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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**  
**CASP: RX2050-810**  
**CASS: RX2050-835/6**  
**NPSP: RX2050-839**

**VOLUME 31**  
**January 1, 1993 - March 31, 1993**

**Submitted to:**

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**Office of Development Resources**  
**Bureau for Latin America & the Caribbean**  
**Agency for International Development**  
**Washington, DC 20523**

**July 1993**

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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.

As a point of reference and clarification, each group of CASS students is referred to as a cycle for purposes of identification, funding, subagreements, etc. Those cycles and their start-up dates specifically mentioned in this report include **F8** (August 1989), **G1** (January 1990), **G8** (August 1990), **H8** (August 1991), **H13** (January 1992), **I8** (August 1992), **I13** (January 1993) and **J8** (August 1993). Each group is funded for two years of study before graduation and return home.

Also, in this report, CASS participants are referred to as Thomas Jefferson Fellows, TJF's, Fellows, students, scholars and, where applicable, as graduates and alumni. The terms are used interchangeably.

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

***QUARTERLY PROGRESS REPORT TO USAID***

**January 1, 1993 to March 31, 1993**

**Volume 31**

**EXECUTIVE SUMMARY**

**I. INTRODUCTION**

Early in January 1993 CIPRA/AIT staff members, including those involved in the Cooperative Association of States for Scholarships (CASS), gathered for a general meeting. Acting Director Julio Giulietti, S.J., took the opportunity to announce that the University's Vice President, Dr. Michael Kelly, had named him Director of CIPRA/AIT with a two-year appointment. The official appointment came approximately eleven months after Giulietti joined CIPRA/AIT as Deputy Director in February 1992, and after serving nearly nine months as Acting Director with the resignation of Director Francis Gillespie, S.J. in late April 1992. "Julio," as most have come to call him, continued with an enthusiastic presentation on the role he envisions for the organization as an integral part of Georgetown University, and he outlined several new initiatives presently under way.

In February, Giulietti traveled to Panama City where, on behalf of CASS and Georgetown University, he met with officials of the Universidad Tecnologica de Panama for the purpose of signing a Convenio de Cooperacion. This document opens the doors to CASP and CASS alumni in Panama to further their studies at the Tecnologica. A copy of the agreement can be found in the appendix. After the ceremonies in Panama, Giulietti continued on to El Salvador where he assisted Country Coordinator Jose Bonilla in interviewing applicants for the cycle J program.

On another plane, in response to a USAID initiative, CASS adopted a new reporting structure for the Quarterly Progress Reports during this period, starting with the fall quarter of 1992. Both CASS and USAID agreed that each quarter should focus on a particular aspect of the program, the objective being to report the impact of program activities on individual participants in the U.S. and in the various countries affected by the program. The new structure is featured again in this report and will be continued, with modifications as needed, for the remainder of the program.

**II. PRIMARY FOCUS - *DEVELOPING LINKS OF FRIENDSHIP***

The primary focus of this report, following the structure outlined in the previous quarter, is on the subject of *Developing links of friendship between CASS students and the U.S. institutions where they study, and between those students and the individuals they meet*

*while in the U.S.* The report will also examine Experience America activities and their perceived or reported effectiveness.

At the time the outline was approved by USAID it was agreed that this focus might also include, for example, references to host family activity, college rapport with students, Experience America 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).

Other items of importance might include student cases, staff travel reports, campus visit reports (contained in the quarterly status reports) and major policy or organizational decisions that have direct bearing on CASS as a whole. Also, each report will specifically reference previous reports for focus points not included in the current report.

As a point of reference and clarification, each group of CASS students is referred to as a cycle for purposes of identification, funding, subagreements, etc. Those cycles and their start-up dates specifically mentioned in this report include F8 (August 1989), G1 (January 1990), G8 (August 1990), H8 (August 1991), H13 (January 1992), I8 (August 1992), I13 (January 1993), and J8 (August 1993). Each group is funded for two years of study before graduation and return home. Also, in this report, CASS participants are referred to as Thomas Jefferson Fellows, TJF's, Fellows, students, scholars and, where applicable, as graduates and alumni. The terms are used interchangeably.

#### **A. THE CASS PROGRAM IS BUILDING LINKS OF FRIENDSHIP:**

Building links of friendship between Thomas Jefferson Fellows (TJF's) and U.S. individuals and institutions is one of the primary objectives of CASS. CASS/Georgetown has, over the years, developed a multi-faceted and highly successful approach to meeting this objective.

First, the CASS network of cooperating training institutions is uniquely suited to this objective. CASS/Georgetown has, from the beginning, sought out communities and colleges which have not traditionally had many foreign students. It is critical to the success of CASS that the TJF's not simply become part of an international ghetto, as can happen at institutions with large foreign student populations. Rather, CASS expects that the TJF's will be in the mainstream of academic and campus life, while at the same time being afforded the special considerations of valued guests. One measure of the extent to which CASS institutions and communities value the opportunity to host TJF's is the fact that colleges in the CASS network have consistently been willing to share the cost of the program, contributing on average twenty-five percent of the total program budget. This is a clear indicator that campus administrators and community leaders recognize and value the unique opportunity which CASS presents to their communities. (Cost-sharing will be the subject of a later report for the period July - September 1993.) Another indicator of this is the care and

attention which the TJF's receive from faculty and staff. CASS/Georgetown stresses the importance of developing "whole school support" for the CASS program. As a result, it is common for faculty and administrators on a campus whose duties are unrelated to CASS to be closely involved with the program and the students. Much of the technical assistance provided by CASS/Georgetown to participating training institutions focuses on building a "CASS team," as opposed to a college simply assigning management of the program to a single staff person. Typical site visits (see Quarterly Status Reports in appendix) include visits with the president, several deans, faculty members both in the core area as well as ESL and other elective courses, an activities coordinator, housing personnel, counselors, and, of course, the CASS Coordinator. Contrary to the image of the foreign student "falling through the cracks," CASS staff at the colleges often remark, "We wish we could provide this kind of support to our traditional students."

The interest in CASS students continues even after the TJF's are gone. An example of this comes from Professor Ron Gerstenberg, a food science instructor at Kings River Community College (KRCC) in Reedley, CA. He writes:

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 sites 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 (KRCC alumni), I contacted 16. Most of the students that I contacted were very successful. . . .

CASS seeks to develop a sense of community ownership of the program as well. Each CASS program is required to have a local community advisory board. Members of these boards typically come from such sectors as local government, law enforcement, health care providers, clergy, and professional associations. These people not only assist the college staff in problem solving but also become involved directly with the students, opening doors and ensuring that they feel welcome and comfortable in the host community. An example of a community advisory board (designed for an Agribusiness program at Kirkwood Community College in Cedar Rapids, Iowa) appears below:

Dave Carlstedt, *Friends of Internationals*  
Walter Corey, *Pickwick Company*  
Julie Cox, *Cargill Analytical Services*  
Kathy Keck, *Kirkwood Courts Apartments*  
Asst. Chief Kern, *Cedar Rapids Police Department*  
Monica A. Magee, *Cedar Rapids Chamber of Commerce*  
Peggy Meyers, *Host Parent*

Nona Reyhons, *Employment Practicum*  
Gene Wolter, *Linn County Soil Conservation Service*

Another way in which CASS fosters lasting relationships is by emphasizing involvement with and membership in professional associations related to the field of study. College staff are urged to facilitate this contact, and in some cases, CASS students have formed student chapters of these associations on campus for the first time. The following is a partial listing of professional associations in which CASS students are currently involved:

American Society for Quality Control  
Institute of Food Technologists  
Data Processing Management Association  
Business Professional Association  
Association for the Advancement of Medical Instrumentation  
National Hotel/Motel Association  
American Chefs Federation

An example of success in the area of professional associations surfaced last summer. A 1991 graduate of the Quality Control program at **Broome Community College**, **Silvia Castenon**, was employed by the Instituto Centro Americano de Investigacion de Tecnologia y Industria (ICAITI), in Guatemala City. During the summer of 1992, she played a key role in the planning of an international Quality Control conference, featuring participants from the U.S., Japan, and the European Community. Having had the benefit of participation in and support from the Binghamton, NY chapter of the American Society for Quality Control during her time as a TJF, she found herself in the position of being able to return the favor, issuing invitations to the conference to her former mentors.

CASS/Georgetown also encourages student involvement in campus clubs. The students have responded by joining and actively participating in many, some of which are listed below:

Post-secondary Agricultural Students (PAS)  
Distributive Education Clubs of America (DECA)  
Vocational Industrial Clubs of America (VICA)  
Phi Theta Kappa (academic honor society)  
Phi Beta Lambda (business club)

Another source of contact between the TJF's and local citizens is the professional internship required of all CASS students. A recent article appearing in the *Northern Wyoming Daily News* covered CASS students from **Utah Valley Community College** who were on internships at the Nature Conservancy's Ten Sleep Preserve. Preserve Manager Phil Shephard says of the five CASS students:

It's a great opportunity for us to get some help from these guys and then, hopefully, when they go back to their countries they'll have gained some new skills.

It's also nice to get a chance to learn about the other cultures and the problems and challenges they face with land management and how similar or how different the problems are. We all have similar challenges even though they are in different parts of the world, and it's really nice to be able to talk about those problems and figure out ways we can solve them together.

Central to the CASS approach to building lasting links is the requirement that each TJF live for a minimum of six months with a North American host family, a policy which has been part of CASS nearly from the beginning. As a host family brochure, "Hosting Central American Students," designed for the CASP program in 1988 indicated:

The fostering of lasting links between North Americans and Central Americans is the fundamental goal of CASP. What better place to begin than in a North American home? CASP students should learn about U.S. families and communities by participating in them. On a very practical level, we believe that the students will adjust more quickly to life here from the security of a family environment and that the Spanish-speaking students will progress more rapidly in English if they are immersed in an English-speaking environment. Finally, host families participate in the most important benefit of this exciting program as all of us move together toward a deeper understanding of the world we share.

The bonds between students and families are strong. While CASS/Georgetown encourages participating colleges to consider independent living as an option for TJF's particularly during their second year, many students prefer to continue living with their host families throughout the two years. Approximately one-third (38% in a recent survey) of all CASS students remain with host families for the entire two-year scholarship period. In most cases, decisions as to where to live after the initial six months are up to the students. However, as a way of facilitating integration and meeting internationalization goals on campus, several colleges require CASS students to move into on-campus dorms. There are also several (at our most urbanized campuses) which strongly discourage students from living anywhere but with families.

It is clear in any case that the bonds between TJF's and their host families are in many cases quite strong and long-lasting. There have even been a number of host families who have visited students in their home countries. Lois Reed, for example, returned to her home in Modesto, California from a visit to a student whom she had hosted. Ms. Reed told our CASS coordinator at Modesto Jr. College that her trip to the Dominican Republic was her first outside the U.S. and that the visit had given her "a much better idea of what the CASS students must experience while in the U.S." Ms. Reed is currently in line to host a

cycle J student in August 1993.

In fact, if there is a weakness to be found in the building of these links, it is that they are occasionally "too strong." A current focus of CASS/Georgetown is to address the issue of host families assisting CASS alumni to stay in or return to the U.S. While this is rare, it must be addressed very directly in the orientation of future host families.

CASS/Georgetown surveys active students four times during their two-year programs using an in-house questionnaire known as the Participant Progress Report (PPR). The final PPR completed by cycle G8 students in May of 1992 was distributed to 291 TJF's; 235 responses were received. Responses to the following question are relevant to the "links of friendship" issue:

How effective has the program been in providing opportunities for involvement and/or understanding of U.S. systems such as families, communities, government?

scale:	<u>VERY</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>NOT</u>
(responses)		89	85	42	15	4	
		38%	36%	18%	6%	2%	

Essentially, 74% of the respondents answered the question positively, 18% were neutral, and 8% felt that the program had not been effective in this regard.

Another indicator of the extent to which the CASS program has facilitated relationships between U.S. citizens and TJF's can be found in results to a questionnaire completed by 158 TJF's during their reentry seminars approximately one month after returning to their home countries last fall. While the information below reflects the *intentions* of CASS alumni, and not their actual performance, it is still a positive indicator.

When asked, "Do you plan to keep in touch with your. . .?" the responses were as follows:

(See following page for chart of responses...)

Category	YES	NO	NO ANS.	OTHER
College Coordinator	135	12	6	5
Professor/Col. staff	145	3	9	1
N. Amer. Friends	153	1	4	0
Host Family	155	0	3	0
Professional Contacts	130	7	19	2

Another question, "What was your most significant experience during your two years in the U.S.?" yielded the following top five answers:

1. Learning about/experiencing a new culture (62 responses).
2. Meeting new friends (40 responses).
3. Academics/Studies (33 responses).
4. Living with a host family ( 27 responses).
5. Learning a new language and travel (tie, 18 responses each).

The key to the CASS approach, however, is the *Experience America Workbook*. In 1990, CASS/Georgetown brought together a group of four college coordinators to work with Dennis Huffman on refining an approach to Experience America. The resulting manual was piloted informally in 1991, which led to the development of a student workbook in the spring of 1992. The *Manual* and *Workbook* make meaningful breakthroughs in many areas, the most significant of which are outlined below.

**1. Clearly defined goals.** TJF's explore the U.S. within eight topical areas which encompass the breadth of possible experiences while providing a clear structure for learning. These areas are:

- o Family/Housing
- o Campus Life
- o Educational Systems
- o Personal/Professional Development
- o Community Life
- o Physical/Cultural Environment
- o U.S. Decision Making
- o Friendship Ambassador

**2. Concrete, measurable objectives.** TJF's know what is expected of them, and they report and analyze their experiences in writing. Feedback and evaluation are

provided by both Georgetown/CASS and cooperating training institution staff.

**3. Individually tailored experiences.** TJF's are empowered to define their own explorations of the U.S.

**4. Incentives for participation.** TJF's successfully meeting the Experience America objectives of their training program receive certificates from Georgetown/CASS.

**5. Broad applicability.** This approach to Experience America can be implemented nationwide by any training institution and in any field of study.

**6. Cost-effective programming.** Nearly every activity suggested in the *Manual* can be achieved without leaving the host community.

The first group of CASS students to receive the *Experience America Workbook* was cycle I. During the pre-departure orientations in each country, the students received a one-page explanation of the Experience America program and what was to be expected of them. The workbooks themselves were distributed to each student by community college staff during the campus orientations in August 1992.

During the course of a two-year program, each TJF is expected to complete and submit to Georgetown/CASS sixteen "Project Description Forms," two in each of the eight areas of Experience America. Included in the appendix to this report are two sample forms in each area, written by cycle I students during the fall of 1992, i.e., within their first four months in the U.S.

Of particular interest to this Quarterly Report is the area of Experience America entitled "Friendship Ambassador." Under this heading, TJF's are expected to organize and participate in activities which enable them to teach North Americans about their home countries. Among the accomplishments of TJF's in this area are hosting of international days on campus, creating a "speakers bureau" to offer presentations to the community, sharing and teaching folk dances, serving as French and Spanish tutors, writing articles for local publications, creating pen pal links between public schools in the states and their home countries, and many others.

The staff at CASS is pleased with the results of the Experience America program to date. Although some revisions to the *Manual* and *Workbook* are likely, based on feedback currently being solicited from the colleges, the program has been successful. One of the unexpected outcomes is that the *Workbook* is being used as a tool to develop writing and analytical skills among the students. A review of the Experience America program is scheduled for the cycle J selection meeting in April 1993, at which time the college staff members will have an opportunity formally to provide input as to how they feel this approach is working.

If, after several years, the TJF's recall life in the U.S. and a visit to the city council meeting, or the morning they volunteered their services at a soup kitchen or an elementary school to help little kids read, or if they recall the engineer they met at a meeting of a professional association, or their participation and leadership in a campus club, then the Experience America emphasis in CASS will have achieved its objectives. Preliminary information suggests, however, that many CASS alumni go much further and are in fact availing themselves of friendships with host parents, college instructors, and others won while in the U.S., and applying the lessons learned in new ways as they become engaged in life at home. This is addressed below in section D, "CASS Alumni are Engaged in Building Democracy."

## **B. THE ROLE OF VOLUNTEERISM AND COMMUNITY SERVICE IN CASS:**

CASS students in the U.S. participate in a number of activities that spring from the Experience America program, including volunteerism and community service. Following are examples of volunteer and community service in which TJF's become engaged during their time in the U.S.

At Hesston College in Kansas, CASS students must fulfill a general college requirement of a minimum of 100 hours per year in community volunteer work. All students, upon completing their service, receive a college certificate attesting to their accomplishment. Every spring break, for example, the college arranges for students to work with a community service organization for one week. In the Spring of 1992 CASS scholars worked with a Christian foundation in Kansas City which provides services for the homeless. The foundation had just moved to a large building that needed much cleaning, painting and numerous other tasks to get it ready so that the foundation could prepare food in it and offer shelter to the homeless. Hesston TJF's helped in those tasks and in processing paperwork for the foundation. These same students also helped serve and distribute food, and had their meals with the homeless in the shelter.

This year, in the Spring of 1993, the college plans to take all TJF's to Louisiana to work with one of the Mennonite service organizations that has been providing hurricane relief in that state. (See appendix for a Hesston College press release regarding this event.)

An on-going service activity at Hesston is the Adopt-a-Grandparent Program. In this program, CASS students are linked on an individual basis with a person at a home for the elderly in Hesston. The individual TJF then visits his or her "new" grandparent on a regular basis to talk and do some activities together. Occasionally the CASS students visit the home as a group to share some cheerful moments and to provide entertainment, including presentations about their countries, playing music and performing typical dances. The program, which is open to all elderly persons and CASS students who wish to participate, has proven to be mutually rewarding.

At the **University of South Carolina, Sumter Campus**, the CASS Coordinator decided to do volunteer service with the local Civitans Club, which focuses on the needs of disabled citizens, and the local Sumter Hospital. By volunteering her service and time, she has set an example for the CASS students who are encouraged to participate in various local volunteer organizations. This example has paid off judging from the involvement of the TJF's. They have helped the Civitan Club in organizing and coordinating various activities for the local Special Olympics held annually in the spring. They have participated in the USDA (U.S. Department of Agriculture) food distribution program for the poor in the Sumter area during the spring of 1992.

The Sumter CASS students have joined the college's International Student Organization (ISO) and the campus African American Association of Students. Together these organizations have been invited by a local elementary school to visit with some of the students and provide them with positive role models. Briefly, a school coordinator meets with the CASS volunteers to share with them the particular needs of some elementary students and offers the volunteers suggestions as to how they can help the students meet those needs. After the first visit of the CASS students as a group, interested scholars make their own arrangements and visit with the elementary school staff and children on an individual basis. In still another program at USC-Sumter, TJF's have been working with secondary students who come to the Sumter campus for a day to interface with college students. Finally, at least half of the cycle G CASS students enrolled at Sumter volunteered for programs in literacy training. These programs, requiring 10 1/2 hours of instruction and practical experience, could prove to be most helpful upon return to their home country.

At **St. Louis Community College**, CASS students have been working with the Adopt-a-Highway Program which involves regular cleanup of a designated strip of local highway. Others at St. Louis have participated in the LULAC (Hispanic) Fund Raiser, to raise money for scholarships for local Hispanic youth.

At **Broome Community College**, a leader in CASS Experience America activities, the entire CASS group recently participated in the "Make a Difference" day for the city of Binghamton. Students were assigned to various projects, primarily assisting invalids with chores around their homes. At Berkshire Community College in Massachusetts, CASS students have served Thanksgiving dinner to the homeless, and at least one student is volunteering her services at a local day care center. The CASS students at Central Florida Community College in Ocala are volunteering in Habitat for Humanity, a nation-wide program involved in the construction of houses for poor people.

In order to indicate the magnitude of the volunteer activity of CASS students in the U.S. and still be brief, there follows a listing of colleges and projects that take CASS students out into the communities in which they live. The list speaks for itself:

**Florida Community College at Jacksonville:** - Monthly, students set up an international studies event at a local magnet school located in a socio-economically disadvantaged area. Others serve as dining room and kitchen help at the City Rescue Mission.

**Fox Valley Technical College:** - Students volunteer at the Salvation Army Soup Kitchen, and participate in Red Cross Drives.

**Hocking College:** - Cycle G1 students worked with a food bank, soup kitchen, the historical association to adopt a highway for community beautification, and made presentations about their countries to several senior citizens groups. Similar activities are planned for cycle I and J.

**Illinois Eastern Community College:** - Cycle G1 students distributed food to people, helped with gardening, earned trips by completing the most hours of community service, and made country presentations to grade school students.

**Kirkwood Community College:** - Cycle H students meet with physically and sexually abused or neglected children at the Four Oaks Home once a month, and make country presentations to grade schools.

**Modesto Community College:** - Several students have been active as volunteers at a local hospital, spending time with ill, Spanish speaking patients.

**Mount Aloysius College:** - CASS students participated in the Angel Tree program, raising money for the purchase of warm clothes for needy persons in the community. Students also presented a program to the elderly at Laurel Crest Manor retirement home. A number of students are involved with the Campus Ministry working with book sales and food drives.

**Mount Hood Community College:** - Cycle H students have been helping out at the soup kitchen, a Hispanic refugee project, and have visited grade schools to make country presentations.

**Northcentral Technical College:** - Cycle G students had to complete sixty hours of volunteer services. They participated in helping out at the volunteer center to find people employment, the Literacy Center with Hmong refugees, the Badger state games, and with the elderly in nursing homes.

**Scott Community College:** - Cycle H students are tutoring children at a campus computer center.

**St. Petersburg Community College:** - Cycle I students collected money in the community for people with diabetes as a part of the community's Diabetes Association Walktoberfest.

**UWC-Marinette County:** - Students volunteered to help with the annual Menominee River clean-up project. They are also helping with Special Olympics bowling practices on Saturdays.

**UWC-Richland Center:** - Cycle I students are working at Passages (a shelter for battered women), while cycle G students planted trees for a community project, also worked at Passages, and visited schools to teach dance.

**Utah Valley Community College:** - Five cycle H students and one cycle I student worked with Families in Focus, assisting in offering orientation workshops for immigrants. Some of the other students were involved in a sub-for-santa program, providing Christmas gifts for a family of three children.

### **C. CASS ALUMNI HAVE EXPERIENCES IN BUILDING FREE ENTERPRISE:**

In general, CASP and CASS alumni have a great interest in starting their own businesses. Most want to build on their experiences in the United States where they observed the success of private enterprise first-hand. Upon return to their homes, alumni discover that country coordinators have organized on-going seminars on small business development in an effort to provide useful and opportune information and support. At least four seminars are offered each year as a part of CASS follow-on. Each presents important subjects such as: *How to Write a Business Plan*; *How to Find Sources of Financing*; *How to Market Your Product*; and *The Role of Computers in a Business*; etc. An important goal of these seminars is to assist interested alumni in the development of their own business plans with the expert assistance of professionals and their respective country coordinator. Of course, an important skill that gives CASP/CASS alumni an advantage in their home country is their skill with the English language. From their experience gained in internships while in the U.S., many also have an understanding of the culture of private enterprise, such as putting the customer first, delivering the product on time, and the importance of marketing and packaging.

