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

GEORGETOWN UNIVERSITY

QUARTERLY PROGRESS REPORT
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CONTENTS

	Page
Preface	i
Mission Statement	ii
CASP/CASS Calendar	iii
CASP/CASS Administration	vi
I. National Relations	1
II. Domestic Operations	2
A. CASP/CASS Campus Visits	2
B. CASS Campus Visits: State Offices	8
C. CASP/CASS Campus Visits: Fall 1989	10
D. Special Reports	15
E. Administrative Activities	16
F. Publications	16
III. Overseas Operations	17
A. Headquarters Activities	17
B. Regional Activities	18
C. Home Country Reports	19
IV. Special Programs	20
A. CASS Bachelor's Degree	20
B. CASS Master's Degree	20
Appendixes	A-1

PREFACE

The Central American Scholarship Program (CASP) and the Cooperative Association of States for Scholarships (CASS) are affiliate educational programs of Georgetown University carried out in cooperation with community-based institutions throughout the United States. Funded by the Agency for International Development, both CASP and CASS are authorized by the United States Congress in response to the educational policy recommendations of the National Bipartisan Commission on Central America, known as the Kissinger Commission.

CASP was created in 1985 and expanded to include CASS in 1989. CASS, unlike CASP, is a matching funds program. The two ventures are unique among international foreign student peace programs because they benefit only disadvantaged youths in Central America and the Caribbean.

The scholarship programs aim to instill attitudes and beliefs of self-responsibility and self-initiative in their scholars. The resulting individual commitments to family, community, and country ideally will lead to achievement and empowerment on a broad scale. This empowerment is intended to counter long-standing social and cultural patterns of passivity among disadvantaged classes.

CASP/CASS comprises three phases: Experience Commitment, Experience America, and Experience Responsibility.

EXPERIENCE COMMITMENT, phase one, begins in the home country and includes recruitment, selection, and predeparture orientation. During this phase, candidates for the programs discover that their lives are about to undergo a highly structured and integrated transformation process. They begin to grasp the idea that the scholarship programs extend far beyond skill training and in fact embrace new values and new attitudes to foster lifelong individual growth and service to community and country.

During phase two, EXPERIENCE AMERICA, students encounter academic training, experiential opportunities, and personal and professional development. These components reinforce self-reliance, self-responsibility, and commitment, providing participants a comparison with their home countries, an understanding of U.S. culture and values, and fresh insight about democratic processes and decision making.

EXPERIENCE RESPONSIBILITY, phase three, guides CASP/CASS graduates in the home countries toward lifetime commitment to and practice of self-empowerment as a chosen lifestyle.

CASP/CASS

MISSION STATEMENT

CASP/CASS represents a means of reaching and uplifting socioeconomically disadvantaged Central American and Caribbean youths and increasing the number of current and future leaders in these nations. It achieves this mission through an ongoing home-country support system, a positive learning experience in the United States, and an alumni network that helps to reintegrate each graduate into his or her society upon return home. Its specific purposes are to:

- Strengthen mutual ties of understanding and friendship among the peoples and the countries of the Americas
- Contribute to Central American and Caribbean development by providing education relevant to the development needs of each country
- Prepare students for employment when they return home
- Prepare students for higher levels of academic achievement and/or skills training
- Broaden and deepen the commitment of U.S. educational institutions to the education of disadvantaged foreign youth
- Help U.S. educational institutions deliver suitable education and training to disadvantaged students from abroad.

CASP/CASS CALENDAR

December 1, 1989 - March 31, 1990

December

- CASP/CASS distributes Cycle G preselection forms in Central America and the Caribbean region.
- CASP/CASS conducts final in-country orientations for Cycle F students departing for United States in January.
- CASP/CASS distributes Cycle G fields of study survey forms in Central America and the Caribbean region.
- CASS/Georgetown hosts Kansas City, Missouri, orientation conference for staff of CASS participating colleges and state offices.
- CASP/CASS Program Officers visit campus programs at Tri-County Area Vocational Technical School, Bartlesville, Oklahoma; Broome Community College, Binghamton, New York; University of Wisconsin Center--Marinette; and Edmonds Community College, Lynnwood, Washington.
- CASS State Representative visits campus program at University of Wisconsin Center--Barron County, Rice Lake, Wisconsin.
- CASS/Georgetown transfers management oversight of bachelor's and master's "special programs" to Howard Lusk, director of the CAPS-Panama project.

January

- CASP/CASS opens Caribbean Office at Georgetown University, with Chantal Santelices as Acting Director and Lindsay McMahon and Sabine Wehder as Caribbean Coordinators.
- CASP/CASS preselects Cycle G candidates in Central America and distributes long-form applications for their completion.
- CASP/CASS welcomes Cycle F students arriving in the United States.

January (cont.)

- CASP Program Officers visit campus programs at Altoona Area Vocational Technical School, Altoona, Pennsylvania; Northcentral Technical College, Wausau, Wisconsin; and St. Petersburg Junior College, Clearwater, Florida.
- CASS State and Georgetown Representatives visit campus programs at University College, Bangor, Maine; University of Maine at Orono; and University of Southern Maine.
- CASS/Georgetown conducts intervention/investigation at Bergen Community College, Paramus, New Jersey, program regarding disturbing allegations by Central American visitor, issues protocol to govern future visits of this kind.
- CASS/Georgetown and CASS/Florida State conduct orientation for bachelor's program participants.
- CASP/CASS headquarters divisions complete draft policies and procedures manual for organizational operations.
- CASS/Georgetown Representative visits CASS master's program site at University of Wisconsin--Madison.
- CASP Alumni Association in Honduras obtains legal status.

February

- CASP/CASS preselects Cycle G candidates in the Caribbean region and distributes long-form applications for their completion.
- CASP/CASS identifies Cycle G applicants in Central America and the Caribbean region who qualify for preselection interviews.
- CASP/CASS publishes handbook on the in-country interview process and instructs Central American and Caribbean staff in its use.
- CASP/CASS begins Cycle G applicant interviews in Central America.
- CASP/CASS publishes report on early student terminations from the program since its inception.
- CASP/CASS Program Officers visit campus programs at Columbia College, Columbia, California, and the College of Santa Fe, Santa Fe, New Mexico.

February (cont.)

- CASP/CASS hosts Washington Seminar for Cycle E (May arrival) graduates returning to their countries.
- CASP/CASS computer services head John Miller visits Guatemala regional office to provide technical assistance and support.
- CASS/Georgetown and CASS/Florida State Representatives complete visits to four university campuses hosting CASS bachelor's students.

March

- CASP/CASS conducts Cycle G applicant interviews in Caribbean region.
- CASP/CASS/Georgetown receives files on all Cycle G candidates selected during in-country interviews.
- CASP/CASS prepares draft report on Cycle G fields of study survey findings and distributes questionnaire regarding prospective fields of study for Cycle H.
- CASP/CASS prepares and distributes questionnaire to evaluate interview process in home countries.

CASP/CASS ADMINISTRATION

The management team of CASP/CASS at Georgetown University is an integrated group of administrators headed by Chairman Harold Bradley, S.J. The team comprises three organizational divisions, which work together with the Chairman in planning, shaping, and carrying out the many responsibilities of the rapidly expanding CASP/CASS program. The three divisions receive support for their efforts from the Common Service Area, which provides financial, automated systems, public information, and administrative services.

The National Relations Division, with Beverly Ellerman as its first Director, addresses the matching funds requirement of CASS funding by developing support for the program in the public and private sectors. The division targets state governments, private industry, and community colleges in its work to achieve cost-sharing. Its key fund-raising strategies of locating corporate support and obtaining in-kind contributions and tuition waivers are to be supplemented by activities to raise funds in Central America and the Caribbean region. Established networks throughout the United States and in the home countries provide contacts and reinforcement for this endeavor. For more details, please refer to chapter 1 and appendix 1 in this report.

The Domestic Operations Division, headed by Dr. Tom Oates, oversees the implementation of CASP/CASS phase two, Experience America. The division interacts with a network of community colleges and state offices that serve as active partners during this training and enrichment phase. Domestic Operations works closely with each college through a staff of Program Officers and College Coordinators designated by their schools, who monitor the progress, problems, and needs of every student. Host families increase the CASP/CASS students' understanding of life and values in the United States. For more details, please refer to chapter 2 and appendix 2 in this report.

The Overseas Operations Division, directed by Elizabeth Robinson, coordinates the implementation of CASP/CASS phase one, Experience Commitment, and phase three, Experience Responsibility. The division interacts with a network of advisory boards and alumni associations. These groups serve as active partners in carrying out the tasks of phase one and phase three, specifically, recruitment and selection, follow-up, and follow-on. Overseas Operations is structured on a regional basis, with Central American and Caribbean offices managing the activities of 15 Country Coordinators during the two phases. For more details, please refer to chapter 3 and appendix 3 in this report.

CENTRAL AMERICAN SCHOLARSHIP PROGRAM
COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS

QUARTERLY PROGRESS REPORT

December 1, 1989 - March 31, 1990

I. NATIONAL RELATIONS

The National Relations Division of CASP/CASS continued to pursue its goal of identifying matching funds for scholarship programs during the December 1989-March 1990 period. Division Director Beverly Ellerman elicited the active participation of CASP/CASS Chairman Harold Bradley, S.J., and Domestic Operations Division Director Tom Oates in seeking substantive endorsements in both the public and private sectors.

Legislative initiatives under consideration in Florida, California, Wisconsin, and Kansas highlight division approaches to the public sector, spearheaded by National Relations liaison Susan Weiss. Potential conversions of CASP schools to CASS-participating institutions, with the allied issues of in-kind contributions and matching funds, provide another major focus for the division. Corporations with operations in the CASS home countries comprise the initial target group for CASS funding proposals being disseminated in the private sector.

Appendix I, pages A-2 and A-3, offers additional information on the division's quarterly activities, as reported by Beverly Ellerman.

II. DOMESTIC OPERATIONS

Campus visits and administrative activities dominated the winter 1989-90 period for the Domestic Operations Division. Six CASP and three CASS college programs received visits from Georgetown-based Program Officers between December and February; seven campus tours later in this extended "quarter" will be discussed in the next CASP/CASS quarterly report to AID. CASS State Office Representatives surveyed programs in Wisconsin and Maine, and a special intervention visit to Bergen Community College by Domestic Operations officials effectively defused a potentially damaging situation. Reports from nine Program Officer visits to CASP and CASS colleges during the fall 1989 quarter are covered in this chapter as well.

CASP Cycle E (May arrival) students capped their 21-month experience in the United States with a week-long Washington Seminar in February. CASS Coordinators from participating colleges, universities, and state offices met with CASS/Georgetown officials in Kansas City, Missouri, in December to absorb information and impressions about their new venture.

Domestic Operations devoted considerable effort in the December-March period to preparing subagreements for the newly designated CASS colleges, to developing policies and procedures for divisional activities, and to joining with other CASP/CASS administrators in fulfilling ongoing responsibilities of the USAID/Georgetown partnership. Publications issued during the months being reported reflect the growing participation of CASP/CASS students in publicizing their program.

A. CASP/CASS Campus Visits

Tri-County Area Vocational Technical School in Bartlesville, Oklahoma, last visited in April 1989, was beginning to arrange for the departure in less than three months of its 16 Cycle E (May arrival) students at the time of this late-November review. Reentry issues concerned particularly students from Panama, who were encouraged to use their CASP Alumni Association as a "front line" of preparation for reentry. Tri-County CASP had planned extensive reentry workshops, and returning participants appeared

eager to transfer their training and experience in Clothing Production and Merchandising to home-country advantage.

Although all CASP students had completed their ESL training, all did not share a high level of proficiency in English. Some chose to speak Spanish in classes, a factor probably contributing to their limited interaction with North American classmates. Isolation was also noted between the CASP students and the college staff at large. The CASP Coordinator and field-of-study instructors are closely involved with and highly regarded by the students, but other Tri-County staff have not met with the CASP group since the Program Officer's last visit in April 1989. A final area of concern centers on the serious romantic relationships of four returning students with North Americans, a situation that is being closely monitored.

Tri-County officially opposes the use of host families; nevertheless, 7 students were living with families in highly satisfactory arrangements. The remaining 14 share apartments near the school. Tri-County's 5 Cycle E (August arrival) Tourism students from Belize expressed enthusiasm for the relevance of their studies to the tourism situation in Central America and the Caribbean; their instructor urged CASP/CASS to continue this curriculum.

Broome Community College in Binghamton, New York, has launched its CASS program with such success that the school has already requested a second group of students in August 1990. The current 16 students in Broome's Quality Control curriculum have progressed so rapidly in ESL that English is already the language of instruction. CASS participants are enjoying the rigorous academic program at Broome and are confident their Quality Control studies will thoroughly prepare them for the world of work. Planned word processing classes will give them access to English grammar software and other advantages of the word processing center. Their own algebra study group reinforces classroom lessons, and other help is available from the Broome Learning Center.

All students are contentedly living with host families, and only two expressed any dissatisfaction, feelings apparently rooted in cultural differences. The CASS participants have immersed themselves in campus activities, including the International Club, the soccer and volleyball teams, jazz dancing, and volunteer work.

The CASS Coordinator has done a magnificent job of introducing CASS to all sectors of the Binghamton community. He presented his students to the Binghamton section of the American Society for Quality Control and supports their regular attendance at monthly dinner meetings. Participants have worked with the League of Women Voters, talked to classes at the local high school, and taken educational and recreational trips. The dedication and the involvement of the Broome Coordinator are reflected in every aspect of the program, offering graphic evidence of the full potential of the peace scholarship programs.

The University of Wisconsin Center at Marinette has made impressive modifications in its CASP program since the Program Officer's only previous visit during the fall 1988 quarter. At that time, 16 Cycle E (August arrival) Computer Science students had been enthusiastically welcomed but were without a formal ESL program and experiencing frustration with the computer education offerings at Marinette. This group has now been joined by 15 Cycle F Computer Science participants, and all students are making creditable progress in their studies. Cycle E students are mainstreamed in all of their courses, and Cycle F members will be mainstreamed in the spring 1990 semester. The ESL teacher, who is Marinette's only full-time CASP staff member, shows commendable dedication to preparing students for mainstreaming.

CASP students select their own schedules with the guidance of the academic advisor. COBOL and PASCAL Problem Solving are among the computer courses, and a wide range of humanities topics also appear in CASP curriculums. All but three of the Cycle E participants have opted for the associate's degree instead of the certificate that half of the group had endorsed at the last visit.

Fifteen of the 16 Cycle E students have expressed interest in continuing their studies in Wisconsin, including 5 with negative attitudes toward CASP and 2 with serious attachments to North American women. CASP officials will continue to stress the Georgetown/AID policy that requires a 24-month homestay at the end of the CASP scholarship. Diminishing student interest in a CASP Leadership class was addressed with suggestions for heightening student investment in the class. Similar concerns about reduced CASP budget flexibility met with ideas for funding Experience America activities.

CASS at Edmonds Community College in Lynnwood, Washington, at the time of this pre-Christmas visit combined a satisfied and settled student body of 17 young men enrolled in Electronics/Computer Repair with a CASS organization in relative disarray. Edmonds administrators have yet to develop and submit for Georgetown University review and approval an associate degree or equivalent certificate curriculum plan for their CASS program. Communication between CASS/Georgetown and the Edmonds staff has been confusing as well as inadequate. The college's concerns about program funding are considerable, and the part-time CASS Coordinator speaks French but not Spanish.

Although presenting problems appear formidable, Edmonds' International Student Services (ISS) Center, which administers the CASS program, has an outstanding record in dealing with the school's large international student population. This solid background has already benefited CASS students with an existing, excellent host family program, ESL system, and international students club. CASS/Georgetown and Edmonds officials have agreed on a plan of action that will help ISS stabilize program goals and operating procedures.

CASS students are overwhelmingly satisfied with their ESL and other course work, with their host families, and with their level of campus and community involvement. It is believed that the positive energies emanating from the participant group will do much to make CASS a welcome institution at Edmonds Community College.

Altoona (Pennsylvania) Area Vocational Technical School, which earned excellent reviews in its first months as a CASP school, has continued its successful efforts with 14 Cycle E (August arrival) students in Electronics/Computer Repair. Two program limitations noted during the Program Officer's fall 1988 visit have been eliminated. St. Francis College in nearby Loretto, Pennsylvania, now provides the academic courses that will allow CASP graduates to receive Associate of Applied Science degrees in Electro-Mechanical Technology instead of the certificates typically issued by Altoona at course completion. Integration into the campus community at St. Francis has also accomplished mainstreaming in all classes except English composition for non-native English speakers.

The Cycle E group at Altoona has fared so well that CASP/Georgetown has extended its original 21-month training period to the end of July 1990. Courses on the principles of starting a business, management styles, and marketing are planned for the extension period, along with internships at electronics and computer repair businesses in the local community. The program hopes to send each student back to Central America with a well-equipped tool kit.

Altoona CASP, which is eager to receive a second group of students, has done a superb job of exposing participants to many facets of North American society. One Panamanian student, who plays baseball with a local team and has been named AAABA Division Rookie of the Year, has been offered a scholarship by the University of Nevada at Las Vegas. CASP/Georgetown is investigating the possibility of this young man's accepting this opportunity.

Northcentral Technical College in Wausau, Wisconsin, last visited during the spring 1989 quarter, now hosts two CASP groups-- 15 Cycle E (August arrival) Machine Tool students and 17 Cycle F majors in Small Business Management. While both groups are thriving under the dedicated guidance of Northcentral's CASP staff and host families, the program to date has not been able to mainstream students because of Wisconsin's Vocational, Technical, and Adult Education (VTAE) regulations. VTAE has allowed CASP in-state tuition rates only if students are not mainstreamed. A recent interpretation has removed even that cost-reduction option, however, and CASP will now be charged considerably higher out-of-state rates. A change in VTAE legislation appears to be the only way that Northcentral could salvage CASP's lower tuition fees. Mainstreaming, always a positive aspect of the CASP/CASS experience, may now ironically become feasible here.

Both Cycle E and Cycle F students are well integrated into the Wausau community, largely due to the excellent host family network the program has developed. The Machine Tool Club on campus is ineffective, and Cycle E members have little other campus involvement. Liability issues have prevented internships for these students, but CASP/Georgetown has urged Northcentral to pursue job shadowing or other means of workplace contact. Cycle F students, through their own Small Business Management Club and as participants in Junior Achievement, are manufacturing and selling products in the community. The Program Officer advised Northcentral CASP officials to develop group and individual decision-making and communication skills in students throughout the term of the program, thereby avoiding the level of frustration now being demonstrated by Cycle E participants.

St. Petersburg Junior College in Clearwater, Florida, which created its Clothing Merchandising curriculum especially for CASP, is now able to offer all classes on campus instead of relying on the local vocational and technical college for selected subjects. Fifteen Cycle E (August arrival) students are now in the second phase of a highly valued internship program with community retail stores begun in summer 1989. Termed "cooperative work experience," this semester's phase requires the setting and measurement of goals and objectives for the experience by the interns and their store managers. The 15-member Cycle F group is enrolled in American National Government, Introduction to Fashion Marketing, and Principles of Clothing Construction, in addition to 13 hours of ESL a week and 4 hours in the Experience America program.

A Cycle E fashion show in December of clothes participants had made for themselves and host family members illustrated the professional quality of skills being acquired under CASP auspices. One advisory board member has expressed interest in two students' work with Guatemalan fabrics and wants to establish a business relationship with them in the future.

Cycle F participants, with a full 24-month program, will be able to take electives not available to the 21-month Cycle E students. St. Petersburg CASP staff also plan increased opportunities for leadership involvement for their second CASP group. A mentorship program currently in place pairs off Cycle E students with college staff and Cycle F students with their Cycle E counterparts. Several students with academic problems are receiving individual attention, and others with negative attitudes are being monitored closely.

Columbia (California) College has launched its CASS program in Restaurant/Hotel Management with apparent ease. Fourteen Spanish-speaking Central Americans and two English-speaking Caribbean students are all living with host families and becoming acclimated to their new environment. While ESL absorbs most of

the larger group's time, the English speakers are engaged in such classes as Front Office Management, Garde Manger, Marketing of Hospitality Services, and Introduction to Maintenance and House-keeping.

One of the Caribbean students, who is carrying 19½ credits this semester and shows great promise as a natural leader, has also emerged as a discordant element in the program. This young man appears obsessed with finding the American mother who abandoned him as a child and is allowing this distraction to interfere with his school work and his CASS relationships. CASS/Georgetown has recommended counseling to help this student clarify his CASS goals and will maintain a proactive role in monitoring his mental state.

The Columbia CASS staff is still finalizing the Hospitality Management curriculum, which would lead to an Associate's degree in Culinary Arts, Food Service Technology, or Hotel Management. The two CASS language groups attend Garde Manger, aerobics, weight lifting, tennis, and Experience America classes together, and English speakers are mainstreamed except for the CASS Experience America and Garde Manger classes. Whole-school acceptance and enjoyment of the CASS students have clearly contributed to the smooth running of the program at Columbia College.

Optimism expressed about the problem-laden CASP program at the College of Santa Fe (New Mexico) during a spring 1989 visit proved to be warranted during this February 1990 review. A new CASP Coordinator and the addition to staff of a Coordinator for CASP Community Involvement have removed much of the previous internal tension from the program. Considerable progress has been made in securing faculty support for CASP, but students and CASP staff believe that only the college president among Santa Fe's administration actively supports the program.

Santa Fe's 14 Cycle E (August arrival) students in Business Education appeared much more enthusiastic about their training than did the 15 Cycle E (May arrival) members who were preparing to graduate on February 11. The latter were completing a one-month internship in Computer Science with the New Mexico state government and the local seminary at the time of this visit.

CASP student integration and involvement in local community life have been problematic from the beginning. Participants have repeatedly expressed their discomfort and feelings of isolation in Santa Fe, and earlier CASP administrators did little to foster community activities. Vacation times were similarly unstructured, and one CASP group even traveled unchaperoned to El Paso, Texas, and then into Mexico, a violation of CASP rules. CASP/Georgetown strongly supports the new Santa Fe CASP leadership that appears to be turning the program around. A Professional Leadership course developed for the second Cycle E group has been so successful that it may be offered to North American students as well.

Complete texts of the campus visit reports summarized in this section appear in appendix II, section A, pages A-4 through A-93.

B. CASS Campus Visits: State Offices

September and December 1989 visits to the University of Wisconsin Center--Barron County CASS program in Rice Lake allowed the State Office Program Coordinator to observe and then confirm certain problems with the effectiveness, design, and implementation of this new venture. Concerns about the 16-student Quality Control curriculum center on slow English-language progress for almost half the group and math difficulties for a few students. Host families have multiple concerns about inadequate communication with local CASS officials, insufficient financial reimbursement for their part in CASS, and the relative insulation of the CASS students from North Americans other than their host families. The State Office representative perceived a need for improved communication and clarification of position responsibilities among the Barron County CASS staff, as well as an easing of tension about the role of the State Office in local program management.

Quality Control coursework was to begin in January at the neighboring Wisconsin Indianhead Technical College. The State CASS delegate advised Barron County officials to foster open communication with the technical college as well as with host families and with each other. The importance of speaking English outside of classes and of restricting the use of Spanish was strongly reinforced; one essential ingredient of this equation is that CASS staff members maintain professional rather than peer relationships with CASS participants. Mastering English will facilitate expansion of student activities away from the CASS group and into the wider community.

The three CASS programs in Maine's state university system, initially visited during the fall 1989 quarter, received a repeat review in January 1990 from CASS/Georgetown and the CASS State Office. Findings during the current trip echo those reported from the earlier visit and in some cases represent reactions to suggestions made at that time. The three programs are discussed individually here.

University College in Bangor, Maine, has formed the CASS Community Advisory Board addressed in the fall report. Results of this action already include increased visibility for the program and enhanced perspectives on its role in the Bangor community. On-going orientation continues to be a need of Bangor's 22 students in Hotel and Restaurant Management and Small Business Management. Now that the six-month mandatory host family residence is drawing to a close, students will need special guidance to make the

optional transition to independent living. Students also require continuing help with integration into the campus and local communities. English-speaking CASS members are particularly shy in this regard, although they desire an increased role in planning CASS activities.

ESL students have been assigned to one, two, or three academic courses taught in English, based on their levels of language proficiency. As 25 percent of the students expressed confusion over terminology in these new courses, glossaries have been suggested as additions to their Intensive English studies. Planned summer 1990 internships in both fields of study will earn participants three credits toward their associate's degrees, and tentative long-distance vacation trips will supplement Experience America classroom work.

The University of Maine at Orono CASS remains a programmatic reflection of its Bangor CASS counterpart. Its newly formed Community Advisory Board includes the same individuals who advise the Bangor program, and five Intensive English staff members serve both CASS groups. Orono's 15 students in Clothing Merchandising need on-going orientation, and native English-speakers--while relatively isolated--nevertheless crave independence and expanded input into CASS activity planning.

Since the fall 1989 visit, Orono has added sewing and tailoring to the Clothing Merchandising curriculum. This move averts previous concerns that hands-on aspects of the field of study would be offered through club activities. The two three-credit courses, to be offered in summer sessions, will yield a special certificate upon graduation in addition to the CASS diploma. Summer 1990 internships also are being planned. Whole-school support remains a strong feature of Orono's program, and CASS officials are monitoring individual student situations that have attracted exceptional attention.

With 15 English-speaking students in Hotel and Restaurant Management and Small Business Management, CASS at the University of Southern Maine continues to be a different experience from those in Bangor and Orono. The Portland campus, whose faculty and administration have requested a second CASS class in 1990, presents a vigorous program that has already dealt successfully with serious friction in the student body. Campus and community involvement by the CASS students is still lacking, but staff members are attempting to rectify this situation. Another problem area centers on interpersonal relations, specifically, sexual misconduct and host family adjustment difficulties. Portland staff are confronting both pragmatically and compassionately.

On-going orientation is a Portland need also, as is repeated encouragement to participate in volunteerism in the local community. The school's business department is working on an internship course that would offer academic credit and possibly be combined with an introduction to computer science. Only a few students still live so far from campus that involvement in program

offerings is hampered, and the growing enthusiasm in Portland for CASS is doing much to stimulate its members into full participation.

The complete trip reports for these CASS visits are presented in appendix II, section B, beginning on page A-94. They include information on specific CASS courses of study, grades earned by the students, and evaluations rendered during the programs' second Participant Progress Report surveys.

C. CASP/CASS Campus Visits: Fall 1989

Central Florida Community College in Ocala was eight weeks into its CASS program at the time of this October 1989 CASS/Georgetown visit. The program's 15 students in Quality Control include 9 Spanish-speaking individuals, who take 19 hours of Intensive ESL per week, and 6 English-speakers, who all need some noncredit remedial work and appear to be insufficiently challenged academically. Central Florida had not expected to receive English-speaking students and had not held mainstream slots open for them. CASS/Georgetown is working with Ocala officials to resolve budget and curriculum issues related to this group.

In addition to its Community Advisory Board, the college has assembled an impressive advisory committee of local manufacturers for the Quality Control program, which it is offering for the first time under CASS sponsorship. These expert advisors, who will provide input on the curriculum and host students in practical experiences, ensure the excellence of the technical program. Because Quality Control will be available to North American students only beginning in fall 1990, CASS mainstreaming in core classes will be delayed until that time.

Successful orientation at the beginning of the Ocala experience and excellent host family placements have settled the CASS members comfortably into their campus and community environments. Because Central Florida has no dormitories, host family living may prevail throughout the two-year program. CASS staff members maintain an open-door policy with students and encourage their suggestions.

Bergen Community College in Paramus, New Jersey, has proven its aptitude for educating international students early in its CASS affiliation and promises to be a potential long-term partner in the scholarship program. The college's Center for International Studies is already in place, and the nonprofit Hispanic Institute for Research and Development established under college leadership ministers to the needs of the Hispanic population in Bergen County.

The Institute demonstrates exactly the kind of altruistic community involvement expected of CASS graduates when they return to their home countries; as such, it could be a powerful motivator.

The college's 16 CASS students in Hotel and Restaurant Management are thriving under the watchful direction and whole-community support afforded at Bergen Community College. Thirteen Spanish-speaking participants are enrolled in Bergen's American Language Program and receive supplemental optional English instruction from The Hispanic Institute. Six of these students live with families who speak Spanish to some degree, and CASS/Georgetown has recommended monitoring these students' progress in learning English. As the Bergen CASS members will live with host families for the 24-month duration of their program, host family workshops and support systems have also been advocated. English-language students already have a full schedule of core and other subjects, and tutors are available for all participants. Mainstreaming will be discussed after CASS students complete their first series of exams.

Modesto (California) Junior College, which has already graduated Cycle D CASP groups in Fashion Merchandising and Electronics, had successfully integrated 20 Cycle F Central American students in Electronics and Computer Repair at the time of this fall 1989 visit. ESL studies 18 hours per week and two field-of-study courses comprise the typical student's schedule; two English-speaking Belizeans take four courses in their major. The CASP students have formed a club and elected officers, attend regular social events at a local church, and exchange language lessons and friendships through a Spanish-class buddy system. All students now live with host families, but independent living may be explored after the first six months have passed. Personal development workshops are also being investigated as an adjunct to the CASP club.

The Modesto CASP staff has remained consistently flexible in its management of the program. If students feel their courses are repetitious of previous work, they are tested for next-level aptitude and moved if appropriate. Academic studies are formulated after surveying the participants' backgrounds and learning needs. Spanish-speakers required translation assistance in core classes for less than two months, and mainstreaming is planned for the spring 1990 semester. The two Belizeans are already mainstreamed in two classes. Internships and other world-of-work experiences are also in progress. Expanding the current advisory board to include community leaders in addition to the college personnel now serving on it would forge beneficial links with the community.

Deep personal commitment by faculty and administrators and dynamic, intensive orientation sessions have contributed much to the dramatic early success of CASS at Everett (Washington) Community College. No major issues of concern were noted during this October visit, and all aspects of the program are functioning

extremely well. Seventeen Quality Control majors are enrolled in either developmental English or ESL, both perceived as excellent programs, and in either developmental math or college math. Six students also take Human Relations. The Quality Control curriculum, which will lead to a transferable Associate of Arts and Sciences degree, is being tailored to the needs of the workplace. With faculty members such as a Boeing supervisor who is also a private consultant in Quality Control, and Everett's already-proven responsiveness to student needs, the program promises to be an exemplary one. Internships are not planned at this time because of security clearances and liability issues, but CASS/Georgetown has suggested cooperative education, on-the-job training, and job shadowing as viable options for this important part of CASS.

Assimilation of the CASS students into the campus and Everett communities has been swift and comfortable; five participants have even gained seats on the student senate. The host-family network is superb, and a caring and competent staff rounds out the supportive, nurturing environment. January 1990 has been set as the target date for formalizing Everett's Community Advisory Board, although community members are already actively involved with the program. CASS/Georgetown and Everett Community College will work together in establishing and staffing a CASS State Office for the Northwestern states.

The University of Wisconsin Center--Richland at Richland Center hosts a superlative CASP program that has distinguished itself with innovative additions to the standard format. One of these is Richland's network of mentor families, which enlists the support of interested families who cannot make a six-month commitment to host a student. These persons contribute to an activity fund, serve as a back-up second home for a student, and ideally meet with their student at least twice a month. Another uniquely Richland idea is the pairing of North American "student ambassadors" with CASP students for one-on-one friendship and support.

Richland CASP now includes 16 Cycle F students in Computer Science and one conscientious young woman from the Cycle E special Honduran program who has been granted a four-month extension to complete her associate's degree. [Residual financial concerns from the Cycle E Honduran experience are being addressed with the assistance of CASP/Georgetown.] New associate's degree guidelines went into effect at the University of Wisconsin in 1988, but efforts are underway to "grandfather" the CASP students into the previous requirements to permit their timely completion in the program. Richland Center is accustomed to hosting CASP students, and even without a Community Advisory Board or a full-time CASP Coordinator, a rich and supportive environment for learning and living remains the standard of this program.

Berkshire Community College in Pittsfield, Massachusetts, now beginning its fifth year of CASP participation, continues to enjoy extraordinary whole-school support for its well-organized efforts with 46 Cycle E (August arrival) and Cycle F students. Only 9 members of this student body are not enrolled in Electronics Technology. Hotel and Restaurant Management, Computer Science, Business Management, and Selected Studies claim these 9 students. At the time of this November 1989 visit, Cycle E electronics majors were deeply involved in their subject curriculum and moving toward their final semester. The Berkshire Department of Engineering and Technology is strongly committed to CASP, has mainstreamed students with great success, and has initiated its involvement where possible in Central American job placement of CASP graduates. Department faculty strongly advocate a May arrival for future electronics students because of the sequencing of courses. Internships for electronics students have been difficult because of liability concerns, but the Berkshire Hilton Hotel has afforded excellent training experiences in the hotel and restaurant industry.

All Cycle E students, a group that also includes hotel and restaurant majors, echoed comments heard at other CASP institutions, that the 21-month program created tremendous pressure and allowed minimal time for campus and community activities. Fifteen Cycle E students live independently in apartments, and the remaining 31 participants reside with host families. Cycle F students and Cycle Es whose schedules permit maintain a full calendar of sports, social, and cultural activities in a welcoming environment that appreciates their presence. Even though the current fiscal crisis in Massachusetts has cost the community college 31 faculty and staff members, Berkshire administrators remain committed to CASP/CASS and would like to pursue participation in a CASS matching-funds program.

The CASS State Office report filed this quarter on Fox Valley Technical College in Appleton, Wisconsin, repeated many of the assessments made in the Program Officer's report for the same fall 1989 visit. Firmly committed CASS Coordinators head the list of avid CASS fans in Appleton. A creative ESL curriculum and weekly conversation groups in French and Spanish link the CASS group with the rest of the student and faculty body. The Quality Control core courses set to begin in January 1990 will be complemented with continuing study in English skills. The complete curriculum and other materials are included in the full text of this report in the appendix. All aspects of the Fox Valley program are functioning smoothly, continued evidence of the thorough planning and perennial reinforcement that success with CASS requires.

CASP at West Hills College in Coalinga, California, has made considerable progress in stabilizing its program since the last Program Officer visit in fall 1988. The new Coordinator works full-time with CASP, an ESL Coordinator has been added,

and West Hills' dean of instruction has replaced the college president as chief administrative contact for CASP. The 32 Cycle E (May arrival) and Cycle F Computer Science students all report good relationships with CASP staff and faculty, and mainstreaming is being accomplished without difficulty. Because Coalinga is a small town with limited opportunities for internships, the West Hills computer lab will be used for on-the-job training.

Ongoing orientation is indicated at West Hills to help students with their personal and professional development, focusing in particular on working with difficult people and resolving conflicts. Nine Cycle E students live in dorms, whose appeal has been lessened by recent vandalism; Cycle F students may fare better in apartments after their mandatory host-family period. CASP students formed the International Relations Club, which is open to all students at the college, and actively participate in many campus and community activities.

Bartlesville (Oklahoma) Wesleyan College, which has provided academic courses and associate's degrees in the past to CASP students at Tri-County Area Vocational Technical School, has begun its own CASS participation with 16 Cycle F Central American students in Small Business Management. The college affords a supportive environment, and participants are progressing successfully in three levels of English studies, intensive work in computers and math, and a freshman development seminar. Five students not taking ESL were mainstreamed immediately into psychology and college algebra and will be completely mainstreamed in the spring semester. Spanish-speakers will begin mainstreaming in summer 1990 classes. The CASS group is scheduled to graduate in August 1991 with associate of arts degrees.

Host families have been drawn only from college staff and the membership of the Wesleyan church, thus limiting the students' contact with the wider Bartlesville community and doubling up some of the CASS members. All students will move into dorms at the beginning of the spring semester, which will increase their integration into campus life. The college's religious foundations, which prohibit dancing and include other strictures, present a potential source of conflict that the Program Officer has discussed with college officials. Religious freedom is one of the pillars of the Experience America program, and CASS/Georgetown will remain informed of any infringement on this right.

CASS at Bartlesville enjoys broad whole-school support. The CASS Coordinator and the college's dean of students share responsibility for CASS administration and direction, and the Coordinator teaches ESL half-time. A full-time ESL instructor and pertinent other faculty and staff round out the program's resources. Bartlesville has been urged to form a Community Advisory Board, which would enhance the students' relationship with the local townspeople and lay the groundwork for possible internships in their field of study.

Appendix II, section C, pages A-147 through A-233, provides the fall 1989 campus visit reports filed this quarter in their entirety.

D. Special Reports

CASS/Georgetown officials conducted an exhaustive investigation this quarter into the CASS program at Bergen Community College in Paramus, New Jersey. The special intervention was launched in response to shocking allegations made by a Costa Rican visitor about inadequacies of the program and the personal integrity of several individuals associated with it. Careful onsite review over several days confirmed that this person's potentially damaging accusations were completely baseless and the result of his misreading and misjudging totally explainable and justifiable events. Bergen Community College and its Center for International Studies have begun a strong and stable CASS program and dealt with this crisis in an exemplary manner.

As protection against other unwarranted intrusions into CASP and CASS programs, Georgetown administrators have issued a protocol to guide the conduct of future international visitors. The complete CASS/Georgetown intervention report appears here in appendix II, section D, pages A-235 through A-244.

The 21-month CASP program of 91 Cycle E (May arrival) students at six community colleges culminated in a weeklong Washington Seminar during February 1990. Designed to help the recent graduates synthesize their U.S. experiences and prepare for their return to Central America, the seminar featured short courses on the U.S. government, democratic perspectives, group dynamics, and cultural reintegration. Attending CASP participants and their Coordinators met with Members of Congress, State Department officials, and representatives of their home-country diplomatic delegations, in addition to touring Washington sights and visiting Monticello and the University of Virginia.

The final report on the Cycle E Washington Seminar also is included in appendix II, section D, beginning on page A-245.

The CASS Orientation Conference held in Kansas City, Missouri, in mid-December brought together representatives of 13 new and prospective CASS colleges, CASS Kansas/Missouri and Wisconsin State Offices, the CASS bachelor's and master's degree program schools, and CASP/CASS/Georgetown headquarters. In 12 sessions over two days, participants discussed all aspects of the CASS design, from recruitment and selection to instruction to host

families to project administration.

The agenda and participant list for this total-immersion introduction to CASS appear in appendix II, section D, pages A-252 through A-260.

E. Administrative Activities

The Domestic Operations Division concentrated its focus during this four-month elongated reporting period on various matters relating to internal activities, the Georgetown/USAID relationship, and the CASP and CASS college programs. A three-volume policy and procedures manual for domestic operations was completed, and space allocations were negotiated for new CASP/CASS offices to be occupied late this spring. A Training Cost Analysis of CASP/CASS from inception through September 1989 was prepared for AID, and all CASP/CASS administrators began regular monthly meetings with agency representatives. Subagreements and other preparations for the January 1990 student groups were arranged, and current, departing, and future Central American and Caribbean participants all were subjects of the division's attention this quarter.

David Gifford's review of the Domestic Operations Division's activities for the December 1989-March 1990 period is included here as appendix II, section E, pages A-262 and A-263.

F. Publications

This quarter's publications include Coffeyville Community College's first edition of The International Ravens, largely compiled by and covering the school's CASP population. Waukesha County Technical College has issued Volume 1, Number 2, of Central America at WCTC, devoted exclusively to CASP. CASP/CASS/Georgetown has issued a revised brochure delineating all aspects of the peace scholarship programs. The Exchange again offers 14 pages of news, features, and photos, including the student finalists in the spring 1990 Exchange Writing/Design Contest. CASP/CASS in the News for January-March once more shows the undeniable pride of CASP/CASS colleges and local communities in their honored guests from abroad.

The impressive complement of publications for this quarter extends from page A-264 to page A-335 in appendix II, section F.

III. OVERSEAS OPERATIONS

The Overseas Operations Division continued to consolidate its organizational position during the four-month extended reporting period. In a restructuring of regional operations, management of the Caribbean region was moved to CASP/CASS/Georgetown, limiting the Guatemalan field office to supervision of CASP and CASS in the Central American countries and the Dominican Republic. Needed personnel were hired, trained, and incorporated into divisional activities. Cycle F students were welcomed into the United States, and recruitment and preselection of Cycle G participants were completed by quarter's end. A survey of prospective Cycle H fields of study was begun in the home countries. Reports and forms issued offered assistance to interviewers in the field and an updated perspective to observers in North America. Administrative and program support provided ongoing liaison between the Georgetown headquarters office and the Central American and individual home country bases of operation.

A. Headquarters Activities

CASP/CASS/Georgetown officials announced the relocation of Caribbean regional management to headquarters at the beginning of this reporting period. The Washington Caribbean office opened in January 1990, with Chantal Santelices as Acting Director and Lindsay McMahan and Sabine Wehder as Caribbean Coordinators. A chronological report of overseas division activities from December 1989 through March 1990, found in appendix III, section A, pages A-337 through A-340, outlines the individual components of a productive and goal-oriented quarter.

Cycle G Recruitment and Selection comprised a major portion of Overseas Operations in the home countries during this period, with headquarters generating several published aids to the process. A Handbook for Interviewers, issued in February, provided overall information on CASP/CASS as well as strategies and techniques for serving as effective selectors of future peace scholarship recipients. An evaluation form on the interview process, to be completed after the personal reviews, was forthcoming in March. Interviewers selecting 30 hearing-impaired candidates for the unique Mount Aloysius Junior College CASP/CASS program in desktop publishing

and for the St. Petersburg Junior College program in Computer Studies being added to the hearing-impaired schedule received a specific evaluation form to be used in assessing those interviewed. During this same time period, a survey form to solicit recommendations on fields of study for Cycle H pursuit was generated and conveyed to the Central American regional office for implementation. All of these manuscripts, together with the Central American and Caribbean Cycle G Recruitment and Selection schedules and scholarship distribution figures, appear in appendix III, section A, between pages A-341 and A-362.

Spanish-language curriculums for the two CASP/CASS programs for the hearing-impaired were made available this quarter. They appear here in appendix III, section A, pages A-363 through A-374.

Early termination in a CASP or CASS program can result from the student's inappropriate behavior, pregnancy, other health-related problem, or marriage, or because the student runs away from the program or requests permission to return home. According to a report on CASP/CASS early terminations prepared for the Overseas Operations Division and issued in February 1990, 3.7 percent of CASP scholarship recipients and 1.5 percent of CASS scholars terminated their U.S. training before the end of their assigned time. These percentages represent 40 out of 1,119 CASP students and 8 out of 563 CASS participants from the beginning of the programs on September 1, 1985, through January 30, 1990. Detailed information on the study's findings and recommendations formed in response to them can be found in appendix III, section A, pages A-375 through A-388.

CASP/CASS/Georgetown's supervisor of computer services traveled to the Guatemala regional office this quarter to work with that bureau's data processing specialist in improving CASP/CASS data collection and communication. The two renovated the current alumni data base, constructed an alumni information collection form, and exchanged software knowledge and experiences. The report on this trip is included on pages A-389 and A-390 at the end of appendix III, section A.

B. Regional Activities

Reports emanating from the Central American and Caribbean regional offices during this winter quarter reflect the same kind of organizational focus that characterized headquarters activities. Regional accounting procedures were completely revised, and a computerized data base was created after the installation of computer equipment in the Guatemala office. Cycle G Recruitment and Selection was carried on, field-of-study questionnaires were distributed, returning students were welcomed into their CASP Alumni Associations, and regular contact was maintained with Country Coordinators throughout Central America and the Caribbean.

These and other activities are documented in the monthly reports received from the region, included here as appendix III, section B, pages A-391 through A-400.

C. Home Country Reports

The country-by-country implementation of regional activities is chronicled by the monthly activity reports filed by the Country Coordinators. The fact that the number of countries reporting has doubled between the fall 1989 quarterly report and this December 1989-March 1990 report gives striking evidence of the rapid expansion of CASP/CASS in the Central American and Caribbean regions. Appendix III, section C, presents the submissions of Coordinators in Antigua and Barbuda, Belize, Dominican Republic, Grenada, Guatemala, Haiti, Honduras, Jamaica, Panama, El Salvador, St. Kitts/Nevis, and St. Vincent and the Grenadines, beginning on page A-401.

IV. SPECIAL PROGRAMS

This second quarter of operation for the CASS bachelor's degree program for CASP alumni and the CASS master's degree program for Jamaican professionals has proven to be an exploratory period for both endeavors. Recommendations arising from program situations encountered to date include expanding information provided to students before their arrival, completing logistical and other arrangements well in advance of program initiation, and confirming candidates' academic and emotional readiness before they begin these degree programs.

A. CASS Bachelor's Degree

Orientation for 15 CASS scholars preparing to complete bachelor of science degrees at four universities in the Florida system of higher education was held in early January in Orlando. The students, all CASP Cycle A graduates, had returned to their home countries and worked in their fields of specialization in the years between their two peace scholarships. [Four participants from El Salvador who experienced security clearance delays and arrived after the spring semester began will matriculate at their designated universities in the summer semester.] The basic details of the program were presented in the fall 1989 quarterly report.

Material included in this summary review covers the two-day orientation session and subsequent visits to the four CASS/Florida campuses. Reports filed describe the individual universities, spell out the prescribed courses of study for the CASS scholars, and assess the current state of affairs in each student group. These documents constitute appendix IV, section A, pages A-468 through A-484.

B. CASS Master's Degree

Appendix IV, section B, pages A-485 through A-495, presents a cogent analysis by the Georgetown University representative of

the beginning stages of the CASS master's program at the University of Wisconsin--Madison. Several issues unique to the advanced degree are confronted, pondered, and sometimes resolved.

APPENDIX I

National Relations



GEORGETOWN UNIVERSITY

Date: April 3, 1990

To: David Gifford

From: Beverly V. Ellerman BLE

Subject: Quarterly Report Input

December 1989 - March 1990

Legislation Update on States:

FLORIDA--Tom Oates, Susan Weiss and Beverly V. Ellerman met with Angel Gonzales of the Florida State office and State Senator Arnett Girardeau to discuss opportunities to collaborate on a state initiative for Afro-Caribbeans.

CALIFORNIA--Susan Weiss has been spearheading a legislative initiative in California which would allocate \$96,000.00 a year for 2 years for CASS. The bill has been dropped and we are waiting action.

WISCONSIN--State Decision Item Narratives (DIN) includes a provision to direct state funds to CASS schools. Process is pending.

KANSAS--Susan Weiss and Father Bradley met with state legislators regarding CASS legislation and Father Bradley testified on behalf of CASS. Legislation has been tabled pending review.

Cooperating Institutions Initiations:

Tom Oates has been in direct communication with CASP schools regarding their conversion to CASS. Assessments of individual schools are being made with regard to matching funds programs. Process is being developed to document justifiable in-kind contributions and credit appropriately.

Beverly Ellerman & Tom Oates with the assistance of Chancellor Bill Stewart of the California State System, met with Jim Meinert, Executive Director for Fundraising and Grants, State Center Community College District in Fresno, CA. Assistance was given with regard to local fundraising opportunities for CASS.

Beverly Ellerman, Tom Oates and Susan Weiss met with Rick Sutton of the Wisconsin State Office to discuss matching funds. These individuals also met with Chancellor Stephen Portch of the University of Wisconsin System to discuss in-kind contribution and matching funds ideas. Both individuals came to Georgetown to meet Father Bradley and discuss matters in more detail.

Private Sector Initiations:

A funding proposal was developed and the dissemination process has begun. Initial targets are corporations that have operations in the countries where CASS students live. Proposal submission is an ongoing process. To date, 7 corporations have received the proposals. A team consisting of Father Bradley, Beverly V. Ellerman and Chancellor Stephen Portch will meet with interested corporations and negotiate funding.

Continuous research is being done to identify appropriate corporate targets.

APPENDIX II

Domestic Operations

A. CASP/CASS Campus Visits
(in chronological order)

	Page
Tri-County Area Vocational Technical School (November 28-December 1, 1989)	A-5
Broome Community College (December 4-6, 1989)	A-16
University of Wisconsin Center at Marinette (December 11-14, 1989)	A-26
Edmonds Community College (December 18-20, 1989)	A-35
Altoona Area Vocational Technical School (January 16-18, 1990)	A-42
Northcentral Technical College (January 16-19, 1990)	A-52
St. Petersburg Junior College (January 16-19, 1990)	A-66
Columbia College (February 5-8, 1990)	A-76
College of Santa Fe (February 6-9, 1990)	A-84

CASP/GU CAMPUS VISIT REPORT

I. OVERVIEW

Institution: Tri County Area Vocational Technical School

Location: Bartlesville, Oklahoma

Dates of Visit: November 28-December 1, 1989

CASP/GU
Representatives: Kerry Carrillo, Program Officer
Dennis Huffman, Senior Program Officer

Key People Visited: Juanita Walton, CASP Coordinator
Ken Phelps, Superintendent
Clovis Weatherford, Deputy Superintendent
Barbara Herren, Instructor, Clothing
Production and Merchandising
John Westfall, Instructor, Tourism
Cycle E1 and Cycle E2 Students

Fields of Study: Clothing Production and Merchandising
Tourism

CASP Students: 16 Cycle E1 Students
Breakdown by Country
Costa Rica 6
Guatemala 3
Honduras 3
Panama 4
Breakdown by Sex
Female 15
Male 1
5 Cycle E2 Students
Breakdown by Country
Belize 5
Breakdown by Sex
Female 3
Male 2

II. SUMMARY

A. Highlights

English

- . All students have completed ESL training.

Course Work

- . Students rate current courses at Tri County Tech and Bartlesville Wesleyan.

Living Arrangements

- . Students are pleased with their living arrangements both in apartments and families.

Campus Involvement

- . Students demonstrate high involvement in campus activities and have participated in folk dancing, sports, and club meetings.

Community Activities

- . Church, community and family activities are providing students with a high degree of access to and involvement in the community.

Staff

- . Juanita Walton's more than 1/2 time support to the CASP program is appreciated by students.

Reentry

- . Arrangements have begun for Cycle E1 students departing in February.

B. Issues

Some students demonstrate need to improve their English.

There are rumors of cohabitation and marriage plans.

The relationship between students and TCT staff is a concern.

Reentry issues are a concern for students, particularly those from Panama.

Preparations for February graduates need to be continued.

C. Recommendations

TCT staff should continue to assist all students with improving their English.

The CASP Coordinator should monitor rumors of marriage and cohabitation, keeping CASP/GU apprised so appropriate action can be taken.

CASP college staff should conduct regular meetings with students.

Reentry issues should be addressed and all students, particularly those from Panama, should be encouraged to write to their Alumni Associations.

CASP/GU and TCT will continue to work on departure of Cycle E1 students.

III. ACADEMIC EXPERIENCES

A. English

All students have completed ESL training. Most interviews were conducted in English and students communicated well on a variety of topics. Three or four students struggled with English and made consistent grammatical mistakes. Rosa Ramirez, Cycle E1, chose to not speak English during the interview or group meetings. She responded in Spanish to questions posed in English demonstrating at least an understanding of the question, but it is the CASP/GU representative's feeling that Rosa has limited English-speaking skills. During individual interviews and group meetings, where goal setting for remainder of the program was a major topic, students identified improving their English as a priority. All students should continue to be encouraged to practice English.

B. Course Work

Cycle E1 students are currently enrolled in Salesmanship, Visual Merchandising and English Composition II at Tri County Tech. They are completing Associate of Applied Science degree requirements at Bartlesville Wesleyan College in Philosophy of Christian Thought and Intermediate Algebra. Students rated current courses as follows: three excellent, six good, two fair and two poor. Three students differentiated between courses at Tri County Tech and Bartlesville Wesleyan rating courses at BWC as one excellent, two good and at TCT as one fair and two poor.

Based on both the written ratings above and individual student interviews, students are satisfied with courses at Tri County, particularly the merchandising classes stating that they are excited about what they have learned and anxious to take those skills and apply them at home. The CASP/GU representative feels

that the fair and poor ratings are based on frustrations expressed by students that having only one teacher for 21 months has been difficult for both students and staff.

Cycle E2 students are currently enrolled in Intermediate Algebra and Philosophy of Christian Thought at Bartlesville Wesleyan College. At Tri County Tech, they are taking Tourism Service Management, Tourism Development and Travel Agency. One student rated current courses as excellent, three as good and one left the rating section blank. All students expressed satisfaction with the tourism course at Tri County Tech.

The CASP/GU representative observed Tri County Tech classes in both fields of study. The CASP/GU representative was disturbed by the amount of Spanish that was being spoken in the clothing production and merchandising classroom and supported Ms. Herren's assertion that students should be speaking English in class. One North American student was in the class with the sixteen CASP students. There was no interaction between the North American and CASP students and it is the CASP/GU representative's feeling that this could be a direct result of the CASP students' unwillingness to interact in English during class time.

While the students worked, Ms. Herren, Clothing Production and Merchandising Instructor, gave the CASP/GU representative a tour of the sewing facilities and showed her items produced by the students which included stuffed animals, pillows and "units" type knit outfits. The CASP/GU representative was impressed with the facilities and with the style and creativity expressed through the students' work.

During the tourism class observed by the CASP/GU representative, students assisted Mr. John Westfall, Tourism Instructor, in illustrating examples of the relationship between classroom learning and the actual tourism situation in Belize. Mr.

Westfall spoke highly of the tourism program offered at Tri County Tech, highlighted its relevancy to the situation in Central America and the Caribbean and encouraged CASP/CASS to continue this important field of study.

The CASP/GU representative appreciated the opportunity to meet with Tri County Tech instructors and regrets that she was unable to talk with Mr. Bob Patton regarding the academic program, particularly related to internships/on-the-job training for clothing production and merchandising students. According to Ms. Walton, internships will take place in the form of on-the-job training where students will work three hours per day for three weeks in a retail/sales establishment.

The CASP/GU representative also had the opportunity to sit in on two classes at Bartlesville Wesleyan. In the Philosophy of Christian Thought class, Mr. Rogers presented a lecture to five Belizeans and twenty-four North Americans. Nine students specifically mentioned the Philosophy of Christian Thought course required by BWC stating that the course is very difficult.

The Algebra class included sixteen CASP students and two North Americans. The students were engaged in the class and responded correctly to questions posed by the instructor, Mr. Roost.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

Fourteen students currently live in apartments across the street from Tri County Tech. The CASP/GU representative was treated to a home-cooked dinner prepared by Rosa Ramirez, Rosemary Pitti and Iveth Espinoza. The evening included a tour of their apartment followed by coffee and conversation at the apartment of Minerva Squires, Frances Griffith and Annie Carrillo. Mini, Cycle E2,

stated that she enjoys living in an apartment and that moments shared with her roommates have been some of the greatest of her experiences. Rosemary Pitti, Cycle E1, said one benefit of independent living is going to the supermarket where she talks to many North Americans.

Seven students are living in host families which they secured either on their own or with assistance of Juanita Walton. All students living with families are very pleased with their living situations. Students enjoy participating with their families in activities such as weddings, travelling, going to church and learning/practicing English. Dania Benavides, Cycle E1, stated that her living situation is excellent. Ambrose Che, Cycle E2, eloquently described his experience: "Living with an American family is like venturing further in the horizon. One will get more of everything. More activities, fun and other things to do." Maria Maldonado, Cycle E1, enjoys singing and learning to play guitar with her host mother. Eleven students stated that living with a host family should be an essential aspect of the CASP program. During a meeting with the CASP/GU representative, Mr. Ken Phelps, Superintendent, and Mr. Clovis Weatherford, Deputy Superintendent, reiterated Tri County Tech's position opposing the use of host families.

B. Campus Involvement

Students have been very involved in activities on both the Tri County Tech and Bartlesville Wesleyan campuses. Activities they have enjoyed include folk dancing, participating in sports activities like soccer and volleyball, attending meetings of FHA/HERO and making displays and bulletin boards around the campus. The CASP/GU representatives were quite impressed with the display prepared by the Guatemalan students. It was eye-catching and colorful and certainly promoted interest in the CASP program by students, staff and visitors of Tri County Tech.

C. Community Activities

Students are very involved in community activities. All students stated that church activities are an important part of their lives in Bartlesville. Church-related activities that students have participated in include singing in the choir, teaching Sunday school to children, performing typical dances and attending meetings and get-togethers. Students have done a good deal of culture sharing both formally and informally. Culture sharing activities include presentations to high school Spanish classes and community organizations, such as the Lions' Club, and conversations and discussions with host families, friends and classmates. While some students mentioned that it was difficult making friends with North Americans, most students stated that they enjoy activities with their North American friends. As Jose Caballero, Cycle E1, so aptly put it, "The American people in this community are so nice. To make friends is easy when you like to listen, to talk, and to share ideas."

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Staff

Ms. Juanita Walton coordinates the CASP program on a half-time basis. The CASP/GU representative was impressed by the extra number of hours and level of commitment Ms. Walton gives to the CASP program. Almost every student mentioned great appreciation of all the support they receive from Ms. Walton. The CASP/GU representative met with Ms. Walton several times daily and was treated to a very nice dinner, also with Ms. Herren and Senior Program Officer Dennis Huffman, and a night tour of Bartlesville.

The CASP/GU representative was pleased to have the opportunity to meet with Ken Phelps and Clovis Weatherford. The CASP/GU representative shared information on the Honduran Accord,

impressions of the campus visit and congratulated Tri County Tech on its two graduates who are returning next year to complete Bachelor's Degrees in Florida. Mr. Phelps expressed interest in working with CASP/GU by providing short term technical training if the need arises. Mr. Phelps suggested that technical fields of study be considered very carefully and selected relevant to the needs of Central America.

B. Special Student Cases

One area of concern expressed by Ms. Walton was the romantic relationships of four Cycle E1 students, each involved with a North American. Rumors regarding cohabitation and marriage plans are abundant and Ms. Walton has attempted to follow-up in each instance. During the two group meetings, as well as some individual interviews, CASP/GU representatives discussed in great detail the possible consequences of breaking of CASP rules, particularly in the cases of cohabitation and marriage. They reminded students that both actions are direct violations of CASP rules and disciplinary action would be taken if CASP rules were broken. Ms. Walton and the CASP/GU representative will continue to closely monitor the situation through frequent telephone communication.

Panamanian students, particularly Jose Caballero, Cycle E1, expressed concern about the situation in Panama. He posed questions regarding Panama and the CASP/GU representative encouraged him to write to the alumni association in Panama stating they were on the "front line" and were best equipped to answer his specific questions. During the group meeting, the CASP/GU representative reviewed the purpose of the scholarship and the importance of returning home and participating in follow-on activities. CASP/GU recommends that students be encouraged to contact their alumni associations before returning home and that reentry concerns continue to be addressed.

C. Support Services

During individual interviews and in the written participant progress reports, students express frustration at the level of involvement of individuals other than Ms. Walton, Ms. Herren and Mr. Westfall. Students stated that there was little or no communication and described the relationship with staff, other than those listed above, as being distant and having room for improvement. One student suggested that regular monthly meetings between college staff and students would be beneficial and that the last group meeting was held during the April 1989 CASP/GU campus visit. The CASP/GU representative supports the need for open communication and recommends regular meetings between the students and staff at TCT.

D. Reentry

The CASP/GU representative reviewed the CASP/GU Reentry packet with Ms. Walton and all students. Students are anxious to return home and expressed interest in assisting in the preparation of their credentials files as part of their reentry experience. Ms. Walton has made plans for at least six hours of workshops on reentry for the Cycle E1 students. The facilitator of the workshop is a woman who lived in El Salvador as a young woman and has first-hand experience and understanding of reentry issues. This same facilitator presented orientation workshops when students first arrived at Tri County Tech. The CASP/GU representative appreciated Ms. Walton's efforts in this area, particularly returning required information to CASP/GU well before the deadline.

One part of returning home that is particularly troublesome to students was how they are to get personal belongings home. CASP/GU representatives relayed that CASP/GU provides \$25.00 to each student for shipping educational materials home. Beyond

that, federal regulations prohibit CASP/GU from bearing the expense of excess baggage. Students were strongly urged to research airline regulations and to plan accordingly, particularly in regards to saving money to pay charges.

CASS/GU CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: Broome Community College

Location: Binghamton, New York

Dates of Visit: December 4-6, 1989

CASS/GU Representatives: Maria Subiza, Program Officer

Key People Visited: Dr. Donald A. Dellow, President
Mr. Alan Bennett, International Students Advisor
Dr. Brian Blanchard, Vice President for Academic Affairs
Mr. Alan Katz, Controller
Mr. Fred Mellard, ESL Coordinator and Instructor
Dr. Alberto Miller, CASS Coordinator
Dr. Richard Romano, Director, Government Studies
Mr. Gary Smith, Director, Counseling Center
Ms. Lynda Spickard, Director, Sponsored Programs
Mr. William Vick, Chairperson, Mathematics Department and Director, Quality Control
Cycle G CASS students

Field of Study: Quality Control

CASS Students:

<u>Breakdown by Country</u>	
Belize	2
Dominican Rep.	3
El Salvador	2
Grenada	2
Guatemala	2
Haiti	2
Honduras	3

<u>Breakdown by Gender</u>	
Female	8
Male	8

II. SUMMARY

A. Highlights

English

- . Comprehensive English language instruction.
- . Students were tested for placement in English classes.
- . Students have other foreign students in class.
- . A language lab and a tutor are available to students.
- . The word processing lab has grammar software.

Coursework

- . All students are enrolled in Algebra, Contemporary Cultures, Engineering Drawing and English.
- . The 4 English speaking students are in addition taking statistics with North American students.
- . Students had translation in the classes, but now classes are taught in English.
- . Students have organized an Algebra study group that meets every Saturday.
- . Students can get help from the University's Learning Center.
- . Student are enjoying their classes very much. They feel the program is going to prepare them for a successful career.

Special Students Cases

- . Modesto Chun from Belize dropped Algebra and is going to take it next semester.
- . Nurys Evangelista from the Dominican Republic is having academic problems, as well as emotional problems related to her father's death early in the semester

Living Arrangements

- . Students are living with host families.
- . With the exception of Modesto Chun and Luc Adams, students are extremely happy with their host families.
- . Deciderio Chan's family has invited all CASS students and their families to a Christmas party.

Campus Involvement

- . Even though students are very busy with classes and school work, they are involved in campus activities such as the International Club and sports teams.
- . Students stated that as soon as their English skills improved they would like to become further involved at the campus.

Community Activities

- . Students are involved with the local community through host families, Binghamton section of the American Society of Quality Control and Broome Community College sponsored activities.

B. Issues

- . Dr. Alberto Miller and the administration of Broome Community College would like to receive another group of CASS students in August.

C. Recommendations

- . Maria Subiza will pass on this request to Georgetown University's CASS/CASP administration.

III. ACADEMIC EXPERIENCES

A. English

Broome Community College provides the students with very comprehensive English language instruction. Students were tested upon arrival at the college and were placed in three different English levels based on their English language proficiency: advanced (regular English classes for English speaking students), ESL for intermediates and ESL for beginners.

ESL students are taking reading, writing and conversation. They are taking 15 hours of classes per week. Students have the opportunity to improve their English skills by attending the English language lab. An English tutor is also made available to the students.

In their English class the Belizean and Grenadian students discuss issues relevant to the North American culture and cultural differences. Mr. Fred Mellard, the ESL coordinator, teaches this class. The students told the G.U. representative that they found these discussions extremely interesting and helpful.

The CASS students have other foreign students in their English/ESL classes. They are enjoying the opportunity of meeting persons from many different countries.

Mr. Fred Mellard told G.U. representative that it would be to the students' advantage if they could have an English course in their countries before arriving in the U.S.

During the holiday break, the CASS students will be taking a word processing class. This will enable the students to work with the

English grammar software available at Broome Community College.

B. Coursework

In addition to ESL and English, all students are enrolled in Algebra, Contemporary Cultures and Engineering Drawing. The Belizean and Grenadian students are also taking statistics.

In their Initial Progress Reports eleven students rated their classes as excellent and five students rated them as good. Fifteen students rated the level of instruction as appropriate and one student rated it as too difficult.

The students have made a tremendous progress in English. They are in the process of making the transition to English as the language of instruction. Therefore, the translators are no longer being used. Nevertheless, Alberto Miller has offered the students his help in case they have problems understanding the materials covered in class or homework because of difficulties with the English language.

Students, with the exception of Modesto Chun and Nurys Evangelista (see Special Students Cases), are doing well in their classes. Students mentioned during the interview with the G.U. representative that at first they were very intimidated by the Engineering Drawing class because they did not speak English. The majority of the students thought that their first months of study would be dedicated to their acquisition of English language skills. Now, they are extremely satisfied with the classes. They are studying hard and enjoying the rigorous academic program at Broome. They all mentioned how confident they are that Broome's Quality Control curriculum will thoroughly prepare them for the world of work.

The students have organized an algebra study group. They meet

every Saturday at the library They review homework and provide each other with assistance. Marcos Orontes, from El Salvador has very good math skills and was instrumental in forming this study group. Many of the students who are not strong in math mentioned to the G.U. representative that this study group has been very helpful. Students also go to Broome's Learning Center to get help with their coursework.

Mr. William Vick, Chairman of the Mathematics Department and Director of the Quality Control Programs stated that the students were at very different math levels and that some of them did not have good math backgrounds. He feels it would be very beneficial for the students if they could be given a mini math course or review back home, so that they are better prepared and more confident to face the mathematics curriculum at Broome Community College.

As mentioned before, students will take a word processing course during their Christmas break. In addition to enable them to work with the English software, this course will prepare them to do their homework and papers at the college's word processing center. The student are excited about receiving this training.

The CASS students shared with the G.U. Representative their contentment with the classes, teachers and Broome Community College. They are motivated and determined to successfully complete the course requirements.

C. Special Students Cases

Modesto Chun from Belize was not mastering the material presented in the algebra class. Therefore, the CASS Coordinator decided that it would be better for Modesto to first review algebra and then repeat the class next semester. Modesto is diligently studying algebra and preparing himself for the class next

semester.

Nurys Evangelista from Santo Domingo missed one week of classes when she went home for her father's funeral. Nurys is doing poorly in her classes and is not up to par with the rest of the students. Alberto Miller feels the student is having emotional difficulties due to the loss of her father. Since Nurys' academic performance is not improving, Dr. Miller has offered her the opportunity of enrolling in a quality control degree with less difficult curriculum. Up to now Nurys has rejected this offer. During the interview with the G.U. Representative, Nurys acknowledged her academic difficulties but she stressed that she feels she can improve her grades. Dr. Miller is monitoring her progress closely. If her grades do not improve she will have to be transferred to a less rigorous program. Emotional support and counseling might also be necessary.

D. Mainstream

The CASS students are in ESL and English classes with other foreign students. They have one North American student in their algebra class and the English speaking CASS students are in the statistics class with North Americans. As soon as the students are better in English, they will be mainstreamed.

V. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

CASS students are currently living with host families. With the exception of Modesto Chun and Luc Adams, students are delighted with their living arrangements.

Modesto Chun and Luc Adams live with the same host family. The problems they mentioned to the G.U. representative appear to be

of a cultural nature. The students stated that food was the major problem. They felt that the family ate very little and they sometimes did not like the food that was prepared at their house. Yet, both students liked both their host father and host mother. Alberto Miller will monitor this issues and will talk to the family if the students do not adapt. One solution would be for the students to cook their own meals.

Several of the families belong to the same church and therefore have known each other for some time. There is a great amount of interaction among these host families, as well as with the rest of the CASS students.

Deciderio Chan's family is having a Christmas Party for all CASS students and their families.

Some of the students would like to have the opportunity to experience independent living. Dr. Miller is in contact with rental agencies and is organizing for the rental of furnished apartments.

B. Campus Involvement

Even though the students are very busy with their classes they are involved in diverse campus activities. All of the CASS students belong to the International Club. As club members they participated in the International Annual Fall Lunch and they visited Cornell University.

CASS students had lunch with a group of visiting students from Spain, the CASS Director and other members of the faculty.

Luc Adams, Modesto Chun, Deciderio Chan, Gonzalo Bautista and Marlon Padilla were on the soccer team. They plan to join it again next season.

Nurys Evangelista was a member of the volleyball team and traveled to tournaments with the team. Since she is having academic difficulties she abandoned the team.

Angela Munro took Jazz dancing at Broome.

Silvia Castenon is a volunteer Receptionist at Broome's Health Center. She enjoys this job and is very satisfied because it has helped her improve her English.

CASS students have received a library card for the State University of New York (SUNY). SUNY is allowing for the return of the borrowed books via Broome's library.

C. Community Activities

Alberto Miller has done a magnificent job of introducing the students to all sectors of the community.

On September 29th, 1989, Dr. Miller took the CASS students to the monthly dinner meeting of the Binghamton section of the American Society for Quality Control. After a presentation by Dr. Miller about the CASS program and the role of Quality Control in the developing nations, the CASS student were invited to join the organization. Students attend the monthly dinner meetings on a rotating basis. Students have been divided into two groups, each group attends the monthly dinner on an alternating basis due to the cost of the meals. At these dinners, students have made a acquaintances with Quality Control members of important corporations such as Universal Instruments Corporation, IBM and Allied Signa Aerospace Company. These contacts will later be used to invite professionals to give lectures to the students, visit corporations and perhaps establish internships for the students. Students also participated in a National Quality

Control forum via satellite at IBM.

Students participated in the county election night reporting with the League of Women Voters.

Students visited Chenango Forks High School and talked about their countries and the program to the students at the French Class, Spanish Class, and Social Studies Class.

Dr. Miller took the students to a visit of the Roberson Center for the Arts and Sciences. In addition, the students are involved in several activities with their host families, church and friends, such as trips, visiting relatives and attending church sponsored events.

V. Additional Program Consideration

A. Staffing

Dr. Alberto Miller has done an excellent job of organizing the CASS program and being supportive of the students. The host families were very well selected. The CASS students are happy with their academic and personal experience at Broome Community College. Dr. Miller's dedication and involvement have facilitated the students' motivation, good host family relationship and involvement with the community.

Broome Community College is going to hire someone to assist Dr. Miller with Cycle G students.

The G.U. representative was very impressed by the support and involvement with the CASS program and the students by the administration and faculty of the college. This ensures the success of the program and the well-being of the students.

CASP/GU CAMPUS VISIT REPORT

WINTER 1989

I. OVERVIEW

Institution: University of Wisconsin Center at Marinette
Location: Marinette, Wisconsin
Dates of Visit: December 11 - 14, 1989
GU Representative: Hallie Galen, Program Officer

Key People Visited: William Schmidke, Campus Dean
Jackie Dupler, CASP Coordinator
Karen Lundquist, Experience America/Housing
Coordinator
Maureen Molle, ESL Instructor
Julia O'Connell, Counselor
Steven Richey, Academic Advisor
Lyle Espenschied, Computer Instructor
Jim Berry, Business Instructor
Herb Williams, Speech Instructor
Connie Hemer, Math Instructor
Vijaya Krishnamurthy, Computer Instructor
Tim Gallagher, English Instructor
Jeff Richards, Astronomy Instructor
31 CASP students

Field of Study: Computer Science
CASP students: 16 Cycle E2 students
15 Cycle F students

<u>Breakdown by Country</u> --	<u>E2</u>	<u>F</u>
Belize	0	3
Costa Rica	3	4
El Salvador	5	4
Guatemala	2	1
Honduras	3	3
Panama	3	0

<u>Breakdown by Gender</u> --	<u>E2</u>	<u>F</u>
Female	8	8
Male	8	7

II. SUMMARY

A. Program Highlights

English

- o All Cycle E students and the three Belizeans in Cycle F are enrolled in English 101 which is the prerequisite to English 102, the graduation requirement. The Spanish-speakers in Cycle F are enrolled in twenty hours per week of ESL instruction.

Coursework

- o All Cycle E students are in COBOL and Calculus classes. They are also in different mainstream sociology, math, science, arts and humanities classes.
- o In addition to ESL, the Cycle F students are enrolled in an introductory business class and an introductory computer class. The Belizeans take speech and Spanish 101, as well.

Living Arrangements

- o Eight Cycle E students have chosen to live in apartments that are walking distance from the college. The other eight are in host homes. All Cycle F students are with host families.

Campus Involvement

- o Four students are members of the Phi Theta Kappa chapter on campus and three are involved with the student ambassadors. CASP students recently formed a soccer team which won a local championship. Students volunteer to usher plays held at the campus theater.

Community Activities

- o CASP/Marinette staff arranges for students to visit local schools, assist immigrant projects and Special Olympics events, and visit the YMCA and the Women's Club. One Cycle E student works as a volunteer in the Hotel Marinette.

B. Issues

- o Although attendance is required one hour a week at a Leadership class taught by the coordinator, several students have had attendance problems, due to a lack of interest.
- o Fifteen of the sixteen CASP students have expressed interest in continuing their studies in Wisconsin. Five of them have demonstrated a negative attitude towards the CASP program

and a lack of effort in their classes.

- o Due to stated higher program costs and less financial assistance from the state than last year, Marinette staff stated that they currently have less money in their budget for two cycles than they did last year for one cycle. This has led to far fewer Marinette-sponsored outings and resentment on the part of the students.

C. Recommendations

- o The CASP/GU representative recommended that rather than look for a means of enforcing attendance at the leadership class, CASP staff should look for a way to make students want to attend. Possible suggestions made by the GU representative were to make the class for credit, change from a class to a mentorship program, change to a student club with elected officers and student responsibility, and/or delegate the direct responsibilities for running the course to someone other than the coordinator.
- o CASP staff should continue to explore ways to facilitate improving student attitudes and keep GU informed of student progress or problems. Cycle E students should be continually reminded of the Georgetown/AID policy which they agreed to, stating that a twenty-four month homestay is required upon completing the scholarship.
- o Marinette/CASP staff will have to continue to cover costs of Experience America activities in the same way they have been. Fundraisers such as a car wash or bake sale are also possible. Assistance from students to help defray costs should complement but not substitute college-sponsored activities.

III. ACADEMIC EXPERIENCES

A. English

All of the Cycle E students, along with the Belizeans in Cycle F, are enrolled in English 101. This course is a prerequisite for English 102, the graduation requirement. They will take this course next semester. The instructor, Tim Gallagher, stated that no students were in danger of failing this class.

English as a Second Language is taught by Maureen Molle, the only full-time CASP staff member. She teaches speaking, grammar, reading, writing and listening skills. Once a week, the class visits mainstream classes on different subjects to gain exposure to different accents and to experience an American college class. Cycle F studies ESL three hours per day three days a week, and five hours per day for two days a week, plus one hour of review at the end of the week, for a total of twenty hours. In addition, Ms. Molle has planned for the Cycle F students to remain in class ten days more beyond the end of the semester for additional ESL classes. Her dedication to preparing Cycle F for mainstreaming is commendable.

B. Coursework

With the guidance of the academic advisor, students select which courses to take in order to meet their graduation requirements. Therefore, students' schedules are quite diverse. Fifteen of the Cycle E students are enrolled in COBOL, where they were learning different types of sorts at the time of the visit. Six are also in PASCAL Problem Solving. In addition, there are nine CASP students in Calculus and six in advanced Calculus. There are six in music classes, three in sociology classes, four in Accounting, one in Public Speaking, one in Psychology, four in astronomy, three in art classes, one in Philosophy, two in Macroeconomics, two in Government and one in Chemistry. The GU representative heard Minor Salas, the student in Public Speaking, give his speech on the death of God. GU encourages Marinette to continue allowing their CASP students to plan their own schedules, as it is an excellent way of making them take responsibility for their experiences.

An issue at the time of the last visit was whether students had chosen to pursue an Associate's degree or a certificate. The academic advisor had encouraged them to pursue the certificate,

since they would not be matriculating into the university system. The certificate would enable them to take more computer courses and fewer general education courses. At that time, eight students had chosen this option, stating that they would be better prepared for a career in computers with more coursework in the field. The other eight students had chosen to pursue the degree, feeling that titles were very important when looking for jobs in their countries. Since that time, five of the students who had opted for the certificate realized that they were only one or two courses away from the degree, and have changed direction. There are now only three students who plan to graduate with a certificate, and thirteen who are pursuing the degree. It is the feeling of the CASP/GU representative that students should not be encouraged to pursue a certificate instead of a degree, since they can never be sure of their future needs. Galen recommended that the students contact their alumni associations and ask them if there was any advantage to having either a degree or a certificate.

In addition to ESL, Cycle F takes an introductory business class in English. The CASP Coordinator sits in on the class and meets with the Spanish-speakers in the group twice a week to help them with translation of the week's lesson. In addition, she translates the exams into Spanish for them. An introductory computer science class began the fifth week of class for the Cycle F students, as well. The instructor, Lyle Espenscheid, was asked by the Belizeans not to use Spanish in the class. They are learning how to use Word Perfect and basic computer vocabulary. That same week, the ESL teacher began devoting two hours of class per week to the study of a computer textbook, so that students could learn the vocabulary of the field. The Belizeans were also invited to this class to help prepare them for next semester, but only one has chosen to be involved. All three Belizeans were originally enrolled in a sociology class and asked to drop it. They stated during interviews that they were not ready for the

demands of a mainstream college class. They are enrolled in Spanish 101, taught by the CASP Coordinator. The staff felt it would be a good opportunity for the Belizeans to get humanities credits while the other Cycle F students were in ESL. However, all three Belizeans are fluent in Spanish and find the class to be redundant.

C. Mainstreaming

Mainstreaming is excellent at Marinette. Cycle E students are mainstreamed in all of their courses. They were divided into two sections of English 101 to avoid making it an all-CASP class. Cycle F will be mainstreamed next semester.

D. Internships

Two-week internships were held over the summer after the last visit, and by all accounts were a great success. Students were able to choose the type of business that they wanted to work in. This enabled them to experience a chosen work environment and know better if they would want a career in computers in that particular field. Students reported it as one of the best experiences of their scholarship. One student, Gabriela Alvarado, has continued her relationship with her "employer" at the Hotel Marinette and continues to work there once a week. Miriam Fernandez found the experience so valuable that she is considering setting up an independent study with an instructor that will provide her with further experience in the field.

IV. **CAMPUS AND COMMUNITY EXPERIENCES**

A. Living Arrangements

At the time of the last campus visit, there were five women sharing one apartment and four men sharing another. The women

are still sharing their two bedroom apartment. They are each buying their own food which often leads to misunderstandings and arguments. Two of the women stated during interviews that they no longer are on good terms. One of the men moved out of the other apartment and back with his host family because of personal problems with one of his roommates. Learning to live and share in a community has been an excellent educational experience for these students. CASP/Marinette has successfully managed both to monitor the living conditions in the apartments and keep from interfering in it.

B. Campus Involvement

Four Cycle E students are members of the honor society, Phi Theta Kappa. One of the four, Juan Ruiz, is the treasurer. Three other students are members the Student Ambassadors, a campus hospitality club.

Male students of both cycles together formed a soccer team which won their regional championship. Students in both cycles also volunteer as ushers for the campus theater. There are also students in both cycles who are musicians. During interviews, they expressed an interest in performing on campus. CASP students are very involved with the campus community.

C. Community Activities

The CASP Coordinator arranged for students to visit high school Spanish classes and associations such as the Kiwanis Club and the Association of Business Women to talk about their countries. The Counselor, Julia O'Connell, also arranged for students to help with her project for migrant farmworkers. Cycle E students attended and ushered concerts at a local bandshell during the warmer weather. The CASP students also assisted with a party for participants in the Special Olympics. The CASP/GU representative

regrets the loss of the well-organized community service program that the coordinator had implemented before the last visit. However, students are still actively involved with the community.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

Walter Molina, a Cycle F student from Guatemala, ran away from the program on November 4, 1989. He left a note for his host family apologizing, and was later confirmed by CASP/GU staff to have returned to his family home in Guatemala. CASP/Marinette staff believe the reason for his departure to be dissatisfaction with the program. Although the staff was flexible and made accommodations for him while he was there, he was never happy.

Julian Padron, a Cycle F student from Belize, has asked to be moved to another campus. He stated that he has been alienated by the rest of the group and has no friends among the CASP students. In addition, his teachers say he is a poor student and lacks the educational background and motivation to succeed in an American college setting. Julian should be monitored closely by Julia O'Connell for potential emotional problems. His request for a transfer to another college has been turned down by the GU representative, as he would be taking his problems with him rather than solving them, as was discussed during the final debriefing.

Two Cycle E students, Juan Ruiz from El Salvador and Carlos Castillo of Panama, are very seriously involved with North American girls. They are both pursuing scholarships at a local four-year university so that they may extend their stay. It is the feeling of the CASP/GU representative that these students may decide to remain in the United States after their scholarships

expire. Students were reminded both during interviews and the final group meeting of their obligation to return to their countries and their families. They should be monitored closely by the CASP/GU representative and the CASP/Marinette staff.

B. Staffing

CASP staff at Marinette is under the leadership of Jackie Dupler, a part-time coordinator and part-time Spanish instructor. She is assisted by Karen Lundquist, who handles housing and Experience America. She is also the Public Information Officer on campus. Julia O'Connell, who has been involved with the CASP program as a volunteer, was recently hired as a counselor for the program. Maureen Molle is the full-time ESL teacher who also plans the students' schedules. William Schmidke, the Campus Dean, continues to have a very active role in the program, as well as being a host parent. The CASP program at Marinette enjoys support from the whole school.

C. Support Services

In response to the distress among the students from El Salvador during the escalation of violence in that country, Julia O'Connell was hired as a counselor for the CASP students. She is from Costa Rica and works with the migrant farmworkers in the community. Her intervention in problem situations and availability to students as a person from outside the program are invaluable.

CASS/GU CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: Edmonds Community College
Location: Lynnwood, Washington
Dates of Visit: December 18-20, 1989
CASS/GU Representatives: Paul Silva, Director of College Programs
Maria Subiza, Program Officer
Key People Visited: Dr. Roy Ghazimorad, Director,
International Students Services
Mr. Ollivier-Charles Theaux,
CASS Coordinator
Ms. Francine White, ESL Coordinator
Ms. Ann Morton, community advocate

Field of Study: Electronics/Computer Repair

CASS Students: Breakdown by Country

Costa Rica	1
Dominican Republic	3
El Salvador	2
Guatemala	4
Haiti	4
Honduras	3

Breakdown by Gender

Female	0
Male	17

II. SUMMARY

A. Highlights

English

Students are making progress in their English language skills.

Coursework

During the fall quarter students were enrolled in American Culture, Physical Education, Electronic Terminology and English. A curriculum plan has yet to be developed.

Living Arrangements

Students are presently living with host families. They report that they are very happy with their living arrangements.

Campus Involvement

Students participate in campus activities sponsored by the foreign student association.

Community Activities

Students are involved with the local community through activities with their host families, church and Edmonds Community College.

B. Issues

An associate degree or equivalent certificate curriculum plan has yet to be developed and submitted to CASS/GU.

Poor communication with Georgetown staff is a concern of Edmonds staff.

Roy Ghazimorad shared his concerns regarding GU decision to not provide additional funding requested by Edmonds staff for students supplies. Plans for matching funds was an additional concern.

C. Recommendations

Edmonds Community College staff develop and submit to GU a detailed plan of studies in electronics technology/computer repair for GU review and approval.

Maria Subiza and Ollivier-Charles Theaux will maintain frequent contact via telephone and written communication.

Inquiries regarding additional and matching funding issues should be directed to Dr. Tom Oates at Georgetown University.

III. ACADEMIC EXPERIENCES

A. English

During the Fall Quarter, Spanish speaking students took an average of 12 hours of English instruction per week. In addition to ESL classes, they attended a language lab on Fridays.

The Haitian students possess good English language skills and were therefore enrolled in regular English classes with other foreign students.

Students are participating in the Speaking Partners program. In this program two students tutor each other in their native languages. The CASS students had North American students as partners. GU commends this activity as being very effective not only for language acquisition, but also for developing friendships.

The CASS students stated to the GU reps that they are very satisfied with the English program and their instructors, saying they feel proud of the progress they have made thus far.

B. Coursework

Due to the postponement of the initial campus visit at the request of Edmonds staff and that GU wanted to visit before Christmas, the current visit was conducted during the Christmas break. Georgetown representatives therefore did not have the opportunity to meet with electronics department faculty or staff at the Technology Center. Paul Silva was able to briefly meet with Francine White, ESL Coordinator.

Prior to this visit, GU thought that the Edmonds students were on a degree track program, however Mr. Ghazimorad stated he had

previously informed GU that it was impossible to offer the students a degree track program. Reasons given were that the teachers would not accept the students in their mainstream electronics degree classes until the students had completed all ESL levels and were enrolled in regular English classes and the short duration of the program. Mr. Ghazimorad stated he felt it was important to base course content on student abilities and that he would design a high quality Computer Service Technology certificate track program which would better meet the students needs. He represented that resources both on campus and at the Technology Center would be utilized.

GU representatives stated that CASP students have completed degree programs at other colleges in electronics technology, both in 21 and 24 months time. Prior to their visit the GU representatives were unaware that students would not receive a degree. An updated curriculum plan had not been received. Mr. Ghazimorad stated that he would immediately send an updated plan to GU for review and approval. He stated that he felt confident that the certificate track program was an excellent one.

Immediately prior to the visit, in addition to ESL, students had attended Physical Education, an American Culture class and a brief Electronic Terminology seminar during the fall quarter.

In their Initial Participant Progress Report four students rated their courses as excellent and eight rated them as good. Twelve students rated the level of instruction as appropriate.

The Haitian students have had a rigorous academic background and are better prepared academically than the Spanish speaking students. The four Haitian students have good spoken English skills as well as good mathematics backgrounds. The CASS Coordinator stated that during the winter quarter the Haitian students will be mainstreamed.

To date, the Spanish speaking students have not been able to be mainstreamed. The CASS Coordinator stated that the Spanish speaking students will be mainstreamed in the summer quarter. In their Initial Participant Report, all the students mentioned that they would like to be in classes with North American students.

Students stated satisfaction with their courses and are looking forward to commencing the next quarter.

V. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All CASS students are living with host families. The students stated to the Georgetown representatives that they are very happy with their current living arrangements.

Several of the students have families which host other foreign students attending Edmonds Community College. The CASS students like having the opportunity of living and interacting with students from other countries like Japan and France.

Students participate in several activities with their host families such as going to church, birthday parties, trips and visits to relatives.

B. Campus Involvement

Students are involved in campus activities. There was a welcome barbecue dinner for the students on September 1, 1989. At this dinner, students had the opportunity to meet the CASS staff and try their first American barbecue.

Several of the Spanish speaking students belong to the Spanish club. They have given presentations about their countries and have taught latin dances to their fellow club members.

All the students are members of the International Students Club and have participated in many of the activities organized by this club: camping trip at Fort Flager, International Night, Latin Night, Christmas party, and a boat cruise on Lake Washington.

Involvement of the CASS students in campus activities is facilitated by the International Student Services center.

C. Community Activities

Ollivier Theaux stated that the CASS students have given brief presentations at the Rotary Clubs of Lynnwood and Edmonds. When asked about the reception for Mrs. Henry Jackson, he mentioned that the students had attended and enjoyed the activity.

As the program develops at Edmonds and the students become more English proficient, it is hoped that the students further develop their community involvement.

VI. ADDITIONAL PROGRAM CONSIDERATIONS

A. Communication

Edmonds Community College staff brought to the attention of the GU representatives that they felt there had a lack of communication between the two institutions which at times had resulted in confusion. GU stated that Ms. Fili Altinger, the initial GU contact with Edmonds staff is no longer the principle contact for their institution. Under the direction of Mr. Paul Silva, Maria Subiza is the principle Program Officer contact for Edmonds Community College. The GU representatives stated that Ms. Subiza looked forward to working with the Edmonds students and staff. It was also established that Ms. Subiza and the Edmonds CASS Coordinator would closely communicate to discuss such issues as curriculum, changes in the program description and individual student progress.

B. Staffing

The CASS program is run by the International Student Services (ISS) center of Edmonds Community College. The ISS office is staffed with personnel catering to the needs of the large international student population attending Edmonds Community College. CASS students have benefitted from this center as evidenced by an existent, excellent host family program, English as a Second Language program and a very well organized international students club.

Ollivier-Charles Theaux works part-time as CASS coordinator. The coordinator is fluent in French but lacks Spanish language skills. Mr. Theaux is assisted by Marta Acosta, a Spanish speaking Edmonds Community College student worker. Ms. Acosta works closely with the Spanish speaking students.

