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**CENTRAL AMERICAN SCHOLARSHIP PROGRAM (CASP)**  
**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)**  
**NICARAGUA PEACE SCHOLARSHIP PROGRAM (NPSP)**

**GEORGETOWN UNIVERSITY**

**QUARTERLY PROGRESS REPORT**

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**VOLUME 30**

**October 1, 1992 - December 31, 1992**

**Submitted to:**

**Norman Rifkin, Chief**  
**Education and Human Resources**  
**Office of Development Resources**  
**Bureau for Latin America & the Caribbean**  
**Agency for International Development**  
**Washington, DC 20523**

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GEORGETOWN UNIVERSITY

Cooperative Association of States for Scholarships  
Agency for Intercultural Training

April 5, 1993

Norman Rifkin, Chief  
LAC/DR/EHR, USAID  
Dept. of State, Rm 2239  
Washington, DC 20523-1601

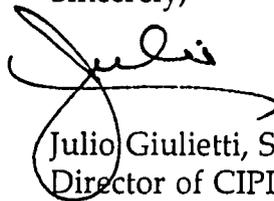
Dear Norm:

I am pleased to present to you three copies of the Quarterly Progress Report for CASP, CASS, and NPSP, volume 30. It summarizes the results of activity in our organization for the fourth quarter, October through December 1992.

This particular report begins a new format designed to emphasize the impact of CASP and CASS on the students, alumni, the region, and the participating community colleges. The new format is the result of discussions with AID Project Manager John Jessup and CASS administration here at Georgetown University. I trust you will find it informative and helpful.

If you have questions about the report, please feel free to call me or to speak directly with David Gifford who is responsible for preparing the reports.

Sincerely,



Julio Giuliatti, S.J.  
Director of CIPRA/AIT

JG/drg

PS - I like this new format!

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## 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 American 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:

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

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**CENTRAL AMERICAN SCHOLARSHIP PROGRAM  
COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
NICARAGUAN PEACE SCHOLARSHIP PROGRAM**

**QUARTERLY PROGRESS REPORT TO USAID**

**October 1, 1992 to December 31, 1992**

**Volume 30**

**EXECUTIVE SUMMARY**

**I. INTRODUCTION**

During the fourth quarter of 1992 the CLASP Project Officer in USAID Dr. John Jessup prompted CASS to revise the focus and structure of future quarterly progress reports to USAID. He requested that CASS link them to specific benchmarks or goals which are stated in the original CASS project papers and the implementation document. In response to this prompting, CASS reviewed those documents and the CASS mission statement (see page ii) and developed the report structure outlined below. This was subsequently submitted to Dr. Jessup for review and approval.

The proposed structure establishes a framework for this and future quarterly progress reports and varies significantly from previous reports. First, it shifts away from a narrative accounting of the routine to concentrate more on the impact of CASS, that is, the measure of its success, or lack thereof. Second, activities which were previously reported separately by area of responsibility (Finance, Overseas, U.S. Operations) should appear now as more clearly contributing to the achievement of program-wide objectives, resulting in a greater sense of unity for the reports and for CASS as an organization.

As noted, previous reports have focused primarily on activity. There has been much of it and reports have consequently been lengthy. As an organization CASS revolves around activity that is by nature routine and cyclical. With each new cycle of students CASS repeats this chain of events, with some modifications, all of which are designed to lead the student toward becoming a responsible, productive citizen in his or her home country.

In the past CASS quarterly reports have narrated these many routine, cyclical events without a clear emphasis on results, i.e., without reporting on the impact of these events. Beginning with this report CASS will endeavor to focus more deliberately on the effect and impact of its activity on the students, the alumni, the institutions where they study, and the families, communities, cities and nations where they have returned upon completion of the program.

The outline below presents the new reporting structure as approved by USAID. It breaks the reporting year into five distinct areas of emphasis, beginning with the first quarter of each calendar year.

QUARTER 1 (January - March):

**PRIMARY FOCUS:** Developing links of friendship between students and U.S. institutions, individuals, with specific emphasis on Experience America activities "and their perceived or reported effectiveness." This may include, for example, references to host family activity, college rapport with students, EA workbook activity, quarterly activity reports, experiences in building democracy and free enterprise (both in the US and the home country), and individual success stories (both in the US and the home country).

QUARTER 2 (April - June):

**PRIMARY FOCUS:** Recruitment Profile, with emphasis on the number of women, rural verses urban, low-income or socially disadvantaged, and demonstration of leadership potential of the candidates. Emphasis will also be on the criteria for selection, the interview process and the result of the selection meeting in Washington relative to cycle objectives (student numbers per country, per field of study, per college, etc.), and students' demonstrated leadership.

QUARTER 3 (July - September):

**PRIMARY FOCUS:** Annual Report; also summary of cost-sharing arrangements between AID and non-AID funding (75-25 split). The goal will be to summarize all financial (TCA) and programmatic information in a brief annual report. This will include a report on cost sharing for the program as a whole and by cycle. It could also serve as a summary of how CASS measured up to stated objectives for the year and conclude with new objectives for the coming year.

QUARTER 4 (October - December):

**PRIMARY FOCUS:** Training Program Management: predeparture orientations, student completion rates, return rates, first-time job placement rates, other measures of follow-on programs and their effectiveness in each country, and general college program performance, . This report may emphasize related individual success stories and may highlight special country conditions affecting the program and any program initiatives to address them.

**SECONDARY FOCUS:** Institutional Bridging: developing receptivity or capability in U.S. educational institutions to train students from developing countries; arranging for accreditation or other acceptance of U.S. credentials in students' home countries. Emphasis will seek to measure any increase in capability of alumni associations; to address the success of accreditation agreements and the number of students making use of them; to describe or measure CASS impact on community

colleges which favor students from developing countries, e.g., increased enrollments, curriculum adaptations, increased scholarships/tuition waivers, agreements with counterpart institutions in Central America and the Caribbean, etc.; and to provide any related individual success stories.

*CONTENT REGULARS:* In addition to the special features of each quarterly report we would maintain certain others on a regular basis, such as student cases, travel reports, campus visit reports (contained in the quarterly status reports) and any major policy or organizational decisions that have direct bearing on CASS as a whole. Also, each report would specifically reference previous reports for focus points not included in the current report.

This current fourth quarter 1992 report has two areas of emphasis: 1) training program management and 2) institutional bridging, with some reporting of on-going activity. This is followed by a report on the special program for Nicaragua conveying program goals and results for this period.

## **II. CASS, FOURTH QUARTER, SEPTEMBER - DECEMBER 1992**

### **A. Primary Focus: *TRAINING PROGRAM MANAGEMENT***

The primary focus of this quarterly progress report is on training program management: predeparture orientations, student completion rates, return rates, first-time job placement rates, other measures of follow-on programs and their effectiveness in each country, and general college program performance.

#### **1992 Cycle I8 Predeparture Orientations**

These activities took place during the months of June, July, and August 1992. Overseas Operations addressed them in full in the Quarterly Progress Report for April to June 1992, volume 28, page 9, and the subsequent report, volume 29, page 5. There one can find schedules of the various orientations and an outline of the content and activity of each orientation as well as other pertinent information.

#### **Student Completion Rates and Student Return Rates**

The primary indicator of success for any academic program is the number of students who complete the program, graduate with a degree, and go on to obtain satisfying, productive employment in their chosen profession. Certainly this has been true for CASP and CASS since its inception in 1986. The following summary of three successive groups of CASP and CASS students and the supporting data beginning on page six indicates that the program has much to be proud of. It presents a clear picture of success.

In reviewing the data presented below, it is important to note that CASP/CASS

program objectives and methodologies differ significantly from those of other AID training contractors working under CLASP I and II. The CASP/CASS student profile also differs from the profile of the typical USAID trainee. For example, while the CLASP goal is for 75% of trainees to be disadvantaged, the CASS goal is 100%; CASS training programs are for two years, while 70% of CLASP trainees were in the U.S. for less than nine months. In addition, CASP/CASS operates regionally in Central American and the Caribbean, while most contractors are responding to the needs of AID missions in individual countries. As a result, statistics for the CASP/CASS program as a whole are affected by political and economic factors in many countries. Finally it is important to note that extensions to the two-year program are quite rare, in spite of the fact that the vast majority of CASP/CASS students must learn English during the first six months of their stay here.

The data gathered here covers the 1,067 regular CASP and CASS students who entered the U.S. between January of 1989 and January 1991 to begin two-year programs (547 in cycle F8, 211 in cycle G1, and 309 in cycle G8). The data does not include students in cycles H and I who remain in the U.S. at this time, nor does it include students in the St. John's and B.A. programs. It should also be noted that the process of reporting completion and return rates for these students is complicated by the fact that programs for forty-seven (47) Haitian participants were extended as a result of the situation in their homeland.

**Completion of Academic Programs:** CASP and CASS programs achieved a completion rate of 86.13% among all the students who participated in cycles F, G1, and G8. In other words, 919 out of 1,067 students attained the target degree or certificate. Of these, 859 (80.51%) earned associate degrees, and sixty students (5.62%) completed technical (non-degree) programs in which they earned professional certificates or diplomas. Forty (40) students (3.75%) were unable to earn the target degree or certificate during their two-year programs. The remaining scholarships were either terminated (61) or extended (the 47 Haitians).

With regard to the students who were unable to earn the target degree or certificate, it should be noted that most of these students would probably have been able to complete, given sufficient time. As mentioned earlier, CASP/CASS students are expected to learn English and complete their academic work within the two-years of the scholarship, and it is CASP/CASS policy not to extend individual programs for academic reasons. Thirty-nine of the forty students who were unable to complete degree requirements were students of English as a Second Language, and seen in this light, we believe that our success rate is quite impressive.

At the same time, the program has taken steps to improve this situation. For example, seventeen of the twenty-four incompletes in Cycle G1 studied at two campuses. Seven of the eight Spanish speakers enrolled in the Small Business Management program at the University of South Carolina--Coastal were unable to meet degree requirements. This was primarily because of the need for a longer than expected ESL program. Ten of the twelve Spanish-speaking students in the Small Business Management program at El Paso Community

College were unable to pass the Texas Academic Skills Program (TASP) exam and were therefore not granted degrees in spite of having successfully completed their academic programs. CASP/CASS has not placed new students into long-term academic programs at either of these institutions since Cycle G1.

**Early Terminations:** Sixty-one students (5.72%) were terminated prior to the end of their regular programs (as of August 1992). Twenty-one of these individuals were also non-returnees and are included in that figure as well.

- o Eighteen (18) students were terminated because of serious behavior problems.
- o Fourteen (14) students were terminated because they abandoned the program without notice and disappeared.
- o Eleven (11) students were terminated because of pregnancy, paternity, or marriage.
- o Nine (9) students were terminated at their own request. In reviewing the files, many of these terminations can be attributed to severe culture shock. Moreover, an additional two (2) students who were terminated in the first six months were experiencing psychological problems severe enough to merit hospitalization.
- o Seven (7) students were terminated because they were unable or unwilling to perform at a satisfactory academic level.

**NonReturnees:** Through August 1992, sixty of the 1,067 participants (5.62%) were nonreturnees. (Note that some of these students had completed their programs, while others fall under the "early termination" category.) While CASP/CASS worked with participants from fifteen countries during this period, three countries accounted for nearly two-thirds of the nonreturnees. Thirteen (21.66%) of the nonreturnees were from El Salvador. It should be noted that this was during a time when the INS had extended Temporary Protected Status (TPS) to Salvadorans. Seventeen nonreturnees (28.33%) were from the Dominican Republic, a country which USAID has found problematic in the past regarding returnee rates. Finally, eight (13.33%) of the nonreturnees were from Haiti, which was in political and economic turmoil throughout this period.

**Conclusions:** "Success" in the development of human resources is difficult to measure, particularly over relatively short periods of time. One measure of success for CASP/CASS is the number of participants who successfully complete their programs and return home. As mentioned earlier, it is difficult to present a valid "success rate" overall because forty-seven Haitian students remain in the U.S. under extended programs. CASS does know that 887 of these 1,067 participants (83.13%) successfully completed their training objectives and returned to their countries. It is reasonable to conclude that this success rate will be somewhat higher once final data is available on the extended students.

Supporting data for these three cycles follow:

<u>Cycle F Supporting Data:</u>	<u>Returned</u>	<u>Nonreturnees</u>	<u>Total</u>
Terminated	29	9	38
Completed	485	13	498
Incomplete	<u>7</u>	<u>1</u>	<u>8</u>
<b>Subtotal</b>	<b>521</b>	<b>23</b>	<b>544</b>
Extended Haitians			<u>3</u>
<b>Total</b>			<b>547</b>

<b>Degrees Earned:</b>	AAS:	216
	AS:	196
	AA:	66
	TechCert:	20
	Incompl:	8
	Termin:	<u>38</u>
		<b>544</b>
Extended Haitians:		<u>3</u>
		<b>547</b>

<u>Cycle G1 Supporting Data:</u>	<u>Returned</u>	<u>Nonreturnees</u>	<u>Total</u>
Terminated	4	1	5
Completed	172	10	182
Incomplete	<u>19</u>	<u>5</u>	<u>24</u>
<b>Total</b>	<b>195</b>	<b>16</b>	<b>211</b>

<b>Degrees Earned:</b>	AAS:	124
	AS:	34
	AA:	14
	TechCert:	10
	Incompl:	24
	Termin:	<u>5</u>
		<b>211</b>

<u>Cycle G8 Supporting Data:</u>	<u>Returned</u>	<u>Nonreturnees</u>	<u>Total</u>
Terminated	7	11	18
Completed	230	9	239
Incomplete	<u>7</u>	<u>1</u>	<u>8</u>
<b>Subtotal</b>	<b>244</b>	<b>21</b>	<b>265</b>
Extended Haitians			<u>44</u>
<b>Total</b>			<b>309</b>

<b>Degrees Earned:</b>	AAS:	99
	AS:	84
	AA:	26
	TechCert:	30
	Incompl:	8
	Termin:	<u>18</u>
		<b>265</b>
	Extended Haitians:	<u>44</u>
		<b>309</b>

### **Job Placement Rates**

In the fall of 1992 CASS offices in Central America and the Caribbean conducted a survey of CASP and CASS alumni to obtain employment statistics. They succeeded in making personal contact with a total of 1,330 of the 1,537 alumni in the region. Of those reached, 1,222, or 84%, indicated they were currently employed at the time. Please refer to the appendix for a detailed statistical overview of the alumni contacted, including employment statistics by field of study and by country.

### **Follow-On Programs and General Effectiveness in Each Country**

Overseas Operations has reported extensively on the work done in follow-on during the year beginning with the Quarterly Progress Report for January to March 1992, volume 27, and continuing in volumes 28, and 29. In the first of these one can find a summary of the re-entry seminars held in the first quarter (January - March 1992) for returning cycle G1 alumni together with their responses to the meetings. The report includes Overseas' special plans for re-entry seminars for the returning deaf alumni (pages 9 - 10) and information relative to the negotiations toward establishing credit transfer agreements in the region (page 11).

Volume 28 (April to June 1992) reports on selection activities for the Alumni Career Development Program (the Florida Bachelor's Degree Program), the re-entry sessions for the deaf, as well as a proposed schedule for the re-entry of regular, cycle G8 alumni (pages 8 - 11).

Noteworthy is the interest among CASP and CASS alumni in the Florida Bachelor's Degree Program. It has remained high, and competition for the relatively few scholarships in this program each cycle is intense. During the fall quarter CASS received eighty-six applications for just ten scholarships to be awarded in cycle J. Furthermore, the fortunate few participants in this select program have clearly demonstrated that they are indeed well prepared for higher levels of academic achievement. Of the nineteen alumni selected for the first cycle (G1) in January 1990, sixteen (84%) graduated with a bachelor's degree and have since returned to their home countries. Georgetown University was especially pleased by the honor granted to Raul Barahona of Honduras. As a CASP alumni, Raul returned to the U.S. after his two-year stay in Honduras to earn a degree in electrical engineering at North Florida State University. While there he was honored by USAID as the 300,000th participant trainee at the agency's inauguration of the Thomas Jefferson Fellowship Program in the spring of 1991 (see volume 24, page A7).

Volume 29 (July to September 1992) includes a summary report on the success of the F8, G6, and G8 alumni who returned during the quarter, alumni evaluations of the Everybody Works! seminars, and a few words about signing an agreement with USAID for a joint Belize Follow-on Program (pages 6 - 8). A thorough report of CASP and CASS alumni employment as of this quarter can be found in the appendix.

### **General College Program Performance**

CASS training goals continue to be met on a continuing basis. At the end of each quarter each program officer prepares a Quarterly Status Report for each of his or her assigned colleges. These reports, a part of every Quarterly Progress Report to USAID for some time, can be found in the appendices of each in alphabetical order. On the basis of all the reports filed in 1992, the general performance of each CASS college remains high. Each report contains routine and specific information about the training objectives of each college relative to the approved field of study, and information regarding on-going campus monitoring and technical assistance. The Quarterly Status Reports also provide information on the most recent campus visit, special program activities of the quarter, including Experience America, as well as participant concerns and special student cases.

Each participating CASS college is expected to file quarterly reports of its own. In addition to the expected quarterly invoice, the CASS coordinator files a Quarterly Activity Report (QAR), a Cost Analysis Report (CAR), and the Academic Enrollment and Term Report (AETR). Most CASS coordinators keep up to date and submit these reports to Georgetown on time. CASS has established a tracking system for monitoring and filing all reports by cycle. A summary of this information, as of March 4, 1993, for cycles G8, H8, and I8 can be found in the appendix.

## **B. Secondary Focus: *INSTITUTIONAL BRIDGING***

The secondary focus of this report is institutional bridging: developing receptivity or capability in U.S. educational institutions to train students from developing countries; arranging for accreditation or other acceptance of U.S. credentials in students' home countries.

### **U.S. Institutions**

CASS is soliciting specific information regarding the extent to which participating institutions respond on their own to increase the international presence or awareness beyond the already established CASS programs on their campuses. Preliminary indications suggest that conditions on most CASS college campuses and the communities where they are located have changed considerably and favorably and that these institutions and communities have indeed increased their commitment to the education of disadvantaged foreign youth. This commitment is quite evident in the ready response of eight present and three former CASS community colleges, as well as the Florida Department of Education (which participates with the Florida Bachelor's Degree Program) when called upon to fund extended scholarships for the Haitian students. CASS is endeavoring to investigate and document these and other conditions during the year and will report on them in the fourth quarterly progress report for 1993.

### **Arranging for Accreditation**

Activity in this area progressed rapidly during 1992 and will continue in 1993. CASS anticipates the signing of three additional credit transfer agreements in the very near future, with one expected in Costa Rica, one in the Dominican Republic, and another in Panama.

During 1992 Overseas Operations made contact with the leadership of major Central American universities for the purpose of arranging credit transfer agreements for CASP and CASS alumni in the region. In the January - March 1992 quarterly progress report to USAID (Volume 27, page 11) CASS reported on two such agreements or *convenios* which were signed with universities in El Salvador and Guatemala. In the third quarterly progress report (Volume 29, page 2) CASS reported on four more *convenios* which were arranged with three universities in Honduras and another in Panama. The complete text of these agreements can be found in the appendices of the respective reports.

Summarizing, since 1985 CASS has obtained credit transfer agreements with the following universities in Central America:

- Universidad Nacional Autónoma de Honduras, Honduras, 1990
- Universidad San Carlos, Guatemala, 1992
- Universidad Francisco Gavidia, El Salvador, 1992

- Instituto Superior Tecnológico, Honduras, 1992
- Instituto Nacional de Formación Profesional, Honduras, 1992
- Universidad Tecnológica Centroamericana, Honduras, 1992
- Universidad de Panamá, Panama, 1992

It is noteworthy to provide a few relevant examples of program alumni who are presently benefitting from these credit transfer agreements. Nearly all 110 Honduran CASP/CASS alumni have chosen to continue their education by obtaining credit transfer with one of the four Honduran institutions named above. The first credit transfer agreement in Panama was signed in September 1992 with the Universidad de Panama. Within five months of this signing eight alumni have successfully transferred their U.S. community college credits to the University and are pursuing degree programs.

### C. On-Going Activities

#### Student Statistics

The student count at the end of the quarter is best shown in the statistical summary that follows:

	<u>F8</u>	<u>G8</u>	<u>H8</u>	<u>H13</u>	<u>I8</u>	<u>TOTAL</u>
a. College Programs						
24 CASS Institutions	0	0	173	0	308	481
b. Special Programs						
Florida B.A.	0	0	0	11	0	11
Haitian Extension	3	42	0	0	0	45
St. John's	0	0	10	0	10	20
c. Grand Total	3	42	183	11	318	557

#### Special Student Cases

The Committee on Special Student Cases met twice during the quarter in late October and early December. The chief concern of the period focused on the case of Enrique Interiano, a cycle I8 student from El Salvador studying at Modesto Junior College in California. The student was hospitalized in a psychiatric center in Modesto in early November after attempting to take his life. USAID is thoroughly familiar with the case and it

need not be repeated here. The student was necessarily terminated from the program after CASS staff escorted him back to El Salvador in late December.

Marie Biene-Aime, a Haitian studying at SCS Business and Technical Institute at Flatbush, New York City, withdrew her deposit and disappeared in late September, whereas Ronald Silencieux, also from Haiti, requested to be withdrawn from the program. CASS prepared a return ticket for Ronald but he disappeared before the scheduled travel date. Both Marie and Ronald were reported as non-returnees.

### **Terminations**

10/08/92	Marie Biene-Aime	G8/UWC-Marinette	Haiti
11/23/92	Ronald Silencieux	G8/UWC-Richland	Haiti
12/23/92	Enrique Interiano	I8/Modesto Jr. C.	El Salvador

### **Fourth Quarter Activities**

Activity during the fourth quarter 1992 revolved around achievement of several objectives highlighted below. Because the Haitian students who received program extensions beyond cycles F8 and G8 were not funded by USAID the source and total amount of revenue provided per participant varied from one to another. In some instances it was necessary that the Haitian students be able to work in order to supplement their monthly stipends. CASS therefore determined to secure work permits from USAID for these students. By the end of the quarter USAID had granted authorization for work permits for some Haitians. Each would be reviewed on a case-by-case basis.

In early December Director Tom Oates and Program Officer Joe Schaefer traveled to Florida for a general meeting with those Haitians studying in Florida. The purpose of the trip was to meet with as many CASS Haitians as possible in one location, to discuss the options and obligations they had as CASS scholars, and to listen to their personal concerns and problems. Altogether, Oates and Schaefer met with twenty students and the CASS representative in the Florida Department of Education, Ms. Connie Ruggles.

With funding for a cycle J assured, CASS staff met to determine the cycle J fields of study. Although a final number of scholarships was not finalized during the quarter, CASS did settle on the following fields of study, each deemed highly relevant to the development needs of each participating country:

- Small Business Management
- Food Technology
- Quality Control
- Electronics/Telecommunications
- Electronics/Medical Equipment Repair

Food Science Technology  
Agribusiness  
Industrial Maintenance  
Quality Improvement Specialist  
Hotel/Restaurant Management  
Fashion Merchandising/Marketing  
Environment/Ecotourism  
Environment/Water Technology  
Business Computer for the Deaf  
Interpreter Training

As before, it was also agreed to offer a small number of two-year scholarships at the bachelor degree level for CASP/CASS alumni with the Florida Department of Education and to continue with the Belizean St. John's Program which provides two-year scholarships for completion of the bachelor's degree. Both programs provide an equal match (50/50) in cost sharing for CASS. Just as soon as the fields of study were finalized, CASS staff began work to recruit for cycle J students in the region.

The selection of cycle J colleges was nearly complete by the end of December. The final selection, to be announced on January 15, 1993, still awaited a decision by the finance office on the number of scholarships that could be offered and the amount of federal funding available per scholarship. Since the inception of CASP the program has not increased the student monthly support level over \$1,000. Even in the face of eight to twelve percent increases in college costs during the same period, program funding remained level. The program attempted to offset this increase by raising the number of students in each group. This approach, effective when first introduced, was no longer feasible if colleges were to remain in the CASS network. U.S. Operations thus encouraged CASS administration to raise the student monthly support from \$1,000 per student per month to \$1,200 per student per month. In fact, some colleges were already requesting such funding levels in order to meet cycle I8 proposed budgets. A final decision on this matter was still pending by the end of the quarter.

At the same time, CASS worked to secure the participation of a second HBCU institution in the scholarship program. Tom Oates and Fili Altinger continued their contacts with Hines Community College in Mississippi, with Cuyahoga Community College in Cleveland, Ohio, and with Roxbury Community College in Massachusetts. Oates met with officials from Hinds in Washington and then flew to Mississippi to visit the campus and to assess their capability and commitment to the program. As the quarter came to an end, Georgetown staff continued its efforts to enlist a second HBCU for the placement of cycle J students.

Another related task for cycle J was to determine a date for the spring student selection meeting and to appoint a staff person to plan and implement the meeting. Oates

singled out Program Officer Matt McPherson for this job. The dates for the meeting were set for the week of April 19.

With the goal of developing improved linkages between CASS community colleges in the U.S and CASP/CASS alumni in the region, and to facilitate links between these institutions and those in the region with which CASS has established credit transfer agreements, CASS began planning and budgeting for a small number of partial travel grants for select college coordinators.

### **Campus Visits**

During the quarter program officers made a total of sixteen trips to visit CASS scholars at sixteen participating colleges and universities. A review of each trip and a summary of the activities at each participating institution are included in the quarterly status reports in the appendix.

### **Other**

Overseas Operations includes the trip reports of Argentina Ibarra who was on official travel in Panama November 10 - 19 to assist the country coordinator in organizing recruitment and in designing the upcoming business seminars.

The trip report of Christopher Shirley is also included. Mr. Shirley accompanied Matt McPherson on two community college campus visits: King's River Community College and Modesto Junior College in California.

## **III. NICARAGUA PEACE SCHOLARSHIP PROGRAM**

In the last quarter of 1992 the Experimental Nicaragua Peace Scholarship Program (NPSP) concluded and initiated successful training for 131 students, conducted planning meetings with colleges, strengthened institutional and community relations in U.S. and Nicaragua, and established full-time in-country operations. NPSP is a special CASS program that began in February 1991.

