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CASS/NPSP
Annual Report
to USAID

Volume 37
October 1, 1993 - September 30, 1994
Copy 2



GEORGETOWN UNIVERSITY

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*Center for Intercultural Education and Development
Office of the Director*

January 19, 1995

David Evans
Chief
LAC/RSD/EHR, USAID
Dept. of State, Rm 2239
Washington, DC 20523-1601

Dear Mr. Evans:

I am pleased to present to you three copies of the Quarterly Progress Report of CASS and NPSP for the period July 1, to September 30, 1994 (Volume 37).

This is the annual report which reviews the CASS Program for 1994 and its targeted goals. In addition, we outline new goals for the upcoming year. I trust you will find this report informative.

If you have questions about the report, please feel free to call me or to speak directly with Chantal Santelices who is responsible for supervising the preparation of the reports.

Sincerely,

Chantal Santelices
Julio Giuliatti, S.J.
Director,
Center for Intercultural
Education and Development

JG/pls

a.

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)
NICARAGUA PEACE SCHOLARSHIP PROGRAM (NPSP)

C.I.E.D. GEORGETOWN UNIVERSITY

ANNUAL REPORT TO USAID
QUARTERLY PROGRESS REPORT

CASS: RX2050-835/6
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VOLUME 37
July 1, 1994 - September 30, 1994

Submitted to:

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

January 1995

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PREFACE

The Cooperative Association of States for Scholarships (CASS) is an affiliate educational program of Georgetown University carried out in cooperation with community-based institutions throughout the United States. Funded by the Agency for International Development, CASS is 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.

Created in 1989, CASS is a matching funds program. This venture is unique among international foreign student peace programs because it benefits only disadvantaged youths in Central American and the Caribbean.

The CASS program aims to instill attitudes and beliefs of self-responsibility and self-initiative in their scholars. These values often lead to a greater sense of commitment to family, community, and country. This empowerment is intended to counter long-standing social and cultural patterns of passivity among disadvantaged classes.

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 CASS graduates in their home countries toward lifetime commitment to and practice of self-empowerment as a chosen lifestyle.

Each Quarterly Report focuses on a central theme related to the program. The themes for each quarter are as follows:

QUARTER 1 (January - March):

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

QUARTER 2 (April - June):

This quarter focuses on Recruitment Profile, with an emphasis on the number of women, rural verses urban, low-income or socially disadvantaged, and demonstration of leadership potential of the candidates. Emphasis will also be on the criteria for selection, the interview process and

the result of the selection meeting in Washington relative to cycle objectives (student numbers per country, per field of study, per college, etc.) and students' demonstrated leadership.

QUARTER 3 (July - September):

Annual Report; also summary of cost-sharing arrangements between AID and non-AID funding (75-25 split).

QUARTER 4 (October - December):

The primary focus will be on Training Program Management and the secondary focus will be on Institutional Bridging. Training Program Management will include predeparture orientations, student completion rates, first-time job placement rates, other measures of follow-on programs and their effectiveness in each country, and general college program performance. Institutional Bridging will include developing receptivity or capability in U.S. educational institutions to train students from developing countries; arranging for accreditation or other acceptance of U.S. credentials in students' home countries.

MISSION STATEMENT

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.

Key to Cycles:

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 H8 (August 1991), H13 (January 1992), I8 (August 1992), I13 (January 1993), J6 (June 1993), J8 (August 1993) and K8 (August 1994). Each group is funded for two years of study before graduation and return home.

With regard to the Cycles of training for the NPSP students, the following applies: Cycle I (teachers, 12 mo.) began in May 1991, Cycle I (18 mo.) also began in May 1991, Cycle II (18 mo.) began in January 1992, and Cycle III (18 mo.) began in January 1994.

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

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

ANNUAL REPORT TO USAID

for

October 1, 1993 to September 30, 1994

Volume 37

EXECUTIVE SUMMARY

Introduction: Measuring Up to Program Objectives

Citing the mission statement preceding this report, the goal of CASS is "to transform carefully selected, socioeconomically disadvantaged Central American and Caribbean young people through educational opportunity and thereby increase the number of current and future leaders in these nations." CASS aspires to realize this mission by providing "an on-going 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."

Through developing an effective collaborative relationship with local USAID Mission officials and key members of the public and private sectors of CASS countries, CASS strives to ensure appropriate recruitment targets, field of study selection and promotion of alumni actualization of technical skills in the workplace. This helps promote both regional and national development objectives as well as USAID Mission-specific Strategic Objectives.

The purpose of this, the Summer 1994 report, is to provide an Annual Report of CASS and NPSP and to summarize the cost-sharing arrangements between USAID and non-USAID funding (i.e., the 75-25 split). Quarterly progress reports submitted since October 1993, have examined CASS objectives and the extent to which the organization has succeeded in realizing them. This Annual Report summarizes the year and refers to previous reports for more detailed information. Additionally, basic CASS programmatic activities such as official travel and special student cases occurring during the third quarter period, July 1, 1994 to September 30, 1994 are measured and reported on in this report. The report begins with CASS and is followed by a separate summary of NPSP.

The Numerical Annual Impact of CASS:

The hope of achieving understanding and friendship among the peoples of the United States, Central America, and the Caribbean, is largely dependent on an organization's ability to impact many individuals. To this end, CASS has added to the "critical mass" of young men and women destined to become "change agents" in their countries. From the fall of 1993, through the spring of 1994, for example, CASS program activities stretched over four distinct Cycles - including new recruits still in country, Thomas Jefferson scholars currently in the U.S., and recently returned alumni.

Between the period of October 1, 1993 and September 30, 1994, 301 new Cycle K students were recruited in-country, provided with intensive predeparture orientations and arrived to begin their ESL and technical studies at 18 community colleges and universities in the United States. In addition to these two-year CASS scholars, 8 CASP/CASS alumni were granted two year

scholarships to complete their undergraduate degrees at 6 universities in the state of Florida as part of the CASS/Florida BA program. An additional student, Baylord Myrthyl, began his studies at the Missouri School for the Blind. Ten new CASS/St. John's College scholars began studies at Jesuit universities throughout the United States. Three Cycle K alternates were brought to the states during the year. Lastly, over two thousand new candidates, still in their home countries, began applying for 240 Cycle L scholarships.

In the area of Follow-on, 300 new alumni returned to a total of 17 countries to begin the process of reintegration and application of skills through employment. By the end of September 1994, the total of CASP and CASS alumni who had completed a program of study, earned a certificate or degree, and returned to their home countries had climbed to 2,307 in Central America and the Caribbean. These numbers do not reflect the impact of CASS on countless students, teachers, host parents, administrators and community members with whom the CASS students come in daily contact at 25 participating community and technical colleges throughout the United States.

CASS Finance:

Under the continued leadership of Bonnie Cockman and Roque Viegas, CIED Finance continued to enhance many of the financial procedures they had begun in 1992/1993. Using departmental budgets, monthly departmental financial reports, and effective program management, CASS finished the year ended 9/30/94 under budget in both participant and administrative costs.

- o HAC Costs: The increase in HAC costs, effective July 1, 1994, cost CASS and NPSP \$1.15 million dollars for Cycles I, J, and K. This increase is equivalent to cutting 30 two-year participant scholarships.
- o Student Taxes: The CASS finance office and participating colleges worked successfully together to file over 1,000 1993 1042s forms and 1040NR tax returns. The procedures implemented in 1992 are working smoothly.
- o Overseas Finance Manual: CASS Finance and Overseas implemented the new manual effective February 1, 1994. Procedures are working well. The new procedures result in stricter adherence to General Accepted Accounting Principles (GAAP).

Cumulative Training Cost Analysis Report:

The cumulative TCA report as of 9/30/94 is included in this report in the appendix.

Cumulative Cost Sharing Report as of 9/30/94:

Included in this report in the appendix, is a statement of cost sharing through 9/30/94. As the report shows, CASS receives cost sharing of 26.5% through CASS colleges, St. Johns' and Haitian students' tuition waivers, and in-country contributions. By including the value of maintenance allowance savings realized through our network of host families and housing options, the contribution increases to 45.7%. These figures are up slightly over last year's figures of 25.9% and 44.8%.

Third Quarter Statistics:

The third quarter (July, August, and September 1994) was a period of transition for CASS. The program was monitoring three different groups of Thomas Jefferson Scholars: 295 cycle I students who would complete studies by mid August and return to their home countries; 318 cycle J students who were at the mid point of their studies; and 304 cycle K students who would arrive in mid-August to begin their studies in the U.S. The total number of CASS students in all three traditional two-year programs came to 917. The figures below show the grand total of all CASS students, including two special programs of 50 students, one Haitian on extension, and still another enrolled at the Missouri School for the Blind, who were in the U.S. at any time during the third quarter, from July 1 through September 30, 1994:

	H13	I8	J13	J8	K8	TOTAL
a. College Programs						
25 CASS Colleges	0	295	0	318	0	917
b. Special Programs						
Florida B.A. (7)	3	0	5	6	2	24
Haiti Extension	0	0	0	1	0	1
St. John's	0	7	0	10	0	27

c. Grand Total	3	302	5	335	2	969

Review of CASS Program Objectives for Cycle K:

In the last Annual Report, CASS administration set forth ten new objectives designed to strengthen and enhance the CASS program both in the United States and in the region. What follows is a brief summary addressing the accomplishments and/or difficulties, if any, in each of these areas:

✓ Expand CASS recruitment networks in the Eastern Caribbean, Guatemala and El Salvador

CASS Country Coordinators with support from CASS Overseas Operations staff and Magali Quintana, Coordinator of the Office for Central American Relations (ORCA), made impressive gains in extending the Support Network for recruitment in two of the three countries. Based on the closing of the USAID/Barbados office, USAID Washington informed CASS that it would not be able to recruit new cycles of scholars from the Eastern Caribbean, therefore there was no longer a need to expand the Eastern Caribbean recruitment network in 1994.

Most notable was the success in El Salvador where the CASS Coordinator and Magali Quintana traveled and met with the heads of over 100 local non-government organizations (NGOs). Key to the success of these efforts included the trips of Magali Quintana to El Salvador (see appendix) in which CASS staff worked closely with Dr. Pedro Urra, Director of PRODEPAS, a project to integrate all NGO's into the National Reconciliation and Reconstruction Plan of El Salvador.

In Guatemala, the CASS Coordinator also expanded the recruitment network by establishing contacts with representatives from numerous community based NGO's throughout the country. The CASS Overseas Operations Director travelled to Guatemala for interviews and to assess the effectiveness of this expanded network. These efforts have continued throughout the year and plans have been made for the CASS Coordinator and the Georgetown Regional Coordinator to meet personally with these representatives in October.

✓ **Strengthen the "Leadership and Women" component in pre-departure orientations**

Throughout the CASS program, pre-departure orientations have always included a component on "Leadership and Women". During this year, CASS reviewed and updated it's Pre-departure Manual (see manual in appendices), adding two new sessions to the Pre-departure Manual: *Gender Roles in the USA and in Home Country*, and, *Women and Leadership*. CASS also reviewed evaluations of this component from our eleven country offices and strengthened this area by involving both CASS male and female scholars in participatory sessions on "Gender Awareness". Professional facilitators were used to coordinate these sessions.

✓ **Develop the "Women in Leadership" component of campus programs:**

CASS believes strongly in the importance of women in leadership. CASS seeks to develop CASS women as leaders through study, example, and practical experience. Activities promoting this objective have been emphasized in the Statement of Work, which is a part of every subagreement. Colleges are required to build into their Comprehensive Plan activities that foster women in leadership throughout the students' stay in the U.S. This topic was featured at the annual student selection meeting held at Georgetown in April 1994.

Colleges have reported impressive activity on the part of CASS women - from participation in the Leadership Center of the Americas annual conference to serving as resident assistants (Ras) in the college dormitories. At Hesston College one student served her internship as the host of a morning request show on the radio. At Northcentral Technical College CASS women attended a speech by Hillary Rodham Clinton. Cycles I and J women attended a Women's Wilderness Retreat to address the topics of "Awareness, Aspiration, and Abilities." At Mt. Hood, CASS women occupy three of four officer positions in the International Friendship Club. CASS women at Scott Community College participated this past March in the Quad cities Women's Conference in Davenport, Iowa. Guest speakers included Sara Weddington, an attorney in the Roe vs. Wade case. They attended other sessions on health, career opportunities for women, money management, women in the future, and balancing home and career. These are a sampling of the activities that took place this year that found CASS women participating, probing, asking questions and, most importantly, developing as future leaders.

✓ **Increase alumni employment rates in all countries**

Over the years, employment rates for CASS alumni have been excellent. In 1994, CASS staff conducted an annual Employment Survey (see quarterly report for fourth quarter 1993). The overall employment rate for CASS alumni in 1994 climbed markedly from 81% in 1993 to 92% in 1994. Haiti had the lowest employment rate of all countries, measuring 73%. However, given the seriousness of the political situation in Haiti, a figure of 73% is remarkable. CASS Coordinators have designed special activities to assist deaf alumni in finding employment in their field of study. The approximate *employment* rate for CASS deaf alumni is 85%. It is interesting to note that *unemployment* of deaf Americans in the USA is approximately 90%.

✓ **Work with alumni interested in microenterprise development to facilitate their access to small business start-up loans**

In Central America and the Dominican Republic, CASS Follow-on initiatives provided seminars to CASS alumni interested in starting microenterprises and/or small businesses. Experts in the field of business development facilitated training sessions in the areas of business plan development, basic accounting, and marketing strategies. Currently, approximately 11% of CASS alumni have small businesses which employ six or more persons.

✓ Redefine the Experience America component and revise its management on college campuses:

Experience America is almost a trademark of CASS. Building on the Handbook and Workbook which were developed in 1990, CASS proceeded this past year to establish the practice of awarding certificates of achievement only to those trainees who completed a minimum of 16 reports on the eight areas of Experience America. The College Coordinators were asked to assist this year with the process of reviewing the participants' work and thus considerably reduced the involvement of the Program Officers. Based on their reports one third of all participants complied with the program.

✓ Review and revise policies regarding host families, campus orientations, and campus visits:

In October, CASS met twice to examine policies and procedures governing host families and CASS students. Staff noted a range of differences from one college to another and from one family to another. It was agreed that there was a need for a CASS brochure that would provide uniform guidelines and basic information. Work began to review existing materials to incorporate into a brochure for Cycle revision in time for Cycle K. At the annual student selection meeting, held at Georgetown in April, CASS provided several sessions on extant policies and practices of host CASS students. Country coordinators and college coordinators alike reacted to these with insights and experiences of their own. Two end products of this activity were (1) the design and publication of a new Host Family Brochure, and (2) the completion at Orientation I of a new Housing Placement Questionnaire designed to elicit information from the trainees about their housing preferences. Both items are included in the appendix. CASS distributed copies of the brochure to all Cycle K college coordinators to assist them in preparing their new host families. A cover letter explained the intended use of the brochure and the recommendation that, where possible, the home stay experience be extended beyond six months to ease the student through the Christmas holidays, exams, and the spring semester when students are just beginning to gain confidence in their English language skills. A copy of that cover letter is also included in the appendix.

In an effort to arrive at a clearer, common understanding of the process and purpose of campus visits, the staff of USOPS convened a series of four meetings in September and October 1993 to address this topic. Recognizing that each Program Officer would ultimately approach the specifics of a campus visit in his or her own unique style, the staff agreed to be bound by general policy guidelines which were established during those meetings. Those guidelines were compiled and distributed internally in the booklet *CAMPUS VISITS: General Guidelines and Addenda* which USOPS has subsequently adopted. A copy is included in the appendix. Almost a year later, the staff came together again to revise the format of the College Status Reports which serve to report the standing of each college's program in digest form for the Quarterly Reports to USAID. A copy of this report for each college is included in the appendix.

✓ Add an HBCU program to the CASS network:

Eighteen of the 320 scholars selected for Cycle K (5.6%) were placed at Harris-Stowe State College in St. Louis, Missouri, a Historically Black College. This is the second such placement at an HBCU and in particular at Harris-Stowe. Although CASS is pleased with this relationship, it has not been satisfied with the percentage of student placement at HBCUs. During the fall quarter of 1993 CASS made every effort possible to recruit other HBCUs to participate in the program. One institution, Cuyahoga Community College in Cleveland, Ohio, expressed interest, but acknowledged it was unprepared at the time to participate in a Cycle K group because of pending administrative

changes. Since then, however, CASS has continued to court Cuyahoga and expects that by the fourth quarter the college will be ready to enter into serious negotiations.

✓ Continue close monitoring of colleges, student progress and efficiency:

Throughout the course of each cycle of trainees CASS program officers are linked to every college by means of the campus visits, telephones and fax machines, and the usual written correspondence. This past year CASS has begun to communicate by means of Internet. Although the number of colleges that are on line with this new alternative form of communication is presently small, it is gradually increasing, and additional colleges are expected to complete the link in the next year.

Program Officers typically interview every CASS participant during the campus visit, but they receive other valuable information by means of an in-house survey referred to as the *Participant Progress Report, or PPR*. This survey is distributed by the college coordinators at three important stages of the participants' training experience: beginning, middle, and end. They provide both quantitative and qualitative information that gives a snapshot of the participants' progress. In the past year, after work/study assistants have compiled this data, program officers have gained validation for their general impressions and new insights with respect to the performance of each college.

✓ Continue close interaction with community college administration to maintain the cost shared program:

With the resignation of Tom Oates as Director of USOPS/CASS, the importance of interacting with the administrative leaders of the community colleges cannot be over stressed. This has been and will continue to be a priority of the new Director, Dr. David Gifford. While initial efforts here have been good to date, more time must be spent in cultivating a healthy relationship with college administrators with the hope of maintaining the cost share. Recent experience, i.e., the projected cost share as a portion of each college's Cycle K budget, indicates a growing percentage and a continuing enthusiasm for the benefits of the CASS program on the community college campus.

CASS Program Objectives for Cycle L 1995

CASS administration is pleased with the success it has had in meeting the general objectives of the program as well as progress made in strengthening the above listed objectives. Over the next year, CASS will work on developing the following objectives:

- o Research available literature, develop and implement strategies both in-country and at colleges for intervention and support of students undergoing severe cultural shock
- o Add at least one more HBCU to the CASS network and place a minimum of 10% of Cycle L students at HBCU's
- o Link where possible all CASS colleges by Internet
- o Increase the total number of CASS students who earn certificates of completion of Experience America from 39% to 49% in Cycle J
- o Review internal and Aguirre data on student satisfaction with training, research what factors may be controlling or limiting it, and seek constructive ways to increase it

- o Enhance crosscultural orientations both in country and at the colleges (staff, families, administrators)
- o Research what CASS colleges are doing in the areas of host family support and general housing for CASS students, review available literature in the profession (NAFSA, YF AFS, Rotary, etc.) and develop new/revised policy and procedure for Cycle L
- o Develop and implement new Follow-on Speaker series in Costa Rica, the Eastern Caribbean, and Belize
- o Work toward obtaining additional academic reciprocity agreements in Nicaragua, Jamaica and the Eastern Caribbean
- o Increase opportunities for CASS alumni to obtain employment in rural areas

Description of Training Quality - From Recruitment to Re-entry:

Central America and the Caribbean

CASS staff based in Washington, D.C. and in the region continued in their efforts to maintain program successes in the areas of Field of Study selection, Recruitment, strengthening of in-country Support Networks, Predeparture Orientations, EWI Reentry Seminars and alumni development. Specific activities are described fully in prior quarterly reports for 1994.

Especially important in these efforts was the review and revision of program manuals for Orientations and Re-entry Seminars (see appendices). As with all in-country participant activities, CASS provided students and alumni with opportunities to formally evaluate the sessions. The positive feedback both students and alumni confirmed over the course of the year that these activities were very successful and we were effective in meeting our stated goals.

Two activities were especially challenging for the CASS overseas team. Most difficult was the saga of assisting the new Haitian Cycle K scholars depart from Haiti during a time when the country was under a state of siege and all travel was suspended. Countless hours were spent in a concerted effort by USAID/Washington, USAID/Haiti, Support Network members, St. Petersburg Community College, and CASS staff in Haiti, Washington and the Dominican Republic in this effort. On August 1, 1995, all 22 scholars arrived safely in the Dominican Republic on their way to the United States (see appendices for full report).

The period covered by this Annual Report saw the successful end of formal CASS/Georgetown and USAID technical and financial support of an ambitious two-year project to create and strengthen a joint alumni association involving all USAID and USIA scholarship returnees in Belize; over 800 alumni in total. CASS is proud to say that Belize now has a new, autonomous, democratically elected and self-sustainable alumni association. This NGO association, BATAPS, has involved itself in development issues at a national level and has secured independent project funding.

CASS Colleges

With the inclusion in Cycle K of a Haitian student who is blind and a new field of study in seafood technology the CASS network of colleges grew by two institutions during this period.

CASS invited the Missouri School for the Blind in St. Louis to submit a proposal to work with the President of the Haitian Blind Association. The objective was to teach Baylord Myrthyl braille, mobility and orientation skills, English as a Second Language, and other skills to strengthen his blind association in Haiti. Upon learning of Myrthyl's talents, the School was eager to respond and he is presently placed there for the duration of the Cycle. Earlier in the year, CASS solicited proposals from colleges that could do a program in seafood technology. This resulted in an agreement with Santa Fe Community College to provide training in the area of Environmental Science Technology with a specialization in environmentally sensitive seafood production and utilization.

With the close of Cycle I CASS lost the participation of Bergen Community College in Paramus, New Jersey and the University of Wisconsin Center in Richland Center, Wisconsin. Both schools had been involved with CASS for some time; Richland Center since the very early days of CASP.

Aguirre International Student Survey of CASS Participants

During the early summer, CASS/USOPS received notice from the USAID/Washington Project Manager of student concerns about their experience at several CASS colleges. It was clear that immediate action was needed to address these concerns. They ranged from the typical, everyday little things, to some which were genuinely serious in nature. CASS launched an internal investigation of information about these matters followed by direct contact with the respective colleges, in those case where it was appropriate. In one case, the Acting Director for CASS/USOPS flew to a campus to meet with the program coordinator and others to inquire about the problem. How these concerns were addressed and resolved is the subject of an August 19 memo to the CASS Project Manager, John Jessup, and is found in the appendix.

On-Going Activities

Student Travel:

The third quarter typically focuses on the coming and going of students. In July and August the Cycle I students completed their studies and internships, graduated and returned home. Because of the varying dates for program completion and graduation it was necessary to provide for five return dates, from July 12 through August 15. For the most part, this all happened as scheduled and the vast majority travelled back home safely. Four students failed to report at the last moment and were classified as nonreturnees. A more comprehensive report on Cycle I will follow in the fourth quarter. In the meantime, CASS prepared for and implemented a highly successful Miami reception in mid August. All but three students, who were otherwise accounted for, arrived on schedule and connected with continuing flights to their final destinations. A full report of this activity, headed by USOPS Program Officer Charlie Koo, is included in the appendix.

Subagreements:

More so than with any previous cycles, colleges in both Cycles J and K have responded responsibly and readily with the completion of the comprehensive plans, budgets, and budget narratives, resulting in a more expedient approval process. Consequently, the number of colleges that were able to complete the approval process for the subagreement, in the case of Cycle K, and the subagreement modifications for Cycle J, is considerably higher than previous Cycles. This has been very encouraging. Similarly, the number of colleges that are completing and submitting all their reports on time is also increasing. As the participants gain experience with program requirements and Georgetown's processes, the task is becoming more manageable.

Florida BA Program:

Since the first group of CASS students arrived in the U.S. in 1989, one of the objectives was to provide a limited number of scholarships to CASP, and eventually CASS, alumni to convert their associate degrees into bachelor degrees. The idea was to appeal to highly motivated alumni in Central America - people who had complied fully with the two-year in-country residency and provide the opportunity to study at one of several Florida universities to complete a bachelors degree. Thus CASS entered into a relationship with the Florida Department of Education to establish what has been known as the Florida BA (FLBA) Program. Thanks to generous funding and tuition waivers provided by the Florida legislature, the program began with a 50/50 match of all federal funds. Fifty-one CASP and CASS alumni have taken advantage of this opportunity to earn a bachelors degree. Of these 51 students, 21 are currently pursuing their BA degree in Florida.

Recently, however, conditions have changed and CASS has been forced to reconsider the feasibility of continuing with the program. First, the source of funding from the Florida Department of Education has not been stable. The cost share match has fluctuated. Further since the inception of the FLBA program, CASS has secured 18 academic reciprocity agreements with institutions in Central America. Another challenge has been in paying for the state required health insurance above the usual (and expensive) health and accident coverage (HAC) required by AID. The result is that CASS must pay for two distinct insurance plans for current Florida BA students.

At a meeting held in September to review the Florida BA Program, and on the basis of the above factors, CASS has determined to halt the recruitment of new students for the program and to allow it to come to an end. The last of the Cycle K students enrolled in the FLBA program will complete their studies and graduate in the spring or fall of 1996 or, at the latest, in the spring 1997. The program will then come to a close.

The following is a list of Florida BA students who returned home during the third quarter:

08/10/94	Maria Gil	FLBA	University of West Florida	Graduated and returned home
08/10/94	Sandra Molina	FLPA	University of West Florida	Graduated and returned home
08/10/94	Rosa Pineda	FLBA	University of West Florida	Graduated and returned home

CASS/Belize & the St. John's College Program:

Based on the USAID/Washington decision to close the Belize Mission and not to allow for recruitment of scholars in the future, CASS Belize staff was reduced to a part time Country

Coordinator with no support staff assistance. The CASS Coordinator for Belize will focus on developing an innovative speaker series for all alumni, strengthening of the alumni association, support of current students in the U.S. and developing opportunities for alumni employment.

The closure of recruitment for Belize has resulted in not being able to grant future scholarships to the CASS St. John's program. The following St. John's students completed their program and returned to Belize in the third quarter:

07/11/94	Johnito Marjarrez	H8 St. John's	U. of Detroit-Mercy: Voluntarily withdrew and returned to Belize; confirmed
07/14/94	Sofia Carlos	H8 St. John's	Regis College: Graduated and returned home
08/01/94	Roque Matus	H8 St. John's	Gonzaga University: Graduated and returned home
08/04/94	Lynette Valerio	H8 St. John's	Loyola College: Graduated and returned home
08/16/94	Stuart Leslie	H8 St. John's	Loyola University: Graduated and returned home
08/16/94	Rhoda Turner	H8 St. John's	St. Joseph's U.: Graduated and returned home
08/16/94	Anelee Zelaya	H8 St. John's	Loyola-Marymount: Graduated and returned home

CASS Administrative Changes:

In 1994, CASS staff experienced transitions. Chantal Santelices, Director of CASS Overseas Operations was appointed Associate Director of CIED. Paul Silva was appointed Director for CASS Overseas Operations and Tina Ibarra was appointed Associate Director of CASS Overseas Operations.

As stated in prior reports, Dr. Thomas Oates resigned from CASS to assume the presidency of a liberal arts university in Kentucky. Dr. David Gifford was appointed Director of CASS U.S. Operations and Academic Programs. CASS also welcomed aboard, Ms. Kristy Keyes as Director of CIED Computer Services.

In the region, Mr. Leroy Henry, CASS Coordinator for Jamaica was replaced by Ms. Hilary Hickling and Giovanna de Malek, CASS Coordinator for Panama was replaced by Ms. Sylvia de Nuñez. Sylvia was the prior Director of the Georgetown University CAPS/Panama field office in Panama. In an effort to enhance Follow-on activities in Guatemala, Mr. Luis Alvarez was appointed as Guatemala Follow-on Specialist.

Based on USAID/Washington decisions to close certain Mission offices, GU was informed that we could no longer continue to offer scholarships in Belize, Costa Rica, and the Eastern Caribbean. Based on this decision, CASS reduced the respective Country Coordinator positions to part time and discharged all local support staff. In a further effort to streamline administrative operations in other CASS countries, CASS substantially decreased local hire support staff.

Third Quarter Special Student Cases:

The Student Cases Committee met twice during the quarter to discuss concerns of students and colleges. Those calling for special attention here include the following:

- (1) Henry Rios of Nicaragua, a Cycle I student at Northcentral Technical College. He requested and received an extension to remain in the U.S. beyond the normal termination date in order to undergo surgery on a foot. The Nicaragua/Madison Healing the Children Program accepted responsibility for the costs. He has since returned to Nicaragua.

(2) Marcan Bledman, a Cycle J student in the Hearing Impaired Program at Mt. Aloysius College, was not responding to the demands of his training. The College, in consultation with CASS, agreed to provide Marcan special tutoring and instruction for the summer months in order to address his needs. His response was encouraging enough to keep him at the College for the duration of the training but he will no longer receive the intended degree. Instead, the College will provide him with an alternative, individualized certificate program more in keeping with his abilities.

(3) Emiliano Hernandez, a Cycle J student at Illinois Eastern (Wabash Valley), was born with a severe eye disorder. The college sought a waiver of the HAC regulations regarding pre-existing conditions so as to allow for surgical treatment. A series of miscommunications resulted in multiple faxes and phone calls to USOPS and to John Jessup, the CASS Project Manager at USAID/Washington. The case was resolved ultimately by the good will of a surgeon in Madison, Wisconsin, who agreed to provide the needed surgery free of charge. While the miscommunication between the various parties was unfortunate, the case ended with success for the student. Emiliano's vision, while not perfect, is much improved and he is very happy.

(4) Michael Solorzano, a Costa Rican enrolled at Berkshire Community College and part of Cycle J, was terminated from the program when it was determined that he had falsified his application form during recruitment. In a conversation with officials at the College, Michael revealed that he had previously earned over 50 credits over 3 years at a university in Costa Rica prior to his CASS scholarship. He failed to mention this in his application and thus made himself ineligible for further CASS training.

(5) Roger Arana, a second year student from Guatemala studying at Kirkwood Community College, came to CASS's attention in late summer. CASS was notified that he was under investigation by the Cedar Rapids police for alleged child molestation. Nothing had surfaced by the end of the quarter with regard to Roger's case. CASS will continue to monitor it.

Cycle K students arrived in the U.S. in mid August and as a group they have adjusted quite well to their new environment. However, CASS spent an extraordinary amount of time and energy in conversations and counseling with several students, one of whom - Rosanna Martinez at Scott Community College - it was reported, attempted to take her life with an overdose of medication. Although this latter case is now under control, CASS and the staff at Scott Community College continue to watch her carefully. According to the college coordinator, the student is now doing much better. In other cases, colleges have responded to the students' culture shock with additional counseling.

One final concern is the continuing case of Staceyann Salesman, a cycle J student from Jamaica who was enrolled at Mount Hood Community College. Earlier this year she was shot and killed by her host father Mr. Amini. In September, a lawyer, Douglas Beloof, on behalf of the student's mother Claudette Wilson, filed a tort claim for wrongful death against the State of Oregon, the College, CASS, and USAID. No further news about this case is available at this time.

Terminations

The students listed below were reported to the Office of International Training (OIT) when their scholarships were terminated during the quarter.

CASS - Cycle I8:

07/13/94	Catia Lopez	I8 El Salvador	Broome Comm. Coll.	Failed to appear at airport on departure date
07/28/94	Sofia Cantoral	I8 Guatemala	FCC-Jacksonville	Voluntarily withdrew and disappeared
08/01/94	Juan Madrigal	I8 Nicaragua	FCC-Jacksonville	Failed to appear for departure, Nonreturnee - NOTE: subsequently reappeared and wanted to return. More on his case in next report.
08/08/94	Francisca Sanchez	I8 Dom. Republic	Bergen Comm. College	Reportedly married and voluntarily withdrew, disappeared
08/15/94	Mario Quintanilla	I8 Nicaragua	Central Florida CC	Fled one day before scheduled return home

CASS - Cycle J8:

08/10/94	Michael Solorzano	J8 Costa Rica	Berkshire Comm. C	Terminated for falsifying application; confirmed return
08/17/94	Diana Borjas	J8 Honduras	Central Florida CC	Disappeared with all her belongings

CASS - Cycle K8: The students listed below arrived in the U.S. as a part of cycle K but returned within the first few days or weeks of the program. They were replaced with alternate candidates.

08/31/94	Rudolph Conoquie	K8 Belize	Harris-Stowe SC	Voluntarily resigned to return home
09/17/94	Ruthel Elcock	K8 Barbados	Northcentral TC	Severe culture shock, inability to keep food down

Policy Issue Regarding CASS Alumni in U.S.

It is CASS policy not to support CASS students who seek to remain in the U.S. to continue their studies and not to support alumni who seek to return to the U.S. before complying with the terms of the J-1 visa, i.e., the two-year residency requirement. CASS has made it clear to participating colleges, even to include it in the terms of the subagreement, that they are not to encourage students to enroll in or work for the colleges until the J-1 visa requirement is fulfilled.

During the quarter, the Acting Director of CASS/USOPS distributed a letter to emphasize this position to each college coordinator. Likewise, the Director of CASS/Overseas Operations sent a reminder letter to all in-country CASS staff. It came as a surprise to learn in September that one alumna of the cycle I group at Harris-Stowe State College, Jose Samuel of Antigua, had returned to St. Louis to enroll for the fall semester. She lacked one course, an internship, to earn a B.A. degree and to graduate. The CASS coordinator was unaware of Samuel's return to Harris-Stowe and her enrollment, which was realized through the College's admissions office. The coordinator immediately took steps to block the action so as not to jeopardize the College's relationship with CASS. However, it turned out that Ms. Samuel had returned to Harris-Stowe with the blessings and financial backing of her government, together with an endorsement of AID's RDOC Mission and that of the USAID/Washington Project Manager. The Acting Director communicated this endorsement to the College and the student was allowed to re-enroll for the semester. She is expected to graduate in December 1994. A copy of USOPS' letter of policy on this subject, as distributed to the colleges in early August, is included in the appendix.

Nicaragua Peace Scholarship Program

**Quarterly Progress Report
July 1, 1994 to September 30, 1994**

I. Quarter Focus: Annual Review

Toward its overall goal to develop employment capability and leadership potential to benefit Nicaragua's transition to a stable economy and democracy, NPSP has this year expanded its recruitment network to gain participation of a broader mix of disadvantaged from remote and rural communities; activated a continually growing in-country support network to enhance the potential for recruitment of new participants and employment for alumni; instituted new civics and leadership instruction as an integral part of new scholarship recipients; and intensified follow-on efforts through periodic visits to alumni by the follow-on coordinator with the goal of supporting leadership and personal development. NPSP contact with returnees sought to strengthen alumni problem solving skills as they confront personal and professional problems in Nicaragua's improving, but continually depressed economic climate. The result is a 81 percent employment rate in a nation where unemployment remains between 50 and 60 percent.

During the year, the program oversaw 55 Cycle II students complete training in June 1994 and earn certificates in computer repair, construction management, vehicle maintenance, and small appliance repair. In January 1994 54 Cycle III students began technical studies in the fields of small business management, quality control, and hotel and restaurant management. An additional 45 Cycle IV students were recruited to participate in an improved three-month Academic Upgrading program in Nicaragua. They are to begin technical studies in the U.S. in January 1995. Participating colleges include Coffeyville Community College, Coffeyville, Kansas; El Paso Community College, El Paso, Texas; and St. Petersburg Junior College, St. Petersburg, Florida.

The academic achievement of Cycle III students, who began training in the U.S. in January 1994 is a barometer of program success. For example, during their first semester, of 54 total students, 21 made the NPSP honor roll by earning a GPA of 3.5 or higher and 19 students earned GPAs between 3.0 and 3.4. Performance in English as a Second Language progressed more than satisfactorily. Similarly, toward the objective of encouraging participants to earn high school equivalency to enhance future employability, 54 Cycle II students prepared for and earned the General Equivalency Diploma (GED) and all 54 of the Cycle III students are beginning GED preparation. Nicaragua's Ministry of Education continues to accept GED credit toward a Nicaraguan bachillerato with the stipulation that alumni take a civics course to complete Ministry requirements.

U.S. training programs were strengthened by more closely matching and integrating technical curriculum, Experience America, and leadership development to the unique needs of Nicaraguan participants as evidenced by student progress questionnaires and site visits by the NPSP director. All campuses were visited by the NPSP director in the fourth quarter. Students were found to be highly motivated and performing well. Dr. Mir Islam, Professor of Food Science at the University of Delaware, visited Nicaragua in August 1994 to research special curriculum needs for food science training, a new NPSP Cycle IV field of study for 1995.

Among the year's notable achievements is the strengthening of the support network among employers in Nicaragua. Alumni employment increased from 69 percent in January 1994 to 81

percent in September 1994. The high employment rate is considered miraculous by supporters, including the director of the Chamber of Commerce who has asked NPSP to advise him.

A second cycle of students returned to Nicaragua in June 1994 and celebrated their homecoming with a graduation ceremony presided by the U.S. Ambassador and Nicaragua's Minister of Transportation. The Ambassador encouraged the students to be persistent in looking for work and fulfilling their commitment to share new skills with other Nicaraguans. It was the first in-country graduation ceremony conducted by NPSP for returning students. Over 300 people attended including family members of the graduates and NPSP support network members. Students were given the technical certificates and high school diplomas they earned in the U.S. In addition, NPSP conducted reentry seminars to provide immediate instruction and information in the re-adaptation and job search process initiated by the new alumni. By September 30, three months after returning home, the Cycle II alumni reached a 83 percent employment rate.

Throughout 1994 NPSP strengthened support systems for alumni development by creating an alumni resource center which was often frequented by alumni for meetings and when seeking personal support. In addition, a special follow-on coordinator made periodic visits to alumni in their homes and at their offices to stay in touch with alumni, support them in achieving personal goals, and motivate them to define the benefits of developing an alumni association. As a result, the number of alumni who visit the NPSP office for support or services has increased from approximately 5 to 20 students per week. The most frequent requests for support include (1) employment, (2) recommendations and equivalencies for academic study, (3) consultation on community and microenterprise projects, and (4) the building of alumni support systems.

The support network was expanded to include a network of community leaders through INIFOM, a governmental agency responsible for supporting municipalities throughout Nicaragua. Through this contact, NPSP was able to increase the number of candidates recruited from small communities and remote areas.

In preparation for a new Academic Upgrading program in 1994, NPSP focused on training staff and designing curriculum to go beyond instruction in academic subjects to cultivating the formation of values in a culture of peace. A dynamic civics program combined with community service and group leadership proved effective in instilling in the new scholarship students the NPSP mission of developing potential and serving to serve as multipliers and leaders to others in Nicaragua. By the close of this report, NPSP Cycle IV students had begun community service experiments to identify within their society attitudes and behaviors that promote peace as well as anti values which promote aggression and violence.

NPSP also improved the training of academic and administrative staff in the mission and philosophy of NPSP to ensure deep understanding and commitment to program goals and objectives.

From January to September 1994 nine Cycle II and Cycle III students were dismissed from the program. Three students voluntarily left the program prior to completion. Four Cycle III students' programs were terminated due to behavior problems. A Cycle III couple was returned to Nicaragua after conceiving a child.

II. Ongoing Activities

As indicated, NPSP centered this quarter on the preparation and implementation of the improved academic upgrading program conducted in Nicaragua. Lic. Carmer, Cecilia de Narvaez directed the program and Yolanda Moreno, NPSP alumni coordinator, served as the on-site

coordinator for Academic Upgrading. A team of Nicaraguan teachers were hired and trained in NPSB mission and philosophy to assure commitment to NPSB academic upgrading objectives. Part of their training included team development to ensure that staff functioning would mirror for the students desired communication, problem-solving, and commitment to excellence.

NPSB Cycle III students studying in the U.S. completed intensive English as a Second Language programs and began more intense technical studies. In addition, the students have also initiated preparation to take the GED examination next year.

APPENDICES

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC TECHNICAL

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
<u>14</u> OF <u>23</u>	REPORT PERIOD Jul 1, 1994 to Sep 30, 1994	DATE 10/24/94

I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A. Education/Training Cost	2,109,464		104,622	1,613,277	496,187	76%
B. Allowances	2,635,718		102,737	1,616,729	1,018,989	61%
C. Travel	283,027		37,311	263,865	19,162	93%
D. HAC	492,903		39,480	234,274	258,629	48%
E. Supplemental Activities	257,183		6,069	227,607	29,576	88%
TOTAL COSTS	5,778,295		290,219	3,955,752	1,822,543	68%

THIS QUARTER:

Number of Participant Months Projected: 209

Number of Participant Months Completed: 203

TOTAL PROJECT:

Number of Participant Months Projected: 5,615

Number of Participant Months Completed: 3,751

**Georgetown University
Center for Intercultural Education and Development
Cooperative Association of States for Scholars
Cost Sharing and Cost Savings through 9/30/94**

I. Cost Sharing by Colleges

Administrative	4,687,286
Tuition/Training	5,708,599
Allowances	2,854,989
Domestic Transportation	167,150
Experience America	305,190
Total Cost Sharing by Colleges	13,723,225

II. In-Country Cost Sharing 359,987

III. Private Scholarship Support

Haitians Scholarships	238,184
St Johns Scholarships	728,301
Total Private Scholarships	966,485

Total Cost Sharing 15,049,696

Cost Sharing as a Percent of Budget 26.5%

IV. Cost Savings **

Book Allowance Savings	406,806
Maintenance Allowance Savings	10,426,205
Total Cost Savings	10,833,011

Total Cost Sharing plus Total Cost Savings 25,882,707

Cost Sharing plus Cost Savings as a Percent of Budget 45.7%

**** Note: The CASS Program has a network of host families and housing options that enables us to provide appropriate living arrangements at less than the Handbook 10 rate.**

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC TECHNICAL

SUMMARY

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
CONTRACT QUARTER __ 14__ OF __ 23__	REPORT PERIOD Jul 1, 1994 to Sep 30, 1994	DATE 10/24/94

I. PARTICIPANT TRAINING COSTS

SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A.1 ELT, U.S.	374,111	0	16,219	319,019	55,092	85%
A.2 Leadership	23,334	0	0	1,319	22,015	6%
B.1 Income Tax Payments	291,273	0	10,523	167,784	123,489	58%
C.1 International Travel	222,616	0	26,602	156,718	65,898	70%
C.2 Travel In-Country	8,463	0	0	4,555	3,908	54%
C.3 Local Travel (Domestic)	98,127	0	10,709	102,592	(4,465)	105%
E.1 ELT, In-Country	3,150	0	0	0	3,150	0%
E.2 Orientation Meeting	94,722	0	0	80,410	14,312	85%
Passport/Visa Fees	36,880	0	0	13,201	23,679	36%
E.4 Exit Taxes	4,033	0	0	3,909	124	97%
E.5.1 Follow-on	50,741	0	0	12,816	37,925	25%
E.5.2 Re-entry Seminars	3,400	0	0	0	3,400	0%
E.6 Medical Examinations	26,160	0	0	14,623	11,537	56%
E.7.1 Experience America Instructional	90,797	0	6,069	87,319	3,478	96%
E.7.2 Experience America Non Instructional	18,558	0	0	15,761	2,797	85%
E.8 Other	27,725	0	0	960	26,765	3%

QUARTERLY REPORT TRAINING COST ANALYSIS (TCA)		ACADEMIC <input checked="" type="checkbox"/>	TECHNICAL <input type="checkbox"/>			
		SUMMARY <input checked="" type="checkbox"/>				
PROJECT TITLE Nicaragua Peace Scholarship Program		PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University			
CONTRACT QUARTER __14__ OF __23__		REPORT PERIOD Jul 1, 1994 to Sep 30, 1994	DATE 10/24/94			
11. ADMINISTRATIVE COSTS						
11. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	-EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
1. Salaries	601,223		32,547	407,128	194,095	68%
2. Fringe Benefits	135,669		7,560	90,117	45,552	66%
3. General Administrative	127,017		4,739	68,197	58,820	54%
4. Equipment	38,171		1,294	21,878	16,293	57%
Travel	135,983		4,302	91,740	44,243	67%
6. Other Purchased Services	116,103		109	50,421	65,682	43%
7. Rent - Off Campus	89,899		2,982	58,808	31,091	65%
8. Indirect Costs	571,403		23,508	370,073	201,330	65%
11.F.TOTAL ADMINSTRATIVE COSTS	1,815,469		77,041	1,158,362	657,107	64%
GRAND TOTAL, TRAINING COSTS:	7,593,764		367,260	5,114,114	2,479,650	67%

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 20 of 36		REPORT PERIOD Jul 1, 1994 to Sep 30, 1994		DATE 11/23/94		
I. PARTICIPANT TRAINING COSTS						
	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	19,982,047		1,134,184	16,066,052	3,915,995	80%
B. Allowances	25,493,888		996,560	17,505,886	7,988,002	69%
C. Travel	2,072,266		254,714	2,399,983	(327,717)	116%
D. HAC	3,802,680		351,029	2,708,293	1,094,387	71%
E. Supplemental Activities	2,479,412		189,790	1,525,472	953,940	62%
TOTAL COSTS	53,830,293		2,926,277	40,205,686	13,624,607	75%
THIS QUARTER:						
No. of Participant Months Projected:		1,993				
No. of Participant Months Completed:		1,993				
TOTAL PROJECT:						
No. of Participant Months Projected:		45,646				
No. of Participant Months Completed:		34,944				

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 20 of 36		REPORT PERIOD Jul 1, 1994 to Sep 30, 1994	DATE 10/25/94		RUN TIME: 13:24	
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A.1 ELT, U.S. (1)	2,320,319		98,932	1,707,215	613,104	74%
B.1 Income Tax Payments	3,617,115		66,906	2,086,149	1,530,966	58%
C.1 International Travel (2)	1,933,250		176,730	1,551,149	382,101	80%
C.2 Travel In-Country (3)	0		15,825	38,733	(38,733)	
C.3 Local Travel Domestic (4)	1,099,083		62,159	799,095	299,988	73%
E.1 ELT, In-Country	0			0	0	0%
E.2 Orientation Meeting	585,812		82,586	517,087	68,725	88%
E.3 Passport/Visa Fees (3)	0		4,771	45,138	(45,138)	
Exit Taxes (3)	0		3,948	11,240	(11,240)	
E.5 Follow-on	323,415		2,472	137,927	185,488	43%
E.6 Medical Examinations (3)	0		15,396	51,572	(51,572)	
E.7.1 Experience America (4) Instructional	1,132,596		80,476	671,216	461,380	59%
E.7.2 Experience America (4) Non Instructional	220,878		0	220,878	0	100%
E.8 Other (5)	22,638		141	26,718	(4,080)	118%

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

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC X TECHNICAL

SUMMARY XX

PROJECT TITLE		PROJECT NUMBER			IMPLEMENTOR	
Cooperative Association of States for Scholars		LAC-0661-A-00-0039-00			Georgetown University	
Contract Quarter 20 of 36		REPORT PERIOD Jul 1, 1994 to Sep 30, 1994			DATE 10/25/94 RUN TIME: 13:21	
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	7,410,539		276,554	5,142,352	2,268,187	69%
2. Fringe Benefits	1,710,614		64,090	1,160,589	550,025	68%
3. General Administrative	1,157,590		51,104	797,826	359,764	69%
4. Equipment	375,159		12,689	183,208	191,951	49%
5. Travel	1,131,155		23,757	768,826	362,329	68%
6. Other Purchased Services	760,291		37,145	526,247	234,044	69%
7. Rent - Off Campus	1,312,123		56,352	817,412	494,711	62%
Indirect Costs	6,293,469		199,434	4,243,601	2,049,868	67%
II.F.TOTAL ADMINSTRATIVE COSTS	20,150,940		721,126	13,640,062	6,510,879	68%
GRAND TOTAL, TRAINING COSTS:	73,981,233		3,647,402	53,845,747	20,135,486	73%

CIED CASS Program

ORCA - Overseas Operations

Budget vs. Actual by month

Period start from May 94

Code	General Administrative	Budget 8/94	Actual 8/94	Variance Bud-Act 8/94	Cum Var Bud-Act 5/94-8/94

Supplies (71000s):					
71101	Office Supplies	50		50	34
71102	Postage	5		5	20
71203	Computer Supplies	10		10	40
Services (72000s):					
72103	Printing/Copying	30		30	100
72202	Electricity	0		0	0
72402	Telephone	180	176	4	(591)
72403	Fax/Telegrams	100	364	(264)	(500)
72723	Publications	10		10	20
72724	Advertising	0		0	0
72725	Courier Services	75	26	49	140
72732	Water	0		0	0
Other Current Charges (74000s):					
74302	Other Insurance	0		0	0
74501	Equip Svc Agreements	0	6	(6)	(6)
74502	Computer Equip. Maintenance	20		20	(55)
74510	Equip Repair	20	17	3	(349)
74804	Bank Fees	10	23	(13)	(5)

	Subtotal	510	612	(102)	(1,153)

Equipment Rental					

72601	Equipment & Computer Rental	0	189	(189)	(746)

Rent, Off-Campus					

72603	Office Space Rental	0		0	0

Other Purchased Services					

72790	Local Hires	600	54	546	1,287

Travel					

73103	Travel, GU Staff	250	414	(164)	(87)
73113	Travel, Non-GU Staff	10		10	40
73702	Business Functions	75		75	237

	Subtotal	335	414	(79)	191

	Total Administrative Costs	1,445	1,269	176	(422)

CIED CASS Program

ORCA - Overseas Operations

Budget vs. Actual by month

Period start from May 94

Code	General Administrative	Budget 9/94	Actual 9/94	Variance Bud-Act 9/94	Cum Var Bud-Act 5/94-9/94
Supplies (71000s):					
71101	Office Supplies	50	13	37	71
71102	Postage	5		5	25
71203	Computer Supplies	10		10	50
Services (72000s):					
72103	Printing/Copying	30		30	130
72202	Electricity	0		0	0
72402	Telephone	180	304	(124)	(716)
72403	Fax/Telegrams	100	177	(77)	(577)
72723	Publications	10		10	30
72724	Advertising	0		0	0
72725	Courier Services	75	20	55	195
72732	Water	0		0	0
Other Current Charges (74000s):					
74302	Other Insurance	0		0	0
74501	Equip Svc Agreements	0	34	(34)	(40)
74502	Computer Equip. Maintenance	20		20	(35)
74510	Equip Repair	20		20	(329)
74804	Bank Fees	10		10	5
	Subtotal	510	548	(38)	(1,191)
Equipment Rental					
72601	Equipment & Computer Rental	0		0	(746)
Rent, Off-Campus					
72603	Office Space Rental	0		0	0
Other Purchased Services					
72790	Local Hires	600	531	69	1,356
Travel					
73103	Travel, GU Staff	750	378	372	286
73113	Travel, Non-GU Staff	10		10	50
73702	Business Functions	75		75	312
	Subtotal	835	378	457	648
	Total Administrative Costs	1,945	1,457	488	67

January - June 1994

Women in Leadership

The female CASS scholars in Cycles I & J have been involved in a number of leadership roles and have participated in activities related to women. In Cycle I, the students at Harris-Stowe State College attended a panel discussion on Women in the Caribbean and Central America. Thirteen Harris-Stowe students attended the "Leadership Center of the Americas" conference. At Hesston College, Berta Rodriguez and Jeny Thompson, both Cycle I students, successfully completed internships in their field of study. Berta Rodriguez is a resident assistant in her dormitory and serves as president of the International Student Club.

The women in Cycle J08 are also active in leadership roles. The Hesston students discuss gender issues in their Introduction to Communication class. Audrey Wilson completed an internship over the summer as the host of a morning request show at WQMC Radio. Fidelis Lambert, from University of South Carolina-Sumter, won a competitive internship at Training Systems, Inc., which she completed over the summer. She was the only student from USC-Sumter to attend the "Leadership Center of the Americas" conference. This past spring she was elected as president of the Student Government Organization at USC-Sumter.

C. Davis
s:\wpdata\womenldr.fil

From: Mary Charbonneau (CHARBONN)
To: giffordd
Date: Thursday, October 20, 1994 2:53 pm
Subject: -reply, Women & Leadership

I reviewed the last two QAR's for each of my schools, and discovered that Bergen is the only school that participated in an activity related to Women and Leadership. Following is a description of the events:

BERGEN COMMUNITY COLLEGE:

*March 6, Presentation: "The Importance of Developing Leadership in Young Women", Bergen Museum of Modern Art.

*March 16, Presentation: "Career Development Issues for Latinas".

Please let me know if you would like me to contact Lynda Icochea to determine where the March 16th presentation was held and who spoke at each presentation. If I don't hear from you, I will assume that this information is sufficient. Thanks!

From: Dennis Huffman (HUFFMAND)
To: GiffordD
Date: Friday, October 7, 1994 4:01 pm
Subject: Women in Leadership

The following "Women in Leadership" activities occurred on my four campuses in the Jan. - June period.

Berkshire Community College

March 94 -- Women's history month at Berkshire Community College involved CASS students in sessions entitled: "Sexual, Emotional, and Physical Abuse and the Healing Process"; "How Schools Short-change Girls and What to Do About It"; and "Gender Bias."

April 94 -- A special session for the CASS students presented several guest speakers on the topic of Women in Leadership.

Broome Community College

Students visited the Women's Rights Musuem in Seneca Falls, NY. Students participated in a Women's Issues Conference held on the Broome campus.

Kirkwood Community College

March -- CASS women participate in the "Beyond Rubies" women's conference -- a 2-day event held annually on the KCC campus.

Scott Community College

March -- CASS women participate in the Quad Cities Women's Conference in Davenport, IA. Guest speakers include Sarah Weddington, an attorney in the Roe vs. Wade case. There were also sessions on health, career opportunities for women, money management, women in the future, and balancing home and career.

From: Charlie Koo (KOOC)
To: giffordd
Date: Wednesday, October 12, 1994 11:14 am
Subject: Women in leadership

Here's a little list of what's been happening at "my" campuses:

- ▷ Edmonds: Students have been regularly attending a weekly "Brown Bag Lecture Series" sponsored by the Women's Program at Edmonds. Recent topics have included: "celebrating your personal power," eating disorders, and international communication.
- ▷ Fox Valley: Students participate in monthly 3-hour long leadership seminars. For women's topics, the female students facilitate/lead the discussions, sometimes in the absence of men if their presence makes them feel uncomfortable.
- ▷ Mt. Hood: Three of the four officer positions in the International Friendship Club are occupied by women, including the president. Five of the six students selected to attend the LCA seminar in Oklahoma were women.
- ▷ Northcentral: Students attended a speech by Hillary Rodham Clinton. They were **very** impressed. The Cycle I and J women attended a Women's Wilderness Retreat to address the topics of "Awareness, Aspiration, and Abilities." The men were also invited to attend but opted not to. Three of the four students who completed NTC's Student Leadership Program were women. Women also chair many of the monthly group meetings.
- ▷ UWC-Marquette, UWC-Richland Center, Wabash Valley: Not much to report except that the women have learned leadership skills by example, i.e., their coordinators and most of the administrators at their campuses are women. The women have also been instrumental in organizing various extra-curricular activities, including EA trips.

Hope this will help to embellish your report to AID. Let me know if you need further info.

Women in Leadership Activities

1/1/94-6/30/94

Central Florida CC.

Attended lecture series on various topics: Education & Health, Domestic and Other Violence on Society; Environmental Concerns.

Attended all leadership conferences for women offered by CFCC and affiliated organizations at CFCC.

Florida CC.- Jacksonville

The students (both men and women) attended the Mayor's Commission on the Status of Women's Fifth Annual Women's Conference, in Jacksonville.



GEORGETOWN UNIVERSITY

David R. Gifford, Ph.D.

Associate Director

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Center for Intercultural Education and

Cooperative Association of States for Scholarships

3520 Prospect Street, NW., Box 5

Washington, DC 20007

January 19, 1995

MERGE

Dear..

I am pleased to enclose for your use several copies of a new publication: *Hosting Central American and Caribbean Students*. This brochure is a revision of an earlier publication and one of special significance.

The brochure is a product of much experience - **your** experience. Based on feedback provided over the past 8 years of hosting CASP and CASS students, it reflects sound advice for anyone interested in hosting international students. Leaf through it. I think you will find this to be the case.

Hosting Central American and Caribbean Students was printed by CASS students! On the back page are the names of Cycle I students who produced it at Modesto Junior College in Modesto, California. We're proud of their work, and grateful for the time and expertise they and their advisors in the Graphics Technology Department at MJC committed to this project.

The brochure was designed to help prepare your host families for their CASS students. It is not a promotional tool and should not be used in conjunction with the solicitation of host families. If you have cycle J students living with host families, you may want to share the brochure with the hosts as a refresher. Keep a few copies on hand for the next cycle of students. Once families agree to host CASS students, use the brochure as a part of their orientation. If you need more, let us know, but quantities are limited.

At Georgetown we firmly believe the host family is a major contributing factor in the success of each CASS scholar in the first year. For that reason, we expect each college to provide students with proper host family living accommodations for a minimum of six months at the beginning of the program, and **preferably for a full academic year**. I emphasize the last words because a change in the middle of the academic year, that is, from a host family to alternatives such as apartments or dormitories, is often disruptive and unsettling to students struggling with academic and second language problems. Allowing them to remain with host families provides support which would otherwise be lacking.

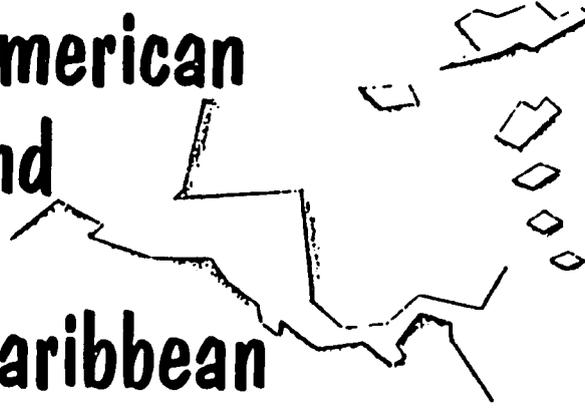
Following the initial period with host families, where appropriate, CASS expects that you will encourage students to seek **alternative living arrangements** - either in on-campus dormitories or off-campus apartments. We also encourage you to use the term "alternative living arrangements" rather than "independent living" because the latter often connotes for some the image of half-way houses, which of course is not our intent.

Again, we are grateful for the contribution of the cycle I students at Modesto in producing the new brochure. We think it will be a very useful tool for your host families.

Sincerely,

David R. Gifford

Hosting Central American and Caribbean Students



A unique "Experience America" partnership between the U.S. Government, 17 Central American and Caribbean countries, community-based educational institutions nationwide and Georgetown University.



Thank you for your interest in the Cooperative Association of States for Scholarships (CASS).