The French speaking students have a very close relationship with Mr. Theaux. The four Haitian students feel that Mr. Theaux is very helpful and caring of them.

The students are receiving services by Mr. Theaux and Ms. Acosta through the International Students Service office. The CASS students stated they expected to be working with a full-time coordinator because they were given that information in their home countries and because the majority of their CASP/CASS friends have full-time coordinators. The GU representatives explained to the students that even though the coordination of the program at Edmonds was organized differently from other schools, they were receiving excellent services through the office of International Students Services. Once the students understood that they were receiving support through the entire ISS center they were satisfied.

Ms. Ann Morton, a community advocate of the Edmonds CASS program met during breakfast with the GU representatives to share her impressions of the program. Ms. Morton was instrumental in achieving tuition waiver legislation with the State of Washington. She mentioned that she often visits the students and has developed a close relationship with them. In addition, she was extremely helpful in getting news about the Salvadorean students' families during the recent guerilla offensive in San Salvador. GU representatives thanked her for her efforts on behalf of the students. Ann Morton continues to be very interested in the success of the students and the CASS programs in the State of Washington. She stated that her close rapport with the CASS students is characterized by all of the students calling her "mom".

In synthesis, the students are enjoying their experiences at Edmonds Community College. They are very happy and have had positive experiences with the college, host families and the local community.

CASP/GU CAMPUS VISIT REPORT

Spring 90

I. OVERVIEW

Institution: Altoona Area Vocational Technical School

Location: Altoona, Pennsylvania

Dates of Visit: January 16-18, 1990

CASP/GU

Representatives: Paul Silva, Director for College Programs
Maria Subiza, Program Officer

Key People Visited: Edith Isacke, Director, Altoona Area Vocational Technical School
Paul Deskevich, Mathematics instructor, Saint Francis College
William Kearney, Assistant Director, Altoona Area Vocational Technical School
Robert Lehman, Electronics instructor, Altoona Area Vocational Technical School
John Prosperi, CASP Coordinator/
Coordinator of Adult Training, Altoona Area Vocational Technical School
William Shiffler, Supervisor of Adult and Continuing Education, Altoona Area Vocational Technical School
Peter Skoner, Chairman of Science and Mathematics, Saint Francis College
Cycle E2 Students

Field of Study: Electronics/Computer Repair

CASP Students:

Breakdown by Country

Costa Rica	3
Guatemala	4
Honduras	3
Panama	4

Breakdown by Gender

Female	3
Male	11

II. SUMMARY

A. Highlights

English

- .Students have excellent English oral skills.
- .Students are currently enrolled in an English Composition course.

Coursework

- .Students are taking their academic courses at Saint Francis College and electronics at Altoona Area Vocational Technical School.

Special Student Cases

- .Antonio Galdamez, Mario Castaneda and Sergio Cahueque were allowed to transfer some university credits from their countries.
- .Lino Diaz has been offered a scholarship by the University of Nevada in Las Vegas.

Living Arrangements

- .Students are pleased with their living arrangements.
- .Students are sharing apartments, living with host families and renting rooms.
- .Arturo Ramirez is looking for a new apartment.

Campus Involvement

- .Father Christian Oravec, T.O.R., President of Saint Francis College hosted a dinner for the students.

Community Activities

- .Students are extremely well integrated with the community through friends, sports, church and host families.

B. Issues

.The administration of Altoona Area Vocational Technical School would like to receive a new group of students.

C. Recommendations

.The program officer will inform the CASP/CASS administration of Altoona Area Vocation Technical School's request for a new group of students.

III. ACADEMIC EXPERIENCES

A. English

During the campus visit the interviews with the students were conducted in both English and Spanish. The students demonstrated an excellent command of spoken English. They have an ample vocabulary and could switch from Spanish into English with great ease.

Students are enrolled in English composition at Saint Francis College. Antonio Galmadez from Guatemala, Kenneth Landergren and Arturo Ramirez from Costa Rica have excelled in their English language acquisition. They are taking the class with North American students. The remaining eleven CASP students are enrolled in an English composition class designed to better meet their needs as non-native English language speakers.

B. Coursework

Altoona Area Vocational Technical School, AAVTS, is unable to provide the students with the academic courses required for an Associate degree track program. Therefore they combined their educational program with Saint Francis College in order to provide the students with the academic coursework necessary to complete an Associate degree. The students will graduate with an Associate of Applied Science in Electro-Mechanical Technology degree. The combination of the AACTS and Saint Francis College, a four year liberal arts educational institution has provided the students with an excellent academic program.

The students currently attend Saint Francis College three times a week. The College is located in the nearby town of Loretto. AAVTS rents a van to drive the students to the College and back to AAVTS.

All the students are taking Electronics at AAVTS. The class is given on Tuesdays and Thursdays from 8:00 a.m to 3:00 p.m. The students are presently working on diagnosing computer malfunctions and computer repair. They will also be studying hydraulics and pneumatics. Robert Lehman, the electronics instructor is pleased with the students' performance. This course is the students' favorite class. They feel they are receiving the training necessary to enable them to find employment back home.

In addition to English, students are taking the required science and humanities courses at Saint Francis College. Students with the exception of Yadira Alvarez, Demetrio Abrego and Lino Diaz are enrolled in a four classes (including English). Yadira and Demetrio do not have strong academical backgrounds and therefore have more difficulties with their classes than the other students. All the students are taking the religion studies class, nine students are taking calculus, seven students are taking biology, four students are taking history, four students are taking physics and one student is taking algebra.

Students are doing well in their classes. They mentioned to the G.U. representative during the individual interviews how much they appreciated the teachers and the education they were receiving at AAVTS and Saint Francis College.

The G.U. representative met with Paul Deskevich, the calculus instructor and Peter Skoner, Chairman of Science/Math Department and physics instructor. Both instructors were impressed by the CASP students' motivation, inquisitiveness and dedication. They stated that having the CASP students in their class had also benefited the North American students. They were positive about the students, the program and would like very much to work with a new group of students.

C. Special Student Cases

Mario Castaneda from Honduras, Sergio Cahueque and Antonio Galdamez from Guatemala were enrolled in the university prior to coming to Altoona. Saint Francis College agreed to transfer some of the university credits from Central America.

Antonio is by far the CASP student who is academically better prepared. He has completed the math and science requirements and is currently enrolled in English composition, religions studies, marketing, international business, management, and "Assembler" computer language.

Lino Diaz, a Panamanian students who plays baseball with a local team has been offered an Athletic/Academic scholarship by the University of Nevada in Las Vegas. The G.U. representative will check A.I.D and Georgetown University's regulations regarding the twenty-four months in country requirement.

D. Mainstream

Students are mainstreamed. They have North American students in all of their classes, except in the aforementioned English composition course.

The students appear to be well integrated at both AAVTS and Saint Francis College.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

After their initial host family experience, students were allowed to choose their preferred living arrangements.

Five students live with host families, three rent rooms in houses, three students share a house, two share an apartment and one student lives in an apartment with University of Pennsylvania students.

With the exception of Arturo Ramirez, students are extremely happy with their living arrangements. Those students living with host families stated that they were treated as members of the family. Students experiencing independent living are enjoying budgeting and organizing their households.

Arturo Ramirez is sharing an apartment with Pennsylvania University students. Apparently, his apartment mates are too noisy, therefore Arturo is going to move. John Prosperi, the CASS coordinator and Arturo are actively looking for a new place.

Demetrio Abrego, Julio Velasquez and Kenneth Landergren invited the G.U. representative to visit the house which they share. The students keep their home very neat. The students greatly enjoy their housing experience.

B. Campus Involvement

The students mentioned that they had made friends with North American students both at Saint Francis and AAVTS. Due to their busy schedule and transportation problems they are not participating in the clubs or associations at the educational institutions they are attending.

Father Christian Oravec, T.O.R., President of Saint Francis College invited the CASP students to dinner on October 18, 1989. Students had the opportunity to meet and share with Father Oravec their experiences as CASP Scholars.

Kenneth Landergren was a photographer for Saint Francis Junior College's newspaper.

C. Community Activities

Mr. John Prospero, the CASP Coordinator has done a wonderful job of exposing the students to different facets of North American society. He has organized a variety of educational, interesting and entertaining activities for the students. Following is a list of those activities.

- Students attended an ethnic festival in Johnstown, PA and the annual Keystone County Festival.
- Tour of the Field Robotics Center at the Robotics Institute of Carnegie Mellon University in Pittsburgh.
- Private tour of the Buhl Science Center at the Carnegie Science Center in Pittsburgh.
- Students attended a production of "Grease".
- In August students spent 4 days at the beach in Wildwood, New Jersey.
- Students participated in an international conference held at nearby Juniata College. The conference was called "Opening Our Windows on Latin America". The CASP students gave presentations about their countries. They had the opportunity to meet and interact with a variety of people.
- Students met with Senator Robert Jubelir in Harrisburg. The students were given a tour of the capitol building, the State Senate and House Chambers.
- Students had a private audience with Governor Robert Casey at his office in Harrisburg.
- Students went on a four day trip to New York City.
- Students went to a Miami Sound Machine concert in Pittsburgh.

Students also interact very much with the community through activities and trips with friends and host families. The

students are very well integrated with the people of Altoona.

Lino Diaz has been playing baseball in L.S. Fiore's baseball team. He was named AAABA Division Rookie of the Year.

Demetrio Abrego tried out for 4 D's Restaurant baseball team.

Alfredo Garcia is a member of Altoona High School's Chess Club.

Rosa Meza is taking a free Morse Code class. She found the class advertized in the local paper. She has made new North American friends.

D. Internships

During the Christmas vacation a student from each country participated in a week long internship. Kenneth Landergren, Mario Castaneda, Lino Diaz and Antonio Galdamez worked from 9:00 a.m. to 5:00 p.m at Digital Solutions Inc., a local electronics and computer repair shop. The four students mentioned how valuable this experience was, saying that they were finally able to put into practice what they had learned. These students were chosen on basis of their ability.

V. **ADDITIONAL PROGRAM CONSIDERATION**

A. Extension

The students expressed their thanks to Georgetown University for the extension that was granted to them and look forward to begin the intensive program prepared for them.

The program of studies that Mr. Prospero has prepared for the extension period will greatly benefit the students. Saint Francis Colleges' Small Business Development Center will offer

the students courses dealing with the principals of starting a business, management styles and marketing. The students will receive additional electronic classes at AAVTS.

The students will also participate in internships at electronic and computer repair businesses in Altoona. This internship will include hands-on repair experience and it will expose the students to the world of work.

The students will be returning to their countries at the end of July 1990.

B. Tool Kit

John Prosperi, the CASP Coordinator and Robert Lehman, the electronics instructor felt that it is extremely important for the students to return home with a well equipped tool kit. They have contacted several companies and are studying the possibility of getting the students the tool kit at the lowest cost.

C. Program Coordinator

Altoona Area Vocation Technical School is providing the students with an excellent educational program, experience America activities and emotional support. The students are happy with the education they are receiving, their living arrangements and the community. John Prosperi, the coordinator has done a wonderful job of ensuring the well-being of the students and the success of the program. His dedication and involvement have facilitated the academic success and personal development of the fourteen CASP students attending AAVTS.

CASP/GU CAMPUS VISIT REPORT

I. OVERVIEW

Institution: Northcentral Technical College

Location: Wausau, Wisconsin

Dates of Visit: January 16 - 19, 1990

CASP/GU
Representatives: Dennis Huffman and Anabella Bruch

Key People Visited: Dr. Donald Hagen, District Director
Bettyann Battist, Mktg Services Manager
Lucy Harvey, Int'l/Intercultural Specialist
Kathy Spada, ESL Instructor
Kathy Abrams, Communications Instructor
Marilyn Seibert, Sociology/Psychology Instr.
Russ Juers, Machine Tool Instructor
Roger Hanke, Applied Science Instructor
Carmen Olsen, Translator
Harry Heinemann, Small Business Instructor
Clyde Owens, Dept. Head for Machine Tool
Fred Boller, Business/Economic Development
Coordinator
Ken Kropp, Program Aide

Field of Study: Machine Tool and Small Business Management

CASP Students: Breakdown by Cycle
Cycle E2 15
Cycle F 17

Breakdown by Country
8 Costa Ricans
9 Guatemalans
7 Hondurans
4 Panamanians
6 Salvadoreans

Breakdown by Sex
Female 10
Male 22

II. SUMMARY

A. Highlights

English

- . The acceptable English proficiency of the cycle E students seems to have leveled off from the time they moved into their apartments.
- . Cycle F students received four weeks of intensive ESL classes. Their English proficiency after five months in the country is impressive.
- . Of the 17 students who completed an evaluation of their ESL classes last semester, 13 rated them excellent, and the remaining 4 rated them as very good. Kathy Spada is commended for a very successful ESL program.

Coursework

- . Cycle E students are satisfied with the training they have received. Only Adonay Rodriguez will not complete graduation requirements.
- . Cycle F students have gained the praise of all their instructors for their hard work and high level of performance.

Living Arrangements

- . Cycle E students are happy with their housing arrangements. All but one are living in independent apartments.
- . All Cycle F students are still with their host families, and receiving excellent support from them. Some students are already making plans for the transition to independent living.
- . The host family program at NCTC is a very active one with regular potluck dinners, a newsletter and host family questionnaires that help the program be even more responsive to their needs.

Campus Involvement

- . There is little campus involvement by the students in general; unfortunately the Machine Tool Club is still ineffective, and the students do not participate in its activities.
- . Cycle F students have started their own Small Business Management club and were actively making and producing their own products last semester.

Community Activities

- . The cycle E students are fully integrated in the Wausau community. They feel comfortable and function well and independently in different community organizations. They are currently performing volunteer work in many community organizations.
- . Cycle F students are taking advantage of the opportunity to live with host families to establish links in the community. Several students have given talks about their countries to different high schools in the area.

B. Issues and recommendations

ISSUES

Mainstreaming has not been possible to date due to state VTAE financial regulations.

NTC is currently programing faculty for September 1990, and therefore needs prompt information on new programs.

Internships for cycle E students have not been possible due primarily to liability issues

It is difficult for a program to find a good balance between a rich and active program, and fostering leadership and independence at the same time. This has been a source of conflict between the students, particularly cycle E2, and the coordinator.

RECOMMENDATIONS

With the latest interpretation of these regulations, NCTC should pursue the possibility of mainstreaming.

This concern has been relayed to Dr. Oates at GU.

Practical contact with the work place remains a CASP/GU priority, and NTC is urged to pursue other options such as job shadowing.

GU supports the coordinator's efforts to fulfill the goals and objectives of the program. Early orientation on what is expected from the students as well as periodical clarification of all of the components of CASP/CASS will alleviate some of the friction. Also, focus on developing the student's skills on decision making at both the individual level and group level will also be useful.

IV. ACADEMIC EXPERIENCES

A. English

The ESL instructor administered the Ullman test to both cycle E and F students and the SLEP test to cycle F only. The Ullman test is an ESL achievement test for beginning ESL students. Cycle E was administered this test in September 1988 and again in December of the same year. Cycle F students took the test on October of 1989. Cycle E's results showed an improvement from a 58% to a 78% during their first semester. Cycle F, after only three months in the United States scored 76%.

The SLEP test (Secondary Level English Proficiency Test) is designed to measure ability in understanding spoken and written English at the 7 - 12 grades. Cycle F had the opportunity to take it two times, in August 1989 and in October 1989. As a group, the test showed them to have improved from a 35.3% to 45%.

The high scores on both of these tests for Cycle F students are the reflection of a very strong ESL program. During their first months, Cycle F students received five hours of ESL a day. They also received help from the ESL tutoring program. Both North American and Cycle E tutors have helped the new students gain language skills and new friends.

Although the results of both tests showed Cycle F students to have progressed nicely in their English skills, there is a wide range of skill level among them. Two students, Jorge Orellana and Rodrigo Delgado scored in the 90th percentile. At the lower end are two students who are experiencing difficulties with English; Berilda Medina and Federico Leiva. Their scores were in the 20th and 30th percentiles. College staff are in the

process of arranging special tutoring for these students.

The evaluation of the first semester showed not only a very successful program, but it also showed the cohesiveness of the group. The students almost unanimously expressed their desire to work in ESL as a group during the Spring semester in spite of some very fast learners.

During the Spring semester, Cycle F students are taking ESL 15 hrs/wk and are becoming less dependent on the translator this semester.

B. Coursework

The Machine Tool students, Cycle E, are taking: Applied Communication II; Machine Tooling Hydraulics; Machine Tooling Processes 4; Automated Machines; Employment Orientation; and Consumer Economics. They are particularly excited about learning to work with CAD (Computer Assisted Design) machine tools. The facilities for the Machine Tool students at Northcentral Technical College are impressive. They have recently acquired very valuable and modern equipment with which the students are likely to gain valuable experience that might make the difference in their work search when they return home.

Two students, Melvin Lopez and Miguel Cruz, are taking a course in preparation to take the Engineering Fundamentals Certification test. This is being paid for by The Society of Mechanical Engineers, to which these students belong to.

All cycle E students except for Adonay Rodriguez who will be getting a Machine Tool Operator's Diploma, will receive a Machine Tooling Technics Diploma. Students feel satisfied with

their training program at NCTC. In their exit questionnaires, all answered "very positive" to the question, "In general, how do you feel about the training you received in the U.S.?"

Because they are taking a full course load, Cycle E students are feeling under a lot of pressure. An active and structured Experience America program, in addition to their academic requirements, has been a source of conflict between the students and the coordinator of the program.

In addition, they are also experiencing problems with some of their instructors. At the faculty meeting with the CASP/GU representatives, some of the Cycle E instructors expressed concern with the student's attitude and with the way they mistreated the equipment. Mr. Juers, Machine Tool instructor and Mr. Hanke, Applied Science instructor, expressed their frustration in with working with the students. They felt the students were not doing work up to expectations; were not taking the studies seriously; were not responsive; did not clean up after themselves; and were not getting along with the North American students. Faculty consensus was that many of the problems the students had with attitude and performance could have been eased by mainstreaming.

In contrast to the negative reports about Cycle E students, there was unanimous enthusiasm and appreciation by the faculty for Cycle F students and their performance in their courses.

During the group meeting with the Cycle E students, Mr. Huffman addressed these issues. He told the group that they had acquired an image problem and helped the students refocus on the program's objectives. Using the CASP symbol he emphasized the fact that they were reaching the end of their Experience America component and were about to begin the Experience Responsibility component that represented the rest of their lives. He

encouraged the students to make plans for their trip home (especially excess weight issues and pending bills) and to get in touch with their alumni associations as soon as possible. The students were encouraged to set goals for this semester and to attain as much as possible during their short time left in this country.

Cycle F students are very satisfied with their academic program. In response to the question, "how would you rate the courses in which you are currently enrolled?", thirteen students rated them excellent and two said they were good. Students are working towards an Associate Degree in Small Business Management.

They are taking three business courses this semester; Business Identification, Locating Your Business, and Marketing Your Business. These courses are taught by Mr. Harry Heinemann, who comes to the program with small business experience. He is very pleased with the way the CASP students have responded, and the students are fond of him.

Unfortunately the students, in their individual interviews, expressed concern with Mr. Heinemann teaching methods. The CASP/GU representatives had the opportunity to sit in during part of a class. Because the textbook had not yet arrived, the instructor was standing in front of the class reading from a textbook the students nor the translator did not have. This situation made it difficult for Ms. Olsen, who was translating for the class, to understand the main arguments. Students appeared distracted during the lecture.

Mr. Fred Boller, head of the Small Business department has already taken steps to address this situation, and the classes will become more individually paced during the second part of the semester. Mr. Heinemann will become more of a resource person, and the classes will be based on modules. This change will allow

the students to take advantage of his business experience in a more individualized manner.

In addition, Cycle F students are taking Principles of Supervision and Introduction to Sociology. Principles of Supervision was a well liked class and the students reported the instructor to be energetic and creative in his lectures. There was frustration with the Sociology class. Many found it difficult and the amount of material overwhelming, but students stated they were determined to get through it.

Rodrigo Delgado, a Cycle F student from El Salvador, won first place in the Fall/Winter essay contest of The Exchange. He was presented with a GU T-shirt and an award by Mr. Huffman during the group meeting.

C. Mainstreaming

As it has been stated in past campus visit reports, lack of mainstreaming is an important concern at Northcentral Technical College. Wisconsin's Vocational, Technical and Adult Education (VTAE) regulations have made it impossible for CASP students to be mainstreamed to date.

In the past, NCT stated the program has been classified as a fully-funded special program in order to avoid prohibitively expensive out-of-state tuition fees. This has meant that the program has had to train the students as a separate group instead of mainstreaming them with North Americans. The problems and limitations that this has caused the CASP students have been documented and discussed earlier and in past reports. These have ranged from the inability of students to take electives or additional courses, to problem relationships with faculty and other North American students.

In the meeting with Dr. Hagen it was learned that a recent interpretation of VTAE regulations by the State board will make it impossible to use the special status project any longer. The CASP program will have to be billed at the out-of-state rates from now on. Dr. Hagen explained that doing so will mean that the project will be able to cover only its direct costs, but not all of its indirect costs. These changes will have the effect of presenting the program as a partially funded project instead of a fully funded one. Because the district board has required federal grant projects to be fully funded, the full repercussions on the CASP/CASS program will depend on the board's reaction to these changes.

It appears that a change in the legislation is now the only option left for Northcentral Technical College. The one positive outcome of the new interpretation of the VTAE regulations is that if the program is being billed at out-of-state rates, it should now be possible to mainstream the students. This issue will become clearer in the near future, when the full impact of the new interpretation is determined. GU/CASP representatives continue to recommend mainstreaming of CASP students.

V. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All Cycle E students, except for one, are living in apartments. There are four apartments distributed around Wausau housing the CASP students. The CASP/GU representatives were able to visit one of them during their visit to Wasau. Melvin Lopez, Pedro Sanchez, Ardany Santos and Roberto Ortiz share this apartment. They were proud of what they had accomplished, both in terms of furnishing the place as well as successfully adapting to living together. It was apparent that the experience of independent living had helped them mature and added to their

self-confidence.

The only drawback in their living arrangements was that their English was no longer improving. With four of them living together, they naturally reverted to speaking Spanish among themselves. Even when they tried to prevent it by setting rules against speaking Spanish, the dominant language remained Spanish.

All Cycle F students are living with host families, and are satisfied with their living arrangements. In instances where two students had been placed with one family, the students were moved. This has helped them improve their English.

NCTC has an excellent Host Family program. Families are kept up to date of events through a newsletter and get to know each other and discuss their concerns at monthly potluck dinners. During the breakfast meeting held with several of the host families, the CASP/GU representatives were given a summary to a questionnaire they had prepared, distributed and tabulated themselves. The responses were positive in general. One of the most frequent suggestions was to give host families as much information about the student's background and his/her country's history and characteristics as possible.

B. Campus Involvement

Although Cycle E is well integrated in the community, it is not very active in campus activities. Unfortunately, the Machine Tool Club is not very active, and CASP students do not participate in its activities.

During the Fall semester all Cycle F students, except for 4, participated in Junior Achievement. They were involved in

manufacturing and selling products with several Wasau groups. There were mixed feelings about this activity. Concerns included having to work with students much younger than themselves; not being able to understand or speak English well enough to be a full participant; and not being able to influence the decisions made by the group. In spite of these problems, many of the students were pleased with the experience because it gave them experience related to their field of study, put them in contact with North American students and introduced them to the community.

The four students who did not want to participate in this activity because they felt their weak English was too much of a handicap to fully benefit from their participation will do so next year.

The Small Business Management students started their own Club last semester which meets twice a month. The ESL teacher acts as their advisor. Although their experiences making and selling their products, have not proven as successful as they had hoped, they are learning valuable lessons in decision-making, product identification and marketing.

CASP staff have developed a charting system that monitors the students very effectively. During their weekly meetings, they review each student's progress. Each staff member comments on all students. In this way they assure that no student will be missed and that all potential problems are detected early, before they develop into crisis situations. Mr. Ken Kropp is responsible for instituting this system.

C. Community Activities

Experience America and Leadership training are well

developed for the CASP/CASS program at NCTC. The staff has established a comprehensive two year plan for these components of the program. During their first year the students are expected to be Friendship Ambassadors and give presentations about their countries to schools and community groups. During this year they are also involved in group volunteer projects and in their vocational club. They are also required to go on trips to visit one Government agency, one business and one community organization each month. Friday afternoons have been reserved for these activities. In addition to these visits, they organize a weekend trip every two months where they try to meet a CASP/CASS school in each trip.

In the second year of their studies, the program becomes more flexible in the sense that there are some required and some optional visits and trips. It is also enriched by individual community volunteer work. Cycle E students are required serve 60 hours of volunteer work in the community. The work the students have done have given them and the program a positive image in the Wausau community. Students have worked for several community organizations, like the YMCA and the public library for example.

Although the students had not objected to the volunteer work too much before this semester, some students were feeling overwhelmed by this requirement on top of a full schedule. Their argument was that it was not "volunteer" work if it was required. In spite of these difficulties, it was obvious that the students were very comfortable in Wausau and well integrated into the community. Volunteering had been a positive influence.

As was mentioned earlier, it is difficult to find a balance between directing a rich and active Experience America program, and fostering leadership and independence at the same time. The students, particularly Cycle E, and the coordinator have been struggling with this issue. GU commends and supports Lucy Harvey

and NTC staff for a well developed Experience America program. It addresses the many objectives and goals of CASP. The difficulty is that the students want to have more control of the program and of their activities, and are unhappy when they do not get them.

It is understandable why Cycle E students are experiencing more difficulties and are demanding more independence than Cycle F students. They are at a different stage of their studies and their stay in the U.S. Work on group decision making and group dynamics would be helpful through out the length of their stay. This would assure that they will have the necessary skills in decision making and communication to provide constructive discussion and alternatives during the second year when they want more independence.

Leadership development is fostered by the volunteer work and a course taught by Lucy Harvey on Friday mornings. This class is optional, and the students have been assisting and responding well.

CASP/GU CAMPUS VISIT REPORT

Winter 1990

I. OVERVIEW

Institution: St. Petersburg Junior College

Location: Clearwater, Florida

Dates of Visit: January 16 - 19, 1990

CASP/GU

Representatives: Hallie Galen, Program Officer
Jacqueline Samuda, Program Officer

Key People Visited: Dr. Vilma Zalupski, Provost
Ms. Maria Toms, CASP Coordinator
Ms. Barbara Moore, CASP Assistant
Ms. Marge LaRocca, Experience America
Coordinator
Ms. Jo Terranova, Instructor
Mr. Charles Bailey, Instructor
Mr. John Kurnik, Instructor
Mr. Gerry Ramsberger, Instructor
Dr. East, Instructor
Mr. Isaac Varon, Van Driver, Advisor, Tutor
Ms. Beverly Bible, Van Driver

Field of Study: Clothing Merchandising

CASP Students: 15 Cycle E-2 students
15 Cycle F students

Breakdown by Country:

Belize	2
Costa Rica	7
El Salvador	8
Guatemala	6
Honduras	4
Panama	3

Gender Breakdown:

Female	24
Male	6

II. SUMMARY

A. Program Highlights

English

- o All 15 Cycle E students are currently enrolled in Communications II which is the English graduation requirement.
- o Cycle F students receive approximately 13 hours of ESL instruction Monday through Friday.

Coursework

- o Cycle E students are currently enrolled in Humanities and Fundamentals of Buying. They are also in the second phase of a work experience program begun last semester at various local retail and department stores.
- o Cycle F students are enrolled in American National Government, Introduction to Fashion Marketing and Principles of Clothing Construction. They also participate in the Experience America program four hours per week. All of these classes are conducted in English.
- o The Cycle F students took a math placement test when they first arrived. The four students who tested low are currently being tutored.
- o The two Cycle F Belizeans take Elementary Algebra, in addition to the other classes they take with the Spanish-speakers.

Living Arrangements

- o All CASP students are living with host families. Two Cycle F students expressed interest in moving into apartments.
- o The SPJC/CASP now has two vans and drivers. The students are able to get to and from the college more efficiently.

Campus Involvement

- o Students presented a celebration in honor of Central American Independence Day in September for the campus community. SPJC/CASP staff has arranged for a mentor program. There are also CASP students represented in Phi Theta Kappa, the Student Action Council, Phi Beta

Lambda and several sports teams.

- o Cycle E students modeled clothes they had made for themselves and host family members during a fashion show on December 14.

Community Activities

- o The Cycle E work experience is a very important avenue for community involvement. At their work sites, the students have opportunities to interact with people in their future profession.
- o During the visit, two students gave a presentation at the Kiwanis Club. The Experience America Coordinator had received an invitation for six students to be interviewed by a local Hispanic radio station.

B. Issues

- o Three Cycle E students mentioned during interviews that they needed to have clothing construction courses every semester in order to maintain their skills. Three other students stated that they would like more business-related coursework.
- o Four students have demonstrated a negative attitude towards the CASP program.
- o Three students would like to have family members from Central America visit them in St. Petersburg.

C. Recommendations

- o Due to the abbreviated 21-month curriculum, students are not able to take courses beyond those which are required for the Associate's degree. CASP/GU recommends that SPJC/CASP staff explore the possibility for Cycle F, under the 24-month program, to take electives in areas of particular interest to them.
- o CASP staff should continue to explore ways to facilitate improving student attitudes and keep GU informed of student problems. CASP/GU will maintain a proactive role in monitoring student progress.
- o CASP/GU representatives reminded students of the commitment they had made to the program, and referred them to the pages in "Your CASP/CASS Scholarship" which state the program rules regarding this issue.

III. ACADEMIC EXPERIENCES

A. English

The Cycle E students continue to improve their English skills through participation in campus and community activities. Despite their apparent ease with the language, the Cycle E students voiced a desire to continue receiving some ESL instruction. The SPJC/CASP staff stated that such assistance was no longer necessary. They stated that the students were insecure and wanted to use ESL as a "crutch." An ESL instructor is available for the students two and a half hours per week.

Both SPJC and GU staff are concerned about Juan Ryfkogel, a Cycle E student from Panama. He received a D in Communications I and needs a D or better in Communications II to graduate. He is taking ESL with Pinellas County Adult Education two nights a week to strengthen his writing skills.

During the visit, the CASP/GU representatives observed one section of Communications II in which six Cycle E students are enrolled. The instructor, Dr. East, was leading an exercise on preliminary planning before writing.

Galen and Samuda also met with Charles Bailey, the Cycle F ESL instructor. They attended a reading lab and a grammar session. In the reading lab, students work at their own pace using SRA reading cards. In the grammar session, the instructor conducted oral drills. Mr. Bailey also had the students work in groups of threes and twos to practice pronunciation, making good use of the students with stronger English skills by pairing them up with those who are having difficulty.

The Cycle F students are making steady progress in acquiring English language skills. Six communicated in English in the

interviews with the GU representatives. This semester they attend classes taught in English without the assistance of an interpreter. Lucy Rodriguez of Belize failed a reading class last semester and will repeat it this summer.

One student, Nora Romero, is learning at a much slower pace than the rest of the class. She did not understand what was expected of her during the drills. Nora is getting extra help at the Learning Resource Center. CASP/GU commends SPJC/CASP staff on their flexibility in providing for the particular language needs of these individual students.

B. Coursework

The Cycle E students are enrolled in Communications II, Humanities and Fundamentals of Buying. All classes are now located on the Clearwater campus. Fundamentals of Buying is a CASP-only class, as it is part of the Clothing Merchandising curriculum created specially for CASP. A discussion about the responsibilities of a retail buyer was in progress at the time of the visit. Three students stated during interviews that they were disappointed that there is no clothing construction course offered this semester. They are concerned that they will begin to lose their newly acquired sewing skills before they return to Central America. The CASP/GU representative recommended that these students continue to practice their skills on the sewing machines in their host homes, and to take advantage of the accessibility of Jo Terranova, the clothing construction instructor.

One of the most satisfying experiences for the students, according to interviews and questionnaire responses, is the work experience that the Fundamentals of Buying instructor, John Kurnik, has arranged for the students at several retail and department stores. In contrast to last semester's internship,

this semester's phase is termed "Cooperative Work Experience." The difference is that the students are expected to identify their goals and objectives for the experience and store managers evaluate them on the successful mastery of those goals at the work site. Cycle E students spoke enthusiastically of spending two days per week executing the responsibilities related to the successful running of clothing stores. They enjoy learning how to set up window displays and working with store management and customers. Mr. Kurnik has done an exemplary job both in arranging the placements and encouraging the participation of the "employers."

Last semester, four papers were required. Two students, Italia DuCreux and Patty Amaya, almost failed and demonstrated attitude problems, according to Mr. Kurnik.

The GU representatives observed Cycle F students in all three of their classes. In Principles of Clothing Construction, students were learning the names and uses of clothing construction equipment, and how to read a pattern jacket. In Introduction to Fashion Marketing, the students were participating in a discussion about why we have clothes. In American National Government, students listened to a lecture about the rights which are covered by the Constitution. All classes were taught in English without a translator.

Time is set aside in the Cycle F schedule for an Experience America class. Last semester it was an entire day; this semester it is in the afternoon, one day per week. The time is used for local outings and leadership workshops. Cycle E participates in re-entry workshops.

C. Mainstreaming

The Cycle E students are enrolled in two mainstream courses,

Humanities and Communications II. The SPJC/CASP staff placed them in two different sections of each course to ensure that the students would be mainstreamed. Unfortunately, no North American students enrolled in one section of the Communications class, so the CASP students in that class are not mainstreamed. The Cycle F students are mainstreamed in a Physical Education course. In addition, the two Belizeans are taking Elementary Algebra with North Americans. The Belizeans were in all mainstream classes last semester while the Spanish-speakers were in ESL everyday.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All thirty CASP students live with host families. The Cycle E students are all satisfied with their placements. Six students are placed two to a family. One Cycle F student, Lucia Guevara is unhappy having to share her host family and has asked to be moved. The SPJC/CASP staff is seeking another host family for her. Another Cycle F student, Nora Romero, is currently living with a Spanish-speaking family. Both the GU representatives and SPJC/CASP staff are concerned that her living situation has negatively effected her acquisition of English. The SPJC/CASP staff has prioritized her change in host family. CASP/GU commends the staff's efforts to place students in suitable living arrangements.

B. Campus Involvement

The CASP students enjoy high visibility at SPJC and are involved in many activities on campus. Both cycles are represented in the SPJC Student Action Council, Phi Theta Kappa Society, running team and soccer team. Students were also excited about starting a chapter of the business club, Phi Beta Lambda on their campus. One Cycle E student, Bobby Aguilar tutors American students in

Spanish in the Learning Resource Center. Last September 29, students hosted a celebration on campus in honor of Central American Independence Day.

During the visit, the GU representatives watched a video of the Cycle E fashion show held on campus December 14. The students modeled everything from business suits to evening gowns. Host family members also modeled clothes made by the students. The professional quality of the clothes is testimony to the high caliber of instruction the students receive from their instructor, Jo Terranova.

The SPJC/CASP staff has provided many opportunities for the Cycle E students to develop and utilize leadership skills. Students sign up for assignments and contribute ideas for the CASP newsletter, under the skillful guidance of Marge LaRocca, the Experience America Coordinator. There is also a mentorship program, which has Cycle E students paired off with college staff and Cycle F students paired off with Cycle E. At the time of the visit, Cycle E was planning to produce a yearbook. The SPJC/CASP staff stated that they have a timetable for activities that will provide more opportunities for leadership involvement of the Cycle F students.

C. Community Activities

CASP student involvement in the community is also very high, and includes church activities, host family activities, visits to local high school Spanish classes and radio interviews. During the visit, two students gave a presentation at a local Kiwanis Club meeting and six were invited to participate in an interview at a local radio station. Two Cycle E students, Isabel Tum and Silvia Alvarez continue to participate in marathons.

The Cycle E students' work experience is a great source of

community interaction. One student found herself a new host family through contacts at her work site.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

Since the last visit, Rigoberto Santamaria, a Cycle E student from Panama was sent home for inappropriate behavior.

A Cycle F student from Honduras, Ana Lopez, returned home to see her father who was reportedly on his deathbed. She decided to stay in Honduras, rather than return to St. Petersburg.

Two Cycle F students, Vilma Valladares and Yadira Quiroa have been singled out by the SPJC/CASP staff as potentially disruptive. Vilma's complaints about her living situation have led to three changes in host families. She is currently on social probation. Yadira has been uncooperative with staff and students. CASP/GU recommends that these two students continue to be monitored closely by both St. Petersburg and Georgetown staff, and encouraged to contribute to the program in a positive way.

B. Staffing

The CASP program at St. Petersburg is very well staffed. Both the coordinator and her assistant are employed full-time. The Experience America Coordinator works part-time and, along with many other activities, has been responsible for the newsletter and yearbook this semester. SPJC/CASP also now has an additional van and driver, Beverly Bible. In addition, instructors Charles Bailey, John Kurnik and Jo Terranova have been very involved with the CASP program. They have contributed enormously to the planning and implementation of the curriculum as well as creating workshops and arranging work experiences and

visits to places of interest for the students.

C. Advisory Board

A formal CASP Advisory Board meets bimonthly. One Advisory Board member from the chamber of commerce has shown an interest in Silvia Alvarez and Isabel Tum's work with Guatemalan fabrics. He wants to establish a business contact with them for the future.

CASP/GU CAMPUS VISIT REPORT

I. OVERVIEW

Institution: Columbia College
Location: Columbia, California
Dates of Visit: February 5 - 8, 1990
CASP/GU Representatives: Jacqueline Samuda, Program Officer
Hallie Galen, Program Officer
Key People Visited: Dr. Dean Cunningham, President
Mr. Neil Mill, CASS Coordinator
Ms. Elsie Bruno, Counselor
Ms. Vonna Breeze-Martin, EFL Instructor
Ms. Daphne Williams, EFL Instructor and
Experience America Coordinator
Mr. Francis Lynch, Garde Manger Instructor
Mr. Ron Erickson, Hospitality and Front
Desk Management and Marketing Instructor
James and Darlene Helms, Host Family
Laurie and Michael Jones, Host Family
Field of Study: Restaurant Hotel Management
CASP Students: 16 Cycle G students

Breakdown by Country:

Costa Rica	3
Dominican Republic	4
El Salvador	2
Guatemala	4
Honduras	1
Jamaica	1
St. Vin & Grenadin	1

Gender Breakdown

Female	12
Male	4

II. SUMMARY

A. Program Highlights

English

- o The fourteen Spanish-speaking students currently receive approximately 15 contact hours per week of English as a Foreign Language (EFL) instruction.
- o The two English-speaking students were tested for English and Maths placements.

Coursework

- o The Spanish-speaking students are presently enrolled in EFL, Garde Manger, Experience America and a physical education course.
- o The two English-speaking Caribbean students, Michelle Levene and Ricardo Lorick, are both enrolled in Front Office Management, Garde Manger, Marketing of Hospitality Services, Introduction to Maintenance and Housekeeping, Experience America, drama, tennis and aerobic courses. In addition, Ricardo has a dance class for a total of nineteen and a half credits this semester.

Living Arrangements

- o All sixteen CASS students are living with host families.

Campus Involvement

- o The EFL instructor arranges exchange visits between the EFL and Spanish classes. CASS students have organized recreation sessions to play volleyball with Columbia College (CC) faculty, staff and students.
- o CASS students displayed maps, crafts and typical dress of their countries in the Student Union.

Community Activities

- o During the visit the CC/CASS staff was in the process of planning a welcome party for the CASS

students. The staff planned to invite community members including persons who had expressed an interest in being on the Advisory Board.

B. Issues

- o Ricardo Lorick has been soliciting the assistance of CC staff and his host family to locate his American mother. He complained of lack of concentration in his coursework.
- o Maria Vega and Ricardo Lorick are unhappy about their present host family living situation.
- o Michelle Levene and Ricardo Lorick expressed interest in leaving their host families for the dorms at the end of the six months.

C. Recommendations

- o CASS/GU recommends that Ricardo Lorick not involve CC's academic staff in his search for his mother and that he receive counseling from Elsie Bruno, Columbia's academic and personal counselor in clarifying his goals at CC. CASS/GU will maintain a proactive role in monitoring Ricardo's mental state.
- o Both GU and CC/CASS agree that a host family which spends a great part of the weekend practicing a religion that the student does not embrace, has made for uncomfortable living arrangements for Maria Vega. CASS/GU representative recommends that the CC/CASS staff prioritize the move of this student. CASS/GU recommends that Ricardo be encouraged to improve communication with his family to work out areas of discontent.
- o CASS/GU recommends that the CC/CASS staff work with the students to explore mutually agreeable future housing arrangements.

III. ACADEMIC EXPERIENCES

A. English

The Spanish-speaking students have made tremendous strides in the acquisition of English skills through the EFL program and budding friendships with other Columbia College students and their host families. Two of the fourteen Spanish-speaking students attempted to communicate in English during interviews with Ms. Samuda and Ms. Galen.

Ms. Galen and Ms. Samuda observed two sessions of EFL instruction taught by Daphne Williams in the morning and Vonna Breeze-Martin in the afternoon. Ms. Williams led exercises in which students described and gave the color, in English, of what their classmates were wearing. Ms. Breeze-Martin made good use of a North American student who assisted the students in a group activity which included describing what was taking place in various scenes and reading passages in English. Both instructors appeared encouraging and supportive of the students, an assessment that the students supported during interviews with the GU representatives.

At the time of the visit by GU representatives, the CC/CASS staff was in the process of formulating course strategies for the Spanish speakers. This quarter, the Spanish language CASS students should obtain 15 hours of elective credits for the EFL instruction. The CC/CASS staff envisions the students challenging the Spanish classes through exams thus enabling them to receive credits without actually taking the courses. This would allow the students to fulfill some of the elective credit requirement for the associate degree.

B. Coursework

During the visit, the CC/CASS staff spoke of plans currently underway to finalize the curriculum in Hospitality Management that, for the successful CASS student, would lead to an associate degree with concentration in either Culinary Arts, Food Service Technology or Hotel Management.

The CC/CASS staff has fostered integration among the Central American and Caribbean students by maintaining the fourteen Spanish speakers and two English speakers together in the Garde Manger, Aerobics, weight lifting, tennis and Experience America classes.

During the visit, Ms. Samuda and Ms. Galen spent an enjoyable afternoon observing the Garde Manger course. The course is very visual and has allowed the Spanish-speaking students to follow the instructor with interpreting assistance from Ms. Williams. The instructor, Francis Lynch has extensive experience in the hospitality industry. He is the author of the text book used in the course. Mr. Lynch captured the attention of the students who spent the session fashioning palm trees with carrot trunks, potato bases and bell pepper palms. Another project had the students create quails using pears with cloves for eyes. The palm trees and quails were used to decorate the school cafeteria the next day.

GU representatives visited the English speakers in both the Marketing of Hospitality Service and the Front Office Management classes. In the marketing course, Ron Erickson, the instructor, presented a lecture on benefits and different types of promotion options. Ricardo Lorick engaged the instructor in a discussion on promoting tourism in his country. Mr. Erickson's extensive background and first hand experience in the hospitality industry adds a unique dimension to the course.

C. Mainstreaming

The CC/CASS staff has the Spanish language students taking mainstreamed physical education courses allowing them to satisfy college requirements and attend classes with North American students during their first semester. English-speakers are mainstreamed except for the Experience America and Garde Manger course which they attend with Spanish-speaking CASS students and one North American student.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

The CASS Coordinator, Neal Mill, is to be commended for the speed with which he located host families for the students. All sixteen CASS students live one to a host family. Two students, Ricardo Lorick and Maria Vega, are unhappy with their host families. Ricardo complained about a ten o'clock bedtime curfew and Maria's single-member family dedicates weekends and evenings to church activities. Ricardo has been counseled on ways to improve communication with his host family and the CC/CASS staff has prioritized Maria's change in host family. CASS/GU commends the CC/CASS staff's efforts to place students in suitable living arrangements.

B. Campus Involvement

The CASS students enjoy high visibility and are becoming increasingly involved in campus activities. They were introduced to the college community at a reception upon their arrival. The one week they spent in the dorms when they first arrived in January resulted in numerous friendships which have continued to blossom. On one occasion, the CASS students were invited to the

dorms for a party for which, one student, Michelle Levene, prepared a Jamaican meal. The CASS students organized a Thursday volleyball get-together for the campus community. At the time of the visit, the CASS/CC group had met once for volleyball. Additionally, the EFL instructor, Ms. Breeze-Martin, who is also a Spanish instructor, frequently invites students to exchange visits between the two classes.

C. Community Activities

The CASS students are gradually becoming known in the local community. The Arts Council provided them with free tickets for a dance production. During the visit, the CC/CASS staff commenced plans for a formal reception to introduce the CASS students to the community.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

During the interview with GU representative, Ricardo Lorick complained of his lack of concentration in his coursework, expressed deep anger at his American mother for having abandoned him as a child and inquired about the possibility of GU providing assistance in locating her. The CC/CASS staff felt that Ricardo was an extremely talented student whose obsession with locating his mother could cause him to risk realizing his potential.

Ms. Samuda commended Ricardo on the leadership role he has taken in the group, his reaching out to the Central American students and his high visibility and level of activity on campus. She shared with him her concern that his search for his mother may negatively impact on his scholarship opportunity. Ms. Samuda advised Ricardo to meet with the school counselor, Elsie Bruno. At the same time, Ms. Samuda and Ms. Galen talked at length with

Ms. Bruno regarding Ricardo's possible lack of program focus because of his search for his mother. The GU representatives decided to await Ms. Bruno meeting with Ricardo in which she would assess his mental health and determine what further steps to take. GU/CASS will maintain a proactive role in monitoring Ricardo's progress.

Michelle Levene appears to be having a difficult time adjusting to life at Columbia. During the visit, she talked about feeling isolated. In the interview with Ms. Galen she was uncommunicative and repeatedly stated that she needed to "get adjusted." Michelle has been counseled on the different stages of adjustment to a new culture and about the importance of establishing friendships. GU/CASS will maintain contact with the CC/CASS staff to monitor the situation.

B. Staffing

The CASS program at Columbia enjoys strong support from the president who maintains close contact with the students. The program is very well staffed with a CASS Coordinator, an EFL instructor and an Experience America Coordinator. The CC/CASS staff and CC instructors are to be commended for the work that they have accomplished given the short implementation time period of the CASS program on Columbia's campus. Their apparent enjoyment of the students have contributed to the smooth running of the program at Columbia College.

C. Advisory Board

Plans are underway for the formation of an Advisory Board. One possible Advisory Board member, Nancy Balkenbusch, a therapist in the area, was scheduled to discuss culture shock with the students the Monday following the GU representatives' visit.

CASP/GU CAMPUS VISIT REPORT

I. Overview

Institution: College of Santa Fe
Location: Santa Fe, New Mexico
Dates of Visit: February 6 - 9, 1990
CASP/GU Representatives: Dennis Huffman and Anabella Bruch
Key People Visited: Dr. Jim Fries, President
Dr. Jim Lawrence, V.P. for Academic Affairs
Ms. Stephanie Blank, CASP Coordinator
Br. George Hetzel, Leadership/Education Instructor
Ms. Gretchen Berger, Business Dept. Chair
Mr. Mike Hymel, Business Math Instructor
Br. Ferdinand Jenschle, Accounting Instructor
Br. Andre Lacoste, Humanities Dept. Chair
Ms. Harriet Lindenberg, Coordinator for CASP Community Involvement
Mr. Dan Breheny, Comp. Science Instructor
Field of Study: Computer Science and Business Education

CASP Students:

Breakdown by Cycle

E1 15

E2 14

Breakdown by Country:

	E1	E2
Belize		14
Costa Rica	3	
Guatemala	3	
Honduras	3	
Panama	6	

Breakdown by Gender

	E1	E2
Female	5	13
Male	10	1

II. SUMMARY

A. Highlights

English

- . Cycle E1 students are proficient in oral English. They can clearly and comfortably express their opinions and participate in discussions.

Coursework

- . The Computer Science students, cycle E1, had finished all their degree required coursework. Only one student, Almirar Oliva needed to pass a mathematics exam to complete graduation requirements.
- . The Cycle E1 students were finishing their internships with the New Mexico state government and the local seminary.
- . Cycle E2 students stated satisfaction with their training. Faculty expressed pleasure with their progress.

Living Arrangements

- . All students except for two were living in dormitories. Melva Tamay and Euphemia Belisle were still living with their host families.

Campus Involvement

- . Campus involvement is moderate. Some students are participating in campus organizations that include the Resident Hall Council, the Black Student Union and the college yearbook.

Community Activities

- . Students stated they do not feel integrated into the community and participation in community activities is limited. Only a few students have become involved in community groups.
- . Student vacation time at the CSF has been unstructured. Most of the trips taken by the students during vacations have been done on an individual basis.

III. Issues and Recommendations

ISSUES

Students stated that they did not feel comfortable or integrated in the community of Santa Fe.

Great progress has been made in the area of faculty support for the program; however, the students and the CASP staff stated that, except for the college president, they did not feel they had the active support of the administration.

Group trips have been taken without any CASP staff to accompany and provide leadership for the students. Of concern is a trip to El Paso where the students crossed the border into Mexico.

A past issue has been conflict between students and the coordinator; however, during this visit all students expressed their appreciation for both Stephanie Blank and Harriet Lindenberg.

RECOMMENDATIONS

Community involvement is an important objective for CASP. The CSF program should focus on this issue and plan ways of systematically integrating the students into the community.

Active support and direction from the administration are essential in order to achieve CASP program objectives. CASP representatives recommend that the administration become more involved in the program and help promote CASP students' community and campus involvement

CASP students are not allowed to leave the U.S., except under exceptional circumstances. Trips need to be planned to achieve specific goals, and their objectives should be consistent with CASP goals for the students. Also, an appropriate chaperon should accompany the students on all trips.

The CASP coordinator is to be commended for affecting the change in student opinion and their feelings of being understood and cared for.

IV. ACADEMIC EXPERIENCES

A. English

All E1 students have completed their English requirements for graduation. All interviews were conducted in English and students were able to express their thoughts well.

B. Coursework

Cycle E1 students completed their coursework in December and were in the midst of a one-month internship, their last requirement for graduation. A graduation ceremony was scheduled for February 11, 1990.

As a group, Cycle E1 is satisfied with the training they received. Four students will be receiving Associate of Arts degrees in Computer Science and eleven in Computer Information Systems (CIS). Only one student had not finished all coursework requirements; Almicar Oliva had to pass a mathematics exam in order to graduate. The CIS degree was put into the college catalog for the CASP students. In their participant exit reports, four students rated their feelings about their training as very positive, eight rated them as moderately positive and two described them as somewhat negative.

The internship for the computer science students was arranged with the financial offices of the State of New Mexico and the local Seminary. The students were pleased to have the opportunity to get hands on experience in their field. Most of them were working on several projects at the state financial offices. A smaller group was developing a tracking system of seminarians for the local seminary. Most of these projects used ORACLE, a relational data base that was a favorite program among

the CASP students. Four days a week students received an hour and a half lecture/problem-solving discussion on campus in the morning and worked from 1:15 to 4:15 at their job sites. Although the instructor, Dan Breheny, faced some difficulties having 15 students working on 6-7 terminals at one time, each student was able to benefit from their time on the terminals. The internship is a very positive component of a well designed computer science program at the CSF.

Cycle E2 is finishing up their last semester of coursework. They are working towards an Associate degree in Business Education. This semester students are taking a wide range of courses in business education. Students are enrolled in: Professional Leadership; Secondary Content Reading and Learning; Computer Principles and Applications; Introduction to Western Culture II; Office Procedures; and Wordprocessing.

Cycle E2 is much more enthusiastic about their training than the E1 group. Their Participant Exit Reports show ten students feeling very positive about their training and three moderately positive. Their only stated concern was the lack of modern office equipment and the fact that the short course that was supposed to be arranged at the Technical Vocational Institute in Albuquerque (TVI) to ameliorate this situation had not yet materialized. Stephanie Blank will try to arrange for a course at TVI during the two weeks between graduation and the Washington Seminar.

GU/CASP representatives met with several faculty members. Mr. Michael Hymel had both CASP groups in Business Math I and II. He was much more enthusiastic about Cycle E2 students than he was about Cycle E1. His overall impression is that the Belizean students were more serious, worked harder and were more motivated even though they were less prepared. He did not feel that Cycle E1 was interested in other courses outside Computer Science.

There was poor attendance in Cycle E1, and the students were less motivated. In contrast, Mr. Dan Breheny, the computer science instructor was satisfied with the progress of the Cycle E1 students, and had good relationships with them. He felt the students had had a positive impact on the CSF campus.

Brother George was in charge of Cycle E2's fall practicum. During their practicum students observed several classes at the Santa Fe High School which is in walking distance from the college. There was only one CASP student in each classroom at a time, and they observed the class for one to two weeks depending on the subject matter. Brother George is also in charge of a Professional Leadership course that all Cycle E2 students are taking this semester. He is very enthusiastic about the way the students have responded and the projects that they will be completing this semester. Among the projects are a book on Belizean cooking, a study on the history of Belize, and a pen pals project between US and Belize. All these projects promise to be interesting. The students are excited about the opportunity to share many of the positive aspects of their country with the North American students. CSF is commended for integrating leadership into the training in this way.

Another class that is going to require projects, and where many of them will focus on Belize, is Introduction to Western Culture II. Brother Andre, the professor for the course, expressed his enthusiasm for the Belizean students and the way they have responded to his class. Student projects will include: Influence of Mayan Culture in Belize; The Need for Business Education in Belize; and Influences on Belizean Music. Although it is a requirement for graduation, many Cycle E2 students found it difficult to understand the relevance of this course to their careers. CASP/GU representatives addressed this concern with the group and supported the concept of providing students with a liberal arts education.

For courses that prove to be difficult for the students, the Center for Academic Development (CAD) provides extra help and tutoring. This semester there are several students in the Western Culture class that are having problems and will receive help through the CAD.

C. Mainstreaming

The students have been mainstreamed as much as their scheduling permits and have taken some of their courses with other North American students. The Leadership course, developed for CASP students, is proving so successful that it may be offered to North American students in the future.

V. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

Most of the students live in dormitories. Only Eufemia Belisle and Melva Tamay are still living with their host families. Although the relationship between the students and the housing staff is not without problems, the students in general have adjusted to living in the dorms. In their Cycle E1 Participant Exit, four thought housing accommodations were poor, three fair, four good and three called them excellent. In Cycle E2 Participant Exit Reports only one student rated the housing accommodations as poor, four thought they were fair, and eight stated they were good. Students were given the option to choose whether they wanted to remain with host families or to move to the dorms. By the end of their stay, all but two had moved to the dorms in spite of the problems they encountered there. Transportation to the campus, especially at night when the computer lab was open, was a common reason given for wanting to move to campus dorms. A positive development in the housing

issue is that a Belizean student, Beverly Smith, is currently a Resident Assistant.

B. Campus Involvement

While little has been done by CASP staff to systematically encourage student integration into campus life, individual students have participated in the soccer team, the Resident Hall Council, the Black Student Association and the college yearbook. One student, Julio Vasquez gave a presentation on Nicaragua to the International Students Film Society. According to Brother Andre, Cycle E2 has intermingled much better with the student body at the college than the previous group.

They have also provided the program with initiative and leadership. At the time of the campus visit, Cycle E2 had taken the initiative for the preparations and design of the graduation ceremony and celebration of the E1 group. They had contributed their leadership to ensure the event was a special one for all CASP students.

GU/CASP representative and the new coordinator discussed several ways to encourage the students to become involved in campus life. Ms. Blank was receptive to these suggestions and expressed a willingness to promote student integration in campus life.

C. Community Activities

Student integration and involvement in community life has been problematic from the beginning of the CASP program in Santa Fe. The students stated that they are not comfortable in Santa Fe and feel isolated from the community. Little had been done by the previous CASP coordinator to foster more involvement and most of the activities in the community have been through host family contacts. During their individual interviews, one student expressed this frustration by stating that "they were promised

community colleges, and CSF is not a community based institution."

Although an advisory board consisting of six people exists, the program has been unable take advantage of the resources available through them.

Forging links with the community and community organizations is an important part of the program. GU recommends that CSF/CASP staff make a concentrated effort to facilitate student involvement in the community. This will help students feel welcome and become an integrated part of the Santa Fe community.

The CASP/GU representatives discussed with the coordinator strategies that would include weekly activities dealing with local government, businesses and community organizations. This would also include activities during vacation times, which have been largely unstructured in the past. The coordinator was encouraged to utilize these periods to plan for additional training, at TVI for example, or to get students involved with community organizations and local government.

VI. STAFFING

It was very clear from group meetings, individual interviews and the Participant Exit Reports that the students are pleased with the new coordinator. Stephanie Blank has been instrumental in changing student's negative attitude towards the program. Students stated that she cared about them, she listened to their problems, and understood them better than either of the past coordinators. The GU representatives commend her for her caring and interest in the students.

During the campus visit GU/CASP representatives discussed and helped clarify program objectives for the coordinator. Much work remains to be done to integrate CASP students into the local

community and campus activities. The coordinator will need the leadership and active support of the CSF administration in order for the program to attain these important goals. As the Belizean students enter their last semester of the program, GU looks forward to their increasing participation in community and campus activities.

APPENDIX II

Domestic Operations

B. CASS Campus Visits: State Offices
(in chronological order)

	Page
University of Wisconsin Center--Barron County (December 6-8, 1989)	A-95
University College, Bangor, Maine (January 22-23, 1990)	A-103
University of Maine at Orono (January 23-24, 1990)	A-118
University of Southern Maine (January 25-26, 1990)	A-132

CAMPUS VISIT REPORT I: UNIVERSITY OF WISCONSIN CENTER-BARRON COUNTY

I. OVERVIEW

Institution: University of Wisconsin Center - Barron County (UWC-BC)

Location: Rice Lake, Wisconsin

Dates of visit: December 6, 7 & 8, 1989

(information from previous site visit on September 17 & 18 is included in this report)

CASS representative: Nadine Beezley (State Office Program Coordinator)

Key people visited: Daphne Stassin - CASS Director

Rossina Leal - CASS Coordinator & ESL Instructor

Sue Mofle - ESL Instructor

Joanne Clemens - Math Instructor

Peg Leisz - Housing Coordinator

Kurt Benz - Trade & Industry Instructional Supervisor

Wisconsin Indianhead Technical College (WITC)

Diane Baedke, Bob Triplet, John Schroepfer - WITC Quality Control Faculty

Field of Study: Quality Control Specialist

CASS students: Costa Rica - 2 females, 1 male

Dominican Republic - 2 females, 1 male

El Salvador - 1 female, 1 male

Guatemala - 1 female, 3 males

Honduras - 2 females, 0 males

Haiti - 0 females, 2 males

Total: 16 students - 8 females, 8 males

II. SUMMARY

A. Program Highlights

1. English

- *discussion of students' progress with Sue Mofle
- *review of English mid-term progress report
- *individual student & group discussions of English progress

2. Coursework

- *meeting with WITC Quality Control supervisor and faculty
- *discussion of student progress in present math course (Introduction to College Algebra) with Joanne Clemens

3. Living Arrangements

- *individual meetings with all but one host family
- *comments by individual students during interviews

4. Campus Involvement

- *comments by individual students during interviews
- *attended International Food Festival

5. Community Involvement

- *comments by individual students
- *comments by host parents

6. Student Interviews

- *met individually with each student

7. Other considerations

- *insurance & health care concerns of host families
- *communication among UWC-BC CASS staff
- *communication & working relationship between UWC-BC and CASS State Office

B. Issues

1. Serious English difficulties of seven students.
2. Math difficulties of three students due to limited study in math in secondary school.
3. Relationship (friendship vs professional) between Rosina Leal and CASS students, and her negative image with many of the host families.
4. Significant number of host family concerns.

5. Individual student cases.
6. Communication among UWC-BC CASS staff; decision-making procedures, authority, and responsibilities.
7. Communication and cooperation with CASS State Office.

C. Recommendations

1. Redesign staff operations to provide (A) greater decision-making authority to R. Leal, P. Leisz, and S. Mofle and (B) greater leadership involvement in program by M. Somers and/or D. Stassin.
2. Schedule a UWC-BC CASS staff meeting to review responsibilities, expectations, and communication lines.
3. Improve communication and cooperation with CASS State Office; grant permission to Peg Leisz (Housing coordinator) and Rosina Leal (Program Coordinator) enabling them to have direct contact with State Office.
4. Encourage Rosina Leal to develop a more professional image; be cautious with students regarding friendships and non-CASS socializing after school and on weekends. Do not speak Spanish with students unless emergency or in necessary academic situations. Attempt to develop a positive relationship with host families.
5. Develop better communication line for host families. Schedule a meeting to discuss living arrangements after initial 6 months.
6. Develop communication pattern for WITC faculty to report student progress and/or problems; and to establish a good working relationship. Consider regularly scheduled meetings with appropriate UWC-BC CASS staff/faculty.
7. Plan meeting to introduce students and WITC faculty to another.
8. Arrange meeting with students to discuss future living arrangements.
9. Attempt to find more opportunities for student involvement/interaction with North Americans.

10. Continue to stress importance of using English outside of the classroom; strictly monitor use of Spanish.
11. Move Maria Bahia to a new host family as soon as it can be arranged. Arrange financial payments as soon as possible.
12. Arrange delinquent host family payment (to Dorothy Hessel) as soon as possible with appropriate apology.

Due to the fundamental nature of issues identified during two site visits, the Wisconsin State CASS Office is seriously concerned about the effectiveness, design, and implementation of the CASS program at UWC-BC. The campus should take decisive steps to remedy program deficiencies and ensure that the CASS program is meeting its objectives and goals.

III. ACADEMIC EXPERIENCES

A. English

Based on personal observation, comments by both host families and CASS students, and concerns voiced by Sue Mofle there is strong evidence indicating that approximately half of the CASS students are making questionable progress in learning and utilizing English. Mid-term reviews by the ESL instructors indicated specific problems in this area for seven students; there also appeared to be problems regarding homework assignments and tardiness. There is strong evidence indicating that the students continue to speak Spanish among themselves much/most of the time outside of the classroom and/or when they think a CASS staff person is not around to hear them.

1) Numerous instances were observed (heard) during the site visit when students were speaking together in Spanish for extended amounts of time. In all probability Spanish is being spoken whenever the students are together with no CASS-related person present. The students are all aware of the importance of speaking/utilizing English, but many of them also commented that it is "too hard" to speak English. There is a definite sense of frustration from some of the instructors regarding this "attitude" by many of the students.

2) Host parents of seven students commented that their students were making less of an effort to speak English. They are concerned that the students are socializing/"studying" more in Spanish than in English. They are concerned that Rosina has her "own set of rules" for speaking Spanish with the students; CASS staff members also expressed this concern.

3) Comments were made by both of the Haitian students regarding the improvement of their Spanish since their arrival because that is "how all of the students talk to each other".

4) Three students were initially put into an "advanced" ESL study group because of their English level. One additional student has been added to that group.

Although the UWC-BC CASS staff indicated that they were very concerned about the English issue, the CASS State Office had been given no prior indication that English progress was an issue with increasing problems.

The seriousness of this issue was discussed with the CASS staff and they commented that it might be helpful if the State Office representative brought this issue to the students' attention. The English issue was addressed during a group discussion and in the individual student interviews.

The ESL staff will be holding classes during the holiday break (apparently without salary compensation) to give students additional instruction in English; they are hoping to obtain texts for the Quality Control classes to begin working on vocabulary and to show students the complexity of what they will be studying.

B. Coursework

The curriculum for Semester II does not include scheduled ESL instruction although there are tentative plans to provide ESL tutoring for three hours per week. Early in Semester I a curriculum adjustment had been made which moved Psychology from Semester II to Summer Session and moved English Composition I (a required course) from Summer Session to Semester II. Although Sue Mofle will be teaching this English composition course, she has indicated that the CASS students will be expected to fulfill/complete all course assignments. There will be other UWC-BC students in this class.

Joanne Clemens, who is currently teaching math (Introduction to College Algebra), indicated that most of the students are very good in math and are having very few problems. However, there are two students who are having a very difficult time because they did not have sufficient study in algebra during secondary school to prepare them for this introductory review course. Although J. Clemens has been spending additional time with them she is very concerned about their ability to succeed in College Algebra (Semester II). During individual interviews both students indicated that the math is very difficult for them because they had not previously studied algebra in secondary school. A third student is also having difficult time; he indicated that he does not like math and had done poorly in it during secondary school. J. Clemens will also be providing additional instruction during the holiday break.

A site visit meeting was held with Daphne Stassin and the following faculty from WITC who will be instructing the students in Quality Control classes during Semester II:

- *Kurt Benz - Trade & Industry Instructional Supervisor
- *Diane Baedke - Instructor for Quality Concepts
- *Bob Triplett - Instructor for Manufacturing Technologies
- *John Schroepfer - Instructor for Manufacturing Specifications

An initial orientation had been held by the UWC-BC CASS staff for the WITC faculty to provide them with information about the students and the program. In view of the separate facilities and the questions presented by the WITC faculty the following suggestions were made by N. Beezley:

- 1) Establish open communication lines between the WITC staff and the UWC-BC staff to address student problems and progress reports. Potential problems should be discussed as soon as possible.
- 2) Arrange a meeting for the CASS students and the WITC instructors before Semester II. Utilize nametags for both faculty and students for as long as necessary.
- 3) Regularly schedule meetings with appropriate CASS staff, UWC-BC faculty, and WITC faculty to discuss student progress and instructor concerns.

Rosina Leal will be attending each of the Quality Control classes in order to assist students in understanding concepts and vocabulary. There are no American students in these courses.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements.

Peg Leisz (Housing Coordinator) had notified the eleven host families that the State Program Officer for CASS would be visiting UWC-BC and would be available (at 3:00 on December 7 during the International Food Festival) if anyone had any issues they wanted to discuss. One host family did not attend due to health reasons; all other host families requested individual meetings. Total time spent with host families was over six hours. Listed below are issues that many of the host families presented.

- 1) Desire to have a general meeting with UWC-BC CASS staff to discuss living arrangement options after initial six months.
- 2) Students are spending too much time with each other (not necessarily CASS organized activities) and not enough time with host families.
- 3) Too many activities are scheduled during the week after school or in the evening; this is causing transportation problems and affecting the relationship between the host families and their students.
- 4) The money paid to host families is not enough to cover increased food, utility, and transportation costs (several families had actual cost figures). People questioned why there is

no transportation allowance at UWC-BC when it is provided at some CASP schools?

- 5) Rosina is "too involved" with the students and spends too much time with them outside of class; she is not being "professional". Although this concern could be due to a lack of communication and general misunderstanding, it is affecting the family-student relationships and relationships among the students.
- 6) Students are speaking more Spanish and are making less effort to communicate in English.
- 7) Questions about CASS health/dental insurance and reimbursement for medical and prescription payments that the host families have made. This issue has great potential to adversely affect relationships with the host families and with area health care providers.

Two families had very specific issues which had been brought to the attention of the State Office by P. Leisz on 5 October 1989. Recommendations had been made at that time; it appeared that no action had been taken by UWC-BC.

1) In mid-September a student was moved from one host family to another; the present host family has not received payment for the first two weeks of hosting because payment for that month had already been made to the initial host family. This situation has created problems and negative feelings with the present host family; it was also commented upon by several other host families.

2) The relationship between Maria Bahia and her host parents is not good. The relationship has continued to deteriorate, but the final decision to move Maria to a new host family had not been made. The delay in addressing and acting upon this matter has caused unnecessary stress to both the student and the host family. It should also be noted that during the site visit in September, Maria had commented in length that she was concerned about her host family. UWC-BC staff were present during that conversation.

The host family of Claudia Carrillo again commented on the relationship between Claudia and Fernando Mirando (CASS program tutor). This issue had been discussed during the September site visit. Fernando will be leaving in January so the host family has chosen not to press the issue.

Although each of the host families indicated that they do enjoy their CASS student(s), many of them are concerned that no one is hearing/acting upon their concerns. They are confused about the operation of the CASS program; who makes what decisions and who has what authority?

B. Campus Involvement & Community Activities

Based on the individual student interviews it appears that most of the students continue to socialize primarily with the other CASS students and have very little interaction with North Americans outside of the host families. Most of the students indicated they attend community church services; some have been or are currently involved with UWC-BC sports.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Health Care and Insurance Issues

As previously indicated, several of the host families had questions regarding reimbursement of money they had paid for CASS student prescriptions, office calls, and medical examinations. This is the current situation for two host families whose students have not yet received an insurance number from Georgetown University. It is an increasing problem that the medical health forms and the insurance numbers have not been received for all of the students. It does not provide for a good CASS image in the community.

B. UWC-BC CASS Staff

There appears to be a need for better communication and clarification of position responsibilities among the UWC-BC staff. Although they do hold weekly staff meetings, several staff members indicated that there are problems which are not being addressed. There is great potential that this could not only divide the staff, but it could also impact negatively on the students, the host families, and the community.

C. Relationship between UWC-BC and State Office

Attempts by N. Beezley to discuss the CASS program at UWC-BC with D. Stassin have been met with "no problems, everything is fine". No prior contact has been initiated by the UWC-BC dean or CASS director regarding any of the issues/concerns stated in the report. Although it has been requested, no information regarding programs, activities, calendars, etc. (except one newspaper article) has been provided since the September site visit. Attempts by the State Office to obtain information and discuss issues directly with UWC-BC staff have been met by M. Somers and D. Stassin with resistance and concerns about interference in local management.

During this site visit both R. Leal and P. Leisz expressed their desire to have direct communication with the State Office to discuss issues, concerns, etc. This subject was presented to D. Stassin; she responded that M. Somers was the person to address that issue. Until it is addressed the State Office was requested not to communicate with individual CASS staff members other than D. Stassin.

**CASS CAMPUS VISIT REPORT
JANUARY 1990**

I. Overview

Institution: University College
Location: Bangor, Maine
Dates of Visit: January 22 and 23, 1990
GU and CASS
State Office
Representative: Susan Moroz and John Benoit
Key People
Visited: Peter O'Meara, CASS Coordinator
Dr. F. Richard King, Chair and
Professor of Business Management
Margaret "Francie" Criner, Instructor
in Business Management
Glaylor Ekbatani, Director Intensive
English Institute
Rita Yeranossian, Instructor
Intensive English
Mary Savignano, Instructor
Intensive English
Mary-Joan Reutter, Instructor
Intensive English
Ed McCorduck, Instructor
Intensive English
Field of Study: Hotel and Restaurant Management
Small Business Management
CASS Students: 22 Cycle F (August 1989 arrival)
Female: 12
1 - Antigua
2 - El Salvador
1 - Guatemala
4 - Haiti
1 - Honduras
2 - Jamaica
1 - St. Lucia
Male: 10
1 - Antigua
1 - Barbuda
1 - Costa Rica
2 - Dominican Republic
4 - Haiti
1 - Honduras

II. Summary of Main Issues, Highlights, and Recommendations

- o The academics continue to go well. The administrators, faculty, and general population of the community are impressed with the level of English that is present in most of the "non-English" speakers.
- o The CASS coordinator had been serving as the translator for the academic courses, but he now admits that this part of his work is almost over because of the level of English ability in the CASS students.
- o The six months mandatory host family living-phase is close to completion, therefore, the students are starting to ask about apartment living, staying on with host families or going into a boarding home. Four students are already in apartments and one student is in a boarding home.
- o There is a division within the group of English speaking CASS students at University College.
- o Three students reported that they are still having problems with their host families.
- o Four non-English speaking advanced ESL students do not have adequate number of contact hours in English.
- o Fifty percent or more of the CASS students traveled, alone or with their host families, during the Christmas break.
- o A successful re-orientation week was held during Christmas break.

- o Now that the students from Haiti and the Latin American countries are more proficient in English, there is more interaction among the three language groups (English, French, Spanish) and with the general student population.
- o The English speaking students are still reluctant to take part in CASS-type activities and seem to be less enthusiastic to take part in Campus-type functions than the other two groups.
- o An advisory board has been formed consisting of the following:
 - Dr. Mark Jackson, Director, Cutler Health Center,
University of Maine
 - Phillip Pratt, Staff Associate, Institutional Studies,
University of Maine
 - Chief Alan Reynolds, Director of Public Safety,
University of Maine
 - Mary Cathcart, State Legislator
 - Judge Margaret Kravchuck, District Court in Bangor
 - Gianna Marrs, Associate Director of Student Financial
Aid, University of Maine
- o The CASS advisory board has the stated goal of acting as a group of concerned community and university members with an interest in enhancing communication and interaction of CASS students with their surrounding community. This may involve all aspects of the CASS experience. Advisory board members have been helpful in matters as diverse as knowing how the public bus system functions, developing ideas for improving integration of the students into the community, assisting in developing the Experience America component and the development of internship programs. Other matters which have been touched on and will be explored further are health related concerns, host family recruitment and orientation and enhancing cultural understanding.

The CASS students have benefitted from the advisory board's activities both directly and indirectly. The involvement of the council members has enabled the CASS coordinators to include their perspectives and suggestions in planning aspects of the program. Because they have met with the advisory board, CASS students have benefitted from these prominent citizens' experience and viewpoint.

- o The English-speaking students have again expressed a need to have more input in planning CASS activities.
- o Because of scheduling problems, four students are enrolled in an insufficient number of English contact hours.
- o The one hundred fifty dollars per semester that is allocated for text books is inadequate for roughly 50% of the students.
- o There is still a need to help the students identify with the Bangor campus and be more involved with the Bangor campus activities.
- o Experience America activities are being planned for the spring and summer months.

Recommendations

On-going orientation is recommended so that the students will know what courses are required for their particular associate degree program, what Experience America functions they have, and what seasonal volunteering opportunities exist. It is recommended that a CASS week similar to the one in early January 1990 be held at

least every six months. The Code of Commitment should be reviewed in the weekly meetings. All students should be encouraged to be on time, keep appointments, and be willing and enthusiastic participants in the scheduled meetings.

The Intensive English Director or the English Department Chair (Writing Lab) or the director of Onwards should be consulted to see if the number of contact hours can be increased in the schedule of the students who do not have an adequate number of English hours.

Special monitoring and guidance should be given to those students who have expressed a desire to go into an apartment. The students have to understand that they need to be responsible for such things as: heat, electricity, telephone, laundry, transportation, recreation, etc., and how to budget their housing allowance before taking this important step. The legal implications of a lease should also be well understood.

Professor King should provide more information on the content of the Small Business Management and Hotel and Restuarant programs as well as the plans for the internship phase of these programs. Meetings should also be arranged for Professor King to meet with the students. Prior to these meetings, students should prepare themselves by writing down questions and concerns.

The coordinator should provide on a regular basis information about campus activities which could be of interest to the CASS students.

All students should be encouraged to take a more active roll in planning CASS activities. The students should be given more responsibility in the planning and organization of these

activities. The coordinator needs to work with the English speakers to encourage them to take on leadership rolls in planning and implementing CASS activities.

The students should be treated more as adults and not over protected.

III. Academic Experiences

Last semester all students passed their courses satisfactorily (see attachment).

The students are currently enrolled in:

COURSE NUMBER AND TITLE	ENGLISH	NON-ENGLISH
BUS 104A Financial Accounting I	6	12
ARE 130A Accounting		4
BUS 289A Intro to Hospitality Mgmt.	5	7
BUS 102A Business Management I	1	3
SPE 101A Oral Communication	5	
BUS 201A Marketing	1	
FRE 204 French	2	
DSR 071A Developmental English	1	
SOC 101A Sociology	3	
DAN 103 Beginner Jazz		3
DAN 101 Modern Dance		3
PEG 102 Individual Fitness		1
PEG 102 Weight Training		1

The non-English speaking students are currently at the following levels:

LEVEL 3

4 Students 20 hours a week class
1 hour Lab

LEVEL 4

7 Students 15 hours a week class
1 hour Lab

LEVEL 5

2 Students 15 hours a week class
1 hour Lab

LEVEL 6

3 Students 5 hours a week class
No Lab

Margaret Criner, a new teacher in the Department of Business Management, will provide additional help in accounting if needed during the laboratory periods that are scheduled for Fridays.

Internships for the summer will be offered to the CASS students in Hotel and Restaurant Management in local motels (University Motor Inn and Black Bear Inn) for three credits. Experience within the University of Maine System will be gained in catering, dining halls, and the local Bears Den on campus for the CASS students in Hotel and Restaurant Management for three credits. Plans are being worked on for the CASS students in Small Business Management to get involved with accounting in the catering and dining halls within the University of Maine System, which would enable them to obtain three credits.

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- 7 -

The students should meet with their teacher in order to find out their specific interest internship.

The ESL hours have been reduced for the current semester. Some students are taking fifteen hours, others are taking ten to twelve hours per week and four have only three hours each week. Georgetown University representatives recommended that the coordinator speak with the Intensive English Director or the Chairperson of the English Department to see what can be done about adding contact hours where appropriate.

The non-English speakers are in different language ability groups. This level of proficiency determines to what extent they are mainstreamed. The English language proficiency level was determined by testing administered by the Intensive English Institute at the end of the first academic semester. Based on the recommendations provided by the Intensive English Institute, the head of the students' academic programs mainstreamed the students into either one, two, or three academic courses taught in English. Students mainstreamed into one academic course are taking BUS 104A, Financial Accounting I. Students mainstreamed into two academic courses are taking BUS 104A, Financial Accounting I and BUS 289A, Introduction to Hospitality Management. Students recommended to take three academic courses are studying BUS 104A, Financial Accounting I, BUS 289A, Introduction to Hospitality Management, and BUS 102A, Business Management I.

Twenty-five percent of the students indicate that they do not always understand the terminology in their new courses. It is recommended that the glossaries become part of their Intensive English courses and be given to the students as assignments before the classes.

IV. Living Arrangements

Hector Alcantara reported during the last interview that he was having a problem with his host family. He now has been moved to a more satisfactory situation.

Seventeen students are now living with host families. Two of the female students (Justine Charles and Maurieth Smith) were allowed to go to an apartment because there were marital problems in the host family, and the residence was very far from campus. Maurieth was allowed to join Justine because it would have been financially impossible for Justine to do it by herself and Maurieth was experiencing difficulties of her own with her host family. It made sense to allow both of these English speaking students to go into an apartment rather than try to place them into host families for only a few weeks. Although it has only been two weeks since they moved, they have expressed concern as to their financial situation.

In the case of the two males, Pablo Garcia and Omar Arce, there was no particular problem with the host family except that they lived far from campus. The distance prevented the students from taking part in the CASS functions. The apartment that became available is adjacent to campus, thus permitting them to take part in evening and week-end activities. They have told us that they are encountering financial difficulties. In this case, help in budgeting and close monitoring will be necessary.

The fifth student, Vivian Meda, is now living in a boarding home. The decision to move her from her host family was based on the fact that she had very little privacy in which to study and felt she needed a quiet place to keep up with the studies.

The evaluation team recommended that to make apartment living viable at least three students would be necessary to meet the financial responsibilities. Boarding houses (individual rooms) could be an alternative to apartment living and could prove to be less expensive. Rooming with North American students and sharing the costs is another possibility.

V. Campus and Community Experiences

Due to the Intensive English scheduling difficulties last semester, the CASS coordinator was not able to have time to schedule Experience America activities. Wednesday afternoons have now been set aside for these important activities. Only sixty percent of the University College CASS participants have taken part in community activities.

All of the University College CASS students have been "adopted" by the dormitory complexes (one or two students per dormitory). This will provide opportunities for the CASS students to meet North American University College students and take part in week-end social activities. The CASS students have already been invited to a dance and a skating party.

There is still not enough involvement in campus activities. Many students do not have enough information about existing clubs or activities on the Bangor campus. The coordinator should provide some guidance in this matter.

The coordinator still plans to utilize the vacation periods to supplement the Wednesday activities. Longer trips to Boston or New York or Washington, D.C. are being planned for the March, May, and August breaks.

VI. Support System

The CASS students report that there continues to be a strong support system at University College. The students have attended lectures on good study skills, they have visited the dispensary for medical problems, there are physicians and psychologists available, and their CASS coordinator is there to help. Mr. O'Meara has assisted them in their every need. He gives them learning experience in budget preparation and discovering the resources available on campus.

The CASS students also feel that they have strong support from the administration, faculty, staff, advisory board, and regular University College students. They point to the attendance at their recent Christmas party as a measure of interest and the number of news articles and photographs that appear in the Daily Maine Campus and in the local newspaper as proof of their being known and accepted.

The CASS coordinator will continue to meet individually each week for academic, personal, and social counseling. It should be noted that the English speaking students feel over protected.

VII. Special Student Cases

In early December Vinicio Santa Cruz requested that he be allowed to return home in Guatemala. The CASS coordinator worked with Vinicio for several days. He asked the coordinator from the University of Maine and the State

Director as well as Georgetown University officials to counsel the young man, and he called the young man's mother in Guatemala. Nobody was able to make Vinicio change his mind.

It seems that Vinicio never had the commitment to come to a CASS school and was never able to motivate himself after he got here. After a few weeks in Maine, he learned that a younger sister was pregnant. He felt that since his mother and father were divorced, he had to go home to prevent the sister's marriage and provide for her.

He recognized that he was letting several people down, but no one could make him change his mind.

The students from El Salvador expressed concern over the news headlines from their country. The Haitian students are concerned with the political situation in their country.

ATTACHMENT

The following are the courses in which the students were enrolled along with their letter grade in the Fall Semester of 1989:

COURSE NUMBER AND TITLE	GRADE	STUDENTS
BUS 102A Business Management I (6 English)	B	2
	C	3
	E	1
BUS 201A Marketing (4 English)	B	2
	C	2
DSE 020A Basic Writing Skills I (1 English)	B-	1
DSE 021A Basic Writing Skills II (1 English)	C+	1
DSR 061A College Read/Study Skills (5 English)	B+	1
	B	1
	C+	2
	C-	1
ENG 101A Critical Written Express. (1 English)	A-	1
MAT 101A Math for the Cons (6 Eng.; 9 Non-Eng.)	A	2
	A-	2
	B	5
	B+	1
	B-	3
	C	1
	C-	1
MAT 118A Intro Finite Math:LS APP (7 Non-English)	A	2
	A-	2
	B+	1
	B-	2
IEI 021 Low Intermed ESL Int'l (13 Non-English)	P	13
IEI 022 Intermed ESL Int'l (3 Non-English)	P	3

January, 1990

CASS STUDENTS
2nd PARTICIPANT PROGRESS REPORT

BANGOR CAMPUS - 22 STUDENTS

1. Academics and Training

How would you rate the courses you are actually taking:

Exellent 4 Good 17 Fair 1 Poor

How do you feel about your actual program of study?

Totally Satisfied 8 More or less satisfied 14

Do you feel that your current knowledge of English is sufficient to understand your courses and course work?

Yes 12 No 6

If you answered NO, in which of the following areas do you feel you still need more help in:

Listening 4 Speaking 5 Writing 4 Reading 3

2. Living Situation

Are you satisfied with your actual living situation?

Yes 19 No 3

3. Campus Involvement

Have you made any North American friends on campus?

Yes 22 No

January, 1990

CASS STUDENTS
2nd PARTICIPANT PROGRESS REPORT

BANGOR CAMPUS

4. Community Involvement

Have you participated in organizations and activities in your community?

Yes 13 No 8

Have you had an opportunity to make friends in your community?

Yes 18 No 4

5. General

Are you satisfied with the "Experience America" part of your program?

Yes 18 No 3 Yes & No 1

**CASS CAMPUS VISIT REPORT
JANUARY 1990**

I. Overview

Institution: University of Maine
Location: Orono, Maine
Dates of Visit: January 23 and 24, 1990
GU and CASS
State Office
Representatives: Susan Moroz and John Benoit
Key People
Visited: Eleanor Harris, CASS Coordinator
Glaylor Ekbatani, Director Intensive
English Institute
Rita Yeranossian, Instructor;
Intensive English
Mary Savignano, Instructor
Intensive English
Mary-Joan Reutter, Instructor
Intensive English
Ed McCorduck, Instructor
Intensive English
Bob Holmes, Vice President for
University Development
Nancy Bragg, Assistant Dean, LSA
George Cunningham, Instructor in
Mathematics
Nancy Leavitt, Instructor in
Human Development
Field of Study: Clothing Merchandising
CASS Students: 15 Cycle F (August 1989 arrival)
Female: 13
2 - Costa Rica
1 - Dominica
3 - Dominican Republic
2 - El Salvador
2 - Grenada
1 - Guatemala
1 - St. Vincent
1 - Haiti
Male: 2
2 - Haiti

II. Summary of Main Issues, Highlights, and Recommendations

- o The training is going well; the end of semester grade reports for the Intensive English Institute are better than anyone had thought they would be. The students who were in developmental English and developmental Math are also progressing satisfactorily and they are now in regular University classes. The grades show that the students have made substantial improvement.
- o The CASS coordinator continues translating in one of the mainstream classes (design) and reports that the need for translation is diminishing.
- o The English speaking CASS students are not as well integrated in campus activities as would be expected. They have again indicated that they feel overprotected and that they would like to be treated as adults. They have also expressed that they would like more input into the planning of CASS activities. The coordinator also reports that some of the students returned late from Christmas break, they showed up late at scheduled meetings or didn't show up at all.
- o According to a significant number of students, the \$150.00 allowance per semester for textbooks is not sufficient.
- o This is the time when students are asking about their housing arrangements for the next eighteen months.

- o A week of CASS activities during Christmas break proved to be very successful. A number of CASS students traveled either with their host families or family members to various places within the United States. Thirteen students went on a shopping trip to Freeport to visit L. L. Bean and other outlets. A sports "Fun Day" was held at the University field house. An organized all day group activity get together was held at a host family's home which included winter sports, indoor games, cooking, and music.

- o A full week of orientation was held January 8-13 which included various meetings that all CASS students were required to attend. Activities included a Town Meeting with Representative Olympia Snowe, a trip to the University of Maine planetarium and lectures held by professional faculty at the University.

- o An advisory board has been formed. The members are:
 Dr. Mark Jackson, Director, Cutler Health Center,
 University of Maine
 Phillip Pratt, Staff Associate, Institutional Studies,
 University of Maine
 Chief Alan Reynolds, Director of Public Safety,
 University of Maine
 Mary Cathcart, State Legislator
 Judge Margaret Kravchuck, District Court in Bangor
 Gianna Marrs, Associate Director of Student Financial
 Aid, University of Maine

- o The CASS advisory board has the stated goal of acting as a group of concerned community and university members with an interest in enhancing communication and interaction of CASS students with their surrounding community. This may involve all aspects of the CASS experience. Advisory board members have been helpful in matters as diverse as knowing how the public bus system functions, developing ideas for improving integration of

the students into the community, assisting in developing the Experience America component and the development of internship programs. Other matters which have been touched on and will be explored further are health related concerns, host family recruitment and orientation and enhancing cultural understanding.

The CASS students have benefitted from the advisory board's activities both directly and indirectly. The involvement of the council members has enabled the CASS coordinators to include their perspectives and suggestions in planning aspects of the program. Because they have met with the advisory board, CASS students have benefitted from these prominent citizens' experience and viewpoint.

- o The mathematics professor, Dr. George Cunningham, feels that the math placement exam administered last fall was not appropriate. The exam indicated that most students needed developmental mathematics, but the results from mid-semester and the end-of-semester clearly indicate that the students were able to do college math. One student, Margaret Rudder, is convinced that she cannot do college math. Professor Cunningham will take a different approach with Margaret before admitting that she is unable to understand.

- o There was concern last Fall that the construction component of Clothing Merchandising would be offered through a special club to facilitate the hands-on activities in this field of study. Mrs. Bragg, the Assistant Dean of the College of Applied Sciences and Agriculture, reported that the College has now developed and included sewing and tailoring in the Clothing Merchandising curriculum (see Academic Experience).

Recommendations

- o On-going orientation sessions should be included during the Wednesday afternoon CASS activity periods. The students need to be reminded periodically of their code of commitment, the need to respect time schedules, and the importance of keeping appointments.
- o The English speaking students are encouraged to work closely with their coordinator to help in the planning and organization of CASS activities. In this way, they will have a more responsible and active roll in the program.
- o Planning for future living arrangements needs to begin at this time so that the host families will know if their responsibilities will continue beyond March 1st. The CASS coordinator should continue to explain what budget items have to be considered when planning to move to an apartment and the legal implications of a lease agreement.
- o Experience America schedules and activities for the Spring and Summer should concentrate on volunteerism and development of leadership skills. Some activities in this regard have already been planned.
- o It is recommended that faculty and advisors be well informed about the countries that are represented in the CASS group. Perhaps, as an opener, the present faculty and future faculty could be given a brief profile of each student and reading material about the students' countries.
- o More information should be provided to the students about their program, curriculum, and internships.