### **A. Primary Focus: *TRAINING PROGRAM MANAGEMENT***

Training Program Management: predeparture orientations, student completion rates, return rates, first-time job placement rates, other measures of follow-on programs and their effectiveness in each country, and general college program performance.

1. In November/December 1992, seventy cycle I students completed U.S. technical training and earned certificates in clothing merchandising, computer repair, computer office

skills, computer small business skills, and industrial and auto mechanics. Formal graduation ceremonies were held at five colleges in Florida, Kansas, Texas, and Wisconsin.

2. Toward the objective of encouraging participants to earn high school equivalency to enhance their future employability, during and in addition to U.S. technical training, twenty-one cycle I students prepared for and earned the General Equivalency Diploma (GED).

3. Of the seventy-five students who began cycle I in May 1991, by December 18, 1992, seventy-three participants returned to Nicaragua; of this number three were returned without completing training because of program non-compliance. One additional participant joined his family which had obtained political asylum in the U.S., and one participant left voluntarily.

4. To demonstrate that the program intends to provide access to employment possibilities and to maintain positive attitudes among alumni in the face of a critical economy, an immediate, initial job-market seminar was conducted in Managua on December 19. Eight representatives of the public and private sectors addressed the fifty-four cycle I alumni in attendance.

5. To assure that students would return home, a specially designed two-day reentry seminar was held at the five participating colleges. This event was 100% successful. Workshop activities confronted fears and facilitated adoption of coping strategies. As noted in the Quarterly Report for July-September, 1992, the political and economic climate in Nicaragua had created mass concern among participants about individual safety, job opportunity, and personal purpose.

6. To build an information system for job placement and follow-on, the seventy graduating cycle I students completed credential files which were submitted to the NPSP administration.

7. To assure that families were prepared to help participants reenter Nicaragua successfully, group orientations for family representatives were held at multiple locations. Sixty-seven families participated. Family members were encouraged to express concerns about student return and were given assistance in developing approaches to understand and help reverse culture shock experiences. Families were informed about follow-on programming.

8. To provide continuity and transition from the training phase to the follow-on phase, to reduce fears of abandonment, and to promote continued group cohesion, five airport arrival receptions were led by the in-country coordinator, USAID representative, and alumni.

9. To address the uniquely disadvantaged academic background of the target population, NPSP led a three-month academic upgrading education program in Guatemala for

sixty-one cycle II participants. Subjects included math, Spanish language, and English together with leadership development. Post test results show the number of students able to complete each category (vocabulary, reading comprehension, math calculations, and word problems) increased significantly.

10. To prepare cycle II participants for life and study in the U.S., beginning January 7, 1993, Georgetown and college coordinators conducted a three-day predeparture orientation, introducing students to living and studying in the U.S. A significant outcome of this orientation was the students' pledge to support a revised and extended Code of Commitment.

11. To assure that U.S. college curriculum and program components are responsive to the changing needs of cycle II students and NPSP requirements, Georgetown and college staffs reviewed specific proposals and devised action plans during a two-day planning meeting in Washington in October 1992. Results included across-the-board collaboration, unity of program goals, and initiation of comprehensive subagreements for future execution.

12. To provide adequate alumni support and on-going recruitment in 1993, NPSP established a new office for in-country operations.

#### **B. Secondary Focus: *INSTITUTIONAL BRIDGING***

**Institutional Bridging:** developing receptivity or capability in U.S. educational institutions to train students from developing countries; arranging for accreditation or other acceptance of U.S. credentials in students' home countries.

1. To increase the knowledge and understanding of Nicaragua's training needs in the area of vehicle maintenance at Fox Valley Technical College, Wisconsin, a technical instructor traveled to Nicaragua for five days and visited twenty-four mechanic shops of various sizes and locations. The instructor's first-hand findings resulted in (a) a specially designed curriculum for cycle II that emphasizes diesel mechanics, (b) increased cooperation by Nicaraguan employers visited who now understand better the NPSP purpose and are committed to assist with the job placement process, (c) increased understanding by Fox Valley as to training responses appropriate to Nicaragua's reality, and (d) deeper institutional enthusiasm for tailoring the best program possible for the target population.

2. To reinforce program goals throughout the five training communities, Georgetown in November initiated special communications with forty faculty, sixty-one host families, and 100 local college advisors. Communications emphasized and asked support for the primary program objective that students be prepared to return home and serve as multipliers. Early feedback indicated increased teamwork and recipients have new and better understanding of the experimental vs. the regular CASS program students.

3. An indication of widespread community support for the five cycle I colleges was

evidenced at November/December 1992 graduations. Attending each graduation were approximately 250 people, many of whom received special recognition for service to the program, including internship sponsors, host families, as well as college faculty and staff. New to the ceremony were growing numbers of internship sponsors.

4. In developing a broad base of support in Nicaragua sixty-one individuals and companies provided services, products, and other in-kind contributions valued at \$900. Each contributor was officially recognized and invited to help extend the network further.

# APPENDIX

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

SUMMARY XX

PROJECT TITLE Central American (CASP) Scholarship Program		PROJECT NUMBER LAC-0130-G-SS-5045		IMPLEMENTOR Georgetown University		
CONTRACT QUARTER 32 OF 34	REPORT DATE Oct 1, 1992 to Dec 31, 1992		DATE		11-Mar-93	
I. PARTICIPANT TRAINING COSTS						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$11,819,000		\$2,934	\$9,670,160	\$2,148,840	82%
B. Allowances	\$10,382,578		1,748	\$11,652,251	(1,269,673)	112%
C. Travel	\$1,119,000		58	\$1,244,989	(125,989)	111%
D. HAC	\$752,182		189	\$771,882	(19,700)	103%
E. Supplemental Activities	\$733,600		0	\$803,513	(69,913)	110%
TOTAL COSTS	\$24,806,360		4,929	24,142,795	663,565	97%

Budget reflects transfer from surplus participant funds in technical training to academic training.  
Transfer is to same line item component.

## THIS QUARTER:

Number of Participant Months Projected: 3  
Number of Participant Months Completed: 3

FOR TECHNICAL PROGRAMS ONLY  
IMPORTANT: SPECIFY PROGRAM TYPE

(Check Only One Category)

Classroom Training  
 Observation Tour  
 On-the Job Training

## TOTAL PROJECT:

Number of Participant Months Projected: 22,280  
Number of Participant Months Completed: 22,273

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC \_\_\_\_\_ TECHNICAL \_\_\_\_\_

SUMMARY  X

PROJECT TITLE Central American Scholarship Program		PROJECT NUMBER LAC-0130-G-SS-5045-00		IMPLEMENTOR Georgetown University		
CONTRACT QUARTER 32 OF 34		REPORT PERIOD Oct 1, 1992 TO Dec 31, 1992		DATE 11-Mar-93 RUN TIME: 14:54		
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	\$1,911,116		\$15,933	2,523,479	(\$612,363)	132%
2. Fringe Benefits	409,600		3,965	524,882	(115,282)	128%
3. Travel	786,382		0	1,193,976	(407,594)	152%
4. Consultants	500,000		60	592,642	(92,642)	119%
5. Equipment	241,679		75	217,623	24,056	90%
6. Sub-contracts	1,000,000		0	0	1,000,000	0%
7. Indirect Costs	1,795,820		8,544	2,561,247	(765,427)	143%
8. General Administrative	2,549,043		0	1,076,526	1,472,517	42%
F. TOTAL ADMINSTRATIVE COST	9,193,640		28,576	8,690,374	503,266	95%
GRAND TOTAL, TRAINING COST:	\$34,000,000		\$33,505	\$32,835,108	\$1,164,892	97%

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

PROJECT TITLE Central American (CASP) Scholarship Program	PROJECT NUMBER LAC-0130-G-SS-5045	IMPLEMENTOR Georgetown University				
CONTRACT QUARTER 32 OF 34	REPORT DATE Oct 1, 1992 to Dec 31, 1992	DATE 11-Mar-93	RUN TIME: 15:16			
1. PARTICIPANT TRAINING COSTS						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$10,717,894		2,934	8,569,054	2,148,840	80%
B. Allowances	\$10,169,294		1,748	11,438,967	(1,269,673)	112%
C. Travel	\$1,020,335		58	1,146,324	(125,989)	112%
D. HAC	\$715,530		189	735,230	(19,700)	103%
E. Supplemental Activities	\$733,600		0	803,513	(69,913)	110%
<b>TOTAL COSTS</b>	<b>\$23,356,652</b>		<b>4,929</b>	<b>22,693,088</b>	<b>663,565</b>	<b>97%</b>

Budget reflects transfer from surplus participant funds in technical training to academic training.  
Transfer is to same line item component.

## THIS QUARTER:

Number of Participant Months Projected: 3  
Number of Participant Months Completed: 3

FOR TECHNICAL PROGRAMS ONLY  
IMPORTANT: SPECIFY PROGRAM TYPE

(Check Only One Category)

Classroom Training

Observation Tour

On-the Job Training

## TOTAL PROJECT:

Number of Participant Months Projected: 21,262  
Number of Participant Months Completed: 21,255

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

Project Title Central American Scholarship Program	Project Number LAC-0130-G-SS-5045	Implementor Georgetown University
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Contract Quarter 32 of 34	Report Period Oct 1, 1992 to Dec 31, 1992	Date 11-Mar-93 RUN TIME: 15:16
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I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS PERIOD	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	1,101,106	0	0	1,101,106	0	100%
Allowances	213,284	0	0	213,284	0	100%
C. Travel	98,665	0	0	98,665	0	100%
D. HAC	36,652	0	0	36,652	0	100%
E. Supplemental Activities	0	0	0	0	0	0%
<b>TOTAL COSTS</b>	<b>1,449,708</b>	<b>0</b>	<b>0</b>	<b>1,449,708</b>	<b>0</b>	<b>100%</b>

Budget reflects transfer of surplus participant funds in technical training to academic training.  
Transfer is to same line item component.

THIS QUARTER: N/A

Number of Participant Months Projected: \_\_\_\_\_

Number of Participant Months Completed: N/A

TOTAL PROJECT:

Number of Participant Months Projected: 1,018

Number of Participant Months Completed: 1,018

FOR TECHNICAL PROGRAMS ONLY  
IMPORTANT: SPECIFY PROGRAM TYPE

(Check Only One Category)

Classroom Training  
 Observation Tour  
 On-the Job Training

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC XX TECHNICAL     

PROJECT TITLE		PROJECT NUMBER	IMPLEMENTOR			
Central American Scholarship Program		LAC-0130-G-SS-5045-00	Georgetown University			
CONTRACT QUARTER		REPORT PERIOD	DATE	03/11/93		
32 OF 34		Oct 1, 1992 to Dec 31, 1992	RUN TIME:	15:15		
I. PARTICIPANT TRAINING COSTS						
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS PERIOD	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. 1. ELT, In-Country	0		0	0	0	0%
A. 2. ELT, U.S.	0		0	690,422	(690,422)	0%
B. 1. Income Tax Payments	0		166	281,376	(281,376)	0%
E. 3. Washington Seminars	240,000		0	270,521	(30,521)	113%
E. 4. Passport/Visa Fees	0		0	9,371	(9,371)	0%
E. 5. Medical Exams	0		0	12,262	(12,262)	0%
E. 6. Orientations	0		0	45,584	(45,584)	0%
E. 7. Experience America (Non Instructional)	0		0	37,942	(37,942)	0%
E. 8. Follow-on	0		0	3,324	(3,324)	0%
E.9. Experience Am-Instructiona	0		0	48,742	(48,742)	0%
C. 1. International Travel	900,000		58	962,558	(62,558)	107%
C. 2. Local Travel	0		0	332,633	(332,633)	0%
E. 10. Other	0		0	422	(422)	0%

NOTE: [1] Special tracking items (except int'l travel) are compiled for students arriving Aug. 1989 and subsequent. Detail of previous cycles are not available.

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC \_\_\_\_\_ TECHNICAL XX

PROJECT TITLE Central American Scholarship Program	PROJECT NUMBER LAC-0130-G-SS-5045-00	IMPLEMENTOR Georgetown University
CONTRACT QUARTER 32 OF 34	REPORT PERIOD Oct 1, 1992 to Dec 31, 1992	DATE 11-Mar-93 RUN TIME: 15:15

I. PARTICIPANT TRAINING COSTS

SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS PERIOD	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. 1. ELT, In-Country	0		0	0	0	0%
A. 2. ELT, U.S.	0		0	0	0	0%
C. 1. International Travel	98,665		0	98,665	0	100%
C. 2. Local Travel	0		0	0	0	0%

Budget reflects transfer of surplus participant funds in technical training to academic training.  
Transfer is to same line item component.

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

PROJECT TITLE Cooperative Assoc. of States for Scholarships		PROJECT NUMBER LAC-0661-A-00-0039-00		IMPLEMENTOR Georgetown University		
Contract Quarter 13 of 36		REPORT PERIOD Oct 1, 1992 to Dec 31, 1992		DATE 02/19/93		
I. PARTICIPANT TRAINING COSTS						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	12,528,214		743,212	9,398,510	3,129,705	75%
B. Allowances	16,249,317		780,670	10,804,870	5,444,447	66%
C. Travel	1,230,936		58,735	1,228,262	2,674	100%
D. HAC	1,405,988		105,462	914,252	491,736	65%
E. Supplemental Activities	1,537,534		75,414	811,750	725,784	53%
TOTAL COSTS	32,951,989		1,763,493	23,157,644	9,794,345	70%
THIS QUARTER:						
No. of Participant Months Projected:		1,677				
No. of Participant Months Completed:		1,677				
TOTAL PROJECT:						
No. of Participant Months Projected:		24,943				
No. of Participant Months Completed:		17,211				

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

SUMMARY \_\_XX\_\_

PROJECT TITLE		PROJECT NUMBER			IMPLEMENTOR	
Cooperative Association of States for Scholars		LAC-0661-A-00-8039-00			Georgetown University	
Contract Quarter 13 of 36		REPORT PERIOD Oct 1, 1992 to Dec 31, 1992			DATE 02/19/93	
					RUN TIME: 09:45	
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A.1 ELT, U.S. (1)	1,616,173		80,886	879,824	736,349	54%
B.1 Income Tax Payments	1,897,594		90,874	1,164,891	732,703	61%
C.1 International Travel (2)	952,780		16,611	831,529	121,251	87%
C.2 Travel In-Country (3)	40,539		1,800	27,418	13,121	68%
C.3 Local Travel Domestic (4)	237,637		40,324	369,498	(131,861)	155%
E.1 ELT, In-Country	0			0	0	0%
E.2 Orientation Meeting	339,227		12,120	218,265	120,962	64%
E.3 Passport/Visa Fees (3)	56,080		952	28,622	27,458	51%
Exit Taxes (3)	13,943		1,810	9,432	4,511	68%
E.5 Follow-on	420,222		20,427	53,623	366,599	13%
E.6 Medical Examinations (3)	64,243		1,385	49,329	14,914	77%
E.7.1 Experience America (4) Instructional	397,284		22,811	208,318	188,966	52%
E.7.2 Experience America (4) Non Instructional	225,800		15,909	264,105	(38,305)	117%
E.8 Other (5)	20,735		0	23,467	(2,732)	113%

- (1) All ELT is performed in the US as part of the training program. Original budget did not reflect breakdown of training cost. This budget is an average of the various contracts.
- (2) Budget reflects only travel to/from country of origin.
- (3) Budgeted under Orientation.
- (4) Included in Training Budget.
- (5) Includes various small expenditures directly attributable to a participant. (eg. additional vaccinations, etc.)

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC   X   TECHNICAL       

SUMMARY   XX  

PROJECT TITLE		PROJECT NUMBER		IMPLEMENTOR		
Cooperative Association of States for Scholars		LAC-0661-A-00-0039-00		Georgetown University		
Contract Quarter		REPORT PERIOD		DATE	02/19/93	
13 of 36		Oct 1, 1992 to Dec 31, 1992		RUN TIME:	11:49	
<b>II. ADMINISTRATIVE COSTS</b>						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	5,033,931		235,216	3,210,839	1,823,092	64%
2. Fringe Benefits	1,122,252		55,265	705,524	416,728	63%
3. General Administrative	1,165,314		21,423	828,757	336,557	71%
4. Equipment	254,000		12,196	156,609	97,391	62%
5. Travel	967,712		23,729	466,118	501,594	48%
6. Other Purchased Services	371,359		17,344	239,617	131,742	65%
7. Rent - Off Campus	688,938		50,345	395,140	293,798	57%
8. Indirect Costs	5,025,505		146,707	2,539,819	2,485,686	51%
<b>II.F.TOTAL ADMINSTRATIVE COSTS</b>	<b>14,629,011</b>		<b>562,226</b>	<b>8,542,424</b>	<b>6,086,587</b>	<b>58%</b>
<b>GRAND TOTAL, TRAINING COSTS:</b>	<b>47,581,000</b>		<b>2,325,719</b>	<b>31,700,068</b>	<b>15,880,932</b>	<b>67%</b>

TCA REPORT  
 ADMINISTRATION COST  
 OCT - DEC 92

	OVERSEAS US	OVERSEAS FIELD	US OPERATION	TOTAL
PAYROLL	48,624	46,963	139,629	235,216
FRINGES	11,513	11,219	32,533	55,265
EQUIPMENT	0	0	12,196	12,196
TRAVEL	548	4,408	18,774	23,729
CONSULTANT	104	14,104	3,136	17,344
RENT OFF CAMPUS	0	4,130	46,215	50,345
MATERIALS&SUPPLIES	4,260	12,882	4,281	21,423
OVERHEAD	39,100	23,440	84,167	146,707
GRAND TOTAL	104,149	117,144	340,932	562,226

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC   X   TECHNICAL       

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
<u>  7  </u> OF <u>  13  </u>	REPORT PERIOD Oct 1, 1992 to Dec 31, 1992	DATE 02/01/93

I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A. Education/Training Cost	1,224,764		81,725	685,491	539,273	56%
B. Allowances	1,470,556		138,188	795,190	675,366	54%
C. Travel	163,876		58,490	107,772	56,104	66%
D. HAC	150,771		10,407	72,924	77,847	48%
E. Supplemental Activities	143,606		10,956	74,593	69,013	52%
TOTAL COSTS	3,153,573		299,767	1,735,971	1,417,602	55%

THIS QUARTER:

Number of Participant Months Projected:	327	72 Students x 2 Months = 144 61 Students x 3 Months = 183
Number of Participant Months Completed:	325	70 Students x 2 Months = 140 2 Students x 1 Month = 2 61 Students x 3 Months = 183

TOTAL PROJECT:

Number of Participant Months Projected:	2,692
Number of Participant Months Completed:	1,569

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

SUMMARY

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
CONTRACT QUARTER 7 OF 13	REPORT PERIOD Oct 1, 1992 to Dec 31, 1992	DATE 02/01/93

I. PARTICIPANT TRAINING COSTS

SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A.1 ELT, U.S.	131,200	0	14,295	100,870	30,330	77%
B.1 Income Tax Payments	144,027	0	11,861	49,881	94,146	35%
C.1 International Travel	126,541	0	54,604	83,840	42,701	66%
C.2 Travel In-Country	915	0	0	0	915	0%
C.3 Local Travel (Domestic)	36,420	0	3,886	23,932	12,488	66%
E.1 ELT, In-Country	0	0	0	0	0	0%
E.2 Orientation Meeting	54,400	0	2,106	34,066	20,334	63%
E.3 Passport/Visa Fees	8,496	0	0	6,400	2,096	75%
E.4 Exit Taxes	0	0	0	0	0	0%
E.5 Follow-on	19,700	0	4,479	4,479	15,221	23%
E.6 Medical Examinations	8,496	0	0	5,390	3,106	63%
E.7.1 Experience America Instructional	35,674	0	3,325	18,616	17,058	52%
E.7.2 Experience America Non Instructional	0	0	1,045	5,551	(5,551)	0%
E.8 Other	16,840	0	0	90	16,750	1%

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL   
SUMMARY

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
CONTRACT QUARTER 7 OF 13	REPORT PERIOD Oct 1, 1992 to Dec 31, 1992	DATE 02/01/93

II. ADMINISTRATIVE COSTS

II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
1. Salaries	352,765		27,430	167,823	184,942	48%
2. Fringe Benefits	79,822		6,142	36,966	42,856	46%
3. General Administrative	48,580		3,458	19,064	29,516	39%
4. Equipment	14,933		780	7,623	7,310	51%
5. Travel	40,617		6,449	32,223	8,394	79%
6. Other Purchased Services	13,383		2,412	6,295	7,088	47%
7. Rent - Off Campus	47,163		2,912	27,542	19,621	58%
8. Indirect Costs	323,164		22,868	132,298	190,866	41%
II.F.TOTAL ADMINISTRATIVE COSTS	920,427		72,451	429,834	490,593	47%
GRAND TOTAL, TRAINING COSTS:	4,074,000		372,218	2,165,805	1,908,195	53%

**EMPLOYMENT DATABASE STATISTICS SHEET**

Total Alumni Statistics

	#	%
Total Alumni	1,537	*
Total Contacted	1,330	*
Total Employed (% based on total contacted)	1,122	84%
Total Employed in FOS (% based on total contacted)	903	68%
Total Studying (% based on total contacted)	193	18%

Male Alumni Statistics

	#	%
Total Alumni	813	*
Total Contacted	705	*
Total Employed (% based on total contacted)	610	87%
Total Employed in FOS (% based on total contacted)	503	71%
Studying (% based on total contacted)	106	15%

Alumnae Statistics

	#	%
Total Alumni	724	*
Total Contacted	625	*
Total Employed (% based on total contacted)	512	82%
Total Employed in FOS (% based on total contacted)	400	64%
Studying (% based on total contacted)	87	14%

**EMPLOYMENT DATABASE STATISTICS SHEET**

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Overall

<b>Field</b>	<b>Total Reached</b>	<b>Total Working in FOS</b>	<b>% Working in FOS</b>
Agribusiness	30	22	73%
Accounting	8	8	100%
Agricultural Technology	74	44	59%
Air Conditioning & Refrigeration	1	0	0%
Appliance Servicing	1	1	100%
Athletic Training	2	1	50%
Business Administration	3	3	100%
Banking & Finance	1	1	100%
Biology	6	5	83%
Business Management	2	2	100%
Chemistry	3	3	100%
Child & Family Studies	4	2	50%
Community Health	10	6	60%
Computer Literacy (Program for the Deaf)	17	12	71%
Clothing Merchandising	160	88	55%
Computer Science	153	110	72%
Computer Assisted Drafting	12	5	42%
Continuing & Vocational Ed.	2	2	100%
Education	1	0	0%
Electrical Engineering	2	2	100%
Environmental Health	24	12	50%
Electronics	218	156	72%
English	3	3	100%
Economics	3	2	66%
Finance	1	1	100%
Food Preparation	16	13	81%

Overall

Field	Total Reached	Total Working in FOS	% Working in FOS
Food Technology	99	64	65%
Hospitality Management	31	21	68%
Hotel & Restaurant Management	90	61	68%
Human Services	2	1	50%
Industrial Engineering	1	1	100%
Industrial Diesel Mechanic	1	1	100%
International Studies	1	0	0%
Mathematics	3	3	100%
Medical Technology	1	1	100%
Marketing	1	1	100%
Management Training	1	1	100%
Machine Tool	55	43	78%
Nursing	2	2	100%
Office Equipment Repair	1	1	100%
Offset Printing	1	1	100%
Occupational Therapy	2	1	50%
Physical Education	1	0	0%
Psychology	4	4	100%
Quality Control	108	77	71%
Small Business Management	137	92	67%
Sociology	1	1	100%
Social Sciences	10	3	30%
Tourism	5	5	100%
Teacher Training	15	14	93%



**EMPLOYMENT DATABASE STATISTICS SHEET**

Country: Belize

	#	%
Total Alumni	232	*
Total Contacted	189	*
Total Employed (% based on total contacted)	177	94%
Total Employed in FOS (% based on total contacted)	153	81%

Field	Total Reached	Total Working in FOS	% Working in FOS
Agribusiness	3	3	100%
Accounting	8	8	100%
Agricultural Technology	9	7	78%
Appliance Servicing	1	1	100%
Business Administration	3	3	100%
Banking & Finance	1	1	100%
Biology	6	5	83%
Business Management	2	2	100%
Chemistry	3	3	100%
Community Health	1	1	100%
Computer Literacy (Program for the Deaf)	3	2	66%
Clothing Merchandising	6	2	33%
Computer Science	17	14	82%
Education	1	0	0%
Electrical Engineering	2	2	100%
Environmental Health	3	2	66%
Electronics	15	14	93%
English	3	3	100%
Economics	3	2	66%
Finance	1	1	100%
Food Preparation	16	13	81%















EMPLOYMENT DATABASE STATISTICS SHEET

Country: Honduras

	#	%
Total Alumni	260	*
Total Contacted	222	*
Total Employed (% based on total contacted)	189	85
Total Employed in FOS (% based on total contacted)	170	77%

Field	Total Reached	Total Working in FOS	% Working in FOS
Agribusiness	6	4	67%
Agricultural Technology	7	5	71%
Athletic Training	2	1	50%
Community Health	2	1	50%
Clothing Merchandising	20	17	85%
Computer Science	27	22	81%
Computer Assisted Drafting	12	5	42%
Environmental Health	6	4	67%
Electronics	44	40	91%
Food Technology	20	13	65%
Hospitality Management	5	2	40%
Hotel & Restaurant Management	7	6	86%
Industrial Engineering	1	1	100%
Machine Tool	11	9	82%
Quality Control	16	12	75%
Small Business Management	26	25	96%
Social Sciences	10	3	30%













Field & College (Contacted > 14)

Field	Total Reached	Total Working in FOS	% Working in FOS
Agribusiness Kirkwood Community College	30	22	73%
Agricultural Technology Coffeyville Community College	27	17	63%
Agricultural Technology Kirkwood Community College	47	27	57%
Computer Literacy (Program for the Deaf) Mt. Aloysius Jr. College	17	12	71%
Clothing Merchandising Florida Community College-Jacksonville	14	10	71%
Clothing Merchandising Modesto Jr. College	32	19	59%
Clothing Merchandising Penn Valley Community College	14	7	50%
Clothing Merchandising St. Petersburg Jr. College	26	13	50%
Clothing Merchandising Waukesha County Technical College	53	31	58%
Computer Science Berkshire Community College	16	12	75%
Computer Science College of Santa Fe	25	23	92%
Computer Science Univ. of Wisconsin - Marinette	26	17	65%
Computer Science Univ. of Wisconsin - Richland	35	26	74%
Computer Science West Hills College	39	25	64%
Electronics Berkshire Community College	33	25	76%
Electronics El Paso Community College	18	11	61%
Electronics Hesston College	20	15	75%
Electronics Illinois Eastern Community College	21	15	71%
Electronics Modesto Junior College	36	28	78%

Field	Total Reached	Total Working in FOS	% Working in FOS
Electronics St. Louis Community College - Florissant	19	12	63%
Electronics Scott Community College	25	21	84%
Food Technology Kings River Community College	28	20	71%
Food Technology Kirkwood Community College	41	26	63%
Food Technology Mt. Hood Community College	30	18	60%
Hospitality Management Tri-County Voc-Tech School	24	17	71%
Hotel Management Bergen Community College	14	11	79%
Hotel Management Columbia College	14	8	57%
Hotel & Restaurant Management Hocking Technical College	16	13	81%
Machine Tool Waukesha County Technical College	42	34	81%
Quality Control Broome Community College	25	11	44%
Quality Control Central Florida Community College	15	9	60%
Quality Control El Paso Community College	43	36	84%
Small Business Management Bartlesville-Wesleyan College	16	11	69%
Small Business Management Coffeyville Community College	14	9	64%
Small Business Management El Paso Community College	14	9	64%
Small Business Management Independence Community College	15	11	73%
Small Business Management Northcentral Technical College	15	11	73%

**Field & College (Contacted > 14)**

<b>Field</b>	<b>Total Reached</b>	<b>Total Working in FOS</b>	<b>% Working in FOS</b>
Small Business Management Rochester Community College	15	9	60%
Small Business Management Univ. of S. Carolina - Sumter	20	13	65%

### Fields for Alumni Employment Database

**Instructions:** Please use the exact and appropriate codes as they appear below. Please contact Georgetown Overseas Operations should you have any questions.