CASS is a partnership program under the umbrella of the Thomas Jefferson Fellowship Program of the U.S. Agency for International Development (AID). Other partners include 17 Central American and Caribbean countries, community-based educational institutions throughout the United States, Georgetown University, and families like your own, who host participants as they begin their studies in this country.

Congress has entrusted Georgetown University with tax dollars to administer CASS, thus all U.S. citizens are program partners. But CASS is much more than a scholarship program. The goal of the program is to prepare students to return home with personal, academic, and technical skills which will enable them to continue growing professionally, share the benefits of their training with others, and make positive contributions to the development of their countries. From the more than 2,000 CASS graduates who have already returned home, we know that these goals are being met.

In addition, as Thomas Jefferson Fellows, CASS students come to the U.S. to "Experience America," to learn about U.S. culture, values, lifestyles - that marvelous mix that at its best we call the "American way" - and to build lasting links between our countries. This is where the contribution of host families is so crucial. Surveys of CASS alumni tell us that the opportunity to share in the daily life of a U.S. family is among the most significant experiences for CASS students.

The responsibility for achieving the educational objectives and goals of CASS is immense. Host families are vital to the program's success, and we welcome your support.

Why are host families important?

The fostering of lasting links among the peoples of North America, Central America, and the Caribbean is a fundamental program goal. What better place to begin than in a North American home? Students can best learn about U.S. families and communities by participating in them. On a very practical level, we believe that all CASS students adjust more quickly to life here from the security of a family environment and that Spanish- and French-speaking students progress more rapidly in English if immersed in an English-speaking environment. Just as the final months of the CASS scholarship find students immersed in internships and the culmination of their technical training, the first months in the U.S. are especially important in terms of language, culture and forming friendships. In a sense, the family is an extension of the learning environment for the students' adjustment to U.S.

Finally, host families participate in the most important benefit of this exciting program: all of us moving together toward a deeper understanding of the world we share.

What is the role of the College's CASS Coordinator?

CASS students are adults, and they are ultimately responsible for their own experiences. At the same time, because students are placed in groups, each campus has designated a Coordinator who is responsible for assisting students on campus and in the community. The Coordinator maintains close contact with the students and communicates regularly with CASS/Georgetown. The Coordinator monitors academic progress, facilitates opportunities for leadership development, organizes field trips, social activities and other events, and tracks student health problems. The Coordinator is the person you should turn to if you have any questions, and he or she must be informed immediately if there are any problems regarding the students.



How many students is a family asked to host?

This varies from college to college and family to family. Georgetown generally recommends one student per family, but many colleges and families prefer that students be placed in pairs. CASS/Georgetown is opposed to the placement of more than two students in the same home, and we advise against the placement of two Spanish- or French-speaking students in the same home, as this can interfere with English language acquisition.

Do the students speak English?

Some do, but most do not. English is the official language of Antigua/Barbuda, Barbados, Belize, Dominica, Grenada, Jamaica, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. The official language of Haiti is French. Spanish is the native language of Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua and Panama. Since English is not a requirement for acceptance into the program, your first few weeks of being a host family are likely to be an adventure in creative communication! This experience is vital for the students since there is no better way to learn a language than to plunge in. Because learning English is initially

the top priority of Spanish and French-speaking students, the colleges do not seek out households where these languages are spoken. If you speak Spanish or French, that's great, but please don't practice too much with the students.

How are the students selected?

CASS scholars are chosen among recent high school graduates with excellent grades who are economically disadvantaged. Eighty percent of the students are from rural areas and at least fifty percent of the total number of scholarships are awarded to women. In-country interview committees evaluate scholarship candidates on their academic background, enthusiasm for cross-cultural sharing, eagerness to participate in U.S. community life, and leadership potential. CASS colleges make the final selection of scholars.

Do the students have much free time?

Not usually. They are studying full time and most are doing so in a second language. In addition, students are encouraged to become actively involved in campus activities and organizations. They also serve as "friendship ambassadors" in their communities. The students are encouraged to actively participate in the daily life and activities of their host families, and they are expected to chip in with household chores. However, it is important to remember that there are many demands on their time.

What kind of orientation do the students receive?

During the months prior to coming to the U.S., all students participate in an intensive three-phase orientation in which they review program policies and procedures and clarify their own goals and reasons for accepting the scholarship. Host-family living and the cultural adjustment process are major points of discussion. All students then sign the "Code of Commitment," an explicit agreement in which they commit themselves to observe U.S. laws and customs,

program rules, and most importantly, to return home at the end of their training so that they can make positive contributions to the development of their homelands.

What do host families need to know about cultural differences and culture shock?

Mainly that students will certainly experience it. Culture shock is different for everyone, but typically it results in feelings of confusion, anxiety and depression which come and go. In some cases the effects are subtle; in other cases they are more severe. Many people go through a period of joy and excitement when they first arrive in a foreign culture. Strange as it may seem, most also experience "reverse culture shock" when they return to their homelands. Being aware that these feelings are normal and maintaining open communication with the students is the best way to handle culture shock.

It is also important to note that English-speaking CASS students often feel misunderstood and uncomfortable here. Perhaps this is because everyone (including the students) assumes that the shared language means shared assumptions and clear communication. We are prepared for differences in dealing with an indigenous student from the Guatemalan highlands but expect that the student from Jamaica, because he or she speaks English, will simply "fit right in". It is important to note that all CASS students will experience some degree of culture shock, even though it may manifest itself in very different ways.

How long do the students stay with families?

CASS/Georgetown requires that all students live with host families. After six months to one year, CASS/Georgetown expects that students will leave the host family setting and move into dorms or apartments. The program believes that it is important for CASS students to have the experience of typical U.S. college students. The skills gained from living on their own will be very



important for the students when they return to their countries.

Must students have private bedrooms?

Not necessarily. The most important thing is that both the families and the students are comfortable with the arrangements. One factor to consider, however, is that the students frequently need to stay up late to study. In the past, lack of privacy has been an occasional source of problems.

Will the students have overnight guests?

The students understand that while they are staying in your home, they are to have no overnight guests (including relatives).

Can students travel during their vacations?

Generally, CASS students remain in their host communities throughout their two-year scholarship period. However, students are free to travel (within the fifty United States) during academic breaks, assuming the travel plans do not conflict with scheduled program activities. If families plan trips during college vacations, students are certainly free to go along, but they must keep the Coordinator informed

of their whereabouts and how they can be reached in an emergency.

Can the students leave the country during their program?

No. Two years is a short time in which to accomplish the goals of the program, and college vacations are viewed as excellent opportunities for experiencing non-academic life in the U.S. In the event of an emergency such as a death in the student's immediate family, arrangements can be made for personal travel; however, the student is responsible for any expenses, as program funds cannot be used for personal travel. Please note that this prohibition of international travel includes Canada and Mexico. If students leave the U.S. without authorization, they are at considerable risk of not being allowed back into the country.

What if there is a problem?

We hope there aren't any problems, but it would be unrealistic to expect that no misunderstandings will arise. The important thing in dealing with misunderstandings is openness, communication and clarification of each other's expectations right from the start. Discuss the situation with the student. Remember, too, that you have other resources. Get together with other host families to share information and experiences. You may find that you are not alone in your experience. The CASS staff at the school is also available to assist and advise you and the Coordinator should be informed immediately of any potentially serious problems. If necessary, students can be moved to other housing situations.

How do the finances work?

Georgetown University cooperates with the U.S. Agency for International Development to administer the CASS program, and there are subcontracts between Georgetown University and each of the participating educational institutions. Because communities and institutions differ, the details of paying for food and

housing are left to the discretion of the schools. Georgetown trusts the arrangements between the colleges and host families are such that the students in no way become financial burdens on the families involved. At the same time, anyone looking to host a student for financial reasons should not become involved.

Will the students have money of their own?

All CASS students receive a monthly allowance for personal expenses, as well as periodic stipends for the purchase of clothing. This means, for example, that it is fair for host families to expect students to pay their own way at the movies. The students may not be very experienced at budgeting money, especially in a new currency. However, aside from occasional advice on such things as paying their phone bills (for which they are solely responsible) and shopping sensibly, you should not become involved in financial matters with the students, particularly by loaning them money.

What if a student gets sick or is injured?

Inform the Coordinator immediately. All students have health and accident coverage (HAC). However, the policy limitations are quite strict and the paperwork is somewhat complicated. In an emergency (life-threatening) situation, you should act quickly, just as you would for a member of your own family. In more routine instances, however, you should consult with the Coordinator before seeking any type of treatment.

Can the students drive?

No. The students may not drive while in the U.S. However, students enrolled in agricultural training may operate tractors while working in fields as part of their training.

Can the students work?

No. Visa and program regulations prohibit the students from working for wages while in the U.S. The

students are generally encouraged to do volunteer work in the community, and most programs require an internship related to their field of study, but money should not change hands.

Are students ever sent home before the end of the program?

Unfortunately, there have been a few cases of behavior which were unacceptable to the program. The right to cancel a scholarship and send a student home rests solely with Georgetown University.

Can the students stay in this country beyond the end of their program?

No. For CASS, the ultimate measure of success lies in the students going home to make positive contributions to their families, communities, and countries. In accepting the scholarship, students sign a contract committing themselves to return home. Any student who attempts to remain in the U.S. is not only breaking that confidence but also undermining the very existence of programs such as this. CASS would be pointless if the students stayed in the U.S. In addition to this moral obligation to return home, CASS students enter the U.S. under special (J-1) visas which require them to reside in their home countries for at least two years after the scholarship ends. Those visas expire at the end of the program and any student who remains in the U.S. beyond that point is here illegally. Your understanding and support of the goals of the program,



and the regulations under which it operates, are greatly appreciated.

What can we expect after the students return to their countries?

We hope that you stay in touch with the students. After all, that is one of the goals of the program. We would also like you to know that the program's involvement with the students continues long after they return home. CASS has Country Coordinators in each country (or region, in the case of the Eastern Caribbean) who conduct reentry seminars to assist the students in their readaptation process. In addition, there are CASS alumni associations and support networks in each country which assist returning students in their search for employment and their continuing personal and professional development. The program has been very successful in this regard; over 90% of CASS alumni are employed. Finally, CASS has many agreements with universities in Central America and the Caribbean to facilitate the transfer of college credits earned in the U.S. so that the students can continue their studies back home.



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CASS PROGRAM
Cycle K

Housing Placement Questionnaire for CASS Students

Note: This form is to facilitate your placement in a home of your new host community in the United States. The information you provide will also help your new hosts to start to get to know you before your arrival. It is important that your responses be sincere and open. Remember that the customs, values, and in general, the culture of your new host community in the United States are different than those in your country, and that **YOU SHOULD NOT EXPECT** the interests, hobbies, religion, etc., of your new hosts to be the same or similar than yours!

■ Name: _____ Country: _____
 ■ Date of Birth: _____ Age: _____
 ■ College: _____

■ Do you live in: _____ a rural area _____ an urban center.

■ Religion _____ special religious observance days _____

■ Please list any allergies to animals, foods, medication or other substances or products.

Please indicate any health condition and/or medical attention you may have or need. Also indicate if you are taking any medication. Explain. _____

■ List the student activities, hobbies and sports in which you have participated. _____

■ List special interests you have and/or hobbies you would like to practice. _____

■ With whom do you live? _____

■ Have you ever lived away from your family and relatives? When and for how long?

CAMPUS VISITS
General Guidelines
and
Addenda

19 October 1993

CAMPUS VISITS

General Guidelines

In an effort to arrive at a clearer common understanding of the process and purpose of campus visits, the staff of USOPs convened a series of four meetings (Sept. 13, 20, 27 and October 4, 1993) to address this topic. Recognizing that each Program Officer will ultimately approach the specifics of and conduct these visits in his/her own unique style--which, of course, is encouraged--the following general policy guidelines were established:

1. **Two campus visits--one per year--should be conducted for each cycle of students:**

A good time for the first campus visit is probably October or early November (but this is, of course, flexible). This is early enough to be relevant in framing the students' perspective of the program but not so early as to find the students in the middle of the honeymoon.

The second and final visit to a group of students should take place, ideally, by March of the final semester. Anytime later than that limits our influence on the final summer (internships, re-entry, etc.).

A third visit to a campus is certainly possible. However, this is on an "as needed" basis, and will not be routinely scheduled.

2. **The college is the primary context for the students' experiences, and it is appropriate for the colleges to view the students as "their own."**

The role of the Program Officer in carrying out the goals of the campus visit is to:

- a. Be a facilitator/mediator between the college staff and students.
- b. Gather information for reporting purposes and to verify compliance with the subagreement/comprehensive plan.
- c. Clarify policy, procedures, and "the vision of the program." The students are participants in, not recipients of, the program.
- d. Listen to student problems (although problem solving is not a goal of the visit). We provide counsel as appropriate, and follow up on cases after we return to the office.

- e. **Provide technical assistance to the international programs staff at the colleges.**
3. **Prior to a campus visit, an appropriate letter and tentative agenda as well as a self-evaluation form should be sent to the College Coordinator. The exact travel dates and agenda, of course, are to be subsequently worked out between the Program Officer and the college.**
 4. **Individual student interviews are not, in most cases, necessary. An approach which seems to work well is to interview small groups of students, ideally by country. A block of time should always be allotted for students who wish to meet individually with the Program Officer and for students with whom the staff feel we should meet for academic, disciplinary, personal, etc. problems.**
 5. **We should write to the students after a campus visit. This can be a form letter, but it should be done. It is not only a nice thing to do, but also a good way for the Program Officer to maintain rapport with the students.**
 6. **Reporting: A follow-up letter must be written. Whereas in the past two reports detailing the campus visit were written--one in "bureaucratic" for AID and one in more casual and candid language for the Coordinator--now only the latter is written. Generally, the follow-up letter should go to the highest ranking person met with during the visit, with a cc to the Coordinator. In addition to thanking the staff for their hospitality, this letter highlights strengths and outlines areas which need to be addressed by the staff.**

These letters are reviewed by the Assistant Director prior to being sent. A copy of the approved letter remains on file with the Assistant Director.

A summary of the issues dealt with during the campus visit appears in the Quarterly Status Report.

ADDENDA

- A. Sample Pre-Campus Visit Letter
- B. Sample Campus Visit Itinerary
- C. Sample Follow-Up Letter to College
- D. Sample Quarterly Status Report
- E. 1992 Campus Self-Evaluation Form
- F. Returnee Policy Letter
- G. Special Student Case Policy Letter
- H. 1991 Memorandum on Campus Monitoring Tools
- I. Experience America Letter

CYCLE L FIELD OF STUDY SURVEY

CASS OVERSEAS OPERATIONS, GEORGETOWN UNIVERSITY

In order to determine the Fields of Study of study offered by CASS for Cycle L, CASS Overseas requested input from numerous sources in-country and in Washington DC. The CASS offices in-country provided surveys to appropriate support network representatives from the public and private sectors, as well as a representative from the USAID mission (see Attachment 1 & 2). The CASS/Washington office contacted 12 representatives from 8 international development organizations based in the United States (see Attachment 3). All of the respondents contacted have expertise in Central America and/or the Caribbean.

I. INDIVIDUALS AND ORGANIZATIONS CONTACTED:

Dominican Republic: Fernando Plaquer, Manager, Oxford International, Inc.; Victor Portes, Manager of Human Resources, Spartan Shoe Co.; Ana Iris Suero, Production Manager, Bon Agroindustrial, S.A.; Arturo Soti, Head of Production, Empresas Unidas; Jesús Moreno, Vice-President, Bon Agroindustrial, S.A.; Julio César Pineda, Executive President, High Quality Products, S.A.

El Salvador: Jim D. Heinzen, Country Representative, Pan American Development Foundation; Flor de María Recinos de Merino, Manager of the Industrial Training Center, Asociación Salvadoreña Industriales; Ana Lucrecia Paiz de Revelo, Chief of the Scholarship Department, Ministerio de la Presidencia; Vilma Osorio de Chavarría, Manager of Programs and Social Relations, Cámara de Comercio e Industria de El Salvador; Alfredo Villalta, Production Manager, Industria de Alimentos

Guatemala: Mario Esuardo Fuentes, Executive Director, FUNDAZUCAR; María Rogelia Escobar, Technical Assistant/Bolsa de Subcontratación Industrial, Cámara de Industria;

Honduras: Naomi Teil, Project Director, Peace Corps; Martín Barahona, Vice-President, Colegio de Economistas.

Jamaica: Mr. Kenneth Bingham, Information Technology; Veronica Morgan and Dr. Ian Thompson, Grace Kennedy & Co. Ltd.; Lloyd Barrett, Personnel/Industrial Relations Officer, Salada Foods JA Limited; Joan Clarke, Group Director, Bureau of Standards.

Nicaragua: Manuel Bermudez Noguera, Vice-Manager, Cámara de Comercio de Nicaragua; Arturo Mantilla, Owner, cattle-ranch; Diego Montiel, Manager, DISTELEC

Panama: Head of Personnel, Empresa Industrial Embotelladora de Gaseosa, Pepsicola de Panamá, S.A.

USAID Respondents In-Country: Nelly T. DeLeon, Training Officer, Guatemala; Raúl E. Paz, CAPS/HOPS Follow-On Coordinator, Honduras; Vielka E. Gozaine, Manager, CLASP II, Panama.

International Organizations in the U.S.: Carlos Lola, Program Development Director for Latin America and the Caribbean, Appropriate Technologies International; Jim Trousdale, Desk Officer for Central America, Catholic Relief Services; Ann Salzarulo-McGuigan, Managing Director for Program Development, Childreach; Jairo Torres, Coordinator of Materials, Inter-American Development Bank; Hugo Betancourt, Micro Enterprise Specialist, Inter-American Development Bank; Michael Jenkins, Foundation Representative, Inter American Foundation; Bill Barbieri, Desk Officer for Guatemala, Inter American Foundation; Ketly Florus, Desk Officer for Jamaica and Haiti, Inter American Foundation; Robert McGuire, Director (Former IAF Representative for Haiti and Jamaica), Hopkins/Georgetown Haiti Project; Bernardo Gluch, Principal Specialist in Charge of Foreign Trade, Organization of American States; Oscar Chavez, Micro Enterprise Specialist, Organization of American States; Dawn Murdock, Program Officer for the Americas, Trickle-Up Foundation.

II. FIELD OF STUDY RANKINGS AND SPECIFIC COMMENTS:

Respondents were given a list of Fields of Study that CASS currently offers or has offered in the past and were asked to rank the fields 1 = TOP PRIORITY, 2 = AVERAGE PRIORITY and 3 = NOT PRIORITY. The Fields of Study are listed below with the average ranking.

A. AVERAGE RANKING BY FIELD (ordered from highest to lowest priority ranking):

<i>IN-COUNTRY RESPONDENTS:**</i>		<i>WASHINGTON BASED REPRESENTATIVES***</i>	
Quality Improvement Specialist	1.33	Small Business Management	1.30
Agribusiness	1.40	Agribusiness	1.40
Industrial Maintenance Mgmt.	1.43	Environmental Management/Ecotourism	1.50
Small Business Mgmt.	1.45	Environmental Management/Water Tech.	1.50
Environmental Mgmt./Water Tech.	1.51	Quality Control	1.50
Ecotourism/Environmental Mgmt.	1.58	Quality Improvement Specialist	1.50
Quality Control	1.59	Computer Science	1.60
Food Science	1.68	Food Science	1.60
Electronics/Telecommunications	1.78	Electronic/Telecommunications	1.80
Computer Science	1.84	Industrial Maintenance Management	1.80
Electronics/Medical Equipment Repair	1.95	Fisheries Management/Shrimp	2.00
Hotel/Restaurant Mgmt.	2.08	Special Education	2.00
Fisheries Mgmt./Shrimp	2.11	Electronics/Medical Equipment Repair	2.10
Special Education	2.12	Hotel/Restaurant Management	2.40
Printing	2.17	Printing	2.90

** This is an average of the scores of the 6 countries which follow. Panama was not included in the average because only one response was received.

*** For a summary of the narrative comments of the Washington based representatives see pg.12.

B. AVERAGE RANKING BY COUNTRY AND COMMENTS (ordered by field alphabetically):

Each country respondents were asked not only to rank each field from 1 to 3 in terms of priority, but also to provide comments regarding each field of study. Following are the average scores for each field of study by country, including a summary of comments translated into English (the initials of the individual respondent follow his/her comments).

1. AGRIBUSINESS:

Dominican Republic: **AVG. RANKING: 1.17**

Comments: Although there is a need in the country, there are no jobs.-JM; In the Dominican Republic, this is one area that has been highly neglected by the authorities, resulting in the importing of products that could be produced here.-AS; Many opportunities for work in the public and private sectors and even to establish a business.-VP; Our country requires a greater reinforcement of the productive agricultural sector, to obtain a reduction in consumer prices and to augment the export of agricultural products.-FP

El Salvador **AVG. RANKING: 1.75**

Comments: Upon reaching an optimal administration of these kinds of businesses you will be solving many problems at the community and local levels.-JDH; Persons trained in this area are needed, now that the better part of the population is dedicated to agricultural activities.-ALP; Third priority, now that educational institutions exist at the national level in this area.-VOC

Guatemala **AVG. RANKING: 2.00**

Comments: If there is room, but it's not a priority.-MRE.

Honduras **AVG. RANKING: 1.50**

Comments: None

Jamaica **AVG. RANKING: 1.00**

Comments: None

Nicaragua **AVG. RANKING: 1.00**

Comments: Our country is eminently agricultural, and there doesn't exist in this environment technical management advances to justify cost and accountability.-MBN; Historically, the agricultural development has [illegible] in the majority of the nations of the world. Nicaragua is taking this into account.-AM

2. COMPUTER SCIENCE:

Dominican Republic **AVG. RANKING: 1.67**

Comments: This sector will grow more each day.JM; The use of computer technology is not a luxury rather a necessity for development.-AS; Many institutions offer courses in computer science, from basic levels to engineering.-VP

- El Salvador* **AVG. RANKING: 1.80**
 Comments: Oriented towards production management, we don't encounter personnel trained in that area and the industries need them.-FRM; This is an important field from the point of view that it expedites the statistical and accounting work in all businesses, expediting the same process.-ALP; Third priority, because in the country there exist educational institutions in this area.-VOC; It is of extreme importance for productivity.-AV
- Guatemala* **AVG. RANKING: 2.50**
 Comments: 1 illegible comment.-MRE
- Honduras* **AVG. RANKING: 2.00**
 Comments: None
- Jamaica* **AVG. RANKING: 1.75**
 Comments: Available locally.-JC
- Nicaragua* **AVG. RANKING: 1.33**
 Comments: Even though in the advanced nations computer science replaces the old methods, in ours, because of the poverty, we are barely at the initiation stage.-MBN; I consider that in Nicaragua the development of the middle-businesses and of the service sectors are pushing forward with insistence, areas in which computers are necessary.-AM
- 3. ELECTRONICS/MEDICAL EQUIPMENT REPAIR:**
- Dominican Republic* **AVG. RANKING: 2.00**
 Comments: The technician will earn more than the professional.-JM; We have good institutions with good laboratories.-VP
- El Salvador* **AVG. RANKING: 2.00**
 Comments: This field is necessary now that, more than just generating employment, the country will save time and money in not having to contract foreign professionals.-ALP; Second priority. Only one university institution exists that is providing this training at a university level.-VOC
- Guatemala* **AVG. RANKING: 2.00**
 Comments: None
- Honduras* **AVG. RANKING: 1.00**
 Comments: There is a shortage of qualified personnel in this field.-NT
- Jamaica* **AVG. RANKING: 2.00**
 Comments: None
- Nicaragua* **AVG. RANKING: 2.67**
 Comments: I think that the reasoning behind Question #2 is valid for this point.-MBN; There are very few medical assistance centers in Nicaragua with specialized treatment equipment. A small team of technicians in Managua would be able to take care of the needs of all.-AM

4. ELECTRONICS/TELECOMMUNICATIONS:

*Dominican Republic*AVG. RANKING: 2.50

Comments: We have good institutions with good laboratories.-VP

*El Salvador*AVG. RANKING: 2.00

Comments: This field is related to the previous comments regarding the fact that it will generate employment.-ALP; Second priority. There is one school in the country specialized in this area.-VOC; Both [electronics fields] are very good, but you can also include electronics in industrial machinery which would also be very good.-AV

*Guatemala*AVG. RANKING: 2.00

Comments: None.

*Honduras*AVG. RANKING: 1.00

Comments: Same as number 3.-NT.

*Jamaica*AVG. RANKING: 1.50

Comments: None.

*Nicaragua:*AVG. RANKING: 1.67

Comments: The possible privatization of Telcor would require the human element well trained in telecommunications.-MBN; In Nicaragua there exists a great demand from the population for better systems of communication, which will probably be satisfied by the privatization of the service sector equal to or greater than the demand for technicians.-AM

j. ECOTOURISM AND ENVIRONMENTAL MANAGEMENT:

*Dominican Republic*AVG. RANKING: 2.00

Comments: Good future.-JM; Few opportunities for employment.-VP

*El Salvador*AVG. RANKING: 1.20

Comments: El Salvador ranks third in the world in terms of deforestation and environmental problems. It is of extreme urgency to give support in this area to our country.-JHD; The field of study is of great importance from the ecological point of view, the future that we will pass on to future generations depends on them; in that equilibrium should be maintained between the exploitation of the environment and the system for developing the country.-ALP; Second priority.-VOC; I consider it important but without a clear policy on the state level it does not have very promising horizons.-AV

*Guatemala*AVG. RANKING: 2.00

Comments: It's important and necessary, but not a priority.-MRE

*Honduras*AVG. RANKING: 1.00

Comments: According the Honduran governments indexes the field (Ecotourism) is going to grow in the future.-NT

Jamaica **AVG. RANKING: 1.25**
 Comments: None

Nicaragua **AVG. RANKING: 2.00**
 Comments: As long as no investments are made in this area, the need for personnel will be few.-
 MBN; Nicaragua has enormously beautiful natural sites that are beginning to be conditioned for
 tourism. This activity goes hand in hand with the preservation of the environment.-AM

6. ENVIRONMENTAL MANAGEMENT/WATER TECHNOLOGY

Dominican Republic **AVG. RANKING: 1.83**
 Comments: Growing area of progress.-VP; (One comment illegible-JM)

El Salvador **AVG. RANKING: 1.20**
 Comments: In reforesting these areas you will be providing solutions for thousands of problems
 deeply rooted in the mismanagement of natural resources.-JHD; Important in order for industries to
 manage their water processes and the waste that comes from production, and lacking personnel who
 specialize in that area.-FRM; It is necessary to have such personnel to assure that the health of the
 population and the sufficiency of the liquid, utilizing it in a rational way.-ALP; Second priority.-
 VOC; Excellent, our resources are very scarce.-AV

Guatemala **AVG. RANKING: 1.50**
 Comments: [Illegible]. . .it is important.-MRE

Honduras **AVG. RANKING: 1.50**
 Comments: None

Jamaica **AVG. RANKING: 1.50**
 Comments: None

Nicaragua **AVG. RANKING: 1.50**
 Comments: Truthfully, I don't have a clear idea of the area of convictions that the students would
 acquire and their application in the communities.-MBN; Same reasons as Question #5.-AM

7. FISHERIES MANAGEMENT/SHRIMP

Dominican Republic **AVG. RANKING: 2.50**
 Comments: Few employment opportunities.-VP

El Salvador **AVG. RANKING: 2.00**
 Comments: Its importance has to do with the fact that good management in the field is necessary
 because more than generating employment, it generates foreign exchange.-ALP; Third priority.-VOC

Guatemala **AVG. RANKING: 3.00**
 Comments: There isn't much job opportunity, even so [illegible] do exist.-MRE

Honduras **AVG. RANKING: 1.50**
 Comments: None

Jamaica **AVG. RANKING: 2.00**
 Comments: None

Nicaragua **AVG. RANKING: 1.67**
 Comments: There exist ample possibilities in this field, consequently the preparation of technical personnel is necessary.-MBN; No marked decision in Nicaragua can be seen for [illegible word] this activity even when it could be a magnificent source of food for Nicaraguans and attractive for foreign investors.-AM

8. FOOD SCIENCE

Dominican Republic **AVG. RANKING: 2.20**
 Comments: None

El Salvador **AVG. RANKING: 1.60**
 Comments: An important profession to develop programs designed to maintain a strict control of the quality of the food products, as well a balancing the diet of the population.-ALP; First priority. Food products and the preservation and transformation of these is fundamental.-VOC; Important if they are taken to schools where one studies something modern, because in the country we should be competent in the production to be able to compete.-AV

Guatemala **AVG. RANKING: 2.00**
 Comments: It has a lot of [illegible] application and job opportunity.

Honduras **AVG. RANKING: 2.00**
 Comments: None

Jamaica **AVG. RANKING: 1.25**
 Comments: Including manufacturing in the broadest sense.-VM

Nicaragua **AVG. RANKING: 1.00**
 Comments: Looking at the exports to the Central American area and outside, it would place a special emphasis on these skills.-MBN; Great advances in agricultural production of Nicaragua can be seen, and soon there will a great demand for young people educated in this career.-AM

9. HOTEL/RESTAURANT MANAGEMENT

Dominican Republic **AVG. RANKING: 2.33**
 Comments: Of growing importance and possibilities of immediate employment.-VP

*El Salvador***AVG. RANKING: 2.00**

Comments: In this area there are only personnel who are trained on the job, I know that Tepade-TCA is training personnel in their school in Hotel Management, it would be a good idea to contact em.-FRM; Important from the economic point of view, because on it [hotel management] depends the success of such businesses, that are a source of foreign exchange for the country.-ALP; Second priority. This training should be supported because in the medium term tourism will become increasingly strong.-VOC

*Guatemala***AVG. RANKING: 1.50**

Comments: There is a need, but I don't think that the jobs pay well.-MRE

*Honduras***AVG. RANKING: 2.50**

Comments: See #5. The trend is that this industry is growing here. And the concept of "service" is lacking here.-NT

*Jamaica***AVG. RANKING: 1.50**

Comments: Available locally.-JC

*Nicaragua***AVG. RANKING: 2.67**

Comments: See Question 5.-MBN; Investment in tourism is growing and good employment opportunities for people who specialize in this career can be imagined.-AM

10. INDUSTRIAL MAINTENANCE MANAGEMENT*Dominican Republic***AVG. RANKING: 1.33**

Comments: In our country, there are many industries and few trained personnel (current ones are trained empirically--on the job).-VP

*El Salvador***AVG. RANKING: 1.40**

Comments: Basic for our industry, especially in preventative maintenance.-FRM; Priority area in industry to assure a greater productivity, now that we should introduce new machinery.-ALP; First priority. The new technology should be known to provide for preventative maintenance guaranteeing constant application.-VOC; Personally, I think that this has a great deal of future, although in the country this is a difficult point in time.-AV

*Guatemala***AVG. RANKING: 1.00**

Comments: It's precisely an area that the businesses and the improvement industries require.-MRE

*Honduras***AVG. RANKING: 2.00**

Comments: None

*Jamaica***AVG. RANKING: 1.50**

Comments: None

*Nicaragua***AVG. RANKING: 1.33**

Comments: Although we have an industry with obsolete equipment, this situation alone justifies the preparation of technicians.-MBN; Industrial maintenance goes hand in hand with the development of the small business that's beginning to advance in Nicaragua.-AM

11. PRINTING

*Dominican Republic***AVG. RANKING: 2.50**

Comments: None

*El Salvador***AVG. RANKING: 1.20**

Comments: It is necessary to have professional trained in that area, that have professional ethics because we depend to a great extent on them for the way in which we view reality and the world around us.-ALP; First priority. In this profession there are not any institutions that provide training.-VOC

*Guatemala***AVG. RANKING: 2.00**

Comments: None

*Honduras***AVG. RANKING: 2.00**

Comments: None

*Jamaica***AVG. RANKING: 3.00**

Comments: Pace of development seems adequate especially in light of advances in computer technology.-VM

*Nicaragua***AVG. RANKING: 2.33**

Comments: The demand for personnel at this time is very small. The businesses are passing through a crisis that has stopped publicity.-MBN; As in other countries, Nicaraguans are losing the taste for reading. I don't see that this activity is going to grow much more here.-AM

12. QUALITY CONTROL

*Dominican Republic:***AVG. RANKING: 1.33**

Comments: As quality is not anything more than the satisfaction of the client, combined with a product or service, all businesses who want to be competitive should keep this in mind.-AS; Quality is a vital factor in this epoch of the globalization of the market. This factor is determinant for the development of the country.-FP; In the duty-free zones, these type of professionals are welcome.-VP

*El Salvador***AVG. RANKING: 1.60**

Comments: Important and urgent in this period in which we are entering globalization and competition. It would be excellent to have personnel who specialize in statistical control.-FMR; This field is very important in our country, because the acceptance of export products in foreign countries depends on this and this can generate foreign currency.-ALP; As a general theme it is of third priority.-VOC; Good but a modern focus.-AV

<i>Guatemala</i> Comments: None	AVG. RANKING: <u>1.50</u>
<i>Honduras</i> Comments: None	AVG. RANKING: <u>2.00</u>
<i>Jamaica</i> Comments: None	AVG. RANKING: <u>1.75</u>
<i>Nicaragua</i> Comments: The government is in favor of passing a law concerning quality control. Soon, the businesses will need personnel with skills in this area.-MBN; There will be demand for technicians, as a matter of fact, there already is a demand in the area of air pollution reduction by industrial manufacturers.-AM	AVG. RANKING: <u>1.33</u>

13. QUALITY IMPROVEMENT SPECIALIST

<i>Dominican Republic</i> Comments: Quality is a vital factor in this epoch of the globalization of the market. This factor is determinant for the development of the country.-FP; In the duty-free zones, these type of professionals are welcome.-VP	AVG. RANKING: <u>1.17</u>
<i>El Salvador</i> Comments: It would be good to, more than just training students, train technicians who are already working in the plants in specialized areas.-FMR; This field is related to quality control, because the more that the quality of export products improves the more foreign exchange the country will earn.-ALP; First priority. This is the methodology that makes it possible to obtain improvement in the processes and products and increment productivity.-VOC; Excellent if it has statistical controls and plans of our most used standards ISO9000.-AV	AVG. RANKING: <u>1.20</u>
<i>Guatemala</i> Comments: [Illegible]. . . free trade, globalization. . . and soon there will be job opportunity.-MRE	AVG. RANKING: <u>1.50</u>
<i>Honduras</i> Comments: None	AVG. RANKING: <u>1.50</u>
<i>Jamaica</i> Comments: None	AVG. RANKING: <u>1.25</u>
<i>Nicaragua</i> Comments: See Question #12.-M.B.N.; See reasons that I have given for the prioritizing of careers that are related to agriculture and industry.-AM	AVG. RANKING: <u>1.33</u>

14. SMALL BUSINESS MANAGEMENT

- Dominican Republic* **AVG. RANKING: 1.17**
 Comments: Many opportunities for placement.-VP
- El Salvador* **AVG. RANKING: 1.00**
 Comments: Many deficiencies exist in this area; in any case, it is important to orient the training to the owners and managers of the businesses.-FRM; This is of number one priority, now that our country is a country of business people, as a result of which appropriate people are needed in the field.-ALP; Seventy percent of the businesses are small. Top priority.-VOC; Good opportunity to be independent.-AV
- Guatemala* **AVG. RANKING: 2.00**
 Comments: If there are jobs available and [illegible] in the middle, I think that it's [illegible word].-MRE
- Honduras* **AVG. RANKING: 2.00**
 Comments: None
- Jamaica* **AVG. RANKING: 1.50**
 Comments: None
- Nicaragua* **AVG. RANKING: 1.00**
 Comments: The Nicaraguan informal sector is very big and tends toward formalization. They require help and the young people that are trained will have good opportunities.-MBN; As with the agriculture, the economic development of Nicaragua will continue to look for the mid-sized business like in Costa Rica and Central America. Demand will grow exceptionally for specialists in small business administration.-AM

15. SPECIAL EDUCATION

- Dominican Republic* **AVG. RANKING: 2.00**
 Comments: I am not aware of the opportunities for employment in this field.-VP
- El Salvador* **AVG. RANKING: 1.40**
 Comment: An area of great importance.-ALP; First priority: there are no institutions in the country that provide this training.-VOC
- Guatemala* **AVG. RANKING: 3.00**
 Comments: Not a priority, but there is a need.-MRE
- Honduras* **AVG. RANKING: 2.00**
 Comments: None
- Jamaica* **AVG. RANKING: 2.00**
 Comments: Need for more attention in this area.-VM

*Nicaragua***AVG. RANKING: 2.33**

Comments: A very interesting field. We are lacking in specialized elements.-MBN; There are very few special education centers in Nicaragua. Neither do they seem to be planned in the near future.-
M

III. COMMENTS FROM WASHINGTON BASED REPRESENTATIVES (for rankings, see pg.2):

Respondents in Washington D.C. were asked to provide responses to the following 3 questions.

1. **What do you and your organization perceive to be the technical development priorities of the country/region?**

Although there were variations in the responses most interviewees shared similar views regarding the development priorities and growth areas of the region. There was a general consensus that priority areas were those dealing with food production, specifically agribusiness and food science. Priority was also given to business administration, computer science, and environmental management. Also mentioned were health, manufacturing and construction.

2. **What do you and your organization see as the major technical sector specific growth areas in the economy?**

Although there was more variation in the responses to question 2, agriculture was seen as an area with great growth potential. Nine of the 12 respondents perceived agribusiness or other areas of food production to be one of the major technical specific growth areas in the economy. Other areas mentioned were computers, electronics, communications, transportation, construction, textile production, clothing production, light manufacturing, small and medium business administration, trade, marketing, fisheries, environmental management, health, education, and tourism.

3. **Currently, what are the major growth areas in the technical employment sector with the most potential?**

Respondents saw the agricultural sector as providing employment opportunities with growth potential. Seven of the 12 respondents mentioned agribusiness or other form of food production such as food processing as areas with high employment opportunities. Other areas offering employment opportunities were small and medium businesses, trade, computers, accounting, marketing, banking, communications, construction, assembly industry, manufacturing, water systems, environmental management, health training, and training in child care and prenatal care.

III. USAID IN-COUNTRY RANKINGS/COMMENTS:

Representatives from the USAID missions were asked to rank all fifteen fields in terms of priority from 1 (field of highest priority) to 15 (field of lowest priority) and provide general comments. Following are the responses received:

	<u>Guatemala</u>	<u>Panama</u>	<u>Honduras</u>
AGRIBUSINESS	2	1	6
COMPUTER SCIENCE	5	13	8
ELEC/MED. EQUIP. REPAIR	3	11	10
ELEC/TELECOMMUNICATIONS	6	12	11
ECOTOURISM/ENVT. MGT.	4	2	13
ENVT. MGT./WATER TECH.	1	3	14
SHRIMP/FISHERIES MGMT.	14	5	2
FOOD SCIENCE	8	4	3
HOTEL/RESTAURANT MGMT.	7	10	9
INDUST. MAINTENANCE MGMT.	9	9	1
PRINTING	15	15	7
QUALITY CONTROL	10	7	4
QUALITY IMPROVEMENT SPEC.	12	8	5
SMALL BUSINESS MGMT.	11	6	12
SPECIAL EDUCATION	13	14	15

USAID Guatemala: No comments provided.

USAID Honduras: It seems to me that the formation of large economic blocks will require that Honduras become more competitive in the national and international markets and that the demand for technicians who are trained to raise the quality and the efficiency of the national productive apparatus will grow. The food industry will demand good technicians in the near future. Computer science, electronics and telecommunications will continue to be a support of growing importance in our society.

USAID Panama: Ranking of priorities took into consideration, in addition to the listed parameters, the local availability of the training areas chosen.

V. FIELD OF STUDY PRIORITY RANKING, SUPPORT NETWORK REPRESENTATIVES**

(RANKINGS: 1 = Field of Highest Priority to 15 = Lowest Priority)

	<u>Dominican Republic</u>					<u>Nicaragua</u>			<u>Guate.</u>		<u>El Salvador</u>				<u>Jamaica</u>			<u>Honduras</u>		<u>Panama</u>		
AGRIBUSINESS	1	2	1	4	1	1	1	1	12	7	3	14	1	12	10	4	2	4	1	5	9	12
COMPUTER SCIENCE	8	3	1	11	13	2	3	2	4	10	6	9	7	13	5	3	3	13	5	15	4	4
ELEC/MED. EQUIP. REPAIR	8	7	5	12	14	11	10	12	6	14	11	13	12	7	7	7	14	10	13	4	5	13
ELEC/TELECOMMUNICATIONS	9	8	1	13	7	3	7	4	3	13	12	8	6	8	6	14	7	12	4	12	2	8
ECOTOURISM/ENVT. MGT.	10	9	1	6	15	4	11	11	7	11	1	6	9	10	12	1	9	5	6	2	1	9
ENVT. MGT./WATER TECH.	7	10	1	5	8	12	12	9	10	6	2	5	8	9	8	8	5	9	11	7	3	10
SHRIMP/FISHERIES MGMT.	8	15	6	8	12	13	14	8	9	12	13	12	10	14	9	5	11	11	10	1	8	11
FOOD SCIENCE	8	14	1	9	9	5	4	6	8	4	14	15	11	3	1	2	10	3	2	6	12	5
HOTEL/RESTAURANT MGMT.	12	11	8	14	6	14	8	5	5	9	15	7	13	11	13	10	4	8	3	14	6	6
INDUST. MAINTENANCE MGMT.	5	6	2	7	3	6	9	7	1	2	7	3	5	5	4	13	6	6	8	8	14	2
PRINTING	15	12	10	15	10	15	15	10	13	8	5	11	14	4	15	15	15	15	15	13	15	14
QUALITY CONTROL	4	1	1	2	4	7	6	13	11	3	8	1	4	15	2	12	12	2	7	9	10	1
QUALITY IMPROVEMENT SPEC.	2	4	1	1	5	8	5	14	2	5	9	2	3	1	3	11	8	1	12	3	7	3
SMALL BUSINESS MGMT.	1	5	2	3	2	9	2	3	14	1	4	4	2	2	11	6	1	7	9	10	11	7
SPECIAL EDUCATION	4	13	5	10	11	10	13	15	15	15	10	10	15	6	14	9	13	14	14	11	13	15

** The support network representatives in-country were asked to rank all fields in terms of national development priority and employment potential (1 = field of highest priority to 15 = field of lowest priority).

ATTACHMENT #1:

CASS
Cycle I Survey of Fields of Study
Employment Potential and National Development Needs

Name: _____

Agency/Organization/Business: _____

Job Title: _____

Basic information: CASS is a program that provides economically disadvantaged young men and women with scholarships to study in educational institutions in the United States. The CASS scholarship program recruits scholars who display a high motivation for learning and success and who have demonstrated leadership abilities in their communities but who lack the economic resources to pursue further education. The objective of the CASS program is to prepare these individuals to find employment and enhance their leadership capabilities so that they will actively contribute to the development of their communities and countries.

Since 1985, the CASS program has offered two year technical training programs specializing in fields such as Computer Science, Electronics, Food Technology, Small Business Management, Quality Control, and other technical fields. The programs of study also include other courses that the college or institution requires to fulfill academic requirements, and the study of English as a Second Language for non-English speakers. The degrees that the students receive prepare them both for the workplace and to continue their university studies, if they so desire. Many former scholars have opted to complete their university studies while they working.

The information obtained in this survey will be utilized to define the fields of study that should be offered to CASS scholars in 1995. *It is essential that the Fields of Study rankings be based both on employment potential and on the importance of the field for the technical development needs of the country.*

Thank you for your time and contribution to this effort.

Please rank the following twelve Fields of Study from 1 to 3, keeping in mind both the employment potential for these fields and the development needs of your country. We also appreciate any comments that you provide.

**** 1 = Top Priority; 2 = Average; 3 = Not a Priority ****

1. Agribusiness: 1 2 3

2. Computer Science: 1 2 3

3. Electronics/Medical Equipment Repair 1 2 3

4. Electronics/Telecommunications 1 2 3

5. Environmental Management/Eco-tourism 1 2 3

6. Environmental Management/Water Technology 1 2 3

7. Fisheries Management/Shrimp 1 2 3

8. Food Science 1 2 3

9. Hotel/Restaurant Management 1 2 3

10. Industrial Maintenance Management 1 2 3

11. Printing

1 2 3

12. Quality Control

1 2 3

13. Quality Improvement Specialist

1 2 3

14. Small Business Management

1 2 3

15. Special Education

1 2 3

Please rank the following Fields of Study in order from 1 to 15 based on the employment potential of the field and the technical development needs of the country (Please note that 1 = highest priority to 15 = least priority).

- ___ Agribusiness
- ___ Computer Science
- ___ Electronics/Medical Equipment Repair
- ___ Electronics/Telecommunications
- ___ Environmental Management/Eco-Tourism
- ___ Environmental Management/Water Technology
- ___ Fisheries Management/Shrimp
- ___ Food Science
- ___ Hotel/Restaurant Management
- ___ Industrial Maintenance Management
- ___ Printing
- ___ Quality Control
- ___ Quality Improvement Specialist
- ___ Small Business Management
- ___ Special Education

USAID Field of Study Survey, CASS/Georgetown University, Cycle L

CASS/GU prepares for Cycle L, we appreciate your feedback on Fields of Study prioritization. Please rank the following Fields of Study in order from 1 to 15 based on the employment potential of the field and the technical development needs of the country (Please note that 1 = highest priority to 15 = least priority). In addition, please provide any comments you may have on the attached pages. Thank you very much for your cooperation in this effort.

NAME: _____

EMAIL: _____

COUNTRY: _____

- Agribusiness
- Computer Science
- Electronics/Medical Equipment Repair
- Electronics/Telecommunications
- Environmental Management/Eco-Tourism
- Environmental Management/Water Technology
- Fisheries Management/Shrimp
- Food Science
- Hotel/Restaurant Management
- Industrial Maintenance Management
- Printing
- Quality Control
- Quality Improvement Specialist
- Small Business Management
- Special Education
- Other: _____
- Other: _____
- Other: _____

FIELD OF STUDY INFORMATION

ORGANIZATION: _____

PERSON(S) CONTACTED: _____

JOB TITLE: _____

SOURCES USED (IF ANY): _____

COUNTRY(IES)/REGION(S): _____

QUESTIONS TO BE ANSWERED:

1) What do you and your organization perceive to be the technical development priorities of the country/region?

2) What do you and your organization see as the major technical sector specific growth areas in the economy?



Orienting Students to CASS

An Orientation II Handbook for CASS Overseas Staff and Advisors

**CASS Overseas Operations
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Purpose of Orientation II

Orientation II is designed to prepare students for their educational and cultural experience in the United States. This week of activities is filled with expectations and fears and students usually finish feeling reassured and exhausted. The workshops are conducted by the Country Coordinator, U.S. representatives, in-country professionals, and program alumni who share an exhaustive volume of information and instructions with the students.

Orientation II Objectives

- Prepare and equip students to adapt to new social, cultural, and educational experiences
- Give students specific information about colleges and college programs
- Promote and develop of positive, constructive attitudes among students so they can meet new situations with a spirit of responsibility, initiative, and creativity
- Guide students toward the expectation of returning home after the scholarship with a sense of ability to implement service to family, community, and country
- Help students grasp the full meaning of the Code of Commitment and define behavior congruent with CASS philosophy and basic social program
- Direct students to increase their knowledge about their countries and to assemble materials that will help them be effective friendship ambassadors while in the United States
- Raise students' awareness and sensitivity to gender issues in their countries.
- Increase awareness of cultural differences between Central American and Caribbean countries.
- Raise awareness and knowledge about students' fields of study as practiced and needed by home country business and industry
- Integrate deaf students (if any) into CASS student group and raise awareness of hearing students to issues of deafness in their country

Reminders...

Give Priority to:

- Providing students an opportunity to withdraw from the program
 - if their expectations do not coincide with the program's
 - If their skill level already matches what the program offers
 - if they do not want to return to their country
- Bring student expectations into the open to help Experience America Facilitator, Country Coordinators, and Human Resource specialists confirm that each scholarship candidate is an appropriate recipient

Guidelines for Planning Orientation II Program.

A sample Orientation II program based on five full days, with additional activities on the days of arrival and departure is contained herein. The content of this program is based on the following guidelines. Please read these guidelines before studying the sample program. Then, give consideration to the thematic messages and methods intended to support such a program. Altogether, this information is intended to help you tailor a substantive and creative program to suit the particular needs of your country.

How the Program is Designed

Designating Modules. The sample program is organized according to blocks of time, or modules. Recommended module length varies from two to six hours. The final amount of time allowed for each module depends upon group size, presentation format, and the extent of student participation. Your best effort is needed to allot the stated times for Experience America sessions; Facilitators for these modules will plan according to the time allotments shown in the sample program. A final schedule prepared by Country Coordinators is expected to take into account student arrival and departure times, as well as availability of resource people.

Fostering Participatory v. Passive Learning. CASS orientation training is participatory. Ideally, students are actively engaged in every module.

- Encourage students to take responsibility by planning and carrying out specific program segments such as, distributing next-day agendas to student rooms the night before, welcoming guests and visitors, getting them introduced to others and seated, and similar tasks. The sample Orientation II program suggests that students be in charge of Cultural Night.
- Elicit student dialogue and participation during each module. Many new CASS scholars initially find personal participation intimidating because they are accustomed to listening passively to teachers' lectures. Orientation II is an opportunity to help them become comfortable speaking before the group, expressing their feelings and concerns, and asking questions. This practice introduces them to a participatory style of learning dominant in the United States where they will be encouraged to freely and creatively enter into class discussion, Experience America, extracurricular, and community activities. The idea is to plan the content of each module so that students begin to define goals and experience their own interpretations, visions, and consequences. This means that each module needs to be structured so that there is a balance between providing students with information and student participation and interaction. By becoming true partners in the orientation process, they have the opportunity to directly affirm and address what they are hearing and experiencing, a first step toward creative thinking and decision making.
- Ideally, participants will leave the orientation feeling that their questions have been answered and they are capable of managing their experience in the United States.

Roles and Responsibilities of Country Coordinators, Facilitators, and Others Engaged in Conducting the Orientation

Using Trained Alumni & In-Country Specialists.

- Instruct alumni and specialists not to represent their experience as fact about such matters as host families, personal allowances, food, clothing, classes, and weather as official program facts. Ask alumni to stress that all aspects of the experience are different for each person.
- In preparing CASS alumni, as well as alumni of other programs, emphasize that students tend to perceive as fact the experience of alumni. Many misconceptions have occurred when students develop expectations based on information for which they have little context. Remember, everybody has his/her own experience. Therefore, all information about the program of study, living situations, allowances, location of colleges should come only from the college welcome packet and Experience America Facilitator.
- Teach alumni and specialists to address new students with great care. It is preferable, for example, for alumni to lead their comments with

"It has been my experience..."

or

"I found my experience to be..."

not

"It will be your experience that..." or "You will find..."

Alumni Involvement. The involvement of alumni in all areas of Orientation II is important to keep them committed to and reminded of the ongoing goals in the CASS Program. Furthermore, their involvement in Orientation II provides alumni with a sense of ownership and participation. Alumni may be used:

- To provide survival English courses.
- To be a pen pal/mentor
- To introduce the new students to the Alumni Association. A member(s) of the Board of Directors of the Alumni Association should be asked to talk about the goals and objectives of the Alumni Association, their current activities, and how the students will be able to become involved in the Alumni Association on their return from the U.S.

It is critical to prepare the alumni before they begin working with the students so that they are careful not to create artificial expectations for the students. They should remember to emphasize that every CASS student's experience is different.

Holding Pre-orientation Facilitator Meeting. Country Coordinators need to organize a meeting of all program Facilitators, including Georgetown and college staff, prior to the opening of orientation. The purpose is to clarify and establish roles and responsibilities for individual modules and for the overall program. Even though one person is assigned to carry out a module, assistance is usually needed.

Please remember:

- To coordinate supporting roles before orientation begins.
- Teamwork is especially needed in observing students during training modules and evening events and for staff and the Official Observer to communicate among themselves their perception of the individual's "match" with CASS.
- If your orientation has deaf students, facilitators need to be prepared.

Getting Publicity. Whereas all of the activities of Orientation I are excellent opportunities for CASS publicity, it is necessary to be selective in seeking publicity about events in Orientation II. Media coverage of the two-day Personal Development Module, for example, would be disruptive and is therefore inappropriate.

Publicity may be appropriate, subject to final plans, for the following Orientation II segments. See Appendix B for sample news release.

- Cultural Night
- Introduction to National Industries or National Industry Panel
- Opening and/or Closing Ceremonies

Why is publicity important? Newspaper, radio, and television coverage of CASS activities validates the importance of the program. It affords an opportunity to give recognition to individuals and institutions that make the program possible. In raising public awareness through publicity, future student recruitment is supported. The families of current students are reassured of the value of the opportunity. Employers are alerted about potential employees from among alumni and current students. Support Network members are reassured that their volunteer contributions are recognized. Publicity can open doors to benefit the program.

Observing Guest-Speaker Protocol. The most likely opportunities during Orientation II for guest speakers or important individuals in the audience are the opening and closing ceremonies and Cultural Night. Depending on how final plans evolve, protocol may need to be observed during the Introduction to National Industries segment of Module IX. Please remember that ambassadors, archbishops, mayors, and other officials who accept CASS invitations need to be accommodated by placement on programs at times suiting their convenience. They need to be introduced in a particular order and manner. Some can be given roles of distinction such as recognizing individual students. They may be keynoters. They may give a wrap-up address. Check with the appropriate Protocol Office to learn the guest preferences and any rules of diplomatic and state etiquette and ceremony that need to be observed.

Evaluating the Student-Program Match. Throughout Orientation II, observe student behavior and interaction to confirm that students are appropriate scholarship recipients.

Remember that the best match involves students who:

- are economically disadvantaged
- want and need the level of training offered by CASS
- are committed to going home after their college experience
- demonstrate leadership potential

Retaining Official Observer to Help the Student-Program Match. It is recommended that an Official Observer be retained, and paid a nominal fee if necessary, to monitor students during modules and at night. Such an individual might be a social worker or a graduate student -- someone knowledgeable about group and individual behavior. Together with the Country Coordinator and Facilitator, the Official Observer will document and report incidents that indicate a student has problems getting along with peers, may not fit into the group life, exhibits contradictory or socially unacceptable behavior, has a negative attitude about the program, projects a negative image of his/her country, reveals misrepresentation of qualifications for a scholarship, etc.

[Notes: (1) An Official Observer documents and reports to the Country Coordinator; the observer does not intervene with the student and does not have the authority to disqualify students from the program. (2) The hiring of official observers must be approved in advance.]

Disqualifying Students. The Country Coordinator is the appropriate person to recommend that Georgetown disqualify students for scholarships. It is expected that such a serious recommendation be accompanied by documentation showing that the action is clearly justified. The Official Observer and Facilitator are expected to channel their concerns, if any, to the Country Coordinator for further investigation, consideration, and disposition in consultation with Georgetown.

Scheduling Ongoing Facilitator/Staff Meetings. Daily meetings are often advisable. The purpose is to review the day's events, consider if methods to achieve student participation are working or need modifications, get staff assistance for unanticipated needs, etc.

Sharing Program Responsibility with Students. A way to help students acquire the confidence to take responsibility is to let them take responsibility for selected orientation activities.

- Student committees should be formed at the end of Day One. A committee might be formed to plan and carry out Cultural Night. Album and national dance committees are appropriate. Using Georgetown-prepared handouts, another committee could develop short, attention-getting interludes during or between modules to coincide with distribution of the Program Highlight series.

Using Multi-Media to Document the Orientation Experience. To document an orientation in the most thorough manner involves compiling a paper, audio tape, and photographic record of all events. While it may not be possible to develop all of the following documents, your best effort is encouraged. The product will be your principle resource for future reference in deciding refinements and improvements in orientation activities. Country Coordinators should plan to share all orientation documentation with Georgetown and keep a copy or set, for the national office.

- A bound notebook containing the program handouts, copies of overhead projections, copies of group consensus lists, and other "paper" helps depict program content.
- Video tapes of designated activities are useful tools for other countries and for Georgetown in communicating with colleges and other constituencies.
- Photographs of orientation events, in black and white, as well as color, are always desirable. Most photographers use color film; technically, it is quicker to develop. Photo scrapbooks, in color or black and white, serve as a pictorial history of events. Such a history is helpful in remembering and evaluating what went well and what might have been better at the event. In addition, this history, shown to potential supporters, may attract helpful members of your Support Network. Georgetown needs photos for

overall promotion and cultivation of constituencies. The reason black and white photos are suggested is that color photographs are more expensive to reproduce in publications. While it is sometimes possible to convert color photographs to black and white use, the process is expensive and the pictures lose quality.

Helping Students Understand and Retain Orientation Information. Orientation II comprises a high volume of wide-ranging information and experiences. Some authorities believe that only about 10 percent of the information delivered is retained by participants in similar training situations. It is therefore essential that special effort be made to help students comprehend and retain the intended CASS messages. **Words by speakers and in print get lost in the enormous amount of information communicated. Find ways to create more memory.**

- **Deliberately use repetition of program agenda to aid comprehension.**
 - **Be sure each student has a copy of the complete program at the beginning of Orientation II. At the outset, discuss the overall program.**
 - **Prepare a daily agenda on large poster board or flip-chart paper. Post on an easel or a wall. Start the day with a quick review of what is planned.**
 - **At the beginning of modules, announce what will be addressed. At the end of modules, quickly review what was covered.**
 - **At the end of each day, go over what was achieved.**
- **Give priority to the interpretation of Program Highlights by students. Encourage very short, light-hearted "dramatic enactments", conversion of messages to recognizable tunes and games. These could lead to impromptu audience refrains or chants that echo the themes of Orientation II, e.g. "Everything will be different".**
- **Keep presentations simple. Be explicit. Elicit discussion and questions.**
- **Provide each student with adequate binders, folders, and other containers so the orientation information can be retained compactly for future reference. During the modules, encourage students to keep all of the information provided and take it to the United States. Acknowledge the massive amount of information and encourage them to keep it as a personal library to build upon in the U.S.**
- **Use handouts to reinforce information whenever possible.**

Including the Deaf Scholars in Orientation II. This year, all countries with deaf scholars will be including them in Orientation II. There will not be a separate orientation for the deaf. The deaf students will most likely be overwhelmed with all of the information that is provided in the orientations. We are not expecting deaf students to grasp all of the concepts presented in the sessions or to have as deep an understanding of the issues as the hearing students. However, in order to make the orientation as valuable as possible for them and to be sensitive to their needs, it is critical to remember certain points:

- ***You will need at least two good interpreters* who can take turns interpreting every twenty-thirty minutes. Perhaps the deaf association in your country or the deaf alumni can recommend the best interpreters to use.**
- **So that the deaf scholars can review the information provided, it is necessary to have either the presenter bring an outline of their presentation or a notetaker available to take**

the notes for each session. Furthermore, all presenters must be prepared ahead of time and made aware of the fact that deaf people will be part of their audience. They must slow down a bit and be sensitive to the needs of the interpreter and the deaf scholars, and they should try to use simple language and clear concepts.