Several recent graduates of the CASS program who have distinguished themselves already as micro entrepreneurs are **Onesimo Gonzalez**, a grain and fruit broker in business for himself, and **Delfina Galindo**, who has achieved success with a small cake decorating business. Both are from Guatemala. CASS Follow-On activities will continue to provide these young entrepreneurs and others with the support they need to grow and expand.

#### **D. CASS ALUMNI ARE ENGAGED IN BUILDING DEMOCRACY:**

CASP/CASS alumni support the evolution of stable, participatory democracies by involving themselves in their country's alumni association. Through these associations, alumni gain experience in electing officers and presidents as well as decision-making by consensus. Alumni associations decide upon and initiate community projects by the democratic majority vote system. The Honduran CASP/CASS Alumni Association's development of a Training Center Project and Housing Cooperative is a good example of alumni hard work, team spirit, and community involvement. The alumni association voted to commit to build a training center and housing cooperative. The efforts of the association were rewarded when the city of Tegucigalpa donated ten square blocks for construction of the training center and housing cooperative. These same alumni have also obtained the donation of legal services consisting of the preparation of necessary paperwork for transfer of the land title to the alumni association.

A major CASS program priority for 1993 is to give special attention to women returnees. To this effect, CASS is designing special training programs to incorporate into orientation seminars and in follow-on. For example, the alumni association in Honduras organized a women's seminar for the purpose of making women aware of the relevance of their participation in the democratic process. The seminar explored issues such as women and the legal system; women and politics; and women and voter registration.

#### **E. INDIVIDUAL CASS ALUMNAE SUCCESS STORIES:**

Following are some significant success stories involving CASS alumnae who have excelled professionally in typically male dominated fields:

*Belize:* **Laura Flores** works directly with vocational-technical schools in Belize as a Curriculum Development Officer. She has been sent to several countries to study professional development. Ms. Flores studied accounting at Loyola College.

*Costa Rica:* **Rosa María Aguero** is a Medical Equipment Repair Specialist and has travelled abroad on many occasions to continue her education through workshops. Ms. Aguero's CASS studies were in the electronics field at Berkshire Community College. **Helen Chaverri** studied Clothing Merchandising at Florida Community College and is now the owner and administrator of an arts and crafts gallery.

*Dominican Republic:* **Josefina Rosario**, a Quality Control Manager for CARTER Dominicana, works in the field she studied at Broome Community College. **Jocelyn Toribio** works in management at the Sheraton Santo Domingo and recently won the Employee of the Month award. She studied hotel and restaurant management at Bergen Community College.

**Eastern Caribbean:** **Frederika Joseph** works in the Loans Administration division of the St. Lucian Development Bank. Ms. Joseph's skills are grounded in her study of small business management at the University of Southern Maine.

**El Salvador:** **Lorena Milla** is a Supervisor of Computer Operations for Sherwin Williams Centro América. Ms. Milla studied computer science at the University of Wisconsin's Richland Center.

**Guatemala:** **Silvia Castañon** is a Technical Administrator at ICAITI. She is a member of the Administrative and Scientific Committees which are currently organizing the first Quality Control Congress in Guatemala. Ms. Castañon studied quality control at Broome Community College. **Sonya Monroy** studied clothing merchandising at Waukesha County Technical College and is now the Coordinator of Production at La VEREDA, a clothing manufacturing enterprise.

**Honduras:** **Diana Sosa** studied agricultural technology at Kirkwood Community College. Now she is employed by the Ministry of Natural Resources which has sent her subsequently to Italy to continue her education. **Xiomara Luque**, who studied clothing merchandising at Waukesha County Technical College, was recently promoted at The National Institute of Professional Training.

**Jamaica:** **Rosalie Tulloch**, who studied hotel and restaurant management at Hocking Technical College, is now the Assistant Manager at the Little Pub Restaurant in Ocho Rios.

**Panama:** **Diana Quiel**, who studied clothing merchandising at Modesto Junior College, is now the Production Coordinator at Industrias de Buena Voluntad.

### **III. ON-GOING ACTIVITIES**

#### **A. STUDENT STATISTICS:**

A small group of five CASP and CASS graduates were welcomed back to the United States early in the quarter to begin studies leading to a bachelor degree. These Thomas Jefferson Fellows completed two-year programs of study, earned certificates or associate degrees, fulfilled their two-year J-1 visa residency requirement in their home country, and returned to the U.S. as part of the Florida B.A. Program. They are labeled here as cycle I13 since they entered the program in January 1993 but are part of cycle I funding. The student count for the first quarter (January - March) is thus presented statistically in the summary that follows:

	<u>F8</u>	<u>G8</u>	<u>H3</u>	<u>H13</u>	<u>I8</u>	<u>I13</u>	<u>TOTAL</u>
<b>a. College Programs</b>							
24 CASS	0	0	173	0	307	0	480
<b>b. Special Programs</b>							
Florida B.A.	0	0	0	11	0	5	16
Haiti Exten.	3	42	0	0	0	0	45
St. John's	0	0	10	0	10	0	20
<b>c. Grand Total</b>	<b>3</b>	<b>42</b>	<b>183</b>	<b>11</b>	<b>317</b>	<b>5</b>	<b>561</b>

## B. SPECIAL STUDENT CASES:

The Student Cases Committee met during the quarter. Particular concerns included the continued medical condition of Joseph Charles, a cycle G8 Haitian now at Kings River Community College in California. He has "Valley Fever," which continues to be a problem, although he is leading a fairly normal life with medication. Mavis Parris, a cycle I8 student from St. Kitts at Harris-Stowe State College in St. Louis, had severe breathing difficulties earlier in the fall. She recently had her tonsils removed and seems to be doing better. Anna Morel, a cycle I8 student from the Dominican Republic at Florida Community College in Jacksonville, reported that she was pregnant during the quarter. CASS made preparations to return her to her home on February 17, but she fled and has not been heard from since.

## C. TERMINATIONS:

The following students were terminated by the CASS program during the first quarter of 1993 and will be reflected in the database next quarter:

1/22/93	Geral Lubin	G8/Kirkwood C.C.	Haiti
1/22/93	Paul Tilus	G8/Kirkwood C.C.	Haiti
2/17/93	Anna Katusca Morel	I8/FCC-Jacksonville	Dominican Republic
2/19/93	Yanick Lafleur	G8/SCS Bus. Institute	Haiti
3/25/93	Jacqueline Thompson	H8/USC-Sumter	Jamaica

In one case, as noted above, the reason for termination was pregnancy. In the other four, students simply left the program and "disappeared." In each case, letters were sent to the Office of International Training to report these actions.

## D. FIRST QUARTER ACTIVITIES:

By mid January, after confirmation from the Finance Office that budgeting for cycle J was firm, selection of cycle J colleges was nearly complete. CASS agreed to offer 329 regular, two-year TJF scholarships for cycle J. It is important to note that the funding level per student per month would be raised for this cycle to \$1,150, the first raise in direct

student support since the inception of CASP in 1986. With this funding level established, CASS/Georgetown was in a position to invite twenty colleges to participate in the program. Initially, these were: Berkshire Community College in Massachusetts; Broome Community College in New York; Central Florida Community College in Florida; Edmonds Community College in Washington; Fox Valley Technical College in Wisconsin; Hesston College in Kansas; Hocking College in Ohio; Illinois Eastern Community College in Illinois; Kings River Community College in California; Kirkwood Community College in Iowa; Modesto Junior College in California; Mount Aloysius College in Pennsylvania; Mount Hood Community College in Oregon; Northcentral Technical College in Wisconsin; Saint Louis Community College, Florissant Valley in Missouri; St. Petersburg Jr. College in Florida; Scott Community College in Iowa; University of South Carolina, Sumter in South Carolina; and Utah Valley Community College in Utah.

One college remained to be identified late in the quarter, pending communications from the colleges on fields of study and student numbers, and final word from HBCU's which had been courted for participation in cycle J. In the end, when CASS/Georgetown learned that its efforts to include an HBCU would not be fruitful in time for inclusion in the cycle, it was determined to substitute Florida Community College - Jacksonville in Florida for St. Petersburg Jr. College, also in Florida, and the final number of colleges was nineteen.

The fields of study for cycle J and the number of groups and students per field were initially planned as follows: four groups of 16 in small business management; two groups of 17 in food technology; two groups of 17 in quality control; and two groups of 17 in electronics/tele-communications. There will be one group of 17 in electronics/medical equipment repair; one group of 17 in food science technology; one group of 17 in agribusiness; one group of 16 in clothing merchandising and marketing; one group of 16 in industrial maintenance; one group of 17 in quality improvement specialist; one group of 16 in hotel/restaurant management; one group of 17 in environment/ecotourism; one group of 16 in environment/water technology; and one group of 14 in business applications for the deaf and interpreter learning. By the quarter's end, CASS had determined to drop clothing merchandising as a field of study. The numbers would also be adjusted slightly as figures came in from the overseas offices.

Rounding out the cycle, CASS decided to continue the Florida Bachelor Degree Program with the Florida Department of Education. The administration agreed to provide for up to ten CASP and CASS alumni to participate in this effective, cost share program. Similarly, the St. John's Program would continue with the inclusion of ten scholarships for Belizeans to study toward a bachelor degree at up to ten Jesuit colleges in the U.S. This program also continues to be a highly effective and successful program that approaches a 50/50 cost share. Including these two special programs, the total number of Thomas Jefferson Fellows planned for cycle J came to 349.

While final numbers would no doubt change slightly as Finance and recruiting required some adjustments, CASS proceeded to prepare for the April Student Selection Meeting and simultaneously began a dialogue with each participating college about its comprehensive plan for the cycle, budgets, and budget narratives. Each cycle J college was expected to prepare these documents well in advance of the Selection Meeting with the idea of saving time and avoiding mistakes of the past. By the end of the quarter, these documents began to arrive at the CASS offices for internal review.

During this same time CASS was able to wrap up work on the cycle I8 subagreements. Final execution of several had been delayed due to problems with budgeting. These problems were resolved by the end of the quarter and all but one subagreement for the cycle were executed by the University's Office of Sponsored Programs.

While USOPS was making plans for the arrival of cycle J students, it was also in communication with all the twelve CASS colleges with cycle H8 students, preparing them for the completion of their studies, graduation, and those activities related to re-entry in their home countries. This involved the completion of individual credential files for advanced shipment to the country coordinators and on-campus seminars related to the trials of return and re-entry. Country coordinators committed themselves to weeks of interviews of new, cycle J applicants while the Washington based Overseas staff began to review and revise materials for acceptance into the CASS program. One minor but significant change was the decision to include a waiver in the student orientation materials to ensure that colleges could release the TJF's grades to CASS and AID. This has been a problem in some cases where colleges have a strict interpretation of the *Family Educational Rights and Privacy Act of 1974* governing the privacy rights of students. The waiver states,

I hereby authorize the participating institution to which I am assigned as a CASS scholar to release all academic, personal, health, and legal information pertinent to, 1) my enrollment at said institution and, 2) my participation in the CASS program as specified in the CASS subagreement with Georgetown University. I understand that release of this information is extended only to CASS/Georgetown University and for purposes of reporting to the United States Agency for International Development (USAID), sponsor of my scholarship.

The document will be signed and dated by each cycle J student during pre-departure orientations while in country.

#### **E. CAMPUS VISITS:**

During the quarter Director of CIPRA/AIT Julio Giulietti, S.J., the USOPS Director Tom Oates, and program officers made a total of six trips to visit TJF's at eight 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.

*Report to USAID, 1st Quarter '93, p. 17.*

## **F. OTHER:**

Also during the reporting period, program officer Matt McPherson joined the Overseas staff for the recruitment of cycle J students in Guatemala. Together with the country coordinator Arturo Melville, he visited six different sites in Guatemala during the first three weeks of March.

In February Dennis Huffman led a session at the NAFSA/AID conference in Miami on "Experience America Programs." The session was attended by twenty college representatives and a handful of contractors. Huffman presented a brief history of the Peace Scholarship program and the development of Experience America. Numerous participants expressed interest in the CASS developed *Experience America Manual* and signed up later to purchase copies.

## **THE NICARAGUA PEACE SCHOLARSHIP PROGRAM**

While the Experimental Nicaragua Peace Scholarship Program centered this quarter on the adaptation simultaneously of 61 students newly arrived in the United States for 18-month studies and 70 students who returned to Nicaragua upon completion of training in the U.S., significant student and program progress was achieved. The beginning students were witnesses to the transfer of presidential power in a democracy. Captivated by the intensity and drama of the Clinton inauguration and the winds of change mandated by the people, the students began very early to demonstrate a grasp of democracy at work locally, statewide, in their classrooms, and in their host family homes. "The most important aspect of this new administration," said one student "is that it is demobilizing military bases. I think this will improve the political situation and will improve the lifestyle of each American. In this manner they will be able to help poorer countries and not support any more wars." Long-lasting ties have already been initiated with host families, college staff, and communities as the discussion below demonstrates. Students are doing more than seeing and listening; they are very early on participating in their communities -- in walkathons, teaching handicapped children to ride horses, and planning special community projects. Throughout the year as the students become more proficient in using English, the program will build on this initial effort, fostering increased student involvement through volunteer activities and internships. In-country, the alumni priority is to find jobs and within a year develop a plan to create an alumni association. A precedent-setting achievement has been to arrange for \$1,000 bank loans for alumni who are motivated to establish small businesses; part of this effort has been a cooperative arrangement with INATEC to train eligible alumni to develop business proposals and implementation plans as applications for the loans.

## **I. PRIMARY FOCUS - DEVELOPING LINKS OF FRIENDSHIP**

### **A. IN THE UNITED STATES:**

1. Toward the goal of introducing cycle II students to and instilling in them the concepts, theories, and practice of democratic principles so they return home prepared to serve as leaders in their communities and multipliers of democratic processes, this quarter the four U.S. training institutions participating in this special project for Nicaraguans facilitated an assertive multi-purpose Experience America program.

a. In Florida Nicaraguan Thomas Jefferson Fellows were introduced to the role of private enterprise and its relationship to government through cooperative, legislative, and regulatory channels. As a result of an intensive orientation by the Chamber of Commerce, students emerged with new knowledge about owning and operating small businesses as well as corporate development and how private enterprise and local, state, and federal government relate and interact.

Learning about libraries, police, motor vehicles and other public services as well as small business development and management in the group's field of study -- auto mechanics - - was emphasized in Wisconsin.

Meanwhile, the initiation of Texas-based students into a democratic environment was approached through site visits to historic places and resources and study of their governance.

Kansas TJF's traveled to the state capitol to observe where and how state lawmakers work and what they do. In touring a military base, they learned about the role of the military in a democratic nation. Also through site visits, the Kansas students saw first-hand the workings of such local and state public services as police, fire, hospital, banking and employment bureaus. Their trip to a state park, albeit recreational, provided the opportunity for them to experience, as American consumers do, a by-product of taxation. See the appendix for a summary of each college's activities.

b. Student perceptions reflecting the level of understanding about democratic principles have been extracted from an Initial Participant Progress Questionnaire (See the appendix.) This questionnaire was administered early in March 1993. The results reveal that the students, even in the initial days of their Experience America program, are in fact absorbing information at a pace and in content appropriate for building broad and lasting understandings.

The strongest impressions cited by Florida TJF's concern (1) how government levies and uses taxes for public services, and (2) how democratic systems are as applicable to college governance, classroom management, and the business community as to government itself. Wisconsin students convey particular respect for the legal system in the U.S., which

they characterize as very strict but effective in protecting individual rights. Students in Texas and Kansas were immersed via television and discussion in the transfer of power from President Bush to President Clinton in January and, by their comments, clearly distinguish between the changing of the guard in a democracy and in a dictatorship. In addition, Texas students began to see the relationship of taxes to highways, transportation systems, police departments, and other government services. Perhaps because of their proximity and visit to a military base, the attention of Kansas students has been riveted on the closure of bases; their conclusion is that such action will help the U.S. meet its educational and other domestic needs of Americans, and -- the students hope -- make possible more U.S. support for developing countries.

2. Toward the goal of TJF's returning to Nicaragua as multipliers in the advancement of democratic processes, emphasis has been on experiential activities that foster the practice of working as a group and building confidence in taking responsibility and public speaking.

Progress toward this goal is reflected by the Florida group's planning and presentation of a cultural program including dance demonstrations, poetry reading, and information on Nicaraguan customs before a senior citizen's gathering. The Florida students gained additional experience in cooperative planning and public speaking by participating in a foreign language festival for county high school students. Similarly, the Wisconsin students planned and carried out four cultural programs before sizeable groups at the college and in the community. Texas TJF's planned and participated in two international festival activities at their own college and at New Mexico State University. In Kansas, Fellows have planned and participated in monthly picnics and other social events for faculty and host families and have presented a cultural program before a men's service club.

In some instances, Fellows have successfully practiced acting as co-facilitators in group planning and decision making situations, a skill important to their ultimate success upon return to Nicaragua.

Also through volunteer community activities TJF's are acquiring and practicing leadership skills and demonstrating a high motivation level. Although the Georgetown program does not require development of a community volunteer project until the second quarter, Kansas students began early to write individual volunteer project activities that they hope to implement in community police and fire departments, hospitals, and other institutions they have visited. In approaching their academic studies, Fellows in this group have a pact: the first person to understand the subject matter becomes the leader and helps the others. There is additional evidence that students grasp the concept of leadership and its benefits. Albeit an ambitious goal, early in January, Texas students studying construction management announced they wanted to plan a group project to construct a training center in Nicaragua. Equally ambitious is the expression by Wisconsin students to plan, build, and run a new school back home. Florida students are said by community leaders to have asked during the first quarter more questions and demonstrated more interest than any other previous groups.

Rather than wait until the second semester, Florida students initiated volunteer projects during this quarter. Second quarter individual volunteer projects, under development now, have the potential of being highly energetic and broad based.

3. While developing the fundamental understandings and skills described above, the goal of developing direct links of friendship between students and U.S. institutions, and individuals is evidenced in these ways:

a. Of the 61 students in the U.S. this quarter, 55 are living with host families. The remaining five will be placed in host family homes as soon as appropriate matches can be made. Georgetown's program requires that students live at least six months in such an environment. Student perceptions about relationships with host families are generally positive. Many are impressed by the concept of "punctuality" in the U.S. -- as a responsibility as well as a practice. It is evident that the students feel welcome in their temporary homes and are reciprocating by cooperating, following "house rules," and helping their families. In establishing relationships with their host families, students express a variety of observations that reflect growing awareness of cultural diversity. Wisconsin students are especially impressed by the cold climate and shoveling snow, a job they fortunately find "nice to do." A number of students have been awakened to the growing number of single-parent families in the U.S. Some distinguish between the traditional passive role of women in Central America and the head-of-the-household role of some women in the U.S. Evidence of positive host family-student relationships is the students' perceptions about freedom of expression in the family setting, sensitivity to each individual's needs, and the practice of mutual respect. That they live with a "good and caring family" is a typical student comment.

b. It has been Georgetown's experience that the closest bonds between students and the U.S, in addition to host families, include teachers and other college staff, business people and others who sponsor this program's required internship, and community organizations and those engaged with students already volunteer regularly in a Kiwanis Club program to help handicapped youngsters learn to ride horses, some have worked in a cancer walkathon, etc. NPSP Director Elizabeth Robinson has personally and directly observed an extraordinary effort by each of the colleges, through staff, to establish and maintain individual and group relationships with the students. There is a strong presence of the Nicaraguan students at each college. To assure the best possible host family-student relationship, colleges recruit families carefully and are including them in orientations, social occasions, and maintain regular communications with them by phone and in writing.

## **B. IN NICARAGUA:**

The program's most substantial in-country achievement this quarter is arranging a precedent-setting cooperative program that would offer bank loans of \$1,000 to alumni interested in establishing their own businesses. In addition, a cooperative agreement has

been negotiated with INATEC to train alumni to prepare appropriate proposals and implementation plans for loan applications and follow-through upon award of such loans.

Graduates who returned to their country in December 1992 after U.S. training were, during this quarter, in an adaptation period during which they focused primarily on (a) resuming relationships with their family and friends and (b) seeking paying jobs. Follow-up leadership training is being planned to provide necessary support to the alumni. As a result of group discussions about forming an association, the alumni have adopted for this year the goal of developing a plan to create an association while they search for and settle into jobs, which is their first priority.

An alumni survey was completed by forty alumni (48%) in March 1993. See the appendix for the Alumni Survey Report. Most have kept in contact with families from the United States. Some reasons cited by individuals for maintaining contact with host families are as follows:

- To learn more from them, for American families are very good, they provide support, friendship, and their language and culture
- To get them to visit Nicaragua and have them see the situation the country is going through
- To keep up to date, and be able to establish "networks" in the future
- To help orient ourselves, and to give us advice and new ideas to get ahead
- To thank them for all the help they gave us
- To keep up a cultural interchange
- To provide support for an export business
- To demonstrate that Nicaragua is not all war so that they will come visit
- To provide moral support and material support if I ever need didactic material

Through the survey, the alumni demonstrate that they have an understanding of the role of multiplier and, to the extent that they have had time, they have engaged in appropriate action. They also have ideas of how to be a multiplier in the future. For example, students plan to:

- Promote activities for youth through a Christian group
- Teach English
- Work on a reforestation project
- Train youth in leadership skills
- Repair streets
- Obtain garbage cans for the streets
- Teach children technical skills
- Form an association

***Fulfillment of Multiplier Role By Cycle I Alumni in the First Three Months Home***

<b>Multiplier Role</b>	<b>Number of Alumni</b>	<b>Activities</b>
Volunteer in the Community	9	<ul style="list-style-type: none"> <li>• Translating for the Brigade of WI Doctors</li> <li>• Translating for the VOSH program</li> <li>• Church Activities</li> <li>• Youth groups</li> <li>• ESCOGE apostolates</li> <li>• Youth groups</li> <li>• Christian youth groups</li> <li>• Parochial group Don Bosco</li> </ul>
Teaching a specific skill	14	<ul style="list-style-type: none"> <li>• Translating nursing seminars</li> <li>• Teaching English (8 students participated in this activity)</li> <li>• Computer instruction</li> <li>• Talks on the maintenance of computers</li> <li>• Translations</li> <li>• Helping others</li> <li>• Computer classes for workers</li> </ul>
Taking the initiative to help others	15	<ul style="list-style-type: none"> <li>• Explaining about the United States</li> <li>• Translations</li> <li>• Teaching English (7 students participated in this activity)</li> <li>• Teaching sewing (Sewing Classes)</li> <li>• Giving one's seat on the bus to, and helping an elderly person cross the street</li> <li>• Sentimental and material help</li> <li>• Budget management</li> <li>• Secretarial skill classes</li> <li>• Data processing</li> </ul>
Voluntarily organized activities for church and/or school	3	<ul style="list-style-type: none"> <li>• Christian youth groups</li> <li>• Teaching use of a sewing machine</li> <li>• Organizing an industrial enterprise</li> </ul>
Others (any action of service and projection to the community)	7	<ul style="list-style-type: none"> <li>• Organizing a parochial school</li> <li>• Organizing an English school</li> <li>• Obtaining a donation of pencil cases for poor children</li> <li>• Evangelizing children</li> <li>• Speaking on a radio talk show about what was learned in the United States</li> <li>• Educating children about personal hygiene</li> <li>• Motivating two organizations to take their neighborhood into account</li> </ul>

**II. ON-GOING ACTIVITIES**

As indicated in the previous section, NPSP centered this quarter on the adaptation of 61 Fellows newly arrived in the United States for 18-month programs and 70 Fellows who returned to Nicaragua at the end of 1992. Fellow responses to Initial Participant Progress Questionnaires indicate high satisfaction with training and the management of training. Test results confirm that the expected progress has been achieved in ELT; cycle II students scored slightly higher than the previous cycle on the first program-wide assessment.

