y puro
doy mi palabra y corazón por sello.

Our CASP Scrapbook

Culture Exchange

Drawing by Sergio Cahueque of Guatemala, a long-term student studying Computer Technology at Altoona Area Vocational-Technical and St. Francis College.

"I think that CASP is a great opportunity for Central Americans and the people of the U.S. because through it, we can learn about one another's culture; together we can share our thoughts and ideas. This scholarship gives us the opportunity to know one another. I hope that we learn much about this life-style, about the people, their language, political life and all good things that we can learn. Best wishes to you all."



"TENY CASP OR CASPITO."

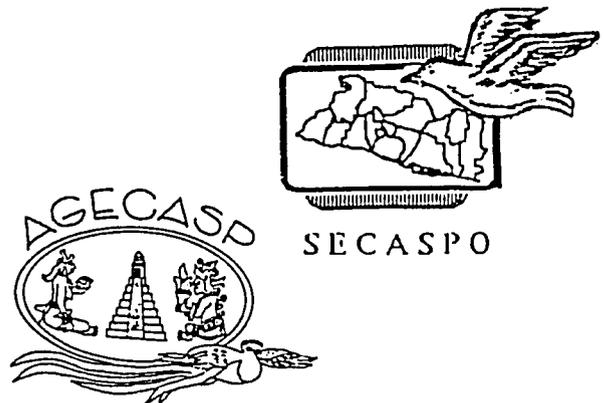
The following poem was written by Riggo Santamaria, a Cycle E student from Panamá studying clothing merchandising and appeared in the first edition of the newsletter of the CASP program at St. Petersburg Junior College.

Almohada

Cuantos sueños más
 alimentarán tus noches
 cuantas veces más
 será la almohada
 tu paño de lágrimas
 tu única amante.
 Cuantas veces le gritarás
 y luego abrazarás:
 amiga, aliada y confidente
 siempre fiel cada noche,
 mojada o llena de calor
 siempre presente a tu lado
 ocupando el lugar
 del ser abandonado,
 del ser amado.
 Luego, calma, calor fundido
 sorpréndenos el amanecer
 y yo abrazado a tí
 mi fiel almohada
 cual pareja enamorada.

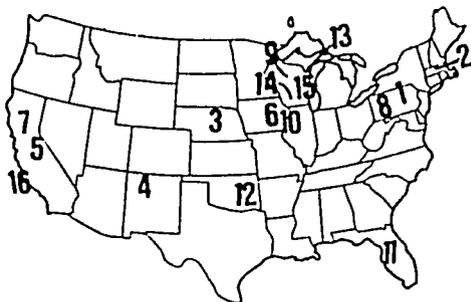


Luz Hunter, Sandra Jones, Matilda Pascascio and Steven Daniels (back row) of the Belizean Alumni Association of CASP volunteered their time to paint the kitchen at the Rockview Mental Hospital in Belize.



The new logos for the Guatemalan Alumni Association (AGECASP) and the El Salvadoran Alumni Association (SECASPO) of CASP

CASP Community Colleges



- 1** Altoona Area Vocational Technical School
Altoona, Pennsylvania
- 2** Berkshire Community College
Pittsfield, Massachusetts
- 3** Coffeyville Community College
Coffeyville, Kansas
- 4** College of Santa Fe
Santa Fe, New Mexico
- 5** King's River Community College
Reedley, California
- 6** Kirkwood Community College
Cedar Rapids, Iowa
- 7** Modesto Junior College
Modesto, California
- 8** Mt. Aloysius Junior College
Cresson, Pennsylvania
- 9** Northcentral Technical College
Wausau, Wisconsin
- 10** Scott Community College
Bettendorf, Iowa
- 11** St. Petersburg Junior College
St. Petersburg, Florida
- 12** Tri-County Area Vocational Technical School
Bartlesville, Oklahoma
- 13** UWC-Marinette
Marinette, Wisconsin
- 14** UWC-Richland Center
Richland Center, Wisconsin
- 15** Waukesha County Technical College
Pewaukee, Wisconsin
- 16** West Hills College
Coalinga, California

Leadership Profile: St. John's Students Attend LCA Conference

Christmas in Louisiana? That's the question seven Belizean students recently asked themselves when deciding whether to apply for a scholarship to the Leadership Center of the Americas Conference, held in Baton Rouge over the holidays. They all decided it was an opportunity that they couldn't pass up.

The students participated in numerous activities over the 19-day conference which kept them busy from dawn until dusk. Those activities ranged from heavy, intellectual lectures and interviews to light-hearted, leisurely excursions, sports activities and holiday celebrations.

The impressive group of lecturers who spoke to the students was a highlight of the conference for many. Former U.S. Ambassador to El Salvador Edwin Corr, for example, held a question and answer session on the topic of diplomacy in Central America and other speakers discussed the roles of various institutions in a democratic society.

How effective was the conference? It was "a learning experience," say five Regis College students who attended. Emmanuel Green, Gregorio Nah, Osmany Salas, Edward Logan and Crios Mannings, all Regis students on CASP scholarships from St. John's, were among the approximately 200 students selected on the basis of merit for conference scholarships.

"The most important aspect of the conference for me was the opportunity to interact and exchange information with people from many cultures," remarked Edward, a junior pre-med student.

Osmany, a junior with a double major in biology and math, agreed, "We even had a small-group discussion between Belizeans and Guatemalans because there has been a long-standing territorial dispute between the two countries. By sitting down and exchanging information, we were able to better understand one another. We even made plans to visit one another upon returning home."

Many of the students at the conference agreed that leadership problems exist in their respective countries. The conference helped the students pinpoint those problems and better understand the role and characteristics of an effective leader. Students learned specific leadership skills and were encouraged to make use of those skills as leaders in society. "Belize is relatively stable right now, but developing effective leaders is crucial to the future of the country," notes Crios, a junior studying math and computer science. "We must make our own future," added Gregorio, a junior chemistry student.

Other students who attended the conference are Roy Polino from LeMoyne College and Jose Castellanos from the University of Detroit. Jose, incidentally, struck a light note at the conference when he respectfully contradicted Ambassador Corr's statement that Belize is not actually part of Central America. "When it comes to geography, the pencil of God has no eraser," replied Jose. Watch out world, these future leaders mean business!

CASP Students In Action

Berkshire Community College

- Edwin Torres and Tracy Taeger of Belize and Ricardo Mora of Costa Rica were elected to the student senate.

Coffeyville Community College

- Sandra Díaz of Guatemala was the International Club nominee for homecoming queen and represented the organization in October 1988 homecoming festivities.

College of Santa Fe

- Jacqueline Charley of Belize, was invited onto local radio station KLSK FM 104 in November to play Belizean music and discuss her country with callers to the station. This resulted when she called the station to question why an evening of international music had not included anything from Belize.
- Judith Borland of Belize was a volunteer worker at the Santa Fe Fine Arts Museum during Christmas break.

King's River Community College

- On September 15, all 16 CASP students commemorated the Independence Day celebrations of their individual countries by hosting one big celebration in honor of all the countries. Students participated by setting up displays and performing traditional dances from their homelands.

Northcentral Technical College

- Miguel Cruz of Honduras is now a member of the NCTC newspaper staff. The very first edition produced after Miguel joined the staff featured two articles written by him.

St. Petersburg Junior College

- Bobby Aguilar of El Salvador was invited to speak at a meeting of the college's Alumni Association.
- Isabel Tum Canto and Silvia Alvarez of Guatemala are active runners in the St. Petersburg/Clearwater area and involved in many competitions. Isabel flew to Puerto Rico last November to capture 13th place in the international Guayanilla Women's Marathon.

- Doris Martínez of Honduras and Isabel Tum Canto of Guatemala are the winners in a name/logo contest held for the newsletter of the CASP program at SPJC. Doris won first place for her logo design and Isabel chose the name "Discovering New Horizons". Congratulations to all of the students for the successful production of the first edition of the newsletter.

Scott Community College

- Franklin Hidalgo, who arrived last August from Panamá, was elected to the student senate. After his election he attended an Iowa leadership conference for student body officers.

Tri-County Vocational-Technical School

- On December 3, Lorena Munguía and Olga Rivera of Honduras and Iveth Espinosa of Panamá participated with their FHA/HERO chapter in an Oklahoma Department of Transportation workshop designed to involve students in reducing the number of teenagers killed by alcohol/drug related traffic accidents.

- Clothing Merchandising students recently attended a district-wide FHA conference, where CASP student Lorena Munguía competed in the "Illustrated Speech Contest". The students also hosted an open house on campus the week of December 5, showing hand-made crafts and demonstrating their skills.

UWC - Marinette

- Cecilia Flores of El Salvador was elected senator for student government.
- In November, 16 CASP students participated in "Spanish for a Day", an introductory course in Spanish offered to local children, age 6 to 12. CASP students led the children in a sing-along of Spanish songs and other activities.

Waukesha County Technical College

- Vilma Mariona of Honduras was elected vice president of student government.

West Hills College

- On October 9, CASP students from West Hills held a picnic with fellow CASP students from Kings River and Modesto Colleges in Fresno, California.
- Wagner Jiménez, Georgina Quijada and Julio Bautista received trophies from the Youth Soccer Association of Coalinga for their participation. The students volunteered their time as trainers and referees and attended many of the Association's activities.



Georgetown/CASP Staff In the News

• Welcome

Michael Brennan joins the CASP college programs staff as Program Officer for the HAC and St. Johns programs. Michael spent 3 years in Belize, teaching English and history at St. John's and as a community worker with local youth and literacy programs. He has a Master's degree in Latin American Studies from Vanderbilt University.