- It will be necessary to take a short break every 45 minutes to an hour. The deaf scholars need to pay constant visual attention to their interpreters, which is very tiring.
- At the end of each session, the deaf students should be asked to process their experience. The interpreter working with them should ask the deaf students to repeat back to them what *they* understood about each session. This is a way of constantly gauging their comprehension of the sessions.

It will be very important to discuss the different Orientation II modules with a deaf psychologist or competent interpreter well before the orientation in order to gain an understanding of which modules will and will not be useful for the deaf students. This is also a great opportunity to sensitize the hearing students to issues related to deafness in their country. In order to do this, a module on Deafness should be included in the Orientation on Day 2, right after the discussion of the CASS philosophy. This module should be conducted by an expert on deaf issues, and provide the hearing students with a basic understanding of deafness and issues related to deafness in their country. You should also provide the hearing students with a few basic signs that they can use to at least help them greet the deaf students and make them feel included as part of the group.

Arranging for Health Care During Orientation. Arrange for at least two doctors to be on call at all times. Prevent the high cost of unanticipated health care and be responsive to the students' needs by planning ahead for emergencies as well as for sore throats, headaches, etc. Have on hand common medicines for colds and fever. Specific staff members should be assigned health care duties.

Having Necessary Materials, Supplies, and Equipment. A variety of materials, supplies and equipment is required for Country Coordinators, Facilitators, as well as students and groups of students engaged in conduct of the orientation program.

- Flip-chart easels and pads of easel paper or large pieces of plain newsprint paper
- Magic markers in multiple colors and thickness
- Poster board for signs and creative student activities
- Masking and scotch tape, scissors, rulers, pencils, pens
- White and colored chalk if blackboards are used
- Note pads and plain paper
- Envelopes for host family letters and letters to self
- Overhead projector
- Tape recorder and cassette tapes
- Video playback equipment for tape about country, if available

SAMPLE PROGRAM

CASS Orientation II

"Preparing for Personal & Professional Growth"

Place
Country
Date

Night Before (usually the evening students arrive at orientation site)

Module I (2-3 hours)

Opening

- Introduction of Staff
- Introduction of Students
- Handle Follow-up on Orientation I Homework
- Student Expectations for Orientation
- Review of Orientation Objectives
- Review of Orientation Agenda and Method of Presentation

DAY ONE (usually a full day beginning at 8:00 am)

Module II (1 hour)

CASS Philosophy

Overseas Staff/Country Coordinator

- History of the Program
- Program Structure
- AID Collaboration
- Community College Partnerships

Module III (1 hour)

Issues Related to Deafness (for all students)

Module IV (2 full days)

Personal Development

Human Resources Specialists

[Adapt agenda for first day of PD to this format and add when available]

Day One - PM Activities

Students/Country Coordinator

- Form Student Work Committees

DAY TWO

[Adapt agenda for second day of PD to this format and add when available]

Day Two - PM Activities

- Video of Country (if available)
- Homework: Goal Setting (see appendix E)

DAY THREE**Module V (3 Hours)**

**Living in the USA:
Community & Family Life**

Experience America Facilitators/Alumni

- Overview of Life in the USA
- Host Families/Living On Your Own
- Community Life
- Social Interaction
- Communication Patterns and Styles
- Culture Shock
- Cultural Differences: Cross-Cultural Issues

Module VI (4 Hours)

Social Norms and Behavior

Experience America Facilitators/Specialists

Part A - Sexuality

- Sexual Conduct
- Contraception
- AIDS
- Communicable Diseases
- Dating
- Cultural Messages
- Racism & Prejudice

Part B - Gender Awareness

- Gender Roles in the U.S. and in home country
- Women and Leadership

Part C - Legal Issues

- U.S. Legal System
- Sexual Harassment
- Rape
- Drugs
- Alcohol
- Weapons

Day Three - PM Activity

Display and Present National Albums

DAY FOUR**Module VII (2 Hours)**

**Responsibilities of CASS Scholars:
Participating Actively in the Program** **Experience America Facilitators**

- Community Service
- Academic Achievement/Studying
- Leadership/Experience America Program
- Friendship Ambassador Role
- Active Participant in U.S. Community
- Upholding the Code of Commitment; Rules & Regulations

Module VIII (3 Hours)

**U.S. Educational System &
Community College Programs** **Experience America Facilitators**

- Differences between Community Colleges,
Technical Schools and Universities
- Explanation and Differences of Certificate Programs,
AA, AAS, AS and Bachelor Degrees
- General Studies, including a Specialization,
v. Specialized Degree
- Rural/Urban Locations of Participating
Community based Institutions
- Review of Colleges' Welcome Packets

Day Four - PM Activity

Cultural Night

**Students/Assisted by
Country Coordinator and
others [invite Alumni, Friends
Advisors, Parents, Media]**

DAY FIVE**Module IX (8 Hours)**

Returning Home (morning) **Country Coordinator/
Overseas Staff/Alumni/Students
NGO's or Community Service Leaders**

- Alumni Association
- Community Service
- Industry Visits

[Note: If the program has to be shortened, this segment may be modified. If absolutely necessary, it may be given as homework]

Day Five - PM Activity**Closing Celebration****Students/Assisted by Country Coordinator and Others****Day Six (Students Depart for Home)****Module X (2 Hours)****Review, Questions, Final Instructions Country Coordinator**

- Review of Orientation
- Discussion & Questions
- What to Pack
- Homework
 - field of study interview and report
 - completion of national album
- Final Instructions
- Orientation Evaluation by Students

[Note: Module X should not be eliminated or abbreviated.]

Thematic Messages and Methods to Support Objectives

Module I

Introduction of Staff.

Carefully explain each person's role in the orientation program so students understand why people are there, e.g. overseas staff, in-country people, human resource people, U.S. participants. Take care of logistical instructions. Invite and respond to questions.

Introduction of Students.

Choose an appropriate introduction exercise. This will depend on the level of familiarity developed among participants during Orientation I. The purpose is to help students reunite and feel comfortable with the group. A simple method is asking students to say their names and share briefly, their feeling about the scholarship opportunity as they understand it at this time. If more work is needed to integrate the group, try an icebreaker exercise: ask participants to pair off and interview each other for five minutes each (a total interview time for each pair should be 10 - 15 minutes). Students should be asked to elicit specific information about each other, e.g. special talents, leadership qualities, accomplishments, secret goals. Incorporate into this exercise the sharing of Orientation I homework. Each student was to prepare a list of expectations for the overall program experience. On the basis of the information gained, the students introduce each other to the rest of the group. [Note: This Orientation I homework should be turned in for review and photocopying by the County Coordinator.]

Student Expectations for Orientation.

Ask students to work in small groups to write their expectations for this orientation. Make a list on large sheets of paper. Allow 15 minutes. Ask each group to share with the large group. Hang their lists around the room so everyone can see. Reassure students that their concerns will be addressed during the week. Save for review.

Review of Orientation Objectives.

Review objectives and the Orientation II agenda. Have these written in large type on flip chart paper as well as on acetate for an overhead projector for visual reinforcement and to encourage note-taking by the students. Guide the students through the agenda to provide a sense of what the week will be like and their participation in it. Carefully explain participation of Facilitators and visitors so students know what to expect.

Method of Presentation.

Explain that they will participate. This is not a lecture class. Encourage them to form committees and take responsibility for conducting parts of orientation with as much support as they need and want from the staff.

**Module II
Philosophy.**

Talking about the mission, using overhead transparencies to underscore concepts.

Module III

Issues related to Deafness (all students). Invite a specialist on deafness to present general issues relating to deafness and deaf people.

**Module IV
Personal Development.
(Hearing students)**

To be handled by Human Resource specialists trained in dynamics and psychology. They will provide handouts.

**Personal Development.
(Deaf Students)**

The two day Personal Development component for hearing students is very discussion oriented and all of the sessions may not be useful for the deaf students. You should use some of this time, therefore, to have the deaf students participate in some activities that will be especially useful to them. For example:

- An interpreter and another qualified individual should conduct a session with the deaf students covering the purpose of the orientation, fears and expectations the deaf students have a clear understanding of why are they are going to study in the United States. These sessions with the deaf students should be interactive and allow them to express their ideas, fears, etc.
- The deaf students should meet with some of the deaf alumni who can tell them about their worksite, or, if available, have a chance to meet some deaf professionals who can provide them with encouragement and an example.
- The deaf students could meet with representatives from the deaf association about leadership, motivation, experience, and possible contributions that they can make to the association on their return home.
- GU will attempt to provide a signed video of Mt. Aloysius College, where they will be studying, to provide the students with a brief orientation to the campus.

**Day One Homework
Host Family Letter.**

See Appendix D for content guideline handout.

**Day Two Homework
Goal Setting.**

See Appendix E for content guideline handout.

**Module V
Living in the USA**

In addition to issues covered in the past, this year we will reinforce "Living on Your Own". The "Living On Your Own" component should be included in Module V of Orientation II. Beginning with Cycle K, all students will spend six months to a year with host families and one year or more living on their own. The living environments of the students may include dorms, apartments, or a rented room in a house, and in the vast majority of cases the students will have one or more roommates.

In order to prepare the students for this experience, the "Living On Your Own" component should be general and provide students with a basic understanding of and motivation for practicing self-responsibility and self-initiative in their living environments. It should be emphasized that students will be responsible for doing things for themselves and will not be "hand-held" after the initial months of their stay in the U.S. Please note that the concept and value of independence and self-reliance needs to be emphasized. It is important to cover what independence means, and the value of, motivation for and possible benefits of this experience.

**Module VI, Part A
Sexuality.**

This component is to be handled by in-country specialists arranged by Country Coordinator. Specialists must be able to facilitate sessions on sensitive topics, eliciting questions and discussions. Ideally the same person or team of people from the same organization will handle the entire session. Approach should be open, direct and informational. Presenters should avoid being judgmental; rather we want them to raise awareness, provide information, and stress responsibility. They need to get in the open students' stereotypes about sexuality in the U.S. and address how these views are different from or similar to norms in their country. The effectiveness of role plays in raising awareness need to be stressed to the specialist by the Country Coordinators.

**Module VI, Part B
Gender Awareness**

The "Women in Development" component is being replaced by a more general "Gender Awareness" component that should be designed to guide both men and women through an examination of gender roles and the interaction of men and women in both the students' home countries and in the United States. This component may begin with homework assigned during Orientation I and more formal activities should be included in Module VI of Orientation II.

It is important to remember that the formation of gender roles takes place within a context of negotiation. It may be useful to have each gender group meet separately and then bring them together. The key is to have both groups to work together and integrate.

**Module VI, Part C
Legal Issues.**

Experience America Facilitators should reinforce program rules regarding pregnancy and sexual crimes. Students need to understand that misreading a cultural cue, being careless, or breaking a law could have very serious consequences. Discuss how to know be sure that both parties consent to sexual relations.

**Day Three - PM
National Albums.**

This exercise relates to homework from Orientation I. Students could form a committee of judges. The presentation should be done in a manner that permits everyone to see all of the albums. Make presentations in small groups if there are many participants. The event should be educational and fun and result in prizes and ribbons.

**Module VII
Responsibilities of
CASS Scholars.**

To be handled by Experience America Facilitators.

**Module VIII
U.S. Educational System
& Community
College Programs.**

To be handled by Experience America Facilitators.

Cultural Night

The purpose is for students to share their culture with each other and to strengthen their identification with cultural aspects of their country while simultaneously acquiring and practicing skills to be friendship ambassadors. Students should plan and conduct program with assistance as needed. Cultural Nights typically involve exhibition of crafts, folk art, music, dancing, one-act plays, drawings, and displays about their culture. In the Eastern Caribbean, students might depict the differences among the countries. They can be assisted by Country Coordinators and others; however, not by "experts" and authority figures among the Facilitators and audience. Advisors, friends, alumni, and parents can be invited to be the audience.

**Module IX
Returning Home**

Alumni Association, Support Network Members, friends, and others stress: "Your Country Needs You". Short, upbeat statements/testimonials should focus on development of the country business and industry needs, the satisfaction of "making a difference" and of achieving goals. Someone could speak to overall CASS experience of all alumni going home and vast majority finding work in their fields.

INDUSTRY VISITS

It is preferable to arrange on-site visits to businesses that reflect the industry of the country, as relevant to the student training. Ideally the large group would divide into smaller groups by field of study and each small group would visit a company/factory of the respective field of study. It is important for the students to be introduced to the level of technology used by the industry in their country, to see the kinds of jobs that may be available. Try to get visits for everyone. If these are not possible, an alternate activity is to set up an advisory committee panel of representatives of multiple fields. Structure to facilitate student-panel interaction.

Option A: Arrange for students on-site visits of local industries relevant to their fields of study. Visits would include tour or employer presentation as appropriate, with opportunity for students to ask questions. [To preserve time for employer visits, consider scheduling a fast-food lunch]

Option B: Invite members of the Support Network, local experts and/or friends of the program from different fields relevant to the students' studies to make a panel presentation on the work and workplaces familiar to them. Allow opportunity for student interaction.

[Note: Option A is preferable because students have greater learning opportunities. However, because the segment is not expendable elect Option B if time does not allow for on-site visits.]

COMMUNITY SERVICE

In order to encourage students to return and continue their involvement with community service, we would like to encourage them to establish a relationship with an NGO, a church, or another community based organization in their hometown *before leaving for the U.S.* This component can be assigned as homework and structured similarly to the industry visits, and should be introduced in Module VI of Orientation II.

- Students could identify community based organizations in their area and write a short essay describing their purposes and contributions. Country Coordinators may want to provide students with lists of such organizations in the students' communities or provide students with lists of such organizations in the students communities or provide some other form of support to assist them to successfully complete this task.
- Students could choose one such organization in the community and either:
 - a) Interview the director of the organization, identifying the mission of the organization, its structure and funding sources, and volunteer/job possibilities within that organization.

b) Spend one or two days volunteering for the organization before leaving for the U.S., writing an essay about that experience.

- Coordinators should provide students with a form letter introducing the student and explaining the objectives of this component. Ideally, the student or Coordinator should request that a representative of the organization send information or write one or two letters to the student during their stay in the U.S., keeping them abreast of activities of the organization and developments in the community.
- It should be emphasized in the orientations that the students will be expected to do some volunteer work in the communities in the U.S. to practice their leadership/community service skills, and that this is a *fundamental part* of the CASS program's mission.

**Module X
Review, Questions,
Final Instructions.**

Before and during the review session, compare student expectations for orientation and orientation objectives with the program. Are there any gaps to cover? Any questions? Summarize by going down the agenda to reinforce the topics covered and themes to remember.

**What to Take
to the United States.**

Tell the group that students currently in the U.S. and alumni stress the need for them to pack traditional dress/costumes, music, souvenirs, and objects to help depict their countries and culture. Taking their newly-prepared National Albums is essential, for they will be called on in their communities to talk about their home countries; reminders and visual aids are invaluable.

Appendix A

Task Checklist:

Reservations & Arrangements

- [] Reserve orientation site, preferably privately owned and available at minimal cost.
- [] Arrange transportation, lodging and meals for participants.
- [] Arrange for two physicians to be on call, on an as-need basis, for duration of orientation.
- [] Arrange for video playback and overhead projector.
- [] Arrange to borrow video about your country-its people, industry, culture, history, etc.
- [] Arrange for tape recorder and a supply of blank tapes.

Program Speakers & Guests

- [] Draft program agenda, using sample, modifying to meet needs
- [] Invite speakers and special guests; provide time, place, and guidelines for their participation.
- [] When the program details are firm, prepare final program, duplicate enough for students, facilitators, speakers, guests, and others who attend.
- [] Confirm in writing with copy of final program commitments by speakers and participants.
- [] Have a back-up plan if confirmed speakers and other participants cannot attend.
- [] Confirm interpreters for deaf students

Invitations

- [] Remind students of time, place and arrangements.
- [] Send special invitations to USAID, Advisory and Interview Committees, the U.S. Consulate, the ministries, other friends of CASS. If available, these people might benefit by receiving a copy of the orientation program agenda.
- [] Decide on a guest list and invitations for special events. Special events might include opening and closing ceremonies, Cultural Night, the introduction to National Industries (if there is a panel instead of on-site visits).

Publicity

- [] Send news release to invite newspaper, radio, television, and photographic coverage of selected events, e.g. opening and closing ceremonies, on-site industry visits by students, the industry panel and its interaction with students, Cultural Night.
- [] Follow up news releases with personal invitations.
- [] Arrange for professional photographer (volunteer if possible) to take pictures for quick reproduction and submission to the press to increase opportunities for coverage. Remember that newspaper editors, unless they publish such publications, reject color photos; black and white pictures are generally needed. When submitting photos, type on an accompanying paper the names and titles, if appropriate, of the people pictured; give details of the time, place and purpose of the event. A general news release might include lists of all scholarship recipients and their U.S. destinations and fields of study if this information has not been covered by the media.
- [] News releases can also be sent to organizations and institutions that produce publication for members and special constituencies.

Multi-Media Documentation

- [] Acquire services of volunteer or professional photographer. Retain negatives and prints for national office and Georgetown. As indicated above, photographer's work may serve to secure publicity.
- [] Carry out plans to tape record audio cassettes of important speeches, talks, panel discussions, etc.
- [] Video tape, if volunteer assistance is available, appropriate segments of the orientation agenda.
- [] Compile in a notebook all printed handouts, copies of transparencies, group consensus lists, the program, copies of news releases, invitations, instructions, and other significant communications that depict the development and content of the orientation.
- [] Retain one set of the documentation; send one set to Georgetown.

Site Planning

- [] Obtain U.S. and national flags for prominent, central display during orientation together with an enlargement of the CASS "people" symbol; these can form a backdrop for main events.
- [] Make any special seating arrangements that are necessary to accommodate students, special guests, and media.
- [] Check for appropriate number of chairs, tables, and other furnishings and decide how they can be set up for large and small group sessions.

Materials Handouts

- [] Check to see if you have enough copies of in-country handouts as well as those provided by Facilitators and Georgetown.

Money

- [] Disburse money for students' return trip from Orientation II and for attending Orientation III. Signed receipts are required for reimbursement by Georgetown. Use sample receipt form provided as Appendix C with Part I of this handbook.

Interim II Checklist

Between Orientations II and III, Country Coordinators need to address these matters:

- [] Send reminders to students about departure dates and times, what to pack and other essentials; including travel rules.
- [] Arrange logistics for departures; over night lodging if necessary and transportation to airport.
- [] Plan in advance how to receive, check and photocopy the required informational interview homework.
- [] Plan guest list for airport sendoff celebration.
- [] Plan ways to introduce the concept of "Staying in Touch" with students and keeping students in touch with their home country.
- [] Think ahead about how to achieve publicity for the airport sendoff.

Appendix B Sample News Release

Letterhead or News Release Stationary
Date

For Immediate Release [Or Date]
For Information [Name & Telephone of Country Coordinator]

**USAID and Georgetown University CASS Scholars
Celebrate National Culture Before Leaving for the United States**

The [number] peace scholars from [name of country] entering a two-year program of study in the United States beginning in August will present a Cultural Night program at [time] on [date] at [place]. This event is part of a week-long orientation sponsored by Georgetown University.

Typical cultural night programs include readings, enactments, displays, dance performances, music and other activities that depict their country. Students are completely responsible for the interpretation and creative expression of their culture. In addition to entertaining their audience, the program gives students the opportunity to practice culture sharing with others. Peace scholars are expected to know their countries well enough to be effective friendship ambassadors to people in the United States and to scholars from other countries. While in the U.S., they are often asked to appear before community groups and to be interviewed by the news media.

Another significant orientation event is the introduction of students to industry representatives from fields in which students will study. The purpose is to give the students an opportunity to learn first-hand the nature, scope and needs of national industries.

[If on-site visits are planned, name the specific industries to be visited, acknowledging the help of the industry person making the visit possible. Tell how the groups are divided. For example, you might say, "Four groups of scholars will visit such and such industries. They will be greeted and addressed by so and so at X-industry." Mention if tours are a part of the visit. If there is to be an industry panel instead of on-site-visits, give the names, titles, and positions of panelists. If panelists are members of your Support Network, say so. Regardless of which format, provide dates, times and places.]

The theme of the student's overall orientation program is "Preparing for Personal and Professional Growth". It is the second of three sessions held before going to the U.S. Programs address living in the USA, social norms and behavior, responsibilities for studying and participating in academic and community activities, the U.S. educational system, and related matters. Emphasis is placed on personal and professional growth and returning home prepared to use newly acquired technical skills in meaningful employment with a commitment to serve families and countries.

The Georgetown CASS scholarship program was established in 1985. It is known as CASS, the Cooperative Association of States for Scholarships. Georgetown University administers this program in cooperation with the United States Agency for International Development.

Students work toward two-year associate degrees in such fields as food technology, hotel and restaurant management, quality control, small business management. While in the United States, students gain experience through internships. Intensive English-language training is provided for non-English speakers. Leadership workshops enhance the students' employability when they return home.

There are nearly 2,500 alumni and about six hundred current students from Central America and the Caribbean. [State the Number of current students and alumni from your county] More than 90 percent of the alumni are employed in their home countries. All graduates return home at the end of their scholarships.

Representatives of newspapers, radio and television are invited to attend Cultural Night [and the other events/ceremonies you elect to describe above]. Cameras are welcome.

Appendix C

Homework.

- (1) Remind students to complete or expand their National Albums so they take to the U.S. as much information as possible about their country. See Appendix G.
- (2) Explain that each student is expected to conduct at least two industry interviews with supervisors or managers who work in the industry of their field of study. Instructions must include the concept of informational interviewing, guide and encourage students to be brave enough to call for appointments. Have them network with alumni and advisory committee people to get names.

Based on the simple worksheet (see Appendix G), students are to write up each interview in the space provided. In preparation for this assignment, Country Coordinators can invite two supervisors or managers from two different fields of study to role play an informational interview before the entire group. This method needs to be very clear to students so they are successful.

Students should practice explaining who they are and what they are doing as they will do in the actual interview. For example, they might introduce themselves by saying, "I have earned a two-year scholarship to study _____ in the United States in _____. Before I leave the U.S. in _____ I am seeking information about industries and businesses in my field of study..." Students need to be prepared to explain that their program, known as CASS-Cooperative Association of States for Scholarships is sponsored by the United States Congress through the United States Agency for International Development, and administered by Georgetown University. The program has existed since 1985 with participating countries from Central America and the Caribbean and educational institutions in the United States. Coordinators should prepare letters of introduction for the students to take to their interviews.

This homework should be educational as well as an exercise in initiative and the development of self confidence. Role playing is essential to a successful experience. **Please underscore to the students the importance of completing the homework.**

Make copies of the homework for national office files and documentation for the orientation program. Instruct students to take the exercises with them to the U.S. Tell them that the colleges will request them sometime after they arrive.

Handout Materials

- Guidelines for Host Family Letter
- Guidelines for Letter to Self
- Homework: Reminder to Add to National Album and Pack for U.S.
- Homework: Instructions and Worksheets for Informational Interviews with Industry Managers/Supervisors
- Set of Program Highlights - Issues Sheets of Money, Host Families, Going Home, Commitment & Responsibility, Declining a Scholarship, Clothing, and Level & Type of Training in U.S.
- Set of Personal Development Materials

Appendix D

Homework: Guidelines for Host Family Letter

Assignment: Write a letter to your host family. Tell them all about yourself so they know what to expect. Host families want to know as much about you as you want to know about them.

Here are some guidelines for what to talk about in your letter. They are just ideas. You may have other topics you want to cover. So pick any and all of the items listed to write about. The more you share, the more prepared your host family will be.

1. **Personal Information:** Your name, country, age, birthday. Are you energetic? Do you like to stay up late? Sleep late? Are you hard to wake up in the morning? Are you serious? ...a little serious...funny? ...quiet? Do you laugh a lot?
2. **Most memorable event:** What is it and how did you feel? Do you think about it often?
3. **Your Family:** Where you live, how many brothers and sisters and their ages, about your parents and other relatives who live with you or near you. Describe favorite family activities. What would your parents, your grandparents, brothers, or sisters say is the nicest thing about you.
4. **Your School Life:** Talk about where you went to school, what you enjoyed (or dreaded) most about your classes, your favorite teacher or teachers.
5. **Special Interests:** Do you like crafts? sports? singing? dancing? reading? movies? acting?
6. **School, Church, Community Activities:** Do you participate in clubs, groups or organizations? Is your activity recreational and fun? Do you go to church? Which church?
7. **Friends:** Tell a little about your friends and what you like to do with them, how often you are together. Do you like to have them visit in your home?
8. **About Pets:** Do you have a pet? Do you like dogs and cats? Are you allergic to them? Are you used to pets living in the house or outside? Are you afraid of pets?
9. **Food:** What type of food do you like best? What is your favorite breakfast, lunch, and dinner? Can you make a meal, or main dish, typical of your country? Are you allergic to any food?
10. **Laundry and Clothes:** Are you prepared to do your own laundry? Can you make minor repairs, like replacing buttons, fixing hems? Do you use a sewing machine? Do you like to shop?
11. **Holidays:** What holidays do you observe? What is your favorite and how is it celebrated?
12. **Health:** Describe medicines your doctor wants you to take. Do you have any physical handicaps?

Remember to thank your host family. They are looking forward to meeting and getting to know you and experience your culture through you.

Appendix E

Homework: Guidelines for Goal Setting

Assignment: Write a letter to yourself. Turn it in to your Country Coordinator. The letter will be mailed to you after you have been in the United States about six months. This letter will remind you of goals and promises to yourself that you may have forgotten but want to keep or revise. The ideas you express now may be amusing when you read them next year! Most people don't write letters to themselves, so this can be a lot of fun. For many earlier CASS students, their letters have also been useful in helping them to develop clear expectations and work toward meaningful priorities.

These guidelines may help you develop your letter. Add your own ideas!

1. **How do you feel about receiving a CASS Scholarship?** Excited or scared (or both) about how you will do in school...what it will be like living with a host family, friends, and country for two years?
2. **What do you expect at college?** Will the teachers demand too little or too much? How much time do you think you will need to study each day? Besides courses in your technical field, what courses do you think you will like? What will be the hardest subject? Do you think it will be easy, difficult, or fun to meet other internationals and natives of the United States? What will campus social life be like? Do you expect to participate in sports and other extracurricular activities? Do you think there will be great competition for good grades? Do you like the recognition that comes when your grades are high?

Is one of your goals to achieve academic distinction? Are there other issues about college that you want to talk about in this letter?

3. **How about living with a host family?** What do you think you will like most about living with a host family? What will be the hardest thing about this? Do you have a plan for beginning a relationship with a host family? Do you plan to be especially communicative, and in what ways? Could you play soccer, baseball, basketball, or other games with children in the family and neighborhood? List the Things you intend to do to make friends with your new family.
4. **What specifically do you want to accomplish in the United States?** Make a list and elaborate as much as you can about each objective.
5. **How do you plan to participate in your U.S. community?** Be specific. Elaborate.
6. **What do you want to learn about the United States and its people?** Are you prepared to learn about the structure of the government in the U.S....the difference between local, state and national governments...the significance to you of knowing about democratic processes typical in the United States? What do you want to know about U.S. lifestyle and culture?
7. **Personal Development.** Describe your definition of personal development. Why is personal development important to you. List specific personal development goals that you intend to achieve during the scholarship program.

8. Professional Development. What is your current goal? Describe the level and type of technical training you expect to achieve. Why is this training important to you? What kind of job do you expect as a result of this training?

9. Staying In Touch. List how you plan to stay in touch with your family, friends, CASS Country Coordinator, other CASS Scholars from your country who are studying at a different college.

10. Going Home. Are you committed to going home after your training? Imagine that your scholarship is completed and you are going home in one month. What actions must you take to prepare to leave the U.S., reunite with your family, look for a job? Will you take gifts to your family? Do you plan to be active in your alumni association? If so, why? How do you imagine you will contribute to your alumni organization?

Appendix F

Homework: Continued Development of National Album

Assignment: Continue to develop your National Album. CASS alumni and current students stress that this is one of the most important items for you to take to the United States. Having a good National Album helps you to represent your country. You will be a more effective friendship ambassador with plenty of information at hand about your country.

1. Do you have maps to show the whole country and where you live?
2. Do you have photographs or picture postcards that depict the countryside, the cities, people, your family, national costumes and dress?
3. Do you have a miniature flag of your country? A drawing or picture of the flag?
4. Do you have the music and words to your national anthem?
5. Do you have basic facts about your country: population, date of country's independence, name and background of the president?
6. Do you have information on the main festivals and feast days?
7. Do you have information to explain how the national government is organized and who the leaders are?
8. Do you have information to use in explaining your country's educational system?
9. Do you have information to explain the principal industries and exports of your country?
10. How do most people earn a living?
11. What do tourists like to do in your country?

Appendix G

Homework: Informational Interviews

Student Name _____
Country _____
Field of Study _____
College _____
Person Interviewed _____
Company Affiliation _____

Assignment: Conduct at least two informational interviews with supervisors or managers who work in an industry of your field of study. The Country coordinator will guide you in making contacts. Appointments for interviews must be made in advance. Practice introducing yourself in front of the mirror before an actual interview. Say your introduction out loud several times. Professionally conducted informational interviews sometimes result in long-lasting and important employment connections. Prepare carefully for this opportunity. Use the following worksheet to conduct and report your interviews.

1. How to describe your industry? What is the size and scope?
2. What is the importance of the industry to the country?
3. Describe the work performed in this industry.
4. How many employees are there? What kinds of tasks do they perform?

5. What kind of personnel are employed in this industry? What kind are needed?

6. Are machines, equipment , or computers used? If so, what kind?

7. What production, marketing and management needs exist?

8. Describe briefly any other information learned about the industry.

9. Having studied technical courses in the field of this industry for two years, what does the industry representative think you will be qualified to do when you return home? What level of job does he/she think might be appropriate? What is a realistic salary to expect?

10. After having time to reflect on your interview, write some overall impressions. If you had time to schedule another interview, what would you do differently? Would you practice more in advance? Would you dress differently? Would you do more research about the industry before your appointment? Would you plan backup questions?

Remember to send the person you interviewed a personal thank-you note!

Para Paul Silva

De: Florencia Garcia R. y Magali Quintana de Rodil

Acuerdo: **MANUAL DE RE-INSERCIÓN**

Florencia Garcia R.
mdet

1. GENERO

Después de una sección con la Lic. Daysi Barahona acordamos varios puntos a continuación:

- La concepción de igualdad de géneros y específicamente de la mujer debe estar presente en todas las pláticas y los facilitadores deberán ser concientizados previo al Seminario de enfatizarlo afortunadamente en Honduras durante la última Orientación ya se hizo este espacio.

- La charla específica debe estar orientada en forma positiva hacia los logros que la mujer ha obtenido en Honduras, los campos que se han obtenido y la importancia que se le da ejemplificando con las mujeres que ocupan campos relevantes tanto en el sector público como en el sector privado.

- La persona que va a dar la charla de género Lic. Anita Gomez, Hondureña funcionaria de las Naciones Unidas. (muy activa) experta en el tema y ha estado ya colaborando en el Seminario de Orientación en la misma temática los jóvenes han mostrado interés y su exposición es dinámica y participativa.

2. Voluntariado y Proyectos Comunitarios

Después de leer la parte del manual respectivo Florencia había ya platicado ya con la Lic. Naomi Tili Coordinadora de proyectos (S.P.A.) del Cuerpo de Paz en Honduras. Sobre la posibilidad de integrar al personal de voluntarios de Naciones Unidas. Por su alta relevancia al tema se le propuso una conferencia individual, procederemos a darle una visita a Cuerpo de Paz y se mostro muy dispuesta a colaborar. Ya había participado exitosamente en la Orientación, recibiendo una formidable acogida de los jóvenes por su metodología 100% participativa.

Adicionalmente acuerdo con Florencia dar un curso a los Ex-becarios de formulación de proyectos, sobre lo que tiene material específico en español. Este Seminario lo han dado a todo nivel varias veces y fue desarrollado para las comunidades rurales donde operaran voluntarios del Cuerpo de Paz.

3. Asociación de Ex-becarios

Florencia ya tenía programada la participación de los ex-becarios y se penso en una forma de enfatizar la importancia del ingreso. De los nuevos miembros sería el de cerrar el Seminario con la jurementación de los nuevos miembros.



EVERYBODY WORKS! REENTRY SEMINARS
A Handbook for CASS Overseas Staff and Advisors

CASS Overseas Operations
Georgetown University
P.O. Box 2298 Hoya Station
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July 1994

I. INTRODUCTION

The reentry of the CASS scholars into their home countries is a key moment in their personal growth process. The reentry is a difficult and complex process for the CASS returnees due to multiple transitions and adjustments: from one cultural environment to another; from one standard of living to another ("it is easier to go from worn sandals to shoes than from shoes to worn sandals"); from being a student to being a young professional; from being provided for to becoming a provider. Finally, the return home requires the recent returnees, many of whom who have matured and have learned new values as a result of their cross-cultural experience, to readapt and resituate themselves within their societies and families.

In order to facilitate this readjustment process, CASS has developed the *EW! Reentry Seminar* designed to provide the recently returned alumni with the necessary tools to confront, process and positively surmount the reentry experience. The Seminars also serve to motivate and reinforce the CASS returnees' commitments to their own goals and vision for the future as leaders of their communities and agents of change. According to input received from the Country Coordinators at the 1994 Selection Meeting, these seminars ideally should be held approximately three weeks to one month after the CASS scholars' return home. This was the period that was identified by the Coordinators as the one in which the CASS returnees are most profoundly confronting the crisis of readapting. The seminars are designed to last two and one-half to three days.

II. GOALS

The *EW! Reentry Seminar* format is designed to enable the participants to process their fears and expectations and reinforce positive attitudes to overcome the crisis of readapting. It should support and activate the process of reintegration of the scholars into their social, economic, political, and cultural realities. Furthermore, it should prepare the recently returned alumni for the job search process and support them in their efforts to access sources of employment. It also includes objectives and activities designed to promote attitudes in favor of change and justice at the same time as reinforcing the values of participatory democracy.

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- To assist participants to situate themselves in their socio-cultural and socio-economic context, through providing knowledge of the national reality at the time of their return.
- To enable participants to process the fears and expectations caused by the reentry process and the conflicts encountered as a result of their experience in the U.S.
- To provide participants with information regarding employment and educational and financial resources available in the country, and to assist them in their personal and professional development plans.
- To assist participants to know, identify, and define the employment option that best meets their expectations.
- To assist participants to know and use useful techniques and skills for the job search.
- To assist participants to recognize the importance of acting responsibly in the workplace and to exercise their role as agents of change.
- To reinforce the commitment of participants to community service and to direct their actions towards active community participation.
- To reinforce the concept of gender equity as learned and practiced in the USA, expose CASS returnees to gender issues specific to their own country, and provide guidance regarding how new values can be practiced and promoted within a traditional cultural context.
- To assist women participants to learn and practice concrete strategies to confront sexual discrimination and harassment that they may face in the workplace.
- To reinforce the values of leadership and democratic participation promoted and practiced in the United States.
- To reinforce and strengthen the participant's responsibilities towards their families, communities, and country.
- To reinforce the commitment to promoting change and justice.
- To encourage newly returned participants to integrate into the Alumni Association and actively promote and support its goals, objectives and activities.

IV. METHODOLOGY

The sample Reentry Seminar program is organized according to blocks of time, or modules. Six modules should be included in the Reentry Seminar: "National Reality"; "Attitude Reinforcement and Processing Fears and Expectations;" "Everybody Works!;" "Gender Equity;" "Community Service;" and "Alumni Association Development." Each of these modules will vary in length according to time needed. For instance, the "Everybody Works!" and "Fears and Expectations" modules may last the better part of a day, whereas the "National Reality" module should only take one-two hours.

The methodology used for the sessions should be participatory and the facilitators should ensure that they coordinate different activities based on the objectives outlined above. Recommended techniques that they may use include conceptualization exercises, conferences, panels, group dynamics exercises, workshops, case studies, games, and simulation exercises. The implementation of this plan will require, as in previous years, the collaboration of the CASP/CASS alumni and the participation of representatives from the private and public sectors, of the potential employers, and of those interested in supporting the CASS alumni and program.

Finally, it is critical that the content level of the sessions be appropriate for the students. For instance, if session facilitators who work in Orientation II are also used in the Reentry Seminar, they must be reminded that the CASS returnees are, in general, more sophisticated, mature, and educated than the recently selected scholars and will have to adjust the content and style of their presentations accordingly.

V. MODULES: THEMES AND METHODS TO SUPPORT OBJECTIVES.

Following is a description of the purpose and the objectives of each of the six modules. Although the format provides a great deal of flexibility for the module facilitator(s) to develop a program that is appropriate for each country, below is a description of the themes and methods that should be included.

1) NATIONAL REALITY:

This module is designed to assist the CASS returnees to situate themselves in their socio-cultural and socio-economic context, through providing knowledge of the national reality at the moment of their return. It should be a realistic and thorough overview of the current political and social conditions of the country, and cover general social, political, and economic changes that the country has undergone during the two years that the CASS scholars have been away from home. This session also provides the opportunity to discuss the major social problems that the country is facing and to introduce community development projects, grassroots movements, and NGOs that have been organized to begin to address these problems and contribute to community development.

It is recommended that the session on national reality be the first held in the seminar and that it last no longer than one-two hours.

NATIONAL REALITY

- Overview of current political, social, and economic situation and changes over last 2 years.
- The national economy, especially regarding possible sources of employment and the demand for human resources.
- The importance of volunteerism in community development.
- New "horizons:" the role of small business and NGOs in national economic and community development.

2) ATTITUDE REINFORCEMENT AND PROCESSING FEARS AND EXPECTATIONS:

At this period in their reentry experience, the CASS returnees often feel misunderstood by their families and friends who have not shared the same experience. They need, therefore, to have the opportunity to discuss and share their experiences, fears, and expectations with one another, and reminisce about their experience in the U.S. with others who understand that experience. This will provide the CASS returnees with an opportunity to process their reentry experience with others and understand that others are sharing the same feelings.

The CASS returnees will want to feel listened to and understood. Therefore, it is important that this module be very discussion oriented and fully participatory. It may be useful to include a number of the CASS alumni who have been back in the country a number of years to participate in this discussion so that they can share their experiences of how they have managed to readapt to their home communities.

Finally, the students should be encouraged to develop a vision of the future related to their expectations and have their role as leaders and agents of change reinforced.

ATTITUDE REINFORCEMENT AND THE PROCESSING OF FEARS AND EXPECTATIONS

- Discuss and process fears and expectations concerning their "new" reality.
- Discuss ways that CASS returnees feel that they have changed and grown after their U.S. experience. How does this change influence them in their new environment? How do people react to them as a result of this change?
- Discuss responsibilities with regards to family, community, and country.
- Discuss *their* vision for the future and role as change agents.
- Discuss leadership and decision making in the following areas: Their normal sphere of activity (i.e. job, community, family); institutional participation: community based organizations such as NGOs, cooperatives national, international organizations, and the alumni association.

3) GENDER EQUITY AND VALUE EXAMINATION:

The main challenge that many of the CASS scholars face on their return to their home countries is exercising and living their newly found values within their more traditional societies. This is especially true in the case of women alumni who, while in the United States, often learn values of independence and behavior that may conflict with the traditional values of their families and societies.

In this session, the concept of gender equity should be reinforced. All participants should be exposed to and discuss gender issues specific to their own country. Furthermore, taking values related to gender as a point of departure, the participants should be challenged to examine the changes that may have occurred within their value systems in general as a result of their cross-cultural educational experience.

In the 1994 Selection Meeting, it was repeatedly pointed out by the Country Coordinators that CASS returnees need to be guided towards developing concrete strategies through which they can live their new values in a traditional society in a positive way. At the same time, women CASS alumni working in both traditional and non-traditional fields often face discrimination and harassment on the job, and they need to be guided towards developing concrete strategies to handle these cases. It is critically important, therefore, that this module be practical and concrete. Women should be assisted to develop concrete strategies to address problems of sexual discrimination and harassment that they may encounter in the workplace, and all students should be helped to discover concrete methods to handle value conflicts. Both of these issues can most effectively be addressed through case studies and practical situational exercises.

Gender equity and value examination should be touched on in all of the seminar modules. It will be important to prepare the facilitators to ensure that they incorporate this concept in their presentations and activities.

GENDER EQUITY/VALUE EXAMINATION

- The concept of gender equity.
- Value examination and value shifts. How to positively live and exercise non-traditional values in a traditional society.
- Gender equity and discrimination within family, society and the workplace. Concrete strategies for handling sexual discrimination and harassment including laws and rights.

4) EVERYBODY WORKS!

The follow-on support provided by the CASS program to assist CASS returnees to access the job market is fundamental in promoting the high employment levels of CASS alumni. The rapid employment of CASS alumni on their return to their countries relieves much of

the frustration of the reentry process and contributes to their rapid reintegration into their societies. As a result, this module continues to be one of the most important in the seminar and in all of the reentry process. Another element that should be emphasized in this module is the alternative of starting micro or small businesses as a means by which the CASS returnees can ultimately play a role as multiplier agents in the labor market.

In this module, CASS returnees should also be led through an exercise in which they develop *personal* goals and objectives for the short and medium terms. The goals that the students set should cover different areas of their lives--professional, community service, intellectual, social, and physical. After these goals are developed and written down, students should be encouraged to think of strategies whereby they can achieve these goals. It is important, however, that as the Reentry Seminar progresses through other modules dealing more specifically with areas such as career and volunteerism, the participants be encouraged to modify, change, or add to their goals. When the participants leave the seminar, they should have a clear set of written goals to take with them.

Based on the goals set, the participants should elaborate a *personal* job search plan. Employers, recruiters, or other career specialists should then guide the participants through a practical, experience based job search training exercise covering all aspects of the job search process, from writing a resume through the interview process.

EVERYBODY WORKS!

- An overview of the Everybody Works/Job Search program and any planned activities.
- Developing a personal job search plan. This should be part of an exercise in which the CASS students develop personal short and longer term goals and priorities.
- Information regarding the Country Coordinator's employment network and specific employers contacted by the Country Coordinator.
- Information regarding alumni employment and possibilities of using the alumni network to find employment.
- Information regarding employer expectations.
- A practical preparation for the job search, including: filling out job applications; preparing a resume; interview techniques and practice.
- Ideas and techniques for the formation of small businesses.
- A discussion of responsibilities in the workplace and the possibilities of acting as a multiplier agent.

5) COMMUNITY SERVICE

Beginning with the Cycle I returnees, we will incorporate a complete module designed to reaffirm the commitment of CASS alumni to community service. Although this element has always been present within the Reentry Seminars, the program is continually making a greater emphasis in this area. This vision of community service, as a means of multiplying the benefits of the CASS program, is fundamental to and encapsulates the philosophy of the program.

Given that we recruit candidates who are committed to their communities, we should assure that this commitment is reaffirmed and find ways to reinforce it when the scholars return to their countries. Currently, more possibilities exist to reinforce this commitment than in the past because the number of alumni in the different regions of each country has grown and constitutes a critical mass with great potential for teamwork focused on this task.

In this module, the participants should discuss the importance of community service and their role as change agents and leaders in their communities. Options for community service opportunities should be identified. By the end of the session, each participant should have identified areas of interest and should have developed a personal strategy for volunteerism and community involvement.

COMMUNITY SERVICE

- The concept and importance of volunteerism and community service.
- The commitment of the CASS alumni to be change agents in the workplace and in the community.
- Community service alternatives: organizations and areas such as ecology, culture, education etc.
- The Alumni Association and its role in the community and country.
- A basic guide for the development of and participation in community service projects and strategies on how to get involved.

6) ALUMNI ASSOCIATION DEVELOPMENT

In light of the current funding cuts in USAID, the large number of students who will be returning home in the next two years, and the ongoing mission of the CASS program to encourage its scholars to be leaders and agents of change in their communities, it is important that GU continue to promote the growth of Alumni Associations in CASS participant nations. The Reentry Seminar is an ideal opportunity to introduce recently returned alumni to other active alumni and to the mission, goals, and activities of the Alumni Association. It is also important to formally incorporate them into the Alumni

Association at this time. In order to do this, the recently returned alumni should be allowed to spend significant time with members of the Alumni Association discussing their vision for the Association and possibilities for the immediate and active contribution of the newly returned members.

ALUMNI ASSOCIATIONS

- Official integration of the CASS returnees into the Alumni Association.
- Vision, mission and goals of the Alumni Association.
- Current and past Alumni Association activities.
- Future activities of the Association and participation of newly integrated members.

VI. PROGRAM FORMAT

The *EWI Reentry Seminar* will last for two and one half to three consecutive days, during which the participants will remain at the site selected for the seminar. As the Reentry Seminar is an important component of all of the CASS participants' experience, it will be important to work closely with both the CASS returnees who are employed at the time of the seminar and their employers to ensure that they will be able to attend the Seminar. Finally, please note that the sample schedule below is flexible and hours have not been included, so that Country Coordinators can adjust the schedule based on their needs. It is recommended that the Country Coordinator use this handbook as a guide in designing a Reentry Seminar adapted to country specific needs and realities.

VII. SAMPLE SCHEDULE

FIRST DAY

Time	Hour	Module/Theme	Suggested Activities	Facilitator
1 hr			Breakfast	National C.
1/2 hr		Inauguration of the Seminar	<ul style="list-style-type: none"> • Words from invited guests • Words from the CASS Coordinator 	National C. Alumni Invited
1 1/2 hrs.		<u>NATIONAL REALITY</u>	Panel or Conference Question and Answer Session	National C. Panelists
1/2hrs.			Break	National C.

Time	Hour	Module/Theme	Suggested Activities	Facilitator
2 hrs.		<u>FEARS AND EXPECTATIONS:</u> <ul style="list-style-type: none"> • Discussion of Fears and Expectations • Vision for the future for change 	Group Dynamics Plenary Session	National C. Panelists Alumni
1.5hrs			Lunch	National C.
2.5 hrs		Leadership and Decision Making <ul style="list-style-type: none"> • The spheres of activity: job, community, and country. • Institutional Participation: community based organizations (NGOs, cooperatives) national, international organizations and Alumni associations. • Leadership orientation: change and justice. 	Exposition Group Dynamics Plenary Session	National C. Alumni
15min.			break	National C.
2 hrs.		Responsibility and Commitment: <ul style="list-style-type: none"> • Responsibility with family, community, and country • Commitment to change and justice 	Group Dynamics Plenary session	National C. Facilitator Alumni
1.5hrs	(suggest for after dinner)	Experiences of Reintegration	Session of exchange of experiences	National C. Alumni

Second Day

Time	Hour	Module/Theme	Suggested Activities	Facilitator
1 hr.			Breakfast	National C.
2 hrs		<u>GENDER EQUITY</u> <ul style="list-style-type: none"> • Concept description • Gender equity vs. discrimination: familiar, social and laboral. Practical strategies. • New values in traditional context. Practical strategies. 	Panel or conference. Representatives Plenary Session	National C. Experts Facilitator Alumni
1/2 hr			Break	National C.

Time	Hour	Module/Theme	Suggested Activities	Facilitator
1 hr.		<p align="center"><u>EVERYBODY WORKS!</u></p> <ul style="list-style-type: none"> • How the Everybody Works! program works: coordination mechanisms, programmed activities. • Information about sources of work contacted by the National Coordinator • Employer expectations. • Forming of small business 	<p align="center">Exposition Group Dynamics Plenary Session</p>	National C. Alumni
1.5hrs		Goal Setting	<p align="center">Exposition Discussion Work assignment</p>	National C. Facilitator
1 hr.			Lunch	National C.
5 hrs		<p align="center">Looking for and Obtaining Employment</p> <ul style="list-style-type: none"> • Job applications, documentation and legal requirements • Job interview techniques 	<p align="center">Presentation Exercises and simulation</p>	National C. Experts Facilitator
1/2 hrs		<p align="center">Planning for the job search</p> <ul style="list-style-type: none"> • Development of personal plans for finding work. 	Work assignments	National C. Advisor Invitees
1.5hrs	(Suggest for after dinner)	<p align="center"><u>ALUMNI ASSOCIATION DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Vision, mission, goals. • Former, current, and future activities. • Formal integration of participants. 	<p align="center">Exposition Question and Answers Discussion</p>	Alumni National C.

Third Day

Time	Hour	Module/Theme	Suggested Activities	Facilitator
1 hr			Breakfast	National C.
2 hrs		<p align="center">Planning for the Job Search</p> <ul style="list-style-type: none"> • Revision and discussion of the personal job search plan • Group support strategies for the job search 	<p align="center">Workshop Group Dynamics Plenary Session</p>	National C. Experts
1/2 hr			Break	National C.
3 hrs		<p align="center"><u>COMMUNITY SERVICE</u></p>	<p align="center">Exposition, Questions and Answers Workshop Plenary Session</p>	National C. Alumni

**SEMINARIO DE REINGRESO
CICLO "I"
CENTRO DE RETIROS LOYOLA
2,3, Y 4 DE SEPTIEMBRE, 1994
SAN SALVADOR, EL SALVADOR**

VIERNES 2 DE SEPTIEMBRE/94

TIEMPO	HORARIO	MODULO/METAS	ACTIVIDADES A DESARROLLAR	RESPONSABLE
1 hora	05:45-06:45 p.m.		C E N A	Coordinador Nac.
1/2 hora	07:00-07:30 p.m.	* Inauguración del Seminario * Palabras del Coordinador Nacional, representantes e invitados.		Coordinador Nac. Lic. Magali Quintana Invitados Exbecarios
1 1/2 horas	07:30-09:00 p.m.	* Conferencia sobre la Realidad Nacional. * Situación Económica Social. * Plan Quinquenal y Política de la Pequeña y Microempresa		Representantes del Banco Central de Reserva
1 1/2 horas	09:00-10:30 p.m.	REUNION DE CONFIANZA		Coordinador Nac. Lic. M. Quintana

SABADO 4 DE SEPTIEMBRE/94

TIEMPO	HORARIO	MODULO/METAS	ACTIVIDADES A DESARROLLAR	RESPONSABLE
1 hora	07:00-08:00 a.m.		D E S A Y U N O	Coordinador Nac.
2 horas	08:00-10:00 a.m.	TEMORES Y EXPECTATIVAS § Discusión de temores y expectativas. § La visión hacia el futuro y el cambio.	Dinámica en grupos plenaria	Dra. Cecilia Novoa Coordinador Nac. Lic. M. Quintana Exbecarios Asistentes
1/2 hora	10:00-10:30 a.m.		R E C E S O	Coordinador Nac.
2 horas	10:30-12:30 p.m.	LIDERAZGO Y TOMA DE DECISIONES § Las esferas de acción: trabajo, comunidad y país. § La participación institucional: organizaciones de base (ONG's, cooperativas), organizaciones nacionales e internacionales y de exbecarios. § Orientación del liderazgo: cambio y justicia. § Definición de metas	Exposición Dinámica de grupos	Dra. Cecilia Novoa Coordinador Nac. Lic. M. Quintana Exbecarios
1 1/2 horas	12:30-02:00 p.m.		A L M U E R Z O	Coordinador Nac.
2 horas	02:30-4:30 p.m.	RESPONSABILIDAD Y COMPROMISO: § Responsabilidad con la familia, la comunidad y el país. § Compromiso con el cambio y la justicia.	Exposición	Dra. Cecilia Novoa Coordinador Nac. Lic. M. Quintana Exbecarios Asistentes
1/2 hora	04:30-05:00 p.m.		R E C E S O	Coordinador Nac.
1 1/2 horas	05:00-06:30 p.m.	§ Programa Trabajo para Todos § Planificación la búsqueda de Empleo/Elaboración de plan personal para encontrar empleo.	Sesión de intercambio de experiencias	Coordinador Nac. Lic. M. Quintana Exbecarios Asistentes
4 1/2 horas	07:30-12:00 m	Cena bailable y convivio Restaurante "Doña Mercedes"	Experiencia de reincorporación y de intercambio de experiencias.	Coordinador Nac./ Lic. M. Quintana/ Exbecarios/Asist.

DOMINGO 4 DE SEPTIEMBRE/94

TIEMPO	HORARIO	MODULO/METAS	ACTIVIDADES A DESARROLLAR	RESPONSABLE
1 hora	07:00-08:00 a.m.		D E S A Y U N O	Coordinador Mac.
2 horas	08:00-10:00 a.m.	BUSCANDO Y OBTENIENDO EMPLEO § Solicitudes de trabajo, documentación y requisitos legales. § Técnica de entrevista laboral. § Continuación de plan personal para encontrar empleo.	Presentación Ejercicios y Práctica simulada	Coordinador Mac. Lic. M. Quintana Ing. Regina Andre Pre-Selección Empresarial. Sr. Jorge Viche-Ro representante Pizza Hut.
1/2 hora	10:00-10:30 a.m.		R E C E S O	Coordinador Mac.
2 horas	10:30-12:30 m.	CONTINUACION: BUSCANDO Y OBTENIENDO EMPLEO.	Continuación de las actividades	Coord.Mac/Lic.Quintana/Ing.Andreu/
2 horas	12:30-02:00 p.m.		A L M U E R Z O	Coordinador Mac.
2 horas	02:00-04:00 p.m.	IGUALDAD DE GENERO § Conceptualización § Igualdad de género vrs discriminación: familiar, social y laboral. Estrategias prácticas. § Nuevos valores en el contexto tradicional. Estrategias prácticas.		Lic. M. Quintana Coordinador Mac. Bra. Lillian Diaz Sol
1/2 hora	04:00-04:30 p.m.		R E C E S O	Coordinador Mac.
2 horas	04:30-06:30 p.m.	PROYECCION Y/O SERVICIOS COMUNITARIOS	Exposición Preguntas y respuestas	Lics. Bonilla/Quintana/Dinora Arias
1 hora	06:30-07:30 p.m.		C E M A	Coordinador Mac.
1 hora	08:30-09:30 p.m.	DESARROLLO DE LA ASOCIACION DE EXBECARIOS/ASEPROBECA § Visión, misión, metas. § Actividades pasadas, actuales y futuras. § Integración formal de los participantes/Juramentación.	Exposición Preguntas y respuestas Discusión	Coordinador Mac. Lic. M. Quintana Exbecarios
1 hora	09:30-10:30 p.m.	§ Clausura del Seminario § Llenado de cuestionarios		Coordinador Mac. Exbecarios Asistentes

CASS Scholars Early Departure From Haiti

Travel to the USA for the twenty-two new Haitian CASS scholars proved to be very challenging this year as a result of the U.N. embargo. It was only through the extraordinary joint efforts of CASS/GU, USAID mission and USAID/Washington staff, the International Student Office staff at St. Petersburg Junior College, and in particular the CASS Country Coordinators Patrick Chemaly in Haiti and Mercedes de Valerio in the Dominican Republic and their in-country Support Networks, that the scholars were able to leave their embattled nation in order to begin their training programs in the United States.

Efforts to make arrangements for the Haitian scholars to travel began in earnest in early July when it became apparent that a complete U.N. flight embargo would be in place by the end of the month. CASS worked closely with John Jessup of USAID/Washington, Chantal Wooley of USAID/Haiti and Air France personnel in Paris, Miami, Haiti, and D.C. in an attempt to secure seats for the Haitian scholars on each of the remaining Air France flights. Patrick Chemaly worked closely with high-level contacts in Haiti to allow the students to enter the closed airport at 4:30am to be the first in line to board. Haitian passports and visas to enter the United States were hastily obtained.

Unfortunately, despite the intense activity involved, there were few available seats. Foreign journalists, diplomats and those who could afford costly bribes received preferential treatment. CASS scholars endured the frantic airport mob scene twice only to be unsuccessful in each attempt to board. When it became apparent that the scholars would be unable to secure a seat on the next to final flight, an alternate plan was devised for the CASS students to leave Haiti overland, crossing the Dominican border at Jimani. The CASS Coordinator in the Dominican Republic, Mercedes de Valerio, initiated contacts with the Dominican Foreign Ministry to secure permission from Dominican border authorities for the scholars to cross.

Through faith, luck, and using his network of contacts, Patrick pulled off the nearly impossible task of securing Dominican visas for all of the CASS scholars and a *laissez passé* to ensure that all would be able to safely pass through the six military checkpoints on the route to Jimani. In the meantime, Mercedes de Valerio had contacted the Assistant Minister of Foreign Relations Señor Fabio Herrera who drafted a letter for President Balaguer's signature granting permission for the CASS scholars to cross at the Dominican border. Padre Teofico Castillo, the General Vicar of the Diocese of Barahona in the Dominican Republic, had also agreed to assist Mercedes in her dealings with the border authorities. At the border, Patrick and the scholars were to rendezvous with Mercedes and Padre Teofico, who would be awaiting the scholars with a bus. They would then take the Haitians to Santo Domingo and assist them in boarding their flight to the United States.

Early in the morning of Monday, August 1, the Haitian military government issued a State of Siege declaration in response to implementation of the total flight embargo the previous day. That morning, Patrick Chemaly, the CASS scholars, and key Support Network members departed in two pick-up trucks for the overland trip to the Dominican border. Earlier that morning, Mercedes de Valerio departed from Santo

Domingo to make the five hour trip to Jimani and picked up Padre Teofico on the way in Barahona. All met at the rendezvous point as scheduled, but unfortunately the letter signed by President Balaguer had not yet been received by the border authorities. Patrick and Mercedes were informed that, due to the state of siege, only non-Haitian citizens were being allowed to cross on that day, and the Haitian scholars were turned away.

Coincidentally, General Constantino Matos Villanueva, the Secretary of State of the Armed Forces, was making an inspection of the Jimani border shortly after the CASS rendezvous. Mercedes and Padre Teofico managed to speak with him and to gain his sympathy. He informed them that although he had not yet received the President's approval to allow the Haitians to cross, permission could perhaps be secured for a crossing on Wednesday or Thursday of that week.