In Nicaragua, recruitment for cycle II students was planned and initiated in February. Fields of study for 1994 programs in hotel administration, small business management, and quality control were approved by AID/Managua. While concentrating alumni support in the

area of job-placement and achieving a 46 percent employment rate by the end of the quarter, other alumni needs were identified and comprehensive follow-on objectives developed to respond to needs. See the appendix for a description of NPSP Cycle I follow-on support activities.

*(CASS writers contributing to this report were Chantal Santelices, Dennis Huffman, Shay Stautz, Elizabeth Robinson, and David Gifford.)*

# APPENDIX

**CONVENIO DE COOPERACION ENTRE EL  
PROGRAMA DE BECAS PARA CENTROAMERICA Y LA ASOCIACION  
COOPERATIVA DE ESTADOS PARA BECAS  
Y LA UNIVERSIDAD TECNOLOGICA DE PANAMA**

Reunidos por una parte, el Ingeniero Héctor M. Montemayor A, varón, panameño, mayor de edad, casado, con cédula de identidad personal N°9-68-267, con oficina en la Sede Provisional, actuando en su calidad de Rector, y Representante Legal de la Universidad Tecnológica de Panamá y por la otra Julio Giulietti, S.J., varón, norteamericano, sacerdote, mayor de edad, soltero, con pasaporte N°014958796, vecino de Washington, D.C., Estados Unidos de América actuando en su carácter de Presidente de la Junta Directiva de la Academia de Entrenamiento Internacional con sede en Washington, D.C., Estados Unidos de América, por este medio acuerdan celebrar el presente Convenio de Cooperación entre el Programa de Becas para Centroamérica y la Asociación Cooperativa de Estados para Becas y la Universidad Tecnológica de Panamá.

Este sistema de becas que comprende tanto el Programa Centroamericano de Becas (CASP) como la Asociación Cooperativa de Estados para Becas (CASS), es un plan educativo afiliado a "Georgetown University", que se ejecuta en cooperación con los "Community Colleges" y con fondos de la Agencia para el Desarrollo Internacional.

El programa CASP, creado en 1985 y ampliado en 1989 con el programa CASS, tiene como objetivo contribuir a la formación de recursos humanos considerados prioritarios para impulsar el desarrollo de los países Centroamericanos y del Caribe, concediendo becas a jóvenes de escasos recursos económicos y provenientes de las regiones de menor crecimiento para que estudien en los "Community Colleges" de los Estados Unidos de América.

Su estructura y funcionamiento están coordinados por "Georgetown University", a través del Padre Julio Giulietti, S.J., y ejecutado por los "Community Colleges". Funciona en la Región Centroamericana y del Caribe, a través de una Dirección Regional con sede en Washington, D.C., Estados Unidos de América y con una oficina de Coordinación en cada país.

- Primero:** Los principales beneficiarios de este convenio son los becarios del programa CASP/CASS, que hayan obtenido un título académico o que deseen continuar sus estudios en la Universidad Tecnológica de Panamá.
- Segundo:** La Universidad Tecnológica de Panamá podrá proponer al Programa CASP/CASS las áreas de conocimiento que considere necesarias para contribuir al progreso nacional, así como también los candidatos idóneos para optar a las becas ofrecidas.
- Tercero:** La Administración del Programa para Becas seleccionará Instituciones de Educación superior debidamente acreditadas en los Estados Unidos de Norteamérica, en las cuales los becarios podrán iniciar, seguir o finalizar estudios técnicos y académicos en áreas prioritarias para el desarrollo de Panamá.
- Cuarto:** El Programa de Becas para Centroamérica y la Asociación Cooperativa de Estado para Becas (CASP/CASS) apoyará a la Universidad Tecnológica de Panamá en el establecimiento de programas y proyectos de asistencia técnica con los "Community Colleges".

**Quinto:** La Universidad Tecnológica de Panamá se compromete a:

**5.1.** Reconocer los títulos de los beneficiarios de los programas CASP/CASS obtenidos en los "Community Colleges" asociados a "Georgetown University" con sede en Washington, D.C., Estados Unidos de América, una vez hayan cumplido con los procedimientos y requisitos previos conforme a lo dispuesto en el Reglamento de Reválida de Títulos y demás reglamentos afines de la Universidad Tecnológica de Panamá.

**5.2.** Conceder las convalidaciones de estudio solicitadas por los beneficiarios del Programa CASP/CASS que no hubiesen concluido sus estudios, o que habiendo cursado sus carreras en Instituciones de Educación Superior de los Estados Unidos, deseen continuar en la Universidad Tecnológica de Panamá. Dichas convalidaciones se otorgarán de acuerdo a los requisitos y trámites exigidos en las normas que rigen esta materia en la Universidad Tecnológica de Panamá.

Quando una o más asignaturas no existiesen en la Universidad Tecnológica de Panamá, se concederá la convalidación o equivalencia con aquellas de mayor afinidad.

**5.3.** Agilizar los trámites para la emisión de los documentos requeridos por las instituciones de Educación Superior de los Estados Unidos para dar admisión o convalidación de estudios becarios panameños.

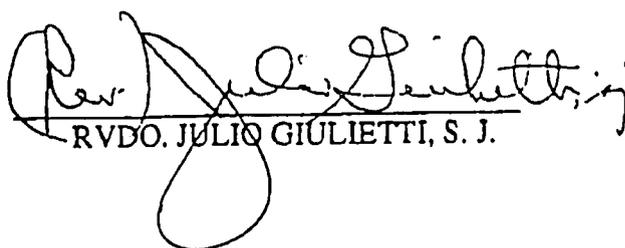
**5.4.** Otorgar a los beneficiarios del Programa CASP/CASS, facilidades de pago por los derechos de reválida y convalidación de materias, previo acuerdo del Consejo Administrativo de la Universidad Tecnológica de Panamá.

**Sexto:** La Universidad Tecnológica de Panamá atenderá la aplicación del convenio mediante la Vicerrectoría Académica, la Vicerrectoría de Investigación, Postgrado y Extensión y la Secretaría General; y el Programa de Becas CASP/CASS, a través de su coordinador en Panamá.

Este convenio tendrá una vigencia de cinco (5) años y podrá ser enmendado y prorrogado por acuerdo mutuo entre las partes.

Dado en la Ciudad de Panamá a los diecinueve días del mes de febrero de 1993.

  
 ING. HECTOR M. MONTEMA YOR A.  
 RECTOR

  
 RVDO. JULIO GIULIETTI, S. J.

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

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

SUMMARY  X

PROJECT TITLE		PROJECT NUMBER		IMPLEMENTOR		
Central American Scholarship Program		LAC-0130-G-SS-5045-00		Georgetown University		
CONTRACT QUARTER		REPORT PERIOD		DATE		
33 OF 34		Jan 1, 1993 TO Mar 31, 1993		14-Jul-93		
				RUN TIME: 13:56		
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		(\$1,199)	2,522,280	(\$611,164)	132%
2. Fringe Benefits	409,600		(267)	524,615	(115,015)	128%
3. Travel	786,382		(180,593)	1,013,383	(227,001)	129%
4. Consultants	500,000		77,972	670,614	(170,614)	134%
5. Equipment	241,679		2,552	220,175	21,504	91%
6. Sub-contracts	1,000,000		0	0	1,000,000	0%
7. Indirect Costs	1,795,820		(48,436)	2,512,811	(716,991)	140%
8. General Administrative	2,549,043		(14,908)	1,061,618	1,487,425	42%
II.F.TOTAL ADMINSTRATIVE COST	9,193,640		(164,880)	8,525,495	668,145	93%
GRAND TOTAL, TRAINING COST:	\$34,000,000		(\$18,809)	\$32,814,361	\$1,185,639	97%

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 33 OF 34	REPORT DATE Jan 1, 1993 to Mar 31, 1993		DATE		14-Jul-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		(\$1,450)	\$9,668,710	\$2,150,290	82%
B. Allowances	\$10,382,578		362	\$11,652,613	(1,270,035)	112%
Travel	\$1,119,000		26,192	\$1,271,181	(152,181)	114%
D. HAC	\$752,182		17,408	\$789,290	(37,108)	105%
E. Supplemental Activities	\$733,600		103,558	\$907,071	(173,471)	124%
TOTAL COSTS	\$24,806,360		146,071	24,288,866	517,494	98%

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

## TOTAL PROJECT:

Number of Participant Months Projected: 22,276

Number of Participant Months Completed: 22,276

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  TECHNICAL

PROJECT TITLE Central American (CASP) Scholarship Program	PROJECT NUMBER LAC-0130-G-SS-5045	IMPLEMENTOR Georgetown University				
CONTRACT QUARTER 33 OF 34	REPORT DATE Jan 1, 1993 to Mar 31, 1993	DATE 14-Jul-93	RUN TIME: 13:57			
I. PARTICIPANT TRAINING COSTS						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$10,717,894		(1,450)	8,567,604	2,150,290	80%
B. Allowances	\$10,169,294		362	11,439,329	(1,270,036)	112%
C. Travel	\$1,020,335		26,192	1,172,516	(152,181)	115%
D. HAC	\$715,530		17,408	752,638	(37,108)	105%
E. Supplemental Activities	\$733,600		103,558	907,071	(173,471)	124%
<b>TOTAL COSTS</b>	<b>\$23,356,652</b>		<b>146,071</b>	<b>22,839,159</b>	<b>517,494</b>	<b>98%</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

## TOTAL PROJECT:

Number of Participant Months Projected: 21,258

Number of Participant Months Completed: 21,258

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

Project Title Central American Scholarship Program	Project Number LAC-0130-G-SS-5045	Implementor Georgetown University				
Contract Quarter 33 of 34	Report Period Jan 1, 1993 to Mar 31, 1993	Date 14-Jul-93	RUN TIME: 13:57			
<b>I. PARTICIPANT TRAINING COSTS</b>						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS PERIOD	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
Education/Training Cost	1,101,106	0	0	1,101,106	0	100%
B. 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)

XX 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	07/14/93		
33 OF 34		Jan 1,1993 to Mar 31,1993	RUN TIME:	13:57		
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		29,126	310,502	(310,502)	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		62,867	108,451	(108,451)	0%
E. 7. Experience America (Non Instructional)	0		0	37,942	(37,942)	0%
E. 8. Follow-on	0		91,755	95,079	(95,079)	0%
E.9.Experience Am-Instructiona	0		0	48,742	(48,742)	0%
C. 1. International Travel	900,000		25,890	988,448	(88,448)	110%
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

OBJECT TITLE Central American Scholarship Program		PROJECT NUMBER LAC-0130-G-SS-5045-00		IMPLEMENTOR Georgetown University		
CONTRACT QUARTER 33 OF 34		REPORT PERIOD Jan 1, 1993 to Mar 31, 1993		DATE 14-Jul-93 RUN TIME: 13:57		
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   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		
14 of 36		Jan 1, 1993 to Mar 31, 1993		07/07/93		
				RUN TIME: 08:38		
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	5,033,931		278,068	3,488,907	1,545,024	69%
2. Fringe Benefits	1,122,252		63,293	768,817	353,435	69%
3. General Administrative	1,165,314		32,070	860,827	304,487	74%
4. Equipment	254,000		(19,369)	137,240	116,760	54%
5. Travel	967,712		20,176	486,294	481,418	50%
6. Other Purchased Services	371,359		26,358	265,975	105,384	72%
7. Rent - Off Campus	688,938		52,396	447,536	241,402	65%
8. Indirect Costs	5,025,505		293,232	2,833,051	2,192,454	56%
<b>II.F.TOTAL ADMINSTRATIVE COSTS</b>	<b>14,629,011</b>		<b>746,223</b>	<b>9,288,646</b>	<b>5,340,365</b>	<b>63%</b>
<b>GRAND TOTAL, TRAINING COSTS:</b>	<b>47,581,000</b>		<b>2,580,389</b>	<b>34,280,456</b>	<b>13,300,544</b>	<b>72%</b>

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC   X   TECHNICAL       

PROJECT TITLE Cooperative Assoc. of States for Scholarships		PROJECT NUMBER LAC-0661-A-00-0039-00		IMPLEMENTOR Georgetown University		
Contract Quarter 14 of 36		REPORT PERIOD Jan 1, 1993 to Mar 31, 1993		DATE 07/07/93		
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		726,364	10,124,874	2,403,340	81%
B. Allowances	16,249,317		815,650	11,620,520	4,628,797	72%
C. Travel	1,230,936		39,034	1,267,296	(36,360)	103%
D. HAC	1,405,988		200,520	1,114,772	291,216	79%
E. Supplemental Activities	1,537,534		52,597	864,347	673,187	56%
<b>TOTAL COSTS</b>	<b>32,951,989</b>		<b>1,834,165</b>	<b>24,991,809</b>	<b>7,960,180</b>	<b>76%</b>
<b>THIS QUARTER:</b>						
No. of Participant Months Projected:		1,671				
No. of Participant Months Completed:		1,671				
<b>TOTAL PROJECT:</b>						
No. of Participant Months Projected:		24,897				
No. of Participant Months Completed:		18,882				

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 14 of 36		REPORT PERIOD Jan 1, 1993 to Mar 31, 1993		DATE 07/07/93		
				RUN TIME: 08:40		
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		78,804	958,628	657,545	59%
B.1 Income Tax Payments	1,897,594		127,252	1,292,143	605,451	68%
C.1 International Travel (2)	952,780		970	832,499	120,281	87%
C.2 Travel In-Country (3)	40,539		121	27,539	13,000	68%
C.3 Local Travel Domestic (4)	237,637		37,944	407,442	(169,805)	171%
E.1 ELT, In-Country	0			0	0	0%
E.2 Orientation Meeting	339,227		9,101	227,366	111,861	67%
E.3 Passport/Visa Fees (3)	56,080		1,289	29,911	26,169	53%
E.4 Exit Taxes (3)	13,943		411	9,843	4,100	71%
E.5 Follow-on	420,222		2,286	55,909	364,313	13%
E.6 Medical Examinations (3)	64,243		1,827	51,156	13,087	80%
E.7.1 Experience America (4) Instructional	397,284		22,229	230,547	166,737	58%
E.7.2 Experience America (4) Non Instructional	225,800		15,453	279,558	(53,758)	124%
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.)

TCA REPORT  
 ADMINISTRATION COST  
 AN - MAR 93

	OVERSEAS US	OVERSEAS FIELD	US OPERATION	TOTAL
PAYROLL	49,451	51,670	176,947	278,068
FRINGES	11,301	11,931	40,062	63,293
EQUIPMENT	0	0	(19,369)	(19,369)
TRAVEL	3,913	6,396	9,868	20,176
CONSULTANT	2,881	17,828	5,649	26,358
RENT OFF CAMPUS	0	6,591	45,805	52,396
MATERIALS&SUPPLIES	5,202	16,408	10,461	32,070
OVERHEAD	32,147	26,810	234,274	293,232
GRAND TOTAL	104,895	137,633	503,696	746,223

## Experience America Project Description Form

Name: \_\_\_\_\_ Country: Dominican Republic

Arrival Date: 8-13-92 Training Institution: \_\_\_\_\_

Field of Study: Quality Control

Type of experience (check one):

- |                                                            |                                                |
|------------------------------------------------------------|------------------------------------------------|
| <input checked="" type="checkbox"/> Family/Housing         | <input type="checkbox"/> Campus Life           |
| <input type="checkbox"/> Educational System                | <input type="checkbox"/> U.S. Decision Making  |
| <input type="checkbox"/> Personal/Professional Development | <input type="checkbox"/> Community Life        |
| <input type="checkbox"/> Physical/Cultural Environment     | <input type="checkbox"/> Friendship Ambassador |

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*From the first day that I met my host family, we established a very good system of communication, thanks to the English ability I had before coming to the U.S. Through these dialogues, I had the opportunity to teach them about my culture, my family, and myself. My new family, which consists of two beautiful, young, intelligent daughters and a very orderly and dear married couple, has always shown interest in getting to know more and more about my homeland. So far, living in this home has been my best experience, and that's why I chose this topic for Experience America. Every day I try to learn as much as possible, since I will only live with them until the summer, and what I've learned and have yet to learn can't be learned in a school, so I have to take advantage of the time.*

- 2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*Before coming to the U.S., I had a very different impression of what I would experience. Throughout the orientation in my country, I continued to imagine that life here was to live in the time of Al Capone. The North American family was to me an extension of this society, in which no one cared about other people. This has turned out to be completely the opposite; during the 5 months I've lived with North Americans I can say that I've learned what the family values are.*

*In the home, each one respects the decisions of the others, and there is a lot of tenderness in how the parents treat the children. Another of my biggest impressions, which I've decided to learn, is the way in which they organize time, so that they can finish with all their social, scholastic, and work activities. In my country, the great majority of the population is used to living without the least bit of concern with time, as if life were eternal, because it isn't unusual to leave things until tomorrow. It's really impressive how young and old in this country take advantage of time down to the minute.*

- 3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*As I said before, this has been my best experience. I've had the opportunity to learn how a happy, Christian family lives, and I give thanks to God for this opportunity, because you don't find a family like I've described on every street corner. I'm sure God has given me the opportunity to share during this time with them, and I sure that these experiences will help me to teach Dominican families how to have a unified, happy family, and it will help me to form my own home.*

*What I've learned . . . , love, family values, organization, the use of time, etc., and many details that they've helped me to live . . . . This is "family" in the true sense of the word. Taking advantage of time has been one of the many things that I've learned with my host family and I'm sure that it will help me to realize all the dreams that rest in my memory, only awaiting the day when I can go home with my people and awaken the range of dreams to take advantage of everything the scholarship has given me the opportunity to learn.*

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: El SalvadorArrival Date: 8-13-92

Training Institution: \_\_\_\_\_

Field of Study: Electronics: BioMed

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I went with my host family for a picnic at the house of some of their friends. They live in the country outside of the city. I played a game called "shoe horse" there. I noticed that in the country they have electricity and telephones like in the city, and the streets are all paved. The family was very nice.*

- 2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*In El Salvador, life in the country is very different from life in the city. In the country there is no telephone service, and there are some places where there is no electricity.*

*In El Salvador, we would have gone to the bank of a river or lake, sat under a tree and cooked over a fire. We would have played soccer, gone swimming, listened to music, and perhaps had some beer.*

- 3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*During this picnic, I could appreciate that North American families like to share what they have with their friends and show everything they have in their house to visitors so that they can admire all the things.*

*In my country, this kind of visit (to a home) would not happen very often. Only on special occasions like Christmas or Holy Week.*

	9-8-92		
Signed	Date	Reviewed	
Date			

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: GuatemalaArrival Date: 13 Aug 1992

Training Institution: \_\_\_\_\_

Field of Study: Quality Control

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*During the semester, I went to the Learning Center in the college library due to numerous uncertainties I had about algebra. I took advantage of the free period before algebra class to go to this center where one could usually find the instructor. In this place everyone works on their own, but one had the opportunity to ask the professor for a short explanation whenever one had problems solving any algebraic problems. After I started frequenting the center, I noticed I was making real progress in the subject. After five years of not having studied any math, I found myself getting reacquainted with the material and raised my grades much higher than I imagined I could.*

*I was able to greatly increase my comprehension which filled me with tremendous satisfaction. I am very grateful to the college staff and all the people who work in the CASS program.*



## Experience America Project Description Form

Name: \_\_\_\_\_

Country: BelizeArrival Date: 14 Aug 1992

Training Institution: \_\_\_\_\_

Field of Study: Environmental Tech.

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*It was in August, when I first came here and began classes, that I experienced this. As soon as I entered class, I saw everyone eating, some sitting with their feet high up on the table, others speaking while the teacher was in front of the class explaining the syllabus. I was so astounded and couldn't believe what I was seeing. All I remember doing was to stare at the teacher to see what he would do. But I saw no interest on his part. After a while, I saw others walking out before he finished speaking. I saw that this still goes on, and I have gotten used to the situation now.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*This experience is totally different from what I'm used to seeing in my country. As far as high school goes, we couldn't eat in class and do none of what I saw. For us this is being very disrespectful towards the teacher. I thought that everything would be the same but as I mention, it isn't. I learnt that students are very straight forward towards teachers and don't worry about anything. As I said before, no, we couldn't do those kind of things in the high school I was attending. We had strict rules that we had to obey one by one. I really don't think how it might be different in my country.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*Before, I felt very strange towards it. I always wondered why students walked away. Looking at this situation I think that it's a good idea that here they consider students. I think we have the right to do anything we feel comfortable doing while we are in class. It's our own "tuf luck" as we call it in my country if we pass or fail. The teachers are doing their job and we are responsible for learning.*

*This experience will benefit me that when I'm around with my friends sharing what I saw, I can relate to them this situation. They might be so astounded as me but it's true. Students have the right to feel comfortable.*

	<u>Sept. 27, 92</u>		
Signed	Date	Reviewed	Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: PanamaArrival Date: 8-13-92

Training Institution: \_\_\_\_\_

Field of Study: \_\_\_\_\_

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I can't fail to mention an experience like this, which is very important because of the thousands of contagious diseases which exist and the fact that none of us is immune to them. We had the participation of a very capable nurse who knew the subject well. She talked to us about life in our grandparents' day and how things are now. It was very interesting, because we could see how information/misinformation is passed from generation to generation. We talked about sex, venereal disease, contraception, and even how to use a "Playtex." I was amused to see the faces of my companions during this discussion. It seems to be so normal in this country, while for us, it certainly isn't. This can sometimes lead people to reject information, which is due to ignorance, at times, on our part.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*Of course I could have had this experience in my country. Before coming here, they explained everything to us in great detail and clarified many doubts. I learned that there are contraceptives in my country which are not available in the U.S. The women here are sexually liberal, and men don't waste any time, and you have to be very careful and take care of yourself.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I feel very happy to have received still more information in this country. This is a very different culture from mine, and getting this information will help me further to understand. Of course, to a great extent, what I accept, or try to accept, will depend on how mature I am.*

*Finally, I'm grateful to the college staff for organizing this interesting talk. It was very educational, especially since, many times, our parents don't share complete or adequate information with us. They think sex is taboo and should only be dealt with after marriage.*

	9-9-92		
Signed	Date	Reviewed	Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: Costa RicaArrival Date: 13 Aug 1992

Training Institution: \_\_\_\_\_

Field of Study: Hotel/Restaurant Mgt.