Susan Moroz has joined CASP as Associate Coordinator for Recruitment and Selection, a newly-established position for the program. Susan will be assisting Recruitment Coordinator, Ann Salzarulo-McGuigan. She has worked for the past three years with USAID in Ecuador, first as Mission social scientist and then coordinator of a local currency project. She has a Master's degree in

both Anthropology and Ethnolinguistics from the Sorbonne in Paris.

Danna Whitney will be working with Public Information Officer Susan Kieffer as the new Public Information Assistant. Danna previously worked in the Corporate Promotion department of the Kiplinger Washington Editors. She has a B.A. in Modern Foreign Languages from Austin Peay State University in Tennessee and also studied in Mexico.

• Good Luck

To Ken Burchinal, former CASP Coordinator for College Programs, who returned to full-time teaching at Coffeyville Community College.

To Grace Mangasarian, former CASP Program Officer for St. John's and HAC, who is now a Program Officer for the Honduran Project of Georgetown's Academy for International Training.

Alumni Program
(continued from page 3)

between Georgetown and CASP alumni. "The [Georgetown] alumni have been asked to be mentors because they are the role models, the people who can open doors and provide the support our people need." By July, he hopes a permanent link will have been established with concrete results for both groups.

All of these activities present excellent opportunities for CASP alumni to get involved and Donnelly encourages them to do so. He observes that "...members have discovered that they gain most through active participation. Each time they do something in the Association, they learn something that will be helpful in achieving their goals outside the Association." Moreover, according to him, the entire CASP program benefits.

As for the future, he points out that it is the alumni who ultimately determine the success of follow-on. "I believe that CASP alumni are seeing that united, bound together by their common bond into Alumni Associations, they can accomplish much for themselves and eventually for their countries."



CASP Alumni Conference II
July 22-23, 1989 • San Jose, Costa Rica
More information inside on page 3

CASP Calendar of Events

January

Four new St. John's students arrive from Belize.
Cycle D students return to Central America.

February

Georgetown Program Officers begin spring campus visits at CASP community colleges.

March

Cycle F Interviews in Central America
4-5 Wisconsin-Iowa Leadership Retreat

March (cont)

31 Cycle F hearing impaired students arrive in the U.S. to study Desktop Publishing at Mt. Aloysius Junior College in Cresson, Pennsylvania.

April

3-7 Community College Final Selection Meeting.
Announcement of Cycle F scholarship recipients

May

8-12 Introduction/orientation programs for Cycle F students

CASP Exchange

Director: Harold Bradley, S.J.
Editor & Layout: Susan Kieffer
Assistant Editor: Danna Whitney

CASP Exchange is an informative notice of the Central American Scholarship Program. CASP students and alumni are invited to write about a specific experience that has made your scholarship unique. We would also like to include information on alumni and CASP programs in the community and classroom. Please send your contributions to:

CASP Exchange
PO Box 2298
Georgetown University
Washington, DC 20057, USA

The opinions expressed by the authors do not necessarily represent the opinions of CASP.

December 16, 1988

Issue 5

ALUMNI UPDATE

Central American Scholarship Program

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Tel: 4-5790

Costa Rica

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Del Taller Coopetragua
Guápiles, Limón
Costa Rica, Central America
Tel: 716809

El Salvador

Marco Aldana
Residencial La Colina II
Senda Los Maquillishuat Pt-22
La Libertad, Nueva San Salvador
El Salvador, Central America

Guatemala

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Honduras

Dani Borjas
Colonia Pedregal Barrio 10
Casa #6
Comayagüela, Honduras
Central America

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CASP Alumni Liaison

René Nuñez
38 Hyde's Lane
Belize City, Belize
(501) 78-478

CASP Alumni Train Others in Belize

Cordelia Raymond and Teresita Sabal of Belize are outstanding examples of CASP alumni who reach out to their communities to share the skills and knowledge acquired through their U.S. experience. Both women participated in 6-month, short-term programs at Waukesha County Technical College in Pewaukee, Wisconsin.

With her training in food preparation, Raymond has opened the Food Management School of Belize in Belize City. On August 6, 1988, the school graduated its first class of nine after a 12-week training program. Many top hotels in the country such as the Fort George, the Bellevue, Pyramid Island Resort and the San Ignacio had staff members among the graduates. Participants were given courses in short-order cooking and desserts, as well as a thorough schooling in all aspects of food handling.

On November 1-2, alumnae Teresita Sabal offered a two-day workshop on her specialization—hospitality management—to 18 hotel and restaurant workers in Dangriga, Stann Creek District. Sabal is currently the representative/secretary of the Belize Tourism Industry Association (BTIA) for this district. The workshop covered attitude, product and service quality, guest expectations and also included a practical session in the Pelican Beach Hotel dining room. Those who attended were so pleased that they have requested additional in-depth workshops on specific areas covered only briefly at this one.

Raymond and Sabal credit their CASP training for giving them the confidence to undertake these tasks and a renewed desire to further their studies. According to Sabal, "CASP made me start thinking of hotel work more as a career and not simply as a job."

CASP congratulates both women and salutes them for the leadership role they have taken in their country.

Season's Greetings from CASP

As 1988 draws to a close, CASP would like to congratulate the alumni on the great progress of your Alumni Associations, as well as your individual achievements. It has been exciting for all of us to learn of the many plans and activities you have successfully undertaken since we met in Antigua, Guatemala for the 1st Alumni Conference this past March.

We wish everyone a Merry Christmas and look forward to reporting your accomplishments in the new year!

Country News

Belize

The Alumni Association held a general meeting on November 26 at the St. John's College extension building. At the meeting, members approved a constitution and a \$3,385 budget (\$1692.50 U.S.) for the next five months. Members also discussed setting up regional Association chapters in the districts.

Alumni gathered the weekend of December 3 to paint the kitchen of the Rockview Mental Hospital with paint donated by businessmen in Belize City. Alumni Ethel Hernandez and Grace Ferguson work at the hospital and organized the project.

Alumni will hold a Christmas party on December 17 at the CASP office in Belize City.

Food Preparation and Clothing Merchandising alumni have formed a committee to organize a fashion show/banquet in February or March of next year. The purpose of this event will be to raise funds for the Association, publicize CASP and advertise their own small businesses. In conjunction with this activity, alumni will raffle off a round-trip ticket from Belize to New Orleans donated by TACA and two round-trip tickets to San Pedro, Ambergris Caye, donated by Tropic Air.

Costa Rica

The Alumni Association has given its legalization papers to a lawyer to be submitted to the proper authorities. The one setback is that the Association must have a Spanish name, so members are working on a suitable translation.

Country Coordinator Ljc. Flora de Vargas organized a "How to find a job" workshop held the first three weekends in November for Cycle C long-term alumni. Association officers participated in the workshop at observers.

The Association has named one alumnus per field of study to participate in CASP Cycle F selection interviews.

The Costa Rica Reunion Committee is concerned that they still have not received many response forms from alumni interested in participating in the reunion. If you have not received one, please let your country coordinator know. If you have one, **please send it in immediately.**

El Salvador

The SECASPO Education Committee sent letters to the community college coordinators on November 10 requesting help in setting up a library for their Association.

On November 13, seven members of SECASPO offered a job-seeking orientation workshop to Cycle C long-term alumni in which 11 alumni participated. SECASPO officers also met that day and agreed to call a 9 am general meeting for December 11, at the Hotel Camino Real to hold election of officers and have a Christmas lunch.

El Salvador
(Continued)

Three alumni represented SECASPO in CASP Cycle F pre-selection held December 5-7.

CASP Regional Director Tom Donnelly visited El Salvador on December 9 to attend a meeting with Georgetown alumni and SECASPO officers.

The El Salvador CASP Alumni Association (SECASPO) in collaboration with Country Coordinator Lic. Bettina Molina is sending out Christmas cards to CASP/El Salvador students and other CASP friends.

The SECASPO newsletter is ready! You should receive one by Christmas.

Guatemala

The Guatemala Alumni Association (AGECASP) is planning a Christmas get-together on Saturday, December 17 at the Instituto Técnico Vocacional Imrich Fischman.

Starting in January 1989, AGECASP members will be offering short courses in quality control, machine tool, electronics and other fields through KINAL. KINAL is an organization that offers technical training to interested Guatemalans.

Honduras

Alumni Association officers met November 29 to review legalization proposals from three lawyers and decide which one to accept.

President Dani Borjas participated in CASP Cycle F pre-selection on Wednesday, November 30.

Panamá

The first segment of an alumni-organized seminar on setting up a small business was held Saturday, November 26. The seminar is to be held on three consecutive Saturdays. Between 12 to 15 alumni are participating and like it so far.

The Association is organizing a Christmas raffle with cash prizes of \$75 - 1st prize, \$50 - 2nd prize and \$25 - 3rd prize.

Alumni News

Congratulations to—

Ursula Gardiner, who won 1st place in the first ever "Miss Middle Age Belmopan" beauty contest.

Patricio Mena of Belize, a Cycle C short-termer, who has been awarded an AID scholarship through the Ministry of Agriculture to pursue a Bachelor's Degree in Agriculture at Gainesville, Florida.

Alumni married in 1988

Johnny Canales - El Salvador

Jose Chi - Belize

Gladis Garcia - Guatemala

Mercedes Monterrosa - El Salvador

Jose Armando Ramos - El Salvador

Ismael Sosa - Belize

Alumni with 1988 Babies!