- o As for the sewing and tailoring classes, the class should meet the students various skill levels and address their specific needs and interests in the field.
- o Continue to work with students to emphasize group work and help them overcome differences. There has been much progress in this area since the level of English has improved.
- o Work with the director of the Intensive English Institute, the Chair of the English Dept. (Writing Lab) and/or the director of the Onwards Program to arrive at a solution for those four advanced ESL students who do not have an adequate number of contact hours in English.
- o As to the students' concern of not having enough money to buy books, it was recommended that the coordinators explain this situation to the teachers and find a solution to this problem.

III. Academic Experiences

Last semester all CASS students passed their courses satisfactorily (see attachment I).

The non-English speaking CASS students passed their English courses satisfactorily. They were enrolled in twenty-two hours per week of Intensive English and one course with an interpreter during the Fall semester (see attachment II).

The students are currently enrolled for the Spring 1990 semester in:

COURSE NUMBER AND TITLE	ENGLISH	NON-ENG
MAT 101 Math	4	11
CLD 104 Designing & Furnishing the Home	4	11
CLD 107 Visual Merchandising	4	6
CLD 106 Apparel Consumer	4	1
DNR 012 Reading	4	
ENG 101 Critical Writing		1

The non-English speaking students are currently at the following levels:

LEVEL 3

6 Students	20 hours a week class 1 hour Lab
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LEVEL 4

4 Students	15 hours a week class 1 hour Lab
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LEVEL 5

1 Student	10 hours a week class
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LEVEL 6

1 Student	3 hours a week class ESL 3 hours mainstream course
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Lucia Jhonson, Maria Elena Ramirez, both in level three of ESL, indicated that they are behind other students in classes. They will need tutoring.

Volny Dorceus has been mainstreamed in ENG101 Critical Writing and continues with 3 hours a week of advanced ESL.

The internship program for the summer of 1990 is in the planning stage. Sewing will take place in 1990 and tailoring will be offered during the summer of 1991. The sewing class will be presented during the Summer of 1990 will include patterns, cutting, fitting, finishing, theoretical and practical considerations of clothing construction. This will be a three credit course. Tailoring, an introduction to the principles of fashion design through the application of flat pattern methods, development of a personal master pattern and the creation of an original garment design will be included

in the Summer Session of 1991. This will be a three credit course. A special certificate, in addition to the diploma, would be awarded to indicate that the Clothing Merchandising students completed courses in sewing and tailoring.

IV. Living Arrangements

No serious concerns related to the students actual housing situation have been reported.

All fifteen students are still living with host families. Seven report a satisfactory arrangement and seven report that their situation is not satisfactory. One described the home situation as "so-so". There doesn't seem to be very many serious problems, but those wishing a different housing arrangement mentioned the wish for greater independence, being closer to the campus, or a home that is neater or provides more wardrobe space. Ades Nova and Margaret Rudder have been moved to a new family as it was recommended in October of 1989.

V. Campus and Community Experiences

Due to the Intensive English scheduling difficulties last semester, the CASS coordinator did not have time to schedule experience America activities. Wednesday afternoons have now been set aside for these important activities.

The dormitory system in Orono has "adopted" the CASS students (one or two per dormitory). This will provide an excellent opportunity to become involved in campus activities and an opportunity to meet many North American students. The CASS students have already been invited to a dance and a skating party. There was almost 100% participation.

The coordinator still plans to utilize the vacation periods to supplement the Wednesday activities. Longer trips to Boston or New York or Washington, D.C. are being planned for the March, May, and August breaks.

The English speaking students need more responsibilities and leadership opportunities. They should be asked by the coordinator to plan and organize some CASS activities for the Spring semester.

VI. Support System

The CASS students report that there continues to be a strong support system at the University of Maine. The students have attended lectures on good study skills, they have visited the dispensary for medical problems, there are physicians and psychologists available, and their CASS coordinator is there to help. Mrs. Harris has assisted them in their every need. She gives them learning experience in budget preparation and discovering the resources available on campus. Mrs. Harris will continue to meet with students individually on a weekly basis, and on Wednesday afternoons, as a group.

The CASS students also feel that they have strong support from the administration, faculty, staff, advisory board, and regular University of Maine students. They point to the attendance at their recent Christmas party as a measure of interest and the number of news articles and photographs that appear in the Daily Maine Campus and in the local newspaper as proof of their being known and accepted.

VII. Special Student Cases

Ades Nova has asked to change her host family again. She lives in a rather large home, with the Old Town Superintendent of Schools and his wife. She still shares a room with Margaret Rudder and complains of not having enough privacy nor a place to study. She has asked the coordinator to move her back to her previous host family.

Margaret Peters left early and returned late during Christmas break. She did so without informing her coordinator. There seems to be a problem of communication between Margaret and her host mother.

Cindy Primus was also late in returning after Christmas break. Maria Elena Ramirez went to Nevada with her brother. She did not tell her host family where she was going nor with whom she was going nor did she leave a telephone number where she could be reached.

Maria Elena Ramirez is not involved in any campus or community activities. She hasn't made any friends either. She tends to be more and more withdrawn.

Closer supervision will be given by the CASS coordinator to Ades Nova, Margaret Peters, Cindy Primus, and Maria Elena Ramirez.

ATTACHMENT I

The following are the courses in which the students were enrolled along with their letter grade in the Fall Semester of 1989:

.COURSE NUMBER AND TITLE	GRADE	STUDENTS
CLD 101A Intro to Design (4 Eng.; 11 Non-Eng.)	A	1
	A-	3
	B	4
	B+	4
	B-	3
ONE 011A Develop. Writing (4 English)	B	1
	B+	1
	B-	1
	C+	1
ONM 011A Basic Arithmetic (3 English)	D-	1
	E	2
ONM 012A Intro Algebra (1 English)	C-	1
ONR 011A Develop. Reading (4 English)	B-	1
	C	3
IEI 021 Low Int. ESL Int'l (9 Non-English)	P	9
IEI 022 Int ESL Int'l (2 Non-English)	P	2

ATTACHMENT II

English speaking students were mainstreamed. The results were as follows:

	LETTER GRADE	STUDENTS
<u>LEVEL 2</u>		
Writing	B	2
	B-	2
	C-/D+	1
Listening/Speaking	A	2
	A+	1
	A-	1
	B-	1
Reading	A-	1
	B	2
	B+	2
<u>LEVEL 3</u>		
Writing	A-	1
	B+	3
Listening/Speaking	A-	1
	B	2
	B+	1
Reading	B	1
	B+	3
<u>LEVEL 4</u>		
Writing	B	1
Listening	A-	1
Speaking	A	1
Reading	B+	1
<u>LEVEL 5</u>		
Writing	A	1
Listening	B	1
Speaking	A	1
Reading	B+	1

January, 1990

**CASS STUDENTS
2nd PARTICIPANT PROGRESS REPORT**

ORONO CAMPUS - 15 Students

1. Academics and Training

How would you rate the courses you are actually taking:

Excellent 3 Good 12 Fair Poor

How do you feel about your actual program of study?

Totally Satisfied 4 More or less satisfied 10

Unsatisfied 1

Do you feel that your current knowledge of English is sufficient to understand your courses and course work?

Yes 5 No 7

If you answered NO, in which of the following areas do you feel you still need more help in:

Listening 7 Speaking 4 Writing 5 Reading 4

2. Living Situation

Are you satisfied with your actual living situation?

Yes 7 No 7 So So 1

3. Campus Involvement

Have you made any North American friends on campus?

Yes 13 No 2

January, 1990

CASS STUDENTS
2nd PARTICIPANT PROGRESS REPORT

ORONO CAMPUS

4. Community Involvement

Have you participated in organizations and activities in your community?

Yes 12 No 3

Have you had an opportunity to make friends in your community?

Yes 14 No 1

5. General

Are you satisfied with the "Experience America" part of your program?

Yes 12 No 3

CASS CAMPUS VISIT REPORT
JANUARY 1990

I. Overview

Institution: University of Southern Maine

Location: Portland, Maine

Dates of Visit: January 25 and 26, 1990

GU and CASS
State Office
Representatives: Susan Moroz and John Benoit

Key People
Visited: Anneliese Mougharbel, CASS Coordinator
Marilyn Gellner, Housing Coordinator
Domenica Cipollone, Director,
International Student Development
Stephen Simonds, Director
International Programs
Tim Honey, Vice President Development
and External Affairs
Ira Hymoff, USM Psychiatrist
Bart Weyand, ESL
Jean Gutmann, Acting Professor
John Sanders - Acting Professor
Accounting
Carter Manny - Associate Professor
Business Law
Joel Gold - Chair, Small Business
Management
Mike Kucsma - School of Business,
Program Liaison

Field of Study: Hotel and Restaurant Management
Small Business Management

CASS Students: 15 Cycle F (August 1989 arrival)
Female: 10
2 - Antigua
3 - Belize
1 - Dominica
1 - Grenada
2 - Jamaica
1 - St. Lucia
Male: 5
1 - Antigua
1 - Barbuda
1 - Grenada
1 - Jamaica
1 - St. Lucia

II. Summary of Main Issues, Highlights, and Recommendations

- o The evaluation team of Susan Moroz and John Benoit found a strong support system at the University of Southern Maine. Vice President Tim Honey, along with Steve Simonds, Director of International Programs, Domenica Cipollone, Director of International Student Development, Marilyn Gellner, Housing Coordinator, Jennifer Ryan, Secretary, Anneliese Mougharbel, CASS Coordinator, and members of the faculty have asked that USM be given another class of CASS students in 1990.
- o The academic year, September 1989, began with 16 CASS students. One student was sent home because of serious misconduct. All 15 students are English speaking.
- o The split in the group reported last October has been corrected. There now seems to be a true team effort.
- o Two students, John Webber and Sheralyn Williams, received letters from the office of the School of Business at the University of Southern Maine informing them that they are being placed on academic probation.
- o There is a lack of community involvement by most of the CASS students.
- o The involvement by the students in campus activities is still lacking. Most of the students continue to be members of the International Student Club, but they have made no efforts to take part in other activities.
- o The Housing Coordinator is to be commended for the work she has done and is doing in placing and matching students with host families. She has presented

budgeting exercises to the CASS participants that will help them decide on their living arrangements for the next 18 months.

- o More communication is needed between the CASS staff and the faculty of the Business School, in order to discuss any issues or concerns related to the CASS students or the content of their curriculum.
- o Dr. Ira Hymoff, the school psychologist, has been working closely with 3 students (Aurmarie Thomas, Andrew Clarke, and Sheralyn Williams) and is scheduled to see Laura Chin in the near future (see special student case).
- o Last Fall the CASS students expressed a need to participate in planning and decision making. This has been rectified.

Recommendations

- o Aurmarie Thomas reported that Mark Clarke had forced himself sexually on her. The visiting team recommends that the staff psychiatrist speak to the CASS group regarding the expected male/female relationship at the University of Southern Maine and in the United States in general.
- o The CASS Coordinator is to be commended for the way she handled the split (friction) within the group. Activities like the very successful Caribbean Night are encouraged for the participation of all the students.
- o It is the impression of the evaluation team that the 2 students (John Webber and Sheralyn Williams) who

received "probation" letters because of their poor academic performance should be monitored very closely. If progress is not indicated by the end of the Spring semester, the students should not be withdrawn from the University but placed in a Certificate Program rather than be allowed to fail in the Associate Degree track.

- o Students should participate more in campus and community activities, and the coordinator should provide more direction and guidance to facilitate these initiatives.
- o The faculty and CASS staff should meet on a regular basis, perhaps monthly, to discuss CASS problems, plans, and curriculum. The CASS Coordinator should ensure a continuous information flow about the students and the program within the university.
- o There should be on-going orientation throughout the two year period, in order to reinforce what was told to the CASS students at their first orientations.
- o The students should be informed again that they are expected to participate in volunteerism in their community. The leadership for this activity should be turned over to the students, but monitored closely by the CASS Coordinator.

III. Academic Experiences

Academic performance in the Fall semester of the current CASS cycle conformed to the usual academic profile of a newly entering Freshman Class. Students passed their courses satisfactorily (see attachment).

The students are currently enrolled in the following courses for the Spring 1990 semester:

<u>COURSE NUMBER AND TITLE</u>	<u>STUDENTS</u>
ABU 101 Principles of Economics I	1
ABU 102 Principles of Economics II	14
ABU 111 Principles of Financials	3

<u>COURSE NUMBER AND TITLE (CONT'D)</u>	<u>STUDENTS</u>
ABU 112 Principles of Financial Accounting	12
ENG 009 Developmental English	1
ENG 019 Written Business Communication	4
ENG 100 College Writing	10
MAT 009 Developmental Mathematics	3
MAT 010 Elementary Algebra	2
MAT 011 Intermediate Algebra	8
MAT 100 College Algebra	1
THE 120F Fundamentals of Acting, M	1
THE 121F Fundamentals of Acting, S	7
THE 170F Public Speaking	5
SOC 100 Introduction to Sociology	2

Professors Gold and Kucsma are working on an internship course that is to receive academic credit. It is possible that this course will receive credits for the combination of internship and introduction to computer science.

The teachers from the Business faculty and the Intensive English Department are requesting a more complete profile for each of the students and more information about their countries. The CASS Coordinator will meet with the teachers to provide them with further information about the students and their background.

IV. Living Arrangements

All 15 CASS students are currently living with host families. The Housing Coordinator has done a good job solving the problems that were identified last October. At this point, out of the 15 students, 14 wish to continue

USM

living with host families. The Housing Coordinator has discussed with the students the advantages and disadvantages of living in an apartment, and she has given them budget exercises to work out to be sure that all phases of apartment living are clearly understood.

There are still two or three students who say that they live so far from campus that it prevents them from taking full advantage of the evening and weekend offerings at the

University of Southern Maine. The Housing Coordinator should see what arrangements could be made to have the students closer to the campus or see if a solution may not be in car pooling.

For those students that are planning to live in apartments eventually, the evaluation team recommended that three students share the costs associated with apartment living. Boarding houses and sharing an apartment with North American students were also offered as alternatives.

The Housing Coordinator has requested more information (hobbies, allergies, pet peeves) so that she can do a better job in the future in matching the students with their host families.

IV. Special Student Cases

- o On December 15, 1989, Andrew Mark Clarke reported that he had forced Aurmarie Thomas twice to have sex with him. Aurmarie's host mother questioned Aurmarie, and she also admitted that Mark had forced her to have sex. This was the second time that Mark had forced himself on Aurmarie.

Aurmarie did not wish to press charges and both students were referred to the Counseling Center at the University of Southern Maine.

The CASS staff felt that Mark's actions were clearly in violation of his Code of Commitment and of the University of Southern Maine Student Conduct Code. The assessment of Dr. Hymoff, the Head of the Counseling Center, was that Mark had a history of complicated psychological problems. The CASS staff felt they could not provide the level of supervision and guidance that Mark would require so their recommendation was that Mark be expelled from the University of Southern Maine CASS Program and sent home.

With the assistance of Georgetown University, Mark was scheduled to return home. However, he never appeared at the airport for his flight. Again with the help of Dr. Oates, the Immigration Office has been notified that Mark is no longer a student at the University of Southern Maine and should be considered an illegal alien.

- o In late October the State Director was asked to come to the University of Southern Maine to hear the complaints of the three students from Belize. The State Director suggested that the students from Belize speak honestly with their local CASS Coordinator and the Director of the Office of International Programs. Several suggestions were offered by the State Director, and he urged the 3 students to take part in the upcoming Caribbean Night that was being organized by all of the CASS students.

The Caribbean Night was a huge success and there was a feeling that all of the CASS students worked together to make it a huge success. There was a true sense of team effort. At the end of the evening, all the students congratulated each other on good performances and there was a feeling that the split in the group had disappeared.

At this latest evaluation meeting, the three students from Belize felt much better, and they suggested that they are getting along with all of the students with only one student still remaining rather cool towards them.

- o In late November, the CASS State Director was asked to come to Portland to speak with Ms. Sheralyn Williams and Mr. John Webber. Both students were having academic problems and Ms. Williams was also having problems with fellow students and her host parents.

John Webber readily admitted that he wasn't studying enough and playing too much basketball. He was not able to turn his academic problems around so he has now been placed on academic probation. At the last interview, in January of 1990, John indicated that he has given up basketball. He will seek additional help from his instructors, and he promises to work harder.

Sheralyn threatened bodily harm to a fellow student and to her host family. She was seen by Dr. Hymoff, and she was moved to a different host family. She had been accused of stealing money, textbooks, term papers, and jewelry from her host family and the fellow students.

There was never any evidence to substantiate these accusations, but she did tell the CASS State Director that these allegations disturbed her to the point that she was not able to concentrate on her studies. She is repeating the courses she failed, and she is confident that she can do much better in the current semester.

- o Wendy Letang complains that her host mother demands too much of her. Wendy is frequently asked to do babysitting for her host mother and the host mother's friend. The Housing Coordinator and the CASS Coordinator were asked to look into the situation. Wendy would like to have some advance notice when her babysitting services will be needed.
- o Lorraine Hunter lives with a single woman. She indicated that since coming back from Christmas vacation, the host mother is hinting that she would like more privacy. Lorraine would like Marilyn, the Housing Coordinator, to help her with this dilemma.
- o Wayne Mullings is having an adjustment problem with his new host family. He is not participating in campus and community activities and has no social life. Wayne had to be moved because his first family was transferred to a different community. The new family is white and Wayne does not feel comfortable there. He spends most of his time studying and complains of being tired. It is suggested that he see a medical doctor and the school psychologist.
- o Laura Chin lost consciousness as she stepped out of the shower. She was taken to the hospital, but there was no explanation why this blackout occurred. She is

scheduled to see Dr. Hymoff in the near future to see if the cause of this blackout can be determined.

V. Campus and Community Experiences

- There is not much evidence of community involvement. One student has visited a 5th grade class to talk about her country. Jennifer Ryan, the secretary of the CASS office and a former Girl Scout leader, has indicated to her former colleagues that the CASS participants would enjoy addressing their troops.

One student is helping with the coaching of a pee-wee basketball team and three students are running for office in the International Program.

The Coordinator is planning different activities to get the participants involved in volunteerism and greater participation in community and campus activities.

Several students participated in activities with their host families during the Christmas break. Those students that stayed in the Portland area during the Christmas break complained that there was very little for them to do during this long period. The students suggested that some CASS activities be scheduled during this period. The CASS Coordinator said that she will have some CASS activities planned for Spring break.

VI. Support System

The administration and faculty seem to be more aware of the CASS Program and its objectives. The faculty and staff that have contact with the students are enthusiastic about the program and look forward to receiving a new cycle of students in August of 1990.

The advisory board has been providing suggestions to the university regarding possible internship opportunities, job shadowing or experiential activities based on their extensive network with contacts within the community level.

The professional assistance of Dr. Hymoff was of great help in dealing with Mark, Aurmarie, and Sheralyn, and he will be seeing Laura Chin in the near future. Laura lost consciousness as she stepped out of the shower. She was taken to the hospital, but there was no explanation why this blackout occurred. Dr. Hymoff will try to determine the cause.

The two teachers who teach accounting suggested that a country profile be provided each teacher who comes in contact with CASS students. One of the two teachers, during the course of the semester, asked the CASS students to tell the class about their country. This exercise was responsible for several strong friendships.

The University of Southern Maine is developing its Intensive English program in anticipation for the incoming class of 1990. The ESL instructor will be working closely with the Business School faculty during the Spring and Summer months in preparation for the incoming class of 1990.

In order to establish a good information plan between the faculty staff and the CASS program, the Coordinator will set up meetings with them on a more regular basis.

ATTACHMENT

The following are the courses in which the students were enrolled along with their letter grade in the Fall semester of 1989:

<u>COURSE NUMBER AND TITLE</u>	<u>GRADE</u>	<u>STUDENTS</u>
ABU 101 Principles of Economics I	A	2
	A-	3
	B+	1
	B	1
	B-	1
	C+	4
	C-	2
	D	1
F	1	

<u>COURSE NUMBER AND TITLE (CONT'D)</u>	<u>GRADE</u>	<u>STUDENTS</u>
ABU 102 Principles of Economics II	B	1
ABU 111 Principle Financial Accounting I	A	3
	A-	1
	B	2
	B-	2
	C+	3
	C-	1
	D+	1
	F	2
I	1	
ENG 009A Developmental English	P	11
	F	1
ENG 100C College Writing	B-	1
	C	2
	I	1
X1000 English Proficiency	P	3
FRS 100 Freshman Seminar	A	2
	A-	4
	B+	3
	B	4
	B-	2
	D+	1

MAT 009	Developmental Mathematics	P	2
		F	3
MAT 010	Elementary Algebra	A	6
		B+	1
		C+	1
		D+	1
		I	1
MAT 011B	Intermediate Algebra	C+	1

USM

- 14 -

January, 1990

CASS STUDENTS
2nd PARTICIPANT PROGRESS REPORT

UNIVERSITY OF SOUTHERN MAINE CAMPUS - 15 Students

1. Academics and Training

How would you rate the courses you are actually taking:

Excellent 5 Good 10 Fair Poor

How do you feel about your actual program of study?

Totally Satisfied 8 More or less satisfied 7

2. Living Situation

Are you satisfied with your actual living situation?

Yes 13 No 1 So So 1

3. Campus Involvement

Have you made any North American friends on campus?

Yes 15 No

4. Community Involvement

Have you participated in organizations and activities in your community?

Yes 10 No 5

Have you had an opportunity to make friends in your community?

Yes 8 No 7

5. General

Are you satisfied with the "Experience America" part of your program?

Yes 13 No 2

APPENDIX II

Domestic Operations

C. CASP/CASS Campus Visits: Fall 1989
(in chronological order)

	Page
Central Florida Community College (October 12-13, 1989)	A-148
Bergen Community College (October 23-24, 1989)	A-156
Modesto Junior College (October 23-26, 1989)	A-166
Everett Community College (October 25-27, 1989)	A-175
University of Wisconsin Center--Richland (November 13-14, 1989)	A-184
Berkshire Community College (November 14-17, 1989)	A-192
Fox Valley Technical College (November 16-17, 1989)	A-205
West Hills College (November 27-30, 1989)	A-217
Bartlesville Wesleyan College (November 28-30, 1989)	A-225

CASP/CASS CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: Central Florida Community College

Location: Ocala, Florida

Dates of Visit: October 12 - 13, 1989

Georgetown Representative: Dennis Huffman

Key People Visited: Ms. Sandra Neel, CASS Coordinator
Mr. Isaac Williams, Vice President,
Educational Services
Mr. Frank Latham, Director,
Vocational Education
Ms. Sandra Avila, ESL Instructor
Ms. Raquel Hisey, CASS Assistant

Field of Study: Quality Control

CASS Students: 15 (originally 16)

Breakdown by Country

Belize:	3
El Salvador:	4
Grenada:	2
Guatemala:	2
Honduras:	3
Jamaica:	1

Breakdown by Sex

Female:	7
Male:	8

II. SUMMARY

A. Program Highlights

English. The six native English speakers are enrolled in developmental English courses.

ESL. The students are progressing well in ESL given the short time which they have been in the country.

Coursework. The entire group is taking a swimming class. The English speakers are taking developmental classes.

Living Arrangements. All of the students have been successfully placed with host families.

Campus Involvement. The students are comfortable on campus and well on their way to full integration.

Community Involvement. Through the host families and a series of activities and events, the students are becoming familiar with and integrated into the community.

Staffing. The CASS staff at CFCC is excellent.

Support Services. In addition to the routine guidance available to students on campus, bilingual counselling is available through a local psychiatrist if needed.

Advisory Board. CFCC has an impressive advisory board for Quality Control. A CASS Community Advisory Board has been formed but has not yet met.

Issues

The six native English speakers are not currently carrying full academic loads.

CFCC is concerned about the impact which the withdrawal of Manuel Leiva will have on the program budget.

Mainstreaming poses a challenge in this program, as CFCC will not be opening the field of Quality Control to traditional students until the fall of 1990.

Recommendations

While further discussion between CASS/GU and CFCC is needed in this regard, Mr. Huffman strongly recommended that Ike Williams meet with the students to address their concerns over their academic program.

CFCC should be prepared to provide full-time instruction to both English and Spanish speakers regardless of the total number of students enrolled.

Every effort must be made to provide for integration of CASS and North American students in the other required and elective courses in which students will be enrolled.

III. Academic Experiences

A. ESL

The nine Spanish speaking students are enrolled in intensive ESL for a total of nineteen hours a week. Twelve hours each week are dedicated to regular ESL, with two hours of special emphasis on writing, and two hours in the language lab. Three hours a week are set aside for individual tutoring. Sandra Avila, the ESL instructor, is responsible for the entire ESL program. While there is a range of proficiency within the group, the instructor has thus far been able to meet the needs of all of the students by working with the entire group in the same class.

Although the students had been in the U.S. for only eight weeks at the time of this visit, they had made excellent progress. Mr. Huffman conducted a brief meeting with them during

the ESL class and was pleased to find that the students wanted him to speak in English.

At the time of this visit, no one ESL text was being used with the students; rather, the instructor had chosen to provide each student with a bilingual dictionary and was selecting materials from her own resources for use in class. In a meeting with Sandra Neel and Sandra Avila, Mr. Huffman pointed out the advantages of using a grammar text as a tool for providing systematic coverage of the language and fostering independent learning. He also suggested the Longman Learners Dictionary as an excellent resource which would move students away from translation.

In the same meeting, the issue of mainstreaming the Spanish speakers in the winter term was also discussed. Mr. Huffman felt that the students would be ready for this transition, especially given that ESL will continue during the winter. He pointed out that, in general, CASP/CASS students perform up to what is expected of them and that the CFCC staff should resist the temptation to be overly protective of the students academically. Mr. Huffman also recommended that key vocabulary for the quality control classes be included in the ESL curriculum as one way of preparing students for this.

In addition to her work as ESL instructor, Sandra Avila will be available as a translator in the other classes in which students are enrolled this winter.

B. Coursework

All of the students were enrolled in a two-credit swimming class in the fall, as well as a one-hour college orientation class required by the State of Florida. The college orientation class used materials from two texts, Student Success Secrets and Becoming a Master Student. Those materials were translated into Spanish for the non-English speakers.

The English speakers were given placement tests in Algebra, Reading, and English upon their arrival. The results of those

tests indicated that all of the English speakers needed some non-credit remedial work. Only one of the original seven English speakers, Magdalene St. Louis, needed remedial work in Algebra, and she was enrolled in College Prep Algebra. The remaining six students, however, were unable to take College Algebra because of scheduling problems.

All of the English speakers but one, Vernon Toussaint, scored low on both reading and English and were enrolled in College Prep Reading and College Prep English. Vernon was enrolled only in College Prep English.

Mr. Huffman was very concerned at this time of this visit that the English speakers were not being sufficiently challenged by their academic experiences. During the debriefing, he discussed with Mr. Ike Williams the CASS/GU expectation that students take full academic loads throughout their time in the U.S. Mr. Williams stated that he had been unaware that CFCC would be receiving English-speaking students and that, by the time of the students' arrival, it was too late to register them for other coursework. Mr. Williams also stated his firm belief that developmental courses such as those in which the students were enrolled would be the key to their academic success. Mr. Huffman stated that the previous experience of CASS/GU shows that students generally perform up to whatever academic level is expected of them.

A related issue mentioned by Mr. Williams during the debriefing was the fact that CFCC had developed the CASS budget based on the exact number of courses listed in the original curriculum proposal. Because CFCC must account financially for each credit hour of instruction, changes such as enrolling the English speakers in additional courses would have a negative impact on the budget.

These curriculum issues were not resolved during this visit. Mr. Huffman recommended that Mr. Williams meet with the English speakers to get to know them and become familiar with their individual goals, as well as to explain what possibilities exist

for them to enroll in elective courses. Additional discussion is needed between CFCC administrators and CASS/GU to clarify the expectations of both parties regarding the curriculum.

The degree goal of this program is an A.S. (associate of science). This is a non-transfer degree which does not require students to complete certain English composition and humanities courses. While the actual credits earned will transfer, in the state of Florida, only students who have completed A.A. (associate of arts) degree requirements are accepted with junior status by four-year universities.

Mr. Huffman met with Mr. Frank Latham to discuss the Quality Control program. CFCC has set up an impressive advisory committee comprised of representatives from manufacturers in the area who will be hosting the students in practical experiences. That committee is also providing input on the curriculum, and the technical program promises to be an excellent one.

C. Mainstreaming

CFCC is offering the field of quality control for the first time this year, with courses beginning in January 1990. The program will not be open to traditional students until the fall of 1990. As a result, the students will not be mainstreamed in core quality control classes. During the winter term, however, the students will be mainstreamed in American National Government, as well as in physical education.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

CFCC has implemented a very successful host family living program for all CASS students. During this visit, Mr. Huffman reviewed the CFCC host-family selection and orientation program and was very impressed.

The CFCC staff is somewhat concerned about planning for independent living in the future. CFCC has no dormitories, and

rapid growth has meant that rents in Ocala are high and apartments difficult to find. Mr. Huffman assured the staff that maintaining host-family living throughout the two-year program is an acceptable option.

B. Campus Involvement

The CASS students are very comfortable on campus, and this may be attributed in large part to the excellent orientation which they received. The students' first two weeks were dedicated in large part to orientation, and orientation has been ongoing through the College Orientation class.

Every Friday, time is set aside for Experience America activities which have covered integration into both the campus and the community. In addition to the International Students Club, Mr. Huffman discussed the possible formation of a Quality Control club through chartering a student chapter of the A.S.Q.C. (American Society for Quality Control). This could provide a mechanism for the development of both leadership skills and professional growth.

C. Community Involvement

Successful orientation has also provided the key to community involvement. At this point in the students' experiences, this involvement has been primarily at the level of family life and field trips to places such as City Hall, the Appleton Museum, and local festivals and attractions. During this visit, Mr. Huffman attended a presentation by the Ocala Chamber of Commerce which provided the students with an overview of the history of the community.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

On October 6, 1989, Manuel Leiva withdrew from the program and returned to Belize. This was at his own request, although he

was on probation at the time for failure to participate in CASS activities, and inappropriate behavior with his host family. In a conversation with Mr. Huffman prior to his departure, Manuel mentioned frustration with the limitations of the academic program, a distaste for the U.S. way of life, and a profound longing to return to Belize as reasons for withdrawing.

B. Staffing

The CASS program at CFCC is well staffed. In addition to Sandra Neel, who is the full-time coordinator, the program has a full-time assistant/secretary, Raquel Hisey, and a part-time driver, Melvin Chew, who works between twenty-five and thirty hours a week.

C. Support Services

The CFCC staff has created a very supportive environment for the students by meeting regularly with them and maintaining an open door policy. In addition, there is a suggestion box which provides an opportunity for students to express any concerns they might have anonymously. Bilingual counselling services are available through the CFCC guidance office, and bilingual psychiatric services are available in the community.

Mr. Huffman was particularly impressed by the healthiness of the students. This may be attributed to components of the orientation which focused on nutrition, exercise, and dental hygiene. No serious health problems had occurred at the time of this visit, but Mr. Huffman reviewed HAC (Health and Accident Coverage) policies and procedures with the staff in any case.

D. Advisory Board

As previously mentioned, the CASS program at CFCC has two advisory boards, one for the community and the other for quality control. The community advisory board has been formed but has not yet met as a group. The individual members have been extremely useful, however.

CASP/GU CAMPUS VISIT REPORT

Fall 1989

I. Outline

Institution: Bergen Community College
Location: Paramus, New Jersey
Dates of visit: October 23-24, 1989
GU Representative: Michael F. Brennan, Program Officer

Key People visited: Professor Lynda Icochea, Director, Center
for International Studies
Ms. Adriana Evans-Zapata, CASS Coordinator
Ms. Amparo Coddling, Professor of Spanish
Ms. Amelia Duggan, Public Relations Officer
Ms. Maria Montero, CASS Tutor & Translator
Mr. Thomas Stenson, ESL Teacher from
The Hispanic Institute
Ms. Alma C. DeLucca, Secretary
Ms. Isis Navarro, Senior Office Assistant
Sixteen CASS students (group meeting)
Paul Nedd, CASS student (individual mtg)

Field of Study: Hotel and Restaurant Management

CASS Students: 16 - Cycle F

Breakdown by Country

Antigua/Barbuda	1
Belize	1
Costa Rica	2
Dominican Republic	4
El Salvador	3
Guatemala	3
Honduras	1
Jamaica	1

Breakdown by Sex

Female	10
Male	6

Breakdown by Language Groups

English	3
Spanish	13

II. SUMMARY

A. Program Highlights

English

- The thirteen Spanish-language students are in Bergen's American Language Program (ALP)
- The students' English language abilities are tested periodically during their twenty-four months
- Prior to the start of the semester, The Hispanic Institute for Research and Development provided students with an intensive ESL course
- The Institute offers optional supplemental English classes three times per week and on Saturdays

Coursework

- Prior to the start of the semester, the three English-language students took the course, Becoming a Master Student
- The English-language students are enrolled in Developmental Skills I, Skills Practicum I, Menu Planning, Introduction to Hotel & Restaurant Management, Physical Education and either Mathematics or Intro to Business Administration
- The Spanish-language students are enrolled in the ALP 15 hours per week, supplemental English 4.5 plus hours per week, Menu Planning, and Introduction to Hotel & Restaurant Management
- Three tutors, each assigned to 1/3 of the students, are available at scheduled sessions and by appointment
- The Dean and faculty of the HRM department will meet to discuss mainstreaming after the students take their first set of exams

Special Student Cases

- Wendy Wilson, the only Jamaican in the group, is nappy with a change in host families
- Marilyn Terrero, from the Dominican Republic, was an alternate who arrived several weeks after the other students
- In light of his advanced knowledge of English, Franklin De Leon, from the Dominican Republic, is placed in a higher level within the ALP

Living Arrangements

- All sixteen students are living with host families
- Seven students are placed one to a family

- Six students are placed two to a family
- Three students are placed with one family
- Six Spanish language students live with families where some degree of Spanish is spoken
- The BCC/CASS staff conducted an orientation for host families
- Host families receive \$250.00/month
- A host family meeting is scheduled for early November
- Students eat breakfast, lunch, and dinner at the school cafeteria on a pay by cash basis; some have made arrangements to eat dinner with their families
- The BCC/CASS staff contracted a van driver to transport the students home each day

Campus Involvement

- The day after their arrival, the CASS students enjoyed a welcome breakfast with Dr. Jose Lopez-Iza, President of Bergen Community College
- The college's cable T.V. station produced and broadcast a show about the students, host families and CASS program
- The CASS students met their North American counterparts when they participated in a school-wide orientation
- All of the Spanish language students are members of the Spanish Club
- English language students are members of the Caribbean Club
- Wendy Wilson, a student from Jamaica, is a student senator, member of the Caribbean Club, and reporter on the school newspaper
- Lynda Icochea and/or Adriana Evans-Zapata conduct group meetings with the CASS students on Monday, Wednesday, and Friday afternoons
- Lynda Icochea serves as the program's contact person to the BCC faculty

Community Involvement

- The City of Hackensack formally welcomed the CASS students and recognized their host families with a dinner and tour
- On Saturdays, The Hispanic Institute offers conversational English classes to the Spanish speaking students and computer classes to the English speakers
- A broad range of activities are available to the CASS students through The Institute
- As members of Metro International, the CASS students toured New York City and participated in discussions on the city's mayoral elections

Issues

- Six Spanish language students live with families where Spanish is spoken to some degree.
- While all students are placed with families, six students are placed two to a family and three students are placed with one family.
- CASS students will live with host families for the entire twenty-four months of their scholarship.
- Implementation of above recommendations will add to CASS Coordinator's present CASS & Center for Int'l Studies responsibilities.

Recommendations

- GU recommends that the BCC/ CASS staff closely monitor their progress in learning English. Placements with English only families are encouraged.
- Increased host family recruitment efforts to relieve this situation and to secure "back-up" families is strongly recommended.
- Host family workshops and support systems are needed to sustain long-term, quality participation by families.
- Reduce CASS Coordinator's other CIS responsibilities or assign host family recruitment and development responsibilities to another individual.

III. ACADEMIC EXPERIENCE

A. English

Bergen Community College is well equipped to educate international students for whom English is a second language. Students are given the Comprehensive English Language Exam (CELT) and based on the results are placed in either Level I, II, or III of BCC's American Language Program (ALP). Twelve of the thirteen Spanish language students are in ALP Level I; Franklin De Leon from the Dominican Republic is in the advanced courses of Level II. CASS student participation in the ALP is designed to allow the students to move at their own pace.

Nine out of thirteen Spanish speakers insisted on speaking

English during the group meeting with the Georgetown representative. Of the four who elected to speak Spanish, one had just arrived three weeks earlier and the other three indicated that they understood English but had difficulty conversing.

The Georgetown representative observed an ESL class during which the students demonstrated a good command of English. More importantly, the students appeared to have fun in the process. One student arrived five weeks after her classmates. In an effort to help her catch up in English, the CASS staff made arrangements for her to take conversational English classes on Saturdays at The Institute. Upon learning about these additional classes, the balance of the group insisted that they be allowed to enroll. The CASS staff and The Institute were happy to accommodate the students. Georgetown commends the Bergen/CASS staff for their responsiveness to individual student needs.

The three English language students are enrolled in Developmental Skills I and Skills Practicum I - courses designed to improve fundamental academic skills in the areas of reading and writing.

B. Coursework

The start of the Fall 1989 semester at Bergen Community College was delayed until late September because of construction on campus. Intensive ESL classes were provided to the CASS Spanish language students during this delay period by The Hispanic Institute for Research and Development. The Institute is a non-profit organization established in 1983 under the leadership of Dr. Lopez-Iza and Professor Icochea to serve the economic, social, cultural, and educational needs of the Hispanic population in Bergen County.

The ESL course taught by The Institute incorporated activities to

familiarize the students with Bergen County and its surroundings including: County Seat, Courthouse, Bergen County Municipal Building, bus routes, financial institutions, and the post office.

The English language students participated in the visits described above but were involved in a separate orientation centered on the course "Becoming a Master Student." The students learned about the North American educational system, time management, and how to study. The course also familiarized the students with the BCC facilities, counselling center, student groups and library. The course focused on U.S. culture and life in the United States. The Spanish language students will also participate in the "Becoming a Master Student" program.

The Spanish and English language students presently take Menu Planning and Introduction to Hotel & Restaurant Management together. A translator assists the Spanish language students. The Dean and faculty of the HRM department will meet after the first set of exams to discuss a start date for mainstreaming the CASS students with their North American counterparts. Georgetown believes that the Dean and faculty are doing an exemplary job keeping the students on track academically. Georgetown agrees with their efforts to encourage mainstreaming as soon as possible.

Professor Icochea divided tutoring sessions into three groups and assigned a tutor to each group. Adriana Evans-Zapata, CASS Coordinator, expressed concern that some students were not taking advantage of the tutoring sessions. During his group meeting with the students, the Georgetown representative reminded the group that they made a commitment when accepting their CASS scholarship to attend classes regularly and keep up with their studies.

IV. CAMPUS AND COMMUNITY EXPERIENCE

A. Living Arrangements

As stated above, all students are placed with families in the community. Six students, however, are placed two to a family and three are in one family. Moreover, six Spanish speaking students live in homes where Spanish is spoken which may impede English language acquisition. To foster language acquisition, Georgetown recommends that students be placed one to a family and that Spanish speaking students be placed with English speaking families.

According to the CASS Coordinator, the residents of Paramus have proven difficult to recruit as host families. The high cost of living in Bergen County puts apartment living out of reach for CASS students. Given that students will live with families for twenty-four months, therefore, Ms. Evans-Zapata stated that BCC will work to foster a support network among present host families. The recruitment of more host families is a challenge that must be met. Host family recruitment and development is a time consuming effort. The CASS Coordinator or another CASS staff person should be given the time to undertake this important task.

B. Campus Involvement

As aforementioned, Dr. Jose Lopez-Iza, the President of Bergen Community College, welcomed the CASS students at a breakfast held in their honor. The college cable T.V. station produced a show about the students for broadcast on their weekly program "On Campus." The program included footage of the students' arrival at Newark airport, interviews of two students, and a profile of host families. Professor Lynda Icochea and Ms. Adriana Evans-Zapata made an appearance on the program to describe the CASS program.

According to the CASS Coordinator, participation by the students in a school-wide orientation proved a positive experience because students interacted with their North American counterparts.

Wendy Wilson, a student from Jamaica, is among the most active of the CASS students at Bergen. During the group meeting with the Georgetown representative, Ms. Wilson acknowledged that she enjoyed an advantage because she spoke English but she encouraged her fellow CASS scholars to take the initiative and make friends with North Americans.

When asked by the Georgetown representative how they could contribute to the success of the CASS program at Bergen, a lively exchange of ideas ensued among the students.

C. Community Activities

The City of Hackensack is home to four CASS students. All sixteen CASS students, their host families, and friends were invited to a spaghetti dinner given by the city's Sandra Ann Robinson Civic Association, Inc. in cooperation with the Mt. Olive Baptist Church. In addition to the dinner, students received a tour of Hackensack's police and fire departments and were introduced at the City Council meeting.

In the view of the CASS staff, The Hispanic Institute does more than offer the CASS student a variety of educational and social opportunities. As a non-profit organization formed for the purpose of identifying the needs of the Hispanic population and providing assistance and services for these needs, The Institute impacts on the students in many ways. One of the broader goals of the CASS program is to empower young men and women to return home and make meaningful contributions to their families, communities, and country. Being exposed to an organization with the well-being of the community as its purpose will undoubtedly prove influential to the students.

Given the college's proximity to New York City, the BCC/CASS staff registered the CASS students in a program known as Metro International. Through this program the CASS students have been exposed to the culture, economics, and politics of this nation's largest city.

Professor Amparo Coddling has been given "release time" from her teaching responsibilities at the college to assist the CASS staff. Professor Coddling has helped in the translation of examinations and will accompany the CASS students on a field trip to Boston, Massachusetts in November.

The CASS Coordinator stated that next semester she will make volunteer opportunities in the community available to the students.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

Of the sixteen students at Bergen Community College, Marilyn Terrero warrants special monitoring in the months ahead. Ms. Terrero, an alternate candidate from the Dominican Republic, arrived in the United States on October 1, 1989 - approximately five weeks after her CASS classmates. The CASS staff at Bergen recognized that Ms. Terrero needed supplemental English classes and offered her classes on Saturdays at The Institute. Georgetown recommends that Ms. Terrero's cross-cultural adjustment, complicated by her late arrival, be closely monitored.

B. Staffing

The Center for International Studies at Bergen Community College and the support systems in place for international students at the college make BCC a potential long term partner in the Cooperative Association of States for Scholarships. Mr.

Alejandro Benjamin from the Division of Student Resource Services and Ms. Lourdes Rodriguez from the Division of Student Development Services, for example, are trained, bilingual counsellors available to the CASS students.

According to Director Icochea, President Lopez-Iza is a strong supporter of the CASS program. Ms. Icochea is directly involved with the management of the CASS program; she knows the students personally and demonstrates a sincere interest in their well-being. Ms. Icochea stated that she would welcome recommendations from Georgetown University on ways to improve the program at Bergen and that changes would be implemented as needed.

Ms. Adriana Evans-Zapata displayed genuine concern for her students. Throughout her meetings with the Georgetown representative, Ms. Evans-Zapata asked for more information on a variety of topics from the extent of medical insurance coverage to ways to encourage students to re-focus on the broader goals of the program. Ms. Evans-Zapata stated that steps would be taken to nurture the host family network and that host family recruitment would receive priority.

CASP/GU CAMPUS VISIT REPORT

FALL 1989

I. OVERVIEW

Institution: Modesto Junior College
Location: Modesto, California
Dates of Visit: October 23 - 26, 1989
CASP/GU
Representative: Hallie Galen
Key People Visited: Dr. Pamela Fisher, Assistant Chancellor
Mr. George Boodrookas, Director, Special Programs
Ms. Elizabeth Orozco-Wittke, CASP Coordinator
Mr. Brian Lomax, Electronics Instructor
Mr. Leroy Holmes, Electronics Instructor
Mr. Dean Colli, Dean, Home Economics and Technical Department
Ms. Shirley Lane, ESL Instructor
Mr. Ron Leonardo, ESL Instructor
Mr. Dean West, Math Instructor
Ms. Susanne Rappaport, ESL Instructor
Ms. Eloisa Delgado, ESL Instructor
Mr. Bill Trimble, Dean, Literature and Language Arts

Field of Study: Electronics and Computer Repair

CASP Students: Total -- 20 Cycle F students

Breakdown by Country

Belize	2
Costa Rica	4
El Salvador	3
Guatemala	5
Honduras	6

Breakdown by Sex

Female	3
Male	17

II. SUMMARY

A. Program Highlights

English

- o Twelve CASP students are in the beginning level class, and six are in the intermediate class. Each level is taught by two different teachers. Each one teaches different language skills.

Coursework

- o Modesto/CASP staff has provided students with two courses in their field of study in addition to eighteen hours per week of English as a Second Language. Belizean students are taking the same two core courses as the others, as well as two other classes in their field of study. The academic program is extremely successful thanks to the input of Leroy Holmes.

Living Arrangements

- o All CASP students are living in host homes.

Campus Involvement

- o Through a buddy system with students in the Spanish class, the CASP students exchange language lessons and also make friends on campus.
- o CASP students have recently formed a club and elected officers.

Community Involvement

- o Every Tuesday CASP students attend a social event at a local church.

B. Issues

- o At the time of the visit, Georgetown and MJC staff had not yet formulated leadership plans for the CASP students.
- o Student stated that they may want to live independently in the community after the six-month required homestay.
- o A student from Guatemala, Giovanni Vela, is living with a Guatemalan family. This situation limits his exposure to English and North American culture. Five families host

two CASP students who are from the same country.

C. Recommendations

- o A CASP Club with the Coordinator as advisor was just beginning at the time of the visit. In addition, the CASP staff will look into personal development workshops using campus faculty, tours of local industry, and the existence of professional associations.
- o The CASP/GU representative will report back to MJC/CASP staff on policies on independent living at other CASP colleges. MJC/CASP staff will also attempt to clarify what the actual possibilities are in Modesto.
- o In order for Giovanni Vela to improve his English and learn about the culture of the United States, CASP/GU recommends that moving him to a non-Spanish speaking home be made high priority. The GU representative also recommends that future placement involving two students to a family integrates students from different countries to provide an environment in which students can further learn about other countries in their region.

III. ACADEMIC EXPERIENCES

A. English

At the time of the visit, twelve of the CASP students were in the beginning level ESL class, and the other six Spanish-speakers were in the intermediate class. During Galen's visit to the beginners' class, a midterm exam was being given which the students finished more quickly than the instructor expected. Ten students mentioned during interviews that they felt they were not being challenged in this class. Since the visit, they have been retested, and reassigned to their appropriate level. CASP/GU commends the CASP/MJC staff for showing their willingness to listen and respond to student needs and requests.

English 50 is the graduation requirement, and MJC/CASP staff expects the CASP students to take English 49, the prerequisite, in the fall semester of 1990. If they pass, they can take 50 in the spring of '91. Since students must get a B or better in this

class to graduate, they will take it with one semester left to their scholarship. If they do not receive the required grade, they will have to take English 51 in the summer of '91, for which a grade of C or better is required to graduate. This scheduling should enable all CASP students to make the requirement.

B. Coursework

All CASP students are enrolled in Math 199A, a combination of algebra, trigonometry and geometry, specifically developed for the CASP program. The students have different backgrounds in math, and the independent computer work that is involved in this class enables them to work at their own pace.

The CASP students are also all enrolled in Electronics 205, Fabrication and Assembly Techniques. Students are learning about voltage, alternating currents, circuits and diodes and how they work. Part of the class is a laboratory in which students make the things they learn about in the lecture.

The faculty surveyed the CASP students at the beginning of the semester on their background for both of the courses they are taking. CASP/GU commends faculty members Leroy Holmes and Dean Colli for their work towards providing the CASP students with an academic program designed with their needs in mind.

In addition to the above, all Spanish-speakers are in ESL, four of whom are also in a spelling class with other non-native English speakers. The Spanish-speaking students were planning to take a Spanish 101 challenge exam shortly after this visit, in order to get humanities credits. The two Belizean students are in an additional electronics class and a computer class while the others are in ESL. GU commends the excellent way Modesto staff has kept the Belizeans challenged, without dividing the group.

In response to students who feel that they are repeating courses at Modesto that they already took at home, the Electronics department will provide students with a screening test of their knowledge this semester. Those that pass will take the challenge tests for the appropriate class. This is another example of the consistent flexibility of the CASP staff.

C. Mainstreaming

The two Belizean students are in two mainstream classes and two classes with just CASP students. They stated that they find the mainstream classes more challenging than the CASP classes, but enjoy the opportunity to interact with both student groups.

Although the English of the Spanish-speaking CASP students is not yet good enough for a mainstream college class, they had already weaned themselves off of the translator in their core classes in less than two months. They should be ready for mainstreaming planned for next semester. Whenever possible, CASP students will be divided into different sections of one course, so that they are effectively mainstreamed. CASP staff also intends to allow the students to choose their own general education requirement classes, so that they are not together as a group in one class.

D. Internships/On-the-job Training

Leroy Holmes, the Electronics Instructor who is also responsible for arranging the internships, is planning various activities to expose students to the experience of working in their chosen field. Some of his ideas include inviting IBM to teach one of their "two-week schools" that they normally provide as training for their employees, and having students visit multi-national companies that are in California.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All twenty CASP students are living with host families. Six homes have two CASP students. Five of these have students from the same country. It is the feeling of the CASP/GU representative that future CASS Belizeans should be integrated so that more English is being spoken in the host homes. Having them live together means that two Spanish-speakers in the same family may not speak as much English at home as they could be if they lived with a Belizean. The GU representative encouraged those Spanish speakers placed two to a home to limit Spanish speaking in the home.

B. Campus Involvement

To date, campus involvement has been excellent. Eight students belong to the International Club, which has trips and fundraisers. One student is on the soccer team. Students also take advantage of the buddy system, through which they exchange language lessons with an English-speaking student of Spanish. In addition, the campus newspaper features one or two CASP students in each edition. Finally, the CASP students have formed a club, and elected José Suarez as president and Adrian Cornejo as Vice President. They will all pay dues and use the money to fund activities.

C. Community Involvement

Students have gone on trips to San Francisco with host families and picnics and other social events at local churches.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

The grandmother of José Suarez died shortly before this visit. José stated that it was his grandmother, not his mother, who raised him. It was the understanding of the CASP/GU representative that, after talking to Florencia Garcia, the Country Coordinator in Honduras, José had decided that it was not necessary for him to go home. However, during the interview with José, he stated that he was told by Ms. Garcia that since the grandmother had already been buried, he could not be given permission to return home to be with his family. This misunderstanding has led to some bitterness among the students towards Georgetown, as well as concern that they too will not be permitted to go home in the case of a death in their families. GU will follow up communication with in-country staff to ensure that misunderstandings do not occur again. The CASP/GU representative explained to the students that in the case of the death of an immediate family member, GU immediately takes steps to facilitate a student's return visit home.

Fifteen students expressed concern over this issue during interviews, and also asked why they could not go home to visit their families during vacations. The CASP/GU representative stated the CASP guideline that students accepted a two-year commitment to being away from their families, and should take advantage of the short time that they are in this country.

B. Staffing

Elizabeth Orozco-Wittke is the full-time coordinator for CASP. Her position is under the supervision of Special Programs, directed by George Boodrookas. Both of these staff members are very enthusiastic about the program and eager to reshape whatever aspect of the program that they feel can be improved. Ms. Orozco-Wittke is bilingual, and sits in on the two core courses to translate for the Spanish-speakers. At the time of the visit, she was only called upon to translate one word in two classes. Since the students no longer seem to need her help, it may be time for her to leave the students on their own. She is also the faculty advisor for the student club, and handling all of the work related to CASP, such as reports, health issues, academics and housing. With the coming of the new group in January, she may need to either delegate some of her responsibilities or get an assistant. Both Elizabeth and George are assets to the program.

C. Support Services

Modesto Junior College is divided into two campuses that are not walking distance from each other. Mr. Boodrookas is not on the same campus as Ms. Orozco-Wittke and the students. Therefore, she is the principle contact for all the students' needs. As part of their campus orientation, students met the nurse and the counselor, and should be encouraged to use their services whenever possible.

A requirement of all MJC students is the half-credit, eight-hour guidance course entitled Educational Planning. The objectives of this course are to set personal goals, understand how the higher education system functions, and to learn what resources are available to students on campus. The class requires a one-hour session with a counselor to talk about careers. The CASP

students took this course all together with a translator at the start of the semester. It is the feeling of the CASP/GU representative that this is an excellent way to start student life in the United States, and could be useful at other colleges.

D. Advisory Board

The advisory board at Modesto Junior College is comprised solely of college personnel. An advisory board is intended to link the program at the college to the community. Therefore, CASP/GU feels that CASP/MJC could benefit by adding community leaders to their advisory board, to help with public relations and access to community services. Some suggested organizations to contact for advisory board members are newspapers, hospitals, the clergy, school district and police department.

CASP/CASS CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: Everett Community College

Location: Everett, Washington

Dates of Visit: October 25 - 27, 1989

Georgetown Representative: Dennis Huffman

Key People Visited: Ms. Maria Elena Tremaine, CASS Coordinator
Ms. Jean Young, CASS Housing Coordinator
Mr. Leroy Drake, Director, Extended Learning
Mr. Joseph Murphy, ESL Instructor
Ms. Nicki Haynes, Dean, Adult Education
Mr. Bill Vincent, Quality Control Faculty
Ms. Gloria McPhearson, Math Instructor
Mr. Rich Haldi, Director, Student Activities
Ms. Sharon Wellman, Tutor Coordinator
Ms. Lolly Smith, English Instructor
Ms. Ann Morton, local resident

Field of Study: Quality Control

CASS Students: 17

Breakdown by Country

Belize:	2
Costa Rica:	1
Dominican Republic:	6
Guatemala:	4
Honduras:	2
St. Vincent:	2

Breakdown by Sex

Female:	7
Male:	10

II. SUMMARY

A. Program Highlights

English. EvCC has an excellent developmental English program. Placement tests determine which classes are most appropriate for the students. The four native English speakers are enrolled in some combination of these classes, as are three of the native Spanish speakers.

ESL. Although EvCC has only one ESL instructor, the program is dynamic and effective. Twelve of the Spanish-speaking students are enrolled in ESL.

Course Work. In addition to ESL and English, all of the students are enrolled in one of two mathematics classes, Math 28 (developmental) or Math 130 (college math). Six of the students are also taking Human Relations. Following his discussions with Mr. Bill Vincent, Mr. Huffman was convinced that the Quality Control program at EvCC will be exemplary.

Living Arrangements. EvCC has initiated a highly successful host-family living program for all CASS students.

Campus Involvement. Mr. Huffman was very impressed by the extent to which the CASS students have been integrated into campus life at this early stage in the program. One example of this is the fact that five CASS students have gained seats on the student senate.

Community Involvement. The students report being very comfortable in the Everett community. Involvement, to this point, has primarily been through the host families.

Staffing. The CASS staff at EvCC is outstanding.

Support Services. In addition to counselling provided by the CASS staff and the regular EvCC counselling services, bilingual psychological services are available in the community.

Advisory Board. EvCC has set January 1990 as the target date for forming a formal CASS community advisory board, although a number of community members have already taken active roles with the program.

B. Issues and Recommendations

The CASS Program at EvCC is off to an excellent start, and there are no major issues of concern. There are, however, three points for consideration.

Issues	Recommendations
EvCC has no current plans for internships in Quality Control.	Practical experience in a realistic setting is a vital part of CASS. Options such as cooperative education, on-the-job training, and job shadowing should be pursued.
Ms. Ann Morton expressed her concern that communication between herself, Edmonds, Everett, and GU was unclear, and that monitoring of the programs at Edmonds and Everett was not as she had expected.	Mr. Huffman explained the monitoring process, stating that he has been assigned to monitor and assist the EvCC program. Neither Huffman nor the EvCC staff was aware of communication problems. Direct communication between the EvCC staff and Mr. Huffman is encouraged.
A CASS State Office for the northwest has not yet been established. EvCC would very much like to be consulted regarding selection of staff for that office.	Dr. Tom Oates will work closely with EvCC in the establishment and staffing of a CASS State Office.

III. ACADEMIC EXPERIENCES

A. ESL

Mr. Huffman was impressed by the ESL program at EvCC, and the students are making excellent progress. The CASS students arrived in Everett on August 28, but classes did not begin until September 25. Some initial ESL instruction was provided during the first month. Following initial assessment, twelve of the thirteen Spanish-speaking students were enrolled in intensive ESL for a total of fifteen hours a week. Although Mr. Murphy is the sole ESL instructor, he has access to two adjacent classrooms and

is able to work with two ability levels when appropriate. Five of the students are at the beginning level, and seven are intermediate. Mr. Huffman observed an ESL class and was impressed by the high energy level of the group and by the excellent rapport which existed between teacher and students.

In addition to his duties as an ESL instructor, Mr. Murphy teaches Spanish. As a result, he has been able to arrange a language exchange for half an hour each week between the CASS students and the North American students studying Spanish. CASS/Georgetown commends this type of activity, which not only enhances English acquisition but also fosters integration and mutual understanding on campus.

The ESL program at EvCC falls under the department of Adult Basic Education. During this visit, Mr. Huffman met with Ms. Nicki Haynes, the director of ABE and toured the facilities, including the future home of the language laboratory. This will be a fine addition to the program.

B. Course Work

The four native English speakers and Linda Guerra, a Honduran who speaks excellent English, are all enrolled in developmental English classes based on the results of a placement test. In addition, two other Spanish speakers are taking developmental English along with the work they are doing in ESL.

EvCC offers four developmental English classes. English 89 serves as a bridge between ESL and classes offered by the English department. Currently, no CASS students are enrolled in English 89. Three CASS students are taking English 90, Writing Lab., one student is taking English 97, Basic Writing and Grammar, and four students are taking English 100, Intro to College Writing.

Three of the students were enrolled in Math 28 (Developmental Math) and the remaining fourteen were enrolled in Math 130 (College Math). Both of these are mainstream classes taught exclusively in English. Unfortunately, placement into these classes was based on an interview rather than a formal

exam. The EvCC staff had realized by the time of this visit that the abilities of seven of the students in Math 130 had been incorrectly evaluated and they were unlikely to pass.

Mr. Huffman met with both of the math instructors, and they informed him that English proficiency was not a factor in the poor performance of the seven students; rather, they attributed it to a lack of mathematical training in high school. The EvCC staff was in the process of arranging a special section (Math 27) for the second half of the fall quarter so that the seven students could drop Math 130 and develop their basic math skills. They will take Math 130 later in the program. CASS/Georgetown commends the EvCC staff for their timely recognition of and solution to this problem.

C. Mainstreaming

The CASS students are enrolled in a two-year AAS (Associate of Arts and Sciences) degree program, which is a transferable degree. Mr. Huffman met with Mr. Bill Vincent, who is a member of the quality control (QC) faculty at EvCC, and a private consultant in the field of quality control, in addition to his work as a supervisor at Boeing. EvCC is in the process of revising the QC curriculum to bring it more in line with the range of needs in the work place. The proposed plan is based on five modules of QC classes, with only module one being required for all students. For those students not taking other QC modules, the plan includes five possible specialization tracks in the areas of electronics, food processing, drafting, psychology/sociology, and business. This is an exciting model which will enable students to choose courses appropriate to the reality in their countries and their own goals.

The concern for and responsiveness to student needs at EvCC is exemplified in a survey of the backgrounds, expectations for the program, and long-term goals of the students which Mr. Vincent conducted. Mr. Vincent interviewed each student and together they developed a plan appropriate to the individual

which ranged from specific courses to the kinds of field trips which the student should take.

Mr. Huffman also discussed with Mr. Vincent the CASS goal of providing students with internships and other professional experiences such as job shadowing. Mr. Vincent stated that he does not foresee internships as part of this program, primarily because of issues related to security clearances and liability. Mr. Huffman encouraged the EvCC staff to pursue other options in this area.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

The host family living program at EvCC has been very successful. Prior to the students' arrival, a thorough orientation was conducted for families which included an overview of the CASS program, information about the students' countries, cross-cultural orientation, program policies, and financial information. In addition, there are monthly family potlucks and bi-monthly meetings for the parents only at which specific issues can be discussed.

The students moved into their families on August 31, following the three-day orientation. Mr. Huffman was pleased to find that only one student was placed in each family, a fact which greatly enhances language acquisition and personal involvement. Students receive between \$10 and \$30 per week to cover the cost of bus passes.

During the visit, Mr. Huffman discussed future options for housing after the original six-month family commitment. EvCC does not have dorms on campus, which means that students will either continue with families or move to apartments.

B. Campus Involvement

Given the relatively short time which the CASS students have been in the United States, they are remarkably well-integrated

into the campus community. One example of this is the fact that six of the students have earned seats on the student senate.

C. Community Involvement

Most of the CASS students' involvement in the community to this point has been informal through the host families. However, students have attended local events sponsored by such organizations at the Rotary and the March of Dimes. In addition, the students have given presentations in the public schools. The students report being very comfortable in their new community.

D. Orientation

A key to the success of the CASS program at EvCC in all of the above areas has been orientation. EvCC, in conjunction with nearby Edmonds Community College, conducted an exciting three-day orientation. The students were met at the airport on August 28 and taken directly to the Warm Beach Conference Center. From there, they explored the local community, taking tours of the city and visiting scenic areas. Workshop topics included goals and expectations, finances, family life, and presentations by the local police department and hospital.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

During this visit, the EvCC staff expressed their concern about Hugo Rodriguez, a Honduran student. Hugo has stood out from the group from the beginning, due to problems he experienced both in leaving Honduras and in arriving in Everett. There is also confusion regarding exactly how old Hugo is. While his birth certificate states that he was born on November 20, 1970, which would mean he was nearly nineteen at the time of this visit, Hugo is now saying that he is, in fact, sixteen. His behavior is immature, and he is making the least progress in English. He also shows some signs of depression. The EvCC staff

will continue to closely monitor Hugo's progress, and CASS/Georgetown will follow up on documentation in Honduras.

B. Staffing

The EvCC CASS program is very well staffed. Maria Elena Tremaine, the full-time Coordinator, is bilingual, highly skilled and well organized. She has the assistance of a half-time housing and activities coordinator, Jean Young, as well as a half-time bilingual secretary, Sofia Liebof. Ms. Liebof is a temporary employee who will most likely be leaving the CASS program in December. Rapport between staff and students is excellent.

A key to the success of the program at EvCC is the involvement of higher-level administrators in the program, particularly Mr. Leroy Drake, the Director of Extended Learning. Mr. Drake has been closely involved with both CASS staff and students since the beginning of the program. In fact, when Mr. Huffman arrived on campus for this visit, Mr. Drake was leaving to take the English-speaking students to Seattle so that they could buy special foods for the celebration of St. Vincent's Independence Day. This deep personal commitment to the students characterized the EvCC program.

C. Support Services

As mentioned previously, the CASS students at EvCC are in a very supportive and nurturing environment. At the time of this visit, plans were being made to implement a regular counselling schedule in which Ms. Tremaine or Ms. Young would see each student privately for at least ten minutes twice a week. In addition to counselling provided by the CASS staff and the quality control faculty, students have access to the counselling center on campus, and bilingual psychological services are available in the community.

An example of this supportive environment occurred shortly after the students' arrival in Everett, when the father of one of

the students passed away in Central America. The student chose not to attend the funeral, feeling that it was more important for her to continue with the orientation. As a sign of community support, the EvCC staff arranged for a special Spanish Mass to be held in memory of the father, as well as the grandparents of two other CASS students. In addition, an article written by the student editor of the college newspaper was published which was not only supportive but also thanked the CASS students for the example which they set for the North American students.

D. Advisory Board

At the time of this visit, a CASS community advisory board had not yet been formed. The EvCC staff has set January 1990 as the target date for formation of the board.

CASP/CASS CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: University of Wisconsin Center--Richland

Location: Richland Center, Wisconsin

Dates of Visit: November 13 - 14, 1989

Georgetown Representative: Dennis Huffman

Key People Visited: Ms. Jean Birket, Acting Dean
Ms. Misha Enos, ESL Instructor
Ms. Pat Fellows, Acting Associate Dean
Ms. Linda Gentes, CASS Coordinator
Mr. Henk Newenhouse, Remedial English
Instructor, Volunteer tutor
Mr. Ron Stadler, Host Family Liaison,
Math Instructor
Ms. Barbara Wentz, Business Manager
Ms. Mary Wunnicke, CASP Insurance

Fields of Study: Computer Science, Social Science Education

CASP Students: 16 Cycle F
1 Cycle E

Breakdown by Country

Belize:	2
Costa Rica:	4
El Salvador:	3
Guatemala:	3
Honduras:	5

Breakdown by Sex

Female:	10
Male:	7

II. SUMMARY

A. Program Highlights

ESL. The Spanish-speaking students are enrolled in seventeen hours of intensive ESL per week. In general, the group has made excellent progress.

Course work. In addition to ESL, the Spanish speakers are enrolled in a special Introduction to College Math, taught by a bilingual instructor, and Physical Education. In addition, the students were taking a non-credit typing class through the local high school, and will begin a non-credit introduction to computers at the end of November. The English speakers are completely mainstreamed.

Living Arrangements. All students are living with host families as the result of a highly successful placement program.

Campus Involvement. The students are comfortable in the campus community and becoming increasingly involved.

Community Involvement. The town of Richland Center is accustomed to hosting CASP students, and the students are very comfortable there.

Staffing. The CASP staff at UWC-R is skilled and highly dedicated to the well being of the students.

Support Services. The host families, mentor families, CASP staff, and on-campus counseling services combine to provide a very supportive environment for the students.

Advisory Board. The UWC-R has not yet formed a CASP Community Advisory Board.

B. Issues and Recommendations

Issues

Ben Diaz, a Cycle E student whose scholarship was revoked because of behavior problems has returned to the area on a tourist visa. The UWC-R staff resents his presence.

A number of financial concerns from the previous cycle have yet to be resolved.

Recommendations

While Ben's presence is unfortunate, the best approach is to completely ignore him, and notify GU of any problems affecting the CASS students.

These concerns have been conveyed to Dr. Oates, who will seek a solution.

III. ACADEMIC EXPERIENCES

A. ESL

The fourteen native Spanish speakers were given the Michigan Placement Test for English as a Second Language shortly after their arrival on campus. Ten of the students scored at the beginning level, three at the high beginning level, and one, Carol Barillas, scored at the low intermediate level.

The intensive ESL program at UWC-R involves a total of seventeen hours a week of instruction with one instructor. This breaks down into six hours of grammar, two hours of listening, two hours of speaking skills, three hours of writing, two hours of reading, and two hours of pronunciation. Carol Barillas, the student who arrived with higher English skills, has been taking a combination of ESL and remedial English classes with a tutor.

Ms. Misha Enos, the ESL instructor, has done an excellent job, and the students are making excellent progress with English. The staff, however, is concerned about one student Carlos Rojas, who is struggling. Carlos is an indigenous student from Costa Rica, and came into the program less well-prepared academically than the other students. The UWC-R staff will monitor his progress closely during the coming months.

B. Course Work/Mainstreaming

The two Belizeans have been mainstreamed into regular classes, including Anthropology, Math, and Computer Science. They are also taking a non-credit remedial English class. In addition, one native Spanish speaker whose English skills are high is also in the non-credit English class and is taking choir and auditing a psychology class. All of the students will be mainstreamed in the spring semester in addition to continuing in ESL.

During the visit, Mr. Huffman met with seven UWC-R faculty members who had taught or will be teaching CASP students. The instructors expressed a number of concerns arising mainly from negative experiences which they had had with the Cycle E special Honduran program which ended in August, 1989. There was a strong recommendation from these instructors that students be given more English instruction prior to mainstreaming. Mr. Huffman explained the unique nature of the special Honduran program and noted that the curriculum plan for the Cycle F students was in line with that at other institutions. One faculty member, who had taught groups of CASP students prior to Cycle E commented that those had been highly successful programs. This was reassuring to the instructors, and the meeting ended on a positive note with Mr. Huffman expressing his belief that the faculty would find the Cycle F students to be fully capable of academic work.

The CASS students are scheduled to receive associate of arts degrees at the end of the two-year program, and another concern at UWC-R related to the new associate degree requirements which went into effect in 1988. Those requirements include a heavier emphasis on general education, which would preclude completion within two years. UWC-R has approached this problem in the same way as UWC-Marinette by seeking approval to "grandfather" the CASP students into the old requirements. So far, the UWC-R Curriculum Committee and the Campus Collegium have approved this approach. The center-wide Center Senate has yet to act on this request, but approval is expected, as it has already been granted to UWC-Marinette.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All of the students have been placed in a highly successful host family program. Ron Stadler is the UWC-R host family

liaison (as well as being a host father), and he is doing an excellent job. As a follow up to the fine orientation which was conducted with the host families, Mr. Stadler is in regular contact with the families. In addition, a monthly newsletter is sent to families keeping them abreast of program activities. While other options, such as apartments, exist in Richland Center, the CASP staff plans to continue the host family arrangement for as long as possible.

A unique and very exciting aspect of family involvement in the CASP program is UWC-R's network of mentor families. The idea for this program came from Linda Gentes, the Coordinator, who, in her search for host families, found many people who were interested in becoming involved at some level but were not ready to make a six-month commitment to hosting a student. Each student has a mentor family in addition to a host family. Mentor families were asked to contribute \$15.00 each semester toward an activity fund, and this semester's funds were used for a day trip to Chicago. The goal of the mentor-family program is that students will meet with their mentor families at least twice a month. Mentor families also provide additional support systems for the students and second homes in cases where the host family is out of town, for example. A possible long-term benefit of the mentor families is that they will likely become a future source of host families.

B. Campus Involvement

The CASP students are becoming increasingly well integrated into campus life. In planning for the leadership aspects of the CASP program, Linda Gentes decided that integration would be her first priority. Therefore, rather than encouraging the formation of a CASP club such as exists at many other participating institutions, she decided to work with an existing program on campus, the Student Ambassadors.

Just as the mentor families provide additional support in the community, the Student Ambassadors have linked each CASP

student with a North American student. Misha Enos, the ESL instructor, coordinates this, and the students, CASP and North Americans together, have formed four committees--Birthdays and Holidays, Sports, Parties, and Fun Trips. In addition, the pairs of students meet regularly just to talk. Mr. Huffman met with one of the North American student ambassadors, Jenny Bell, who felt very good about her experience with CASP. She reported that her student comes to her whenever she needs help, and even though it was difficult at first because of the language barrier, she was really enjoying the experience.

Another sign of integration and involvement is the fact that Esperanza Vasquez, the Cycle E student who received an extension to her program, has run for and been elected to the Student Senate for the fall semester.

C. Community Involvement

The students reported feeling comfortable in Richland Center, although a number of students mentioned feeling homesick, and several were still finding English to be a barrier to integration. Involvement in the community has primarily been through the host families and activities planned by the UWC-R CASP staff.

One interesting development in this area is a project which a local video maker has taken on. He produces a program called "Talk of the Town" for local cable TV, and has been filming a monthly segment which follows the progress of one of the host families and their CASP student, Alex Varela. This is providing excellent exposure for the program in the community.

In addition to local activities, the program the program has budgeted money for monthly trips within a two-hour radius of Richland Center, as well as one over night trip each year.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

The UWC-R staff was greatly concerned about the academic progress of Carlos Rojas an indigenous student from a remote region of Costa Rica. Carlos' educational background is not as strong at that of the other students, and his cultural adjustment to the States has been quite difficult. Because of the problems Carlos was having in learning English, the UWC-R staff felt that it was unlikely that he would be able to earn a degree. Mr. Huffman noted that Carlos' presence in the group represents success in recruiting disadvantaged students and encouraged the staff to continue to monitor Carlos' progress closely.

Esperanza Vasquez, who was part of the Cycle E special Honduran program, requested and was granted an extension to her program from August to December in order to complete requirements for the associate degree. Esperanza has distinguished herself in every way during her time in the states, and UWC-R is commended for the special effort made to accommodate her individual needs during her final semester.

B. Staffing

The CASP program at UWC-R does not have a full-time coordinator, but the involvement of a large number of people in the program compensates for this fact. Linda Gentes, the Coordinator, works with CASP as 33% of her duties, and Ron Stadler adds another 25% as housing liaison. The program receives clerical assistance, particularly with the health and accident coverage, from Mary Wunnicke as needed, and both the Acting Dean and the Acting Associate Dean are closely involved with the program.

C. Support Services

The CASP students at UWC-R find themselves in a very supportive environment. In addition to individual counseling done by the CASP staff, the services of the campus counseling office are also available. Professional counseling is available

in the community if needed. Mr. Huffman was able to participate in an example of the way community resources are used by the program, as a woman from a local family planning agency was presenting a sexual education workshop for the CASP students during this visit. Also, as mentioned previously, the mentor families and student ambassadors provide built-in resources.

D. Advisory Board

A formal CASP Community Advisory Board has not yet been formed. Among the many advantages of forming an advisory board would be enhanced possibilities for computer internships and practical experience in the community.

F. Financial Concerns

A number of serious financial concerns remain from the Cycle E special Honduran program. Five students were withdrawn early from that program, one for health reasons and four because of behavioral problems. This impacted greatly on the program budget both in terms of staffing costs and specific losses such as telephone bills left unpaid and lease agreements at Campus View apartments. These losses have, in the words of Acting Campus Dean Jean Birket, "chipped away at the credibility of the program," both locally and in the eyes of the university system in Madison.

CASP/GU CAMPUS VISIT REPORT

I. OVERVIEW

Institution: Berkshire Community College
Location: Pittsfield, Massachusetts
Dates of Visit: November 14-17, 1989

CASP/GU Representatives: Michael F. Brennan, Program Officer
Kerry Carrillo, Program Officer

Key People Visited: Gregory H. Heming, CASP Director
Diane Gordon, CASP Secretary
Sarah Atchley, Instructor of ESL
Tim Walter, Instructor of ESL
Nicholas DelGreco, Professor of Engineering and Technology and Department Chairperson
Edwin Clark, Professor of Engineering and Technology
Sam Dean, Lab Instructor
Gary Bradway, Assistant Professor of Engineering and Technology
Dr. Gary P. Lamoureaux, Dean of Student Services
Dr. Cathryn L. Addy, President
Dr. James J. Pasquini, Dean of Administrative Services
Carlton E. Maia, Associate Professor of Hotel and Restaurant Management
Jerry Giraldie, Instructor of Hotel Restaurant Management
Michael Pelle, Professor of Computer Information Systems and Department Chairperson
Dr. Eric Gauger, Associate Professor of Business
Mario L. Calouri, Professor of English
Renzo Del Molino, Social Activities Coordinator
Christine Phillips, Student Services Coordinator
Cycle E2 and Cycle F Students

Fields of Study: Electronics Technology (37)
Hotel and Restaurant Management (3)
Computer Science (3)
Business Management (2)
Selected Studies (1)

CASP Students:

<u>Breakdown by Country</u>			
Belize	13	Honduras	7
Costa Rica	7	Guatemala	5
El Salvador	8	Panama	5
Jamaica	1		

<u>Breakdown by Gender</u>			
Female	13	Male	33

II. SUMMARY

A. Highlights

English

- . Cycle E2 students have completed ESL training and communicate quite well in English.
- . Cycle F students are enrolled in ESL and are enjoying the process of learning English.

Course Work

- . Cycle E2 students are feeling the pressure of a twenty-one month program as they complete graduation requirements and strive to maintain high grades.

Living Arrangements

- . Students are very pleased with living arrangements.
- . CASP/GU commends Greg Heming for an excellent effort in arranging housing for 46 students.

Campus Involvement

- . Renzo Del Molino and Christine Phillips have done an excellent job in arranging activities for students.
- . All students are participating in activities; Cycle E2 students participate as their schedules allow.

Community Activities

- . Excellent opportunities exist for all students.
- . All students participate in the community; Cycle E2 students participate as their schedules allow.

Staffing

- . Greg Heming is effectively dealing with staffing cutbacks.

Special Student Cases

- . Follow-up on five students indicates significant progress in personal and academic growth.

Whole School Support

- . The whole-school support enjoyed by the CASP program at BCC is extraordinary.

B. Issues

Adjustments in host families with two Spanish-speakers may need to be made.

Internships for electronics students are difficult due to liability insurance.

Administration expressed sincere interest in continuing as part of CASS.

Preparations for June graduates need to be continued.

C. Recommendations

CASP/GU supports efforts to balance the issues of English acquisition and disruption of strong family ties.

CASP/GU and BCC staff will explore developing an anti-liability clause.

BCC staff should continue to explore opportunities where liability is not an issue.

CASP/GU encouraged Dr. Addy to pursue this issue with Dr. Tom Oates, Director of CASP/CASS.

CASP/GU and BCC will continue to work on departure of Cycle E2 students.

III. ACADEMIC EXPERIENCES

A. English

Cycle E2 students have completed all ESL course work and all current classes are conducted in English. English was spoken during the group meeting and individual interviews and students communicated quite well on a variety of topics.

CASP/GU representatives met with ESL instructor Sarah Atchley. Ms. Atchley shared concerns about the program which included her feeling that students are not being rewarded for the Experience America portion of the program. She stated that if students are given a choice between studying for a test or a host family outing, they will opt for studying as a high emphasis is placed on academic achievement. In addition, Ms. Atchley stated that it appears unfair that students are not allowed to return home during the program and that this adds additional pressure on the students.

Two Cycle E2 students, Diana Lopez and Rosa Agüero, are electively taking an advanced English course with Mario L. Calouri, Professor of English. The CASP/GU representative was pleased to meet briefly with Mr. Calouri who expressed pleasure in being part of CASP and stated that both students are doing well.

Cycle F students are currently enrolled in ESL classes. During the Cycle F group meeting, English was spoken almost exclusively as students described their conversational bloopers in English and awkward cross-cultural experiences. It is obvious to CASP/GU representatives that students are enjoying learning English and that the CASP college staff is doing an excellent job in the ESL preparation of these students.

CASP/GU representatives had the opportunity to observe an ESL class of Cycle F students. Through their questions and responses, the

students demonstrated a high level of involvement in the class and a solid understanding of the material presented. The CASP/GU representative appreciated Mr. Walter's efforts to structure the class to demonstrate the variety of activities that normally occur and commends him for a job well done.

B. Course Work

Cycle E2 electronics students are deeply involved in the electronics curricula. All students stated that twenty-one months is too short a time for this degree and that they are under a great deal of pressure to complete all course work. In addition to class time, students must spend a considerable amount of time in the lab. As very dedicated young men and women, these students are striving to maintain very high grade point averages and thus are under additional pressure. Students expressed great satisfaction with the content of the electronics curriculum.

CASP/GU representatives had the opportunity to observe the Digital Circuits course for Cycle E2 students presented by Ed Clark. Even though the topic was unrecognizable to CASP/GU representatives, the Cycle E2 students demonstrated a high level of involvement as well as a high degree of understanding. Mr. Clark's presentation combined a great sense of humor, an excellent understanding of the topic and an exceptional rapport with the students. Sixteen CASP students and nine North Americans attended this class. The Engineering department has done an excellent job of mainstreaming the CASP students.

CASP/GU representatives met with the Engineering and Technology (ET) Faculty and were very impressed with their level of involvement with the students. Nick DelGreco, Ed Clark, Sam Dean and Gary Bradway raised several issues of interest and concern during this meeting. One issue that is very important to the ET faculty is that of job placement. BCC places great emphasis on job placement of its

graduates and maintains a high rate of success. ET faculty feels they have limited knowledge of the job market in Central America, but would like to be involved in developing a network for job placement. Faculty recommended inviting prospective employers to have booths at any future CASP/CASS alumni reunion. Additionally, Ed Clark asked for the names and addresses of companies in Central America and he will place calls. CASP/GU representatives gave ET faculty a copy of the CASP alumni directory which can provide initial information which will be followed up by CASP/GU staff. ET faculty stated that timing is crucial to placing students in that recall of material learned is stifled after a short period of time.

ET faculty asserted that for the electronic technology field of study, a May arrival would provide an opportunity to solve many of the problems they are currently having. Many of the courses in the field are sequenced. With students beginning the field of study in January (after a fall semester of ESL), courses are out of sequence and there are problems in mainstreaming students. A May arrival would allow students to devote the summer to ESL and be mainstreamed in the fall with the regular students in the regular courses.

The mathematic background of students is another area of concern. ET faculty recommended that in order to address the problem of having a variety of mathematical backgrounds, a curriculum be developed to meet the individual needs of students. A mathematical assessment conducted during the recruitment process could serve as the basis for development of such a curriculum. Nick DelGreco stated that he would be willing to develop a questionnaire to assist in this effort.

Cycle E2 hotel and restaurant management students are also very involved with their courses. Like the electronics students, they emphasized that the twenty-one month program created a tremendous amount of pressure. Students expressed a great deal of satisfaction with the materials covered in the curriculum.

CASP/GU representatives had the opportunity to meet with Hotel and Restaurant (HRM) Faculty as well. Carl Maaia and Jerry Giraldie demonstrated a high level of enthusiasm for working with the CASP students. HRM faculty would like to see more CASP students in the HRM field of study at BCC and questioned why more students were not placed in HRM. CASP/GU representatives explained that BCC had submitted proposals in three fields of study, HRM, computer science and electronics, and that at the time, CASP/GU needed to place electronics students. Given the proven quality of the HRM program at BCC, CASP/GU would certainly consider another HRM program at BCC in the future.

HRM faculty expressed concern over the idea of dividing HRM into two distinct fields of study: hotel management and restaurant management. Both felt that the technical training necessary to work successfully in this business requires the complementary skills gained through the combined study of hotel and restaurant management.

The CASP/GU representative also had the opportunity to meet with two faculty members working with CASP students. Dr. Eric Gauger, Associate Professor of Business, is working with four Cycle E2 students; Edwin Torres, Victor Castillo, David Glen and Javier Brown. Dr. Gauger stated that with the exception of Edwin Torres, all are doing very well in their studies, appear to be socializing with North Americans and he is enthusiastic about having them in his department. Edwin Torres will be challenged to successfully complete all remaining courses to obtain an Associate degree. (His situation is further discussed under Special Student Cases.)

Michael Pelle, Professor and Chairperson of Computer Information Systems, works directly with three Cycle E2 students, Sylvia Puck, David Glenn and Victor Castillo. Mr. Pelle stated that of the three, David Glenn is the exceptional student and has made a real turn around demonstrating a strong commitment to his studies. Mr.

Pelle also mentioned interest in having more CASP students in the CIS field of study and requested an update on the future of CASP/CASS.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

Overall, students are pleased with their living situations. CASP/GU representatives commend Greg Heming for an excellent effort to accommodate the wishes of 46 students and several host families, particularly under the current cutbacks in BCC personnel. 10 Cycle E2 students continue living with host families. Nodier Vargas stated that his family is great! He shares the family with a Cycle F student and has done many things with the family including picnics and special celebrations like Thanksgiving.

15 Cycle E2 students are living independently in apartments. Most students enjoy the challenges of living independently and are learning new skills. Arsenio Montilla humorously related his first attempt to cook spaghetti likening the outcome to a soccer ball. Rene Ruiz shared the schedule for cooking and cleaning that he and his roommates developed in an effort to manage their apartment.

All Cycle F students live with host families. For the most part students are very pleased. In four instances, students are doubled up in response to requests from host families for more than one student. English acquisition is a concern in situations where two Spanish-speakers live in the same home. CASP college staff has made some adjustment and will continue to closely monitor the situation. In making adjustments in host families, CASP/GU representatives support efforts to balance the issues of English acquisition and disruption of strong family ties.

B. Campus Involvement

Cycle E2 students state that due to the pressures of the twenty-one month program, they have little time for activities beyond studying, eating and sleeping. As a result, they have become much less involved in campus activities and several stated they had to drop activities such as soccer and volleyball. Ricardo Mora did not meet with CASP/GU representatives because he felt he could not afford to forfeit lab time. While extracurricular involvement is limited, students enjoy an unmistakable presence on campus which is evident in classes, the lab and the cafeteria where they spend time with each other and their North American friends.

Cycle F students are quite involved in a number of activities. During the campus visit, CASP/GU representatives attended a basketball game with several students who insisted on speaking English the whole time. Additionally, students were involved in a campus world crafts fair where they assisted by answering questions and collecting monies.

Renzo Del Molino, Social Activities Coordinator, and Christine Phillips, Students Services Coordinator, demonstrate an incredible enthusiasm for and commitment to working with the CASP students and facilitating their involvement with North Americans. The calendar of activities they have developed is a well-rounded program of outings such as trips to Boston Red Sox games to lectures on the future of tropical rain forests. CASP/GU commends both Mr. Del Molino and Ms. Phillips for providing outstanding opportunities for CASP students.

C. Community Activities

Many Cycle E2 students expressed concern that they were not involved in the community because their studies demanded so much of their time. While they have a number of North American friends and do

participate in some activities with them or their host families, they regret that they are unable to be more involved.

The Cycle E2 HRM students have had many opportunities for participating in the community under the umbrella of their HRM responsibilities. Tracy Taegar recently prepared "A Taste of Central America" banquet for 150 persons from the college and the community. Following dinner, several students from both Cycle E2 and F presented Folkloric Music and Dance of Central America for the guests. Rocio Zaiden will have the opportunity to manage the Berkshire Hilton Christmas Party which meets her program requirement and gives her high exposure to the community.

Opportunities do exist for all CASP students. The First Baptist Church of Pittsfield invited CASP students to a dinner in their honor on November 12th. The church members made arrangements for transportation and the evening included dancing as well. Another opportunity was provided by the Massachusetts Department of Health in its project "Nutrition Counts." The Office of Nutrition requested assistance from CASP students to weigh and measure kindergarten and preschool children for this project and also provided a training session.

Cycle F students are participating in many activities with their host families and churches.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Staffing

CASP/GU commends Greg Heming, CASP Director, for the excellent leadership he is providing to the CASP program at Berkshire Community College. Recent changes in the internal budgeting process and significant budget cuts for BCC have resulted in staff changes for the CASP/BCC staff. Greg Heming and Diane Gordon, CASP

Assistant, are full-time staff and have taken on several responsibilities formally performed by others. Sarah Atchley will continue as ESL instructor on an as-needed basis. Renzo Del Molino, Social Activities Coordinator, is currently half-time. BCC staff stated that due to recent budget cuts, Christine Phillips, Student Services Coordinator, and Tim Walters, ESL Instructor, will not continue after the first of the year.

B. Internships

Internships for electronics students is an area of concern. ET faculty have contacted many businesses in the area and found that because of restraints in liability insurance, businesses are hesitant to offer internships in the electronics field. They are concerned that students would be injured or cause damage that would not be covered by insurance. ET faculty mentioned an anti-liability clause may address this issue.

HRM, on the other hand, has been able to offer its students a remarkable internship experience at the Berkshire Hilton Hotel. Students were able to spend a week in each of the hotel's departments gaining insights and skills of the hotel/restaurant industry.

C. Special Student Cases

As a follow-up to concerns from previous campus visits, special attention was given to the following five students who appear to be progressing very well.

CASP/GU representatives were impressed with the dramatic change in the level of maturity and positive attitude demonstrated by David Glenn. He is doing well academically, stated that his goal is to earn a 4.0 next semester and feels that he will have straight As except for one class this semester. David is carrying seven courses

this semester and will carry six next semester. He is currently living in an apartment, but plans to move back to a host family so that he can devote more time to studying. Both during the individual interview and the group meeting, David demonstrated a strong commitment to his studies and his experience in the United States. He stated that he is looking forward to returning to Belize and pursuing further opportunities.