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I had the opportunity to visit the "International Exposition of Hotels and Restaurants." The activity took place in New York in November. I went with other CASS students, as well as HRM students at the college. This was a unique opportunity. In my country, every year there are fairs where big businesses from Costa Rica and abroad demonstrate their products, but this activity in New York was exclusively for Hotels and Restaurants. For us students, this was very significant. It helped us to define what we wanted to study. The exposition showed me all the details of this career. In hotels, we could see everything from ash trays to building design, and in restaurants we could learn about equipment, food, quality, etc. This experience confirmed and defined my desire to pursue this vocation. We could talk to and share ideas with experts on all sorts of topics. It enriched our knowledge and gave us a good vision of the field.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*I have to say that I never imagined I would have an experience like this. This helped me to realize how much there is to learn and pay attention to. I realized that this is an industry with a bright future, but also one in which there is a lot of competition, and one has to pay attention to unlimited details. I'm a lot more realistic now in the way I look at the industry--at everything that has to be done. I understand what people are looking for when they enter this field, and what moves people to enter this world. I think also that the level of technology at an exposition in my country would be lower. Even though the hotel industry is one of the main economic sectors, we're still underdeveloped and have a lot to learn.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I feel like this has been a very formative experience for myself and the other students. It's helped us to define what we want and how to get it. This will help me when I return home because it has given me new ideas and concepts. In addition, this has placed within my reach a lot of information sources (newsletters, publications, brochures, etc.) which provide a lot of ideas and news about the hotel/restaurant world. I'm looking forward to returning to the conference next year when I'll be more informed and better equipped to take advantage of everything it offers.*

\_\_\_\_\_  
Signed

Nov. 22, 92  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: Dominican RepublicArrival Date: 8-92

Training Institution: \_\_\_\_\_

Field of Study: Fashion Merchandising

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*During our tour of Ybor City, we visited a bakery, the tobacco factory (museum) and the Centro Asturiano. In the bakery, we had the opportunity to see bread and other goods being made, and we got to know the function of each of the places we went.*

*Something which caught my attention was that this little city is Cuban. I was filled with emotion to know that here in the United States there are places which are specifically hispanic.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*This experience was more or less similar to what I expected, but not in every way, because, as I said before, I was surprised to find that this was an extension of the Hispanic community. I learned about the way of live which they have here.*

*In my country, I probably could have had a similar experience to this, but still it would have been different be it would be a different country with a different culture.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*After this experience, I feel good because I've learned something new and because the experience was very nice. I also can't hide the fact that I feel happy enjoying in the United States something which was familiar to me because I'm hispanic. This experience will help me when I return home because I've learned useful things for myself and those around me.*

\_\_\_\_\_  
Signed                      9-4-92  
Date

\_\_\_\_\_  
Reviewed                      \_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: Dominican RepublicArrival Date: 8-13-92

Training Institution: \_\_\_\_\_

Field of Study: Electronics: BioMed

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*The environment, nature, and the harmony of people with their surroundings, has been the thing which most impressed me since I arrived in Pittsfield. That's why I chose this experience.*

*I have visited various natural parks, mountains, lakes, and forests. Also museums and cultural centers like Williamstown, Stockbridge, and Pittsfield, and events like concerts and the Tanglewood Jazz Festival. I've visited natural preserves several times and learned about the flora and fauna of the Berkshires and what they do to preserve them. The museums have impressed me, because it's incredible to me to see how such small towns can take care of such valuable treasures of world art.*

*Events like the Tanglewood Jazz Festival really impressed me, because I could observe the preoccupation of North Americans with order and cleanliness. There were thousands of people seated on the lawns, eating and drinking, and when the concert ended there wasn't even one little piece of trash in the place.*

*I went to these events as part of the CASS group, with my host family, or with North American friends that I have.*

- 2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*These experiences are more or less similar to what I thought they would be, but with respect to the care of the environment, they exceeded my expectations. These experiences have helped me to know more about North Americans and to be able to adapt myself rapidly to the culture. I would hardly ever have had experiences like these in my country, where respect for order and the environment is not properly instilled, even though there are true natural and artistic treasures.*

- 3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I feel totally satisfied, because I love nature, order, art, and life, and I think that people, regardless of where they are, can, with a little education, live in harmony with nature and preserve it, and develop themselves civically for their own well being and that of others.*

Signed \_\_\_\_\_ Date 9-4-92 Reviewed \_\_\_\_\_ Date \_\_\_\_\_

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: Dominican RepublicArrival Date: 8/13/92

Training Institution: \_\_\_\_\_

Field of Study: Printing

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I participated in one of the activities of the International Club at my college. This activity consisted of a trip to Pinecrest, a very beautiful place in the countryside about two hours from the college. We left on Friday September 25 and returned Sunday the 27th.*

*The majority of international students at the college participated in this activity, and we shared more than just the space. The experience really was interesting, because being with so many students who spoke so many languages I was forced to speak English all the time in order to communicate. This put my knowledge of English to the test as I tried to make friends with so many different people with such different cultures. English was the thing we had in common.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*This experience was similar to the idea I had when I signed up for it. A diverse group of cultures because of the diversity of nations, and I learned about them. But especially I learned to respect the other cultures and accept them even though our customs don't have many things in common.*

*I think that I could have an experience more or less like this in my country since the D.R. has many foreign students and exchanges happen all over the world. But it would have been different because we would be speaking Spanish and that would have been easy for me.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*After this experience, I now have friends not only from America but also from the majority of other continents, and I feel good about this, because it's an opportunity to take advantage of my interest in other cultures and enrich myself through sharing.*

*With understanding of other cultures, it will be easier for me to get into other areas of my personal development and to understand my own culture better, and make it more interesting.*

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_ Country: Antigua/Barbuda

Arrival Date: 8/13/92 Training Institution: \_\_\_\_\_

Field of Study: Hotel/Restaurant Mgt

Type of experience (check one):

Family/Housing

Campus Life

Educational System

U.S. Decision Making

Personal/Professional Development

Community Life

Physical/Cultural Environment

Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I've been attending meetings of the Black Student Union at my college. This club is one that is concerned with the minority group at the college which Blacks happen to be a part of, and they also try and bring all Blacks together as one in a group setting. The club also organises activities such as dances and outings to theatres. The key person who was involved in me being a part of this club is Mr. Shaun Williams (President), who invited me to the meeting. I chose this experience because I'm a Black person and wish to see all Blacks come together as one group and share my ideas with others so that the group can operate.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*The way in which it was similar to what I expected was that I did expect for the members to have discussions, and they did. I couldn't have had an experience like this in my country because my country is a predominantly black community. It might have been different because there would be no use for this organisation.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I feel very good being a part of this club and I think of it in a positive way. The way that I think this experience might help me is learning about the minority group in America (Blacks) and this could allow me to be a better individual. Also, to have an open mind to everything around me.*

\_\_\_\_\_  
Signed

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: HondurasArrival Date: 8/13/92

Training Institution: \_\_\_\_\_

Field of Study: Quality Control

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I helped in the process of computing the general election results. My role was to serve as a runner where one was assigned a supervisor. The role of the supervisor was to receive telephone calls. We were in charge of completing the election lists so that the results could be computed. Together with a small group of colleagues we worked with the organization "The League of Women Voters of Broome County."*

*I chose to participate in this particular activity because I believe that the individual is educated in a community so that he/she can eventually serve it; in this manner, I was able to appreciate the democratic process of general elections.*



## Experience America Project Description Form

Name: \_\_\_\_\_ Country: St. Vincent

Arrival Date: 8/13/92 Training Institution: \_\_\_\_\_

Field of Study: Small Business Management

Type of experience (check one):

Family/Housing

Campus Life

Educational System

U.S. Decision Making

Personal/Professional Development

Community Life

Physical/Cultural Environment

Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*For Experience America, we visited City Hall and the Police Department. We met with one of the police officers, who updated us on rules in the county and laws and regulations that the citizens have to adhere to. We also met with the Mayor, who gave us a brief history of the city and later presented us with certificates that made us students fm citizens. We were then given a tour of City Hall by the Mayor's assistant.*



## Experience America Project Description Form

Name: \_\_\_\_\_

Country: GuatemalaArrival Date: 8-14-92

Training Institution: \_\_\_\_\_

Field of Study: Quality Control

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I participated as a volunteer along with others from the CASS group and people from the community during "Make a Difference" Day. The work involved gathering up leaves which had accumulated during the fall and housecleaning. With the help of one of my friends, I cleaned the patio of a very kind blind lady.*

*The work lasted approximately 3 - 3 1/2 hours. Unfortunately, we could not talk to her for very long since our time was limited.*

*The person in charge of this activity was Mrs. Foster while the organization involved was Volunteers of America. I chose this experience because I had never participated in a volunteer activity for the benefit of the community in the manner that we did this time. The tools we used were the desire to help and get involved in the community, a good rake, bags for the leaves, and a warm jacket.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*It was a little different because I thought there would be more people living with her but that was not the case. She lives alone while her family lives outside of Binghamton. They come to visit her each weekend. I also thought that there were going to be various volunteers working at the same time as us but that was not the case either as this activity was scheduled in intervals.*

*I learned that elderly people like to lead their own lives, live alone, or in a retirement home. They like to do things for themselves and, indeed, they cannot accept the help of others.*

*In my country, I could not have had an experience like this one because the elderly live with their families who take care of them. If, however, they have saved enough money to move to a retirement home, they will go to live there.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I feel happy to have performed an activity such as this since I was able to do something for the benefit of the community and I think that when I return to my country, I am going to take advantage of this experience by participating in and promoting similar volunteer activities within the community. Furthermore, with respect to personal growth, I plan to not only conduct myself professionally but also demonstrate social responsibility.*

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22 Jan. 1993

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**Experience America Project Description Form**

Name: \_\_\_\_\_

Country: JamaicaArrival Date: 14 Aug 1992

Training Institution:

Field of Study: Industrial Management

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

1. Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*I volunteered my service to "Habitat for Humanity." This is a community service program to which all the CASS students at my college are committed. I helped in the construction of a house which will eventually become the home of a family less fortunate than myself.*

*This was my first time as a volunteer and, from what I have seen and done, I will most likely volunteer my services again. I worked alongside some of my fellow CASS scholars, community volunteers and organizers from "Habitat for Humanity."*

*I chose to volunteer my service not only out of interest in the program, that I would contribute in making life easier for someone other than myself, but also for feelings of accomplishment and a job well done. I applied basic common knowledge and practical skills because that was all I needed for this project.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*This experience was all I expected it to be. I knew it would entail hard work to be successful. What I loved, however, was the working spirit of all the parties involved in the project. Sure, I could experience this in my home country, but unlike this experience, the level of commitment present here would not be the same in my country.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*This was a worthwhile experience for me. It has opened my eyes to see that America is not at all what I conceived it to be, that here, too, there is a lot of economic distress. It has also proven my point that almost anything can be accomplished once there is commitment, determination, and cooperation. With this experience, I will be able to return home and impart what I learned to the citizens of my community and, in doing so, improve relationships in the community.*

\_\_\_\_\_  
Signed

1 Oct. 1992

Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: BarbadosArrival Date: 14 August 1993

Training Institution: \_\_\_\_\_

Field of Study: Industrial Maintenance

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*After the destruction of Hurricane Andrew, the CASS students of visited Miami on August 28, 1992 to help clean up the aftermath. In our clean-up efforts, we went to Dade County Community College. The roof of one of the buildings got blown off and we had to put a plastic cover over the top and secure it with sandbags. The entire college precinct was very dirty. The most strenuous task was to remove the debris from the inner sections of the college. This was a once-in-a-lifetime experience, but it was very important because our presence was significant. The key people involved were the CASS, HOPS, and African students ; our coordinator and his staff; members of the college; custodial staff; and other students and members of the staff who volunteered. Our coordinator worked in collaboration with other members of the staff at the college to plan the clean-up effort. When we were told we would have to go to Miami, we were very eager to help.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*Having seen some of the destruction on television, I was still very surprised at the massive destruction when I got there. I hadn't expected so much damage: houses were extensively ruined, trees were uprooted, cars were badly damaged. It was total destruction. The most profound impact on me was that all material things can be lost in disasters. People came together and worked in love and harmony. Can this love and cooperation prevail? An event of this nature has not occurred in Barbados for a long time, but if it happens, people will come together in unity and love.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*I am very happy that I helped some people who were in need. Our presence made a difference and that was the most important thing. Paradoxically, that ill-fated disaster happened for a reason: the world needs love and cooperation from all persons. The cooperation in Miami was a sign of the world potential. Knowing how I feel about my participation, I can influence others in my country--also in the United States--to participate because next time they may be on the receiving end.*

\_\_\_\_\_  
Signed

4 Jan. 1993  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

## Experience America Project Description Form

Name: \_\_\_\_\_

Country: GuatemalaArrival Date: 13 Aug. 1992

Training Institution: \_\_\_\_\_

Field of Study: Quality Control

Type of experience (check one):

 Family/Housing Campus Life Educational System U.S. Decision Making Personal/Professional Development Community Life Physical/Cultural Environment Friendship Ambassador

Please answer the questions below and sign the back of the form. Provide as much information as possible about your experience, attaching additional sheets if necessary.

- Describe your experience here. What did you do? Was it a one-time experience or did you participate over a period of time? Who were the key people and organizations involved? Why did you choose this experience? What skills did you use to carry out this project?

*During the first days of the month of October, I had the idea of forming, in conjunction with the CASS group, a committee which would direct all cultural activities towards the better understanding of our culture. Our coordinator was very enthusiastic with the idea and after two CASS meetings, all our fellow CASS students became acquainted with the idea. A president, secretary, and activity programmer were elected. I derived many lessons from this experience and consider it to be a very important part of my college life. Upon the committee's establishment, we have performed native dances in various places throughout Binghamton and, at the same time, we have tried to pass on some brief cultural information to those in the audiences so that they would have a better understanding of the way we live in each of our own home countries.*

2. How was this experience similar to or different from what you expected? What did you learn? Could you have had an experience like this in your country? Why or why not? How might it have been different in your country?

*My experience has helped me to recognize the values that each of my fellow CASS students possesses. It's incredible that despite the little time we have had to coordinate and rehearse, all the presentations we have made have been successful. This has filled me with tremendous personal satisfaction and I have observed how happy it has also made my fellow CASS students.*

*I could have also carried out a similar activity in my country, but never exactly like this because here we combined the cultural richness of seven different countries, something I could not do in my country. Moreover, the public which watched our performances was very interested in learning about our cultures. This would not happen in our countries since when one lives in one's own culture, one does not appreciate the true importance that it has.*

3. How do you feel about this experience now? How do you think this experience might benefit you when you return home?

*With this experience, I think that I have truly realized one of my greatest objectives. I feel very happy to be able to represent my country, not only as a college student, but also through our culture which is so rich in customs.*

*This experience will definitely serve as something to share in my country. There are many cultural values, unparalleled treasures, that we ourselves do not see but are there, disappearing when they could be used to the benefit of our country.*

\_\_\_\_\_  
Signed

22 Jan. 1993  
Date

\_\_\_\_\_  
Reviewed

\_\_\_\_\_  
Date

# Hesston College

*For A Report  
As per your request  
News Release*

April 15, 1993  
FOR IMMEDIATE RELEASE

## HESSTON STUDENTS SPEND SPRING BREAK IN SERVICE by Larry Bartel

Berta Rodriguez went home for spring break. She went home to a town she had never seen before. Rodriguez, a Hesston College sophomore, hails from Livingston, Guatemala, a coastal town. She went with 27 other students and five faculty and staff members to Franklin, Louisiana, for a week of work with Mennonite Disaster Service (MDS) and a day of fun in New Orleans April 4-10.

"Franklin had a lot of similarities to my hometown. My hometown is close to the ocean and has a big river. The area that we were working--a black community--it was pretty close to my hometown because where I come from there are a lot more black people and poorer people than in Hesston. Seeing the ocean again was good--it's one of the things I miss from home," Rodriguez noted.

Martin Driedger of Watrous, Saskatchewan, an MDS worker in Franklin, passed out the daily assignments. "Most of the work that we're doing here now has little to do with the storm," he commented. "Now the work is more related to helping people with house repair, fixing leaky roofs, stuff like that."

The group worked at several locations repairing roofs, shingling, cooking, laying floor tile, putting up drywall and pulling nails. Several students spent the last working day

Box 3000

renovating the Franklin Armory--installing a lowered ceiling in preparation for the

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installation of air conditioning. The armory, MDS's Franklin base, was home to the Hesston visitors and will house travelling workers in the months to come.

Roofing was a new experience for most of the students. Sophomore Leo Palacios of Tegucigalpa, Honduras found shingling a nice escape from studies. "It was a really good experience for me because it was something that I never had done before. I'm used to being on campus studying, in the computer lab or in the electronics lab but never fixing a roof. As one of my friends said, he's ready to change his major to roofing."

From a lofty perspective, sophomore Zelda Stoltzfus of Ogema, Minn. saw the beginning of many jobs to come. "When we were up on the roof of the house, it was real interesting because it was so obvious which roofs had been redone. There were so few, there were lots of rusted out tin roofs. There's a lot left to do," she stated.

The students learned that volunteer work pays quite well. Phil Kopsaftis, Dundee N.Y. sophomore, spent the week putting up plywood and drywall. "The highlight of the whole thing was seeing Mark's house when the sheetrock was up on the ceiling and he just turned around and said, 'I'm tickled pink. I really appreciate this.' He paid me a million bucks by saying, 'Thank you.'"

Stoltzfus also found satisfaction in a job well done. "It was neat on Thursday, a rainy day, to drive by the house we shingled the day before, see it all done and know that the roof wasn't leaking."

Several businesses and organizations provided equipment and cash to make the trip possible. MDS provided two vehicles, tools, work gloves and cash. Hesston businesses chipped in with nail aprons (The General Store), hammers (Kropf Lumber) and caps (Preferred Builders). The Hesston Inter-Mennonite Church, Whitestone Mennonite Church's

Sojourners Sunday School class and a group of Hesston College alumni and friends in Indiana provided funds for the trip.

In addition to Rodriguez, Palacios, Stoltzfus and Kopsaftis, trip participants included Zayra Carvalho (La Chorrera, Panama), Jairo Lobo (Tegucigalpa, Honduras), Oscar Doblado (Tegucigalpa, Honduras), Jose Hernández (Guatemala City, Guatemala), Virginia Palmer (Granada, Nicaragua), Crisanto Saballos (Krasa, Nicaragua), Juan Vicente (Mejicanos, San Salvador, El Salvador), Angela Burch (Albany, Ore.), Aedra Wenger (Redmond, Wash.), Gina Hansen (Aurora, Ore.), Alex Gonzalez (Chiquimula, Guatemala), Elsie Mora (Guapiles, Costa Rica), Julio Duverge (Hato Mayor, Dominican Republic), Evelyn Pacheco (Alajuela, Costa Rica), Roberto Rivera (Santo Domingo, Dominican Republic), Donaldo Samayoa (Chiquimula, Guatemala), Harvey Villalobos (Alajuela, Costa Rica), Goodness Mukama (Tanzania), Jania Jacob (La Chorrera, Panama), Carlos Salvatierra (Limon, Costa Rica), Reyson Montes de Oca (Santo Domingo, Dominican Republic), Juan Valladares (Escuintla, Guatemala), Lynn Bergey (Chesapeake, Va.) and Jacob Nafziger (Archbold, Ohio).

Sponsors for the trip were Margie Wiens (director of the college's Peace Scholarship Program), Bob Harder (professor), Dave Keim (resident director), Gary Blosser (campus pastor) and Larry Bartel (director of publications).

**LIST OF CURRENT CASS STUDENTS BY SCHOOL AND CYCLE  
FOR PERIOD ENDING 03/31/93**

<b>SCHOOL NAMES</b>	<b>H08</b>	<b>I08</b>	<b>TOTAL</b>
Bergen Community College		20	20
Berkshire Community College		18	18
Broome Community College		21	21
Central Florida Community College	15	18	33
Florida Community College, Jacksonville	14	20	34
Fox Valley Technical College	14		14
Harris Stowe State		21	21
Hesston College	15	18	33
Hocking Technical College		17	17
Illinois Eastern Community College		18	18
Independence Community College	15		15
Kings River Community College		20	20
Kirkwood Community College	15		15
Modesto Junior College		19	19
Mt. Aloysius Junior College	13		13
Mt. Hood Community College	15		15
Northcentral Technical College		20	20
Scott Community College	15		15
St. Louis College, Florissant Valley	15		15
St. Petersburg Junior College		20	20
University of South Carolina, Sumter	15		15
University of Wisconsin, Marinette		20	20
University of Wisconsin, Richland Center		20	20
Utah Valley Community College	12	17	29
<b>TOTAL</b>	<b>173</b>	<b>307</b>	<b>480</b>

**LIST OF CURRENT FLORIDA BA STUDENTS  
FOR PERIOD ENDING 03/31/93**

<b>SCHOOL NAMES</b>	<b>H13</b>	<b>I13</b>	<b>TOTAL</b>
Florida A&M University	1		1
University of Florida	2		2
University of North Florida	3	1	4
University of South Florida	5	3	8
University of West Florida		1	1
<b>TOTAL</b>	<b>11</b>	<b>5</b>	<b>16</b>

**LIST OF CURRENT ST. JOHN STUDENTS BY SCHOOL AND CYCLE  
FOR THE PERIOD ENDING 03/31/93**

SCHOOL NAMES	708	808	TOTAL
Georgetown University	1		1.00
Gonzaga University		1	1.00
John Carroll University	1		1.00
LeMoyne College		1	1.00
Loyola University NO		1	1.00
Loyola College	1	1	2.00
Loyola-Marymount		1	1.00
Regis College	1	1	2.00
Rockhurst College	1	1	2.00
St. Joseph Universtiy		1	1.00
St. Louis University	2		2.00
U. of San Francisco	1		1.00
Univ. of Detriot		1	1.00
Wheeling College	2	1	3.00
<b>TOTAL</b>	<b>10.00</b>	<b>10.00</b>	<b>20.00</b>

**LIST OF CURRENT HAITIAN STUDENTS BY SCHOOL AND CYCLE  
FOR PERIOD ENDING 03/31/93 (PROGRAM EXTENDED)**

<b>SCHOOL NAMES</b>	<b>F08</b>	<b>G08</b>	<b>TOTAL</b>
Berkshire Community College		1	1
Bethel College		1	1
Bunker Hill Community College		1	1
Central Florida Community College		2	2
County College of Morris		1	1
Edmonds Community College	1		1
Everett Community College		2	2
Florida A&M University		2	2
Florida Community College, Jacksonville		3	3
Goshen College		1	1
Illinois Eastern Community College		2	2
Kings River Community College		1	1
Kirkwood Community College		4	4
Laguardia Community College		1	1
McPherson College		1	1
Miami Dade City College		3	3
Pittsburg State		3	3
School of Business & Technology		1	1
Seattle Pacific University	1		1
St. Petersburg Junior College		2	2
University of Wisconsin, Marinette		1	1
University of Wisconsin, Richland Center		1	1
University of North Florida		4	4
University of West Florida	1	4	5
<b>TOTAL</b>	<b>3</b>	<b>42</b>	<b>45</b>

## Quarterly Status Report

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College: Bergen Community CollegeQuarter Period: 1/1-3/31/93 (Cycle I08)Cycle: I08Subagreement No. BERG RX2050-836-9218-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)

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### 1) Training Objectives:

Twenty Cycle I08 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:

No campus visit was made to Bergen Community College this quarter.