Irma Amaya & Hector Cortes - Honduras & El Salvador

Victor Aparicio - El Salvador

Miguel Coto - El Salvador

Guadalupe Delgado - El Salvador

Adina Erazo - Honduras

Francis Sanchez - Belize

Ian Watson & Marta Villegas - Belize & Costa Rica

Central American Scholarship Program
Georgetown University
PO Box 2298 - Hoya Station
Washington, DC 20057

February 17, 1989

Vol. 2 Issue 1

ALUMNI UPDATE

Central American Scholarship Program

CASP Alumni Association Presidents

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Costa Rica

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CASP Alumni Liaison

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Enterprising Graduate Credits CASP for Business Success

Alumnus Pablo Othón of Panamá is a true CASP success story. Since graduating from the short-term Agribusiness program at Kirkwood Community College in Cedar Rapids, Iowa, he has already started two businesses and is investing in a third.

Othón completed his program at Kirkwood in August 1986 and returned to his job at the Banco de Desarrollo Agropecuario in Penonomé. However, he was not content to return and follow the same routine he had before receiving the scholarship. He claims that the most important thing he learned in the U.S. is the principle of entrepreneurship; "As your own boss, you know that it is your fault if you fail and you can take the credit if you succeed," says Othón.

With this in mind, Othón decided to go into business for himself. Although he still works with the Banco, he is fast reaching his goal of being a full-time entrepreneur.

He began the first of his ventures, a pig farm, about a year ago. Currently he has about 100 pigs— not bad, considering he started with only ten. His start-up capital came from fees he charged for English tutoring, and he has used artificial insemination, a technique he learned at Kirkwood, to replenish his herd.

Second, Othón has taken out a \$20,000 U.S. loan and is about to go into cattle grazing. He plans to buy some 80 head of cattle and 100 hectares of land.

(Continued next page)

Goal Setting Seminars for Cycle D Alumni

During December and January, CASP Cycle D students returned to their respective countries in Central America. As part of the return home orientation program, the CASP Regional Office has contracted Mr. George Teague from El Salvador to conduct goal-setting seminars for the recent graduates.

The primary purpose of the seminars is to encourage the alumni to take charge of their lives. The seminar also includes some job search hints. Mr. Teague is conducting the seminars in Belize, Costa Rica, El Salvador, Honduras and Panamá. Ms. Genoveva de Deutschmann will conduct a similar seminar in Guatemala.

Enterprising Graduate
(continued from page 1)

Although Othón's most recent venture, accounting, may seem a far cry from pig farming, he is proving himself to be a man of many talents. Though not an accountant, he has supplied some capital to two accountant friends and together they offer accounting services to small businesses in Penoncóné.

Despite this hectic schedule, Othón still takes the time to be the CASP Regional Representative in the Coclé Province in Panamá. He says that even though there are no CASP scholarships for Panamá this year, he is creating a bank of qualified applicants. When scholarships do become available, he will be prepared to take full advantage of them.

Othón says his dedication stems from his gratitude to CASP and Kirkwood for giving him advanced technical knowledge, both in animal science and marketing. He advises CASP students that "even though the economic situation of the region is currently difficult, you can still achieve your objectives as long as you set goals for yourself and work persistently toward attaining those goals."

Pablo Othón's success is an inspiration to all of us. Congratulations Pablo and best of luck in all of your ventures.

Country News

Belize

The alumni held a Christmas party on December 17 at the CASP office in Belize City.

Costa Rica

Alumni Association officers met the first week of January to define an action plan.

The Alumni Association held its annual general meeting at the Hotel Irazú in San José on January 22. Elections of officers were held and the new officers are: President - Francisco Jiménez; Vice President - Rosario Romero; Secretary - Josefa Villareal; Treasurer - Warner Jiménez; Vocal I - Danilo Guerrero; Vocal II - Fermín Vallecillo; Fiscal - Walter Delgado.

El Salvador

CASP Alumni Marco Aldana and Víctor Aparicio have become entrepreneurs. Aldana has opened his own butcher shop and Aparicio has opened a bakery.

On December 4, SECASPO selected the design of Roberto López Vásquez as the winning entry in a competition to create the Association emblem.

On December 5 and 6, Marco Aldana, Isaac Anaya and Olga Muñoz participated in pre-selection for Cycle F.

El Salvador (cont.)

Jorge Rochap was named Georgetown University coordinator and link with SECASPO. Rochap, who recently visited the SECASPO office to meet with officers, has already begun to lend assistance. He has donated a used computer in need of repairs to the Alumni Association (Computer Repair alumni have agreed to fix it) and has offered to help SECASPO improve its newsletter.

On December 9, CASP alumni met with Tom Donnelly and Georgetown Alumni for an informal gathering organized by CASP coordinator Lic. Betina Molina. Georgetown alumni present at the gathering included Jorge Rochap, Alfredo Cristiani, Dr. René Molina, Sr. Juan Buttari and Sra. María del Carmen Salazar.

On December 11, SECASPO held a general meeting and election of officers. The new officers of the Association are: President - José Saul Rodas; Vice President - Marco Aldana; Secretary - Juan Flores; Secretary/Minutes - Marta Munguía; Treasurer - Juan Jereda; and Síndico - Noé Escobar. After the elections, alumni enjoyed a Christmas lunch and raffle.

On December 19 and 21, SECASPO representatives Alvaro Hernández and Olga Muñoz met returning Cycle D students at the airport.

SECASPO organized a cocktail party to welcome home the CASP Cycle D students on January 20. As part of the get-together, older CASP alumni spoke to the recently returned students about re-adapting and gave them hints to help them in their job search.

SECASPO is currently sponsoring a campaign to collect clothing which will be donated to the nursing home "Asilio Sahara".

SECASPO president Saul Rodas and other members of the SECASPO Directiva will meet with the personnel managers of about 18 companies to talk to them about SECASPO and the CASP program.

Evereth Martínez, a psychology student, has asked SECASPO if he can work with them to fulfill a graduation requirement in social work. He will participate in the selection of the Cycle F students in an effort to help better screen the applicants. He is also available to counsel any alumni. Students are very interested and enthusiastic.

Guatemala

The Alumni Association held an informal gathering on December 17. Approximately 20 alumni participated.

A general assembly meeting was held in January.

Honduras

no news

Panamá

The Alumni Association completed the first model of the Small Business Seminar.

Juan Arenas and Juan Chavarría are teaching in technical schools.

The Alumni Association will hold a general meeting on February 18.

Alumni Conference II

Mark your calendar because the second Alumni Conference is just around the corner. The two-day event will be held August 11-13 in San José, Costa Rica and will include work sessions, business meetings and social and cultural activities. Some 700 CASP alumni and 200 Georgetown alumni are expected to attend the conference along with representatives from CASP community colleges, members of Congress and USAID and CASP staff.

**Central American Scholarship Program
Georgetown University
PO Box 2298 - Hoya Station
Washington, DC 20057**

17 de febrero
de 1989
Vol. 2
Ejemplar 1

ALUMNI UPDATE

Programa de Becas para Centroamérica

Presidentes Asociación de Ex-becarios CASP

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Ex-becario atribuye sus éxitos a CASP

El Panameño Pablo Othón es un auténtico ejemplo de un exitoso ex-becario de CASP. A partir del momento de su graduación en el programa de corto plazo "Agroindustrias", realizado en el Kirkwood Community College en Cedar Rapid, Iowa, ha iniciado dos negocios y está realizando inversiones en un tercero.

Othón completó su programa de estudios en el Kirkwood en Agosto de 1986 y regresó a su antiguo trabajo en el Banco de Desarrollo Agropecuario en Penonomé. Sin embargo, no estaba contento de continuar con la misma rutina que tenía antes de obtener la beca. El afirma que una de las cosas más importantes que aprendió en los Estados Unidos son los principios del empresario; Othón dice: "Cuando se es el propio jefe, Ud. sabe que si falla es por su culpa y si triunfa Ud. puede reconocer sus méritos".

Con esto en su mente, Othón decidió comenzar un negocio por su propia cuenta. A pesar de que todavía trabaja en el Banco, rápidamente está alcanzando la meta de dedicarse exclusivamente a ser un empresario.

Hace cerca de un año que comenzó con la primera de sus aventuras, un criadero de cerdos. Actualmente tiene unos 100 cerdos, no está mal si se considera que comenzó con sólo diez. Obtuvo el primer capital dando clases particulares de inglés, y ha realizado inseminación artificial, una técnica que aprendió en el Kirkwood, para reproducir la para de cerdos.

(sigue en p. 2)

Seminarios "Fijando objetivos" para los ex-becarios del Ciclo D

Durante los meses de Diciembre y Enero, los estudiantes CASP del Ciclo D regresaron a sus respectivos países centroamericanos. Como parte del programa de orientación que se ofrece a los ex-becarios, la Oficina Regional de CASP ha contratado los servicios del Sr. Teague de El Salvador, quien organizará seminarios "Fijando objetivos" para los recientes graduados.

El propósito fundamental de estos seminarios es alentar a los ex-becarios a tomar cargo de sus propias vidas. El seminario también incluye algunos consejos sobre la búsqueda de empleo. El Sr. Teague está dirigiendo los seminarios en Belice, Costa Rica, El Salvador, Honduras y Panamá. La Sra. Genoveva de Deutschmann organizará un seminario similar en Guatemala.

**Esfuerzos de un graduado
(continuación)**

Segundo, Othón ha obtenido un préstamo de \$20.000 para dedicarse al pastoreo de ganado. Planea comprar 80 cabezas de ganado y 100 hectáreas de tierra.