Last name(s)

First name

Sex (M/F)

College # (see attached chart)

FOS [field of study code] (see attached chart)

Cycle

**Current Geographic Status:** (U= urban; R= rural; O= living outside of your country)  
Please indicate if the alumnus is currently living in an urban or rural area.

**Employed Status:** (F= full-time; P= part-time; N= not employed; U= unknown)

**in field of study (FOS):** (Y=working in the field of study; N= not working in field of study)

**Studying Status:** (F= full-time; P= part-time; N= not studying; U= unknown)

Country/Pais: \_\_\_\_\_

## Employment Survey Chart of CASP/CASS Alumni

Last Name(s) Apellidos	Name Nombre	Sex Sexo	Coll # # Coll	FOS Campo	Cycle Ciclo	Geog U/R	Working Empleado	in FOS en área	Studying Estudiando
ACEVEDO Mena	Rigoberto	M	14	AG	A09				
ACUNA Boza	Ana	F	30	CP	F08				
ACUNA Sandoval	Elizabeth	F	14	AB	C08				
ACUNA Salas	Maria	F	66	CM	F08				
AGUERO Quiros	Carlos	M	04	EL	C08				
AGUERO Retama	Rosa	F	02	EL	E08				
AGUILAR Varela	Laura	F	18	CM	D01				
AGUILERA Vargas	Santos	M	14	AB	A09				
ALFARO Morales	Hazel	F	37	CP	E05				
ALFARO Soto	Oscar	M	06	CP	E05				

## Quarterly Status Report

College: Bergen Community CollegeQuarter Period: 10/1 - 12/31/92 (Cycle 108)Cycle: 108Subagreement No. BERG FX2050-836-9218-ACollege Coordinator: Lynda IcocheaField of Study: Hotel/Restaurant ManagementTotal Number of Students: 20GU Program Officer: Matthew McPherson

Student Nationalities: Antigua/Barbuda (1), Barbados (1), Costa Rica (3), Dominican Republic (5), Honduras (3), Guatemala (2), Jamaica (2), Nicaragua (2), St. Lucia (1)

### 1) Training Objectives:

Twenty Cycle 108 CASS Fellows (13 females, 7 males) arrived at Bergen Community College in August, 1992 to pursue Associate of Science degrees in Hotel Restaurant Management, to be completed by August, 1994.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISIT:

Matthew McPherson visited Bergen Community College from October 5-6, 1992.

a) People Contacted: Dr. Jose Lopez-Isa, BCC President; Prof. Lynda Icochea, Director CIS; Fernando Delas, CASS Housing Coordinator; Dr. Joseph Maskowitz, Dean of Business Adm.; Prof. Arthur Tolve, Business Instructor; Ms. Justine Walker, Host parent; Ms. Linda Saxon, Host parent.

b) Visit Activities: Met with students as a group; interviewed students in small country groups; observed ESL class; visited host families; met with ESL instructors.

c) Issues Discussed and GU Recommendations: The following issues were discussed in my exit meeting with Prof. Icochea and Mr. Delas and summarized in a letter sent to Prof. Icochea after the campus visit.

- 1) Involving the students with a local chapter of a professional association related to the HRM field and in the local DECA competition for Hospitality Management.
- 2) Having the Caribbean students mainstreamed during the second semester.
- 3) Having weekly or bi-weekly meetings with the students and strategies to encourage the students to attend.
- 4) Financial agreements/student contracts with host families. Student involvement in the October host family meeting.

- 5) Problems with Lourdes Blandin and Francisca Sanchez.
- 6) Student independence/policy for student travel.

## II. SELF EVALUATION:

No self-evaluation was completed by BCC this quarter.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The QAR most recently submitted covered the 10/1 - 12/31/92 quarter for Cycle I08.

### a) Highlights:

\*\* Professional: All CASS students attended the 77th Annual International Hotel/Motel & Restaurant Show at the Javits Center in Manhattan featuring 1,500 suppliers of products and services for lodging and food serving properties.

\*\* Campus: Some students were selected and participated in a College theater play sponsored through the arts department.

b) Recommendations: GU encourages Bergen CC to move to implement the program outlined in the Experience America Manual. Experience America forms have yet to be filled out by students.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRs

The AETRs for the Fall, 1992 semester have still not been submitted.

a) Average student GPA (Final for Cycle G08):

b) Areas of academic concern:

## II. PARTICIPANT PROGRESS REPORT

We are still awaiting the submission of the Initial PPRs by the Cycle I08 students this quarter.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied):

b) Areas of highest student satisfaction:

c) Areas of lowest student satisfaction:

## III. SPECIAL STUDENT CASES

Francisca Sanchez, from Honduras, has been suffering from depression and a good deal

of homesickness. She is currently seeing a professional counselor, and her condition is being carefully monitored.

**4. College Reporting Status**

**\*\* All required reports have been submitted for Cycle G08.\*\***

**Quarterly Reports (Cycle I08)**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992		Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

<b>College:</b> <u>Berkshire Community College</u>	<b>Quarter Period:</b> <u>October 1 - December 31, 1992</u>
<b>Cycle:</b> <u>108</u>	<b>Subagreement No.:</b> <u>BERK-RX2050-836-9218-B</u>
<b>College Coordinator:</b> <u>Mr. Greg Heming</u>	<b>Field of Study:</b> <u>Electronics: Medical Equipment Repair</u>
<b>Total Number of Students:</b> <u>18</u>	<b>GU Program Officer:</b> <u>Dennis Huffman</u>

<b>Student Nationalities:</b> Costa Rica	2
Dominican Republic	1
El Salvador	1
Guatemala	4
Honduras	3
Nicaragua	4
Panama	3

### 1) Training Objectives:

The eighteen CASS students, who arrived at Berkshire Community College on August 13, 1992 for a two-year program, are working toward associate degrees in Biomedical Technology Repair. The program includes intensive instruction in English during the first semester, and will conclude with practical training through internships. In addition, each student will live for at least six months with a local host family and work toward completion of sixteen assignments using the Experience America workbook.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Dennis Huffman visited the Berkshire Community College campus November 16 - 17, 1992.

a) People Contacted: Dr. Catheryn Addy, President; Sarah Atchley, ESL Instructor; Nick del Greco, Electronics Faculty; Greg Heming, CASS Coordinator; Ted Johnson, Electronics Faculty; Hester Kelly, CASS Secretary; Renzo Del Molino, Activities Coordinator; Justine Robbins, ESL Instructor.

b) Visit Activities: During the visit, Mr. Huffman conducted two group meetings with the students and twenty-minute individual interviews with each student. In addition, he toured the campus facilities, and met with key staff, faculty, and administrators. He also attended a birthday party for one of the students held at the home of a host family.

c) Issues Discussed and GU Recommendations: In general, this was a very positive visit which indicated that the program is running smoothly. The Berkshire CASS staff takes a team approach to managing the program, and this is a great strength. Mr. Huffman had dinner with five members of the team, and their interest, dedication, and enthusiasm was obvious.

Among the points discussed with the staff was the possibility of integrating the Experience America Manual into the ESL curriculum. Ms. Atchley was given a copy of the manual, and will explore this suggestion.

The CASS team is approaching the mix of core classes and ESL instruction in a new way with Cycle I. The approach involves plunging the students directly into an Electronics class during the first semester, taught in English. Nick del Greco is the instructor, and he has abundant experience working with CASS students in the past. The pacing and order of the curriculum has been modified so that units involving minimal reading are being taught first, and the class will roll over into January. While the students expressed some uncertainty about this approach, both Ms. Atchley and Mr. del Greco were satisfied with the students' progress. One suggestion which came out of Mr. Huffman's meetings with the students was that BCC might consider acquiring some Spanish/English technical dictionaries which could be made available to the students on a check out basis.

Mr. Huffman discussed with the Electronics faculty the status of internships in the Biomedical Technology field. Unlike other CASS institutions, Berkshire Community College actually pays a fee to the local hospital. The hospital in turn hires staff to supervise the internships, which have been conducted with groups of up to eight students at a time for forty hours. This is partly because of liability issues, and partly because of the large numbers of students (BCC places only 2 - 3 traditional students per year). Mr. Huffman discussed the desirability of providing CASS students with as much practical exposure and hands-on training as possible. CASS/GU recognizes, however, that the highly specialized nature of this field places limitations on the amount of real world experience which can be provided.

The issue of main concern to the students related to money, primarily a concern about the cost of transportation, but to a lesser extent also regarding lunch on school days. Under the arrangement between BCC and the host families, the families are expected to provide for the students' lunches. As is typical with most groups of CASS students, these arrangements are unsatisfactory for some students, who claim either that the families ignore this part of the agreement or that what is provided is unacceptable. After "surveying" the group during the individual interviews, Mr. Huffman concluded and reported to the students that this issue effected only six students, and he advised those students to discuss their concerns with the families and Mr. Heming.

The question of transportation arose primarily because the local transit authority was contemplating a fare increase for 1993. However, the students also expressed their (correct) understanding that transportation to and from class was one of the provisions of their scholarships. In fact, the cycle I subagreement between Georgetown University and Berkshire Community College states that BCC must "Ensure that students are provided with adequate room, board and local transportation in addition to and separate from the required \$150 per month personal allowance." The students are therefore technically correct in their view that they should not be held responsible for buying their own bus passes out of the monthly allowance. However, in the group meeting with the students, Mr. Huffman pointed out that if BCC were to adjust the budget to provide bus passes, the money would simply be taken from another area of the budget. This argument appeared to diffuse the situation. Proposals for future groups of CASS students, however, should provide for transportation apart from the monthly allowance.

## II. SELF EVALUATION:

No Self Evaluation was conducted during this quarter.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights: The CASS students at BCC have abundant opportunities to explore and experience the local area. An extensive calendar of activities, including everything from bowling and square dancing to fine arts performances and museum lectures is available to the students.

In addition, the students met with the mayor of Pittsfield, attended a computer show in Boston, and elect representatives each month to attend the CASS Advisory Council meetings. A number of students have also been involved in volunteer activities, including serving Thanksgiving dinner to the homeless and assisting in a day care center.

b) Recommendations: Mr. Renzo Del Molino, the activities coordinator, is a part-time staff member working with the students mostly on the weekends. In discussions with Mr. Huffman, Mr. Del Molino made clear that he considers "stress reduction" as one of his primary functions. While recreational activities are, without question, important, Mr. Huffman recommended that Mr. Del Molino place greater emphasis on the areas of Experience America presented in the Experience America Manual so that his work will reinforce the work in the Experience America Workbook which the students are currently doing independently.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

a) Average student GPA (as of last submitted AETR): The average grade point average at the end of the first grading period for these 18 students was **3.0**.

Four students had a 3.75 or higher. These were Dora Arauz (Nicaragua, 4.0), Darling Conrado (Nicaragua, 4.0), Lourdes Vega (Honduras, 4.0), and Jose Ayala (El Salvador, 3.83).

b) Areas of academic concern:

Four students had GPA's of 2.5 or less. These were Sayda Marroquin (Guatemala, 0.0), German Flores (Honduras, 1.27), Fernando Ruiz (Panama, 2.33), and Francisco Garcia (Guatemala, 2.5). Three of these students (Marroquin, Garcia, and Ruiz) were discussed with the BCC staff as requiring special attention at the time of Mr. Huffman's campus visit. At the time of this writing, the BCC staff is only seriously concerned about the status of Ms. Marroquin, who was suspended from the college as a result of her grades, but reinstated based on an appeal by the CASS Coordinator.

c) Changes in individual programs of study: To date, there have been no changes. However, it is likely that Ms. Marroquin will face a choice of switching to a non-degree track in a new field of study or having her scholarship terminated.

#### II. PARTICIPANT PROGRESS REPORT

Seventeen of the eighteen students completed and returned the Participant Progress Reports this quarter.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): The questionnaire contains seven questions with numerical ratings. The average of all of these for the Berkshire students was **1.92**.

b) Areas of highest student satisfaction:

The two areas of highest satisfaction were in rating the effectiveness of the on-campus orientation (1.71) and the level of satisfaction with the English as a Second Language classes which they are receiving (1.76).

c) Areas of lowest student satisfaction:

The two lowest areas of satisfaction both related to the field of study. The question "How satisfied are you with your other (non-ESL) courses?" received a score of 2.12. In the comments, many students expressed some frustration with the rapid pace and the fact that the classes were taught in English. The question "How informed are you about your future program of study?" received a score of 2.35. In their comments, the students did not express frustration, but rather simply indicated that they were not fully informed about the future.

**III. SPECIAL STUDENT CASES**

One student, Roberto Godinez, of Costa Rica, required some special attention during the quarter related to his housing situation. Mr. Huffman and Mr. Heming exchanged a number of phone calls in this regard, and at one point the Costa Rican Country Coordinator was involved. Mr. Godinez has now been moved to a new host family, and the situation appears to be resolved.

The case of Sayda Marroquin was discussed under "Areas of Academic Concern."

**4. College Reporting Status**

**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxxx		
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/94 - 12/31/94	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	xxxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

Report Submitted: 2/26/93

## COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: Broome Community CollegeQuarter Period: October 1 - December 31, 1992Cycle: 108Subagreement No. BCC-RX2050-836-9218-CCollege Coordinator: Dr. Alberto MillerField of Study: Quality ControlTotal Number of Students: 21GU Program Officer: Dennis Huffman

Student Nationalities:	Costa Rica	2
	Dominican Republic	4
	El Salvador	3
	Guatemala	4
	Honduras	2
	Jamaica	2
	Nicaragua	3
	Panama	1

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### 1) Training Objectives:

The twenty-one Cycle I students, who arrived in the U.S. in August 1992, are enrolled in a two-year program comprising training in English as a Second Language (for all but the two Jamaicans), and work toward the associate of applied science degree in Quality Control. Their program will include internships with local industry, as well as individualized exploration of U.S. society through the Experience America program. Each student will live with a local host family for a minimum of six months at the beginning of the program.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Dennis Huffman visited the Broome Community College campus November 18 - 19, 1992.

a) People Contacted: Dr. Bryan Blanchard, Vice President for Academic Affairs; Dr. Donald Dellow, President; Ms. Barbara Foster, CASS Assistant/ESL Instructor; Mr. Morton Goldberg, Chairman, Mathematics Dept.; Mr. Fred Mellert, ESL Coordinator; Mr. Alberto Miller, CASS Coordinator; Mr. Greg Sliwa, Mathematics Instructor/ASQC Student Chapter Advisor; Ms. Linda Spickard, Sponsored Programs; Mr. Bill Vick, Mathematics Instructor.

b) Visit Activities: During this visit, Mr. Huffman conducted both group meetings and individual interviews with the CASS students. In addition, he met with CASS staff, college administrators, ESL instructors, and Quality Control faculty, and toured the facilities. He also had the opportunity to meet with host families at an evening potluck/cultural presentation, and to attend a meeting of the Binghamton chapter of the American Society for Quality Control.

c) Issues Discussed and GU Recommendations: The above points (people contacted and visit activities) attest to the dynamic, high quality program which the BCC CASS staff has developed. The large number of faculty, staff, and administrators who are involved with and obviously care deeply about the CASS students is unusual even by CASS standards, and indicates a level of institutional commitment to the program which, in and of itself, is remarkable. Even more remarkable, however, is the extent to which enthusiasm for and support of the program has spread into the community, as indicated by the large host family turnout on the first night of Mr. Huffman's visit and the strong support for the program among members of the ASQC on the second night.

No issues of concern arose during the campus visit. It is Mr. Huffman's view that the Broome Community College CASS program is exemplary.

## II. SELF EVALUATION:

No self evaluation was required during this quarter.

## III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

a) Highlights: Barbara Foster has done a fine job of organizing activities for the students in the local community. Particularly notable during this quarter were the students' participation as runners with the League of Women Voters during the elections, and their participation in the National Volunteer Day assisting elderly people in the community with tasks around their homes. The students also heard (and in a few cases, met) New York Governor Mario Cuomo when he spoke on campus. In terms of professional development, the students held elections for the Executive Committee of the ASQC student branch on campus and attended the local ASQC dinner meetings each month. In October, the group attended the National Quality Forum, and collaborated with the local ASQC in preparing for the event.

In addition to these activities, the students have been receiving formal input through Alberto Miller's Contemporary Cultures class, in which all students are enrolled. This class, originally taught in both Spanish and English, serves multiple functions and has proven to be another great strength of the BCC program.

Finally, it should be noted that the students are also submitting individual Experience America report forms to CASS/Georgetown. They also listed on the AETR forms many activities in which they had participated on an individual basis.

b) Recommendations: BCC is commended for the outstanding work with the students in the Experience America/Professional Development area.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRs

a) Average student GPA (as of last submitted AETR):

AETR's for 20 of the 21 students had been received as of this writing. The average grade point average for these students was 3.13.

Three students had a 3.75 or higher. They were Paul Campbell (Jamaica, 3.9), Alex Rivera (Honduras, 3.8), and Trinidad Devers (Dominican Republic, 3.75).

b) Areas of academic concern: Three students ended the term with GPA's of 2.5 or lower. Catia Lopez (El Salvador, 2.5), Israel Chicas (El Salvador, 1.87), and Alexis Palacios (Nicaragua, 1.842). BCC will be monitoring the progress of Mr. Chicas and Mr. Palacios particularly closely. Mr. Chicas began the program late because of illness, but even taking that into consideration, the staff is very concerned about his chances of earning the degree. Mr. Palacios appears to have difficulty focussing, and several instructors have reported behavioral problems in class.

c) Changes in individual programs of study: There have been no changes.

## II. PARTICIPANT PROGRESS REPORT

Twenty of the twenty-one students completed and returned the Participant Progress Reports. A copy of the summary is attached to this report.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied):

The questionnaire contains several questions with numerical ratings. The average of all of these for the Broome students was 1.46.

b) Areas of highest student satisfaction:

The two areas of highest satisfaction were in rating the effectiveness of the in-country orientation and the effectiveness of the CASS staff at the college in responding to student needs. Both received ratings of 1.15.

c) Areas of lowest student satisfaction:

The lowest rating (1.68) was given by Spanish speakers to their satisfaction with the ESL classes. It is worth noting here that this rating is still quite high. Furthermore, in reading the individual student comments corresponding to this question, it appears that many of them were actually rating their own progress, rather than the classes.

## III. SPECIAL STUDENT CASES

Two students, Israel Chicas and Alexis Palacios are discussed under "Areas of Academic Concern" above.

#### 4. College Reporting Status

##### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	XXXX	XXXX	XXXX
2	10/1/92 - 12/31/92	1/31/93	XXXX	XX.XX	XXXX
3	1/1/93 - 3/31/93	4/30/93	XXXX		
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

##### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	XXX	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

Report Submitted: 2/26/93



b) **Visit Activities:** Meeting with CASS staff; observation of Drafting class, observation of ESL class; separate group meetings with cycle "I" and cycle "H"; individual meetings with four cycle "I" students and four cycle "H" students; dinner at apartments hosted by students of cycle "H"; and meeting with the two cycle "G08" Haitians.

c) **Issues Discussed and GU Recommendations:**

The following issues were discussed at the end of the GU Program Officer's visit with the CASS Coordinator and followed-up with a formal letter from the GU representative.

- a) The students commented on their need of having more English. b) The ESL teacher commented on the disadvantage of having students with different English levels in the same class. A minimum of 20 contact hours of ESL per week or placing the students into different levels of ESL was recommended by the GU Program Officer.
- Two Cycle "I" students (Edwin Pereira and William Mejia), who already come with some technical background, asked if there was a possibility of specializing in another technical area within the Industrial Maintenance field (eg. Industrial Electricity). Several other students also expressed the same interest. CFCC is very flexible regarding electives and offers the possibility of obtaining, in addition to the A.S. degree, a certificate of completion in a specific technical area. The CASS Director with the assistance of instructors is currently helping each student in putting together his/her plan of study according to his/her professional interests.
- In spite of the students' satisfaction with their host families (except for Richard Farley who I understand will be moving to another host family), there is a need of having periodic host family gatherings and orientations.
- The cycle "I" students are scheduled to take Latin American History next semester. The Central American students already possess a good knowledge of Latin American History because it is a high school requirement in Latin America. The students would benefit more if they took another technical course instead of this course.

**Cycle "H":**

- Cycle "H" expressed as a group their concern regarding the content of their academic program and its applications. Like cycle "I", the students are currently meeting on an individual basis with the CASS Director and the instructors and going over their plan of study and their professional possibilities.

**II. SELF EVALUATION:**

a) **Areas identified by the colleges as strengths:** No self-evaluation this quarter.

b) **Areas identified by the colleges as weaknesses:** " " " " "

**III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA**

a) **Highlights:**

**Cycle H08 & Cycle I08**

- \* Both cycles continue participating in the "Habitat for Humanity" (construction of single family homes) project.

- \* The students hosted CASS students from St. Petersburg and Jacksonville for a Halloween party.
- \* All the students attended the Bill Clinton/Al Gore rally.
- \* They also attended the presentation of Dr. Oscar Arias (former president of Costa Rica) at the University of Florida-Gainesville.
- \* The CASS students travelled to New York and visited the United Nations, the World Trade Center, Wall Street, Battery Park, the Financial Center and museums.

b) **Recommendations:** N/A

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

##### Cycle HO8

a) Average student GPA (as of last submitted AETR): 3.14

Highest GPA: Julio Rossis (DR) 3.92; Henry Christian (CR) 3.92; Olmedo Alonso (PN) 3.91.

##### Cycle IO8

a) Average student GPA (as of last submitted AETR): 3.61

Highest GPA: Geovani Bonilla (ES), Javier Alvarez (CR), Floyd Griffith (BA), Pablo Sanchez (PA) and Oswaldo Martinez have 4.0.

b) Areas of academic concern: N/A

c) Changes in individual programs of study:

**Cycle IO8:** Several students who want to specialize in a specific area (ie. Industrial electricity, automotors, etc) will be selecting electives which are related to their field of interest.

#### II. PARTICIPANT PROGRESS REPORT: N/A

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied):

Cycle "H": 2.03

Cycle "I": 1.70

b) Areas of highest student satisfaction:

**Cycle "H":** Effectiveness of working relationship with the coordinator/program staff, avg. 1.57. Involvement in campus and community life, avg. 1.85.

**Cycle "I":** Effectiveness of working relationship with the coordinator/program staff, avg. 1.19. Effectiveness of in-country orientation in preparing students for their US experience, avg. 1.44.

c) Areas of lowest student satisfaction:

**Cycle "H":** How well the students are informed about their career options in their field of study in their countries, avg. 2.73. Satisfaction with their classes, avg. 2.33.

**Cycle "I":** Satisfaction of Spanish speakers with their English classes, avg. 2.08. How well the students have adapted to their new living situation, avg. 2.00.

### III. SPECIAL STUDENT CASES

**Homero Alonso:** Homero's negative attitude towards the program seems to have influenced the other Panamereans of cycle "I". His refusal to participate in Experience America activities as well as his isolation from the rest of the CASS group constitutes a bad example for the rest of the students.

#### 4. College Reporting Status

- All reports for cycle H08 and IO8 have been submitted.

**Quarterly Reports (H08)**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/30/91	xx	xxx	xxxx
2	10/1/91 - 12/31/91	1/31/92	xx	xxx	xxxx
3	1/1/92 - 3/31/92	4/30/92	xx	xxx	xxxx
4	4/1/92 - 6/30/92	7/31/92	xx	xxx	xxxx
5	7/1/92 - 9/30/92	10/31/92	xx	xxx	xxxx
6	10/1/92 - 12/31/92	1/31/93	xx	xxx	xxxx
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**  
(Due 30 days after the end of the semester)  
(Cycle "H08")

First Year	Received	Second Year	Received
Fall 1991	xxxx	Fall 1992	xxxx
Spring 1992	xxxx	Spring 1993	
Summer 1992	xxxx	Summer 1993	

**Quarterly Reports (I08)**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/30/92	xx	xxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xx	xxx	xxxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**  
(Due 30 days after the end of the semester)  
(Cycle "I08")

First Year	Received	Second Year	Received
Fall 1992	xxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Florida Community College  
at Jacksonville

Quarter Period: 10/1-12/31/92

Cycle: H08

Subagreement No. FCCJ RX2050-836  
91H8-G

College Coordinator: Kerry Carrillo

Field of Study: Hotel & Restaurant Management

Total Number of Students: 14

GU Program Officer: Susan Moroz

Student Nationalities: Cycle H08: Antigua/Barbuda (1), Dominica (1), Jamaica (1),  
St.Lucia (2), Dominican Republic (2), Costa Rica (1), Guatemala (3),  
Honduras (2), Panama (1).