An hour later, at approximately 3:00 pm, Padre Teofico received an urgent call from General Matos' office. The General informed him that, on his arrival back to office, he had found the letter with the President's authorization. Arrangements could be made to allow the Haitian scholars to cross the Dominican border that same evening if they could arrive before 6:00 pm. Padre Teofico immediately contacted Mercedes by bus radio, who was still on her way back to Santo Domingo. She agreed to turn around, pick Padre Teofico up again in Barahona, and head for the border. Padre Teofico immediately called CASS/GU and requested that Patrick be contacted in Port-au-Prince and instructed to quickly gather up the students and head back immediately to Jimani!

After an hour of frantic phone calls, CASS/GU was able to contact Patrick. Within minutes, scholars and Support Network members were regrouped in front of the hotel. Patrick contacted a high government official and headed straight for the border to ensure that the scholars would be allowed to cross the Haitian border even though it had already been closed for the evening. The CASS Support Network began a rapid trip with the students to meet Patrick at the border.

Once at the border, negotiations ensued, the border was reopened and the students were allowed to cross. The CASS Coordinators from Haiti and the Dominican Republic, Padre Teofico, the staff at CASS/GU, and particularly the Haitian scholars were grateful and relieved when all twenty-two crossed the border and headed safely back to Santo Domingo. All rested in a hotel that evening, and the next morning Mercedes treated them to a homemade Dominican breakfast before they went to the airport to catch their flight for the new CASS adventure in the United States.

Upon request from CASS US Operations, Maria Toms of St. Petersburg Junior College in Florida had made special arrangements to receive the Haitian students and to provide them with Survival English Language courses until their scheduled departure in two weeks for their respective community colleges. All of the scholars stayed at SPJC from August 2 to August 11 - 12, when they departed from Miami to the final destination.



GEORGETOWN UNIVERSITY

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Center for Intercultural Education and Development
Cooperative Association of States for Scholarships
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Washington, DC 20007

August 19, 1994

John K. Jessup, Jr.
CASS Project Manager
LAC/DR/EHR, USAID
State Department, Rm. 2239
Washington, DC 20523-0100

RE: Aguirre Int'l - CASS Student Survey

Dear John:

Late this Spring CASS received copies of two memos sent to you from Mr. Tom Judy, Program Coordinator and Training Specialist at Aguirre International. These memos were written to inform you of a number of CASS program training concerns that surfaced in Aguirre's assessment of Mid-Term Questionnaires which were completed by cycle J CASS students. The first memo of June 17 pertained solely to Hesston College and the second, dated June 30, cited concerns at six CASS institutions. Subsequent to these memos, on July 13, Tom Judy called to give me information about three additional colleges.

It was clear that immediate action was needed to address these concerns. They ranged from the typical, everyday little things, to some which were genuinely serious in nature. As always, CASS has taken them very seriously. My intent here is to report exactly how CASS has responded to the memos and what further action will be taken in the near future.

Most alarming to me was the unusual number of concerns. There were more than I had been aware of in the past. There was also a need for further information from Aguirre. Aguirre's remarks raised questions about the total number of responses per college, the range of student satisfaction at each college, and the dates the surveys were completed and returned to Aguirre. I shared these questions with Tom Judy in a letter of July 15 and he responded at once with helpful, though general information on how Aguirre processes the questionnaires. He also stated that it is not unusual to get negative responses from students on these questionnaires. Aguirre promises the students complete anonymity in their responses, which often prompts frank replies to the questions. This time, according to Tom Judy, there were enough negative responses from specific CASS colleges to warrant a formal report to AID. Later, Tom Judy followed up with a second memo providing the more specific information we requested.

On the basis of Judy's memos and phone conversations it appeared that there were serious training problems at six colleges. They are Florida Community College at Jacksonville, Hesston College, Illinois Eastern Community College (Wabash Valley), Northcentral Technical College, Utah

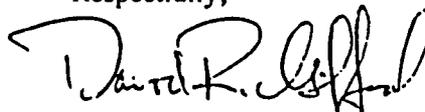
Valley State College, and the University of South Carolina at Sumter.

As you know, the primary responsibility of the USOPS unit of CASS is to monitor the performance of students and colleges in the training process. USOPS program staff takes seriously every complaint from a student or college. However, it is necessary to place complaints in a meaningful context. The Program Officers and the Assistant Directors of Collège Programs are in regular communication with each CASS college by telephone and fax. Each makes a campus visit to each college once a year and receives and analyzes a stream of continuous information from each training site. This information consists of Participant Progress Reports (PPRs); Academic, Enrollment, and Term Reports (AETRs); Quarterly Activity Reports (QARs); and occasional letters or phone calls from students, host parents, and faculty. Sometimes even the country coordinators hear of problems from the students and send us their reports. All of this communication plays a major role in monitoring and assessing the performance of students and colleges and supports our awareness of campus and student activity. It must be considered in our response to any program issue.

After we received clarification from Tom Judy at Aguirre I instructed the USOPS staff to take the following steps: First, they were to research all available data at our disposal from existing reports and records. Second, they were to state what is known already about the specific concerns and what action, if any, had been taken already to address the concerns. Third, they were to speak directly with the respective CASS coordinators, or other appropriate college officials, to discuss the concerns, maintaining complete confidentiality of the source. Finally, and if appropriate, the Program Officer was to request an action plan from the college. The pages that follow serve to summarize the findings of the Program Officers whose more detailed reports are attached.

In conclusion, you will see that we have taken the Aguirre memos seriously and have responded accordingly. We consider the students' concerns as an opportunity to focus more closely on our CASS students and as a learning experience. We will continue to monitor each case and take the measures indicated to address each of them. Should you have questions about this, or wish to discuss this matter with me personally, please give me a call. I would be happy to meet with you.

Respectfully,



David R. Gifford

xc Fr. Julio Giuliatti, S.J., Director of CIED
Chantal Santelices, Associate Director of CIED
Paul Silva, Director of Overseas Operations

FINDINGS - BY COLLEGE

Illinois Eastern Community College (Wabash Valley College)

The concern at Illinois Eastern is over curriculum. Several students complained that it did not meet their expectations. The Program Officer Charlie Koo has been in dialogue with officials of the College for nearly a year about this particular situation. According to his report, the College has responded very favorably and that definite alterations in the plan of study have been made and will be in place for the fall semester. Time is needed to see how it plays out with the students.

Koo will also rewrite the description for Electronics/Telecommunications as a field of study so that it is clearer to applicants what the program content includes academically. Further, he believes that the selection process should eliminate any applicant with evidence of previous experience in the field of study. Students with employment or expertise in the field will naturally find a beginning course in electronics dissatisfying. The program assumes no previous experience.

Northcentral Technical College

The concern here also focused on the quality of instruction and cohesion among CASS students at the college. Charlie Koo has identified the instructional problem more precisely as one of different learning curves among the participants. Because of costs, the students at NTC - both native English speakers and native Spanish speakers - are placed in the same classroom with interpreters. This has resulted in frustration for both groups. According to Koo and the CASS Coordinator, this problem usually dissipates after the first semester when the Spanish speakers gain greater mastery of English. The only immediate solution offered at present is to assign additional work to the native English speakers to satisfy their need for a faster pace. CASS will continue to monitor this situation closely.

Koo states that based on his visits with students and contact with the Coordinator the matter of group cohesion seems to rise out of the different cultures - Caribbean and Hispanic - found in the group. It has taken the students some time to come to understand one another's differences and more recent communication with the college supports the fact that the students are now getting along with one another much better. This has come in part because of the improved English language acquisition of the Central American students.

Hocking College

The complaint here seems to have come from one student who could not get along with her host family. After initial investigation Program Officer Mary Charbonneau has learned that the student had carelessly and irresponsibly charged over \$3,000 in long distance phone calls and had not made any payment to the host family. The situation has been resolved between the two parties and things seem to be much better.

Mount Aloysius College

The complaint focused on the pace of instruction, course content, and preparedness of the institutions. It appears to have been expressed by one of a group of 14 students and seems to have been a minor matter of miscommunication. According to Mary Charbonneau's investigation of the

situation, it has corrected itself and the student reports being quite happy with her training at present.
Utah Valley State College

The problem expressed in the questionnaire centers on one student's dissatisfaction with the instructor's competence, teaching methods, course content, and the pace of instruction. According to our findings internally, the student is otherwise very happy with his program. Mary Charbonneau reports that there have been complaints about one particular instructor and that he is no longer employed by the college. Further, the Environmental Water Technology department at the college has suffered from a lack of leadership in recent months. That problem has been addressed and a new director will be in place on September 1. CASS will monitor the impact of this action in the coming months. We do not agree with the recommendation of transferring the student to another institution.

Berkshire Community College

The discontent of one student surfaced in the questionnaires and led to a concern over the quality of instruction at this college. The student complained that it was not challenging enough and he was seeking a change in major. Shortly after he returned the survey to Aguirre, and quite by coincidence, the student himself volunteered that he had a transcript of 51 credits in advanced, university level study. He failed to mention this in making application for the scholarship and during the interview process over a year ago. Had he been honest in the first place he never would have been awarded a CASS scholarship. CASS has subsequently terminated his scholarship and he should have returned home by the time this report is filed.

Hesston College

The focus of complaints in this particular situation was clearly and strongly on one single issue: the availability and quality of laboratory equipment for the program in electronics/telecommunications. Assistant Director of College Programs Feli Altinger realized this problem earlier in the spring on the occasion of her campus visit to Hesston. She discussed the situation thoroughly with both co-directors of the Peace Scholarship Program and followed up later with a letter reiterating the students' concern and recommending several measures to address it. It should be pointed out that students otherwise have consistently rated Hesston College very high in terms of general satisfaction with the program.

Due to the number of complaints coming from the Hesston students it seemed wise that I travel to the college to view for myself the state of the program there. On Wednesday, July 27, after a two-day visit to several CASS colleges in St. Louis, Missouri, I arrived at Hesston for a campus visit. I spent one day meeting with the CASS staff, instructors, administrators, and students, touring the campus, and inspecting the electronics laboratory. As a result of Altinger's visit and follow-up, and my own visit, the college has responded with a list of measures it has agreed to take before classes begin in September. The list is included in the attachments. CASS will continue to monitor the impact of these changes and others on the program at Hesston.

University of South Carolina at Sumter

The program at Sumter is structured differently from other CASS programs. Students at USC initially take intensive English language training at the main campus in Columbia, South Carolina. There they live in dormitories while they study during their first semester in the U.S. Their adjustment to the city and university life are followed by a second adjustment in January to the much quieter and smaller campus of USC-Sumter, to host family life, to small town transportation

problems, and to a different level of instruction.

Student concerns which were raised in the questionnaire focused on housing, medical care, relationships with the CASS coordinator, and racial discrimination. Altinger addresses each of these in order in her report. In sum, nearly all students have since moved to apartments and those remaining with host families report being pleased with their living situations. The medical concerns appear to be completely unfounded and should be dismissed. The relationship between students and the CASS coordinator has progressed considerably with time. The latter has made herself much more available to the students and has provided regular meetings with the CASS students to address their concerns. In part, it seems that the students may have had some very unrealistic expectations of the Coordinator and her role in their lives. CASS will continue to monitor this very closely.

With regard to the complaint by some of racial discrimination, it appears as though this may be rooted in the language ability of a few students who have chosen to speak Spanish most of the time instead of practicing their English. The result has been an unnecessary, self-imposed isolation of these few students who seem offended when asked to speak English. CASS will continue to monitor this particular problem over the next few months.

Florida Community College in Jacksonville

The questionnaires call attention to two concerns at FCCJ. One is over the relative ease of the curriculum and the other focuses on the CASS Coordinator's relationship with the students. The first concern, expressed by one student in a group of 18, seems not to have much merit. Based on a thorough review of internal data, including student responses to participant progress reports and interviews with the students themselves, the curriculum has proven to be quite rigorous. It is almost a tailor made program designed to provide theory and hands-on experience to each CASS student. The complaints appear to be unsubstantiated at this time. CASS will continue to monitor the situation, however.

The Coordinator has been the focus of earlier CASS efforts to improve conditions for the CASS students at FCCJ. Director Tom Oates asked that she be given more administrative duties and less contact with the students and the college responded by hiring an assistant who now provides support for the Experience America activities, housing, and counselling. It is clear, however, that this particular matter deserves further attention. CASS will continue to monitor this situation, including a probable campus visit in the near future by the Senior Program Officer and the Acting Director.

August 08, 1994

To: David Gifford
From: Fili Altinger
Re: Concerns Expressed by Students in the Aguirre Evaluations
College: Hesston College (Cycle J)

Background

The main concern expressed by 10 of the Cycle J CASS students at Hesston College in the Aguirre evaluations, related to the electronics lab. Their issues centered around their reports that the lab lacks adequate tools and supplies, that and quantity of the equipment and the maintenance of the lab supplies, equipment and tools for their use during their lab hours.

Conclusion

The training institution has been visited during the last two weeks of the spring 1994 semester by the Program Officer and again, by the Acting Director of CASS U.S. Operations in late July 1994. Both staff persons have reports on file that describe the issue that the CASS students raised related to the electronics lab. Hesston College has received written reports and has been contacted via telephone to address the students' concerns. Hesston's response containing a specific action plan to address these concerns, is attached. CASS students will be actively participating in helping to maintain the lab supplied, organized and clean, in other words, they will be a part of the solution.

With respect to the rest of the program at Hesston, both GU/CASS representatives have been able to confirm that the CASS students are very happy with the academic education, the housing, the environment and in general the excellent support the CASS program and students enjoy from the Hesston campus and local community

HESSTON COLLEGE
ELECTRONICS/TELECOMMUNICATIONS LAB

In response to the evaluation and suggestions of Aguirre International, Fili Altinger (Program Officer), and our own students, the problems of the electronics lab are being addressed in several ways.

1. Since the primary concern regards lab organization of equipment and supplies, Rodger Weaver and the students will spend time in August working at several tasks:
 - moving the physics lab equipment back to the physics classroom/lab;
 - throwing away old parts and devices which are not needed anymore;
 - storing elsewhere parts and devices which are used in the Systems Repair Lab but not needed on a regular basis in other courses;
 - sorting and returning to appropriate lab shelves and drawers basic parts which are needed regularly.
2. For classes this fall, Rodger will establish a weekly routine which expands the number of lab assistants and their responsibilities (lab preparation, lab monitoring, lab clean-up, etc.).
3. Each bench station will be resupplied with these items:
 - oscilloscope,
 - two power supplies (high and low voltage)
 - signal generator,
 - two digital volt meters (bench and hand-held),
 - analog volt meter,
 - logic probe,
 - breadboard.

Rodger is considering a check-out system for certain pieces of equipment. He also is considering the assignment of students to specific work stations for which they would have responsibility.

4. While neither the quantity nor the quality of lab equipment is a major concern, there are concerns about maintenance and replacement of equipment. For example, several scopes and breadboards need to be replaced. In August, Rodger will attend to the following:
 - an assessment of equipment,
 - an equipment replacement schedule,
 - and a set of priorities for action this fall.

5. One of the frustrations of first-year students regards lab supplies which, in the past, have been common property through much of the first year. Instead of waiting until the end of the first year to provide students with their own equipment, this fall we will do so at the beginning of the program. Each student will be provided and responsible for the following:
 - a set of hand-held tools,
 - a meter,
 - basic parts (alligator clips, etc.),
 - and (later in the term) a probe.

6. Students have complained about the lack of a telephone in the lab. While we do not want a phone in the lab, we share their concern; a phone is needed in the vicinity of the lab for better routine communication as well as for emergency use. I have requested the maintenance department to install a telephone in the hallway near the lab.

Phil Osborne
August 4, 1994

Copies:

Rodger Weaver
Margie Wiens
Nelson Kilmer

August 8, 1994

TO: David Gifford
FROM: Fili Altinger
RE: Concerns Expressed by Students in the Aguirre Evaluations
COLLEGE: University of South Carolina-Sumter (Cycle J)

TOPICS: Most students reported great satisfaction with the academic side of the program and their instructors. However, eight (8) of the fifteen (15) CASS scholars at USC-Sumter have raised the following issues:

- Four students expressed dissatisfaction with their host family housing situation and five students complained about the local transportation system, one of them indicating that this affects her internship opportunities.
- Four students expressed dissatisfaction with the amount of the monthly stipend and two students stated that they are unhappy about the medical care/insurance.
- Four students indicated that they are not satisfied with the relationship with their CASS Coordinator and/or other program staff, and two students also reported that they are discontent with the group discussions. Also, two students said that they felt a need to take more English classes.
- Two students mentioned that they experienced racism at the institution and another student commented that he felt discriminated against by the Coordinator and others.

GU/CASS Observations and Recommendations

In terms of the concerns expressed regarding their housing, when the students completed the Aguirre questionnaires, all 15 scholars were still living with host families. Since they completed these evaluations, nine students moved to apartments (on July 1) and the housing concern raised back in early June may not be an issue any longer. One of the students who had indicated that she was dissatisfied with her housing situation, has reported on the GU/CASS PPRs that she was happy with her hosts but since they were going to move to another state, that she was concerned that she would not be able to find another host family. The CASS Coordinator has searched for and found a new family for this student, and she is reportedly very happy with the new hosts. In terms of the remaining five (5) students who live with local host families, the GU Program Officer recommended that the institution conduct an assessment of their situation and address the concerns that they may still have, if any.

With regards to the students who are dissatisfied with their medical care and insurance, one of these two students, a female, has seen a local doctor three times between February and June 1994 to have a series of tests done such as X-rays, ultrasound, echography, and other lab tests which amounted to a total of \$1,320.85, all of which has been covered by the insurance. For the other student, a male, there have been no medical claims submitted to date. In summary, in one case the health insurance covered all expenses and in the other case there were no claims, therefore, their complaints are unfounded.

The above mentioned male student, as well as four others, complained in the Aguirre evaluations that living in a place like Sumter is "most inconvenient," due to the lack of convenient transportation. In addition to the services offered by the host families who do provide transportation for the students to and from the college, each student received at the beginning of the program \$120 to cover additional transportation needs. The above mentioned student who complained about lack of transportation and several others have used this money to buy bicycles to meet their additional transportation needs.

In terms of their personal stipend, all CASS students in the country receive the same amount of personal allowance. Those students who feel it is not enough have yet to learn to administer their money to cover their basic personal expenses. Most other students are doing this quite well, it seems.

The students' dissatisfaction with their relationship with the CASS Coordinator and/or program staff, is related to their perception of the role of the Coordinator and that of their own role as students. GU/CASS emphasizes the fact that CASS students' self-responsibility and self-initiative are important and need to be encouraged. During the spring 1994 campus visit, the need to establish a better relationship between the CASS Coordinator and students was brought up and, the CASS Coordinator at USC-Sumter has since established a schedule of regular group meetings with the students and has also dedicated portions of those meetings for students to present their own ideas, suggestions and/or concerns. Additionally, students can see their Coordinator on an individual basis in her office, when necessary or schedule an appointment with her to discuss any personal matter. She has worked to establish a professional relationship with the students and has supported those who have shown initiative in pursuing their personal and professional goals. However, it seems that there are still some students with unrealistic expectations, who may want their Coordinator to do things for them that are really the students responsibility. The GU/CASS Program Officer has recommended that the students' expectations of the program and the program's expectations of them be reviewed again in a group meeting, and that if any students still have mayor concerns in this area, that they meet with the Coordinator individually and work on setting realistic expectations for themselves.

The GU/CASS Program Officer has received information from the CASS Coordinator that there are several students who often do not even attend the above mentioned regularly scheduled meetings, or who arrive late. Some of the students who in the Aguirre report expressed dissatisfaction with their relationship with their Coordinator, the program staff and/or the group meetings, are among those who often miss these group meetings. These students then go to the Coordinator's office a few days later and expect her to take time and go over everything that was covered during these meetings. This is an example of an unrealistic expectation on part of the students. These meetings are mandatory. However, students who continue to miss them should request authorization and have a good reason for missing them in the future.

It is important to note that the two students who complained about the medical care and insurance have been noted for their misconduct with respect to their former host families which has lead to them being put on behavior probation for a period of several months. Although both students appear to have overcome their prior behavior concerns (they have been taken off their official probations), and both have been moved since to new host families, new issues have surfaced and they are continually being monitored by the CASS Coordinator and GU staff. The new host family of the male student mentioned above, has requested, just a few days ago, that he be moved due to repeated serious violations of their house rules.

The other student who made the remark about the inadequate medical insurance, has also reported that she is dissatisfied with the program staff and that "...nobody cares about us." Yet, as mentioned above, this is one of the students who has repeatedly been involved in behavior issues and who has taken, over this past year, a lot of the CASS Coordinator's time in terms of counseling and guidance. In a group exercise that the Coordinator had arranged just a few days ago, in which students compared the goals and expectations they had at the beginning of their program with those they have now, this same student shared with the group that she recognized that she has often been self-centered in the past. She and the rest of the group agreed during this recent exercise that they wanted to work together closer and contribute more to their development as members of a group, rather than each individual focusing on her or his goals without regard to the rest of the students. They decided to plan jointly a Central American independence day celebration to be held in mid September. The above mentioned female student had also reported dissatisfaction with her housing situation, yet she was getting help from the CASS Coordinator to prepare to move into an apartment with another CASS student. The GU/CASS Program Officer talked with her recently and she reported being happy with her new independent housing arrangement.

In terms of the same student's dissatisfaction with the English language instruction, she and other three CASS students who needed extra English support have received speaking/communication tutoring during the spring semester. Now, during the summer, this student is one of three CASS scholars, receiving tutoring in Accounting I for approximately 10 hours a week. This student is the only one at USC-Sumter who has complained about the actual training institution, the materials and readings, yet she has received tutoring whenever she has needed extra help with her studies.

One of the students mentioned in the Aguirre report had indicated that "there is no interaction between cultures", and states that "he interacts only with other Hispanic students." The claims of this and the other students regarding discrimination and racism in the Aguirre report, are difficult to assess since the information provided does not describe what these students mean by that, or in what context these comments were written. The students at this campus have been told numerous times by the CASS staff that they are to speak in English, both to improve their language skills and also to avoid isolating themselves from the rest of the students and become an active part of the campus community. In spite of this emphasis, the GU/CASS Program Officer has observed in the spring that a few students have considered this request to mean that their language and in general their culture was not being respected or valued, and/or that they were discriminated against because they spoke Spanish. The fact is, that these students are not going to improve their English skills if they keep insisting on speaking Spanish, nor will they make new friends this way. The student who indicated that he only interacts with Hispanics, this matter is likely to be related to the above issues. If he likes to speak Spanish, naturally, he may be limiting himself to interacting only with Hispanics. Students need to take the initiative to improve their skills and make new friends. If this initiative is lacking, they will not be able to benefit from all the opportunities that their institution and the local community have to offer. The student who has made the above mentioned comments, has reportedly signed up to participate in a trip to Nashville which has been arranged by the CASS Coordinator to help CASS students experience country music and culture and also to visit the Science and Energy Museum during their trip. This student is reportedly also participating more in group discussions and showing a more positive attitude than what is reflected in the Aguirre report.

In terms of Experience America, in the QARs and AETRs as well as the PPRs completed by the CASS students, examples are mentioned of numerous opportunities that the CASS students have had at USC-Sumter to participate in campus and community clubs, activities and events.

In addition to the information provided above, GU/CASS has requested, written feedback from USC-Sumter on their action plan to bring conclusion and solve any issues that still may need to be addressed.



GEORGETOWN UNIVERSITY

Date: 8/8/94

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To: David Gifford

From: Dennis Huffman 
Assistant Director for CASS College Programs

Subject: Response to Aguirre Int'l Inquiry--Berkshire
Community College (Michael Solorzano)

PIO/P #3652802 Costa Rica Institution: Berkshire Community College, Pittsfield, MA
Field of Study: Biomedical Technology

Trainee is dissatisfied with the program. The Trainee reports dissatisfaction with the pace of instruction, group discussions, the consultations with the instructors, the equipment and tools, the training site visits, the local transportation, and the timeliness and amount of the stipend. The Trainee says that there have been several changes in the program, and that these changes haven't done anything good for the program. Satisfaction with the program rated at 2 on a scale of 1-5, with five being the most positive.

GU Response:

As you know, I was originally quite puzzled by this information, as the Biomedical Technology program at BCC is quite challenging and student comments in the past have more typically been that they were nearly overwhelmed by the requirements. However, within two days of our receiving this information from Aguirre, and purely by coincidence, I received an inquiry from the Berkshire staff as to how and whether Michael could go about transferring 51 credits from the Instituto Tecnológico de Costa Rica. He was also requesting to change from the technical program to the pre-engineering program at BCC.

I requested a copy of the transcript, and was astounded to see that Mr. Solorzano was well on his way to an engineering degree when he applied for the CASS scholarship. On his original application, he made no mention of this, indicating instead that he had eleven total years of education ending in 1990 with high school graduation.

Program administration at GU was unanimous in deciding that CASS could not allow Mr. Solorzano to remain in the program. It would be inappropriate for us to reward the deception by approving a program change into pre-engineering, and it would be equally inappropriate for us to allow Mr. Solorzano to remain with a group which is finding its program quite challenging and could be demoralized by Mr. Solorzano's negativism. He is scheduled to return to Costa Rica on August 10.

When asked to explain his situation, Mr. Solorzano said quite simply that he had acted as he did because he knew that he would not have been offered the scholarship had he been honest. His letter to GU mentions no interest in medical equipment repair, nor does it indicate any remorse. Rather, it focuses solely on how loss of the scholarship would undermine his goals for further university study and personal advancement.

To: David Gifford
 From: Mary Charbonneau
 Subject: Aguirre Evalutaion
 Date: August 5, 1994

Rachel Charles (Cycle J, Hocking, St. Vincent, PIOP/P #3653055)

Rachel was "neither satisfied nor dissatisfied with the program." Her problems stemmed around "the housing", "the stipend", and the "host community". She also stated that **"her objectives are not being achieved because the host community is not receptive."**

According to the AETR forms, Experience America forms and PPR's, it appeared that Rachel was acclimating very well both academically and personally. Academically, she holds a 3.2 cumulative GPA. According to the PPR summary (Cycle J, Hocking) for questions #5 and #6, which both refer to the host family situation, the average was 1.55 and 1.61 (1 = very positive).

After a discussion with the Assistant CASS Coordinator, I learned that Rachel has had problems with her host family. She charged \$3,000 worth of telephone calls to the family's phone. Last month, Rachel was removed from the host family and moved to the home of the Assistant CASS Coordinator until the bill is paid. The payment schedule has been set, and the Hocking /CASS staff is monitoring her payments. Some of the bill will be taken out of her monthly stipend (she complained that the stipend is too low) and her boyfriend and family in St. Vincent will also contribute funds.

After the bill is paid, Rachel will move into an apartment with other CASS students.

Bonnie Aimee, (Cycle J, Mt. Aloysius, Barbados, PIO/P #3652752)

Although Bonnie "reports overall satisfaction with the program", she complained primarily about "the pace of instruction, course content, preparedness of training institution." In addition, "the trainee also stated that the pace of the program is slow and not challenging." She did rate the overall program a 4 on a scale of 1-5, with five being the most positive.

Since there is only one other participant studying Interpreter Training at the Mount, I looked at her individual PPR. She responded to the question, "How satisfied are you with the classes you have taken so far?", with a 2. (1 = very positive.) She is doing well academically and holds a 3.6 GPA.

According to the written evaluation forms that we received from her, no problems were stated. Yet, fortunately, I was able to interview her individually in May, 1994 during the campus visit. Although she is very happy with the overall program, she and the other student in the Interpreter Training Program expressed frustration over the fact that their coursework included theory, yet no practice until the second year.

In the letter to Dan Dalton, I stated "The two students studying Interpreter Training, Bonnie Aimee and Michelle Montagu, expressed an interest in having more practice in interpreting. According to them, their program of study does not offer the actual practice until the fall semester. Aimee did speak with the interpreters, and the decision was made to allow them to perform the interpretation for the rest of the group during the CASS meetings. The official interpreter, Shirley Bassett, agreed to spend time evaluating them after each meeting."

I spoke with Aimee again in June during the Cycle J visit to Georgetown, and she stated that she felt much more satisfied to have the opportunity to practice her interpreting skills.

Efrain Batitz (Cycle J, UVSC, Honduras, PIO/P #3652924)

Efrain Batitz is "dissatisfied" with his program. On a scale 1-5, with 5 being the most positive, he rated his overall CASS experience a 2. His complaints centered around "dissatisfaction with instructor's competence, presentation of materials, course content and the pace of instruction."

He currently holds a 3.4 GPA. On his AETR form, he wrote that "I felt that some of the teachers...were not qualified to teach the classes they were assigned to teach by the department."

According to his PPR, he rated his satisfaction with the classes a 4. (1 = very satisfied) He writes that "the teachers are not very successful." In the most recent PPR, Cycle J as a group rated the question, "How satisfied are you with your classes", a 2.60. (1 = very satisfied) In response to the question "What suggestions do you have for improving the program, two students wrote "getting qualified teachers", and two wrote "improving the department of Environmental Technology."

I spoke with the CASS coordinator specifically about Efrain. She stated that he is ambitious, well-liked and a leader. He currently holds the position of the CASS club president. He loves his living situation because he rents from a family that is Evangelical, and he is, too. He and the family often attend church activities together.

The CASS Coordinator reported that there have been complaints about one professor in particular, and that he is no longer working at UVSC. In addition, the Environmental Water

Technology department has been going through a difficult time, in that there has been no director since January. This means that although some of the students have complained, no one person within the department has taken responsibility for the situation. A new director will begin on September 1, 1994. The coordinator feels that this leadership will have a tremendous impact on the CASS program.

I will keep in close touch with the Coordinator. I have asked her to send me a list of the most common complaints that she has heard from the CASS students with regards to the Environmental Water Technology Department. I am contemplating calling the student, but would like some advice on whether or not this is a good idea. Aguirre says that "contractor should contact trainee and ...possibly transfer trainee to institution which specializes in his field" This solution is drastic.



To: David Gifford

From: Susan Moroz *SM*

Subject: Response to Aguirre's Memo

Florida Community College at Jacksonville

PIO/P No. 3652845: Lucy Morancie (Dominica)

- finds courses too easy, and is not motivated because he can't choose his own courses

PIO/P No. 3652978: Gay-Ann Green (Jamaica)

- finds courses too easy

Florida Community College has an excellent curriculum for Hotel & Restaurant Management. I observed a couple of the students' classes and have looked at their textbooks. I did not find these courses "easy". It is a program which nicely combines theory with hands-on experience. This is not a program tailored only for the CASS students, there are other American students attending these classes. Of the 17 students not one brought up this concern during my spring 1994 campus visit nor was it mentioned in the spring Participant Progress Reports. During my last campus visit (spring 1994) I inquired about the possibility of having the students select electives. FCCJ responded that students cannot choose their own core courses or electives because of the limited number of professors.

PIO/P No. 3652845: Lucy Morancie (Dominica)

- treat students as individuals, allow them to make decisions

PIO/P NO. 3652837: Aurelio Sanchez (Dominican Republic)

- reports coordinator is not flexible with the students, and that the coordinator should try to resolve problems without being so negative

PIO/P No. 3652833: Marisol Reyes (Dominican Republic)

- feels coordinator should improve communication skills, and reports little contact with the coordinator

A year ago, the cycle "I" students had concerns regarding the CASS Coordinator. As a result the following actions, which would also impact on cycle "J", were taken:

Aguirre/pg2

By Director of US Operations: Less than a year ago, Dr. Thomas Oates called Dr. Sharon Cooper, the CASS Coordinator's supervisor and recommended that the CASS Coordinator be given more of administrative type of responsibilities and have someone else be hired to deal closely with the students on a daily basis.

By Assistant Dean, Consumer & Human services: In December of 1993, Greg Dargiewicz was hired to work with the students in Experience America, housing placement, counselling, etc.

By CASS Coordinator: Students were encouraged to form their own Experience America Club. This has permitted them to have more decision-making power.

According to the Participant Progress Reports of fall 1993 all the 18 cycle "J" students expressed their contentment with the CASS Coordinator. During my campus visit in February 1994, the students did not bring-up any major concern regarding the CASS Coordinator. It was not until we received the spring 1994 Participant Progress Reports and also Aguirre's Report that we became aware that there is tension between the students and the CASS Coordinator.

Action to be taken by GU Program Officer: Convey these concerns to CASS Coordinator and to CASS Coordinator's Supervisor, provide recommendations and establish a timeline for the implementation of these recommendations.



To: David Gifford

From: Charlie Koo

Subject: Report on Wabash Valley College
in Response to Aguirre Memo.

PRIMARY ISSUES: Essentially echoing the concerns of their Cycle I predecessors, several Cycle J students at Wabash Valley College (Mt. Carmel, IL) have expressed:

- (1) concerns about not receiving enough courses and instruction in telecommunications;
- (2) disappointment about not having received clearer, more specific information about the electronics/telecommunications field of study in-country; and
- (3) dissatisfaction with two of their electronics instructors as they reportedly tend to digress too much and/or adhere too rigidly to their syllabi.

ASSESSMENT:

- (1) A considerable amount of time was spent addressing this issue, with the Cycle I students in particular, during my visit to WVC 29 Nov. - 2 Dec. 1993. Although all the students realize that electronics provides the foundation for telecommunications and that, given the short, two-year nature of their training program, more courses in the former would be offered than in the latter, they feel, nonetheless, that there needs to be a better balance. I would agree.
- (2) After having re-read what the students read in-country regarding the CASS fields of study (as written in the *Program Information and Pre-Selection Application*), I fully understand the students' discontent. The description for the electronics/telecommunications field of study is not only too brief (seven lines) like all the others, the word electronics does not even appear in it (apart from the title) until telecommunications has already been mentioned twice (see attached). In short, the description leaves the distinct impression that more emphasis will be placed on the study of telecommunications rather than electronics.
- (3) According to the students' oral comments to Terri and myself and written comments to Georgetown via their PPRs and AETRs, two of their electronics professors tended to either digress too much, thus detracting from quality instruction time, and/or they followed their syllabi too rigidly and did not respond satisfactorily to their questions. As I did not have an opportunity to attend either of the professor's classes during my visit, it is difficult to know to what extent this is a bona fide, serious problem.

ACTIONS TAKEN/TO BE TAKEN:

(1) • Joe Schaefer, in addressing these concerns during his visit to WVC of 23-25 November, worked with Pam Swanson and Terri Harris in order to offer the Cycle J students 9 credits worth of electives in their second year so that they might apply them toward additional telecommunication courses if they so desired. To avoid unduly upsetting the Cycle I students, this change was made without their knowledge and was to be divulged to the Cycle J students upon the departure of the Cycle I students.

- During my campus visit, I conveyed the students' concerns to Prof. Bob Effland, the lead electronics/telecommunications instructor, as well as Dr. Wayne Henegar, the Dean of Instruction. They agreed that appropriate changes needed to be made as soon as possible--for the benefit of the Cycle J students in particular. In a follow-up communiqué with Prof. Effland 10 December 1993, various phone conversations with Terri since then, and a phone conversation with Dean Henegar today, I have received assurances that "significant" alterations in the curriculum have already been made and will be implemented in the fall. Dean Henegar and Terri will collaborate on fine-tuning the new curriculum and send me a copy Monday, 8 August.

- The titles of some of the courses previously listed under "electronics" have been renamed under the "telecommunications" rubric, a change Prof. Effland felt was long overdue and certainly a more accurate classification of the courses. The students were very pleased and told me that this would go far towards giving them and their prospective employers a more positive perception of the program.

- I have also received assurances that the syllabi of many courses have been revised to reflect a greater emphasis on telecommunications.

- N.B. Since during their first year the Cycle J students devote most of their coursework to ESL and introductory electronics courses, their complaints that they have not learned anything about telecommunications is premature. With the revised curriculum slated to take effect this fall, I anticipate their anxiety and frustration level to subside noticeably.

(2) • The field of study description for electronics/telecommunications needs to be rewritten if, in fact, it is the intent of Georgetown to treat the former discipline as the "major" and the latter as the "minor." As it stands, the description misleads the students and, understandably, contributes to their disappointment once they start their program. I have already broached this subject with Dennis and Chris and suggested that the description be altered before recruitment for Cycle L (God and Congress willing) begins. They agree. I will follow-up on this.

- We must also do a better job of selecting students for this field of study. A couple of students at WVC had already done some coursework in electronics in their home countries. Thus, when they arrived at WVC, they found themselves repeating material and academically unchallenged. Clearly if a student already has a background in electronics, this is not the appropriate field of study for him/her, unless, of course, we revise the field itself.

(3) • While on campus, I had received assurances from Prof. Effland that he would approach the instructors about the students' comments. In my conversation with Dean Henegar, he told me that some of the instructors are being seriously "re-evaluated." He did not specify which ones. Nor do I know if they are the ones the students had problems with.

Electrónica/Telecomunicaciones

El programa de Electrónica y Telecomunicaciones consta de dos años de estudios en materias académicas y prácticas que preparan a los estudiantes para proveer asistencia técnica en el mantenimiento e instalación de equipos de telecomunicaciones: planeamiento y control de instalaciones de redes, asistencia técnica en el desarrollo de sistemas de telecomunicaciones para oficinas y redes operativas. Los candidatos deben disfrutar de la resolución de problemas, gustar de trabajar en experimentos de laboratorio, y tener curiosidad por los equipos electrónicos tales como radios, televisores y computadores. Además, deberán poseer calificaciones superiores a la media en los cursos de matemáticas correspondientes al nivel secundario, especialmente en álgebra.

Un programa típico en Electrónica y Telecomunicaciones podría incluir cursos en:

- Álgebra
- Diagnóstico y Resolución de Problemas Electrónicos
- Programación Básica
- Comunicaciones Electrónicas
- Cálculo
- Programación del Lenguaje de Computadoras
- Introducción a los Sistemas de Telecomunicaciones
- Instrumentos Electrónicos y de Mediciones
- Principios de Electrónica
- Psicología en las Relaciones Humanas
- Telecomunicaciones y Redes de Computación
- Análisis de Circuitos
- Circuitos Digitales
- Principios de Mercadeo

Electronics/Telecommunications

Electronics/Telecommunications is a two-year program that provides a combination of technical and academic courses that prepare participants for: planning and monitoring of network installations; providing assistance in the development of telecommunications office systems; operating telecommunications and computer networks; and providing support, maintenance, and installation expertise. Applicants should enjoy laboratory experiences, problem-solving, and have a curiosity about electronic equipment such as radios, televisions, and computers. They should have demonstrated better than average performance in mathematics at the secondary school level, especially in algebra.

A typical program in Electronics/Telecommunications might include applied course work in:

- Algebra
- Calculus
- Basic Electronics
- Circuit Analysis
- Digital Circuits
- Basic Programming
- Machine Language Programming
- Introduction to Telecommunications
- Electronic Instruments and Measurements
- Electronic Communications
- Electronic Troubleshooting
- Psychology of Human Relations
- Telecommunications and Computer Networks
- Principles of Marketing I



To: David Gifford

From: Charlie Koo

Subject: Report on Northcentral Technical College
in Response to Aguirre Memo.

PRIMARY ISSUES: Some of the Cycle J CASS students at Northcentral Technical College (Wausau, WI) have expressed concerns about:

- (1) poor quality of instruction in some courses; and
- (2) lack of enough group activities to promote cohesion.

ASSESSMENT:

(1) Some of the students, mainly the English-speakers, had commented in their most recent PPRs and AETRs as well about the poor quality of instruction and their need to be more academically challenged. While they did not specify the instructors, the students felt that some of their instructors, although they were "very nice," they were "boring" and ineffective. Some also believe that the instructors felt an "obligation" to pass the students, regardless of their academic performance. As a result, those particular courses are easy and the grades inflated. The high GPAs of the *mécontents* at NTC (the lowest being 3.6) would support that contention although, in general, the grading at most two-year schools is softer compared to four-year colleges and universities. While part of this problem may very well lie with the teaching style of the instructors, I believe that a larger part lies with the fact that both the learning pace of the native English speakers and the teaching pace of the instructors are necessarily slowed down by the presence of non-native English speakers in the classroom and the need for a translator in the classroom, especially in the first semester. That five of the six classes that the English-speakers take in the first semester are with Spanish-speakers who are struggling with their English is understandably a frustrating arrangement for all parties involved. As far as the instructors themselves, it is very difficult to comment as I only attended two classes during my visit to NTC of 2-5 November 1993. And that, of course, only provided me with a very cursory, perhaps even artificial, view of the actual classroom dynamics.

(2) During my campus visit, one of the primary issues at the time was the intra-group feuding between the Cycle J English- and Spanish-speakers with the one accusing the other of being "anti-social." While many of the students remained out of the fray and several actually sought to be "voices of reason," the tension between particular students is apparently alive and well. It was very interesting to observe, however, how harmonious the rapport was within the Cycle I group, which also had several English-speakers. According to Lucy Harvey, that group had also started out in discordance, but not as much. From my experience with other multi-language CASS groups, NTC's Cycle J does seem a bit more frayed than usual. It seems to me that, more often than not, these conflicts arise from cultural rather than linguistic differences.

ACTIONS TAKEN/TO BE TAKEN:

(1) • In my letter of 7 April 1994 to Bettyann Battist regarding revisions to the Comprehensive Plan for Cycle K, I expressed my concern about the English-speaking students academic progress being slowed down and encouraged NTC the explore the possibility of mainstreaming them immediately so that they would not be so bored. In Lucy Harvey's letter of 16 May, she explains that this would not be financially feasible as mainstreaming the English speakers "would add 35% to our costs for the courses." It has been her experience, however, that after about a year, the Spanish-speaking students' level of English is to the point that the instructors can proceed at a pace comfortable to all students. The curriculum, at least as far as the Cycle J and K students are concerned, will stand as stated in the respective comprehensive plans. I have recommended that the coordinators keep the English speakers occupied the first year with independent research projects, campus activities, volunteer work, etc. so as to make constructive use of their time. During my visit, I also urged the amount of in-class translations to be cut back drastically in the second semester.

• Today, I left a message with Bettyann that she call me back regarding the students' disparaging remarks about the professors. I have yet to hear from her. Many people at NTC are on vacation.

(2) • At the behest of several students, I broached the subject during the second all Cycle J meeting whereby I encouraged each person to speak his/her mind while at the same time carefully listen to what the other person was saying. Due to time constraints my "mediation" role was brief but I asked Lucy and Angelina to try to continue the constructive dialog. According to the QAR for Jan. - Mar., various recreation activities were planned for the students, including skiing, skating, a trip to Eagle River, an outdoor women's retreat, and a trip to Washington, D.C. Clearly the feuding students still have a ways to go. At last report, and also from what I could tell during their visit to D.C., they seem to have made considerable progress towards at least being civil with one another. Lucy, Angelina, and I all feel that with a bit more time as the students begin to better understand each other's cultures and the Spanish speakers' English skills continue to improve, Cycle J will become a more cohesive group like their Cycle I predecessors. Lucy and Angelina continue to work hard with the Cycle J to build team unity. I will ask them what group activities they have planned and whether those activities have been tailored in any way to address this issue.

MIAMI RECEPTION REPORT: CYCLE K

10-13 August 1994

The reception of the Cycle K students at the Miami International Airport took place 10-13 August 1994. 136 students arrived on 11 August and another 164 arrived the following day. One student arrived 13 August while another did not show up at all for a total of 301 students out of an expected 302.

The Miami reception team, whose task was to help the students clear immigrations and customs, check-in their bags, and make their connecting flights, consisted of both CASS college and Georgetown University representatives: Ms. Hazel Binger, Hocking College; Mr. Dan Bouvier, Berkshire Community College; Ms. Amber Doty, Utah Valley State College; Mr. Robert Frost, St. Louis Community College; Mr. James Hynek, Kirkwood Community College; Ms. Heather Lang, Mt. Hood Community College; Ms. Katy Miller, Kings River Community College; Ms. Aimee Vance, Mt. Aloysius College; Ms. Patricia Bradley, Georgetown University; Mr. Bill Hogan, Georgetown University; Mr. Charlie Koo, Georgetown University; and Mr. Matthew McPherson, Georgetown University. The reception team members were selected on the basis of experience, geographic location of their schools, and number of free tickets available.

Mr. Hilary Allen and Mr. Peter Rosario from Central Florida Community College also participated in the reception 12 August at their own expense. Mr. Rosario accompanied the students on the flight from Miami to Ocala. Ms. Margaret Corrigan, travel agent from Academic Travel Services, and her friend and fellow travel agent, Donna Demarkis, from Middlesex Travel Services also volunteered their services at their own expense to **tremendously** expedite the reception process. Ms. Corrigan and Ms. Heather Ramwell, Georgetown University, collaborated extensively to make all the travel arrangements for the students as well as the reception team. They also arranged to have a rental van available for the team members.

Aside from several international flights delayed by circumstances beyond human control, i.e., inclement weather, and the change in itineraries of three of the CASS students (see below), this year's reception went quite smoothly and according to plan. The following are details (many of which have been borrowed from Mr. McPherson's report for Cycle I) of the arrangements Mr. Koo and Georgetown University made in preparation for the Miami reception.

STUDENT DEPARTURE PACKETS:

During the last week of July, departure packets were turned over to Overseas for shipment to the various CASS countries. Each of the students' packets contained:

- a bright, colorful 3 1/2" x 2 1/4" name badge (each of 19 Cycle K schools was assigned a different color to facilitate identification at the airport)

- two luggage tags for the **appropriate** domestic airlines
- two stickers with their name and college for the outside of their suitcases
- a sample or photocopied I-94
- a sample or photocopied U.S. customs form
- a map of the Miami airport
- a note stressing the importance of wearing the name badges upon landing in Miami. All the students complied with this request and thus made their recognition very easy. (Although name tags, for some reason, did not arrive in Jamaica in time, recognition of these students was not very difficult as they quickly identified the reception team members' neon green "CASS" signs.)

NOTIFICATION OF THE COLLEGES OF THE STUDENTS' ARRIVAL:

All the colleges were notified of the arrival dates and times of the Cycle K students in mid-July. Mr. Koo assembled the names and phone numbers (both office and home) of point persons at the schools in case of changes in the students' itineraries. Ms. Ramwell served as the Georgetown point person.

HOTEL ACCOMMODATIONS:

The entire reception team stayed at the Miami Airport Hilton and Towers, located approximately a mile from the airport. Everyone expressed great satisfaction with the accommodations. The presence of a jacuzzi was a pleasant surprise. The rooms were all charged to Mr. Koo's corporate AMEX which greatly facilitated the check-in and check-out procedures. Team members were assigned roommates and notified of who their roommates would be well in advance so that appropriate switches might be made prior to their arrival at the hotel. No problems were encountered this year. Given the proximity of the hotel to the airport--not to mention, Little Havana--the frequent shuttle service between the two locations, and the very reasonable government rates the team was accorded--\$65/night/room--the Miami Airport Hilton would certainly be a logical place for future teams to stay:

Miami Airport Hilton and Towers
5101 Blue Lagoon Drive
Miami, FL 33126

(305) 262-1000

RECEPTION TEAM PACKETS:

To expedite the reception process, Mr. Koo put together a packet of materials for all the members of the reception team and distributed them in the lobby of the hotel once everyone had arrived. The packet contained the following items:

- Name tag
- An 8 1/2" x 11" neon green "CASS" sign
- Table of international and domestic itineraries on a single sheet
- List of students arriving on 11 August by country
- List of students arriving on 12 August by country
- List of students by college
- Table of # of students arriving on 11 August by country for each college
- Table of # of students arriving on 12 August by country for each college
- List of campus contacts for arrival dates
- Map of Miami airport

ACCESS TO CUSTOMS AND IMMIGRATION AREAS:

During the week of 4 July, Mr. Koo contacted Ms. Monique Denes, Protocol Officer at Dade County Aviation Department (DCAD) to request access for Georgetown University representatives into the customs and immigration areas of the Miami airport. Mr. Koo followed up with a letter on 11 July (see attached) to confirm. Ms. Denes assured him that there would be no problem and that there would be no need to contact anyone else regarding this matter as she would arrange the necessary clearance. This was very welcome news since in the past both U.S. congressman, Jack Brooks, and the Assistant District Director for INS had to be contacted to secure this special access. At Ms. Denes' request, Mr. Koo mailed her a list of the arriving students' names and their international flight itineraries.

Upon arrival at the airport 11 August, the Georgetown representatives met Ms. Denes who introduced them to key officials and personnel in customs and immigration so that they would be able to move about with relative ease in those areas as well as the area immediately outside customs in concourses B and E. As it, indeed, turned out that over the course of the two days the reception team encountered only minimal problems about their presence in these restricted access areas, it is highly recommended that future arrangements continue to be made through the protocol office:

Ms. Monique Denes
Protocol Officer
DCAD
P.O. Box 592075
Miami, FL 33159

Tel #: (305) 876-7457
FAX #: (305) 876-7398

TRAVEL ARRANGEMENTS FOR THE STUDENTS:

Ms. Corrigan and Ms. Ramwell collaborated very closely and, as it turned out once again this year, very effectively in scheduling the students' flights--both their international and domestic segments--so that there would be sufficient time for the students to clear customs, receive their allowance, and proceed to their connecting domestic flights. Given that mid-August is in the middle of tropical storm season in Florida, the relatively long layover in Miami is a much-needed precaution.

To afford the students as much assistance as possible with their connections and arrival at their final destinations, a CASS representative--more often than not, a CASS coordinator--was "assigned" to each flight so that they might accompany the students for the duration of their trip. If no one was able to accompany the students all the way, the designated representative was at least able to accompany them to the final departure gate to ensure they made the correct connection. The students from the following schools were not accompanied during the final leg of their trips: Fox Valley Technical College, UWC-Marinette Center, Modesto Jr. College, Santa Fe Community College, and St. Petersburg Jr. College. The former two were accompanied to Chicago by Ms. Lang on her way to Mt. Hood Community College. The latter three were **direct** flights out of Miami. All the other students were accompanied by a CASS coordinator.

Ms. Corrigan expedited the reception process **tremendously** by once again supervising the checking of luggage and securing boarding passes for all the students well in advance of their time of departure from Miami. After the bags were checked through to their final destinations, she passed on the tickets and boarding passes to Mr. Koo.

TICKET DISTRIBUTION:

Ms. Corrigan mailed the international portions of the students' airline tickets directly to students' countries where they were received by the country coordinators. The country coordinators then distributed the tickets to the students **immediately before** they boarded their flights to the U.S. Ms. Corrigan brought the domestic segments of the tickets with her to Miami. About an hour before the departure of each of the domestic flights, Mr. Koo passed them on to the respective accompanying CASS representatives. To simplify life for the airline representatives, the tickets and passes were kept in bundles by college so that all they had to do was make a ticket and head count. Given the students' proclivity for losing important documents, it is probably for the better that the students only rarely physically handle their own tickets and boarding passes.

RECEPTION STRATEGY/AUDITORIUM:

Mr. Hogan and Ms. Bradley were assigned to the customs and immigration areas, respectively. With the exception of Ms. Doty who was once again posted in the Concourse B auditorium to disburse the travel allowances, all the other members of the reception team were assigned to the area immediately outside of customs in Concourse E (and later in Concourse B for the Avteca and Taca flights) to direct the students and their bags to the appropriate connecting check-in counters. The TWA and Carnival counters were upstairs so these bags had to be separated and taken there with the help of skycaps. Once a "critical mass" of 20 or so students cleared customs and were directed to the waiting room, a CASS representative, usually Mr. Hynek, accompanied them to the auditorium and explained that they would be receiving their allowance. He further instructed them on when to be back in the auditorium so that they could be accompanied to their departure gates. Having the auditorium at the team's disposal was invaluable towards the success of the reception as the students had a convenient place to relax, eat, and socialize before boarding their domestic flights. It was also a good staging area for the benefit of the CASS representatives. Mr. Koo remained in regular contact with Ms. Ramwell to keep her updated.

The auditorium was rented from 12N to 6PM for 11 and 12 August at a rate of \$15/hr. **It is important that the auditorium be reserved well in advance.** The person to contact regarding room rental is:

Ms. Deborah Clemons
DCAD Properties Division

(305) 876-7753

The reservation was re-confirmed the first week in August with Ms. Clemons.

TRAVEL ALLOWANCE:

Once in the auditorium, each student signed for and received a \$20 travel allowance in the auditorium from Ms. Doty to cover any snacks or whatever he/she might want to purchase during his/her layover. Past experience has shown that this is a sufficient amount. Mr. Koo requested a check for \$6040 (\$20 x 302 students) from Finance several weeks in advance of the reception dates so that ample time might be allowed to process and convert it into \$20 bills. Envelopes were prepared with labels of the students' names and colleges, sorted by college, and stuffed with the \$20 bills immediately upon receipt of the cash from Finance. Mr. Hogan was particularly instrumental in this process. He was also assigned the task of safekeeping the money-filled envelopes until they were disbursed in Miami. To document the students' receipt

of their allowance, Mr. Koo prepared the receipt form (by college) which the students signed (see attached).

PROBLEMS ENCOUNTERED:

The reception of new students is inherently a chaotic process, due in no small part to the chaotic nature of Miami airport's international arrival concourses. While on 11 August all the flights arrived and departed on time, severe lightning and thunderstorms on 12 August caused some flights to be delayed, but surprisingly by not much more than an hour. Fortunately, enough layover time had been allotted to enable all the students to make their domestic connections without having to make a frantic dash to the departure gates for any of the flights.

The problems encountered this year were:

- **Pedro Cubas**, Nicaragua, Central Florida CC: He never showed up at the airport as scheduled on 12 August. It turned out that he is in jail in Nicaragua and will apparently remain there for some time yet. An alternate student is being selected.
- **Victor Benevides**, El Salvador, Fox Valley Technical College: He missed his scheduled flight on 12 August because he overslept. According to Overseas, he was sleeping alone in a room separate from the other students and no one woke him up. By the time Mr. José Bonilla got to the airport and realized that Victor was missing, it was too late to try to get him on the scheduled flight. His ticket was changed so that he was able to arrive in Miami on the next American Airlines flight. Because he arrived too late to make the connection to Appleton, WI, he had dinner and overnighted at the Hilton (on Georgetown) and flew out very early the next morning. Mr. Hogan accompanied him to the departure gate. He arrived safely in Appleton.
- **Blas Rodríguez**, Panama, Hesston College: Due to a visa error on the part of the American embassy in Panama, he was unable to arrive as scheduled on 12 August. His visa # was corrected and he arrived 13 August on an afternoon flight. By this time, all the other members of the reception team had departed, so Mr. Koo met him and accompanied him to the departure gate. Unlike Victor, Blas was terrified about the prospect of traveling unaccompanied. He was especially nervous about changing planes in Dallas. Unlike his fellow Hesston students who flew directly to Wichita, Blas's new ticket required him to make a layover in Dallas. Despite repeated assurances that there would be American Airlines representatives in Dallas who spoke Spanish and would be able to help him, he remained extremely anxious. Once in Dallas he called his in-country coordinator, Ms. Giovanna de Malek, to vent his distress. He arrived safely in Kansas.

- **Antonia Suriel**, Dominican Republic, Hocking College: She lost her passport in one of the bathrooms at the Miami airport. Mr. Shay Stautz was notified.
- **Sean Mayers**, Barbados, UWC-Marinette: She lost both her IAP66 and her I-94. While there is nothing Georgetown can do about the latter, Mr. Stautz was notified about the former.

FOLLOW-UP:

Upon returning to Washington, D.C., Mr. Koo wrote thank you letters to all the members of the reception team to commend them on a job well done. They were also reminded to submit all their receipts to Georgetown within the week. Mr. Koo also wrote a follow-up letter to Ms. Denes to express Georgetown's gratitude for gaining access to the customs and immigrations areas. He also made sure that both Victor and Blas had arrived safely and that an alternate was being selected to replace Pedro.



GEORGETOWN UNIVERSITY

Center for Intercultural Education and Development

August 1, 1994

1-

Dear 2-

During the final few months of their training, some students may raise questions about the possibility of future study in the U.S. The purpose of this letter is to clarify our position on this issue so that everyone gets the same message.

While the personal aspirations which lead students to desire to continue their studies are understandable, the fact that some students apparently feel that they can only do this in the U.S. is terribly disappointing. These students may believe it is in their interest to paint a picture of how difficult life is in their countries and how hard it would be for them to find work or continue to study. They, and those who are sympathetic to them, need to be challenged with the facts:

- o CASS/Georgetown has made a considerable investment of time and resources in support of our alumni, and that investment has borne fruit to the point where we can now say that any CASS graduate who wants to work is working, and most are working in their fields of study. CASS graduates are, without question, making meaningful contributions to their families, communities, and countries.
- o There are 18 existing agreements between Georgetown University and universities throughout Central America and the Caribbean to facilitate the transfer of credits, and more agreements are being pursued. Many CASS alumni are currently studying in their countries, and the opportunity for further study is definitely available to CASS students in the region.
- o Upon acceptance of the CASS scholarship, all students sign a code of commitment in which they agree to return to their countries for at least two years. We, of course, expect CASS participants to be true to their word.
- o Now more than ever, the U.S. Government is closely monitoring the numbers of trainees who fail to return to their countries. The unfortunate decision of a student to remain in the U.S. has an impact beyond the individual and jeopardizes the future of training programs in that student's country.

- o The person ultimately responsible for confirming the return of a student is the Country Coordinator. Any student who fails to report to the Country Coordinator, for whatever reason, will be reported to USAID as a nonreturnee. USAID, in turn, informs the INS. As a part of this process, we must also provide the last known address and ensure that a missing persons report has been filed with the local police.

Once students are home, they are, of course, free to pursue their own goals. While we obviously expect them to honor their commitment to remain in their countries, we have no direct authority over them.

A summary of U.S. Government regulations regarding the J-1 visa is printed on the back of the pink copy of the IAP-66A form (the form which authorizes the J-1 visa). In a nutshell, recipients of the J-1 are subject to a two-year home-country residency requirement prior to eligibility for immigration, temporary worker status, or an intracompany transfer. As everyone is quick to note, further study in the U.S. is not precluded by the J-1.

Obtaining the necessary F (student) visa, however, is no small matter. The decision to grant student visas rests solely with the U.S. Consulate in each country. CASS/Georgetown in no way encourages CASS alumni to apply for student visas, nor will we assist in the process in any way. If we are asked to provide a statement as to our position regarding an individual's application for a student visa before the two-year home-country residency has been fulfilled, we will respond with the following statement:

CASS/Georgetown University acknowledges the fact that the authority to grant student visas rests solely with the U.S. Consulate. However, the CASS Program reaffirms the policy that our students are to return home at the end of their training programs for at least two years. By so doing, they will honor the agreement they signed to participate in our program and the commitment they made to return home and serve their countries.