Aunque la más reciente aventura de Othón, contabilidad, pareciera estar lejos de los gritos de los cerdos en el criadero, se esta probando a sí mismo, que es un hombre de mucho talento. Si bien él no es un contable, ha proporcionado dinero a dos contadores amigos y juntos ofrecen servicios de contabilidad a pequeñas empresas de Penonomé.

A pesar de sus actividades, Othón todavía tiene un tiempo para ser el Representante Regional de CASP en la Provincia de Coclé. Si bien este año CASP no ofrece becas en Panamá, él ha decidido crear un banco de calificados candidatos. De esta manera cuando las becas estén disponibles, estará preparado y habrá ganado tiempo.

Othón dice que su dedicación deriva de su gratitud hacia CASP y al Kirkwood por haberle dado avanzados conocimientos técnicos, en ciencia animal y mercadeo. Y así aconseja a los estudiantes CASP: "...a pesar de que, actualmente, la situación económica en la región es difícil, Ud. todavía puede lograr sus objetivos mientras se fije objetivos a cumplir por sí mismo y trabaje persistentemente en la realización de esos objetivos".

El éxito de Pablo Othón es un ejemplo para todos nosotros.
Felicitaciones Pablo y la mejor de las suertes en todas tus aventuras.

Noticias por País

Belice

El 17 de diciembre, los ex-becarios CASP se reunieron en la oficina CASP de la Ciudad de Belice, para celebrar la Navidad.

Costa Rica

En el primera semana de Enero los miembros de la Asociación de Ex-becarios se reunieron para determinar el plan de acción

El 22 de enero, en el Hotel Irazú de San José, la Asociación de Ex-becarios efectuó su reunión anual. Durante la misma fueron elegidos los nuevos miembros: Presidente: Francisco Jiménez; Vice Presidente: Rosario Romero; Secretario: Josefa Villareal; Tesorero: Warner Jiménez, Vocal I: Danilo Guerrero; Vocal II: Fermín Vallecillo; Fiscal: Walter Delgado.

El Salvador

Los ex-becarios Marco Aldana y Víctor Aparicio se han iniciado como empresarios. Aldana ha abierto su propia carnicería y Aparicio una panadería.

El 4 de diciembre, la SECASPO seleccionó el dibujo de Roberto López Vásquez como ganador del concurso organizado para crear el emblema de la Asociación.

El Salvador
(continuación)

El 5 y 6 de diciembre, Marco Aldana, Isaac Anaya y Olga Muñoz tomaron parte en la pre-selección del Ciclo F.

Jorge Rochap fue nombrado Coordinador de la Asociación de Ex-alumnos de la Universidad de Georgetown y lazo de unión con la SECASPO. Rochap quien recientemente visitó la oficina y se reunió con los miembros de la SECASPO, ha comenzado a prestar ayuda. Acaba de donar a la Asociación una computadora usada que necesita ser reparada (los ex-alumnos de Computación se ofrecieron a repararla). Asimismo Rochap ofreció ayudar a la SECASPO para perfeccionar el boletín.

El 9 de diciembre, los ex-becarios CASP y ex-alumnos de la Universidad de Georgetown se reunieron con Tom Donnelly, en una asamblea informal organizada por la Coordinadora CASP Bettina Molina. Los ex-alumnos de la Universidad de Georgetown que estuvieron presentes en esa oportunidad fueron: Jorge Rochap, Alfredo Cristiani, Dr. René Molina, Sr. Juan Buttari y Sra. María del Carmen Salazar.

El 11 de diciembre, la SECASPO realizó una reunión general y eligió a sus nuevos miembros: Presidente, José Saul Rodas; Vicepresidente, Marco Aldana; Secretario, Juan Flores; Secretario de Actas, Marta Munguía; Tesorero, Juan Jereda; Síndico, Noé Escobar. Al finalizar la elección los ex-becarios compartieron un almuerzo navideño y realizaron un sorteo.

El 19 y 21 de diciembre, Alvaro Hernández y Olga Muñoz en representación de la SECASPO, recibieron a los alumnos del Ciclo D, en el aeropuerto de San Salvador.

El 20 de enero, la SECASPO organizó un cóctel para dar la bienvenida a los estudiantes del Ciclo D. Durante la reunión, un ex-becario CASP les habló a los estudiantes recién llegados acerca del período de readaptación y les dió algunos consejos para iniciar la búsqueda de trabajo.

Actualmente la SECASPO está patrocinando una campaña para recolectar ropa, que será donada a la clínica "Asilio Sahara".

El presidente de la SECASPO, Saul Rodas y otros miembros de la Comisión Directiva se reunirán con los gerentes de personal de unas 18 compañías para conversar sobre la SECASPO y el programa CASP.

Evereth Martínez, un estudiante de psicología, ha solicitado permiso a la SECASPO para trabajar con sus miembros y poder completar un requisito para su graduación como trabajador social. Martínez participará en la selección de los estudiantes del Ciclo F en un esfuerzo de ayuda para escoger mejor a los participantes. También esta disponible para cualquier consulta de los ex-becarios. Los estudiantes se han mostrado interesados y muy entusiasmados.

Guatemala

El 17 de diciembre la Asociación de Ex-becarios realizó una reunión informal. Participaron de la misma aproximadamente 20 ex-becarios.

Honduras

No se recibieron noticias

Panamá

La Asociación de Ex-becarios completó el primer seminario modelo sobre "Pequeñas empresas".

Juan Arenas y Juan Chavarría están dictando clases en escuelas técnicas.

El 18 de febrero la Asociación de Ex-becarios realizará una asamblea general.

Segunda Conferencia de Ex-becarios

Se está acercando la fecha de la Segunda Conferencia de Ex-becarios. No olvide señalarla en su calendario. El acontecimiento tendrá lugar el 11 hasta 13 de agosto en San José, Costa Rica, e incluirá sesiones de trabajo, reuniones relacionadas con las asociaciones y actividades socio-culturales. Se espera que participen de la misma cerca de 700 ex-becarios CASP y 200 ex-alumnos de Georgetown University, junto con los representantes de los CASP Community Colleges, miembros del Congreso, de USAID y del personal de CASP.

Central American Scholarship Program
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Journal photo/Lori Thompson

Sandra Diaz, Guatemala, front, Gerardo Solano, left, Costa Rica and Elmer Rosales, El Salvador, are just three of the Central American foreign exchange students who are attending Coffeyville Community College.

'Today' focuses on Central Americans as students' time in Coffeyville wanes

By LORI THOMPSON
Staff writer

For Coffeyville Community College's Central American students, coming up with a highlight of their two-year stay in Coffeyville is next to impossible.

Still, a crew from NBC's "Today Show" filming the students in action on CCC's campus and in Coffeyville undoubtedly rates high on their list.

When the crew filmed Elmer Rosales in his dorm room last week, he knew the impact the interview would have on Coffeyville.

"I think it is a big deal for the community and the college because now people everywhere will hear about this place," Rosales said.

The "Today Show" selected CCC out of 24 community colleges that have the Central American Student Program.

"Father Bradley (CASP director at Georgetown) said that CCC would be the best example," Sandra Diaz said, adding that Bradley said CCC had done the most with the CASP program and that its students have gained more knowledge than those at other schools.

The group of 17 Central

American students that will graduate Saturday lived in the CCC dorms during the school year, and stayed with host families in the summer.

"It is too late now, but I wish we could have stayed with a family all during our stay," Diaz said.

A majority of the students came to Coffeyville to study in CCC's agricultural program. And, as Edna's Peggy Maxson said, the "Today Show" crew was very interested in capturing agricultural scenes for their segment, which is to be aired sometime before Christmas.

"They filmed the kids on the farm, riding horses and working cattle," said Maxson, who served as Diaz's host this past summer.

Although she didn't learn Spanish from her Central American guest, Maxson said she did learn a great deal about Central American culture.

"I learned the way the different people live . . . I think it (CASP) is a great way for us to exchange cultures," she said.

Diaz said that she learned a great deal about agriculture, which will help her when she

returns to her native land.

"I mostly helped Mrs. Maxson with the books for the family business and typed, but I also learned about taking care of livestock and vaccinating them for hoof-and-mouth (disease)," she explained Friday, minutes after rehearsing a song called "Friends" with her fellow Central American students.

"I think it will be sad to leave all of my friends. I have enjoyed all of the time that I have had in Coffeyville," Diaz said.

Maxson remembered that when Diaz stayed on the farm last summer, she got lonesome for the other students.

"She tried to teach me Spanish," said Maxson of Diaz, "but we ended up teaching her southeast Okie."

When asked about how she felt Diaz departing, Maxson said: "I think we will keep in touch. I am glad that our family got the opportunity to host a student and I hope we can do it again next year.

"I think the program is great and the publicity for the college that the Today Show will give them is great."

Sunset tonight: 4:10 p.m.
Sunrise Friday: 7:10 a.m.

increased hours

are well spent

Page Five

Local, Pg. 6



Menominee Herald-Leader

Menominee — Where the best of Michigan begins

Central American students find visit to Marinette interesting

By TED VANDENACK
Herald-Leader staff

MARINETTE — After three months in the United States, the 16 Central American students attending the University of Wisconsin-Marinetta Center have experienced everything from American football to college luncnroom behavior.

If accounts from two of the students are any indication, the 16 are having an interesting time, to say the least. They have visited various sites around Wisconsin and Marinette, experienced Thanksgiving and the vast amounts of food associated with the holiday and some have witnessed that athletic classic, the M&M football game.