Ruby Blandón is doing well in selected studies although she experienced previous difficulties. She volunteers in the campus day care facility one hour per day, teaches Spanish to 9-10 year olds at a public school once per week, and is in a special study group with North Americans. Ruby cites the support of the BCC staff as part of her success as the only CASP student in Selected Studies. Ruby demonstrated a positive attitude and commitment to the program during both the individual interview and the group meeting.

Javier Brown switched from HRM to business and appears to be doing well. He is enjoying his classes and interacting with North Americans and he has found this to be very beneficial. Javier has done an internship with an accounting firm which he found interesting and worthwhile. He is looking forward to opportunities upon his return to Belize.

Galileo Ah continues to do well in his studies as he pursues a degree in electronics technology. He has dropped his plans for a double major, yet Galileo would still like to study medicine in the future and plans to work for a few years upon his return to Belize.

Due to previous academic problems, Edwin Torres must successfully complete all remaining courses to obtain an Associate degree. He is aware that he must focus a lot of energy on his studies and stated that his girlfriend is a positive influence. His roommate is moving out so that he will have to pursue other living arrangements; he hopes to get an apartment on his own.

D. Whole School Support

The whole-school support enjoyed by the CASP program at BCC is extraordinary. During the entire campus visit, CASP/GU representatives were aware of the high visibility and support enjoyed by the CASP program. Evidence of this is the number of people who made time to meet with the CASP/GU representatives.

Dr. Catherine Addy, President, Dr. Gary Lamoureaux, Dean of Student Services, and Dr. James Pasquini, Dean of Administrative Services, all devoted a significant amount of time with the CASP/GU representatives. Of foremost importance during these meetings was the subject of the future of CASP/CASS; specifically as related to Berkshire Community College. CASP/GU representatives outlined the process currently being followed for new colleges. Drs. Addy, Lamoureaux and Pasquini expressed a sincere desire to continue working with CASP/CASS. Dr. Addy expressed a desire to immediately begin working with her staff to identify resources for matching funds.

A major concern at this time is the fiscal crisis Massachusetts is currently experiencing. Its impact on BCC was the layoff of 31 college personnel which occurred during the campus visit. Dr. Addy stated that once Massachusetts gains control of its fiscal situation, the path for developing some sort of match could be clearer thus allowing Berkshire to continue involvement in the CASP/CASS program. The CASP/GU representatives encouraged Dr. Addy to pursue the issue of BCC's participation in CASS with Dr. Tom Oates, Director of CASP/CASS.

CAMPUS VISIT REPORT II: FOX VALLEY TECHNICAL COLLEGE

I. OVERVIEW

Institution: Fox Valley Technical College (FVTC)

Location: Appleton, Wisconsin

Dates of visit: November 2, 1989 (host family meeting)
November 16-17, 1989

CASS representatives: Nadine Beezley (State Office Program Coordinator)
Susan Moroz (Georgetown University)

Key people visited: Carolyn Mewhorter & Debra Morrison - (FVTC CASS representatives)
Judy Boncher - ESL program
Robert Darula - FVTC Dean of Student Services

Field of study: Quality Control Specialist

CASS students: Costa Rica - 1 male, 1 female
Dominican Republic - 3 males, 1 female
Guatemala - 1 male, 1 female
El Salvador - 2 males, 1 female
Honduras - 0 male, 2 females
Haiti - 2 males, 1 female

Total: 16 students - 9 males, 7 females

II. SUMMARY

A. Program Highlights

1. English

- *met with Judy Boncher (ESL staff) at host family meeting**
- *observed ESL Composition class**
- *observed ESL Skills class**
- *review of individual student progress**

2. Coursework

- *review of English courses to be taught next semester**
- *observed Experience USA/America class**

3. Living arrangements

- *attended monthly host family meeting**
- *discussed prospective plans for future living arrangements**
- *comments by individual students**

4. Campus Involvement

- *monthly calendar**
- *Experience America topics**
- *comments by individual students**

5. Community Activities

- *Experience America activities**
- *comments by individual students**

6. Student interviews

- *met individually with each of the students**

B. Issues

- 1. Individual student (Lavaud Cheristin) request to visit family and/or friends in New York during Christmas/New Year vacation.**
- 2. Request by C. Mewhorter and D. Morrison that contact be made with CASS country coordinator in El Salvador to obtain information about students' families. Request for means to contact country coordinators (of all FVTC CASS students) to be used by staff in case of emergency.**
- 3. Discussion of English progress of all students. Additional review of minimal progress by three students and what measures are being taken to meet their needs.**

4. Amount of time spent with religious activities (specifically Jehovah's Witnesses). Both host families and students have commented on this issue.
5. Difficulties the three Haitian students are experiencing with other CASS students due to cultural and language differences.
6. Plans for group activities during the Christmas/New Year vacation.
7. Questions by host families and by students regarding living arrangements after initial six months with host family.
9. Discussion of issues and comments noted during individual student interviews.

C. Recommendations

1. Debra and Carolyn will encourage Lavaud to postpone the trip to New York so he will be able to participate in community/social activities planned for the Christmas/New Year vacation.
2. Investigate possible community events and activities for the students during Christmas/New Year's vacation. Debra has begun to plan an activities calendar for the vacation.
3. Carolyn & Debra are both aware of the English problems that some of the students are having; they have been discussing the issue with the ESL staff. Tutors have been arranged for each of the students.
4. Inform students of the Semester II curriculum including the additional ESL study. This will be done by Debra during her Experience America class.
5. Debra (and Carolyn) will talk with students about the amount of time being spent with religious events. It is "Experience America", not experience "Jehovah's Witnesses". Indicate the importance of finding a good balance in amount of time spent with church groups; students should not feel intimidated or obligated to attend "every" church-related meeting/activity.

III. ACADEMIC EXPERIENCES

A. English

An ESL composition class and the ESL Survival Skills class were observed. Good student participation; instructor may want to call-on/encourage non-volunteering students more. During the individual student interviews most students indicated that they were aware of their English abilities and/or problems. All students have significantly improved their English since their arrival. Additional tutoring has been arranged for the students who are having difficulty. The ESL staff and the CASS staff continue to work cooperatively and to have good communication regarding the progress and/or difficulties of the CASS students.

B. Coursework

A revised schedule of courses for Semester II includes continuing study in English skills as well as math and initial courses in Quality Control (Attachment #1). Many of the students indicated that they were excited to begin studying "program" courses; many were also relieved to find out that they would continue to study in English.

A site visit in March will include meetings with the Quality Control staff and classroom observation.

CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements.

Since the initial site visit one student (Thelma Tumax) was moved to a new host family. Thelma indicated that she is much happier in her new home. During individual interviews, all of the students indicated that they felt good/content/happy about their relationships with their host families.

At the host family meeting, families of 14 students had very positive things to say about their students and about their relationship with D. Morrison and C. Mewhorter. Host family meetings are planned on a regular basis; agendas are designed to provide information to the families and to provide time for open discussion (Attachment #2). Although concerns and issues were discussed, there were no significant problems. At the request of the host families, D. Morrison is meeting with each of the students individually to review their present living arrangement to see if there are any hidden issues.

The FVTC CASS staff are investigating potential apartment living arrangements for students who will not continue with their host families after the initial six months. This topic is being discussed with both the students and the host families.

B. Campus Involvement

Students are attending FVTC Student Government meetings on a rotating basis and then making a report to the other CASS students during the Experience America class. The weekly conversation groups (Attachment #3) continue to draw both college and community people. The students have a schedule indicating their turn to be part of the group. Reports on the groups are made during Experience America. Students continue to be involved in sport programs on the campus. Activity calendars are provided for each month (Attachment #4).

Although the students still spend most of their time with each other while they are at school, they are also talking with and interacting with the other students of FVTC. Many students commented on this interaction during the individual interviews.

C. Community Activities

During the individual interviews all of the students were able to talk about activities in the community. They are using the bus system for their own transportation purposes; many commented on how they talk to Americans on the bus. The majority of the students indicated that they continue to go to YMCA for swimming, weights, aerobics, and sports. Many are involved with church activities. All of the students indicated that they feel that they have made some American friends. In addition to CASS-organized participation in community projects, the students are participating in a variety of events related to the interests of their own particular host family.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

1. The student who has hospitalized soon after arrival is now in good health. It was recommended that he have his vision checked; he commented that he develops headaches while reading.
2. The student who was moved indicated that she is much happier with her new host family.
3. The only female Haitian student indicated during her interview that because she does not speak Spanish, she has been very lonely for a "girlfriend". The situation seems to be improving as all of the CASS students are learning and using English. She feels she is isolated because of language/communication problems, not because she is Haitian.

B. Staffing

Carolyn Mewhorter and Debra Morrison continue to provide an excellent program for the CASS students. Due to their commitment to the success and total well-being of each student, they have a quality program that is sensitive to the needs of the students, the FVTC faculty, and the host parents. Because of this sensitivity they are able to deal effectively with issues before they become actual problems. They are very alert to comments about the Cass students' involvement/interaction/visibility within the college and the community.

Just as they have developed effective and cooperative communication among the FVTC CASS staff, they have also been very cooperative in working and communicating with the CASS State Office.

C. Orientation

Orientation continues to be on-going for the host families during their monthly meetings. Orientation topics for the students are continually addressed during Experience America classes, and during ESL courses when appropriate.

D. Decision Making & Leadership Development

Events, activities, and discussions related to these items are being addressed through many Experience America classes (FVTC Student Government participation, presentation on parliamentary procedure, group projects, etc.) (Attachment #5). The process of planning for independent living arrangement is being used to teach the students about responsibility and decision making.

E. Insurance Numbers & Medical Reports

These items have not been received (from Georgetown University) for all of the students. This is not only inconvenient, but it also has potential to cause problems and/or misunderstanding with the host families and local health care facilities.

FVTC/CASS STUDENT PROGRAM
 QUALITY PROCESS SPECIALIST PROGRAM
 COURSE SEQUENCE
 August 1989 - August 1991

Graduation Requirement = 71 Credits

	<u>Credits</u>	<u>Type of Course*</u>
<u>Fall 1989</u>		
18 weeks, August 1989 through January 1990		
Courses:		
English as a Second Language (ESL) Conversation, Reading, Writing	0	
<u>Spring 1990</u>		
18 weeks, January 1990 through May 1990		
Courses:		
Tech Math Basic	3	S
Language Communications	2	G
Basic Communications	2	G
American Institutions	3	G
Principles of Supervision	3	C
Language Skills	1	C
Electives	2	E
	16	
<u>Summer 1990</u>		
12 weeks, June 1990 through August 1990		
Courses:		
Written Applications	2	G
Business Math II	3	S
Quality and Productivity Improvement	3	C
Language Skills II	1	S
	9	
<u>Fall 1990</u>		
18 weeks, September 1990 - January 1991		
Courses:		
Psych of Human Relations	3	G
Introduction to Service Process Management	3	C
Organizational Dynamics	3	C
Leadership Development	3	C
Computer Literacy	3	C
Electives	2	E
	17	

*C = Core (Occupationally Specific)
 S = Support
 G = General Education
 E = Elective

CASS HOST FAMILY MEETING

Thursday, November 2, 1989

6:30 - 8:00 p.m.

FVTC Appleton Campus, Room C140

AGENDA

- 6:30 - 6:40 p.m. Coffee, Juice, Cookies
- 6:40 - 6:50 p.m. Introductions
- 6:50 - 7:00 p.m. How to Help with English - Judy Boncher
- 7:00 - 7:10 p.m. Remarks by CASS State Assistant Coordinator
Nadine Beezley
- 7:10 - 7:20 p.m. Announcements
- New CASS information packets
 - Optometrist: Dr. Ken Gibson, 419 N. Oneida St.
731-2020
 - One on One Nov. 3
 - Getting to Know You Gala
 - Conversation Schedule
 - CANADA
 - Frost bite/Hypothermia
 - New profile
- 7:20 - 7:30 p.m. November Activities
- Calendars
 - November 21
- 7:30 - 8:00 p.m. Host Family Input
- Family/Student Christmas Party
 - Christmas presents
 - Independent living
- 8:00 p.m. Adjourn

FOREIGN LANGUAGE CONVERSATION SCHEDULE

Charlas en Espanol

Diologue en Francais

October 17

October 19

Caridad, Juan, Juana

Marie, Lavaud

October 24

October 26

Vanessa, Angel, Samuel

No conversation

October 31

November 2

Elizabeth, Jose, Offir

Evens, Marie

November 14

November 16

Thelma, Ramiro, Steven

Lavaud, Evens

November 21

~~November 23~~

No conversation

~~Marie, Lavaud~~

November 28

November 30

Maria, Caridad

Evens, Marie



CASS

is



Presenting...

Dialogue en Francais
3:45 - 5:00 p.m., Thursdays
Room G212 of the
Appleton FVTC Campus

Charlas en Espanol
3:45 - 5:00 p.m., Tuesdays
Room G212 of the
Appleton FVTC Campus

You are invited
to participate in Spanish and French conversations
in an informal setting with FVTC's CASS students.
Spanish is featured Tuesdays; French is featured Thursdays.
Stop by for one session or come each week!

Call Debra at 735-4728 for more information

Conversations will
not be held
November 21 or any day
the Appleton FVTC
is closed.

Venez!

Venga!

A-214

CASS in November 1989

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Student Government Meeting	2 *CASS <i>Dialogue en Francais</i> 3:45-5:00 p.m., G212 6:30 p.m., Host Family Meeting	3 *CASS 2 p.m., <i>Tour of FVTC Student Housing</i> *CASS 6:30 p.m., "Getting to Know You" Gala	4 NACA Fall Leadership Conference, UW-Parkside
5 NACA Fall Leadership Conference, UW-Parkside	6	7 Election Day Movie: <i>Naked Gun</i> 11:30 a.m., 7:15 p.m. (FREE) *CASS <i>Charlas en Espanol</i> 3:45-5:00 p.m., G212	8 Movie: <i>Naked Gun</i> 11:30 a.m., 7:15 p.m. (FREE) Blood Drive	9 Musician: David Rudolph 11 a.m., Oshkosh Campus (FREE) *CASS <i>Dialogue en Francais</i> 3:45-5:00 p.m., G212	10 *CASS <i>Tour of Robert Schuh Farm Freedom</i> , 12-3 p.m. (FREE)	11 Veteran's Day
12	13	14 *CASS <i>Charlas en Espanol</i> 3:45-5:00 p.m., G212 Career Night Volleyball ends	15 Comedian: Jeff Allen 11:30 a.m., 12:30 p.m. (FREE) Student Government Meeting - 3:30 p.m.	16 *CASS <i>State Representative On-site Visit</i> *CASS <i>Dialogue en Francais</i> 3:45-5:00 p.m., G212	17 *CASS <i>State Representative On-site Visit</i>	18 *CASS <i>Folk Fair, Milwaukee</i> 8:00 a.m.-6:30 p.m. (Cost - \$15)
19	20	21 Movie: <i>She's Having a Baby</i> 11:30 a.m., 7:15 p.m. (FREE) *CASS <i>Charlas en Espanol</i> 3:45-5:00 p.m., G212 *CASS <i>Christmas Parade</i> , 6 p.m.	22 Movie: <i>She's Having a Baby</i> 11:30 a.m., 7:15 p.m. (FREE)	23 Thanksgiving No School	24 No School	25
26	27	28 Movie: <i>Die Hard</i> 11:30 a.m., 7:15 p.m. (FREE) *CASS <i>Charlas en Espanol</i> 3:45-5:00 p.m., G212 End of 12-week block	29 Movie: <i>Die Hard</i> 11:30 a.m., 7:15 p.m. (FREE) Student Government Meeting - 3:30 p.m. New 12-week block begins	30 *CASS <i>Dialogue en Francais</i> 3:45-5:00 p.m., G212		

Experience America
December 1, 1989
12:30 p.m. - 3:20 p.m.
Room G212, Appleton FVTC campus

1. Announcements
 - a. Lunch with Dr. Spanbauer, December 6
 - b. Hispanic Heritage Week
 - c. Outside CASS publications
 - d. News & Views
 - c. Host family note - potluck, symphony
 - d. Ameritel phone calls
 - e. lotion in winter
 - f. apartment mates
 - g. SAP member interest
 - h. Spanish/French conversation
 - i. YMCA volunteers over Christmas
 - j. adopt-a-family
 - k. SGA sign-in
 - l. Parade pictures and video
 - m. El Salvador Country Coordinator
 - n. church access
 - o. staying home alone
 - p. rides/carpool
 - q. French classes in Kaukauna
2. Charlas/Dialogue report - Caridad/Marie
3. Student Government Report - Elizabeth
4. Country reports
5. December activities/ Jan. 4 and 5
6. Housing decisions
7. Student Input
8. Pictures

CASP/GU CAMPUS VISIT REPORT

FALL 1989

I. Outline

Institution: West Hills College
Location: Coalinga, California
Dates of Visit: November 27 - November 30, 1989
GU Representative: Hallie Galen, Program Officer

Key People Visited: Don Forth, Dean of Instruction
Martina Hager, CASP Coordinator
Etsel Barner, Chairman, Computer Science
April Rice, ESL Coordinator
Mary Forth, English Instructor
Lance Rand, Computer Instructor
Robert Skaggs, ESL Instructor
Lynn Iwamoto, Math Instructor
32 CASP students

Field of Study: Computer Science
CASP Students: 16 Cycle E1 students
16 Cycle F students

	<u>E1</u>	<u>F</u>
<u>Breakdown by Gender:</u>		
Belize	0	3
Costa Rica	5	3
El Salvador	0	3
Guatemala	2	4
Honduras	4	3
Panama	5	0
<u>Breakdown by Sex:</u>		
Female	8	8
Male	8	8

II. SUMMARY

A. Program Highlights

English

- o The ESL program at West Hills is excellent, due to the recent addition of April Rice, a full-time ESL coordinator/instructor, who supervises two part-time instructors.

Coursework

- o The three Belizean Cycle F students are already in English 51A, the graduation requirement, with the Cycle E students. In addition, the Belizeans are enrolled in Algebra and Computer Literacy with the other Cycle F students, keeping them part of the group. Spanish-speaking Cycle F students study English as a Second Language for five hours per day.
- o The Cycle E students choose what courses they will take to fulfill degree requirements with guidance from their academic advisor. They are in many different mainstream classes and all report in their questionnaires that they are very satisfied with the academics.

Living Arrangements

- o Nine Cycle E students have chosen to live in the dorms. All other CASP students are living in host homes.

Campus Involvement

- o The CASP students have formed the International Relations Club, open to everyone. In addition, most students are involved in other campus clubs, such as the Associated Student Body and the Dormitory Club.

Community Activities

- o Community involvement has been primarily through church and host family activities. Students have been involved in local events such as parades and picnics. The coordinator has been active in arranging opportunities for the students to become involved in the community.

B. Issues

- o The coordinator is concerned about the safety of the students living in the dormitories due to some recent vandalism, and would prefer not to offer that option to Cycle F students at the end of their first six months.

- o There is a division in the Cycle E group which causes tension and awkwardness when they are in a room together.
- o West Hills staff as yet has not arranged for internships for their Cycle E students.

C. Recommendations

- o The CASP/GU representative recommended that the coordinator not prohibit students from moving into the campus dormitories, as host family life is not for everyone. In addition, Galen recommended that WHC staff investigate the possibility of apartment living.
- o The CASP/GU representative recommended an on-going orientation for students' personal and professional development. A series of workshops on topics relevant to students' problems, such as working with difficult people and conflict resolution was recommended.
- o WHC/CASP staff has agreed, in conjunction with Lance Rand, the computer teacher, to arrange for internships in the campus computer laboratory. In addition, visits to industries where computers are used and guest speakers from the computer industry would enhance this part of the program.

III. ACADEMIC EXPERIENCES

A. English

Of the sixteen Cycle E students, seven are enrolled in English 51A, the graduation requirement. The other nine have already passed it. Two of the three Belizeans in Cycle F are also enrolled in this class. The third Belizean, Georgina Kisling, tested out of 51A, and therefore is enrolled in English 1A. One Cycle E student who finished his English requirements is enrolled in a speech class.

The thirteen Spanish-speaking Cycle F students are together in English as a Second Language for five hours a day. ESL is taught by three different teachers, one being the coordinator of the ESL program. She is a highly qualified instructor and brings a

professional touch to the program. One student, Minor Carballo, is progressing slower than the others. At the time of the visit, he had just begun receiving extra help from a tutor. Next semester there will be two levels of ESL.

B. Coursework

CASP students can enroll in any classes that meet their degree and graduation requirements. GU commends this policy which requires students learn how to take responsibility for themselves. They are assisted in this selection by Etsel Barner, their academic advisor and Chairman of the computer science department. Mr. Barner has been involved with the WHC/CASP program from the start and is very experienced working with CASP students.

All sixteen Cycle E students are in COBOL, where they are learning about data validation program design. In addition, there are ten students in a Word Processing class, eleven are in Health, nine in Geography, 15 in Statistics, 7 in Physical Education, 5 in Business Management, 5 in art classes, 3 in music classes, and one on the college newspaper, which is a for-credit class. At the Lemoore campus of West Hills College, three CASP students are enrolled in Lotus and Fortran.

The Spanish-speaking Cycle F students are enrolled in five hours a day of ESL, Physical Education, College Algebra and Computer Literacy, a six-week course. This course involves studying BASIC, computer terminology, and the variables and constants used in computer programming.

The Belizeans in Cycle F have the same courses as the other Cycle F students, except for either English 51A or 1A, instead of the ESL. The WHC/CASP staff's intention was to not enroll the Belizeans in more than 12 units for their first semester, as they would be adapting to a new school system, culture and living

situation. However, all three stated during interviews that they felt under-challenged, and were ready for the heavier load of next semester.

C. Mainstreaming

Mainstreaming has been excellent at West Hills. Cycle E students are mainstreamed in all of their classes. Cycle F will begin to take mainstream courses next semester. Belizean students are in both mainstream classes and CASP-only classes, and have mixed very well with all the other students.

D. Internships

At the time of the visit, internships for Cycle E had still not been arranged. The CASP/GU representative spoke with the computer instructor, Lance Rand, as well as the WHC/CASP staff about ways to include this valuable part of the students' learning experience in their program. WHC/CASP staff will provide internships in the computer lab at the college. Coalinga is a small town and opportunities for internships in the community are very limited.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

At the time of the visit, nine Cycle E students had chosen to live in the campus dorms. The rest are with host families, six of whom have been with the same family for a year or more.

During the visit, two Cycle F students who had moved out of their host home into the dorms for one week, were being moved into a temporary home. Students stated that there had been a misunderstanding between them and their host mother and she had

accused them of stealing. They denied it but had no explanation for why the items in question were in their dresser drawers.

Two Cycle F students stated that they would like to move because their host parents speak to them in Spanish, although the parents deny it. All other Cycle F host family placements have been successful. The CASP/GU representative encouraged the Cycle F students to communicate with their host families and work out problems on their own whenever possible, rather than involve the coordinator or give up and ask to be moved.

The CASP/GU representative attended a bi-monthly meeting of host families. Of the ten that attended, the primary concern of the new host parents was that they would get involved with their student, only to have him or her move out after six months. They felt that the commitment should be two years or none at all, and that students seemed to think of them as a motel, or a temporary experience. They felt that their expectations and that of the students was different. The CASP/GU representative explained to the families that the students were only obligated to spend six months in a host family. After that, it is the decision of both parties involved whether or not to continue the relationship. More than six months is usually too much of a commitment to ask of a family. Although WHC encourages the students to stay in host homes, the arrangement is not always desirable for the student. In such cases, the dormitories are available to students after six months. The GU representative reviewed this concern with Martina Hager during the visit.

B. Campus Involvement

West Hills College has many very active clubs on campus. The CASP students have formed the International Relations Club, which is open to other students. Hector Solis, a Cycle F student, is the president. They have two faculty advisors who do not speak Spanish, and therefore hold the meetings in both English and

Spanish. In addition, the students who live in the dorms have a Dorm Club, of which a CASP student, Roberto Falla, is president. Other clubs that CASP students belong to are MECHA, the Associated Student Body, and the Black Student Union. The International Relations Club won the homecoming week competition, and one member, Idulvia Espinosa, was named homecoming queen. She is also a cheerleader. One student writes about CASP for the school newspaper, and all the students participated in the September 15 Independence Day celebration. Campus involvement at West Hills is exemplary.

C. Community Activities

Students have given cultural presentations at their churches, as well as the local Kiwanis club. One student plays guitar at his church, and another is in the choir. Several students recently gave a dance presentation at the local Women's Club.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Special Student Cases

One month before the visit, two Cycle F students, Hector Solis and Misael Sanchez, went to Fresno in a car driven by a Cycle E student, Roberto Falla, along with three other Cycle E students - - Eduardo Velez, Liz Obando and Aura Alvarado. The Cycle F students have written letters of apology to CASP, explaining that Roberto Falla told them Cycle E students were allowed to drive. They, along with the Cycle E students involved, have all signed a contract with West Hills stating that they will abide by the terms of their scholarship. The one signed by Roberto Falla is more inclusive than the others, since he apparently did all the driving, and has caused problems in the past. The students have been warned that this is a serious violation of the CASP rules, and an additional violation could result in the

termination of their scholarships.

B. Staffing

There have been many changes in the staff since the last visit to West Hills. The new coordinator, Martina Hager, is full-time for CASP. In addition, Don Forth, Dean of Instruction, has replaced the president, Stan Arteberry, as the chief administrative contact for CASP. The addition of April Rice as ESL Coordinator and the continuing involvement of Etsel Barner as instructor and academic advisor, creates a very professional and supportive team for the program. The staff has been extremely responsive to the needs of the program and the students. In their questionnaires, students all report a good relationship with the WHC/CASP staff.

C. Support Services

The coordinator is the primary source of support for the CASP students. At the time of the visit, two students came to her with problems. One, Liz Obando, had a growth on her ovary and was waiting for test results. She was very nervous about the outcome, and the coordinator was very comforting. Another Cycle E student, Eduardo Velez, was asked to move out of the host home that he had been in since the start of the program. His host mother was reported to be having a nervous breakdown, and put all of his things in garbage bags and left them on the porch. She was very hostile to the coordinator both on the phone and when she accompanied the student to pick up his belongings, after he spent the night at a friend's. He believed that she had a drinking problem. The coordinator was very supportive and found him a new host family in one day.

Luis Rodriguez, a Cycle E student, is being treated for mild depression at the local free clinic. He is taking a small dose of an anti-depressant drug for his problem, and by all accounts is remarkably improved.

CASP/CASS CAMPUS VISIT REPORT

Fall 1989

I. OVERVIEW

Institution: Bartlesville Wesleyan College

Location: Bartlesville, Oklahoma

Dates of Visit: November 28 - 30, 1989

Georgetown Representative: Dennis Huffman

Key People Visited: Ms. Barbara Fullinghim, CASS Coordinator
Ms. Claudia Flye, Dean of Students
Dr. Don Maness, Vice President for Academic Affairs
Dr. Paul Mills, President
Mr. Kent Stroman, Vice President for Business Affairs
Mr. Ken Hada, ESL Instructor

Field of Study: Small Business Management

CASP Students: 16

Breakdown by Country

Belize:	3
Costa Rica:	3
Dominican Republic:	1
El Salvador:	3
Guatemala:	4
Honduras:	2

Breakdown by Sex

Female:	10
Male:	6

II. SUMMARY

A. Program Highlights

ESL. During the first eight weeks of the program, eleven students were enrolled in an intensive ESL program for twenty-five contact hours a week. Currently, they are taking fourteen hours a week. The students are making excellent progress with English.

English. Of the three Belizeans in the group, one tested into English Composition I, while the other two were placed in Developmental English and Reading, along with two native Spanish speakers whose English skills were more advanced.

Course work. The five students not taking ESL were mainstreamed into Psychology and College Algebra in addition to their English classes. At the end of the eight-week intensive ESL program, all of the students were together for an eight-week intensive coursework in computers and math. In addition, all of the students took the Freshman Development Seminar.

Living Arrangements. The host-family placement program at BWC has been a success, although there is room for improvement in terms of the CASS ideal of one student per family (8 students were placed in pairs) and in expanding the search for families into the wider Bartlesville community.

Campus Involvement. The students are very comfortable on campus. They received an excellent orientation and will be fully integrated next semester when they move into the dorms.

Community Involvement. The host families and churches have been the primary conduit into the community for the CASS students to this point. The students received a good orientation to the community, and they are becoming increasingly well integrated.

Staffing. The BWC CASS program is well staffed.

Support Services. During this visit, the CASS students frequently expressed their appreciation for the supportive environment in which they find themselves.

Advisory Board. BWC has not yet formed a CASS Community Advisory Board.

B. Issues and Recommendations

Issues

The BWC host family placement program has thus far included only members of the Wesleyan church and/or BWC staff.

Dancing is a deeply-rooted cultural norm in Central America and the Caribbean. The "Community Standards" of BWC prohibit "dancing or attendance at places or events it occurs," and while the CASS students did not mention this as a concern, CASS/Georgetown believes it is a potential source of conflict.

During this visit, two members of the Bartlesville community approached Mr. Huffman with concerns that BWC intended to "convert" the CASS participants.

BWC has not yet formed a CASS Community Advisory Board.

Recommendations

Future host family placement should involve outreach into the wider Bartlesville community. This would also enable placement of one student per family.

Although it is not the intent of CASS/Georgetown to call into question the standards of BWC, the BWC CASS staff is urged to approach this issue with special sensitivity.

While Mr. Huffman is personally convinced that this is not the case, the BWC staff should be aware that public perception of such intentions is potentially damaging, particularly as religious freedom is one of the pillars of an Experience America program such as this.

Formation of such a board could prove extremely useful in resolving some of the above concerns, as well as greatly facilitating the process of arranging future internships and other community experiences.

III. ACADEMIC EXPERIENCES

A. ESL

The BWC ESL program has been very effective. The staff developed a program which involved enrolling the students in an intensive ESL program for twenty-five hours a week for the first eight weeks. Then, during the second half of the semester, that load was reduced to fourteen hours a week, and the students were placed into two intensive eight-week courses in Math and Computers.

Instructional responsibilities for the CASS students were divided between Mr. Ken Hada, who teaches ESL full time, and Ms. Barbara Fullinghim, the CASS Coordinator, who teaches half time. The ESL program involves five courses--Listening, Conversation, Reading, Composition, and Grammar. Ms. Fullinghim teaches Reading to the entire group and also works with small groups of half the students in Conversation and Listening. Mr. Hada works with the remainder of the students in Listening and Conversation, as well as teaching Composition and Grammar.

An excellent enrichment program developed by the ESL faculty involved pairing one CASS student with one North American student for conversation practice. Both students and staff were pleased with how this was going.

The BWC staff is concerned about the slow progress in English of one student, José Rivera, from El Salvador. At this point, there is no reason to believe that José will not be able to complete his program as planned, but the BWC staff will continue to monitor his progress carefully.

B. English

In addition to the three Belizeans, two other students are not enrolled in ESL. Damaris Patterson, from Costa Rica, and Amanda Padilla, from Honduras, both tested out of ESL and were enrolled in Developmental English, along with two of the Belizeans. Angelique Samuels, the other Belizean, tested into

English Composition I. In order to graduate, all of the CASS students will need to pass English Composition I, as well as one other advanced course in the area of reading, writing, or literature.

C. Course Work

The students are on schedule for graduation in August of 1991 with Associate of Arts degrees in Small Business Management. As previously mentioned, all of the students were enrolled in two intensive eight-week classes, Business Math and Principles of Computer Science, during the second half of the fall semester. The students were pleased with these classes, although the English-speaking CASS students expressed their sense that the Computer Science instructor was focusing most of his attention on the Spanish speakers. The emphasis in the computer class was on word processing and account reconciliation. The English speaking students were also enrolled in Algebra and General Psychology.

During the spring semester, the Spanish speakers will be enrolled in General Psychology, U.S. Government, Literature of the Old Testament, and a physical education course in addition to ESL. With the exception of physical education, these classes are all special sections for CASS students only. Mainstreaming will begin for the Spanish speakers in the summer of 1990, although there will be few traditional students on campus then. The English speakers will be completely mainstreamed in the spring semester.

IV. CAMPUS AND COMMUNITY EXPERIENCES

A. Living Arrangements

All of the CASS students were placed with host families upon arriving in Bartlesville. The host family program has been generally successful, and the BWC staff is commended for the

excellent orientation of, and communication with, host families. An example of this is "Host Family News," a monthly publication.

All of the students will be moving into the campus dorms at the beginning of the spring semester, by which time they will have completed five of the required six-months with host families. The decision to move the students at the beginning of the semester was based on the BWC CASS staff's desire to facilitate integration in the dorms to the greatest extent possible. While they are, for the most part, enjoying the family experience, the students are looking forward to becoming more integrated into the campus through dorm living.

There is room for improvement in host family arrangements for any future CASS programs. All but one of the host families are members of the Wesleyan church, with the non-Wesleyan being a BWC faculty member. Future host family placement should involve outreach to the entire Bartlesville community and include a range of religious orientation. Several of the students expressed strong feelings that some of the host families should have been Catholic. In addition, eight of the students were placed in host families in pairs rather than individually. While this is acceptable, it is less than ideal, particularly in terms of the negative effect it can have on language acquisition. Frequently, one student in the pair becomes dominant in English with the other taking on a dependent role.

In addition, one student felt that he had been deprived of a true family experience because he had been placed with a single man. Another student reported feeling that his family was unduly controlling, particularly in terms of the kinds of music he could purchase.

B. Campus Involvement

The CASS students received a week-long orientation to the program upon arriving in Bartlesville. While the orientation was generally successful, the Belizeans expressed their frustration with what they saw as a heavy emphasis on the Spanish speakers.

A special course, Freshman Development, also served as guide to campus involvement. All incoming Freshmen met together for sessions, and special sessions were held in Spanish for the CASS students to go over what was being covered in the course. Topics ranged from time management and study skills to emotional adjustment and budgeting.

Mr. Huffman also discussed plans for leadership development with the BWC CASS staff. One option included participation in career-oriented clubs such as DECA (Distributive Education Clubs of America) and Phi Beta Lambda (the postsecondary division of Future Business Leaders of America). The formation of a CASS club was also discussed.

The religious character of BWC includes a strong emphasis on the quality of student life. This includes required attendance at chapels, and strict enforcement of rules prohibiting the use of alcohol, drugs, and tobacco, as well as rules regarding sexual conduct. Dancing, both on an off campus, is also prohibited.

During the individual student interviews, Mr. Huffman attempted to determine how the students were reacting to the religious orientation of BWC. Eight of the students explicitly stated their pleasure at finding themselves in a religious environment. Comments ranged from, "Without rules there is chaos," and "It was easy to quit smoking here," to "It's great to study in a Christian environment," and "It's good to be at a Christian school away from drugs."

Two students expressed reservations. One said, "I felt that my faith was in conflict with the Wesleyans, but I spoke to a priest and feel better now." The other stated, "I can live this way, but I don't like it."

The BWC campus is clearly providing the students with a supportive environment. However, support can at times prove limiting to student expression and exploration. Mr. Huffman was very impressed by the warmth and caring of both staff and students, and it is obvious that, in general, the CASS students appreciate this fact. As the program develops, the sharing of

cultures and perspectives which has already taken place between CASS and North American students should continue to provide opportunities for mutual growth.

C. Community Involvement

The students are becoming increasingly integrated into the Bartlesville community. In addition to the fine orientation which they received, which included complementary meals at a number of local restaurants and tours of local attractions, student experiences have ranged from participation in Spanish classes at local elementary and high schools to meeting the Mayor of Bartlesville. Also, the students have been featured on the local cable TV channel 30 in a program called "Discover Wesleyan College."

Naturally, the host families have been the key to integration into the community. In addition to the other activities of day-to-day life, most of the students attend church services with their host families. While some students are attending Catholic services, transportation to the Catholic churches has been something of a problem, as some of the host families have found it difficult to drop students off and still arrive on time at their own churches. One reason that the students are looking forward to living in the dorms is that it will be easier to organize transportation to Mass when they are all in the same place. At the request of a number of the students, the BWC staff arranged for a Spanish-speaking priest from Tulsa to conduct a monthly Mass in Bartlesville. The BWC staff is commended for this effort.

V. ADDITIONAL PROGRAM CONSIDERATIONS

A. Staffing

Barbara Fullinghim, the CASS Coordinator, is currently half time. In addition, she is teaching ESL half time. Claudia Flye, the Dean of Students, is serving as CASS Director. Claudia and

Barbara have divided the normal CASS Coordinator responsibilities, with Claudia handling the administrative aspects and Barbara arranging Experience America activities and handling day-to-day concerns with the students. This combination appears to be working well, particularly given the close involvement in the program of Ken Hada, the full-time ESL instructor, and Dr. Don Maness, Vice President for Academic Affairs. It was obvious to Mr. Huffman that the CASS program enjoys broad support among faculty and staff at BWC, and that all are working together for the success of the program.

B. Support Services

The CASS students find themselves in a very supportive environment at BWC. In addition to the CASS staff, resources available to the students include the campus nurse, and a certified campus psychologist. Academic support is available through the Learning Center and the Computer Lab.

C. Advisory Board

BWC has not yet formed a CASS Community Advisory Board. During the visit, Mr. Huffman discussed the advantages of forming a board in the near future. These included enhancing the integration of the students into the Bartlesville community and laying the groundwork for possible internships in Small Business Management.

APPENDIX II

Domestic Operations

D. Special Reports

	Page
Bergen Community College Intervention	A-235
CASP Washington Seminar: Cycle E (May arrival)	A-245
CASS Orientation Conference	A-252



MB

GEORGETOWN UNIVERSITY

Cooperative Association of States for Scholarships
Academy for Intercultural Training

February 12, 1990

Dr. Jose Lopez-Iza
President
Bergen Community College
400 Paramus Rd.
Paramus, NJ 07652

Dear Dr. Lopez-Iza,

Attached is our report of recent events at Bergen. Included are transcripts of the students' letters, Michael Brennan's notes, and a conclusive narrative drawn from the thoughts of all Georgetown CASP/CASS staff involved.

This report is detailed, and as it includes some sensitive statements made by the students, we have not made it widely available. I trust you will also consider the matter somewhat confidential. Of course, I would encourage you to share it with all present at our meetings and only request that no information potentially harmful to the students is publicized.

You will note that our conclusion is that all of the accusations made by Mr. Chaverri were inappropriate. I have attached a protocol we have developed to guard against such a thing happening again.

I would like to thank you for your concern for your students and cooperation through this entire investigation. Your support is greatly appreciated.

Sincerely,

Dr. Thomas R. Oates
Director

cc: Ms. Lynda Icochea
Ms. Adriana Evans-Zapata

A-235

PO Box 2298 Hoya Station

Washington DC 20057

202-687-2432 FAX 202-687-7215

GU INTERVENTION REPORT AT BERGEN COMMUNITY COLLEGE

submitted by: Silva, Brennan
date: January 22, 1990

SUMMARY

Bergen Community College staff and students were greatly distressed by Mr. Chaverri's visit and ensuing report. After discussing the report's allegations in a point-by-point manner, BCC Center for International Studies Director, Linda Icochea cooperated fully with GU representatives Silva and Brennan to initiate an exhaustive investigation. Plans were made for Dr. Tom Oates and Dr. David Gifford to join GU/BCC team later in the visit to meet with Dr. Jose Lopez-Iza, President of Bergen Community College. Michael Brennan, GU Program Officer remained an extra day at the campus to bring the visit with the students to closure.

In synthesis, all of the allegations made by Mr. Robert Chaverri were misleading and based on hearsay rather than fact. There was no rape nor any evidence of an improper relationship with the CASS driver and CASS students. The relationship is decent and proper. Students report that host family conditions are "excellent", not "deplorable". CASS administrative staff quality is excellent and they are greatly appreciated and supported by the CASS students.

Mr. Chaverri's conduct with BCC staff and CASS students was offensive and often constituted a grave invasion of privacy. Student reaction to the report was one of shock and anger coupled with a strong desire to prove themselves worthy as CASS students and the BCC program worthy as a CASS college. By the end of the visit students had vented their anger and had taken decisive positive steps to resolve the report's criticisms. They placed the report behind them and took concrete steps to move forward. Georgetown commends the BCC students for their mature attitudes.

Drs. Oates, Gifford, and Lopez-Iza agreed that protocol be developed for future campus visits to prevent similar problems from occurring in the future.

Georgetown University greatly appreciated the cooperation given and the student concern demonstrated by Bergen Community College. Due to the strong support of President Lopez-Iza and the excellent staff of the BCC Center for International Studies, the CASS program at Bergen Community College is off to an excellent beginning.

Detailed Account of GU Intervention

The following persons cooperated in the investigation conducted:

Bergen Community College personnel/students:

- o Dr. Jose Lopez-Iza, President
- o Professor Linda Icochea, Director, Center for International Studies/BCC
- o Ms. Adriana Evans-Zapata, CASS Coordinator
- o Ms. Alma C. DeLuca, CIS Secretary
- o Ms. Isis Navarro, Senior Office Assistant
- o Sixteen CASS students

Georgetown University CASP/CASS representatives:

- o Dr. Thomas Oates, Director
- o Dr. David Gifford, Associate Director
- o Mr. Paul L. Silva, Director College Programs
- o Mr. Michael F. Brennan, Program Officer

January 9, 1990

3:00 P.M.: Mtg. w/Icochea, Evans-Zapata, Silva, Brennan

Objective: Assert seriousness of Chaverri allegations and underscore importance of full investigation. Listen to Bergen/CASS response to Chaverri report.

Conclusion: College staff was very upset by Chaverri report and questioned Chaverri's motives and relationship with Georgetown University. They were appalled at his conduct while visiting the campus. Of extreme concern was an allegation concerning a possible rape by the bus driver of a CASS student. Icochea felt that the allegation was completely off-base, could not be substantiated.

BCC staff engaged in a point-by-point discussion with GU of the allegations. Chaverri's report contradicted BCC and Brennan's strong sense that the CASS program at BCC was strong and successful.

BCC staff stated that the President had read the report and like the other BCC staff was very distressed. Dr. Lopez-Iza feared the report could damage Bergen's reputation as well as the CASS

program on a national level and he felt a quick resolution was imperative.

4:00 P.M. Mtg. w/16 CASS students, Silva, Brennan

Objective: Inform all students to, "Why are we here?", stressing the seriousness of our visit. Clarify Chaverri connection to GU program and our understanding of visit purpose. Review report w/students and solicit their feedback regarding allegations. Establish validity of Chaverri points.

Conclusion: Students were shocked by the criticisms raised by Chaverri. For most, this was the first time that they had heard of the report and most students had not met him. Student reaction included anger toward Chaverri and the two students who Chaverri had interviewed. Students were extremely upset by the allegations of rape, evangelization, deplorable host families, inadequate program leadership, and that Chaverri felt that students under the age of twenty years of age lacked adequate supervision and maternal control.

The fact that students urgently requested additional meetings with GU staff to discuss the report in depth and to resolve any criticism convinced GU that the students strongly supported the BCC/CASS program. GU felt that Robert Chaverri exploited the students. Students, even though they were victims, felt that they were at fault. Two students conversed at length w/ Chaverri during his visit. One was his personal secretary from Costa Rica, the other a Costa Rican student.

Based on the group meeting, GU representatives concluded that all of the Chaverri criticisms set forth in his report were either misleading or were based on hearsay rather than fact. In any event, GU concluded that full disclosure of facts from all persons involved was needed.

January 10, 1990:

9:00 A.M. Individual interview w/Guiselle, Silva, Brennan

Objective: Listen to Guiselle's response to the Chaverri report.

Determine Guiselle's involvement with Chaverri visit and how her involvement led to the report. Ascertain Guiselle's beliefs regarding purported rape, host

mother drug addiction, deplorable host family conditions, and Chaverri's statements regarding programmatic and administrative inadequacies of BCC/CASS program as well as inquiries into her private life.

Conclusion: GU concluded that the purported rape and alleged improper relationship was based on Guiselle telling Chaverri that her roommate Sofia had stayed overnight with the bus driver's family after returning late from a church event. The driver is respected in the community, is an asset to the CASS program, a family man, and happens to have the same religion as four CASS students. Both allegations were without any merit. Guiselle stated, "I feel sorry for what I said about Sofia because Mr. Chaverri turned it around."

When asked why she thought that Mr. Chaverri wrote the report, she stated, "Chaverri constantly talked about Magali and how he would write a report for her. I feel very bad. Chaverri came looking for problems and he was not looking for anything positive".

GU determined that the drug addiction allegation was based on syringes used to treat the host mother for cancer. GU conclusion is that this allegation was completely without merit.

Deplorable host family placement allegations were determined to be partially based on Guiselle saying that the laundry room was locked when the host mother was away from the house and that during the day when her host mother is at work, and her CASS roommate was away she felt neglected (host mother has hosted international students for years, resulting in several burned-out dryers; thus her wish to assist the students with their laundry).

Chaverri telephoned the host mother on a Sunday at 6:00 A.M to arrange his visit to the family's house. This conduct was unacceptable.

Guiselle stated, "Chaverri was prying into my personal business. He asked if I was having sex... He wasn't satisfied with a simple 'yes'. He kept asking where? When? How? How many times?" This appeared to be an outrageous violation of this woman's privacy and should have no place in a scholarship program.

According to Guiselle, Chaverri told her that having

sexual relations was against CASS rules. He therefore instructed her to pack her belongings and informed her that he was sending her home to Costa Rica. She was hysterical. Chaverri undermined the authority of GU and BCC staff.

10:00 A.M. Mtg. w/Icochea, Evans-Zapata, Silva, Brennan

Objective: Process results of meetings.

Conclusion: Students were very upset by the Chaverri report. Student representatives spoke by telephone with Icochea and Evans-Zapata from 10:30 p.m. until midnight. Students wanted very much to resolve allegations, stating that they wanted to reschedule meetings in order to have more time with Program Officer, Brennan.

10:30 A.M. Mtg. w/ Cecilia, Silva, Brennan

Objective: Listen to Cecilia's response to Chaverri report.

Determine Cecilia's involvement with Chaverri visit. Inquire about Chaverri's statement on deplorable host family conditions as related to her situation.

Conclusion: GU's conclusion was that Cecilia's complaints regarding her host family appeared without just cause, are indicative of a "spoiled-child" attitude, and are a cause for GU and BCC concern. Cecilia's complaint that she had to do chores in the house, that her mother purchased her a portable T.V. instead of allowing her to use her large office console T.V., and that her privacy was invaded due to her mother's use of a telephone answering machine for her home-based business strays far from the CASS mission.

GU concluded that these complaints do not constitute "deplorable conditions".

Cecilia's relationship with her ex-boss, Mr. Chaverri, remains a troubling question.

11:40 A.M. Mtg. w/Sofia, Icochea, Silva, Brennan

Objective: Substantiate rape allegation and Chaverri's statement of her improper relationship with bus driver.

Conclusion: There was absolutely no basis for rape allegation.

GU found that Sofia was greatly shaken by the accusation. It is intolerable that a young woman who has overcome personal tragedies in El Salvador felt compelled to offer GU to submit to a medical exam to prove her virginity.

Bus driver's relationship with CASS students was decent and proper.

Sofia needed and received GU and BCC full support.

12:15 P.M. Meeting with Icochea, Evans-Zapata, Silva, Brennan

Objective: Process student meetings. Prepare briefing of Oates and Gifford.

Conclusion: Brennan and Silva began to debrief when Oates and Gifford arrived. Conclusions listed above were shared.

12:30 P.M. Mtg. w/ Oates, Gifford, Icochea, Evans-Zapata, Silva, Brennan

Objective: Brief Oates and Gifford. Prepare for meeting with President Lopez-Iza.

Conclusion: Linda Icochea remained concerned about why GU was investigating. College administration was very upset by the report's implications as well as the potential to damage the excellent reputation of Bergen Community College, the BCC Center for International Studies, professional reputation of individual administrators as well as GU.

Georgetown representatives would need to clarify for President Lopez-Iza, Mr. Chaverri's relationship with Georgetown University.

Icochea and Evans-Zapata were very committed to the CASS students, having placed valuable personal and professional energy into the program.

After further discussion, GU concluded that Chaverri's conduct on the Bergen campus was improper and unprofessional. Secondly, Georgetown CASS needed to establish, in cooperation with participating colleges, procedures for visits to college campuses by overseas individuals associated with the CASS

program. Thirdly, student reaction to the Chaverri report needed to be directed through GU and/or BCC staff.

Lastly, Dr. Oates agreed with the BCC staff that GU ensure Mr. Chaverri, an official with the Costa Rica Tourism Institute (ICT), not be permitted to negatively affect Cecilia's and Guiselle's career prospects upon their return to Costa Rica.

1:45 P.M. Mtg. w/ Lopez-Iza & six persons listed above.

Objective: Listen to President's assessment of Chaverri report. Share Silva and Brennan's findings. Emphasize GU support of BCC program. Discuss follow-up.

Conclusion: President Lopez-Iza was distressed by the report, felt that Mr. Chaverri abused his staff, and was upset with the manner he chose to communicate to Guatemala rather than directly to GU and BCC.

Contrary to Chaverri's report, President Lopez-Iza demonstrated that he has worked closely with the program and knows the students personally. In the presence of the GU staff he reviewed the recent GU campus visit report and stated his full cooperation to work with GU in order to ensure the program's continuing success.

Dr. Oates and Dr. Lopez-Iza agreed that the allegations were serious and that the full investigation had been imperative. Dr. Oates, Dr. Lopez-Iza and Dr. Gifford all agreed that it was necessary to develop protocol for future visits by persons affiliated with CASS.

3-5:00 P.M. Mtg w/ 16 CASS students, Brennan

Objective: At students' request, provide a forum for open discussion.

Conclusion: The students themselves conducted this meeting. Cecilia and Guiselle faced the group, explained their contributions to the content of the Chaverri report, and answered all questions posed by their classmates. An exhaustive review and, at times, heated discussion of the Chaverri report by the group served to clear the air and enabled the students to propose ways to move forward.

The group demonstrated concern for the well-being of

program at Bergen when they agreed to meet the next day in order to draft a set of resolutions which would govern CASS scholar conduct in the years ahead. The students wished to present these resolutions to Ms. Evans-Zapata and Ms. Icochea. The majority of the group stated that they would draft letters to Dr. Tom Oates accentuating the positive aspects of the Bergen CASS program and their experiences. The collective sentiment was that a point by point response to Mr. Chaverri would not prove constructive to the expressed desire to move forward.

5:30 - 9:30 P.M. Mtg. and dinner mtg w/ Icochea, Evans-Zapata, Brennan

Objective: Review overall investigation. Share ideas on ways to work with students in an effort to facilitate closure and positive growth. Get a sense of how Dr. Lopez-Iza regarded the GU response.

Conclusion: Ms. Evans-Zapata and Ms. Icochea stated they felt the investigation had been a thorough one. The GU representative and the Bergen staff agreed that the collective resolve on the part of the students to bring this matter to a close and move forward was evidence of a tenacious commitment to the program and its continued success.

According to Ms. Icochea, President Lopez-Iza was pleased with Georgetown's extensive investigation and requested that GU keep him informed of our response to Chaverri.

January 11, 1990

8:30 - 10:30 A.M. Mtg. 13 CASS students, Brennan

Objective: At students' request, provide a forum for open discussion. Take concrete steps forward.

Conclusion: Twelve students submitted letters to Dr. Oates. A secretary was appointed to record proposed resolutions. Resolutions were actively discussed. The positive tone of the meeting contrasted sharply with the angry one of the previous day. The students demonstrated remarkable maturity. They proposed, for example, that everyone respect the privacy of others and focus on the reasons why they are here.

10:30 A.M. - 2:30 P.M. Brennan meets individually w/13 students

Objective: Provide opportunity for individuals to express concerns and feelings about program. Strengthen students' personal relationship with Program Officer.

Conclusion: The topics of discussion during individual interviews focused on the students' backgrounds and their experiences as a CASS scholar. A diverse group of individuals, the sixteen students at Bergen Community College all expressed enthusiasm for the future.

2:30 - 3:30 P.M. Lunch mtg. w/ 10 CASS students, Brennan

Objective: Provide additional opportunity for student feedback.

Conclusion: The students happily celebrated the birthday of one of their classmates and enjoyed a delicious meal. The informal setting allowed the Program Officer to learn a great deal about the healthy relationships among individuals in the group.

Final Report
of the
CASP Washington Seminar

Background

The Central American Scholarship Program (CASP) of Georgetown University's Center for Immigration Policy and Refugee Assistance (CIPRA) hosted a seminar for CASP Cycle E 1 students on February 14 - 21, 1990. The seminar was the culminating event of these Central American students' twentyone months of study at US Community Colleges. The seminar was designed to give students an opportunity to synthesize their US experiences and prepare for return to Central America.

Participants

Ninety-one CASP students representing six community colleges and one CASP coordinator from each college attended. Eight CASP Program Officers played key roles in the seminar. The Director of Special Programs from CIPRA and her student assistant were responsible for planning and logistics. Father Harold Bradley, Tom Oates and Elizabeth Robinson had oversight direction of the seminar. The CASP Central American Regional Office sent two contract employees, Maria Cristina de Cabrera and Odillio Blanco, to assist in local training. In Washington, CIPRA subcontracted one facilitator/planner, Mr. Fernando Cruz Vilalbla; a State Department Specialist, Mr. Henry Gruppe; and a specialist in US government, Ms. Jan Shinpoch. These last two acted as facilitators and speakers. (Resumes enclosed.)

Henry Gruppe organized all of the student visits to the State Department. It was at the State Department's request that he be hired in this capacity.

Lodging

The students were lodged at the university conference center, the same site where many of the the sessions took place. The students were four to each room; CASP Coordinators each had a private room; and one room was reserved such that a CASP staff person could be available for students 24 hours a day.

Meals

Students, coordinators and Program Officers met for breakfast and lunch each day in the Leavey Center.

For lunch, the students had sandwiches from Boeey Monger Restaurant in Georgetown. The idea behind box lunches was to give the students a break in the course of the day from purely "structured" activities and at the same time to allow for flexibility on days when they were travelling to different parts of Washington.

Travel and Local Transportation

Each student and coordinator received a round-trip airline ticket. In Washington, transportation to and from events in the city was provided by busses and vans.

Course Description

During the Washington Seminar, the students participated in lectures, small group tasks, meetings with Congresspersons, Officials of the State Department and with their own Embassy representatives. This was a way of acknowledging success in completing a course of study in the United States. Visits to Monticello and the national monuments figured in the seminar as a learning and recreational experience.

Issues in democratic decision making and the role of the legislative and executive branches of government were examined as part of the core curriculum. The design of this seminar was based on the experiential learning process to involve the students in their own preparation for the future. Students had daily assignments such as readings and preparation of short papers. They received 4 CEU's

Courses

Policy Making In A Pluralistic Society. This short course examined the role of the legislative and executive branches of the U.S. government with respect to the manner in which each branch assembles information to establish certain policies. The focus was how each branch looks at the activities that govern the political relationships with Central American nations and the students saw how local issues from college districts are worked out in the federal system.

Readings and class discussions enabled students to learn about the major issues affecting policy making in the two branches of government: how each branch attends to the demands from various constituencies on given issues and how it reaches consensus on its policy statements. Meetings with selected representatives of The Congress and State Department allowed students to raise questions and hear first hand the position of each representative.

Course length: 10 hours

Democratic Perspectives. This course presented the role of participation and consensus building, centralization decentralization that contribute to an open society. Principles of Jeffersonian democracy were examined through lectures, readings and a visit to Monticello and the University of Virginia.

Course length: 10 hours

Group Dynamics. The basic principles of motivation and leadership skills were stressed. The students worked in small groups of eight to learn techniques for conducting effective task oriented teams. Participants assessed what had to be done and how to do it. This course looked at action planning, execution and evaluation as steps in task accomplishment. Group work techniques were used to enhance learning.

Course length: 10 hours

Cultural Reintegration. A cultural awareness questionnaire assessed each student's strengths and weaknesses. Discussions addressed their ability to prepare for and limit the effects of reverse culture shock. Students set specific goals that they can accomplish upon their return. Successful experiences of alumni were presented.

Course length: 10 hours

CASP faculty, Program Officers, invited lecturers and consultants conducted each session.

Financial Report

See attached

Agenda

See attached

^R

Financial report Seminar 1. February 14-21,1990

Administration

Consultant Fees		
Fernando Cruz		3432.00
Henry Gruppe		1070.00
Jan Shinpoch		928.00
Secretarial Assistance		800.00*
Seminar Coordinator Jan/ Feb.		
(includes 21.7% fringe benefits)		7496.00
		<hr/>
		13,426.00

Transportation costs:-	Air travel	40,828.00
	Bus	3925.00
	Vans	1493.38
		<hr/>
		46,246.00

Conference

Hotel Room charges		20,905.06
ICC Faculty Lounge Rental		120.00
Graduation Banquet		3931.90
Soft drinks, easels		414.44
Participant Meals		5597.00
Coordinators dinner with		
Father Bradley		189.68
Refreshments for coordinators		25.51
Lunches students	2 14 90	245.00
	2 19 90	485.00
Box Lunches		2376.00
Soft drinks	2 18 90	88.00
Davis DJ's		167.00
GU Embosser		22.50
Parking for Vans on Campus		100.00
Easel pads		89.15
Folders		
(both seminars)		270.00
Pencils		70.00
(both seminars)		
Monticello tickets (108)		124.00
Audio services		477.00
		<hr/>
		35,698.24

Total \$ 95,170.24

* This is an accurate reflection of seminar costs with the exception of secretarial help which is an approximation.



Central American Scholarship Program
Washington Seminar
Student Agenda

Wednesday, February 14, 1990

- 3.00 - 6.00 pm: Students arrive
Registration at Leavey Center Hotel Desk
Pick up Seminar Packet in Hotel Lobby
- 6.00 - 7.00 pm: Dinner, Leavey Center
- 7.30 - 10.00 pm: Welcome by Father Bradley, Tom Oates
"Group Dynamics"
Orientation for students and coordinators.
Leavey Center Salon D and E
- 10.00 pm: Soda break

Thursday, February 15, 1990

- 7.30 am - 8.15 am: Breakfast, Leavey Center
- 8.45 am: "Group Dynamics"
Father Bradley
Announcements
Salon D
- 9.00 am: Group Formation Part I
Expectations
Objectives
- 10.30 am: Soda Break
- 10.45 - 12.00 pm: Group Formation Part II
- 12.00 - 1.00 pm: Lunch
- 1.30 - 3.30 pm: Tour of Washington
- to include Archives, Arlington Cemetery, The Mall, Museums,
Library of Congress, other suggestions.



2.00 - 4.00 pm: *"Cultural Reintegration"* continued

4.00 - 5.30: Photographs

7.00 pm: Dinner
Leavey Center Salon D

8.00 pm: *"Georgetown at Night"*
Students have a free evening.

Sunday, February 18, 1990

8.30 am - 9.15 am: Breakfast

9.30 am: Mass in St. William's Chapel with Father Bradley
Copley building

1.30 pm: Buses leave for the Mall

Lunch on your own, Museums

5.00 pm: Buses leave the Mall for Georgetown

6.00 pm: Dinner, Leavey Center

7.30 - 8.30: *"Cultural Reintegration"*

9.00 - 11.00 pm: *"Monuments at Night"*

Monday February 19, 1990

7.00 am - 7.45 am: Breakfast

8.00 am: Buses leave Leavey Center
"Democratic Perspectives"
Visit to Monticello and University of Virginia

6.30 pm: Dinner

7.30 pm - 9.30 pm: Group Dynamics
Leavey Center, Salon D and E

Tuesday February 20, 1990

7.00 - 8.00 am: Breakfast

8.15 am: Buses leave for State Department and Capitol Hill

9.00 am - 11.30 am: Group 2 *"Policy Making in a Pluralistic Society"* State Department
with H. Gruppe

Group 1 Capitol Hill
Policy making in Congress: Jan Shinpoch

Visits with Representatives and Senators.
Susan Weiss; group leader.

11.30 - 12.45 pm: Group 2: Box Lunch at the State Department
Jan Shinpoch; group leader

1.00 pm: Group 2: Leave State Department for Capitol Hill

1.30 - 4.30 pm: Group 1 and Group 2: Visits with Representatives and Senators

5.15 - 6.45 pm: Closing Session and Evaluation
Leavey Center

7.30 - 9.00 pm: Celebration Dinner with all CASP staff and faculty
Presentation of Certificates by Father Bradley
Salon G and H

9.30 pm: Dance, Salon D and E

Wednesday 21, 1990

5.45 am - 8.00 am: Buses leave for airports.



ORIENT2 - 12/8/89

Georgetown University
Cooperative Association of States for Scholarships (CASS)
Orientation Conference
December 10 - 12, 1989

Marriott Plaza Hotel
4445 Main Street
Kansas City, MO 64111
(816) 531-3000

Agenda

Sunday 10

6:30 pm WELCOME RECEPTION - PLAZA ROOM
7:30 pm DINNER - GRAND ROOM
(Welcome by GU representative and
Kansas State Office representative)

Monday 11

7:30 - 8:15 am CONTINENTAL BREAKFAST - WESTPORT ROOM
Session I EXPECTATIONS AGENDA
Facilitators: Fili Altinger/Susan Moroz
8:15 - 8:45 am Expectations/needs
(Group exercise)

Session II GEORGETOWN PROGRAM OVERVIEW
Facilitator: Thomas Oates

8:45 - 9:30 am Program background and overview

9:30 - 9:45 am COFFEE BREAK

Session III

THE STUDENTS

Facilitators: Ann Salzarulo-McGuigan
Susan Moroz

9:45 - 10:30 am - Recruitment/Selection/Orientation
- Travel and arrival in the United States

Session IV

INSTRUCTION

Facilitator: Thomas Oates

10:30 - 11:15 am - Instruction
- Curriculum
- Mainstreaming

11:30 - 12:15 pm LUNCH WITH CASS STUDENTS AT PENN VALLEY CC
(Informal get-together)

12:15 - 1:00 pm Meet with students
- Student panel (Penn Valley CC.)
Moderator: Arminda McCallum

1:30 - 2:15 pm INSTRUCTION (Cont.)

2:15 - 3:00 pm - ESL
Facilitator: Betty Herzog

3:00 - 3:15 pm COFFEE BREAK

Session V

WHOLE SCHOOL/COMMUNITY SUPPORT

Facilitators: Alberto Miller/Fili Altinger

3:15 - 3:45 pm - Whole school/Community support/Advisory
Boards
- Communication and outreach

3:45 - 4:00 pm COFFEE BREAK
4:00 - 4:30 pm Marketing the program
Facilitator: Arminda McCallum

Session VI HAC AND VISAS
Facilitator: Paul Silva

4:30 - 5:00 pm - Students Health Insurance
- Visas

Session VII HOST FAMILIES

5:00 - 5:45 pm Recruitment, Orientation, Placements
Facilitator: Alberto Miller

5:45 - 6:30 pm Host family panel
Moderator: Arminda McCallum

6:30 - 7:30 pm Reception with host families

EVENING FREE
(Dinner on your own)

8:30 - 9:30 pm Optional Sessions
- Curriculum
- HAC
- Administration
- Host Families
- Others

Tuesday 12

7:30 - 8:00 am CONTINENTAL BREAKFAST - WESTPORT ROOM

Session VIII

ADMINISTRATION

Facilitators: Thomas Oates
David Gifford
Melanie Davis
Vince Wagner
Donna Frazier
Nadine Beezley

8:00 - 9:30 am

- Administration: Contracts/Financial Forms/Taxes
- State Offices: Relationships between GU, CASS schools and State Offices/Campus visits.

Session IX

EXPERIENCE AMERICA PROGRAMS

Facilitators: Paul Silva/Fili Altinger
Betty Herzog

9:30 - 10:30 am

- Experience America philosophy
- Alternative perspective overview
- Developing Experience America programs.

10:30 - 10:45 am

COFFEE BREAK

Session X

STUDENT SUPPORT

Facilitators: Ann Salzarulo-McGuigan
Paul Silva

10:45 - 11:45 am

- Providing student support
- Clothing and monthly allowance
- Counseling
- Orientation
- Code of commitment

Session XI

NEXT STEPS

Facilitators: Fili Altinger/Susan Moroz

11:45 - 12:15 pm

- Next steps to be taken

Session XII

CLOSURE

12:15 - 12:30 pm

Evaluation

CONFPART.LST - 12/8/89

Georgetown University
Cooperative Association of States for Scholarships (CASS)
Orientation Conference
December 10 - 12, 1989

Marriott Plaza Hotel
4445 Main Street
Kansas City, MO 64111
(816) 531-3000

List of Participants

Colleges and Universities

BROOME COMMUNITY COLLEGE
905 Front Street
Binghamton, NY 13902

(607) 771-5222

Dr. Alberto Miller
CASP Director

Ms. Linda Spickard
Director of Sponsored
Programs

COLUMBIA COLLEGE
PO Box 1849
Columbia, CA 95370

(209) 533-5100
FAX (209) 533-5104

Dr. W. Dean Cunningham
President

Mr. Francis Lynch
Chairman/Hotel and
Restaurant Management

EL PASO COMMUNITY COLLEGE
Valle Verde Campus
919 Hunter Drive
EL Paso, TX 79915

Dr. Eduardo Conrado
Director
Center for Internat'l
Programs

(915) 594-2419

Ms. Luz Maria Villalba
CASS Coordinator

FLORIDA COMMUNITY COLLEGE, JACKSONVILLE
Kent Campus
3939 Roosevelt Boulevard
Building A, Room 102
Jacksonville, FL 32205

(904) 387-8225

Mr. Troy James
CASS Coordinator

HOCKING TECHNICAL COLLEGE
3301 Hocking Parkway
Nelsonville, OH 45764

(614) 753-3591

Mr. E. Wilburn Smith
Director
International Programs

Ms. Monica Pagano
CASS Coordinator

ILLINOIS EASTERN COMMUNITY COLLEGE
233 E. Chestnut Street
Olney, IL 62450

(618) 393-2982

Ms. Pam Swanson
CASS Coordinator

Mr. Jim Layton
Director
ESL Program

MODESTO JUNIOR COLLEGE
435 College Avenue
Modesto, California 95350

(209) 579-6662

Mr. George Boodrookas
Director
Special Programs

**Ms. Elizabeth Orozco-
Wittke**
CASP Coordinator

MT. HOOD COMMUNITY COLLEGE
26000 SE Stark Street
Gresham, OR 97030

(503) 667-7270

Mr. Dale Vogt
CASS Coordinator

Mr. Jerry Oliver
Director
Counseling and
Advising

PENN VALLEY COMMUNITY COLLEGE
3201 Southwest Traffic Way
Kansas City, MO 64111

(816) 932-7600

Dr. Zelema Harris
President

Dr. Brice Harris
Assistant to the Chancellor

Ms. Karen Brinker-Dexter
Instructional Services
Coordinator

Ms. Arminda McCallum
CASS Coordinator

Dr. Edward Beasley
Dean of Instructional Services

Mr. Malcolm Wilson
Dean of Student Services

Mr. Millard Trammel
Instructor/Lodging and Food
Service Management Program

Mr. Robert Abrahams
Instructor/Lodging and Food
Service Management Program

Ms. Becky Owens
Instructor and Coordinator
Fashion and Clothing
Merchandising

Ms. Sarah Bivins
Instructor/Clothing and
Merchandising

ROCHESTER COMMUNITY COLLEGE
851 30th Avenue SE
Rochester, Minnesota 55904

(507) 285-7454

Dr. Gloria Vogt
Director
Customized Training
and Business Programs

Ms. Jeremy Wahlstrom
CASS Coordinator

UNIVERSITY OF SOUTH CAROLINA
Sumter University Campus
200 Miller Road
Sumter, South Carolina 29150

(803) 775-6341

UNIVERSITY OF SOUTH CAROLINA
Salkehatchie University Campus
P.O. Box 617
Allendale, SC 29810

(803) 584-3445

WAUKESHA COUNTY TECHNICAL COLLEGE
800 Main Street
Pewaukee, Wisconsin 53072

(414) 691-5405

Dr. William R. Ferrell
Director of Enrollment
Management Offices

Mr. Dan Ruff
Project Administrator

Ms. Betty Herzog
CASP Coordinator

CASS State Offices

CASS KANSAS/MISSOURI STATE OFFICE
Wagner Interior Supplies Company
1000 East 11th Street
Kansas City, Missouri 64106

(816) 472-6622

Mr. Vince Wagner
CASS State Office Director

Ms. Donna Frazier
CASS State Office
Program Officer

CASS WISCONSIN STATE OFFICE
University of Wisconsin at LaCrosse
Main Hall # 116
LaCrosse, Wisconsin 54601

(608) 785-8017

Ms. Nadine Beezley
Program Officer

Special Programs

FLORIDA BACHELOR DEGREE PROGRAM
Florida Education Center
Office of International Education
Tallahassee, FL 32399

(904) 487-3977

Dr. Angel Gonzalez
Director

MASTER DEGREE PROGRAM
UNIVERSITY OF WISCONSIN-MADISON
School of Family Resources and
Consumer Sciences
1300 Linden Drive
Madison, WI 53706

(608) 262-2660

Ms. Beatrice Petrich
Professor/Continuing
and Vocational Education

Mr. Anthony Johnson
Minority Coordinator

Georgetown University

Dr. Thomas Oates
CASP/CASS Director

Mr. David Gifford
CASP/CASS Associate Director

Ms. Melanie Davis
Assistant Director of Administration

Ms. Ann Salzarulo-McGuigan
CASP/CASS International Liaison

Mr. Paul Silva
CASP College Coordinator

Ms. Fili Altinger
CASS State/College Coordinator

Ms. Susan Moroz
CASS Program Officer

APPENDIX II

Domestic Operations

E. Administrative Activities

WINTER

April 2, 1990

TO: Tom Oates, Director of Domestic Operations

FROM: David Gifford *DG*

SUBJ: Review of Domestic Administrative Activities
December 1989 through March 1990

During the four months of this reporting period Domestic Operations was involved with the following activities:

In December administrators from Domestic Operations met in Kansas City to orient CASS schools preparing for new students scheduled to arrive in early January 1990. A highlight of that meeting was a visit to the campus of Penn Valley Community College and the opportunity to meet with CASS students and staff and, later, to hear a panel discussion on host family activities.

At the Georgetown office, work focused on preparation of the subagreements for the new January colleges and the transfer of management oversight of two CASS programs to Howard Lusk, Director of the CAPS-Panama Project. They are: the M.A. program at the University of Wisconsin - Madison and the B.A. program monitored by the Florida Department of Education.

By January we had completed a three-volume policy and procedures manual spelling out guidelines for nearly every activity in domestic operations. This, of course, will always be in a state of modification as things change within the organization. The first week of the month saw a mobilization of domestic and college staff in Miami greeting the new CASS arrivals to the U.S. and guiding them to their ultimate college destinations. This activity took place without problems.

Although there were various campus visits during this period, one trip of significance was to Bergen Community College in Paramus, New Jersey, to inquire of complaints raised by a visitor from Costa Rica. The visit proved to dispel our concern. Meetings with the CASS staff, students, and college administration assured us of the merits of the Bergen program and led Domestic staff to create a protocol document for future campus visitors. That document has been distributed to the various CASP/CASS networks.

Office activities during January included the completion of a Training Cost Analysis (TCA) for A.I.D. from inception through September 1989 and the preparation of a preliminary list of CASS institutions to be considered for August students. Together with other CASP/CASS administrators, we began regular monthly meetings with representatives from U.S.A.I.D. Tom Oates and Dave Gifford

began teaching one class each (in English and Spanish respectively) for the University during the spring semester.

February and March were devoted in part to the development of a new cooperative agreement with U.S.A.I.D., preparation for the April student selection meeting, and the Washington Seminars for the terminating cycle E1 students. Nearly every member of the Domestic staff was involved in one way or another with the seminars. During this time we also hosted the first CASS student visitors to our offices from the University of Maine and the University of South Carolina. We were involved in space allocations for the move to new offices in the Car Barn later in the spring. By the end of March, we were ready for the final selection of colleges for the cycle G students and plans for the Selection Meeting were well under way.

Other noteworthy activities of the period include John Miller's trip to the Guatemala office to assist with the computer systems there. A written summary report of his work there is included. Susan Kieffer Migliore has included the winter issue of the Exchange, which is just now ready for distribution, Marta Torres Reilly already begun work to establish a Development Education library, and Melanie Davis has developed an employee ID card to secure government rates with air carriers and hotel/motel accommodations.

Program Officers made campus visits to 22 institutions for the period. Written reports on 15 of those visits are included in this quarterly report. The remaining reports have yet to be written and submitted.

APPENDIX II

Domestic Operations

F. Publications

	Page
<u>The International Ravens</u> (Vol. 1, No. 1) Coffeyville Community College	A-265
<u>Central America at WCTC</u> (Vol. 1, No. 2) Waukesha County Technical College	A-275
CASP/CASS Brochure (February 1990)	A-283
<u>The Exchange</u> (Vol. 4, No. 1)	A-287
<u>CASP/CASS in the News</u> (January-March 1990)	A-301



The International Ravens



11th and Willow
Coffeyville, Kansas 67337

Volume 1

January/February 1990

Number 1



C.C.C. International Students

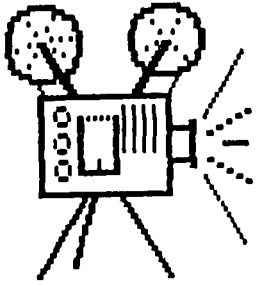
Students enrolled at Coffeyville Community College experience an educational exchange of world cultures through an active and growing International Students Program. CCC has a strong English as a Second Language program which enables the non-English speaking students to quickly move into traditional courses.

Each year approximately 60 International students enroll at Coffeyville Community College. Represented in the 1989-90 academic year were the countries of Belize, Costa Rica, Guatemala, Honduras, Panama, El Salvador, Dominican Republic, Japan, England, Spain, Jordan, and Pakistan. The college also had a visiting Professor from the Peoples Republic of China for one semester. Flags from the home countries of the International Students are displayed on campus during special college events.

The International Students Club provides social and learning atmosphere for North American and International Students. Many of our visiting International students share their customs and culture by providing exhibits, food and programs to the students, community and surrounding area.

CCC INTERNATIONAL CLUB OFFICERS

President - Rosaura Fernandez, Guatemala
Vice-President - Carlos Gonzalez, Honduras
Sec./Treasurer - Delmy Rodriguez, El Salvador
Student Govt. Rep. - Omar Alvares, Honduras



IN THE NEWS!



During Christmas break, Alba Alfaro from El Salvador, Lilibeth Gonzalez from Panama, and Ramon Vargas and Robert Moody from Belize attended a Leadership Center of America conference in Baton Rouge, Louisiana. We hope ~~was~~ they had a good learning experience!!



ELMER'S VISIT

During the week of January 28th thru February 4th, we were privileged to be visited by Elmer Rosales from Cycle D!! During this week he spoke to the Rotary Club, was interviewed by Dr. Kinney and the local radio station, had supper at the Country Club, visited with of students in the classrooms, and made several trips to Wal-Mart! He enjoyed visiting with friends on his stay here, and reports that is doing fine and enjoys working for TACA Airlines. He is thinking about returning to school, and would someday like to come back here to finish his bachelor's.



HONORABLE MENTION!!

Edwin Caniz, from Guatemala, was awarded with an honorable mention by the Georgetown University for his talented painting entitled, "The Dark".

HOME CHANGE

The Cycle P students recently moved from their host family's houses to the dorms where they will spend the next 19 months. We give thanks to all of the host families who participated in this culture sharing experience. It was a wonderful experience for them especially, since they didn't know any English on their arrival.

WELCOME!!

The International Club welcomes the new International Students who started classes at CCC in the 1990 spring semester: Abid Malik, Tetsuya Nakae, Yoshimi Sugiyama, Kyoko Nurimoto, Mari Murakawa, Maiko Ito, and Masami Akiyama

CONGRATULATIONS!!

This newsletter's congratulations go to Akane Yoneyama and Madoka Ijima from Japan, and Ramon Gomez from Dominican Republic who graduated from CCC in December, 1989.

COSTA RICA



From left to right: Antonio Fallas, Delby Lopez, Xinia Nunez, Jose Gomez, and Joseph Rodriguez

COSTA RICA

Costa Rica is an island of common sense and peace in a part of the world we normally associate with violence and political instability. It is located on the Central American Isthmus between Nicaragua and Panama. This country which is only ten degrees north of the equator has an average temperature of 72 degrees Fahrenheit. Its name is very appropriate because there is a wealth of natural beauty ranging from beautiful beaches, mountain slopes covered by majestic trees, and dense natural forests full of tropical plants and wildlife.

Costa Rica is the size of the state of West Virginia, with a population of 2.7 million 'ticos'-the name they affectionately call themselves. This country's wealth lies in its fertile, volcanic soil. The economy is based in agricultural products and manufacturing. The official language is Spanish. The dominant religion is Roman Catholic and the currency is the colon. This country possesses the second highest literacy rate in Latin America, with a free and compulsory educational system from primary school through high school.

Costa Rica is a country worth understanding. It has a way of solving problems that is not quite like anywhere else. This country descended from European heritage. The nation gained independence from Spain in 1821. Costa Rica has one of the oldest democracies in the Americas and is ruled by a civilian President. He is democratically elected for one four-year term.

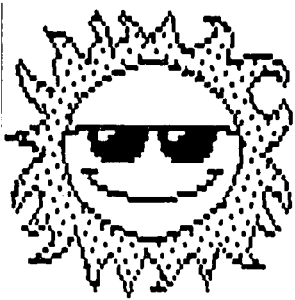
The 'ticos' enjoy a special and complete political tranquility. Their commitment to democratic freedom has earned Costa Rica its reputation as 'the Switzerland of the Americas.' They acknowledge that peace is born of brave beliefs, so much so, that the country has no standing army. In fact, the constitution forbids it. Law and order is maintained publicly by a few civil guards, by the deeply ingrained sense of tolerance and fairness that is Costa Rica's outstanding national characteristic.

This country has a policy of unarmed neutrality and a commitment to nonintervention in any war, anytime, anyplace. The 'ticos' are genuine peace makers. They prefer harmony to winning or losing and the best solution is one where no one suffers. In fact, this country has

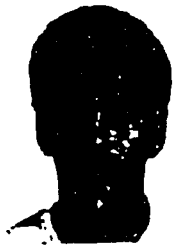
been nominated twice for the Nobel Peace Prize; the second time, October, 1987, when President Oscar Arias was awarded with that significant prize.

This beautiful unexplored country seems almost idyllic to modern eyes with its diverse paradise of beauty. The 'ticos' invite all those who want to surrender their hearts to the sensual surprise their country possesses. They know that you will discover more within the natural kingdom in Costa Rica than you have found elsewhere- but more importantly, you will discover more within yourself.

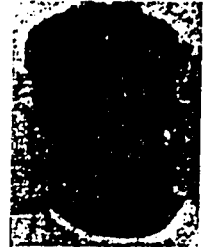
--Xinia Nunez, Costa Rica



Seeing is Belize'n



Ramon Vargas



Yesenia Guerra



Top, left to right: Marco Bedran and Robert Moody
Bottom, left to right: Teresita Palma and Dorita Obando

BELIZE

Lush tropical rain forests, subtropical pine savannahs, mangrove swamps and the world's second largest barrier reef- this is BELIZE. Belize lies on the eastern or Caribbean coast of Central America, bounded on the north and part of the west by Mexico, and on the south and remainder of the west by Guatemala. Formerly British Honduras until the name of the country was change in 1973, Belize boasts with a multiracial society that includes Creole (Africa descent), Mestizo (Spanish Maya), Garifuna (Caribs), Mennonite Community (European origin), and also Belizeans of Spanish and East Indian descent. Chinese and Arabs are other ethnic groups that can be found in the Belizean society. The estimated population of Belize in 1987 was 176,000. English is the official language and the language of instruction in schools but Spanish is also widely spoken.

For some 4,000 years, Belize formed the keystone of the empire of the ancient Maya Indians who, amidst the lush jungle, had developed the most advance civilization in the New World. The Mayan culture persisted even as the first shipwrecked British pirates landed, who soon began converting the region's vast mahogany forest into a thriving industry to meet European demand. After defeating several Spanish attempts to claim the country, British control gradually increased, and Belize became a Crown Colony in 1862.

The economy of Belize was traditionally based on forestry, mainly the export of logwood, mahogany and chicle. The country's economy is now based on agriculture development. The main exports are sugar, citrus, bananas, fish products (mainly lobster), timber and garments. Tourism has recently begun playing a role in the country's economy.

Belize offers a most diverse vacation experience. Imagine exploring ancient Mayan archaeological sites, trekking through nature reserves or exploring jungle wilderness- and then scuba diving, snorkeling, sailing, fishing or windsurfing along a 176 mile barrier reef. Belize offers the traveler an unspoiled destination. The climate is balmy and sub-tropical, with refreshing Caribbean breezes. The people are of many races living as one nation. A warm welcome awaits all visitors.

--Marco Bedran, Belize





INTERNATIONAL FATHER

Special regards to Mr. Jim Criswell, Director of the International Students. He has not only gained gray hair and some lines on his face, but the love and affection of all the International Students. The following is an interview held with him about his experience as advisor of International Students:



I first became "aware" of international students and their capabilities in 1987 when I was still the band director at Coffeyville Community College. There were two students from Panama and two from Japan enrolled in the Red Raven Marching Band. These students were a great asset to the group because of their loyalty, talent, and that fantastic attribute.....PERFECT ATTENDANCE. These students proved to be role models for the entire organization.

In January 1988, I was given the job of Director of International Student Programs. Since then, I have been associated with students from Guatemala, Belize, El Salvador, Honduras, Costa Rica, Panama, Japan, Dominican Republic, Singapore, Jordan, Spain, England, and Pakistan. With very few exceptions, this association has proven to be extremely enjoyable. These students are here with distinct goals and the desire to learn and to improve themselves.

My personal involvement with these students is very possessive and I want to consider them ALL as my own "sons and daughters". When the time comes for them to leave the campus and go their separate ways it is really a very emotional time for me. These students endear themselves in my heart and the emptiness is felt throughout the campus.

The lasting friendships that I have made with "my" International Students is a reward that happens to only a few.

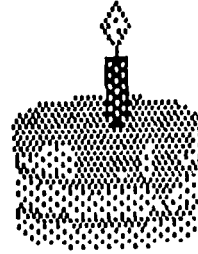
I feel it an honor to have known so many outstanding young people. Thanks to you ALL!

ACTIVITIES



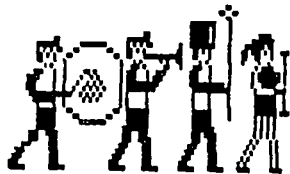
GETTING OLDER

Happy Birthday to:



Moris Aldana	January 6
Morris Aldana	January 6
Yoshio Asumi	January 8
Ana Granados	January 12
Edwin Caniz	January 14
Jose Alegria	February 13

Some of the International Students will be helping the CCC Baseball Team in the 1990 season-- good luck to Hiroyasu Amano and Yoshihiro Tanamachi!!



PANAMANIAN DANCERS

LILIBETH GONZALEZ and JAVIER MEDINA, CASP students from Panama, have been performing some traditional Panamanian dances throughout the community and area during their stay at Coffeyville Community College. Our CASP students are in great demand to perform and talk about their national cultures.



COMMENTS



BATAPS

My name is Dorita Obando, and I am from Belize. My purpose in writing these few words is to give you an idea of BATAPS.

BATAPS is The Belize Association for Technical and Professional Scholars. This is an organization which has been formed in Belize by all ex-CASP, CASS students. This organization helps the students on their return from the United States of America to further develop their studies or to then get a job. BATAPS does not only help students returning back home, but also prepares students to face life in the United States for whatever time the scholarship lasts. BATAPS has helped students who will go to the United States to study by giving them ideas and telling them what to expect upon this arrival. The organization helps students understand about culture shock, family living, dorm life and sharing life with other students from different countries, as well as good times. Finally, it is expected from them to join BATAPS and help in further development of the association.

--Dorita Obando, Belize

LIVING WITH A HOST FAMILY

From the moment I left my country, I expected to live with a host family- someone I didn't know- but yet I was anxious to know who they would be. Host families here in the United States have become a part of our daily life for the two years that we are here as C.A.S.P. scholarship recipients. My experience with a host family was that I was living with another girl from El Salvador who did not know any English at all and we Belizeans already know English. It was a sort of difficult situation because she did not speak English and I did, so she felt bad. As a Belizean, it was very easy for me to communicate with my host mother, but for the Spanish speaking students the host parents had to spend their time communicating with their children which was such a hard time. We, however, have learned that the life with a host family brought so many good things to us. The life styles, foods, field trips, and the culture are different from back home. A wonderful experience which I had with my host family was the types of foods celebrated on special occasions which were quite different from ours. Christmas, New Years, or any holidays were the times I really missed my family because being with a host family is not like being at home, yet we have to make ourselves at home. I now care a lot for my host mother as she really acts like a mother to me. She is such a nice mother to me, I will never forget her.

--Teresita Palma
Belize, C.A.



HONDURA'S NEW PRESIDENT

On January 29, Rafael Leonardo Callejas will take possession of the Presidential seat in Honduras.

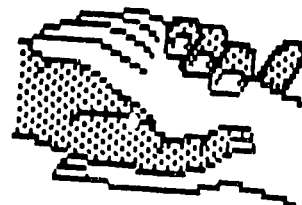
COSTA RICA

The people of Costa Rica believe that peace is much more than the absence of hostility among men and nations. To us, peace is the only ideal that once achieved will give us the right to call ourselves human beings.

--President Oscar Arias

PRESIDENTIAL ELECTIONS

On February 4th, Costa Rica will have Presidential elections. President Oscar Arias, winner of the Nobel Peace Prize in 1987, will hand in the Presidential seat on May the 8th.



Greetings everyone, and welcome to an exciting new year and decade. When I was approached to write an article for the first issue of the Coffeyville International, I thought of the one thing all of us want- success. Then I was reminded of the Delta Epsilon Chi theme for the '90s, which is "The Magic of Success." With the new decade, what a "magical" celebration it will be for each of us- If we continually strive to experience "The Magic of Success."

To experience the 'magical' sensation of success, you must first ask yourself the question, "What is success for me?" Each of us has our own idea of success and what will bring us success and happiness. Happiness is what success is all about- to be satisfied with yourself and the world which surrounds you. Through commitment, enthusiasm and positive mental attitude, you can experience a 'magical' celebration for the '90s.

In order to achieve success, you must be totally committed to achieving your goals. Commitment is the foundation on which determination and persistence are built. The degree of determination you have toward achieving your goals will be a key factor in attaining success. When you are totally committed to your goals, you re-determined to do your very best to accomplish them, you put your ideas into action, and you continually strive to reach your desired goals.

Many people who ultimately achieve success discover that when they have reached their goal, their success was achieved not because of any single remarkable insight or special endowed quality. The deciding factor was the enthusiasm which they put into achieving their goal. Enthusiasm does not discriminate. Anyone can tap into that inexhaustible supply of power. Tap into that invigorating supply of power today and inspire others with your enthusiasm.

Attitudes are never a result of circumstances. Circumstances are the result of attitudes. Success is the result of an attitude that can find the positive, worthwhile aspects of everything it comes into contact with and denies anything that may be negative or hindering. Create the circumstances you want in your life right now by developing a positive mental attitude. A positive mental attitude leads to self-esteem, pride in yourself. When you will project understanding, patience and confidence.

If you combine commitment, enthusiasm and a positive mental attitude, you will experience the "magical" celebration of SUCCESS.



Ramon Vargas - Belize

NORTH AMERICAN STUDENTS SPEAK OUT

North American students were asked about how they feel about sharing their educational experiences with International Students.

Chuck Sutherland, a sophomore student trainer from Kansas City, Ks.--"Personally, I feel it is a great experience. I enjoy meeting people from all over the world, 'variety is the spice of life,' which I whole-heartedly believe. The experience of sharing myself with my friends from other parts of the world benefits me greatly. I hear of other parts of the Earth, different cultures/ways of life, learn fascinating facts and make great new friends. I value their input as an American and as a fellow human being. It is obvious that they are here to learn (through the American educational system), but as International Ambassadors. They can also enlighten us to different philosophies and lifestyles, as well as promote peace, love and unity."