The only circumstance in which we will go beyond providing this statement would be if the student planned to attend a CASS-affiliated institution. Under the subagreements between CASS colleges and Georgetown University, the colleges agree not to issue I-20s to former CASS students. Should such plans come to our attention, we would strenuously object.

I trust that you and your colleagues on the campus are supportive of this policy, and I would encourage you to share this information with anyone who is interested, especially your CASS students. It is critically important that everyone involved with the CASS program continue actively to support the return of all CASS students to their countries at the end of their training. If you have any questions, please feel free to contact me.

Thank you for your support.

Sincerely,

Dennis Huffman
Assistant Director
for U.S. Operations

**LIST OF CURRENT CASS STUDENTS BY SCHOOL AND CYCLE
FOR PERIOD ENDING 09/30/94**

SCHOOL NAMES	I08	J08	K08	TOTAL
Bergen Community College	20			20
Berkshire Community College	17	16	17	50
Broome Community College	16	17	17	50
Central Florida Community College	17	17	17	51
Edmonds Community College		17		17
Florida Community College, Jacksonville	19	17		36
Fox Valley Technical College		17	16	33
Harris Stowe State	22		19	41
Hesston College	17	17	17	51
Hocking Technical College	17	18	20	54
Illinois Eastern Community College	18	17		35
Kings River Community College	19	16	16	51
Kirkwood Community College		18	17	35
Missouri School for the Blind			1	1
Modesto Junior College	18	17	16	51
Mt. Aloysius Junior College		14	14	28
Mt. Hood Community College		18	17	35
Northcentral Technical College	20	17	18	55
Santa Fe Community College			17	17
Scott Community College		16	17	33
St. Louis College, Florissant Valley		16		16
St. Petersburg Junior College	20		16	36
Fresno Pacific College ¹		1		1
University of South Carolina, Sumter		15		15
University of Wisconsin, Marinette	20		15	35
University of Wisconsin, Richland Center	20			20
Utah Valley Community College	15	17	17	49
TOTAL	295	318	304	917

¹ Medical extension for Joseph Charles funded under Cycle J.

**LIST OF CURRENT ST. JOHNS STUDENTS
FOR PERIOD ENDING 09/30/94**

SCHOOL NAMES	808	908	1008	TOTAL
Boston College		1		1
Georgetown University		1		1
Gonzaga University	1	1		2
Holy Cross College		1	1	2
LeMoyne College			2	2
Loyola-Marymount University	1	1	1	3
Loyola College	1	1	1	3
Loyola University - New Orleans	1			1
Regis College	1	1	1	3
Rockhurst College		1	1	2
St. Joseph University	1			1
St. Louis University		2	1	3
University of Detroit	1		1	2
Wheeling College			1	1
TOTAL	7	10	10	27

**LIST OF CURRENT FLORIDA BA STUDENTS
FOR PERIOD ENDING 09/30/94**

SCHOOL NAMES	H13	I13	J08	J13	K08	TOTAL
Florida A&M University			1			1
Florida Atlantic University					4	4
University of Florida					1	1
University of Central Florida					1	1
University of North Florida		1	1	2	2	6
University of South Florida		1	4			5
University of West Florida	3	3				6
TOTAL	3	5	6	2	8	24

COLLEGE STATUS REPORTS

College: Bergen Community College Period Covered: January 1-June 30, 1994(Cycle 108)
 Cycle: 108 Subagreement No. BERG RX2050-836-9218-A
 College Coordinator: Lynda Icochea Field of Study: Hotel/Restaurant Management
 Total Number of Students: 20 GU Program Officer: Mary Charbonneau

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence, telephone communication and campus visits. The college provides GU with information through Quarterly Activity Reports and AETR report forms. The campus is visited once a year by a GU Program Officer and participants complete two evaluation questionnaires, "Participant Progress Reports", each year.

I. CAMPUS VISIT:

No campus visit was conducted this quarter.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

** On campus:

A CASS society was established in September 1993. Students elected officers and the group continues to meet every week. There are committees that revolve around the following issues: Host Family, Experience America and Finances. Two group leaders continue to meet periodically with the CASS Coordinator, Linda Icochea and serve as liaisons between the CASS society and the Center for International Studies.

The CASS society continues to participate in activities with the Caribbean Club, the Student Arts Guild, the Choir Club and the Student Government at BCC.

The five CASS students that participate in the NAFSA/CASS committee met regularly with Linda Icochea. Some of the students attended a presentation on March 16 called "Career Development Issues for Latinas"

** Off campus:

On March 6, some of the students attended a presentation called "The Importance of Developing Leadership in Young Women" at The Bergen Museum of Art and Science.

The students attended an Easter Show at Radio City Music Hall. In addition, some of the students attended a Violin concert with music from 17th and 18th century women composers. On December 5, the students attended "Holiday Show" at Radio City Music Hall in New York City.

b.Recommendations:

NA

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 for the Spring 1994 semester: Hotel & Restaurant Accounting, Introduction to Human Biology, Food and Beverage Control, Commercial Restaurant Operations, Basic-Garde-Manger, Introduction to Baking, English Composition I.

I. AETRs

a) <u>Average student GPA (Spring 1994 semester):</u>	3.39
<u>Highest GPA:</u>	3.87 (Lourdes Blandin)
<u>Lowest GPA:</u>	2.56 (Rafael Rosario)

b) Areas of academic concern: The students performed well, in general, during the spring 1994 semester. Not one student received less than a 2.50 GPA.

Five students, (Raphael Rosario, Francisca Sanchez, Maria Orozco, Merling Lumbi and Oscar Villamil) are being monitored carefully. All five had initial difficulties with English which impacted their performance in other classes. All of them are receiving tutoring. If they do not fulfill graduation requirements, they will receive a certificate, rather than an Associate degree. Please see "Special Student Cases" section below for the outcome of this situation.

II. PARTICIPANT PROGRESS REPORT

The Final Participant Progress Reports were reportedly submitted. Unfortunately, Georgetown University did not receive them. Since the students returned to their home countries in August 1994, it is impossible to receive this information. Had Georgetown/CASS received the Participant Progress Reports from this group, the following information would have been included in this report.

- a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied)
- b) Areas of highest student satisfaction
- c) Areas of lowest student satisfaction

III. SPECIAL STUDENT CASES

The five students mentioned above, **Raphael Rosario, Francisca Sanchez, Maria Orozco, Merling Lumbi and Oscar Villamil**, all had problems with English, which impacted their performance in their other coursework. On 5/27 Georgetown/CASS was notified by the CASS coordinator that because all had done well during the spring semester, there was a good chance that all five would receive degrees instead of certificates. After completing all of their coursework, four of them received degrees, except **Francisca Sanchez**, who fulfilled requirements for a certificate.

4. College Reporting Status (as of September 1994)

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	xxx	xxx	xxxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxxx
5	7/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
6	10/1/93 - 12/31/93	1/31/94	xxx	xxx	xxx
7	1/1/94 - 3/31/94	4/30/94	xxxx	xxx	
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	YES
Spring 1993	YES	Spring 1994	YES
Summer 1993	YES	Summer 1994	

College Status Report

College: Berkshire Community CollegePeriod Covered: Jan. 1 - June 30, 1994Cycles: I08 & J08Subagreement Nos. BERK-RX2050-836-9218-B
BERK RX2050-836-93-J8-ACollege Coordinator: Mr. Dan BouvierField of Study: Electronics: Medical Equipment RepairTotal Number of Students: Cycle I-17, Cycle J-17GU Program Officer: Dennis Huffman

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

Cycle J: Antigua/Barbuda (1), Costa Rica (2), Dominican Republic (3), El Salvador (1), Guatemala (1), Honduras (2), Jamaica (1), Nicaragua (2), Panama (1), St. Lucia (1), St. Vincent (2).

1) Training Objectives: Eighteen Cycle I CASS students arrived at Berkshire Community College on August 13, 1992 for a two-year program working toward associate degrees in Biomedical Technology Repair. One student was withdrawn from the program in November '93. The program included intensive instruction in English during the first semester, and will conclude with practical training through internships. In addition, each student lived for at least six months with a local host family (most have remained with families throughout the training). They are also working toward completion of sixteen assignments using the Experience America workbook. The Cycle I students are scheduled to return to their countries on July 18, 1994. Seventeen new students began the same program in August, 1993. One student from this group (Mitzie James, of Jamaica) was withdrawn from the program in June, 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 "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

I. CAMPUS VISITS:

No campus visit was conducted during this period. Dennis Huffman visited the campus from October 13 - 15, 1993. The next visit will be in the fall.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights: Three students (1 Cycle I and 2 Cycle J) received High Honors for their work in the spring semester. An additional thirteen (6 Cycle I and 7 Cycle J) received Honors. This is particularly impressive given the challenging nature of the BCC program.

During this semester, the Cycle I students were enrolled in Electronic Devices, Microprocessors, Technical Calculus, Anatomy and Physiology, Industrial Applications of Electronics, Report Writing, and an internship at Berkshire Medical Center. The "class" at the

Medical Center met for two hours a week and provided students with the opportunity for hands-on experience.

All of the Cycle J students were enrolled in A.C. Circuits and Calculus. The twelve non-native English speakers were enrolled in an intensive ESL program, most took a computer class, and many also took a chemistry class. The English speakers took Biology, Physics, and Scientific Programming.

The Cycle I students visited the Boston Children's Hospital for a bio-med tour. BCC is also encouraging the students to join the Association for the Advancement of Medical Instrumentation (AAMI). The Cycle J students plan to implement this for the coming year.

Other activities during the period included sessions on Women in Leadership, Looking for an Apartment, an International Dinner/Dance, and numerous visits to nearby attractions. These included the American Indian Archeological Institute, a New York City tour, a tour of the University of Massachusetts, and a trip with the Broome Community College students to the Iroquois Museum and Howe Caverns. There was also a Cycle J retreat to Sullivan House in Sandwich, MA.

The second reentry workshop for Cycle I students took place in March via a three-day retreat on Cape Cod. The Cycle I students also visited Washington, D.C. from May 21 - 25. During this trip they went to Capitol Hill, toured the Smithsonian, and spent some time at Georgetown University. At the same time, Nine of the Cycle J students were participating in the Leadership Center of the Americas conference in Norman, Oklahoma.

At the annual CASS Awards Banquet June 30, four Cycle I students (Vinicio Flores, Jose Pinto, Dora Arauz, and Jose Moraga) received awards for Community Service, four for Academic Achievement (Lourdes Vega, Dora Arauz, Jose Ayala, and Darling Conrado), and the Director's Award, which went to Diomedes Delgado. Among the Cycle J students honored were Jorge Gonzalez (Service to the Community) and Juan Campos, Amin Feliz, Michael Solorzano, Rudy Catalan, and Dayana Jaramillo (Academic Achievement).

b) Recommendations/Comments: The BCC staff is commended for the steps taken to formalize the students' exposure to and understanding of U.S. culture and social systems. This has been difficult, as the students (Cycle I) had grown accustomed to being entertained rather than challenged.

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

Cycle I:

a) Average student GPA (as of last submitted AETR): The average grade point average at the end of the fifth (spring) semester for the 17 Cycle I students was **3.034**.

Five students ended the semester with GPAs of 3.5 or higher, and one student had a 3.75 or higher. This was Lourdes Vega (Honduras, 3.91).

b) Areas of academic concern: Two students had GPA's of 2.5 or less. These were Jose Moraga (Nicaragua, 1.95), and German Flores (Honduras, 2.01).

Cycle J:

a) Average student GPA (as of last submitted AETR): The average grade point average for the group during their second semester (spring) was 3.089.

Five Cycle J students have GPAs above 3.5, and three are above 3.75. These are Rudy Catalan (Guatemala, 3.84), Michael Solorzano (Costa Rica, 3.81), and Juan Campos (El Salvador, 3.76).

b) Areas of academic concern: Four Cycle J students ended their second semester with GPAs below 2.5. These are Geraldina Cardenas (Nicaragua, 2.48), Javier Castro (Honduras, 2.48), Mitzie James (Jamaica, 2.27), and Jorge Gonzalez (Nicaragua, 1.41). Of these students, the two greatest concerns were Ms. James and Mr. Gonzalez. Ms. James' scholarship was terminated on June 27 due to her independent actions in withdrawing from core classes related to the field which made it impossible for her to enroll in the second year of the program. Mr. Gonzalez is on academic probation, and the BCC staff continues to monitor his progress closely.

II. PARTICIPANT PROGRESS REPORT

All of the students completed Participant Progress Reports in early June. The Cycle I students completed the Final form and the Cycle J students completed the Midcycle I form. The college receives a summary of the students' responses.

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

The Midcycle I and Final questionnaires contain five and six questions respectively with numerical ratings. The average of these numerical answers for the students was: Cycle I: 2.20; Cycle J: 2.21.

b) Areas of highest student satisfaction:

Cycle I was most satisfied with the academic training they had received: 1.73. They also gave high marks to their living situations: 1.87.

Cycle J gave the highest marks to their satisfaction with their current living situations: 1.72. They also feel comfortable in the host community 2.00.

c) Areas of lowest student satisfaction:

Cycle I gave the lowest marks to the effectiveness of CASS in providing a positive overall experience: 2.73; and the effectiveness of the program in providing opportunities for involvement in and understanding of U.S. systems: 2.57.

Cycle J was least satisfied by the effectiveness of their working relationship with the coordinator/program staff: 3.00. Comments here indicate that many of the students feel that their views are not taken seriously - that they are not really "heard" - by the coordinator, and that the relationship is unduly formal. This is a matter of ongoing dialogue between GU and the coordinator, and Mr. Bouvier's responsiveness is appreciated.

III. SPECIAL STUDENT CASES

Two students in Cycle I (mentioned under areas of academic concern above) continue to struggle. Plans are being finalized to permit German Flores (Honduras) to remain in the U.S. for approximately one month after the scheduled July 18 departure to retake the anatomy course and, it is hoped, bring his GPA above a 2.0 in order to graduate. The other, Jose Elias Moraga (Nicaragua), will not earn the degree.

As mentioned under "areas of academic concern," Jorge Gonzalez (Cycle J, Nicaragua) is at great risk of not graduating. The fact that he ended the spring semester with a 1.41 GPA is of great concern. Mitzie James' (Cycle J, Jamaica) scholarship was terminated on June 27. She failed to return to her country and was reported to USAID as a nonreturnee.

4. College Reporting Status as of August 1, 1994

Cycle I

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	xxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxx
5	7/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
6	10/1/94 - 12/31/94	1/31/94	xxx	xxx	xxx
7	1/1/94 - 3/31/94	4/30/94	xxx	xxx	xxx
8	4/1/94 - 6/30/94	7/31/94	xxx	xxx	xxx
9	7/1/94 - 7/31/94	8/31/94	xxx		

*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	XXX
Spring 1993	XXX	Spring 1994	XXX
Summer 1993	XXX	Summer 1994	

Cycle J:**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	XX	XX	XX
2	10/1/93 - 12/31/93	1/31/94	XX	XX	XX
3	1/1/94 - 3/31/94	4/30/94	XX	XX	XX
4	4/1/94 - 6/30/94	7/31/94	XX	XX	XX
5	7/1/94 - 9/30/94	10/31/94	XX		
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 6/30/95	7/31/95			
9	7/1/95 - 7/31/95	8/31/95			

*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 1993	XX	Fall 1994	
Spring 1994	XX	Spring 1995	
Summer 1994		Summer 1995	

College Status Report

College: Broome Community College

Period Covered: Jan. 1 - June 30, 1994

Cycle: I08

Subagreement No. BCC-RX2050-836-9218-C
BRME-RX2050-836-93-J8-B

College Coordinator: Dr. Alberto Miller

Field of Study: Quality Control

Total Number of Students: 38 (17-I & 17-J)

GU Program Officer: Dennis Huffman

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

Cycle J: Costa Rica (2), Dominican Republic (3), Guatemala (3), Honduras (4), Jamaica (2), Nicaragua (3).

1) Training Objectives:

The twenty-one Cycle I students, who arrived in the U.S. in August 1992, and the seventeen Cycle J students, who arrived in August 1993, are enrolled in two-year programs comprising training in English as a Second Language (for all but the Jamaicans), and work toward the associate of applied science degree in Quality Control. Their programs 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. Four Cycle I students disappeared from the program during 1993.

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 "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

I. CAMPUS VISITS:

No campus visit was conducted during this period. Dennis Huffman visited Binghamton from December 5 - 7, 1993.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

The Cycle I students completed the spring semester and began their final term during this period. Among the courses which they completed during the spring were Reliability and Life Testing, Design of Experiments, Manufacturing Processes II, Applied Electricity, and Chemistry. Most of the non-native English speakers also took ESL Advanced I, while the more advanced students and the native English speakers took either Technical Writing or additional course

work in business. As they began the summer, the Cycle I students were all involved in internships, and some were taking Technical Writing as well.

In addition to ESL for the non-native English speakers, the Cycle J students were all enrolled in Engineering Drawing I, Trigonometry, Statistics I, and Cultural Anthropology.

On campus and in the community, the students were invited by several local high schools to participate in international activities and make presentations on their countries. The CASS students also sponsored a Cultural Night at BCC. On campus, the students participated in the International Student Organization, Women's Issues conferences, the Ethnic Festival, and the Unity and Diversity Conference.

The students visited the Kopernik Observatory. They went to Seneca Falls and the Women's Rights Museum, and toured Howe Caverns and the Iroquois Indian Museum. They also had opportunities to go cross-country skiing, ice skating, and even participate in the Crappie Derby Fishing contest.

Professional Development activities included participation in the colleges High Tech Fair, regular participation with the local chapter of the American Society for Quality Control (including attending their monthly dinner meetings), and a tour of the local Frito Lay factory. The ASQC joined with BCC in co-sponsoring CASS students' participation in the June Meeting of the ASQC. The Student Chapter of the ASQC organized visits to Lourdes Hospital and Crowley Foods to develop familiarization with their QC operations.

Other Experience America activities included a strong focus on both U.S. Decision Making and the U.S. Educational System. As part of the former, the students met with the Broome County Executive, attended the Binghamton City Council, and regularly visited the Endicott Board of Trustees meetings. The latter included structured visits to Binghamton University and the Board of Cooperative Educational Services, where they focused on specialized technical programs.

Reentry Orientation for the Cycle I students was also a major activity during the period. The program worked with the students to complete their credential files, as well as to develop realistic expectations of and strategies for what they experience when they go home.

3) Participant Concerns:

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

I. AETRs

Cycle I:

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

The average cumulative grade point average for the group at the end of the spring semester was **3.037**.

Five students had a 3.7 or higher. They were Min-Cheng Lee (Costa Rica, 3.8) Alex Rivera (Honduras, 3.8), Paul Campbell (Jamaica, 3.7), and Rudolfo Molina (Guatemala, 3.7), and Rita Valdes (Panama, 3.7).

b) Areas of academic concern: Three students ended the spring term with GPA's of 2.5 or lower. Juan Mejia (Dominican Republic (2.2), Catia Lopez (El Salvador, 2.2), and Adrian Hernandez, (Nicaragua, 2.3).

c) Changes in individual programs of study: A course substitutions were made in the programs of three of the Cycle I students for spring semester based on their performance in the fall. Two of those students are cited under academic concerns above: Juan Mejia and Catia Lopez. Although all of the students remained on the degree track, it remains to be seen whether these two, and Adrian Hernandez, will, in fact, graduate this summer.

Cycle J:

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

The average cumulative grade point average for the group at the end of the spring semester was **3.18**.

Four students had GPAs of 3.7 or higher. They were Cesar Cambero (Dominican Republic, 3.750), Fernando Gonzalez (Guatemala, 3.707), Emerita Romero (Honduras, 3.887), and Brenda Sintu (Guatemala, 3.981).

b) Areas of academic concern:

Two students ended the term with GPA's of 2.5 or lower. They were Javier Barrera (Nicaragua, 2.255) and Juan Morales (Guatemala, 2.1). It is worth noting that the BCC staff does not feel that either of these students is in danger of not completing the program.

II. PARTICIPANT PROGRESS REPORT

All of the students completed Participant Progress Reports in May. The Cycle I students completed the Final form and the Cycle J students completed the Midcycle I form. The college receives a summary of the students' responses.

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

The Final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. The average of these numerical answers for the students was: **Cycle I: 1.89; Cycle J: 2.00.**

b) Areas of highest student satisfaction:

Cycle I was most satisfied with their overall living situations 1.71; the extent to which the program has provided them with opportunities for involvement in and understanding of U.S. systems 1.73; and the effectiveness of the program in providing a positive overall experience 1.73.

Cycle J was most satisfied with their working relationship with the coordinator 1.75; followed by the level of comfort they feel in the host community 1.93; and satisfaction with their current living situations 1.94.

c) Areas of lowest student satisfaction:

Cycle I was least satisfied by their academic training program, and by the extent to which they feel that program has prepared them for the work place. Both of those categories received ratings of 2.14, which is still a relatively high score.

Cycle J was least satisfied by their level of involvement in campus life 2.31.

III. SPECIAL STUDENT CASES

Maria Bisono, Cycle I student from the Dominican Republic, returned home on June 24 due to the death of her father. She has been granted permission to complete her final course work from home. Juan Mejia and Catia Lopez, both Cycle I, continue to be of academic concern as they enter their final term.

4. College Reporting Status as of September 21, 1994

Cycle I:

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	xxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxx
5	7/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
6	10/1/93 - 12/31/93	1/31/94	xxx	xxx	xxx
7	1/1/94 - 3/31/94	4/30/94	xxx	xxx	xxx
8	4/1/94 - 6/30/94	7/31/94	xxx		xxx
9	7/1/94 - 7/31/94	8/31/94	xxx		

*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	xxx
Spring 1993	xxx	Spring 1994	xxx
Summer 1993	xxx	Summer 1994	xxx

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
2	10/1/93 - 12/31/93	1/31/94	xxx	xxx	xxx
3	1/1/94 - 3/31/94	4/30/94	xxx	xxx	xxx
4	4/1/94 - 6/30/94	7/31/94	xxx		xxx
5	7/1/94 - 9/30/94	10/31/94	xxx		
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 6/30/95	7/31/95			
9	7/1/95 - 7/31/95	8/31/95			

*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 1993	xxx	Fall 1994	
Spring 1994	xxx	Spring 1995	
Summer 1994		Summer 1995	

COLLEGE STATUS REPORT

College: Central Florida Community CollegePeriod Covered: 1/1/94 - 6/30/94Cycle: IO8 & J08Subagreement No. CFCC RX2050-836 92I8-D
CFCC RX2050-836 93J8-CCollege Coordinator: Hilary AllenField of Study: Industrial Management TechnologyTotal Number of Students: 17 (IO8) & 17 (J08)GU Program Officer: Susan Moroz**Student Nationalities:**

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

Cycle J08: Costa Rica (2), Honduras (3), El Salvador (2),
Guatemala (3), Panama (1), Dominican Republic (2),
Nicaragua (2), Jamaica (1), Barbados (1).

1) Training Objectives:

Cycle J08: The Spanish speakers successfully completed their intensive ESL. In January ten of the them were placed in 15 hs./week of beginning ESL and five in 10 hrs/week of intermediate ESL. The English speakers took College Prep. Reading and College Prep. English. Both English and Spanish speakers were enrolled in several core and general program courses such as: Machine Shop Operations, C.A.D.D (Computer Assisted Drafting & Design), College Orientation, Gral. Psychology, College Prep. Algebra, etc.

Cycle IO8: During this period, all the Spanish speakers were mainstreamed (the prior semester 5 students were still in ESL) into regular College Prep. English and College Prep. Reading. All the 17 CASS students were taking several courses to finish their program. Among them were: Advanced C.A.D.D. (Computer Assisted Drafting & Design), Pumps & Seals, Welding, AC Circuits, Hydraulics, Machine Shop Operations, Microcomputer Applications, etc. All the students will be starting their internships in May. They are scheduled to finish their program by August 11, 1994 and will be returning to their home countries on August 13, 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 "AETRS" and "Quarterly Activity Reports". The campus is visited once a year by a GU Program Officer and participants complete two questionnaires each year.

I. CAMPUS VISITS:

During this period, the GU Senior program Officer visited CFCC from February 10 to February 11, 1994.

a) People Contacted: Mr. Hilary Allen (CASS Director), Ms. Janet Trexler (CASS Secretary), Dr. William Champion (President), Ms. Terry Blaes (ESL Instructor), Mr. Joe Cox (Drafting Instructor) and Mr. Bill Schaeffer (Student Counselor).

b) Visit Activities; Meetings with cycle "I" and cycle "J" students; meeting with CASS staff; meeting with Dr. Champion, President of CFCC; meeting with Joe Cox (drafting instructor); observation of Pumps & Seals class; observation of ESL class; meeting with Terry Blaes (ESL Instructor); meeting with Bill Schaeffer (Student Counselor).

c) Issues Discussed and GU Recommendations:

The following points and recommendations were presented by the GU Senior Program Officer during the debriefing meeting with the CASS staff at the end of her visit.

- **ESL:** Three students (Ricardo Gaitan, Eduardo Barrios and Marvin Gonzales who were having difficulty in ESL. Special tutoring for these students was recommended by the GU representative.
- The cycle "J" students were receiving 15 contact hours of ESL and 5 hours of lab. After speaking with the students, the GU representative found that they did not take full advantage of the entire 5 hs. of the lab as they should. It was recommended that the number of contact hours should increase from 15 to 17 or 20.
- The cycle "I" students were only taking 10 hours of ESL (5 contact hs. and 5 lab hs.) during their second semester. The GU representative recommended that in the future, the students be given an average of 12 to 15 hs. of ESL during the second semester.
- **Host Family Placement:** There were some concerns brought up by some of the students regarding their host families. It was recommended that native Spanish speaking families for CASS Spanish speakers and families who have limited financial resources should not be recruited for host families.
- **Community Service:** Most of the students' community service has to do with the "Habitat for Humanity" project. The GU representative recommended that besides the Habitat for Humanity the students do other volunteer work and more cultural presentations within the Ocala community.
- **Professional Development/Field trips:** The students felt that they needed more contact with people from the community who work in their field of study as well as more field trips to industries/businesses. It was suggested that more professional development activities and field trips be incorporated into their experience America calendar.

All these suggestions were received positively by the CFCC staff.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Cycle IO8 & Cycle J08

- The students visited the State Capitol at Tallahassee and sat in on the House of Representatives and Senate which were in session.
- Both cycle "I" & "J" spoke at the Optimist Club and also participated in the Spanish/American dance at a local church.
- Several students went to the South Ocala Elementary school to talk about home countries customs and clothes.
- All the students participated in the March of Dimes Walk-a-thon.

- Both cycles went to the World Cup Soccer games in Orlando where they worked in security jobs to raise funds for the Maria Ramirez scholarship.

- The students visited Miami.

Women in leadership

- The students attended leadership conferences for women offered by CFCC and affiliated organizations at CFCC.

Recommendations/Comments: The above mentioned activities reflect a positive and immediate response to the suggestions given by the Senior Program Officer during her last campus visit to CFCC. CFCC should also be commended for submitting to GU the students' Experience America forms in a timely manner. According to our count, three students have already completed the 16 forms and will be getting their "Experience America" certificate.

3) Participant Concerns:

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

I. AETRs

Cycle "I": Average GPA: 3.03

Highest: 3.77 Floyd Griffith (Barbados)
Lowest : 2.27 Edwin Pereira (Nicaragua)

Cycle "J": Average GPA: 3.19

Highest: 3.92 Jose Sigaran (El Salvador)
Lowest : 2.46 Ricardo Gaitan (Nicaragua)

II. PARTICIPANT PROGRESS REPORT:

All of the students completed PPR's in early June. The college receives a summary of student responses.

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

The Final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. The average of these numerical answers for the students was:

Cycle "I": 2.25 Cycle "J": 2.17

b) Areas of highest student satisfaction:

Cycle "I": Effectiveness of program in providing opportunities for involvement in and/or understanding of U.S. system such as families, communities and government and, effectiveness of CASS in providing the student with a positive overall experience, avg. 2.00.

Cycle "J": Satisfaction with current living situation, avg. 1.53; How comfortable student is living in his/her host community, avg. 1.93.

c) Areas of lowest student satisfaction:

Cycle "I": How well students feel that their US training has prepared them to enter the job market of their country in their field of study, avg. 2.54. We are aware that some of the students have concerns about the training they are receiving. Some students mentioned their discontentment with the content of their courses, others were concerned about not having more modern equipment.

CFCC has recently invested in new equipment for the department, a step which GU feels will far towards easing these concerns.

Cycle "J": Involvement in campus life, avg. 2.63; There is inconsistency between this average figure and what the students individually responded in their questionnaires. Thirteen of the seventeen students stated that they were involved in campus activities.

Working relationship with coordinator/program staff, avg. 2.56. According to the students' answers, half of them are happy with their relationship with the coordinator and CASS staff, the other half seem to have a problem with his style. To our knowledge, this has not yet become a major concern for the students nor the overall program. We continue monitoring this closely.

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

4. College Reporting Status as of August 1, 1994

The Quarterly Activity Reports for cycles I08 and JO8 for this period have not been submitted to GU.

Quarterly Reports (I08)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/30/92	**	***	****
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	**	***	****
9	7/1/94 - 7/31/94 (Final)	9/30/94			

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

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

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

Quarterly Reports: Cycle J08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	**	***	****
2	10/1/93 - 12/31/93	1/31/94	**	***	****
3	1/1/94 - 3/31/94	4/30/94	**	***	****
4	4/1/94 - 6/30/94	7/31/94	**	***	****
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs: Cycle J08
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994		Summer 1995	

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

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COLLEGE STATUS REPORT

College: Edmonds Community College

Period Covered: 1/1/94 to 6/30/94

Cycle: J08

Subagreement: EDCC RX2050-836-93-J8-D

College Coordinator: Astrid Sánchez

Field of Study: Small Business Management

Total Number of Students: 17

GU Program Officer: Charlie C. Koo

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

I. TRAINING OBJECTIVES:

The seventeen students arrived in August 1993 and are scheduled to obtain their Business Associate of Technical Arts degrees in Small Business Management (SBM) in two years. The students are now taking mainstream SBM courses along with a one-credit course in Experience America.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, visited Edmonds Community College this period 2-4 February 1994.

1. People Contacted:

Dr. Roy Ghazimorad, Dean for International Services; Ms. Astrid Sánchez, CASS Coordinator; Dr. Tom Nielsen, President of Edmonds Community College; Ms. Peggy Stephenson, Director of the Business Division; Ms. Francine Wright, Director of the Center for English as a Second Language (CESL); Ms. Ann Blatt, Host Family Coordinator; Mr. Paul Lindlow, CASS host father; all CASS students.

2. Visit Activities:

Met several times with Dr. Ghazimorad and Ms. Sánchez; held two group meetings with the CASS students and interviewed each individually; met once with each of the others listed above; attended an ESL class; met members of the International Student Services (ISS) staff.

3. Issues Discussed and Georgetown University Recommendations:

The faculty and staff feel that the caliber of the Cycle J students is very high and that they have already made a very positive impact on EdCC and the Lynnwood community as a whole. The

students are highly complimentary of their instructors and are doing well in their courses. They enjoy a very open and friendly working relationship with Ms. Sánchez and her staff. The students are extremely pleased with their host families and have adapted well to the cultural/linguistic differences in the U.S.

During the visit, Charlie C. Koo discussed and provided recommendations on several topics and issues, including:

- a. Recruitment, selection, and monitoring of host families: it was reassuring to learn first hand from Ms. Blatt about her company, Cross-Cultural Homestay, which Edmonds has contracted with to make all the necessary host family arrangements. They have done an excellent job so far.
- b. Moving out of host families into apartments: although the students were all very happy with their host families, they were encouraged, nonetheless, to move into "alternative living" after at most one year to learn to become more independent.
- c. Presence/visibility of CASS students in EdCC's large international student community: despite the presence of over 1000 international students at Edmonds, the CASS students report feeling very special and not "lost in the crowd." As part of the cosmopolitan campus, they are exposed not only to U.S. culture but also cultures from many other parts of the world.
- d. Fulfilling expectations of the Experience America program: the students were provided with further details on Georgetown/CASS's expectations with regard to their reports.
- e. Transfer of credits to in-country universities: the students were updated with regard to the academic reciprocity agreements Georgetown/CASS had signed with various universities in their home countries.

More detailed comments and recommendations were made in a post-visit letter to Dr. Ghazimrad dated 11 February 1994. The staff at EdCC and Georgetown/CASS are working to address these issues.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

The students participated in a variety of professional/personal development activities, including: brought in a speaker who addressed international trade in Latin America; visited Seattle's Westin Hotel; and three students attended the Leadership Center of the Americas (LCA) seminar in Norman, OK. Social and cultural enrichment activities included: a tour of the State capitol in Olympia; presentations on their countries during their Experience America class; cultural presentations for international advisors from schools throughout the Pacific Northwest as well as the various staff at Edmonds; International Night; end-of-the quarter party organized by the International Friendship Club; visit with residents of retirement home; Spring Festival; international immersion weekend for local high school students; and CASS Club.

2. Recommendations/Comments:

Georgetown University/CASS commends Edmonds Community College for facilitating the students' participation in various campus and community activities and easing their acculturation into U.S. society.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Average overall GPA: 3.21. GPAs ranged from 2.51 (Marie Duverger, Haiti) to 4.00 (Ernst Louis Jacques, Haiti). The students' ESL grades are not computed into the GPA.
2. Areas of academic concern: Marie's progress will be closely monitored.
3. Changes in individual programs of study: Ana Cano, due to her very poor English skills, will take additional ESL courses and is scheduled to earn a certificate in Bilingual Business instead of an Associate.

B. Participant Progress Reports--Rating Scale from 1 (high) to 5 (low):

1. Overall student satisfaction rating: 1.49. This score reflects the average of the students' ratings for five questions requiring a numerical response. 1.49 is a very high score which attests to the students' tremendous level of satisfaction with all aspects of the CASS program at Edmonds. In addition to the diligent work and counsel of the CASS-associated faculty and staff, the presence of over a thousand other international students on campus has greatly facilitated the students' adaptation to life in U.S. society.

2. Areas of highest student satisfaction:

Working relationship with the coordinator/staff: **1.06**

Current living situation: **1.33**

3. Areas of lowest student satisfaction:

Classes taken thus far: **1.87**

Involvement in campus life: **1.87**

Despite the heading, the above scores are quite high and thus should not be interpreted as indices of disenchantment.

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	X	X	X
2	10/1/93 - 12/31/93	1/31/94	X	X	X
3	1/1/94 - 3/31/94	4/30/94	X		X
4	4/1/94 - 6/30/94	7/31/94			X
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs
(Due 30 days after the end of the term)

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Winter 1994	X	Winter 1995	
Spring 1994	X	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

College Status Report

College: Florida Comm. College - Jacksonville **Period Covered:** 1/1/94 - 6/30/94

Cycle: I08 & J08

Subagreement No. RA-G2050-836-9218-R

FCCJ RX-2050-836-93J8-E

College Coordinator: Kerry Carrillo

Field of Study: Hotel & Restaurant Management

Total # of Students: 18(J08) & 19(I08)

GU Program Officer: Susan Moroz

Student Nationalities: Cycle J08: Barbados (1), Costa Rica (2), El Salvador (2), Dominican Republic (2), Guatemala (3), Honduras (3), Jamaica (1), Panama (1), Nicaragua (2)

Cycle I08: Antigua/Barbuda (1), Barbados (2), Dominican Republic (5), Guatemala (3), Honduras (2), Jamaica (2), Nicaragua (2), Panama (2), St. Kitts/Nevis (1).

1) Training Objectives:

Cycle J08: All eighteen students successfully completed their fall semester. During the spring semester they all took the following courses: Hotel-Motel Operations, Tourism, Supervision and Personnel Management. In addition, the Spanish speakers continued taking 20 hours per week of ESL. The English speakers enrolled in Beginning Spanish II. During this period, the Spanish speakers no longer were provided with simultaneous Spanish translation in class nor exams in Spanish.

Cycle I08: All nineteen cycle I08 students started their internships during this period. They are interning at the Holiday Inn-East, Marriott, Comfort Suites, Omni Hotel, Homewood Suites, Residence Inn and Embassy Suites. They were also enrolled in Food and Beverage Purchasing and Hotel-Motel Housekeeping. The 14 Spanish speakers were in Marketing of Hospitality Services while the 5 English speakers enrolled in Beginning Spanish II. One of the nineteen students is pursuing an A.S. degree in Restaurant Management instead of an A.S. in Hospitality Management. This student took A La Carte, Menu Management and Principles of Accounting during this period. All nineteen students are scheduled to graduate on July 29, 1994 and return to their home countries on July 31, 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 "AETRS" and "Quarterly Activity Reports". The campus is visited once a year by a GU Program Officer and participants complete two questionnaires each year.

I. CAMPUS VISITS:

The GU Senior Program Officer visited FCCJ from February 8 to February 9, 1994.

a) People Contacted: Kerry Carrillo (CASS Coordinator), Greg Dargiewicz (CASS Advisor), Dr. Sharon Cooper (Assistant Dean, Consumer and Human Services), Kimberly Pace (CASS Assistant), Dr. Ezekiel Bryant (Campus president), Melanie Thompson (Academic Advisor), Al Fricke, Rich Grigsby, Bill Flor (Instructors) and Anita Moore (ESL Instructor).

b) Visit Activities: Group and individual (upon request) meetings with cycle "I" students; group meeting and meetings by country with cycle "J" students; meeting with CASS coordinator; meeting with CASS staff on various programmatic aspects; meeting with Dr. Sharon Cooper; luncheon with Academic Advisor, CASS instructors, CASS coordinator and Dr. Sharon Cooper; observe ESL class; meeting with ESL instructor; dinner with CASS Coordinator, CASS Advisor and students' Academic Advisor.

c) Issues Discussed and GU Recommendations:

The following points and recommendations were brought up by the GU representative at the end of his visit:

Cycle "J"

- ESL: Two students were struggling with English, which also affected their general academic performance. The ESL teacher agreed to provide them with additional lab and tutoring. Another student expressed her desire to go into a more advanced English class. She felt that her English level was too advanced for the current ESL class and she needs more challenge. The ESL teacher agreed to look into some options for this student such as providing her with more advanced English material.

- Caribbean students: There seems to be some cultural sensitivity among the Caribbean students regarding the Spanish speakers. The GU representative advised the students to talk with their CASS coordinator about their feelings with regard to this (and any other concern they may have). She also suggested that the CASS coordinator continue having the Caribbeans assume a leadership role within the CASS group and also have them directly involved in decision-making for Experience America as well as in the planning of cultural activities. A couple of the Caribbean students are already holding leadership positions.

Cycle "I"

- Apartment Security: Several of the cycle "I" women expressed concern regarding the security of their apartments. They felt that the door locks were not secure enough. The CASS coordinator stated that doors will be better secured. The GU representative recommended to the students to introduce themselves to a security guard who lived in their building so that he was aware who they were in an event of an emergency.

- Women in Leadership (I & J): Women in Leadership is not treated as a component of its own. Women leadership development has only implicitly been fostered by Experience America activities. The GU Senior Program Officer recommended that the CASS coordinator look again at the Women in Leadership objectives and implementation outline distributed during the 1993 CASS Selection Meeting. The GU representative also stressed that specific activities or talks which explicitly address gender issues and awareness should be incorporated into the Experience America agenda.

- Delays in Reporting: Delays in submitting Quarterly Activity Reports and AETRS to CASS/Georgetown. It was recommended that in the future these reports be submitted in a timely manner.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Cycles I08 & J08

- In January, 17 cycle "I" students were named Who's Who Among Students in American Junior Colleges.
- Three cycle "J" students were selected to represent the campus at a LCA Conference in Yulee, Florida.
- The cycle "J" students have been making cultural presentations at an elementary school, at a community center and at a local women's club.
- Ten cycle "J" students attended the Literacy Coalition's Literacy Conference in Jacksonville.
- Both cycles attended a variety of Black History Month events at the college.
- Most of the students are active in the Student Government Association and on the Students Activities Board.
- All the CASS students are invited quarterly to regular dinner meetings held by the Jacksonville Hotel & Motel Association.
- Several cycle "I" and cycle "J" scholars (men and women) attended the Fifth Annual Conference on Mayor's Commission on the Status of Women.
- Both cycles took a trip to the Florida State Capital in Tallahassee and to Miami.

b) Recommendations: N/A

3) Participant Concerns:

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

I. AETRs

Cycle I08:

a) Average student GPA (as of last submitted AETR): 3.29

Highest GPA : 4.00 Christopher Johnson (Jamaica) & Leon Jeffers (ST.Kitts/Nevis)
Lowest GPA : 2.44 Lucrecia Lopez (Guatemala); 2.28 Elvira Guerra (Panama).

b) Areas of academic concern: The two students, Lucrecia Lopez and Elvira Guerra continue struggling with their English which has affected their general academic performance. In addition, there seems to be a lack of study skills and of an effort on their part.

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

Cycle J08:

Average student GPA (as of last submitted AETR): 3.36

Highest GPA : 4.00 Verman Richards (Antigua/Barbuda), Georgina Lopez (Costa Rica) and Andrea Eastwick (Barbados).

Lowest GPA : 2.60 Astrid Montufar (Guatemala)

b) Areas of academic concern: Astrid Montufar seems to be struggling with English in spite of her efforts to improve. Unfortunately, her language problem has affected her other courses.

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

II. PARTICIPANT PROGRESS REPORT

All of the students completed PPR's in early June. The college receives a summary of student responses.

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

The Final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. The average of these numerical answers for the students was:

Cycle "I": 1.87

Cycle "J": 2.14

b) Areas of highest student satisfaction:

Cycle "I": Satisfaction with academic training received in the US, avg. 1.37; How well training has prepared student to enter the job market in his/her country in his/her field of study, avg. 1.58.

Cycle "J": Satisfaction with academic training received in the US, avg.1.71
Satisfaction with current living situation, avg. 1.94.

c) Areas of lowest student satisfaction:

Cycle "I": Satisfaction with overall living situation, avg.2.59; Of the 18 students, 10 expressed dissatisfaction with their living situation. The students told the GU representative during the campus visit that they were concerned about security (which has already been taken care of) and not having more transportation. The program has a van to transport the students according to their needs.

Cycle "J": Effectiveness of working relationship with the coordinator/program staff, avg.2.71; Involvement in campus life, avg. 2.29. The students' rating of their working relationship with the CASS staff is of some concern, and GU continues to be in dialogue with FCCJ on this matter.

III. SPECIAL STUDENT CASES:

1) Juan madrigal (Cycle "I", Panama) who was put on a certificate track last summer has improved to such an extent that he will be able to pursue the A.S. degree.

2) Cecilia Hall's (Cycle "J", Jamaica) scholarship was terminated on May 13, 1994 due to pregnancy. She is a non-returnee and was reported to AID.

4. College Reporting Status as of August 1, 1994

The Quarterly Activity Reports for cycles "I08" and "J08" for this period have not been submitted to GU.

Quarterly Reports (I08)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/30/92	**	***	****
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	**	***	
9	7/1/94 - 8/13/94 (Final)	9/30/94			

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

AETRs

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

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

Quarterly Reports: Cycle JO8

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	**	***	****
2	10/1/93 - 12/31/93	1/31/94	**	***	****
3	1/1/94 - 3/31/94	4/30/94	**	***	****
4	4/1/94 - 6/30/94	7/31/94	**	***	
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs: Cycle JO8
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994		Summer 1995	

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

COLLEGE STATUS REPORT

College: Fox Valley Technical College

Period Covered: 1/1/94 to 6/30/94

Cycle: J08

Subagreement: FVTC RX2050-836-93J8-F

College Coordinator: Rose Marie Zoesch

Field of Study: Quality Improvement Process Specialist

Total Number of Students: 17

GU Program Officer: Charlie C. Koo

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

I. TRAINING OBJECTIVES:

The seventeen students are scheduled to obtain their Associate Degrees in Quality Improvement Process Specialist in two years. All CASS students have started taking core academic classes together. The fourteen Spanish speakers, however, continue to take additional English courses.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Report"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Fox Valley Technical College this period. The campus was last visited 8-10 November 1993.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

The students participated in a variety of professional/personal development activities, including: the CASS Leadership Conference in Madison, WI; a self-defense and personal safety workshop; an independent living workshop on money management; and a nutrition and cooking workshop. The three English speakers were active members of a business and marketing club. Cultural and social enrichment activities included: a tour of Madison's capitol building and museums; a music festival; visit to a Great America theme park; Multiculture Club; Multiculture Week; FVTC Programming Board; student government; ski club; Valentine's Day dance; host family appreciation dinner; and a tour of a local hospital. All the students are highly involved in volunteer work within the Appleton community, e.g. the Salvation Army, Red Cross, United Migrant Opportunity Services, Appleton Children's Museum, tutoring at local schools, environmental work at Camp Luther.

2. Recommendations/Comments:

Georgetown commends FVTC for facilitating the students' participation in various campus and community activities, thereby easing their acculturation into North American society. Georgetown also commends FVTC for making the transition from host family living to apartment living a smooth one. It is particularly satisfying to learn of the students' continued enthusiastic participation in volunteer activities in and around the Appleton community. Their time and effort is greatly appreciated by all.

III. PARTICIPANT CONCERNS:

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

A. AETRs:

1. Average overall GPA: 3.80. This exceptionally high GPA raises several questions which will be taken up during the next campus visit. GPAs ranged from 3.16 (Mauricio Marin, Costa Rica) to 4.00 (Dayanarah Cabrera, Dominican Republic; Karla Calix, Honduras; David Custodio, El Salvador; Marzicecilia Díaz, Guatemala; Perla Flowers, Belize; Delmy Mejía, El Salvador)
2. Areas of academic concern: None.
3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

1. Overall student satisfaction rating: 1.25. This score reflects the average of the students' ratings for five questions requiring a numerical response. 1.25 is an **exceptionally** high score which attests to the students' tremendous level of satisfaction with all aspects of the CASS program at Fox Valley. It is, indeed, rare that students enjoy such a protracted "honeymoon," and there is certainly no indication that it will end anytime in the near future.
2. Areas of highest student satisfaction: The students were virtually unanimous in marking the highest scores possible for the following areas.

Satisfaction with classes: **1.09**

Working relationship with coordinator/staff: **1.17**

3. Areas of lowest student satisfaction: Again, despite the rubric, the following scores are **very** high and thus should not be interpreted as indices of disenchantment.

Involvement in campus life: **1.36**

Comfort living in host community: **1.36**

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	X	X	X
2	10/1/93 - 12/31/93	1/31/94	X	X	X
3	1/1/94 - 3/31/94	4/30/94	X	X	X
4	4/1/94 - 6/30/94	7/31/94	X	X	X
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs

(Due 30 days after the end of the term)

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994		Summer 1995	

College Status Report

College: Harris-Stowe State College

Period Covered: January-June 1994

Cycle: 18

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

College Coordinator: Ms Patricia Barton
Mr. Tommy Sutton

Field of Study: Special Education

Total Number of Students: 22

GU Program Officer: Fili Altinger

Student Nationalities:

<u>108</u>	
Antigua/Barbuda	1
Barbados	1
Belize	2
Costa Rica	1
Dominica	1
El Salvador	2
Grenada	2
Guatemala	4
Honduras	3
Jamaica	1
Nicaragua	1
St. Kitts/Nevis	1
St. Vincent	<u>2</u>
	22

1) Training Objectives. The twenty two (22) CASS students at Harris-Stowe State College pursued a program of studies in Special Education. They continued to be involved in an intense Experience America and academic program and had the chance of choosing three of four possible concentrations in Special Education. Upon successful completion of their two-year program of studies, these students will be awarded a Certificate of Completion. They are scheduled to return to their respective countries at the end of 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 college provides GU/CASS with information through the Quarterly Activity Reports and the students' Academic Enrollment and Term Reports (AETRs). The CASS students complete four Participant Progress Reports during their two year training. The campus is visited once a year by a GU/CASS Program Officer.

I. CAMPUS VISITS

No campus visit took place during this term.

II. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

- The students completed spring practicums which take the place of internships. They spent three to four hours per day in classrooms at local schools with master teachers, working directly with children who have special education needs. The practiums took place in St. Louis City public schools.
- All of the CASS students attended the State of Missouri Council for Exceptional Children Conference. Twelve of the students gave a presentation on "Special Education in the Caribbean and Central America".
- Thirteen of the CASS students participated in the Leadership Center of the Americas Conference in Tulsa, Oklahoma during December'93 and January'94. The CASS group has also been on trips to New Orleans, Biloxi and Memphis.
- The CASS students have made visits to numerous public schools through the Special Education program at Harris-Stowe State College. They were involved in volunteer activities related to their field of study, such as Upward Bound, the Reading Connection and teaming independently with local school teachers. During the spring semester they also attended the Seminar of Visual Phonics in St. Louis County.
- The CASS scholars have volunteered for numerous community events and with local institutions as a part of Experience America. Some activities include: talks at area churches, Easter Celebrations, St. Patrick's Day Parade, Culture Fashion Show, Kwansaa activities, choir caroling and ushering at the Black Repertory Theatre.
- The CASS students were also involved in a number of events on campus, such as lunches with the Harris-Stowe State College President, a panel discussion on Women in the Caribbean and Central America, student language and cultural exchanges and the Glee Club Choir.

3) Participant Concerns:

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

I. AETRs

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

The average GPA for the spring 1994 term was: 3.40. The highest GPA was 3.95 obtained by Jose Samuel. The lowest GPA was 2.20 obtained by Vilma Portillo.

b) Areas of academic concern: none.

c) Changes in individual programs of study: none.

4. College Reporting Status

HARRIS-STOWE STATE COLLEGE

Quarterly Reports
Cycle I08

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

*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	xxxx	Fall 1993	xxxx
Spring 1993	xxxx	Spring 1994	xxxx
Summer 1993	xxxx	Summer 1994	xxxx

College Status Report

College: Hesston College

Period Covered: January-June 1994

Cycle: I8 & J8

Subagreement Nos. HESS RX 2050-836 92 I8-G
HESS RX 2050-836 93 J8-G

College Coordinator: Ms. Margie Wiens

Field of Study: Electronics Technology/
Telecommunications

Total Number of Students: Cycle I8 : 18 students
Cycle J8 : 17 students

GU Program Officer: Fili Altinger

Student Nationalities: Cycle I8: Costa Rica (2), Dominican Republic (4), El Salvador (3), Guatemala (4), Honduras (2), Nicaragua (2), Panama (1). Cycle J8: Costa Rica (2), Dominican Republic (4), Grenada (2), Honduras (4), Nicaragua (3), Panama (2).

1) Training Objectives

The Cycle I8 group of CASS students arrived in August 1992. The scholars were working diligently and preparing to meet their final course and degree requirements during the spring and summer 1994, which are their final semesters. The return of the Cycle I students to their respective countries was planned for the end of July 1994. The Cycle J8 group of CASS scholars arrived in August 1993. The spring 1994 semester was their first semester where they were fully mainstreamed.

Both groups are pursuing an associate degree in Electronics Technology/
Telecommunications.

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 college provides GU/CASS with information through Quarterly Activity Reports and Academic Enrollment and Term Reports (AETRs). The CASS students complete two Participant Progress Reports (PPRs) each year and the campus is visited once a year by a GU/CASS Program Officer.

I. CAMPUS VISITS

The Georgetown/CASS Program Officer, visited the Hesston College campus during the spring 1994 semester.

- a) People Contacted: Dr. Philip Osborne and Ms. Margie Wiens, Co-Directors of the Peace Scholarship Program, members of the staff and faculty, and the CASS students. The GU/CASS representative also visited briefly with Dr. Loren Swartzendruber, President of Hesston College, and with other college administrators.

b) Visit Activities: The GU/CASS representative met with Ms. Margie Wiens and with Dr. Osborne on several occasions. Most of her time was spent in meetings with the CASS students in which she interviewed them either in small groups or individually. The GU/CASS representative had lunch with the students in the campus cafeteria and sat in on one of their computer classes. At the end of the visit, the GU/CASS representative met with the Cycle I8 and the Cycle J8 CASS students in separate groups in order to address any issues and answer any questions that may have been raised by the CASS scholars during the individual or small group interviews.

c) Issues Discussed and GU Recommendations: The main issues and/or concerns that were raised by the CASS students during the visit related to the college's electronics laboratory. Several CASS students expressed concerns about the need to have more adequate lab tools and supplies, to increase the quantity of equipment and in general to improve the maintenance of the laboratory.

Hesston College has taken actions to address the above concerns regarding the replacement of equipment and tools as well as the maintenance of the electronics laboratory. Among the steps planned by the college are an assessment of the existing equipment, an equipment replacement schedule, a check-out system for several pieces of equipment and a system of assignment of students to specific work stations for which they would have responsibility.

For the fall, the electronics professor was to establish a weekly schedule which expands the number of lab assistants and their responsibilities. Additionally, each bench station was to be resupplied with several essential pieces of equipment.

CASS students have been included as an integral part in finding solutions and addressing the concerns they raised. The plans for improving the lab includes the CASS students' participation who, with their teacher, will be involved in sorting, testing, storing, replacing and maintaining their lab equipment.

In terms of the rest of their program at Hesston College, the CASS students expressed in their interviews with the Georgetown/CASS representative and in the spring Participant Progress Reports, that they are generally satisfied with their classes, housing, Experience America program and in general the excellent support the CASS program and the CASS students enjoy at the Hesston campus and in the community.

III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

Cycle I08

- Sergio Cabezas (El Salvador), Reyson Montes de Oca, Roberto Rivera and Francis Severino (Dominican Republic) completed a course in Amateur Radio this semester. They were involved in the newly formed Amateur Radio Club on campus and were starting to establish a radio network (CASSNET) with CASS alumni in Central America.

- Five of the students completed internships during this period. Berta Rodriguez (Guatemala) did her internship at Newer Technology in Wichita. She worked as an intern in the testing and debugging areas in this company's Quality Assurance department. Julio Duverge (Dominican Republic) interned at the Moundridge Telephone Company working with key systems, cable maintenance and installation, some service order processing and testing, among other functions. Sergio Cabezas (El Salvador) did his internship as a store

assistant working with hard drive, CD ROMs, floppy drive, memory and software installations, etc., at the Business Computer Center in Newton. Francis Severino (Dominican Republic) interned as a line crew member and network technician at the United Telephone Company in Hesston. Jeny Thompson (Panama) did her internship at Bell Atlantic in Wichita. She worked as a technician's assistant and her responsibilities included troubleshooting, problem solving, and repairing of printers.

- On April 21st the students took a field trip to KSNW Channel 3 television station where they were given a tour of the entire station. On June 27th the students took another field trip to Williams Gas Company in Hesston in order to see fiber optics at work.

- All the Cycle I Spanish speakers took the Institutional TOEFL test in May. The group average was 560, the highest score being 647 and the lowest being 437. The high scores obtained by the majority of the CASS students demonstrates their high aptitude and success in learning English.

- The students have adjusted well to living in the dorms, and making friends with North American students as well as other international students.

- Berta Rodriguez continues as a resident assistant and president of the College International Student Club. Several of the CASS students were tutors in their field of study or conversation partners for students in Spanish classes.

- CASS students have bi-monthly meetings for leadership training throughout the semester. All the CASS scholars participated in the two-day Global Issues Seminar "Ethnic Conflict" held on Feb. 15th and 16th. It included workshops, group discussions and a simulation.

- Several students attended the Career Expo '94 in March. Many of the students also traveled during the spring break in March. Some of the places visited were Arizona, New York and California.

- CASS students continue to be involved in community service activities. Some of these include visiting an adopted grandparent in the community and church organized activities. They are also involved in a wide range of campus events, such as rollerskating and intramural sports. It has been a challenge for students to balance their time between their involvement in the many activities and their increasingly demanding academic responsibilities.

Cycle J08

- Except Issis Montalvan and Luis Sandoval (both from Honduras), all the CASS students took the Amateur Radio class this semester. The CASS students who already completed the course were involved in the Amateur Radio Club on campus and were also working to establish a radio network with CASS alumni in Central America.

- Cleola Ramdeen (Grenada) did a Cooperative Education/Field Placement as a student assistant in the Microcomputer Applications class at the college. A couple of the other CASS students have also served as computer lab monitors and tutors.

- On Jan. 26th, the students in the Intro. to Communications course took a field trip to a radio station in a nearby four-year college. On March 14th, Cleola Ramdeen went on a field trip with her management class to Wichita, for a business tour.

- All of the students attended the Career Expo '94 in March.

- The CASS scholars continue to meet with the CASS Coordinator on a weekly basis to discuss issues and plan activities.
- The students have all moved out of their host families and into college dormitories at the beginning of the spring semester. They were adjusting well to the more independent lifestyle.
- On Feb. 15th and 16th, the students participated in the college's Global Issues Seminar-- "Ethnic Conflict".
- The students were also involved in a number of activities in the community. These include an International Festival on April 30th, Big Brother/Big Sister fundraising activities and Lions Club activities.
- From March 28th to April 3rd, nine students went on a Service Project trip to Albuquerque, New Mexico along with five North American students. The students worked with inner-city children during a three-day camp, did landscaping, garden work, painted a mural and chaperoned children. The trip provided an opportunity to give to a needy community as well as gain exposure to the Southwest and Native American culture. The students also traveled independently to visit friends and relatives in various parts of the country during their spring break.
- On April 8-9, the students traveled to Topeka, Kansas, to visit the state capital and other cultural and historic sites, such as the Kansas Museum of History.
- On May 23-30 the CASS students traveled to Washington, D.C., in order to visit the nation's capital and learn more about the history, culture and government of the United States. The students saw many historical sites of the city, they visited their respective Embassies as well as the CASS program office at Georgetown University.

3) Participant Concerns

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

I. AETRs

a) Average student GPA (as of last submitted AETR): The spring 1994 semester

Cycle I8

The average GPA for the Cycle I8 group for the spring semester was: 3.17. The highest GPA was 3.91 obtained by Roberto Rivera (Dominican Republic) and the lowest GPA were 2.38 (obtained by Oscar Castro/Honduras) and 1.96 (obtained by Crisantos Saballos/Nicaragua).

Cycle J8

The average GPA for the Cycle J8 group for this term was: 3.30. The highest GPA was 3.00 obtained by Hugo Miranda (Panama) and the lowest GPA was 1.94 obtained by Gilberto Martínez (Dominican Republic).

Changes in individual programs of study: no changes in any individual student program of study was necessary.