But fun and games aside, the students are taking

classes at UW-Marinetta and studying quite a bit. Two of the students, Minor Salas and Cecilia Flores, took a break from school activity earlier this week to give an update on how life in the new country has gone thus far.

Salas, from Costa Rica, is taking an English language course, a computer course and athletic courses at UW-Marinetta. "But it is enough," he said. He said he has little time for activity outside school. "There's lots of school work," he said.

Flores, from El Salvador, is also taking English language and computer courses, as all 16 of the students are. But she is also taking an English literature class and pre-calculus, and is involved with the Student Senate.

The 16 Central Americans are attending UW-Ma-

rinette as part of a program designed to improve U.S./Central American understanding and give the foreign students the opportunity of higher education — the Central American Scholarship Program. There are other Central American students at two-year colleges throughout the U.S. as part of the same program.

The group in Marinette hails from Guatemala, Honduras, Costa Rica, El Salvador and Panama, and will live with a host family in this area until they receive their associate degrees in 1990. After that, it is back to their native countries to pursue further education or seek a profession. All the students share an interest in computers.

Jane Jones, who works for UW-Marinetta and arranges different activities for the students, said the

16 are the "cream of the crop" from their respective countries. "They are doing extremely well in classes," she said. "They are very high achievers."

When the 16 arrived in Marinette late August, only one had been in the States before. Most had not even left the confines of their own nation. Their English speaking ability was limited at best, and sometimes nonexistent.

But five hours per day of English has helped contain the language problem. Flores said language does not hinder her ability in class. Her computer class is difficult because of the computer, not because of English," she said.

Indeed, speaking English with the students is a lot. See CENTRAL, Page 6

Central American . . .

Continued from Page 1

easier now than it was last August, according to some. However, Flores said some American students are unnecessarily hesitant to speak to the Central American students out of fear that they won't be able to communicate.

In addition to academics, the students have had the opportunity to experience the culture and other distinct attributes of the area.

Flores and Salas both said they are not used to the cold weather up here. "It is a lot colder," Flores said. It is usually 90 to 95 degrees Fahrenheit in her native El Salvador, she said, and seldom lower than 60 degrees.

Flores said she does not like wearing the heavy clothes necessary for the cold. "I think I have this cold because I don't want to wear a coat," she said with a sniff. She and her host family even left the M&M football game at halftime last month because it was too cold — the low 40s.

But both she and Salas said they think the area is scenic. "It is so pretty outside, so romantic," said Flores, referring to the fresh snow. Salas said it is his first experience with snow.

The area has its drawbacks to the students. "Sometimes it gets boring," said Flores. She comes from San Miguel, a city of about 250,000, and everybody likes to dance there, she said. Here, she said, boogeying is not such a popular activity.

Nonetheless, when the students met with Mayor Robert Schacht, Flores suggested to him that a discotheque be built in the city. He apparently said he would do what he could.

American football, too, is a new experience. Salas said the sport is "boring" while Flores labeled it "rude." Salas, a soccer fan, said in his native country

sports are considered a thinking game. American football is an exercise in brute strength, he said.

"It's fun to see those guys," Flores said, making tackling motions.

Deer hunting is also something new to the Central Americans. Flores was not prepared when her host family took her to see the carcasses of some deer that a hunter friend had killed. "I saw their eyes," she said sadly.

The transition from Central to northern North America has been eased by the host families. Flores said her host family, Mr. and Mrs. George Anderson, treat her like she was their child. "They treat us like family," she said. "I feel like I'm at home."

Salas said living with his host family, Mr. and Mrs. William Schmidtke, helps alleviate any homesickness that might develop.

Flores said a busy schedule prevents pangs of homesickness. "I don't have enough time to cry," she said.

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Edwin Cartagena



Miriam Recinos



Photo By Ron Tang



Mario Bravo



Elmer Rosales



Sandra Diaz



Ramon Quiroz

CCC bids 'Adios' to Central American Graduates

By J Ryan

A-119

This December Coffeyville Community College will hold graduation ceremonies for the students that have completed their education. Part of that group will be going home to places most of us have only seen on a map or heard on the news. These are the students from Central America. Many of these bright, talented students will continue their education in their home countries, go back to their former jobs, or seek new ones. But each student will remember their time here, and in turn will be remembered by many people in Coffeyville.

Elblan Hernandez will be going back to her home town of Siquirres, Costa Rica. After spending time with her family she will look for a job and continue her studies at Costa Rica University. She enjoyed all of the classes at CCC, but her favorite was Basic Software Application with Mr. Don Lind. She would like to say goodbye to all her teachers, and the many friends she has made.

Mario Bravo, when he returns to

Guatemala, will return to his former job as an agriculture advisor, and continue his studies. Mostly he will miss the families he stayed with and visited. Mario was glad to get a chance to learn a little about our culture and learn a new language. He would like to say good-bye to the Stiger and Leon families, that he will miss.

Edwin Cartagena will be returning to San Salvador, in El Salvador. He wants to get a good job and be able to go on with his studies. His favorite class was Written Communications and Speech. Edwin says he will miss Coffeyville, our culture and society. He will take many souvenirs home with him. Edwin felt that the most valuable thing he learned here was to converse in English. One of his favorite times in Coffeyville was when his friends gave him a surprise birthday party. His other favorite memory of Coffeyville is Thanksgiving. He would like to say goodbye to all his teachers and friends. He would also like to leave a message for those who follow him to stay away from drugs and keep up with their studies. Edwin would like to extend special thanks to Mr. Riley, a good teacher and a good friend.

Angelia del Leon will go back to Capital City, Guatemala and spend some time with her family before sitting down to a job. Her favorite teacher was Mr. Criswell. She will miss our autumn and winter seasons. Among the things she will take home with her are leaves from the trees around Coffeyville. She hopes to get a degree in English and to teach. Her favorite memory is the summer she spent with the Fouts family. Angelia would like to thank every-

one for their friendship and for changing the way she saw Americans.

Sandra Diaz will return to Guatemala and share her experiences with her family. Her favorite class was computer class and she liked her instructor, Mr. Don Lind, she also enjoyed her classes with Mr. Riley. She will miss her friends, the family she visited, an Mr. Criswell. Sandra will take with her the memory of being a queen candidate, as well fond memories of Homecoming Dance. She would like to say Thanks to all her friends and to the people who helped her feel at home in Coffeyville.

Ricardo Figueroa will spend time with his family in El Salvador before looking for a job. This was the first time he had been apart from his family for any length of time. Ricardo has many friends he will write to when he gets home. He will miss all of the friends he has made here and the freedom he experienced living in the dorms. His favorite time was last summer, when he lived with a farm family in Manhattan, Ks, and learned about our way of farming. He was most pleased that he was able to drive a tractor and operate a combine. Ricardo would like to thank all the teachers and friends who made his stay here fun. He won't forget Coffeyville, and will carry these memories in his heart forever.

Andrew Harrison will try to find a job in his home town in San Eguacia, Galtze. His favorite teachers were Phil Riley, Joe Shannon, and Alshia Johnson. One of the souvenirs he will take back is a map of Kansas. He will continue to play soccer. Andrew's favorite memory of Coffeyville was last summer when they held Internurral

games. He would like to say goodbye to all the teachers and friends that helped him during his stay in Coffeyville.

Elmer Rosales will be going back to San Miguel, El Salvador. He will continue with his studies. And looks forward to the parties he enjoyed. Elmer will miss all the friendly people at CCC and going to football games. He says in spite of being boring, he will miss Coffeyville, and after he has been home for a while, will probably wish he were back. His favorite memory is the trip to Las Vegas.

Salvador Iraheta will be going back to the family and friends he has missed in El Salvador. His favorite instructor was Don Lind. He will miss the peacefulness and quiet of our town. When he continues his education, he will concentrate on his English and Animal Science. Salvador's favorite trip was to Washington D.C. and the Smithsonian. He would like to thank Mr. Lind and Linda Allison for all their help and their friendship.

Daniel Mateo, after getting a job in his home country of Guatemala will continue his studies. His favorite subjects were computer and English. He will take back with him a Coffeyville T-shirt and a magazine about CCC. He will return to his job in the Health Department. He would also like to take his English book with him. He has enjoyed the freedom of living in the U.S. and in Coffeyville. He will miss his many friends and his teachers.

Marvin Mora plans to spend at least two months with his family in Hujan-cha, Costa Rica, before going back to school. He wants to find a job in the agriculture field. He enjoyed all of his classes.

Gerardo Solano will take about a month to relax with his family in Abangares, Costa Rica. He was an agriculture major and also studied athletic medicine. After his short vacation he will look for a job in agriculture. If he continues his studies in a university, he would like to be an English teacher when he graduates. His favorite class was English as a Second Language. Gerardo will miss the many friends he has made in Coffeyville. He says this town was very dull and quiet, and he was used to larger cities, and having more to do. He would like to thank all those people who were his friends and all the teachers who were so helpful. He would also like to thank the Clark family.

Miriam Recinos, will be spending time with her family in Quezaltenango, Guatemala. Her favorite class was word processing and her favorite teacher was Mr. Riley. She will miss the quiet of Coffeyville, and her friends. She would like to thank the Blair family for their friendship. When she goes back she will look for a job working with computers. Her favorite memory was the celebration of Independence day. She would like to thank everyone for their help and friendship.

Alba Palz will look for a job in his hometown of Jutiapa, Guatemala. Although he will not miss our cold weather, he will miss his many friends and teachers. He would like to go to a university and major in English. If he had more time to spend in the U.S. he would go to Disney World. Alba would like to thank all the people who helped him and he will remember this time for the rest of his life.