#### II. SELF EVALUATION:

No self-evaluation was completed by BCC this quarter.

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

No QAR has been submitted for the period covering the 1/1 - 3/31/93 quarter for Cycle I08.

### 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 Spring, 1993 will be submitted in the next quarter.

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## II. PARTICIPANT PROGRESS REPORT

No Participant Progress Report was to have been submitted for this quarter.

## III. SPECIAL STUDENT CASES n/a

## 4. College Reporting Status

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	xxx	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Berkshire Community CollegeQuarter Period: January 1 - March 31, 1993Cycle: I08Subagreement No. BERK-RX2050-836-92I8-BCollege Coordinator: Mr. Greg HemingField of Study: Electronics: Medical Equipment RepairTotal Number of Students: 18GU Program Officer: Dennis Huffman

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

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**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 included 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:

No campus visit was conducted during this quarter. Dennis Huffman visited BCC in November, 1992.

#### II. SELF EVALUATION:

No self evaluation was completed during this quarter.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

BCC provided many opportunities to CASS students this quarter, including recreational activities such as sledding, downhill skiing, ice skating, roller skating, swimming, and numerous dances.

There were also organized trips to New York City, Albany, Provincetown and Cape Cod, and Springfield, and tours of the Crane Paper Company Museum, General Electric Plastic House, the Boston Science Museum, the Sterling and Francine Clark Art Institute, and the New York State Museum.

On campus, the students attended the multicultural film series; a play ("The Meeting") about Malcolm X and Martin Luther King, Jr.

In addition, the students hosted a group of visiting CASS students from Broome Community College.

### 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. AETR's

No AETR's were submitted during this quarter.

#### II. PARTICIPANT PROGRESS REPORT

No participant progress reports were completed during this quarter. The next PPR's will be sent to the students in May.

#### III. SPECIAL STUDENT CASES

Although not covered under the current subagreement, Willy William, a Cycle G08 student from Haiti, remains at BCC under a one-year extension to his program granted because of the unstable situation in his homeland. Mr. William is supplementing his electronics training with computer and mathematics classes.

Sayda Marroquin (Guatemala) has been put onto a different academic track due to the extreme difficulties she experiences with her classes in the fall (0.0 GPA). She appears to be making progress so far this semester.

#### 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	xxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxx
3	1/1/93 - 3/31/93	4/30/93	xxx		xxx
4	4/1/93 - 6/30/93	7/31/93	xxx		
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	XXX	Fall 1993	
Spring 1993		Spring 1994	
Summer 1993		Summer 1994	

## Quarterly Status Report

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College: Broome Community CollegeQuarter Period: January 1 - March 31, 1993Cycle: I08Subagreement No. BCC-RX2050-836-92I8-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:

No campus visit was conducted this quarter. Dennis Huffman visited Binghamton in November, 1992.

#### II. SELF EVALUATION:

No Self Evaluation was completed during this quarter.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

During this quarter, the Spanish-speaking students were completing their second "W" (writing) course, taught in their native language and designed to develop skills in critical thinking. BCC is commended for providing the students with this opportunity, which will greatly enhance their ability to communicate effectively in the professional world when they return home.

The students continue to participate actively in both the student and local professional chapters of the American Society for Quality Control (ASQC). In addition, two of the student chapter officers, Brian Blair (Jamaica) and Christian Sterling (Costa Rica), attended the ASQC Student Chapter Counselor meeting in Syracuse, NY. In a group activity related to the field of study, the students toured Universal Instruments, one of the local industries which could provide future internship sites.

In the community, the students started attending meetings of the Binghamton City Council and of the Board of Trustees of the Village of Endicott. This is part of a project to apply Quality Control principles to government. The students also were invited by several local schools to give presentations on their countries. Finally, the students also volunteered with the Binghamton/El Charcon Sister City Project, participating in a fund raiser to assist El Charcon, El Salvador.

Out-of-town trips included a visit to Albany, where they toured the New York State Museum and met with the local representative to the State Assembly. The students also went to New York City, where they visited the Statue of Liberty and the United Nations, among other things.

#### 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

No Academic Enrollment and Term Reports (AETR) were required during this quarter.

##### II. PARTICIPANT PROGRESS REPORT

The next Participant Progress Report will be completed by the students in May 1993.

##### III. SPECIAL STUDENT CASES

Two students mentioned in the previous report continue to be of concern. Both Israel Chicas, from El Salvador, and Alexis Palacios, from Nicaragua, received letters on March 11 formally stating that they were at risk of being placed on academic probation. The Broome staff is working very closely with them.

**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	xxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxx
3	1/1/93 - 3/31/93	4/30/93	xxx	xxx	
4	4/1/93 - 6/30/93	7/31/93	xxx		
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	

## Quarterly Status Report

**College:** Central Florida Community College

**Quarter Period:** 01/31/93 - 03/31/93

**Cycle:** H08 & IO8

**Subagreement No.** CFCC RX2050-836 91H8-H

CFCC RX2050-836 92I8-D

**College Coordinator:** Don Bostic

**Field of Study:** Industrial Management Technology

**Total Number of Students:** 15 (H08) & 17 (IO8)

**GU Program Officer:** Susan Moroz

**Student Nationalities:** Cycle H08: Haiti (3), Costa Rica (1), Honduras (2), El Salvador (2), Guatemala (2), Panama (3), Dominican Republic (2).

Cycle IO8: Costa Rica (1), Guatemala (4), Panama (1), Nicaragua (3), Honduras (3), Jamaica (1), Barbados (2), Dominican Republic (1), El Salvador (1).

### 1) Training Objectives:

**Cycle IO8:** The CASS students successfully completed their Fall semester. During this Spring quarter, the students were all mainstreamed in the following courses: Latin American Civilization, Physics, Machining, Environmental Science, Micro Application and Introduction to Basic Programming. They also continued taking fifteen hours per week of ESL classes (Intermediate Level).

**Cycle H08:** Cycle "H" also successfully completed their Fall semester. They are currently enrolled in the following courses: College Prep. English, Auto CAD, Digital Electronics, Solid State Devices, DC Circuits, Machine Operations, and American Government. Some of the students have already started their internships. The others will be doing their internships during Summer A and Summer B. A minimum of forty hours of internship is required. They will be graduating on August 13 and are scheduled to return to their countries on August 15.

### 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:

There were no campus visits done during this quarter. The last campus visit took place on October 26-28, 1992.

II. SELF EVALUATION: No self-evaluation for this quarter.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

##### Cycle HO8 & Cycle IO8

- \* The students assist in various departments on campus as student assistant.
- \* The CASS students visited Mark III, Inc., a van conversion business.
- \* Both cycles continue to participate in the Habitat for Humanity (construction of single family homes) Project.
- \* They all attended the African/American Soul Food Festival.
- \* During this quarter, the students were invited to speak at a Kiwanis Club meeting.
- \* The CASS students toured the state capital and met with legislative members in Tallahassee for Marion County Day.

Note: CFCC should be commended for submitting the students' Experience America Forms in a timely manner.

#### 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

AETRs were not due during this quarter.

II. **PARTICIPANT PROGRESS REPORT:** The next Participant Progress Report will be sent to students on May 1993.

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

### 4. College Reporting Status

- All reports for cycle HO8 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	xx	xxx	xxxx
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	

\* AETRS do not have to be submitted for this quarter since their academic term runs from January to May.

**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	xx	xxx	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)  
 (Cycle "108")

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

\* AETRS do not have to be submitted for this quarter since their academic term runs from January to May.

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## Quarterly Status Report

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College: Florida Community College  
at Jacksonville

Quarter Period: 01/30-03/30/93

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:** Objectives for this quarter have not been submitted to GU.

### **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 campus visits took place during this quarter. The last campus visit was done in October 28-30, 1993.

II. **SELF EVALUATION:** No self-evaluation this quarter.

III. **QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA:** The Quarterly Activity Report for this quarter has not been submitted 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 :** AETRS are not due for this quarter.

**II. PARTICIPANT PROGRESS REPORT:** The next Participant Progress Report will be sent to students in May 1993.

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

#### 4. College Reporting Status

\* The Quarterly Activity Report for this quarter has not been submitted.

#### 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	xx	xxx	
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)

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

\* AETRS do not have to be submitted for this quarter since their academic term runs from January to May.

### Quarterly Status Report

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College: Florida Community College at Jacksonville

Quarter Period: 01/30-03/30/93

Cycle: 108

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

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#### 1) Training Objectives:

The training objectives for this quarter have not been submitted to GU.

#### 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 campus visits took place during this quarter. The last campus visit was done in October 28-30, 1993.

**II. SELF EVALUATION:** No self-evaluation this quarter.

**III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA:** The report for this quarter has not been submitted to GU. To date, GU has not received any of the students' Experience America Forms.

#### 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:** They are not due for this quarter.

**II. PARTICIPANT PROGRESS REPORT:** The next Participant Progress Report will be sent to the students in May 1993.

**III. SPECIAL STUDENT CASES :** Anna Katusca Morel (Dominican Republic) was dismissed from the CASS Program due to pregnancy. She did not return to her country. She apparently ran away to New York.

#### 4. College Reporting Status

\* The quarterly Activity Report for this quarter has not been submitted to GU.

##### 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	yx	xxx	xxxx
3	1/1/93 - 3/30/93	4/31/93	xx	xxx	
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)

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

\* AETRS do not have to be submitted to GU for this quarter since their academic term runs from January to May.

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

**Quarterly Status Report**

**College:** Fox Valley Technical College (FVTC)

**Quarter Period:** 1/1/93-3/31/93

**Cycle:** H

**Subagreement No.** FVTC-RX 2050=836-91H8-I

**College Coordinator:** Carolyn Mewhorter

**Field of Study:** Quality Improvement Process Specialists

**Total Number of Students:** 14

**GU Program Officer:** Joseph W. Schaefer

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

**1) Training Objectives:**

The students are on track to receive their Associate of Arts Degree in Quality Improvement Process Specialists (QIPS) and will return home in August of 1993. Students have already begun their internships and are taking several 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, telephone communication, and an annual campus visit. The colleges provide CASS/Georgetown University with information through biannual "College Self-Evaluations", "Quarterly Activity Reports", and Academic Enrollment and Term Reports.

**I. CAMPUS VISITS:**

The CASS Program Officer, Joseph Schaefer, did not visit FVTC during this period.

**II. SELF EVALUATION:**

NA.

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

a) Highlights:

Students have begun their internships at Appleton Area School District, Appleton Papers, Hillshire Farms, Kimberly Clark Corporation, Lutheran Social Services, Pierce Manufacturing Company, and Voith Inc. Students are involved in several campus activities such as intramural basketball, Student Programming Board, Student Government, aerobics, the FVTC Valentine Dance), and the Multicultural Association. Some students participated in the Red Cross blood drive, some gave presentations on their country at local schools.

b) Recommendations:

CASS/Georgetown commends FVTC for facilitating the students' participation in various activities.

### 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

NA.

#### II. PARTICIPANT PROGRESS REPORT

NA.

#### 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	X
7	1/1/93 - 3/31/93	4/30/93	X	X	X
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	X
Spring 1992	X	Spring 1993	
Summer 1992	X	Summer 1993	

**QUARTERLY ACTIVITY REPORTS**  
**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS**  
**(CASS)**

**Quarterly Status Report**

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College: Harris-Stowe State College

Quarter Period: January - April 1993

Cycle: 18

Subagreement No. HSSC RX2050-836-9218-F

College Coordinator: James Gorham

Field of Study: Special Education

Total Number of Students: 22

GU Program Officer: Fili Altinger

**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		

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**I. TRAINING OBJECTIVES:**

**II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:**

**A. Campus Visits:**

No campus visit took place during this quarter.

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

a) Highlights: Towards their professional enrichment, the students this quarter visited various public schools, attended workshops, and participated in community education events. They also made a trip to Atlanta where they visited hospitals and special care facilities. Several students visited an art museum exhibited on North American Indians. The students also participated in a variety of socio-cultural activities, including: International Student Club, exchange programs with St. Louis Community College, caroling, Black Expo Convention, and church-sponsored food preparation for the elderly. In addition to the trip to Atlanta, the students also made excursions to the St. Louis Special Education Fair and an International Festival in Illinois. Having become more comfortable with their new language and environment, they have taken advantage of the public transportation system.

**III. 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).

**A. AETRs**

1. Average student GPA (as of last submitted AETR) for Fall 1992:

**Avg. GPA: 3.30**

**B. Special Student Cases**

No special student cases were reported this quarter.

**IV. COLLEGE REPORTING STATUS:**

**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 - 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 ACTIVITY REPORTS**  
**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, Dr. Phil Osborne

Field of Study: Electronics Technology

Total Number of Students: 15 in Cycle H08 & 18 in Cycle I08

GU Program Officer: Fili Altinger

Student Nationalities: <u>H08</u>		<u>I08</u>	
Costa Rica	2	Costa Rica	2
Dominican Republic	1	Dominican Republic	4
El Salvador	2	El Salvador	3
Guatemala	2	Guatemala	4
Haiti	2	Honduras	2
Honduras	2	Nicaragua	2
Jamaica	<u>1</u>	Panama	<u>1</u>
	<b>15</b>		<b>18</b>

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**I. TRAINING OBJECTIVES:**

The CASS students are participating in an Experience America program and pursuing an Associate of Arts degree in electronics. At the time of the campus visit, all students were on track for the Associates degree. The Cycle I8 students were starting to be mainstreamed academically while the Cycle H8 scholars were beginning to focus on their re-entry process.

**II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:**

A spring campus visit was made this quarter by the GU/CASS representative. The following is a summary of some of the people she met with and issues she discussed during the visit.

**A. Campus Visits:**

1. People Contacted:

- Dr. Philip Osborne, Interim Academic Dean and Co-Director of the Peace Scholarship Program
- Margie Wiens, Co-Director of the Peace Scholarship Program
- Nelson Kilmer, Finance Director
- Jim Mininger, Interim President
- Several faculty members and staff
- CASS students: both Cycle H8 and I8

## 2. Visit Activities:

The GU/CASS representative had an initial session with Philp Osborne and Margie Wiens to review the latest program developments and students' progress. She next met with the CASS students in small groups and, at the end of her stay, with all Cycle H8 students and then the Cycle I8 students as a group in order to address any questions or concerns about their program.

The GU representative also had lunch and dinner with the scholars in the campus cafeteria and visited some of the dorms. She also met with the Co-Op Education and internship coordinator to learn about the process of obtaining internships in the field of electronics for the students. She sat in on two classes, visited an electronics lab, and an ESL class. She later held special meetings with the Haitian CASS students who were worried about the situation in their country.

The GU representative felt fortunate to be able to attend the official ceremony welcoming the newly-appointed President of Hesston College.

## 3. Key Topics of Discussion and GU Recommendations:

### a) Curriculum

Several Cycle H students expressed concerns about the program not meeting their original expectations regarding the acquisition of practical skills and abilities in electronics. Students who already had experience in the field in their countries were particularly concerned that they have not learned sufficient new skills which would be of value towards their finding a job in their home countries.

### b) Electronics Lab

Students stated their concerns about the size of the lab and the poor condition of some of the laboratory equipment. They mentioned how on one occasion the entire class had to share two transistors, for example, and how the electronic parts often did not work.

### GU/CASS Recommendation:

The GU/CASS representative suggests that Dr. Osborne and Ms. Wiens hold special individual interviews with those students who have concerns about their skill levels so that, with the help of the Co-Op Education department, useful and challenging internships might be arranged for them. The GU/CASS representative strongly recommends that individual meetings, involving both the CASS coordinators and the respective scholars, be arranged as soon as possible to address this issue. Also, the students' work on maintaining and repairing electronic equipment in the college's service lab should be regarded as an important opportunity for hands-on experience.

All students expressed a desire and need to obtain an internship towards providing them with an opportunity to practice and develop the skills they have acquired, gaining confidence in their abilities, and bolstering their employment prospects. From conversations with Ms. Wiens, it became clear that only students who had met sufficient graduation requirements by the summer could benefit from a meaningful internship experience due to their duration of several weeks. Those students who will not have enough time in their program to complete an internship are particularly urged to take advantage of opportunities for job shadowing (which are short-term in nature) and to visit local businesses and industries.

### c) Change in Concentration

Some of the students are focusing their training on computers in addition to electronics. Several of these scholars felt that their math background was relatively weak and that they were trying to make themselves more marketable by taking various computer courses. In

addition to the above concerns, two of the more advanced students were dissatisfied about not being able to take more than a certain number of courses per semester. Their discontent is apparently related to having to limit their courses due to the cost per credit. One student was particularly interested in taking challenging courses such as Ham Radio and Desk Top Publishing, which all students spoke highly about.

d) Scheduling of Core Courses

Many students disapproved the scheduling of core courses such as AC Circuits and Advanced Microcomputers for the intensive interim or summer terms. They felt that, given the importance and workload of the core classes, these should be offered during the fall and spring semesters instead. Based on their recommendation, the academic curriculum schedule for the new group (Cycle J8) has already been modified. The CASS Coordinators are commended for making this adjustment in time for the new group.

The Cycle I8 students proposed switching the Devices I course, scheduled for the summer of 1993, to the fall or spring semester to avoid the situation they had with DC Circuits, which they had to take during interim (Jan 1993).

e) Issue/Trips

Cycle I8 students had many questions about how the program's finances are allocated. The GU/CASS representative addressed this issue during her group session with them. Due to the uncertainties and concerns expressed, she recommends that this issue be discussed at greater length in the near future. One specific matter they raised was how much of the Experience America budget was "theirs" to use for a trip the group wanted to make to Florida. Again, this is an appropriate subject for the CASS Coordinators to address when reviewing the CASS financial and budgeting information.

f) Tools

The Cycle I8 students wanted to know whether or not they would receive the same tool kits that the Cycle H8 students apparently received from the program to take home to their countries. This topic may be addressed as part of the weekly on-going orientation sessions.

Conclusion

The Cycle I8 students have adjusted well to their program of studies and are comfortable in the college dorms, which they moved into after the January Interim session. They receive great support from the coordinators, faculty, and staff and feel integrated into the student body. Most students also maintain a good relationship with their former host families, whom they often visit during weekends. The GU/CASS representative commends the CASS staff and faculty for their concern for the CASS scholars' well-being and their strong commitment to the program.

### III. PARTICIPANT CONCERNS:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The students' personal feelings are determined by examining both their comments on the AETRs and the Participant Progress Report questionnaires (distributed and summarized four times during a cycle).

#### A. AETRs

1. Average student GPA (as of last submitted AETR) for Fall 1992:

**Cycle H08: 3.28**

**Cycle I08: 3.46**

**B. Participant Progress Report**

1. Overall student satisfaction rating (scale of 1 = very satisfied to 3 = not satisfied):

2. Areas of highest student satisfaction:

3. Areas of lowest student satisfaction:

**C. Special Student Cases****IV. COLLEGE REPORTING STATUS:****Quarterly Reports: Cycle H08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	****	****	****
2	10/1/91 - 12/31/91	1/31/92	****	****	****
3	1/1/92 - 3/31/92	4/30/92	****	****	****
4	4/1/92 - 6/30/92	7/31/92	****	****	****
5	7/1/92 - 9/30/92	10/31/92	****	****	****
6	10/1/92 - 12/31/92	1/31/93	****	****	****
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	****	Fall 1992	****
Spring 1992	****	Spring 1993	
Summer 1992	****	Summer 1993	

**Quarterly Reports: Cycle I08**

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 - 7/31/94	8/31/94			

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

**AETRs: Cycle I08**

(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: Hocking College

Quarter Period: 1/1/93-3/31/93

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:

The CASS students are working toward 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, telephone communication, and an annual campus visit. The college provides GU with information through biannual "College Self-Evaluations", "Quarterly Activity Reports," and "Academic Enrollment and Term Reports."

#### 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:

The students participated in a reforestation special project around different Ohio counties. Students travelled to Atlanta to visit Stone Mountain, the Coca Cola Pavilion, CNN, the Fairbank Science Museum, the Martin Luther King Center, and several other places in the Atlanta area. Students participated in several on-campus activities including a basketball tournament, Global Cafe Hour, a soccer tournament (they took first place), and International Food Week. Students participated in several community activities including a Special Spanish Easter Mass, a natural resource dinner/activity at an instructor's house, a visit to Morrison Elementary School, and clean-up of a Catholic Church's pantry.

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):

N/A

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)**

N/A.

**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	X	X	X
4	4/1/93 - 6/30/93	7/31/93	X		
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)

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
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: 1/1/93-3/31/93

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, telephone communication, and an annual campus visit. The college provides GU with information through biannual "College Self-Evaluations", "Quarterly Activity Reports," and Academic Enrollment and Term Reports.

#### I. CAMPUS VISITS:

Joseph W. Schaefer did not visit IECC-WVC during this period.

#### II. SELF EVALUATION:

N/A

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

a) Highlights: Two Jamaican students competed in a regional electronics competition-they advanced to the state level competition. Students participated in several International Club events, attended the Homecoming activities and dance, one student played in the orchestra for the spring musical, some students are competing in intramurals, one student managed for the basketball team. Three students spoke at the Foreign Language Club at the local high school, one student spoke to an adoption group., Students also hosted a Latin Party, attended a host family Valentine Party, and participated in several snow/winter activities for the first time in their lives.

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

N/A.

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

N/A.

#### 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	X	X	X
4	4/1/93 - 6/30/93	7/31/93	X		
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	

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

**Quarterly Status Report**

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**College:** Independence Community College

**Quarter Period:** 1/1 - 3/31/93

**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

No campus visit was conducted this quarter.

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

##### a) Highlights:

\*\* Several students gave a presentation for a group at the United Methodist Church, an international dinner preceded the program.

\*\* Three girls gave a presentation for a women's group on February 10.

\*\* Two more of the students were initiated into Phi Theta Kappa, national honorary society.

\*\* Two students were selected to attend the Governor's Leadership Conference.

### 3) Participant Concerns

This semester, Spanish/French speaking students are enrolled in Accounting II, Microcomputer Applications, Lotus, Public Relations, retailing, Marketing, Human Relations in Business. The English speaking students are enrolled in Accounting II, Retailing, Human Relations in Business, Public Relations, and Business Law.

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**

No Participant Progress Report was submitted this semester.

**III. SPECIAL STUDENT CASES**

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	X
7	1/1/93 - 3/31/93	4/30/93	X	X	X
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

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College: Kings River Community College (KRCC)

Quarter Period: 1/1 - 3/31/93

Cycle: 108

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 108 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

No campus visit was made to KRCC this quarter.

#### II. SELF EVALUATION:

No self-evaluation was submitted this quarter.

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

##### a) Highlights:

\*\* On campus, the students all actively participate in the CASS Club activities. All the students attended a Host Family Potluck and some attended an International Friends Dinner. The CASS Club had a booth selling popcorn and candy at the Kaleidoscope activity on campus.

\*\* In the community, several students participated in the International Friends Dinner in January. All of the students represented the CASS Program by attending the Pork Producers Show and the California

### 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 are enrolled in General Livestock, Meat Processing, Achievement in Agriculture, and Shop Skills. Spanish speaking students are also enrolled in the appropriate ESL classes, and students are taking a number of elective courses based on their specific interests.