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### 1) Training Objectives:

The cycle "H" students will be obtaining their A.S. Hospitality Management or Restaurant Management degree and returning home this coming July of 1993. All students have successfully completed their Fall courses: Business Communication, Hotel/Motel Accounting, Food and Beverage Purchasing and humanities. The Spanish speakers completed a 15-hour front office internship during this quarter.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

The GU Program Officer visited FCCJ from October 29 through October 30, 1993.

a) **People Contacted:** Ms. Kerry Carrillo (CASS Program Coordinator), Dr. Bryant Ezekiel (North Campus President), Dr. Sharon Cooper (Assist. Dean, Consumer & Human Services and CASS Director), Mr. AL Fricke (Program Manager), Ms. Melanie Thompson (Hospitality Professor), Ms. Sonia Bernstein (Assist. CASS Coordinator), Ms. Kimberly Pace (CASS Assistant), Ms. Lidia Tiller (CASS Translator), Mr. Bill Flor (Purchasing Class Instructor), Cycle G08 Haitian students (Rose Boulay, Elizabeth Osias and Jacques Guillaume).

b) **Visit Activities:** Campus tour, group and individual meetings with cycle "H", meeting with Provost, luncheon with instructors and CASS staff, observed hospitality and purchasing classes, group and individual meetings with cycle "I", meeting with cycle G08 Haitians, meeting with Dr. Cooper.

**c) Issues Discussed and GU Recommendations:**

A couple of concerns and recommendations were discussed with the CASS Director and the CASS Coordinator at the end of the GU Program Officer's campus visit. A letter was sent afterwards to follow-up on this discussion.

- Dr. Cooper's involment with the students: The students would like to have more contact with Dr. Cooper. They are aware of her busy schedule but would like to see her attend the CASS meetings at least once a month. This would not only strengthen the students' feeling of support but it would give you greater support in dealing with student issues.
- Students' Travel: The cycle "H" students said that they felt a lot of pressure when they had to travel because of the requirements they had to fulfill to obtain permission. They said that besides the one or two week notification, they have been asked to provide a letter of invitation from the person they are visiting, and a statement indicating details regarding travel logistics.

**II. SELF EVALUATION:**

a) Areas identified by the colleges as strengths: No self-evaluation this quarter.

b) Areas identified by the colleges as weaknesses: " " " " "

**III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA**

a) Highlights:

- \* The CASS students went to see the Ballet Folklorico of Mexico.
- \* The students visited the CASS students at CFCC.
- \* They visited several different food brokers in their purchasing class.
- \* All the students also visited museums, art galleries and attended several city-wide cultural events.

b) Recommendations The cycle "H" students feel that they don't have enough input in determining and planning activities for Experience America. It was recommended that they be more involved in the decision-making and planning of Experience America activities.

None of the students have submitted to GU their Experience America Workbook forms. Students should be encouraged to fill out these forms on a more regular basis.

**3) Participant Concerns:**

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

## I. AETRs

The AETRS for this quarter have not been submitted to GU.

- a) Average student GPA (as of last submitted AETR)
- b) Areas of academic concern: N/A
- c) Changes in individual programs of study: N/A

## II. PARTICIPANT PROGRESS REPORT

- a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied):1.94
- b) Areas of highest student satisfaction: Effectiveness of extracurricular activities in increasing the students' knowledge of their field of study, avg. 1.57; satisfaction with current living situation, avg. 1.64; involvement in campus and community life, avg. 1.64.
- c) Areas of lowest student satisfaction: Effectiveness in their working relationship with the coordinator program staff avg. 2.77; how well informed the students are regarding their career options in their field of study in their countries, avg. 2.38.

## III. SPECIAL STUDENT CASES :

Kevaughn Johnson expressed his discontentment with his living situation. I understand that you have already addressed this problem and that you are planning to move Kevaughn to another host family.

## 4. College Reporting Status

All reports for this quarter have been submitted to Georgetown.

### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	xx	xxx	xxxx
2	10/1/91 - 12/31/91	1/30/92	xx	xxx	xxxx
3	1/1/92 - 3/31/92	4/30/92	xx	xxx	xxxx
4	4/1/92 - 6/30/92	7/31/92	xx	xxx	xxx
5	7/1/92 - 9/30/92	10/31/92	xx	xxx	xxx
6	10/1/92 - 12/31/92	1/31/93	xx	xxx	xxx
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/92 - 6/31/92	7/31/92			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRS**  
(Due 30 days after the end of the semester)

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1991	xxx	Fall 1992	
Spring 1992	xxx	Spring 1993	
Summer 1992	xxx	Summer 1992	

\* AETRS for the Fall quarter have not been submitted to GU.

## Quarterly Status Report

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College: Florida Community College  
at Jacksonville

Quarter Period: 10/1-12/31/92

Cycle: I08

Subagreement No. FCCJ RX2050-836  
9218-E

College Coordinator: Kerry Carrillo

Field of Study: Hotel & Restaurant Management

Total Number of Students: 20

GU Program Officer: Susan Moroz

Student Nationalities: Cycle I08: Antigua/Barbuda (1), Jamaica (2),  
St. Kitts (1), Dominican Republic (6), Guatemala (3),  
Honduras (2), Panama (2), Nicaragua (2), St. Lucia (1).

---

### 1) Training Objectives:

The cycle "I" CASS students arrived in July 1993 and are currently pursuing an A.S. (Associate of Science) degree in either Hospitality Management or Restaurant Management. They will be finishing their program and returning home in July 1994. During this quarter they successfully completed following courses: Food Production I and Introduction to Hospitality Management, Marketing (only the 5 English speakers) and their fifteen-hour internship for the Marketing of Hospitality Services class.

The fifteen Spanish-speakers also completed their twenty hours per week of ESL.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

The GU Program Officer visited FCCJ from October 29 through October 30, 1993.

a) **People Contacted:** Ms. Kerry Carrillo (CASS Program Coordinator), Dr. Bryant Ezekiel (North Campus President), Dr. Sharon Cooper (Assist. Dean, Consumer & Human Services and CASS Director), Mr. AL Fricke (Program Manager), Ms. Melanie Thompson (Hospitality Professor), Ms. Sonia Bernstein (Assist. CASS Coordinator), Ms. Kimberly Pace (CASS Assistant), Ms. Lidia Tiller (CASS Translator), Mr. Bill Flor (Purchasing Class Instructor), Cycle G08 Haitian students (Rose Boulay, Elizabeth Osias and Jacques Guillaume).

b) **Visit Activities:** Campus tour, group and individual meetings with cycle "H", meeting with the campus President, luncheon with instructors and CASS staff, observation of hospitality and purchasing classes, group and individual meetings with cycle "I", meeting with cycle G08 Haitians, meeting with Dr. Cooper.

**c) Issues discussed and GU Recommendations:**

Only one issue was discussed with the CASS Director and Coordinator at the end of the campus visit. Subsequently, a letter was sent to the CASS Coordinator to follow-up on this discussion.

- The ESL instructor indicated that there were three to four students who were at the lower end of ESL. These same students seem to be struggling with their core courses.

**II. SELF EVALUATION:**

a) Areas identified by the colleges as strengths: No self-evaluation this quarter.

b) Areas identified by the colleges as weaknesses: " " " " "

**III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA**

a) Highlights:

- The CASS students went to see the Ballet Folklorico of Mexico.
- The students visited the CASS students at CFCC.
- They visited several different food brokers in their purchasing class.
- All the students also visited museums, art galleries and attended several city-wide cultural events.

b) Recommendations: None of the cycle "I" students have submitted their Experience America Workbook forms. Students should be encouraged to do these forms on a regular basis.

**3) Participant Concerns:**

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

**I. AETRs**

The AETRS for this quarter have not been submitted to GU.

a) Average student GPA (as of last submitted AETR): N/A

b) Areas of academic concern: N/A

c) Changes in individual programs of study: All the students have the option of choosing between a Hospitality Management or a Restaurant Management degree.

## II. PARTICIPANT PROGRESS REPORT

- a) Overall student satisfaction rating (scale of 1= very satisfied to 3=not satisfied): 1.61
- b) Areas of highest student satisfaction: Effectiveness of in-country orientation in preparing the students for their US experience, avg. 1.11; satisfaction of Spanish speakers with their classes, avg. 1.14; satisfaction with their classes, avg. 1.37
- c) Areas of lowest student satisfaction: How effectively the coordinator and staff have responded to students' needs, avg. 2.29; how well informed the students are about their academic program, avg. 1.83.

## III. SPECIAL STUDENT CASES :

**Malcolm Letang:** Malcolm's attempt to go home seems to be the result of his loneliness (he has difficulty in making friends mostly because of his strict religious beliefs and practices) and his living arrangement. Malcolm, who currently shares a room with Jose Desi (Cycle "H"), has difficulty in adjusting to Jose's personal habits (eg. loud music). He also expressed discomfort with the close relationship (undefined yet) between Jose and his host mother's grand-daughter who is living with them. He stated that he felt isolated and out of place in the house, especially when Jose and the grand-daughter are home.

### . College Reporting Status

All reports for this quarter have been submitted to Georgetown.

### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	7/1/92 - 9/30/92	10/31/92	xx	xxx	xxxx
2	10/1/92 - 12/31/92	1/30/93	xx	xxx	xxxx
3	1/1/93 - 3/30/93	4/31/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/30/94			
7	1/1/94 - 3/30/94	4/31/94			
8	4/1/94 - 6/30/94	7/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**  
(Due 30 days after the end of the semester)

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1992		Fall 1994	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

\* AETRS have not been submitted to GU .

## Quarterly Status Report

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College: Fox Valley Technical College

Quarter Period: 10/1-12/31/92

Cycle: H08

Subagreement No. FVTC I RX2050-836  
91H8

College Coordinator: Rose Zoesch

Field of Study: Quality Improvement Process

Total Number of Students: 14

GU Program Officer: Susan Moroz

Student Nationalities: Haiti (2), Dominican Republic (3), Costa Rica (1),  
El Salvador (3), Guatemala (4), Honduras (1).

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### 1) Training Objectives:

Cycle "I" arrived to the US in August 1991. They are on track to complete the A.A degree in Quality Improvement Process Specialist and to return home in August 1993. The CASS students successfully completed the following courses during this quarter: Written Communications, Business Math 2, Computer Literacy, Reading Strategies and Leadership for Quality.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS: N/A

a) People Contacted: N/A

b) Visit Activities: N/A

c) Issues Discussed and GU Recommendations: N/A

#### II. SELF EVALUATION:

a) Areas identified by the colleges as strengths: N/A

b) Areas identified by the colleges as weaknesses: N/A

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

- \* The students have been giving informational presentations to the FVTC Sociology classes.
- \* Several students participated in the Red Cross drive as recruiters.
- \* Students continue giving presentations about their countries at local schools.
- \* The CASS students also continue volunteering at the Salvation Army Soup Kitchen.

b) Recommendations: The students have not submitted their Experience America Workbook forms to GU. Students are encouraged to fill out these forms on a regular basis.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRS

AETRS have not been submitted yet to GU because Fall classes just ended on January 22, 1993.

- a) Average student GPA (as of last submitted AETR): N/A
- b) Areas of academic concern: N/A
- c) Changes in individual programs of study: N/A

#### II. PARTICIPANT PROGRESS REPORT:

- \* The PPR's (Mid-Cycle II) have not been submitted to GU.
  - a) Overall student satisfaction rating (scale of 1=very satisfied to 5=not satisfied):N/A
  - b) Areas of highest student satisfaction: N/A
  - c) Areas of lowest student satisfaction: N/A

III. **SPECIAL STUDENT CASES:** There have been no special student cases during this quarter.

#### 4. College Reporting Status

The AETRS for Fall have not been submitted to GU.

#### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	10/1/91 - 12/31/91	1/30/92	xxxx	xxx	xx
2	1/1/92 - 3/31/92	4/30/92	xxxx	xxx	xx
3	4/1/92 - 6/30/92	7/31/92	xxxx	xxx	xx
4	7/1/92 - 9/30/92	10/31/93	xxxx	xxx	xx
5	10/1/92 - 12/31/92	1/30/93			
6	1/1/93 - 3/31/93	4/30/93			
7	4/1/93 - 6/30/93	7/31/93			
8	7/1/93 - 8/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

#### AETRS

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	xxx	Fall 1992	
Spring 1992	xxx	Spring 1993	
Summer 1992		Summer 1993	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

**Quarterly Status Report**

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**College:** Harris-Stowe State College

**Quarter Period:** Oct.- Dec. 1992

**Cycle:** 108

**Subagreement No.** HSSC RX2050-836-9218-I

**College Coordinator:** James Gorham

**Field of Study:** Special Education

**Total Number of Students:** 22

**GU Program Officer:** Fili Attinger

**Student Nationalities:**

Antigua/Barbuda	1	Guatemala	4
Barbados	1	Honduras	3
Belize	2	Jamaica	1
Costa Rica	1	Nicaragua	1
Dominica	1	St. Kitts	1
El Salvador	2	St. Vincent	2
Grenada	2		

**1) Training Objectives:**

All students are pursuing a 24-month program of study in Special Education. The scholars worked hard and their adjustment went well in their first semester. In the fall of 1992, the Spanish-speakers in the group enrolled in an intensive ESL program, while the native English-speaking CASS students took introductory core courses in Special Education as well as some developmental subjects, where appropriate.

-2-

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights: During this first quarter many Experience America activities for the CASS students were cultural and education related. Examples of these activities, are visits to education centers in Cahokia Mounds (largest Native American settlement in North America), to the Science Center, to the Art Museum, and the History Museum.

In addition, the students participated in campus activities, i.e. lunches with the Forest Park campus president, International Student Club meetings, etc., as well as in community events. These community events included Thanksgiving activities with the host families and visits of nursing homes in December to sing Christmas carols. The scholars also attended church, as well as neighborhood, and social meetings with the families.

#### I. AETRs

a) Average student GPA for the fall 1992 semester:

The average GPA for this semester is: 3.36

#### 4. College Reporting Status

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxxx		
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/1/94			

**AETRs**  
(Due 30 days after the end of the semester)

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1992	xxxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: Hesston College

Quarter Period: Oct.- Dec. 1992

Cycle: H08 & I08

Subagreement No. HESS RX 2050-836 91 & 92

College Coordinator: Ms. Margie Wiens

Field of Study: Electronics Technology

Total Number of Students: 15 in Cycle H08 &

18 in Cycle I08

GU Program Officer: Fili Attinger

Student Nationalities:	<u>H08</u>	<u>I08</u>
Costa Rica	2	2
Domin Rep.	1	4
El Salvad.	2	3
Guatemala	2	4
Haiti	2	2
Honduras	2	2
Jamaica	1	1
Panama	3	

### 1) Training Objectives:

All students are pursuing an Associate degree in Electronics Technology. The program of the Cycle I08 group will concentrate on Electronics Telecommunications. The Cycle H08 students are fully mainstreamed and the Cycle I08 scholars are taking intensive ESL, in addition to introductory core courses.

### 2) Campus Monitoring and Technical Assistance

No campus visit took place during this quarter.

## III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

### a) Highlights:

#### Cycle H08

The students were active in many areas ranging from professional enrichment to social and to cultural enrichment experiences. The Peace Scholars met every other Wednesday evening for lessons in leadership, discussions, announcements, and planning. Three students even went to Oklahoma for the Leadership of the Americas Conference during Christmas break.

-2-

In addition, the scholars enjoyed social events, as for example soccer games and the International Festival. By hosting the CASS students from Independence Community College, the students shared their cultural experiences with their friends. For Thanksgiving many liberal arts activities were offered on campus, including a drama, musical concerts, a talent show, basketball games and movies.

The students were involved in community service in their spare time. CASS scholars participated in community volunteer projects such as in child care and in assisting local churches, among others.

Finally, two trips to the Radio Station in Newton, Ks., and to the I.F.R. Systems Inc., were made in order to observe the use of electronic equipment.

### **Cycle I08**

This group of students experienced the same professional, social, and cultural events as the Cycle H08 students did. The students from both Cycles made several trips to Wichita for different purposes which were shopping, concerts, movies, or other social activities. The Cycle I08 group lived with local host families during their first semester. This allowed them to enjoy a great number of activities, such as parties and trips with their host families.

## **I. AETRs**

### **a) Average student GPA for the fall 1993 semester:**

Average GPA for H08: 3.28

Average GPA for I08: 3.49

## **II. PARTICIPANT PROGRESS REPORT**

Both groups completed these reports. The Participant Progress Reports completed by CASS students in the fall 1992, are being compiled by GU/CASS.

## **III. SPECIAL STUDENT CASES**

No special student cases were reported for this quarter.

4. College Reporting Status

Cycle H08

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	xxxx	xxxx	xxxx
2	10/1/91 - 12/31/91	1/31/92	xxxx	xxxx	xxxx
3	1/1/92 - 3/31/92	4/30/92	xxxx	xxxx	xxxx
4	4/1/92 - 6/30/92	7/31/92	xxxx	xxxx	xxxx
5	7/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
6	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
7	1/1/93 - 3/31/93	4/30/93	xxxx		
8	4/1/93 - 6/30/93	7/1/93			
9	7/1/93 - 7/3/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	xxxx	Fall 1992	xxxx
Spring 1992	xxxx	Spring 1993	
Summer 1992	xxxx	Summer 1993	

**Cycle 108****Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxxx		
4	4/1/92 - 6/30/92	7/31/93			
5	7/1/91 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/1/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	xxxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Hocking College

Quarter Period: 10/1/92-12/31/92

Cycle: I

Subagreement No. HTC RX2050-836-9218-A

College Ariana Ulloa

Field of Study: Environmental Manager/Park Ranger

Total Number of Students: 17

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Antigua/Barbuda(1), Belize(2), Costa Rica(2), El Salvador(2), Guatemala(3), Honduras(3), Panama(2), St. Kitts/Nevis(1), St. Vincent(1).

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### 1) Training Objectives:

In two years, the CASS students will acquire an Associate of Arts/Associate of Applied Science degree in Natural Resources and Environmental Management. The Spanish speakers continue to take intensive English as a Second Language (ESL) classes. They are also taking one Environmental Science course along with the English speakers. The English speakers have mainstreamed and are taking classes in their field of study.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Joseph W. Schaefer did not visit Hocking College during this period.

#### II. SELF EVALUATION:

N/A

#### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

##### a) highlights

Students visited the Ohio Historical Museum, the "Frontier Spirit 1799 Project", and Kelly's Island; they participated in the International Student Society Talent and Fashion Show, CASS Club, Soccer Tournament, Paul Bunyan Show, and Global Cafe Hour on campus; students participated in several Christmas Events and demonstrations of their culture in the community; all students travelled to Columbus, Ohio to visit the Center of Science and Industry, Ameriflora Expositions, the State Capital, and the City Center; and, the students took part in several instructional field trips to Hocking Woods Nature Center, Robbins Crossing, Wahkeena Nature Preserve, Mound City National Monument, Dawe's Arboretum Center, and Alley Park.

b) Recommendations:

CASS/Georgetown commends Hocking College for the activities that the students have participated in.

**3) Participant Concerns:**

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

**I. AETRs**a) Average student GPA (as of last AETR): 3.54

Students with cumulative GPAs of 3.5 or higher were Ramon Atunez, Christian Bollman, Lance Browne, Neydi Cambranes, Monique Constance, Edilberto Dogirama, Jorge Gamboa, Leonhard Huggins, and Michael Sommerville.

b) Areas of academic concern:

Amarmando Capacho is struggling with the English Language. HC is monitoring carefully his progress and is providing additional tutoring to him.

c) Changes in individual programs of study:

None.

**II. PARTICIPANT PROGRESS REPORT (rating scale 1-5)**a) Overall student satisfaction:

1.31 Average rating.

b) Areas of highest student satisfaction:

Responsive of coordinator to students' needs, average rating of 1.06; satisfaction with ESL classes, average rating of 1.25; effectiveness of in-country orientation, average rating of 1.29.

c) Areas of lowest student satisfaction:

None.

**III. SPECIAL STUDENT CASES**

None.

#### 4. College Reporting Status

#### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	X	X	
2	10/1/92 - 12/31/92	1/31/93	X	X	X
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/92 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

#### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1990	X	Fall 1991	
Spring 1991		Spring 1992	
Summer 1991		Summer 1992	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

College: IECC-Wabash Valley College

Quarter Period: 10/1/92-12/31/92

Cycle: I

Subagreement No. IECC RX2050-836-9218-A

College Coordinator: Terri Harris

Field of Study: Electronics/Telecommunications

Total Number of Students: 18

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Dominican Republic (3), El Salvador (2), Guatemala (3), Honduras (3), Jamaica (3), Nicaragua (3), Panama (1).

### 1) Training Objectives:

The students are working to acquire an Associate of Applied Science degree in Electronics/Telecommunications in two years. The Spanish-speaking students have begun to take English as a Second Language (ESL) and have mainstreamed into the Electronics/Telecommunications curriculum with the English-speakers.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Joseph W. Schaefer IECC-WVC November 23-25, 1992.

##### a) People Contacted:

Pam Swanson, Program Director of International Studies; Terri Harris, CASS Coordinator; Dr. Harry Benson, President; Beckee Bachman, Program Director of ESL; Robert Efland, Lead Instructor of Electronics Technology; Pablo Lopez, Electronics Instructor; and all CASS Students.

##### b) Visit Activities:

Met twice with Ms. Swanson and Ms. Harris; met with President Benson; met with Beckee Bachman and other ESL instructors; met with Mr. Efland; attended electricity class; attended several ESL classes; visited with all host families; held two group meetings with CASS students; interviewed individually all CASS students.

##### c) Issues Discussed and GU Recommendations:

The students, faculty, staff, and host families indicated that this CASS group is having a positive experience at IECC-WVC. Most of the students had settled comfortably into their host families and reported no significant problems. All of the students have learned much of society and culture in the U.S. through activities with their host families and the college's Experience America program.

The students were also doing well in their field of study and the Spanish-speakers were learning English quickly. Finally, the students expressed great satisfaction with the support from faculty and staff; they have an excellent and friendly working relationship with Terri.

During the campus visit, Joseph W. Schaefer encountered, discussed, and provided constructive recommendations on six issues. These issues included:

1. Minor issues regarding host families.
2. Enhancing the students' role in developing the Experience America program.
3. Student progress in learning English.
4. Two students' progress in the core curriculum.
5. Strategies to encourage the students to keep relevant textbooks.
6. Update and status of the Haitian students.

The staff at IECC-WVC and CASS/Georgetown are working to address these issues.

## II. SELF EVALUATION:

N/A

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights: Students participated in several International Club events, such as a car wash, election, and Christmas party; several students played on the campus soccer team; one student played in the jazz band for a Christmas concert; a local Lutheran church held a traditional Thanksgiving dinner; a community member held a dance and dinner for the students; students went ice skating over the holidays for the first time.

b) Recommendations: CASS/Georgetown commends IECC-Wabash Valley College for involving the students quickly in campus and community events.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRs

Not submitted.

### II. PARTICIPANT PROGRESS REPORT (Rating scale 1-5)

a) Overall student satisfaction: 1.63 average rating.

b) Areas of highest student satisfaction:

Effectiveness to Coordinator in responding to student needs, average rating of 1.22; adapting to new living situation, average rating of 1.44; effectiveness of in-country orientation.

c) Areas of lowest student satisfaction:

No areas of low student satisfaction.

### III. SPECIAL STUDENT CASES

None.

#### 4. College Reporting Status

##### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	X	X	X
2	10/1/92 - 12/31/92	1/31/93	X	X	X
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

##### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992		Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Independence Community College

Quarter Period: 10/1 - 12/31/92

Cycle: H08

Subagreement No. RX 2050-836 91-H8-L

College Coordinator: Ms. Joy Barta

Field of Study: Small Business Management

Total Number of Students: 13

GU Program Officer: Matthew McPherson

Student Nationalities: Costa Rica (1); Dominican Republic (1); El Salvador(3); Guatemala(1); Haiti(2); Honduras(1); Jamaica(1); Panama(1); St. Lucia(2)

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### 1) Training Objectives

Thirteen Cycle H8 students are pursuing an Associate of Applied Science degree in Small Business. Their program of studies includes an internship experience and an Experience America program designed to provide the students with a broad view of US culture and systems. The students will complete their program of study and return home in July, 1993.

### 2) Campus Monitoring and Technical Assistance

#### I. CAMPUS VISITS

Matthew McPherson, CASS Program Officer, visited Independence Community College from October 26 to 28, 1992.

a) People Contacted: Dr. Don Schoening, ICC President; Joy Barta, CASS Coordinator; Mirla Leon, ESL Instructor; Bonnie Cox, Business Instructor; Jody Kawulok, Business Instructor; Bob Shaw, Small Business Management department head; Jane Ewing, Computer Instructor; Chris Livingston, Accounting Instructor; Gary Mitchell, English Instructor.

b) Visit Activities: Toured campus facilities; observed advertising class; met as a group with the students; interviewed students individually.

c) Issues Discussed and GU Recommendations: In a letter of November 5, 1992 following-up on his campus visit, Mr. McPherson elaborated on the following issues:

- 1) Van transportation to the grocery store.
- 2) Having students give presentations/lectures on their countries at local schools as opposed to doing dance presentations.
- 3) Making an effort to get students involved with local groups through which they can meet North Americans of their age group.
- 4) Getting students involved with some of the professional/community organizations in the area such as the Jaycees.

- 5) Using the "Experience America Manual" for ideas on activities that students can be involved in during the remaining months of their stay in the US.