Francisco Paz will go home to Tegucigalpa, Honduras and spend time with his family before he goes back to his job in the orphanage where he worked for five years before coming here. His favorite teachers were Mr. Riley, and Mr. Lind. He has several American friends he will write to when he gets home. He will add some hats to his collection as well as a few bumper stickers. He feels living here has helped him to be more understanding of people. He would like to thank everybody who helped him, both friends and teachers, as well as people he met around town.

Ramon Quiroz will meet his family in Santiago, Panama and then look for a job in the agriculture field. He also hopes to continue his education in a university. He liked the busy streets of Coffeyville, and the many friends he made. His favorite memories are the trip he took to Washington D.C., Nebraska, and New Orleans. He would like to say that he is going to miss those people who mean a lot to him, and he would like to wish them the best of everything.

Marco Moran will miss Coffeyville and all the people at CCC. He spent six months at Monrey College in Washington D.C., but finished his education in Coffeyville. Marco's interest here is mostly in electricity, but he hopes to study engineering when he goes home to Guatemala. He likes all his teachers and enjoyed talking with the people in and around town. He feels that contact with Americans has changed his way of thinking about a lot of things. His favorite season is fall, but he says he will miss the snow.



CASP | *Central American
Scholarship Program*



Georgetown University, U.S. Agency for International Development

IN THE NEWS

January - March 1989

**ROBERT
HENDERSON**



Two came long way to trot

Thursday's Turkey Trot and Wingding races could see a Guatemalan sweep in the female ranks.

Running in the 10,000-meter Trot will be Isabel Tum, 22, from Quiche, whose best time for that distance is 37:55.

Running in the new 5,000-meter Wingding will be Silvia Alvarez, 19, from Quezaltenango. Her best time for that distance is 18:54 but that was on a track. Her time in the recent USF Bull Run 5K on the road was 20:41, which earned her a third-place finish in her age group.

Isabel did the Bull Run 10K in 39:47, which placed her fourth among all females and first in her age group.

The two young women arrived in Clearwater on Aug. 23, with 14 other students who will spend 21 months studying on the Clearwater campus of St. Petersburg Junior College.

They're here under the auspices of the Central American Scholarship Program, which is sponsored primarily by the federal government.

The program, said its local coordinator, Maria Toms, is intended to give the students "the education that they can use to improve their standard of living. This is the only way for people to get together. Not through arms, but through education."

That makes so much sense in a world growing ever smaller.

Just how small is illustrated by a story Isabel tells about going to Puerto Rico in 1986 to represent Guatemala in a 5K race. She met Beth Farmer, a Clearwater High and University of Florida All-American in cross-country and track. Beth told Isabel that she had trained in Clearwater under a retired high school coach named Dick Lacey.



Times photos — JOSE FONT

Isabel Tum will run in the 10,000-meter Trot on Thursday.

So Lacey was one of the first people Isabel and Silvia called when they arrived.

He now puts them through their paces once or twice a week on the Clearwater High track and also gives them a training schedule for the other days.

The two young women arrived in Clearwater on Aug. 23, with 14 other students who will spend 21 months studying on the Clearwater campus of St. Petersburg Junior College.

It didn't take long for the local running community to take note of these women. They competed in September's Warhoop Sprint, with Isabel the overall female winner and Silvia first in her age group.

Lacey says both are quality runners.

He thinks Isabel, who is better at the longer distances, could develop into a top marathoner. She tried out for the one female marathon slot on Guatemala's Olympic team but finished second in 3:11.



Silvia Alvarez will compete in the 5,000-meter Wingding.

The two women are doing more than running. They're studying clothing merchandising and English full time at the junior college.

Their entire group also takes trips every Wednesday. They have visited Kennedy Space Center (two days before the *Discovery* launch — they saw the shuttle on the pad), Ybor City, the University of Tampa and the Dali Museum.

Their English is improving rapidly. The first time Lacey told them to do some warm-up exercises, they asked, "What is warm-up?"

Lacey, who often drives them home after practice, said the first three Spanish words he learned were "right," "left" and "straight."

Their early impressions of life in America? "The food is so different. . . . The people are different. . . . Life is a lot faster. There's no time to sit and talk. No time for gossiping."

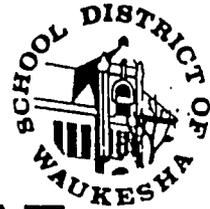
Isabel also noted that life is "very punctual — when they tell you 9 o'clock, they mean 9 o'clock."

Isabel and Silvia won't be late at their respective finish lines Thursday morning.

In fact, they could be among the first to sprint down the track in front of a cheering Jack White Stadium crowd. Watch for them.

N.E.W.S. CONNECTION

Noting
Excellence in
Waukesha
Schools



March 1989 Vol. 5 No. 2

North advanced Spanish class hosts 16 students from Central Americans

Sixteen Central American students have been visiting a North High School advanced Spanish class so that each group of students will learn their language of study from native speakers. Their first meeting was Feb. 9, and continues every other Thursday throughout the second semester.

"The purpose of these visits is to promote a better understanding of the American and Central American cultures and to help students learn English and Spanish from native speakers."

The Central American students have been in the Waukesha area since May 24, 1988 through the Central American Scholarship Program. Under the program, the

U.S. Congress awarded Waukesha County Technical College (WCTC) a grant to teach the foreign students machine maintenance.

North High School Spanish teacher Carol Murphy met up with the group when she was their English as a Second Language (ESL) teacher at WCTC last year. She invited two of the foreign students to speak to her North High School Spanish IV class as special guests. After the initial success and with the recommendation of her principal, Ryan Champeau, Murphy arranged to have the Central American students visit her students on a regular basis.

"The purpose of these visits is to promote a better understanding of the American and Central American cultures and to help students learn English and Spanish from native speakers," according to Murphy.

The Central American students are from Costa Rica, Guatemala, Honduras and Panama.

Welcome CASP students . . .

Exchange students visit several AAHS classes for A. E. W.

by Sally Peters

As a part of American Education Week, 14 Central American students ranging in ages from 18 to 25 visited Altoona Area High School to attend world cultures, journalism, computer science, and foreign language classes.

The Central American Scholarship Program (CASP) provides young Central American students from Costa Rica, Guatemala, Honduras, and Panama with an opportunity to live and study in the United States.

While they are here, the students are living with host families as they work toward their degrees by attending classes at the Altoona Vo-Tech. After obtaining their degrees, the students will go back to their homelands to apply their skills in computer sciences.

Although it may seem like it, the goals of the CASP program are not all academic. The program offers the students the opportunity to get to know life in the United States and share their culture with the host community.

As the CASP scholars explore life in the United States, they become acquainted with the educational system, social structures, culture, and government.

During their stay in Altoona, the students have had the chance to visit other areas of the United States. A highlight for many of the participants was the one week session spent in Washington, D.C., learning how the federal government works, taking field trips to Congress and historic sites, and participating in leadership training.

The students themselves are from varying backgrounds. Demetrio Abrego, Yadira Alvarez, Lino Diaz, and Edith Estribi are from Panama.

From Guatemala are Sergio Cahueque, Julio Castillo, Antonio Galdamez, and Julio Velazquez.

From Honduras are Mario Castaneda, Rosa Meza, and Jaime Pineda. From Costa Rica are Alfredo Garcia, Kenneth Landergren, and Arturo Pamirez.

All the CASP students are very excited about the program. "The people are very nice here," and "The United States is a very beautiful place" were common feelings expressed by all.

Already the participants have completed two of their goals: to learn the traditions and customs of America, and to develop lasting links of friendship with the people of the United States.



Julio Velazquez, Guatemala, shares his computer skills with Dan Conrad.

School News

Drive, spirit, work ethic motivates Central American students

Lorena Munguia:

Link in Honduras family's chain of hope

By Nora N. Garza
Special to the E-E

Lorena Munguia, 19, is the seventh link in her family's chain of hope. Her parents left the interior of Honduras to find better opportunities for their eight children, to find a way to educate all eight of them.

The seventh child, Lorena, follows five assorted engineer siblings. Education was valued in her family, as a way out of poverty, but, so was hard work. For these enterprising young people worked their way through high school and college.

Though her father wants her to be doctor, Lorena has an interest in fashion merchandising. To pursue her education in this field, she applied and was accepted to study in the United States through the Central American Scholarship Program, CASP.

CASP is sponsored by the United States Agency for International Development to promote mutual understanding between Central and North Americans while teaching technical skills to participants.

Lorena and 15 other CASP recipients came to Bartlesville in May of 1988 to earn an associate of arts degree through the cooperative efforts of Bartlesville Wesleyan College and Tri-County Tech. They receive their technical training in the clothing, textiles and retail sales program at Tri-County Tech. These CASP students are from Honduras, Panama, Guatemala and Costa Rica.

Lorena is representative of the drive and spirit that motivated these Central American stu-

dents first to apply themselves to their studies despite language and cultural challenges.

Lorena brings to the local campus a real commitment to education and hard work. Yet the influence of her culture on color and form, and her own special sense of whimsy is evident in her work, especially in the three-inch stuffed Santa Claus she designed for a class project. Egg-shaped and lavender, it wasn't the traditional Saint Nick of North America or Europe.

She is taking the responsibility to learn English seriously. Though her English is good enough to keep her on the A honor roll, she is frustrated that proper pronunciation of the foreign language is slow in coming. "I read lots, but I don't know if I'm saying the words right," she explained.

When it was recommended that she not say the word "sheet," since the pronunciation was too close to a vulgarity in English and that she settle for referring to them as "bed clothes," she adamantly refused: "I have to learn to say it right."