No AETRs were to be submitted for this quarters report.

#### II. PARTICIPANT PROGRESS REPORT

No Participant Progress Reports were submitted this quarter.

III. SPECIAL STUDENT CASES: No student cases were reported 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	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxx		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	7/31/94			
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	

## Quarterly Status Report

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College: Kirkwood Community College

Quarter Period: 1/1/93-3/31/93

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: Dennis Huffman

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 in July 1993. 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. No campus visit was conducted during the current quarter.

#### II. SELF EVALUATION:

N/A.

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

##### a. Highlights

Students elected officers in their rural leadership class.

Following on what was reported in the fall quarter regarding campus competition within P.A.S. (Postsecondary Agricultural Students), a number of CASS students have gone on to victory at the Iowa State level: Viderka Ramirez won the public Speaking Contest, Oscar Rodriguez, Magdalena Romero, Manuel Cano, and Damaris Mora won the Management Decision-Making Contest, and Oscar Rodriguez won the Employment Interview Contest. Viderka Ramirez and Oscar Rodriguez then represented the State of Iowa at the National P.A.S. contest in Moline, Illinois.

The group continues its volunteer activities with the Four Oaks Home for abused, sexually abused, and neglected children.

Students toured the University of Iowa Hygienic Lab as part of their Food Chemistry Class.

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 (Fall '92). No academic reports were required during this quarter.

b) Areas of academic concern:

All students are expected to successfully complete requirements for the degree.

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 and Edris Gehy continue to study at KCC under support from the Kirkwood Foundation and the Cedar Rapids community. Geral Lubin disappeared from the program in mid-January and was reported to AID. These Haitians were from Cycle G08 and received a visa extension through a special agreement with USAID.

114 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			X
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	

## Quarterly Status Report

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College: Modesto Junior CollegeQuarter Period: 1/1 - 3/31/93Cycle: I08Subagreement No. MJC RX2050-836 9011-KCollege Coordinator: Elizabeth Orozco-WittkeField of Study: PrintingTotal Number of Students: 19GU 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)

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### 1) Training Objectives:

Nineteen Cycle I08 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:

No campus visit was made to Modesto JC this quarter. The last visit to MJC was made from November 18-19, 1992.

#### II. SELF EVALUATION: N/A

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

##### a) Highlights:

\*\* On campus: The students participate actively in the International Club. Carleen Roberts, from Jamaica, is the Club Secretary. The majority of the students participated in the International Club's Annual Cultural Presentation.

Carleen Roberts is an active and very successful member of the MJC Track and Field team. She is undefeated in the 400 meter race this year, and was featured in an article in the local newspaper.

\*\* 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. In January, Dinier Quiros, Costa Rica, Harrison Aquino and Dolores Escalante of the DR, Martha Rodriguez of Nicaragua, and Carleen Roberts of Jamaica made a presentation at Capistrano Elementary School.

\*\* Professional: Four students are working as volunteers in the school print shop.

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).

This semester, all of the CASS students are enrolled in Graphics Tech. 221 (Process Camara), Graphics Tech. 222 (Litho Stripping), and Graphics Tech. 224 (Electronic Publishing). Eighteen of the students are enrolled in Computer Science 203. The Spanish speaking students have had their English language skills tested and have been placed in different English classes based on their ability. Most students are also enrolled in different elective classes.

#### I. AETRs

The data from the Spring 1993 AETRs will be included in the next quarters QSR.

#### II. PARTICIPANT PROGRESS REPORT

No PPRs were completed by the students during 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
2	10/1/92 - 12/31/92	1/31/93	xxx		xxx
3	1/1/93 - 3/31/93	4/30/93			xxx
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 CollegeQuarter Period: 1/1 - 3/31/93Cycle: H08Subagreement No. MAJC RX2050-836 91H8-BCollege Coordinator: Ms. Aimee VanceField of Study: Cycle H08: Interpreter TrainingTotal Number of Students: 13GU 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 1/1 - 3/31/93 period.

##### a) Highlights:

\*\* Professional enrichment: All the CASS students continue in Practicum class which gives them the opportunity to interpret in formal classroom settings as well as in lab or informal settings with deaf students and individuals. Students are also taking an informal "Experience America" class, and are currently focusing on job search, resume writing, and interviewing skills. All students attend regular PSAD meetings with CASS Director Dan Dalton.

\*\* On campus, a number of Students are involved in Campus Ministry and continue to work with book sales and food drives.

\*\* Community: CASS students participated in a workshop and tour at Ebensburg Center, a facility for the mentally retarded.

**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**

In the Spring, 1993 semester students are enrolled in Introduction to Computer Science, English Composition, Sign to Voice Lab I, Practicum, Marriage and Christian family, and General Psychology.

**II. PARTICIPANT PROGRESS REPORT**

This quarter, no PPRs were completed by the students.

**III. SPECIAL STUDENT CASES**

Angela Ardon seems to be improving after moving back with her Host Family and having had a conversation with her Country Coordinator.

**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			xxxx
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 Status Report

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College: Mount Hood Community College

Quarter Period: 1/1/93-3/31/93

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).

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### 1) Training Objectives:

The students will acquire an Associate of Applied Science degree in Food Science technology this summer. All of the students have mainstreamed into their Food Science classes and are doing well.

### 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 college provides CASS/Georgetown 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, visited Mt. Hood Community College (MHCC) February 2-4, 1993

##### a) People contacted:

Dr. Gil Albelo, Associate Dean of Science; Dale Vogt, CASS Coordinator; Jack Brook, Food Science Instructor; Dr. Bob Wesley, Dean of Instruction; Dr. Stephan Cragg, Associate Dean for the Social Sciences and Early Childhood Education; representatives from Boyd's Coffee (internship site); and all CASS Students.

##### b) Visit Activities:

Met twice with Dr. Albelo and Mr. Vogt; met with Jack Brook; attended several food science courses; held two group meetings with the students; interviewed individually all CASS students.

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

The students, faculty, and staff indicated that the students are having a positive experience at MHCC. They have settled comfortably into host families or apartments and are on track for their degrees. During the campus visit, Joseph Schaefer encountered, discussed, and provided constructive recommendations on six issues. These issues included:

1. Sequencing of the Chemistry courses within the Food Science Program.
2. Upgrading the food science courses to the 100 level.
3. Extending internships for three weeks or more this summer.
4. Submitting Experience America Reports.
5. Student return home and excess baggage.
6. Haitian's anxiety over returning home.

## 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

N/A.

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

N/A.

#### 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	X	X	
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	X
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:** 1/1/93-3/31-93

**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:** 20

**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).

---

**1) Training Objectives:**

Students are working towards an Associate Degree 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. English speakers are taking electives in addition to their business courses.

**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**

N/A.

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

N/A

**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	X	X	
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	

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

**Quarterly Status Report**

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**College:** Scott Community College

**Quarter Period:** 1/1/93-3/31/93

**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:** Dennis Huffman

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

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**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:**

No campus visit was conducted during this quarter. Joseph W. Schaefer visited SCC November 11-13, 1992.

**II. SELF EVALUATION:**

N/A

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

a) Highlights:

During this quarter, the students were all engaged in taking upper level Business Computer Programming courses. Enthusiasm was also building regarding the internships this summer, and the students began their search for appropriate sites. Also, the SCC Placement Specialist conducted a resume-writing seminar, and students were invited to participate in individual follow up sessions.

The college chapter of the Data Processing Management Association has proven to be a great resource for the CASS program, and many of the club offices and executive positions are currently held by CASS students. A number of CASS students competed in and won awards in the annual computer programming competition held at the end of March.

Finally, the students were gearing up for their role in the CASS Regional Leadership Conference to be held in Madison, WI in April. The conference will involve CASS students from six institutions in Iowa and Wisconsin, and the SCC students will play a key role in organizing the event.

### 3) Participant Concerns:

#### I. AETRs

AETR's for the fall semester were submitted in March. The average GPA for the group during the fall semester was 3.39. Four students earned GPA's of 3.75 or better: Brian Joseph (Dominica, 4.0), Ruddyan Miller (Jamaica, 3.943), Haydn Thomas (St. Vincent, 3.913) and Livingston Pogson (St. Kitts, 3.870).

Only one student fell below 2.50 -- Myriande Prophete (Haiti, 2.404). Two other Haitians, however, were also of concern during the winter quarter. They are Hoodritch Benjamin and Jean Maurice Mathieux. In the view of Susan Hess, these students were each feeling discouraged and distracted by the situation in their homeland. The SCC staff is monitoring their progress closely.

#### 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			X
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 ACTIVITY REPORTS**  
**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS**  
**(CASS)**

**Quarterly Status Report**

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College: St. Louis Community College-Florissant Valley      Quarter Period: January - March 1993

Cycle: H8      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 Altinger

**Student Nationalities:**

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

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**I. TRAINING OBJECTIVES:**

**II. 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.

**A. Campus Visits:**

No campus visit took place during this quarter.

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

1. Highlights: Towards their professional enrichment, the students were exposed to various activities pertaining to local and state government. Several students were members of Phi Theta Kappa and recognized by "Who's Who Among American Junior College Students." The students also visited the McDonnell-Douglas Corporation and attended an engineering seminar in Chicago. With regard to socio-cultural enrichment, the students participated in Phi Theta Kappa activities, the International Club, a fund-raising dinner, a cultural presentation at Queen of All Saints School, a Latin American community dance group, Adopt-a-Student, and a reggae party. Seven of the students also were invited to attend a leadership seminar in Norman, Oklahoma. On the leisure side, many of the students attended a concert in the St. Louis Ballroom and went skiing at Hidden Valley.

128 **III. 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).

**A. AETRs**

1. Average student GPA (as of last submitted AETR) for Fall 1993:

**Avg. GPA: 3.16**

**B. Special Student Cases**

No special student cases were reported during this quarter.

**IV. COLLEGE REPORTING STATUS**

**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/91 - 9/30/91	10/31/91	****	****	****
2	10/1/91 - 12/31/91	1/31/92	****	****	****
3	1/1/92 - 3/31/92	4/30/92	****	****	****
4	4/1/92 - 6/30/92	7/31/92	****	****	****
5	7/1/92 - 9/30/92	10/31/92	****	****	****
6	10/1/92 - 12/31/92	1/31/93	****	****	****
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	****	Fall 1992	****
Spring 1992	****	Spring 1993	
Summer 1992	****	Summer 1993	

## Quarterly Status Report

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College: St. Petersburg Jr. CollegeQuarter Period: 1/1 - 3/31/93Cycle: I08Subagreement 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 I08 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.

#### 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 1/1- 3/31/93 quarter.

##### a) Highlights:

\*\* On campus: Students continue to participate actively in the New Horizons Club. The students also presented a cultural program for the Phi Theta Kappa Honor Society.

\*\* Community activities included: Assisting with the American Cancer Society Making Strides event, participating in the Pinellas County Foreign Language Field Day, and attending the SPIFFS International Folk Fair.

\*\* The students also attended a Money Management Workshop, and an Expressing Your Feelings Workshop.

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).

The students are enrolled in the following courses this semester: ESL, Government, Introduction to Fashion Marketing, Keyboarding I, Introduction to Accounting, Personal Wellness.

I. AETRs: The data from the Spring 1993 AETRs will be included in the next QSR.

#### II. PARTICIPANT PROGRESS REPORT

No Participant Progress Report was submitted this quarter.

#### 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	xxx	xxx	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	7/31/94			
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	

**Cooperative Association of States For Scholarships (CASS)  
Quarterly Status Report**

**Institution:** USC Sumter                      **Quarter Period:** January - March 1993  
**Cycle:** H                                              **Subagreement No:** USC RX 2050-836 91 H8-A  
**CASS Coordinator:** Marina Bruner              **Field of Study:** Small Business Admin.  
**Total Number of Students:** 15/14              **Program Officer:** James M. Murphy (USC)  
**Student Nationalities:** Costa Rica (1), Dominican Republic (2), El Salvador (2), Guatemala (3), Haiti (2), Honduras (1), Jamaica (1), Panama (2), St. Lucia (1),

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**1. TRAINING OBJECTIVES:**

**A. That each CASS student successfully complete a two-year academic program leading to an Associate degree in Business (with a concentration in small business management that includes content material appropriate for the students upon return to the home countries.)**

1. In the first few semesters the campus will provide the Math and English remediation needed for supporting the students so that they mainstream successfully.

2. The campus will provide tutoring in other subjects, as needed, through existing campus resources or by special arrangement so that students succeed academically.

**B. That each CASS student experience, on a semesterly basis, some sort of professional enrichment activity such as interviewing small business owners, job shadowing, mentoring, engaging in internships, on-the-job training, and observing meetings of professional organizations.**

**C. That each CASS student "Experience America" as per general CASS guidelines including:**

1. Development of a working knowledge of U.S. family life (through the host family experience) and housing (through living arrangements with others.)

2. Active participation in the daily life and special events of the University campus by building relationships with students, faculty, and staff as individuals and within the context of campus organizations.

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:** March 30 & 31, 1993 (conducted jointly with Fili Altinger of Georgetown University)

### 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  
 Members of the CASS Advisory Board  
 Jane Furguson, Librarian (and host family/advisory board member)  
 All CASS students

### b) Visit Activities:

- \* Pre and post briefing sessions with CASS coordinator
- \* Individual meetings with each student
- \* Group meeting with all students at beginning of site visit
- \* Dinner with students at their apartment complex
- \* Luncheon with faculty and selected members of campus administration
- \* 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 a 2.78 cumulative average at the end of the fall semester and are generally pleased with their program of study. In group and individual meetings the students reported that their professors have been excellent and exceptionally helpful. It should be noted, however, that two of the CASS students have experienced academic difficulty with basic courses (See Special Cases section below concerning Alma Molina and Merlene Vil.) Thus, one or two students will receive certificates of participation rather than associate degrees.

2. **Money Matters:** Conversations with students and the coordinator revealed that allowances and stipends (for spending, clothing, food, apartment rent, and host families) are being issued on time, except for one glitch in issuing the stipends. 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. There were less complaints during this site visit about the amounts established for the various allowances.

3. **Communication with the Coordinator:** The students and the coordinator meet on a fairly regular basis as a group. For individuals with special needs, meetings are held by appointment or on a drop-in basis. The coordinator also meets with some of the students 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 relations between the students and the coordinator have not improved. During the site visit all of the students expressed dissatisfaction in their communication with the coordinator. Some of the specific items mentioned from the student perspective were the following: the coordinator seems pre-occupied with other matters; the coordinator seems to experience mood swings and loses her temper easily; the coordinator can be difficult to approach; the coordinator seems to be busy or away from her office frequently; the coordinator has instructed students to make appointments when they wanted to talk about something they considered pressing; the coordinator appears disorganized at times and has failed to give adequate notice of upcoming items of importance; the coordinator doesn't provide an atmosphere allowing for real student input in program planning and implementation; the coordinator does not appear to keep private conversations confidential; and thus, the students are very reluctant to talk about real matters that trouble them. In summary, they feel a lack of emotional and logistical support.

The coordinator was aware of the general feelings of dissatisfaction, though she disagreed with the tenor of the student interpretations. She reported from her perspective that she has given sustained attention to student matters as a group and individually to the extent possible given her other duties which are considerable; she acknowledges occasionally losing her temper but points out that students have been highly disrespectful and unreliable at times; students appear to

have unrealistic expectations, and can be overly dependent on having her do things for them. She feels 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's supervisor (Dale Bullard) is aware of the situation and has met with the students and the coordinator at various times before and after the site visit. He is planning to change the current coordinator's role to that of an assistant and to locate another person for the coordinator role.

**4. Activities/Experience America:** Student involvement in campus life continues to be excellent and the students are pleased with this aspect of the program. All of the students have North American friends, participate frequently in intramural sports, and are members of the International Student Organization. The International Student Association continues to plan and conduct activities. For example, the students are working together in fund raising activities such as car washes to help defray some of the costs of a planned trip to Washington D.C. 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 professional enrichment, the students continue to express disappointment in a lack of systematic activity for providing encounters with business managers in the area that would enable the students to engage in professional dialogue and learn how small businesses operate. As yet, there do not appear to be specific sites planned for the student internships scheduled at the end 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 for most of the students. There is one notable exception however. Marlene Vil has experienced great difficulty in securing a suitable host family and accommodations. During the site visit she had no place of her own and was sleeping in another student's bed. After the site visit a solution was found and Marlene is living in an apartment with a non-CASS student attending USC Sumter.

d) Recommendations:

**1. Academic Recommendations:** It is necessary to design a "certificate of program completion" approved by the USC Sumter administration for 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. Also, it would be helpful for a faculty member to become involved in designing an internship program for the CASS students.

**2. Coordinator Communication Recommendations:** In November 92 and March 93 site visits the students provided extensive feedback concerning their perceptions of the coordinator and her working style. Given the intensity

and severity of the student feedback the coordinator wasn't sure what to do next. In conversations with the coordinator after this site visit, the state program officer (Murphy) suggested that the coordinator acknowledge specifics of feedback to the students; assure students that it is ok to say what they feel; work toward establishing a more relaxed tone; use the process as a case study of communication issues that will almost certainly be faced by the students in their future work settings; and, request the assistance of a faculty member with expertise in conflict resolution to conduct a workshop or two with her and the group.

**3. Activities/Experience America Recommendations:** In general this aspect of the program seems to be developing nicely. The one area in need of additional attention is professional enrichment on a semesterly basis. For professional enrichment consider inviting one representative per month from small businesses 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. Also, it would be very helpful for the program to include small business owners on the Advisory Board and to involve a faculty member in designing and conducting the business internships.

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

A self evaluation was not scheduled for this quarter given the site visit taking place.

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

a) Highlights

QAR was not submitted by coordinator (as of 5/14/93) in time to be included in this Quarterly Status Report.

b) Recommendations

See recommendations from site visit above.

**3. PARTICIPANT CONCERNS**

**I. AETRs**

These are not due until the end of the Spring 93 semester.

a) Average Student GPA (as of last submitted AETRs): 2.78 (Fall 92)

b) Areas of academic concern:

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 has been discussed with the student who will be eligible for a certificate to reflect her studies and full participation in the CASS program. (See Special Cases section below)

## 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 5/14/93) 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. **Jacqueline Thompson** - On March 24, 1993 the coordinator received a letter at the university address from Jacqueline indicating that she was leaving the program. It believed that Jacqueline is back home in Jamaica but as yet there has been no direct communication with the country coordinator there or any other CASS staff. The coordinator has written to Jacqueline requesting that she complete certain University documents for withdrawal. As yet the reasons for Jacqueline's hasty departure are not really known.

b. **Alma Molina** has been experiencing academic difficulties. With an cumulative average of 1.75 at the end of the fall semester it is clear that an alternative to a degree will need to be designed, such as a Certificate of Program Completion. This has been discussed with Alma and her course load is being adjusted to relieve academic pressures so that she benefit more from the courses she is taking.

c. **Marlene Vil** - Marlene currently has a 2.184 cumulative average (as of the fall 92 term) and will be in academic difficulty if her grades in the spring go down. She reports doing ok this semester but her situation is being monitored by the CASS Coordinator. Also, it should be pointed out that Merlene appears to have difficulties in her interactions with the other students, the coordinator, and former host family. Merlene reported that her former host family requested her to do menial work and appeared to view her in a negative light. Merlene's situation appears to have improved recently as a result of improvements in her housing arrangements (Noted above).

**4. COLLEGE REPORTING STATUS**Quarterly Reports

<u>Period</u>	<u>Period Dates</u>	<u>Due Date</u>	<u>QI</u>	<u>CAR</u>	<u>OAR</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	x
5	7/1 - 9/30/92	10/31/92	x	x	x
6	10/1 - 12/31/92	1/30/93	x	x	x
7	1/1 - 3/31/93	4/30/93	x	x	-
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	x
Spring 92	x	Spring 93	
Summer 92	x	Summer 93	

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

**Quarterly Status Report**

College: UWC-Marquette County (UWC-MC)

Quarter Period: 1/1/93 to 3/31/93

Cycle: I

Subagreement UWCM RX2050-836-9218-N

College Coordinator: Maureen Molle

Field of Study: Small Business Management

Total Number of Students: 20

GU Program Officer: Joseph W. Schaefer

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

### 1) Training Objectives:

Students are pursuing a certificate in Small Business Management/Computer Applications. They are on track for their degrees and are doing well.

### 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-MC during this quarter.

#### II. SELF EVALUATION:

N/A.

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

##### a) Highlights:

Students hosted the CASS group from Northcentral Technical College in January, attended a quilting workshop, helped serve an American Indian dinner on campus, ushered for the play "A Lion in Winter", attended a presentation on Indian Pow Wows, attended a host family potluck and presented a program of Latin American Dancing for the evening, some students participated in the "B'fa B'fa" Intercultural Workshop, three students presented original poetry at the Student Senate Coffee House evening, students organized and carried out a week of activities to foster international awareness on campus. Several students spoke about their countries at local schools, attended a community jazz concert and a community classical music concert, and volunteered to help with Winterlude activities. The students participated in several other activities in and around Marquette.

b) Recommendations:

CASS/Georgetown commends UWC-MC 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):

N/A.

b) Areas of academic concern:

None.

c) Changes in individual programs of study:

None.

II. **PARTICIPANT PROGRESS REPORT**

N/A

III. **SPECIAL STUDENT CASES**

Two students lost family members during this period. Miguel Guarchaj lost his father and Ana Flores lost an uncle. They are coping well and have received excellent support from fellow CASS students and community members.

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			X
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)

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

## Quarterly Status Report

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College: UWC-Richland Center (UWC-RC)

Quarter Period: 1/1/93 to 3/31/93

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 took an interim course devoted to computer hardware during Christmas break. Students attended a "Welcome Back Party" at the Dean's house, and participated in workshops on host family living, mentor families, ambassadors, and group interaction. Students gave a presentation called "Caribbean Night", held several birthdays parties for ambassadors, and attended a Mozart concert. Students participated in several birthday parties, country days (St. Lucia and Grenada), taught students about Caribbean culture in "Super Saturdays", attended Casino Night on campus, and a performance of "Everyman". Students travelled to Madison, WI to visit the Wilmar Neighborhood Center (the center strives to meet the various needs of youth, senior citizens, the hungry, and the homeless), visited Olbrich Gardens, and saw "The Crying Game".

##### b) Recommendations:

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

especially considering their limited Experience America budget.

**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**

NA.

**II. PARTICIPANT PROGRESS REPORT**

NA.

**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	X		X
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 CollegeQuarter Period: 1/1 - 3/31/93Cycle: H08, I08Subagreement No. UVCC RX2050-836 91H8-J  
UVCC RX2050-836-92I8-PCollege Coordinator: Malan JacksonField of Study: Hotel/Restaurant Management (Cycle H08)  
Environmental Technology (Cycle I08)Total Number of Students: 29GU 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: n/a

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

UVCC has yet to submit the QAR for this quarter.

#### 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.

##### II. PARTICIPANT PROGRESS REPORT

No Participant Progress Reports were completed by the students this quarter.