Jay Hawks, a sophomore football player and tutor for the Learning Lab from Montrose, CO.--"International students are very unique. Being a tutor as well as a student, I have gotten to learn more about exchange students than the average American student has had a chance to. Many times the native student does not always understand foreign students, therefore, bad feelings might occur between them. I believe International students are an asset to a college. If everyone would take the time to get to know one of them, they would learn a lot more."

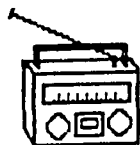
MANDELA RELEASED

Mandela was released Feb. 11 1990, after 27 years of incarceration for terrorist acts against the white South African government. His release sparked celebration in South Africa. However amidst the celebration there are a number of questions that one must consider: Is he really a free man?, How will the South African government use his release to their benefit?, How will his release affect the trade blockade against South Africa? In his first speech, to almost a quarter million black South Africans, he restated his determination for equal rights. Let us all wait and see what will happen in the south of the motherland.

-- Ramon Vargas - Belize



Six International Educators visiting CCC as part of a project, "Non-Traditional Post-Secondary Education in the U.S.". The six represented heads of educational departments from Norway, Finland, Ghana, Nairobi, South Africa, and the West Bank. Coffeyville Community College International Students scheduled a special meeting on campus with the representatives, which resulted in a very informative session.



INTERNATIONAL STATS!

COSTA RICA

Capital: San Jose
Population: 2.7 million
Language: Spanish
Religion: Catholic
Main Products: Agricultural & Manufacturing
Currency: Colon

PANAMA

Capital: Panama City
Population: 2,180,489
Language: Spanish
Religion: Catholic
Main Products: Suga, Banana
Currency: Dollar

EL SALVADOR

Capital: San Salvador
Population: 5 million
Language: Spanish
Religion: Catholic
Main Products: Coffee, Sugar, Cotton, Corn, Beans

JAPAN

Capital: Tokoyo
Population: 123,231,000
Language: Japanese
Religion: Buddhism, Shinto
Main Products: Electronics, Automobiles
Currency: Yen

GUATEMALA

Capital: Guatemala City
Population: 7 million
Language: Spanish
Religion: Catholic
Main Products: Coffee, Sugar, Cotton
Currency: Quetzal

HONDURAS

Capital: Tegucigalpa
Population: 4 million
Language: Spanish
Religion: Catholic
Main Products: Banana, Coffee
Currency: Lempira

BELIZE

Capital: Belmopan
Population: 176,000
Language: English
Religion: Catholic
Main Products: Sugar, Citrus, Fish
Currency: Dollar

PAKISTAN

Capital: Islamabad
Population: 8 million
Language: Arabic
Religion: Islam
Main Products: Wheat, Rice, & Fibre
Currency: Ruppeya

EDITORIAL

Have you ever thought of how many International Students attend Coffeyville Community College? Since there are a considerable amount, this newsletter's main objective is to give you an idea about the International Club at CCC.

Students from countries such as Japan, El Salvador, Honduras, Costa Rica, Belize, Guatemala, Pakistan, Panama, and Jordan are those that make up the International Club at CCC.

It is the first issue of this newsletter that will inform you about the lifestyles of the people in different countries.

This bi-monthly newsletter will focus on two countries in every issue. It will also keep you aware of the activities of the International Club.

We hope this newsletter will serve as a link between you and the International Students at CCC.

--Marco Bedran, Xinia Nunez,
Rosaura Fernandez, Edna Nunez, and Carlos Gonzalez

NEWSLETTER STAFF

Marco Bedran
Rosaura Fernandez
Edna Nunez
Xinia Nunez
Lilibeth Gonzalez
Abu Fawaaz
Abid Malik
Elias Mejia

INTERNATIONAL STUDENT POPULATION AT CCC

BELIZE - 6
GUATEMALA - 5
HONDURAS - 6
EL SALVADOR - 8
COSTA RICA - 5
PANAMA - 2
JAPAN - 20
JORDAN - 1
PAKISTAN - 1

Coffeyville Community College

ELEVENTH AND WILLOW
COFFEYVILLE, KANSAS 67337



TO:

Paul Silva
CASP
P.O. Box 2298 Hoya Station
Washington, D.C. 20057



Central America at WCTC



Vol 1 Number 2

Pewaukee, Wisconsin

February, 1990



Guatemala

Belize

Honduras

Atlantic Ocean

El Salvador

Nicaragua

CASP

Pacific Ocean

Costa Rica

Panama

The Central American Scholarship Program (CASP) is a program sponsored by Georgetown University. It gives Central American students the opportunity to come to the United States to learn various technical trades and to improve the skills they possess. WCTC's CASP students are enrolled in Fashion Merchandising.

Guatemala, Belize, Honduras, El Salvador, Costa Rica, Panama, Jamaica, Dominican Republic and St. Vincent are the countries represented in the present CASP program.

Marilu Orozco, El Salvador (F), Editor

Graduation Of CASP Group E1.

On December 15th, the CASP students from Central America in Group E1 obtained their Associate Degree in Industrial Maintenance Mechanics. The graduation was celebrated in the WCTC gymnasium from 7:00 PM to 9:00 PM.

All the students were very happy because they were receiving recognition for their efforts - their "Associate Degree".

Congratulations to all of you friends!

- | | |
|----------------------|--------------|
| - Alvarado, Gilberth | - Costa Rica |
| - Barrantes, Jose | - Costa Rica |
| - Benitez, Blanca | - Honduras |
| - Cabalceta, Carlos | - Costa Rica |
| - Castillo, German | - Guatemala |
| - Diaz, Anais | - Honduras |
| - Guerra, Martha | - Panama |
| - Jaen, Severiano | - Panama |
| - Mariona, Vilma | - Honduras |
| - Martinez, Juana | - Honduras |
| - Mora, Humberto | - Costa Rica |
| - Ortege, Frederindo | - Panama |
| - Perez, Juan | - Guatemala |
| - Ramirez, Jaime | - Panama |
| - Tax, Hugo | - Guatemala |
| - Vasquez, Ronald | - Costa Rica |

We want to say good-bye to these young people who have realized their dream - our friends from group E1. They have finished their program at Waukesha County Technical College. Now all of them are professionals in Industrial Maintenance Mechanics.

Selenia Vega was talking with some of the students about their feelings. These are their comments.

"We feel happy because we have finished the most important goals in our scholarship."

"When we get home we do not expect to have a big culture shock or any problems adapting to the social situation in our coun-

tries. Also we want to be the same people that we were before we came here and be as happy as we were with our families. One important thing for us is to get a job as soon as possible."

Hugo Tax from Guatemala has told us that he feels very happy because he has finished his course and also has shared the Central America culture with different people, especially with his host family. Also he has learned the culture of the United States. He thinks that this scholarship was very interesting for all of the students. And now they can say "CASP students make a difference!"

They are leaving February 23rd for Central America and they are going to put their knowledge into practice.

By Selenia Vega, Costa Rica (F).



CASP Group E1 Graduation

The New Students

The CASP program opened the doors to a new group of people that want to succeed in life. They are now beginning a new experience and have the opportunity to know the North American Community and share our cultures.

They came to Wisconsin on January 10th; after a long trip. They were in a hotel for the first night. The next day they went to buy winter clothes and then the CASP coordinator took them to the college where we were waiting

for them. We had organized a party for the new students. It was from 3:30 PM to 5:20 PM then the host families picked them up.

It's difficult for them to get accustomed to a new environment because the people, the food and the weather are different. But they will only need a short time to learn and enjoy everything.

By Margarita Sagastume, Guatemala (F)

Word of Gratitude

Distinguished companions and friends:

In the passing of our long trip, big events surrounded us constantly. The confusion and the emotions clouded our minds.

When we arrived in Pewaukee, WI, a place that was totally unknown to our group, the main satisfaction that we received was to find a number of Central American and Caribbean Scholarship students, with exciting smiles on their faces. Also a great reception of welcoming in which they were able to ease and calm our anxieties and awaken our hopes.

We can't let this special occasion go by. Thank you very much companions. We couldn't expect less, from people like you.

You can count on us: today, tomorrow and always.

With gratitude.

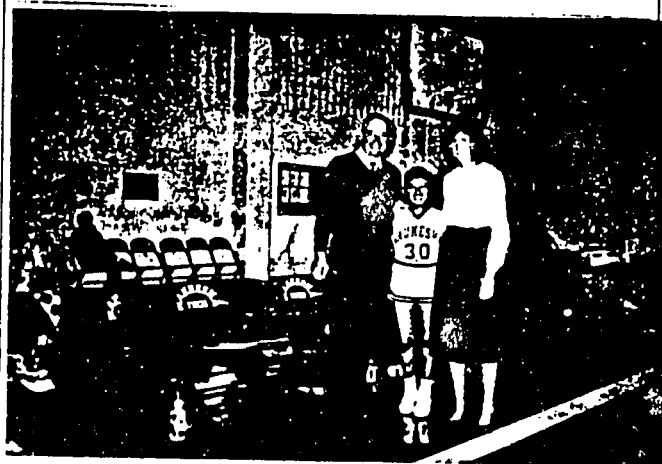
Scholarship Students of group "G"

By Denia Perez, Costa Rica (G)

More Of An Athlete - Less Of A Delinquent

My first experience in the United States was integrating into my choice of a College. It is very important for me to participate in these activities since you get to go to many places, meet many people and gain more experience.

I have participated in many games and what I have liked the most is the interchanging of the different languages and



Ligia Mejicanos with her coaches, Bill and Barb

friendship, because the best part of these activities is to give and receive friendship.

During the time that I will be here I want to play lots of sports. And to my coaches, Bill and Barb, I give my friendship and thanks for teaching me all of the techniques and for their friendship.

By: Ligia Mejicanos, Guatemala (F)

Integration Of The CASP Group

The celebration of the Mexicans for the Virgin Guadalupe was at Saint Joseph's church. It was an unforgettable experience, since the Mexicans have different customs from ours when it comes to celebrating the special day of a Saint, The Virgin or other notables of the Catholic Church.

The CASP group was invited to the celebration, in which we participated with pleasure and enthusiasm with typical dances of our countries. Our purpose was to share our customs and traditions with a totally different country from ours. When sharing the same experience with our brothers and sisters of Latin American, one feels good, like they say "Right at home". We enjoyed seeing the happy faces but at the same time we feared that something bad might happen. We were praying to Almighty God for a day



CASP Students at the Virgin Guadalupe Festival

of success and of entertainment for our Latin brothers and sisters. The people seemed very happy to have us as representatives of peace and friendship but most of all to participate in this important celebration for the Mexicans.

They welcomed us very well, we were all nervous before our presentation, but our spirits were high since there was no reason to be nervous because the people were very friendly. We met new people and made new friendships.

This was the first presentation in December at the Saint Joseph's gymnasium in Waukesha. My sincere congratulation for a good job and keep up the good work.

By Sonia Maria Campos, Costa Rica (F)

Christmas Party For Students And Host Families

It was great... I'm sure that everyone, who attended had the same opinion.

Our Christmas party was Thursday, December 7, 1989 in the cafeteria in the Commons Building.

Some of the host families brought different dishes and we had a big buffet with different kinds of foods. Also a student from each country shared some customs of their own country and we had a wonderful time together.

One of the fun things was the custom from El Salvador that Francisco Cruz shared with us. One host father and one host mother were chosen to come to the stage. They were blindfolded and Francisco threw four oranges on the floor, two oranges were peeled and two were not. Francisco said, "If you get an orange with the rind it will be good luck for next year, but if you get a peeled orange it's bad luck for next year".

So, the host mother and host father crept around the stage and looked for their oranges. After a couple of minutes the mother got an orange with a rind and the father got two peeled oranges. Finally Francisco said, "Don't worry it was only a practice. We used to do it on New Years Day. It was fun, wasn't it?"

By Lilian Quevedo, Guatemala (F).



There was plenty of good food at the Christmas party

A Honduran Tradition For New Year's Celebration

After having the experience of sharing with people from other Central American countries, I got real interested in some of the traditions they have for celebrating the New Year. One of the most impressive to me was the "Old Year". I asked Silvia some questions about this celebration.

Q: Silvia, tell me what it is all about.

A: A committee of the city (young people) is charged with making a straw boy-doll to represent the old year which is then taken to the middle of the city and put into a circle, surrounded by people. Everybody is dancing, singing and saying phrases such as: "Good-bye old friend, and thanks for the bad and good things that you gave me." It's burned there and people welcome the new year with hugs, kisses and nice phrases again.

Q: Do you know how to make a straw boy-doll?

A: The boy-doll is made with straw and old cloth. We try to make it look funny and old. Everything used to make it has to be old. It also has a band across its chest where it says the year that is ending. As an example: "Año Viejo 1989". I almost forget to mention that this boy-doll has fireworks (firecrackers) inside which makes noise when it's burning.

Q: When do you do it and when was this tradition started?"

A: It's a very old tradition, carried from generation to generation, celebrated all over Honduras and very well liked. It's done at midnight on December 31st. On January 1st by 12:00 noon it has to be completely burned."

Q: What does it mean to you?

A: It's a way to say good-bye to bad memories and welcome to the new year which we expect will bring happiness and good things.

Silvia concluded by telling me that if there is not a straw boy-doll during the new year celebrations, the New Year's celebration is not complete.

By Sandra Casco, El Salvador. (F).

CASP Students Share Christmas Cheer With Nursing Home Residents

On December 6, the CASP students went to River Hills East Nursing Home to share the Christmas spirit with them.

Several students presented the typical dances of their countries. Francisco Cruz from El Salvador dressed up like Santa Claus and greeted the people with a special song.



The CASP students enjoyed talking to the people

We all sang "Feliz Navidad".

We enjoyed sharing our dancing, singing Christmas carols, eating Christmas cookies and talking with the people.

By Marilu Orozco, El Salvador (F)

Fashion Merchandising's Party

Last December, our friends in Visual Merchandising gave us a welcoming party to the United States of America and their fashion club. It was a really good party and we had a nice lunch.

We were sharing our experiences and we celebrated St. Nicholas Day for the first time. They gave us a each stocking. We want to tell them thanks because it made us feel happy and we had an wonderful time.

By Ivannia Ugalde, Costa Rica (F).

CASP Convention In Iowa

On January 21 and 22, the Central American Scholarship Program (CASP) students visited Kirkwood Community College in Iowa.

One of our purposes was to learn things which would be useful when we go back to our countries and another purpose was to develop leadership skills.



Father Bradley spoke at the convention

WCTC participated in Women's Leadership. We played a game in which we set our future goals and practiced leadership.

One of the people who assisted at this meeting was Father Bradley, CASP Program Director from Georgetown University, who celebrated a Mass thanking God for being all together.

Some of the conferences in which we participated were: Interview Techniques, How To Start Your Own Business, Job Conflicts, etc.

We also had fun, Saturday night they had a Central American meal, which was delicious. After that they had a great party where everybody danced.

On Sunday, January 22, when the meeting was almost over the CASP students had an interchange of gifts. It was fun. Everybody brought a souvenir from other colleges.

The convention ended with all of us talking about our feelings about the meeting and saying thanks to Father Bradley and others who gave us this excellent opportunity to be together.

Everybody was happy, the trip was tiring but fun. Everyone said they would remember the trip forever.

By Ana Ruth Rodriguez, El Salvador. (E2).

Friend's mail

Hello,

Do you like to make friends?
Do you like to write?

This Is Your Opportunity!

We are students at Waukesha County Technical College in Wisconsin.

We are students of the CASP/CASS program. We would like to know many people and make friends. We are from different countries like: St. Vincent, Jamaica, Belize, Dominican Republic, Guatemala, Honduras, El Salvador, Costa Rica, and Panama.

Write to:

Waukesha County Technical College
800 Main Street, Pewaukee, WI 53072

If you send a letter, we will respond immediately. Choose your friend and write, right now.

Name	Country
Evlyn Sanabria	Honduras
Airam Zapata	Dominican Republic
Denia Perez	Costa Rica
Ethel Galeano	Guatemala
Ana Lopez	El Salvador
Freddy Perez	Guatemala
Carlos Mendoza	Guatemala
Lorna Smith	Jamaica
Carmen Quesada	Costa Rica

The following poem is dedicated to the students in Group E1. They will be leaving on February 23, 1990. This poem is about their feelings as they think about returning to their home countries. We know it is difficult for them to return to their homes, but they will always be close to our hearts and we wish them happiness in all that they do.

Despedida De Amor Entre Lágrimas Y Tristezas

Cuanto sentimos dejarles cuanto sentimos
su partida, tan llenos de emociones, deseos
y temores, acaban con una ardua batalla
que es casi imposible el no fijarse en ella.

Sentidos encontrados fuertes y cobardes
por un temor oculto, oculto porque sí, al
enfrentarse a un mundo lleno de insomnios
oscuridad y confusión.

Ya sea por lengua, cultura o religión,
no importa si no me entiendes, no importa si
es así el caso es que rendiste y rendiste
por tí.

Nos acoje un sentimiento que queremos
compartir, es la tristeza de una despedida
pero no de un adios, en vano son los esfuerzos
que se hacen por ser feliz, aunque se quiere
no se puede sonreír.

Pero que intensa es la grandeza del
sentirse realizado, llevando un título en la
mano, un título que diga así: Yo lo hice y lo
hice por mi; ahora sin lagrimas ni tristeza
por eso me voy de aquí, a servirles a los
míos a que otros hagan así.

Pero aun les queda por cruzar un gran
decierto, el de la vuelta al hogar, la
comunidad y la gente.

Adelante grupo E1, sin temor
puedes ir cantando.

Que aunque sea desde muy lejos aquí
hay gente que les está apoyando.

Esperanza Pichardo, Dominican Republic (G)

Happy Birthday To...

Esperanza Pichardo	Jan 2
Lorna Smith	Jan 29
Anabella Torres	Jan 29
Carlos Cabalceta	Feb 1
Juana Alvarez	Feb 8
Juana Martinez	Feb 14
Carlos Mendoza	Feb 17
Patricia Rivera	Feb 19



OPENING SOON

“The Magic Stitch”

**The Alteration/Custom Sewing Store
sponsored by
Central American Fashion Design Students
Location**

**Service Occupations Building -- Room 224
Starting on January 29, 1990
Every Thursday -- 4:00 - 5:30 PM
Reasonable Prices**

The Central American Students' purpose with this store is to collect money for making trips to places where they can explore fashion and trends.

For the next holiday, Valentine's Day,
we are offering
inexpensive sweatshirts
with unique painted designs.
You can order by
calling 691-5237
or stopping in S.O. Room 224.

Elvira Batarse and Francisco Cruz, El Salvador (E2)

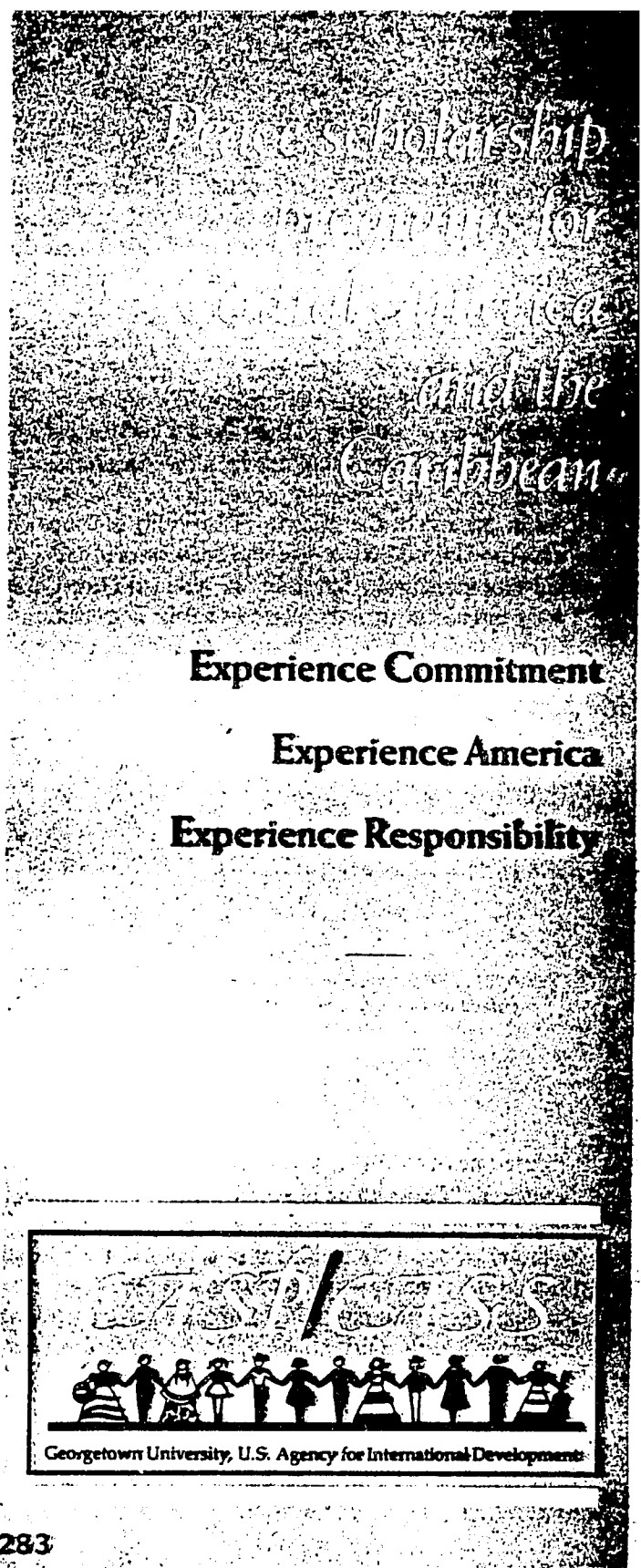
The late Senator Henry Jackson of Washington was instrumental in establishing a Presidential commission to consult with Central American leaders and seek solutions to the longstanding issues of poverty, democratic development and human rights in the region. In 1983, the resulting National Bi-partisan Commission on Central America urged that more scholarships be offered for study in the United States as a way to provide much needed higher education opportunities, foster better understanding, and contribute to building lasting peace in the region.

In 1985, with funding by the United States Congress, Georgetown University responded to these recommendations by initiating the Central American Scholarship Program (CASP) in community-based institutions. With the support of Wisconsin Senator Robert Kasten, CASP has become a model peace scholarship program.

In 1988, Senator Kasten and Senator Robert Graham of Florida sponsored legislation establishing the Cooperative Association of States for Scholarships (CASS) and naming Georgetown University to administer the program using the CASP model. CASS enables Georgetown to make peace scholarships available to twice as many students by matching federal dollars with state and private sector funds.

*Central American Scholarship Program
Cooperative Association of States for Scholarships
P.O. Box 2298 - Hoya Station
Georgetown University
Washington, DC 20057
(202) 687-2432
Fax (202) 687-7215*

February 1990



Peace scholarship programs constitute a recent United States foreign policy initiative for Central America and the Caribbean. Two of these are the Central American Scholarship Program (CASP), and the Cooperative Association of States for Scholarships (CASS). CASP/CASS serves socio-economically disadvantaged young people from 14 Central American and Caribbean countries. The program offers participants an alternative perspective of their future and fosters lasting links of friendship between the Americas.

Administered by Georgetown University in cooperation with the United States Agency for International Development and community-based institutions, the program has three interrelated phases: Experience Commitment, Experience America and Experience Responsibility.

The Alternative Perspective symbol represents the transformation of scholarship students through the three phases of CASP/CASS.

Phase one of CASP/CASS peace scholarship programs, known as "Experience Commitment," begins before students arrive in the United States. Once selected, all scholars make a commitment of service to their family and home country which goes beyond the two-year term of the scholarship. Prior to leaving for the United States, students clarify their objectives and plan how to achieve goals with the assistance of CASP/CASS overseas staff.



Students study in the United States for up to two years. They live with host families while they work toward an associate degree or certificate at participating community-based educational institutions.

These schools are the heart of Experience America. They offer well-balanced studies which integrate social and cultural experiences with training in a friendly, positive learning environment. Through the schools, the students have an opportunity to know life in the United States and share their culture with the host community. As students explore life in the United States, they become familiar with the educational system, social structures, culture and government.

Experience Responsibility

After they graduate and return home, most students continue their affiliation with Georgetown and their community-based institutions through "Experience Responsibility." This phase of the program emphasizes the students' responsibility to apply what they have learned to benefit themselves, their communities and countries of origin and Georgetown's continued commitment to them.

Georgetown encourages the establishment of self-governing alumni associations in each country. These associations function as a support network to guide CASP/CASS graduates in their search for employment, encourage continuing education, and host skills workshops and alumni reunions. Through these networks, alumni maintain contact with each other and their host colleges and communities in the United States and establish contacts with Georgetown University graduates living in Central America and the Caribbean.



The Students

Scholars are typically 17-25, with above-average academic records, and from families who could not send them to the United States to study without a CASP/CASS scholarship. About 80 percent are from rural areas and nearly 50 percent are women. All demonstrate leadership potential through extra-curricular activities or work, are proud of their heritage, and are enthusiastic about sharing their culture as "friendship ambassadors" with the people of the United States. At the same time, they are highly motivated to learn new skills and experience a different way of life.

All students receive special technical/vocational training and courses to broaden their academic background and skills. In-classroom instruction is complemented by hands-on work. When possible, internships are arranged to enhance their experience in the United States. Throughout the program, non-English-speaking students receive intensive instruction in English as a Second Language.

Students have numerous opportunities to fulfill their mission as friendship ambassadors. In addition to spending time with their host families, fellow students and college staff, they interact with professionals in their fields of study. Many students participate actively in their host communities through tutoring at the elementary and high school level, community presentations, folk dance groups, public speaking and other volunteer work.

- Air Conditioning/Refrigeration Servicing
- Clothing Merchandising
- Computer Science
- Electronics/Computer Repair
- Electronics/Hospital Equipment Repair
- Food Technology
- Hotel Management
- Machine Tool Technology
- Quality Control/Production Management
- Restaurant Management
- Small Appliance Repair
- Small Business Management

- Develop lasting friendships with the people of the United States and their peers from the region
- Gain new knowledge in a specific field of study and develop proficiency in English
- Learn about local, state, and national decision-making processes in the United States
- Participate in local communities
- Develop and apply leadership skills and new knowledge in their home countries

Cooperating educational institutions draw on the resources of their respective communities, local industries and businesses to provide quality technical/vocational training. These institutions have demonstrated great flexibility in designing programs to meet the needs of the students. They are also sensitive to the CASP/CASS mission to instill self-responsibility and develop the leadership potential of each individual. As they empower the students, these institutions contribute to international awareness and lasting ties between the students' countries and the United States.

California

Columbia College
King's River Community College
Modesto Junior College
West Hills College

Florida

Central Florida Community College
Florida Community College at Jacksonville
St. Petersburg Junior College

Illinois

Illinois Eastern Community College

Iowa

Kirkwood Community College
Scott Community College

Kansas

Coffeyville Community College
Fort Scott Community College
Independence Community College

Maine

University College-Bangor
University of Maine-Orono
University of Southern Maine

Massachusetts

Berkshire Community College

Minnesota

Rochester Community College

Missouri

Metropolitan Community Colleges-Penn Valley
St. Louis Community College - Florissant Valley Campus
St. Louis Community College - Forest Park Campus

New York

Broome Community College

New Jersey

Bergen Community College
County College of Morris

New Mexico

College of Santa Fe

Ohio

Hocking Technical College

Oklahoma

Bartlesville-Wesleyan College
Tri-County Area Vocational Technical School

Oregon

Mount Hood Community College

Pennsylvania

Altoona Area Vocational Technical School
Mount Aloysius Junior College

South Carolina

University of South Carolina - Salkehatchie University
University of South Carolina - Sumter University

Texas

El Paso Community College

Washington

Edmonds Community College
Everett Community College

Wisconsin

Fox Valley Technical College
Hesston College
Northcentral Technical College
University of Wisconsin Center-Barron County
University of Wisconsin Center-Marinette County
University of Wisconsin Center-Richland
Waukesha County Technical College

The Exchange

Vol. 4 No. 1



Spring 1990

Central American Scholarship Program • Cooperative Association of States for Scholarships

Alumni Associations Attain Legal Status

Good News! The Honduras alumni association (AHECASP) now joins Belize (BATAPS) in having attained legal status, or "personeria juridica." This means AHECASP and BATAPS are officially recognized by their governments. As legal entities in society, they have both rights and obligations.

Among their rights is the ability to receive funds and donations. As a result, AHECASP can implement long-anticipated projects such as its housing cooperative to construct low-cost homes for members on land donated by the government. They can also obtain donations of books for a library and initiate other projects.

Without legal status, associations cannot rent office space or have bank accounts; officially they don't exist. Gaining this status is a prerequisite for recognition as a non-profit organization — the next step toward a more favorable financial status. Acquiring "personeria juridica" is now on the agenda of the Costa Rica, El Salvador, Guatemala, and Panama alumni associations.

Beyond the legalities, the achievement of legal status reflects the growth and maturity of the associations. The members of AHECASP and BATAPS have demonstrated their readiness to exercise greater commitment and responsibility and, at this stage of organizational development, now have a formal obligation to do so.

¡Adelante! CASP/CASS celebrates this great success and looks forward to continued opportunities to grow with you. S.R.

Washington Seminar Highlights

February 14-21 was a busy and exciting week for Cycle E1 CASP students. Not only was it the week prior to the students' return to their home countries, but also the week of the Washington Seminar held at Georgetown University.



Fredevindo Ortega of Panama receives his CASP certificate from Father Bradley.

The 91 students, who met the challenge of a 21-month program, convened in Washington, D.C. to learn about the national decision-making process in the United States and strengthen group interaction skills.

Students participated in question and answer sessions with Members of Congress and State Department representatives on U.S. foreign policy in Latin America. They also had the chance to meet personally with the ambassador of their country at warm receptions hosted by the embassies of Costa Rica, Guatemala, Honduras and Panama.

Students earned four continuing education units (C.E.U.s) for mini-courses on topics such as "Policy Making in a Pluralistic Society," "Democratic Perspectives," "Group
(Continued on page 14)

Internship Program Benefits Students/Employers

Fifteen clothing merchandising CASP students at St. Petersburg Junior College are gaining valuable work experience through internships in the Clearwater private sector. At the same time, SPJC's Work Experience program benefits employers by providing them with able and enthusiastic staff at no charge.

According to Coordinating Instructor John Kurnik, the program is actually a two-semester class initiated last fall. In the first semester, students met business and marketing learning objectives through direct experience

(Continued on page 2)



Vilma Cubillo of Costa Rica and Doris Martinez of Honduras set a floor display.

Cause for Celebration

Spring in Washington has brought both cherry blossoms and time to reflect on how the past six months have shaped the program. Amid many changes, the most significant for the U.S. program has been the change in the nature of our student body.

In August 1989, the largest group of CASP/CASS students traveled to their colleges to begin their studies. Their arrival, coupled with that of the January students this year, more than doubled the number of students in the country, bringing our total number of students to more than 1000.

One of the tenets of this program, first articulated by Fr. Bradley in 1985, was that we all needed to learn from each other— student from student, college from college, and Georgetown from both the students and the colleges we work with— to bring the program to its full potential. This growth means that we now have a richer pool of experiences and cultures from which to learn. Each of the 27 new colleges brings a unique sense of tradi-

tion and commitment to the program. The students now bring the diversity and complexity of the Caribbean nations to mingle with that of Central America in colleges and homes from Maine to Washington State.

Our program is not only larger; in its diversity it offers more potential for both students and host communities to understand other cultures.

As we manage our responsibilities within the program, we can easily forget that we are part of a larger experiment, one that has a greater potential for furthering understanding and peace than any of us could achieve by ourselves. It is also easy to forget that this potential arises from the very thing that sometimes makes our work difficult: the fact that we are all different from one another. These kinds of differences— language, color, culture— have so often led to conflict and even war. But in CASP/CASS these differences are our strength and our cause to celebrate. T.O.

Internship Program

(Continued from page 1)

in visual display, floor sales, personnel and office administration.

Currently underway, the second semester of the program is a cooperative work experience. After students select one area on which to focus, participating employers assist in developing specific goals and objectives in that area. According to Kurnik, this second phase provides more in-depth experience that can "help students make an informed decision on what they would like to do with their life."

Students interviewed rated the work experience program highly. According to Bobby Aguilar of El Salvador "I've learned how to deal with customers and have also been able to discuss how to start a business with my boss." For Myra Morales of Panama, this has been a chance to gain confidence in (Continued on page 14)

Gearing Up for Cycle G Interviews

Interview teams will meet throughout Central America and the Caribbean during March to screen candidates for peace scholarships that begin August 1990. Two candidates per scholarship will be nominated for final selection by participating community-based educational institutions.

Teams are made up of advisory board members from the private sector, technical experts in the fields being offered, representatives of the U.S. Agency for International Development missions and U.S. consulates, and CASS/CASP country coordinators and staff. In Central America, alumni also participate.

Country coordinators are preparing volunteer committee members for interviews with the aid of a brand new CASP/CASS manual— *Handbook for Interviewers*. Group and individual training is intended to help interviewers grasp program philosophy and mission and identify qualities sought in scholarship recipients.

The handbook stresses the importance of selecting young people:

- with evident leadership potential.
- from economically disadvantaged sectors of society.
- who are genuinely motivated to work in a chosen technical field, and
- are committed to return home to share their acquired skills.

It also emphasizes the need to select individuals who best demonstrate the desire, courage, talent and commitment to develop a perspective of self-responsibility and initiative.

Training includes how to establish a dialogue with the many hopeful candidates in order to discover their ideas, motivation, and commitment. As the handbook concludes: "Keep in mind that the program's goal is to select students who, overall, have the greatest potential for leadership— people who will return home, bolster the economy by putting their skills training and new experiences to use,

Cycle G Fields of Study

- Air-conditioning/ Refrigeration Servicing
- Clothing Merchandising
- Computer Science
- Electronics/Computer Repair
- Electronics/Medical Equipment Repair
- Food Technology
- Hotel Management
- Machine Tool Technology
- Quality Control/Production Management
- Restaurant Management
- Small Appliance Repair
- Small Business Management

and initiate significant contributions to their countries. In other words, individuals who will make a difference."

S.R.

Haiti Advisory Committee

Andre Apaid, owner
Alpha Electronics, S.A.
electronic export company

Marie Louise Baker, owner
Vetex, S.A.
clothing assembly

Georges Celcius, owner
NAPEX manufacture of
decorative home accessories
for export

Liz F. Charlier, teacher
Union School, Jovenat

Maxim Conde
Wilson Athletic Equipment
athletic wear exporter

Lionel Delatour, owner
Rainbow Art Gallery

Murielle Dorismond
Ministry of Education

Richard Etienne
CHP International
human resource development

Dr. Seidel Laine, owner
Poulet Armory
poultry business

Raoul Merore-Pierre
International Insurance Co. Ltd.

Fred Pierre-Louis, President
Holiday Inn Plaza Hotel

Daniel Plaismond
Entreprise Rosebag
paper product manufacturer

Daniel Gerard Rouzier
Georgetown University alumnus

INFORMATION EXCHANGE

Reports on the academic placement of Caribbean/Central American students in the United States educational system are available through the office of the International Liaison for College Programs. Do you have other requests for information from the region? from the colleges? Please contact Ann Salzarulo-McGuigan at (202) 687-1944.

Making a Difference in Haiti

Haiti. The only French-speaking country in CASP/CASS. In 1804, Haiti became the first black republic in the world. In 1989, 185 years later, 27 young Haitians seeking the independence and confidence that derive from technical and leadership training came to the United States as CASS peace scholars.

These students are attending Broome, Edmonds, and Mount Hood community colleges; as well as Fox Valley Technical College and UWC-Barron County, University College-Bangor and the University of Maine-Orono. In 1990, CASP/CASS will enable 50 more Haitians to begin studies in the U.S.

The Haitian students enjoy the vigorous support of one of the program's most active advisory committees, dedicated to enhancing the future of Haitian youth. That means helping them prepare for study in the U.S. and return home to jobs. Members of the advisory committee representing business, industry, and the public sector are committed to making a difference in Haiti.

Haiti spans more than 10,000 square miles and its population exceeds 6 million. It offers beautiful beaches and

fantastic landscapes. It occupies the western one-third of Hispaniola, the second largest island of the Greater Antilles. The Dominican Republic occupies the eastern two-thirds of the island.

Creole, a mixture of French, English, Spanish, and Dutch is the main language spoken by Haitians along with French. The culture is a blend of European and African traditions. While the principal religion is Roman Catholic, the African roots of many Haitians are revealed in the widespread practice of voodoo and its emphasis on mysticism.

Columbus discovered Haiti in 1492. Neglected by Spain, it became a base of operations for pirates. The country was eventually ceded to France in 1697 and remained a colony until independence in 1804. In recent times, Haitian politics has been marked with revolution and violence, resulting in widespread poverty and bloodshed.

The hope for a brighter future inherent in CASP/CASS has attracted firm support from the Haitian business community. S.R.

For more information contact Chantal Santalices, Director of the Caribbean Office. (202) 687-5561

ICC Gives Host Families Credit!

Hosting a foreign student is a unique opportunity to learn about another country and establish an international friendship. At Independence Community College, it's also a chance to earn college credit.

Through an innovative one-semester parenting class offered at ICC last fall, 14 individuals earned two hours of college credit for their involvement with the CASS students. All host families were invited to participate and the college provided scholarships so there was no cost to participants.

For the most part, the class was an independent study in which participants were asked to keep a log of their activities with the students. In addition, three class meetings with family counselors and other guest

speakers provided a forum to address the concerns of new host families. Topics covered at class meetings included communication and listening skills, dealing with emotions, and having a new member in the family.

According to CASP Coordinator and Instructor Celia Crump, the host families viewed the class as an important support network in coping with the challenges of cultural and language differences. Moreover, the class was "an opportunity to step back and reflect, which gave more meaning to the host family experience."

This spring Crump plans to organize a mini course to introduce CASS to other families interested in hosting students.

How do we spell success?

The following individuals, nominated as outstanding alumni by their country coordinators for professional achievement and community service, shared their thoughts about CASP/CASS.

BELIZE



Wilmot Simmons, who studied Agriculture at Kirkwood, is now a supervisor at the chemical formulation plant of Prosser Fertilizer and Agrotec Company Ltd. Wilmot is responsible for quality control and sales.

He considers his greatest achievement *"being able to share with friends, co-workers, and farmers what I learned in the U.S... The scholarship helped me find a job where the salary was double what it was prior to my training. It also gave me more confidence in my work..."*

Berkshire Computer Science graduate Fabian Castillo is a teacher at Nazarene High School, where he used his training to establish the school's first computer department. Fabian teaches computers, business, and accounting. *"Through CASP, I acquired all the necessary skills I needed in order to be successful in my field."*

HONDURAS

After studying Hotel Management at Tri-county, Waldina Galdámez was asked to manage the Hotel Condesa in San Pedro Sula. Waldina, a working mother, has overseen the two-fold expansion of the hotel in her three years there.

"When I got the scholarship, I was working as an assistant book-keeper in a small hotel with few prospects for getting ahead. Thanks to the scholarship program, I am now the manager of a hotel. The scholarship has given me more confidence, especially in dealing with the public. Whenever I initiate a new enterprise, I do so knowing that I will succeed... Thank you CASP."

Dunia María Carranza Salinas, also a Tri-county Hotel Management graduate, was promoted to Area Supervisor

in the Hotel Honduras Maya restaurant. Dunia is enthusiastic about her future prospects in the hotel business, stating that CASP *"helped me with my management skills, allowing me to advance in my profession."*

Essex Community Health graduates Andrés Alberto Aguilera Lagos and Cesar Augusto Coello Alvarado are now employed with the Ministry of Public Health and Social Welfare.

Andrés trains community leaders in El Progreso to assess health problems and oversees projects such as the construction of wells and latrines.

"Because of the scholarship, I am able to provide training and logistical support to people who live in rural communities. CASP/CASS also enables me to maintain ties and learn from fellow alumni and program associates.... At the same time I have made friendships with people from other countries and learned of their history, customs, and culture."

César works as a project supervisor in Choluteca and is also taking advantage of university correspondence classes to obtain his teaching certification. César is president of his community action group which raised funds to pay for repair of streets, bridges and power lines and purchase land that will be used to build the neighborhood's first kindergarten, children's park and community center.

"I have received a promotion and a raise and enjoy better relations with the community of Choluteca, as I participate in community life and the improvement of the town's infrastructure."

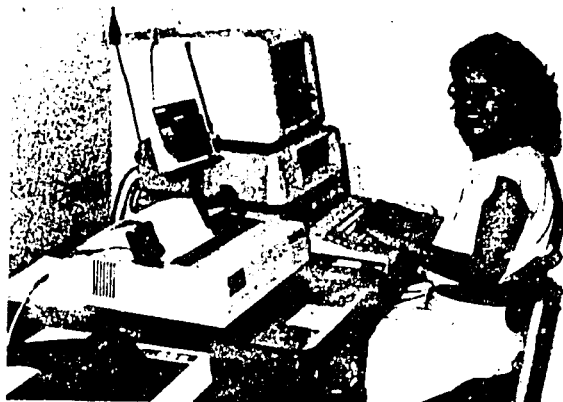


At the Central Bank of Honduras in Tegucigalpa, Carlos Arteaga Sánchez, who studied Electronics at Modesto, is responsible for maintenance and repair of all electronic machinery from bill counters and check printers to photocopiers. Carlos helped establish the Honduras alumni association (AHECASP) and currently serves as treasurer.

Regarding how CASP has changed his life, he says, *"I improved my job skills, the academic courses broadened my outlook, and my will to achieve is much stronger. In my home town, I am highly respected as the only professional at my level and have been asked to oversee three community projects. I plan to open my own repair shop."*

<< A L U M N I ! >>

PANAMA



Berkshire graduate **Yara M. Aviles Corro** utilizes her training in Computer Information Systems at the Finance Department of the Gorgas Memorial Laboratory. Yara is responsible for computer programming, general accounting, computer inventory control and data processing.

"Despite Panama's economic and political crisis when I returned from the U.S., I was able to find a job. The technical, social and cultural knowledge that I acquired paved the way for me to become a professional. Both my computer and English skills are necessary in my work. This job will someday enable me to continue my studies at the university level."

Edgardo D. Marshall studied Machine Tool Technology and specialized in industrial maintenance at Waukesha. Selected to participate in the mechanic apprenticeship program of the Panama Canal Commission, he is now working directly with canal operations including the maintenance and repair of the locomotives which guide ships through the canal.

"For me, being offered a job with the Panama Canal Commission is the most important result of my scholarship. I am applying 100 percent of what I learned at Waukesha including my English. Without my CASP training, my career development would have been inferior and I certainly would not have my present job."

After studying Electronics at Coffeyville, **Alberto Ricord Molina** now works at ALL Computer S.A., where he repairs computers during the day and instructs five evening classes on computer repair. Alberto was honored at the 1989 regional alumni reunion with the Senator Robert W. Kasten Jr. Award for Outstanding Young Man of the Year.

"The scholarship has enabled me to reach my goal of professional development. Everything I learned about electronics and English served as a base for my progress and learning about other cultures helped me to mature. My CASP training has been the most important factor in my success."

Success in AGECASP

By *Jhony Estuardo Najarro G. and Marcos Morán Rodríguez*

Someone once said: *"The road to success is not filled with roses."* We can reflect in our mind what we wish to obtain, but we must work and fight to get it. A successful man or woman is one who keeps a firm and sure pace to reach his/her goals and objectives.

AGECASP has such people who, upon their return to our dear Guatemala, have decided to climb the mountain of SUCCESS.

After completing their Fashion Merchandising training in the United States and working in the Guatemalan clothing industry, Modesto alumnae **Carolina Guzmán**, and Waukesha alumni **Maria Chacón** and **Ma. Antonieta Gil** are now initiating their own business. The three women plan to apply their knowledge and creativity in the design of exclusive clothes that will be available at prestigious boutiques in the near future.

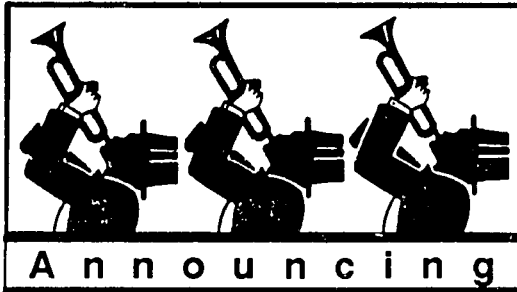
Electronics graduate **Marcos Morán**, who studied at Coffeyville, works in the field of industrial electricity repairing sophisticated electronic equipment. Tri-Country electronics graduate **Louis López** now works with CARNETGUA, a computer science firm.

Other alumni have elected to pursue advanced studies in Central America. **Daniel Lupitou**, who studied agriculture at Kirkwood, is enjoying his second scholarship in the Zamorano Panamerican School of Agriculture in our sister republic of Honduras.

This month, Coffeyville agriculture graduate **Eliseo López** travels to San Jose, Costa Rica where he has received a scholarship for advanced studies at the Tropical School of Agriculture where he will receive his degree in Agricultural Science.

El Paso electronics graduate **David Farfán** is taking courses in engineering and electricity at the University of San Carlos in Guatemala, where he has received honors for academic excellence.

As AGECASP works toward the future development of our dear Guatemala, the Association can count on the collaboration of members in electronics, law, economics, agricultural science, veterinary science, languages, and many other fields.



The Spring Exchange Writing/Design Contest Finalists

Once again, the contest committee had a difficult time choosing winners from so many great entries. The theme for the contest, "My Host Family," obviously inspired many CASP/CASS students to express their genuine appreciation and respect for their host families. Congratulations to the winners and thanks to everyone who participated.

Essay - First Place

My Host Family

*Freddy Alberto Pérez Cruz
Waukesha County Technical College*

Yesterday I woke up pondering various subjects. Looking in the mirror, I observed that I had changed and that surrounding me was nothing less than my new life, my new home and my new family. Slowly I moved towards the window thinking once again, "My how the snow is falling." My thoughts faded away when a friendly voice suddenly rose from the kitchen, calling me to breakfast.

Still half-asleep, he opened his bedroom door and upon seeing me in the hallway, accompanied me to the kitchen. His hand resting on my shoulder, he said "good morning."

The young son smiled when he saw me and, in words unlike my own language, invited me to sit at the table. There they were.. the three of them forming my family and despite all the babble, questions and ignorance of one another's language, I felt very much a part of them and they felt a part of me. Then, I remembered a letter from my father and its final phrases:

"My son, you're so far away and that distance made me dream about you when you were a child. You would play in my arms and try to say 'daddy.' Coming back to reality I realized that, like my dream, in the United States you are beginning a new life."

Some tears rolled down my pale cheeks but soon, upon seeing my host family, a smile formed on my lips with this thought: "Nothing is wrong. I am happy being with you and if you could look inside me you would find countless memories of moments in which you have made my stay a happy one."

Today... those memories of my host family who in every moment convey to me a cultural bridge of hospitality, respect, learning, and happiness, are so palpable that from them I have learned the true meaning of progress and development. The eternal value which my host family has given to my customs and ideas by sharing their limited time with me will remain ingrained in my memory.

Poetry - First Place

La Familia

*Victor Gil
Penn Valley Community College*

La familia, es donde se encuentra la felicidad, la armonía y sobre todo; comprensión hacia las demás personas que nos rodean y que en todo momento vivamos en perfecta armonía.

Donde compartiendo nuestros valores y actitudes, logramos una mejor comunicación y convivencia con el mundo que nos rodea...

Decir familia es decir unión, porque lo sentimos en nuestros corazones donde hay igualdad y calor humano, siempre estaremos en fraternidad compartiendo momentos felices y que en el futuro serán inolvidables donde recordaremos los días más felices compartidos y vividos...en una forma presente, viva y latente en nuestros corazones.

Porque la familia es el eje de la vivencia y de la sociedad.

Porque la familia es lo más grande que existe en este mundo, es como un amanecer, es como una luz que brilla y que nunca se desvanece, siempre firme y latente.

The night's breeze has lightened my thoughts and has let others slip away. As time passes, I will never lose the key to the future offered by my host family and the United States of America to enable me to persevere in my journey.

Art - First Place

Saul De Leon
Scott Community College

Essay - Honorable Mention

One Family

Cristina Polanco
Everett Community College

Leaving my country was painful. To stop being a child in order to suddenly become an adult was at times frustrating. Yet, that is nothing compared to the pain felt when, spreading my wings, I left my beloved family and headed towards new horizons. My heart broke like a delicate piece of porcelain.

A past I longed for, a future filled with dreams, and the present filled with bitter loneliness: this was the picture I visualized upon my arrival on American soil.

My mind did not grasp that another family could welcome me like a bird from its own nest, or that they would take care of me and look after me just as if I were a golden gem of their valued treasure.

...As the days passed, this whole mixture of confused feelings was left aside to give way to different feelings. With sincere smiles and actions, my host family extended the invitation to let me be loved by them, to share in their affection, their intimacy and become a part of their world, their family.

I often wondered how host families were chosen and found it strange that I always came to the same conclusion: They are not chosen, their convictions choose *them*...

Today I know that if for some reason, with a torn heart, I left my beloved nest to look for new horizons, I did it to settle into another nest. There, after my wounds healed, I was made to realize that two parents plus two parents are four parents, that one nest plus one nest are two nests and that one family plus one family is still just one Family.

Poetry - Honorable Mention

Home Moved When I Moved

Magdalene St. Louis
Central Florida Community College

Home moved when I moved
My family stayed but
I met another
Different yet very much the same
Home moved when I moved.

My family is gentle
Like the trickling stream
Their generosity is like the wide ocean
They give me warmth and protection
Home moved when I moved.

You can see their happy smile
O' like the sunset in the West
Which reminds me of the gathering of wisp
Home moved when I moved.

Essay - Honorable Mention

My Hosi Family

Wilner Luders
University College - Bangor

... The fact is I did not even know who I would live with. Nonetheless, I promptly decided to face the unknown.

What, in fact, has happened to my life since the cool Wednesday morning of August 30th, 1989, when I met the Murphys? Such a question may sound simple, but it has a significant answer relevant to my experience in the U.S.A. (particularly in a host family). "No one can know how John snores unless one sleeps next to him: ou pa ka konnen koman jan wonflé si ou pa dòmi to prè-l." The Haitian saying has a lot to do with my stay in an American family. I have an opportunity to separate my previous assumptions from the facts concerning American lifestyle.

Living with a couple deeply tied with their community, my observations go further than the boundaries of their house. Besides their earlier efforts to remove my ups and downs when I first arrived, their devotedness is an ongoing process to make me feel comfortable in their environment. I can certainly say that the climate which prevails in our relationship is broader than a simple emotional hospitality.

While pursuing with great interest my observations and study in the U.S.A., I hope that my blossoming friendship based on a mutual comprehension will serve somehow its longterm purpose: Promote peace in our planet through love and understanding.

Our CASP/CASS

The following article was written by Laura Chin, Cycle F Belize, who is studying Small Business Management at the University of Southern Maine. The article appeared in the Sign of the Times, the newsletter of the Maine Center on Deafness.

Belize

I feel very lucky to have the opportunity to study in the United States. I know many of my friends would like this sort of opportunity, but they were not so lucky. I can recall the words of one friend, "Study hard and learn as much as you can, but remember to return home because Belize needs you." I will study hard and yes, I will return home because I realize that Belize needs its people to help it move forward. My hopes are to return home and help others with the knowledge that I have gained here. I know that I can make a difference.

Children are the future; therefore, we should begin with them. They should be encouraged to continue studying. I want to devote a lot of my time to the deaf children of Belize because they do not have bright prospects for the future. Many of them do not go to school because they can not afford it or because the school is full and there is no room for them.

I have been working with the Stella Maris Deaf School for the past two years and have grown to love and to understand the children. I realize that they are just like any of us. I originally began working there to improve my sign language, but it has opened up a whole new world for me. When I return home, I will be able to encourage those children to work hard for a better future. I think they really need the encouragement of someone to help them realize what their obstacles are and how to move past them.

Belize is my home; it is the place that shaped me in to the person I am. I will return home and, although I may have changed during my stay here, Belize will still be my home. I look forward to returning home, but Belize is with me everywhere I go.



University College-Bangor CASS students met with U.S. Representative Olympia Snowe (R-Me.) after her town meeting in January.

photo by Bangor Daily News

The following article was written by Larren Conway, a North American student at St. Petersburg Jr. College.

What I Have Learned in Communications I

This class has taught me a great deal about how people from other cultures handle being thrust into a society different from their own. When I became aware of people from other cultures in school, employment or social settings, I would briefly think that things had to be difficult for them, but not delve into just how difficult it was.

Working closely with the Central American students in this class has given me valuable insight into the many hurdles they have to overcome to function in our society. I was astounded to learn during our introduction speeches that most of them arrived in Florida without even basic knowledge of conversational English. To try to make their simplest desire known would require patience, inventiveness, and a definite sense of humor. Also, to attempt to get an education in such a short time of learning another language would take more courage and perseverance than I possess at this point in my life.

Personally and professionally, I feel that I am going to benefit from this ethnic awareness. Learning the students' customs and traditions and listening to them speak about home and family has taught me that people are the same. Although culturally different, we all value the same things. I have a deep respect for these Central American students who are working so hard to get an education and learn about a different way of life. I think that in my future dealings with people from other backgrounds, I will be able to offer a more empathetic attitude. This class has been a valuable lesson in life.

Scrapbook

Cycle E1 students have now completed their 21-month program and are returning to their home countries. These students, who were both role models and friends to the Cycle F group, are remembered and honored in the following two pieces. "Farewell to Cycle E" was submitted by Nelson Rivera, a Cycle F student from El Salvador studying Food Technology at King's River Community College. "Despedida de Amor Entre Lágrimas y Tristezas" was submitted by Cycle F Student Esperanza Pichardo of the Dominican Republic who is studying Clothing Merchandising at Waukesha County Technical College.

Farewell to Cycle E

We, the new Cycle F CASP students, arrived at King's River Community College last August. Receiving us with open arms were Cycle E students. Within our hearts, a dream was just becoming a reality and today, almost six months after we came, it is reality.

Each one of us has had different and also similar experiences that will always remain in our minds. Here, we are just like a family and we give emotional support when anyone needs it. We feel very happy about the way the program is helping us and also about the care and kindness we receive from our teachers and host families.

Right now we are in our second semester and each of us is studying hard. Our English has improved and we are making many friends. We want everyone to know us and to know that we are people who long for peace, harmony, faith and academic excellence.

We are now preparing to say goodbye to the Cycle E students. We offer these words to them: "Congratulations, and at the same time, keep moving ahead with faith, sacrifice and courage. All of your wishes will come true, just as one has been realized for you today."

Once more, congratulations Cycle E and have a safe trip home!



King's River Community College Cycle F CASP students on their visit to Universal Studios in Hollywood in January.

Despedida de Amor Entre Lágrimas y Tristezas

Cuanto sentimos dejarles, cuanto sentimos su partida, tan llenos de emociones, deseos y temores, acaban con una ardua batalla que es casi imposible el no fijarse en ella.

Sentidos encontrados fuertes y cobardes por un temor oculto, oculto porque sí, al enfrentarse a un mundo lleno de insomnios oscuridad y confusión.

Ya sea por lengua, cultura o religión, no importa si no me entiendes, no importa si es así el caso es que rendiste y rendiste por tí.

Nos acoje un sentimiento que queremos compartir, es la tristeza de una despedida pero no de un adiós, en vano son los esfuerzos que se hacen por ser feliz, aunque se quiere no se puede sonreír.

Pero que intensa es la grandeza del sentirse realizado, llevando un título en la mano, un título que diga así; Yo lo hice y lo hice por mí; ahora sin lágrimas no tristeza por eso me voy de aquí, a servirles a los míos a que otros hagan así.

Pero aún les queda por cruzar un gran desierto, el de la vuelta al hogar, la comunidad y la gente.

Adelante grupo E1, sin temor puedes ir cantando.
Que aunque sea desde muy lejos, aquí hay gente que les está apoyando.

Focus on LEADERSHIP

Leadership Center of the Americas Conference

Twenty CASP students were selected to attend the December 1989 Leadership Center of the Americas (LCA) Conference, based on their leadership potential and English proficiency. Each year, this Federally funded Center seeks to bring 200 future leaders of the Americas to Louisiana State University to share beliefs and information on the democratic process.

LCA activities include courses on the purpose and function of democratic institutions in the United States and U.S. foreign policy in Latin America, as well as recreational and entertainment activities. The Center also promotes the formation of regional student organizations that concentrate on democracy and development within member countries.

This year, Belizean and Guatemalan participants held a special meeting to form such an organization among themselves. Roy Polonio, a Belizean student in the CASP St. John's Program who attended both the 1988 and 1989 LCA conferences, was selected to organize the Belize/Guatemala

coalition. "Through the association, we hope to learn about one another's respective countries and cultures, as well as keep one another informed about pertinent developments," said Roy.

The conference is a great opportunity for many reasons. One major reason is that LCA attempts to place seminar graduates in internships with a corporation that does business in Latin America or the Caribbean. The internships take place the summer following the conference.

Another benefit LCA provides is membership in the Pan American Network (PAN), the alumni organization that meets for a weekend in August each year. After the initial phase of organization, alumni will take over the management of PAN.

All second-year CASP/CASS students are eligible to apply for a scholarship to attend the December 1990 conference. Participants receive a stipend, transportation, food and accommodations. For applications and further information, students may call toll-free 800-343-3072 or speak with their CASP/CASS program officer.

Student Attends Campus Leadership Conference

The following was excerpted from an article submitted by Cycle G CASS student Barrington White from Belize. Barrington participated in a leadership conference given by the University of South Carolina shortly after his arrival there in January.

The Leadership Conference was held on the campus of South Carolina in February. Its purpose was to teach leadership and coping skills to aspiring student leaders.

The conference included many excellent speakers, such as psychologist Perry W. Buffington. Dr. Buffington explained his "ingredients" for leadership,

creativity, academic success, good health and for being the best one can be. He then went into detail explaining them.

After the keynote address, I attended a seminar entitled "What's Right? Ethical Dilemmas in Student Government." We broke into small groups and attempted to make ethical decisions to resolve particular dilemmas.

I also attended a session on time management and stress control in the workplace. It included priority-setting exercises and relaxation techniques.

The conference has taught me a lot and I am looking forward to next year's event.

Kirkwood Hosts Leadership Conference

Students from Northcentral Technical College, Scott Community College and Waukesha County Technical College joined their fellow CASP students at Kirkwood Community College in Cedar Rapids, Iowa for an enjoyable weekend of leadership training January 20-21.

Dr. Norm Nielsen, president of Kirkwood Community College and CASP/CASS Chairman Harold Bradley, S.J., gave a joint opening address. Their remarks and the theme for the entire weekend of activities emphasized that students should share their good fortune with others. Bradley advised them to overcome selfishness, commit to democracy and refuse to accept injustice. He also encouraged them to get involved with their alumni associations in order to fulfill the long-term goals of the program.

Students then participated in breakout sessions on such topics as "Conflict on the Job," "Starting a Business" and "Interview Techniques."

In the afternoon, conference facilitator Fernando Cruz led a large group session on "Networking." Students demonstrated a genuine commitment to find employment and help their countries and were eager to learn as much as possible about the networking process.

On Sunday, Kirkwood students performed a skit which dealt with gender roles in Central America. The small group discussions that followed resulted in some very positive ideas and directives such as "Believe in yourself, participate and express yourself confidently."

In addition to the leadership skills attained, conference results included: new and renewed friendships, a better understanding of program goals, and a greater sense of pride among the entire group. Congratulations to Kirkwood and all of the participants for a job well done!

Students in Action

BARTLESVILLE-WESLEYAN COLLEGE

The following students made the Dean's list for the fall semester: **Edgar Arroyo, Maurique Bermudez, Walter Mata, Wendy Nelkitts, Elizabeth Padilla, Angelique Samuels and Xinia Vargas.**

CENTRAL FLORIDA COMMUNITY COLLEGE

Suyapa Padilla, Juan Burgos and Abner Palacios served as guest speakers at a meeting of the Association of University Women.

COFFEYVILLE COMMUNITY COLLEGE

Lilibeth Gonzalez and Javier Medina have been performing traditional Panamanian dances throughout the community.

FORT SCOTT COMMUNITY COLLEGE

December 16 - 18, 1989, the Fort Scott CASS program hosted a Christmas reunion for all of the CASS students at Coffeyville Community College, Independence Community College, St. Louis Community College-Forest Park and St. Louis Community College-Florissant Valley. Activities included a dance, volleyball tournament, presentations and a brunch.

HESSTON COLLEGE

Students participated in the college's "Global Issues Seminar," January 31 - February 2.

INDEPENDENCE COMMUNITY COLLEGE

Violet Salabie and Ana María Camacho were selected by the entire student body to be Basketball Homecoming Queen candidates.

KING'S RIVER COMMUNITY COLLEGE

Students have given presentations to Kiwanis and Rotary International Clubs.

In December, Cycle E Students performed traditional dances from their native countries on Channel 21, KTVU of Fresno (Univision Spanish Television Network).

NORTHCENTRAL TECHNICAL COLLEGE

The following CASP students received Junior Achievement Awards: **Alba Chaves, Juan Romero and Reneiry Aguilar** - Achievement Award, **Jorge Orellana** - Attendance Award, **Mirna Escobar and Rodrigo Delgado** - Sales Award, **Ana Flores and Doris Hernandez** - Completer Award.

ST. LOUIS COMMUNITY COLLEGE- FLORISSANT VALLEY AND FOREST PARK

An "adoption program" has been set up to allow local schools to get to know CASS students on a personal basis. When a local school "adopts" a CASS student, the student introduces his/her own culture to students at that school through presentations and other activities.

ST. PETERSBURG JR. COLLEGE

An SPJC advisory board member introduced **Silvia Alvarez and Isabel Tum** to a local businessman. They showed him samples of North American style clothing they have created and he is now interested in importing their fashions once they return home.

Ana Ruth Larios represented the SPJC CASP program at the Florida Junior College Student Government Association state conference, November 9 - 11 in Miami.

UNIVERSITY OF MAINE-ORONO UNIVERSITY COLLEGE-BANGOR

CASS students took part in an intensive re-orientation program January 8 - 12. Activities included field trips, workshops, lectures and tours as well as a town meeting with U.S. Representative Olympia Snowe.

CASS students elected officers. They are: President - **Volny Dorceus**, Vice President - **Laurel Watson**, Secretary - **Lucille Joseph**, Treasurer - **Ana María Rodriguez**.

UNIVERSITY OF SOUTHERN MAINE

On November 10, CASS students participated in a Caribbean/Belizean Night at the University. Some prepared typical dishes from their native countries.

UNIVERSITY OF WISCONSIN CENTER- MARINETTE

On Feb. 9, Costa Rican students presented a cultural program at a local church.

Ana Robles and Maritza Marroquin are tutoring a Nicaraguan child who was recently adopted by a family in their community.

WAUKESHA COUNTY TECHNICAL COLLEGE

Francisco Cruz is participating in the Carroll College theatre group, "The Carroll Players." Francisco held an acting part in the Fall presentation of "Happy Time."

CASP students participated in a local church's celebration honoring the Virgin of Guadalupe. Students presented typical dances from their countries and were received warmly by the congregation.

Appreciation Speech by Linda Guerra

Last November, CASS students from Everett and Edmonds Community Colleges in Washington state joined with friends and associates of CASP/CASS for an appreciation reception. The reception was held at Everett Community College's Henry M. Jackson Center, named for the late Senator who was instrumental in establishing the program. Mrs. Helen Jackson, wife of the late Senator, was the special guest of honor. The following remarks are excerpts from a speech given by Everett CASS student Linda Guerra.

"...Growing up in a developing country has meant the growth of a feeling within each of us, a feeling that we must be effectively involved in our country's future development. We have shared our dreams and we all want our homelands to be a better place for our children to live. These scholarship programs have offered us the ideal way to start.

The CASS/CASP project means an opportunity for me and other youth in Caribbean and Central American countries to put our energy, intelligence and desires for new technologies, new processes and new resources to use. We want to make our homelands more self-sufficient and recognized as developed countries in our lifetimes. We want to more fully understand your democratic ways and processes. Five of us have been selected to the college senate and are testing our political wings.

Our specific program of study at Everett is in Quality Control. We are taking all required classes for a full degree in Quality Control. English is a second language for many of us, and requires lots of extra work, since all of our classes are taught in English. For the English speakers, improving communication and technical writing skills are added challenges. We are all ready to accept these challenges and to succeed.

What is Quality Control? It is a way of ensuring the market-required quality in a product. It is the principal factor, following the economic one, for speeding up our industrial growth...

In Belize, we want quality control principles for improved agricultural processes;

In Guatemala, it will enable us to train others in food production technologies;

In the Dominican Republic, we want to increase sugar production and help create and establish telecommunication systems for competitive markets in the future;

Costa Rica and St. Vincent students are eager to apply Quality Control principles to electricity and energy resources.

In my homeland, Honduras, improvements in factory production equipment and operations are part of our dream...

We are glad to be living in Senator Jackson's hometown. We accept the challenge that we feel Senator Jackson had for us and will work hard to fulfil the task. We will return to our homelands with the new skills and ideas that will assist us in turning our dreams into realities. Thank You."

CASP/CASS PARTICIPATING INSTITUTIONS

1. Altoona Area Vocational Technical School (PA)
2. Bartlesville Wesleyan College (OK)
3. Bergen Community College (NJ)
4. Berkshire Community College (MA)
5. Broome Community College (NY)
6. Central Florida Community College (FL)
7. Coffeyville Community College (KS)
8. College of Santa Fe (NM)
9. Columbia College (CA)
10. Edmonds Community College (WA)
11. El Paso Community College (TX)
12. Everett Community College (WA)
13. Florida A&M University (FL)
14. Florida Community College at Jacksonville (FL)
15. Fort Scott Community College (KS)
16. Fox Valley Technical College (WI)
17. Hesston College (KS)
18. Hocking Technical College (OH)
19. Illinois Eastern Community College (IL)
20. Independence Community College (KS)
21. King's River Community College (CA)
22. Kirkwood Community College (IA)
23. Modesto Junior College (CA)
24. Mount Aloysius Junior College (PA)
25. Mount Hood Community College (OR)
26. Northcentral Technical College (WI)
27. Penn Valley Community College (MO)
28. Rochester Community College (MN)
29. Scott Community College (IA)
30. St. Louis Community Col. - Forest Park (MO)
31. St. Louis Community Col. - Florissant Valley (MO)
32. St. Petersburg Junior College (FL)
33. Tri-County Area Voc. Technical School (OK)
34. University College - Bangor (ME)
35. University of Central Florida (FL)
36. University of Maine - Orono (ME)
37. University of North Florida (FL)
38. Univ. of South Carolina-Salkehatchie Campus (SC)
39. Univ. of South Carolina-Sumter Campus (SC)
40. University of Southern Maine (ME)
41. University of West Florida (FL)
42. University of Wisconsin Ctr. Barron County (WI)
43. University of Wisconsin Ctr. - Marinette (WI)
44. University of Wisconsin Ctr. - Richland (WI)
45. University of Wisconsin - Madison (WI)
46. Waukesha County Technical College (WI)
47. West Hills College (CA)

News from the Georgetown Office

Welcome Aboard



Chiquita Baltimore is the new secretary for CASS State Programs. She attended Prince George's County Community College and was previously employed as a receptionist with the American Public Health Association.

Anabella Bruch is a program officer. Annabella holds a Master's degree in Development Management from American University. She previously worked at The Family Place where she coordinated and managed a women's cooperative/microenterprise project.

Tina Ibarra is a junior program officer for Overseas Operations. Tina holds a Master's degree in TESOL and Bilingual Education from Georgetown University. She previously worked as Director of the Spanish Program at Washington International School.

Stephanie Kears is secretary for Overseas Operations. Stephanie is currently working towards a bachelor's degree in Liberal Studies. She previously worked for Georgetown's Office of Insurance and Retirement.

Alexandra Majthenyi is secretary for the International Liaison Department. Alexandra holds a B.A. in Political Economy from Fordham University.

Jacqueline Samuda is a program officer. Jacqueline holds a Master's degree in Spanish from Purdue University. She previously worked as a foreign affairs analyst for the Library of Congress.

Distinguished Visitors



November: **Eugene Trani** – Vice President for Academic Affairs at the University of Wisconsin.

December: **John Benoit** – Director of the Maine State Office, **Tom Millard** – Waukesha County Technical College Contracts Director, **Pete Kellams** – St. Louis Community College, **Jim Morris** – Former CEO of Beecham International.

January: **Maria Toms** – St. Petersburg Jr. College CASP Coordinator

February: **E.W. Smith** – Director of International Programs at Hocking Technical College, **Robert Drewel** – Everett Community College President and college trustee.

March: University of Maine System CASS students, University of South Carolina CASS students

Special Events



Tuesday, January 30, the Georgetown CIPRA staff and other invited guests gathered for a seminar by Ambassador Sally Shelton-Colby, followed by a dinner. Ambassador Shelton-Colby, who recently served as Ambassador to Grenada, Barbados and other Eastern Caribbean nations, has also taught Latin American economics at Georgetown. The seminar, "The United States and Latin America in the 90s: New Risks and New Opportunities," offered insight into U.S. foreign policy toward Latin America and gave participants an opportunity to pose questions and make comments.

Staff News



CASP/CASS Director **Tom Oates** and Associate Director **David Gifford** are teaching courses at Georgetown. Tom's course "Short Story/Novel" examines American novels that explore themes and concerns central to American society. David is teaching a course in advanced Spanish conversation, grammar and literature.

International Liaison Director **Ann Salzarulo-McGuigan** will be moving to San Diego in April. Good luck Ann! We'll miss you!

Central America Office News



María Cristina de Cabrera is the Orientation Coordinator for El Salvador. María holds a Master's degree in Social Service from Michigan University. She has collaborated with CASP/CASS on both the November Coordinator's meeting in Guatemala and the recent Washington Seminar for Cycle E1 students.

Arturo Melville Aguirre is the new country coordinator for Guatemala. Arturo holds a graduate degree in Architecture from Rafael Landivar University in Guatemala. He has worked as an architect, university professor and most recently as general manager of Finca El Dorado, overseeing production of numerous agricultural products and livestock.

Internship Program

(continued from page 2)

her visual display work. "I've learned to work quickly and do my best so that when I return home to Panama, I'll be able to please my customers." Doris Martinez, who plans to open a shop in Honduras, learned "how managers present items to catch the customer's attention," while Stanley Martinez of El Salvador improved his salesmanship and English at the same time.

Employers were impressed by the talent, eagerness to learn and initiative of the students and pointed out the mutual benefits of the internship program. According to José La Madrid of Burdines, "Because of their classes, when they come on board, they are ready for the job... They have made the whole store turn around." With the help of the students, his store placed third in a recent sales event, above higher volume, better staffed locations. "With their leadership and the ideas they are learning here, I have no doubt that these kids are going back and they're going to make a difference. I'll miss them when they're gone, not just because of their work, but because of the people they are."

According to Barbara Sommers of Ivey's, the program was "good for the store and good for the college... They were so excited about working here

and they asked some difficult questions which was a good experience for the people in my department... We had a feeling of accomplishment that we had each helped each other."

Chuck Healy of World Bazaar stated "The customers are better served because the students take the time to answer their questions. They also like display, so the store looks better." Healy foresees the possibility of a future economic tie between World Bazaar and the students, should they initiate a business to export crafts from their home countries.

"Because of their classes, when they come on board, they are ready for the job... They have made the whole store turn around."

*José La Madrid
Burdines/Clearwater*

In addition to Burdines, Ivey's, and World Bazaar, other businesses that participate in St. Petersburg's work experience program include Sears Roebuck and Co. and Short's Mens Clothing.

With an eye to the future, Kurnik is already developing a packet to present the program to other interested employers.

Washington Seminar

(continued from page 1)

Dynamics" and "Cultural Reintegration," conducted by CASP staff, invited lecturers and associates.

The workshops provided an opportunity for students to relate their CASP experience to their future back home. For example in the "Group Dynamics" session, the students learned techniques for organizing effective task-oriented teams. Participants examined action planning, implementation and evaluation.

Also educational were student tours of museums, monuments and Monticello, the former home of Thomas Jefferson.

On February 20, conference participants gathered for a closing dinner at which Father Bradley presented the students with certificates of completion. As customary in CASP conferences, the evening ended with a dance. Spirits were high as students faced both the end of a two-year experience in the United States and the exciting opportunities that awaited them at home.

Calendar of Events

March

Cycle G interviews begin in the Caribbean

April

22-25 American Association of Community and Junior Colleges 70th Annual Convention in Seattle, Washington.

23-27 Final selection of scholarship recipients in Washington, D.C.

May

Announcement of Cycle G scholarship recipients

May (cont.)

Washington Seminar for Cycle E2 students

Cycle E2 students return to Central America

June/July

Orientation programs for Cycle G students

August/September

Arrival of some 300 Cycle G students from Central America and the Caribbean.

The Exchange



Chairman: Harold Bradley, S.J.
Editor: Susan Kieffer Migliore
Assistant Editor: Danna Whitney
Contributors:
Tom Oates, Smithy Robinson

The Exchange is an informative notice of the Central American Scholarship Program and the Cooperative Association of States for Scholarships. We invite CASP/CASS students and alumni to write about a specific experience that has made your scholarship unique. We would also like to include information on alumni and CASP/CASS programs in the community and classroom. Please send your contributions to:

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

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

CASPI/CASS



Georgetown University, U.S. Agency for International Development

IN THE NEWS

January-March 1990

Meeting education needs

International program brings students to RCC

By JOHN HUGHES
Post-Bulletin Staff Writer

Rochester Community College has met many educational needs over the years, but these are new ones.

Roger Maldonado, 19, a marketer for Pepsi-Cola in San-Pedro Sula, Honduras, wants to learn small business management so he can help other Hondurans start businesses.

Christopier Letang, 21, a teacher in Dominica, wants to write curriculum for a business management program at his school.

And Rocio Bolanos, 19, of Quesada City, Costa Rica, wants to put her business management skills to work in a cooperative near her home.

They are among 17 Central American and Caribbean students who arrived earlier this month to study for two years at RCC.

Their stay marks the first time a Minnesota college has played host to students through the Cooperative Association of States for Scholarships, a national program begun in 1985 to improve relations between the Americas.

Organizers want the students to stay with Rochester residents through August so they better learn American culture and the language, but they haven't found homes for seven male students, organizer Jeremy Wahlstrom said.

"Putting people in homes really pushes learning English," she said. "If you have to do it (speak English) to get your clothes washed, you are really going to learn."

But outside of the housing problem and some of the students' difficulty speaking English, the program has started smoothly, Wahlstrom said.

Students have found Americans friendly, the shopping wonderful, the weather frigid, and Rochester much bigger than they expected.

"People of Rochester are very, very friendly all over the place," Maldonado said. "We don't miss



Velkiz Cabrera of Honduras, left, Ysabel Sanchez of the Dominican Republic and Walter Tiguila of Guatemala are among several students from Central America and the Caribbean who are studying at Rochester Community Col-

lege. The students will study small business administration for two years and then put their knowledge and skills to work in their home countries.

Post-Bulletin Photo by Joe Van Ry

our families too much because we have a family here. They give us love."

"This is the best part of it — meeting the Americans," Letang said. Letang, who said he teaches his 12-year-old students everything from Bible study to music, also said he likes Rochester because "it's quiet."

Students here are from Guatemala, Honduras, Costa Rica, El Salvador, St. Vincent, Jamaica, Dominica and the Dominican Republic. They all are working toward associate degrees in small business administration and plan to return to their countries to share their skills.

"People who live in my neighborhood, they don't know how to manage," Maldonado said. "There

are people that maybe have ideas for a business, but they don't know how they can do it."

Congress set up the scholarship program, which is administered by Georgetown University in Washington, D.C., as a positive way to improve relations with Central American and Caribbean countries, Wahlstrom said.

Students in the RCC program said they applied for the federally funded scholarships after they heard about them through universities, newspaper advertisements and word of mouth.

"It was an opportunity that would not present itself so easily," said Dollis Caesar, 22, a teacher in St. Vincent who wants to share business management skills with her students.

National program officials select the students based on academic leadership and financial need, Wahlstrom said. They then return to their countries with the knowledge. Some of the students here want to start their own business, another wants to help run a bakery, and another wants to work at a bank, she said.

RCC President Geraldine Evar heard about the program at a workshop, and RCC officials contacted Georgetown about starting a leg of the program in Rochester, Wahlstrom said.

Wahlstrom said any families or single people interested in having one of the students stay with them until August should contact her at 280-5512. The students will stay in student housing after August.

CASS program breaking cultural barriers

By J. Emily Hathaway
Staff Writer

This semester students from a number of countries in Central America and the Caribbean are attending the University of Maine. They have come from Haiti, St. Vincent, St. Kitts, the Dominican Republic, Costa Rica, Guatemala, Honduras and El Salvador. They are studying at both the Bangor and Orono campuses.

Eleanor Harris coordinates the program for the students based on the Orono campus. She said that the students are three programs.

"They're all in associate degree programs in either clothing merchandising, small business administration or hotel and restaurant administration," she said.

Harris said that these students are involved in a national program involving at least 25 college campuses administered through Washington.

"The University of Maine was chosen because of geographical factors and because of the fact that we could offer an excellent program and an excellent American living experience for students," she said.

Harris said that the participating students were chosen because of academic potential and economic need.

"The CASS students are from families which traditionally would not have been able to afford to send them to school in the United States. To pay for tuition and travel and living here is a very very expensive proposition and normally international undergraduate

students are students who have a fair amount of family support economically.

These students come from families which would normally not be able to do that except that the scholarship is affording them that opportunity," she said.

Harris said that gaining an individual education is only one of the goals and motivations of the students.

"They're also here because they wish to help their families and communities.

And they hope to go back and to be in leadership roles in their countries so that they will be able to help in the development of their countries," she said.

Peter O'Meara is the Bangor based coordinator of the program. He said another goal is to give the students a hands on experience of the United States.

"A lot of people have stereotypes or ideas about the United States. But they really don't know that much about the United States.

And so it's an opportunity for them to come here and experience what the real United States is about," he said.

Harris said that the University is benefitting from the program because it enhances plurality within the University.

"We are in fact bringing to the University students from a number of countries who represent a number of viewpoints and cultural backgrounds.

And it enriches all of us to learn first hand about other people and other countries by getting to know people on a one to one basis," she said.

Harris said that the students have also been adding cultural diversity to the local communities.

"One of our students taught some Brownies a song in Spanish and they had an opportunity to talk with her and to ask her questions about life in the Dominican Republic," she said.

Harris said that for at least the first six months each student is required to live with a local family.

"We tried to make the pairings on the basis of shared interests...those kinds of interests help us to communicate across cultural and linguistic lines," she said.

O'Meara said that these living arrangements are working out pretty well.

"The community has really responded in a genuinely caring way," he said.

Harris said that the home stays have made a big difference in the students' language fluency.

"In the home they are forced to use English and that makes a big big difference when they're using English in

normal everyday living situations.

They're really immersed in the language rather than having it as a subject they are studying," she said.

O'Meara said that the use of English was one of the difficulties many of the students faced.

"English is a very difficult language and so of course there's language fatigue and the frustration that accompanies learning a new language," he said.

O'Meara said that homesickness has been a problem.

"A lot of them really miss their families," he said.

O'Meara said that community response to the students has been one of the positive aspects of the program.

"In general people are eager to meet the students, are interested in them and are pleased to meet them and happy that they're here," he said.

A-303

CASS, Forest Park Students: "Teaching Each Other"

HRM Program Welcomes CASS Students For Two-Year Stay

Reported by Gary Lee
and Thomas Gambino

Sixteen foreign exchange students were the guests of honor when the Hospitality Restaurant Management (HRM) program held a reception Sept. 28 to welcome participants in the Cooperative Association of States for Scholarships (CASS).

CASS is a unique exchange program funded through a partnership between the United States Agency for International Development and participating states. It offers scholarships and positive learning experiences to economically disadvantaged Central American students.

Thirty-eight students from Central America and the Caribbean began attending classes this fall along side students on the Forest Park and Florissant Valley campuses as part of the CASS program.

The 16 students attending Forest Park's HRM program represent seven countries including Belize, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Jamaica.

The students are currently taking such HRM classes as Safety & Sanitation and Baking. In addition, English classes are an important part of their curriculum.

Learning English will enable CASS students to communicate with foreigners in their native countries. Those who speak only Spanish take English As a Second Language, one student is focusing on Reading



CASS Student Patricia Brown, from Honduras, enjoys the HRM reception.

Photo by David Byrd

and Comprehension, and two are taking College Composition I.

The CASS students hope to develop leadership skills through their studies. Then, they, as citizens, can help upgrade the Hotels and Restaurants in their respective countries. "In most of our countries," said CASS student, Eneide Verda, "most of the successful hotels are owned by foreigners. We (CASS students) could go back after our training and help the local owners be more competitive in the market."

The CASS students meet with their advisor, Martha Salinas, every day for an hour. During these meetings they explore North American lifestyles and discuss their experiences. They also organize group activities, such as going to Baseball games, Football games, the Zoo, and Six Flags.

While in America, the CASS students are living with host families. The Federal Government provides the families with \$250.00 a month for room and board. The students are given a personal allowance of \$34.62 a week, and a clothing allowance of \$300 a year.

There is one student still in need of a host family. The student, Rudy Castellanos, is living with someone temporarily until a host family is found.

If you are interested in becoming a host family, please contact Martha Salinas at 644-9349.

THE RICHLAND OBSERVER

Richland Center, Wis. Nov. 9, 1989 — Vol. 28, No. 32 — Sec. Two, Page One

CASP students adapt quickly to U.S.

How fast can a person adapt to a new and foreign culture, language, environment — and begin to do college level work in this new place? The UW Center-Richland has participated in the Central American Scholarship Program (CASP) since 1985. It is a program which brings young women and men from Central America to live in Richland Center, and study for two years at the local campus. At the UWC-R, this is an important question.

Two current CASP students have found their answer: less than two months.

Carol Barillas from Guatemala, and Eugene Guy from Belize, arrived in Richland Center on Aug. 30. And they are both managing college credit classes during their first semester on campus.

At nearly 21, Carol has had some experience in the world of work. She finished high school three years ago. After graduation, she moved from her hometown of Huehuetenango to Guatemala City where she worked as a secretary for a coffee company.

She knows typing and shorthand and often worked on computers in her office. The job required her to communicate on the phone with people in the U.S., and Spanish in her native language, so the company put her through a 10-month English language training program.

Carol, who already had a love of learning languages and had studied French for two semesters, found it easy to learn English.

When she heard about CASP, she thought it would be a great opportunity for her to pursue several of her interests, those in the English language and in learning more about computers, the major focus of the group of the 16 Central American students who are currently studying on campus. It would also allow her to realize her dream of visiting the U.S.

Her first impressions of Richland Center were that many things — most notably the weather and the houses — were very different from those in Guatemala. She also found that life in the U.S. was not like what she had expected it to be, as she describes it, "the way it is in the movies." Carol said, "You in America are shy."

However, she felt immediately accepted and welcomed into the community, and has never yet felt that, because she is from Central America, she has been considered

"apart" from other students.

Carol is enjoying the support of Phyllis Bixby, her host family. In particular, she enjoys the quiet atmosphere which makes it easy to study and was pleased to find that her host speaks French. They often converse in French and Carol is happy to be able to practice not one, but two, additional languages.

Her "ambassadors," UWC-R student volunteers Doris Wright and Kathy Cade, have also helped her. She says, "I have been able to increase my vocabulary, improve my grammar and practice conversation just by talking with them."

She was doing so well with her English, that she was encouraged to enroll in an introductory psychology course along with her intensive English as a Second Language (ESL) training. She is also a member of the campus choir.

Carol's favorite activities are swimming, volleyball, basketball and soccer and she has many other interests which she pursues on campus and in the community including writing poetry and dancing. She also plays the marimba.

She feels she has had an easier time than some of the other CASP students in making the transition because she had lived away from home before coming to the U.S. When she moved from her hometown to Guatemala City to work, she left her mother, a homemaker and her father, a flour factory worker, to live with her aunt. Carol also has a sister, a teacher who has returned to college, and a brother, who is married and has a two-year-old daughter.

Carol is well on the way to reaching the goal she has set for herself. That goal, she says, "is to speak beautiful English."

Eugene Guy is from Belize, where the native language is English. However, as he explains, "At home we speak Creole — a kind of broken English — though English is the language we are taught at school." He is taking an English workshop to improve his formal use of the language but is enrolled in a program of college courses including anthropology, two computer courses, a math course, and a physical education course.

Like Carol, he has been away from school for three years. After graduating from high school, he wanted to go to college to pursue interests in architecture and computers, but his family could not afford to send him.



Carol Barillas



Eugene Guy

There is no college in his hometown and, with two younger sisters and a brother to support, the family could not provide him with money for board in the city.

So, Eugene went to work for a year with the Coca-Cola Company, conducting surveys. Then, began working as a jewelry maker, a skill he learned from a friend, whose family operated the Black Coral Souvenir Shop where he was employed.

When a friend of his applied and was accepted into a CASP college in Massachusetts, she told him about the program and he applied and was accepted.

The move was a big step for him. As he explains, "This is the first time I've been away from home in my life."

He is from San Ignacio, a twin city with Santa Ellen in western Belize. The twin cities are larger than Richland Center, which he described as more rural, quieter, with life more slowly-paced than in his hometown. His experiences in the U.S. have changed his image of the country, one he had developed from the media and talking with people.

Janet and Dick Wilson, his host parents, he says have been "just great. They have kept me VERY busy with visits to the orchard, playing volleyball, going skating .

... doing something nearly every day."

The Wilsons have another CASP student in addition to Eugene, Miguel Moncada, from Honduras. Miguel's native language is Spanish and both Eugene and the Wilsons are helping him with his English.

In addition to his host family, Eugene's ambassador, UWC-R student Tim Brown, has made him feel welcome and helped him feel comfortable in his new environment.

Eugene explains that in Belize there is much more racial and ethnic diversity than in Richland Center. "At home, my group of friends included people who are Mestizo (Spanish descendants), Creole (of African-British descent), Ketchi Indians, Mayans, Chinese, Lebanese, Hindus and East Indians, Garifunas, Turks . . . and there is no racial conflict."

Leisure activities that Eugene enjoys include dancing, fishing and being outside. He adds, "Being outside in Belize, that is, not here. Here it is too cold."

And he hasn't seen a Wisconsin winter, yet.

THE CEDAR RAPIDS GAZETTE: SUNDAY, DEC. 17, 1989

IOWA COMMUNITY COLLEGES



Gazette photo by John McIvor

Elvis Centeno, 21, of Honduras, is studying food technology at Kirkwood Community College. He is one of 47 students from Central America studying at Kirkwood under the Central American Scholarship Program.



PANORAMA

Inside

*PANORAMA	12.3C
*CHURCH	4C
*CLASSIFIED	6,7,8,9C
*PUBLIC NOTICES	8 & 10C

See 3C

March 8, 1990

Students' memories will remain here

They studied, helped one another, and have grown up

Before the Central American Scholarship Program (CASP) students returned home, there was the 1990 Achievement Night for them at Reedley's Kings River Community College.

The 15 students have ended their 21-month stay in the United States. They arrived here knowing only their native language. Returning home, they have learned how to read and speak English and they have an understanding of our culture and government.

Excerpts from Maria Mata's farewell speech to the college administration, teachers, staff, CASP staff, host families, friends and CASP classmates is below.

By Maria Mata

It is an honor to be speaking to you on this special night. In the next few minutes I would like to share the highlights of my experiences as a CASP participant. The experience for all us in this class are different, but I'm sure my story is very similar to the experiences of each of my classmates.

For me, everything began in November of 1987 when my high school principal gave me the opportunity to complete an application to be a scholarship recipient in the CASP program. At that time my world was only Costa Rica, and I didn't know much about the rest of the world, or even my neighbors in other Central American countries.

As the long selection process was happening, I wasn't aware at any time of the real meaning of this scholarship. Furthermore, I didn't really believe that I would be selected. I didn't really take it seriously until that wonderful morning in April when I called the CASP program office in Costa Rica for the final results of the selection. That call changed my life over the last two years, and will have a great influence on the rest of my life.

During the past 21 months, our class has come to know many people who have extended their hands to help and support us.