## II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

- \*\* Several students have been initiated into the Phi Theta Kappa national honor society.
- \*\* Students were actively involved with the "Neewollah" celebration held during the week of October 24-31, 1992. Among their activities during the festival: students served as ushers wearing traditional dress at the international festival; they were on a float, sponsored by the Citizens National Bank, in the Grand Parade; and they conducted an International Fair where they prepared and sold traditional foods and displayed items from their home countries.
- \*\* Four students attended the Leadership Center of the Americas Winter Seminar in Norman, Oklahoma.
- \*\* The CASS students visited the group studying in Hesston, KS in November.

### 3) Participant Concerns

Student academic progress is summarized on the Academic Enrollment and Term Reports (AETRs).

#### I. AETRs

a) Average student GPA (as of Fall, 1992 AETRs): 3.82

b) Areas of academic concern/progress:

The students grades reflect that they are all performing extremely well in their academic work. There are no noteworthy problems.

c) Changes in individual programs of study:

No changes in the program were planned or implemented during the summer semester.

#### II. PARTICIPANT PROGRESS REPORT

The Midcycle II Participant Progress reports for Independence Community College have not yet been submitted.

#### III. SPECIAL STUDENT CASES

The CASS staff witnessed a good bit of friction amongst the students as a group in the Fall. In response, they set up a one day retreat with a group counselor to attempt to remedy some of the anger and resentment that built up in the group. The meeting was reported to have been successful.

There are no problems to report on individual students.

#### 4. College Reporting Status

### Cycle H8

#### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	X	X	X	X
2	10/1/91 - 12/31/91	1/31/91	X	X	X
3	1/1/92 - 3/31/92	4/30/92	X	X	X
4	4/1/92 - 6/30/92	7/31/92	X	X	X
5	7/1/92 - 9/30/92	10/31/92	X	X	X
6	10/1/92 - 12/31/92	1/31/92	X		X
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

#### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	YES	Fall 1992	YES
Spring 1992	YES	Spring 1993	
Summer 1992	YES	Summer 1993	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

College: Kings River Community College (KRCC)

Quarter Period: 9/30 - 12/31/92

Cycle: I08

Subagreement No.: KRCC RX 2050-836-9018-J

College Coordinator: Katy Miller

Field of Study: Food Technology

Total Number of Students: 21

GU Program Officer: Matthew McPherson

Student Nationalities: Costa Rica (1), Dominican Republic (4), El Salvador (3), Guatemala (3), Haiti (1)\*, Honduras (2), Jamaica (2), Nicaragua (3), St. Lucia (2)

### 1. Training Objectives:

Twenty Cycle I08 CASS Fellows (10 females, 10 males) arrived at Kings River Community College in August, 1992, to pursue an Associate of Science degree in Food Technology. Complementary learning experiences will include an Experience America program and an internship towards the end of their studies. All students are expected to complete their degree and return home by July 1994.

\*\* Joseph Charles is a Cycle G08 student from West Hills College continuing his studies at Kings River CC. His scholarship has been extended due to his contraction of Valley Fever while a CASS student in the US. This is a potentially fatal illness which requires medical treatment in the US. He is currently complementing the studies he received at West Hills CC with general education and business courses.

### 2. Campus Monitoring and Technical Assistance

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence, and telephone conversations. The colleges provide Georgetown/CASS with information through biannual "College Evaluations" and "Quarterly Activity Reports."

#### I. CAMPUS VISITS

Matthew McPherson, CASS Program Officer, and Chris Shirley, Overseas Coordinator, visited KRCC on November 16 & 17, 1992.

a) People Contacted: Chris Petker, CASS Assistant; Lois White, ESL Instructor; Bud West, LAND Instructor; Jerry Barkley, Associate Dean of Occupational and Agriculture; John Gorter, LAND Instructor; David Clark, LAND Instructor; Ron Gustenberg, Forestry Instructor; Ron Nishinaka, LAND Department Chairperson; Shirley Bruegman, College Dean; Richard Giese, KRCC President; Pilar Granada, ESL Instructor; Connie Batacan, Host parent; Frank & Marion Buller, Host family.

b) Visit Activities: Toured LAND facilities; attended ESL class; led CASS group meeting; met with LAND faculty; observed Ag. Shop class; participated in host family spaghetti potluck; interviewed students in small groups; met with ESL instructors; visited two host families.

c) Issues Discussed and GU Recommendations: The GU Program Officer discussed the following issues with those responsible for the CASS program at KRCC. These issues were followed up on in the campus visit letter of 12/29/92.

1) The GU representative was very impressed by KRCC's commitment to making the CASS program the best possible experience for both the CASS scholars and the local community.

2) Many of the students already have experience in either agriculture or in the food tech. industry and have very specific ideas about what they would like to do when they return home. The GU representative recommended that, during the students' stay in the US, efforts be made to meet their long-term objectives through the careful selection of elective courses, internship sites, and contact with local professional organizations or mentors.

3) The students from the Caribbean expressed feeling alienated from the rest of the group. The GU representative stated that it seemed as if cultural misperceptions were at the root of the communication and other problems that existed within the group. He suggested that certain exercises be done during a couple of the students weekly meetings to bring to light and discuss these cultural differences with the whole group.

## II. SELF EVALUATION:

N/A

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

\*\* In the community: The students attended a meeting of the Reedley Evening Kiwanis where they gave presentations on their countries. A reporter from Channel 24, NBC affiliate in Fresno, CA attended one of the students LAND 13 classes, interviewed several of the students, and aired a feature story on the evening news. The students designed and built a float for the annual Reedley Fiesta. They won first place for the College Division.

\*\* As part of their professional enrichment program, the students toured a different area around Reedley, CA to learn about the agriculture and industry that surrounds them. These trips are supported by lecture material before and after the trip.

### b) Recommendations:

CASS/Georgetown commends KRCC for its efforts to provide the CASS students with a broad exposure to activities both in the community and on-campus. It is recommended that KRCC continue to emphasize to the CASS scholars that the Experience America program is largely an individual exercise. The students should be assisted in analyzing and writing down experiences that they consider to be truly significant.

## 3. Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRs

Joseph Charles, continuing from West Hills College due to a severe health condition, is enrolled in general education courses and business classes.

All of the Cycle I students were enrolled in AG 10 (a class in which one day a week students tour a different area in the locale to learn about the surrounding agricultural and industrial activities), Survey of Agriculture, AG 60, Achievement in Agriculture, and LAND 13. Spanish speaking students are also enrolled in ESL, and English students are taking other electives of their choice including: AG 1, Computer Applications in Agriculture, AG 4, Farm Management, FN 2, Elementary Nutrition, etc.

a) Average student GPA (as of last submitted AETR): We are still awaiting the submission of Fall, 1992 AETRs.

## **II. PARTICIPANT PROGRESS REPORT**

Most recently submitted were the Initial PPRs.

a) Overall student satisfaction rating (scale of 1 = very satisfied to 5 = not satisfied): 1.39

b) Areas of highest student satisfaction: Effectiveness of in-country orientation, 1.05; Effectiveness of coordinator and staff in responding to their needs, 1.15.

c) Areas of lowest student satisfaction: Information on future academic program, 1.65.

## **III. SPECIAL STUDENT CASES**

At the time of the campus visit there were some indications that one of the Nicaraguan students, Jose Herrera, was suffering from depression. The college staff has been working to ensure that Jose received the attention he needs, and GU will continue to monitor his progress.

4. College Reporting Status

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992		Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: Kirkwood Community College

Quarter Period: 10/1/92-12/31/92

Cycle: H

Subagreement No.: KCC RX2050-836 91H8-E

College Coordinator: John Halder

Field of Study: Food Technology

Total Number of Students: Cycle H-15

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Costa Rica (1), Dominican Republic (2), El Salvador (3), Guatemala (4), Haiti (2), Honduras (2), Jamaica (1).

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### 1) Training Objectives:

Students will acquire an AAS in Food Science technology next year. All students mainstreamed into their Food Technology classes.

### 2) Campus Monitoring and Technical Assistance

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence and telephone conversations. The college provides Georgetown/CASS with information through annual "College Self-Evaluations" and "Quarterly Activity Reports."

#### I. CAMPUS VISITS:

Joseph W. Schaefer visited KCC November 9-11, 1992.

##### a) People Contacted:

John Halder, Program Manager for Rural and International Projects; Keith Chapman, Associate Dean Agricultural Science; Gayle Glick, International Student Advisor; Connie Mays, ESL Director; Chuck Hinz; Jim Hynek, Instructor; George Wheat, Instructor; and all CASS Students.

##### b) Visit Activities:

Met twice with CASS Coordinating Council; met with John Halder and Keith Chapman; ate lunch with Chuck Hinz, Connie Mays, and Gayle Glick; met with Jim Hynek and George Wheat; attended an ESL class; met with Haitian students; met twice with CASS students as a group; interviewed individually all CASS students; attend a Food Microbiology class; and, visited an internship site.

##### c) Issues discussed and GU/CASS Recommendations:

The interviews and meetings with the students, Council members, faculty, and visits to the classroom indicated that the students are having a positive experience at KCC. Most of the students have learned to speak fluent English, and all are progressing towards their Associate of

Applied Science (AAS) Degrees in Food Technology. the students also have learned much of U.S. culture and society through Experience America activities in Cedar Rapids, IA, and the U.S. The students' accomplishments and enriching experiences illustrate KCC's commitment to CASS and the students' hard work and talent.

During the campus visit Mr. Schaefer found, discussed, provided constructive recommendations to and commented on several issues. These issues included:

1. Three students' difficulty in ESL and their field of study.
2. Student involvement in selecting internships.
3. Strategies for enhancing student contact with local professionals.
4. Application of the Experience America Manual.
5. Deposits and clean up fees for the students' apartments.
6. Update on the status of Haitians in the CASS program.

KCC and CASS/GU are working to address these issues.

## II. SELF EVALUATION:

N/A.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a. Highlights

Students elected officers in their rural leadership class; students participated in the P.A.S contest at KCC: Viderka Ramirez won the public Speaking Contest, Oscar Rodriguez, Magdalena Romero, Manuel Cano, and Damaris Mora won the Management Decision-Making Contest; seven students attended a Leadership Conference in Oklahoma during the Christmas Holiday; the leadership Class has adopted a service project to assist the Four Oaks Home for abused, sexually abused, and neglected children; students toured the Nash Finch Marketing headquarters, two students attended the Iowa Food Technologists' meeting and toured the Louis Rich Turkey processing plant.

### b. Recommendations

CASS/Georgetown commends KCC for enhancing the students' professional development through its association with the Iowa Food Technologists. We also applaud the Leadership Class' movement toward community services activities such as the one at Four Oaks. CASS/Georgetown encourages KCC to continue to broaden the students' experiences.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRs

#### a) Average student GPA (as of last submitted AETR):

3.28 Average GPA.

#### b) Areas of academic concern:

Felipe Escobar and Milvia Sandoval continue to struggle with English. They are working extremely hard to complete the ESL program and KCC provides assistance to these students.

c) Changes in individual programs of study:

None.

**II. PARTICIPANT PROGRESS REPORT (Rating scale of 1-5)**

a) Overall student satisfaction rating:

Average rating of 1.96.

b) Areas of highest student satisfaction:

Satisfaction with living conditions, average rating of 1.46; Involvement in campus life, average rating of 1.50; Involvement in community, average rating of 1.82.

c) Areas of lowest student satisfaction:

How closely field of study meets student expectations, average rating of 2.79; working relationship with staff, average rating of 2.23; satisfaction with classes, average rating of 2.14.

**III. SPECIAL STUDENT CASES**

Anne Belizaire, Edris Gehy, and Gerald Lubin continue to study at KCC under support from the Kirkwood Foundation and the Cedar Rapids community. Paul Tilus disappeared during the holidays, and was reported to AID. These Haitians were from Cycle G08 and received a visa extension through a special agreement with USAID.

#### 4. College Reporting Status

#### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	X	X	X
2	10/1/91 - 12/31/91	1/31/92	X	X	X
3	1/1/92 - 3/31/92	4/30/92	X	X	X
4	4/1/92 - 6/30/92	7/31/92	X	X	X
5	7/1/92 - 9/30/92	10/31/92	X	X	X
6	10/1/92 - 12/31/92	1/31/93	X	X	X
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

#### AETRs Cycle H

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	X	Fall 1992	X
Spring 1992	X	Spring 1993	
Summer 1992	X	Summer 1993	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

College: Modesto Junior College

Quarter Period: 10/1 - 12/31/92

Cycle: 108

Subagreement No. MJC RX2050-836 9011-K

College Coordinator: Elizabeth Orozco-Wittke

Field of Study: Printing

Total Number of Students: 19

GU Program Officer: Matthew McPherson

Student Nationalities: Costa Rica (3), Dominican Republic (3), El Salvador (2), Guatemala (4), Honduras (2), Jamaica (2), Nicaragua (2), Panama (1)

### 1) Training Objectives:

Nineteen Cycle 108 CASS Fellows arrived at Modesto Junior College to study for an Associate of Science degree in Printing/Graphic Arts. The program of studies will include an internship program during the last semester of studies, and is scheduled to be completed in July, 1992.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Matthew McPherson, CASS Program Officer, visited Modesto JC November 18-19, 1992.

a) People Contacted: Pamela Fisher, Chancellor of Yosemite College District; Elizabeth Orozco-Wittke, CASS Coordinator; Anthony Buetara, ESL Instructor; Dean Coli, Dean of Student Services; Gary Mendenhall, Dean of Home Economics, Trade, and Technology; Allan layne, Printing Instructor; Russ Caton, Printing Instructor; Irene Nunez, Printing Instructor; Janie and Martin Cunningham, host parents, George Boodrookas, Director of Contract Education.

b) Visit Activities: Observed ESL class; met with students as a group; interviewed the students in country groups; working lunch with Printing faculty; observed Intro. to Graphic Arts class; visited host family.

c) Issues Discussed and GU Recommendations: The following issues were discussed in our exit meeting with the CASS coordinator and outlined in the campus visit letter to George Boodrookas following up on the visit.

1) Students expressed frustration with the fact that only one level of ESL was offered to CASS students in the first semester. A few students also expressed feeling that the academic program was not challenging enough and that Modesto did not own the most modern printing presses. In the meeting with the printing faculty, it was agreed to evaluate the skills of students who seem to be advanced in their experience in graphic arts/printing

and to place them in more challenging courses and/or early internships. Furthermore, for the second semester all of the students had their English skills tested and were placed in ESL courses which matched their language abilities. The GU representative asked to be kept informed of developments in both of these areas.

2) Enrique Interiano (ES) and Marta Rodriguez (NI) were both experiencing depression. In particular, Enrique Interiano had been admitted to a mental health facility, and his case occupied the majority of time during our visit. The GU representative had a very long discussion with Mr. Interiano and recommended that he be placed into regular counseling immediately. As the case developed, however, it was required to return Mr. Interiano to El Salvador due to health reasons (see Special Student Cases for more details). The CASS coordinator agreed to continue to monitor Ms. Rodriguez's situation closely and keep the GU Program Officer apprised of any changes in her condition.

## II. SELF EVALUATION:

No self-evaluation was received from MJC during the quarter.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

\*\* On campus: The students participate actively in the International Club. The students also hosted the Cycle H08 group from Utah Valley Community College studying Hotel/Restaurant Management.

\*\* Community: The students attend a monthly luncheon hosted by the Citizens of Modesto Committee for International Students. At the meeting, one or more students make presentations about their country of origin and its customs etc. The CASS students also performed at the 2nd Annual International Street Fair of Modesto, and were invited to attend the Hispanic Chamber of Commerce Annual dinner in honor of the discovery of America.

\*\* Professional: Students went on a field trip to the Gutenberg Expo in San Francisco where some of the modern equipment used in the Graphics Technology field was being displayed. Students also went on a field trip to the Modesto Bee (local newspaper) and given an extensive tour of the premises, including a presentation on the steps involved in producing a newspaper.

b) Recommendations: GU encourages Modesto JC to continue to emphasize Experience America to the CASS students as an individual exercise. Students should be challenged regularly to analyze the experiences that they have had in the US which they consider to be significant and submit the required essays/forms to GU.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

### I. AETRS

a) Average student GPA (as of Fall, 1992) 3.90

b) Areas of academic concern: Marta Rodriguez has been struggling with her ESL. She is receiving extra tutoring and her progress in this area is being carefully monitored.

c) Changes in individual programs of study: n/a

## II. PARTICIPANT PROGRESS REPORT

The Initial PPRs were completed during this quarter by the Cycle I students.

- a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.97
- b) Areas of highest student satisfaction: Effectiveness of coordinator and staff in responding to students' needs, 1.37; Effectiveness of college orientation in preparing students for US experience, 1.59.
- c) Areas of lowest student satisfaction: Satisfaction with classes, 2.32.

## III. SPECIAL STUDENT CASES

Enrique Interiano from El Salvador was admitted to the Crossroads Mental Health Clinic from November 24 -December 23, 1992 due to deep depression and attempted suicide. He was escorted back to El Salvador by two GU representatives on December 23, 1992. USAID/OIT have been notified of the termination of his scholarship and his return home.

Marta Rodriguez from Nicaragua was displaying some depression and erratic behavior largely in response to news that her 105 year-old grandmother is critically ill. She is being counseled regularly by the CASS coordinator.

#### 4. College Reporting Status

##### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92			xxx
2	10/1/92 - 12/31/92	1/31/93			xxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

##### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	YES	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Mount Aloysius College

Quarter Period: 10/1 - 12/31/92

Cycle: H08

Subagreement No. MAJC RX2050-836 91H8-B

College Coordinator: Ms. Aimee Vance

Field of Study: Cycle H08: Interpreter Training

Total Number of Students: 13

GU Program Officer: Matthew McPherson

Student Nationalities: Cycle H08: Costa Rica (2); Dominican Republic (1); El Salvador (2); Guatemala (2); Honduras (6)

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### 1) Training Objectives:

Thirteen Cycle H08 CASS Fellows (9 females and 5 males) are pursuing an Associate of Arts degree in Interpreter Training. Their program of study will be completed in July, 1993, and will include extensive hands-on experience working with hearing impaired students in the college.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

No formal campus visit was conducted this quarter.

#### II. SELF EVALUATION:

No self-evaluation was submitted this quarter.

#### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The QAR most recently submitted covered the 9/30 - 12/31/92 period.

##### a) Highlights:

\*\* Professional enrichment: Edwin Arrieta (CR) represented the Campus Ministry at the 1992 Regional Leadership Conference at Indiana University of Pennsylvania in October, 1992. The whole CASS group attended the Pennsylvania Association for the Deaf (PSAD) Chapter meeting in Johnstown in November. Many of the students also attended a program with "Tenth Coin", a group promoting deaf awareness. Nine CASS scholars also participated in the LCA Winter Seminar.

\*\* Community: CASS students participated in the Angel Tree program, purchasing warm

clothes for four needy persons in the community. CASS students also presented a program to the elderly at Laurel Crest Manor in November. Students also performed native dances at the Fall Foliage Festival in old Bedford.

b) Recommendations: n/a

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

Final AETRs have yet to be received for the Fall, 1992 semester. The following information on Fall '92 grades is taken from the Quarterly Activity Report.

In the Fall, 1992 semester students were enrolled in Intro. to Computer Science, English Composition, Sign to Voice Lab I, Practicum, and Marriage and Christian Family or General Psychology (electives).

- a) Average student GPAs: n/a Seven students maintain an average of 3.5 or better.
- b) Areas of academic concern: All students are doing well and are on pace to graduate in August, 1993.
- c) Changes in individual programs of study: n/a

#### II. PARTICIPANT PROGRESS REPORT

This quarter the Midcycle II PPRs were submitted.

- a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.23
- b) Areas of highest student satisfaction: Effectiveness of working relationship with college staff, 1.17; Satisfaction with classes, 1.43.
- c) Areas of lowest student satisfaction: Information received about recent developments/job opportunities in field in country, 3.82; Involvement in campus and community life, 2.33.

#### III. SPECIAL STUDENT CASES

Angela Ardon has been taken to the emergency room twice and to various specialists six times for complaints of being sick and "throwing up blood." The specialist, after testing her various times, now refuses to see her claiming that she is in excellent health.

Angela appears to be extremely homesick and emotionally unstable. The CASS coordinator has repeatedly suggested to her that she see a counselor, but she refuses. Due to the fact that Angela has accumulated thousands of dollars in insurance claims as a result of her imaginary illness, GU has notified the coordinator that she is no longer to be taken to the doctor for anything other than a readily apparent illness until she sees a counselor.

112 4. College Reporting Status

**Quarterly Reports (Cycle H08)**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/90 - 9/30/91	10/31/91	xxx	xxx	xxxx
2	10/1/90 - 11/30/91	1/31/92	xxx	xxx	xxxx
3	12/1/91 - 3/31/92	4/30/92	xxx	xxx	xxxx
4	4/1/92 - 6/30/92	7/31/92	xxx	xxx	xxxx
5	7/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx
6	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxxx
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs Cycle H08**  
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	xxxx	Fall 1992	
Spring 1992	xxxx	Spring 1993	
Summer 1992	xxxx	Summer 1993	

## Quarterly Status Report

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College: Mount Hood Community College

Quarter Period: 10/1/92-12/31/92

Cycle: H

Subagreement No. MHCC RX2050-836 91H8-F

College Coordinator: Dale Vogt

Field of Study: Food Science Technology

Total Number of Students: 15

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Costa Rica(1), Dominica(2), Dominican Republic(2), El Salvador (1), Guatemala(3), Haiti(2), Honduras(3), Jamaica(1).

---

### 1) Training Objectives:

The students will acquire an Associate of Applied Science in Food Science technology. All of the students have mainstreamed into their Food Science classes.

### 2) Campus Monitoring and Technical Assistance

The CASS/Georgetown Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence, and telephone conversations. The colleges provide Georgetown/CASS with information through annual "College Self-Evaluations", "Quarterly Activity Reports," and Academic and Enrollment and Term Reports.

#### I. CAMPUS VISITS:

Joseph W. Schaefer, CASS Program Officer, did not visit Mt. Hood Community College during the period.

#### II. SELF EVALUATION:

N/A

#### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

Not submitted.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

Not submitted

## II. PARTICIPANT PROGRESS REPORT (Rating scale of 1-5)

a) Overall student satisfaction rating: 2.03 Average rating.

b) Areas of highest student satisfaction:

Relationship with coordinator, average rating of 1.27; effectiveness of taking advantage to learn about U.S. systems, average rating of 1.67; effectiveness of extracurricular activities to realize career goals, average rating of 1.73.

c) Areas of lowest student satisfaction:

Information on developments/career options in-country, average rating of 3.5; involvement in community life; average rating of 2.33; satisfaction with current living situation, average rating of 2.20.

## III. SPECIAL STUDENT CASES

None.

### 4. College Reporting Status

#### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	X	X	X
2	10/1/91 - 12/31/91	1/31/92	X	X	X
3	1/1/92 - 3/31/92	4/30/92	X	X	X
4	4/1/92 - 6/30/92	7/31/92	X	X	X
5	7/1/92 - 9/30/92	10/31/92	X	X	X
6	10/1/92 - 12/31/92	1/31/93	X	X	
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**  
(Due 30 days after the end of the semester)

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1991	X	Fall 1992	
Spring 1992	X	Spring 1993	
Summer 1992	X	Summer 1993	

**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)**

**Quarterly Status Report**

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College: Northcentral Technical College

Quarter Period: 10/1/92-12/31-92

Cycle: I

Subagreement No. NTC RX2050-836-9218-L

College Coordinators: L. Harvey & P. Eichelberger

Field of Study: Small Business Management

Total Number of Students: I-19

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Costa Rica(1), Dominican Republic(4), EL Salvador(3), Guatemala(3), Honduras(2), Jamaica(2), Nicaragua(3), Panama(1), St. Vincent(1).

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**1) Training Objectives:**

Students arrived in August and will acquire their Associate Degrees in Small Business Management in two years. The Spanish-speaking students are taking intensive English as a Second Language (ESL) courses and courses in Small Business Management along with the English-speakers.

**2) Campus Monitoring and Technical Assistance**

The CASS/Georgetown Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence and telephone conversation. The colleges provide GU with information through annual "College Self-Evaluations", "Quarterly Activity Reports," and Academic Enrollment and Term Reports.

**I. CAMPUS VISITS:**

Joseph W. Schaefer did not visit NTC during this period.

**II. SELF EVALUATION:**

N/A

**III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA**

Not submitted.

**3) Participant Concerns:**

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

**I. AETRs**

Not submitted.

**II. PARTICIPANT PROGRESS REPORT (Rating scale of 1-5)**

a) Overall student satisfaction rating: Average rating of 1.69.

b) Areas of highest student satisfaction:

In-country orientation, average rating of 1.14; effectiveness of coordinator, average rating of 1.35; effectiveness of campus orientation, average rating of 1.45.

c) Areas of lowest student satisfaction:

Understanding of program of study requirements, average rating of 2.64; classes, average rating of 2.25.

**III. SPECIAL STUDENT CASES**

None

**4. College Reporting Status**

**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	X	X	X
2	10/1/92 - 12/31/92	1/31/93		X	
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992		Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

College: Scott Community College

Quarter Period: 10/1/92-12/31/92

Cycle: H

Subagreement No.: SCOT RX2050-836 91H8-D

College Coordinator: Susan Hess

Field of Study: Computer Science

Total Number of Students: 15

GU Program Officer: Joseph W. Schaefer

Student Nationalities: Antigua/Barbuda (1), Barbados (2), Dominica (2), Haiti (4), Jamaica (1), St. Kitts/Nevis (2), St. Lucia (1), and St. Vincent (2).

### 1) Training Objectives:

Students will Acquire their Associate of Applied Science in Business Computer Programming next year. All fifteen students at SCC continue to take classes in their field of study. The four Haitian students finished taking intensive ESL classes and have mainstreamed into their field of study.

### 2) Campus Monitoring and Technical Assistance

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence and telephone conversation. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports."

#### I. CAMPUS VISITS:

Joseph W. Schaefer visited SCC November 11-13, 1992.