##### 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	xxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxx	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	

**NPSP Experience America Activities  
January - March 1993**

**St. Petersburg Jr. College  
Clearwater, Florida**

- Visited Clearwater Chamber of Commerce
- Presented cultural program for senior citizens at Sterling Recreation Center
- Volunteered as "water providers" to participants in the American Cancer Society Walk
- Participated in Pinellas County Foreign Language Festival
- Attended International Folk Fair
- Toured Tarpon Springs Sponge Docks and Village
- Visited Busch Gardens, Seminole Park, John's Pass Village, Great Explorations Museum, Lowry Park Zoo, Marine Science Center, Hands on Museum, and Ybor City (a town settled by Spanish cigar manufacturers in the 1880s)
- Volunteering on Saturdays for "Horses for the Handicapped," a children's program sponsored by the Kiwanis Club

**Fox Valley Technical College  
Appleton, Wisconsin**

- Toured local library, police station, and motor vehical administration
- Visited local automechanic shops
- Presented "This is Nicaragua" at local community center
- Planned CASS/NPSP host family dance and dinner
- Attended college Valentine Dance
- Presented "This is Nicaragua" at local junior high school
- Performed typical Nicaraguan dances at college multicultural week
- Participating with local "Nicaragua Partners" organization

**El Paso Community College  
El Paso, Texas**

- Participated in the International Festival sponsored by the college Language Center
- Prepared and displayed a booth on Nicaraguan culture at the "Mini World" International Festival sponsored by New Mexico State University
- Visited "Home Base," a home improvement center displaying U.S. construction materials
- Visited Carlsbad Carvens, Cloudcroft, Mesilla, Albuquerque, Santa Fe, and Taos

**Coffeyville Community College  
Coffeyville, Kansas**

- Toured the Coffeyville, police station, fire station, hospital, banks, and state-sponsored employment agency
- Visited state parks
- Toured Wichita and visited Wichita State University
- Toured Hutchinsion and visited the Cosmosphere
- Toured Abilene and visited the Eisenhower center and Fort Riley, an important army base
- Toured Manhattan and visited Kansas State University
- Toured Lawrence and visited Kansas University
- Toured Topeka and visited the State Capitol Building
- Two participants presented a cultural show to Kiwanas Club.
- Attended a variety of concerts and lectures on campus
- Planned and participated in monthly picnics and parties involving host families and faculty

## NPSP Attachment 2

**Excerpts of Experience America Responses  
from Initial Participant Progress Questionnaire**

**March 1993**

**Coffeyville Community College**

1. Is there something that has surprised you in your new life? Explain.
  - No, nothing.
  - I have been very surprised to find myself living with such a good and caring family.
  - The character of my family and their personalities.
  - Nothing.
  - Yes, this is the first time I am a guest in someone else's family, and it has become yet another experience in my life. With faith in God I know everything will turn out well.
  - Living with a host family will enable me to learn English quicker.
  - No.
  - At the moment I am not living with a family.
  - The punctuality and organization of everything, ranging from your job to house work.
  - I have only been living with my host family for two days and I must say I am thankful for all the prior orientation that was given to us because now it is not difficult for me to accept and get to know the American life style.
  
2. From your experiences in the community what have you learned about U.S. culture?
  - The manner in which they treat students is very good. They are also very punctual and hard working.
  - Well, for now I have learned about a variety of music like, country, rap, etc. I have learned also about new sports that I was not aware of before like ping-pong and basketball. Finally I have also learned about different religions.
  - I have learned that one should be decisive and sure about what one has to do.
  - For now I have not changed too much but I have learned about other cultures from other students and other people of different countries. I have told them about my culture and other beautiful things in my dear country.
  - I have learned that the culture in the United States is very different from mine. I know that being in the United States will allow me to learn and like the culture even more. I am already liking it a lot.

- The people are very friendly. They like country music and their favorite sport is basketball.
  - I have learned how to identify American characteristics, like people's personalities. There are some people who tend not even to notice other people around them. I understand that it is part of human growth. They just are not the kind of people that pay much attention to others. I know a lady that is very kind hearted. Her name is Jenny, we call her big mother.
  - I have learned several things, since the culture is different than that of my country, but I like many things here in the United States.
  - I have learned to be punctual and to follow through with the events planned for us. I have only had experiences with persons that work in the Catholic Church.
  - I have learned many things, among them is eating American food and washing clothes in the washing machine since in Nicaragua we do not have this.
  - This is a very working society and rather different from our culture in respect to men and the personalities of each individual.
  - Well, about the United States culture I have learned a great deal about things that are very strange to me. But thanks to God I have slowly gotten used to this curious way of life that is very interesting as well.
  - I have learned their way of life.
  - I have learned to be more communicative. I like the people here and they treat me very well. Besides that I have learned how to be more open with my personality and how to get to know many things that before I ignored.
  - With what I have already seen here I like the ways of life here and their customs.
3. What has been your most favorite activity in this community and what have you learned from it?
- For the moment nothing.
  - It has been to participate in the activities in the church, such as bring the host to the altar. I have learned that time should be taken advantage of in something good.
  - Until now I have not participated in an activity except in the Catholic Church helping the priest with whatever is necessary.
  - My favorite activity is to study and learn English.
  - My activities include my studies and going to the Catholic Church on Sundays. During my free time I go play billiards with the American students.
  - My favorite activity is to play basketball. I have learned how to play basketball and I practice it a lot.
  - It has been the study of the English language. I have learned much of the grammar, pronunciation and even writing of it.
  - Well, all the activities we have participated in have been very important and I have learned much from them. But one of my favorite activities has been my participation in the Dominican groups of the Church.
  - The English and electronics classes and basically everything we have been learning

has been beautiful for me. All the teachers as well are great.

- For now I do not have a special activity but I know if the opportunity arises you can be sure that I will participate in that activity with much enthusiasm.

4. Which aspect of the United States Government has most caught your attention? Please give examples.

- The democracy, since we lived for the television during the Inaugural Ceremonies and it was filled with so much excitement and festivity.
- The abolition of military bases throughout many states in order to curb the federal deficit.
- What has most caught my attention was the reduction of 40 military bases. Also this government is very concerned about the education of students.
- What has most gotten my attention is the reduction of 40 military bases although the whole ordeal has been very confusing since I can not keep track of the T.V. news as quickly because it is in English.
- The freedom of expression, the democracy, and the tranquility of this country.
- The aspect of education in which the government pays for primary schools. This college as well, where I study, is exclusive and favors students from this state. I have the understanding that in many states in the U.S. there are colleges like this one and are supportive of the community. The other aspect I like is the political government. I like the towns in the U.S. for their democracy and their international leadership.
- This system of government is very good since it is a democratic government and they have elections every four years. This is a democratic government.
- The only thing I had the opportunity to see was the very impressive procession for the changing of a new President, Clinton. From what I have seen the people of this country have much confidence in a wise governance that he will follow through.
- About the system of government here I do not know much because it is hard for me to follow what is happening because I do not dominate the language yet. I do know though, that they are going to demobilize 40 military bases so that the money that would have funded them will go to the American people instead.
- The people have high expectations of Clinton, which is what I noticed during the process of him taking office. The people expect much changes now, more so than the amount that took place during the last presidency.
- This is a very democratic society. Each person believes the way they want to and they do not have any problems expressing what they feel or think.
- The demobilization of 40 military bases whose funds will help to improve the development in this country.
- The most important aspect of this new administration is that they are demobilizing military bases. I think this will improve the political situation and will improve the lifestyle of each American. In this manner they will be able to help poorer countries and not support any more wars.

**Excerpts of Experience America Responses  
from Initial Participant Progress Questionnaires**

**March 1993**

**St. Petersburg Junior College**

1. Is there something which has surprised you from your new life? Explain.
  - Things here are very different than in my country, but I feel they are very good and will help me in the future.
  - A little bit, because things here are much more practical and quicker, the lifestyle is constant and does not waste time. We have to keep up with the American pace and at the beginning life is very fast.
  - I have still not been surprised by this new lifestyle.
  - Yes, when I go out on the street and there is no one walking around and the silence out on the street surprises me, since in my country it is just the opposite.
  - I think what has surprised me the most is that I never thought that I could manage myself on my own in an apartment.
  - Yes, there is something but it is quite unique. This family treats us as if we were their own children and they help us in anything they can.
  - At the beginning I was surprised because I thought that I was here to study, not to get into communication difficulties problems with the host family, it was a challenge.
  - Everything has been within my normal lifestyle.
  - Many things, since I had no prior knowledge of a lifestyle such as the one I am living now, especially the devotion to one's studies.
  - At first I was impressed with the life style here in the United States, then there are many things here which do not exist in my country.
  - The way of studying and the way of coming to agreements.
  
2. From your experiences in the community what have you learned about U.S. culture?
  - The idea of a recreational center for older people seemed excellent to me. To see how people act for the well being of the community; this is not only for me, but for my community and my country.
  - The culture of the U.S.A. is very different from mine in Nicaragua because they are like opposite poles. There is less freedom there, while everything, every person, and animal, enjoys greater freedom here. It is a very receptive culture for human beings.
  - I have learned that the culture in the U.S.A. is very different from my country and is concerned with benefitting the very country and the population as a whole.

- I have learned about the form of government, how the people pay their taxes and how these are returned to the community for their own benefit. How they care for children and the elderly and also how they inspire students to keep on being motivated.
  - I learned that the taxes are always destined to the benefit of the people, and the people are always benefitted. In our visit to the Chamber of Commerce I observed how the taxes are employed, and on other visits such as the one to the recreational center, I observed how the people are also the recipients of progressive works in the city.
  - I have seen the great difference between the American culture and the Nicaraguan one; but the people with whom I have shared culturally here in the U.S.A., have been very friendly and helpful.
  - Well in spite of the brief period of time I have spent here, I have participated in marches, walks, visits to church and these have helped me understand the culture of people here.
  - I have learned how to manage myself and how to survive on any source of income.
  - I have learned a lot and hope to keep on learning more. I hope so!
  - I have learned much about the culture and I have exchanged much about my culture with people here.
  - I have learned that there are voluntary policemen here, to help pedestrians, and also that there are many ways to help sick people, whether they be suffering from cancer, or other types of sicknesses. This seems wonderful for me.
  - I have learned a lot because I have visited many places where I have learned many things about the culture, about community life, and how the community works.
  - How they treat each other, with a lot of respect, they live very conservatively, in their way of dressing.
  - I have learned that in this country they give a lot of possibilities to people in terms of recreation, and through the management of taxes. There are many benefits for the community.
3. What has been your favorite activity in the community and what have you learned from it?
- My relationship with the people, the trips we have taken.
  - We have participated in guiding the people in a marathon to benefit the community, and also in a walkathon. This is very nice to see how the community enjoys itself.
  - The activity that I did was a cultural presentation for the members of the community in this sector. I have learned much about how people behave in ceremonies.
  - My favorite activity has been participating in the walkathon to fight cancer. This was something marvelous since it does not exist in my country.
  - It has been the Sterling Center, to see how a group of young people take time to

provide entertainment to a group of elderly people. That was my favorite.

- Up until now, visiting the church and meeting new people, making new friends and interchanging experiences with people from other countries.
- "Sterling" has been the activity I have enjoyed the most, from all my new experiences. We shared with some elderly people some of our culture, it was very interesting.
- My favorite activity has been to go to church because aside from practicing English there I can observe how people here relate to each other.
- The visit to the Chamber of Commerce and to Sterling Recreation Center.
- Well, my favorite activity has been to see how the Chamber of Commerce works.
- The Sterling Recreation Center, a center for the elderly which we visited to cheer up the residents. I performed a folkloric dance with a classmate, and I loved it so much that if I had the opportunity to go again I would.
- My favorite activity is to be able to help others and be able to exchange aspects of my country's culture with those of the community here. I have learned to respect and build, and to manage a budget for my life.
- Well I have learned to deal a bit more socially with others.
- To participate in the community doing whatever is possible and from that I have learned a lot about the way many businesses work, and how they help the community for instance on our visit to the Chamber of Commerce.

4. What aspect of the U.S.A.'s form of government has caught your attention the most? Please give an example.

- The most clear and admirable example is how the government uses taxes to pay citizens to do city works to benefit the community.
- I think it is very democratic, because you have all the rights as a person.
- How in the government offices they treat you with respect and courteously. They are very well organized.
- That this system protects people regardless of where they are from, because it is their duty to help and counsel, and a system like that is very agreeable to live under, it provides a great deal of security.
- Well, I have learned about the system of governing the college.
- The way in which elections are held, the passage of power and the changes in the different spheres of government.
- The democracy because everyone is free to do what they like, so long as it does not harm other people.
- In the college there is a democratic aspect as well as in the Chamber of Commerce.
- The system of government here in the United States is a democratic system, this I have seen manifested when the teacher explains something in class or something else outside of class, our representatives here in the college always take into consideration the group as a whole before making a decision.

- The taxes which are collected are used for the improvement of the community and they are always fixing something in the community, (fixing roads, building parks etc.)
- What has caught my attention the most, was to discover how they use the taxes for works to benefit the community. For instance, the Chamber of Commerce.
- To see how the government uses taxes wisely for the benefit of the people. You can't see this in our country, one pays taxes but one never sees what they are used for.
- Well I have come to discover many things, for example taxes are well spent in works for the progress of the community and for children. That's why I visited the Chamber of Commerce to understand how the taxing system works here.
- A democratic government that helps the elderly in the community.

**Excerpts of Experience America Responses  
from Initial Participant Progress Questionnaire**

**March 1993**

**El Paso Community College**

1. Is there something which has surprised you from your new life? Explain.
- Yes, the fast pace with which people live their lives here. If a decision has to be taken it is done in an immediate and expedient way, and one learns how to dominate even stress.
  - That I live with a man who is divorced and has no children and he likes living like that.
  - That the woman manages the money or controls the finances.
  - Yes, the environment and the lifestyle in the U.S.A., also in respect to the food, but now that it has been three months I have improved a lot because it is not hard with a little work and effort on my part.
  - I think that little has surprised me, because I had previously lived away from home on one other occasion. What has surprised me though is the great development in communications especially the highways.
  - What has surprised me is the caring way in which everyone treats you, I don't think my family even treats me that way.
  - The woman whom I live with is divorced and has two children, she has a great sense of responsibility since she is the one who fulfills the needs of her home and her two children. She is very active.
  - The only thing I have experienced is that the women are divorced. In the home they play the role of both father and mother. For me it is the only difference in the lifestyle.
  - The freedom of expression. Family love which is usual.
  - The practical and limited use of time to solve situations.
  - No, my family is a normal family. So far as my behavior is concerned it is appropriate. I am totally adapted.
  - Yes, here the one responsible for the household is a man, in my house it is my mother.
  - Yes, here in the U.S.A. no one gets involved with other peoples private life, nobody criticizes or starts rumors about neighbors or destroys the personality of other people.
  - Yes, by their culture and their way of living even though I was already prepared because I knew what I was getting into.
  - The spontaneity, the humanity with which they have granted us the warmth of a home, this host family. I am really very pleased with them.

2. From your experiences in the community what have you learned about U.S. culture?

- That it is totally different in certain respects, but the people are very helpful to one as a foreigner and are very curious to get to know us better.
- I have learned many things one of them is the synchronization of daily activities. Patience in so far as solving problems calmly and safely.
- I have learned that this country as well as others have their pro's and their con's even if it is a developed country.
- That the culture is similar to the one I come from. We have gone out to places both for enriching our knowledge and to get to know other cultures.
- I have learned many things for example the kinds of dances, the different varieties of music, and customs and the lifestyle here.
- I have learned many things which I had never thought I would, to communicate with someone else with mutual trust.
- That it is very healthy, active and sporty.
- To relate more with other people, to be more friendly. To respect other cultures and experiment many things.
- The people are very friendly, communicative and I have been well received both at home and at the college.
- A lot of courtesy, people are very active and well organized.
- The Americans are more liberal in all their customs. They are very independent, in regards to their families they are less conservative and are used to going out more often.
- It is a different culture, they are more liberal, more independent people.
- I have learned that work and study are very important for people in the United States.
- I have learned a lot because the culture is different and the people with whom I have been friends have been kind to me.
- The respect for the law, for the care and respect for property can be seen everywhere.

3. What has been your favorite activity in the community and what have you learned from it?

- My favorite activities have been the International Cultural Fairs. I have learned the importance of the English Language in order to communicate with people from different nationalities.
- I have learned a lot, especially when we have events. I have had the opportunity to share my culture with others and vice versa. This has mostly happened when I visit my host family's relatives.
- My favorite activity has been the International Fairs. We have shared different cultures with people from different countries like Mexico, Japan, Africa, U.S. and

Germany.

- Sports. They are very concerned with self-improvement. I have also shared in get togethers, parties and meetings in which everyone brings their own refreshments.
- For me, it has been the outings with my family or with my friends, because I meet new people and little by little I have become a little less shy, and have begun to come out of my world and integrate myself into the normal world.
- Going to church.
- Family reunions, cultural and religious events.
- The language center fair. Cultural activities from different countries.
- My favorite activity has been learning so much English.
- I have participated in the International Festival and have let others know of Nicaraguan culture and the people in the community are very friendly and interested in learning about our country. I have also met many people from other countries.
- My studies and sports, which I practice often.
- Visits to different places where the program takes us, and the understanding and the way friends and family have come together.
- Participating in international events.
- My favorite activities have been the weekend outings we take and I have enjoyed getting to know El Paso.

4. What aspect of the U.S.A.'s form of government has caught your attention the most? Please give an example.

- That people here do not get too involved in politics, and that the government has helped us in Nicaragua a lot.
- President Clinton's inauguration. The help that the U.S.A. can give Nicaragua.
- Well I consider how the citizens accept each president with love and do not hold a grudge to the incoming ruler.
- What catches my attention the most, is the democracy they live in, how they elect their governors so democratically.
- The taking of office of the new president and how the legislature works. The democracy)
- The orderly transit of both vehicles and pedestrians. It is very disciplined here, and I think that is very good.
- The discipline.
- The taking of office of the new president and the efficient way of resolving problems.
- The police system is very efficient. The public services are perfect.
- The governmental organization of powers, the Congress, the Justice department and the Executive (the president.) They are well balanced and one can observe the effect of this in the pervasive democratic environment which North American citizens enjoy.

- **There is plenty of democracy and no one is opposed to paying their taxes.**
- **The democratic ideal of the government in relation to the people.**
- **In the U.S.A.' s government what has caught my attention the most has been the existence of so much democracy.**
- **The tax collecting system and the system of identification.**

**Excerpt of Experience America Responses  
from Initial Participant Progress Questionnaire**

**March 1993**

**Fox Valley Technical College**

1. Is there something which has surprised you from your new life? Explain.
  - The way they punish children was surprising, in comparison to the way it is done in Nicaragua.
  - The change of seasons.
  - They have a style of dealing with problems more efficiently.
  - Not yet, nothing has surprised me.
  - No, nothing has surprised me because I came with the mind set of adapting as fast as I could and I have. I am very happy.
  - Until now, nothing.
  - The little communication that goes on among neighbors.
  - What has surprised me is that they are very punctual, very tidy and like to talk a lot.
  - No, nothing.
  - Yes, everything has surprised me and is new to me.
  - No, nothing.
  - Their punctuality. I was surprised when one day I said I would be back at 3:00 pm and I got back at 6:00 pm and my host family got mad at me.
  
2. From your experiences in the community what have you learned about U.S culture?
  - I have learned very little.
  - They are very understanding and friendly people.
  - The different forms of entertainment they have; the way parents treat their children; the police system in the city; the importance they give to nature; the different greetings.
  - Punctuality, sincerity, friendship, communication, food.
  - They cook a little differently, but well and they behave a bit more generously.
  - Few things but I have 16 more months to learn many things and share them
  - From their culture I have learned that among the most important things to succeed in life are: be on time, respect the laws, good eating habits, be sociable.
  - Up to this moment we have not had many experiences with the community, but I have visited some places in Wisconsin and I have learned much from the people; they are friendly, sincere and educated.

- The difference in the way of greeting people, they are very friendly but from afar; not all of them accept hand shakes.
  - That they are good-hearted people and willing to help.
  - Their culture is very good, they are friendly, punctual, sincere, and above all their homes as well as their cities are clean.
  - I have learned not to throw garbage around in the streets, and to be tidier.
3. What has been your favorite activity in the community and what have you learned from it?
- My favorite activity is having plenty of American friends and I am satisfied.
  - Up to this moment my contact with the community has been with my host family, and some members of the church I attend. This has been so because of the hard climate. One does not have the chance to get to know the neighbors in the community.
  - Having plenty of friends and visiting other cities.
  - Throwing snow was a very agreeable activity.
  - I have three favorite activities: teaching Spanish to those interested during my free time, learning more English, participating in sports and recreational activities, and traveling.
  - For the moment I just worry about my classes and do what is expected of me, I will have time later to be more involved in the community.
  - Experience America.
  - The presentations we have made to groups in the community.
  - The activities we have carried out in the retirement home.
  - Shoveling snow off the sidewalk; its nice to do.
4. What aspect of the U.S.A.'s form of government has caught your attention the most? Please give an example.
- When a mother hits her child because they are being rude, and she strikes the child too hard, the police take action. It is not good to hit children.
  - The laws.
  - That the laws are very strict.
  - There is a quick response by police and others when problems arise.
  - The laws because they are respected, as are other's rights.
  - The laws are very strict and very good, they are concerned about other people's well-being which is very important.
  - The way the police authorities make sure the laws are respected whenever someone violates them, has caught my attention.
  - That the city I live in is very clean and there are many job opportunities thanks to the government.

- **The laws are very good.**
- **The laws because here they respect people as human beings.**
- **The democratic aspect that all the people are free to work and enjoy their goods.**

## **Nicaragua Peace Scholarship Program**

### **Alumni Re-entry Survey NPSP Cycle I - Nicaragua**

**March 12, 1993**

#### **I. INTRODUCTION**

Conscious of the need to provide appropriate follow-on assistance to NPSP alumni during their period of readaptation to Nicaragua, NPSP designed a survey targeted to the 70 students from Cycle I, who underwent 18 months of training, and the 14 teachers, who underwent 12 months of training in the United States.

The objective was to detect problems encountered by students during the first three months upon their return and design a follow-up strategy to help graduates reintegrate fully into Nicaragua.

The survey was administered to 48% of the population during the first week of March. It was not possible to reach all alumni.

All alumni were invited to meetings in their regional locality: Managua, Masaya, Masatepe, and Granada. An additional meeting was scheduled in the capital for students living outside the regions mentioned.

The survey was given to all the students who attended the meeting. Although the gatherings took place in the evening and on the weekend, approximately 52% of the alumni did not attend. Several reasons for not attending were cited, including work schedules.

Of the 40 alumni who completed the survey, 22 (55% of the total) were women and 18 (45%) were men.

The following information includes conclusions and recommendations for the follow-on process as well as a summary of respondents' comments.