Lorena lives with a local family. Manuel and Sharon Macias and their son and daughter. She prefers living in a family situation than in an apartment as most CASP students do. "I really had good luck. They are special people. I can't imagine living in an apartment for 21 months. I'm used to being around a lot of people, mother, father, brothers, sister, and all the noise," she said.

The Macias are I don't know the word, super nice, extra nice," she added.

Peace is a major concern of Lorena's. She is involved with other local CASP students to form an international students organization on the Tri-County campus. She would like the

community to know more about Central America and especially about the Central American students living and studying in their city. They would like to speak or perform for civic and social groups.

"We don't get involved enough with the local residents. I want people in Bartlesville to know we are here. Maybe others will also learn a little bit about us and Central America," Lorena said. "This club will also help unite us as a student body."

It's also a way for her to repay a debt. "We appreciate the scholarships we have received. I want to thank the United States government, the United States people. In the future, we will try to return the favor to help this country or someone from the United States," she explained.

Those wanting more information about having CASP students speak at their club meeting, can contact Juanita Walton, CASP Coordinator, at 333-2422, ext. 210.

Lorena also is interested in sports, like education, a family tradition. Her family displays academic diplomas and trophies with equal pride. During her high school days, she excelled in volleyball, and recently, she joined the Wesleyan volleyball team.

She knows exactly what she will do when she completes her studies in the United States in about a year. She will look for a job in her home town of La Ceiba. This income will go toward financing the completion of her bachelor's degree. "I want to help people, to help children, something like that. God will help me," Lorena said.

She has confidence in the future. Lorena is out to prove that she is not the weakest link in her family's chain of hope.

Scholarship Program promote understanding

CASP, Central American Scholarship Program, is a scholarship-diplomacy program designed by Congress to help contribute to peace in Central America.

CASP is administered by Georgetown University in Washington, D.C., and is part of the effort of the United States Agency for International Development.

Twenty-two Central American students are living and

studying in Bartlesville under this scholarship program. Through a cooperative effort of Tri-County Tech and Wesleyan College, these students will earn an associate of arts degree. The 16 students enrolled in the clothing, textiles and retail sales program are from Panama, Honduras, Guatemala and Costa Rica.

Goals of CASP are for participants to learn job-related technical skills, to learn about

North Americans and to help fellow countrymen improve their technical skills as well learn more about the United States.

In turn, by attending classes with CASP students, local students can understand and learn more about Central America, especially the differences between the various countries and the values the people and their custom

Jose Caballero:

Dreams aren't cheap for Panamanian

By Nora N. Garza
Special to the E-E

Jose Caballero is an achiever. He always does his best. Whether he's picking coffee beans in 100 degree weather or opening doors of smoky buses stopped in busy streets or selling lottery tickets to the hopeful of Boquete, Panama, he works hard because dreams aren't cheap.

Having to support himself through his junior and high school years didn't stop the Panamanian youngster from dreaming. Working at odd jobs only made him more determined to make it big one day. Maybe in business, maybe in education, he wasn't sure yet; how, but he knew he would help his younger brothers and his community.

His father, who worked the land, disowned him when he was 13. Farmers need sons who'll work in the fields. They can't afford to feed ones with lofty ideas of going to school. With a little help from his grandmother, but mainly on his own, Jose graduated from high school.

An ambitious young person, Jose grabs all opportunities that come his way, much the way that rain drops snatch lightbeams to create rainbows. When a chance to study in the United States was offered, he didn't hesitate to accept the scholarship. Though not in his field of study he enrolled in a clothing and retail sales voca-

tional/degree program through a Central American Scholarship Program.

Along with 15 other Central American students, Jose began a 21-month program in May of 1988 to earn an associate of arts degree through a cooperative program between Bartlesville Wesleyan College and Tri-County Tech.

Though sewing and fashion design were areas new to him, he quickly excelled in his theory classes and practical application. A perfectionist, he takes pride in the tiny stitches he makes in a cloth teddy bear. He prefers working with rich satins and brocades to the homespun cottons that are popular for folk crafts in the United States. For a class project, he designed an evening gown cut low off one shoulder and decorated with designs typical of Panamanian Indians.

"I'd like to open my own design house and sell to beauty contestants," he said. The dresses would be "very expensive" and his clientele would be "very beautiful," he added.

The sales merchandising aspect of the program holds the most interest for him. "I like to sell. It involves public contact, and it's a good way to get to know more people, to practice good relations," he explained.

"I like to do work that not only benefits me but also my community. I am interested in human relations, the way people react with each other."

The one skill he has yet to

master is the language of his host country, English. Although he has excelled in every subject, Jose is frustrated by his progress in learning to speak English. Since all his classes are taught in English, he learned enough English in months to maintain a high average. Not bad for someone who walked off the airplane in Tulsa knowing only a handful of words and phrases.

"I have to think about my future, principally to learn English," he said. "I want to continue learning English when I return to my country."

He sees speaking English as a bridge to another opportunity, perhaps one that can further his education since he does have the money to complete a bachelor's degree. He hopes to combine his interest in work with the public and design to become an international salesman.

When asked how he handles comments about his studies, a predominately female field, he said, "I'm not interested in what others think, only in what I think I chose this area. I have the opportunity to do in this field."

Raised with Latin standards based on traditional male/female roles, Jose explained that he was not afraid of old expectations of machismo. "Someone who is macho is not of an animal that a man, who doesn't mean having girlfriends or yelling. Comments as girls walk by, a real man respects women himself."



Donald B. Victor

Students in the Central American Scholarship Program (CASP) at Berkshire Community College, in this country since August 1988 to study electronic technology, hotel/restaurant management and computer science, got their first taste of snow and skiing at Butternut Basin in Great Barrington on Jan. 20.

Excalibur



Volume 3, Number 2

February 9, 1989



Family Important To Student Away From Home

By JORDI PEREZ
Excalibur Staff

Sulena Fabiola Rosales Sandoval, "Sully", was born in Jutiapa, Guatemala, on Sept. 2, 1970. She is one of the thirty members of the Central American Scholarship Program; she came to the College of Santa Fe, with a bilingual secretary diploma obtained in Guatemala City, the capital.

Sully was selected among hundreds of young men and women of her country to come to the United States by the Agency for International Development, which gives a full-scholarship yearly to 500 students from Costa Rica, El Salvador, Belize, Honduras, Guatemala and Panama.

"Only myself and God were applying for the scholarship," said Sully. "We filled out so many forms in the CASP office in Guatemala that when I received the scholarship I was the happiest per-

son. Now it is my chance to study and enhance myself."

Among other advantages, Sully knows when she returns to Jutiapa in 1990, she will have more opportunities to get better jobs. Her major at the college is Computer Information Systems, "a field for the future." Her classes are hard, especially economics and English but she considers them steps toward an important self-fulfillment with God.

As any citizen of Guatemala, she strongly believes in God. Her definition of religion is based on the person's intuition that he or she is completely dependent on the eternal God.

"It is all we have," says Sully with a serious face. "Whenever you become religious, you taste the infinite, the omnipotent, God."

Nevertheless, Sully always misses her 2 year

younger sister, Ligia, and her 12 year old brother Jorge, her mother Lily, as well as other relatives and friends that she left in Jutiapa.

Sully regards family as the most important support for a person. A strong feeling developed after her father and her cousin died, the latter in the war against the Guerrilla when he was in the military service, in which all men must serve.

In Jutiapa, the young people live longer in the parents household, usually, until they accomplish a college degree or they get married.

"I used to spend all Sunday with my family; we went to a movie, visit relatives or just walk around. In those moments, I enjoyed life more than ever," she said.

1*tease See STUDENT, Page 2

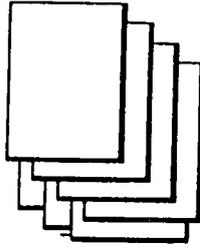
Student

In Santa Fe, Sully lived for the summer and fall with Crocs family, who took her to visit Houston driving through New Mexico.

Besides these varied experiences, Sulena never forgets why she was given the scholarship. Her role starts as a peace ambassador. With her kindness, her deep understanding of life and her humanity, Sully has gone beyond it at the point to be meaningful to this campus and to all the people that meet her. She has the grace, that excellence that most of us try to achieve. Indeed, Sully was given to us from the skies.

BACK PAGES

WAUKESHA COUNTY TECHNICAL COLLEGE ALUMNI PUBLICATION



Success Comes To CASP Alumnus

Lucio Callejas, Remember him? Group A Central American Scholarship Program (CASP), August, 1985, member of the first group that arrived at WCTC. Graduate of the Industrial Maintenance Mechanic Program.

Lucio has been back in Honduras a year and a half now and has experienced many changes.

On August 24, 1987, Lucio returned to his city, Tegucigalpa, where he lives in a community where town management is in the style of cooperatives. The capital city, with its dusty, noisy, crowded streets proved to be quite a contrast from the quiet, uneventful countryside of Pewaukee. And now the real search would begin. Lucio came back to a family dependent on him for their needs and filled with great expectations of this young man who had been abroad studying and acquiring new skills.

But the path to a new job was not



Lucio Callejas

easy. At first, it meant accepting a job in a small factory that really did not appreciate his skills. This was supplemented by teaching English in a bilingual school at night. At the same time, Lucio worked in this community helping his neighbors in the construction of homes and problem solving. His community looked to the 24 year old Lucio for leadership and was proud of the accomplishments and abilities of one so young.