##### a) People contacted:

Susan Hess, CASS Coordinator; Victoria Welch, Dean of Academic Affairs for Arts and Sciences; Dr. Lenny Stone, President; Kirk Barkdoll, Dean of Applied Technologies; Steve Norton, Dean of Student Development and Ancillary Services, Jill Vogt, ESL Program Manager; Jane Johnson, Instructor; Host families; and all CASS Students.

##### b) Visit Activities:

Mr. Schaefer met twice with Ms. Hess and Ms. Welch, met with Mr. Barkdoll, Mr. Norton, and other staff; met twice with students as a group, interviewed individually each student; attended a few classes; and, attended host family meeting.

##### c) Issues discussed and CASS/GU recommendations:

The individual and group meetings with students and SCC staff, and attendance in classes indicated that the students are doing well in their classes. All of the students are progressing well towards their Applied Science Degrees in Computer Science; the majority of them continue to finish each semester with honors. Brian Joseph, Haydn Thomas, Livingstone Pogson, and Lyndale James have improved greatly their relationship with instructor Jane Johnson and are behaving well in her class. The meetings also indicated that the students are living comfortably with host families

or in apartments.

During the campus visit the CASS/Georgetown Program Officer found, discussed, and provided constructive recommendations to several issues. These issues included:

1. The improving student-coordinator relationship.
2. Student participation in acquiring internships.
3. Progress in the students' professional development.
4. Execution of the Experience America program.
5. The students' perception of racism in the Quad Cities area.

CASS/Georgetown and the college are working to address these issues.

## II. SELF EVALUATION:

N/A

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

SCC incorporated professional development activities into the Data Processing Management Association (DPMA) meetings; students attended the annual PC EXPO in Chicago; two students attended the annual Quad City international Fall Festival; three students and host families attended the annual Quad City international Christmas Party; several students attended a Caribbean Literature class at St. Ambrose University to hear a guest speaker.

### b) Recommendations:

CASS/Georgetown applauds SCC for facilitating activities such as the visit to St. Ambrose University. We encourage SCC to continue to facilitate such activities.

## 3) Participant Concerns:

### I. AETRs

Not submitted.

## II. PARTICIPANT PROGRESS REPORT (Rating scale of 1-5)

a) Overall student satisfaction rating: Average rating of 1.96.

### b) Areas of highest student satisfaction:

Living situation, average rating of 1.23; effectiveness of learning about U.S. systems, average rating of 1.69; working relationship with Coordinator, average rating of 1.85.

### c) Areas of lowest student satisfaction:

Informed about career options in-country, average rating of 2.77; effectiveness of extra-curricular activities in increasing knowledge in field of study, average rating of 2.33; involvement in campus life, average rating of 2.08.

## III. SPECIAL STUDENT CASES

None.

## 4. College Reporting Status

## Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	X	X	X
2	10/1/90 - 12/31/91	1/31/92	X	X	X
3	1/1/92 - 3/31/92	4/30/92	X	X	X
4	4/1/92 - 6/30/92	7/31/92	X	X	X
5	7/1/92 - 9/30/92	10/31/92	X	X	X
6	10/1/92 - 12/31/92	1/31/93	X	X	X
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

## AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	X	Fall 1992	
Spring 1992	X	Spring 1993	
Summer 1992	X	Summer 1993	

## Quarterly Status Report

College: St. Louis Community College-Florissant Valley

Quarter Period: Oct.-Dec. 1992

Cycle: H08

Subagreement No. SLCC RX2050-836 91H8-N

College Coordinator: Robert Frost

Field of Study: Quality Control

Total Number of Students: 15

GU Program Officer: Fili Attinger

Student Nationalities:

Costa Rica:	1
Dominican Republic:	4
El Salvador:	3
Guatemala:	4
Honduras:	3
	-----
	15

### 1) Training Objectives:

The CASS scholars are pursuing the Associate of Applied Science degree in Quality Control Technology. At the time of the campus visit in November 1992, all students were on track for their degree.

### 2) Campus Monitoring and Technical Assistance

A campus visit took place from November 09-11, 1992. Following is a summary of the persons met and issues discussed during the Georgetown visit.

#### I. CAMPUS VISIT

##### a) People Contacted:

Pete Kellams, Director, International Education  
Robert Frost, CASS Coordinator,  
Matthew Mulcahy, CASS Activities Director,  
Gloria Aleyami, Dean, Science and Technology  
Ashouk Agrawal, Chairman, Engineering Technology  
Quality Control Instructors: Prof. Bob Deufel, Prof. Taylor  
Bob Murphy, Government Professor  
Jane Hassinger, Counselor and host mother with CASS program

##### b) Visit Activities:

The Georgetown representative had an initial session with Robert Frost and Matthew Mulcahy to review the latest program developments and students' progress. The Georgetown representative met with the students in small groups and later with all scholars in a session including the whole group to address student issues or concerns, and to review matters regarding their last year of training and departure. She also attended a meeting with the faculty members and staff listed above. The last part of the campus visit consisted of a debriefing session with Mr. Frost and Mr. Mulcahy and also a session with Mr. Pete Kellams.

c) Key Topics of Discussion, Issues and GU Recommendations:

I) CURRICULUM

A) American Civilization Course

During the individual interviews, the majority of the students expressed concern about the amount of work they have with this class. They said that they have to spend an extraordinary amount of time preparing homework for this course due to the level of English, the often unfamiliar vocabulary and the large amount of readings required. Several students complained that this advanced level course is not leaving them much time to study for other courses. The same concerns were expressed about the American Civilization class by over 50% of the CASS students in the fall 1992 Participant Progress Reports.

Several students expressed similar concerns about the Spanish Literature class which they were required to take in the spring in substitution for Human Resources, which was dropped from their curriculum. The Spanish Literature course, which was taught in English, had not been a part of the initial curriculum plan. The scholars who voiced concerns about this course felt that this class took a lot of their time and effort, and that they would have rather used it to study for their technical courses.

**GU/CASS COMMENT/RECOMMENDATION**

During the student interviews, they indicated that they understood the need for meeting General Education requirements, but that they felt that both of the above mentioned courses took too much of their time. The large amount of readings and the often complex English vocabulary of the Spanish Literature and the American Civilization classes, made both difficult for the CASS students.

From conversations during the campus visit it became clear that there were other options to choose from to meet the General Education requirements which may have been less stressful and time consuming and, at the same time, more relevant to the general students' goals and Experience America objectives. For instance, Political Science meets one of the General Education requirements, and, at the same time, it addresses one of the CASS Experience America areas related to democracy and decision-making. The structured classroom setting in which the students learn about decision-making in this course could then be complemented with visits to relevant sites in the community, which is already taking place and being implemented by Matthew Mulcahy. A combination classroom and field experience approach to learning, as the example mentioned above, makes the learning process more comprehensive.

**B) Coordination and Scheduling of Classes**

The GU/CASS representative found continued strong support for the CASS students and the program by both staff and faculty. All individuals involved have shown great commitment to the students' wellbeing and progress. However, concerns related to the scheduling of certain classes as those described above and conversations with the faculty and staff about this matter, clearly shows that there are options that could be explored and there exists a range of General Education courses to choose from that would better meet the CASS scholars needs and the overall CASS program goals while, at the same time, they would satisfy the degree requirements. In order to accomplish this, in the future greater coordination needs to take place between the instruction area and the CASS program administration in the scheduling of courses, particularly those that require changes or modifications to the original curriculum outline. To maximize the benefits of the already great support that the students enjoy, faculty, staff and students should be knowledgeable of and comfortable with the academic plans for the following semester(s). Only after this occurs, should final registration take place. In those instances where it is possible, scholars should also have a role in making decisions about their program.

### **C) Technical Courses**

In terms of their technical courses in the fall 1992 semester, students expressed general satisfaction with the content of the Quality Control-related classes. Students are generally happy with their technical courses and feel that all their teachers are very interested in their progress and career goals. One comment voiced by several students both in the interviews and also in the spring AETRs, concerns the teaching style of the Quality Cost Analysis teacher. The students had the same teacher in the spring for another core class, and stated that although they appreciate the wealth of knowledge this instructor brings to the classroom, that his teaching style is not challenging enough.

On the other hand, students expressed great satisfaction with the Manufacturing Processes course both for being more hands-on than the rest of their technical courses this semester and for the encouragement and positive feedback provided by Mr. Ashouk, instructor and Chairman of the department.

### **GU/CASS COMMENT/RECOMMENDATION**

GU/CASS recommends that in future semesters, the instructors be offered more opportunities to learn about the students' interests and cultures, and that they be provided more information about possible mechanisms or instruments that may prove helpful in teaching the students from Central American countries, and in particular the CASS students, who have specific characteristics. Ideally, this should take place at the beginning of a semester, or/and at the end of the prior semester to give instructors time to learn about the CASS program, the scholars' countries and their educational needs and aspirations, as well as opportunities to get to know the students. Typically, the CASS staff, and the students themselves are among the best resources to facilitate this process.

### **D) Substitution of Course for Spring 1993**

Since the beginning of the fall 1992 semester, the Quality Control department has started to explore the possibility of substituting non-destructive testing, one of the courses scheduled for the Spring of 1993. The chairman of the technical training area and the instructors felt that non-destructive testing is too advanced and could be replaced for a course that more appropriately meets the students' needs.

### **GU/CASS COMMENT/RECOMMENDATION**

This is a positive development which may give students an opportunity of exploring other courses that are related to and adequately complement their program of studies. During the campus visit it was discussed that students would have a chance to take part in the decision-making process to select an appropriate course to substitute non-destructive testing. Georgetown/CASS commends the faculty for their concern in offering the most appropriate technical courses and for expressing their intention of making students a part of this process and assisting them in their choice of a course that more appropriately meets their goals and interests. This initiative, which includes the students in the process of selecting the most appropriate courses for their program, and academic advisement that offers a range of appropriate choices to the students, is the kind of academic guidance that should also take place in the other academic areas, such as the General Education area, which has been described above.

GU/CASS strongly recommends that among the choices provided to the CASS scholars they be given the chance to take a course in the areas of Personnel/Human Relations, Supervision or Management, if possible. Knowledge in these areas will be very helpful for students in their job search and employment upon return to their countries.

## **II) PRACTICAL TRAINING**

During the student interviews and also in the Participant Progress Reports, the scholars expressed a strong need to have opportunities for field-related practical training experiences. The consensus among students regarding their core courses is that they feel they are important and, for the most part, indicated their satisfaction with them, however, they stated that their training is incomplete without hands-on experiences that will teach them to apply what they learn in the classroom in a real work environment.

### **GU/CASS COMMENT/RECOMMENDATION**

Plans for practical training opportunities and structured, supervised hands-on experiences in Quality Control are an integral part of the CASS program. Students' placements with local industries should be finalized at this time. GU/CASS needs to receive information about this matter as soon as possible, and has requested written information about the internship plans and its implementation.

## **III) PROFESSIONAL LINKAGES**

Students greatly enjoyed the industry tour and the dinner with the local Quality Control Association they were invited to attend. GU/CASS commends the faculty and staff for the initial efforts in this area and encourages further activities that are professionally enriching for the students.

It is the students' responsibility for establishing and maintaining professional linkages, that are rewarding and enriching to them beyond their training in the United States. However, the staff and faculty may have to assist in this process by offering guidance to the students in terms of how to establish these linkages and also in facilitating further activities that will allow them to get to know professionals in their field of study. Visits to and interaction with personnel at local industries, student presentations at organizations, clubs, etc. (such as the Quality Control Association), as well as visits by guest speakers that are related to the students' field of study, are some examples of activities that may help further this goal. Also, the Quality Control instructors, who have linkages with local industry, constitute great resources for the students.

## **IV) COMMUNITY INVOLVEMENT AND EXPERIENCE AMERICA**

Students have had numerous opportunities for getting to know various aspects of the community. The weekly group meetings followed by events on campus or activities in the community have been greatly rewarding for all the students. The group meetings help them to keep informed, ask questions or share their views on any program matters. All CASS students also take part in the campus International Club meetings and in implementing the events and activities they plan with the club. Students are very pleased with the opportunities they have had to get to know the North American culture and to share their own customs, traditions and personal interests with the many people they have met.

The CASS scholars have greatly enjoyed their participation in programs such as adopt-a-student, and taking part in community presentations and performances of Latin American dances, among others. The scholars were also very pleased with their trip to New Orleans, which they helped plan and organize, as well as the experience with the Leadership Center of the Americas conference, held in Denver, Colorado, which seven of the CASS students were invited to attend.

All students indicated that they were very pleased with the personal support they receive from their program coordinators, particularly that of Matthew Mulcahy who they said is always available to listen to their concerns, to provide appropriate advice and to offer encouragement and support when needed. Several students said in the Participant Progress Reports that Mr. Mulcahy is an "excellent" coordinator.

## COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: St. Petersburg Jr. CollegeQuarter Period: 10/1 - 12/31/92Cycle: 108Subagreement No. SPJC RX2050-836-9218-MCollege Coordinator: Maria TomsField of Study: Fashion MerchandisingTotal Number of Students: 20GU Program Officer: Matthew McPherson

Student Nationalities: Dominican Republic (5), El Salvador (2), Guatemala (6), Honduras (2), Nicaragua (4), Panama (1),

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### 1) Training Objectives:

Twenty Cycle 108 CASS Fellows at St. Petersburg Junior College (19 females, 1 male) are pursuing Associate of Science degrees in Fashion Merchandising. Their program of studies will include an internship experience.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

**I. CAMPUS VISITS:** The Cycle I students were not visited this quarter. GU commends St. Petersburg JC for following-up on the suggestion of having weekly meetings with the students. GU continues to recommend that students be offered the option of living independently in an apartment at the end of their required 6 month host family stay.

#### II. SELF EVALUATION:

No self-evaluation was completed this quarter.

#### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The Quarterly Activity Reports most recently submitted covered the 10/1- 12/31/92 quarter.

##### a) Highlights:

\*\* On campus: Students reorganized the New Horizons Club and made and sold items at a Christmas bazaar to raise money for the club. Students also participated in the Red Ribbon Drug Free Week, the National Smoke-Out Day, and in workshops on ABC's American Living, Money Matters/Management, Personal Development, and Nutrition and Human Rights.

\*\* Community activities included: Collecting money in the Diabetes Association Walktoberfest; giving a cultural program for the Host Family Pot Luck Dinner; and visiting

the county election center before the national election in November to learn the US electoral process. The students also visited a community facility for the retarded citizens to give them insight into how the community treats citizens with disabilities.

\*\* Field trips to areas of interest for their field of study to local malls for comparison shopping, fabric stores, a fashion show, and a crafts show.

b) Recommendations: Experience America is meant not only to be a group activity but an individual exercise for the students. Students should be encouraged to define individual goals and interests and participate as individuals in community activities or with organizations.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

a) Average student GPA (as of last submitted AETR): 3.43

b) Areas of academic concern: Aniris Paulino-Paez (DR), 2.40; Ana Isabel Paredes-Osorio (GT), 2.40; Bethania Hidalgo-Tejada (DR), 1.20; Emma Lopez-Morales (NI), 1.80; Rosana Lopez-Cerda (NI), 1.20; Guadalupe Morales-Parada (ES), 2.40; Elisa Carolina Lopez-Hernandez (GT), 1.20.

c) Changes in individual programs of study: n/a

#### II. PARTICIPANT PROGRESS REPORT

The Initial PPR was submitted this quarter.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.44

b) Areas of highest student satisfaction: Effectiveness of in-country orientation, 1.05; Effectiveness of coordinator and staff in responding to students' needs, 1.05.

c) Areas of lowest student satisfaction: Informed about future program of study, 1.47.

#### III. SPECIAL STUDENT CASES:

There are no student cases to report this quarter.

#### 4. College Reporting Status

##### Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

##### AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	YES	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	



3. Development of a working knowledge of the educational system and institutions at the elementary, secondary, and college levels.

4. Development of personal and professional skills such as setting personal goals, managing time, studying effectively, resolving conflicts, leading others, working as a team member, using parliamentary procedure, searching for a job, and reintegrating into the home culture.

5. Development of a working knowledge of how local communities in the Sumter area organize themselves to solve problems.

6. Familiarity with the history, geography, and ethnic composition of the local community.

7. Development of a working knowledge how individuals and institutions in the U.S. act and organize to effect change.

8. Active participation with U.S. individuals and organizations as a "Friendship Ambassador."

## **2. CAMPUS MONITORING AND TECHNICAL ASSISTANCE**

### **I. Campus Visit: November 10 - 12, 1992**

#### a) People Contacted:

Ms. Marina Bruner, CASS Coordinator  
 Mr. Dale Bullard, Assistant Dean for Student Affairs  
 Mr. Anthony Rice, Student Activities Coordinator  
 Mr. Lynwood Watts, Director of Student Life  
 Dr. Carolyn West, Faculty Member (Biology)  
 All members of the CASS Advisory Board  
 All CASS students

#### b) Visit Activities:

- \* Pre and post briefing sessions with CASS coordinator
- \* Individual meetings with each student
- \* Group meetings with all students at beginning and end of site visit
- \* Dinner with students at their apartment complex
- \* Lunch with Dr. Carolyn West to discuss Biology course
- \* Luncheon with CASS Advisory Board
- \* Meeting with staff of Student Life Department (Director and Activities Coordinator.)

#### c) Description of Issues Discussed

1. **Academic Matters:** The students as a group have been doing well (3.08 average going into the fall semester) and are pleased with their program

of study and what they have been learning. Two of the CASS students have experienced academic difficulty with basic courses (See item below concerning Special Cases.) Fourteen of the students indicated that the biology course they are taking this semester is very hard. The faculty member teaching this course (Dr. West) is aware of the student's perceptions and has been providing special study sessions outside of class. Both the coordinator and the students indicated that there has been difficulty at times in locating tutors. The coordinator mentioned however, that there have also been cases where students did not show up after tutors had been arranged. Some of the students expressed desire for more business courses and a reduction in humanities courses. A review of the courses scheduled for Spring and Summer 93 revealed to all students that they will be taking a heavy load of business courses. It was explained that it is common for students in the U.S. to concentrate on their majors in their second year after taking required courses during the first year of study.

**2. Money Matters:** Conversations with students and the coordinator revealed that all allowances and stipends (for spending, clothing, food, apartment rent, and host families) are being issued on time. Many of the students indicated that they desire to see an increase in the spending, clothing, and food allowances. Currently the students receive \$95 twice a month for spending and miscellaneous meals, \$125 every six months for clothing, and \$300 per month if they live in apartments. Host families receive \$100 twice a month. Although this budget is tight and will be reviewed periodically, it appears to be workable. To help with extra expenses over the holidays the coordinator provided a \$50 Christmas allowance and a \$50 travel allowance.

**3. Communication with the Coordinator:** The students and the coordinator meet on a weekly basis as a group. For individuals with special needs, meetings are held by appointment or on a drop-in basis. Recently, the coordinator has begun to meet with each student individually on a monthly basis to provide a forum for reviewing their over-all program and progress.

Student interviews during the site visit indicated that most feel the coordinator is efficient at doing certain aspects of her job. A few of the students indicated that they have an excellent and close relationship with the coordinator. The majority of students (12), however, indicated some dissatisfaction in their relationship to the coordinator. Some of the specific items mentioned from the student perspective were: the coordinator seems pre-occupied with paperwork and puts this ahead of the students - the coordinator doesn't care enough - the coordinator has good and bad days and loses her temper - the coordinator is not always easy to approach - the coordinator is frequently busy or away from her office - The coordinator often instructs them to make appointments when they want to talk about something they consider pressing - many students conjectured that the coordinator has other responsibilities on campus.

The coordinator felt that the students should bring these perceptions to her in a direct way and are a reflection of expectations that may be unrealistic, one-sided, and overly dependent on having her do things for

the students. She emphasized that she is truly available to the students, but wishes to cultivate their independence as well as their ability to plan ahead and follow through. The coordinator will discuss this feedback in her regularly scheduled individual meetings and in the weekly group meetings.

**4. Activities/Experience America:** Student involvement in campus life is excellent and the students are pleased with this aspect of the program. All of the students have made friends with North Americans, participated in intramural sports, and are members of the International Student Organization. The International Student Association in conjunction with the African American Association of Students is planning a trip in mid-May of cultural/educational significance (Washington D.C.) Both groups are working together to conduct fund raising activities such as car washes to help defray the costs. The CASS students have also done a great deal with respect to participating in activities in local schools and feel that they have gained insight into the U.S. educational system.

With respect to learning about the community the CASS coordinator arranged for a representative from the local Civitans club to give a presentation regarding the club's purposes, activities, and methods of generating funds to support its work. (Civitans is a national volunteer organization with local chapters which focuses on the needs of disabled citizens. During the site visit interviews the students expressed a desire to learn more about specific organizations in the community and what each does.

With respect to professional enrichment, the students expressed disappointment in the lack of systematic activity providing encounters with business managers in the area that would enable the students to engage in professional dialogue and learn how small businesses operate. The Quarterly Activity Reports, the Coordinator's Self Evaluation Form and the site visit interviews, all confirm the need to strengthen the professional enrichment aspect of the program.

**5. Living Arrangements/transportation:** In general this aspect of the program has worked out well and there do not appear to be any major problems or issues. However, it should be noted that Marlene Vil is experiencing some difficulty with her host mother providing needed transportation. The coordinator is aware of the difficulty and has discussed the situation extensively with the family and the student. Another host family has been identified and a change is being considered by the student.

d) Recommendations:

**1. Academic Recommendations:** Consider utilizing the faculty members who teach the students to be responsible for the task of identifying tutors, instead of placing this responsibility with the coordinator. The faculty are in a better position to judge the needs and to know who would be appropriate for doing the tutoring. The coordinator's responsibility would then be a more manageable task of handling the paperwork for payment once the tutor has been identified by the faculty member.

It is necessary to design a "certificate of program completion" approved by the USC Sumter administration in cases where students (such as Alma Molina) do not achieve the grades needed for obtaining an Associate Degree. A model for such a certificate was developed at the Coastal campus and would work well for this purpose.

**2. Money Matter Recommendations:** A careful review of expenditures to date might reveal that the Sumter program is underspending the CASS monies in some of the budgeted categories. If such is the case it would be wise to consider rebudgeting somewhat to provide more support for student activities in support of professional enrichment and community involvement.

**3. Coordinator Communication Recommendations:** The students provided extensive feedback concerning their perceptions of the coordinator and her working style. After the site visit the coordinator acknowledged the group's feedback in subsequent meetings with students. This has the benefit of establishing that the perceptions have been passed on and understood by the coordinator, though not necessarily agreed with. As part of the total communication process the coordinator should continue to share her own perceptions of some of the factors causing problems such as her feeling that the students need to develop better time-management skills. Together the coordinator and students should identify some specific actions or procedures that will improve the tenor of communication and clarify expectations. During the individual meetings the coordinator should follow up on any specific items that warrant attention on a more personal basis. Much of this appears to be happening.

**4. Activities/Experience America Recommendations:** The two areas in need of additional development are professional enrichment on a semesterly basis and activities designed to give the students a comprehensive picture of community organizations and processes. For professional enrichment consider inviting one representative per month from small businesses (a list was produced at the last Advisory Board Meeting) to come to one of the weekly student meetings. The representatives would be questioned by the students with the assistance of the coordinator. It is probable that these sessions would lead to other professional enrichment activities in a natural way. By the same token, invitations could be also extended to members of the community as was done for the United Way, Civitan, and the Literacy representatives.

## II. Self Evaluation (by the coordinator):

### a) Areas identified as strengths:

The host families are supportive not only to the students but to the coordinator and program over-all; the first semester's preparatory ESL program allows the students to focus exclusively on language development; the academic program is clearly laid out; and there is a very active Student Life Department which provides activities that enhance social,

cultural, and community involvement.

b) Areas identified as weaknesses

Scheduling a time for host family meetings and impressing the importance of meeting once a month; student perceptions that they have little freedom to select their courses; finding tutors for students quickly; and getting the cooperation of many businesses to open doors to this program.

III. **Quarterly Activity Reports/Experience America:**

a) Highlights QAR was not submitted by coordinator (as of 1/27/93) in time to be included in this Quarterly Status Report.

b) Recommendations

3. **PARTICIPANT CONCERNS**

I. **AETRs** Have not been submitted by the coordinator (as of 1/27/93) in time for inclusion into this Quarterly Status Report. However, the coordinator was able to orally supply the following information about the Fall 92 semester:

a) Average Student GPA (as of last submitted AETRs): 2.44

b) Areas of academic concern:

Biology Course was very hard for the majority of students and most received poor grades for this course. Some of the students also had difficulty with the introductory accounting course and the introduction to Psychology.

c) Changes in individual programs of study:

Because of a low grade point average Alma Molina will not be able to obtain the necessary credits to receive an Associate Degree. This matter is being discussed with the student who now has the option of taking a lighter load with courses more appropriate to her situation. Alma will be eligible for a certificate to reflect her studies and full participation in the CASS program.

Also, Merlene Vil's grade average for Fall 92 was only 1.938 thus making her scholastically deficient as she enters into the Spring 93 semester. Her cumulative average is 2.184. As in the case of Alma Molina, her progress this semester should be carefully monitored.