## **II. CONCLUSIONS AND RECOMMENDATIONS**

1. A top priority in the alumni follow-on process should continue to be job placement. Although students who have not yet found jobs remain optimistic, they are highly anxious because they need to contribute economically to their families.
2. Only three alumni indicated a need for help readapting to their families and specific members; the rest seem to have achieved this goal or strengthened their relationships.
3. Follow-up personal development and motivation training needs to be provided to reinforce "can-do" attitudes and to prevent alumni from retreating to a defeatist mentality described by alumni as being prevalent among Nicaraguan youth.
4. Alumni suggest that meetings should be held to help parents understand the process of readaptation which students undergo. Topics, they said, could include student lifestyles in the United States, management of freedom, and adopting different cultural behaviors.
5. Few students have demonstrated commitment to act as multipliers. Factors that seem to influence the ability of alumni to be multipliers include: (a) the need to achieve economic security; (b) difficulties in interpersonal communication; (c) reluctance of home communities to accept new ideas; and (d) inadequate understanding by alumni about working together and carrying out community service projects.
6. Reinforcement training, as a part of the follow-on program, would provide a strong impetus to alumni and enhance their ability to achieve their goals and aspirations for small business and community projects. Such training could include: (a) project management; (b) needs analysis; (c) group facilitator skills; (d) marketing; and (e) working in groups.
7. Additional training is needed in the fields of study to ensure that the technical knowledge of alumni is appropriate and congruent with needs in the Nicaraguan job market.
8. The use of scales within the survey to qualify attitudes or achievement sometimes solicited very subjective responses; for example, in the "Relationships with other Alumni" section, one alumnus rated her relationship with other alumni as a 10 because she kept in contact with one friend. Others rated their relationships as a 10 when they maintained contact with several individuals.

### III. SURVEY RESULTS

The survey was divided into seven sections: (a) worklife; (b) family and social life; (c) relationships with other NPSP alumni; (d) relationships with friends and family in the U.S.; (e) fulfillment of leader/multiplier role; (f) being the architect of my life; (g) relationship with NPSP. Survey results follow.

#### A. Work Life

The questionnaire was given to 40 students, of which 22 were women and 18 were men. Of the 40 alumni, 18, or 45% of those interviewed, had found jobs. Of the total employed 61.11% were women and 38.89% were men. Of the group interviewed, 50% of the women were employed and 38.89% of the men were employed.

The following is a list of the students who are currently employed, the business for which they work, and the position they hold.

Student's Name	Business	Position
María Marín	Master Computer	Instructor
María Isabel Montoya	Master Computer	Instructor
Boanergas Vargas	HG Service	Practitioner
José Valverde	Own	Electrician
María Virginia Delgado	Own	Seamstress
Martha Díaz	Myrna Lacayo's house	Seamstress
José Sánchez	Almesa	Assistant to the Administrative Manager
Néstor Martínez	Toyo Master	Mechanical Assistant
William Ortiz	A.E.D.	Training Assistant
Martha Santana	Unspecified	Unspecified

<b>Students Name</b>	<b>Business</b>	<b>Position</b>
Carolina Castillo	Centro Juvenil Don Bosco	Typing Instructor
Sandra Abaunza	Centro Juvenil Don Bosco	Principal's Assistant
Aida Pernudi	Centro Juvenil Don Bosco	Instructor 1st Year Sewing
Sergio Santana	Computer Programming School	Maintenance & Repair Technician
Cecilia Pérez	Computer & Systems Technical Institute	Computer Instructor
David Gutiérrez	Almesa	Office Secretary
Johana Pérez	BAC International Bank	Secretary
Francisco Campos	Centro Juvenil Don Bosco	Instructor 1st Year Mechanics

Of the total students employed, 72.22% work full time, 27.78% work part time. Fifteen students (83.33%) use the technical knowledge acquired through their scholarships and 8 (44.44%) use English.

The NPSP office helped 22.22% (of the students) get a job, 50% found jobs on their own, through the recommendation of a friend or relative, or are self-employed. The remaining 27.78% do not specify how they obtained employment.

### Activities of Unemployed Alumni and Steps They are Taking to Find a Job

Unemployed alumni visit businesses, read newspapers, and prepare resumes and letters of recommendation. They participate in interviews initiated by themselves as well as by NPSP. Some say they promote themselves in conversations with friends and family.

The majority of the students say the main reason for unemployment is Nicaragua's economy.

Three students (Wilfredo Marín, Marcia Amador, and Fernando Barrios) describe themselves as unemployed; however, they say they devote their time to work related activities: one person works on a farm with his father, and he has not looked for work elsewhere. Another says she works at home but does not explain what she does. The third person says he works at home with his father selling newspapers and taking in welding jobs. It is not clear whether such work is paid or unpaid.

### Attitude about Finding Work in their Technical Career

The average score students chose to rate their attitude towards finding work is 7.73, ten being very positive.

One group of alumni is optimistic. Individuals are self-confident, they believe they are capable of working in their field and sharing the knowledge they have acquired. A smaller group is less optimistic; individuals consider the economic situation so difficult they will not be able to find a job.

Three students who are employed, but not in their field of study, hope for a different work opportunity to put their technical knowledge in practice.

### Steps to Maintain a Positive Attitude if not Working

The alumni mentioned several ways to maintain a positive attitude while they find work:

- Keep up a fighting spirit
- Do not lose hope
- Be patient
- Be positive in actions and thoughts
- Continue their English studies
- Think of and look for forms of work whether it be as a group or individually

- Perform internships in banks, repair shops etc.
- Obtain family support
- Get more training
- Develop themselves through leadership activities

### Additional Support Needs from the Program

The students indicate that they could use the following help from the program:

- Continue getting job interviews and circulating information regarding any companies with job openings (most of the alumni insist on this point)
- Continue communication with alumni so they are kept informed and involved with program activities
- Show an interest in the students
- Provide personal and group follow-up including talks on personal growth and motivation
- Inspire students to keep pursuing growth and achievement

[One alumnus requested help in repairing her sewing machine so she can dedicate herself to her work.]

## **B. Family and Social Life**

### Perceptions Regarding Family Living after Three Months

7.5% (3 alumni) indicate that they feel uncomfortable with their family and rate their relationship between 0 and 4. The stated reasons are (a) the loss of freedom and (b) the family's lack of acceptance of their new ways.

10% of the alumni (4 students) rate their relationship with their family from 5 to 7. They explain that they feel uncomfortable because they cannot solve the economic difficulties in their families.

The remaining alumni rated their relationships from an 8 to a 10. Their families provide a source of support and motivation and have been able to understand their concerns and desires. They have an open and sincere relationship. In the majority of the cases, the relationships matured and were strengthened by trust and mutual respect.

### Communication Between Alumni and their Families

Many similarities are apparent between the answers to this question and those of the previous one.

Those who rated their communication as low, did so because they feel they are not understood by their families or because their parents disagree with the methods they are using to find work or with what they want to do with their lives.

The group that rated their communication with their family high, from an 8 to a 10, did so because they feel that communication is central in their families. They receive support and advice; there is trust and open and sincere dialogue between the family members, they feel they are understood; and they find in their families the motivation and support they need to face the obstacles that arise as they pursue their goals.

### Perception of Relationships with Friends

Relationships with friends were rated 8-10 by 75% of survey participants.

In rating relationships eight say their friends treat them the same way they did before they left for training. In other cases, relationships improved and were strengthened. Their friends understand them, and treat them naturally and frankly, with spontaneity and sincerity. They greeted them happily, and want to hear of their experiences in the United States.

Relationships are rated poor by 25 percent. Reasons cited include: (a) their friends do not understand them; (b) their friends moved elsewhere, or the alumni live elsewhere; (c) the friends changed their ways or; (d) the alumni have not had a chance to see them or speak to them.

### Communication with Friends

Thirty-two alumni rated their relationships with their friends from 8 to 10. They consider their relationships to be the same or better now because they have grown and matured. They tell each other their problems and try to solve them and communication is sincere and realistic.

The remaining students have little communication because they live far apart and have very little opportunities to see them often; their friends work and have little time.

### Suggestions to Improve Communication with Friends and Family

Participants make the following suggestions:

- Try to understand friends and family
- Continue being oneself
- Be communicative
- Visit them
- Communicate problems with sincerity
- Take the initiative in the relationship
- Go out with them
- Provide them with help and friendship
- Be sincere
- Bring optimism and enthusiasm to the family
- Behave in a better way
- Teach what one has learned
- Make them feel "they are important to me and that I love them"
- Take things more seriously
- Work on the negative aspects of relationships

### Suggestions for NPSP to Help with Family and Friend Relationships

Alumni suggested the following ways NPSP can help them improve their relationships with family and friends. The majority recommended holding meetings with parents.

- Sponsor activities and improve communication with other alumni
- Hold meetings with alumni parents in which the readaptation process is explained to them
- Hold a family workshop to address improving family relationships
- Give a training course for the students who think negatively about their family or view it as a burden
- Provide family development educational materials

### **C. Relationships With Other NPSP Alumni**

#### Contact with NPSP Alumni

Three students have no contact with their NPSP classmates because of the distances which separate them and the limited possibilities of travel.

The majority 22 students keep in contact with two or three alumni, who live close by or who were classmates. They point out that they have little contact with the others because they live too far away, they have little time to get together, or the means of communication are limited.

The rest get together with their friends and scholarship classmates. They visit each other, plan frequent encounters, go out to have fun, and some have thought of working together in a business or on a community project.

### Benefits of Keeping in Contact with Other NPSP Classmates

Although four people did not respond, these comments were offered by the others. Their relationship with other alumni can be helpful, they say, in these ways:

- Developing work plans
- Checking how they are doing and helping each other work as a true group
- Strengthening the relationships
- Sharing experiences
- Asking for advice
- Giving and receiving emotional support
- Interchanging ideas
- Filling each other optimism
- Developing leadership potential
- Finding solutions to problems
- Helping each other find work
- Creating community projects

### Conditions that might Contribute to Increased Contact among NPSP Alumni

- Organize activities and outings
- Hold frequent meetings (the most favored option)
- Visit NPSP offices frequently
- Hold seminars and retreats
- Organize an alumni association
- Publish a small newspaper in which alumni can write and send letters or messages
- Have alumni addresses and phone numbers at one's disposal

#### **D. Relationships With Family and Friends in the United States**

Alumni not having any contact with host families or friends in the U.S. total 25%. The 75% in communication with them, have made contact by mail and by phone.

All those who have kept in contact consider communication helpful for these reasons:

- To continue the friendship
- To keep up a friendly relationship and practice English
- To hear from them is marvelous
- To keep informed about events and to let them know they are not forgotten
- To maintain business contacts for the future
- To share experiences from Nicaragua
- To feel good after speaking to them
- To lift their spirits and help them in all aspects
- To boost one's morale and perseverance

Thirty-seven students want to increase contact with their host families and their friends. These are their reasons:

- To learn more from them. For American families are very good. They provide support, friendship, and their language and culture
- To get them to visit Nicaragua and have them see the situation the country is going through
- To keep contacts in case they return to the U.S. some day
- To keep up to date, and be able to establish "networks" in the future
- To hear from your family, stay in an international environment, practice the language, and make new friends
- To help us orient ourselves, and to give us advice and new ideas to get ahead
- To thank them for all the help they gave us
- To keep up a cultural interchange
- To provide support for an export business
- To demonstrate that Nicaragua is not all war so that they will come down or send for me
- To provide moral support if I some day visit the United States and material support if I ever need didactic material or something else

#### **E. Fulfillment of the Leader/Multiplier Role**

The development of the role of leader/multiplier will be summarized according to the number of alumni who say they have participated in a multiplier role. In general alumni who said they were carrying out any leadership activity were usually involved in two or more activities in the list which is detailed below.

Multiplier Role	Number of Alumni	Activities
Volunteer in the community	9	<ul style="list-style-type: none"> <li>.Translating for the Brigade of WI Doctors</li> <li>.Translating for the VOSH program</li> <li>.Church activities</li> <li>.Youth groups</li> <li>.ESCOGE apostolates</li> <li>.Youth groups</li> <li>.Christian youth groups</li> <li>.Parochial group Don Bosco</li> </ul>
Teaching a specific skill	14	<ul style="list-style-type: none"> <li>.Translating nursing seminars</li> <li>.Teaching English (8 students participated in this activity)</li> <li>.Computer instruction</li> <li>.Talks on the maintenance of computers</li> <li>.Translations</li> <li>.Helping others</li> <li>.Computer classes for workers</li> </ul>
Take the initiative to help others	15	<ul style="list-style-type: none"> <li>.Explaining about the United States</li> <li>.Translations</li> <li>.Teaching English (7 students participated in this activity)</li> <li>.Teaching sewing (Sewing Classes)</li> <li>.Giving one's seat on the bus to, and helping an elderly person cross the street</li> <li>.Sentimental and material help</li> <li>.Budget management</li> <li>.Secretarial skill classes</li> <li>.Data processing</li> </ul>
Voluntarily organized activities for church and/or school	3	<ul style="list-style-type: none"> <li>.Christian youth groups</li> <li>.Teaching use of a sewing machine</li> <li>.Organizing an industrial enterprise</li> </ul>
Others (any action of service and projection to the community)	7	<ul style="list-style-type: none"> <li>.Organizing a parochial school</li> <li>.Organizing an English school</li> <li>.Obtaining a donation of pencil cases for poor children</li> <li>.Evangelizing children</li> <li>.Speaking on a radio talk show about what was learned in the United States</li> <li>.Educating children about personal hygiene</li> <li>.Motivating two organizations to take their neighborhood into account</li> </ul>

### Degree of Commitment of Multiplier Leader to the Community

A minority number of three alumni are oriented towards a multiplier leadership role in the community and are engaged in specific activities. Although others are not yet organized, they know where need exists and want to take action.

### Specific Activities which the Alumni Plan to Develop as a Multiplier Leader

52.5% of the alumni have thought of carrying out specific activities or have in mind, in a very general way, what they want to do. Only a small group is still working on ideas and think their activities should spread motivation and increase the self-esteem of others. Those actively engaged in multiplier roles propose that others adopt these types of activities:

- Promote activities for the youth through a Christian group
- Teach other people what one has learned in the United States
- Start a small business going with a group
- Help those people who need it
- Help the church
- Teach English
- Work on a reforestation project
- Train the youth in leadership skills
- Repair the streets
- Obtain garbage cans for the streets
- Give catechism classes to oratory children
- Teach children technical skills
- Form an association
- Form a Christian group

### **F. Being The "Architect of My Life"**

Thirty-six alumni rated their confidence from 8-10. The comments, listed below, are similar although the ratings vary.

- Feels very confident of being a multiplier
- Making an effort even though the circumstances sometimes impede progress
- Trying to build life up in the best possible way
- Having confidence to work and help out family

- Feeling capable of working individually or with classmates
- Having self-respect
- Setting goals and intending to carry them out
- Acting with firmness and maturity
- Taking steps for a better future
- Maturing
- Doing the best

**Coping Strategies Used by the Alumni to Handle Difficult Situations**

<b>Strategy</b>	<b>Number of Alumni Using this Strategy</b>
Maintains a positive attitude and thoughts	33
Communicates sincere feelings to others	30
Maintains respect for others when they express an opinion unlike their own	31
Looks for many solutions when difficulties present themselves	30
Writes down and repeats positive affirmations	13
Takes time to get to know him/herself better, his/her values and mistakes	26
Performs relaxation exercises and visualizes the accomplishment of goals	10
Sets, writes down, and evaluates clear goals for his/her life	10

Difficult situations the alumni have faced since returning to Nicaragua

Very few alumni answered what was asked of them. Situations described include:

- *"When people speak badly of me, I try to be patient and to understand that people make mistakes just like me."*
- *"I try to communicate to my parents that I have learned to become independent without abusing liberty. The problem is that parents don't understand this."*
- *"It is difficult for me to ask my family for money, so I request it in the form of a loan."*
- *"Once I wanted to go out late, but my father did not let me. I recognized that my father was right; I was in Nicaragua not in the U.S."*
- *"My parents want me to work at something they want, and I don't want. I try to understand and be patient with them."*
- *"I am appalled at the negative attitudes of youth, I talk to them and suggest concrete steps to overcome these attitudes here."*
- *"The defeatism of the people around me is sad. I try to transmit optimism."*
- *"Difficulties in the work place bother me. With patience and optimism I know I can overcome them."*
- *"Changes in my son's behavior upset me. I need to get him psychological help."*
- *"I am working as a teacher, but I haven't been trained as a teacher. I am looking for a way to carry out my original plans."*
- *"Upon my return to Nicaragua I haven't lived with my family. I am trying to integrate the customs and habits I brought home with me with my lifestyle here."*

**Suggestions for training to strengthen self-confidence:**

- Greater training in the field of study
- Interpersonal communications course
- Self-esteem workshops
- Learn skills to train others
- Relaxation exercises and future visualization
- Motivation
- Human relations
- Positive leadership and national reality
- Responsibility
- Study and reading techniques
- Time management
- How to be more effective at work

**G. Relationship With NPSP**

In general, the frequency with which students communicate with the office is moderate. The following tables show the number of times, according to the alumni, in which they have visited or called the office during the two month period upon return.

**Visits to the NPSP Office**

Number of Visits	Number of Students
None	3
Between 1-3 visits	11
Between 3-5 visits	10
More than 5 visits	13
Did not respond	3

**Calls to the NPSP Office**

Number of Calls	Number of Students
None	11
Between 1-3 calls	17
Between 3-5 calls	1
More than 5 calls	8
Did not respond	3

## **Nicaragua Peace Scholarship Program**

### **Cycle I Follow-On Support January - December 31, 1993**

#### **I. Goal**

The purpose of NPSP follow-on is to provide support to ensure that upon return home, students are assisted to (1) find employment or implement micro-business projects in their field of study, (2) reestablish relationships with family and friends in Nicaragua, and (3) develop and maintain an active alumni association through which NPSP graduates fulfill their commitment to serve as multipliers in their communities. Follow on support is expected to be intense for one year as students adjust and develop stability in their new lives. Specific areas of support will also be continued during 1994, the second year home.

#### **II. Specific Support Areas**

**1. Job Placement.** To ensure that students have opportunities to interview for appropriate positions in their field of study, the NPSP/Managua office will continue building, on an on-going basis, a network of employers in the private and public sectors. NPSP/Managua provides potential employers with student resumes and letters of recommendation. Students are notified of opportunities and invited to interviews. NPSP will follow-up by seeking employer and student perspectives about job performance and conditions.

It is anticipated that the NPSP job placement effort will be carried out intensely for a minimum of six months until all Cycle I students have found jobs. Based on experience in other countries, job placement is expected to continue after the first six months until the end of the year as students and employers make changes and adjustments.

Job placement is the priority support effort during the first six months. Without a means to support themselves and to contribute to their families, students experience extreme frustration and lose confidence in the value of their training. Other follow-on goals, such as developing an alumni association and community service cannot be focused on until students are employed or are implementing a project and feel economically stable and secure in their new jobs or businesses.

**2. Micro-Business Project Development.** To support students who desire to design and start micro-business projects, NPSP will seek support from possible funding sources to help alumni get started. NPSP will encourage students who have not worked before, to work first and gain experience before pursuing a micro-business project for the first time. Banco Popular has agreed to consider NPSP alumni projects for funding if the projects are designed for the production of goods or to provide a service that will assist production. An initial \$1,000 will be loaned depending on the project type and the number of students involved. Banco Popular is willing to review and possibly increase funding if alumni project leaders prove capable of making consistent and timely loan payments.

NPSP staff will provide students with guidance to write a specific business plan for presentation to funding sources. It is expected that several revisions may be required depending on the student's experience in writing such a plan. NPSP/Managua will also coordinate with the funding source (for example Banco Popular) to offer a required training course for all students approved to receive micro-business loans. Such training will focus on principals of starting and maintaining small business projects. Follow-up evaluation and training will also be planned.

**3. Academic Advising.** To ensure that interested alumni find optimum conditions and opportunities to complete secondary studies in Nicaragua, NPSP/Managua will work closely with the Ministry of Education (MED) to (a) obtain maximum equivalency credit for GED and NPSP training and (b) identify non-traditional opportunities to complete secondary school for students who are working and cannot attend daytime classes.

It is expected that a small number of NPSP students will also desire to continue technical or university studies. NPSP/Managua will liaison with INATEC, UNAN, UCA, and UNICA and seek way to facilitate admission for eligible NPSP graduates.

**4. Follow-up Technical Training.** To assure that alumni technical skills are appropriate and congruent with needs in Nicaragua's job market, NPSP/Managua will collaborate with INATEC and private employers to offer individual and mini-technical training seminars. Such seminars will be geared to strengthen and increase the employable skills of alumni within their fields of study.

It is expected that the first phase of follow-up technical training will be offered during the first six months to contribute positively to increased job-placement. Depending on student and job market needs, a second phase of follow-up technical training seminars will address new or specialized skills to help students improve job performance.

**5. Personal Development Seminars.** To assist students manage the process of readapting to their families, friends, and society, NPSP/Managua will offer one-day seminars to reinforce communication skills, self-esteem, and interpersonal relations. Seminars may also be organized for alumni parents to help them understand and support the reentry process. Seminars will be planned in response to needs and will be geared to help individuals process and evaluate their own readaptation experience and to gain skills to cope with interpersonal conflicts involving family, friends, or work.

It is expected that 3 to 5 such reentry seminars will be conducted during the first year.

**6. Alumni Association Development.** The development of an alumni association of ex-NPSP students is an important NPSP goal. Creating and participating in an association is not, however, a realistic immediate goal for alumni until the majority has found employment and feels economically and emotionally ready to focus on objectives beyond their immediate basic needs. In addition, NPSP recognizes that alumni need reinforcement and additional opportunities in practicing basic organizational and group skills (such as how to plan and run democratic meetings or how to work in committees) to successfully develop an association and to work together as a team. With this in mind, NPSP will assist the development of the association through these four phases:

**Phase One: Educational & Participatory Campaign**

- How is an Association Organized?
- What Skills Do We Need to Make An Association?

Phase One will last from 3-6 months, depending on the progress and readiness of the alumni. The purpose of the educational campaign is to build a basic foundation of common concepts and ideas. Before coming together to make decisions about an association structure or vote for a directorate, alumni will have the opportunity to discuss purpose, mission, structure, and become aware of the steps and pitfalls in building an association. Materials will be distributed and small group meetings will help during this phase to give alumni the chance to discuss, and participate in designing the process that will actually develop the association.

**Phase Two: Training of Alumni Facilitators**

- Group Development Training
- Community Project Planning

Phase Two will last approximately 3 months. A core group of approximately 7-10 alumni who have demonstrated abilities in working with groups will receive special training in facilitating groups and decision-making. These alumni facilitators will be responsible for working with specific alumni groups organized regionally or by common interest.

Alumni facilitators will have the opportunity to work with assigned alumni groups in preparation for the next phase, Implementation of the Alumni Association.

**Phase Three: Implementation of Alumni Association**

Phase Three will last for 3 months. During this time alumni will prepare, organize, and conduct their first "asamblea" to make decisions about association structure, mission, and elect officials. The preparation and skills learned in the previous phase will be put into action in Phase Three. If appropriate, alumni leaders from other Central American countries who have been instrumental in setting up the association in their own country will be invited to work with specific NPSP alumni committees during the implementation stage. The official recognition of the association will be in December 1994, one year after alumni have returned to Nicaragua.

**Phase Four: Ongoing Assistance**

During Phase Four, NPSP will reinforce association development by assisting the association gain access to needed resources and helping association officials evaluate progress and respond to needs.