Another special part of our experience has been with the host families. They were the first to be



CASP students at Kings River College are pictured just prior to returning home. Left to right are Maria Mata from Costa Rica, Luis Velasquez and Felipe Ajanel. All

of the Central American students were enrolled in general education and agriculture.

on our side in the long challenge. They accepted us into their homes and opened up their lives so we could learn the language, the culture, and your values. I really hope that you consider our stay with you as a rewarding, enriching experience, and that you will feel good about the risk you took by inviting an international student into your home.

We want to thank the CASP staff for their work in the stability of the program.

Many teachers had a big part in the success we feel. They worked hard to teach us information which we could use back home, even when they didn't know much about our countries.

A great gift to us was to meet and share time with the new cycle of CASP students. When they arrived, they brought lots of good news and home values that we

appreciate remembering. It has been exciting and delightful to be with them.

But the most important group of people who have influenced me are ... my own CASP classmates. When we met, we didn't know that we were going to share so much together. We had no idea how much we would need to help each other and grow together. In our group, you will find many characters and strong opinions, but we had to work together! I have watched us grow through differences of opinion and compromise. I have watched us grow through disagreement and then ... understanding.

To each of my classmates, I have come to admire their dedication toward studies, eagerness to learn, and most important, their sense of doing the best at whatever they do. Each

has had an impact on my life that I will never forget. We have spent much time together, and we have listened and supported each other whenever we needed help.

To my Honduran classmates, Ligia, Carlos, and Jose, I have a stronger appreciation for my northern neighbors who are so dedicated to hard work and strong beliefs. You are truly an example to all of us in your beliefs in Honduras and its future.

To my Panamanian classmates, I will always remember the national pride of Panamanians. Your strong ideals and dedication toward your country is very admirable. I will always consider you Central Americans even though Panama has its own history and culture

See Students 2C

Students

From 1C

which is truly separate from Central America.

To my Guatemalan classmates, Felipe and Luis, you are two special men. Your strength and leadership gave this group a steadiness and strength that we needed. You both provided inspiration and ideals for us that you will take home and share with your countrymen. I now understand the proud and unique culture of the Guatemalan people.

And lastly, to my Costa Rican countrymen, we have a special bond and special purpose. As we return to our country, we must work hard to make a difference in our country. We must draw on the strength of our people to continue to the stability and strength of our government.

(To the audience)

The main purpose of CASP is to "Link the Americas together," but I believe that another major purpose is to "Link the Central Americas together." I now have a much better understanding of my Central American neighbors. To each of them, I give my deepest feeling of brotherhood that will remain in my heart for the rest of my days.

These two years have been times full of challenges for us. We have truly "grown up" here. We had to learn to be adults. For me, that means being more independent, self responsible, and gaining a bigger picture of the world. I am now more assertive, more capable of recognizing my own mistakes, so that I can learn in the future.

I also learned that wherever you go and whatever you do, you've got to be positive and constructive. Just like the song says, "Give me one moment in time when I'm more than I thought I could be.. When all of my dreams are a heartbeat away ... And the answers are all up to me."

Today, when I look back I have confirmed that it was God's will for me to come here and now it's His will for me to go back. My future is in my country ... My heart is in my country ... My memories will remain here.

January 17, 1990

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By Lynette Kelsky
Tribune Staff Writer

Central American students learn in Fort Scott

Many students leave their homes in the fall to attend college. When 16 Central American students who are studying at Fort Scott Community College left for college last fall they said goodbye to their families and friends for two years.

The students are at FSCC as part of the Cooperative Association States for Scholarships program. They arrived on Aug. 8, 1989.

John Bennett, FSCC instructor who coordinates the program, said only five of the 16 students spoke English when they arrived on Aug. 8.

The 11 who did not speak English have spent about 15 hours a week in class learning to do so. This was in addition to their regular class load.

"Their English is progressing," Bennett said. "They put in long weeks because they have hard schedules."

Lidia Amador said she is learning.

"It's difficult, but I think I understand a little," she said.

Rodolfo Soto agrees, "When I first arrived here I was afraid because of the language, but now I don't have so many troubles."

Luis Pirir said he had to resort to a Spanish/English dictionary to communicate with his host family when he first arrived.

"In my country I like to meet people. I wanted to talk to people when I got here but I couldn't," Luis said.

As part of the program the students spent six months living with a host family. At the end of the fall semester eight elected to move into the dormitory while the other eight will stay with their host families.

"I liked my host family," Lidia said, "but I think it's better for me to live in the dormitory so I can speak with a lot of people everyday to practice my English."

Liseth Lopez said her host family has played an important role in helping her overcome being homesick.

"They help me not be so sad," she said.

Ana "Daisy" Pleitez said she sees being a CASS student as a chance to learn a great deal.

"It was the most important opportunity of my life," she said.

Lidia said she would like to stay and complete more studies than are allowed in the two-year program.

Edwin Mitchell said he has always wanted to follow his studies through and that the CASS program gave him the opportunity to do so.

(Continued on Page 8B)



The Central American students had a party Friday at Fort Scott Community College to celebrate Norma Sabillon's birthday. Some in attendance are, from left,

Luis Pirir, Liseth Lopez, Edwin Lopez, Norma Sabillon, Rosemary Alplzar, Daisy Pleitez and Lidia Amador.

Photo by Lynette Kelsky

Students learn in Fort Scott

(Continued from Page 1B)

Luis said he would have otherwise been unable to continue his education because of the expense involved.

All of the students have different goals in mind after they earn their associate's degrees.

Ruford Murray said when he returns to Belize he would like to be an agricultural manager.

During the 1989 Christmas break, Dec. 16, 17, 18, about 100 Central American students who are attending colleges in the United States as part of the Central American Peace Scholars and other programs sponsored by US AID gathered at FSCC for three days of volleyball, basketball, dancing and fellowship.

All the FSCC students agreed that Kansas is vastly different from their own countries which are in tropical and sub-tropical regions. None were too thrilled with the sub-zero temperatures just before Christmas that left even seasoned Kansans shivering.

"The cold weather is a big deal for us because we never have that kind of weather," Daisy said.

Lynette Garnett had her own opinion of the cold weather: "It

was punishment."

Ana said she liked it somewhat.

"I like the winter because of the snow, I don't like the cold, but the snow is very pretty," she said.

Audrey Smith had the opportunity to go skiing in Colorado with

her host family over Christmas break.

"I never thought I'd be able to walk on the snow, but it was fun," she said.

Bennett said he thinks having the Central American students at the

college offers a unique experience

"It's exciting working with them because they are new and different and they're not certain how things should be. They approach everything in a unique fashion," he observed.



Fiesta

Rodolfo Soto, of Costa Rica, and Norma Sabillon, Honduras, took to the floor for a dance Friday at a party to celebrate Norma's birthday.

Students are from 7 countries

Lynette Garnett, 22,
Belize
Ruford Murray, 22,
Belize
Rosemary Alpizar, 18,
Costa Rica
Rodolfo Soto, 19,
Costa Rica
Ana Gamez, 19,
El Salvador
Ana "Daisy" Pleitez, 19,
El Salvador
Edwin Mitchell, 22,
Grenada
Alba Arevalo, 23,
Guatemala
Edwin Lopez, 22,
Guatemala
Luis Pirir, 21,
Guatemala
Ronald Simon, 21,
Guatemala
Lidia Amador, 24,
Honduras
Liseth Lopez, 21,
Honduras
Norma Sabillon, 21,
Honduras
Robert McGann, 17,
Jamaica
Audrey Smith, 18,
Jamaica



Photos by Lynette Kolsky

Dinnertime

Audrey Smith, front, from Jamaica, and day. Audrey and Alba live with Max and Alba Arevalo, right, Guatemala, help Carol Patterson with dinner preparations Monday. Carol Patterson, 702 S. National, during their stay in the United States.

Sunday, January 7, 1990

Foreign students add new dimension to rural campus

By Peggy Ryan
Correspondent

RICE LAKE — The 16 students from Central American and Caribbean countries enrolled at the University of Wisconsin-Barron County Center represent more than a new ethnic dimension to this rural campus' student body.

The students are part of an unusual program that utilizes the best of two worlds. They will receive their general education credits from Barron County Center and their technical training from the Wisconsin Indianhead Technical College in Rice Lake.

Cooperation between universities and technical colleges is virtually unheard of, said Dafne Stassin, director of student services at Barron County Center, who described the program as exciting and innovative.

George Theis, student services supervisor at Indianhead, agreed that the sharing of students is unusual. However, he said the two

schools have worked together in the past, so combining efforts in the classroom was a logical step.

Indianhead and Barron County Center students use the same library, and Indianhead operates the food service at Barron County Center's student union.

"You talk about cooperation, it starts from the community on up," Theis said.

The new two-year, quality assurance program guides students through a semester of English as a second language coursework and three semesters of credits in technical courses and broad area college classes.

The group had a wide ability range in speaking English, said Susan Mofle, who works with the students at Barron County Center. Three students were fluent in English, several had some English skills and five could speak no English, she said.

Rosena Layelle, who coordinates the program for Barron County

One goal of the program is to send students back to their home countries where they can help with economic development.

Center, said she is pleased with the students' progress. "Everything for them is new. They are doing very well," she said.

The students must provide written recommendations from community leaders along with their application to be eligible for the program, called Cooperative Association of States for Scholarships. The applications are screened and prospective candidates are interviewed before final selections are made, Stassin said.

Students then go through one week of orientation in their home country and further orientation when they arrive in the United States, Stassin said.

If they pass the two-year course, they will receive their degree in quality assurance from Indianhead. Then they must return to their home country to work for a minimum of two years, she said.

"One of the main goals of the program is to send students back to their home countries where they can help with economic development," Stassin said.

For example, one student who is from a very poor, rural area wants to return to his home after completing the course so that he can implement quality control measures in his family's fishing cooperative, Stassin said.

The program goes beyond study-

ing. The students are experiencing the United States by participating in a busy weekend schedule that has taken them from small town festivals to metropolitan shopping centers.

The cultural exchange has not been only one way, Mofle said. The students recently visited Rice Lake's elementary schools to talk

about their homelands with school children and in November, all of the foreign students at Barron County Center put on an international folk festival.

The students are also participating in numerous extracurricular activities on campus, including the campus soccer team, which won its division's championship.



Larry Williams/Post-Dispatch

Central American exchange students at Florissant Valley Community College are (front row, from left) Jorge Elias and Ovidio Moreno, both of El Salvador, and Lourdes Rodriguez of Honduras. In the back row are Maria Arriola (left) of El Salvador and Marina Cross, formerly of El Salvador, who is a liaison with foreign students here.

Central American Culture Shared

By Yvonne Samuel Kirkwood
Of the Post-Dispatch Staff

Marina Cross leaned back in her chair as she hesitantly began to recount how she fled from El Salvador to the United States nine years ago after a terrorist group there threatened her son's life.

"The first year was hard," she said. "I mostly spoke Spanish. I knew English words, but I had trouble putting them together."

Cross broke the English barrier by watching "Sesame Street" with her two children and doing their homework assignments with them.

She was also able to get a job as a nurse's aide and clerk. And now, she works as personnel secretary in the Fergusson-Florissant School District.

Last week, Cross gave international students a taste of her native land when she coordinated a coffee dance called "Las Cortadoras" as part of a Central American and Caribbean Region Program sponsored by the district's International Cultural Center. The international students were from Florissant Valley and Forest Park community colleges.

Cross has been assigned to do liaison work with students from Central America who are attending Florissant Valley Community College for two years as part of a Central American

"I want to interact with the students and find out more about their way of life."

SAMUEL PRINCE, Jamaican student at Combs Elementary School

can Scholarship program. Nine of the district's schools have been assigned a student from Central America as part of an "Adopt a Student" partnership program between the college and the schools.

Once a month, a Central American student will visit his or her assigned school to share with students their experiences in Central America or the Caribbean. The students are from Belize, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica and Saint Lucia.

Last week, district teachers met with international students to coordinate cultural programs that would be of interest to their students.

Samuel Prince, of Jamaica, has

been assigned to Combs Elementary School, 300 St. Jean Drive. "I want to interact with the students and find out more about their way of life," he said.

"I will observe what a typical day in the classroom is like," he added.

Susan Lark, principal of Combs, said she's excited about the program. "We want to work on helping the child to experience a different culture."

"Samuel will share things about his culture, clothes, dress, etc.," she said.

Opal Hale, a fifth-grade teacher from Central Elementary School, proudly explained a display of Mexican pottery and cloth she donated to the district's International Cultural Center. "These were all made by our children," she said.

Cissy Lacks, director of the International Cultural Center, said: "The whole purpose of the two-year partnership program is to introduce people from other cultures to each other. Not just from textbooks, but from experience."

"Then we will develop curriculum based on that experience," she said.

Lacks said the overall goal of the center is to provide district teachers with materials, services, programs and support that will allow and en-

courage them to include international components into their curriculum.

The Adopt-A-Student partnership program is one of many programs used by the cultural center. Other upcoming programs are:

- Washington University International Student Program. This program pairs international students from Washington University with district students.

- International Week for three high schools. Specific programs will be designed and speakers will come into the schools to share cultural experiences.

- Springboard to Learning. Specialists from all over the world are brought into classrooms to present a multi-cultural "hands on" educational enrichment program on arts, sciences, humanities and cultures from other lands.

- Japan Internship. An adult from Japan will spend three months in the district visiting classrooms and introducing the culture of Japan to students.

- A World of Difference in the Classroom. This project will be held in conjunction with the St. Louis Partnership Program. Six classrooms will be selected to meet persons from other countries who live in the St. Louis area.

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CLIPPING BUREAU

Scholarships

County College of Morris, Georgetown Sign Agreement to Aid 15 Latin American Students

By MAURA ROSSI

RANDOLPH — Fifteen top-of-the-class Caribbean and Central American students from low-income families will be coming to County College of Morris (CCM) to study electronics engineering technology on scholarships next September, thanks to an agreement signed Dec. 1 between CCM and Georgetown University.

Earlier efforts to have the students here this year had not worked out because there was not enough time to complete all the arrangements, said CCM's president, Edward J. Yaw.

He signed the agreement with Father Harold Bradley of Georgetown, which administers the Cooperative Association of States for Scholarships (CASS) with the Agency for International Development.

Also present was James Morris of Summit, retired president of Beecham Products of Clifton, who brought CCM and Georgetown together after hearing a speech on the CASS program by Father Bradley.

Morris, who headed Beecham for 13 years in Latin America and speaks fluent Spanish, said he hopes to get financial support from a "lot of American corporations" once they see the CASS program is running successfully.

There is a real need in Central America, said Morris, for trained "middle-management people" as well as for those who traditionally have come from the area to the U.S. to study for four-year and graduate degrees and take higher management positions when they

for American businesses to build their companies in Central America, he said.

Morris said he is now recruiting a board of overseers to facilitate a relationship between Georgetown and other New Jersey Colleges.

Bergen County Community College is already involved, with students enrolled in hotel and restaurant management classes since last August, it was noted.

Around the country 36 community colleges are CASS participants, and the number is expected to go to 50 next year.

The program costs about \$1,000 per month per student, it was explained.

Two-year community colleges are perfect for the program, said Father Bradley, rather than four-year universities, where the students, 70 percent of them from rural areas, are "immediately over their heads."

The retention rate is "in the high 90s," and very few of the students remain here after their courses have ended because the training they have received opens far more opportunities for them at home than would be available here, said Father Bradley.

There is real demand in their own countries for skilled bi-lingual people, he said, and the students find they are looked up to in the community.

Also present at the signing ceremony was Prof. Frank Gonzalez, electronics engineering chairman, who will select the students on the basis of overall achievement and scores in math and scientific reasoning.

Scholarship applicants will have to have

their own heritage, and leadership potential through extracurricular activities or work.

Each student will be presented with the scholarship in his or her own country by the U.S. ambassador to that country.

A number of volunteers from the CCM staff have signed on as host families, Dr. Yaw said, but more Morris County families are needed to receive the students, who must spend at least the first six months of the two-

year program in an American household.

Host families receive \$250 a month in return for providing a room, two meals a day and assistance in obtaining transportation to CCM. CASS will provide spending money.

The stipend to the families is important, said Father Bradley, so that the students don't feel they are a drain, and there will be no feeling that they are "au pair" people.



Union Democrat photo by John Wall

BEING WELCOMED TO AMERICA, 16 students from the Caribbean and Central America arrived yesterday for two years of studies at Columbia College. Pictured are (from top, left): Francisco Camareno of Costa Rica, Ricardo Lorick of St. Vincent, Michelle Levene of Jamaica, Mayra Cambronero of Costa Rica, Luis Ochoa of El Salvador, Hector Garcia of El Salvador, instructor Francis Lynch, program co-coordinator Daphne Williams, Sonia Vargas of the Dominican Republic, Sonia Pelaez of Guatemala, Mirna Linares of Honduras, English instructor Vonna Breeze Martin, Maria Vega of Guatemala, Dulce Garcia of the Dominican Republic, Leda Ricaurte of Costa Rica, Lidia Tejada of the Dominican Republic, Maria Valdez of Guatemala, Aracelis Mieses of the Dominican Republic, and Aura Lopez of Guatemala.

Columbia welcomes Latin students

By JOHN WALL

Columbia College yesterday extended its hospitality to 16 new students from Central America and the Caribbean.

The new arrivals will spend the next two years living with local families, exchanging culture and working toward degrees in hospitality management.

The young people will spend the next eight days living in dormitories on campus, attending orientation meetings and getting to know their way around. Two of the students speak English as their first language. The rest speak Spanish.

They are here thanks to a federal education program called the Cooperative Association of States for Scholarships (CASS).

They were selected for their scholarship, their leadership potential, their positive attitude toward the two-year commitment and their interest in hospitality management.

"They're screened in their home country by USAID (U.S. Agency for International Development) and by leading citizens in the country," said Columbia President Dean Cunningham. "They say out of every 1,000 applicants only 60 are accepted."

Columbia's CASS coordinator, Niel Mill, started orientation for the group yesterday afternoon, about 12 hours after their arrival in California. Putting first things first, Mill brought out maps of North America, California and finally Tuolumne County to show where their recent travels

brought them. Vonna Breeze Martin, the program's English instructor, provided translation along with another CASS assistant, Daphne Williams.

The students were also introduced to hospitality management instructor Francis Lynch for a briefing on what school at Columbia has in store for them.

Today and this weekend the students will continue learning about the community, where they can do their banking and shopping and so on.

There will be an informal reception in the rotunda on Tuesday from 3 to 4:30 p.m. to give them a chance to meet other students and staff.

BWC graduates first CASP class

by Todd Burpo
Quill co-editor

February 3, 1990 is soon to become an important day in BWC's history as the first-ever group of Central American students to come to Bartlesville will graduate with Associate of Applied Science degrees in Clothing Merchandising.

The 15 Central American students enrolled in the Central American Scholarship Program (CASP) will soon earn the right to be recognized as the one class of students to have pioneered a successful program at BWC for future students from Central America. Presently, the college has already initiated a new program, independent of Tri-county Votech, which is currently operated under a new title (CASS) and offers associate degrees in small business management.

Graduating CASP students are: Dania Benavidez, Guatemala; Jose Caballero, Panama; Evania Chavez, Costa Rica; Iveth Espinosa, Panama; Yamileth Garcia, Costa Rica; Gladys Guzman, Guatemala; Rosamary Guzman, Panama; Marea Maldonado, Guatemala; Lorena

Munguice, Honduras; Rosemary Pitti, Panama; Rosa Ramirez, Costa Rica; Yaudie Robles, Costa Rica; Lilliana Rodriguez, Costa Rica; Olga Rivera, Guatemala; and Elisa Sarceno, Guatemala.

In order to receive their degrees, these students were required to complete 35 hours of general education at BWC in addition to receiving technical training from Tri-county. Clothing design, sales, production management, and visual merchandizing were among the many facets of the clothing industry the students covered at Tri-county.

CASP graduation ceremonies will be held at 10 a.m. at the Bartlesville First Wesleyan Church. Dr. Cliff VanSickle will be the main speaker with Ken Phelps, Superintendent of Tri-county, addressing the CASP students as well.

CASP students, however, will not conclude their classes until February 13. Thereafter, they are scheduled to leave for Washington D.C., before returning to their homes on February 24.

Elisa Sarceno, says that after graduation she intends

to return home and begin work in a clothing boutique until she can eventually begin her own. About her stay in Bartlesville Sarceno said, "I liked it a lot. I loved to live and make decisions by myself. I would recommend my friends to come because they would be going to a new place with the opportunity to study. They will have the chance to make their world bigger."

"I dedicate all my experiences here, good or bad, to God," explains Sarceno, "because each of them made me who I am right now."

Yaudie Robles, CASP student from Costa Rica, said that she hopes to become a fashion instructor when she returns to Costa Rica. She also plans to continue her education there by taking courses in business administration.

Yamileth Garcia added, "I can tell you that this program sure changed my life. If I had a daughter, I would tell her to take advantage of it. I found Jesus here, and I had the opportunity to study something I really liked. I know when I go back to Costa Rica I will find a job."

CFCC presents...

Gladys Edilma Menchu Fuentes

by Ken Tipper

Like some of her fellow students in the CASS program, Gladys discovered that the English language she studied at home in Guatemala turned out to be more difficult in its practical application on this, her first visit to the U.S.



However, with the help of her instructors and host Sharon Brant, she is now able to thread her way through the intricacies of English and make herself understood.

Gladys (20) was chosen for the Cooperative Association of States for Scholarships program by virtue of academic excellence in her home country. She hopes the knowledge gained in the two-year quality control/production management course at CFCC will lead to a professional career either in the pharmaceutical or dressmaking industries.

Her first goal on returning home is to attend engineering courses at the University of San Carlos.

In her own words, "CFCC is a nice college. It has many good teachers and many advantages. At CFCC students have the opportunity to achieve a nice career."

Since coming to the U.S. in August, 1989, Gladys has visited the Disney World attractions, St. Augustine and other points of interest. She likes making artificial flower arrangements, dressmaking and reading, and is intent on learning as much as possible about American politics, culture, and the subject being taught to CASS students at CFCC. She finds Ocala "a quiet place, and I like the fields here."

Gladys is obviously proud of Guatemala, which she says has a rich culture she would like to share with Americans. Although Spanish is the universal language of Guatemala, she says that among the Indian population 23 languages are spoken.

It is obvious that Gladys is grateful for the opportunity she has been given to enhance her education, not only for her own benefit, but for the chance to do her part in the economic development of her beloved Guatemala.

OCALA FLORIDA

MARCH 1990

Federal CASP helps students by teaching ag

By **RON GOBLE**
Bee agribusiness editor

REEDLEY — Luis Valasquez still recalls huddling in terror under the kitchen table and listening to the sounds of death outside his Guatemalan home.

The communist soldiers had just massacred 12 "revolutionaries" in front of a wall that stood adjacent to his house in San Marcos.

He and his family were safe, but next to the wall, a dozen people lay dead in the dirt.

While vivid memories of that day in 1982 remain, Valasquez has gone on with his life. Now he's excited about the bright future that he sees thanks to the Central American Scholarship Program (CASP).

The 19-year-old Valasquez is a second-year ag student at Kings River Community College, where he is participating in a \$15 million federal agriculture program funded through Georgetown University in Washington, D.C.

He is part of a select group of Central American students chosen to participate in CASP.

Bill Stewart, chancellor of the State Center Community College

District, and Father Harold Bradley of Georgetown University met several years ago in response to Henry Kissinger's Central American report that outlined the need to do more with students. The CASP concept was born.

At the time Stewart was president of Kirkwood Community College in Cedar Rapids, Iowa. He soon moved to California.

In the meantime, Bradley took their proposal to Congress and the funding soon followed. Now, KRCC is one of two colleges in the nation where the CASP students focus on agriculture. The other is Kirkwood.

"Most of these CASP students are honors graduates from high schools throughout Central America," said Bud West, who coordinates CASP and teaches agribusiness at KRCC.

It's obvious Valasquez is motivated to learn all he can about agriculture. Last semester he took 25 units and maintained a 4.0 grade point average. An average study load is 12 to 15 units per semester.

Not only is Valasquez doing well in his studies, but in his first six months at KRCC he learned to speak, read and write English.

See Students, Page B4

March 4, 1990

Kings River Community College - California

Students

Continued from Page D1

In February, just 21 months after he arrived, he'll finish his general agriculture courses and return to Guatemala.

Valasquez already has a job promised back home. He will be in charge of two greenhouse operations and supervise approximately 125 employees.

His ultimate goal is to go into business for himself.

Before coming to Reedley with 15 other Central American students, Valasquez attended the Barcenas National School for Agriculture and high school at the same time.

"We used to have money when my father could work, but after an accident left him disabled the money was gone," he said.

"We don't pick rich kids," said West. "These students wouldn't be here if it were not for this program."

Most of the participants are from large families and wouldn't have the opportunity relying on their own resources, said West.

The students receive an associate of science degree through the two-year program that is designed to promote friendship between the countries of Central American and the United States," said West.

The first CASP students arrived in Reedley in May of 1988. They lived with host families for the first few months and then most of the students moved into the dormitories and into the mainstream of college life.

Marcela Duran is part of the second group of Central American students to arrive in Reedley. She and 15 other students have been here for two weeks.

She grew up on a small farm in Costa Rica. Her father is a small-scale dairyman who sells milk from his tiny herd of cows. He also farms vegetables and fruit trees.

Duran wants to learn the technical aspects of food processing and wants to work in one of two large processing plants in her homeland.

She graduated from high school and attended the university for six months before being accepted by CASP.

"We've experienced some emo-



Fresno Bee/Ron Goble

Kings River Community College students, from left, Luis Valasquez, Marcela Duran and Bud West.

tionally high times with the students," said Terry Kershaw, chairman of KRCC's Landscape, Agriculture, Natural Resources Department (LAND).

"When the Panamanian vice president was being beaten in the streets during elections, our students from that country were extremely upset."

Kershaw and West helped their Panamanian friends through those times.

"Now when I read in the morning paper that there is some trouble in Central America, it means something special to me," said Kershaw.

"We have students with families there and it's no longer some isolated incident in a far-off land."

There are currently 31 Central American students at KRCC, part of 600 nationwide.

Next year the total program should increase to nearly 1,000.

"These students are not competing with U.S. agriculture," Kershaw said.

"They are going back to their countries and getting a good job. We're teaching them basic food processing technology and general agricultural skills.

"We hope they will return home and help educate their own people and raise their standard of living."

CASP has given KRCC national

and international exposure.

Kershaw is hoping it will help draw more foreign students to the Central Valley campus.

Students from sunnier climes warm up to Wisconsin's cold

St. Paul Pioneer Press Dispatch

Sunday, January 7, 1980

By Peggy Ryan
Correspondent

RICE LAKE, Wis. — When Garry Laguerre wakes up in the morning, he still sometimes wonders if he is really in the United States.

When he looks outside at the snow-covered ground and a thermometer reading 20 degrees below zero, Laguerre says, he knows he's not in Haiti anymore.

Laguerre is one of 16 students from Central American and Caribbean

■ Students are part of an unusual program that utilizes the best of two worlds. Page 5B

countries enrolled at the University of Wisconsin Center-Barron County in Rice Lake.

The students are participants in the Cooperative Association of States for Scholarships, a federally funded program that provides scholarships to students from the Caribbean and Central America who come from economically disadvantaged backgrounds, said Dafne Stassin, director of student services at Barron County Center.

They are enrolled in a new quality assurance program being jointly offered by Barron County Center and Wisconsin Indianhead Techni-

cal College in Rice Lake.

Quality control personnel are in demand in Central American industries, said Manuel Doledo, one of the 16 students in the program.

Gaining a quality control background, experiencing the United States and improving their English

combined to form an appealing package, Doledo said. "It's a great chance," he said.

Amarillis Altana, of Guatemala, said even though she had very negative images of the United States, the opportunity was too great to

Please see Students/5B



Joe Rossal/Staff Photographer

Garry Laguerre of Haiti and Amarillis Suseth Aidana and Manuel Toledo, both of Guatemala, adjust to the land of cold and snow in Rice Lake.

Students/ Hospitality makes them feel at home

Continued from Page 1B
pass by.

"I grew up with the idea that the United States is just violence and a lot of drugs," she said. "Now that I'm here, I can see things are different, especially in Rice Lake. This is so different."

Being on time is a new experience for many of the students. In Haiti, promptness is not important, while in the United States, it is imperative, Laguerre said. "In Haiti, if you're late, it's OK. Here, if you're not on time, forget it."

The students said they are impressed with the community members' hospitality, especially that of their program coordinator, teachers and host families who will house the foreign students for two years.

Rosena Mofle has spent virtually all of her time during the past few months with the students. She sees to it that they get to school, because many live several miles away from campus and have no vehicles. She studies with them, encourages them and takes them on weekend outings.

"Rosena is not just our coordinator. She's our friend, our sister, our mother," Altana said.

The teachers have gone out of their way to help foreign students, Laguerre said. The students described their host families as unsung heroes.

"They are the people who gave us the possibility to come here to study," Laguerre said.

"They are very special people for me. I am a new person from a new country that they never knew before and they volunteered to let me into their home," Altana said.

Yet, the students have been homesick. "This is the first time I have been so far away from home, and I cannot go back for two years. The first month was the worst, but we're getting used to it," Altana said.

The students spent one and one-half weeks in orientation, where they learned about the differences between their home and the United States, said Susan Mofle, who works with foreign students at

Barron County Center.

Fall was among the differences Laguerre noted. "We saw the trees change color. I've never seen that before."

And winter has been beyond dif-

ferent, the students agreed.

"We have only one season, only summertime all year round," said Laguerre, noting that he is learning quickly that several layers of clothing, including gloves, boots,

scarves, hats and heavy jackets are necessary during Rice Lake's frigid winter.

"The greatest experience of my life was walking over the lake (on the ice)," Doledo said.



PICS photo/Jack Walas

Claudia Castro, left, of El Salvador and Lucia Johnson of the Dominican Republic inspect one of the abandoned bikes at the University of Maine that will be on loan to them and other newly arrived students from Central America and the Caribbean. The bikes will be repaired by members of the student branch of the American Society of Agricultural Engineers as a service project.

The Daily Maine Campus, Thursday, September 28 1989.

The CASS Students and Their Countries

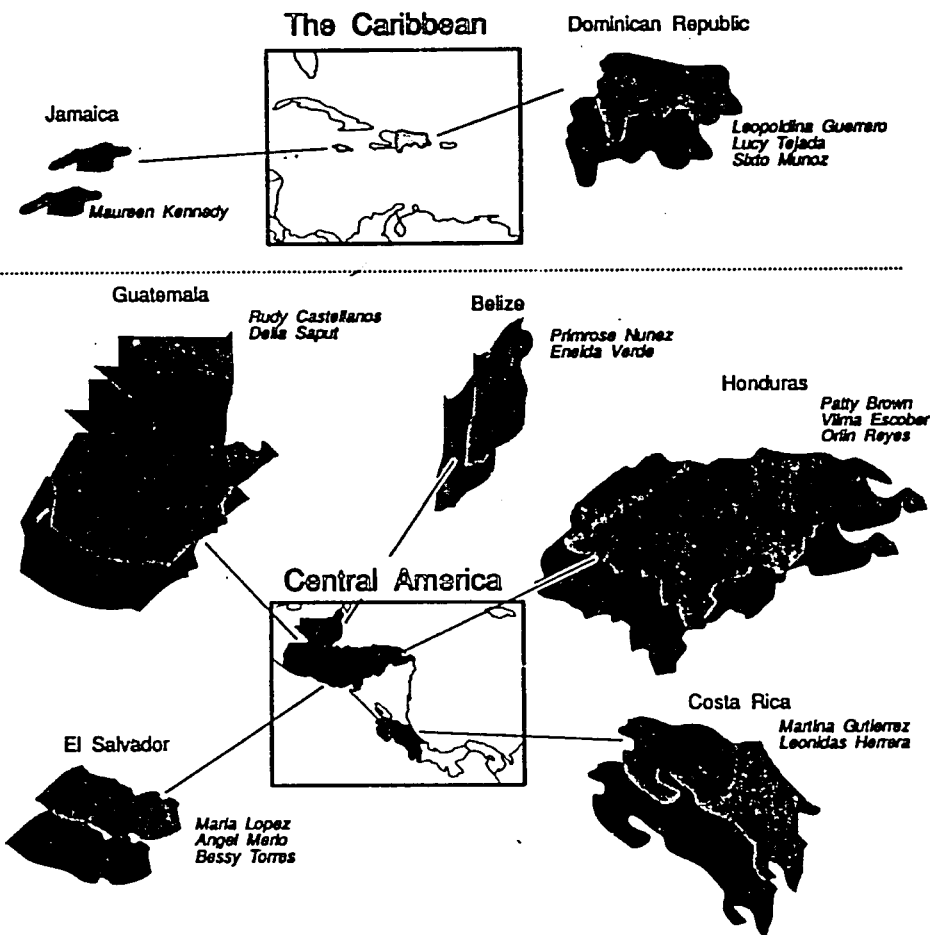


Illustration by David Byrd

CASS Students Request Patience, Understanding

The following is an open letter to the student body and staff of Forest Park Community College from the students of the CASS program.

Leaving our families and countries and coming to the United States was the hardest thing that most of us had to do. Trying to adapt to a new country with a totally different culture is not easy. One thing we always have to keep in mind is that coming here is going to benefit our countries and our people.

As many of you have noticed, we are "very serious students." Many people are expecting a lot from us, so we must take our studies seriously. We have to make the very best of this opportunity given to us.

We are grateful to everyone at Forest Park for sharing their campus with CASS students. We are very happy with our campus. It is so huge and beautifully kept. What we find very interesting is that it is so well equipped.

Our teachers are nice and we appreciate the interest they show in us. All we ask for is a little patience. We promise to all know English pretty soon.

The students seem okay. One thing we have noticed is that most of them seem to be distrustful. We want to tell them that we are only people from other countries. Take time out to know us and you will be surprised. Teaching each other things can make a big difference.

We, the CASS students, are also very pleased with our host families. We hope they feel the same. Having them around helps to get through missing our homes a little easier. All we ask of them is a little patience. There are so many things we want to share with them.

Once again, we would like to say thanks to Forest Park for having us. We hope to make a good impression so that other Central American and Caribbean youths will be given the opportunity for a better education.

A-321

Culture Merge Series—

They Never Saw Snow Before

Wisconsin is a nice place to visit but most of the students from Haiti, Latin America, Japan and the Dominican Republic agree that they don't like the cold. Hildana Cabrera thinks snow is fun but is finding it hard to adjust to the cold. In her home country, the island of the Dominican Republic, it is summer all of the time. She enjoys swimming in both the Caribbean Sea on one side of the island and the Atlantic Ocean on the other. She also enjoys playing tennis and embroidering when she isn't writing letters.

Hildana is the oldest child of Antonio, who was an Industrial Engineer before he died and also an Advanced Math Professor, and Hilda, who is a high school Natural Science teacher. She has one sister and one brother. While living in Rice Lake, Hildana stays with Margaret Kolbeck.

Hildana went to high school at the Instituto San Juan Bautista and she is majoring in Industrial Engineering at the Pontificia Universidad Catolica Maire Y Maestra, where she is a freshman in her home country. While in Rice Lake, she is studying Quality Control with the rest of the CASS students at U.W. Center, Bar-



Hildana Cabrera

ron County. The CASS students received scholarships from the Cooperative Association of States for Scholarships (CASS) (see The Twig, October 31, 1989 for feature story, page 1.)

Hildana participated in the Cross-Walk for Hunger in Rice Lake and enjoyed meeting new people at the Polka Fest and Humanities Days on campus. She said that in the Dominican Republic there are no seasonal trees like in Wisconsin: the

trees don't lose their leaves all at the same time and they don't change color all together.



Leandro Lopez

The cheese in Leandro Lopez's country, Guatemala, is made by hand and not in factories like Wisconsin cheese. Leandro is from Guazacapan on the Province of Santa Rose in Guatemala. His father, Tomas, is a farmer and his mother, Maria Angela, is a housewife. He has three brothers and three sisters. Leandro's pet parrot is a natural bird of his country; they also have hot black beans and a different kind of tortilla. He lives near the sea at home and finds the terrain much flatter in Wisconsin.

Leandro went to high school at the Escuela Nacional Central de Agricultura. He said that the English spoken here sounds different than what he learned there. Soccer is popular both with Leandro and his country. He says he likes the weekend picnics in Wisconsin; they seldom have picnics in Guatemala. He stays with Janna Darna of Rice Lake. Leandro said that he'd like to come back here to live some day.

Sainthyl Sainthyl (Sainthyl is his first name in American tradition) spends some of his time in nightclubs in his hometown, Port-Au-Prince, the capital. There is no drinking age in Haiti. He says that there are political problems in Haiti because some government group tries to keep all of the power; in contrast, the U.S. is peaceful. He thinks both countries

have very friendly people.

One big difference between Haiti and the U.S. is that the Haitian population is mostly black. Sainthyl's father, Mercedieu, worked for the lottery (Loterie: French) when he was alive. His mother, Dessources Iffraia, is a housewife. He has one brother and three sisters. Sainthyl attended the Lycee Aledandro Petion high school and the College Marie Catherine Flon. He stays with Marge Kolbeck in Rice Lake. He enjoys soccer as a hobby.

He speaks four languages: French, Creole, English and Spanish. French and Creole are the National languages of Haiti. He enjoys eating sweet potatoes, chicken, rice and spaghetti in Haiti and doesn't care for American food, especially white potatoes. Sainthyl said he never saw snow before because Haiti doesn't get any colder than 65 degrees.

When the slaves were taken to Haiti from their native Africa, they had a difficult time understanding the languages, according to Garry Laguerre, so they mixed the languages of English, Spanish, French and African which blended into Creole. Slavery lasted from 1503 to 1791 and Haiti became independent from France in 1804. During and after WWI, from 1915 to 1934, the U.S. occupied Haiti.

Garry said that the young people have more freedom and independence in the U.S. than in Haiti. He said that the young people work in Haiti, but they live with their parents until they get married. Garry is from Les Cayes, Haiti, and attends the American University of Les Cayes where he studies agriculture. Garry also speaks the four languages of Haiti and says that

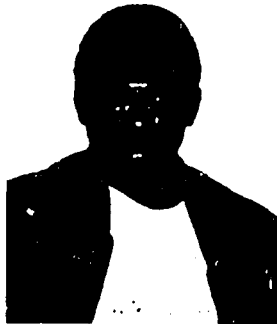


Garry LaGuerre

English is a high school requirement.

He started high school at Lecture Frere Odice Joseph (which means Father of Christian Institution) and finished up at the College Saint Jean. Garry's father, Lucien, is a retired stone mason and his mother, Paulette, is an elementary teacher. He has two sisters (one who is studying in Ohio) and one brother; Garry is the youngest. He enjoys music and sports, especially soccer.

Garry's favorite American food, which is not served in Haiti, is potatoes and gravy. Haiti grows sugar cane, rice and maize. Garry stays with Leonard Schieffer and family in Rice Lake and he is Vice-President of the Foreign-Born Students Association. He says that he never saw snow before and doesn't like the cold.



Sainthyl Sainthyl

Feliz Navidad

(Merry Christmas)
Spanish

Student visitors Join mainstream of CFCC life

By Kelly Williams
The Patriot Press

The Cooperative Association of States for Scholarships (CASS) Student organization, under the direction of Sandra Neel, has 16 students involved in the international foreign exchange program.

The ESL teacher works hard to teach us English'

—Suyapa Padilla

For the last six months, six different countries, Honduras, El Salvador, Belize, Jamaica, Guatemala and Grenada, have sent students to represent their countries and to give students the opportunity to learn about U.S culture.

When they arrived, some of the students could speak enough English that they could be placed in the mainstream of college life, while others spent the first semester at the English Skills Lab (ESL) and now are slowly joining the mainstream.

"I did not know anything of English," says Suyapa Padilla from Honduras. "The ESL teacher works hard to teach us the English language."

Padilla said that the most difficult aspect of the English language is the usage of slang.

Another CASS student is Lorena Guevera, who is also from Honduras. She says she is glad to have been given the chance to meet people from other countries. Being thousands of miles away from her family is difficult.

"You adjust to it. It was difficult at first, but you adjust - - but I do miss my family a lot," says Guevera.

Guevera, as well as the other 15 students, live with a host family.

"They let me have the others over to the house for study sessions. My host family has been very supportive," Guevera said.

Vernon Toussaint is one of the two students representing Grenada. The other two agree with Toussaint, who said his teachers have been understanding and helpful.

PANORAMA

Thursday, March 1, 1990

- California

College's 15 Central American students visit Washington, D.C.

Congressman Chip Pashayan met with 15 Central American



CENTRAL American Student program (CASP) at Reedley's Kings River Community College are pictured planting a tree as their donation to the college campus. The 15 students returned to their respective countries on Monday after spending

two years at Kings River College. Before returning home, the students were hosted to a trip to Washington, D.C. for an eight-day seminar and tours throughout Washington. Georgetown University sponsors the CASP student exchange.

students who were attending Reedley's Kings River Community College, and gave them a first-hand look at American government and institutions.

The students were in Washington to attend a seminar on United States government and history sponsored by Georgetown University. Pashayan fielded their questions about Washington and the Federal system for twenty minutes.

"Experiences such as this provide a valuable understanding of the way in which our country is governed, particularly for visitors from foreign countries," Pashayan said afterward. "I am pleased to help enhance the knowledge these students are gaining during their stay in the nation's capital."

Accompanying the students were Kerry Carrillo, program officer of Georgetown's Central American Scholarship Program; and Ron Gerstenberg, a natural

See Central American 2C

Central American

From 1C

resources instructor at Reedley's Kings River Community College.

Georgetown administers the Central American Scholarship Program, funded through the Agency for International Development, which brought the students to Reedley for 21 months of study. The Washington trip marks the final phase of this program.

Students attending the meeting with Congressman Pashayan were Felipe Ajanel (Guatemala); Jose Arbizu (Honduras); Concepcion Burgos (Panama); Geovana Caballero (Panama); Aurelia Downs (Costa Rica); Carlos Elvir (Honduras); Alexander Gonzalez (Panama); Ishela Marin (Costa Rica); Maria Mata (Costa Rica); Ligia Padilla (Honduras); Alexander Ruiz (Costa Rica); Mariery Ruiz (Panama); Marlenis Santos (Panama); Rafael Torres (Panama); and Luis Velazquez (Costa Rica).

Independence Daily Reporter, February 19, 1990

Kansas

ICC panel discussion focuses on views of democracy

By M. MEREDITH RELPH
Staff Writer

Democracy has had champions and detractors alike throughout civilization. Plato called democracy a "charming form of government, full of variety and disorder, and dispensing a sort of equality to equals and unequals alike."

Variety is inherent in a democracy, stemming from the root of the word, demos, meaning "people." A forum held Monday at Independence Community College brought to light several peoples' thoughts on democracy, thoughts shaped by different backgrounds, experiences and theories.

The ICC Student Senate sponsored the forum, in part to benefit the students attending ICC as part of the Cooperative Association of States for

Scholarships program. Sixteen students from Latin American countries are attending ICC through the CASS program.

A panel, featuring a diverse cross-section of opinion, discussed how the United States could best support pro-democracy movements in the world. Monday's forum was second in the series, with the initial session spent discussing each person's definition of democracy.

Ken Brown, instructor at ICC, was the mediator for the forum, which comprised Paul Harper, ICC history instructor; Johnetta Shelton, who teaches a black history adjunct course for ICC; Ray Woods, Independence businessman and former Peace Corps volunteer; Roger Bancroft, ICC instructor; and Jose Leon, a businessman who was born in Mexico and has lived in the United States since the 1970s.

Harper began the discussion with an allusion to the likeness between democracy and a marriage — neither institution was perfect but the people involved must be willing to work through problems that arose to make the system successful.

Harper said a good method for fostering a democratic system in other countries relied on allowing people from those nations to visit the United States to view how a democratic society functioned at various levels.

"Much like what the CASS students are doing," Harper said, "people can come here to learn — observing and taking part all are part of their education."

Leon recognized the importance of the individual in a democracy.

"We need to provide respect, support and keep setting a good example for the other nations," he

said.

"I truly admire the unity created which binds different ideologies, personalities and individuality. I truly believe that if all nations provided what it took to unite, the whole world would benefit."

Bancroft addressed the need for people to take part in a democracy in order for it to work properly.

"A true democracy means a practiced democracy," he said. "The practice must exist in the home, church, synagogue, schools and the workplace. There must be an unwavering belief in the dignity of every single human. This is necessary before we can say we have democracy in this country or on this earth."

Shelton focused her remarks on two words she said were important in a discussion about democracy: freedom and inequality.

"We cannot have a democracy with inequality of people," she said. "For example, in South Africa, after 27 years Nelson Mandela is set free and he still is saying the same thing — peace, equality and freedom."

Shelton echoed Harper's thoughts on allowing people to participate in the democratic system in order to learn about it.

"If we bring people in to see the real America, they can learn from all areas what America is really like," she said.

A frequent traveler to nations in Central and South America, Woods said he had experienced several types of governments. However, he warned against losing sight of democracy at home at the cost of establishing a system in other nations.

One of the most important concerns, Woods said, was for

Americans to form a better understanding of other languages, especially Spanish, and gain more knowledge in the customs and cultures of other people.

ICC's Student Senate is responsible for many activities at the college and CASS coordinator Celia Crump said the democracy forum was planned to provide students with some substance from which to learn.

"We were able to combine two goals in the same project," said Crump, who also is a Student Senate sponsor. "One of the objectives of the CASS program is to introduce the students to U.S. principles of democracy."

"My main objective was to stimulate some thinking about democracy and I wanted to present a world view. I didn't want to give the impression that democracy in the U.S. is the only form of democracy."

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GARDEN STATE PRESS
CLIPPING BUREAU

15 to get free tuition in Morris

By Robyn Roberts
Record Staff Writer

RANDOLPH — Fifteen Caribbean and Latin American students will receive free tuition and housing next fall in a special two-year program offered at the County College of Morris, school officials announced Friday.

In ceremonies at the college, its president, Edward J. Yaw, signed an agreement to participate in the Cooperative Association of States for Scholarships program, operated by Georgetown University and the United States Agency for International Development.

"It will bring to the college 15 students who are highly motivated. It fits in very nicely with our overall program of international relations," Yaw said.

School officials said CCM is the second college in the state to offer the program. Bergen County Community College launched its program last August.

Next August, students will begin two years of study in electronic engineering technology — a highly marketable field worldwide, according to college officials. The students, who come from disadvantaged backgrounds, are at the top of their class in their countries.

Each student will be presented a scholarship in their country by the U.S. ambassador there. Students' tuition will be paid by the college and the International Development agency.

Cultural music showcased on KCFV

By Alisa Cromwell
Of The Forum staff

Latin music has come to KCFV, and there are real experts playing it.

The students of the Cooperative Association of States for Scholarships (CASS) are showcasing the music of their countries every Sunday from noon to 2 p.m. The program is broadcast on KCFV-FM (89.5), the campus radio show.

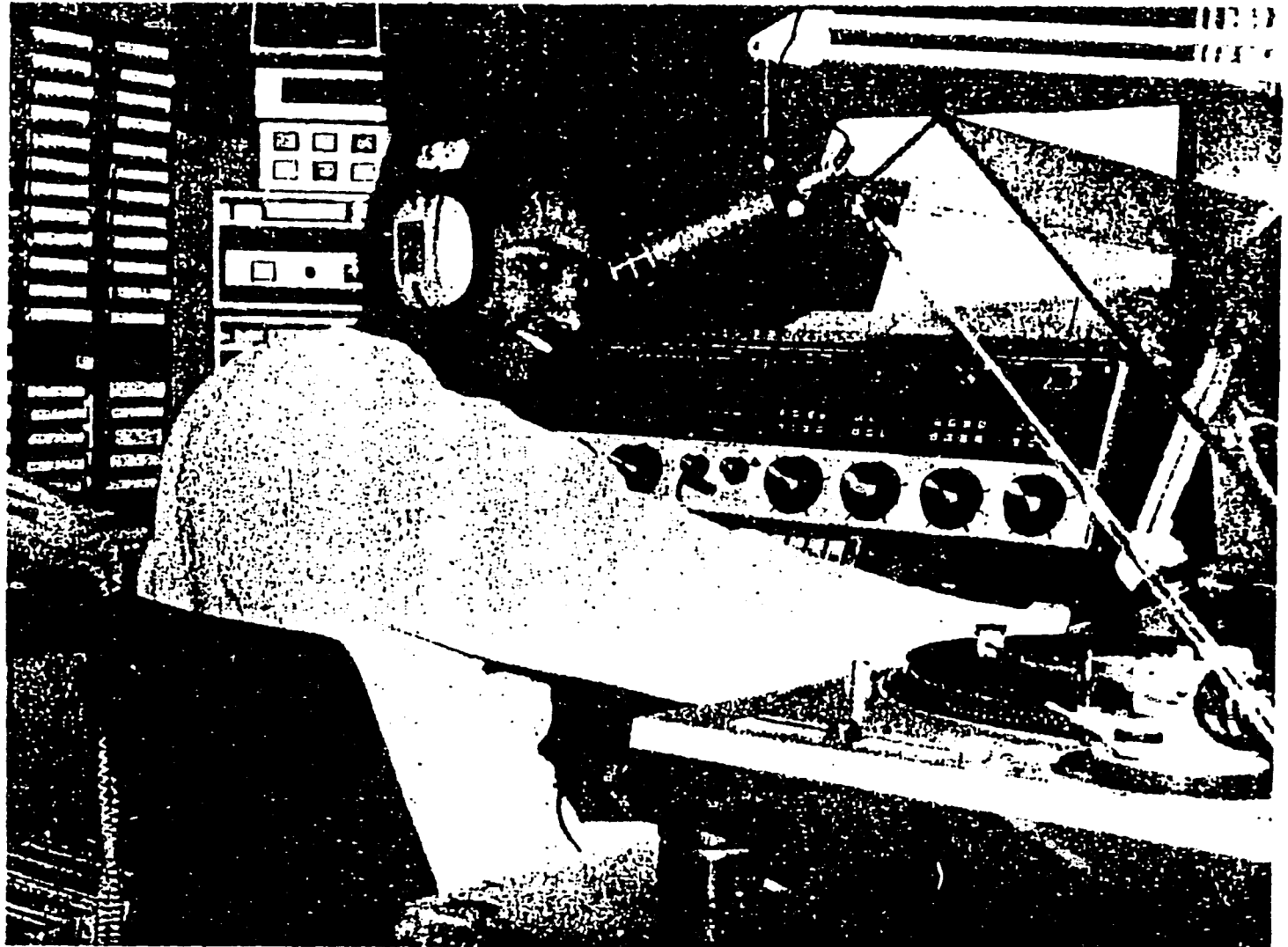
There are 22 CASS students from eight different Central American and Caribbean countries currently enrolled in a two-year degree program here.

The radio show has not yet been advertised, but Mulcahey said that it is welcoming a favorable response.

"I am assuming it will be a continuing program," he said. "This is the only transmitting site.

Even though the CASS students cannot get Federal Communication Commission (FCC) licenses permitting them to work in the radio station, Mulcahey signs in as the moderator and oversees the program while the students are in the station. Popular music will be represented from St. Lucia, Guatemala, Costa Rica, Honduras, El Salvador, Dominican Republic, Belize and Jamaica.

The program will feature Salsa music, which originated in Puerto Rico and Cuba; Reggae, which is typical in Jamaica; Cumbia, which is popular all over Latin America; and many more.



TURN IT UP: Jose Cordero, a CASS student from the Dominican Republic, enjoys sharing cultural music from his homeland with his North American listening audience. A

program showcasing music from Central and South America airs Sundays from noon to 2 p.m. over the campus station, KCFV-FM, 89.5. (Forum photo by Dennis Hansen)

College to host Latin students

Columbia College is going to host 16 Central American and Caribbean students for a two-year period, College President W. Dean Cunningham said yesterday.

"These students are all majoring in hospitality management and will be starting with an intensive program in English as a second language," he said.

The students are scheduled to arrive on campus late on Jan. 10 and will be temporarily housed in student apartments during their orientation period.

Cunningham said host homes are being sought and they will receive a financial stipend to offset the costs of housing the students. Host families do not have to commit themselves for more than a six-month period, he said. The students are coming

from Costa Rica, Honduras, the Dominican Republic, Guatemala, Jamaica and St. Vincent. They will arrive here as part of a program organized by the U.S. Agency for International Development (U.S. AID) and Georgetown University.

Under the program, students are placed in colleges across the United States for technical training. Columbia College is one of four community colleges selected to train them in hospitality management.

"We expect that only two of the 16 students are English speaking, the Jamaican and St. Vincent students, and 12 of the 16 are female," Cunningham said.

He said the students are aged 17 to 23.

Half the cost of the program is paid by U.S. AID and the other half is through private funding, in this case through Georgetown University's associations with corporations and private foundations.

Cunningham went to Penn Valley College in Kansas City, Mo., to study the program and how it operates. The Latin Americans there were studying fashion design.

"I visited with the students and their host families and the faculty at the college and they were enthusiastic about the program," he said. "Our sister college, Modesto Junior College, has hosted groups like this in fashion design and electronics and has had a good experience.

"The students are highly motivated and enthusiastic and well prepared. The major barrier is language."

Persons interested in hosting a student can call Cunningham's office (533-5115). Neil Mill, who has been active in arranging housing here for visiting students, is presenting coordinating the program and seeking the host families.

THE DAILY UNION DEMOCRAT
DECEMBER 15, 1989

CELEBRATING THE SEASON



STUDENTS FROM CENTRAL America and the Caribbean, along with their host families, joined university administrators, faculty and other dignitaries at a Christmas party on Dec. 20 at the University of Maine, Orono campus. Enjoying

the event are (from left) Pablo Garcia, Honduras; Larry Thomas, Barbuda, a small island country in the Caribbean; Mayela Acuna, Costa Rica; and Yolete Salomon, Haiti. (NEWS Photo by Marc Blanchette)



International Holiday Festival

An International Holiday Festival featuring ethnic foods, music, dance and artwork was held at UW Center-Barron County Dec. 6. The campus Central American/Caribbean, Hmong and Japanese students sponsored the event along with Phi Theta Kappa, the campus honors fraternity. Among ethnic food samples available were Nori maki (rice, cucumber and egg rolled in seaweed) and curried rice from Japan; black bean tostadas from Guatemala; riz pois rouge et poulet creole (chicken and red bean rice)

from Haiti; tapado (beef, bananas and coconut) from Honduras; pupusas (corn tortilla topped with guacamole and egg) from El Salvador, and spring rolls (ground beef, noodles, carrots and onion rolled in rice paper) from Laos. At left, Hildonia Cabrera of the Dominican Republic donned native costume and performed one of her country's traditional dances with Luis Mora of Costa Rica. At right Duoa Lor plays a replica of a khang, a native wood instrument from Laos.



Long Way from Guatemala

Leandro Lopez, a university exchange student from Guatemala, got his first ice skating experience Saturday on a frozen swamp north of Cumberland, with a group of about a dozen friends and a total of five romping dogs. Lopez, seated on a bench at the pond's edge, above, spent some of his time sitting there and some of the time accidentally sitting on the ice, but in between times he learned a lot about staying upright and forging ahead with skates on. Temperatures in the teens were a challenge to him too, since the mercury never falls below 68° in his home country. The group included his

host family, Janna Darna of Rice Lake and son Sage (not pictured), other members of her family, including Jaimy Hodgson, center, her daughters Lacey, 7, at left, and Brooke, 6, and Bob Hasman, English instructor at the UW Center-Barron County, at right, who hosted the afternoon on his woodland acreage. Lopez, who is attending the UW Center under the Cooperative Association of States for Scholarships program, came to Wisconsin late last summer and will be in this country for 2 years.

CFCC presents...

Abner Josue Palacios Garcia

by Ken Tipper



On his first trip to the U.S., as a student in the Co-operative Association of States for Scholarships program, Abner has become proficient enough in the English language to be able to use some of our well-worn colloquialisms. His parting words to this writer were, "Have a good day."

Good grades in high school resulted in Abner's getting a college scholarship from the Guatemala Ministry of Education, and in his being chosen for the CASS program at CFCC. Here, together with 14 other students from Central America and the Caribbean, he is studying management/production techniques which he hopes will eventually lead to a degree in chemistry from San Carlos University in Guatemala City.

His prime area of interest in his classes at CFCC is in quality control, which will relate to either a food processing or pharmaceutical chemistry vocation.

Abner lives with his mother, who is a nurse in a private hospital, and brother Raul (21), who is a music teacher. He finds the U.S. "big, nice, so different from my country, a country with more opportunities for success, and where I have enjoyed every minute of my stay."

A guest of CFCC Chief of Security Tommy Tucker and his wife, Anna, for the first six months of his stay, Abner is thankful for their hospitality.

THE RICHLAND OBSERVER

Richland Center, Wis. Jan. 11, 1990 — Vol. 28, No. 41 — Sec. Two, Page One

Guatemala to be topic of Community Forum

The Central American country of Guatemala will be the subject of a Community Forum scheduled to begin at 10 a.m. on Tuesday, Jan. 16, in the activity room of Schmitt Woodland Hills, 1400 West Seminary Street.

Peter Lawrence, a Richland Center resident who has studied about and traveled in Guatemala, and Gyneth and Halsey Rinehart, who have traveled and had a daughter living in Guatemala, will be the speakers. Lawrence, who speaks Spanish, has traveled extensively throughout Central America and is currently the host for a UW Center-Richland Central American Scholarship Program (CASP) student.

The forum will provide a look at the native population of Guatemala and at the country's role in the Central America Peace Plan. The native populations — their everyday lives, customs, costumes, religious and civil lives and their relationship with ladino (non-Indian) society — will be discussed. Slides and video will be used to illustrate the discussion and examples of native costumes and handicrafts will be displayed.

The forum, sponsored by UW Center-Richland/UW-Extension Continuing Education Office, is open to the public at no charge.

CASS program at UMaine

By J. Emily Hathaway
Staff Writer

Charlotte Herbold is an assistant professor of developmental English who teaches with the Onward Program. Wallace Dunham is a dean in the Life Sciences and Agriculture department. Both have opened their homes to CASS Students.

Herbold said that she became involved because she has traveled a great deal and her family has been involved with international students.

"I have taught in Ethiopia, in Africa, and I've taught in Austria. My daughter Emily who is 13 was involved in Childrens International Summer Villages.

Because I've lived in other places in the world and have known the hospitality of other cultures I'm really anxious to provide hospitality to international students who come here and also to broaden my family's experience," she said.

Dunham said that he and his family had been involved with students over the years. As a dean he doesn't get as much student contact as he'd like. And his own children are grown up.

"They had this need. We had the space," he said.

Herbold is playing host to a boy from Honduras.

"He is one of eight children. His father was killed in an accident. He is a very good student, a very conscientious student.

He's here to improve his chances of making a life for himself," she said.

Dunham is playing host to a girl from El Salvador.

"She is in the associate degree program in hotel and restaurant management.

She's an extremely hard working student, very motivated. She's a pleasant young lady," he said.

Herbold said that her initial meeting with Pablo was wonderful. The relationship has been developing well.

"He's a very happy person. In spite of having a somewhat tough background in terms of having one parent and being poor. He seems extremely secure," she said.

Dunham says that his student has been eager to participate in family life.

"She'll help out. She'll wash the dishes...We have to be careful. She's part of the family. We want her to do her chores but not go beyond that. She's fit right in," she said.

Herbold said that the language was

"He knows that in order to earn his degree he really has to practice his English. He does try to speak English, but it's the greatest barrier," she said.

Herbold said that Pablo has especially enjoyed social occasions.

"He especially likes the fiestas. He loves to dance. He also enjoys his studies and works very hard at them," she said.

Dunham said that his student has seemed happy.

"She has not demonstrated the degree of homesickness that I thought she might. She's adapted very well as far as I can tell," he said.

Dunham said that he thought the climate was her biggest adjustment.

"The cold weather. She's not experienced that before," he said.

THE ^{New} CHANT

CASP STUDENTS ON THEIR WAY HOME!

By Leticia Martinez
Chant Reporter



In May of 1988, the first initial 15 Central American Scholarship Program (CASP) participants arrived at Fresno Airport Terminal to begin a novel experiment in cross-cultural education.

Now, some 21 months later, they have received degrees from Kings River Community College. Their graduation ceremony was held last Friday at the KRCC Forum Hall.

President Richard J. Giese and distinguished guests, such as Dr. Colleen Snyder from KRCC's music department, Greg Warner from Community Christian Fellowship, Freeman Wright, professor of Political Science at California State University Fresno, Betty Higdon, advisor of Alpha Gamma Sigma Honor Society at KRCC, and Ron Feaver, president of the State Center Community College District, presented the diplomas to the C.A.S.P. students.

The CASP students have done well at KRCC. Their performance in class and at community gatherings have illustrated their abilities.

From the group, they have two permanent members of Alpha Gamma Sigma, Alexander Gonzalez and Maria Mata. These students have maintained at least a 3.25 Grade Point Average for two

semesters or more. On the Academic Honor Roll are Carlos Eliver, Alexander Gonzalez, Ishela Marin, and Luis Velasquez.

"But they are all very successful students," says Giese.

The CASP students came from various countries in Central America. From Honduras we had Jose Arbizu, Carlos Eliver, and Ligia Padilla. From Guatemala came Felipe Ajanel, Luis Velasquez. From Panama: Concepcion Burgos, Geovana Caballero, Alexander Gonzalez, Maricry Ruiz, Marlenis Santos, and Rafael Torres; and from Costa Rica, Aurelia Downs, Ishela Marin, Maria Mata, and Alexander Ruiz.

Their focus was on agricultural and food technology. Majoring in this

basics of food processing and agricultural production. In addition to that, they have taken classes across campus, studying general education along with elective classes. Since then, KRCC has accepted 16 more participants to be a part of the learning experience.

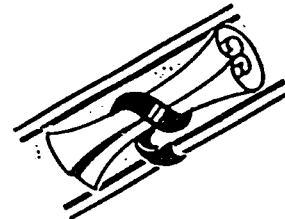
The program has been funded by the United States federal government that has supported most of the students expenses.

"The Federal government expects that these students are going to have an exposure to the United States which will give them a new way of looking at life, problems, issues, politics, friendships, happiness, families, and different cultural perspectives," says CASP director Bud West. West feels that the CASP students

have come to know and understand what the United States is about from the Californian's perspective. He also emphasized that the C.A.S.P. students have become friends with each other.

"When we think of Central America, we think of big countries that are basically all alike, but they're quite different and some of them are not friendly towards each other. To take students from four different countries and put them together in a college where they have a common bond of being new students and strangers they learn to bond together and become better friends," states West.

West feels that their experience of coming to a new country not only educates the students, but enables the countries to have a better relationship with one another.



The CASP experience for West has been, "interesting, exciting, and very educational. It has been enjoyable to learn how people from other countries differ. But beneath everything else we are all the same people.

"We are all humans, we have the same kinds of needs, and we all need each other," says West. That is one of the purposes of the CASP program.

The CASP students have traveled all around the United States, and they have seen many different ways of living. Last week the students journeyed to Washington D.C. to perceive and understand the federal government setting. The first CASP group was given assignments by Georgetown University to complete while they explored Washington. The students feel that they have experienced additional education in Washington besides being tourists.

Carlos Eliver and Rafael Torres have mixed emotions about going back to Central America. "I feel both excited and sad because I have met a lot of friends at K.R.C.C. I'll miss "Big Papa" [Bud West]. He had control over all of us. He was like our grandfather. If we needed something, we knew to come to him. I'm sad because now it's time to say goodbye," says Eliver. Eliver is excited about returning to Honduras. "I haven't seen my parents for

two years, and they are as excited as I am," he says.

After 21 months of separation from their countries, the CASP students feel that they have accomplished their goals by coming to America. Some of the members of the first CASP group stated that they will continue their education in the agricultural field. "When I return to Panama," says Rafael Torres, "I want to help the field workers, because I believe that the workers in that community will profit from my experience. In my community the field workers are the base of development in the country. If I have time to go back to school, then I will."

As Americans we know how agricultural technology differs from other countries. "I don't think the agriculture in America is too much different from Central America. The only thing that is different is the technology. America has a lot more machinery and advanced equipment than Central Americans do," says Torres.

"I feel great because I want to see my family. On the other hand, I feel bad because I have to leave many friends and many special people, and that is very hard for me. But I want to see my country. I don't know what it is like for sure in Panama. It's not very good like everybody says on the news, because a lot of things are changing. It's not easy to live over there," Torres said.

The graduation of the CASP students was both a happy and sad occasion for the students as well as for the teachers and associates. There were tears. "I will always remember KRCC fondly," says Alexander Ruiz, "and America as well."



Photo by Leonda Morrison

The International Club includes (back row) Mark Newby, Jessica Bustamente, Yukiko Matsumoto, Miako Takagusa, Mario Villatoro, Franka Aragon, Juan Aguilera, Chiaki Saito; (front row) Violet Salabie, Elmer Luna, Noelia Ramos, Osvaldo DeJesus, Zulma Zelaya, Ana Maria Camacho, Angel Leonardo, Gaspar Loarea, Bayron De Leon, Michelle Wallick; (seated) Derik Bryant, Gary Mitchell.

Independence Community College Buccaneer, February 16, 1990

Kansas



Photo by Angela Nelson.

The 1990 Homecoming Candidates pose for a photo after the ceremonies were held. The candidates are Tiffany Wetmore, Kristin Michaelis, Kim Fitzpatrick, Violet Salabie, and Ana Maria Camacho.

APPENDIX III

Overseas Operations

A. Headquarters Activities

	Page
Chronological Report: December 1989-March 1990	A-337
Cycle G Recruitment and Selection Schedule	A-341
CASP/CASS Interview Process Evaluation Form	A-346
CASS Cycle H Field of Study Survey Form	A-349
CASP/CASS Handbook for Interviewers	A-351
CASP/CASS Hearing-Impaired Program Candidate Evaluation Summary Form	A-360
Mount Aloysius Junior College Curriculum: Desktop Publishing (Spanish)	A-363
St. Petersburg Junior College Curriculum: Computer Studies (Spanish)	A-371
CASP/CASS Student Early Terminations Report	A-375
Report on Computer Services Interchange with Guatemala Regional Office	A-389

Overseas Activities
Chronological Report
December 1989 - March 1990

December 1989

- o Processed arrival of medical histories, medical clearance cables, medical waiver forms and codes of commitment for Cycle F students arriving in January 1990.
- o Provide support to Country Coordinators in processing paper work, supplying any necessary information for departing or returning students, and in implementing program activities.
- o Provided support to Country Coordinators in the phases of Recruitment and Preselection I and in carrying out the field of study survey.
- o Analyzed distribution of scholarships by country and informed countries of scholarship allocation for 1990.
- o Hired and trained a Program Officer, Ms. Tina Ibarra to be the contact for the Central American Office and carry-out other Program activities.
- o Prepared for internal Georgetown audit by updating all files, updating all personnel files, completing organizational charts, completing job descriptions for all personnel, obtaining resumes for all personnel.
- o Processed academic appointments for all country coordinators effective January 1st, 1990.
- o Announcement of restructuring of regional operations to move management of Caribbean region to Georgetown and limit field office in Guatemala to supervision of Central America and the Dominican Republic.
- o Final predeparture (refresher) orientations held in countries for students departing in January. Winifred King of St. Vincent travels to Dominica, St. Lucia and Grenada to process student visas and travel documentation.
- o College Welcome Packets sent to January students.

January 1990

- o Began interviewing people for a secretarial position and for work study positions. Hired Christopher Shirley and Thierry Guedj as work-study students.
- o Placed Advertisement in Washington Post and began

04/04/90

interviewing candidates for the position of Caribbean Coordinator in Washington, D.C.

- o Prepared Annual Budgets for all Caribbean Countries and forwarded them to the Coordinators.
- o Processed all final paperwork for the arrival of the Cycle F January 1990 students.
- o Completed all requirements for Personnel/Affirmative Action in the interviewing and consideration of applicants to the position of Caribbean Coordinator.
- o Gave Domestic Operations all Overseas contributions to Quarterly Report which covers September through November 1989.
- o Prepared Training Sessions for Caribbean Coordinators.
- o Offered positions of Caribbean coordinators to Lindsay McMahon and Sabine Wehder.
- o Opened Caribbean Office in Washington, D.C. with Chantal Santelices as Acting Director, Lindsay McMahon as Caribbean Coordinator and Sabine Wehder as Caribbean Coordinator.
- o Honduras Alumni Association obtained legal status.
- o Provided support to Country Coordinators and Central American Office in processing departing and arriving students, problem situations, and regular program activities.
- o Managed office and attended management meetings.

February 1990

- o Hired Stephanie Kearse as Assistant/Secretary in Overseas Operations.
- o Published report on Early Student Terminations for CASP/CASS students. September 1, 1985 - January 30, 1990.
- o Published Draft Handbook for the In-Country Interview Process and instructed Caribbean and Central American Office to train interview committee in the objectives, criteria and philosophy of the Program.

04/04/90

- o Spent a day with Jim Morris, a New Jersey fundraiser, and CASP/CASS management staff discussing Program activities.
- o Prepared the Central American Office for the interviews of the hearing impaired students. Prepared the material and requirements for the hearing impaired program.
- o Purchased and delivered 8 fax machines to Guatemala, El Salvador, Honduras, Panama, Haiti, Jamaica, Costa Rica and Dominican Republic.
- o Participated in the Washington Seminar for the returning Cycle E students from February 16 through 21.
- o Corresponded and discussed with Flora de Vargas, CASP/CASS University Coordinator the ISEP representative's trip to Costa Rica in February. Flora de Vargas' work for ISEP is ongoing at this time.
- o Attended management meetings with AID. Informed AID of interview process and schedule.
- o John Miller, head of computer unit travelled to the Central American Office to provide technical assistance and support.
- o Prepared articles in the CASP/CASS Exchange on Program activities in Haiti: on the upcoming interview process; on the new legal status of the Honduran Alumni Association.
- o Participated in Management Meetings.
- o Provided administrative and program support to the Central American Office and to all country coordinators.
- o General management tasks of the office and follow-up of students returning to their home country.

March 1990

- o Prepared draft report on Field of Study survey for Cycle G.
- o Tina Ibarra travelled to the Dominican Republic to participate in interviews.
- o Prepared summaries of academic system in the Caribbean and Central America for the Selection Meeting.
- o Prepared material and reports for Overseas contribution to the Quarterly Report December 1989 through March 1990.

- o Participated in meetings regarding the cooperative agreement and prepared contribution from Overseas to the Draft Cooperative Agreement.
- o Prepared contracts for the new Guatemala Country Coordinator and for another consultant in the Central American Office.
- o Prepared Draft Procedures Manual for Overseas.
- o Prepared Draft Response from Overseas to AID regarding the EDC/AID CASP/CASS Program Evaluation.
- o Provided information regarding overseas personnel needs in the upcoming move to the Car Barn.
- o Translated draft document on Alumni Procedures.
- o Prepared Interview Questionnaire and consulted with Central American Office for its implementation.
- o Prepared Field of Study Questionnaire for Cycle H and consulted with Central American Office for its implementation.
- o Received, reviewed and logged all folders of scholarship applicants sent by all country coordinators and distributed to Domestics.
- o Prepared and distributed draft advisory board lists.
- o Participated in meetings and in the planning of the upcoming selection meeting.
- o Participated in management meetings and in AID meetings with CASP/CASS management staff.
- o Provided administrative and program support to Central American Office and all country coordinators for implementation of program activities.
- o General management tasks of the office and follow-up of students returning to their home country.

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

CARIBBEAN
Cycle G Recruitment & Selection le
1989-1990

<u>Activity</u>	<u>Timeframe</u>
o Distribution of Preselection Forms	December 1 - January 30
o Preselection I	February 1 - 6
o Distribution & Collection Form II	February 6 - 26
o Preselection II	February 26 - March 3
o Interviews	March 4 - 20
o Deadline to Send Applications to Washington	March 21
o GU Data Entry	March 26 - April 20
o Final Selection at GU	April 23 - April 27
o GU Prepare Acceptance Packets PIOPs, IAP66As	May 1 - May 31
o Deadline for all Acceptance Packets, PIOPs, IAP66As in Every Country	June 5
o Announcement Ceremonies and Orientation I	June 5 - June 15
o In-Country Paperwork Transmittal	July 5 - July 15
o Orientation II	July 8 - July 31
o Travel to U.S.	August 1 - 30

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DISTRIBUTION OF CYCLE G (1990) SCHOLARSHIPS

-- TOTAL SCHOLARSHIPS --

<u>CENTRAL AMERICA</u>	<u>POPULATION</u>	<u>300</u>
GUATEMALA	9,412,000	54*
EL SALVADOR	5,548,000	34*
HONDURAS	5,106,000	32*
COSTA RICA	2,922,500	22*
BELIZE	179,400	9
 <u>CARIBBEAN</u>		
DOMINICAN REPUBLIC	7,307,000	43*
HAITI	6,216,000	50
JAMAICA	2,362,000	19
ST. LUCIA	128,000	0
ST. VINCENT	112,000	9
GRENADA	87,000	8
ANTIGUA	86,000	8
DOMINICA	76,000	0
ST. KITTS/NEVIS	40,000	12

* Includes 6 hearing-impaired students

1/22/90

CASP/CASS
Overseas Operations Division
Candidate Interviews Schedule

Central America

Country	Date	Assigned Staff
Costa Rica	March 12-17	Magali de Rodil
El Salvador	March 6-10	María Cristina de Cabrera
Guatemala	February 26-March 2	Thelma de Santizo
Honduras	February 26-March 2	Keith Murphy
Dominican Republic	March 12-16	Tina Ibarra

An additional day will be added in all dates to carry out interviews for the Hearing Impaired.

Ti/2/22/90

CASP/CASS
Overseas Operations Division
Candidate Interviews Schedule
Caribbean Office

<u>COUNTRY</u>	<u>DATES</u>	<u>ASSIGNED STAFF</u>
Antigua	March 8-10	Lindsay McMahon
Belize	Feb. 28-March 2	Lindsay McMahon
Grenada	March 5-7	Sabine Wehder
Haiti	March 19-27	L. McMahon & S. Wehder
Jamaica	March 14-17	Sabine Wehder
St. Kitts	March 12-14	Lindsay McMahon
St. Vincent	March 8-10	Sabine Wehder

Revised 2/21/90

EVALUATION
CASP/CASS INTERVIEW PROCESS
March 1990

Name _____ Country _____
Title/Position _____
Business/Organization/Agency/Alumni/Other _____

Background & Instructions: Thank you for participating in recent interviews to identify potential CASP/CASS scholarship candidates. We hope you will now help us evaluate the interview process by completing this form and sealing it in the enclosed addressed envelop. Please feel comfortable in offering suggestions to strengthen future interview sessions. Include extra sheets if needed.

With respect to the first fourteen questions, on a scale of 1-5 to what degree do you agree with the statements presented.

1=Disagree

3=Not Sure

5=Agree

2=Disagree Somewhat

4=Agree Somewhat

____ 1. My understanding of the CASP/CASS mission, philosophy, and program was adequate as I entered the interview process?

Comment: _____

____ 2. Looking back on the interviews, I think I had a good understanding of the minimum criteria for selection, e.g. economically disadvantaged, demonstrated leadership potential, academic achievement, 80 percent from rural areas, 50 percent women, high school graduates.

Comment: _____

____ 3. During the interviews, the interview committee consciously attempted to affirm through questions and observation that the candidates met the minimum criteria.

Comment: _____

March 1990
CASP/CASS Overseas Operations Division
Georgetown University

(over)

4. I was able to review student files before meeting each scholarship candidate

Comment: _____

5. I was able to become familiar with the interview evaluation form before the interviews began.

Comment: _____

6. Following each interview, the committee discussed its impressions about the candidate.

Comment: _____

7. The interview atmosphere was relaxed and informal.

Comment: _____

8. The committee made an effort to affirm that the candidates' field of study choices complemented his/her background and motivation.

Comment: _____

9. The work of the interview committee was complementary and cohesive.

Comment: _____

10. I wrote substantive comments on the evaluation form for each candidate.

Comment: _____

11. The interview committee affirmed the leadership potential of candidates.

Comment: _____

12. The interview committee was aware that it needed to reach a consensus rating on each candidate interviewed.

Comment: _____

13. The interview committee identified and agreed on which candidates should be recommended and which should not.

Comment: _____

March 1990
CASP/CASS Overseas Operations Division
Georgetown University

____14. The candidates were given opportunities to ask the interview committee questions.

Comment: _____

____15. Overall, did candidates interviewed fit the target population profile, e.g. economically disadvantaged men and women, ages 17-25, with no prior university experience or formal work training, who demonstrate both academic excellence and leadership potential?

____ Yes ____ No

Because: _____

____16. Approximately how long did each interview run?
____ about 10 minutes ____ 15-20 minutes ____ 20-30 minutes

____17. Did you feel the interview process was well organized and effectively run?

____ Yes ____ No

Comment: _____

18. Do you want to be part of future interview sessions?

____ Yes ____ No

If "no", we would appreciate knowing why.

19. What did you enjoy least about interviewing?

20. What did you enjoy most about interviewing?

**CASS
FIELD OF STUDY SURVEY
FOR CYCLE "H" STUDENTS**

Name _____ Country _____

Title/Position _____

Business/Organization/Agency/Other _____

Background & Process: Through CASS, two-year peace scholarships are offered to disadvantaged young people for study at participating U.S. educational institutions. Since 1985, the program has offered specialized studies in computer science, electronics, food technology, hotel management, machine tool technology, small business management, quality control/production management, and other technical areas. Training is combined with other courses necessary to satisfy the academic requirements of the college or school for an associate degree and with English, if the student is non-English speaking. Two-year associate degree programs offered by CASS are intended to prepare students who have a strong motivation to learn and have no prior university experience and are not yet formally trained for work. Two-year degrees also prepare students for continuing university study, if that is their desire. Without exception, all CASS scholars return to their home countries after study in the U.S. Students return with the expectations to work. To date, many alumni have chosen to complete university educations in their home countries while working.

CASS/Georgetown is seeking 40 responses to this survey from each participating country. The information received will be used to help establish fields of study for students who begin their scholarship in 1991. It is essential that fields of study be relevant to the employment needs of the countries so that students make a speedy transition into the workplace upon completion of their scholarships.

First, upon receipt of responses, Georgetown will compile the information to discover common themes among participating countries in the region. Second, preliminary findings will be sent to USAID and representatives of the ministries of education for review and comment. Third, participating schools in the U.S. will be asked to consider the feasibility of offering the top-ranked courses. Fourth, balancing the perception of need in the countries with the colleges' ability to offer responsive programs, Georgetown will make the final decision in collaboration with USAID/Washington. The goal is to make a final decision by August 1, 1990, for courses of study to be offered in August 1991.

March 1990
CASP/CASS Overseas Operations Division

I. Please recommend in the following space a maximum of twenty (20) fields of study for scholarship recipients from your country. Name fields that you believe

- * will benefit economically disadvantaged men and women, age 17-25, who have no prior university experience or formal work training;
- * are appropriate for a program which offers technical skills training combined with academic coursework, resulting in specific work skills, within a two-year period; and
- * will prepare CASS students with skills that will be in demand by employers when they return home in August, 1993.

List your recommendations in order of priority, with No. 1 being the highest:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

II. Please describe below and/or on attached sheets, any special consideration or rationale you wish to submit on behalf of your recommendations.

Thank you! Your response by May 1, 1990 will be appreciated.

March 1990
CASP/CASS Overseas Operations Division

Interviewing CASP/CASS Candidates
and
Identifying People Who Can Make a Difference To Their Countries

A Handbook for Interviewers
Draft



Georgetown University
P.O. Box 2298 - Hoya Station
Washington, D.C. 20057
(202) 687-2432 • (202) 687-5717
February 1990

A-351

Dear Interviewer:

Thank you for helping interview applicants for CASP/CASS peace scholarships. This handbook presents methods of interviewing and incorporates policies and procedures that have proven effective in finding "the right" applicants since the program began in 1985.

We have learned that the success of CASP/CASS begins with selection of the right individuals to receive peace scholarships--people who will return home, bolster the economy by putting their skills training and new experiences to use, and initiate significant contributions to their countries. That's why your role is so vital. You will help interview many applicants who desire a scholarship and help recommend those who overall have the greatest potential.

Again, thank you. Your partnership is most welcome and appreciated, and we invite you to stay involved. Keep in touch with your country coordinator and with the students while they are in the U.S. When they come home as alumni, we hope you will want to help actively in integrating them into their communities. Most come home eager to find jobs, be with their families and friends, and engage in community service.

Sincerely yours,

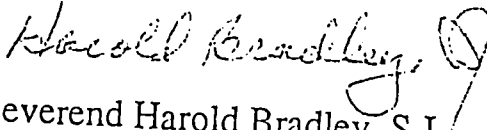

Reverend Harold Bradley, S.J.
Chairman, CASP/CASS

Table of Contents

Welcome, Interviewers-----	i
Introduction	
Target Population Policy	
Type of Training	
Fields of Study Offered	
Before the Interview-----	2
Preselection Procedures	
The Interview Committee	
Logistics	
Length of Interviews	
Interview Preparation	
Review Student Files	
Get Acquainted with Official Evaluation Tool	
Your Role on the Interview Committee	
During the Interview-----	4
Create a Relaxed, Respectful Atmosphere	
Preliminary questions to establish dialogue and communication	
Questions to discover ideas, hopes, motivation	
Focus on the Candidate	
The Right Kind of Student	
Affirm Criteria	
Follow up on Field of Study Choice	
Make the Interview Two-Way	
After the Interview-----	6
Sample Applicant Evaluation Form-----	7

Introduction & Background

The more you study about CASP/CASS and its philosophy and purposes, the more skillful you will be in identifying successful scholars. The CASP/CASS coordinator in your country will provide you with a copy of our mission statement and most recent publications to bring you up to date.

The most important concept to keep in mind throughout the interview process is that CASP/CASS is for young people:

- With evident leadership potential
- From economically disadvantaged sectors of society
- Who are genuinely motivated to work in a chosen technical field, and
- Are committed to return to their country to share their new skills

If this is your first contact with CASP/CASS, ask the coordinator these and other questions:

- How long has the program existed in your country?
- Do you have an advisory board? Who is on it?
- Does the advisory board help students find jobs when they come home?
- How many students from your country are currently studying in the U.S.?
- Where are they studying? What are they studying?
- Are there any alumni? How many? Are they working? If not, why not?
- What is the criteria for selecting scholarship recipients? Age? Education?

Target Population Policy

CASP/CASS seeks to recruit individuals who best demonstrate in written applications, interviews, and other opportunities during the selection process the desire, courage, talent, and commitment to develop a perspective of self-initiative and self-responsibility and the skills necessary to make a difference in his/her country. The target population comprises:

- High school graduates
- Representation from entire country
- Economically disadvantaged
- 80 percent from rural areas
- 50 percent women

Type of Training

CASP/CASS scholars return home prepared for entry-level management and technical positions. Scholarships are for two years to earn associate degrees at U.S. community-based educational institutions. Students study a core curriculum of technical courses in their chosen fields and the schools' academic requirements for degrees. Non-English speaking students take intensive English during the first six months. Students live with host families and volunteer to work or intern in local community projects, sharing their culture with the local U.S. community. Extensions to the two-year training are not granted.

CASP/CASS Fields of Study

Air Conditioning and Refrigeration Repair
Clothing Merchandising
Computer Science
Electronics/Appliance Repair
Electronics/Computer Repair
Electronics/Medical Equipment Repair
Food Technology
Hotel Management
Machine Tool Technology
Quality Control/Production Management
Restaurant Management
Small Business Management

Before the Interview

Preselection Procedures

- Country coordinator distributes one-page preselection applications throughout country
- A small committee headed by country coordinator determines which applicant meets the program's target population policy
- Country coordinator asks qualified applicants to complete an eight-page application and submit required documentation
- Subject to final review to verify income and other criteria, coordinator invites applicants, usually three per available scholarship, to an interview

Examples

Country X: 50 available scholarships

50 x 10 (500) Minimum number of preselection applications distributed
50 x 4 (200) Number of applicants requested to complete eight-page application with documentation
50 x 3 (150) Number of candidates invited to interviews
50 x 2 (100) Approximate number of candidates recommended to Georgetown University by interview committee
50 x 1 (50) Number of students selected in final review by participating community-based educational institutions

Country X: 10 available scholarships

10 x 10 (100) Minimum number of preselection applications distributed
10 x 4 (40) Number of applicants requested to complete eight-page application with documentation
10 x 3 (30) Number of candidates invited to interviews
10 x 2 (20) Approximate number of candidates recommended to Georgetown University
10 x 1 (10) Number of students selected in final review by participating community-based educational institutions

The Interview Committee

The size of interview committees varies according to the number of interviews to be conducted in each participating country. Where 10 scholarships are allotted, the country coordinator can handle interviews with help from a small team. Where several hundred young people are interviewed, the committee must include many individuals. Interviewers may participate throughout the entire process or contribute the time they are able to give. A model interview team comprises:

- Members of the country's Advisory Committee
- CASP/CASS alumni
- Technical experts representing business and industry and the public sector
- USAID representatives
- Individuals from rural areas if interviews are held outside the capital city
- Others who know and support program objectives

Logistics

Country coordinators make all physical arrangements, including:

- Place and schedule for interview sessions, including a comfortable waiting area for candidates and their families and an interview room
- Place and schedule for interview sessions in three strategically selected rural towns in large countries where travel to the capital city is difficult, costly, and tiring

Length of Interviews

Each interview should be scheduled for 20-30 minutes. Interview committees are advised to stay on schedule to avoid long days!

Interview Preparation

Review Student Files. The interview committee is responsible for making sure its members have the opportunity to review each student's file before the candidate walks into the interview room. A considerable body of information is accumulated about candidates before they appear for interviews. Each applicant, for example, writes a composition and supplies recommendations from teachers and others. This information gives strong clues about the student's genuine interest in the proposed field of study as well as his/her capacity for leadership and group participation.

Get Acquainted with Official Evaluation Form. The interview committee is also responsible for making sure its members are familiar with the form used to evaluate each student. (See sample on page 7.) When each interview ends and before a new applicant arrives, interviewers should complete the evaluation form on the applicant just excused. Members may wish to compare their ratings, discuss strengths and weaknesses. It is very important that this be done by individual interviewers and/or by the team while impressions are fresh, before

recollections are confused or blurred by multiple appearances of applicants. Each interviewer scores each applicant according to the factors listed on the form. Only 1, 2, and 3, as defined on page 2 of the form, are used in scoring candidates. Decimals between these numbers may be used. That is, if after reading each score definition, an interviewer decides a candidate falls between numbers 1 and 2, the candidate may be given a 1.5 score.

Your Role on the Interview Committee. In advance, think about the area(s) of questioning you feel most comfortable pursuing. Typically, interviewers associate themselves with issues conforming to their special field of knowledge and experience. Pertinent issues addressed in the interview that are applicable to the evaluation criteria are applicant background, education, demonstrated leadership ability, team or group activities, motivation for selected area of study, knowledge of own country and U.S., potential to be a friendly ambassador, adaptability/flexibility, etc.

During the Interview

Create a Relaxed and Respectful Atmosphere

Experienced interviewers stress how important it is for the interview to be informal. This is desired to put the applicant at ease, to create conditions in which dialogue is possible. A large map may be put on the wall. After the applicant enters the room and is greeted by the interview committee, the applicant is asked to point out on the map where his/her home is located. This permits the applicant to take a physical action, does not require speech or framing a response, and may help the applicant to relieve tension. Having located the home town, other non-threatening questions can be asked.

It is not possible to overstate how frightened some applicants will be as they begin the interview. Some have been known to faint on the spot. Others, finding it impossible to speak, beg to be excused and bolt from the room. Interviewers must remember that some applicants have never before been outside their villages, that they may for the first time be seeing the capital city of their country. In such circumstances, every effort must be made to assure them that they are among friends who respect them as individuals.

Preliminary questions to establish dialogue and communication

- Do you know how your village got its name?
- What is the local feast day?
- Do you have a favorite place you like to go to at home when you want to be alone?
- Can you describe your family?
- What is your school like?
- How far do you have to travel from your home to the school?
- I like the color (bird, animal, image, style) on/of your shirt. Did you design it? What does it symbolize?
- What are the products cultivated in your region?
- I have never visited your region/town. What should I do and see there?