II. PARTICIPANT PROGRESS REPORTS (Completed between May and June 1994)

Cycle I8

- a) Overall student satisfaction rating (scale of 1 = very satisfied to 5 = not satisfied): 1.93 This score reflects the average of the students' ratings for six questions requiring a numerical response.
- b) Areas of highest student satisfaction: The areas rated highest by this group of CASS students were: the effectiveness of CASS in providing the students with a positive overall experience (average rating: 1.71), and the effectiveness of the program in providing opportunities for involvement in and/or understanding of U.S. systems such as families, communities, and government (average rating: 1.72).
- c) Areas of lowest student satisfaction: The lowest rating was given to the area of how prepared the students felt to enter the job market in their country (average rating: 2.28). Although this area was rated lowest, this does not mean that the students are dissatisfied with the training received. The average of 2.28 is not a negative score.

Cycle J8

- a) Overall student satisfaction rating (scale of 1 = very satisfied to 5 = not satisfied): 1.67 This score reflects the average of the students' ratings for five questions requiring a numerical response.
- b) Areas of highest student satisfaction: The area rated highest by this group of CASS students at the end of their second semester was in the area of their working relationship with their CASS Coordinator and program staff (average rating: 1.35), followed by the students' level of comfort living in their host community (average rating: 1.41). In summary, the students are very pleased with their relationship with and support they get from their CASS Coordinator and the program staff and they feel very comfortable living in Hesston.
- c) Areas of lowest student satisfaction: The lowest rating was given to the area of their involvement in campus life (average rating: 2.24). Although this area was rated lowest, this does not mean that the students are dissatisfied with the opportunities provided in this category. The average of 2.24 is not a negative score.

III. SPECIAL STUDENT CASE

Evelyn Pacheco a Cycle I8 student from Costa Rica felt the need to return to her country to help her family after her mother suffered a very bad car accident. The accident, which happened in the early spring, left Evelyn's mother hospitalized for several months. Evelyn finished her coursework and degree requirements in May, and was allowed to return to her country at the end of May 1994 due to her difficult family situation.

4. College Reporting Status

HESSTON COLLEGE

Quarterly Reports
Cycle I08

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

*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	xxxx	Fall 1993	xxxx
Spring 1993	xxxx	Spring 1994	xxxx
Summer 1993	xxxx	Summer 1994	xxxx

**Quarterly Reports
Cycle J08**

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

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

**AETRs
Cycle J08
(Due 30 days after the end of the semester)**

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS QUARTERLY STATUS REPORTS

College: Hocking College

Period Covered: January-June 30, 1994

Cycle: IO8. & JO8

Subagreement No. HTC RX2050-836-92I8A & 93J8A

College Coordinator: Ms. Ariana Ulloa

Field of Study: Environment/Ecotourism

Total Number of Students: 17 in Cycle IO8
& 18 in Cycle JO8

GU Program Officer: Mary Charbonneau

Student Nationalities:	<u>IO8</u>	<u>JO8</u>
Antigua/Barbuda	1	Belize 1
Belize	2	Costa Rica 1
Costa Rica	2	Dom. Republic 1
El Salvador	2	Dominica 1
Guatemala	3	El Salvador 1
Honduras	3	Guatemala 3
Panama	2	Honduras 2
St. Kitts/Nevis	1	Jamaica 1
St. Vincent	<u>1</u>	Nicaragua 1
	<u>17</u>	Panama 2
		St. Lucia 2
		St. Vincent <u>2</u>
		<u>18</u>

1) Training Objectives:

The Cycle IO8 CASS students are working toward an Associate of Applied Science degree in Natural Resources and Environmental Management.

The Cycle JO8 CASS students are pursuing an Associate of Applied Science degree in Environmental Management/Ecotourism.

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 Quarterly Activity Reports and AETR report forms. The campus is visited once a year by a GU Program Officer and participants complete two evaluation questionnaires each year.

I. CAMPUS VISITS:

No campus visits were conducted during this time period. The last visit was October 1993.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

*On Campus, Cycle I08 & J08

The students are involved in a number of activities on campus. Many are involved in Intramural soccer. Some of the students participated in The Flag Day Parade. They all attended the graduation party for the Cycle I08 CASS students. All of the students participate in the CASS International Club.

*Other, Cycle I08 & J08

In the community, the students visited Smokerise Ranch and are involved in several of their host families' activities. They attended a dinner held at the home of Ms. Hazel Binger, the Assistant CASS Coordinator. In addition, a CASS dinner was held at the home of Mr. Tim Murphy, the Natural Resources Advisor.

In addition, the Cycle I students began the internship portion of their program of study. Following is a list of some of the internship sites: The Nature Conservancy Indiana Field Office, Indianapolis, Indiana, Canter Surveying, The Nature Conservancy of Tennessee, United States Forest Service.

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 (Spring 1994):

Cycle I08:

Average: 3.31

Highest: 4.00 (Leonard Huggins)

Lowest: 2.296 (Armando Capacho)

Cycle J08:

Average: 3.49

Highest: 3.980 (Rowena Kirby)

Lowest: 1.970 (Vilma Menjivar)

b) Areas of academic concern:

Cycle I08:

In general, the students are doing well academically. Four students potentially may receive certificates instead of Associate degrees due to their initial problems with English. These four students, Neydi Cambranes, Armando Capacho, Nifo Chaqui and Franklin Nunez received approximately 8 hours of tutoring during the spring session. Mr. Capacho is the only student in this group to receive a cumulative GPA below 2.5. The other students had good cumulative GPA's, but still had problems with certain required courses. A decision regarding whether or not they receive a degree or certificate will be made after the summer session.

Cycle J08:

This group is performing well academically as a whole. All but one student, Vilma Menkjivar (El Salvador), have the ability to successfully complete the program without any difficulty. Vilma has a

deficiency in her Spanish language which will present a challenge to her in attaining the necessary English skills to complete the program. She is a hard worker, however, and her progress is being closely monitored.

c) Changes in individual programs of study:

There are no changes foreseen at this time.

II. PARTICIPANT PROGRESS REPORT

All of the students completed the Participant Progress Reports in May. The Cycle I students completed the Final form and the Cycle J students completed the Midcycle I form. The college receives a summary of the students' responses.

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

The Final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. The average of these numerical answers for the students was:

Cycle I8: 1.73

Cycle J8: 2.13

b) Areas of highest student satisfaction:

Cycle I8:

Overall CASS experience (1.73); Academic training (1.73)

Cycle J8:

Current living situation (1.38); Working relationship with coordinator (2.00) (1.50)

c) Areas of lowest student satisfaction:

Cycle I8:

Preparation of training for job market (2.00) Current living situation (1.80) life (1.65)

Cycle J8:

Living in host community (2.50); Satisfaction with classes (2.50)

III. SPECIAL STUDENT CASES

Kelvin Ramnarace (I08) requested that he be allowed to return to Belize early since he had fulfilled graduation requirements before the rest of the group. He was granted to permission to return to Belize on June 14, 1994.

4. College Reporting Status (As of September 1994)

Quarterly Reports: Cycle IO8

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 IO8

(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 Reports: Cycle JO8

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxx
3	1/1/94 - 3/31/94	4/30/94	xxxx	xxxx	xxxx
4	4/1/94 - 6/30/94	7/31/94	xxxx	xxxxx	xxxx
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs: Cycle JO8

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxx	Fall 1994	
Spring 1994	xxx	Spring 1995	
Summer 1994		Summer 1995	

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

COLLEGE STATUS REPORT

College: IECC-Wabash Valley College

Period Covered: 1/1/94 to 6/30/94

Cycle: I08 and J08

Subagreement: IECC RX2050-836-92I8-A
IECC RX2050-836-93-J8-I

College Coordinator: Ms. Terri Harris

Field of Study: Electronics/Telecommunications

Total Number of Students: Cycle I: 18; Cycle J: 17

GU Program Officer: Charlie C. Koo

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

Cycle J: Belize (1), Dominican Republic (3), El Salvador (3), Guatemala (2), Honduras (4), Jamaica (1), Nicaragua (2), St. Kitts/Nevis (1)

I. TRAINING OBJECTIVES:

Cycle I: The eighteen students arrived in August 1992 and are on schedule to acquire their Associate of Applied Science degrees in Electronics/Telecommunications in July 1994. All the students are fully mainstreamed into the core curriculum with native English-speakers. They are also completing internships at various sites in and around Mt. Carmel.

Cycle J: The seventeen students arrived in August 1993 and are scheduled to obtain their Associate of Applied Science degrees in Electronics/Telecommunications in July 1995. The Spanish-speaking students continue to take intensive English as a Second Language (ESL) courses as well as a basic course in electricity while the English-speakers have mainstreamed and are taking several electronics courses.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through annual "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Wabash Valley College this period. The campus was last visited 29 November - 2 December 1993.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

Cycles I and J: The students participated in a variety of professional/personal development activities, including: the CASS Leadership Conference in Madison, WI; the LCA Conference in Norman, OK; Professional Women's Club; a visit to River City Design & Mfg.; a visit to Anheuser Busch company; a visit to a local ambulance and fire department; and the publication of a CASS newsletter. Social and cultural enrichment activities included: a charity auction; International Club;

a trip to a basketball tournament; and trips to Holiday World, St. Louis, Six Flags, and Chicago. They continue to do considerable amounts of volunteer work in the community as well as frequent various local recreational facilities.

2. Recommendations/Comments: Georgetown/CASS commends IECC-Wabash Valley College for facilitating the students' participation in various campus and community activities and easing their acculturation into U.S. society.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Average overall GPA:

Cycle I: **3.56**. GPAs ranged from 2.72 (Julio Alvarado, Honduras) to 4.00 (Kirk Dockery, Jamaica);

Cycle J: **3.65**. GPAs ranged from 2.97 (Dennis Martin, St. Kitts) to 4.00 (Glen Bruke, Jamaica; Martin Mejía, El Salvador; Luis Soriano, El Salvador).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

Cycle I:

1. Overall student satisfaction rating: **2.04**. This score reflects the average of the students' ratings for six questions requiring a numerical response.

2. Areas of highest student satisfaction:

Effectiveness of program in providing opportunities for involvement in and/or understanding of U.S. systems such as families, communities, and government: **1.65**

Effectiveness in educating host community about home country: **1.67**

3. Areas of lowest student satisfaction:

Academic training: **2.72**

Effectiveness of U.S. training in preparing the student to enter the job market in his/her country: **2.60**

Appropriate changes in CASS/Georgetown's recruitment material and WVC's curriculum are currently being made to address these issues.

Cycle J:

1. Overall student satisfaction rating: **2.25**

2. Areas of highest student satisfaction:

Working relationship with coordinator/staff: **1.88**

Classes: **2.35**

3. Areas of lowest student satisfaction:

Host community: 2.53

Involvement in campus life: 2.50

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):

Quarterly Reports

- Cycle I -

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	X	X
5	7/1/93 - 9/30/93	10/31/93	X	X	X
6	10/1/93 - 12/31/93	1/31/94	X	X	X
7	1/1/94 - 3/31/94	4/30/94	X	X	X
8	4/1/94 - 7/31/94	8/31/94	X	X	X

- Cycle J -

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	X	X	X
2	10/1/93 - 12/31/93	1/31/94	X	X	X
3	1/1/94 - 3/31/94	4/30/94	X	X	X
4	4/1/94 - 6/30/94	7/31/94	X	X	X
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs
(Due 30 days after the end of the term)

- Cycle I -

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

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

COLLEGE STATUS REPORTS

College: Kings River C. C.

Period Covered: January - June 30, 1994

Cycle: I08 and J08

Subagreement No. RX2050-836-92-I8-J & 93-J8-J

College Coordinator: Jeff McFall

Field of Study: Food Technology

Total Number of Students: 20 in I08, 17 in J08 GU Program Officer: Mary Charbonneau

Student Nationalities: I08

Costa Rica	1
Dom. Republic	4
El Salvador	3
Guatemala	3
Honduras	2
Jamaica	2
Nicaragua	3
St. Lucia	2

J08

Costa Rica	3
El Salvador	3
Guatemala	2
Honduras	4
Nicaragua	3
Panama	2

1) Training Objectives:

Twenty Cycle I08 CASS participants (10 females, 10 males) pursue an Associate of Science degree in Food Technology. The students began their program in August 1992 and will finish the program in August 1994. Learning experiences include a comprehensive Experience America program throughout the two years and an internship during the last semester of the program.

Seventeen Cycle J08 CASS participants (9 women and 8 men) pursue an Associate of Science degree in Food Technology. The program of study will include the comprehensive Experience America program throughout the two years and an internship experience. All students arrived in the US in August 1993 and are expected to complete the degree requirements by August 1995.

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence, telephone communication and campus visits. The college provides GU with information through Quarterly Activity Reports and AETR report forms. The campus is visited once a year by a GU Program Officer and the participants complete two evaluation questionnaires, "Participant Progress Reports", each year.

I. CAMPUS VISITS:

Mary Charbonneau and Matthew McPherson from Overseas/CASS visited the campus January 24 and 25, 1994.

a) People Contacted: Mr. Jerry Barkley, Dean of Occupational and Agricultural Education, Mr. Bud West, Mr. Jeff McFall, Ms. Katie Miller, Ms. Denise Krum and various members of the Food Technology department.

b) Visit Activities: The primary purpose of the visit was to talk with administrators of the CASS program and the participants in order to monitor the academic and personal progress of the individual students and the CASS groups (Cycle I and J) as a whole.

c) Issues Discussed and GU Recommendations: The overall visit was positive. A few issues were discussed during the visit. These issues were described and recommendations were made in a follow-up letter to Mr. Jerry Barkley dated March 3, 1994. The GU Program Officer maintains regular contact with the college to monitor progress on the following issues:

CASS Coordinator Position: At the time of the visit, the CASS coordinator position was a part time position held by one person. In addition, this person received assistance from two assistants.

Many of the participants expressed confusion regarding who their "CASS coordinator" is and to whom they should direct questions both regarding administrative/logistical matters and issues of concern. The GU Program Officer recommended that the students should also be informed of the particular hours that each will be in the CASS office. In addition, time should be set aside in the weekly Experience America meeting to impart information regarding the CASS program and answer student questions.

This situation has since been resolved. In June 1994, the CASS Coordinator became a full-time position.

Cycle J Program of Study The Cycle J students were content with their overall program of study, yet preferred taking Microbiology or Organic Chemistry instead of the LAND 12 Construction course. The Cycle I students did not find this course particularly relevant, and GU recommended that for the Cycle J group, the course be substituted with one that has a more direct relevance to the Food Processing aspect of Food Technology.

Internship The Cycle I students expressed concrete, specific ideas/expectations of what kind of skills they wish to learn on the internship site. GU recommended that the King's River CASS staff meet with the students to discuss the importance of internships, in particular. This meeting would be used to encourage the students to be pro-active at the internship site and realistic about what can be accomplished.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

****On Campus:** The students are active in on-campus activities. Many of them participated in the CASS Club which hosts many activities, such as the Valentine's Day party. Many attended a lecture by Augie Caldera from the Counseling Center on March 16. On January 25, all of the CASS students attended the Host Family dinner with the GU Program Officers as guests. Some of the students performed cultural songs and dances.

In addition, the students attended a Host Family Barbeque. Many of the students attended the graduation ceremony at King's River. Some of the students also attended the Future Farmers of America Field Day.

****Other:** The students are also active in community activities. For example, they often attend activities sponsored by the International Friends Organization. Some are members of the Christian Alliance Club and the Catholics for Jesus Club.

Regarding Professional Development, many of the students attended the Annual Postharvest Conference at the University of California Research Center at Kearney on April 5-6.

b) Recommendations: NA

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):

Cycle I08

Avg: 3.56
Highest: 4.00 (Susana Sierra)
Lowest: 2.34 (Francisco Chinchilla)

Cycle J08

Avg: 3.50
Highest: 3.870 (Rocio Caballero)
Lowest: 3.00 (Jose Escobar)

b) Areas of academic concern:

The students of both cycles are performing well academically. Only one student of the two cycles received less than a 2.50 GPA.

c) Changes in individual programs of study:

As previously mentioned, for Cycle J, the LAN 12 Construction course will be substituted for a course that is related to the Food Processing aspect of the Food Technology program. However, there are no changes in the individual programs of study.

II. PARTICIPANT PROGRESS REPORT

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

Cycle I 2.23

Cycle J 1.81

b) Areas of highest student satisfaction:

Cycle I

Positive Overall Experience 1.83
Educating host community about your country 2.00

Cycle J

Living in host community 1.33
Working relationship with coordinator/staff 1.67

c) Areas of lowest student satisfaction:

Cycle I

Overall living situation 2.53

Satisfaction with overall training 2.44

Cycle J

Involvement in campus life 2.50

Satisfaction with classes 1.93

Please note that on a scale of 1-5, the ratings for "Areas of Lowest Student Satisfaction" are not negative. Furthermore, these four particular areas were not brought up as concerns by the participants during the campus visit.

III. SPECIAL STUDENT CASES

a) **Johanna Lopez** gave birth in Fresno 3/94. She was initially reported as a Non-Returnee. She eventually decided to return to her home country. She flew to Nicaragua on April 11, 1994.

b) **Francisco Chinchilla** decided 3/29 that he wanted to leave the program immediately due to family problems in Guatemala. After much discussion with the CASS coordinator and CASS staff in Guatemala, the student decided to complete his coursework. He returned to Guatemala May 21, 1994 with a certificate.

4. College Reporting Status

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
3	1/1/94 - 3/31/94	4/30/94	xxxx	xxxxx	xxxxx
4	4/1/94 - 6/30/94	7/31/94			
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

*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 1993	xxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994	xxxx	Summer 1995	

Quarterly Status Report

College: Kirkwood Community CollegeQuarter Period: 1/1/94 - 6/30/94Cycle: J08Subagreement No.: KIRK RX2050-836-93-J8-KCollege Coordinator: John HalderFields of Study: AgribusinessTotal Number of Students: Cycle J-19GU Program Officer: Dennis Huffman

Student Nationalities: Cycle J: Costa Rica (2), Dominican Republic (1), El Salvador (2), Grenada (2), Guatemala (2), Haiti (2), Honduras (2), Jamaica (1), Nicaragua (2), Panama (1), St. Vincent (2).

1) Training Objectives:

Nineteen Cycle J students arrived in the U.S. on August 12 to begin a two-year AAS program in Agribusiness. One scholarship was terminated during the semester (see Special Student Cases). All are currently living with host families. The program includes English as a Second Language as needed and internships in the final semester.

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:

Dennis Huffman visited Cedar Rapids from February 6-8, 1994.

a) **Key People Contacted:** Keith Chapman, Associate Dean of Agricultural Science; Gayle Glick, International Student Advisor; John Halder, Manager of Rural and International Projects; Jim Hynek, CASS Coordinator; George Wheat, Agribusiness faculty.

b) **Visit Activities:** During the visit, Mr. Huffman had the opportunity to conduct a group meeting with all of the students, as well as to interview each of them individually. He also met on several occasions with key members of the KCC staff, including an exit interview with Keith Chapman, John Halder, and Jim Hynek. He observed several classes, including an ESL class and also had the privilege of being hosted by the students during an evening dinner meeting at which they set their agenda and elected officers for the spring semester.

c) **Issues Discussed:** There were no major concerns raised during the visit. Among the topics were:

- o Course content of the Intro to Agribusiness class. Mr. Huffman noted that the goals of that class were not clearly defined, and the KCC staff agreed to address this issue for future programs.
- o Strategies for programming curriculum for native English speakers during their first semester in future programs were discussed.

- o Mr. Huffman requested that KCC take a more aggressive approach to students' work with the Experience America Workbook, and the staff agreed.
- o Mr. Huffman and the staff also went over possible strategies for managing Harold Solano's case (see Special Student Cases).

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a. Highlights

During the spring semester, all of the students were enrolled in Ag Math, Ag Leadership, and Computer Applications. The non-English speakers took 18 credits of ESL, while the five English speakers were mainstreamed into Human Relations, Ag Chemicals & Fertilizers, and Ag Advertising and Merchandizing.

All of the students participate in KCC's Postsecondary Agriculture Students (PAS) organization. All of the students are also members of the Sodbusters Club on campus, which brings together international students in agricultural areas of study, and many of them also participate in "Friends of International" which is facilitated by a local church group.

During the fall semester, a team of four CASS students, which along with the rest of the group took part in Management Decision Making and Employment Interview contests, was selected to represent KCC at the State level in the Management Decision Making area. The team members were Carlos Camano (Panama), Devon Joseph (Grenada), Pierre Olivier (Haiti), and Michel Basquin (Haiti). The team placed first at the state level competition, held in Des Moines on February 3. This was a particularly impressive accomplishment, as most of the team was performing in a second language.

On June 1, all of the CASS students moved from their host families into apartments near campus. Most of the arrangements involve three to four students per apartment.

Other activities during the period included attendance at the Eastern Iowa Tillage Show in Cedar Rapids in January. This agribusiness event included speakers on such topics as soil conservation, as well as opportunities to meet representatives from chemical and machinery companies. In April, the students toured the Swiss Valley Dairy in Dubuque and then participated in the Madison Leadership Conference for CASS students from Illinois, Iowa, and Wisconsin. There were 186 registrants at the conference, including many of the CASS Country Coordinators. The KCC students were responsible for registration. May 17 - 20 saw the group on an Agribusiness field trip to Minneapolis, where they toured the Grain Exchange, Cargill Savage Riverport Grain and Fertilizer Terminal, and the Mall of the Americas.

In March, the five female CASS students attended the 13th annual "Beyond Rubies Conference" at KCC. This event focuses on issues of women's empowerment.

b. Recommendations

CASS/Georgetown commends the KCC staff for its work in this area. It is noted, however, that GU has yet to receive Experience America reports from any of the Cycle J students.

3) Participant Concerns:

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

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

3.58 Average GPA (Spring '94). Six students ended the spring semester with cumulative GPAs above 3.75. These were Sigfredo Benitez (El Salvador, 4.0), Devon Joseph (Grenada, 3.842), Ruthier Joseph (St. Vincent, 3.842), Desra Robinson (St. Vincent, 3.8), Jaime Romero (El Salvador, 3.769), and Luis Matarrita (Costa Rica, 3.75).

b) Areas of academic concern: Jorge Lopez, of Nicaragua, currently has a GPA of 2.923, but this is of no great concern. English has proved to be Jorge's greatest problem, and that is steadily improving.

c) Changes in individual programs of study: None.

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

All of the students completed the Mid-Cycle I Participant Progress Report in early June. The college receives a summary of the students' responses.

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

The Midcycle I questionnaire contains five questions with numerical ratings. The average of these numerical answers for the students was: **Cycle J: 2.34.**

b) Areas of highest student satisfaction:

The students gave their highest marks to their comfort level in living in the host community 1.72. The second highest marks went to their level of satisfaction with the course work to date 2.06.

c) Areas of lowest student satisfaction:

The area receiving the lowest rating was satisfaction with their current living situations 2.63. Comments in this regard indicate that the students were still getting used to their new lives in apartments after very positive host family experiences. They note difficulties with money, transportation, and, most commonly, space and privacy.

III. SPECIAL STUDENT CASES

The scholarship of one student, Harold Solano, of Costa Rica, was terminated during the spring semester. Mr. Solano was originally placed on probation for violations of the campus housing and travel regulations. On 2-22, GU was informed that Mr. Solano's North American girlfriend was pregnant. He returned home on February 26.

4. College Reporting Status as of September 1, 1994

Cycle J:

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	XX	XX	XX
2	10/1/93 - 12/31/93	1/31/94	XX	XX	XX
3	1/1/94 - 3/31/94	4/30/94	XX	XX	XX
4	4/1/94 - 6/30/94	7/31/94	XX	XX	XX
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 6/30/95	7/31/95			
9	7/1/95 - 7/31/95	8/31/95			

*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 1993	XXX	Fall 1994	
Spring 1994	XXX	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS
(CASS)

207

College Status Report

College: Modesto Junior College

Quarter Period: 1/94 - 6/30/94

Cycle: I08, J08

Subagreement No.: MJC RX2050-836 9011-K
MJC RX2050-836-93-J8-K

College Coordinator: Elizabeth Orozco-Wittke

Field of Study: Food Technology (J)
Printing (I)

Total Number of Students: 36

GU Program Officer: Mary Charbonneau

Student Nationalities:

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

Cycle J: El Salvador (3), Grenada (1), Guatemala (2), Honduras (3), Jamaica (1), Nicaragua (3), Panama (2), St. Lucia (1), St. Vincent (1).

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 study includes a comprehensive Experience America Program as well as an internship program during the last semester of studies. The students are scheduled to complete their program and return home in July, 1994.

Seventeen Cycle J08 CASS Fellows arrived at Modesto Junior College in August 1993 to pursue an Associate of Science degree in Food Technology. The program of study includes a complementary Experience America program and will include an internship during the last semester of studies. The students are scheduled to complete their program and return home by August, 1995.

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 Quarterly Activity Reports and AETR Report Forms. The campus is visited once a year by a GU/CASS Program Officer and the participants complete two evaluation questionnaires, "Participant Progress Reports", each year.

I. CAMPUS VISITS

Mary Charbonneau and Matthew McPherson, GU Overseas/CASS visited Modesto Junior College on January 26 and 27, 1994.

a) People Contacted: George Boodrookas, Director, Contract Education Office, Ms. Elizabeth Orozco-Wittke, CASS Coordinator, Richard Nimphius, Dean of Agriculture, Ron Alves, Professor of Basic Science and Laboratory Techniques, Alan Layne, Russ Caton and Irene Nunez of the Graphics Technology department, and Pedro Mendez, CASS assistant.

b) **Visit Activities:** The primary purpose of the visit was to talk with administrators of the CASS program and the participants in order to monitor the academic and personal progress of the individual students and the CASS groups (Cycle I and J) as a whole.

c) **Issues Discussed and GU Recommendations:** The overall visit was positive. A few issues were discussed during the visit. These issues were reviewed and recommendations were made in a follow-up debriefing session with Mr. George Boodrookas. The GU Program Officer maintains regular contact with the college to monitor progress of the following issues:

Internship for Cycle I A number of the Cycle I students expressed disappointment about the Printing Program, for example, that the printing presses at the college are older models. The GU Program Officer stressed the importance of the internship portion of their program of study to gain further exposure in the field. The GU/CASS Program Officer recommended that the CASS staff hold a meeting with the Cycle I students specifically to deal with issues related to the internship. In addition, it must be stressed to the students that the internship is a perfect opportunity to be exposed to various kinds of equipment, printing technology and excellent hands-on work experience.

The end result is that the internship portion of the program was positive for the Cycle I students. See below for a list of internship sites.

Independent Living Many of the students expressed the desire to live in off-campus housing after their first year at Modesto. The staff at Modesto and the GU staff designed a set of criteria that would be used to determine the students' eligibility for moving off campus. Following is a list of the criteria: The student must a) be in his/her second year of studies b) be proficient in English c) demonstrate financial stability d) present a budget and a plan of household rules and regulations to the Modesto CASS staff prior to receiving approval e) maintain a 3.0 cumulative GPA.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

** On campus, the students all actively participate in the CASS Club activities. Some of the CASS students are active members of the Young Farmers' Association. This club is extremely active on campus and is constantly holding fund-raisers to earn money for scholarships and various agricultural activities.

In addition, both Cycle I and J students attended a workshop that focused on "Time Management" issues. The course was taught by an outside consultant.

** Most of the CASS students are active in the community, as well. The students are invited to attend a monthly luncheon hosted by the Citizens' Committee for International Students (CCIS). The committee invites students to make a presentation regarding their country of origin and customs. These luncheons provide the CASS students with the opportunity to meet other international students attending Modesto Junior College.

The Cycle I students began their internship experiences during the summer session. Following is a list of the internship sites: Grand Street Litho, Pip Postal Instant Print, Compass Maps, Valley Color Graphics and Never Boring Design.

b) Recommendations:

NA

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 June 1994):

Cycle I08

Average: 3.17

Highest: 3.94 (Dinier Quiros)

Lowest: 2.20 (Martha Rodriguez)

Cycle J08

Average: 3.20

Highest: 4.0 (Barbara Innocent)

Lowest: 2.43 (Novin Lemus)

2.40 (Oscar Vasquez)

1.94 (Jose Velasco)

b) Areas of academic concern:

Please see "Special Student Case" section below for list of students with academic problems.

c) Changes in individual programs of study:

There are no changes at this time.

II. PARTICIPANT PROGRESS REPORT

All of the students completed the Participant Progress Reports in June. The Cycle I students completed the Final form and the Cycle J students completed the Midcycle I form. The college receives a summary of the students' responses.

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

The final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. The average of these numerical answers for the students was :

Cycle I: 2.26

Cycle J: 1.98

b) Areas of highest student satisfaction:

Cycle I:

Satisfaction with Overall Living Experience: 1.76

Effectiveness of CASS in Providing Positive Overall Experience: 2.00

Cycle J:

Satisfaction with Classes: 1.81

Effectiveness of Working Relationship with Staff: 1.88

c) Areas of lowest student satisfaction:

Cycle I:

Effectiveness in Providing Opportunities for Involvement in and/or Understanding of US Systems: 2.87

Preparation for Job Market in Your Country: 2.35

Cycle J:

Satisfaction with Living Situation: 2.12

Comfortable with Host Community: 2.13

Although these topics are listed under "lowest satisfaction", please note that on a scale of 1-5, none of the above topics is of concern to the CASS staff at Modesto or GU since the averages are not poor ratings.

III. SPECIAL STUDENT CASES

a) Lorena Echevarria, Jazeene Henney, Martha Rodriguez and Ricardo Rodriguez have been experiencing some difficulty academically due to the fact that all experienced some problems in English. All are attending tutoring sessions. Whether or not the students receive a certificate instead of an Associate's degree will be contingent upon their summer 1994 grades.

b) Jose Betances and Jazeene Henney were caught cheating on a Reading Placement Exam in 3/94. since this incident was the second time that Mr. Betances had been caught cheating, he was suspended. His scholarship was terminated, and he was scheduled to return home in May 1994. Mr. Betances disappeared, and was reported as a non-returnee. Ms. Henney will perform twenty hours of community service, since this was her first offense.

4. College Reporting Status

Quarterly Reports (Cycle I & J)

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	xxxxx	xxxx
4	4/1/93 - 6/30/93	7/31/93	xxxx	xxx	xxxx
5	7/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
6	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
7	1/1/94 - 3/31/94	4/30/94	xxxx	xxxx	xxxx
8	4/1/94 - 6/30/94	7/31/94	xxxx	xxxx	xxxx
9	7/1/94 - 7/31/94	8/31/94			

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

AETRs (Cycle I & J)
(Due 30 days after the end of the semester)

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

c) Issues Discussed and GU Recommendations: The overall visit was exceptionally positive. A few issues were discussed during the visit and mentioned in a follow-up letter to Mr. Dan Dalton dated July 11th, 1994. Following is a list of the issues:

Experience America: Many of the students expressed ambivalence and confusion regarding the importance and significance of the Experience America Report Forms. The GU Program Officer explained the form in detail. Since the visit in May, the GU Program Officer has received many excellent Experience America reports from the students at Mt. Aloysius.

More practice in Interpreting for the two Interpreter Training students: The two Interpreter Training students both expressed concern that their program of study does not offer the actual practice with feedback until the fall 1994 semester. The GU Program officer recommended that the two interpreter training students be allowed to perform interpretation during informal situation with the CASS group, and the professional interpreter agreed to spend time evaluating them after each meeting.

Student-Run CASS Group: Many of the students expressed an interest in forming a student-run CASS group as a means of developing their own leadership skills. Aimee Vance, the CASS coordinator welcomed this idea wholeheartedly. In June, the group was formed and had already begun plans for various activities.

II. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

a) Highlights:

** On Campus:

The students are involved in several activities on campus. Many of the students are involved in Campus Ministries. Some of the students attended Self Defense Demonstrations on April 11. Others attended the play "I Remember Mama" on April 15. Bonnie Aimee and Michelle Montague, the two Interpreter Training students, are involved in projects with the Interpreter Training Club. All of the students attended the Mount Aloysius graduation day on May 14, 1994.

In June, 1994, the CASS students formed a club called "CASS Friendship Ambassadors." The students are formally registering their club at the Mount, and have written their rules and constitution. They are planning professional activities such as visits to businesses in the area and have plans for social and cultural activities.

All of the students were members of the Business Club during the spring 1994 semester. In the fall, all students will participate in the club as a requirement for the CASS program.

** Other:

Some of the students have attended PSAD (Pennsylvania Society for the Advancement of the Deaf) meetings. In addition, all of the CASS students involved in Campus Ministries participate in food, clothing and gift drives for the economically underprivileged in the Cresson community. In addition, the female CASS students attended a Girl Scout meeting in Ebensburg, Pa. They shared information about their cultures and countries, danced the native dances and offered samples of tropical fruits.

On June 24-27 the students visited Washington DC. They visited the CASS offices at GU and met with the administrators of the CASS program. In addition, they met with their State Representative on Capitol Hill.

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 (Spring 1994):****Cycle J8 (MicroComp. Applications, Hearing Impaired)**

Average: 2.56

Highest: 3.76 (Maude White)

Lowest : 1.00 (Marcan Bledman)

1.75 (Sherrel Simmons)

2.00 (Tracey Odlum)

2.25 (Genevieve Greaves)

2.30 (Nadine Sinclair)

Cycle J8 (Interpreter Training)

Average: 3.76

Highest: 3.91 (Michelle Montague)

Lowest: 3.60 (Bonnie Aimey)

b) Areas of academic concern:

Most of the students are showing great enthusiasm and dedication to their studies. Although it has been difficult for many of them to adjust to the program, most of the students are attending extra tutoring sessions and working very hard. The three students who received a GPA between 1.75 and 2.30 are performing to the best of their capabilities and are improving.

Marcan Bledman performed poorly academically, mainly because his aptitude was lower than the rest of the group. During many phone conversations and the campus visit in May, GU and the administration decided that Marcan Bledman would receive individualized instruction over the summer. After the summer session, Marcan's situation would be reviewed again.

c) Changes in individual programs of study:

Marcan Bledman will be placed in individualized instruction for summer session I and II. Marcan will enroll in one twelve week specially designed summer program of the following courses (each to be taught one-on-one with the instructor):

DS091 College Reading, DS096 Mathematics, DS098 English Skills Seminar, CS101 Introduction to Computer Science.

The additional cost to GU for the individualized instruction is \$3, 473, 00.

II. PARTICIPANT PROGRESS REPORT

All of the students completed the Midcycle I questionnaires in early June. The college receives a summary of the students' responses. The Midcycle I questionnaires contain five questions respectively with numerical ratings. The average of these numerical answers for the students was:

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 2.26

b) Areas of highest student satisfaction:

Satisfaction with host community	(1.92)
Relationship with coordinator	(2.00)

c) Areas of lowest student satisfaction:

Involvement in campus life	(2.79)
Satisfaction with classes	(2.36)

*The discussion of the students' disappointment at the difficulty in getting involved in campus life was addressed during the campus visit. One of the ways the students will alleviate this situation is by forming the CASS club, as previously mentioned.

III. SPECIAL STUDENT CASES

The only student case was the academic situation of Marcan Bledman which was previously discussed.

4. College Reporting Status (As of September 1994)

Quarterly Reports: Cycle JO8

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
3	1/1/94 - 3/31/94	4/30/94	xxxx	xxx	xxx
4	4/1/94 - 6/30/94	7/31/94	xxxx	xxx	xxx
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs: Cycle JO8

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxxx	Spring 1995	
Summer 1994	xxxxx	Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

COLLEGE STATUS REPORT

College: <u>Mt. Hood Community College</u>	Period Covered: <u>1/1/94 to 6/30/94</u>
Cycle: <u>J08</u>	Subagreement: <u>MHCC RX2050-836-93J8-F</u>
College Coordinators: <u>Dale Vogt & Heather Lang</u>	Field of Study: <u>Food Science Technology</u>
Total Number of Students: <u>18</u>	GU Program Officer: <u>Charlie C. Koo</u>
Student Nationalities: Barbados (2), Costa Rica (1), Dominican Republic (1), El Salvador (1), Guatemala (2), Haiti (2), Honduras (6), Nicaragua (2), Panama (1)	

I. TRAINING OBJECTIVES:

The nineteen students arrived in August 1993 and are scheduled to obtain their Associate of Applied Science degrees in Food Science Technology in two years. The Spanish-speaking and Haitian students took intensive English as a Second Language (ESL) and English as a Non-Native Language (ENL)--for students with higher language proficiency--courses as well as a course in psychology. The students began mainstreaming in the winter term of 1994 by taking core courses in Food Science Technology with English-speaking students along with additional ENL courses.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Special Visit:

Although no regular campus visit was scheduled for this period, a special visit was made by Georgetown University/CASS representatives, Dr. Thomas R. Oates, Director of U.S. Operations and Academic Programs and Charlie C. Koo, Program Officer, 18-20 January 1994 to attend a memorial service for Stacey-Ann Salesman. Stacey-Ann, a CASS student from Jamaica, was shot and killed by her host father on 13 January 1994 (see below). Stacey-Ann's host mother was also killed, and Jeanette Weekes, a CASS student from Barbados, was wounded in the incident. The Program Officer had last visited the college 15-18 November 1993.

1. People Contacted:

Dr. Oates and Mr. Koo met with the following people: Stacey-Ann's parents; Mr. Dale Vogt, CASS Coordinator; Ms. Heather Lang, Cultural Education Specialist; Dr. Paul Kreider, President of MHCC; Dr. Gil Albelo, Associate Dean of Science; Dr. Karen Karelius, Associate Dean, Advising and Counseling; Mr. Jack Brook, instructor/coordinator of the food science technology program; and all CASS students.

2. The Visit:

The two GU/CASS representatives conversed and consoled at length with Stacey-Ann's parents, Mr. Vogt and Ms. Lang. They attended the memorial service 19 January. Arrangements were made for Stacey-Ann's body and belongings to be delivered to Jamaica. Funeral service arrangements in Jamaica were also made. A memorial fund was opened with both Mt. Hood Community College and Georgetown/CASS. Stacey-Ann's host father, Mr. Dariush Amini, remains in jail without bail. A trial date has yet to be set.

3. Follow-Up:

GU/CASS commends Mt. Hood Community College and the Gresham community for their tremendous outpouring of support and compassion for the CASS students and staff devastated by this horrific tragedy. Jeanette has almost completely recovered from her physical wounds and continues to make good progress psychologically. All the students and some members of the staff continue to receive regular counseling. A review of the records found that MHCC was not negligent in its recruitment, selection, and monitoring of the host family as the school had followed the appropriate and standard procedures. According to Mr. Vogt and Ms. Lang, the Amini family had also been selected by another exchange program to host an international student for the same academic year.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

During the January through June reporting period, the CASS scholars actively participated in a wide range of professional/personal development activities, including: a NAFSA Region I Mid-Year Seminar hosted by MHCC; an LCA seminar in Norman, OK; "The Journey"--an exercise in cross-cultural experiences; Martin Luther King Day celebration dedicated to Stacey-ann; personal development/leadership retreat with some students from Edmonds Community College; a trip to Sweet Home, OR; and a visit to a Project YESS class. Social and cultural enrichment activities included: a Valentine's Day Salsa dance; International Fair at Lewis and Clark College; International Friendship Club Awards Banquet; visits to middle and high schools for cultural presentations; MHCC Strawberry Shortcourse Day; international student Talent Night; Worldview Month; Cinco de Mayo Foodsale; International Friendship Club carwash; and the Spring Dinner Dance. The students also continue to participate in on-going activities such as Coffee House, Conversation Partner Project, a mentoring program involving Hispanic elementary school children, and the Women's History Series.

2. Recommendations/Comments:

Georgetown University/CASS commends MHCC for encouraging the students' participation in a wide variety of campus and community activities, thereby facilitating their acculturation into North American society. Above all, GU/CASS commends all the students and staff of MHCC for maintaining their faith and optimism in the aftermath of Stacey-Ann's tragic death as well as their continued strong and unwavering support for Jeanette. God bless.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Overall GPA: 2.87

2. Areas of academic concern: The relatively low overall GPA attests to the rigorous nature of the food science curriculum at MHCC. Nonetheless, students with GPAs lower than 2.50 will be monitored closely: Claudia Carbajal, Honduras (2.21), Ubaldo Delgadillo, Nicaragua (2.11), Alba González, Guatemala (2.29), Sandra González, El Salvador (2.34), Rosibel Manzanares, Honduras (2.20), and Rosa Sánchez, Dominican Republic (2.46). Since Ubaldo did not pass Advanced Writing English as a Non-Native Language, he will receive extensive tutoring in preparation to take the College Writing Placement test. Unless he successfully places into Writing 101 in the fall, he will not be able to earn his A.A.S. degree and will have to be re-routed into a general studies degree or certificate of completion track. Franky Lamour failed "Wellness for Life" and will have to repeat it. Jeanette has very admirably maintained the highest GPA in the group--3.66.

3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

1. Overall student satisfaction rating: 1.55. This score reflects the average of the students' ratings for five questions requiring a numerical response. 1.55 is a very high score which attests to the students' tremendous level of satisfaction with the CASS program at Mt. Hood.

2. Areas of highest student satisfaction:

Working relationship with the coordinator/staff: 1.17

Current living situation: 1.53

3. Areas of lowest student satisfaction:

Involvement in campus life: 1.94

C. Special Student Cases:

Stacey-Ann Salesman and Jeanette Weekes (see above).

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	X	X	X
2	10/1/93 - 12/31/93	1/31/94	X	X	X
3	1/1/94 - 3/31/94	4/30/94	X	X	X
4	4/1/94 - 6/30/94	7/31/94	X	X	X
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs
(Due 30 days after the end of the term)

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994		Summer 1995	

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

COLLEGE STATUS REPORT

College: Northcentral Technical College

Period Covered: 1/1/94 to 6/30/94

Cycle: I08 and J08

Subagreement: NTC RX2050-836-92I8-I;
NTC RX2050-836-93J8-O

College Coordinators: Lucy Harvey and Angelina Iwen Field of Study: Small Business Management

Total Number of Students: Cycle I: 20, Cycle J: 17

GU Program Officer: Charlie C. Koo

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

Cycle J: Costa Rica (2), Dominican Republic (2), El Salvador (3), Guatemala (2), Jamaica (4), Nicaragua (2), St. Lucia (2)

I. TRAINING OBJECTIVES:

Cycle I: The twenty students arrived in August 1992 and are on schedule to acquire their Associate degrees in Small Business Management in July 1994. All of them are fully mainstreamed into the SBM curriculum with the English-speakers and are also fulfilling the internship component of their program.

Cycle J: The seventeen students arrived in August 1993 and are scheduled to attain their Associate Degrees in Small Business Management in July 1995. The Spanish-speaking students, while continuing to take English as a Second Languages (ESL) courses, have begun taking core courses in SBM with the English-speaking CASS students.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Northcentral Technical College this period. The last official visit was made 2-5 November 1993.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

Cycle I: The students participated in a variety of professional/personal development activities, including: on-campus business seminars; a business exposition in Milwaukee; the CASS leadership conference in Madison; LCA conferences (eight students were selected in the spring); the NTC Student Life Spring Leadership Conference; a visit to the World Council of Credit Unions in Madison; mock interviews with members of the Society of Retired Executives; Student Governing Board; and a women's wilderness retreat.

Cassandra Walters and Robert Wallace were recipients of awards for excellence in the Small Business Management program from NTC and Wausau's Chamber of Commerce, respectively. The Cycle I students also participated in many of the activities listed below with the Cycle J students.

Cycle J: The students participated in a variety of professional/personal development activities, including (in addition to some of the above): meeting with the president of a local McDonald's; a visit to some local businesses such as Federal Express, Wausau Insurance, Wausau Papers, a cheese factory, and First Star Photo; a lecture by Hillary Rodham Clinton; talks by Wausau's youth and volunteer coordinators; a special project called the Youth Forum on Teen Violence and Crime; and a leadership retreat with emphasis on female leaders. Five of the students were selected to participate in the LCA summer conference. Leoni Bloomfield organized and led a professional attire/hairstyling/make-up session as a part of Experience America. Social and cultural enrichment activities included: host family potluck dinners; a conference on leadership styles; a two-day excursion to Trees for Tomorrow Conservation Camp; an AIDS workshop; intramural sports; Sno-fest; volunteers for Kid's Day, the Badger State Games, and Special Olympics; a lecture on contemporary Chinese society by a Chinese Fulbright scholar; YMCA Spanish Club; "World Traveler Day" at a local elementary school; and a tour of the hospital. During Spring Break, Ms. Iwen and some of the Cycle I and J students visited Washington, D.C. In May, the students travelled to Lacrosse, WI and enjoyed a riverboat ride down the Mississippi.

2. Recommendations/Comments:

Cycles I and J: Georgetown/CASS commends NTC for keeping the students active both on and off campus with a rich variety of educational and recreational activities. Georgetown/CASS also commends NTC for providing excellent opportunities for the students to develop job-hunting and leadership skills. That the female students have demonstrated a particular affinity for assuming leadership positions is very encouraging.

It was especially enjoyable to spend time with the students and Ms. Iwen while they were here in Washington, D.C. They are a very bright and wonderful group of young men and women, highly appreciative of the opportunity the CASS program has afforded them and very eager to make a significant contribution to their communities and countries upon returning.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Average overall GPA:

Cycle I: **3.56.** GPAs ranged from 2.93 (Inmar Díaz, Honduras) to 4.00 (Cassandra Walters, Jamaica).

Cycle J: **3.61.** GPAs ranged from 2.851 (Walter Muñoz, El Salvador) to 4.00 (Asdrubal Araya, Costa Rica; Leoni Bloomfield, Jamaica; Marjorie Foster, Jamaica).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):Cycle I:

1. Overall student satisfaction rating: 1.82. This score reflects the average of the students' ratings for six questions requiring a numerical response.

2. Areas of highest student satisfaction:

Effectiveness of program in providing opportunities for involvement in and/or understanding of U.S. systems such as families, communities, and government: **1.67**

Effectiveness of program in providing overall positive experience: **1.67**

3. Areas of lowest student satisfaction:

Academic training: **2.00**

Effectiveness of U.S. training in preparing student to enter job market in his/her country: **2.00**

Cycle J:

1. Overall student satisfaction rating: 2.01. This score reflects the average of the students' ratings for five questions requiring a numerical response.

2. Areas of highest student satisfaction:

Host community: **1.56**

Living situation: **1.88**

3. Areas of lowest student satisfaction:

Classes: **2.24**

Involvement in campus life: **2.24**

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):**Quarterly Reports**

- Cycle I -

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	X	X
5	7/1/93 - 9/30/93	10/31/93	X	X	X
6	10/1/93 - 12/31/93	1/31/94	X	X	X
7	1/1/94 - 3/31/94	4/30/94	X	X	X
8	4/1/94 - 7/31/94	8/31/94	X	X	X

- Cycle J -

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	X	X	X
2	10/1/93 - 12/31/93	1/31/94	X	X	X
3	1/1/94 - 3/31/94	4/30/94	X	X	X
4	4/1/94 - 6/30/94	7/31/94	X	X	X
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs

(Due 30 days after the end of the term)

- Cycle I -

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

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994		Summer 1995	

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

College Status Report

College: St. Louis Community College
at Florissant Valley

Period Covered: January-June 1994

Cycle: J8

Subagreement No. SLCC RX2050-836-93-J8-P

College Coordinators: Robert Frost
Martha Salinas

Field of Study: Quality Control

Total Number of Students: 16

GU Program Officer: Fili Altinger

1) Training Objectives. The group of CASS students at St. Louis Community College at the Florissant Valley campus is pursuing an associate degree in Quality Control. The spring 1994 semester was their first semester in which the Cycle J8 CASS students started to become mainstreamed.

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 college provides GU/CASS with information through Quarterly Activity Reports and Academic Enrollment and Term Reports. The CASS students complete four Participant Progress Reports during their two-year training program. The campus is visited once a year by a GU/CASS Program Officer.

I. CAMPUS VISITS:

No campus visits took place during this term.

III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

* The CASS students are mainstreamed with North American students to provide peertutoring opportunities, intercultural experiences and promote more rapid acquisition of English. They also completed a course this semester in Communication in North American Culture which combined ESL with communication strategies.

- * The students visited several manufacturing facilities this spring as an introduction to the field of Quality Control. The students went on a field trip to Channel 4 TV station as well as a camping and hiking leadership trip. Ten of the CASS students attended the leadership conference organized by the Leadership Center of the Americas.
- * The CASS students have also been involved in a variety of campus activities over the spring semester. These included cultural presentations and intramural sports.
- * The students are involved in the International Students Club and participated in the International Awareness Day on campus. Several of them are also involved in other clubs, such as the Pathfinders Club.
- * In the community, the students have been involved in sharing their cultural heritage through presentations to schools and churches. They have also been involved in fund raising activities and participated in Earth Day 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

- a) Average student GPA (as of last submitted AETR):
The average GPA for the CASS group during the spring 1994 semester was: 3.20. The highest GPA was 3.76 obtained by Sophia Parke. Students who obtained the lowest GPA were Esvin Paz (2.23), Rosalina Funez (2.06), Alma Ramirez (1.93) and Silverio Zelayandia (1.63).
- b) Areas of academic concern: The academic progress of the four students mentioned above who obtained low GPAs in the summer term are being monitored carefully by the CASS staff at St. Louis Community College. These students have received additional support and tutoring to help them improve their academic performance.
- c) Changes in individual programs of study: None.

II. PARTICIPANT PROGRESS REPORT SUMMARY

- a) Overall student satisfaction rating (scale of 1 = very satisfied to 5 = not satisfied): 2.26

- b) Area of highest student satisfaction: 1.73 The area the CASS students rated highest in terms of their satisfaction is the area directly related to the classes they have taken so far. The students expressed great satisfaction with their classes and coursework.
- c) Area of lowest student satisfaction: 2.67 The lowest student satisfaction is in the area of their relationship with the program coordinators and staff. Although a majority of the scholars stated that they were satisfied with their relationship with the program staff, seven students made comments indicating that there is room for improvement in this area.

4. College Reporting Status

ST. LOUIS COMMUNITY COLLEGE

Quarterly Reports
Cycle J08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
3	1/1/94 - 3/31/94	4/30/94	xxxx	xxxx	xxxx
4	4/1/94 - 6/30/94	7/31/94	xxxx	xxxx	xxxx
5	7/1/94 - 9/30/94	10/31/94	xxxx		
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs
Cycle J08

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994		Spring 1995	
Summer 1994		Summer 1995	

College Status Report

College: Scott Community College

Period Covered: Jan. 1 -June 30, 94

Cycle: J08

Subagreement No.: SCOT RX2050-836 93J8

College Coordinator: Susan Hess

Field of Study: Small Business Management

Total Number of Students: 16

GU Program Officer: Dennis Huffman

Student Nationalities:

Antigua/Barbuda (2), Dominica (2), Dominican Republic (3), Guatemala (3), Honduras (2), Nicaragua (2), Panama (2).

1) Training Objectives:

The 16 Cycle J students arrived in the U.S. on August 13 to begin a two-year program in Small Business Management. The program includes a minimum six-month host family living experience at the beginning and will conclude with internships in the community.

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 "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

I. CAMPUS VISITS:

Dennis Huffman visited Bettendorf May 16 - 18, 1994.

- a) **Key People Contacted:** Dr. Lenny Stone, President; Steve Norton, Dean of Students; David Claeys, Campus Dean; Susan Hess, CASS Coordinator; Sandra Peterson, ESL Program Manager; Jean Dean, Housing Specialist; and Donna Hornbuckle, SCC Business faculty.
- b) **Visit Activities:** During the visit, Mr. Huffman conducted two group meetings with all of the CASS students and had individual interviews with each of them as well. He also held several meetings with campus administrators and faculty members, toured the campus, and received a very interesting introduction to the Iowa Communications Network, a fiber optics system linking Iowa's education centers, libraries, and government agencies. A highlight of the visit was the opportunity to accompany the CASS students to the Quad City Multicultural Festival at Teikyo Marycrest University, where they participated in an evening of cultural presentations.

c) Issues Discussed:

- o Reviewed and discussed SCC's Cycle K Comprehensive plan proposal, suggesting several areas for improvement.
- o Discussed with Sandy Peterson, ESL Coordinator, the possibility of incorporating the Experience America Workbook into ESL classes.
- o Discussed the student's comments that a particular Math class was very easy and recommended a placement test.
- o Discussed the nature of SCC's "Community Education" program and ways in which students' work in this could be credited on their transcripts.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

The spring semester saw all of the students enrolled in Business Math and Microcomputer Applications. The non-native English speakers also took 12 hours of Intermediate ESL. The English speakers were each enrolled in Elementary Spanish II, as well as two other elective courses selected individually. Beginning June 5, the students were all enrolled in Business Psychology. Most were also taking Principles of Speech, although a few had either Government of Accounting instead.

The CASS students are all members of at least two clubs on campus: the college International Club, and the Business Professionals of America (BPA). Related to BPA, two of the CASS students, Esther Scotland and Tricia Balthazar (both from Dominica) advanced in a state competition to the national level. Esther Scotland took 2nd place in the International Business portion at meetings held in San Francisco in May.

In April, all of the students participated in the CASS Regional Leadership Conference in Madison, WI, which brought together students from seven colleges in Illinois, Iowa, and Wisconsin, as well as most of the Country Coordinators. All but five of the students were accepted for the Leadership Center of the Americas summer conference in Oklahoma May 21 - 31. In addition, one of the students received a scholarship to attend the 1994 Global Village week titled "Healing the World" held at the Iowa 4-H Center.

Professional Development activities included meeting and being hosted by Mr. Happy Joe Whitty, a local entrepreneur who has made his fortune in the pizza business. The students also toured Linqui Systems, an unconventional and highly successful educational publications business with no set work hours, no dress code, no hierarchy, where the emphasis is on creativity.

Under the rubric of Host Families/Housing, the SCC staff began providing the students with information and strategies for the future move into apartments. They reviewed listings of apartments from the local paper and also did an interesting exercise involving food prices.

In terms of U.S. Decision-Making Processes, the students had the opportunity to observe voting procedures in a special local referendum on Riverboat Gambling. The group also visited the Iowa State Capitol and the Herbert Hoover Museum/Library.

The students made numerous cultural presentations in the community, including a visit to Luther Manor nursing home, the local Boys and Girls Club, Multicultural Festival Day on the SCC campus, "Reggae Live" (a Caribbean evening sponsored by the CASS students), a local Mother-Daughter Banquet, and the Davenport Multicultural Festival. In addition, numerous individual students gave presentations to school and church groups. Several of the students also volunteered to assist a local 6th grade soccer coach with his team.

On a more recreational level, the CASS students went downhill skiing in March. They also participated in the Quad City International Spring Fling, which brought together high school and

university foreign students from throughout the area. There was also a birthday bash, hosted by various CASS host families, for six of the students whose birthdays were in May.

3) Participant Concerns:

I. AETRs

- a) Average student GPA (as of last submitted AETR): The average cumulative grade point average for group during the spring semester was 3.68.

Two of the students finished their second semester with perfect 4.0 GPAs still intact. They were Maricela Pineda (Honduras), and Esther Scotland (Dominica). Four other students maintained GPAs above 3.75. These were Jose Garcia (Guatemala, 3.909), Benita Benta (Antigua, 3.906), Daimler Matos (Dominican Republic, 3.788), and Anastacio Bonilla (Panama, 3.758).

- b) Areas of academic concern: None. The student with the lowest GPA was Cedric George, of Antigua, with 3.1.

- c) Changes in individual programs of study: None.

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

All of the students completed the Midcycle I Participant Progress Report in early June. The college receives a summary of the students' responses.

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

The Midcycle I questionnaire contains five questions with numerical ratings. The average of these numerical answers for the students was: 1.39. As with the results on the Initial questionnaire given in the fall, this score indicates an extremely high degree of satisfaction with their experience to date.

- b) Areas of highest student satisfaction:

The students gave the highest marks to the effectiveness of their working relationships with the coordinator and program staff 1.19. They were also very satisfied with their classes to date 1.36 and with their level of comfort living in the host community 1.33.

- c) Areas of lowest student satisfaction:

The aspect of the program receiving the lowest marks was satisfaction with their current living situations, 1.60, but this can hardly be considered a concern. Written comments in this regard indicated that several of the students were eager to move into apartments from their host family situations.

III. SPECIAL STUDENT CASES

There were no serious student concerns during the quarter.

4. College Reporting Status as of September 26, 1994

Cycle J:

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xx	xx	xx
2	10/1/93 - 12/31/93	1/31/94	xx	xx	xx
3	1/1/94 - 3/31/94	4/30/94	xx	xx	xx
4	4/1/94 - 6/30/94	7/31/94	xx	xx	xx
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 6/30/95	7/31/95			
9	7/1/95 - 7/31/95	8/31/95			

*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 1993	XXX	Fall 1994	
Spring 1994	XXX	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS
(CASS)

College Status Reports

College: St. Petersburg Jr. College

Period Covered: January 1994-June 30, 1994

Cycle: I08

Subagreement No. SPJC RX2050-836-92I8-M

College Coordinator: Maria Toms

Field of Study: Fashion Merchandising

Total Number of Students: 20

GU Program Officer: Mary Charbonneau

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

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 in their last semester of studies.

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence, telephone communication and campus visits. The college provides GU with information through Quarterly Activity Reports and AETR report forms. The campus is visited once a year by a GU Program Officer and participants complete two evaluation questionnaires, "Participant Progress Reports", each year.

I. CAMPUS VISITS:

No campus visit was conducted this quarter.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The Quarterly Activity Reports most recently submitted covered two quarters: 1/94-3/94 and 4/94-6/94.

a) Highlights:

** On campus: Some CASS students continue to assist as tutors in the Learning Support Center. Some students are members of Phi Theta Kappa Service Club, as well as the New Horizons Club. As members of the New Horizons Club, the students attended club meetings and participated in various leadership training activities.

** Other: Some of the students attended The International Foreign Language Day at Osceola High School. They served as judges for high school students studying Spanish. In addition, some of the

students participated in "The Sabado Gigante" TV show at Univision TV Studios, Miami. In order to facilitate professional enrichment, some of the students visited the Stein Mart Retail Store, a large retail discount store where they reviewed the displays and types of merchandise. In addition, the group visited the Tampa Gift Show. This trip gave the students experience in how to examine and purchase merchandise for re-sale in the store.

b) Recommendations:

NA

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 for the Spring 1994 semester: Communications I, Humanities of Western man, Work Experience, Human Factors in Supervision, Fun of Buying and Principles of Marketing.