Then came a break! Because of his mechanical skills and ability to speak English, Lucio was hired by the United

States Palmerola Military Base in Comayagua, Honduras. He was hired as a supervisor for the maintenance of the water supply system. His English proved to be an asset in the writing of reports and in the management of the twenty plus working force in his department.

Months later, Lucio had the fortune of becoming a member of the maintenance staff at the U.S. Embassy. He was a supervisor for building construction. Here, Lucio learned about plumbing, air conditioning, and mechanical installations in the area of constructions. A certificate was awarded to him in recognition for his work, and a letter was received from top officials congratulating Lucio for his accomplishments. This position was a great benefit because it gave him the opportunity to fulfill some of the goals he had set while in the Leadership Program in Pewaukee; namely, paying for his siblings' education and repairing his family home. However, due to lay-offs at the Embassy, Lucio was not able to continue his employment. But, because of his fine work at the U.S. Base, he was invited to resume his employment there.

Central American students study at local vo-tech

By Walt Cox
News Editor

Fourteen students from four Central American countries told about their goals and about their homes at a recent Breakfast Club meeting of the Altoona-Blair County Chamber of Commerce.

The scholarship students have been in the United States since August 23, and one of the highlights of their visit so far was the Bedford Fall Foliage Festival weekend.

Alfredo Garcia, a student from Costa Rica, said, "We had a wonderful time in Bedford. So friendly were all the people, and we too got to meet Miss Pennsylvania."

The students have all studied English in their schools at home, and they are steadily improving their use of the language with the help of their host families in Blair

County, according to Linda Kander, the Bedford Area High School teacher who has taken a sabbatical leave to serve as program coordinator.

Kander explained, "They were welcomed with open arms and had a fun weekend in Bedford. Now each of them has a satellite family there."

At the chamber meeting, Kander noted that Blair County individuals are needed to help the student guests with some special interests. One student is learning to play the cello and needs a local instructor. Another is a budding actor and is looking for a community theatre group to work with, and a third student has many years experience playing soccer and is seeking an adult soccer team in the area.

The students, as a group, are interested in visiting local businesses and industries to

observe how things are done here, especially enterprises involved in their fields of study — electro-mechanical technology and computer repair technology. Those are the fields the young men and women are studying at the Altoona Area Vocational-Technical School. The group of students can be contacted through Kander at Altoona AVTS, 946-8469.

The Altoona AVTS is one of two vo-tech schools chosen in the United States to host the Central American Scholarship Program, which is funded through the Agency for International Development. The local school is also the only one in Pennsylvania chosen to participate in the program. It was first conducted here in 1986-88 when 16 students were trained in Environmental Health.

The CASP program is a way to

provide higher educational opportunities, foster better understanding, and contribute to peace in the region. By 1989, almost 1,000 students from Central America will have participated. Those at AVTS now are from Guatemala, Honduras, and Panama, as well as Costa Rica.

The students' visit to the chamber breakfast meeting coincided with their only region-wide holiday that involves all four countries. October 12 is the

"Dia de la Raza" (Day of the Races), and one student noted the appropriateness of working toward better understanding of different cultures on that day.

At the Chamber of Commerce Breakfast Club at the Altoona Sheraton, the group was presented by local host Don Wissinger. They were part of an international program that also included 14 students from four countries in Central America, lead by local teacher Linda Kander.

School News

Vo-Tech's CTR class observes Vo-Tech Week; competition held for bulletin boards, displays

The Clothing, Textiles and Retail Sales (CTR) class at Tri-County Vocational-Technical School celebrated Vo-Tech Week recently with a Skills



Garcia



Kerbs



Guzman

Day competition, an Open House and an Awards Assembly.

For a competitive event, CTR students divided into groups of three to develop bulletin boards and displays, based on their own ideas. The 21 bulletin boards and displays then were judged during Skills Day. Judging the event were Brent Or-

tolant of the Bartlesville Examiner-Enterprise and Kimra Perkins of Washington Park Mall. The winners were announced later at a schoolwide awards assembly.

The top award — a gold medallion — was received by Gretchen Kerbs, Gladys Guzman and Yamileth Garcia. The second place award — a silver

medallion — was awarded to Yamileth Garcia, Gladys Guzman and Yaudie Robles. Tying for third place was the display composed by Dania Benavides, Maria Maldonado and Elisa Sarceno; and the one composed by Rosa Ramirez, Olga Riveria and Rosemary Pitti. Each received a bronze medallion.

Winning blue ribbons in the display competition were Jose Caballero, Olga Riveria, Rose Mary Guzman, Rosa Ramirez, Olga Riveria, Rosemary Pitti, Dania Benavides, Maria Maldonado, Elisa Sarceno, Ivannia Chavez and Iveth Espinosa.

Winning red ribbons were

Cindy Scarpulla, Lorena Munguia, Ivannia Chavez, Anita Starkey, Lilianna Rodriguez, Rosemary Pitti, Olga Riveria, Rosa Ramirez, Yaudie Robles, Elisa Sarceno, Lilianna Rodriguez, Lorena Munguia, Rose Mary Guzman and Maria Maldonado.

White ribbon winners were Christy Ballenger, Yamileth Garcia, Gladys Guzman, Lorena Munguia, Rosa Ramirez, Rosemary Pitti, Anissa Mayhew, Julie Block, Jennie Milburn, Becky Clayton and Danya Shields.

TCT students helped publicize open house by distributing invitations. Jose Caballero won \$50 for having the most registered guests. Likewise, FIA-HERO was awarded \$100 for being the student organization having the most registered guests.

St. Michael's Drive
Santa Fe, NM 87501-5634

Address Change Requested

*Cycle E-2
Delthia Flores (L), Ardeth Lennan (R)*



An International Flair

Seminary Allen Sanchez of Tome, NM, balances a tray of glasses while he performs a native Mexican dance during CSF's celebration of United Nations Day. Belizians Delthia Flores (left), and Ardeth Lennan also performed native dances during the event, which was sponsored by the college's International Students Club. The club seeks to promote understanding among the many diverse cultures represented on campus.

Feb. 7, 1989

Lake Country

REPORTER



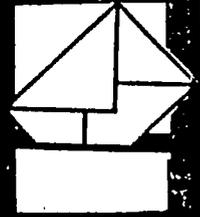
One Section

PO Box 200

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WHAT'S INSIDE



Telephone 367-3272



LEARNING FOREIGN DANCE - Girl Scouts from Troop 286 at St. Anthony on the Lake Catholic School learned a few new dance steps from two Panamanian students

Friday, Feb. 3. Leading the girls are Dialsa Aranda (left) and Ibeth Acosta (in costume) who attend Waukesha County Technical College. (Reporter photo)



NORTH STAR



Volume 14 No. 3

Waukesha North High School, Waukesha, Wisconsin 53188

March 15, 1989

Central Americans experience Waukesha

Last Aug. 16 Central American students arrived in Waukesha, Wisconsin.

These young people were awarded scholarships by Georgetown University. The 11 young men and five young women qualified for the scholarships because of a financial need and, of course, high academic achievements.

Upon arriving in the United States, several students stayed with local families to improve their English skills. Now most of the 16 live in apartments close to WCTC.

The foreign students will be studying machine maintenance at Waukesha County Technical College.

The students include Hugo Tax, Severiano Jaen, Herman Castillo, Juan Barrantes, Juana Martinez, Blance Benitez, Anais Diaz, Vilma Mariona, Juan Perez, Marta Grerra, Jaime Ranirez, Carlos Cabalceta, Hurmberto Mora, Ronald Vasquez, Gilbert Alvarado and Fredevindo Ortega. These students are from Costa Rica, Panama, Guatemala and Honduras.

These students feel very fortunate to take part in the program Waukesha County Technical College offers. Although their schedules are sometimes very difficult, these young people have the chance of a lifetime.

Studying does take up most of the students' time. But in their free time, the young people are like most American teenagers. They like being with friends and going out.

Last semester two of the young men came and spoke to Carol Murphy's Spanish classes; Herman Castillo of

Guatemala and Ronald Vasquez of Costa Rica.

They talked about the experiences they have had living in a different culture.

Several of the students went along with the Spanish Club last month on its trip to Chicago. It was a great opportunity for club members to get to know these people in a casual setting.

DECEMBER 14, 1988



Mirror photo by J.D. Cavrlich

U.S.A. Christmas

¡ FELIZ NAVIDAD !

Local schools and businesses presented gifts to the visiting Central American students studying at the Altoona Area Vo-Tech School. The students, in the first of a two-year program, are not going home for Christmas. The gifts, presented during a recent luncheon at the school, included shirts from St. Francis College and the

Altoona Area Vo-Tech School. Linda Kander, program coordinator, (right), donned a beard to play Santa Claus for the event. Two of the students opening their presents are Julio Velasquez (left) of Guatemala and Lino Diaz of Panama.

NFC ends 2-year losing streak in Pro Bowl/1B



■Area Catholic schools plan observances/3A
■UWSP students taste Southern foods/7C
■Wausau angler loses sleep, lands walleye/3E

Wausau Daily Herald

Monday, January 30, 1989

Let the games begin



London Gorbun/Wausau Daily Herald

Packet packing: Mario Ovalle, 3316 N. 21st St., Wausau, (left) and Hector Gonzalez, 5611 N. Birch Lane, Schofield, both Central American students at North-central Technical College, pack T-shirts into athletes' packets for the Badger State Games, scheduled for Friday through Sunday in Wausau. Sixteen Central American students at NTC are among the many volunteers helping out the games and Snow Magic, Wausau's winter festival also scheduled for Thursday through Sunday. See stories, pages 3A and 1B.

figure skating competition