Once some conversation has been established and the applicant is over initial stage fright, more substantive questions may be prompted by information from the student file--the application, composition, and documentation. The purpose of all questions is to get the applicant to communicate. Occasionally individuals cannot be put at ease. In the case of the young person who may be about to faint or who asks to be excused, interviewers are unkind to prolong the session.

Questions and discussion points to discover ideas, hopes, motivation

- How are you a friend to your brothers or sisters?
- What clubs or organizations have you belonged to at your school/church? Held any offices?
- What does it take to be a leader in the groups you have belonged to? Do you have any of these qualities? What do you think is your best quality as a person?
- What don't you like about your country?
- What are the similarities between your country and the U.S.?
- What do you imagine life is like in the U.S.?
- If you could bring one thing from your country to the U.S., what would it be and why?
- Do you have any dreams of beginning your own business?
- What are some of the small businesses in your local community?
- What have been your favorite subjects of study in school? How do these relate to the field of study you want in the U.S? What studies have you liked the least?
- Tell us what you think the field of study you have chosen is like.
- What benefits do you think study in that field will bring to your country?
- Tell us about some work or activity in the community about which you felt very good/or which was a disappointment to you.
- If you do not receive a scholarship, how will you prepare yourself to meet your objectives?
- How do you feel about leaving your family and friends for two years? How will you cope with this?

Focus on the Candidate

Do not allow discussion with other committee members or similar distractions to divert from the applicant's time before the interview committee. Objectivity is imperative in the consideration of each person.

The Right Kind of Student

Keep in mind that the program's goal is to select students who, overall, have the greatest potential for leadership--people who will return home, bolster the economy by putting their skills training and new experiences to use, and initiate significant contributions to their countries. In other words, individuals who will make a difference.

Affirm Minimum Criteria

As the interview proceeds, listen to verify that the candidate meets the educational, age, economic, sex, and geographical requirements. The interview committee is not expected to use its limited time to rehash all of the preselection data compiled, but members should note and clarify discrepancies that come up. The interview offers an opportunity to investigate and verify information submitted with the application and documentation. Because the peace scholarship is such a highly desired prize, applicants may exaggerate their qualifications and misrepresent the financial circumstances of their families. In observing applicants, the interviewer considers:

- Are the candidates disadvantaged? Mannerisms and behavior may offer clues. Nonverbal messages that reflect sophistication and self assurance may be a clue that not all is as represented in the application.
- Are candidates within the required age limits?
- Are the candidates' academic grades the equivalent of a B? Are the good grades in more than a single field?
- Are 80 percent from rural areas?
- Are 50 percent women?

Follow up Field of Study Choice

In questioning why a particular field of study has been chosen, it is important to find out if the choice has been made only because it promises to be the most lucrative field of work or whether such study parallels the aptitudes and previous studies by the candidate.

Make the Interview Two-Way

Questions should also come from the candidates. Often a candidate's questions will tell as much about the individual as will answers to questions by the interview team. Candidates may ask, for example:

- If a member of my family dies, can I come home for the funeral?
- Will my parents have to supply spending money?
- How cold does it get at the college where I will study?
- Can I spend some of my allowance on a winter coat?
- When living in a private home, will I share the bedroom?

After the Interview

After all applicants have been interviewed and individual evaluation forms completed, the team will review and compare its various ratings to reach a consensus team rating. Hence, a composite score of 1, 2, or 3 is assigned to each applicant. To reach a composite score, team members discuss the individuals, the interviews, the process, and whether level 1 scores are assigned to the applicants who can make a difference as a result of the scholarship. Share ideas. Make suggestions. Comparisons are then made between the number of scholars allotted to the country and the candidates with composite scores of 1. Ideally, each country is able to recommend to Georgetown University for final selection two candidates who score 1 per available scholarship.

The interview team's work is complete when it has ranked all applicants and a composite score is agreed for each applicant.

Thank you for your help. Remember that members of interview committees are invited to enjoy an ongoing partnership with CASP/CASS through the country coordinator and by staying in touch with the students in the U.S. and when they return home--ready to make a difference!

Interview Score _____

CASP/CASS Evaluation Summary
HEARING IMPAIRED PROGRAMS

Name of Applicant _____ Home Country _____

Field of Study: _____ Origin: Urban ____ Rural ____

Sponsor: _____ Age: _____

S.P.A. Last Year School: _____ Sex: Male ____ Female ____

Highest Level of Studies: Traveled to U.S.? Yes ____ No ____

High School _____ Immediate Family Living
in U.S.? Yes ____ No ____

Total Years of Related Work Experience: _____ Monthly Family Income:
Unacceptable ____ Acceptable ____

SKILLS EVALUATION

I. Reading and Writing Skills

. Minimum Fifth to Sixth Grade Level Yes ____ No ____

. If level is above Sixth Grade, please describe: _____

2. Communication Skills

SCORING CODE:

1 - Excellent, 2 - Very Good, 3 - Average, 4 - Below Average,
5 - Unsatisfactory

SKILLS	1	2	3	4	5	COMMENTS:
Recept-iveness						
Express-ive						
Signing Skills						
Lipread-ing Ability						
Mime						
Gestures						
Finger Spelling						
Other:						

3. Attitudes for a successful candidate:

Please evaluate the following statements about the candidate on the following five point scale:

	1	2	3	4	5
	Strongly	Agree	Somewhat to Judge	Disagree	Unable
1. The candidate appears to be motivated and willing to learn.					
	1	2	3	4	5
2. The candidate has concrete individual aspirations.					
	1	2	3	4	5
3. The candidate has demonstrated responsibility in community and school activities.					
	1	2	3	4	5
4. The candidate has a developed awareness of self (self-image, self-concept).					
	1	2	3	4	5
5. The candidate has demonstrated a commitment to self-improvement.					
	1	2	3	4	5
6. The candidate communicates and interacts well with others.					
	1	2	3	4	5
7. The candidate has demonstrated personal involvement with the deaf community.					
	1	2	3	4	5
8. The candidate is aware of the general needs of the deaf community.					
	1	2	3	4	5

Central American Scholarship Program (CASP)
Cooperative Association for States for Scholarships (CASS)

Programa Para Sordos
Mount Aloysious Jr. College

Manejo de Computadoras
Publicación Avanzada (Desk Top Publishing)

La secuencia de los cursos aquí mencionados ha sido adaptada moderadamente de acuerdo con la descripción anteriormente sugerida, con el fin de acomodar los cambios de laboratorio de temporada, la destreza de los estudiantes y su estrecha relación con los objetivos de CASP.

Semestre de Orientación

Verano 1990

Orientación para Estados Unidos

- CS 101 Introducción a la Ciencia de la Computación
- IT 099 Introducción al Lenguaje para Sordos en los Estados Unidos
- DS 112 El Inglés como Segundo Idioma

Otoño 1990

- PSY 103 Psicología de las Relaciones Humanas
- AR 110 Diseño Básico
- BU 113 Manejo del Teclado
- IT 102 Lenguaje para Sordos en los Estados Unidos I
- DS 113 El Inglés como Segundo Idioma
- CS 206 Sistemas de Administración de la Base de Datos

Primavera 1991

- AR 103 Diseño/Perspectiva
- BU 103 Conceptos de Procesamiento de Palabras
- IT 103 Lenguaje para Sordos en los Estados Unidos II
- DS 114 El Inglés como Segundo Idioma
- AR 222 Gráficos de Computación

Verano 1991

- CS 104 Programación Básica
- HS 203 Gobierno Nacional de los Estados Unidos
- DS 115 El Inglés como Segundo Idioma

Otoño 1991

**

Publicación Avanzada

CS 203 Aplicaciones de Computación I
DS 116 El Inglés como Segundo Idioma

Primavera 1992

**

CS 211 Aplicaciones en Publicación Avanzada
AR Aplicaciones de Computación II
DS 117 Publicidad / Diseño Gráfico
El Inglés como Segundo Idioma

NOTA:

La secuencia de los cursos relacionados a la computación puede variar conforme a la capacidad de los estudiantes. Después de obtener información sobre los resultados por parte de los instructores de computación, se recomienda que para el segundo grupo de estudiantes sordos, los cursos se impartan en el siguiente orden:

- o Introducción a la Ciencia de la Computación
- o Conceptos de Procesamiento de Palabras
- o Programación Básica
- o Sistema de Administración de la Base de Datos
- o Aplicaciones de Computación I y II
- o Aplicaciones en Publicación Avanzada I

Descripción de los Cursos

Semestre de Orientación

* Orientación para Estados Unidos Curso sin créditos

Utilizando diferentes medios y actividades, el Personal de CASP proporcionará a los estudiantes información sobre las costumbres, diferencias culturales, estilos de vida, como así también sobre los viajes educativos y recreativos que pertenecen a los Estados Unidos, como parte de su proceso de adaptación. Además, se hará hincapie en el desarrollo de un perfil positivo mediante extensos esfuerzos realizados dentro y fuera del campus universitario para que los ciudadanos de la región "experimenten a América Central". La expectativa es que los ciudadanos norteamericanos se enriquezcan del intercambio cultural con los estudiantes aprendiendo sobre la cultura de los estudiantes becarios. La orientación relativa a las actividades norteamericanas será planeada durante el período de 24 meses en el que los estudiantes permanecerán en Mount Aloysius Junior College.

CS 101 Introducción a la Ciencia de la Computación No de créditos: 3

Introducción al procesamiento electrónico moderno de datos. El curso comienza con una reseña histórica de la industria del procesamiento de datos e incluye una introducción al procesamiento de palabras, la administración de la base de datos y la programación de doble página (spreadsheet). El curso está centrado alrededor de la Computadora Personal IBM. Los temas incluyen: preparación, manejo, almacenamiento y recuperación de datos; funcionamiento de la computadora, comunicación, programación y diagramación de flujo de los datos.

IT 099 Introducción al Lenguaje para Sordos en Estados Unidos Curso sin créditos

Este curso se concentrará en la construcción extensiva del lenguaje para sordos y del vocabulario inglés, haciéndose hincapie en la claridad de la producción de signos y la ortografía en inglés.

DS 112 El Inglés como Segundo Idioma
Curso sin créditos

Este curso pondrá especial énfasis en la capacidad de leer y escribir en inglés, comenzando por un vocabulario básico y avanzando hacia las diferentes categorías, de acuerdo con la gramática inglesa. El curso se focalizará en las capacidades y necesidades individuales.

Semestre de Otoño

PSY 103 Psicología de las Relaciones Humanas
No. de créditos: 3

Una introducción a la capacidad requerida para establecer una comunicación interpersonal eficaz. El estudio y el debate se concentran en dos puntos focales: el análisis de la percepción de fuerzas de motivación que afectan las relaciones humanas en el ambiente social y de trabajo; la comprensión de los procesos de ajuste de una buena y mala adaptación que se presentan en el comportamiento humano. Este curso servirá como base para la capacitación en liderazgo requerida por el Programa de Becas para Centroamérica.

AR 110 Diseño Básico
No. de créditos: 3

Constituye un curso básico centrado en los elementos de diseño, con énfasis en el color y los principios de organización, según deriven de las formas naturales y su aplicación para crear composiciones.

Nota: Este curso debe ser aprobado por la Comisión de Programas.

BU 113 Manejo del Teclado
No. de créditos: 3

Incluye el aprendizaje de escribir a máquina al tacto, el uso del teclado para ingresar material de una copia definitiva o borrador, y la composición y formulación en el manejo del teclado. Este curso incluirá tanto a los principiantes como a los estudiantes que ya sepan manejar el teclado. Se desarrollan y se enfatizan la velocidad y la precisión.

LT 102 Lenguaje para Sordos en Estados Unidos I
No. de créditos: 3

Este curso se refiere a la creación histórica del lenguaje para sordos en EEUU (ASL) **, los principios en que se basan sus signos y la estructura lingüística del idioma, como así también la aplicación de dichos principios al desarrollo de habilidades expresivas y receptivas en el lenguaje para sordos.

DS 113 El Inglés como Segundo Idioma
Curso sin créditos

Este curso continuará haciendo hincapie en las capacidades de lectura y escritura, enfatizándose el vocabulario usado dentro de los cursos mencionados anteriormente.

CS 206 Sistemas de Administración de la Base de Datos
No. de créditos: 4

Estudio de los conceptos y operaciones de la base de datos. Los temas incluyen: redundancia de datos, integración de datos, lenguaje de averiguación, esquemas y sub-esquemas, seguridad de datos, estructuras de datos e interfase del idioma de programación.

Semestre de Primavera

Ar 103 . Diseño / Perspectiva
No. de créditos: 3

Mediante la observación, como así también el diseño analítico y expresivo de las formas naturales hechas por el hombre y la mujer en el medio ambiente, los estudiantes desarrollarán un conocimiento de la forma, estructura y métodos de expresión visual creativa. Se hace hincapie en los métodos fundamentales de perspectiva lineal y las capacidades de ejecución gráfica del estudiante.

Bu 103 Conceptos de Procesamiento de Palabras
No. de créditos: 3

Introducción a las operaciones de procesamiento de palabras, incluyendo los sistemas interactivos de información - recuperación, redacción/corrección de textos y composición tipográfica mediante el uso de la computadora personal (PC).

** (ASL): American Sign Language

IT 103 Lenguaje para Sordos en Estados Unidos II
No. de créditos: 3

A fin de profundizar aún más los distintos sistemas de lenguaje con signos usados por la comunidad de sordos, se discutirá el factor cultural que influye en el idioma y las diferencias estructurales. Se analizará más profundamente la estructura gramatical del idioma y la expansión del vocabulario en la producción del lenguaje en una variedad de situaciones que conduzcan a adquirir fluidez en la conversación.

DS 114 El Inglés como Segundo Idioma
Curso sin créditos

Al igual que en los cursos precedentes, la capacidad de leer y escribir seguirá siendo el objetivo principal de este curso. Se hará hincapie en las diferencias culturales y en la mecánica del idioma entre el inglés y el español.

AR 222 Gráficos de Computación
No. de créditos: 1

Se cubrirán los fundamentos básicos de las operaciones de la computadora Apple II E para la producción de imágenes visuales en el modo gráfico y de diseño manual.

Nota: Este curso debe ser aprobado por la Comisión de Programas.

Semestre de Verano

CS 104 Programación Básica
No. de créditos: 3

La Programación de Computadoras utilizando los Temas Básicos del Lenguaje incluye los siguientes aspectos: diseño de programas y diagramación de flujo, operaciones aritméticas, hileras, tablas, distribución y secuencia, archivos relativos e indexados.

HS 203 Gobierno Nacional de los Estados Unidos
No. de créditos: 3

Los principios fundamentales en que se basa la formación y función del gobierno de Estados Unidos en sus ramas legislativa, judicial y ejecutiva.

DS 115 El Inglés como Segundo Idioma
Curso sin créditos

Este curso continuará desarrollando las capacidades receptivas y expresivas en inglés que sean necesarias.

AR 213 Publicidad / Diseño Gráfico
No. de créditos: 3

El conocimiento del diseño, color y otros fundamentos básicos se aplica a los problemas de comunicación visual y a la resolución conceptual de problemas.

D 117 El Inglés como Segundo Idioma
Curso sin créditos

Igual que DE 115.

**Central American Scholarship Program (CASP)
Cooperative Association for States for Scholarships (CASS)**

**Programa Para Sordos
St. Petersburg Jr. College**

Computación

El programa de estudios sobre Microcomputación proporciona al estudiante conocimiento y experiencia en el uso de las microcomputadoras a nivel práctico. La habilidad desarrollada a través del área de especialización le permitirá al estudiante obtener un empleo sin nueva preparación. Dicho programa está diseñado para permitir la comprensión de los principios de la operativa comercial y experiencia en las técnicas de control de datos comerciales. Su principal objetivo es la aplicación práctica de la microcomputación en las diversas áreas comerciales.

Los cursos descriptos a continuación son una muestra de los requisitos básicos. También se incluirán en el programa cursos adicionales de matemáticas e inglés como segunda lengua. Además, se impartirán clases de lenguaje gestual norteamericano a los estudiantes provenientes de Centroamérica.

Descripción de los Cursos

CGS 1000 Introducción a la Computación
No. de créditos: 3

Este curso consiste en una introducción a los conceptos de procesamiento de datos y específicamente al uso de computadoras en la vida diaria. Entre otros temas se incluyen los sistemas numéricos usados en computación, estructura de un sistema de computación, el desarrollo histórico del procesamiento de datos, trazado de gráficos y su uso en programación, conceptos de software, organización de archivos, terminología de procesamiento de datos y una introducción a la programación con lenguaje BASIC. Cuota para laboratorio U\$S 5.00. Cuatro horas de instrucción y laboratorio.

CGS 1060 Computación

No. de créditos: 1

Estudio general de las operaciones de computación para áreas de especialización no técnicas. Incluye : historia de la computación, uso de los programas de computación ya existentes; introducción al procesamiento de palabras. Este curso será obligatorio para todos los estudiantes que no tomen otro curso sobre el tema. Cuota para laboratorio U\$S 5.00. Una hora semanal.

CGS 1101 Aplicación de la Microcomputación en el Area Empresarial
No. de créditos: 3

Introduce al uso de la microcomputación en las aplicaciones empresariales proporcionando experiencia práctica para realizar proyectos asignados. Incluye la operación del sistema con disco, procesamiento de palabras, planilla electrónica, manejo de base de datos y pautas para la selección del hardware y software. Tres horas semanales.

GS 1400 Programación en BASIC para Aplicación Empresarial
No. de créditos: 3

Requisitos previos : CGS 1000, COP 1340. Este curso está dirigido a estudiantes interesados en el aprendizaje de la programación en lenguaje BASIC, con énfasis en las aplicaciones empresariales. Los estudiantes aprenderán técnicas de procesamiento de archivos en forma práctica con la computadora. Cuota para laboratorio U\$S 5.00. Clase teórica : 2 1/2 horas, laboratorio : 1 1/2 horas semanales.

CGS 1510 Planilla Electrónica I
No. de créditos: 1

Este curso permite adquirir experiencia práctica en el uso de la planilla electrónica como una herramienta para la planificación financiera empresarial. Los estudiantes aprenderán a utilizar las diversas funciones y comandos de la planilla electrónica en aplicaciones tales como previsión de ventas, estado de cuentas, análisis de flujo de fondos, cálculo de stock, análisis de gastos, control de presupuesto, planificación, etc. El curso se puede repetir dos veces hasta alcanzar tres créditos sólo en aquellas secciones que ofrezcan diferentes software. Dieciséis horas de instrucción teórico práctica por semestre.

CGS 1511 Planilla Electrónica II
No. de créditos: 1

Requisitos previos : CGS 1510. El estudiante adquirirá experiencia en el diseño e implementación de planillas simples y planillas múltiples interrelacionadas y aplicará sus funciones en el área de bienes raíces, inversiones, etc. El curso podrá repetirse dos veces hasta alcanzar tres créditos sólo en aquellas secciones que ofrezcan diferentes software. Dieciséis horas de instrucción teórico práctica por semestre.

CGS 1520 Gráficos Empresariales en la Microcomputadora
No. de créditos: 1

El curso está destinado a la enseñanza del uso de software de microcomputación para graficar datos empresariales para su análisis o presentación. Se incluye un estudio de los elementos a tener en cuenta para la compra de software y hardware de gráficos. Los estudiantes prepararán gráficos para pantalla, impresora y plotter. Dieciséis horas de instrucción teórico práctica por semestre.

CGS 1540 Manejo de Base de Datos I
No. de créditos: 1

Introducción a las bases de datos y su uso. Utilizando un software empresarial apropiado, el estudiante aprenderá a planificar, crear, utilizar y modificar bases de datos, como así también generar informes mediante archivos de base de datos. Se enfatizará el uso de bases de datos de microcomputación en aplicaciones empresariales corrientes. El curso se podrá repetir dos veces hasta alcanzar tres créditos sólo en aquellas secciones que ofrezcan diferentes softwares. Dieciséis horas de instrucción teórico práctica por semestre.

CGS 1560 Sistemas Operativos en Microcomputadoras
No. de créditos: 1

Estudio detallado del sistema operativo principal en las computadoras personales. El estudiante aprenderá a utilizar el sistema para introducir programas, crear y manipular archivos, realizar funciones como borrar o renombrar archivos, formatear discos, y efectuar copias "back-up". Entre los principales temas se incluyen : historia de cada sistema operativo, estructura de los sistemas de archivo, tipos de archivos disponibles, funciones y procedimientos de los utilitarios y comandos. Se presentarán diversos sistemas operativos en las distintas etapas del curso, incluyendo PC-DOS, CP/M, USCD P-System y UNIX. El curso podrá repetirse dos veces hasta alcanzar tres créditos sólo en aquellas secciones que ofrezcan diferentes software. Dieciséis horas de instrucción teórico práctica por semestre.

CGS 1570 Software Integrado en Microcomputación
No. de créditos: 2

El objetivo de este curso es otorgar al estudiante un entrenamiento práctico en el uso de los paquetes de software integrados, en su aplicación empresarial y profesional. En las distintas etapas del curso se utilizarán diversos software, entrenando al estudiante para el uso de algunas combinaciones de planillas electrónicas, manejo de base de datos, procesamiento de palabras y generación de informes. Cada tema a tratar dependerá del software utilizado. Treinta y dos horas de instrucción teórico práctica por semestre. (El curso podrá repetirse una vez hasta alcanzar cuatro créditos sólo en aquellas secciones que ofrezcan diferentes software).

**Report for Overseas Division
Issued February 5, 1990
Early Termination Experiences
of CASP/CASS Students
September 1, 1985-January 30, 1990**

Computer-generated data reviewed and substantiated by college staff indicates that there are six primary categories of early termination cases (ETs) experienced by CASP/CASS student scholars between September 1, 1985 and January 30, 1990.

- Of 1119 CASP scholarships awarded from September 1, 1985-January 30, 1990 (a period of 5 years, 4 months covering six cycles of students) 40 students, or 3.7 percent, were ETs.
- Of 563 CASS scholarships awarded since the program's inception September 1, 1989-January 30, 1990 (a period of 5 months and 1 cycle) 8 students, or 1.5 percent, were ETs.
- Of the 1119 CASP scholarships covered in this report, 201 were 4- to 6-month short-term scholarships in which no ETs were experienced.

Recommendations

1. During in-country orientation and on-campus orientation, strengthen and broaden the review of information about laws, school and program rules.
2. Address during in-country orientations scenarios designed to encourage students to maintain an attitude of commitment to the two-year experience in the U.S. and help them anticipate and counter motivation to "pull out."
3. Use the information in this report, and periodic follow-up reports, throughout the selection process for early identification and reversal of potential problems.

Attachments

Early Termination Categories
Table 1--Early Terminations by Category

(continued)

Table 2--Early Terminations by Country (CASP)
Table 3--Early Terminations by Country (CASS)
Table 4--Early Terminations by Cycle (CASP)
Table 5--Early Terminations by Cycle (CASS)
Table 6--Early Terminations and Length of Stay in US (CASP)
Table 7--Early Terminations and Length of Stay in US (CASS)
List of Early Termination Students (CASP)
List of Early Termination Students (CASS)

Early Termination Categories

Inappropriate Behavior--When students are sent home for behavior inconsistent with program goals, it is always only after they have gone through a grievance/hearing process. Students have been sent home for rape, violence, refusal to attend classes, drunkenness, driving, carrying weapons, and other issues. Potential legal problems which jeopardize the integrity of the host college, CASP/CASS Georgetown, and/or the student's visa status have led to early termination.

By Request of Student--Most students request early termination because of real or perceived family or job-related situations at home. Before a student can withdraw from the host college, he/she receives counseling by the host college and Georgetown staff. Every attempt is made to contact the student's family and country coordinator to help the student work through emotional issues.

Runaway from Program--Students classified as runaways leave the program clandestinely/without requesting termination. Most are known to have stayed in the U.S. with family or have married nationals in the U.S.

Pregnancy--To comply with insurance restrictions, students found to be pregnant are subject to immediate termination. In the interest of equity, if the father of the child is also a program participant, he is also sent home.

Other Health-related Problems--When students are diagnosed as having an illness, such as a heart condition, which inhibits them from fully and safely participating in the program, they are generally returned to their home country to continue medical treatment begun in the U.S.

Marriage--Married students are prohibited from participating in the program. Some students have chosen to marry in the U.S. or have lied about previous marriage commitments; both are grounds for termination.

Table 1
Early Terminations by Category

The most frequent reason for early termination is inappropriate behavior, meaning that students do not comply with the program's and school's expectations socially or with established rules and civil law. The second most frequent reason for early termination is by request of the student.

<u>Category</u>	<u>CASP</u>	<u>CASS</u>
Inappropriate Behavior	11	1
By Request of Student	9	4
Runaway from Program	8	1
Pregnancy	6	1
Other Health-related Problems	3	1
Marriage	3	0
Total	40	8

Table 2
Early Terminations by Country (CASP)

Against an overall average of 3.7 percent, Honduras has the highest percentage of ETs at 7.3 percent, followed by Panama at 4 percent and Belize at 3.8 percent.

<u>Country</u>	<u>No. of ETs</u>	<u>Total Scholarships</u>	<u>ET% of Total</u>
Belize	8	211	3.8
Costa Rica	3	184	1.6
El Salvador	6	187	3.2
Guatemala	4	182	2.2
Honduras	14	193	7.3
Panama	5	122	4.0
Total	40	1079	3.7 avg.

Table 3
Early Terminations by Country (CASS)

No definitive trend is evident from this limited, 5-month period of CASS operations.

<u>Country</u>	<u>No. of ETs</u>	<u>Total Scholarships</u>	<u>ET% of Total</u>
Antigua/Barbuda	-	15	-
Belize	2	34	5.7
Costa Rica	-	67	-
Dominica	-	8	-
Dominican Republic	1	81	1.2
El Salvador	-	70	-
Grenada	-	11	-
Guatemala	2	97	2.0
Haiti	-	27	-
Honduras	2	79	-
Jamaica	1	45	2.5
Panama*	-	45	2.0
St. Kitts*	-	-	-
St. Lucia	-	-	-
St. Vincent	-	7	-
		14	-
Total	8	555	.6 avg.

*Did not participate in CASS start-up

Table 4
 Early Terminations by Cycle (CASP)
 September 1, 1985-January 30, 1990

The highest number of early terminations occurred in Cycle E with 17 cases. Of these, several involved one incident--UWC-Richland/Escuela Superior de Profesorado group. Cycle E also accounted for approximately 330 students, almost double Cycle C and D; therefore, the number of early terminations corresponds to increased student numbers.

Cycle	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>St. John's</u>
Belize	2	-	-	-	3	1	2
Costa Rica	-	-	-	1	1	1	-
El Salvador	1	-	3	1	1	-	-
Guatemala	-	-	2	-	-	2	-
Honduras	-	-	1	2	9	2	-
Panama	1	-	1	-	3	-	-
Total	<u>4</u>	<u>0</u>	<u>7</u>	<u>4</u>	<u>17</u>	<u>6</u>	<u>2</u>

Table 5
 Early Terminations by Cycle (CASS)
 September 1, 1989-January 30, 1990

Against the CASP average of 6.3* ETs per cycle, CASS's 8 ETs, or average of 4 per cycle, in the program's fifth month may be an early warning.

Cycle	<u>F1</u>	<u>F2</u>
Belize	1	1
Dominican Republic	1	-
Guatemala	2	-
Honduras	2	-
Jamaica	1	
Total	<u>7</u>	<u>1</u>

* This average, drawn from Table 4, excludes St. John's.

Table 7
Early Terminations & Length of U.S. Stay (CASS)

Similar to the CASP experience, four of the cases indicated below occurred during the first three months and four during the last two months, which again suggests that the early months of the program may be a "peak" period for ETs.

<u>Termination Category</u>	<u>(Months) .0-5.9</u>
By Request of Student	4
Inappropriate Behavior	1
Runaway from Program	1
Pregnancy	1
Other Health-related Problem	1
Marriage	-
Total	<u>8</u>

List of Early Termination Students (CASP)
September 1, 1985-January 30, 1990

BELIZE

<u>NAME & SCHOOL</u>	<u>PROGRAM DURATION</u>	<u>EXIT DATE</u>	<u>CYCLE</u>	<u>REASON</u>
MYERS, John Cecil El Paso C. C.	1.9	10-25-85	A	Runaway from Program
LOVELL, Glenda John Carroll Univ.	0.6	9-12-86	1*	By Student Request
OCHAETA, Miriam A. Kirkwood C. C.	17.1	2-6-87	A	Marriage
ROBINSON, Evrard Wheeling College	8.6	5-16-88	2*	By Student Request
AVILA, Emiliana College of Santa Fe	1.6	10-12-88	E	Pregnancy
COCOM, Gilberto Tri-County Area Voc.	6.5	3-8-89	E	Runaway from Program
LINARES, Marcia College of Santa Fe	8.1	4-27-89	E	Other Health-Related Problems
GLENN, David Berkshire C. C.	16.6	1-10-90	E	Inappropriate Behavior

* St. John's student

COSTA RICA

ORTIZ, Liliam Modesto Jr. College	16.0	5-12-88	D	Pregnancy
PEREZ, Sergio College of Santa Fe	3.3	9-2-88	E	By Student Request
TORRES, Marjorie UWC-Richland Center	4.8	1-22-90	F	By Student Request

EL SALVADOR

<u>NAME & SCHOOL</u>	<u>PROGRAM DURATION</u>	<u>EXIT DATE</u>	<u>CYCLE</u>	<u>REASON</u>
HERNANDEZ, Luis Coffeyville C. C.	3.8	12-18-86	C	Other Health-Rela Problems
OSORTO, Jose Maximo El Paso C. C.	23.7	8-24-87	A	Runaway from Progra
PONCE, Raul Berkshire C. C.	16.5	1-10-88	C	Inappropriate Beha
RIVAS, Rodrigo Modesto Jr. College	13.0	2-11-88	D	Inappropriate Beha
DOMINGUEZ, Catalina Berkshire C. C.	20.4	5-8-88	C	By Student Request
RODRIGUEZ, Ruth Waukesha County Tech	14.1	10-27-89	E	Pregnancy

GUATEMALA

RECINOS, Manuel College of Santa Fe	16.8	1-15-88	C	Runaway from Progra
MENDIZABAL, Oscar Bunker Hill C. C.	23.4	8-6-88	C	Runaway from Progra
ZACARIAS, Olga UWC-Marinette	0.5	9-7-89	F	Pregnancy
MOLINA, Walter UWC-Marinette	2.5	11-6-89	F	By Student Request

HONDURAS

<u>NAME & School</u>	<u>PROGRAM DURATION</u>	<u>EXIT DATE</u>	<u>CYCLE</u>	<u>REASON</u>
DOLMO, Rigoberto Berkshire C. C.	2.8	4-8-87	D	Inappropriate Behavior
AGUILAR, Pedro Berkshire C. C.	16.0	5-14-88	D	By Student Request
GARCIA, Marianela College of Santa Fe	23.7	8-12-88	C	Runaway from Program
DIAZ, Benjamin UWC-Richland Center	14.5	4-2-89	E	Inappropriate Behavior
ENAMORADO, Leyla UWC-Richland Center	14.5	4-2-89	E	Inappropriate Behavior
ESPINAL, Jorge Kirkwood C. C.	14.3	8-1-89	E	Inappropriate Behavior
CRUZ, Juan Modesto Jr. College	4.2	12-23-89	F	Inappropriate Behavior
FUENTES, Miriam Tri-County Area Voc.	18.7	12-15-89	E	Marriage
GODOY, Noe UWC-Richland Center	14.5	4-2-89	E	Inappropriate Behavior
LOPEZ, Ana St. Petersburg Jr.	4.5	12-29-89	F	By Student Request
NUNEZ, Rosa UWC-Richland Center	10.5	12-2-88	E	Other Health Related Problems
ROSALES, Osman Scott C. C.	3.4	12-5-88	E	Runaway from Program
TORRES, Pedro Kings River C. C.	14.3	8-3-89	E	By Student Request
VIGIL, Pedro UWC-Richland Center	14.5	4-2-89	E	Inappropriate Behavior

PANAMA

<u>NAME & SCHOOL</u>	<u>PROGRAM DURATION</u>	<u>EXIT DATE</u>	<u>CYCLE</u>	<u>REASON</u>
SERRUT, Tomas Kirkwood C. C.	17.1	2-6-87	A	Marriage
GARCIA, Alberto College of Santa Fe	23.5	8-6-88	C	Runaway from Progr
GONZALEZ, Oiden North Central Tech.	11.0	7-26-89	E	Pregnancy
SANTAMARIA, Rigoberto St. Petersburg Jr.	13.9	10-22-89	E	Inappropriate behav
JAEN, Severiano Waukesha County Tech	18.8	12-19-89	E	Pregnancy

List of Early Termination Students (CASS)
September 1, 1985-January 30, 1990

BELIZE

<u>NAME & SCHOOL</u>	<u>PROGRAM DURATION</u>	<u>EXIT DATE</u>	<u>CYCLE</u>	<u>REASON</u>
LEIVA, Manuel Central Florida C.C.	1.7	10-6-89	F	By Student Request
RAMOS, Merlene Univ. of S. Carolina	0.4	1-19-90	G F	Pregnancy

DOMINICAN REPUBLIC

EVANGELISTA, Nuris Broome C. C.	3.9	12-19-89	F	Runaway from Program
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GUATEMALA

SANCHEZ, Maria Univ. of Maine-Orono	1.2	10-6-89	F	By Student Request
SANTA CRUZ, Vinicio Univ. College Bangor	3.7	12-19-89	F	By Student Request

HONDURAS

MENDOZA, Melvyn Bartlesville-Wesley.	0.4	8-19-89	F	By Student Request
ESPINOZA, Fredys Mt. Hood C. C.	4.6	1-14-90	F	Other Health-Related Problems

JAMAICA

CLARKE, Andrew Univ of S. Maine	3.7	12-20-89	F	Inappropriate Behavior
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Guatemala Milestone--Computer Services
26 Feb-9 Mar 1990

The primary purpose of my voyage to the CASP/CASS Central America Office in Guatemala was to improve the exchange of vital data between that office and Georgetown. With the untiring participation of Julio Morales, my skillful and tolerant data processing counterpart in Guatemala, this special international team overcame language difficulties and computer aberrations to provide enhanced prospects for quality information exchange.

A top priority was to plan for the routine periodic updates of alumni personal data. We renovated the current alumni database by giving existing fields more appropriate names and adding additional fields to close information gaps detected in previous reports. Alumni who had departed their colleges in August 1989 and February 1990 were added to this database. Julio and I then constructed an alumni information collection form, which will be distributed to each country's alumni association to gather updated alumni data. A disk containing this new material will be sent by Julio to our Georgetown office at the end of each calendar year quarter, that is, March 31, June 30, September 30 and December 31. Our first delivery can be expected June 30.

The remainder of my time with Julio was spent in the mutual pursuit of software awareness and actualization. Julio was formally introduced to Ventura 2.0, FoxBase, FoxPro, Certificate Maker, RightWriter, Grammatik IV, Formtool and Bitstream Fontware. A Ventura videotape tutor was briefly reviewed and several chapters, style sheets and performance options provided

by Susan Kieffer Migliore were studied to gain further insights into that parvenu electronic cult religion commonly referred to as "DESKTOP PUBLISHING." We also examined several utility programs with which I was unfamiliar; these may prove useful to our staff. The mouse, an electronic device that aids those who wish to bypass keyboard calisthenics, can be accentuated if the software is wielded with dexterity. As attendants to computer eccentricity but also honored custodians of its secrets, we actually delighted in taxing duties that most sane beings would find annoying if not downright tortuous.

I thoroughly enjoyed working with the efficient, dedicated personnel in our Guatemala office and hope that the value of this association will clearly demonstrate the need to repeat this interaction on a regular (annual) basis.

APPENDIX III

Overseas Operations

B. Regional Activities

	Page
Central American Regional Office Reports	A-392
Caribbean Regional Office Reports	A-398

Monthly Report
Regional Office, December 1989 -

- o Complete revision of regional accounting.
- o Computers installed and creation of a computerized database of the Program.
- o Organization of materials re: Nov Meeting.
- o Revision and correction of regional info.
- o Elaboration of the technical report of the Atitlan conference.
- o Distribution of the field of study questionnaire to the Region.
- o Distribution of the consequences of war questionnaire to office in San Salvador.
- o Joint participation with the Guatemalan alumni association for planning Jan. and Feb. events
- o Revision and distribution of annual work plans for regional coordinators
- o Quarterly Report for Sept. to Nov. 1989.

MEMORANDUM

TO: OVERSEAS DIRECTOR
FROM: REGIONAL DIRECTOR *Roche*
SUBJECT: ACTIVITY REPORT/DECEMBER
REGIONAL OFFICE
DATE: 16-1-90

Las actividades realizadas por esta Oficina durante el mes de diciembre fueron:

- recepción, revisión, grabación e impresión de la contabilidad regional
- configuración de computadoras arrendadas e instalación de programas
- inicio de la creación de archivos computarizados sobre la información existente en files
- organización de documentación sobre seminario de noviembre
- revisión y corrección de presupuestos de la región
- elaboración del reporte técnico de seminario de Atitlán
- participación en Asamblea General de Ex-becarios de Guatemala
- diseño y envío de "encuesta sobre expectativas de ex-becarios" de C.A.
- diseño y envío de "encuesta sobre condiciones de ex-becarios afectados en condiciones de vivienda por guerra del Salvador"
- participación con la Asociación Guatemalteca de Ex-becarios en la elaboración del plan de trabajo de enero y febrero
- revisión y envío de planes de trabajo anuales a coordinadores nacionales
- elaboración del informe trimestral de actividades, del periodo septiembre-noviembre 89 de la oficina Regional

MONTHLY ACTIVITIES REPORT
CENTRAL AMERICAN REGIONAL OFFICE

February 1990

- o Processed Cycle "G" candidates for Central America and the Dominican Republic
- o Diffused information about the Program for the Deaf and the coordination of its interview process
- o Coordinated the Parents Seminar for the Cycle "E" students that will return this year
- o Alumni meeting
- o Planned programs for the seminars for the returning students
- o Taller seminar held at Georgetown University, Washington, D.C. for 96 students that will be returning to their countries this year
- o Held a meeting with alumni and parents of returning students
- o Prepared a report about the process of hiring a National Coordinator for Guatemala and later interviewed candidates for the Coordinator position
- o Update on alumni situation in El Salvador
- o Donna M. Frezier coordinated aspects of the alumni search
- o General office administration: monetary transfers to countries, prepare and submit monthly activities and expense reports, processing data, administering the office, etc.

*OK
K. G. C. U. L.*

REPORTE MENSUAL DE ACTIVIDADES
OFICINA REGIONAL DE CENTRO AMERICA

FEBRERO DE 1990

Las actividades desarrolladas por esta Dirección durante el mes de febrero son:

ACCIONES	UNIDAD EJECUTORA
1. Coordinación, ejecución y elaboración del informe sobre proceso de contratación de Coordinador Nacional para Guatemala.	Departamento Técnico-Educativo. Unidad de Orientación Dir. Regional.
2. Coordinación de la calendarización y realización del proceso de entrevistas a becarios del ciclo "G" en la región Centroamericana y República Dominicana.	Departamento Técnico-Educativo. Dirección Regional.
3. Difusión de la información del Programa de Sordos en la región y Coordinación del proceso de entrevistas.	Departamento Técnico-Educativo. Dirección Regional.
4. Participación en el Seminario a Padres de becarios del ciclo "E", que retornan en este año, organizado por AGECASP.	Departamento Técnico-Educativo. Dirección Regional.
5. Atención a Asociaciones de Ex-becarios en asuntos contables, y técnicos.	Departamento Técnico-Educativo y Departamento Financiero.
6. Atención a las Coordinaciones Nacionales en la programación de seminarios de reingreso y retorno de estudiantes.	Departamento Técnico-Educativo. Dirección Regional.
7. Procesamiento de Datos sobre las Prioridades Educativas en campos de Estudios.	Unidad de Cómputo.
8. Administración de la Oficina.	Dirección Regional.
9. Realización de cotizaciones sobre bienes de Oficina Regional y Agencias de Viajes.	Departamento Técnico-Educativo.

- | | |
|--|---|
| 10. Elaboración y envío del reporte de Actividades del mes de Febrero. | Unidad de Cómputo. |
| 11. Seminario Taller en G.U. Washington a 96 becados que regresan en febrero a sus respectivos países. | Unidad de Orientación. |
| 12. Trabajo de seguimiento con la Asociación de Exbecarios en su seminario con los padres de jóvenes arribando al país en febrero. | Unidad de Orientación. |
| 13. Entrevista a candidatos para Coordinador efectuada en la ciudad capital en la Sede de la Regional. | Unidad de Orientación.
Dirección Regional. |
| 14. Elaboración de Contabilidad de Oficina Regional. | Departamento Financiero |
| 15. Revisión de las contabilidades de la contabilidades de la Región. | Departamento Financiero |
| 16. Grabación de la contabilidad de la Oficina Regional y área Centroamericana y República Dominicana. | Unidad de Cómputo. |
| 17. Grabación e Impresión de los Planes Anuales de Actividades de Centroamerica y República Dominicana. | Unidad de Cómputo. |
| 18. Grabación e Impresión de la situación de los exbecarios en El Salvador por la guerra civil. | Unidad de Cómputo. |
| 19. Grabación de Presupuesto e Impresión de la Oficina Regional. | Unidad de Cómputo. |
| 20. Grabación e Impresión de cartas de Agradecimiento a concursantes a la plaza de Coordinador Nacional, así como ponderación final. | Dirección Regional.
Unidad de Cómputo. |
| 21. Grabación e Impresión de formularios de control de la Oficina Regional. | Unidad de Cómputo. |
| 22. Transferencias monetarias a diferentes países. | Departamento Financiero |
| 23. Envío de Correspondencia a los distintos países del área. | Secretaría. |

- | | |
|--|-----------------------------------|
| 24. Atención a Donna M. Frezier en lo referente a reservaciones, y orientación en la realización de la búsqueda de exbecarios. | Secretaría. |
| 25. Recepción y envío de documentos a G.U. (fax, DHL, etc.). | Secretaría. |
| 26. Grabación e Impresión del Plan Anual de la Oficina Regional. | Unidad de Cómputo.
Secretaría. |
| 27. Atención a Robin E. Rice, en reservaciones y orientación en su movilización. | Secretaría. |

ACTIVITY REPORT - December 5th - January 25th, 1990

The month of December was focused primarily on finding an office. This process took some time because of the high price for housing. The location was an important factor and had to be accessible to major public transportation for the students convenience. On December 23rd, a well located house was found on Delmas 56 and both Patrick and I agreed to lease it. Simultaneously, applications for two additional telephone lines were made with Telecommunications d'Haiti. Both lines were granted and are now installed. They will have access to the international line by mid February. I can say that mainly three employees of Telecommunications enthusiastic about the Cass program in Haiti helped expediting the installation of our new lines. I am relieved that it's all done considering new demand usually takes a minimum of 6 months to a year depending on ones contact before Teleco can begin installation. A used desk, a chair and wooden table were bought to furnish my office. As I told you during our telephone conversation, the water supply at the office is not drinkable and we appreciate your granting us authorization for renting a water cooler. A contract has been signed with the servicing company on January 25th, 1990.

Time was also spent reading over the training manual received in Guatemala and other materials on some caribbean countries participating in the CASS program. Christmas cards were sent to all CASP/CASS country coordinators. On January 12th, Nicole Jean-Marie of USAID visited our office where a meeting was held. The CASP/CASS philosophy and recruitment procedures were discussed. Other members present were Richard Etienne of CDRH, Patrick Chemaly, Ann Frederick and I. On January 26th, I went to the US Embassy auction sale in the hope to buy furniture for the office. Unfortunately the bids went up too high nothing was bought.

During the months of January I spoke with the following coordinators:

Belize-Agnes - She said that recruitment went well, but noticed some lack of interest from future candidates in the fields of study presently being offered. Was anxious to know how many scholarships for G Cycle that will be allocated to her country.

Antigua-Helen - Could not participate in Orientation for January '90 departure because of illness. Winnifred of St. Vincent was the one who officiated. She requested an extension on the January 15th deadline for returning fields of study survey. Delay was granted by Elisabeth and telegram was sent to her advising her so.

St. Vincent-Winnifred - Traveled to St. Lucia, Dominica and Antigua during the month of December. Her January students left with no problem. She shared the same concern as Antigua re fields of study survey. A telegram was also sent to her.

During the past two weeks I helped the CASS Haiti office with receiving pre-selection forms and answering the various questions of some applicants.

Please note the two new telephone numbers: 509-1-65040 my direct line and 509-1-65098 for the fax line. Messages can be left on the 509-1-61617 with the office secretary if I am not out.

CARIBBEAN OFFICE REPORT

February - March 1990

- o Carried out a Seminar for the new Caribbean Coordinators in Washington, D.C.
- o Hosted a Haiti lunch for all CASP/CASS Staff
- o Prepared all Caribbean Coordinators for the interview process and for completing the interview paperwork
- o Processed Expense Reports and Monthly Activity Reports for February and March
- o Determined dates for interviews in each country and the Georgetown CASP/CASS Representatives who will participate in the interview process
- o Sent all Caribbean Coordinators Action Bulletin to inform them of administrative and personnel procedures
- o Met with the Caribbean AID Manager for Education and Human Resources to introduce the new Caribbean Coordinators and to discuss their upcoming Caribbean trip
- o Informed all in country AID staff of Caribbean Coordinators trip and the interview process with the respective dates in each country
- o Distributed Draft Interview Handbook with instructions on how to train an interview committee
- o Caribbean Coordinators traveled to all participating countries to carry out interview process
- o Requested and received updated Advisory Board lists
- o Rectified a problem situation in Haiti regarding finance
- o Distributed Questionnaire to evaluate interview process to all Coordinators with instructions and deadlines
- o Distributed Field of Study Questionnaire for Cycle "H" with instructions to all Coordinators
- o Participated in preparing the draft version of the Caribbean Gazette
- o Provided support to Caribbean Coordinators in administrative matters and in implementing program activities
- o Managed Caribbean Office and attended management meetings

APPENDIX III

Overseas Operations

C. Home Country Reports

	Page
Antigua and Barbuda	A-402
Belize	A-410
Dominican Republic	A-419
Grenada	A-421
Guatemala	A-426
Haiti	A-429
Honduras	A-436
Jamaica	A-439
Panama	A-445
El Salvador	A-447
St. Kitts/Nevis	A-451
St. Vincent and the Grenadines	A-456

IN-COUNTRY
MONTHLY ACTIVITY
CASP/CASS Regional Office Operations

Country Antigua + Barbuda
Coordinator H. Helen Dublin
Period Covered by Report December 1989
Date Submitted 27/12/89

Please check the tasks/projects reviewed and evaluated in this report:

I Ongoing Program Activities II Recruitment & Selection III Administrative

- 1. Advisory Boards ✓
- 2. Alumni Associations
- 3. Marketing
- 4. Networking ✓
- 5. Communications/Pub. Info.
- 6. Reentry Activities
- 7. Follow-up Activities
- 8. Follow-on Activities
- 9. Other _____
- _____
- _____

- 1. Preselection I
- 2. Preselection II
- 3. Interviewing
- 4. Predeparture O.I
- 5. Other: W Pre-departure
Refresh Orientation
- 6. Survey _____

- 1. Personnel
- 2. Finance/Budg
- 3. Work Plans
- 4. Other: _____
- _____
- _____

Using supplemental sheets, per attached, provide a narrative discussion of each task/project addressed during this report period. Please be responsive to these questions as appropriate:

- What was the task or activity?
- Did work on the task or activity progress as anticipated?
- What problems did you encounter?
- Did your accomplishments match your expectations?
- What was planned to do that could not be done and why?
- What actions were most effective in carrying out this task/activity? Least effective? What needs to be done differently in the future?
- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page ---
In-Country Monthly Activity

Country: Antigua & Barbuda
Coordinator: H. Helen Dublin
Report Period: December 1989

Part A

Reconciliation of Tasks with Comprehensive Work Plan

Task No.	Objectives	Goals	Goals Attained
1.1	To identify individuals willing to serve on an advisory committee.	To approach about 8 persons.	5 persons contacted and co-opted.
1.3.	To recruit candidates for Cycle G.	To contact all secondary schools, churches, organizations and corporations.	Most schools and a few churches and organizations reached.
2.5/1	To enable participants to experience a pre-departure Refresher orientation.	To bring participants and animators together for a seminar.	All parties concerned met.
2.5/2	To contact persons in various walks of life to answer questionnaire.	To meet deadline Jan 15 th .	Questionnaires partially completed.

Part B

Narrative Summary of Tasks Performed

An advisory committee is being formed. Five individuals have responded positively so far.

A pre-departure refresher orientation was held by Mrs Winifred King at the Heritage Quay Hotel on Saturday, 16 December 1989 at 1:30 p.m., for the four participants leaving in January 1990. The timing was bad. Participants had to complete their medicals on the same day, and the country co-ordinator, though all other plans were followed through was unable to attend the session owing to illness.

IN-COUNTRY
MONTHLY ACTIVITY
CASP/CASS Regional Office Operations

Country Antigua + Barbuda
Coordinator H. Helen Dublin
Period Covered by Report January 1990
Date Submitted 26/1/90

Please check the tasks/projects reviewed and evaluated in this report:

- | <u>I</u> Ongoing Program Activities | <u>II</u> Recruitment & Selection | <u>III</u> Administrative |
|-------------------------------------|-----------------------------------|---------------------------|
| 1. Advisory Boards ✓ | 1. Preselection IV ✓ | 1. Personnel |
| 2. Alumni Associations | 2. Preselection II ✓ | 2. Finance/Budg |
| 3. Marketing | 3. Interviewing | 3. Work Plans ✓ |
| 4. Networking ✓ | 4. Predeparture O.I | 4. Other: _____ |
| 5. Communications/Pub. Info ✓ | 5. Other: _____ | _____ |
| 6. Reentry Activities | _____ | _____ |
| 7. Follow-up Activities | _____ | _____ |
| 8. Follow-on Activities | | |
| 9. Other _____ | | |
| _____ | | |
| _____ | | |

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- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page 2
In-Country Monthly Activity

Country: Antigua & Barbuda
Coordinator: H. Helen Dublin
Report Period: January 1990

Part A
Reconciliation of Tasks with Comprehensive Work Plan

Task No	Objectives	Goals	Goals Attained
1.1	To establish an Advisory Board	To get the commitment of persons willing to serve.	5 persons pledged to serve.
1.4	To distribute and collect pre-selection forms and Survey questionnaires.	To contact all areas of the country including Barbuda	Contact was generally made. Fifty-five pre-selection forms have been returned so far. Survey concluded.
11.1	To involve the Ministry of Education in the recruitment process.	To meet with the Minister. To identify a contact person in the Ministry of Education.	Meeting with the minister 15/1/90. Contact person identified.
1.5	To inform the general public about the CASP/CASS Peace Scholarship Program.	To have a newscast on the subject.	Newscast on 22/1/90
3.3	To use results of Survey as a base for awarding scholarships	To reconcile student demands to general public response	work plan drawn up

Part B

Narrative Summary of Tasks Performed

- 1.1. Two meetings were held with the Advisory Committee to discuss (a) their role (b) Activities for 1990 and the Time Frame (c) The Survey (4) Pre-Selection Phase II.
- 1.4 Contact was generally made throughout the state to promote the program. Persons involved in recruiting were enthusiastic and helpful. The response to the program is promising so far.
- 11.1 The coordinator met with the Minister of Education,

the Hon. Reuben Harris, to discuss CASP/CASS developments in Antigua + Barbuda to date. He thought that the program would be beneficial to the State.

The new regulation regarding leave of absence was also discussed as the coordinator had experienced some difficulty in obtaining leave in November 1989 to attend the Guatemala meeting. The Minister said that such a case should have been referred to him and that steps would be taken to avoid similar occurrences in future.

The Minister asked to be kept posted on any new development experienced by the local CASP/CASS organization.

Mrs Eusalyn Lewis, the Senior Education Officer, is our contact person in the Ministry of Education.

- 1.5 In order to create greater public awareness, a newscast on CASP/CASS in Antigua + Barbuda was aired on Radio-T.V. by one of the presenters, who incidentally is a CASP/CASS Cycle G Scholarship applicant himself. Feedback to the newscast was highly favorable.
- 3.3 A tentative work plan has been drawn up based on importance of field of study by the general public and on applicant demand.

N. Helen Duthie
Antigua + Barbuda

IN-COUNTRY
 MONTHLY ACTIVITY
 CASP/CASS Regional Office Operations

Country Antigua + Barbuda

Coordinator H. Helen Dublin

Period Covered by Report February 1990

Date Submitted 27/2/90

Please check the tasks/projects reviewed and evaluated in this report:

I Ongoing Program Activities II Recruitment & Selection III Administrative

- 1. Advisory Boards
- 2. Alumni Associations
- 3. Marketing
- 4. Networking
- 5. Communications/Pub. Info.
- 6. Reentry Activities
- 7. Follow-up Activities
- 8. Follow-on Activities
- 9. Other

- 1. Preselection I
- 2. Preselection II
- 3. Interviewing
- 4. Predeparture O.I
- 5. Other: _____
- _____
- _____

- 1. Personnel
- 2. Finance/Budg
- 3. Work Plans
- 4. Other: _____
- _____
- _____

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- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page 2
In-Country Monthly Activity

Country: Antigua + Barbuda
Coordinator: H. Kelvin Duthie
Report Period: February 1990

Part A

Reconciliation of Tasks with Comprehensive Work Plan

Task No.	Objectives	Goals	Goals Attained
1.4	To maintain working links with recruiters	To send thank-you letters to those involved in the recruitment process.	Letters were sent to 20 persons in Antigua + Barbuda.
11.1	To review and evaluate application forms for Cycle G.	To set up meetings with the advisory committee to achieve objectives.	3 meetings were held. Decisions taken.
11.2	To set up machinery for the interview process.	1) To distribute long forms and to determine date, venue, interviewees. 2) To identify persons to form an interview committee. 3) To notify candidates + local experts on interview particulars.	Forms distributed throughout Antigua and Barbuda. Candidates selected & notified. Interview teams set up.
11.3	To scale down previous work plan to accommodate 8 Scholarships rather than 14.	To establish priority areas	5 areas identified.

Part B

Narrative Summary of Tasks Performed

- 1.4. 84 CASP/CASS peace scholarship applications were received by January 31st 1990.
- 11.1 Advisory committee meetings were held on 1/2/90 and on 5/2/90 to make final decisions on applicant pre-selection. As recruitment was based on the 15 scholarship awards decided on at the Guatemala meeting, some difficulty was experienced in having to eliminate so many deserving candidates. It would help if the number of scholarships available was disclosed well before the deadline date.
On 15/2/90, pre-selected candidates met with the Advisory board and received long forms.

11.2. A roster was drawn up for participation in the interview process. According to the response received so far, each interview team in Antigua will consist of one or two members of the Advisory Committee, a G.U. representative, a local expert in the field and the country coordinator.

In Barbuda, the G.U. rep., a member of the advisory committee and the country coordinator.

Local experts, interviewees and others have been notified of interview proceedings.

111.3. In view of the decrease in the number of scholarships, a previous work plan had to be scaled down. The following work plan will be adopted.

Field of Study	Distribution of Scholarships	Total No for B Selection 2
1. Computer Science	3	6
2. Electronics/Computer Repair	2	4
3. Food Technology	1	2
4. Machine Tool	1	2
5. Hotel Management	1	2

CASP/CASS
 GEORGETOWN UNIVERSITY

MONTHLY ACTIVITY REPORT

COUNTRY: BELIZE

COORDINATOR: AGNES FLOWERS

MONTH: DECEMBER, 1989

PHASES & PERIODS	GOALS SET	OBJECTIVES SET	GOALS ATTAINED
PRE-SELECTION I	; TO COLLECT FORMS AND MAKE UP ; A COMMITTEE TO SELECT CANDIDAT ; WHO MEET THE CRITERIA.	; TO UTILIZE THE SKILLS OF EX- ; PERIENCED MEMBERS OF THE PUBLIC ; IN THE 1ST PRE-SELECTION	; EACH DISTRICT AS WELL AS NINETY- ; EIGHT PERCENT OF ALL HIGH SCHOOLS ; SENT IN FORMS.
	; TO DISTRIBUTE SURVEY FORMS TO ; A WIDE CROSS-SECTION OF PRIVAT ; AND PUBLIC OFFICIALS ON THE ; NEEDS OF THE COUNTRY.	; TO GATHER THE NECESSARY INFO WHICH ; WILL BE HELPFUL IN EMPLOYMENT ; OPPORTUNITIES FOR RETURNING CASS ; STUDENTS.	; THE ASSISTANCE OF SEVERAL MEMBERS ; OF THE COMMUNITY INCLUDING NEW ; MEMBERS FROM THE ADVISORY BOARD. ; SENT OUT 40 SURVEY FORMS.
JANUARY DEPARTURE PREPARATIONS B.A. (CASS) PROGRAM)	; TO RECEIVE AND FORWARD IM- ; PORTANT PAPERS TO THE A.I.D. ; OFFICE.	; TO HAVE EACH STUDENT WELL ; PREPARED AND IN TIME.\	; ALL IMPORTANT PAPERS, MEDICAL FORMS ; PASSPORTS AND VISA FORMS WERE ; PROCESSED AND SENT TO THE ; CASP/CASS OFFICE DURING THE THIRD ; WEEK OF DECEMBER.. ; NOTIFIED ALL STUDENTS LEAVING IN ; JANUARY, 1990 ABOUT ORIENTATION.
FOLLOW-ON			; ASSISTED BATAPS IN PREPARING ; FOR THEIR ANNUAL GET-TOGETHER ; AND FAREWELL FOR THE JANUARY ; STUDENTS.
			; WROTE RECOMMENDATIONS FOR ALUMNI ; MEMBERS WHO EVENTUALLY GOT JOBS.

CASP/CASS
 GEORGETOWN UNIVERSITY

MONTHLY ACTIVITY REPORT

COUNTRY: BELIZE

COORDINATOR: AGNES FLOWERS

MONTH: JANUARY, 1990

PHASES & PERIODS	GOALS SET	OBJECTIVES SET	GOALS ATTAINED
PRE-SELECTION 11	: TO SELECT THE BEST CANDIDATES : WHO WILL LATER ATTEND AN INTERVIEW.	: REVIEW AND SELECT AT LEAST THREE PERSONS WHO WILL ATTEND THE FINAL INTERVIEW.	: LONG FORMS ARE BEING SENT OUT AT THIS MOMENT. : PLANS ARE BEING MADE UP FOR A SELECTION COMMITTEE. : SEVERAL PRIVATE SECTOR INDIVIDUALS PARTICIPATED IN PRE-SELECTION WORKSHOP WHICH WAS HELD FOR OVER A WEEK.
SURVEY REPORTS			: ABOUT ONE-THIRD OF THE SURVEY FORMS HAVE BEEN RETURNED. : FOLLOW-UP ON THESE ARE BEING DONE EVERY TWO DAYS.
CASS STUDENTS DEPARTURE ORIENTATION	: TO REVIVE STUDENTS ENTHUSIASM TOWARDS A NEW CULTURE.	: TO TRY TO REDUCE SOME OF THE FEARS AND EXPECTATIONS.	: NEW STUDENTS WERE GIVEN PAST EXPERIENCES BY ALUMNI MEMBERS AND

: CAMPUS LIFE BY TWO STUDENTS FROM
: THE CAPS (USAID) PROGRAM.
: PERTINENT INFORMATION FROM
: THE JULY, 1989 ORIENTATION WAS
: DISCUSSED AGAIN IN DEPTH.

FOLLOW-ON

: THREE STUDENTS WERE SELECTED FOR
: TRAINING IN GUATEMALA CITY.
: THIS WAS DONE BY THE COORDINATOR.

: ALUMNI MEMBERS AND COORDINATOR
: MET ON JANUARY 27 TO DISCUSS PRE-
: SELECTION 11 AND INTERVIEWS.

: GAVE IDEAS FOR NEXT QUARTERLY
: NEWSLETTER.

: FULL SUPPORT FOR PRE-SELECTION 1
: WAS GIVEN BY ALUMNI MEMBERS.

CASP/CASS
 GEORGETOWN UNIVERSITY

MONTHLY ACTIVITY REPORT

COUNTRY: BELIZE

COORDINATOR: AGNES FLOWERS

MONTH: FEBRUARY, 1990

PHASES & PERIODS	GOALS SET	OBJECTIVES SET	GOALS ATTAINED
PRE-SELECTION 11	:SAME AS THOSE IN JANUARY :EXCEPT FOR A MORE CAREFUL SCRUTINY	:REVIEW AND SELECT AT LEAST THREE PERSONS WHO WILL ATTEND THE FINAL INTERVIEW.	:BECAUSE OF THE SHORT TIME PERIOD BEFORE INTERVIEWS, IT WAS IMPORTANT TO GET A CORE GROUP, AS SUCH, :REVIEW THE FORMS EXTENSIVELY. :THEREFORE, ALUMNI MEMBERS, EXISTING IN A SPECIFIC FIELD OF STUDY WERE BROUGHT IN TO REVIEW THE :ALONG WITH THE COORDINATOR. :THIS WAS DONE BY FINDING THE MOST CRITICAL AREAS RELATING TO THE :OF STUDY APPLIED FOR, THEN ALONG WITH THEIR G.P.A., INCOME PERCENTAGE OF FAMILY MEMBERS WHICH WAS COMPUTERIZED. RECOMMENDATIONS AND :LEADERSHIP SKILLS WERE TAKEN INTO CONSIDERATION BEFORE THE FINAL :SELECTION WAS MADE. :EACH APPLICANT WAS GIVEN POINTS
INTERVIEWS	:TO SELECT AT LEAST TWO CANDIDATES PER FIELD OF STUDY OUT OF THREE.	:TO FINALLY DETERMINE THE BEST CANDIDATE MEETING THE CASP/CASS CRITERIA.	:INTERVIEWS ARE SCHEDULED FOR FEBRUARY 28 THRU MARCH 2, 1990. :THE INTERVIEW PANEL WILL CONSIST OF ONE OR MORE ALUMNI MEMBERS, :THE COUNTRY COORDINATOR, THE TRAINING OFFICER-USAID, A REP. FROM THE U.S. EMBASSY, A REP. FROM THE MINISTRY OF EDUCATION, A GEORGETOWN UNIVERSITY ALUMNUS, A G.U. REP., :AND AN EXPERT IN A SPECIFIC FIELD OF STUDY, INCLUDING A CONSULTANT FROM HOLLAND, WORKING WITH P.A.H. :ALL THE EXPERTS, WITH THE EXCEPTION OF THE CONSULTANT, ARE FROM THE PRIVATE SECTOR.
KEEPING IN TOUCH	:TO KEEP STUDENTS AWARE OF A CONTINUING LINK BETWEEN THEMSELVES AND THE COORDINATOR	:TO LET STUDENTS KEEP IN MIND THAT THE COORDINATOR IS ALWAYS AT THEIR SERVICE, WHENEVER IT IS NEEDED.	:WROTE LETTERS TO ALL THE BELIZEANS AT THE 24 COMMUNITY COLLEGES. :INFORMED THOSE WHO ARE RETURNING ABOUT THEIR RESUMES AND AVAILABILITY OF JOBS ON THEIR RETURN. :ENCOURAGED THE NEW STUDENTS TO STUDY HARD, MAKE NEW FRIENDS, AND VISIT PLACES IN REGARDS TO THEIR FIELD OF STUDY. :ALSO TO REMEMBER...

OTHER MATTERS

:ASSOCIATION IS WAITING FOR THEM.

:CONTACTED PAUL SILVA ABOUT TWO
:STUDENTS IN THE U.S. ONE-
:POSSIBLE HOMESICKNESS THE OTHER
:FAMILY PROBLEMS.

:ALSO, FOLLOWED UP ON FAMILY
:MEMBER IN A REMOTE VILLAGE OF
:BELIZE, TO FIND OUT ABOUT HEALTH
:PROBLEMS EXPERIENCED BY THE
:MOTHER OF A STUDENT PRESENTLY
:STUDYING IN THE U.S.

:ACCOUNTING PROCEDURES WERE DISCUSSE
:IN DETAIL, AS WELL AS, A REVIEW OF
:THE BUDGET FOR CASP/CASS AND
:THE ALUMNI ASSOCIATION.
:OTHER MATTERS RELATING TO SPECIFIC
:ITEMS ON THE BUDGET REGARDING THE
:AMOUNT OF MONEY WAS ALSO ADDRESSED.

:MET WITH MINISTER OF HEALTH
:VERY BRIEFLY ABOUT THE FIELD OF
:STUDY -MEDICAL EQUIPMENT REPAIR
:WHICH HE SUPPORTS FULLY. WOULD
:PREFER SOME SHORT TERM TRAINING
:URGENTLY, SINCE THERE ARE NO
:TRAINED PERSONNEL, AS SUCH, TO
:DO MAJOR REPAIRS IN THIS COUNTRY.

:MET WITH TOURISM TRAINING OFFICER
:TO DISCUSS THE POSSIBILITIES OF
:GETTING JOBS FOR FOUR STUDENTS
:IN TOURISM AND TWO IN HOTEL
:AND RESTAURANT MANAGEMENT.

:VISIT USAID OFFICE FREQUENTLY TO
:DISCUSS CASP/CASS ACTIVITIES

:MET WITH MR. RIDDF SATERTHWAITTE,
:PERSONNEL FROM THE LEADERSHIP
:CENTRE FOR THE AMERICAS, BASED IN
:BATON ROUGE, LOUISIANA.
:WILL BE PROVIDING ME WITH LITERATUR
:BENEFICIAL TO THE ALUMNI
:ASSOCIATION, THROUGH THE BELIZE
:CHAMBER OF COMMERCE OFFICE.

:SELECTED THREE SUCCESSFUL ALUMNI
:MEMBERS FOR SUCCESS STORIES TO
:BE PUBLISHED LATER ON.
:CONTACTED PHOTOGRAPHER FOR CLOSE-UP
:SHOTS OF THEM ON-THE-JOB.
:CONDUCTED A TELEPHONE INTERVIEW
:WITH CHERRYMAE BUTLER

VISIT OF KEITH MURPHY
FINANCIAL OFFICER- OVERSEAS

:TO REVISE PROPER FINANCIAL
:PROCEDURES.

:TO GET A MORE DETAILED KNOWLEDGE
:OF WHAT EXACTLY IS REQUIRED OF
:THE COUNTRY COORDINATOR AND THE
:ALUMNI ASSOCIATION.

MAKING CONTACT

:TO CONTINUOUSLY PROVIDE ASSISTANCE TO THE ALUMNI ASSOCIATION;
:TO HAVE A HARMONIOUS AND SUCCESSFUL RELATIONSHIP BETWEEN COUNTRY
:COORDINATOR, ALUMNI ASSOCIATION
:AND THE GENERAL PUBLIC.

:SUCCESS STORY.
:HAD PERIODIC ONE-ON-ONE MEETI
:WITH ALUMNI MEMBERS.
:MAKING CONTACTS ALONG WITH ME
:OF THE EDUCATION COMMITTEE FO
:POSSIBLE FUNDING OF A TRAINING
:CENTRE TO TEACH UNDERPRIVILEGG
:YOUTHS OR ADULTS FROM ALL OVER
:BELIZE.
:

CASP/CASS
 GEORGETOWN UNIVERSITY

MONTHLY ACTIVITY REPORT

TO: BELIZE

COORDINATOR: AGNES FLOWERS

MARCH, 1990

PHASES & PERIODS	GOALS SET	OBJECTIVES SET	GOALS ATTAINED
NEWS - C.A.S.S.	TO BRING TOGETHER A WIDE CROSS SECTION OF CANDIDATES TO BE INTERVIEWED BY A PANEL OF SELECTED PROFESSIONALS.	TO CHOOSE TWO OUT OF THREE CANDIDATES WHOSE FORMS WILL BE REVIEWED BY COMMUNITY COLLEGE REPRESENTATIVES AND G.U. STAFF IN WASHINGTON.	OF THE TEN FIELDS ADVERTIZED, ONLY SIX HAD VERY GOOD CANDIDATES. BECAUSE OF THE TYPES OF QUESTIONS FROM THE INTERVIEWING PANEL, THE QUALITY OF CANDIDATES SELECTED CAN BE THOUGHT OF AS GOOD CHOICES FOR BELIZE.
NEWS - ST. JOHN'S/CASP	TO CHOOSE TEN CANDIDATES FROM A NUMBER OF APPLICANTS COMPETING FOR SCHOLARSHIPS OF THEIR CHOICE.	SELECTING TEN EXCELLENT CANDIDATES FOR UNDERGRADUATE SCHOLARSHIPS TO JESUIT UNIVERSITIES IN THE U.S., WITH PARTIAL FUNDING FROM CASP/CASS.	TEN STUDENTS WERE SELECTED BY A PANEL COMPRISING THE CASP/CASS COORDINATOR AND A REPRESENTATIVE FROM GEORGETOWN UNIVERSITY.
CONTACT	TO BE INFORMED OF LATEST DEVELOPMENTS OF IMPORTANCE TO THE ALUMNI ASSOCIATION OR STUDENTS PRESENTLY STUDYING IN THE U.S.	TO BE AWARE, AT ALL TIMES, OF INFORMATION TO HELP RETURNEES IN SELF-ADVANCEMENT.	MET WITH MEMBERS OF THE INTERVIEWING PANEL, ON A PERSONAL BASIS, TO IDENTIFY AREAS OF STUDY OR JOB PLACEMENTS FOR RETURNING STUDENTS. EACH PERSON IS A PROFESSIONAL WHO HAS BEEN DOING HIS/HER SPECIFIC JOB FOR MORE THAN FIVE YEARS. FOR EXAMPLE, THE LADY WHO CAME IN AS THE EXPERT FOR COMPUTER SCIENCE, OWNS A JOB PLACEMENT AGENCY; ANOTHER RUNS A SUCCESSFUL HOTEL AND RESTAURANT GOING FOR OVER 25 YEARS. ASSISTED AN ALUMNA IN GETTING A JOB AT THIS SAME HOTEL. ADDED ANOTHER MEMBER TO THE ADVISORY COMMITTEE - MRS. JOAN BURRELL, MOTHER OF ONE SJC/CASP STUDENT, WHO IS WELL KNOWN THROUGHOUT BELIZE. IT IS THE FEELING THAT IF A PARENT COMES ON BOARD, IT ADDS MORE MOTIVATION TO THE ALUMNI ASSOCIATION. THESE PEOPLE KNOW THE DETAILS OF THE PROGRAM AND CAN HELP TO PROMOTE BOTH PROGRAM AND

ALUMNI ASSOCIATION.
HOPING TO ADD ANOTHER MOTHER
VERY SOON.

SENT EASTER CARDS TO ALL THE
BELIZEANS IN THE U.S.

WRITES TO STUDENTS ON A PERSONAL
BASIS AS OFTEN AS POSSIBLE, TO
KEEP IN CONTACT.

CASP/CASS, CAMPUS-U.S. EMBASSY,
AND CAPS-USAID/BELIZE REPS.
MET AT THE USAID OFFICE TO
DISCUSS THE POSSIBILITIES OF
HAVING A JOINT 'WELCOME HOME'
COCKTAIL PARTY FOR THEIR RES-
PECTIVE RETURNEES IN JULY OR
AUGUST, 1990.

BATAPS MEMBERS DID AN EX-
CELLENT JOB AT BOTH INTERVIEWS.
ASSISTED MEMBERS WITH EASTER
CARDS AND LETTERS TO PROSPECTIVE
MEMBERS WHO WILL RETURN IN
A FEW MONTHS.

TO CONTINUOUSLY PROVIDE ASSIST-
ANCE TO THE ALUMNI ASSOCIATION;
RELATIONSHIP BETWEEN COUNTRY
COORDINATOR, ALUMNI ASSOCIATION
AND THE GENERAL PUBLIC.

KEEPING IN TOUCH

OTHER MATTERS

FOLLOW-ON

--
;ATTENDED MONTHLY MEETING OF
;ASSOCIATION AND ASSISTED WITH THE
;ELECTION OF NEW OFFICERS.
;



GEORGETOWN UNIVERSITY

ral American Scholarship Program
my for Intercultural Training

INFORME DE ACTIVIDADES

Diciembre, 1989.

Proceso : Promoción del Programa

Objetivo : 1-Dar a conocer el Programa tanto en la parte filosófica como técnica.

2-Captar candidatos que llenen los requisitos establecidos por el Programa.

Acciones : - Reunión en Santo Domingo con los Directores Regionales de Educación y Directores de Escuelas Secundarias. (12 de diciembre, 1989).

- 13 de diciembre reunión en San Pedro de Macorís con el Director Regional, Directores de Escuelas y grupos religiosos.

- 14 de diciembre reunión en San Francisco de Macorís con el Director Regional, Directores de Escuelas Secundarias y Privadas.

- 15 de diciembre , reunion en Mao con el Director Regional, Directores de Escuelas Secundarias y Privadas.

LIC. MERCEDES DE VALERIO
Coordinadora CASS
Rep. Dom.

MV/av.

PO Box 2298 Hoya Station
Washington DC 20057
202-687-1788/1244 Telex 64574

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A-420

<p>Promoting the CASS/CASP Programme</p>	<p>To get recognition for the Scholarship Programme on a national level</p>	<p>a) Visits to individuals and representatives of Organisations b) Conferences with the Principals of Secondary Schools all over the island. c) Meetings with the Chamber of Commerce, Hotel Association, Manufacturers Associations and Factories.</p>	<p>To make people and students aware of the Scholarship Programme, its benefits and the contribution Georgetown University and Colleges in the United States is making to Grenada.</p>	<p>Two (2) days in December 1989 and the 9th and 11th of January 1990.</p>		<p>January</p> <p>\$ 200.00 E = 76.924</p>
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A-421

A-422

PHASE	OBJECTIVES	ACTIONS	TARGET	TIME	BUDGET PARTIAL	TOTAL
Establishing a Network	<p>(a) To disseminate application forms to individuals of organisations, graduates of secondary schools and employees.</p> <p>(b) To reach out to the under-privileged and neediest persons in the island.</p> <p>(c) To get recommendation of appropriate persons and encourage them to apply for scholarships.</p>	<p>(a) Through Meetings, Telephone calls, Churches clubs and organisations.</p> <p>(b) The Radio Programme and announcements in Churches.</p> <p>(c) Advertisements in the news papers - The Voice, Informer and Focus</p> <p>(d) Through the Advisory Board members, the Training officer, and the Private Sector.</p>	<p>To ensure that applications came from every section of the population</p> <p>The neediest persons and students graduated from High Schools.</p> <p>That no one was deprived of the opportunity to apply.</p>	<p>From the 5th January through out the month.</p>	<p></p> <p style="text-align: right;">Grand Total</p>	<p>a) Free no charge</p> <p>b) Free no charge</p> <p>c) \$ 259.20 = \$ 99.69 \$ 150.00 = \$ 57.69 \$ 180.00 = \$ 69.23</p> <p>d) \$ 283.20 = \$ 108.92</p> <p>\$ 872.40 =</p>

Pre-Selection II

To select applicants who meet the criteria for the interview

Collect forms
Evaluate them, screen them.

Ensure all forms are brought in to the co-ordinator by the deadline date 15th February

1st - 16th February

Notify selectees of the dates for interview. Telephone calls and letters.

Proper examination of all forms for selection

26th February to 2nd March

To have the Advisory Committee involved.

select a committee of three (3) to evaluate and screen applicants.

Telephone calls

Telephone calls

select a review committee.

That the interview be properly conducted.

in 2 hours
27/02/90

Have committee well informed of their task. study program philosophy, students profile and guidelines for interview

That the most appropriate students be selected.

To prepare for interview

Letters inviting committee members to a meeting.

To ensure properly conducted interview

Agenda and Schedules photocopy forms and for interview

\$ 72.00

\$ 306.40 = 117.

\$ 378.40 = 147.

February

Helena Ross
 Canada
 A-423

PH	OBJECTIVES	ACTIONS	TARGET	TIME	BUDGET PARTIAL	TOTAL
Notify pre-selected candidates of the interview	To have an individual evaluation of candidates	Telephone calls, person to person contact and by letters.	To select the candidates for participation in final selection.	during working hours and on my visits to schools	—	—
The necessary preparations for the interview	To have the interview properly conducted.	<p>1) a meeting of the advisory Board.</p> <p>2) Select members to form the interview Committee.</p> <p>3) Prepare the forms needed</p> <p>4) Have the Summary sheets with relevant information on the candidates.</p> <p>5) Go through the guidelines with the interview committee and have them study them in advance.</p> <p>Telephone calls to Caribbean (CASS) and U.S.A.I.D. representatives.</p>	<p>That the evaluation of every candidate be effectively carried out.</p> <p>To ascertain the pertinent questions in the fields of study.</p> <p>To derive substantial evidence that criteria are met by the selectees.</p> <p>To avoid unnecessary interruptions during the</p>	<p>working hours 9 A.M to 4 P.M afternoon 4 - 6 P.M meeting. the Committee</p>	—	—

A-424

March

Conducting the interview

To evaluate the applicants individually.

To ensure that information from their files meet the Criteria for final selection.

Prepare and review sample questions

Have candidates files at the reach of every interviewer to be re-examined.

Talk to the candidates having them relaxed.

Have the score sheets and evaluation forms filled out and summarised.

Serve refreshments to candidates and interview Committee taken to lunch.

Take files to the Secretariat to be photocopied

Have an assistant collate them.

Re-examine all the files.

Put into bundles according to fields and

To ensure that applicants are interviewed correctly.

2) That the selection of two(2) applicants per field of study be effectively carried out.

3) That a happy atmosphere prevails throughout.

4) Appreciation for services rendered.

For final selection of applicants in the various fields of study

For adequate and efficient service to its final

5th - 7th March

A-425

Photocopying and collation of applicants' files.

To have them ready for Postage to Georgetown University

DHL Files to Georgetown University

For final selection of Scholarship recipients.

E.C. = U.
~~\$496.51~~ = \$190.

\$ 4 U.
715.80 = \$275.

E.C. U.S
~~\$265~~ = \$101.9

Monthly Report
Guatemala, December 1989

- Reception for pre-selection candidates explaining how to fill out application.
- Screening of candidates to assure they met the CASP/CASS criterion.
- Promotion of the Hearing Impaired program at the Fray Pedro Ponce de León School for the Deaf with members of organizations for the advancement of the hearing impaired.
- Contract with Ms. Patti Castellanos, graduate of Galaudet, to assist with the hearing impaired program.
- Plans made for Orientation, Phase III with Jose Odilio Blanco. Finished and processed all remaining paperwork for students to depart in January.
- Finished document preparation for students participating in the alumni bachelor's degree program.
- Contacted members of the advisory committee inviting them to participate in pre-selection I.

Guatemalan Alumni Association Activities
December 1989

- Final preparations for the first Guatemalan alumni assembly "Copan '89" (12/16-17).
- Finished document preparation for students participating in the alumni bachelor's degree program.
- Installed telephone in the alumni association office.
- Jorge Daniel Lupitou receives full scholarship to the Panamerican Agricultural School "Zamorano". Eliseo Lopez Laj receives a scholarship to study Agriculture for three years in Costa Rica.

COORDINACION NACIONAL DE GUATEMALA
REPORTE DE ACTIVIDADES
DEL MES DE DICIEMBRE DE 1989

I. Actividades Propias de reclutamiento y divulgación:

- Recepción de formularios de Pre-Selección I.
- Explicarles formulario y ayudar a solicitantes a llenar solicitud.
- Separación de solicitudes recibidas por campos de estudio y en orden alfabético por área.
- Revisar cada solicitud con respecto a ingresos, notas, edad, parientes de 1er grado.
- Promover el programa de sordos comunicándose a Comité Pro-Ciegos y Sordomudos con la Directora, Sra. Eti Graciela de Herrera; a la Escuela para Sordos "Fray Pedro Ponce de León" con la Directora, Sra Maria Teresa de Rodríguez; al Hospital de Ojos y Oídos "Dr. Rodolfo Robles"; a APROS con el Director, Sr. René Poitevin; a la Escuela "Helen Keller" con la Directora, Srita Francisca Velásques (quien también es sorda); y con la Directora de la Escuela "Edecrí" en Cobán, quedando todos de acuerdo en que habría una reunión o visita en el mes de enero para entregarles material, etc.
- Contactar y contratar a la Srita. Patti Castellanos graduada de la Universidad de Galaudet en Washington, DC, para ayudar con el programa de sordos.
- Programar Orientación III con el Lic. José Odilio Blanco.
- Hacer reservaciones y escoger menú con el Sr. Oscar Monterroso, Sub-Gerente del Hotel Plaza.
- Comprar lapiceros, marcadores, masking tape, marcadores para pizarrón blanco, papel para rotafolio, y papel bond.
- Hacer listado becarios por fecha salida y college y enviar telegramas citándoles a Orientación III en Hotel Plaza.
- Hacer listado becarios por sexo para distribución de habitaciones triples y cuadrúples en Hotel Plaza, agregándole nombres de ex-becarios que tomarían parte en orientación.
- Sacarle fotos, pasaporte, llenar solicitudes, etc. para visa USA, exámen médico, firma de compromiso y autorización estudiantil para seguro médico, tramitar visa USA, llevar a cabo exámen médico y fotocopiarlo para Washington y AID para alterna Aura Elena López, y citarla para Orientación III.

- Revisar "Welcome Packets" y prepararlos para entrega en Orientación III.
- Revisar sobre cada uno de los becarios para asegurarse que contenían todos los formularios llenos, pines, pasaje, pasaporte, documentos de embarque de aduana y de migración, además de pasaje correcto y que correspondiera a fecha de salida.
- Revisar de la misma forma los documentos de los ex-becarios del Programa Especial.
- Tramitar sacada de formularios II de Aduana en el Aeropuerto la Aurora, pagando impuesto y retirándoles.
- Contar formularios enviados de Washington.
- Hacer contacto con miembros del Comité Asesor y solicitar su colaboración para Pre-Selección I.
- Continuar con la divulgación del programa en cenas, convivios, etc.

II. Actividades propias de apoyo a Asociación de Ex-Becarios CASP

- Hacer últimos contactos y ayudarles con arreglos para Primera Asamblea AGE CASP "Cobán '89".
- Continuar con trámites para ex-becarios del Programa Especial.
- Asistir a Primera Asamblea AGE CASP "Cobán '89" los días 16 y 17 de diciembre de 1989.
- Proporcionarles cassette Himno Nacional para uso en "Cobán '89".
- Comprar e instalarles teléfono a ex-becarios en segundo piso de oficina.
- Recibir llamada del Dr. Daniel E. Meyer, Decano Interino de Escuela Agrícola Panamericana "Zamorano" informando que se le había proporcionado una beca completa a Jorge Daniel Lupitou.
- Informarles a ex-becarios de beca de Dani Lupitou.
- Recepción de llamada de Cobán de Eliseo López Laj informando que se hizo acreedor a una beca para estudiar Agricultura por un período de tres años en Costa Rica.
- Informar a ex-becarios acerca de beca de Eliseo López.
- Asistir a despedida de Dani Lupitou.

IN-COUNTRY
MONTHLY ACTIVITY
CASP/CASS Regional Office Operations

Country Haiti
 Coordinator PAT CHEMELY
 Period Covered by Report DEC. 26 - JAN. 25
 Date Submitted JAN. 26, 1990

Please check the tasks/projects reviewed and evaluated in this report:

<u>I</u> Ongoing Program Activities	<u>II</u>	<u>III</u>
Recruitment & Selection	Administrative	
1 Advisory Boards	<input checked="" type="checkbox"/> 1 Preselection I	<input checked="" type="checkbox"/> 1 Personnel
<input checked="" type="checkbox"/> 2 Alumni Associations	2 Preselection II	2 Finance/Budg
<input checked="" type="checkbox"/> 3 Marketing	3 Interviewing	3 Work Plans
<input checked="" type="checkbox"/> 4 Networking	4 Predeparture O.I	Other: _____
5 Communications/Pub.Info.	Other: _____	_____
6 Reentry Activities	_____	_____
7 Follow-up Activities	_____	_____
8 Follow-on Activities		
Other _____		

Using supplemental sheets, per attached, provide a narrative discussion of each task/project addressed during this report period. Please be responsive to these questions as appropriate:

- What was the task or activity?
- Did work on the task or activity progress as anticipated?
- What problems did you encounter?
- Did your accomplishments match your expectations?
- What was planned to do that could not be done and why?
- What actions were most effective in carrying out this task/activity? Least effective? What needs to be done differently in the future?
- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page 1
 In-Country Monthly Activity

Country: Haiti
 Coordinator: DAT CHEMALY
 Report Period: Dec 26 - Jan 25, 1990

Part A
Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
MARKETING	PROMOTE THE CASP/CASB PROGRAM.	INFORM ALL POTENTIAL CANDIDATES THROUGHOUT THE COUNTRY ABOUT THE BENEFITS AND REQUIREMENTS OF THE PROGRAM.	NEWSPAPER ADS AND ARTICLES. RADIO & TV ANNOUNCEMENTS AND INTERVIEWS THROUGHOUT THE COUNTRY. DISTRIBUTION OF FLYERS. PRESENTATIONS MADE TO ORGANIZATIONS, PUBLIC & PRIVATE, SUCH AS ROTARY, SCOUTS, ETC.
NETWORKING	SET UP KEY DISTRIBUTION AREAS/INSTITUTIONS/PEOPLE TO HELP PROMOTE, INFORM; DISTRIBUTE PRE-SELECTION FORMS TO CANDIDATES.	ESTABLISH THE NETWORK WITH AS MANY VARIED PEOPLE & PLACES AS POSSIBLE, AND TRY TO BE SURE OF THE PEOPLE WHO ARE HELPING.	ANNE AND I PERSONALLY VISITED AND MET WITH THOSE WHO ARE HELPING PROMOTE AND DISTRIBUTE THE PRE-SELECTION FORMS. THIS GAVE US A CLUE AS TO THE KIND OF PEOPLE THEY WERE, AS WELL AS A CHANCE TO MAKE SURE THEY UNDERSTOOD OUR GOALS AND REQUIREMENTS.

Part B
Narrative Summary of Tasks Performed

Supplemental Page 2
In-Country Monthly Activity

Country: Haiti
Coordinator: PAT CHEMELY
Report Period: DEC 26 - JAN 24 1990

Part A
Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
PERSONNEL	ADVERTISE & INTERVIEW CANDIDATES FOR SECRETARY AND ASSISTANT POSITIONS. SEND RESULTS TO G.U.	FIND BEST QUALIFIED STAFF AS POSSIBLE WITHIN BUDGET.	All.
Pre-Selection I	DISTRIBUTE THE PRE-SELECTION FORMS, AND ESTABLISH PRE-SELECTION EVALUATING PROCEDURES.	MAKE SURE WE TRY TO GET THE BEST QUALIFIED CANDIDATES, AND OF THOSE, GET THE MOST NEEDED.	WE DID ALL WE COULD TO MAKE SURE THAT THE PRE-SELECTION FORMS WERE RECEIVED BY THOSE WHO ARE NEEDED AND WHO STAND A GOOD CHANCE OF QUALIFYING. WE WILL KNOW HOW SUCCESSFUL WE WERE WITHIN THE NEXT 2 WEEKS.

Part B
Narrative Summary of Tasks Performed

I FEEL GREAT ABOUT THE PROGRAM AND OUR PROCEDURES. I AM NOW STARTING TO APPLY EVERYTHING I LEARNED IN GUATEMALA.

FIRST OF ALL, ANNE AND I PLANNED A VARIED PROMOTION AND RECRUITING PLAN. WE ESTABLISHED OUR KEY TARGETS AND ALLOCATED THE FORMS ACCORDINGLY. MOST IMPORTANT, WE MADE THE PRESENTATIONS AND PROMOTION OURSELVES. WE WENT TO THE PROVINCES PERSONALLY. I FEEL THE PEOPLE IN THE PROVINCES REALIZED THAT WE CARE THAT THIS IS DONE PROPERLY AND FAIRLY.