I. AETRs

a) Average student GPA (Spring 1993): 3.14

Highest GPA: 3.80 (Hortensia Piedrasanta)

Lowest GPA: 2.60 (Emma Lopez)

b) Areas of academic concern: In general, the students' academic performances improved this semester. No student received less than a 2.60 GPA.

c) Changes in individual programs of study: NA

II. PARTICIPANT PROGRESS REPORT

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 2.32

b) Areas of highest student satisfaction:

Overall living experience:	2.15
Academic training:	2.15

c) Areas of lowest student satisfaction:

How well training has prepared for job market	2.46
Overall CASS experience	2.64

III. SPECIAL STUDENT CASES:

Monica Olivo repeatedly did not attend her internship and consequently received an Incomplete. Although Mr. Isaac Varon, Internship Coordinator, and Maria Toms, CASS Coordinator discussed the situation with her repeatedly and sent her three written warnings, she did nothing to rectify her situation.

Ms. Olivo returned to the Dominican Republic without a degree. She will be given one semester to

make up the internship requirement through taking one Business course related to her major in her home country at an accredited college or university. She will then have the credit transferred back to St.Petersburg Junior College, and finally receive her degree.

Guadalupe Morales continued to have a severely negative general attitude and experienced some paranoia. She moved into a new host family 2/94. In 5/94, her attitude continued to be negative and began to affect her attendance at internship site. Ms. Morales adamantly refused professional counseling. The CASS coordinator, who has a background in counseling, continued to meet with the student on a regular basis. By graduation time, the student had fulfilled her academic requirements and appeared to have a more positive outlook.

4. College Reporting Status (as of September 1994)

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	xxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxx
5	7/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
6	10/1/93 - 12/31/93	1/31/94	xxx	xxx	xxx
7	1/1/94 - 3/31/94	4/30/94	xxx	xxx	xxx
8	4/1/94 - 6/30/94	7/31/94	xxx	xxx	xxx
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	YES
Spring 1993	YES	Spring 1994	YES
Summer 1993	YES	Summer 1994	YES

College Status Report

College: University of South Carolina-Sumter Period Covered: January-June 1994
Cycle: J8 Subagreement No. USCS RX 2050-836-93-J8-S
College Coordinator: Ms. Sharon DeMarse Field of Study: Small Business Management
Total Number of Students: 16 GU Program Officer: Fili Altinger

Student Nationalities: Dominican Republic (2), El Salvador (2), Honduras (3), Jamaica (1), Nicaragua (2), Panama (2), St. Kitts/Nevis (2), St. Lucia (2).

1) Training Objectives: The group of CASS students arrived in August 1993 for an intensive two-year academic and Experience America program. The CASS students are pursuing an associate degree in Small Business Management. The spring 1994 term was their first semester where the Cycle J8 CASS students were mainstreamed.

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 college provides GU/CASS with information through Quarterly Activity Reports and through Academic Enrollment and Term Reports (AETRs). The campus is visited once a year by a GU Program Officer.

I. CAMPUS VISITS

The Georgetown/CASS Program Officer visited the USC-Sumter campus during the spring 1994 semester.

- a) **People Contacted:** The key people contacted during the visit are Ms. Sharon DeMarse, CASS Coordinator, Mr. Dale Bullard, Assistant Dean for Student Affairs, several members of the USC-Sumter faculty and staff and all the CASS students. The GU/CASS representative briefly visited with Dean C. Leslie Carpenter, Campus Dean, and she also had the opportunity to meet some of the CASS students' host families in a reception hosted by the CASS program for the families and students.
- b) **Visit Activities:** The GU/CASS representative met with Mrs. Sharon DeMarse and Mr. Dale Bullard on several occasions during the visit. She met with the CASS students and interviewed them either in small groups or individually. She also sat in on two of the classes that had CASS students in them. At the end of the visit, the GU/CASS representative met with the whole group of CASS students in a session in order to address any issues and answer any questions concerning the group, that may have been raised by the CASS scholars during the individual interviews. She also reviewed some of the key CASS rules and regulations as they pertain to the scholars' responsibilities and commitment.

c) Issues Discussed and GU Recommendations:

- o Some CASS students expressed dissatisfaction, for different reasons, with their host family housing situation and a few others complained about the local transportation system.

Several students have been moved to new host families since the visit took place. Additionally, nine of the CASS scholars moved to apartments either at the end of the spring term or during the summer. The GU/CASS representative recommended that the housing situation of the remaining CASS students who are living with families, be assessed and closely monitored.

In terms of the transportation situation, in addition to the transportation provided by the host families to and from the college, all CASS students received at the beginning of their program at USC-Sumter, \$120 to cover additional transportation needs. Several of the CASS students used this money to buy bicycles.

- o Several students expressed dissatisfaction with their relationship with their CASS Coordinator and/or other program staff. Some of these students indicated that they wanted to have a greater role in the decision-making process about their activities and program in general.

Since this concern has been brought up, the CASS Coordinator has established a schedule of regular group meetings with the CASS students in which she has dedicated portions of those meetings for students to present their own experiences, ideas, suggestions and/or concerns. Additionally, students can see their Coordinator on an individual basis in her office when necessary or schedule an appointment with her to discuss any personal, academic or other important matters. The CASS Coordinator has worked to establish a professional relationship with the students and has supported those who have shown initiative in pursuing their personal and professional goals.

To a great extent, the students' dissatisfaction with this aspect of the program is related to their perception of the role of the CASS Coordinator and that of their own role as students. Some students have had unrealistic expectations of what their CASS Coordinator should do for them. The GU/CASS Program Officer has recommended that the students' expectations of the program and their expectations of the CASS Coordinator, as well as their own perception of their role as CASS scholars be reviewed in group sessions and individually if necessary. It was recommended that the CASS Coordinator continue to work with the students to provide them support while helping them establish realistic expectations and adequate goal-setting.

- o Other concerns related to the need expressed by several students to improve their English skills. The students who required additional assistance have received, throughout the spring semester, tutoring in English and also help with their other coursework. The students who have needed and received this help are mostly those with the lowest GPA (see section on AETRs).

With respect to their program of studies, the CASS students at USC-Sumter receive a demanding academic training combined with an Experience America program that offers them numerous opportunities to pursue their personal and professional development goals (see next section: #III.).

III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

Cycle J08:

* Due to some of the students' difficulties with English, the CASS students were tested and given additional tutoring (up to four additional hours per week) during the spring semester. The four students who were having the most difficulty with their English skills, Esilda Tunay, Linda Banegas, Concepción Ardon, and Rina Gongora, were particularly benefitting from this extra help.

Among the highlights of CASS student leadership activities and involvement in campus and community activities are:

- * Audrey Wilson has arranged for an internship at WQMC Radio Station to co-host a morning request show called "Third World Music".
- * Fidelis Lambert pursued placement in an internship with Training Systems Inc., of Wilmington, N.C., that would take place over the summer. With the CASS Coordinator's help, Fidelis wrote a proposal to qualify for the internship.
- * In June, a representative of SAFE Federal Credit Union presented a workshop on budgeting and financial institutions to the CASS students. It included a video on the history of credit unions, statistics about credit unions in the students' host countries and the advantages of small business owners offering credit union services as an employee benefits package to their employees.
- * In May, eleven of the CASS scholars participated in a trip to Wilmington, North Carolina. The first day was filled with visits to historic landmarks of the Civil War era. The second day included a visit to Training Systems Inc., where the students were given a guided tour of the company.
- * The Caribbean CASS students in the program continue to be active on the Board of Directors of the International Student Organization. In January, several CASS scholars attended the YMCA's 1st International Dinner. Several of the Caribbean and Central American male CASS students are involved in playing soccer.
- * During March, many of the CASS students attended a Spanish Club meeting at the Sumter High School. The CASS students also gave a presentation of Spanish literature and dance at this high school. In May, Patrice Ward, Enmanuel De La Rosa and Nelson Díaz attended a Foreign Language banquet with the CASS Coordinator at Sumter High School. During the first week of May, the CASS students facilitated a campus visit to USC-Sumter for students from St. Jude's Central High School.
- * Fidelis Lambert campaigned for president of the Student Government Organization and won the election on April 1st. Fidelis Lambert also attended the "Leadership Center of the Americas" conference in May. She was the sole participant from the USC-Sumter campus. Fidelis Lambert and Daune Dominique also participated in the May commencement exercises at the college officiating as Marshalls.
- * At the end of April, several of the students attended Shaw Fest, an exhibition and display held at Shaw Air Force Base.
- * The CASS Coordinator started to implement a plan where each month a different CASS student or group of students will take the leadership role in planning community activities for the group.

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 (for the spring semester AETRs):

The average GPA for the Cycle J8 CASS group for this term was: 3.33. The highest GPA was 3.92 obtained by Nancy Díaz from Honduras and Enmanuel de la Rosa from the Dominican Republic. The lowest GPA was 2.31 obtained by Esilda Tunay from Panama.

b) Areas of academic concern: Esilda Tunay, Linda Banegas, Concepción Ardon, and Rina Gongora were the students with most difficulty with English during the spring 1994 semester. As described above, all students with need of additional English support have received tutoring during the spring term. Additionally, Esilda Tunay has experienced difficulty with her coursework in general. She was withdrawn from one of the introductory core courses but was allowed to audit this course. She has also received additional help with her other courses.

c) Changes in individual programs of study: none.

II. PARTICIPANT PROGRESS REPORT

a) Overall student satisfaction rating

(scale of 1 = very satisfied to 5 = not satisfied): 2.23

This score reflects the average of the students' ratings for five questions requiring a numerical response.

b) Areas of highest student satisfaction: The area rated highest by the students at the end of their second semester was related to their high level of satisfaction with the classes they have taken so far (average rating 1.64).

c) Areas of lowest student satisfaction: The lowest rating was given in the area of the question regarding how effective their working relationship was with the CASS Coordinator and program staff. This area received an average rating of 2.67. In terms of the CASS students' responses, there were eight students who were generally satisfied with their relationship with the CASS Coordinator while seven students made comments that indicate they feel there is room for improvement in this area (this point is described above under Campus Visit: issues discussed and GU recommendations).

III. SPECIAL STUDENT CASES

Rebeca Melgar of El Salvador returned to her country in February 1994, due to serious concerns about her family in El Salvador. Despite much counseling at the college and also from the CASS office in El Salvador, Rebeca gave up her scholarship and returned home.

Two students have been put on behavior probation during this time period: Maria Mairena of Nicaragua and Patrice Ward of St. Kitts/Nevis. Both students have moved to apartments during this term and after careful monitoring by the CASS Coordinator, by the end of this semester these two students were taken off their respective probations.

The students with academic and English difficulties (described above under "Areas of Academic Concern") will continue to be monitored closely.

4. College Reporting Status

UNIVERSITY OF SOUTH CAROLINA- SUMTER

Quarterly Reports
Cycle J08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
3	1/1/94 - 3/31/94	4/30/94	xxxx	xxxx	xxxx
4	4/1/94 - 6/30/94	7/31/94	xxxx	xxxx	xxxx
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

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

AETRs
Cycle J08

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994	xxxx	Summer 1995	

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

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COLLEGE STATUS REPORT

College: UWC-Marquette County

Period Covered: 1/1/94 to 6/30/94

Cycle: 108

Subagreement: UWCM RX2050-836-9218-N

College Coordinator: Maureen Molle

Field of Study: Small Bus. Management/Comp. Applications

Total Number of Students: 20

GU Program Officer: Charlie C. Koo

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

I. TRAINING OBJECTIVES:

The twenty students arrived in August 1992 and are on schedule to acquire their Two-Year Certificate of Completion in Small Business Management/Computer Applications in July 1994.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, visited the University of Wisconsin Center-Marquette this period 15-17 February 1994.

1. People Contacted:

Mr. Bill Schmidtke, Dean of UWC-Marquette; Ms. Maureen Molle, CASS Coordinator; Ms. Jane Jones, Housing and Experience America Coordinator; Ms. Julia O'Connell, Medical Coordinator and Counselor; members of the faculty: Dr. James Berry, Ms. Lois Shane, Ms. Jane Eberly, Ms. Jackie Cross, Ms. Gabriella Sheldon, Mr. Rudy Raminger; various host families; "mentors" from the business community; all CASS students.

2. Visit Activities:

Met several times with Dean Schmidtke, Ms. Molle, Ms. Jones, and Ms. O'Connell; held two group meetings with the CASS students and interviewed each individually; met once with each of the others listed above; attended accounting, microeconomics, business reading, computer applications, and oral communications classes; visited two students' apartment; attended CASS potluck dinner with host families and mentors.

3. Issues Discussed and Georgetown Recommendations:

The faculty and staff feel that the caliber of the Cycle I students is very high and that they have

made a positive impact on UWC-Marinette and the Marinette/Menominee community as a whole. The students are complimentary of the training they are receiving and are doing well in their courses. They are pleased with their living situations and adapted well to the cultural/linguistic differences in the U.S.

During the visit, Charlie C. Koo discussed and provided recommendations on several topics and issues, including:

a. Certificate of completion vs. Associate degree: the possibility of offering the students an Associate degree instead of a certificate of completion was raised. In a follow-up letter of 31 May 1994 from UWC-Marinette, it was learned that due to degree requirements established by the UWC-Centers Senate Academic Board and cost constraints, an Associate degree program is not possible at this juncture.

b. Host families vs. alternative living: as all but two students had opted to stay with their host families rather than move into apartments after the initial six months, the staff at Marinette were advised to encourage future students to try "alternative living" as this would be an invaluable means of helping them become more independent.

c. Health insurance: UWC-Marinette has had an on-going problem with health claims exceeding HAC's "usual, customary and reasonable" rates. Numerous students have had to pay uncovered costs with their personal allowance checks. UWC-Marinette has been advised to continue to seek health care practitioners whose charges fall within the UCR rates. The students were also told to get estimates in writing before undergoing non-emergency treatment/procedures. UWC-Marinette also continues to work with Ms. Carmen Felix, Georgetown's contact with AdminStar, in addressing this issue.

d. Internships: rather than assigning the students their third and final internships, it was recommended that they take an active role in finding potential internship sites and go through a formal interview process to help them sharpen their job-hunting skills. They were also encouraged to practice interviewing in front of a camera.

e. Mentorship program: it was very pleasing to learn of UWC-Marinette's new mentorship program which allows students to regularly spend time with business persons in the community. It serves as a nice complement to the internship component.

More detailed comments and recommendations were made in a post-visit letter to Dean Schmidtke dated 9 March 1994. The staff at UWC-Marinette and Georgetown/CASS are working to address these issues.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

The students participated in a variety of professional/personal development, social, and cultural enrichment activities, including: CASS Leadership Conference in Madison, performances of Theatre on the Bay, Student Senate-sponsored "Frosty Frolics," CASS-sponsored international potluck dinners, various Black History Month activities, Earth Day clean-up of campus, choral spring concert, spring awards banquet, athletic awards banquet, International Family Festival, Foreign Language Week potluck. The students also made trips to Chicago and Washington, D.C. Commencement was held 23 May.

2. Recommendations/Comments:

Georgetown University/CASS commends UWC-Marinette for continuing to facilitate the students' participation in various campus and community activities. Georgetown also commends UWC-Marinette for its variety of Experience America excursions and the quality of the students' Experience America reports.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Average overall GPA: **3.34**. GPAs ranged from 2.46 (José Nieto, El Salvador) to 3.91 (María Fuentes, El Salvador).
2. Areas of academic concern: None.
3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

1. Overall student satisfaction rating: **1.84**. This score reflects the average of the students' ratings for six questions requiring a numerical response.

2. Areas of highest student satisfaction:

Overall living situation: **1.70**
 Educating host community about home country: **1.70**

3. Areas of lowest student satisfaction:

Academic training: **2.05**
 Preparation in U.S. for entering job market in home country: **1.95**

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August):

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	X	X
5	7/1/93 - 9/30/93	10/31/93	X	X	X
6	10/1/93 - 12/31/93	1/31/94	X	X	X
7	1/1/94 - 3/31/94	4/30/94	X	X	X
8	4/1/94 - 7/31/94	8/31/94	X	X	X

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

AETRs
(Due 30 days after the end of the term)

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

COLLEGE STATUS REPORT

College: UWC-Richland Center

Period Covered: 1/1/94 to 6/30/94

Cycle: 108

Subagreement: UWCR RX2050-836-9218-O

College Coordinator: Elizabeth Amburn

Field of Study: Computer Science

Total Number of Students: 20

GU Program Officer: Charlie C. Koo

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

I. TRAINING OBJECTIVES:

The twenty students are on schedule to acquire their Associate of Arts degree in Computer Science in July 1994. In addition to completing their course requirements, the students are also fulfilling the internship component of the program. They will be leaving for their home countries on 31 July 1994. UWC-Richland Center will not be receiving a group of Cycle K students.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit University of Wisconsin Center-Richland Center this period. He did, however, have a chance to talk with them during the CASS Leadership Conference in Madison, WI 16-17 April 1994. The last official visit to the campus was 25-27 April 1993 by Joseph W. Schaefer, former GU/CASS Program Officer.

B. Quarterly Activity Reports/Experience America Reports:

1. Highlights:

The students participated in a variety of professional/personal development activities, including: leadership conferences in Norman, OK and Madison, WI; a presentation at the World Council of Credit Unions; and a computer software conference. Their internship sites include: Southwest Wisconsin Land Title Corporation, Smith Woodland Hills, psychology department, Passages, and Pine Valley Manor. Social and cultural enrichment activities included: the "Burlap Olympics"; the conference championship soccer match; a performance by the Wisconsin Brass Quintet; International Week; Fun Club; a UWC-RC theater presentation of "Agnes of God"; International Club; Psychology Club; Winter Sports Day; CASS choir (Caribbean Voices); a speech by Ms. Betty Shabazz (widow of Malcolm X); Shakespeare Birthday party; the athletic awards banquet; and the music department spring concert.

2. Recommendations/Comments:

Georgetown/CASS commends UWC-Richland Center for the activities that the students have participated in and the students' involvement in campus and community activities. CASS/Georgetown also commends the school for having "Sharing Meetings" to provide additional emotional support for the students.

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 (PPRs) questionnaires, which are distributed and summarized four times per cycle.

A. AETRs:

1. Average overall GPA: 3.41. GPAs ranged from 2.904 (Agnes Francis, Antigua) to 3.930 (Dane Felicien, St. Lucia).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

1. Overall student satisfaction rating: 2.19. This score reflects the average of the students' ratings to six questions requiring a numerical response.

2. Areas of highest student satisfaction:

Academic training: 1.95

Educating host community about home country: 1.95

3. Areas of lowest student satisfaction:

Effectiveness of program in providing opportunities for involvement in and/or understanding of U.S. systems such as families, communities, and government: 2.40

Overall living situation: 2.38

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 August 1994):

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	X	X
5	7/1/93 - 9/30/93	10/31/93	X	X	X
6	10/1/93 - 12/31/93	1/31/94	X	X	X
7	1/1/94 - 3/31/94	4/30/94	X		X
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 term)

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

COLLEGE STATUS REPORT

College: Utah Valley State CollegeQuarter Period: January 1994-June 31 1994Cycles: I08, J08Subagreement Nos. UVCC RX2050-836-9218-P
UVSC RX2050-836-93-J8-TCollege Coordinator: Amber DotyField of Study: Environmental Technology (Cycle I08)
Envt. Management/Water Technology (Cycle J08)Total Number of Students: 34GU Program Officer: Mary CharbonneauStudent Nationalities: Cycle I08: Belize (3); Costa Rica (2); El Salvador (2); Dominica (1); Guatemala (2); Honduras (5); Panama (1); St. Kitts (1).Cycle J08: Barbados (2), Belize (1), Costa Rica (1), El Salvador (1), Guatemala (1), Haiti (2), Honduras (3), Jamaica (1), Nicaragua (2), Panama (1), St. Kitts/Nevis (1), St. Vincent (1).

1) Training Objectives:

Seventeen Cycle I08 students (13 men and 4 women) are pursuing an Associate of Applied Science degree in Environmental Technology. Their program of studies included an extended internship with the Forestry Service in the Summer 1993. They are scheduled to complete their program and return home in July 1994.

Seventeen Cycle J08 students (10 women and 7 men) are pursuing an Associate of Applied Science degree in Environmental Management with an emphasis in Water Technology. The students are scheduled to complete their program and return home in August, 1995.

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 Quarterly Activity Reports and AETR report forms. The campus is visited once a year by a GU Program Officer and participants complete two evaluation questionnaires each year.

I. CAMPUS VISITS:

No campus visit was conducted during this quarter. The last campus visit was November 1993.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

CYCLE I08 & J08:

**On Campus: The students are active participants in on-campus activities. For example, many attended a Human Rights Day Forum and Chinese Dragons, a Chinese acrobat show performed by a Chinese

traveling performance group. The students have formed a CASS club, which is well known on campus. The CASS club sponsored a School Dance, and designed a Club Week in which the students set up a CASS Club display and answered question from the Utah Valley State College student body. In addition, the CASS club organized a CASS Valentine's Dance for CASS members and their friends.

****Other:**

The majority of students have become very active in various community and religious activities. The students planned a service project held on April 9th in which they painted at Recreation for All Handicapped. Several students have performed community service activities in the form of country presentations for churches, school and other community organizations.

Regarding Professional Enrichment activities, both Cycle I and J attended the Natural Resource Colloquium Series", sponsored by the UVSC Environmental Technology Department. The series featured lectures on the following topics: Technologies for Environmental Protection, Remediation, Transportation, Information, Energy and New Technologies for less-industrialized nations.

The students also attended a Leadership Workshop Series that included a total of four workshops on the following topics: Leadership Styles and definitions, Group Dynamics, and Shadow Leadership.

All seventeen Cycle I students participated in a three week Ecological Inventory Methods course at The Nature Conservancy's Tensleep Preserve in Ten Sleep, Wyoming from May 15 - June 4 1994. The goals of the course were to 1)practice field techniques for conducting ecological inventories and 2) learn how and when to apply inventory principles and techniques. The course consisted of 15 lecture hours and 90 field hours. The course was taught by biologists on the Preserve staff as well as visiting Wyoming Game and fish biologists and U.S. Forest Service Ecologists.

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) Student GPA (as of last submitted AETR):

Cycle I08:

Average Cumulative GPA of the Group: 3.17
 Highest: 3.851 (Elder Sanchez)
 Lowest: 2.312 (Marcos Caisamo)

Cycle JO8:

Average Cumulative GPA of the Group: 3.12
 Highest: 3.944 (Edna Ruth Soto)
 Lowest: * 1.965 (Ludwin Ernesto Escamilla)
 2.0 (Silvio Montalvan)
 2.35 (Augustin Edwin Osbely)

Mr. Escamilla had chicken pox during the spring semester which effected his grades. The staff at UVSC is expecting his cumulative GPA to increase over the summer 1994 session.

b) Areas of academic concern:

Cycle IO8: In general, the students performed well during the spring 1994 semester. Yet, the majority of the students had a difficult time in the Biology and Botany courses. The terminology, concepts and the amount of material covered were difficult to learn and the homework was time consuming. All of the students had available to them for both peer and group tutors. Test grades improved considerably over the course of the semester.

Cycle JO8: All of the students struggled with the Aquatic Microbiology course. The students formed independent peer studying groups, yet most found the course extremely difficult.

c) Changes in individual programs of study: Due to the difficulty of the Aquatic Microbiology course, the staff at UVSC has decided to postpone this course to the third or fourth semester of the program for future CASS groups, rather than in the second semester.

II. PARTICIPANT PROGRESS REPORT

All of the students completed the Participant Progress reports in June. The Cycle I students completed the Final form and the Cycle J students completed the Midcycle I form. The college receives a summary of the students' responses.

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

The final and Midcycle I questionnaires contain six and five questions respectively with numerical ratings. the average of these numerical answers for the students was:

** For Cycle IO8: 1.85 ** For Cycle JO8: 1.93

b) Areas of highest student satisfaction:

Cycle IO8:
 Educating the host community **1.35**
 Satisfaction with living situation **1.67**

Cycle JO8:
 Relationship with coordinator and staff **1.44**
 Satisfaction with living situation **1.53**

c) Areas of lowest student satisfaction:

Cycle IO8:
 Satisfaction with academic training **2.50**
 How well training has prepared for job market **1.88**

Cycle JO8:
 Satisfaction with classes **2.60**
 Involvement in campus life **2.06**

III. Special Student Cases

a) Lourdes Rivera (Cycle I) and Silvio Montalvan (Cycle J) were hit by a car on 4/28/94. Both students are fine physically, and the incident will not effect the graduation date of either student.

b) Carmencita Puk and Francis Williams requested permission to return to their home country before the rest of the CASS group. Both are English speakers, and both fulfilled their graduation requirments early.

the students returned to Belize June 21, 1994.

c) Romaldo Tillet planned to marry an American in July 1994 and planned to return to his home country of Belize in August. The student was informed of the CASS policy that if he married, his CASS scholarship would be terminated immediately, and he would be sent back to his home country within twenty-four hours. Mr. Tillet changed his plans.

4. College Reporting Status (As of June 31, 1994)

Quarterly Reports Cycle I08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxxx	xxxx	xxxx
4	4/1/93 - 6/30/93	7/31/93	xxxx	xxxx	xxxx
5	7/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
6	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
7	1/1/94 - 3/31/94	4/30/94	xxxx	xxxx	xxxxx
8	4/1/94 - 6/30/94	7/31/94	xxxxx	xxxxx	xxxx
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	YES
Spring 1993	YES	Spring 1994	YES
Summer 1993	YES	Summer 1994	

Quarterly Reports (Cycle J08)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/93 - 9/30/93	10/31/93	xxxx	xxxx	xxxx
2	10/1/93 - 12/31/93	1/31/94	xxxx	xxxx	xxxx
3	1/1/94 - 3/31/94	4/30/94	xxxxx	xxxx	xxxxx
4	4/1/94 - 6/30/94	7/31/94	xxxxx	xxx	xxx
5	7/1/94 - 9/30/94	10/31/94			
6	10/1/94 - 12/31/94	1/31/95			
7	1/1/95 - 3/31/95	4/30/95			
8	4/1/95 - 7/31/95	8/31/95			

*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 1993	YES	Fall 1994	
Spring 1994	YES	Spring 1995	
Summer 1994		Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS
(CASS)

PROGRAM STATUS REPORT

St. John's BA Program

Period Covered: 1/1/94-6/30/94

Total Number of Students: 22

Cycles: H(2), I & J

Program Officer: Susan Moroz

Universities/Institutions:

Boston College	Loyola University New Orleans
College of the Holy Cross	Regis University
Georgetown University	Rockhurst College
Gonzaga University	St. Joseph's University
St. Louis University	University of Detroit-Mercy
Le Moyne University	University of San Francisco
Loyola College-Baltimore	
Loyola Marymount University	

Students, Fields of Study & Institutions
(All students are from Belize)

<u>Cycle "H":</u> (Extended student)	George Engleton	Chemistry	Univ. San Francisco
<u>Cycle "I":</u>	Sofia Carlos	Chemistry	Regis College
	Leroy Chimillo	Chemistry	Rockhurst College
	Cordel Hyde	Communications	Le Moyne College
	Stuart Leslie	Public relations	Loyola University
	Valerie Valerio	Accounting	Loyola College
	Analee Zelaya	English	Loyola Marymount Univ.
	Jonnie Lopez	Accounting	Wheeling Jesuit College
	Roque Matus	Civil Engineering	Gonzaga University
	Johnito Majarrez	Chemistry	Univ. of Detroit-Mercy
	Rhoda Turner	Finance	St. Joseph's University
<u>Cycle "J":</u>	Duane Belisle	Finance	Georgetown University
	Angela Flowers	Sociology	Loyola Marymount Univ.
	Andrea Gill	Biology	Loyola College
	Kevin Harris	Mathematics	Regis University
	Herbert Haylock	Economics	College of the Holy Cross
	Elma Kay	Biology	St. Louis University
	Zenaida Moya	Economics	Gonzaga University
	Glenford Perez	Business	Boston College
	Michael Peyrefitte	Economics	Rockhurst College
	Natalie Rosado	Biology	St. Louis University

1) **Training Objectives :** All the St. John's BA students are pursuing a Bachelors Degree which they are to complete in two years. One cycle "H" student was extended for one more year (spring 1994) due to curriculum demands of his program. Of the ten cycle "I" students, 5 graduated in May, 1994, seven will graduate in August 1994 and only one (Roque Matus), due to the rigorous curriculum of the engineering program, will not be able to graduate until August 1995. All cycle "J" students are scheduled to graduate in August 1995.

2) Student Monitoring and Counselling

The CASS Program Officer monitors and provides counselling to the students on an individual basis through regular correspondence and telephone communication. The Program Officer also works with each student's academic advisor. The students provide GU with information through "AETRs".

I. CAMPUS VISITS

Visits are determined on a case by case basis and according to student needs or if there are major student issues. There were no campus visits scheduled during this period. Monitoring of student progress and well being is done on a regular basis through phone conversations and correspondence with each student and with their academic advisors.

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 which the students submit to GU at the end of each academic term.

I. AETRs

Cycle I08

a) Average student GPA: 3.40

Highest: 3.95 (Cordel Hyde)
Lowest: 3.02 (Leroy Chimilio)

Cycle J08

a) Average student GPA: 3.05

Highest: 4.00 (Kevin Harris)
Lowest: 2.60 (Zenaida Moya)

b) Areas of academic concern: None

c) Changes in individual programs of study: None

II. SPECIAL STUDENT CASES

George Englenton (Cycle "H"): George Englenton, whose scholarship was extended for one more year, did not finish his program as scheduled (May 1994) due to poor academic performance. His scholarship was terminated on May 18, 1994. He said that he would continue his studies on his own.

Student Cumulative GPA's for Spring 1994Cycle H08

ENGLENTON, George (Univ. of San Francisco)	Incomplete
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Cycle I08

CARLOS, Sofia (Regis College)	Not received yet
CHIMILIO, Leroy (Rockhurt College)	3.02
HYDE, Cordel (Le Moyne University)	3.95
LESLIE, Stuart (Loyola University)	2.80
LOPEZ, Jonnie L. (Wheeling)	3.72
MAJARREZ, Johnito (Univ. of Detroit)	Not received yet
MATUS, Roque (Gonzaga University)	Not received yet
TURNER, Rhoda (St. Josephs University)	3.40
VALERIO, Lynette (Loyola College)	Not received yet
ZELAYA, Analee (Loyola Marymount)	3.50

Cycle J08

BELISLE, Duane (Georgetown University)	Not received yet
FLOWERS, Angela (Loyola-Marymount)	Not received yet
GILL, Andrea (Loyola College)	2.78
HARRIS, Kevin (Regis College)	4.00
HAYLOCK, Herbert (Holy Cross College)	3.06
KAY, Elma (St. Louis University)	3.05
MOYA, Zenaida (Gonzaga University)	2.60
PEREZ, Glenford (Boston College)	3.00
PEYREFITTE, Micheal (Rockhurst College)	Not received yet
ROSADO, Natalie (St. Louis University)	2.88

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

PROGRAM STATUS REPORT Florida BA Program

Universities & Contact Person:

Period Covered: 1/1/94-6/30/94

Univ. of North Florida Betty Flinchum
 Univ. of West Florida Jill Cappadona
 Univ. of South Florida Farah Sanchez
 Florida A & M Agnes Coppan
 Univ. of Florida Maria Cruz

Subagreements: FDERX2050-836-91H13-AFDERX2050-836-92I-13AFDE RX2050-836-93J8-UCycles: H13, I13 & J13Total Number of Students: 17Program Officer: Susan Moroz

Student Nationalities, Field of Study & Universities

<u>Cycle "H":</u> (Extended students)	Francisco Paz	Honduras	Agriculture	Univ. of Florida
	Maria Gil	Guatemala	Marketing	Univ. West Florida
	Sandra Molina	El Salvador	Marketing	Univ. West Florida
	Rosa Pineda	Guatemala	Marketing	Univ. West Florida
<u>Cycle "I":</u>	Roberto Quiros	Costa Rica	Electronic Technology	Univ. North Florida
	Marvin Recinos	Guatemala	Computer Science	Univ. West Florida
	Doris Martinez	Honduras	Marketing	Univ. West Florida
	Lilibeth Gonzales	Panama	Computer Science	Univ. West Florida
	Josephine Flowers	Belize	Business Education	Univ. South Florida
<u>Cycle "J":</u>	Helmer Meneses	Panama	Computer Science	Univ. North Florida
	Milton Rodriguez	El Salvador	Electronic Technology	Univ. North Florida
	Elsie Serrano	Costa Rica	Business Administration	Univ. North Florida
	Luis Velasquez	Guatemala	Agriculture	Florida A & M
	Lynette Garnette	Belize	Business Administration	Univ. South Florida
	Fredreika Joseph	St.Lucia	Business Administration	Univ. South Florida
	Yolanda Linares	Honduras	Business Administration	Univ. South Florida
Angel Lopez	Dom.Republ.	Business Administration	Univ. South Florida	

1) **Training Objectives :** All the Florida BA students are pursuing a Bachelors Degree which they are to complete in two and a half years. During this period, cycles I13 and J13 were still taking general education courses (this is a Florida requirement for all students who do not have an A.A. degree from a Florida institution) in addition to their regular program courses (a total of 15 credit hours). Four of the ten cycle "H" students' did not graduate as scheduled (December 1993). Their scholarship was extended due to the demands of their programs. Francisco Paz graduated on May 6, 1994. Maria Gil, Sandra Molina and Rosa Pineda all graduated on Aug. 8, 1994.

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides counselling to the students on an individual basis through regular correspondence and telephone communication. The Program Officer also works with a contact person at each university. The students provide GU with information through "AETRS". The campus is visited once a year by a GU Program Officer.

I. CAMPUS VISITS:

The university visited during this period by the GU Senior program Officer was the University of North Florida. This visit took place on February 8, 1994.

a) **People Contacted:** Dr. Betty Flinchum (Director of Int'l Programs), Jackie Knox (Program Assistant), Norma Stice (Academic Advisor), Victoria LaPlaca (Int'l Coordinator), Doreen Perez (Chief Nurse).

b) **Visit Activities:** Ms. Moroz met individually with the four students; met with Dr. Flinchum and Jackie Knox to discuss program aspects and issues; met with Norma Stice to discuss electronics technology program and academic performance of Milton Rodriguez and Roberto Quiros; spoke with Victoria LaPlaca about their intent of implementing an Experience America program for international students; and met with Doreen Perez to discuss insurance/health related issues.

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

- There were problems with the transferability of the students' credits from their home country universities. The GU representative recommended that the students talk to Dr. Flinchum more in detail about this situation. It was also recommended that Dr. Flinchum assist them in this matter, specially in Elsie Serrano's case, since Dr. Flinchum is so familiar with the university system in Costa Rica.

- There were no labs nor hands-on training in the Electronics Technology Program. The following was recommended by the GU representative and agreed by Dr. Flinchum:
a) Dr. Flinchum will talk with Dr. John Adcox (Chair person of the Technology Division) to see if the students can take lab in the Engineering Department as an elective. b) Jackie Knox will look into the possibility of having the students participate in the "cooperative program" as an elective.

- The students were not actively involved on campus and in the community. The GU Senior Program Officer recommended that the students should be actively involved on campus and in the community (cultural presentations, volunteer service, etc.). The GU representative asked Dr. Flinchum to encourage the students to attend events/seminars (within their own financial possibilities) which they could benefit from.

Immediately after the visit, a letter with a summary of important programmatic aspects and recommendations was sent to the program contact person (Dr. Betty Flinchum). This letter was followed-up by several phone calls.

3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from their comments on the AETRs which the students submit to GU at the end of each academic term.

Cycle H13

Average student GPA (as of last submitted AETR): 2.85

Highest: 3.04 (Rosa Pineda)

Lowest: 2.50 (Francisco Paz); Francisco had been struggling with his calculus and math courses which had affected his overall GPA. Francisco did well in his final exams and was therefore able to obtain his bachelor's degree.

Cycle I13

Average student GPA (as of last submitted AETR): 3.26

Highest: 3.58 (Josephine Flowers)

Lowest: 2.94 (Doris Martinez)

Cycle J08

Average student GPA (as of last submitted AETR): 3.21

Highest: 3.81 (Luis Velasquez)

Lowest: 2.42 (Yolanda Linares); Yolanda has been having problems with algebra and accounting (C's). Nevertheless, her academic advisor wrote in her AETR that Yolanda is doing well in spite of her lack of a strong math background.

b) Areas of academic concern: Nonec) Changes in individual programs of study: None

II. SPECIAL STUDENT CASES

There were no special student cases during this period.

4. Student Reporting Status

Student Cumulative GPA's for Spring 1994

Cycle H13

GIL, Maria (Univ. of West Florida)	not received yet
MOLINA, Sandra Edith (Univ. of West Florida)	3.020 (not cumulative, only for spring)
PAZ, Francisco (Univ. of Florida)	2.500
PINEDA, Rosa (Univ. of West Florida)	3.040 (not cumulative, only for spring)

Cycle I13

FLOWERS, Josephine (Univ. of South Florida)	3.58
GONZALES, Lilibeth (Univ. of West Florida)	not received yet
MARTINEZ, Doris Suyapa (Univ. of West Florida)	2.94
QUIROS, Roberto (Univ. of North Florida)	not received yet
RECINOS, Marvin (Univ. of West Florida)	not received yet

GARNETT, Lynette (Univ. of South Florida)	3.48
JOSEPH, Fredreika (Univ. of South Florida)	3.70
LINARES, Yolanda (Univ. of South Florida)	2.42
LOPEZ, Angel (Univ. of South Florida)	3.35
MENESES, Helmer (Univ. of North Florida)	2.86
RODRIGUEZ, Milton (Univ. of North Florida)	2.80
SERRANO, Elsie (Univ. of North Florida)	3.25
VELASQUEZ, Luis (Florida A & M)	3.81

Trip Report

Mount Aloysius College
Cresson, Pennsylvania
July 8, 1994

TRAVELER: David Gifford, Acting Director of USOPS.

PURPOSE: To come to know the staff and administration of the College by visiting the campus, to greet the students, and to gain knowledge of the College's capability as a CASS participating institution.

CONTACTS: Aimee Vance, CASS Coordinator; Dan Dalton, Director for the Hearing Impaired; Dr. Ed Pierce, President; and the College Registrar.

The Visit:

En route to another city in Pennsylvania for personal reasons on Friday, July 8, I sought to visit the campus of Mount Aloysius College in Cresson to be able to connect faces with places. I met Dan Dalton shortly after I joined CASS in 1989 and participated with him in the Orientation II of the Hearing Impaired in the summer of 1990. He has come to Georgetown with CASS Coordinator Aimee Vance on several occasions since to participate in the selection process and to accompany students on tours of the capital. I have come to respect him and Aimee for their skills in working with the hearing impaired and as professional colleagues. In my new role as Acting Director of USOPS, it seemed opportune to stop by for a brief visit of their campus and to see them in their place of work.

I arrived at the Mount at 9:00 am and quickly found Aimee. She is a graduate of the University of Pennsylvania at Indiana with concentrations in Spanish and history. She has served as the program's coordinator for over a year. Since that time she has taught herself how to sign and is now able to communicate with the students quite well. While we talked, she could see them pass her office on their way to class and caught a few arriving late! Her manner of relating with them was courteous and yet direct. She seems very happy with her work; indeed, she was most enthusiastic. This weekend she will travel to Panama City to participate in the week-long Orientation II for cycle K students, including the deaf. She was excited about this opportunity.

Most students are not enrolled during the summer so the CASS students pretty much had the campus to themselves, at least from what I saw. At this point they are living in the dormitories. I met with them briefly in a classroom where they were studying accounting. The teacher who was conducting the class was assisted by an interpreter. There was an adult student in the class who was introduced as another person who frequently assists the students. The students recognized me from their visit to Washington a few weeks earlier. Interesting - to gain the students' attention while they were working, the technique is to turn the lights off and on quickly.

Aimee accompanied me to the President's Office where we were received at once by Dr. Pierce. Dr. Pierce spent the next 40 minutes speaking of the college's foundation by the Sisters of Mercy and its history. He also reflected on the college's relationship with CASP and CASS over the years; he spoke fondly of earlier administrators and recalled the alumni reunion in Antigua, Guatemala in 1988. He expressed an openness and warmth for the CASS program because of its mission. "It is," he said, "a good fit" with the mission of the college, which is to serve the poor and needy of central Pennsylvania. He said that the average income of the students' families is close to \$14,000 annually. There are approximately 1,000 full-time students with another 1,000 or more enrolled as part-time and extension students. Most (90%) students are commuters. Pierce seems to like this because it keeps the expenses of staffing and building to a minimum. The college is debt free at this time, yet Pierce could boast of having erected at least 4 new buildings in

the past several years, including a new library now under construction.

After the meeting with Dr. Pierce, Dan Dalton took me for a tour of the campus facilities, including the student center, the new classroom building, the chapel, and the main administration building. I left the college at 11:00 am.

Observations:

- 1) Because of the success of the program on his campus and its compatibility with the mission of the college, Dr. Pierce expressed his willingness to contact Congressman Jack Murtha at any time that we might need his assistance.
- 1) Dr. Pierce was curious as to why the Program provided so few students. The numbers have been 15 or less in the past, with 14 scheduled for cycle K. He would like more in the future, if possible.
- 2) CASS has erred in the recent past by failing to recognize that the institution is a full, four-year college, something he is quite proud of. The mistake, it seems, came with use of the old name. It is no longer a junior college and should be recognized as Mount Aloysius College.

Approval & Date

\RPRTMAC.712

**Trip Report
To St. Louis, MO and Hesston, KS
July 25 - 29, 1994
David Gifford, Acting Director
U.S. Operations, CASS**

PURPOSE: To meet and become better acquainted with the CASS staff at several colleges in the Network and to learn first hand of their unique capabilities for participant training.

Key contacts in St. Louis were Robert Frost and Martha Salinas, who made all the arrangements for my stay, including contacts and visits to other sites.

TUESDAY, 26 JULY

Missouri School for the Blind, St. Louis

Staff: My trip began with a visit with Martha Salinas to the Missouri School for the Blind. I met with the school's Superintendent Dr. Yvonne S. Howze and her staff: Business Manager Ken Hobert, Director of Student Affairs Tom Culliton, and Admissions/Special Projects Supervisor Jacqui Grable. The purpose was to establish a formal link with the school for the specialized training of one student, Baylord Myrthil, who is scheduled to arrive in August from Haiti.

MSB's Background and Mission: The Missouri School for the Blind (MSB), opened in 1851, is a day school with a residential component (40%) serving students between five and twenty-one years of age for whom it has been determined by an individualized education plan that MSB is the most appropriate placement. Academic students in grades K-12 follow the course of study recommended for public schools. MSB also has programs designed to meet the needs of ungraded students who are blind, visually impaired and deaf/blind with ability levels ranging from mild to profound.

In addition to the traditional curriculum, MSB provides skills training in Braille reading and writing, abacus, orientation and mobility, typing, adaptive PE, daily living skills and social skills. Prevocational and vocational training is offered on campus. On-the-job work experience training is provided in the community under the supervision of job coaches.

MSB's mission is "to teach blind, visually impaired and deaf-blind children to master basic academic, work, and life skills, for successful community experiences." It is the first school in the western hemisphere to teach reading and writing of braille.

The school enrolls approximately 120 students and has a staff of about the same number working full and part time. MSB's annual budget exceeds \$5 million.

Training: Discussion with Dr. Howze and her staff centered around the terms of the subagreement and the statement of work which were both customized for the School's proposed program for Baylord. It was clearly understood, based on earlier conversations between Dr. Howze and Tom Oates and later between Dr. Howze and Fili Altinger, that Baylord could not receive any type of certificate or diploma from the School. Since the MSB is a state institution limited to Missouri students 21 years or younger, Baylord, as an older student from Haiti, would be involved in the institution as a proctor and receive specialized training in the following areas:

- ESL (through St. Louis Community College, Forest Park Campus)
- Orientation and mobility for blind persons
- Instruction in Braille
- Introduction to education for the blind in the United States
- Opportunities to learn through participation about the education program for the blind and how it is developed and taught in the U.S.
- Introduction to disability advocacy programs in the St. Louis area
- Others as time and skills permit

Comprehensive Plan: Dr. Howze agreed to develop a comprehensive plan for Baylord's training after her staff has had an opportunity to conduct a thorough assessment of his needs and current skill development. This will be scheduled in early September after the school is in session for the fall semester. This plan will be subject to periodic revision depending on Baylord's progress.

Quarterly Reports: After the initial ESL training at St. Louis Community College (Forest Park), Baylord will not be engaged in classes for academic credit. Consequently, the usual Academic Enrollment and Training Report (AETR) will not be appropriate and will not need to be filed. However, every three months the MSB must submit a Quarterly Activities Report (QAR) and a Cost Analysis Report (CAR) in accordance with the schedule printed in the *Instructions for Reporting*.

Budget: The MSB will be expected to submit a budget in support of Baylord's program with the usual narrative written to support it. This may change as Baylord progresses and the MSB sees needs for adjusting the Comprehensive Plan. We discussed how this could be done by contacting the CASS office at Georgetown. It was agreed that the budget and plan will need monitoring because Baylord's program is necessarily unstructured after the initial ESL training.

Payment: Because by law the MSB is unable to mix funds and because Baylord is not a resident of Missouri, it may be necessary for the school to request advance payments from time to time. The process for requesting such advances was discussed with Dr. Howze and her business manager.

Campus Tour: The campus is designed like the typical urban high school surrounded by residential dwellings. Some buildings are quite old, others rather modern. Every hall and room appeared spotless and clean, but then there were practically no students attending classes at the time of the visit. Jacqui Grable conducted a thorough tour of the facility, beginning with a stop at Baylord's probable dorm room, a simple room on the third floor. It appeared to be adequate. He would share a small kitchen and bath with other proctors on the same floor. There is no air conditioning so the quarters may be quite hot in the summer. Rooms are subject to monthly inspections. Otherwise, occupants are fairly free to decorate and maintain them as they choose.

We saw classrooms, the library, computer labs, a pool and bowling alley, an outdoor track and playing field, and other rooms for small children.

Transportation: The school is served by local bus transportation and Baylord should be able to get to the Forest Park campus of the SLCC rather easily after learning the basics.

Concerns: While Baylord will ultimately learn to live and get around the campus and local environs the initial period after arrival in St. Louis may be a bit challenging. The school will not be in session when he arrives and will remain closed, except for a few individuals, until after Labor Day when classes for the fall semester begin. Tom Culliton, Director of Student Affairs, lives on campus and should be available to assist him during this early period. He has promised a reception party at the St. Louis airport and initial orientation but confesses that it may be difficult for Baylord at first. This should be something for Fili Altinger to take up with the MSB staff early on.

St. Louis Community College, Forest Park Campus

Staff: The SLCC-Forest Park is just a few minutes drive from the Missouri School for the Blind. It has been the site of ESL training for the cycle I CASS students enrolled at Harris-Stowe State College, which is also close by. Robert Frost met Martha Salinas and myself at the college cafeteria and proceeded to guide me around the campus, meeting with several key individuals: Bill Muckler, Professor and Chairperson of the Engineering Technology Department; Monica Hebert, Manager of the Access Office, disAbility Support Services; Dr. Henry Shannon, President; and others.

Forest Park's Background and Mission: All of the three campuses within the SLCC system provide "comprehensive education programs and services that are academically, geographically and financially accessible"...and are "committed to delivery of high quality instruction and support programs to a broad range of students who are qualified and who can benefit from formal instruction." SLCC was established in the early 60's and boasts of modern buildings and facilities that serve nearly 100,000 credit and non-credit students annually throughout the St. Louis area. According to the 1992-93 Annual Report, SLCC's combined operating expenditures for all campuses exceeded \$79 million.

Purpose of Visit: It was my assumption that the visit would focus on Forest Park's capability for delivering a quality ESL program to the cycle I and soon-to-arrive cycle K students at Harris-Stowe and to Baylord Myrthil, referenced above. Although we did meet the ESL Chairperson it became evident early on that Robert Frost intended for me to see the College's electronics and computer laboratories to appreciate it's capability for training, especially in the areas of biomedical technology, computer science, electronics, and telecommunications. Laboratories seemed to be brimming with state-of-the-art equipment. Prof. Muckler guided us through several fully equipped laboratories.

A full half-hour meeting with the college's President Dr. Shannon emphasized his openness for a CASS group. He was rightfully proud of the college's cosmopolitan student body, with over 50-60 nations and languages represented. The campus is about 50 % black and is the most urban of the three campuses. Of these it is probably the best served by the city's public transportation system.

Monica Hebert's Access Office stands ready to assist Baylord Myrthil when he first arrives on campus for ESL with the students from Harris-Stowe. She will in fact be assisted this year by a woman who previously served at the Missouri School for the Blind.

SLCC - Joseph P. Cosand Community College Center

Robert Frost next took me to the downtown offices of the SLCC. This is the site of Bert's, Martha's, and Pete Kellams' principle offices. Here I also met with Dr. Pat Donohue, Vice Chancellor of Education for the SLCC, and Dr. Gwendolyn Stephenson, Chancellor. While these meetings were brief in nature, both women emphasized their interest in and support of the CASS program. Dr. Stephenson was particularly eager to be of help if needed. Pete Kellams was away on business during my visit but it is clear, based on past experience, that he remains as the chief contact with the SLCC and that he could easily provide us with direct access to Dr. Stephenson if desired. Afterward, Frost introduced me to Ellen Kaskie who serves as Pete's assistant for special projects.

WEDNESDAY, 27 JULY

Harris-Stowe State College

Staff: I met with Pat Barton for breakfast at the hotel where we shared a bit about our backgrounds and families. She is Director of Sponsored Programs Development and Title III Program at HSSC. She serves under Dr. James Gorham, Jr., Vice President for Institutional Support, who was away on vacation at the time. Pat drove me to the campus where she gave me a tour of the physical plant and introduced me to the following key individuals: Betty Schultze, Prof. of Special Education; Dr. Patricia Nichols, Vice President for Academic and Student Affairs; and Tommy Sutton, CASS Coordinator for the HSSC campus. The College President, Dr. Henry Givens, Jr., was away from the campus at the time of my visit.

It is noteworthy that Jim Gorham and Pete Kellams have been close friends for many years, while Dr. Nichols and Dr. Stephenson, Chancellor of the SLCC, are sisters. Needless to say, this helps considerably in cementing relations between these two institutions. Pat Barton emphasized that relations with the SLCC have indeed been good in terms of the CASS program. Staff have been flexible and supportive on both sides, which has been invaluable with HSSC's first group because of the need to make adjustments as the program developed.

HSSC's Background and Mission: Located near downtown St. Louis, Harris-Stowe occupies the space of what used to be a public high school and enrolls approximately 1,000 full- and part-time students. The College is operating at capacity. The facilities, while spotless and seemingly spacious inside, are actually very limited, according to Barton, in terms of growth space. They are bordered by the interstate and major streets on three sides, and what is a large, vacated housing development on the fourth or north side. This latter area offers the only direction for future expansion and one the college is eager to access.

For more than 130 years the college "has been a major provider of pre-secondary teachers and in-service teacher training in metropolitan St. Louis. In the 1980s, a unique new program for non-teaching urban educators was added to the College's degree offerings" and "in 1993 the Missouri legislature approved expansion of the College's mission, opening the way for new degree programs in secondary education and business administration" with additional programs in applied professional fields soon to be introduced. Again, the only room for providing these programs lies in the area to the college's north side.

The CASS Office/Students: CASS occupies temporary and somewhat crowded space in one of the buildings on the college's north side, just across the street from the main entrance. The three-story office houses offices for the coordinator Tommy Sutton and Martha Salinas when either is on campus. I met about half of the CASS students in a small room on the third floor. They had just finished a class and were there on a break. After introducing themselves, they spoke excitedly of their return home on Sunday and complained only of having to pay for their excess baggage. Otherwise, they seemed quite pleased with their stay at Harris-Stowe. They were pressured yet by final class work and projects due. Friday night they would celebrate with a graduation ceremony. I spoke briefly with the coordinator Tommy Sutton who has proffered his resignation, effective July 31, and will be moving to the Eastern Caribbean to teach Spanish. Pat Barton has already advertised for a successor.

Meeting with Vice President: Dr. Nichols provided a friendly and enthusiastic welcome to me and certainly was grateful for the presence of the CASS students at Harris-Stowe. When discussion turned to the importance of having HSSC in the CASS network, she suggested that should CASS want to consider another HBCU, she recommended one in Oklahoma. She stated that Fil probably knew of this institution from earlier conversations. Harris-Stowe's mission, she added, is directed toward service to the urban, disadvantaged student. For this reason, she sees the CASS program as being a "good fit" for all parties.

St. Louis Community College - Florissant Valley

Robert Frost accompanied me on my visit to this campus in the afternoon. It lies to the north of the city in a suburban setting. The campus was developed simultaneously with that of the Forest Park campus and serves approximately the same number of students, most of whom commute by car. It is the site where 16 cycle J CASS students are currently studying total faculty control. They have about one week of classes remaining before they have a three-week vacation.

Like its counterpart, the Florissant Valley campus has excellent facilities, laboratories, and apparently state-of-the-art equipment of all kinds. Professor Ashot Agrawal guided us around several such labs including one where about 10 or 12 CASS students were engaged in programming at computers. Frost introduced me to the on-site, part-time CASS coordinator (whose name escapes me) responsible for the CASS students in Robert's or Martha's absence. Like Tommy Sutton, he too had announced his resignation and would be leaving soon.

CASS Students: Outside of class, I met briefly with three students who had requested time to talk with me about their curriculum. All three were evidently top students, but wished to substitute one class they were told was required by Georgetown for another which they thought would be more suitable to their countries. I referred them to Frost and urged them to discuss this further with him.

In Summary: Both SLCC campuses seem to offer excellent training opportunities for our CASS students. I had no exposure to the host families nor was there any discussion as to how successful host family placement is within the system. According to Robert Frost, there are over 100 families in the St. Louis area that have indicated interest in hosting CASS students. Ellen Caskie is responsible for recruitment of host families and placement of students. Both campuses

are supposedly well served by public transportation, though the Forest Park campus probably had much greater access to cultural activities of the downtown area. Staffing for the CASS program is certainly plentiful and seemingly very good. Robert Frost and Martha Salinas are well qualified and take their responsibilities quite seriously. Because of the placement of students on three campuses they both do a fair amount of traveling within the city. They have several offices.

THURSDAY, 28 JULY

Hesston College, Hesston, Kansas

Location, Background, and Mission: Hesston College is located in the town of Hesston just off Interstate 135 about 30 miles to the north of Wichita, Kansas. It is a small, two-year college owned and operated by the Mennonite Church. It offers Associate of Arts degrees and two-year transfer programs to a student body of approximately 500 students, most of whom live in the college's residence halls. A very small number of students commute to the college for classes. The college draws from traditional Mennonite and other families throughout the U.S. and enjoys a respectable number of foreign students as well. I met Phil Osborne Thursday morning and he provided me with a quick tour of the town of Hesston (population 3,000) and together we had breakfast on his backyard deck. He lives about two blocks from the campus.

The college is situated on a beautiful campus with 17 or more buildings, most of which are modern and comfortable. Cycle I CASS student Sergio Cabezas (El Salvador) gave me a good tour of the campus. The dormitories are typical, with built-in furniture and bunk beds for two students per room, all linked together in a common area for 8 - 12 students. The dining hall was about the nicest I've ever seen - clean and comfortable - and the food for the lunch meal was quite good (though students complained about it). Sergio took me through the science building, student center, and the recreation center where there was a gym and a weight room. Sergio was unable to enter the electronics lab because the combination lock had been changed. Between buildings there were several outdoor tennis courts.

Sergio spoke positively of his two years at Hesston. Although at times he felt very isolated and far from activities he knew in San Salvador, he said that most of the time he was so busy he didn't think of such things. He didn't like being dependent on others for transportation, but confessed of frequent trips to nearby Newton and distant Wichita (pop. 300,000).

Staff: After the tour and throughout the day I met with several key individuals: Dean Day, Professor of Business and Computer Science; Al Yoder, Professor of ESL; Nelson Kilmer, Professor of Physics and the College Business Manager; Hubert Brown, Director of Student Life; College President Loren Swartzendruber; and Rodger Weaver, Electronics Instructor. As it turns out, most of these individuals also serve as host families for the CASS students. Nelson Kilmer has personally hosted 6 students to date. Kilmer has also instructed several students in ham radio operation and they have succeeded in contacting family and friends in their home countries by means of short wave radio. The new President anticipates hosting his first CASS student in the cycle K group arriving in August. Further, most of these people and other faculty live within walking distance of the college and are available to all students.

ESL: Al Yoder heads the ESL program at Hesston. He stresses interactive techniques and offers three levels of instruction to the students. He has a staff of 2-3 others working with him. Judging from the students' abilities in speaking English, his program is very successful. The parents spoke highly of him and his work and praised him for the way he cared for them.

Dean of Students: Hubert Brown came to Hesston at the time the cycle I students arrived and identified with them easily. He spoke enthusiastically about them and was particularly proud of the job performed by CASS student, Berta (?) from Guatemala, who had served as resident assistant in the girls' dormitory this past year. This is, he said, the top leadership position for students at Hesston and Berta performed admirably. He has already identified two students from cycle J for this role in September.

Concern Over Electronics Lab: I met with Rodger Weaver, instructor of electronics, to learn about his classes and the problem identified in the recent Aguirre survey of students. Weaver is responsible for most, if not all, of the electronics classes at the College. They include: Introduction to Electronics (Basic DC Current), AC Current, Electronic Devices, Communications, Telecommunications, and Networking (though these may not be the exact course names). They are arranged in order of difficulty and the first class assumes no previous experience in electronics, i.e., it is designed for the beginner.

Weaver confessed that some of the lab equipment was in disrepair but blamed students for much of this - they don't take care of it, he said. There is a problem in communication as well. Students often do not report damages, he said, which results in others, in later classes, finding the equipment to be inoperable. There are six work stations with two students per station. Another complaint he often heard was that some of the equipment was old and inadequate. In fact, he said, some equipment had analog rather than digital meters, but they worked equally well.

One further observation is the fact that at least two of the cycle I students have had previous experience in the work force in electronics. One spoke of working for a TV station prior to accepting his CASS scholarship. Both had hands on experience in electronics prior to CASS. Thus, it is not surprising they may have found the course work disappointing and the equipment inadequate.