II. **Participant Progress Report**

(Progress report forms were completed by the students and sent to CASS in late fall 92; the results have not yet (as of 1/27/93) been conveyed to the campus or state office by CASS.)

a) Overall student satisfaction rating (scale of 1 to 3):

b) Areas of highest student satisfaction:

c) Areas of lowest student satisfaction:

**III. Special Student Cases**

- a. **Jessie Ramirez** and **Jacqueline Thompson** - their passports had been stolen while on a CASS trip to Atlanta. They felt very strongly that the program should pay the replacement costs because they had been erroneously instructed by the coordinator to take their passports on the trip. This matter was reviewed at the state and national CASS offices and a decision was made to follow the normal CASS policy, namely that these documents are always a student responsibility. The coordinator reported that these two students refused to pay for replacement thus delaying the process. At the conclusion of the site visit the matter was resolved and the proper forms and fees were submitted. The students have received new passports.
- b. **Alma Molina** has been experiencing academic difficulties as well as some emotional stress. With an cumulative average of 2.0 (at the end of summer) the results of the fall semester were critical to her ability to obtain a degree. Judging by the academic difficulty she is having with many of her courses (Math, Accounting, and Biology) it is clear that an alternative to a degree will need to be designed, such as a Certificate of Program Completion. The emotional stress appears to be caused by the academic difficulties and is being addressed by the coordinator through additional counseling.
- c. **Jean Joseph** and **Marlene Vil** (both from Haiti) were involved in two altercations with each other. These incidents were reported to the CASS coordinator who reviewed the matter with the students and invoked normal campus discipline policy - an appearance before the Director of Student Life to discuss each incident, its causes, and to determine if disciplinary action is warranted. No disciplinary action was taken; however, the students have been instructed by the Director of Student Life to avoid contact. Site visit interviews produced contradictory accounts from each student as to the causes or what actually happened. Both students have resolved to avoid any incidents in the future. Marlene currently has a 2.184 cumulative average (as of the fall 92 term) and may be in academic difficulty if her grades in the spring go down. She reports having difficulty with Biology and Accounting. Her situation is being monitored by the CASS Coordinator.
- d. **Maritza Marte** has been experiencing problems with bleeding in her gums and has seen a dentist who has suggested that she may have periodontal disease. She will see another dentist for a second opinion and treatment, if cleared by insurance to do so.

**4. COLLEGE REPORTING STATUS**Quarterly Reports

<u>Period</u>	<u>Period Dates</u>	<u>Due Date</u>	<u>QI</u>	<u>CAR</u>	<u>QAR</u>
1	8/1 - 9/30/91	10/31/91	x	x	x
2	10/1 - 12/31/91	1/30/92	x	x	x
3	1/1 - 3/31/92	4/30/92	x	x	x
4	4/1 - 6/30/92	7/31/92	x	x	overdue
5	7/1 - 9/30/92	10/31/92	x	x	overdue
6	10/1 - 12/31/92	1/30/93	-	-	-
7	1/1 - 3/31/93	4/30/93			
8	4/1 - 6/31/93	7/31/93			
9	7/1 - 7/31/93	8/31/93			

AETRs

<u>First Year</u>	<u>Received</u>	<u>Second Year</u>	<u>Received</u>
Fall 91	x	Fall 92	- (Due 1/31/93)
Spring 92	x	Spring 93	
Summer 92	x	Summer 93	

## COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS) Quarterly Status Report

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College: UWC-Marquette

Quarter Period: 10/1 - 12/31/92

Cycle: 108

Subagreement No. WCM RX2050 836 9218-N

College Coordinator: Maureen Molle

Field of Study: Small Business Management/  
Computer Applications

Total Number of Students: 20

GU Program Officer: Susan Moroz

Student Nationalities: Cycle 108: Dominican Republic (3), Costa Rica (1),  
El Salvador (3), Guatemala (3), Honduras (5),  
Nicaragua (4), Panama (1).

### 1) Training Objectives:

The cycle "I" CASS students who arrived in August 1992 are currently pursuing a certificate in Small Business Management/Computer Applications. They are expected to finish their program and return to their countries in July 1994. They have successfully completed the following courses during this quarter: 22 hours of Intensive ESL, Introduction to Business, Word Processing, Elementary Algebra, Volleyball and International Student Orientation.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS: N/A

- a) People Contacted: N/A
- b) Visit Activities: N/A
- c) Issues Discussed and GU Recommendations: N/A

#### II. SELF EVALUATION:

- a) Areas identified by the colleges as strengths: N/A
- b) Areas identified by the colleges as weaknesses: N/A

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

- \* All the CASS students participated in presenting a program about their countries to a group of Elderhostal participants.
- \* The students attended a presentation by two Wisconsin State Assembly candidates (Republican John Gard and Democrat Scott McCormack) about the upcoming election and what it was like to run for political office.
- \* All the students sang Christmas carols at the Northland Luther Nursing Home.
- \* Several students went to St. Norbert's College in DePierre to speak about their countries to the "Voices of Latin America" class.

b) Recommendations: The students should be commended for submitting their Experience America Workbook forms in an orderly and timely manner.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

a) Average student GPA (as of last submitted AETR): 3.50

- \* Highest GPA: Monica Irias (Honduras) 3.92

b) Areas of academic concern: N/A

c) Changes in individual programs of study: N/A

#### II. PARTICIPANT PROGRESS REPORT

a) Overall student satisfaction rating (scale of 1=very satisfied to 5=not satisfied): 1.43

b) Areas of highest student satisfaction:

Effectiveness of in-country orientation, avg. 1.25; effectiveness of college orientation, avg. 1.26; effectiveness of coordinator and staff in responding to students' needs, avg. 1.26.

c) Areas of lowest student satisfaction: How well students are informed about their future academic program, avg. 1.89.

III. SPECIAL STUDENT CASES : N/A

4) College Reporting Status

\* All reports have been submitted to GU for this quarter.

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	**	***	****
2	10/1/92 - 12/31/92	1/31/93	**	**	****
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/31/94	7/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	****	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: UWC-Richland Center (UWC-RC)

Quarter Period: 10/1/92 to 12/31/92

Cycle: I

Subagreement UWCR RX2050-836-9218-O

College Coordinator: Liz Amburn

Field of Study: Computer Science

Total Number of Students: 20

GU Program Officer: Joseph W. Schaefer

### Student Nationalities:

Antigua/Barbuda(2), Barbados(2), Dominica(3), Grenada(4), Jamaica(3), St. Kitts/Nevis(2), St. Lucia(2), St. Vincent(2)

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### 1) Training Objectives:

Students are studying to acquire their Associate of Arts degree in Computer Science in two years.

### 2) Campus Monitoring and Technical Assistance

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence and telephone conversations. The colleges provide GU with information through annual "College Self-Evaluations", "Quarterly Activity Reports," and "Academic Enrollment and Term Reports".

#### I. CAMPUS VISITS:

Joseph W. Schaefer did not visit UWC-RC during this quarter.

#### II. SELF EVALUATION:

N/A.

#### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

##### a) Highlights:

Students participated in dances, birthday parties, the Burlap Olympics; students attended a presentation on National Politics, a presentation on Health Issues, a UWC-RC theater production, a presentation by Hypnotist, a political rally; students carolled in the Student Center; students gave presentations on their countries in the Student Center and to the Kiwanis Club, Richland Center Historical Society, and the Homemakers Club; the WRCO radio talk show featured the students; students visited Land's End computerize operations; the governor dodge State park; and saw the movie Malcolm X.

##### b) Recommendations:

CASS/Georgetown commends UWC-RC for the activities that the students have participated in.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

a) Average student GPA (as of last submitted AETR):

3.42 Average GPA. Garfield Bowen, Pierre Bowrin, Elton Chrls, Valencía Chicot, Deborah Cox, Dane Felicien, Clifford Parris, Brian Robertson, Wendy Webb, and Nichole Williams all had GPAs higher than 3.50.

b) Areas of academic concern:

None.

c) Changes in individual programs of study:

None.

#### II. PARTICIPANT PROGRESS REPORT

a) Overall student satisfaction rating:

Average rating of 1.69.

b) Areas of highest student satisfaction:

Understanding of program requirements, average rating of 1.5; in-country orientation, average rating of 1.60; effectiveness of coordinator, average rating of 1.65.

c) Areas of lowest student satisfaction:

No low satisfaction.

#### III. SPECIAL STUDENT CASES

None.

## 4. College Reporting Status

## Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	X	X	X
2	10/1/92 - 12/31/92	1/31/93	X	X	X
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

## AETRs

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	X	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Utah Valley Community College

Quarter Period: 10/1 - 12/31/92

Cycle: H08, I08

Subagreement No. UVCC RX2050-836 91H8-J

UVCC RX2050-836-92I8-P

College Coordinator: Malan Jackson

Field of Study: Hotel/Restaurant Management (Cycle H08)

Environmental Technology (Cycle I08)

Total Number of Students: 29

GU Program Officer: Matthew McPherson

Student Nationalities: For Cycle H08: Barbados (1); Costa Rica (1); Dominica (1); Dominican Republic (2); Grenada (1); Guatemala (2); Haiti (1); Honduras (1); Panama (1); St. Vincent (1).

For Cycle I08: Belize (3); Costa Rica (2); El Salvador (2); Dominica (1); Guatemala (2); Honduras (5); Panama (1); St. Kitts (1)

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### 1) Training Objectives:

The twelve Cycle H08 CASS Fellows (8 women and 4 men) are pursuing an Associate of Applied Science degree in Hotel and Restaurant Management. Their program of studies, including an internship program, will be completed by August, 1993.

Seventeen Cycle I08 students (13 men and 4 women) arrived at UVCC in August, 1992 and are pursuing an Associate of Applied Science Degree in Environmental Technology. Their program of studies will include an extended internship with the Forestry Service in the Summer, 1993. They are scheduled to complete their program and return home in July, 1994.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

Matthew McPherson, CASS Program Officer, and Tina Ibarra, CASS Overseas Coordinator, visited the Cycle H08 and I08 students at UVCC on September 21-22, 1992. Details of this visit are in the QSR covering the 8/15 - 9/30/92 period.

#### II. SELF EVALUATION:

A Self-Evaluation was completed by staff involved with CASS during the GU reps. visit to UVCC. in September, 1992.

a) Areas identified by the colleges as strengths: Scope and flexibility of language training program, flexibility and support students receive in their academic program

b) Areas identified by the colleges as weaknesses: Not necessarily a weakness, but still working on developing a strong Experience America program at UVCC by setting-up service projects, getting students to take more responsibility for the program, and working with students on following through with their non-academic goals.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

#### \*\* Cycle H \*\*

\*\* Professional: All of the students went to Las Vegas to visit some major hotels there with the Hospitality Management program.

\*\* On Campus: In October the students organized an exposition booth of Central American artifacts at UVCC and a Latin Dance open to the whole student body. In November the students participated in International Week, setting up a booth and giving away free samples of food from their countries.

\*\* Community: Five students worked with Families in Focus, a community service group that offers orientation workshops for immigrants.

#### \*\* Cycle I \*\*

\*\* Professional: The Environmental Technology students visited Timpanogas Cave National Park to become familiar with the theory behind the development of Utah's mountains and valleys.

\*\* On Campus: Students have joined the International Student Association and participated in projects such as a food drive in November and a Christmas party for all international students. A few of the students were asked to help make English/Spanish/French language learning tapes for the school. In October the students organized an exposition booth of Central American crafts at UVCC and a Latin Dance open to the whole student body with the Cycle I group. In November the students participated in International Week, setting up a booth and giving away free samples of food from their countries.

b) Recommendations: n/a

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### I. AETRs

The most recently submitted set of AETRs covered the Fall 1992 semesters for Cycle H08 and I08.

a) Average student GPA (as of last submitted AETR):

\*\* For Cycle H08: 3.45

\*\* For Cycle I08: 3.69

b) Areas of academic concern: Marcos Caisamo, Cycle I08, currently has a 2.47 GPA and has struggled a great deal with his ESL courses. He is receiving extra tutoring, and his progress is being closely monitored.

c) Changes in individual programs of study: n/a

**II. PARTICIPANT PROGRESS REPORT**

This quarter, the Cycle H08 students completed the Midcycle II PPR and the Cycle I08 students completed the Initial PPR.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied):

\*\* Cycle H08: 2.17

\*\* Cycle I08: 1.68

b) Areas of highest student satisfaction: Cycle H08: Satisfaction with classes, 1.70  
 \*\*Cycle I08: Effectiveness of in-country orientation, 1.06; effectiveness of coordinator/CASS staff, 1.63.

c) Areas of lowest student satisfaction: Cycle H08: Current living situation, 2.17; Cycle I08: Satisfaction with classes, 3.50 (English speakers only).

**III. SPECIAL STUDENT CASES**

There are no special student cases to report this quarter.

**4. College Reporting Status**

**Quarterly Reports (Cycle H08)**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/90 - 9/30/91	10/31/91	xxx	xxx	xxxx
2	10/1/90 - 11/30/91	1/31/91	xxx	xxx	xxxx
3	12/1/91 - 3/31/92	4/30/92	xxx	xxx	xxxx
4	4/1/92 - 6/30/92	7/31/92	xxx	xxx	xxxx
5	7/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx
6	10/1/92 - 12/31/92	1/31/92	xxx	xxx	xxxx
7	1/1/93 - 3/31/93	4/30/93			
8	4/1/93 - 7/31/93	8/31/93			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs Cycle H08**  
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1991	xxxx	Fall 1992	xxxx
Spring 1992	xxxx	Spring 1993	
Summer 1992	xxxx	Summer 1993	

**Quarterly Reports Cycle I08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92		xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93		xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93			
4	4/1/93 - 6/30/93	7/31/93			
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

\*QI=Quarterly Invoice \*CAR=Cost Analysis Report \*QAR=Quarterly Activity Report

**AETRs**  
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1992	xxxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	



Updated 3/04/93

### Cycle H08 Documentation Tracking: August 1991 - August 1992

School	Period 1					Period 2					Period 3					Period 4					Period 5				
	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR
Central Florida CFCC H	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
FCC-Jacksonville FCCJ G	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Fox Valley FVTC I	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Hesston HESS C	*	x	x	x	NA	x	x	x	x	-	x	x	x	x	x	x	x	x	x	-	x	x	x	x	
Independence ICC C	*	x	x	x	NA	x	x	x	x	-	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
Kirkwood KIRK E	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Mt. Aloysius MAJC B	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Mt. Hood MHCC F	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Scott SCOT D	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
St. Louis-Flor. SLCC C	*	x	x	x	NA	x	x	x	x	-	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x
USC-Sumter USC A	*	x	x	x	NA	x	x	x	x	-	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Utah Valley UVCC J	*	x	x	x	NA	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Period 1: 8/1/91 - 9/30/91  
 Period 2: 10/1/91 - 12/31/91  
 Period 3: 1/1/92 - 3/31/92  
 Period 4: 4/1/91 - 6/30/92  
 Period 5: 7/1/92 - 9/30/92

Period 6: 10/1/92 - 12/31/92  
 Period 7: 1/1/93 - 3/31/93  
 Period 8: 4/1/93 - 6/30/93  
 Period 9: 7/1/93 - 7/31/93

Note: AETRs are often of a semester time frame and do not necessarily correspond to period dates. However, if ETR box is checked, AETRs have been received covering that period.



### Cycle I08 Documentation Tracking: August 1992 - August 1994

School	Period 1					Period 2					Period 3					Period 4				
	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR
Bergen	x	x	x		x	x	x	x												
Berkshire	x	x	x	x	x	x	x	x	x		x									
Broome	x	x	x	x	x	x	x	x	x		x									
Central Florida	x	x	x	x	x	x	x	x	x		x									
FCC Jacksonville	x	x	x		x	x	x	x			x									
Harris Stowe State	x	x	x	x	x	x	x	x	x		x									
Hesston	x	x	x	x		x	x	x	x		x									
Hocking	x	x		x	x	x	x	x	x											
Illinois Eastern	x	x	x		x	x	x	x			x									
Kings River	x	x	x		x	x	x	x												
Modesto			x	x	x			x	x											
Northcentral	x	x	x		x	x	x													
St. Petersburg	x	x	x	x	x	x	x	x	x											
UWC-Marquette	x	x	x	x	x	x	x	x	x											
UWC-Richland Ctr.	x	x	x	x	x	x	x	x	x		x									
Utah Valley	x	x	x	x	x	x	x	x	x											

Period 1: 8/1/92 - 9/30/92	Period 6: 10/1/93 - 12/31/93
Period 2: 10/1/92 - 12/31/92	Period 7: 1/1/94 - 3/31/94
Period 3: 1/1/93 - 3/31/93	Period 8: 4/1/94 - 6/30/94
Period 4: 4/1/91 - 6/30/93	Period 9: 7/1/94 - 7/31/94
Period 5: 7/1/91 - 9/30/93	

**NUMBER OF CASS STUDENTS IN U.S.  
BY COLLEGE AND CYCLE  
AS OF 12/31/92**

<b>SCHOOL</b> -----	<b>H08</b> -----	<b>H13</b> -----	<b>I08</b> -----	<b>TOTAL</b> -----
Bergen Community College	0	0	20	20
Berkshire Community College	0	0	18	18
Broome Community College	0	0	21	21
Central Florida Community College	15	0	18	33
Florida A&M University	0	1	0	1
Florida Community College-Jacksonville	14	0	20	34
Fox Valley Technical College	14	0	0	14
Harris-Stowe State	0	0	22	22
Hesston College	15	0	18	33
Hocking Technical College	0	0	17	17
Illinois Eastern Community College	0	0	18	18
Independence Community College	15	0	0	15
Kings River Community College	0	0	20	20
Kirkwood Community College	15	0	0	15
Modesto Jr. College	0	0	19	19
Mt. Aloysius Jr. College	13	0	0	13
Mt. Hood Community College	15	0	0	15
Northcentral Technical College	0	0	20	20
Scott Community College	15	0	0	15
St. Louis College-Florissant Valley	15	0	0	15
St. Petersburg Jr. College	0	0	20	20
University of S. Carolina-Sumter	15	0	0	15
UWC-Marinette	0	0	20	20
UWC-Richland Center	0	0	20	20
University of Florida	0	2	0	2
University of North Florida	0	3	0	3
University of West Florida	0	5	0	5
Utah Valley Community College	12	0	17	29
	-----	-----	-----	-----
<b>TOTALS</b>	<b>173</b>	<b>11</b>	<b>308</b>	<b>492</b>

**NUMBER OF ST. JOHNS STUDENTS IN U.S.  
BY COLLEGE AND CYCLE  
AS OF 12/31/92**

<b>SCHOOL</b> -----	<b>608</b> -----	<b>708</b> -----	<b>808</b> -----	<b>TOTAL</b> -----
Georgetown University	0	1	0	1
Gonzaga University	0	0	1	1
John Carroll University	0	1	0	1
Le Moyne College	0	0	1	1
Loyola College	0	1	1	2
Loyola Marymount University	0	0	1	1
Loyola University New Orleans	0	0	1	1
Regis College	0	1	1	2
Rockhurst College	0	1	1	2
St. Joseph University	0	0	1	1
St. Louis University	0	2	0	2
University of San Francisco	0	1	0	1
University of Detroit	0	0	1	1
Wheeling College	0	2	1	3
	-----	-----	-----	-----
<b>TOTALS</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>20</b>

**NUMBER OF HAITIAN STUDENTS IN U.S.  
BY COLLEGE AND CYCLE (PROGRAM EXTENDED)  
AS OF 12/31/92**

<b>SCHOOL</b> -----	<b>F08</b> -----	<b>G01</b> -----	<b>G06</b> -----	<b>G08</b> -----	<b>TOTAL</b> -----
Berkshire Community College	0	0	0	1	1
Bethel College	0	0	0	1	1
Bunker Hill Community College	0	0	0	1	1
Central Florida Community College	0	0	0	2	2
County College of Morris	0	0	0	1	1
Edmonds Community College	1	0	0	0	1
Everett Community College	0	0	0	2	2
Florida A&M University	0	0	0	2	2
Florida Community College-Jacksonville	0	0	0	3	3
Goshen College	0	0	0	1	1
Illinois Eastern Community College	0	0	0	2	2
Kings River Community College	0	0	0	1	1
Kirkwood Community College	0	0	0	5	5
Laguardia Community College	0	0	0	1	1
McPherson College	0	0	0	1	1
Miami Dade County College	0	0	0	3	3
Pittsburgh State University	0	0	0	3	3
School of Business and Technology Inst.	0	0	0	1	1
Seattle Pacific University	1	0	0	0	1
St. Petersburg Jr. College	0	0	0	2	2
UWC-Marinette	0	0	0	1	1
UWC-Richland Center	0	0	0	1	1
University of North Florida	0	0	0	4	4
University of West Florida	0	0	0	3	3
	-----	-----	-----	-----	-----
<b>TOTALS</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>45</b>

February 25, 1993

**CAMPUS VISIT SCHEDULE**

COLLEGE	P.O.	LAST	NEXT	CYCLE
Bergen	McPherson	10/92	10/93	I
Berkshire	Huffman	11/92	11/93	I
Broome	Huffman	11/92	11/93	I
Central Florida	Moroz	10/92	10/93	H, I
FCC-Jacksonville	Moroz	10/92	10/93	H, I
<b>Fox Valley</b>	<b>Schaefer</b>	<b>9/92</b>	<b>3/29-4/1/93</b>	<b>H</b>
Harris-Stowe	Altinger	11/92	11/93	I
<b>Hesston</b>	<b>Altinger</b>	<b>3/92</b>	<b>3/8-10/93</b>	<b>H, I</b>
Hocking	Schaefer	10/92	10/93	I
Illinois Eastern	Schaefer	10/92	10/93	I
Independence	McPherson	10/92	n/a	H
Kings River	McPherson	11/92	11/93	I
Kirkwood	Huffman	11/92	11/93	H
Modesto	McPherson	11/92	11/93	I
<b>Mt. Aloysius</b>	<b>McPherson</b>	<b>12/92</b>	<b>2/10-11/93</b>	<b>H</b>
Mt. Hood	Schaefer	2/92	2/1-2/3-93	H
<b>Northcentral</b>	<b>Schaefer</b>	<b>3/92</b>	<b>4/26-28/93</b>	<b>I</b>
St. Louis--Floris	Altinger	11/92	11/93	H
<b>St. Petersburg</b>	<b>McPherson</b>	<b>4/92</b>	<b>4/26-29/93</b>	<b>I</b>
Scott	Huffman	11/92	11/93	H
<b>USC-Sumter</b>	<b>Altinger</b>	<b>3/92</b>	<b>3/29-4/1/93</b>	<b>H</b>
<b>UWC-Marinette</b>	<b>Schaefer</b>	<b>11/91</b>	<b>3/29-4/1/93</b>	<b>I</b>
<b>UWC-Richland</b>	<b>Schaefer</b>	<b>9/92</b>	<b>4/28-30/93</b>	<b>I</b>
Utah Valley	McPherson	9/92	9/93	H, I



GEORGETOWN UNIVERSITY

*Cooperative Association of States for Scholarships  
Academy for Intercultural Training*

**Trip Report**  
Panamá  
November 10-19, 1992  
Argentina Ibarra

- Traveler:** Argentina Ibarra, CASS Overseas Coordinator.
- Purpose:**
- o To expand the support network for recruitment to include women's groups, cooperatives and grass roots organizations.
  - o To assist in the improvement of current recruitment efforts.
  - o To explore possibilities to provide seminars on small business training for CASP/CASS alumni.
- Activities:**
- (1) Met with country coordinator to assess current recruitment strategies. We discussed and designed our plan to expand the support network so that we could target disadvantaged youth giving special emphasis to women.
  - (2) Recruitment at Instituto Fermin Naudeau for 1993 candidates. We met with a teacher in charge of assisting students to further their educational opportunities. Country coordinator introduced the CASS program to the students and provided information of fields of study and selection process. Women candidates were specially encouraged to participate in the 1993 selection.
  - (3) We met with two representatives of the Emberá community, Daniel Castañeda and Rogelio Cansari. Rogelio is a former CAPS scholar who graduated as an anthropologist. He is currently working for the United Nations and he is writing a book on his community. Daniel and Rogelio are very active

seeking educational opportunities for their community. Since last year CASS recruited members of the emberá community to study in the field of environment, they requested CASS to allow emberá candidates to participate again this year. They made a special petition so that CASS would treat these candidates as a special population expanding the age limit to 27 and admitting candidates with a minimum of 3.5 average (regular Panamenian students are requested to have a minimum of 4.0).

At the end of the meeting Rogelio and Daniel provided us with a copy of the summary of their report on the emberá community which I am enclosing.

(4) Attended the Instituto Nacional to carry out recruitment of CASS scholars.

(5) Attended a meeting at the Unión Nacional de Pequeña y Mediana Empresa (UNPYME) where we explored options to develop seminars in small business for our alumni. Directors of UNPYME expressed their willingness and interest in supporting CASS in these efforts.

(6) Met with Carol Horning, Deputy Chief for the Office of Public Administration at AID, Panamá. We discussed current status of the program, in particular recruitment strategies for 1993.

(7) Met with CASP/CASS alumni. Shared with them our interest in providing them with seminars in small business, in particular in areas such as planning their own business, personnel management and administration. Alumni were asked their input and participation in these efforts. Currently, alumni in Panamá are not very active in their association and CASS expects that these seminars will serve as a forum for the strengthening of the association.

(8) Met with Michel Holsten at the Peace Corp to invite them to participate as member of the CASS support network. Mr. Holsten was particularly interested in assisting CASS in recruitment. We discussed history of the program, recruitment process and selection criteria.

(9) Attended conference on the Administration of the Panamá Canal. Speakers discussed educational and training needs in the Canal area. Among others, speakers stressed the relevance of training in the fields of environment, maritime affairs, trade as well as banking and finance.

(10) Met with Ing. Franklin G. Oduber, Assistant Director of FUNDES, a non-profit organization that provides training to small businessmen and assists in the establishment of small businesses in Panamá. They are active members of the support network and expressed their interest in assisting CASS efforts to provide further assistance to our alumni in the field of small business.

(9) Travelled to Santiago de Veraguas and Atalaya to expand recruitment network. In Santiago, we met with youngsters who were recruited by the local agricultural and production cooperatives. After the country coordinator presented the program and selection criteria, we distributed application forms and gave instructions for their completion.

(10) Visited the Instituto Jesús Nazareno, a boarding agricultural school, which is going to participate this year as a recruitment network. Students were encouraged to apply in fields such as agribusiness and food technology. This institute provides agricultural education to disadvantaged, rural youth. Students receive practical training in all faces of the administration of a farm.

(11) Met with Fr. Néstor Jaén who leads a series of workshops for disadvantaged urban youth in Panamá City. On his recommendation, we attended a meeting at one of the local churches to recruit candidates from that area.

# Revista

LA PRENSA / DOMINGO 15 DE NOVIEMBRE DE 1992

## La identidad panameña



# Lo perenne y lo efimero

Rodrigo Noriega  
De La Prensa

En el artículo titulado *El encubrimiento de América* (*La Prensa* 11 de octubre), Adhemar Santos y yo expresamos la opinión de que el mestizo, ese ser nuevo y distinto resultado de la conquista del nuevo mundo, es un ser profundamente confuso y solitario. Como no era europeo, ni indígena, ni negro se siente un otro indefinido.