SECONDLY, NICOLE JEAN MARIE (USAID), RICHARD ETIENNE, ANNE AND I MET AND ESTABLISHED THE PROCEDURES FOR EVALUATING THE PRE-SELECTION FORMS BASED ON THE PRIORITIES OF CRITERIA DICTATED BY G. U.

IN-COUNTRY
MONTHLY ACTIVITY
CASP/CASS Regional Office Operations

Country HAITI
 Coordinator PAT CHEMALY
 Period Covered by Report JAN. 26 - FEB 25
 Date Submitted FEB. 26

Please check the tasks/projects reviewed and evaluated in this report:

- | | | |
|--|--|--|
| <p><u>I</u> Ongoing Program Activities</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1 Advisory Boards <input checked="" type="checkbox"/> 2 Alumni Associations <input checked="" type="checkbox"/> 3 Marketing <input checked="" type="checkbox"/> 4 Networking <input checked="" type="checkbox"/> 5 Communications/Pub. Info. <input checked="" type="checkbox"/> 6 Reentry Activities <input checked="" type="checkbox"/> 7 Follow-up Activities <input checked="" type="checkbox"/> 8 Follow-on Activities Other _____ _____ _____ | <p><u>II</u> Recruitment & Selection</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1 Preselection I <input checked="" type="checkbox"/> 2 Preselection II <input checked="" type="checkbox"/> 3 Interviewing <input checked="" type="checkbox"/> 4 Predeparture O.I Other: _____ _____ _____ | <p><u>III</u> Administrative</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1 Personnel <input checked="" type="checkbox"/> 2 Finance/Budget <input checked="" type="checkbox"/> 3 Work Plans Other: _____ _____ _____ |
|--|--|--|

Using supplemental sheets, per attached, provide a narrative discussion of each task/project addressed during this report period. Please be responsive to these questions as appropriate:

- What was the task or activity?
- Did work on the task or activity progress as anticipated?
- What problems did you encounter?
- Did your accomplishments match your expectations?
- What was planned to do that could not be done and why?
- What actions were most effective in carrying out this task/activity? Least effective? What needs to be done differently in the future?
- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page 1
 In-Country Monthly Activity

Country: HAITI
 Coordinator: PAT CHERALY
 Report Period: JAN. 26 - FEB 21

Part A

Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
Advisory Board.	MEET WITH THE BOARD TO KEEP THEM AWARE OF THE VARIOUS ACTIVITIES & PHASES OF THE PROGRAM.	GET HELP FROM MEMBERS ABLE TO HELP WITH NEXT PHASE OF PROGRAM. — * INTERVIEWS!	<ol style="list-style-type: none"> 1. SHOWED THEM OUR OFFICE SET UP. 2. WENT OVER THE PROMOTION AND RECRUITING PHASES, THE PROCESS, AND OUR ACHIEVEMENTS. 3. PRESENTED THE NAMES OF KEY PEOPLE COMPRISING OUR NETWORK. 4. EXPLAINED THE PRE-SELECTION & EVALUATION PROCESS. 5. WENT OVER TENTATIVE DATES FOR INTERVIEWS. 6. CASUALLY MENTIONED THAT WE MAY FACE SOME CUTS IN THE NUMBER OF SCHOLARSHIPS FOR THIS YEAR, AND THAT THESE CUTS WERE WIDESPREAD. — NOT JUST HAITI! I ALSO TOLD THEM WE ARE STILL GETTING MUCH MORE THAN OTHER PLACES!

* GREAT MEETING!

Part B

Narrative Summary of Tasks Performed

Chantal,

IT HAS BEEN DIFFICULT TO EXPLAIN TO THE BOARD, THE NETWORK PEOPLE, AND THE CANDIDATES THAT WE HAVE CUT THE NUMBER OF SCHOLARSHIPS TO HALF — ESPECIALLY AFTER MAKING SUCH A BIG DEAL ABOUT "100" SCHOLARSHIPS. I HAVE NOT YET RECEIVED ANY INFORMATION AS TO WHY, AND I HAVE NOTHING ON PAPER TO PROVE THERE IS A CUT, NOR TO OFFER AS EXPLANATION. I REALIZE THAT THERE MAY BE NOTHING YOU COULD DO, BUT I MUST SHARE THIS WITH YOU!

Supplemental Page 2
 In-Country Monthly Activity

Country: Haiti
 Coordinator: PAT CHEMALY
 Report Period: JAN.26 - FEB.25

Part A
 Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
PRESELECTION I	DECIDE WHICH OF THE 705 POTENTIAL CANDIDATES WILL RECEIVE THE LONG FORMS.	FIND BEST QUALIFIED AND MOST NEEDY OF CANDIDATES.	<ol style="list-style-type: none"> DESIGNED A PRE-SELECTION EVALUATION PROCESS THAT EMPHASIZED THE PRIORITY RATINGS DICTATED BY G.U. LEADERSHIP/AVERAGE/INCOME. SEPERATED 705 FORMS BY R/U, M/F, FIELD OF STUDY, AND EVALUATED & ELIMINATED THOSE THAT LEAST QUALIFIED. WE GAVE OUT 217 LONG FORMS.
PRE SELECTION II	DISTRIBUTE THE LONG FORMS TO ALL QUALIFIED CANDIDATES.	HAVE EACH STUDENT UNDERSTAND HOW TO PROPERLY FILL OUT THE FORMS.	<ol style="list-style-type: none"> ESTABLISHED STUDENTS WHO QUALIFIED FOR LONG FORMS (217) MADE UP OUR LISTS OF QUALIFIED STUDENTS BY FIELD OF STUDY, POSTED THEM, AND SENT COPIES TO ALL OUR NETWORK PEOPLE. STUDENTS PICKED UP THEIR FORMS PERSONALLY WHERE WE WENT OVER HOW TO FILL OUT THE FORMS AND DUE DATE!

Part B
 Narrative Summary of Tasks Performed

Supplemental Page 3
 In-Country Monthly Activity

Country: HAITI
 Coordinator: PAT CENEALY
 Report Period: JAN. 26 - FEB. 25

Part A

Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
INTERVIEWING.	GET READY FOR INTERVIEW PHASE	AVOID ALL POTENTIAL DIFFICULTIES THAT WE MAY ENCOUNTER AND PREPARE OURSELVES TO HAVE EVERYTHING GO SMOOTHLY.	1. ESTABLISHED DATES FOR INTERVIEWS. MARCH 19-28. 2. ESTABLISHED BY G.U. THAT LYNDISAM WILL OVERSEE THE INTERVIEWS AND SABINE WILL ASSIST HER.
FINANCE/ BUDGET.	REVIEW FINANCIAL SPENDING AND REPORTING OF CASP/CASB HAITI FUNDS.	MAKE SURE ALL FORMS AND PROCEDURES ARE FOLLOWED CORRECTLY.	1. REVIEWED WITH KEITH ALL WORK COMPLETED TO DATE. 2. GO OVER INCONSISTENCIES FOR PAST 3 MONTHS AND DOCUMENT THEM FOR FUTURE JUSTIFICATIONS. 3. OBTAINED BACKGROUND INFORMATION IN ORDER TO ESTABLISH NEW PROCEDURES APPLICABLE TO HAITI WHILE RESPECTING ALL G.U. POLICIES & PROCEDURES.

Part B

Narrative Summary of Tasks Performed

*¹ IN ORDER TO BETTER ORGANIZE THE INTERVIEW PROCESS, WE STILL NEED TO KNOW THE NUMBER OF SCHOLARSHIPS BEING OFFERED PER FIELD OF STUDY.

*² I REALIZE NOW THAT IT WOULD HAVE BEEN BEST TO HAVE SOMEONE FROM G.U. HERE WITH ME DURING THE FIRST WEEKS OF SET UP. MUCH OF MY CREATIVITY HAS BEEN IN VAIN BECAUSE SO MUCH HAD TO BE REDONE.
 ANYWAY, WE, CASP/CASB HAITI, WILL ADAPT AND BRING OURSELVES PERFECTLY IN LINE WITH ALL G.U. PROCEDURES AND POLICIES.

Monthly Report
Honduras, December 1989

- o Meetings with AID Director to discuss the program. He was very impressed with the posters, handbills, news paper articles, etc.
- o Meeting with training officers of the CAPS scholarships and follow-on.
- o Meeting with other officials concerning the work with Fulbright and other scholarship.
- o Met with Vice Rector of the Universidad Tecnologica concerning assistance and mutual help.
- o Visited Alonso Valenzuela concerning the donation of land in Tamara for the construction of a "Centro de Capacitación".
- o Continued plans and preparation for students departing in January.
- o Raul Barahona was elected new president of Alumni Association. The formal organization of the mixed cooperative was established by act of constitution and revision of the statutes.
- o Continued receipt and organization of applications for the Cycle G.
- o Meeting of the Advisory Committee planed for 12/27/89.



GEORGETOWN UNIVERSITY

Central American Scholarship Program
Cooperative Association of States for Scholarships
Academy for Intercultural Training

COORDINACION NACIONAL DE HONDURAS

INFORME DE LAS ACTIVIDADES REALIZADAS POR LA COORDINADORA FLORENCIA GARCIA R. DURANTE EL MES DE DICIEMBRE DE 1989

Se cumplió con el objetivo de tener una entrevista de información con el Director de AID John Sambrailo, quien me recibió en compañía de la Sra. Emily C. Leonard, quien acaba de llegar a Honduras.

Ambos estuvieron sumamente impresionados con el poster, hojas volante, recortes de periodico, Convenio con la UNAH, etc. Fue una platica de una hora muy interesante. Dos días después fui llamada nuevamente a la oficina de la Sra. Leonard, quien tenía en su despacho a la Lic. Albertina Centeno de "Training" y Raul Paz ambos encargados de las becas CAPS y de seguimiento.

● Asistí en compañía de Raul Barahona, estuvimos aproximadamente una hora. Lo que deseaba la Sra. Leonard era que nosotros contáramos nuestros trabajos a los Encargados de CAPS. Después fui llamada por la Agregada Cultural Donna Roginski quien me pidió llegara a sus oficinas pues la Sra. Leonard deseaba que les ayudáramos con ideas y sugerencias para las becas Fullbrights y otras becas de la Embajada. La idea es hacer un poster y un folleto donde se le de divulgación a todas las becas que son financiadas por el Gobierno de Estados Unidos, incluyendo CASP/CASS.

PO Box 2298 Hoya Station
Washington DC 20057
202-687-2432 FAX 202-687-7215

Me reuní nuevamente con la Lic. Leticia Ma-Tay, Vice-Rectora de la Universidad Tecnológica (UNITEC) en compañía de Raul Barahona, siendo muy fructífera la reunion pues considero que se puede coordinar una asistencia y ayuda mutua. Ella enviará una nota con todas las ideas.

Visité al Ing. Alonso Valenzuela para la donación del terreno en Tamara para la construcción del Centro de Capacitación. Vi muchísimas posibilidades para la donación pero le prometimos enviar un perfil del Centro. Quedaron encargados de hacer el perfil Dalila Rivera, Olga Danely Calix Rafael Cuestas, Omar Galdamez y Elmo Chavez.

Se continuó con los preparativos del viaje de los 36 becados en enero. Durante los días Sábado 16 y domingo 17 nos reunimos en Tela, los Coordinadores y Directivas Nacional y Regionales. Se eligió el nuevo presidente en sustitucion de Raul, quedando Rafael Cuestas.

En esta asamblea quedó formalmente organizada la Cooperativa Mixta que es como se denomina a las Cooperativas de Ahorro y Credito, Consumo y Vivienda. Se firmó el Acta de Constitucion y ya se estan revisando los estatutos. Como Presidenta de la Cooperativa, provisionalmente hasta mayo quedó Dunia Carranza. Se atendió al Lic. Keith Murphy, Funcionario de la Oficina Regional.

Se continuó con el proceso de recibir las solicitudes y organizarlas por sexo, Departamento y área de estudio.

Se espera tener una primera reunion del Comite Asesor el día 27 del presente mes con la Junta Directiva.


FLORENCIA GARCIA R.

ACTIVITY REPORT: DECEMBER 1989 - JANUARY 1990

A. Pre - Selection:

1. Short forms were distributed in December. However, these contained only five areas of study. A request was made for the forms which included all available fields of study.
2. The second set of Pre-Selection forms were distributed in January. These are being returned.
3. Members of the Advisory Committee will process these applications on February 6, 1990.

B. Refresher Orientation:

1. This event took place on December 27, 1989.
2. Participants expressed pleasure at the opportunity to renew acquaintances and to further cement a strong bond in the group.
3. Participants were highly motivated and were really ready for departure.
4. The Masters participants joined the orientation and participated in the group workshop on "Goals and Responsibilities."

From the group reporting session it was clear that students at both levels were fully aware of their commitments.

A copy of the Orientation Programme is attached.

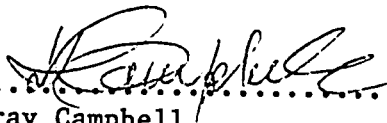
C. Departure to the United States:

Twenty-nine students departed in five groups on January 4, 8, 9, and 10. Overnight accommodation and transportation were provided for fourteen students from the rural areas and the parts of the city where transportation is difficult to obtain in the early hours of the morning.

The departure went smoothly and all students left in high motivated spirits.

D. Fields of Study Survey:

This activity has not been completed as the process began a bit late. Questionnaires are still in the field and contacts are being made. Every effort will be made to complete the exercise for end of February.

Signed:..........
Mcbray Campbell
Country Co-Ordinator
Jamaica.

REFRESHER ORIENTATION

MICO LADIES- HOSTEL,

DECEMBER 27, 1989.

9:00 - 9:30 ARRIVAL & REGISTRATION.

9:30 - 10:00 BRUNCH

10:00 - 11:00 SCHOOL GROUPS, WELCOME PACKETS, LETTERS FROM
FR. BRADLEY, ALBUMS.

11:00 - 1.00 ARRIVAL & INTRODUCTION OF MASTERS PARTICIPANTS.

11:15 - 1:00 GOALS AND RESPONSIBILITIES.
1. DR. DAISY GRAHAM - ADVISORY COMMITTEE.
2. MRS. MOBAY CAMPBELL - COUNTRY CO-ORDINATOR.

1:00 - 2:00. L U N C H

2.00 - 3.00 KEEPING IN TOUCH, DEPARTURE PLANS, LIVING IN U.S.A.

3:00 - 4:00 QUESTIONS & ANSWERS.

4:00 CLOSE.

CO-ORDINATOR: MOBRAY CAMPBELL *MC*
COUNTRY: JAMAICA
DATE: FEBRUARY 23, 1990

IN-COUNTRY MONTHLY ACTIVITIES

REPORT PERIOD: JANUARY 25 - FEBRUARY 23

<u>TASK:</u>	<u>OBJECTIVES:</u>	<u>GOALS:</u>	<u>GOALS ACHIEVED:</u>
A-442 Pre-Selection	To pre-select students for CASS/CASP Programme.	<ol style="list-style-type: none">1. Call meeting of Advisory Committee.2. Pre-Select from 361 Applicants.3. Long forms to be distributed to Applicants.	<ol style="list-style-type: none">1. Meeting held on February 6, 1990.2. 156 Applicants selected.3. Long forms distributed to 156 Applicants.

People

Supplemental Page 1
 In-Country Monthly Activity

Country: JAMAICA
 Coordinator: MOBRAY CAMPBELL
 Report Period: FEBRUARY 24-MARCH 25

Part A

Reconciliation of Tasks with Comprehensive Work Plan

<u>Task</u>	<u>Objectives</u>	<u>Goals</u>	<u>Goals Attained</u>
1. Evaluation of applicants by panel from Advisory Committee and Co-Ordinator.	1. To familiarize Advisory Committee with Interview process through Seminar. 2. To select candidates at 3:1 ratio of scholarships. 3. To interview and process these candidates. 4. Files on candidates to be sent to Georgetown University.	1. Plan and hold information Seminar for Interview panel. 2. Arrange venue for Interviews. 3. Arrange Interview Time-Table. 4. Inform Interview panel and candidates. 5. Interviews scoring of candidates. 6. Select candidates at 2:1 ratio of scholarship.	All goals set were attained and the candidates were processed, selections done and all files have been forwarded to Georgetown University.
		7. Photocopy candidates files and send to Georgetown University.	

Part B

Narrative Summary of Tasks Performed

The Recruitment and Selection process proved very fruitful. Many excellent candidates were seen but because of numbers some had to be screened out.

The Advisory Committee rendered invaluable service and gave much time and effort to complete selection.

The Pre-Selection Seminar held on March 6, was extremely helpful as everyone was made aware of the tasks to be accomplished. It was also a good forum for exchange of ideas in the programme.

PRE-INTERVIEW MEETING - WORKSHOP

AT

HOTEL FOUR SEASONS

MARCH 6, 1990

1. Call to Order
2. Welcome and Remarks
3. Distribution of Brochures and Documents
4. The Programme:
 - a. Mission and Philosophy
 - b. Components of the programme
5. The Selection Process:
 - a. Pre-Selection (1)
 - b. Pre-Selection (2)
6. Interview Process
7. Questions
8. Other Matters
9. Vote of Thanks
10. Close

Monthly Report
Panama, December 1989

- o Coordinator was asked to suspend distribution of pre-selection application and then recollected all that were distributed.
- o The coordinator visited Rigoberto Santamaria, at the request of K. Hall, CASP/CASS GU, who returned home due to behavioral problems.
- o The coordinator was unable to send field of study questionnaires to due closure of the airport and postal systems. She was unable to personally deliver the forms due to the curfew and state of emergency.

COORDINACION NACIONAL DE PANAMA

INFORME DE ACTIVIDADES DE COORDINACION

DICIEMBRE DE 1989

En este mes cuando empezaba a distribuir los formularios de Preselección I, me llamaron para informarme que suspendieron hasta segunda orden su distribución, por consiguiente tuve que empezar a recogerlos, perdiendo mucho tiempo.

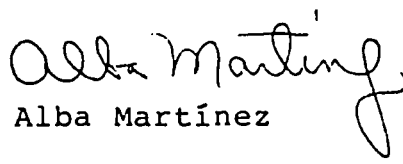
A mediados del mes realicé visita a la Prov. de Chiriquí, distrito de Boquete a solicitud de Katheryn Hall, quien estaba preocupada por la situación del ex-becario Rigoberto Santamaría, a quien regresaron por problemas de conducta. Adjunto informe de esta visita.

Debido a los acontecimientos ocurridos el día 20 (invasión norteamericana) no es mucho lo que he podido realizar, ya que a partir de este momento todo el comercio y las actividades públicas fueron suspendidas, debido al saqueo general.

Lamentablemente debido a toda esta situación no he podido recoger aún las encuestas sobre prioridades de estudio, no he enviado ningún otro informe ya que los aeropuertos y el correo local e internacional está cerrado, no puedo visitar a los miembros del Comité Asesor que estan en las provincias porque hay toque de queda y el Puente de las Américas que comunica las provincias del interior con la ciudad, lo cierran a partir de las 6:00 de la tarde.

Espero que la situación mejore a medida que transcurran los días y podamos cumplir con todos los informes y actividades pendientes de realizar para el próximo mes.

Saludos,


Alba Martínez

Monthly Report
El Salvador, December 1989

- o Christmas cards and Director's Bulletin distributed
- o Final preparations for Cycle F (01/90) departure. Orientation stage III. Farewell celebration planned.
- o Field of study Questionnaire distributed to forty institutions and individuals.
- o Evaluation on the consequences of war, 255 homes contacted.
- o Preparation for Hearing Impaired Program.
- o Continued receipt and organization of applications for the Cycle G.
- o Periodic alumni reunions. Supported alumni T-shirt sale.

COORDINACION NACIONAL DE EL SALVADOR

Página Suplementaria
Actividades Mensuales
Dentro del País

País: EL SALVADOR

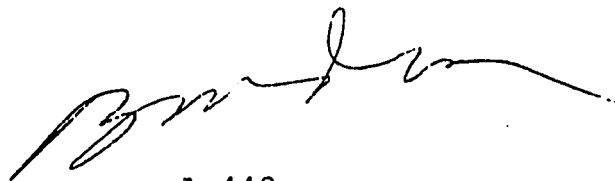
Coordinador: BETTINA MOLINA

Periodo Cubierto en Reporte: DICIEMBRE 1989

PARTE A			
Reconciliación de labores con Plan Global de Trabajo			
LABORES	OBJETIVOS	METAS	METAS ALCANZADAS
Distribución Tarjetas Navideñas y Boletín.	Mantener contacto con becarios, ex-becarios y comunidad.	Distribuir 350 tarjetas y boletines	100%
Arreglos viaje ciclo "F" en Enero	Preparar estudiantes para salida.	Lograr visas exámenes médicos y otros arreglos.	90%
Encuesta sobre distribución áreas de estudio	Distribuir becas de acuerdo a necesidades prioritarias del país.	Contactar 40 instituciones y personas	100%
Evaluación consecuencias guerra	Investigación status estudiantes y familias	Contactar 255 hogares	50%

Parte B

- Resumen narrativo de Proyectos/Actividades llevadas a cabo?



A-448

Página Suplementaria
Actividades Mensuales
Dentro del País

País: EL SALVADOR

Coordinador: BETTINA MOLINA

Periodo Cubierto en Reporte: DICIEMBRE 1989

PARTE A			
Reconciliación de labores con Plan Global de Trabajo			
LABORES	OBJETIVOS	METAS	METAS ALCANZADAS
Difusión Programa para sordos	Contactar candidatos potenciales y apoyo de especialistas.	Lograr principales contactos. Diez escuelas y agrupaciones.	100%
Clausura Seminario impartido por ex-becarios a Ciclo "F"	Unimiento global de estudiantes que salen.	enseñanza de Inglés y seminarios motivacionales.	100%
Organizar despedida ciclo "F"	Mantener motivados a estudiantes.	Ultimar detalles de preparación	100%

Parte B

- Resumen narrativo de Proyectos/Actividades llevadas a cabo?

Página Suplementaria
Actividades Mensuales
Dentro del País

País: EL SALVADOR

Coordinador: BETTINA MOLINA

Periodo Cubierto en Reporte: EL SALVADOR

PARTE A			
Reconciliación de labores con Plan Global de Trabajo			
LABORES	OBJETIVOS	METAS	METAS ALCANZADAS
Continuación recepción y clasificación formulario I ciclo "G"	Estar al día con el proceso de pre selección,	Recibir y clasificar 2500 formularios distribuidos	50%
Reuniones periódicas con Ex-becarios.	Involucramiento directo con ex becarios.	Mantenimiento relaciones cordiales.	100%
Apoyo actividad de venta de T-shirts de ex becarios	Apoyo de oficina.	Cooperar en venta camisetitas.	100%
Mantenimiento administrativo de oficina	Funcionamiento adecuado de oficina.	Mantener actividad completa.	100%

Parte B

- Resumen narrativo de Proyectos/Actividades llevadas a cabo?

Difusión de programa para sordos:

Hemos hecho contacto con la Asociación Nacional de Sordos que involucra a 60,000 sordos del país; con la Escuela de Audición y Lenguaje y con aproximadamente 10 personalidades involucradas en este campo incluyendo a Candence Banderman del AID quien es una experta y dedicada a este trabajo.

IN-COUNTRY
 MONTHLY ACTIVITY
 CASP/CASS Regional Office Operations

Country ST. KITTS/NEVIS
 Coordinator ANITA DUGGINS
 Period Covered by Report JANUARY 1 - 30, 1990
 Date Submitted JANUARY 30, 1990

Please check the tasks/projects reviewed and evaluated in this report:

I Ongoing Program Activities II Recruitment & Selection III Administrative

- | | | |
|--|---|-----------------|
| <input checked="" type="checkbox"/> 1. Advisory Boards | <input checked="" type="checkbox"/> 1. Preselection I | 1. Personnel |
| 2. Alumni Associations | 2. Preselection II | 2. Finance/Budg |
| 3. Marketing | 3. Interviewing | 3. Work Plans |
| 4. Networking | 4. Predeparture O. I | 4. Other: _____ |
| 5. Communications/Pub. Info. | 5. Other: _____ | _____ |
| 6. Reentry Activities | _____ | _____ |
| 7. Follow-up Activities | _____ | _____ |
| 8. Follow-on Activities | | |
| 9. Other _____ | | |
| _____ | | |
| _____ | | |

Using supplemental sheets, per attached, provide a narrative discussion of each task/project addressed during this report period. Please be responsive to these questions as appropriate:

- What was the task or activity?
- Did work on the task or activity progress as anticipated?
- What problems did you encounter?
- Did your accomplishments match your expectations?
- What was planned to do that could not be done and why?
- What actions were most effective in carrying out this task/activity? Least effective? What needs to be done differently in the future?
- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page
In-Country Monthly Activity

Country: ST. KITTS/NEVIS

Coordinator: ANITA DUGGINS

Report Period: JANUARY 1-30, 1990

Part A <u>Reconciliation of Tasks with Comprehensive Work Plan</u>			
Task	Objectives	Goals	Goals Attained
Advisory Board	Formation of Advisory Board	Recruitment of three Members for Advisory Board. (Additional three (3) members)	Got consent of the following persons. Mr Ashley Farrel (Nevis) Mr Dennis Knight (St. Kitts) Mr Alphonso Bridgewater (St. Kitts)

Part B
Narrative Summary of Tasks Performed

Letter was sent to Private Sector to recruit Mr Knight. The firm of TDC was quite responsive and did not hesitate to elect a representative. Meeting was held with Mr Farrel and Mr Bridgewater.

Supplemental Page
In-Country Monthly Activity

Country: ST. KITTS/NEVIS

Coordinator: ANITA DUGGINS

Report Period: JANUARY 1-30, 1990

<u>Part A</u> <u>Reconciliation of Tasks with Comprehensive Work Plan</u>			
<u>Task</u>	<u>Objectives</u>	<u>Goals</u>	<u>Goals Attained</u>
<u>Selection Committee</u>	<u>Formation of Selection Committee for Preselection 1.</u>	<u>Recruitment of one (1) member from Nevis.</u>	<u>Got consent of Mr James Neale.</u>

Part B
Narrative Summary of Tasks Performed

Meeting held in Nevis with Mr James Neal, Mr Ashley Farrel and Mr Perlivan Wilkin. Discussed program. Mr Neale was very enthusiastic and concerned about having a representative from Nevis on the Selection Committee. He agreed to serve on Selection Committee, while Mr Ashley Farrel agreed to serve on the Advisory Board.

IN-COUNTRY
MONTHLY ACTIVITY
CASP/CASS Regional Office Operations

Country ST. KITTS/NEVIS
 Coordinator ANITA DUGGINS
 Period Covered by Report FEBRUARY 1 - 28, 1990.
 Date Submitted February 24, 1990

Please check the tasks/projects reviewed and evaluated in this report:

I Ongoing Program Activities II Recruitment III Selection Administrative

- | | | |
|--------------------------------|----------------------|-----------------|
| 1. i Advisory Boards | ✓ 1. Preselection I | 1. Personnel |
| 2. ii Alumni Associations | 2. Preselection II | 2. Finance/Budg |
| 3. iii Marketing | 3. Interviewing | 3. Work Plans |
| 4. iv Networking | 4. Predeparture O. I | 4. Other: _____ |
| 5. v Communications/Pub. Info. | 5. Other: _____ | _____ |
| 6. vi Reentry Activities | _____ | _____ |
| 7. Follow-up Activities | _____ | _____ |
| 8. Follow-on Activities | _____ | _____ |
| 9. Other _____ | _____ | _____ |

Using supplemental sheets, per attached, provide a narrative discussion of each task/project addressed during this report period. Please be responsive to these questions as appropriate:

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- What actions were most effective in carrying out this task/activity? Least effective? What needs to be done differently in the future?
- Does your comprehensive work plan need to be adjusted to accommodate new developments, complications, priorities, etc?

Supplemental Page
In-Country Monthly Activity

Country: ST. KITTS/ NEVIS

Coordinator: ANITA DUGGINS

Report Period: FEBRUARY 1 - 28, 1990

Part A

Reconciliation of Tasks with Comprehensive Work Plan

Task	Objectives	Goals	Goals Attained
Pre-Selection I	Select 36 applicants who meet required criteria in different study areas.		Recruitment process showed applicants for: <ul style="list-style-type: none"> - Hotel Management - Restaurant Mgmt. - Computer Science - Food Technology - Small Business Mgmt. - Small Appliance Repair. A total of eight areas.

Part B

Narrative Summary of Tasks Performed

Held meetings with selected applicants on St. Kitts and Nevis to explain details of eight page form. Applicants were very eager and responsive. Discussions went quite well.

REGIONAL OFFICE
CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KING

MONTH: December 1989.

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	To locate, distribute pre-selection forms so that as many young persons in the target group have an opportunity to apply and compete for a scholarship.	Visit target areas to select interested and trustworthy persons to distribute forms.	Not all forms were given out as all Secondary Schools were closed. Interested persons were given forms and these forms were discussed. This is to be continued in Jan.
2.1	Recruitment & Pre-Selection I	To identify the needs of St. Vincent to assign the number of scholarships according to the priority needs.	To distribute and collect 40 forms from private and public sector.	Most forms were distributed. The remainder will be given in early Jan. I have not yet collected them. Reminders are given.
	Priority Fields of Study Survey Forms.			

CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KING

MONTH: December 1989

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	To make programme known throughout St. Vincent & the Grenadines	Visit rural areas Meet principals of Sec. Schools	Contact was made with most principals of rural schools some by telephone - schools were closed for 4 weeks vacation
1.3	Marketing	To reach target group and disseminate material.	Visit Grenadines to talk with groups: Use of Media Church other groups. Talk with Training Officer + Govt.	Radio announcements were made. Newspaper article was inserted in the Newspaper. (there was an error in this) No visit was made to the Grenadines, but the newspaper article + radio announcement sensitised people and they telephoned to find out. Minister of Ed and other train personnel were told. The Minister is to view the video on the conference.
1.4	Networking			

A-457

REGIONAL OFFICE
CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KING

MONTH: DECEMBER 1989

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	To provide support system	Visits to former advisory board members.	<p>Because of the Pre departure orientation and visit to Dominica St Lucia, Antigua it was not possible to arrange a meeting however all former members were contacted via telephone and follow up with a visit on an individual basis. Each was given a folder, copy of pre selection booklet, copy of 1990 schedule. Some were asked to assist in the pre-departure orientation in January.</p> <p>3 new members were suggested these would be contacted in Jan.</p>
1.1.	Advisory Boards.	<p>To assist country coordinator in reaching influential persons.</p> <p>To get them involved in the process of selecting recruitment etc.</p>	<p>Arrange meeting and get advice on recruiting new members.</p> <p>Prepare folders for members of board.</p>	

CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KINGMONTH: DECEMBER 1989

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	To assist in preparing students in Antigua for departure in January	To visit all 3 islands: St. Lucia, Dominica & Antigua	Visits were made to the islands. It was not possible to meet with students on St. Lucia and Dominica, however discussions were held with Coordinators James Henderson and Marie Headley. Documents were delivered and orientation discussed.
2-4	Pre departure of Cycle F Students.	visit Dominica & St. Lucia to take tickets, pass tags discuss orientation with students and coordinators.	meet with Cycle F students and Coordinator in Antigua. Pre-departure orientation in Antigua.	Orientation was done in Antigua with 3 students at the Hotel 'Heritage' The student from Barbuda also attended. Copies of booklets were given to Helen Dublin and discussions re orientation and departure were held.

* Orientation had to be done in the hotel room because I did not get my luggage and still, have not yet been able to locate same via LIA

REGIONAL OFFICE
CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KING

MONTH: JANUARY, 1990

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	<p>To assist country coordinator in reaching influential persons.</p> <p>To get them involved in the recruitment and promotion process.</p> <p>To be a support system.</p>	<p>Visit with members of the board, contact new ones.</p> <p>Meeting with board to discuss folders and new forms.</p> <p>Seek their assistance in the survey - Priority Needs.</p>	<p>A meeting was held with members unfortunately the new members could not attend, but promise to be at the other meeting.</p> <p>Members took Survey forms of Priority Needs to assist in this area of distribution and collection</p> <p>Four members of the Advisory committee participated in the Pre-departure orientation of the Cycle F students in January and some came to the Airport when they were leaving.</p> <p>Presently one of our active Advisory Committee members, Fr. Howel is in Barbados. He is hospitalised.</p> <p>Advisory Committee will assist in the Pre-Selection I.</p>
1.1	Advisory Board.			

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.3 1.4	Marketing and Networking	To make programme known.	Visit rural areas and Urban areas. Meeting with contact persons in schools (Principals and other groups.	Visits were made to all the target areas except the Grenadines. However contact was made in Union Island and Bequia and preselection forms have been sent.
1.5	Communication Public Info.	To sensitise populace about the programme and to inform target group about the deadline	Target group will know the date when Pre-Selection forms must be returned.	An announcement was made on the local T.V during the Community announcements this was free of charge. The local Radio station also announced the date of returning Pre-Selection forms.
2.1				

PHASES AND PERIODS	OBJECTIVES SET	GOALS SET	GOALS ATTAINED
2.1 Recruitment and Pre Selection I	<p>To distribute pre-selection forms so that they are spread widely throughout St. Vincent & the Grenadines</p> <p>To collect form completed forms in preparation for processing</p>	<p>To provide contact persons in the various areas with forms for the target group.</p> <p>Forms are to be collected by end of January.</p> <p>Folders to be made as per field of study.</p>	<p>Forms were all given out and there was need for more forms photocopies were made to facilitate the areas where there was need.</p> <p>Many forms have been collected and sorted according to areas of study.</p>

PHASES AND PERIODS	OBJECTIVES SET	GOALS SET	GOALS ATTAINED
<p>2.4 Pre-departure of Cycle F students.</p> <p>Departure.</p>	<p>To prepare students in St. Vincent for departure in January.</p> <p>To ensure that all documents and formalities are completed for travel.</p> <p>To have mini-orientation.</p>	<p>Medical waivers are had for all students, including those who had minor medical problems.</p> <p>Visas are obtained from AID, and US Consulate.</p> <p>Students know the procedure for travelling.</p> <p>Prepare students for living in US, with families.</p> <p>their behaviour, goals and expectations.</p>	<p>Through G.U all students were given medical waivers and thus travelled to B'dos to get their visas. This was done in 2 batches.</p> <p>Because of the time constraint one group had to be sent by charter flight.</p> <p>Tickets and name tags were received and a one day orientation was held for all (11) eleven students.</p> <p>Advisory Committee members H Lewis, Y. Gaynes, Fr. R. Howell and P. Reddock participated and spoke to students on a number of relevant topics on living in the U.S. They were reminded of their commitment.</p> <p>Information on date, time ^{of departure} and flight numbers were given.</p> <p>Names of contact persons in Miami were also provided.</p> <p>Transportation was provided, students live in different areas and their flights were at 5.15. Airport time was 5.15 a.m.</p> <p>The coordinator was there for every departure and delivered tickets, tags, Exit tax etc.</p> <p>One group had to remain 5 hrs in B'dos and was given money (26\$) for lunch in Barbados.</p>

PHASES AND PERIODS	OBJECTIVES SET	GOALS SET	GOALS ATTAINED
Priority fields of Study	To collect forms to analyse.	Forms are to be collected and analysed results sent to G.U.	There is still some difficulty in collecting forms. Some more were photocopied, these are being taken to institutions etc. Since some persons cannot locate the first set of forms the Advisory committee is helping.

REGIONAL OFFICE
CASP/CASS PEACE SCHOLARSHIP PROGRAM

MONTHLY ACTIVITY REPORT

COUNTRY: ST. VINCENT & THE GRENADINES COORDINATOR: WINIFRED KING

MONTH: February 1990

PHASES AND PERIODS	OBJECTIVES SET	GOALS SET	GOALS ATTAINED
<p>1. STUDENT PROCESSING</p> <p>1.1 Advisory Board.</p>	<p>To go through application Pre-Screening forms to select students for long forms. and to select students in Pre Selection II for Orientation.</p> <p>To assist in selecting Interview committee</p>	<p>1. That Advising boards will assist in the selection of candidates and distribute long forms to Candidates</p> <p>2. Prepare files for each student distribute to Advisory Board</p> <p>3. Solicit names of persons to sit on selection committee and to approach these persons personally.</p>	<p>Meeting was held with 3 Advising Board members, went through the Pre Selection - Pre Screening forms 46 students were selected for long forms in all Fields of study. Forms were distributed. and, deadline set. The Advising board is rather active & helpful.</p> <p>Form are all returned and information noted. Files made for each student and distributed to Board Members.</p> <p>Two additional persons were asked to be on Interview Committee. Training is to be held early in March. They already have the handbook to peruse.</p>

A-465

REGIONAL OFFICE
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MONTH: _____

PHASES AND PERIODS		OBJECTIVES SET	GOALS SET	GOALS ATTAINED
1.	STUDENT PROCESSING	To make programme known.	To let public know of programme.	This was done incidentally by using the electronic media announcements on radio re deadlines.
1.3 1.4	Marketing and Networking			
1.5	Public Information			
2.1	Pre Selection I	Collect ^{forms} and select students for Long Application Forms	All forms must be discussed by Advisin Committee to select 46 students for Long Application forms	104 forms were collected 3 Members of committee met on Friday 2nd Feb to make selection. Students were selected.

A-466

PHASES AND PERIODS	OBJECTIVES SET	GOALS SET	GOALS ATTAINED
2.2 Pre Selection II	<p>Distribute and collect long forms</p> <p>Prepare folders and checklists.</p> <p>Ensure documents are ready and in place.</p> <p>Contact Advisory Committee and Select Interviewers.</p> <p>Train Interviewers.</p>	<p>Folders labelled and check lists in place for each applicant.</p> <p>Profiles prepared for each student</p> <p>Advisory committee have time to scrutinise and familiarise themselves with forms and CASS requirements.</p> <p>Interviewers know about forms and criteria, interview schedule etc.</p>	<p>All folders were prepared pending the collection of forms. These were collected, collated according to CASS sample. Profile written for each applicant. Files were given to members of Advisory committee to check and read essay and make their own notes.</p> <p>Copies of profiles are to be made for each interviewer</p> <p>Interviewers know about forms, they are given a handbook/manual which will be discussed at our meeting at the end of Feb or early March.</p>

APPENDIX IV

Special Programs

A. CASS Bachelor's Degree

	Page
Orientation of CASS/Florida Scholars, Trip Report (January 4-5, 1990)	A-469
Site Visits to Four Florida CASS Universities (January 30-31/February 6-7, 1990)	A-475

Trip Report
Cooperative Association of States for Scholars (CASS)/
Florida Latin American and Caribbean Scholarship
Orientation

Location: Orlando, Florida

Date: January 4 - 5

Georgetown University Representatives: Anne McGuigan
Cary Morse

On January 4, 15 participants (attachment A) of the Florida Latin American and Caribbean/Cooperative Association of States for Scholars (CASS) program arrived in Orlando, Florida. These participants completed A.S. degrees at community or technical colleges as part of Cycle A of the Central American Scholarship Program (CASP). Following graduation, they returned to their home countries and worked in their fields of specialization. The participants will pursue the bachelor of science at four universities in the Florida system of higher education: University of Central Florida (UCF), Florida A&M University (FAMU), University of North Florida (UNF) and University of West Florida (UWF). This scholarship program, following the CASS model, is jointly funded by the Florida Department of Education and Georgetown University/Agency for International Development.

Orientation for participants was held at the UCF campus and at a hotel adjacent to the UCF campus. Two G.U. representatives attended the orientation in order to 1) provide assistance and support to Angel Gonzalez, Director of the Florida Office of International Education, 2) clarify the role of CASS/G.U. in this new scholarship program and 3) reinforce participants' enthusiasm and desire for continued involvement in CASP/CASS. In a December 14 meeting between G.U. representatives and Dr. Gonzalez, it was agreed that the Florida Office of International Education would act as the direct contact for participants. In a follow-up letter dated December 19 (attachment B), G.U. asked Dr. Gonzalez to develop an orientation program which would effectively communicate the program policies to the students.

Upon arriving in Orlando, G.U. representatives met with Dr. Gonzalez in order to discuss the orientation agenda and resolve remaining logistical details. Dr. Gonzalez and the G.U. representatives also met with Mr. Douglas Maury, Acting Director of International Student Services at the University of Central Florida. The G.U. representatives reviewed the CASS program objectives and priorities with Mr. Maury. Dr. Gonzalez and Mr. Maury discussed late admission for the Salvadorean students, who were not given security clearance for travel to the U.S.

The program for the first evening of the orientation consisted of a welcome dinner held from 7:00 - 9:00 pm at the hotel. The students, Dr. Gonzalez and the G.U. representatives attended the dinner. Each student introduced him/herself and spoke briefly about his/her background and aspirations for the future. Dr. Gonzalez and the G.U. representatives introduced themselves and welcomed students to the scholarship program. During the dinner, the students asked many questions about the role of Dr. Gonzalez, the Florida Office of International Education, the G.U. representatives and the CASS/CASP program.

The scholars have all met with faculty advisors. However, the final evaluation of each scholar's transfer credits has not been completed. Dr. Seales commented that, ideally, these evaluations should be done prior to the scholars' arrival on campus. However, he did not know whether FAMU had received the scholars' transcripts before January 4. The scholars stated that they have submitted copies of their transcripts to Ms. Agnes Coppin, Dr. Seales' assistant.

Dr. Seales agreed to petition Dr. Zach, Chairperson of Agribusiness, to evaluate each scholar's transcript and devise a semester-by-semester plan of study. Dr. Gonzalez and I will request copies of the evaluations and study plans when we return to FAMU in March.

Ms. Vives and Ms. Garcia were initially offered on-campus housing. Because of a shortage of dormitory rooms, they were placed temporarily in the open basement of a dormitory with 30 other students. They expressed dissatisfaction with this situation to both Dr. Seales and Dr. Gonzalez. After five days of living in the basement, they were able to locate a furnished efficiency mid-way between the FAMU and Florida State University campuses. They ride the free university shuttle or city bus to the FAMU campus daily and take advantage of library facilities and cultural activities at both institutions. On-campus housing was not available to Mr. Jones and Mr. McFarlane. They share a one-bedroom apartment also located half way between the two campuses.

All four scholars have demonstrated resourcefulness and initiative in their first weeks at FAMU. Ms. Vives and Ms. Garcia attend the St. Thomas Catholic Church, have joined the parish prayer group and plan to be involved in church social activities. Ms. Garcia will sing in the church choir at the monthly Spanish mass. Mr. Jones is attending a local Methodist church. Scholars agreed that becoming involved in parish activities is an ideal way to meet people and make inroads into the community. They cite their involvement with Cedar Rapids, Iowa churches as evidence. Dr. Seales suggested that scholars visit an African-American Baptist congregation as an Experience America activity.

All scholars are involved in the FAMU International Student Association. The Association, a new group on campus, is writing its bylaws. Scholars pointed out that they can be helpful to the Association because of their experience with the CASP Alumni Association.

Ms. Garcia and Ms. Vives are active in the Hispanic Club. They and other club members will sponsor a Hispanic Festival during the first week of March.

Mr. Jones plays intermural soccer and is hoping to promote the sport on the FAMU campus. He believes that there is enough talent in the intermural soccer league to form a competitive university team. He and other league members will pursue authorization and funding for a university-sponsored team.

Mr. McFarlane also participates in the intermural soccer league and is involved in the FAMU Caribbean/West Indian Club.

During the last hour of the morning session, the G.U. representatives reinforced Dr. Gonzalez's remarks and discussed the scholarship from the Georgetown/CASS perspective. The representatives 1) provided students with further clarification of the roles of CASS/Georgetown and the Florida Department of Education, 2) highlighted differences between community colleges and universities, and 3) introduced students to the concepts of transfer credit evaluation and curriculum worksheet. Each student was given a blank copy of the Academic Enrollment and Term Report as well as a completed sample copy. The group discussed the sample copy and paid special attention to section 12 in which scholars list extracurricular or Experience America activities.

The G.U. representatives facilitated discussion of what it means to be a CASP/CASS scholar. Students generated a list of objectives for themselves, as scholars: 1) achieve academic excellence, 2) use U.S. training to contribute to development in the home country, 3) be leaders on campus and in the community, 4) share our culture with the people of the U.S. and 5) strengthen the CAPS/CASS Alumni Association in the home country. The G.U. representatives also encouraged students to think about their values and characteristics which may be challenged in the U.S. Each student wrote a word or phrase which describes a belief which he/she values. Students were asked to keep the word or phrase for future reference.

The G.U. representatives explained that the Florida/CASS scholarship program is a two-year or six-semester program and that no extensions will be given. Several students expressed concern about their ability to finish a bachelor degree in two years.

Finally, the G.U. representatives gave each student his/her Health and Accident Coverage (HAC) identification number and distributed the HAC information booklets. Students also received a CASP/CASS identification card and listed G.U. and Florida emergency phone numbers on it.

During the afternoon session, each campus group was scheduled to meet with its respective university representative in order to discuss the institution, program of study, etc. As previously mentioned, neither UWF nor UNF sent a representative to the orientation. Dr. Gonzalez met with the UWF and UNF students and provided them with information on the cities of Pensacola and Jacksonville, respectively. However, he was not able to answer students' myriad questions about programs of study, dormitories and cafeterias, student activities and mass transportation.

After the UCF students met with Mr. Maury, one of the students expressed dissatisfaction with the degree program, Bachelor of Science in Engineering Technology with a specialization in computer technology, which she will pursue. Information about the degree program had not been provided to her or to other students prior to their arrival in the U.S.

After the group meetings, students reconvened and took a tour of the UCF campus with a work study student from the Office of International Student Services. Shortly before five o'clock, orientation participants were transported back to the hotel. Students, Dr. Gonzalez, and the G.U. representatives ate dinner and enjoyed student presentations in a banquet room of the hotel. After dinner, students were transported to the airport for travel to their respective campuses.

Issues and Recommendations

In order to improve the quality of future orientations, the Georgetown and the Florida Department of Education should meet at least two months prior to students' arrival to review and agree on 1) each sponsor's role in the scholarship program and 2) the policies and objectives of the scholarship program. The co-sponsors should also prepare to relay accurate program and orientation information to participants through the CASS in-country offices. Thus, participants will arrive in the U.S. with more complete information about their scholarship program. The CASS/Florida participants who arrived on January 4 did not receive this kind of information beforehand and did not fully understand the nature of their scholarship nor the roles of the co-sponsors.

The welcome packet (attachment C) is an important vehicle for informing each student about his/her university, program of study, U.S. community, student activities and room and board arrangements. Welcome packets were not provided to scholars' prior to their arrival. Nor were they provided to scholars during orientation. In the future, the Florida Department of Education should prepare welcome packets including information from each participating institution and forward them to CASS Georgetown one month prior to students' arrival. Georgetown can then send the packets to the students through the CASS in-country offices in Central America. The welcome packet will help the students to form realistic expectations about his/her degree program and university.

The application forms for the Florida Latin American Caribbean Scholarship Program should also be sent to scholars prior to departure from Central America. The scholars should complete the applications and have them ready to submit to Department of Education Officials upon arrival in the U.S.

The agenda (attachment D) was distributed to the scholars as well as to the university representatives who attended the orientation. In future CASS/Florida orientations, the agenda should include Georgetown University/Agency for International Development as the co-sponsor. The agenda should provide details such as times and locations of orientation events and include all arrival and welcome activities.

All logistical arrangements should be made well in advance of students' arrival. This will avoid some of the problems encountered with this group such as lack of funds for local transportation and absence of supplies for use at the orientation.

All participating universities should be urged to send representatives to future orientations. The University of North Florida and the University of West Florida were not represented at this orientation program. Students registered to attend UNF and UWF were unable to address their specific questions to university representatives. The orientation programs would be enhanced by participation of university representatives in all sessions and social events. This would have the double value of easing the students' transition to the campus and providing a venue for the university representatives to become involved in and informed about the students and the roles of the Florida Department of Education and Georgetown University in the CASS/Florida program.

Attachment A -

CASS/Florida Scholars
January 4, 1990

Raul Barahona	Honduras
Lucio Callejas	Honduras
Olman Castillo	Costa Rica
Walter Delgado	Costa Rica
Ana Fajardo	Guatemala
Gladis Garcia	Guatemala
David Jones	Belize
Paul Jones	Belize
Paul McFarlane	Belize
Dennys Melara	Honduras
Rusibel Monge	Costa Rica
Ismael Sosa	Belize
Adilia Triminio	Honduras
Lucy Vallejo	Honduras
Maria Vives	Costa Rica

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COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARS (CASS)/
FLORIDA LATIN AMERICAN CARRIBEAN SCHOLARSHIP PROGRAM
CAMPUS VISIT REPORT

Cary Morse
Training Officer
February 23, 1990

The CASS/Florida Latin American and Caribbean scholars began bachelor degree studies in early January at four Florida public universities. Only 15 of the 20 scholars were able to come to the U.S. on January 4. One scholar from Costa Rica withdrew from the program because of illness in his immediate family. The four scholars from El Salvador were not able to obtain security clearance to come to the U.S. in time for the spring semester. However, the Florida Department of Education arranged for the Salvadoreans to enroll in a mini-semester at Miami-Dade Community College. The Salvadoreans arrived in the U.S. on January 25 and began classes on January 29. Each Salvadorean scholar will begin studies at his/her designated university in the summer semester.

On January 30 and 31 and February 6 and 7, Dr. Angel Gonzalez, Director of the Florida Office of International Education, and I visited the CASS/Florida scholars at the four university campuses. The objectives of our visits were to 1) monitor scholars' adjustment, 2) strengthen the university's interest in and dedication to the scholarship program, 3) accelerate the transfer credit evaluation process and 4) assist students in projecting a program of study.

Florida Agricultural & Mechanical University

Maria Vives, Paul McFarlane, David Jones and Gladys Gonzalez are pursuing the Bachelor of Science in Agriculture at Florida Agricultural and Mechanical University (FAMU). All four students will concentrate in the area of agribusiness.

FAMU located in Tallahassee, Florida, was founded in 1887 as the State Normal School for Colored Students. FAMU became an agricultural and mechanical institution in 1891 and attained university status in 1953. It is one of the oldest historically black universities in the U.S. The University offers bachelor's, master's and doctoral degrees and is divided into the Colleges of Arts and Science, Education, Engineering Sciences and Technology, Agriculture, Engineering, Pharmaceutical Sciences, Allied Science, Architecture, Business Administration, Journalism, Nursing and Graduate Studies. Approximately 5,500 students attend FAMU. International students make up 8% of the student body and hail from 48 different countries.

Dr. Rupert Seales directs the Office of International Programs at FAMU. The Office provides support services to international students and scholars, manages linkages with foreign universities and administers several federal grants. Dr. Seales serves as the liaison to the Department of Education for the CASS/Florida Scholarship Program.

Each CASS/Florida scholar is registered in 15-18 courses for the spring semester. Both Maria Vives and Gladys Garcia are experiencing difficulty in College Algebra. Ms. Garcia arranged for an algebra tutor through the mathematics department. She meets with the tutor for several hours each week. Paul McFarlane expressed concern about repeating courses. He believes that the Introduction to Agricultural Science course in which he is enrolled is virtually identical to a course he completed at Kirkwood Community College.

The scholars have all met with faculty advisors. However, the final evaluation of each scholar's transfer credits has not been completed. Dr. Seales commented that, ideally, these evaluations should be done prior to the scholars' arrival on campus. However, he did not know whether FAMU had received the scholars' transcripts before January 4. The scholars stated that they have submitted copies of their transcripts to Ms. Agnes Coppin, Dr. Seales' assistant.

Dr. Seales agreed to petition Dr. Zach, Chairperson of Agribusiness, to evaluate each scholar's transcript and devise a semester-by-semester plan of study. Dr. Gonzalez and I will request copies of the evaluations and study plans when we return to FAMU in March.

Ms. Vives and Ms. Garcia were initially offered on-campus housing. Because of a shortage of dormitory rooms, they were placed temporarily in the open basement of a dormitory with 30 other students. They expressed dissatisfaction with this situation to both Dr. Seales and Dr. Gonzalez. After five days of living in the basement, they were able to locate a furnished efficiency mid-way between the FAMU and Florida State University campuses. They ride the free university shuttle or city bus to the FAMU campus daily and take advantage of library facilities and cultural activities at both institutions. On-campus housing was not available to Mr. Jones and Mr. McFarlane. They share a one-bedroom apartment also located half way between the two campuses.

All four scholars have demonstrated resourcefulness and initiative in their first weeks at FAMU. Ms. Vives and Ms. Gonzalez attend the St. Thomas Catholic Church, have joined the parish prayer group and plan to be involved in church social activities. Ms. Gonzalez will sing in the church choir at the monthly Spanish mass. Mr. Jones is attending a local Methodist church. Scholars agreed that becoming involved in parish activities is an ideal way to meet people and make inroads into the community. They cite their involvement with Cedar Rapids, Iowa churches as evidence. Dr. Seales suggested that scholars visit an African-American Baptist congregation as an Experience America activity.

All scholars are involved in the FAMU International Student Association. The Association, a new group on campus, is writing its bylaws. Scholars pointed out that they can be helpful to the Association because of their experience with the CASP Alumni Association.

Mr. Gonzalez and Ms. Vives are active in the Hispanic Club. They and other club members will sponsor a Hispanic Festival during the first week of March.

Mr. Jones plays intermural soccer and is hoping to promote the sport on the FAMU campus. He believes that there is enough talent in the intermural soccer league to form a competitive university team. He and other league members will pursue authorization and funding for a university-sponsored team.

Mr. McFarlane also participates in the intermural soccer league and is involved in the FAMU Carribean/West Indian Club.

Scholars faced several unanticipated expenses upon arrival at FAMU. They paid a \$15.00 application fee, a \$25.00 late registration fee and \$20.00 for immunization. Dr. Gonzalez and Dr. Seales explained that these are one-time fees.

Finally, scholars asked if the scholarship allowance, \$3,100.00 per scholar per semester, would be increased if tuition goes up in the 1990-91 academic year. Dr. Gonzalez responded that he would recommend that scholars receive a proportional increase in allowance but that the final decision would be made by the Office of the Florida Commissioner of Education.

Oscar Rosales, a Salvadorean CASS/Florida scholar, will join the FAMU group in the summer semester.

University of Central Florida

Rosibel Monge and Ismael Sosa are pursuing the Bachelor of Science in Engineering Technology at the University of Central Florida (UCF). Both students will specialize in computer engineering technology.

UCF, located in northeast Orlando, was founded in 1963 and is part of the Florida system of higher education. The University's six Colleges offers degrees in arts and sciences, business administration, education, engineering and health. The University also operates branch campuses in Daytona Beach, South Orlando and Brevard County.

The International Student Office provides a variety of services to international students and scholars. These services include issuance of immigration forms, assistance in locating off-campus lodging, counseling and advisement, promotion of social activities and home visits with local families. Mr. Douglas Maury, Acting Director of the International Student Office, serves as the liaison to the Florida Department of Education for the CASS/Florida Latin American Caribbean Scholarship Program. When the scholars arrived in January, Mr. Maury assisted Mr. Sosa in securing an apartment close to campus. He also arranged for Mr. Sosa to borrow a bicycle from a local parish. Finally, Mr. Maury has provided support to both students as they pursue the transfer credit evaluation and attempt to plan their programs of study.

Both scholars have met with Dr. Clarence Head, Associate Professor of Engineering, for academic advising. Dr. Head did an unofficial evaluation of each student's transfer credits from the University of Wisconsin Center (UWC), Richland. According to this preliminary evaluation, Ms. Monge must complete the following requirements in order to earn the bachelor degree: 1) 3 credits of general education courses, 2) 18 credits of engineering technology core courses, 3) 12 credits of lower-level technology major courses, 4) 15 credits of upper-level technology major courses, 5) 11-12 credits of upper-level technical electives and 6) 16-17 approved electives. Thus, Ms. Monge must complete a total of 77 credits after the spring semester. In order to complete these credits and earn the degree, she must enroll in fifteen credits during four of the remaining semesters and seventeen credits during a fifth semester.

Mr. Sosa, a Belizean, was able to take a greater number of computer science courses at UWC, Richland, since he did not have to spend time learning English as a second language. He must earn 68 more credits after the spring semester in order to graduate with the bachelor degree in December of 1991. His requirements include: 1) 9 credits of general education, 2) 19 credits of engineering technology core courses, 3) 15 credits of lower-level technology electives and 4) 15 credits of upper-level technology electives. Mr. Sosa was able to use UWC courses to satisfy the 16-17 approved electives.

These credit evaluations are unofficial. The final evaluation will be done as soon as the UCF Office of Admissions releases the student's transfer credit summary. Mr. Maury checked Ms. Monge's and Mr. Sosa's admission records to determine when each student's summary will be available. He estimated that Mr. Sosa will receive his summary by the end of February. However, Ms. Monge's summary will not be released until the Office of Admissions receives her University of Costa Rica transcript. Ms. Monge requested the transcript but does not expect it to arrive at UCF until late March. Ms. Monge completed general education courses at the University of Costa Rica. She must take Western Humanities II in order to complete the remaining three credits of general education requirements at UCF. She does not believe that any of the University of Costa Rica courses corresponds to Western Humanities II. Thus, the University of Costa Rica courses will not help her to advance towards the bachelor of science degree. However, they will count as extra credit on Ms. Monge's UCF transcript.

Both Mr. Sosa and Ms. Monge expressed concern about the major field of study in which they were placed. They stated that the computer engineering technology specialization emphasizes the hardware of the computer and requires some engineering and electronics background. The program which they completed at UWC focused on software and did not provide them with a foundation in engineering and electronics. Furthermore, they believe that a program which stresses the hardware of the computer may not be relevant to students from developing countries such as Costa Rica and Belize. They commented that their countries import technology from more developed countries rather than producing it locally.

Ms. Monge is particularly dissatisfied with the computer engineering technology specialization and would like to switch to the concentration in information systems technology. Mr. Sosa also feels that information systems technology would be more appropriate for him. However, he seems willing to continue with the computer engineering specialization, if necessary.

Most of the required courses for the information systems technology specialization are offered exclusively at UCF's Brevard Campus located near Titusville, Florida. If the CASS/Florida scholars were to transfer to this program they would have to relocate to Brevard County by the spring semester of 1991. A university van service provides transportation between the Brevard and Orlando campuses. The ride takes a minimum of one hour. The Brevard branch of UCF does not have on-campus residence facilities. Thus, the students would have to arrange off-campus housing.

Both Mr. Sosa and Ms. Monge believe that they could apply more UWC transfer credits to the information systems technology specialization than they have been able to apply to the computer science technology specialization. Dr. Gonzalez and I asked the students to obtain an unofficial transfer credit evaluation using the curriculum worksheet of the information systems technology specialization. Students will send the evaluations to Dr. Gonzalez as soon as they are available. Dr. Gonzalez will consult UCF officials with regard to the viability of CASS/Florida scholars relocating to the Brevard campus. Dr. Gonzalez and I will review this situation when we visit the UCF campus in March.

Ms. Monge expressed concern about the amount of allowance, \$3,100.00, which each CASS/Florida scholar receives on a semesterly basis. She feels that the allowance has been insufficient for the first semester. She cited the high cost of her books, \$327.00, and unanticipated expenses such as fees for immunization, application and late registration. Ms. Monge also stated that she wants to move off campus because dormitory rooms are expensive. In fact, Mr. Sosa is paying less to share an apartment for four months than Ms. Monge is paying to live in a double room in a dormitory for four months.

Both scholars attended the international student picnic at the beginning of the semester. Dr. Gonzalez and I encouraged them to continue to participate in international student activities. Mr. Sosa and other international students have formed an intermural soccer league.

The scholars also attended a meeting of the UCF Christian Association. They commented that members of the Association were nicer and more welcoming than anyone else on campus. However, they believe that the Association members may have acted that way in order to attract students who have just arrived at UCF.

In general, the scholars should be encouraged to seek out other activities through the Student Center, which coordinates the 125 UCF clubs, and the Office of Recreational Services. Students should also have the opportunity to establish a host-family relationship with a local family.

Two Salvadoran CASS/Florida scholars, Lorena Milla and Marta Mungia, will join the UCF group in the summer semester. Mr. Maury indicated that Ms. Milla and Ms. Mungia should arrive in Orlando on May 10 or 11.

The University of West Florida

Olman Castillo, Lucio Callejas, Dennys Melara and Adilia Triminio are pursuing the Bachelor of Science in Industrial Technology at the University of West Florida:

The University of West Florida, founded in 1963, is the major institution of higher education on the Florida Panhandle. It is located in the outskirts of Pensacola, and enrolls approximately 7800 students through its Colleges of Arts and Sciences, Business and Education and Division of Computer Science. Currently 194 international students are enrolled at UWF. Students from the People's Republic of China make up 50% of the international student population.

Dr. Linda Dye, Director of Student Affairs and Acting International Student Advisor also serves as the liaison to the Florida Department of Education for the CASS/Florida Scholarship Program. Dr. Dye described the range of programs which her office sponsors for international students on campus. These programs include: orientation for international students, a host family program, an annual celebration of culture and monthly trips to local businesses such as Monsanto Chemical Corporation. Dr. Dye also commented that the priest at Nativity Catholic Church, adjacent to the UWF campus, has taken a special interest in welcoming students from Latin America. She will encourage the CASS/Florida scholars to visit the church and meet its pastor.

Students in the industrial technology major may choose between the engineering and manufacturing specializations. Both Mr. Castillo and Mr. Melara stated that they wish to specialize in engineering and concentrate on mechanical engineering technology. Students who select this option must take Calculus I and II. The manufacturing option does not require Calculus I and II. Mr. Callejas and Ms. Triminio are unsure about which option they will pursue. All four scholars are registered in 5 classes, 16 credit hours, for the spring semester. The 5 classes fulfill general education and upper division requirements common to both the engineering and manufacturing specializations. Scholars took an English language proficiency examination upon arriving at the UWF campus, and Mr. Callejas did not achieve a satisfactory score. He was allowed to register in four academic courses but required to enroll in English as a second language as his fifth course. The students, particularly Mr. Castillo, expressed confidence that they will be able to finish the bachelor degree in the six-semester period provided by the scholarship program. Mr. Warren Leffard, Associate Professor in the Department of Technical and Vocational Studies, provides the students with academic advising.

Angel Gonzalez and I also met with Ms. Julie Cook, Assistant Dean for Enrollment and Planning, in order to thank her for her efforts in processing the students' acceptances. Ms. Cook had the transfer credit evaluations on file in her office. However, in accordance with the privacy act, she could not release the evaluation to us without each student giving written authorization. Dr. Gonzalez agreed to ask the students to get a copy of the evaluation from Ms. Cook's office and forward it to the Florida Department of Education.

The CASS/Florida scholars expressed concern about the lack of public transportation on weekends. Buses run between Pensacola and the UWF campus on weekdays only. In addition, they commented that most UWF dorm residents leave for the weekends. All four scholars are residing in the on-campus dormitories.

Ms. Triminio and Mr. Callejas met a family who had performed missionary work in Latin America and is interested in welcoming Latin American students to the community. The family took the students on a tour of the local naval bases and also invited them home for dinner.

The UWF students should be encouraged to participate in the myriad activities offered by both the Student Activities Office and the Office of Student Affairs/International Students. Mr. Castillo mentioned his interest in participating in the activities council. However, students did not seem to be aware of all the extracurricular opportunities available to them on the UWF campus.

Francisco Calles, a Salvadoran CASS/Florida scholar, will join the West Florida group for the summer semester and should arrive in Pensacola on May 3.

University of North Florida

Raul Barahona, Ana Fajardo, Lucy Vallejo, Paul Jones and Walter Delgado are pursuing the Bachelor of Science in Engineering Technology at the University of North Florida. All five scholars will specialize in electrical/electronics engineering technology.

The University of North Florida, founded in 1965, is one of the newest institutions in the Florida system of higher education. The University is located in southeast Jacksonville and offers undergraduate and graduate degrees through the Colleges of Arts and Sciences, Business Administration, Education and Human Services and Health. Approximately 7,500 students are enrolled in UNF. International students make up about 1% of the total student population.

Dr. Betty Flinchum, Director of the Center for International Education, acts as the liaison to the CASS/Florida Scholarship Program. The responsibilities for international student advising are divided among several UNF staff members. Ms. Veronica Medina, Coordinator of Minority Retention, performs some international student advising tasks, particularly with the Spanish-speaking students. As a Puerto Rican social worker, she is available to discuss personal and academic issues with these students in their native language.

The CASS/Florida scholars' transfer credit evaluations are being completed in two stages. First, the academic advising center evaluates students' transcripts in terms of how previous academic work fulfills the general education requirements of the bachelor degree. Second, an academic advisor in the major field of study evaluates the transcript in terms of how previous work fulfills the requirements of the major field of study. At the time of the visit, Mr. Barahona, Mr. Jones and Ms. Fajardo had already received the evaluation of their transcripts from Ms. Lori Weitzel of the Academic Advising Center. According to the evaluation, Mr. Barahona must complete 46 more credit hours in order to fulfill the general education requirements. This total includes six credit hours of mathematics, eight credit hours of sciences and eight credit hours of foreign language. The mathematics and science will also count towards the requirements of the engineering technology major. Mr. Barahona and the other Spanish-speaking students will take the College Level Examination Program (CLEP) in order to be excused from the foreign language requirement. Mr. Jones' general education deficiencies are similar except that he needs six rather than nine credits of English. Because Mr. Jones does not speak Spanish, he cannot

take the CLEP to satisfy the foreign language requirement. Ms. Fajardo, who attended Coffeyville Community College, has fewer general education deficiencies than the other students, who attended El Paso Community College. She must complete 25 credit hours and take the Spanish CLEP in order to fulfill the foreign language requirement. Ms. Vallejo and Mr. Delgado commented that their transfer credit evaluation will be identical to Mr. Barahona's evaluation. All three students completed the same program of study at El Paso.

Mr. Barahona also submitted his transcript to Dr. Robert Andreyka, Chairperson of the Division of Industrial Technology and Vocational Education, for evaluation of technical courses taken at El Paso. Dr. Andreyka would not accept any of the El Paso technical courses for transfer to the engineering technology major at UNF. The El Paso courses are classified as lower division while the UNF engineering technology courses are classified as upper division. In addition, the students will not be able to transfer the sequence of technical math courses, taken at El Paso, to the engineering technology major at UNF. The engineering technology major requires College Algebra, Trigonometry, Calculus I and II.

Ms. Lori Weitzel urged Mr. Barahona to resubmit his transcript to Dr. Andreyka and include descriptions of the technical courses from the El Paso Community College catalogue. Ms. Weitzel believes that the CASS/Florida students may get special consideration by submitting the transcripts for reevaluation by the Department of Technology and Vocational Education.

The scholars expressed concern about the number of credit hours they will have to take in order to complete the bachelor degree in engineering technology. Several scholars asked what would happen if they were to need seven rather than six semesters to finish the degree. Dr. Gonzalez did not answer their question directly. Instead, he encouraged them to continue with the transfer credit evaluation process.

All five scholars began the spring semester with a 15-credit courseload. However, a week before our visit, Mr. Delgado, Ms. Fajardo, Mr. Barahona and Ms. Vallejo dropped a three-credit history course. The scholars missed the first class meeting because of their late registration. They stated that this put them at a disadvantage since the class meets only once per week. Both Dr. Gonzalez and I reminded the students that, per our instructions during orientation, they should have contacted Dr. Gonzalez's office before withdrawing from the course. We also emphasized that they will have to take 15-18 credit hours during future semesters. Mr. Jones did not take the history course and remains enrolled in 15 credit hours.

The CASS/Florida scholars are living in on-campus dormitories and enjoying many of the facilities of the new campus. They have attended several jazz concerts and other performances at the UNF theater. UNF is removed from the center of Jacksonville, and buses run between downtown Jacksonville and the campus on weekdays only. Scholars complain of the lack of transportation on the weekends.

All five scholars are participating in the newly formed International Student Association. Recently, the CASS/Florida scholars joined with other international students in designing a logo for the Association. The Association plans to get involved in fund raising and community service and will also sponsor an international festival in the fall semester. The CASS/Florida scholars should be encouraged to participate in the variety of activities available to international and domestic students at UNF.

Recommendations

During the first round of campus visits, Dr. Gonzalez and I met with the scholars as a group. In the future, the Georgetown and Florida representatives should meet with each scholar individually as well as with the group. During the group meeting, the Georgetown and Florida representatives and scholars may discuss program policy and other issues of general interest. The individual conference format allows a scholar to speak freely about academic progress, adjustment and other issues. In addition, the Georgetown and Florida representatives can build trust and rapport with scholars during the individual conference.

In future visits, the scholarship representatives should meet with the academic advisor to present the scholarship program, discuss the scholars' special needs and request the advisor's cooperation and assistance with scholars' transfer credit evaluations and plans of study. The academic advisor must be aware that the scholars have a maximum of six semesters, including summer terms, to complete the bachelor degree. At some universities, the university liason may wish to attend this meeting.

The Georgetown and Florida representatives should plan to spend a full day on each campus in order to have sufficient time with the university liason, academic advisor and scholars. Before the visit, an agenda should be developed which lists the time and location of each meeting. The group and individual conferences should be scheduled during scholars' free time.

Prior to the next round of visits, the Georgetown and Florida representatives should establish a list of objectives and discuss how to achieve these objectives. The list might include: 1) obtain copies of scholars' transfer credit evaluations, 2) set a time frame in which scholars, with the assistance of academic advisors, will design semester-by-semester plans of study and 3) reemphasize the Experience America component of the CASS program to scholars and university officials.

APPENDIX IV

Special Programs

B. CASS Master's Degree



GEORGETOWN UNIVERSITY

Central American Peace Scholarships/Panama

February 16, 1990

Dr. Anne Thompson
Assistant Dean
School of Family Resources
and Consumer Sciences
University of Wisconsin-Madison
1300 Linden Drive
Madison, Wisconsin 53706

Dear Anne:

A belated thank you for your and Dean McCubbin's hospitality during my visit to Madison a couple weeks ago. I enjoyed meeting both of you. Now that my office is back to normal, I can return my thoughts to the visit to Madison.

First, I must compliment the fine job you have done getting the students settled, particularly in light of the problems--housing, clothing, etc.--that arose upon their arrival. I apologize for the confusion about the winter coat, clothing allowance and book allowance issues. I believe the students were misinformed about the clothing allowance, and they got mixed signals about the way in which books would be provided. I will try to be more involved in the preparation for the two students coming in August so that these mistakes are not repeated. Fortunately, we will not need to worry about winter coats in August.

I also compliment your selection of Rose Thompson as coordinator for the group. The students appreciate her advice and direction and pointed out to me that she has given them time and assistance beyond the call of duty. I look forward to working with her.

I appreciate your flexibility on the housing issue and hope that, if the students so choose, next fall they will be able to continue the summer plan of receiving a food allowance rather than being on the dormitory meal plan.

I spent yesterday organizing my notes and, in doing so, was reminded of questions that arose during my visit. This morning Father Bradley and I spoke about them, and following are conclusions we reached.

First, we feel--and the budget dictates--that the CASS students be treated like other graduate students. Specifically, they will get no extra funding to attend conferences and field trips simply because they are CASS students; rather, they should compete with other students for departmental funds normally available for such trips.

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Anne Thompson
February 16, 1990
Page Two

Second, we do not object to students doing a thesis, so long as it does not extend their program beyond 24 months. Of course, if a student can complete the thesis and program requirements in less time, that is fine too. (At this time, Ramadhin Bailey and Grace Livingston plan 18 month programs.) As the students pointed out, there will be costs, such as computer literature searches, associated with the thesis. The budget will not be increased to pay students for those costs. As Dean McCubbin suggested, it may be possible to cover the costs to a reasonable limit from the tuition line of the budget, since in later terms students will be enrolled in fewer hours than now, when they are in fulltime coursework. Other savings could be realized by limiting the number of extra courses that some students plan to take.

Third, we will consider their traveling home during the program, but only so long as they do so during a university vacation period and with your awareness and approval. If for any reason you feel the absence would be disadvantageous to their academic work, you may withhold approval. I will request that they notify me of the travel in writing at least six weeks before their departure, and include in the letter their dates of travel and where they can be reached in Jamaica. I also will request that they ask you, or someone designated by you, to signal your approval by co-signing the letter, or writing one of your own.

On a related issue, I told the students during my visit that they also could travel in the United States during their program. I do not feel that this travel needs to be formally approved, but I did tell them that, if they will be away for more than a few days, they must notify you (through Rose Thompson) and me of the travel and give us an address and phone at which they can be reached.

Fourth, I do not foresee the need for as many visits to Madison as Georgetown made to its community colleges when the CASP program was smaller. Also, because of the size of the CASP/CASS program, it may no longer be possible for the program to bring all participants to Washington before they complete their programs. (Students never came to Washington on a yearly basis, as the Jamaican students apparently believe.)

Finally, I expect two students, Melvah Blake and Evritta Gardner, to begin degree programs in August. Juliet Campbell has not notified CASS of her withdrawal, but we have heard that she accepted another scholarship. I have asked that this be verified in writing. We do not anticipate selecting other participants.

I hope this letter answers your questions. If not, or if other questions arise, please write or call. I plan to write to the students. Because their questions tended to be common to the entire group, I may write a single letter for all of them. In any case, I will copy you.

Anne Thompson
February 16, 1990
Page Three

Thank you again for your hospitality. I hope that by now the students are firmly settled into their academic routines and are enjoying and doing well in them.

Sincerely,

A handwritten signature in cursive script that reads "Linda S. Moll".

Linda S. Moll
Senior Training Officer

cc.: Father Harold Bradley, S.J.
Tom Oates
Elizabeth Robinson ✓
Nadine Beezley

CAMPUS VISIT REPORT
UNIVERSITY OF WISCONSIN
CASS GRADUATE STUDENTS

UNIVERSITY: University of Wisconsin-Madison

STUDENTS: Six graduate students enrolled in the UW School of Family Resources and Consumer Sciences (Ramadhin Bailey, Claudette Hemmings, Stella Lawrence, Grace Livingston, Winnifred Regis, Mercedes Tomlinson)

GEORGETOWN REPRESENTATIVE: Linda Moll

DATE OF VISIT: January 29-30, 1990

BACKGROUND:

Six CASS-sponsored graduate students arrived at the University of Wisconsin-Madison from Jamaica on January 9, 1990. All will pursue master's degree programs in the UW School of Family Resources and Consumer Sciences. Their programs will last 18 to 24 months.

The students had approximately two weeks of orientation and settling-in. During that time they were introduced to the campus and community and to their academic curricula. Orientation was done by the School of Family Resources itself (the deans, coordinator and advisors) and by the UW international student office. Classes began the week before my visit.

PURPOSES AND FORMAT OF THE VISIT:

The purposes of my visit were to learn how the students were settling in academically and personally, and to orient them (further to their pre-departure orientation) to the CASS program.

I met with the students themselves (individually and in a group), with the Dean and Assistant Dean of the School of Family Resources and Consumer Sciences, with the students' academic advisors, with the on-campus coordinator, and with representatives of the CASS Wisconsin state office in La Crosse.

ACADEMIC FINDINGS:

After only one week of class, it is early to predict how the students will do academically, and how they will find the curriculum meets their expectations. Generally, they have impressed their advisors as being "competent and highly motivated." The students said the classes they had had so far were "interesting."

All of them have met with advisors to plan curricula, though those curricula may be modified depending on course offerings in later terms. Students must carry a minimum of 9 credit hours during their semesters of coursework in order to meet the full-time enrollment requirement; some students already have registered for 12 hours, though their advisors will recommend they drop the "extra" course if they are not keeping up with all coursework.

Some students plan to take more than the 30 hours required for their degrees. They wish to take extra courses that they feel will be valuable to them once they return to Jamaica.

Some students already have a practicum built into their schedules, though none have anything definite planned. Others will discuss the possibility of a practicum with their advisors.

All students wish to do a thesis as part of their degree. Two of them already know what thesis topics they wish to pursue, and one of those was to meet with a professor to plan her preparatory reading program soon after my visit.

The one academics-related complaint students had was that they claimed they were told in Jamaica that they were to receive books directly from the program, i.e., they would not need to go to the bookstore and buy them. UW had planned to--and did--give them a book allowance with which they would buy required texts. I spoke with the CASP/CASS country coordinator when this problem arose. She told me that the students indeed were told they would receive a book allowance.

Several questions related to the academic side of their program arose during my visit. Those questions are dealt with below in the section PENDING ISSUES.

FINDINGS/PERSONAL:

Students had--and, in some cases, continue to have--several problems adjusting to life in Wisconsin.

First and foremost is the cold weather, even though Wisconsin has had relatively mild weather this January. Only one student had previously experienced a northern winter. Exacerbating the problem is the fact that there was confusion about winter clothing provisions: CASS thought that UW would provide the students winter coats upon their arrival, and UW thought CASS told them the students would arrive with coats. Students were taken shopping the day after their arrival. Between purchasing, renting (The UW international student office has a large store of used coats which students may rent at a low fee, which covers the cost of cleaning at the end of the rental period.), and being offered clothing donations, the students now are better outfitted. Nonetheless, they still suffer from the cold.

Further exacerbating this problem is that the students claim they were promised a clothing allowance in Jamaica, and, when I spoke with the coordinator there, I learned that this was the case. (Apparently she assumed their allowances would be identical to those of undergraduate CASP/CASS participants.) This had not been the intention of UW or CASS/Washington. Rather, the students were to--and, indeed, are--receiving a personal allowance that is higher than the usual CASS rate, and thus they were expected to buy clothes using personal allowance funds. However, because of the complaints, UW adjusted the budget to give each student a \$200 clothing allowance.

Another problem was housing. UW arranged for all students to live in a privately owned, university approved dormitory. Four of the women were to share a two-bedroom suite. (The "extra" woman and one man were given private

rooms.) Students claimed they each had been promised a private room, bath and kitchen. The coordinator told me that, had the bedrooms been shared, the students would have been sleeping in bunk beds, perhaps an unreasonable expectation for students who range in age from mid-twenties to mid-fifties. Therefore, UW arranged for two women to share a suite, thereby giving each woman a private bedroom. They share a common area and small kitchen. The new arrangement added \$7,000 to the housing line of the budget.

Some students complained about the hours that meals are offered--"too close together"--and the difficulty of returning to the dorm for lunch. (The dorm is about a 15-minute walk from the School of Family Resources.) I believe the hours are inconvenient because they do not coincide with a Jamaican meal schedule, U.S. lunch coming a little earlier, supper appreciably earlier. I did not see their rooms but assume the kitchens are adequate for preparing evening snacks. Also, I learned that the dormitory will prepare sack lunches for students who do not wish to return to the dormitory.

The students did not complain about the food itself. I had breakfast with them; the menu included hot breakfasts, a variety of pastries and fresh fruit and home-made yoghurt.

The dorm cafeteria is not open in the summer, so the students will be given a food allowance and will prepare their own meals. UW planned to put them back on the meal plan in the fall, but will consider continuing the food allowance if students wish to go on preparing their own meals.

The students asked that Georgetown reconsider its rule which forbids their visiting home during their program. One of the first comments one student made to me was that she didn't know if she could make it through her program without seeing her children, now aged 12 and 3, even though she was confident they were being well cared for.

As noted above, UW has hired a coordinator for the Jamaican students. Rose Thompson is a UW Ph.D. candidate who came to the United States from Kenya ten years ago, as a student. The students agreed she has been of great help to them, in part because she once had experiences they are going through now. She was hired for part-time work, but the students told me she is giving them extra time. She confirmed this, but anticipates needing to spend less time with them as they acclimate to their new surroundings. Ms. Thompson has helped with housing arrangements, taken them shopping, directed them to other community services, introduced them to university and off-campus activities such as churches, and taught them the campus and city public transportation system. She is seeking additional clothing donations from her in-laws, who live in Wisconsin. Ms. Thompson will serve as a focus for communication between the group and CASS, for example, she will collect AETRs and send the complete set to the state office.

Several questions about personal matters arose during my visit. They are addressed in the next section.

PENDING ISSUES:

Following are questions and issues raised by the students and/or the School of Family Resources. Because this group is different from other CASS groups, no policy exists to answer them, or perhaps certain policy issues should be reconsidered in light of the graduate student status of the students.

- o What dictates program length? Specifically, can students do a thesis even if they can get a degree without one? This program was arranged with the intention of students taking 24 months to complete their degrees. Two should finish in 18 months, assuming future course offerings allow them to follow the schedule they now plan. Other students have designed programs that take 24 months, but this period includes a thesis, rather than a project. While the thesis is not required for the degree, students feel it is expected of them by their professional superiors in Jamaica. It also will be necessary if they wish to continue their education at home.
- o If students are allowed to do a thesis, how will those expenses, such as computer searches and typing, be covered? Will the students be eligible for the \$300 AID Handbook 10 thesis allowance? If so, how does it fit into the previously established budget?
- o Will CASS pay for the field trips and conferences now being recommended to students by professors? Such expenses also were not anticipated when the budget was written. One advisor suggested that the students compete with other students for the limited departmental funds set aside for such trips.
- o This implies a broader philosophical question about the treatment of the CASS participants, i.e., are they to be treated differently from other students because of the CASS status? UW did not intend to treat them differently, and so did not budget for the extra activities--that could be beneficial in both a professional and Experience America sense--that the students now request.
- o Should a practicum be included in all students' programs? If so, how will the activity be funded? Before the students' arrival, it was planned that all would do a practicum for hands-on experience, also to substitute for the Experience America component required by CASP/CASS and other AID programs. It was envisioned that students would be placed throughout the state so that they would get to know communities other than Madison.
- o Can Georgetown change its policy of prohibiting students' travel to Jamaica? The students admit that they were advised of this regulation and promised to follow it. Now that they are separated from their families (including young children in some cases), however, they find it harder than they expected to comply with the regulation. Also, students were told they could travel home in an emergency. What is an emergency? Will CASS pay for the trip?
- o How much in-person contact will students have with Georgetown? The Georgetown representative who visited Jamaica promised three visits to Madison by Georgetown and one to Washington by the students, annually. I told them that Georgetown and UW did not anticipate the need for three trips to Madison, nor was I aware of plans for their visiting Washington.

- o Can students travel in the United States? I told them that such travel would be acceptable so long as it took place during school break periods and they advised the coordinator and me of their whereabouts during their absence from Madison.
- o Finally, how many students will begin graduate studies in August? At this time, UW knows of two students. Can more be chosen to make a group approximately the size of the current group?

CONCLUSION:

This report focuses on problems and questions that have arisen in the graduate student group, because those problems and questions must be addressed. UW already has acted to solve problems such as housing and clothing. Others, such as weather, are not solvable but will recede as circumstances change and/or students get accustomed to new activities and surroundings. Still others must be answered by CASS.

This is not to detract from the promise of the program. As I mentioned early in this report, the students appear motivated and competent. If they live up to that potential the program undoubtedly will be professionally and personally rewarding for them.

STAFF:

Dean Hamilton McCubbin heads the School of Family Resources and Consumer Sciences at the University of Wisconsin-Madison.

Assistant Dean Anne Thompson of the School of Family Resources has been CASS' primary UW contact in the planning stage of the program.

Rose Thompson is a UW Ph.D. candidate who is part-time coordinator for the CASS students. She helps them with personal issues and will expedite communication between the students and CASS.

Five UW professors serve as academic advisors to the students. One traveled to Jamaica to take part in the selection process.

Rick Sutton and Nadine Beezley of the CASS Wisconsin state office will receive and review regular reports submitted by the School of Family Resources, and then forward them to Georgetown.

Linda Moll is the Georgetown University staff member who will oversee the program.

INDIVIDUAL STUDENTS:

RAMADHIN BAILEY is in the Department of Continuing and Vocational Education. His advisor, Dr. Beatrice Petrich, traveled to Jamaica with CASS to help in the selection of participants. Mr. Bailey and Grace Livingston (see below) have the same curriculum schedule. They should be able to complete their 30-credit program (including thesis) in 18 months. They currently are carrying 12 credit hours, three more than required for full-time status. Petrich will advise them to drop the fourth course if they are behind after the first month of the semester. She sees them at least once a week because she has them in class. Both students have a practicum tentatively scheduled for the inter-session, between spring semester and summer session. Petrich hopes to place them in a junior college, church or agency where they can have practical experience. I did not meet individually with Mr. Bailey. Our group meeting covered all his questions, and he preferred not to go to our scheduled meeting at the School of Family Resources.

CLAUDETTE HEMMINGS is in the Department of Child and Family Studies. She currently is enrolled in 10 credit hours. She hopes to carry 10 or 11 hours in her first three semesters, thus taking extra coursework that is not required for her program but that she feels will be useful to her professionally. She has scheduled a 39-credit curriculum (30 credits are required) that will take her 24 months to complete. This semester, she is apprehensive about the required statistics course but finds her other courses interesting and new. She has not yet decided on a topic for the Independent Study. She has an idea for her thesis but has not yet discussed it with her advisor, Dr. Frank Hooper. On the personal side, Ms. Hemmings complained about the scheduling of meals. She is "coping" without her 19-year-old son because she made a satisfactory arrangement for his living situation during her absence and because she feels he is a responsible person; nevertheless, she is concerned that she will not be able to see him for two years.

STELLA LAWRENCE, who is in the Department of Child and Family Studies, undoubtedly appeared the least adjusted member of the group, reserved and even sullen during my individual meeting with her on the first day. (She was more alert and open during the group meeting the second day.) She did not seem particularly interested in her overall curriculum plan, preferring to take things on a "semester-by-semester" basis and fatalistically remarking that "man plans and God wipes out." Her advisor, Dr. Lowell Krokoff, confirmed that he had essentially dictated the plan to her. (It includes several extra courses and a thesis for a total of 39 credits, a full 24-month schedule.) She pointed out that she would have to become reacquainted with study skills--she has been out of school for 14 months, and she no longer has her normal support group, including her children. When I asked what she would do during the summer, she said she would like to work on deficiencies. She did not want to tackle a lot of new material, fearing that she would "burn out." Krokoff has heretofore taken a wait-and-see approach with her, but when he and I talked he decided to become more straightforward and "socialize, orient" her to graduate school, where there is no room for "burn out." On the personal side, Ms. Lawrence, more than the rest of the group, seems to suffer from the cold weather (though I saw her on a sunny, relatively warm day) and suffers the separation from her children, ages 3 and 12. She told me that she is not sure if she can be separated from them for two years.

GRACE LIVINGSTON is in the Department of Continuing and Vocational Education. Her curriculum plan now is identical to that of Ramadhin Bailey (see above), although the plans could diverge as the students get farther into their studies. Like Mr. Bailey, she is taking extra credit hours each semester and plans to complete the entire program in 18 months. Also like Bailey, she preferred not to go to our scheduled individual meeting at the School of Family Resources, because the group meeting covered all the questions she had.

WINNIFRED REGIS is in the Department of Child and Family Studies. She has a 40-credit, 24-month curriculum planned. This semester she is taking an extra Independent Study, an annotated bibliography that will give her a reading background for her thesis. She plans to specialize in emotional abuse in children, an issue she feels goes unrecognized in Jamaica. She hopes to do a practicum in family violence and emotionally abused children in the summer. She is very directed and pointed out to me that she does not plan to be "side-tracked" from her goal. Her advisor, Dr. Deborah Johnson, confirmed Regis' determination. On the personal side, Ms. Regis was undoubtedly the best adjusted member of the group. While she shared in some of the group's complaints, she was more flexible than the others in dealing with problems. Some of this attitude is due to her personality, but it should also be noted that she is the only participant who had spent previous winters in a northern climate (New York, Toronto). Also, she does not have family (spouse, children) in Jamaica. Thus, she does not suffer from the weather and separation from family that other participants do.

MERCADES TOMLINSON is in the Department of Child and Family Studies. She has planned a 39-credit, 24-month program that includes a thesis. The curriculum plan she gave me does not list anything for either summer because her advisor, Dr. Susan Crohan, did not realize her enrollment would continue through summer. I think that the summer enrollment will simply re-arrange her curriculum rather than add to it, because the current curriculum lists very heavy loads in Spring and Fall 1991 (two elective courses in addition to thesis work each semester). Our group meeting ran through the time planned for my individual meeting with Ms. Tomlinson and she declined my offer to reschedule our meeting at the School of Family Resources, because the group had covered all the questions she had.