Visit to Lab: After a twenty minute discussion on the problem, I asked to see the lab. The room was small. There were three main work tables in the middle of the room with, as Rodger stated, six work stations, two per table. Each was equipped with an analog power supply, a digital oscilloscope, and a couple of other instruments. The oscilloscope had a digital readout and was made by Tektronics, apparently the exact same equipment used at the St. Louis Community College labs. The power supply had an analog meter and was made by Heath. This company, I know, is no longer in business, something that I pointed out to Weaver. I could not identify the other instruments but they did not appear to be of the latest manufacture.

In appearance, the lab was messy. I was surprised. It looked as though the last students to use the lab had just walked out, leaving everything scattered about. There was other equipment on the tables in various stages of disassembly, apparently where the students had left them, and still other stuff on shelves around the room. It was impossible to distinguish that

which was useful from junk. It is strange that Rodger, who knew of my visit, had not taken time to put the room in order. We left after just a few moments.

Possible Solutions: The obvious, first solution, is for the instructor to take greater responsibility for the lab. That could mean assigning students to work stations and equipment, providing the basic tools to the freshmen early on, so that they assume some ownership, and hiring a lab assistant to help clean up or supervise student clean up of the lab. It is imperative also that Weaver ensure that all equipment is in top working order before each class begins, and to have backup equipment available in case of damaged or inoperable equipment. Other solutions could be to budget for and purchase new equipment, and to provide improved storage of the equipment on hand. It appears as though CASS needs to do a better job of defining and articulating the scope of training for the recruitment process, so as to weed out those with experience who might become bored with training designed for the beginner. Likewise, those responsible for final selection need to identify students who have had previous experience in electronics and carefully weigh that experience against the demands and expectations of the course of study.

Phil Osborne has already met with Weaver and others at the College to review the problems with the lab. He has also agreed to submit a written report to CASS outlining the action which the College has already taken and any additional measures it will take to correct this deficiency.

Closing Ceremony: On Thursday evening the students and nearly 75 others gathered in the student center for a final farewell and mini graduation ceremony. CASS student Jennifer Thompson of Panama served as the MC for this event. It included many statements from nearly every student, principal teachers and administrators in support of the CASS experience. There had not have been a finer tribute to the teachers, including Yoder and Weaver, and the Coordinator Margie Wiens. The mayor of Hesston presented certificates to about a dozen students for over 3,200 hours of volunteer service in the community. It was an outstanding testimony of what CASS is all about. The ceremony concluded with the presentation of certificates and diplomas and "A Litany of Thanks."

FRIDAY, 29 JULY

Phil Osborne drove me to the airport in Wichita and enroute we discussed the matter of the lab and the possibility of offering a different field of study, such as small business management, for future cycles. The College is fully prepared to offer this alternative in the future and has excellent staff and equipment to implement such a program. Osborne liked the idea. Hesston provides an excellent site for student support and academic training.

Chambelices 8/26/94
Approved Date

Trip Report
Belize
July 2 - 9, 1994

Purpose: Assist the in-country CASS Coordinator, Agnes Flowers with the implementation of Orientation II Cycle K. Belize was awarded 6 regular CASS scholarships for Cycle K as well as 10 scholarships for the special program offered to St. Johns College students. The goal of Orientation II is to prepare students for their two year CASS experience in the United States and finalize all necessary documentation.

Stephanie Kearse also took this opportunity to meet with BATAPS (Belize Association of Technical and Professional Scholars) members. BATAPS is a joint on program for all USIS and USAID funded scholars in Belize.

Traveller: Stephanie Kearse, Regional Coordinator, CASS Overseas Operations

Orientation II:

CASS Washington staff, participated in the Cycle K Orientation II seminar organized by Agnes Flowers, CASS Coordinator for Belize. The Orientation II Seminar lasted from Monday July 4 through Friday, July 8. Georgetown staff arrived late Saturday afternoon and met that evening to review plans and the orientation agenda.

Agnes Flowers, Stephanie Kearse, Eaton Velasquez, and Eva Lopez (2 Cycle K scholars in the new field of *Shrimp Aquaculture Technology and Management*) conducted an industry visit for the entire day (Sunday, July 3). The group visited a recently opened shrimp farm and were fortunate enough to have a full tour and explanation of technical operations.

The actual orientation sessions began early Monday morning. All of the sessions were well organized and carried out effectively (see attached agenda). The facilitator for the personal development component was Myrna Manzanares of the Belize Institute Management. Ms. Manzanares developed a good rapport with the students and carried out the personal development component through several effective interactive sessions. The students participated actively and responded appreciatively, commenting that they found the sessions informative, relevant, and useful.

Stephanie Kearse, CASS/GU Regional Coordinator, presented the sessions on the *History and Philosophy of the CASS Program*, *U.S. Educational Systems*, *Living in the U.S.*, and *Last Minute Advice*.

The entire week ran quite smoothly and according to schedule.

Alumni Participation:

The alumni participation was quite good, however could have been expanded. Regina Neal's presentation of sexuality and sexually transmitted diseases was especially impressive.

Alumni shared their experiences in the U.S., answered questions, and helped with the planning and organization of the seminar.

Observations:

This orientation was a thorough and excellent application of the CASS philosophy [*Experience Commitment*, *Experience America*, *Experience Responsibility*]. The group integrated well, sharing experiences and working together, thereby enhancing the overall learning process.

Follow-up & Recommendations:

As mentioned above, the alumni participation was quite good, however could have been expanded in light of the ongoing Follow-on efforts.

CASS Washington Coordinator for a i nds the Agnes Flowers, Country one.

Submitted by:

Stephanie Kearse
Stephanie Kearse

Stephanie Kearse
CASS Overseas Operations

July 28, 1994
Date

**Trip Report
Costa Rica and Panama
July 8-15, 1994**

Purpose:**Costa Rica**

Discuss the new role of CASS Office in Follow-on with the Country Coordinator and local staff.

Meet with alumni to discuss changes in the program.

Panama

Assist Country Coordinator with Predeparture Orientation II for Cycle K hearing and deaf students.

Evaluate the CASS program by interviewing alumni

Meet with AID to discuss issues related to the CAPS/CASS Alumni Association merger

Traveller:

Christopher Shirley, Regional Coordinator

Costa Rica**Discussions with Country Coordinator and Local Staff**

The Georgetown Representative met with Flora de Vargas, CASS Country Coordinator, Don Olman Bogantes, Assistant Coordinator, and Soledad Chavarria, Program Assistant to discuss the new duties and responsibilities of the local CASS office in the Follow-on phase of the program. Although a more detailed workplan for Costa Rica is still under development, the local staff has agreed to implement a needs assessment for follow-on programs and the annual alumni employment survey following the reentry seminar in mid-September. The Coordinator will also begin to investigate groups or organizations that can offer regional seminars for alumni in areas such as gender issues, civic participation, and small business development.

Meeting with Alumni

Local CASS staff and the Georgetown Representative met with approximately fifteen alumni living in San José. The purpose of the meeting was to inform them that CASS can no longer recruit scholars in Costa Rica and that beginning October 1, 1994 the local CASS office would be dedicated to alumni development activities. The alumni were understandably very disappointed that there would be no future groups of Costa Rican CASS scholars but were encouraged by the news that they would have the support of the local CASS team. The alumni also shared their ideas about establishing a foundation to fund scholarships for poor local school children and their interest in offering technical training courses. The Georgetown representative and the Country Coordinator praised them for their efforts but reinforced the need for a well developed work plan to meet their goals. The Country Coordinator will continue to provide logistical support in this area.

Panama

Cycle K Orientation

Twenty selected Cycle K candidates (four deaf and 16 hearing) took part in a five day predeparture orientation program to prepare them for their studies in the United States. This was the first time CASS conducted an integrated orientation for both hearing and deaf students. The program consisted of the following components:

Personal Development: Giovanna de Malek, CASS Country Coordinator, and Ana Matilde de Cornejo conducted the personal development component of the seminar. The two days of activities focused on building self-esteem among members of the group. Activities included sessions on positive attitudes, fears and expectations, communication skills, goal setting, stress management, values and beliefs, and cooperation. All activities were participatory in that candidates took part in group dynamics and directed the sessions. Although CASS Washington had initially recommended that separate personal development exercises be held for the deaf students, they integrated very well into the program for the hearing group.

Life in the United States: Aimee Vance, CASS Coordinator at Mt. Aloysius College, the Georgetown Representative, and program alumni shared their views and experiences through presentations to prepare the group for their day to day experiences in the United States. Topics included a general panorama of life in the United States, characteristics and dynamics U.S. family life, the legal system in the United States and the responsibilities of the CASS scholar, and the U.S. educational system. Caribbean cultural traits were also discussed to prepare participants for the cross-cultural experiences that can arise within the CASS college groups. Issues of tolerance, culture shock, and cross-cultural communication were also included in the program.

Deafness, Gender Issues, Sexuality, Alcohol, and Drugs: An audiologist from the Panamanian Institute of Special Education spoke on the issue of deafness. Though his talk was very technical and too long, both the hearing and deaf students left with a better understanding of the etiology and treatment for deafness. María Trejos from the Center for Women in Development highlighted issues of discrimination and social inequalities to raise the consciousness of both male and female participants. Dr. Luis Olivares from the Panamanian Institute of Sexology gave an outstanding presentation on the biological, psychological, and social aspects of sexuality. He stressed the importance of communication, responsibility for one's actions, and respect for the choice of others. Following his presentation he met with the men and women separately to answer specific questions. His presentation was by far the best of the week and he adequately prepared the group for many of the issues they will face both in Panama and the United States. The Panamanian *Cruz Blanca* gave a detailed and interesting presentation on drugs, alcohol, and substance abuse.

Industry Visits: The students toured the Metropolitan Natural Park to discuss issues related to the environment. They also visited the Panama Canal and met with a representative of the Panama Canal Commission to discuss the importance of the Canal in the future economic growth of the country.

Cultural Activities: Students presented their national albums which they will use to share information about Panama while in the United States. All students participated in a talent show highlighting the cultural diversity of Panama. The more interesting presentations were those done by deaf and hearing students who danced typical dances without music. In addition, there were presentations about the Emberá culture of the Darien and the culture of Colón.

CASS Program Evaluation

The Georgetown Representative and the CASS Country Coordinator met to discuss financial procedures and report presentation, public relations and relationship with program alumni, the impact of her behavior on the reputation of Georgetown University and the CASS Program in Panama, and the possibility that she would accept a position with the new government.

The Georgetown Representative also met with Silvia de Nuñez, CAPS Program Coordinator to discuss issues related to the Alumni Association merger. In addition, he spoke with two CAPS alumni and 11 CASP/CASS alumni to discuss their relationship with the program and issues related to their recent decision to continue with the merger of the CAPS and CASS Alumni Associations without the involvement of either program or AID. Those with whom I spoke felt that the consultant hired to facilitate the merger consultant was ineffective. Furthermore, both Associations are committed to break the relationship of dependence with AID and the local Georgetown program representatives.

Meeting with AID

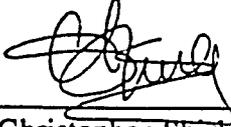
CASS representatives met with Ms. Patricia de Rodriguez, Project Director at USAID, who is directly responsible for all matters concerning the CASS Program. We briefly discussed issues related to the CAPS/CASS Alumni Association merger. She is currently designing a short-term training program for remaining CAPS funds, we shared with her our experiences with the deaf association and recommended she investigate training for deaf students and interpreters.

Follow-up & Recommendations:

Follow-up with CIED Administrators regarding information obtained from interviews about the CASS program in Panama. Send letter to Country Coordinator outlining important issues to be addressed. Develop a plan to encourage greater alumni participation in program work and activities.

The Orientation sessions most days began at 7:00 am and lasted at least until 9:00 pm. Whenever possible, Orientation should be extended from five to six days to give participants more time to process the information.

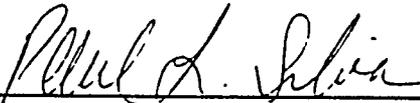
Submitted by:



Christopher Shirley, CASS Overseas Operations

July 21, 1994
Date

Approved:



Director, CASS Overseas Operations

July 21, 94
Date

**Trip Report
Honduras
July 10 - 14, 1994**

Purpose: Assist the in-country CASS Coordinator, Florencia Garcia with the implementation of Orientation II for 34 Cycle K Honduran students in preparation for their two year CASS experience in the United States.

Traveller: Stephanie Kearse, Regional Coordinator, CASS Overseas Operations

Orientation II:

CASS Washington staff, participated in the Cycle K Orientation II seminar organized by Florencia Garcia, CASS Coordinator for Honduras. The Orientation II Seminar lasted from Sunday July 10 through Friday, July 15. Georgetown staff arrived Sunday evening and left Thursday just before noon.

This is third year that Orientation II was held at Centro El Tabor in Valle de Angeles. This facility is ideal because it provides an environment that is conducive to participant concentration.

CASS Honduras obtained numerous in-kind contributions to help with the expenses of carrying out this seminar.

All of the sessions were well organized and carried out effectively (see attached agenda). The facilitator for the personal development component was psychologist Daisy Barahona. Lic. Barahona has many years of experience working with the CASS program and continues to expand her role. She developed a good rapport with the students and carried out several interactive sessions quite effectively. The students participated actively and commented that they found the sessions informative, relevant, and useful.

Stephanie Kearse, CASS/GU Regional Coordinator, presented the sessions on the History and Philosophy of the CASS Program, U.S. Educational Systems, and the U.S. Laws. These were interactive sessions with avid student interest.

Alumni Participation:

The alumni participation was quite impressive. Three alumni participated on a full-time basis: Angela María Ardon, Carlos Suazo, and Oscar Rodriguez. The extra effort put forth by these dedicated

alumni deserve special recognition. The entire week ran quite smoothly and according to schedule.

Alumni Association Officers Angela Ardon and Carlos Suazo also participated in the role of *Interpreters* for the hearing impaired. The integration of hearing impaired students into the regular orientation program was a phenomenal success. The interpreters worked constantly translating all the information. It was exciting to see the hearing impaired students participate fully in all of the activities. They took part in the cultural night activities and were eventually able to communicate with everyone on a one-to-one basis.

Alumni shared their experiences in the U.S., answered questions, and helped with the planning and organization of the seminar.

Observations:

This orientation was a thorough and excellent application of the CASS philosophy [*Experience Commitment, Experience America, Experience Responsibility*]. The group integrated well, sharing experiences and working together, thereby enhancing the overall learning process.

Follow-up & Recommendations:

CASS Washington commends the Florencia García, Country Coordinator for a job well done. It may be appropriate to follow up with *Certificates of Appreciation* for unpaid facilitators, and major alumni participants. CASS/GU will contact the coordinator to discuss certificate production.

Submitted by:

Stephanie Kearse
Stephanie Kearse, CASS Overseas Operations

July 28, 1994
Date

INFORME DE VIAJE
A MANAGUA, NICARAGUA / SAN JOSE, COSTA RICA
Magalí Quintana de Rodil
Julio 11 - Julio 18 de 1994

LUNES 11 DE JULIO

- 8:30 a.m.** Arribo al aeropuerto de Managua y traslado al Hotel La Casona.
- 9:00 a.m.** Visita y coordinación de agenda a las oficinas
- 10:00 a.m.** Visita a la Cámara de Comercio con el Sr. Manuel Bermúdez, Vicegerente de la misma. Presentación del programa CASS y en particular de los becarios que están por retornar. El Sr. Bermúdez se mostró muy interesado en colaborar. Prometió publicar en la revista de la Cámara las áreas de especialización que traen así como el envío de los brochures y carta a los distintos miembros que pudieran tener cupo laboral. Nina le solicitó su presencia para el panel de empresarios en el seminario de reingreso, a lo que accedió muy complacido.
- 11:30 a.m.** Visita al Hotel Las Mercedes y entrevista con la Licenciada María Angeles Huevo, Gerente de Ventas, y con la Licenciada Anabelsis Obregón, Gerente de Habitaciones. La Sra. Huevo conocía el programa y ha colaborado en las entrevistas, por lo que se le hizo la presentación de los 4 jóvenes de Hotelería y los 7 de Manejo de Pequeña Empresa. Solicitó los currícula y manifestó la necesidad de contratación de personal calificado, ya que el Hotel está en fase de remodelación y ampliación de servicios.
- 4:30 p.m.** Visita al Dr. Gilberto Solís, Secretario Ejecutivo de la Cámara de Industria y Comercio. El conoce el programa CASS y ha participado en la orientación anteriormente. Se mostró muy interesado en los becarios y prometió colaborar enviando a las 160 industrias asociadas del país los brochures informativos del programa.

MARTES 12 DE JULIO

- 9:00 a.m.** Reunión con la Coordinadora para revisar el material de reinserción. Nina tenía un esbozo de la programación tentativa en la que para el módulo de Desarrollo Humano propone a la Licenciada Daisy Barahona quien ha trabajado en Nicaragua en Orientación y en Honduras en Orientación y Reingreso. Para el módulo de Trabajo para todos, a dos ex-becarios del programa NPSP, Sr. William Ortiz y Sr. Boanerges Vargas, que están trabajando exitosamente. A tres empresarios Licenciado Joel Velásquez, Gerente del Hotel Camino Real, Licenciado Gilberto Solís, de la Cámara de Industria y al Licenciado Manuel Bermudez, de la Cámara de Comercio; quedando aún pendiente el módulo de entrevistas. Para realidad nacional al Dr. Silvio Conrrado, Director Ejecutivo de BANEXPO y/o a Joel Riley. Para el módulo de género a la Licenciada Angeles Baitrago de CIAB-OEA. Aprovechando la entrevista de promoción de los becarios Nina establecerá contacto inicial y formalizará, posteriormente, por medio de una carta, su participación.
- 11:00 a.m.** Visita al Hospital Militar con el Dr. Jorge Neyra, Director del Departamento Técnico del hospital. Dentro de su cargo, el Dr. Neyra tiene el Departamento de Mantenimiento, Reparación y Compra de Equipo Médico. Se le hizo la presentación total del programa con énfasis en los becarios retornantes con especialización en reparación de equipo médico, se mostró muy interesado y solicitó los currícula para una plaza disponible. Nina quedó de enviarlos.
- 3:00 p.m.** Visita al Hotel Camino Real con el Gerente General Residente, Licenciado Joel Velásquez. El conocía el programa, ya que trabajó en los tres Camino Real de Guatemala, así que se le hizo énfasis en los becarios retornantes. Se mostró muy interesado ya que están en fase de ampliación y remodelación. También nos pidió algunos becarios con especialización en Mantenimiento y Administración. Nina a su vez, le preguntó si le gustaría ser panelista en re-inserción, a lo que se mostró muy anuente. Nina quedó de enviar los currícula.
- 7:00 p.m.** Fuimos a recoger al primer Ex-becario retornante, Adrian Hernández. Nina le solicitó su participación en orientación, a lo que aceptó y se mostró muy complacido.

MIERCOLES 13 DE JULIO

- 9:00 a.m.** Visita al Hotel Ticomo con la Gerente, Elizabeth Thorton. Los objetivos de esta visita eran dos. Presentar el programa de E.W. para apertura laboral y conocer todas las instalaciones para que se lleven a cabo en éste las re-incersiones. Ambos objetivos se cumplieron y logramos una sustancial rebaja del precio original. El lugar presenta todas las condiciones adecuadas, ya que es modesto pero presentable y está en el perímetro de la ciudad.
- 10:30 a.m.** Reunión con Carmen Cecilia de Narvaez, Directora de NPSP. El objetivo fue informarle y ser informadas de los seminarios de re-inserción, buscando encontrar algunas actividades comunes. Debido a las fechas de llegada de nuestros becarios y a la orientación dada desde los inicios de ambos sub-programas, veo difícil y hasta contraproducente que se lleve en forma conjunta dicho proceso. Sin embargo, hay varias actividades sobre todo en lo relativo a la divulgación del programa, orientación e inserción laboral que, pienso, deben ser llevadas a cabo en conjunto, para ahorrar energía y evitar confusiones. Lo mismo en acciones de seguimiento como la Asociación de Ex-becarios, seminarios y jornadas de capacitación y puesta en común de programas de proyección comunitaria.
- 3:00 p.m.** Continuación de la reunión con Carmen Cecilia y Nina, sobre E.W., redes y divulgación.

JUEVES 14 DE JULIO

- 9:00 a.m.** Entrevista con la Licenciada Ligia Sandoval y Licenciada Claudia Dávila de Profamilia, quienes tendrán la responsabilidad del módulo de Orientación Sexual, Alcohol y Drogas. Las Licenciadas traían un programa (ver materias anexo No. 1), el cual analizamos conjuntamente con Nina y elaboramos una guía de los contenidos que la charla debe tener, así como dinámicas participativas. Ambas Licenciadas tienen experiencia en juventudes rurales y muestran una actitud cordial y abierta.

- 10:00 a.m.** Entrevista con la Licenciada Angeles Buitrago de CIAB-OEA. Ella ha trabajado extensivamente con organizaciones femeninas y ahora tiene un programa de fortalecimiento institucional. Se ha considerado como la persona que puede llevar a cabo el módulo de género. Durante la charla mostró tener dominio y experiencia en el manejo del tema. Quedó de llevar a Nina los contenidos que pudiera tener su charla.
- 11:00 a.m.** El periódico "La Tribuna" a través de su reportera María Mayela Rodríguez y fotógrafo Oswaldo Ríos, fue a hacer una entrevista en las que participaron Nina, Carmen Cecilia y yo. Al salir el artículo, Nina lo enviará a Washington.
- 12:30 a.m.** Entrevista con la Licenciada María Vigil de Hurtado, Directora del Programa Micro-empresa (a nivel de ministerio). Se le hizo la presentación de E.W., ya que ella conoce el programa y mostró interés en los jóvenes de Administración de Pequeña Empresa. Nina enviará los currícula.
- 4:30 a.m.** Visita a Telcor con el Ingeniero René Gutiérrez, Secretario General de INTL y Licenciado Antonio Sánchez, Director de Recursos Humanos. Se les hizo una exposición completa del programa con énfasis en E.W. Mostraron interés y pidió currícula en los de telecomunicaciones y control de calidad. La empresa actualmente está en una transición, ya que los servicios han sido transferidos a una compañía norteamericana, pero Telcor dicta y supervisa políticas, de allí el interés por nuestros becarios.
- 6:00 p.m.** Presentación del programa a la Sra. Hilda de Sacasa, Directora de Promoción y Relaciones Internacionales del Ministerio de Turismo. Se le presentó el Programa y mostró interés en los jóvenes de Administración de Pequeña Empresa y de Hotelería, ya que el Ministerio de Turismo está impulsando la creación de pequeños hoteles. Nina enviará más información.

VIERNES 15 DE JULIO

- 9:30 a.m.** Visita a la Prensa con el Sr. Horacio Ruíz, Jefe de Redacción y la Licenciada Josefa Gómez, encargada de la página Universitaria. Se les expusieron ambos programas, haciendo énfasis en E.W. La Licenciada Gómez puso especial interés y quedó de hacer otro segundo artículo a la llegada de los jóvenes. Nina estará enviando el artículo a Washington cuando éste sea publicado.
- 11:00 a.m.** Visita a Piastinic, con el Gerente General, Ingeniero Oscar Saenz. Se le expuso el programa, hizo varias preguntas y mostró especial interés en los de Mantenimiento Industrial, Administración de Pequeña Empresa y Control de Calidad. La empresa está en proceso de renovación total de personal y busca gente joven, con empuje, deseo de trabajar y nuestros jóvenes de ambos programas tienen esas características. El Ingeniero conocía a Nina de INCAE y esto fue lo que propició la entrevista y colaboración solicitada para el seminario de reingreso. Nina quedó de enviar los currícula y mayor información de NPSP.
- 3:00 p.m.** Reunión con Nina en la que se reviso los paquetes de empleo enviados. La mayoría están incompletos y deberán ser completados antes de continuar la promoción.
- 4:00 p.m.** Reunión con Boanerges Vargas, Juan Perea y William Ortiz sobre su participación en la Orientación.

SABADO 16 DE JULIO

- 5:00 p.m.** Recepción en aeropuerto, traslado y reunión con la Licenciada Daisy Barahona. Se abordó su participación en orientación y reingreso. La Licenciada Barahona ha participado recientemente en varios seminarios de fortalecimiento de la mujer y género femenino. Acordé enviarle mayor información, ya que ella se hará cargo de el módulo en Honduras y Nicaragua.

SAN JOSE, COSTA RICA

DOMINGO 17 DE JULIO

- 8:00 a.m.** Traslado al aeropuerto de Managua y partida hacia San José, Costa Rica.
- 11:00 a.m.** Traslado e instalación en casa del Licenciado Oscar Barahona Streber.

LUNES 18 DE JULIO

- 9:00 a.m.** Visita a la oficina y reunión con Flora de Vargas, referente a los cambios en el manual de reingreso, revisión de los files de los retornantes y puesta en conjunto de ideas sobre seguimiento.
- 3:00 p.m.** Retorno a Guatemala

Pasos a seguir:

- a. Flora: envío a Washington y Guatemala del plan elaborado en la Asociación de Ex-becarios sobre posibles actividades de seguimiento.
- b. Expansión de la red de empleo.

CONCLUSIONES Y RECOMENDACIONES

- ◆ Deseo felicitar a Nina por la elaboración del brochure E.W. Está estupendamente editado y contiene la información necesaria. Así también la hoja de resumen informativo sobre el programa. Ella les enviará copias.
- ◆ Desafortunadamente no pudimos visitar al Dr. Silivo Conrado, Director del BANEXPO, ya que se encontraba fuera del país. Enviaré una carta de agradeciendo el financiamiento de 500 brochures.
- ◆ A pesar de que el mercado laboral está deprimido, los contactos personales de la Coordinadora han permitido una promoción inicial adecuada del programa. Por lo que pienso que al llegar los jóvenes podrán haber entrevistas para todos ellos.
- ◆ La presencia de NPSP puede ser un excelente apoyo a CASS y vice-versa en la promoción y colocación laboral, ya que cada coordinadora puede presentar ambos programas evitando confusiones de los posibles empleadores. Es necesario buscar "el lenguaje" adecuado para ello, ya que hay una diferencia en preparación técnica y en la práctica. Esto iniciaría un proceso saludable para la formación de la Asociación y seguimiento conjunto maximizando así los recursos y esfuerzos.

Pasos a seguir:

Nina:

- Solicitud de documentos faltantes para completar los paquetes de trabajo
- Envío de brochures a las empresas y cámaras
- Envío de currícula a las empresas que las han solicitado
- Visitas a:
 - ◆ Cámara de Comercio Americana
 - ◆ Empresas de venta de equipo médico
 - ◆ Gerentes de asociaciones de cooperativas
 - ◆ Plantas industriales y
 - ◆ Cámara que reúne a los pequeños empresarios

Magali:

- Envío de cartas de agradecimiento
- Elaboración de este informe

ASOCIACION PRO-BIENESTAR DE LA FAMILIA NICARAGUENSE

"PROFAMILIA"

PROGRAMA: COLABORACION AL DESARROLLO DE LA MUJER (CODEMU)

Objetivos: Orientar adecuadamente a la pareja sobre salud reproductiva, Planificación Familiar y promovemos los huertos familiares; a través de talleres.

Semana del : _____ AL : _____ 1991 _____

MES : _____

PRIMER DIA	SEGUNDO DIA		TERCER DIA
<p align="center"><u>Paternidad Responsable</u></p> <ul style="list-style-type: none"> - Qué es paternidad? - Bases de la paternidad responsable. - Derechos del niño. - Láminas. - Películas: 	<p align="center"><u>Reproducción Humana Trasmisión</u></p> <ul style="list-style-type: none"> - Organos reproductores femeninos. - Organos reproductores masculinos. - Menstruación. - Fecundación. - Láminas. - Películas. 	<p align="center"><u>Enfermedades de Trasmisión Sexual</u></p> <ul style="list-style-type: none"> - Sífilis - Gonorrea. - Moniliasis. - Tricomoniasis.. - SIDA. - Cáncer de Utero y mamas. - Láminas. 	<p align="center"><u>Planificación Familiar</u></p> <ul style="list-style-type: none"> - Como factor salud. - Clasificación de los métodos anticonceptivos. - Ventajas y desventajas. - Láminas. - Películas. - Clausura.

**Informe de Viaje a Honduras - CIED/CASS
Agosto 15 - 22, 1994**

MARTES 16 DE AGOSTO

La salida hacia Honduras, vía El Salvador, estaba programada para las 7:00 a.m. por la línea TACA (único medio de transporte aéreo a Honduras). Después de una hora de demora, fuimos transferidos a Aviateca y al llegar a El Salvador, nos informaron a los 22 pasajeros que la conexión hacia Tegucigalpa ya había salido y el siguiente vuelo estaba programado para las 5:30 de la tarde. Todos los pasajeros le expusimos a la administración de TACA los inconvenientes que esto nos producía, pero hicieron caso omiso. Nos llevaron a un hotel en el puerto La Libertad, donde nos dieron almuerzo, dos llamadas internacionales y un lugar para descansar.

Debido a este inconveniente, no pude acudir a la cita programada para las 11:00 a.m. con el Presidente del Banco Centroamericano, quien gentilmente había enviado a los personeros de protocolo a recogerme. Esta cita no se pudo reprogramar pues el Dr. Pacas salía hacia Costa Rica y luego a El Salvador y no regresaría a Tegucigalpa sino hasta el martes 23 de agosto.

Así también se pidió la cita con el Dr. Villeda Bermúdez, Ministro de Recursos, con quien se reprogramó el trabajo para el viernes 19 por la mañana.

La cita con la Licenciada Daisy Barahona encargada del módulo de Desarrollo Humano, se reprogramó para el miércoles 17 a las 12:00 p.m.

Estoy enviando una carta a TACA para hacerles ver lo sucedido y ver si nos reponen el costo del boleto.

MIÉRCOLES 17 DE AGOSTO

Por la mañana trabajamos con Florencia revisando el Nuevo Manual de Reinserción, así como los facilitadores propuestos. Dentro de lo que es la temática de género, continuamos al medio día con la Licenciada Barahona y Florencia (ver informe adjunto) y por la tarde, de 2:00 a 4:00 p.m., expliqué a Florencia qué es CIED y cuáles son sus metas y objetivos. La actitud fue muy receptiva, se aclararon "los malos entendidos", respecto de la territorialidad de los programas y creo que quedó claro que estamos todos embarcados en la supervivencia del programa y que la promoción de CIED es mi responsabilidad primordial, pero no exclusiva.

Me habló de un proyecto que su hermano Fernando te había elaborado en Washington, pero del cual ella no tiene copia. Te suplicaría me enviaras copia del mismo, ya que Fernando me dijo, en una cita el Jueves a primera hora, que era factible hacerlo con financiamiento de BCIE. (Siempre que tu pienses que está dentro de la línea de lo que podemos hacer).

A las 4:00 p.m. tuve una reunión con Naomi Till, SPA Coordinator del Cuerpo de Paz (ver informe adjunto).

JUEVES 18 DE AGOSTO

Desayuno con el Licenciado Fernando García para averiguar el progreso del donativo del BCIE a la CRAS (Comisión Regional de Asuntos Sociales). Se presentó ante dicha secretaría la posibilidad de capacitación por medio de CIED. Se mostraron interesados, pero aludieron la falta de fondos, dejando como posibilidad los que otorgaría el BCIE. Dada mi presencia en Tegucigalpa, aproveché el viaje para pedir cita al Licenciado García y comprobar la existencia de dicha solicitud de fondos. El estado actual de los fondos para capacitación de la CRAS está "on hold" debido a consultas técnicas adicionales, pero sí se van a otorgar. El seguimiento de la CRAS se deberá retomar en octubre.

Visitó a la Licenciada Delfina Medina, Directora Ejecutiva de Fedecámara (Asociación de Cámaras de Comercio e Industria de Honduras) para hacerle una presentación de CIED. Se mostró muy interesada ya que están

iniciando su departamento de capacitación. Me comentó que el 2 de septiembre, en una reunión de todos los presidentes de las cámaras en Danli, ella informaría del proyecto de CIED.

Me solicitó que le enviara el material impreso, una vez estuviera listo, para distribuirlo. Adjunto lista de las cámaras miembros y sus presidentes.

4:00 p.m.

Reunión con el Vice-presidente de la Asociación de Ex-becarios, Carlos Nuñez y Rafael Cuestas (ver informe adjunto).

VIERNES 19 DE AGOSTO**8:00 a.m.****Desayuno con el Dr. Ramón Villeda Bermúdez.**

Me presenté al equipo de trabajo y los asigné a trabajar viernes por la tarde y sábado en oficinas particulares debido a lo confidencial del proyecto.

10:30 a.m.**Cita con el Licenciado José Miguel Gaytán, Vice-presidente del BCIE, para definir cita con el Dr. Pacas, Presidente del mismo.**

El Dr. Pacas estará en El Salvador el viernes 26 de agosto y me puede recibir allí o en Honduras durante los días hábiles de las siguientes tres semanas. Sería conveniente que me entrevistara con el Dr. Pacas antes del 30 de septiembre, fecha que dejará permanentemente el cargo el Licenciado José Miguel Gaytán. (Su estancia en el Banco se prolongó un mes más debido a los asuntos pendientes).

2:30 a 8:30 p.m.

Reunión con dos asesores del Ministerio de Recursos Naturales. Revisión del anteproyecto, elaborado en la visita anterior y redacción de la propuesta final.

SABADO 20 DE AGOSTO**8:00 a.m.**

Revisión de la propuesta final por el Ministro Villeda. Modificaciones y edición final. Salida a visita de campo a la Escuela de Capacitación en Comayagua.

CONCLUSIONES

- ◆ A pesar del desastroso inicio de la visita, se rescató la misión principal y se iniciaron las relaciones con la Cámara de Comercio.
- ◆ La presentación de este proyecto se hará en la semana del 29 de agosto al 3 de septiembre en San Salvador y tendremos una respuesta después de esta sesión.
- ◆ Me entrevisté con el Licenciado Rigoberto Sandoval, Director de CODEFOR. Actualmente la institución está gestionando fondos para capacitación, pero no tiene aún respuesta de AID o LITHO al respecto.
- ◆ Es importante hacer una promoción de CIED, en futura visita, con:
 - ANDI (Asociación Nacional de Industrias)
 - AMPI (Asociación de Micro y Pequeña Industria) y
 - COHEP (Consejo Hondureño de la Empresa Privada)

Esta última es la más importante, ya que reúne a todas las cámaras y gremios.

**Trip Report
Nicaragua
September 10 - 13, 1994**

Purpose: Support in-country staff for the Cycle I Reentry Seminar.
Traveller: Stephanie Kearse, Regional Coordinator, CASS Overseas Operations
Reentry: CASS Washington staff, participated in the Cycle I reentry seminar organized by CASS/Nicaragua Coordinator Nina Conrado. Thirty-four *Cycle I* CASS students comprise the first group to return to Nicaragua. The Reentry Seminar in Nicaragua met the CASS objectives as set forth on page 3 of the *Reentry Manual*.

Facilitators: Lic. Diana Krüger, BANEXPO, opened the seminar with an excellent and interesting presentation on the *National Reality*. She discussed the historical context, current economic and social advances and goals for the future.

Lic. Diego Montiel presented an informative session on professional comportment, interview skills and wise time management.

Oscar Montes, World Bank, discussed Community Involvement and Development. Sr. Montes advised that the first step is to scientifically evaluate what are the community's specific needs for improvement. He explained that one must know how and where to act to effectively transform the community. (See attached report.)

Lic. Daysi Barahona facilitated the personal empowerment, gender and participatory activities.

Lic. Nina Conrado, Country Coordinator, shared her plan for Everybody Works! with the alumni. Carmen Cecilia de Navarez, Yolanda Moreno, Boanerges Vargas, among others, represented NPSP at the seminar. NPSP provided a list of alumni and their employers so that the recent CASS returnees could access them as employment resources. The alumni responded well to the unification of Follow-on in Nicaragua.

Observations:

The alumni attended, participated and seemed genuinely interested in the seminar. GU Staff, Stephanie Kearse took the opportunity to chaperon a dance party/mixer for CASS alumni and new NPSP students. This proved a great success because students from various regions throughout Nicaragua were able to connect and support each others future efforts. This also was an excellent time to meet with Yolanda Moreno since she was staying at Hotel Ticomo as well. We had an informal meeting where we brought each other up to speed on the various activities and plans of the programs.

Submitted by:

Stephanie Kearse
Stephanie Kearse, CASS Overseas Operations

Nov 10, 1994
Date

PROGRAMA DE BECAS CASS

Importancia del Trabajo Voluntario en el:

DESARROLLO DE LA COMUNIDAD
Septiembre 1994

Introducción

I. Temas básicos sobre desarrollo de la Comunidad

- Introducción

La Comunidad es una unidad social cuyos miembros participan de un rasgo, interés, elemento o función común con conciencia de pertenencia, situados en una determinada área geográfica en la cual mayor parte de las personas interaccionan más intensamente entre que en otro contexto.

El desarrollo de la comunidad es una actividad que ha recibido poca atención oficial en nuestro país. Como consecuencia de esto, y también de otras circunstancias, representa un campo aún poco experimentado entre nosotros.

Generalidades sobre el Desarrollo de la Comunidad en Nicaragua

En no pocos casos los especialistas de organismos nacionales o de otros países, que han venido a iniciar o a asesorar programas de Desarrollo de la Comunidad, se han limitado a formar "desde la cátedra" a otros que a su vez no han ido más allá que el enseñar "cómo se desarrollan las comunidades" o "en qué consiste el desarrollo de comunidades".

Por su parte, quienes han viajado al extranjero para capacitarse en este campo, de ordinario se ocupan a su regreso en la tarea de "formar personal". Señalamos este hecho no con ánimo de criticar a los especialistas que posee nuestro país, sino por lo contrario, para poner en evidencia y lamentar la incomprensión y poca importancia que se ha atribuido a los programas de desarrollo de la Comunidad, y el desaprovechamiento de técnicos capacitados que están esperando les sea llegada "la hora de la acción".

Preparado por Oscar R. Montes O.

Bibliografía Utilizada: Metodología y Práctica del Desarrollo de la Comunidad por "ezequiel anderson"
Curso de Nivelación Académica NPSP 1993
Notas personales.

Que se entiende por Desarrollo de la Comunidad.

Por lo general cuando se habla de Desarrollo de la Comunidad se señala como objetivo lograr que las comunidades busquen su propio desarrollo y resuelvan sus problemas más agudos. Esto es totalmente correcto y por sí solo justificaría la importancia de tal actividad social.

Nosotros queremos ir más allá: consideramos al Desarrollo de la Comunidad como parte integrante del concepto más amplio, más general y complejo de "Desarrollo", y lo entendemos como método y técnica que contribuye positiva, real y efectivamente en un proceso de Desarrollo integral armónico, atendiendo fundamentalmente a ciertos aspectos extra-económicos, en particular psico-sociales, que interviene en la promoción de actitudes, aspiraciones y deseos para el desarrollo.

Como Se Orienta Generalmente el Trabajo para el Desarrollo de la Comunidad

1o. Encontrar una metodología para estudiar las comunidades mediante un procedimiento que, teniendo validez científica, permita realizar los estudios de comunidades sin necesidad de que sean exhaustivamente "afinados", en el menor tiempo y en el menor precio posible, proyectados con una clara motivación práctica de mejoramiento social, vale decir, orientados en un "conocer para actuar y para transformar".

En cuanto a la necesidad de elaborar y perfeccionar un método del tipo propuesto, ella surge del problema que enfrenta el especialista en Desarrollo de la Comunidad, al tener que conciliar - no como especialista pero sí como funcionario o técnico gubernamental - las exigencias políticas inmediatas que reclaman soluciones a largo plazo, con la necesidad de estudios profundos y de planeamientos a largo plazo, cuyos "frutos" es probable no vea el gobierno que ha propiciado los estudios. Por otro lado, una técnica de este tipo es muy exigida por la situación explosiva de las comunidades marginales.

2o. Elaborar una metodología que pueda ser utilizada con las adecuaciones del caso, tanto en programas que cuenten con efectivo apoyo gubernamental, como en aquéllos que son "tolerados" y marchan gracias al impulso de los técnicos, o bien en los que hay que apoyarse exclusivamente en los esfuerzos de la propia población.

3o. Organizar los programas de tal manera que los recursos que puedan disponerse, abundantes o escasos, no queden en la organización burocrática que se monta para promover el desarrollo de la comunidad.

5o. un trabajo de Desarrollo de la Comunidad supone la colaboración interdisciplinaria, vale decir, la constitución de un equipo polivalente; pues el Desarrollo de la comunidad no es una técnica exclusiva de ninguna profesión.

Con esto no pretendemos recomendar recetas mágicas, sino guías e trabajo, que el buen criterio de quienes han de utilizarla sabrá daptar en cada circunstancia.

SIGNIFICADO Y ALCANCE DEL DESARROLLO DE LA COMUNIDAD

Mucho sea discutido acerca del término. Por lo general se han empleado indistintamente las expresiones "Desarrollo de la comunidad" y "Organización de la Comunidad", o la combinada de "Organización y desarrollo de la Comunidad". Por otro lado, en cuanto a nociones afines se refiere, se han utilizados términos que en la práctica significan de ordinario una misma cosa: "acción comunal", "educación fundamental", "bienestar social de la comunidad", etc. Para la mayoría de los autores estos términos tienen el mismo significado, pero suelen ser utilizados haciendo una diferencia más bien de grado que de contenido.

Nosotros utilizaremos solamente la expresión Desarrollo de la comunidad, hoy ampliamente empleada en el campo del trabajo social de las ciencias sociales, por sociólogos, antropólogos, urbanistas, economistas, asistentes sociales, educadores, etc., la cual consideramos la más adecuada para nuestros fines.

B. Trabajo Voluntario

Creemos que las generalidades expuestas sobre Desarrollo de la Comunidad, de por si nos indican la importancia que debe tener y tiene el trabajo Voluntario en este Campo.

Los trabajos voluntarios de Desarrollo de Comunidades deben tener las siguientes características:

Que corresponda a una necesidad de la Comunidad

Que no venga a crear falsas expectativas

Que tenga un efecto multiplicador

Que no incurra en costos que no estan disponibles

Que lo puedan realizar los estudiantes, con la capacidad, destrezas y tiempo con que cuentan.

Que se realice con la TOTAL participación de la Comunidad.

Que no cree conflictos, pero que tampoco los ignoren. Recordemos que nuestro país tiene conflictos en TODAS las comunidades.

Práctica en la Comunidad

DEBE CONTENER TRES ASPECTOS:

1. Organización de la Comunidad

a) Las Existentes

b) Como Trabajan

c) Como pueden Mejorar

d) Recomendar en base a lo anterior:

* Comités por áreas de Servicio:
tales como: Vivienda, Salud,
Educación, Agua Potable y
Energía Eléctrica, Deportes,
otras que convenga considerar
en esta comunidad.

2. Plan de Trabajo General y sobre todo sencillo para las organizaciones existentes y los comités que se recomienden. Se Adjunta una muestra de la sencillez que se recomienda.

3. Realizar uno o varios Proyectos de Impacto Rápido (PIR) como los que se han venido realizando en muchas comunidades Nicaraguenses dentro del Programa de Reconciliación Nacional, financiados por AID, CIAV-OEA, ACNUR, NACIONES UNIDAS, COMUNIDAD ECONOMICA EUROPEA Y MUCHOS PAISES AMIGOS. Se pueden conseguir muestras de proyectos reales ya ejecutados.

. Temas básicos teóricos para un trabajo Práctico:

1. Que es Desarrollo de la Comunidad
2. Como se planifica un Programa de Desarrollo de la Comunidad:

- | | |
|---|---------------------------------------|
| a) CONOCERLA | Investigación |
| b) DECIDIR QUE HACER | Planificación |
| * Lista de Necesidades | En base al |
| * Priorización de las mismas | diagnóstico |
| * Decisión propiamente dicha | resultado de la Investigación |
| c) HACER | Ejecución |
| -Que = Lo decidido | |
| -Como = Organización y Método | Organización |
| -Quien = Responsables Cass Miembros Comunidad | Acción de acuerdo con lo planificado. |
| -Cuando= F e c h a s | |
| d) EVALUACION | Evaluación |
| + Logros | Cumplimiento |

UN DIAGNOSTICO SECILLO Y LA DETERMINACION DE LO QUE SE HARA:
Diagnóstico basado en la información básica presentada

Toda Comunidad Nica necesita de lo siguiente:

1. Organización de la Comunidad
2. Plan de Trabajo
3. Proyectos de Impacto Rápido (PIR)

PLAN DE TRABAJO

- I. QUE HACER Y COMO :
1. Determinar quienes son los líderes y que y como Funciona la Junta Directiva
 2. Listar los posibles comités con que debe contar la Comunidad.
 3. Establecer la estrategia para la organización propiamente dicha:
 - a) Que organos y/o comisiones
 - b) Con que propósito y funciones
 - c) Quienes lo formaran y en que forma serán electos.
 - d) Tareas que necesitan realizar en la comunidad.
 - e) Tareas que deben ejecutar los promotores CASS.
 4. Determinar que PIR's pueden ejecutarse en la Comunidad escogida

II. ALCANCE DEL PLAN DE TRABAJO

- * Elaborar Listas de tareas y actividades que necesita realizar la comunidad en cada área.
- * Recomendar con Listas de procedimientos, acciones y gestiones que deben realizarse para ejecutar cada tarea.

Indicar y/o recomendar:

- a) Para que lo hacen
- b) Quien o quienes lo hacen o deben hacerlo
- c) Que recursos podrán usar: propios o gestionados con entidades apropiadas.
- e) Lista de esas entidades
- f) Como se hace una gestión

Programar Charlas y encuentros con distintos
grupos de la comunidad para :Organización,
Plan de trabajo propiamente dicho y PIR's.

TRIP REPORT

RE-ENTRY SEMINAR AND ALUMNI EMPLOYMENT SURVEY

The Re-entry Seminar for the Cycle I students was planned for September 21st to 23rd in Dominica. It had been the concept that a re-entry seminar would be held in each of the Islands involved in the CASS program. Since seminars had already been held in Grenada, St. Vincent, St. Lucia, Antigua and St. Kitts; Dominica was next to be the host Island.

One problem which faced the organization of the seminar was logistical. Only the smaller aircrafts - The De Havilland and Twin Otter 19 seater - can land at the Canefield airport and when landings are made at the Melville Hall airport transportation into Roseau is expensive.

In order, therefore, to get the forty-one (41) students eligible to participate in the Seminar into Dominica in good time, reservations had to be made early. This was done in August. This had the unfortunate effect of our not being able to get any special fares from LIAT. Under their rules any special fares must be paid for within seven (7) days of reservation and as it was not known how many students would actually have been able to attend, this was not feasible. The students had been informed of the Seminar and were asked to indicate their ability to attend. We were forced to pay the normal return fares, but the Station Manager, as a gesture of good will, offered to provide my ticket free of cost. In the light of this, I decided to use the opportunity to touch as many of the Islands as possible and work on the Employment Survey which had been commissioned.

Being required to follow the aircraft routing, I started in St. Lucia on Monday 19th and met first with Lyndale James, Secretary to the Alumni Association. I then contacted some alumni by telephone as did Lyndale. A number of the students are no longer on the island.

On to Dominica on Tuesday 20th to ensure that all was in place for the next day's arrivals.

Mr. Sheridan Gregorie, who is the Chairman of the support group in Dominica had made all the arrangements with the Evergreen

Hotel to sort the participants. Unfortunately, they could not accommodate everyone and ten (10) students had to be accommodated at the Anchorage Hotel, next door.

The arrivals went off as planned. The taxi driver who took me to the hotel on the Tuesday made all the transport arrangements for the students to travel from the airport to the hotel. Logistics were that:

- 1) The four (4) Antiguan and the six (6) St. Kitts & Nevis students would arrive at 0855 by LIAT 343.
- 2) The six (6) Barbadians and the five (5) St. Lucians would arrive at 1055 by LIAT 340.
- 3) The six (6) St. Vincent and five (5) Grenadian students would arrive at 1310 by LIAT 346.

Three students who had been booked did not come - Garnette Roberts, of Grenada, had resumed work with the Grenada Commercial Bank and was unable to get leave.

Trishina Sulterland of St. Vincent, I was informed, had gotten married quietly on the previous Saturday to Tommy Sutton, the former assistant Co-ordinator at Harris Stowe State College, and obviously was in no mood to come.

Nichole Williams, also of St. Vincent, indicated to one of the other students that she saw no point in coming.

While awaiting the arrival of the students, I was able to get in touch with Darin Grell, the Secretary of the Alumni Association in Dominica, who filled me in on the whereabouts of many of the Dominican Alumni. I had a couple of surprises. Wendy Letang has opted to go into the Police Force and Kim Hurtault is engaged to be married.

The Re-entry Seminar got off to the planned start with the students happy with their reunion. It was also the first time that most of them had met Wanda Phillippe of St. Lucia, who had replaced Inga Rudder of Barbados after the start of their studies.

Sharing of their experiences in the first session was enlightening - some very positive experiences, mixed, as was to be

expected, with some negatives ones. It was also interesting to discover that some of the students were surprised at things happening to them which we had told them during orientation would happen.

Re-entry had also brought with it some shocks. Some reported changed attitudes to them by their former schoolmates and friends. Increased crime was another surprise. The high cost of living was upsetting and of course jobs were on everyone's minds.

Mr. Gregoire handled the session on National Reality. As a former President of the Dominica Association of Industry and Commerce and a Board member of the Caribbean Association of Industry and Commerce he was familiar with conditions in most of the Islands and was able to relate what he was saying to circumstances in most of the islands.

He encouraged them to keep in touch with each other and make their group an important vehicle for change in the Caribbean. As a follow up to this aspect of Mr. Gregoire's talk, we focused on the role of the Alumni Association and their importance in keeping in touch with other Alumni and helping recent returners to re-integrate into the community. Students all expressed interest and willingness to participate in the association on their Islands.

David Clarke, the Duke of Edinburgh Award Scheme International Consultant was his usual dynamic self in his sessions. This is the fourth Re-entry Seminar that David has helped in conducting. Each time he been able to stimulate the students and the sessions had inter-ranging participation from the students.

David focused on values and attitudes and the need to have a sense of responsibility and commitment. He was very strong on developing their leadership capabilities.

In the afternoon, we also discussed goal setting and the idea of self-employment and the development of business.

After the evaluation session on Friday, students went on a trip to the Trafalgar Falls. Some bathed under the Falls - returning in time to take the transport to the airport.

In order that all could leave that afternoon it was necessary for the Barbados and St. Vincent contingents to leave on the LIAT

flight out of Melville Hall. This necessitated an hour and a half drive from Roseau. The flight was to leave at 1715. The other students left via Canefield - the St. Lucia and Grenada students at 1415, the St. Kitts & Nevis students at 1605 and the Antigua students at 1710. Three students opted to remain in Dominica for the weekend with friends while some stayed over in St. Lucia with the St. Lucia students for the weekend.

It was altogether a useful seminar and a happy reunion. I left next morning to spend the weekend in Anguilla and after visiting St. Thomas went over to St. Kitts where I met with Livingstone Pogson and contacted other Alumni to get the survey completed. From St. Kitts, I visited Antigua on the same mission returning to Barbados on Saturday October 1st.

**Programa de Becas CASS
Oficina Para Relaciones en Centroamérica
Guatemala, Centroamérica**

MEMO

PARA: Paul Silva
DE: Magalí Quintana Saravia
FECHA: Septiembre 21, 1994
ASUNTO: Viaje a El Salvador

31 DE AGOSTO

Salí hacia El Salvador después de haber acordado con José algunas visitas con las personas del seminario y algunas de las empresas de posibles empleadores para los jóvenes que retornaron en el área de Ecología y Educación Especial, ya que la red en las áreas donde hemos tenido estudiantes previamente está fuerte y tiene la capacidad de absorber a los retornantes en dichas áreas; es más, el 70% de los jóvenes ya tienen entrevistas de empleo y el 30% habían ido ya a entrevistas y tiene un empleo estable.

Me entrevisté con la Doctora Cecilia Nobo, encargada del área de Conducta Humana. Hicimos una revisión cuidadosa de los tópicos y enfatizamos sobre género y compromiso con la comunidad. Debido a la experiencia anterior de Cecilia con los jóvenes, fue fácil reorganizar el material y se mostró muy complacida por las sugerencias de dar el enfoque de igualdad de género. Ella me comentó que en el curso de orientación dado a los que participaron en el seminario, ya habían iniciado con José un enfoque en este sentido y que la respuesta había sido positiva.

1 DE SEPTIEMBRE

Nos reunimos con la Licenciada Lilian Diaz Sol y la Licenciada Dinora Arias. La Licenciada Diaz Sol es ex-Diputada y fue quien impulsó el cambio de la legislación con la que se trató de dar a la mujer igualdad de condiciones en el área laboral y de familia. La Licenciada Diaz Sol fue la facilitadora para el módulo de Género.

La Licenciada Dinora Arias es Vice-Ministra de Cultura y encargada de la región de Oriente en el proyecto de PAT y fue la facilitadora para el módulo de Proyección Comunitaria. A esta reunión acudimos. A esta reunión acudimos José y yo, y después de revisar la agenda de sus charlas, acordamos enfatizar sobre igualdad de género, buscando una visión en la que sin entrar a un proceso confrontativo, las jóvenes puedan lograr igualdad de trato y duración en las empresas. Se acordó en particular, darle apoyo a la joven Marina Quijada, del Broome C.C., quien es la primera mujer contratada por Solaire, empresa donde laboran 300 hombres.

Ambas, la Licenciada Diaz Sol y la Licenciada Arias, se autoconstituyeron en el inicio de una red para las ex-becarias con la intención de apoyarlas en el momento en que encontraran problemas, derivas de su género, en las empresas o aún en su vida familiar.

2 DE SEPTIEMBRE

Por la mañana me entrevisté con el Licenciado Genaro Serrano, facilitador para el módulo de Realidad Nacional. Con José revisamos la agenda y se hicieron algunas modificaciones para incluir la importancia de las ONG's, microempresas y niveles laborales de la mujer. El Licenciado Serrano ha estado a cargo de este tema en los últimos dos grupos y adicionalmente a presentar una exposición amena, documenta con todos los folletos del Banco Central, la situación socio-económica y de empleo en el país.

Por la tarde me incorporé al Seminario de Reinserción, a petición de José, el cual contó con la presencia del 95% de los becarios retornantes.

4 DE SEPTIEMBRE

Acompañé a José participando en los módulos de Empleo y Proyección Comunitaria. Este grupo se muestra maduro y con pocos conflictos de retorno. El grupo tiene ideas claras de donde quiere llegar; hay mucha vocación comunitaria y 5 de ellos han ingresado a trabajar a la comunidad de donde salieron; otros debido a que no hay trabajo en la comunidad que los propuso, no pudieron, de momento, permanecer en ella, pero si es su intención participar los fines de semana o durante las vacaciones en proyectos que les beneficie. Su participación fue excelente, aunque menos activa que en grupos anteriores, haciendo preguntas pertinentes y con un análisis maduro de la situación de El Salvador. Me dió la impresión que no tienen tantos conflictos en el seno de sus familias y que a pesar de que se encariñaron, tanto con los colegios como con las familias, tienen el deseo firme de permanecer en El Salvador. Existe la preocupación sobre una joven becaria de Educación Especial, Ana Margarita Olmedo, quien dejó un novio en los Estados Unidos y que a comentado a sus compañeros que piensa volver. Desafortunadamente, debido a que renunció de su posición como maestra al irse a la beca, no fue posible reintegrarla de forma inmediata al sistema de educación y por lo lento de la burocracia, pudieran pasar seis meses antes de que le vuelva a salir su plaza.

Aprovecho a narrarte los pasos que dimos para tratar de solucionar el problema:

1. Solicitamos entrevista con la Ministra de Educación, la cual no nos fue concedida por estar en huelga la mitad de los institutos de educación secundaria en el país, pero en las siguientes semanas José insistirá para ver que se puede hacer para arreglar este trámite.
2. El martes 6, me reuní con la Doctora Noemi de Tinetti, Gerente Técnica de FUNTER, fundación que se dedica a la rehabilitación de lisiados en combate y civiles de El Salvador, para exponerle el caso de esta joven; ella prometió hablar con la fundación que está a cargo de retraso mental en El Salvador, y cuanto antes encontrar una plaza para ella. En el transcurso de la semana del 12 al 17 habría de haber hecho una cita para José buscando solucionar esta situación.

1 DE SEPTIEMBRE

Visitamos FONPAPE, Fondo Panamericano para proyectos ecológicos, el cual conocía inicialmente nuestro programa, les explicamos el contenido de estudio de los becarios retornantes y de inmediato nos pidieron los currícula. Posteriormente, al día siguiente, entrevistaron a dos de ellos y contrataron a uno.

2 DE SEPTIEMBRE

Visitamos al Ingeniero Castro Funes, Gerente General de la Cámara de Industria de El Salvador, quien en dos ocasiones anteriores nos ha apoyado con el envío de cartas y currícula de becarios a empresas asociadas. También por su medio se logró la publicación, en la revista de la Cámara de Industria, hace tres años, del programa enfocando a los becarios retornantes, dicha publicación tuvo excelentes resultados a corto y largo plazo, ya que los ocho que laboran en RAZA, fueron contratados después que el Gerente General leyó el artículo y pidió información adicional. En esta oportunidad volvimos a pedirle una publicación sobre el programa. El sugirió que sería interesante hacerlo con los empresarios que han contratado a los ex-becarios conjuntamente con los becarios contratados y nos remitió con el Licenciado Carlos Fabricio Portillo, Gerente de Comunicaciones, para concertar los términos del artículo.

En la siguiente semana José le dará los nombres de los empresarios y de los jóvenes para que puedan hacer las diferentes citas y el 9 de noviembre pueda salir el artículo publicado.

Independientemente quisiera enfatizar la labor de José en El Salvador, no sólo por su dedicación a los jóvenes y al programa, sino por la eficiencia que ha logrado tanto en la redes de reclutamiento como de trabajo. Al finalizar mi estancia en El Salvador, solamente 7 jóvenes no estaban empleados: 3 de Ecología, 1 de Educación Especial y 3 de Pequeña Empresa.

La cordialidad entre José y sus becarios es evidente, le estiman y ven en él un apoyo permanente y él a su vez les estimula a que den sus propios pasos, necesarios para gestar lo que ellos deseen, ya sea trabajo o estudio.