Octavio Paz autor de *El laberinto de la soledad*, sostiene que el mexicano es un ser profundamente solo. La calificación del mexicano de Paz, es válida para el resto de los latinoamericanos: el criollo, el mestizo, el negro y el indio son el subcontinente de la soledad. La cultura, independientemente de la raza y la casta, es mestiza y por lo tanto solitaria.

La soledad del latinoamericano se fundamenta en su situación de no-ser: ni europeo, ni africano, ni americano (ese gentilejo se lo apropiaron los estadounidenses). Sentimos la carencia y la necesidad de espacios: sentimentales, históricos, políticos y culturales en el mundo. Un mundo en el que percibimos que no se nos considera.

En el siglo XIX, quisimos ser como nuestro vecino norteamericano. Nuestras constituciones y gobiernos se perfumaron con la democracia liberal a la estadounidense, como injerto sociopolítico, no funcionó.

Europa, desde finales del siglo pasado y por gran parte de este siglo, ha sido el proveedor de los mitos: políticos: movilizadores que sucedieron en las páginas latinoamericanas a los mitos norteamericanos: el socialismo utópico, la socialdemocracia, la democracia cristiana, la revolución armada y el militarismo bonapartista, todos son hijos de madre europea abortados en las costas latinoamericanas.

Los experimentos profundizaron el abismo existencial de la región. El latinoamericano se debatió entre parlamentarismo y presidencialismo; entre dictaduras y gobiernos autoritarios populistas, el incipiente desarrollo del subcontinente fue turbido hasta ser asfixiado.

Los filósofos políticos de izquierda y de derecha bebieron en la actualidad de fuentes inspiracionales asiáticas. Sendero Luminoso y su marxismo portafol, o las autocracias modeladas en los éxitos de Taiwán y Singapur para garantizar el desarrollo económico capitalista de la región. Las aspiraciones de la psicología social latinoamericana revelan una gran crisis, a la vez que una búsqueda más grande. De fracasar la hora asiática, ¿buscaríamos inspi-

ración en los modelos laborales africanos?

Encontradas las dinámicas de desarrollo modeladas en los signos y mitos estadounidenses, europeos y próximamente asiáticos, cada generación de latinoamericanos se ha orientado a los mismos objetivos con cada vez menos esperanzas.

A la soledad del latinoamericano por su percibida carencia de identidad, se le suma la baja autoestima resultante de sus fracasos y de los éxitos ajenos. Para la mayoría de los latinoamericanos sólo les basta con viajar o escuchar hablar sobre Estados Unidos, Europa o los tigres asiáticos para sentir la angustia del pasajero dejado en el andén por el último tren de su tiempo. La desesperanza nos devora.

Si ello es cierto para la mayoría de los latinoamericanos que hacen sus comparaciones imaginarias o en base a la experiencia personal, ¿cómo será esa percepción para el panameño? Esas comparaciones se dan colectivamente y en forma objetiva.

Si en el resto del subcontinente eran los medios de comunicación o los viajes, la vía en que el modelo cultural se nos presentaba, en Panamá ese modelo cultural era una comparación odiosamente permanente.

La Zona del Canal, con todas sus iniquidades y paradojas geopolíticas, demostraba que en el mismo suelo, con el mismo medio ambiente y los mismos recursos humanos, se podía construir una sociedad avanzada y próspera.

Si el latinoamericano se siente solo y tiene una baja autoestima, el panameño expresa en forma más exacerbada estos elementos.

El conquistador hispano Pedro Cieza De León indicó en el siglo XVI que éramos un pueblo de traficantes que vivía del calendario festivo. La forma más evidente de la soledad en un pueblo es su vocación por la fiesta. Precisamente la fiesta permite olvidar, ayuda a malizar el lienzo de la soledad con los colores eludibles de la compañía. Somos gregarios debido a que nos sentimos tan solos.

En la conversación de los panameños está la demostración de su soledad y de su nivel de autoestima. Sin olvidar las múltiples influencias culturales, tenemos que nuestro nivel vocal es elevado. Al hablar elevamos la voz, utilizamos tonos graves y muchos ruidos físicos, en una especie de tanteo del hablante al oyente, quizás en busca de la certeza o reiteración de la atención.

Nuestra fiesta no es sólo reunión, es ruido, mucho ruido. Nuestra actividad cotidiana necesita del ruido. La salma-

del campesino en la matlugaría es ruido, a través del cual se escapa de la soledad. No puedo pensar en una actividad más solitaria que la de un conductor de buses, un palanca. Es un ser odiado por los pasajeros y odiado para los otros conductores, repudiado por las autoridades, explotado por los dueños y por los sindicatos. Por eso necesita el ruido, por eso cada bus es una galería pictórica popular atiborrada de todo tipo de símbolos-reflejos de búsqueda, un individualismo expreso.

La soledad y la baja autoestima remiten al panameño hacia una fuerte creencia en el azar y el destino. Stanley Hockadon dice que "el panameño es un ser que no se considera afortunado, pero busca apropiarse de la suerte mediante ciertos ritos". Esos ritos son las procesiones para cada santo en cada pueblo, son los salumerios y las limpias, son las invocaciones balú y el palo mayombe.

La suerte llena que ver con cada uno de nosotros, su equivalencia a nivel nacional es el destino. Los períodos de auge económico y social del país no han sido responsabilidad del panameño, han estado fuera de su control. Al destino no se le propicia, se le acepta; se resigna uno a él o se queja de él, pero no se le reía, ni mucho menos se le desafia.

Esto es un pueblo que desde tiempos precolombinos aprendía el náhuatl, el quechua y el aymara para comerciar. Negociantes aztecas fueron encontrados por los españoles en Bocas del Toro y piezas artesanales hechas en Darién se vendían en Perú. Teníamos entonces un sofisticado sistema contable, imaginó que era para el centro financiero de la época: Panamá.

Mary Helms, una antropóloga de la Universidad de Texas expuso la tesis de que los caciques panameños eran escogidos por sus contactos con las grandes fuentes de poder de esa época: los aztecas y los incas, principalmente. El puente geográfico natural se transformó en un puente cultural y finalmente, en uno político.

Los panameños de todos los tiempos han llevado a cabo un esfuerzo épico en el que han demarcado su identidad. Hockadon lo descubre en el idioma. "El español de Panamá es toda una odisea de la vivencia cultural y de la coexistencia del panameño con el extranjero. La lucha por adaptar el lenguaje con el francés y diversos tipos de inglés (el antillano y el estadounidense) es evidencia de que somos un pueblo vital".

El lenguaje del panameño tiene particularidades reveladoras. El uso tan amplio del gerundio -legado del inglés- tiene un espacio vivencial muy amplio en la vida del pa-

nameño. Pensamos en gerundio, una suerte de presente eterno. Vivimos en gerundio. En ese tiempo existo. Hay cultura del ahora, se gasta hasta más no se vive más allá de las posibilidades y luego se enciende la empuja, se juega y se apuesta.

La memoria histórica -el pasado- es borrosa y mallectiva. Como nos gusta el presente eterno, nos olvidamos del luto y la melancolía. Resignados al destino, no queremos recordar porque tendríamos que cuestionarnos.

Otro tiempo ausente del panameño es el futuro. El siempre es mejor, aunque no exista. Sin la cultura del ahora, sin la cultura del trabajo a largo plazo y los signos del destino y el azar, el presente eterno -único tiempo existencial posible-...

El presente eterno se luce, con el luto, la moda, la fiesta. Un pueblo solo y con baja autoestima noce olvidar su pasado y alejar su futuro. La pachanga, la quenda, el weekend y la trampa, "el jugar vivo" y la compunción son expresiones coloridas del presente no.

Sin recuerdos no hay rencores. En el presente e las rencillas son pasajeras. En un presente que no tiene fin, los prejuicios se dispersan. El realismo mágico que se desarrolla la cultura panameña posee como no la flexibilidad y la capacidad de asimilación de lo r y lo distinto. En el presente eterno lo sorprende es rutinario.

El Canal de Panamá fue denominado la octava maravilla del mundo, por lo que implicaba en cuanto obra de ingeniería civil. El impacto cultural que involucró el tránsito de decenas de miles de extranjeros a trabajar, vivir y aquí, produjo una obra de ingeniería social equiva- sión superior al Canal de Panamá: la dinámica sociopanameña.

Panamá y lo panameño se define y redefine constantemente. Las aproximaciones más exactas a una de han sido estéticas. Como la que emerge del trabajo lónico de Guillermo Trujillo, o la que proviene de los a de la ironía musical de Pedro Alfarianda, o aquí bozada por los versos de José Franco en *Panamá fendida*.

El presente eterno es un conjunto de posibilidades inexploradas a la espera de su descubrimiento. U las facetas más brillantes del presente eterno -conjunto de posibilidades. Posibilidades dentro de está-el ser responsables de nuestro destino, el de y vencerlo.

**Trip Report  
Campus Visit  
King's River Community College  
Modesto Junior College  
November 16-20, 1992  
Christopher A. Shirley**

**Travelers:** Christopher Shirley, Overseas Coordinator accompanied Matt McPherson, CASS Program Officer

**Purpose:** To increase understanding of the CASS Program at the community colleges for Overseas staff as to enhance recruitment, orientation, and follow-on programs for current and future CASS scholars.

**King's River Community College  
Activities:**

1. Tour of the orchards, vineyards, and fields by John Gorter of the agriculture faculty. He explained the crops or trees in these areas, their seasons, and how they are incorporated into the school's curriculum. We also visited the livestock area. Chris Petker, CASS Assistant, gave us a tour of the campus.
2. We attended an ESL class, for all the Spanish speaking students. The focus of this class was oral and written communication. The students read and discussed an article from the local newspaper. The instructor focused on expanding vocabulary. The students were also given exercises aimed at improving paragraph writing to assist them in writing a research paper as their final project for the class.
3. CASS student participated in a group dynamic in which they compared their pre-arrival expectations and post-arrival experiences. The goals of this session were three-fold: 1) to evaluate the pre-departure orientation; 2) to identify any problems the students might be having; and 3) to assess how students are adjusting to their host community. Over all, this group had far fewer problems than they anticipated with communication and cultural adaptation. Students said they feel especially home on weekends when they have a lot of free time.
4. Working lunch with Lois White (Interim CASS Coordinator and ESL instructor), David Clark (agriculture instructor), Jerry Barkley (Associate Dean of Instruction), Ron Gustenberg (forestry instructor), Ron Nishinaka (Chair of the LAND Department), and Shirley Bruegman (College Dean) to discuss their impressions of the CASS program. All were highly impressed by the attitude of this group of students and the progress they have made in such a short period of time. Mr. Gustenburg shared with the group information about a recent trip he and his wife made to Central America visiting CASS alumni (see attachment).

5. We attended the Ag Shop class where the student learn to operate and repair farm equipment. We had the opportunity to watch the students operate a backhoe and tractors.
6. Invited to a host family spaghetti potluck which gave us the opportunity to meet host families. Following dinner, two students performed a Jamaican dance and all student presented a skit on their arrival in the states and the comical situations they faced. Following the cultural presentations, there was a meeting where experienced host parents provided support and answered questions of the first time hosts.
7. Interviews with the student groups to discuss any concerns or problems and their professional goals. The Spanish speaking students mentioned that the test translations in their Ag Shop class were confusing and this adversely affected their grades. The Caribbean students stated that the simultaneous translation slowed the class and made it very boring. They also mentioned communication problems they were having with the Central Americans. Because the Central Americans meet daily for English class and the entire group meets only once a week, the Caribbean students are often not informed of on-going projects. In addition, they were very disturbed that in the group meetings that the Central Americans did not respect parliamentary procedure. We discussed with Caribbean students differences in communication styles and suggested incorporating exercises about communication styles, i.e. the rules of parliamentary procedure, into the program.
8. Meeting with Jerry Barkley, Associate Dean of Instruction who assured us that the school and community fully support the CASS program. Students study tuition free and the upper administration are enthusiastic about the students and the diversity they bring to the campus. The instructors are impressed by their motivation and commitment. Mr. Barkley escorted us to an informal meeting with the College President, Rich Giese.
9. Meeting with Joseph Charles, Haitian student who transferred to King's River this semester. Joseph has been very ill with "Valley Fever" and will need special medication indefinitely. He is adjusting well but is concerned about his health and the consequences of being sent home and not being able to get his adequate medical treatment.
10. Meeting with Pilar Granada and Lois White to discuss student progress in English. All are doing well and those who were having initial problems are improving greatly. We asked them to incorporate technical vocabulary and Experience America into their English programs.

11. Exit meeting with Lois White and Bud West. Lois mentioned that José Herrera (NI) insinuated in a recent essay that he was very depressed. College staff will follow-up. We discussed concerns regarding test translation and integration of Central American and Caribbean students. In response to test translations, Bud told us about a question on a recent Ag shop test ("What is horsepower?"). The instruction wanted the answer in form of a mathematical equation given in class. Many the students answered the question in prose. We mentioned that we would like to see the students discuss Central American/Caribbean communication styles and cultural differences during their group meetings to improve communication and cohesion within the group.
12. We visited Connie Batacan, host mother to Gabriela Alvarado (CR) and Ingrik Toribio (DR). We also met with Frank and Marion Buller who are hosting Hada Ramierez (GT), Brunilda Perez (DR), Carlos Pancan (GT), and Manuel Cruz (DR). Over the years the Bullers have had a number of host children from Japan and CASS. We thought that perhaps four Spanish speaking students living in one household might be detrimental to the adaptation and language acquisition but after personally visiting the home we found that this was not the case. Currently the Bullers' son and a Japanese exchange student are also living at home and the support these students receive is excellent.

#### Conclusion:

King's River in many ways represents the ideal CASS school. School faculty, staff, and administration are enthusiastic about the program. Host families and the local community strongly support CASS.

#### Modesto Junior College

##### Activities:

1. Upon arrival we were greeted by the CASS Coordinator Elizabeth Orozco-Wittke. She escorted us to Anthony Buetara's English class where he showed us the materials he uses and explained how he had divided the group in two based on their language skills.
2. Student participated in a group discussion in which they compared their pre-arrival expectations and post arrival experiences. The goals of this exercise were to evaluate the pre-departure orientation and student adjustment as well as to identify any problems or potential problems. The major issues identified were related to social/cultural adaptation, host family life, school work load, and curriculum. Some students complained that their host families spend too much time outside of the home. Many felt they have too much free time. Some stated they were not challenged and were disappointed with the printing facilities of the school.

3. Meeting with Pamila Fisher, Chancellor of Yosemite College District and long time supporter of Georgetown programs at Modesto. Dr. Fisher was very enthusiastic that CASS is reviving the women in leadership program and she asked that we keep Columbia College (also in the Yosemite College District) in mind for future programs.
4. Interviews with the student groups to discuss any concerns or problems and professional goals. The major issues which arose in these sessions concerned: 1) frustration having two ability levels in the same ESL class; 2) problems with interpersonal relations among the Central Americans; 3) behavioral problems of some of the male students; 4) frustration with the printing survey course (by those with printing experience); and 5) host family adjustment. The two Jamaicans, who are the only Caribbean students in the group, have adjusted very well and are integrating with the Central Americans.
5. Meeting with Dean Coli, Dean of Student Services, to discuss possibilities for those students who want a graphic arts/computer graphics focus in their program. He assured us that the college is flexible and that this request should not pose a problem. We also discussed possible future fields at Modesto.
6. Working lunch with Elizabeth, Gary Mendenhall, Dean of Home Economics, Trade, and Technology, Allan Layne, Printing Instructor, Russ Caton, Assistant Instructor, Irene Nunez, Assistant Instructor to discuss the frustration of those with printing experience in the survey course. The staff was very supportive and agreed to give experienced students a chance to work on a football program printing project. We then received a tour of printing facilities and observed the students in their printing technologies survey class.
7. Exit meeting with Elizabeth to continue the on-going discussions about the two student more serious problems. Martha Rodriguez (NI) had some initial problems with host family adjustment and has recently been very disturbed because her grandmother is very ill. Elizabeth will continue special support and we will discourage her return to Nicaragua.

Enrique Interiano (EL) was recently hospitalized for problems with depression. He was prescribed anti-depressants but has refused to take them. We agreed to visit the host family later that evening.

Regarding frustration having two ability levels in the same ESL classes, Elizabeth assured us that the students would be tested at the end of the year and placed in appropriate levels next semester. Elizabeth has been addressing the problems with interpersonal relations among the Central Americans and behavioral problems of some of the male students toward the females. She will continue to work in this area. Regarding the frustration with the printing survey course by those with printing experience, she assured us that she will follow up with the printing instructors concerning the football program project.

8. Meeting with Janie and Martin Cunningham, Enrique's host family to discuss the home situation. The Cunninghams have had experience with more than ten "host children". They have been incredibly supportive of Enrique during his recent troubles. Later we took Enrique out for an ice cream, trying to establish a more comfortable environment. As the conversation developed, he told us that he was having trouble adjusting to having so much free time. He confessed, that in junior high he tried to commit suicide. He mentioned his recent hospitalization and his current anxiety attacks and told us he did not want take the prescribed medication. He mentioned that he found the sessions with the Spanish speaking doctor following his hospitalization helpful. We said that we would investigate the possibility of continuing these sessions. We were concerned about Enrique and knew that he was very unstable. We were however encouraged that the support of the school and the host family might be able to help him through this very difficult time.

Conclusion:

Students in the Modesto program students are having a few minor adjustment problems. The college staff and faculty were very supportive and very willing to work with those students who want to specialize in different areas of printing. Enrique Interiano is the major problem facing the Coordinator at this time.

## RECOMMENDATIONS

Develop a component for pre-departure Orientation contrasting Central American and Caribbean cultures to address integration problems before the students arrive. Also include materials on women's issues and sensitivity training for men.

Explore opportunities to assist Joseph Charles (HT) in continuing his studies in the U.S. following his one-year extension. His situation is very serious and could be fatal if he does not receive proper medication.

**Kings River Community College  
Cycle I  
Food Technology**

<b>Name</b>	<b>Country</b>	<b>Professional Goals</b>
ALVARADO, Gabriela	Costa Rica	Baby Food Proc./Fruit Export
BERRIOS, Francisco	Nicaragua	Dairy Production
CAMPBELL, Sophia	Jamaica	Fruit & Vegetable Processing
CHINCHILLA, Francisco	Guatemala	Fruits Prod. & Distribution
CRUZ, Manuel	Dom. Republic	Fruits/Small Bus. Development
GIRON, Henry	El Salvador	Vegetable Cultivation & Processing
HERRERA, Jose	Nicaragua	Agriculture Extension Work
MARTINEZ, Xiomara	El Salvador	Vegetable Processing
MENDEZ, Rhodes	Dom. Republic	Fruit Processing
NORBERT, Benjamin	St. Lucia	Livestock
PANCAN, Carlos	Guatemala	Banana, Melon, and Broccoli Processing
PEREZ, Brunilda	Dom. Republic	Fruit/Veg. Processing for Export
RAMIREZ, Hada	Guatemala	Frozen Vegetable Processing
RUIZ, Valentin	Nicaragua	Vegetable/Rice Processing
SANCHEZ, Manuel	El Salvador	Vegetable Cultivation
SANCHEZ, Dinora	Honduras	Dairy Production
SHOUTER, Davia	Jamaica	Extension Specialist
SIERRA, Aida	Honduras	Food Processing
ST. JUSTE, Cheddi	St. Lucia	Brewery Lab Technician
TORIBIO, Ingrik	Dom. Republic	Fruit Canning

**Modesto Junior College  
Cycle I  
Graphics and Printing Technology**

<b>Name</b>	<b>Country</b>	<b>Professional Goals.</b>
AGUILAR, Jose	Honduras	Graphic Design/Advertising
AQUINO, Harrison	Dom. Republic	Graphic Design
BETANCES, Jose	Dom. Republic	Computerized Design
BONILLA, Jesse	Costa Rica	Printing Supervisor/Admin.
CAMPOS, Dixiana	Panama	Photo-Mech./Layout
CASTELLANOS, Jacqueline	Guatemala	Computerized Design
ECHEVERRIA, Lorena	Guatemala	Computerized Design
ESCALANTE, Dolores	Dom. Republic	Advertising
HENNEY, Jazeene	Jamaica	Advertising
INTERIANO, Enrique	El Salvador	Printing Machine Tech/Graphic Arts
MEDINA, Lourdes	Honduras	Graphic Design
ORELLANA, Jose	El Salvador	Computerized Design
ORTEGA, Carlos	Nicaragua	Computerized Design
QUIROS, Dinier	Costa Rica	Printing Supervisor/Admin.
REYES, Ruth	Guatemala	Computerized Design
ROBERTS, Carleen	Jamaica	Graphic Arts/Photography
RODRIGUEZ, Martha	Nicaragua	Printing Machine Technician
ROSALES, Ricardo	Guatemala	Printing Machine Technician
VILLANUEVA, Jose	El Salvador	Printing Machine Technician
VILLEGAS, Erika	Costa Rica	Printing Supervisor/Admin.

**Kings River Community College**  
**Cycle I**  
**Expectations & Experiences**

<b>Pre-Arrival Expectation</b>	<b>Post-Arrival Experience</b>
More TV Channels	Fewer Channels
Big House/Big Bedroom	Small House/Small Bedroom
Active Family	Active Family
Uptight, Closed People	Friendly People
Host Family Open and Accepting	Host Family Open and Accepting
Communication Problems	No Real Problems (when people speak slowly)
Different Food	Different Food/Similar Food (both answers)
Cultural/Language Difficulties	Few Problems
Clear Idea of Program Design	Clear Idea of Program Design
Language Problems/Low Grades	Few Problems/High Grades
Hard Grading System (Comprehensive Exams)	Easy Grading System (On-going Exams)
Serious Student/Teacher Relationships	Casual Student/Teacher Relationships
Language Difficulties in Class	Translator in Class
Fast Paced Lifestyle	Fast Paced Lifestyle
Ungodly (Hedonistic)	Realistic with Religious Nature
Aggressive Behavior (as seen on TV)	Non-Aggressive Behavior
Crazy Modes of Dress	Normal Dress
Racism	Although it is not the case with everyone racism does exist
Formal Classroom Situations	Easy-Going Classroom Situations

**Modesto Junior College  
Cycle I  
Expectations & Experiences**

<b>Pre-Arrival Expectation</b>	<b>Post-Arrival Experience</b>
Good Food	Sandwiches/Mexican Food
Unfriendly People	Friendly People
Big City/Chaos	Small Town
Good Host Family	Good Family/Bad Family* (both answers)
High-Tech Machines	Older Machines
Little Free Time	A Lot of Free Time

## 1992 - SUMMER TRAVEL TO CENTRAL AMERICA - RON GERSTENBERG

During the summer of 1992, my wife Jean and I spent six weeks traveling through 5 countries in Central America. The trip had several objectives, the main one being to visit former students who had completed the CASP food processing program at KRCC.

We visited students at their work site and in their homes. We talked to each individually about their experience in the United States, their education at KRCC, and their experiences after returning to their countries.

Of the 30 students from the two groups who had returned to their countries after their CASP program was completed, I contacted 16. Most of the students that I contacted were very successful. Students from the first group were in established positions and were now getting pay increases that reflected the increased responsibility they had acquired. Several students from the second group had good jobs that were just now starting to develop. The general feeling that I got from all of the students was they were excited about their experience and they felt well prepared to enter the work force in their countries.

All students were either working or continuing their education. They hold various types of jobs, some in the food processing area, others in related agriculture jobs or they are using skills acquired while here in the US.

Being able to communicate in English was the most important skill the students learned. Students were also able to gain confidence in themselves through class projects, the leadership classes, and by living with host families and by themselves. Many felt the most important part of their experience was the internship where they were able to practice what they had learned. It is extremely hard to imagine what the students will and can use after they return to their countries given the cultural and economic differences. But a common ability is having flexibility in decisions and being assured in themselves. This is hard to teach but I feel our program has dealt well with this situation.

The students felt that the Experience America program gave them the ability to see first hand what the US and Norte Americanos are really about. Each of the students confided to me that they had a much harder time with culture shock going home than coming to the US. My evaluation after visiting the students is that we did an excellent job with the students, giving them skills that they can use to better themselves and their country. The students were highly motivated when they arrived, so success is expected. But beyond that I feel that their KRCC experience was better because they had the opportunity to go beyond what was recommended or required. This is not always true at other CASP programs and was due to a highly motivated staff and an understanding active administration and school board. The students understand and appreciate this.

Students that I contacted include;

Ishella Marin (Cycle E1), Costa Rica  
Supervisor at tissue culture lab.

Aurelia Downs (Cycle E1), Costa Rica  
Secretary at FUNDECOR (promotes conservation and sustainable use of natural resources)

Minor Madrigal (Cycle F), Costa Rica  
Quality Control, Dos Pinos (milk processor)

Marcela Duran (Cycle F), Costa Rica  
Secretary for computer company, Student at University

Anabella Kruse (Cycle F), Costa Rica  
Secretary IBM, English teacher, Student at University

Marlanis Santos (Cycle E1), Panama  
Teacher at private grade school

Geovanna Carbellos (Cycle E1), Panama  
Quality Control Inspector, vegetable packaging

Jorge Gonzales (Cycle F), El Salvador  
Quality Control Inspector, Bon Appetite, beverage department.

Carlos Rivas (Cycle F), Honduras  
Teacher at FUNDA, teaches food processing

Norris Pinto (Cycle F), Honduras  
Teacher at FUNDA, teaches food processing

Jose Arbizu (Cycle E1), Honduras  
Superintendent of Irrigation, Standard Fruit Company

Rosa Zelya (Cycle F), Honduras  
Student at Agriculture University at La Cieba

Felipe Ajanel (Cycle E1), Guatemala  
Student at Agricultural University in Guatemala City, Student at weekend school at Quetzetanago.

Onesimo Gonzalez (Cycle F), Guatemala  
Self Employed, grain and fruit broker

Delfina Galindo (Cycle F), Guatemala  
Self Employed, cake decorating, formally food processing teacher

Luis Velasquez (Cycle E1), Guatemala  
Superintendent for Maya Crops