

**LAG-A-00-98-00058-00**  
**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS**  
**FINAL PERFORMANCE REPORT TO USAID**  
**FROM GEORGETOWN UNIVERSITY**

**Introduction**

The effective date of the subject grant to Georgetown University, in the amount of \$53,000,000, was September 29, 1998, and covered commitments made starting June 1, 1998. The grant’s estimated completion date, as revised, was September 30, 2005. Article 1.5.2 (a) of Attachment 1 to the cooperative agreement requires that Georgetown University submit a final performance report to USAID, briefly presenting the information contained in 22 CFR 226.51(d). This report is being submitted in compliance with the requirement of the grant agreement.

**COMPARISON OF ACTUAL ACCOMPLISHMENTS WITH THE GOALS AND OBJECTIVES**

**A- TWO-YEAR PROGRAMS**

**1-TRADITIONAL CASS PROGRAMS**

**Objectives:**

*Prepare and train disadvantaged young people, especially women and minorities, for entry-level jobs in fields that support broad-based economic development and environmental protection*

**Expected Outcomes:**

*Train 750 participants over the course of this agreement. Enroll at least 50% women, 80% rural and 5% indigenous in all programs. Maintain completion rates at or above 95%. Ensure that the employment rate of alumni remains above 90%.*

**a- Completion Rates:**

CASS trained a total of 855 two-year, “traditional” participants in five cycles beginning in 1998. By the time the last cycle (2002) had completed training in the U.S. in July 2004, a total of 814 participants (95.20%) graduated from their respective colleges having achieved their training objectives, i.e., either a certificate or an associate degree. Eight hundred forty-five (845) of the total of 855 participants (98.83%) returned home.

Cycle	98	99	00	01	02	Overall
Completed	252	153	126	131	152	814
Returned	92.65%	97.45%	95.45%	93.57%	98.70%	95.20%
	270	156	130	135	154	845
	99.26%	99.36%	98.48%	96.43%	100.00%	98.83%
Total	272	157	132	140	154	855

[Two-Year Traditional CASS Scholars, Cycles 1998 – 2002]

From this chart above, it is clear that CASS met and exceeded the expected outcome for training Traditional Cass participants during this period. Detailed analyses of each cycle can be found in the 3<sup>rd</sup> or 4<sup>th</sup> quarter progress reports submitted to USAID each year for five years beginning with Volume 60 (July – September 2002).

**b- Enrollment Breakdown by Gender, Ethnicity, Rural vs. Urban:**

For each of the five Cycles, CASS prioritized the recruitment of women, rural candidates, persons of ethnic minorities (Garifuna, Indigenous), and candidates from families in economic poverty. All candidates were recruited from families who met, or were under the poverty index guide established by each Mission on an annual basis. In regard to recruitment and selection of female scholars, 52.86% of all CASS scholars were women. Using the definition of urban as being the capital city urban and periurban areas (and in the case of Honduras, San Pedro Sula), CASS achieved an excellent rural candidate selection rate of 83.27%. Finally, CASS surpassed the goals for recruitment of indigenous candidates.

The following charts illustrate the breakdowns for gender, rural versus urban, and indigenous by country for the two year scholars.

**Gender Breakdown for Two Year Scholars**

<b>Country</b>	<b>Total</b>	<b>Female</b>	<b>Male</b>
Dominican Republic	117	74	43
El Salvador	100	42	58
Guatemala	149	81	68
Haiti	99	45	54
Honduras	124	76	48
Jamaica	100	49	51
Nicaragua	84	53	31
Panama	82	32	50
<b>Total</b>	<b>855</b>	<b>452</b>	<b>403</b>

**Rural versus Urban Breakdown for Two Year Scholars**

<b>Country</b>	<b>Rural</b>	<b>Urban</b>	<b>Total</b>
Dominican Republic	95	22	117
El Salvador	86	14	100
Guatemala	147	2	149
Haiti	49	50	99
Honduras	95	29	124
Jamaica	83	17	100
Nicaragua	78	6	84
Panama	79	3	82
<b>Total</b>	<b>712</b>	<b>143</b>	<b>855</b>

**Two Year Indigenous Scholar Breakdown  
(incl. Garifuna, Black, Mestizo as well as Mayan descent)**

<b>Country</b>	Asian	Black	Hispanic	Indig.	Indig. Black	Mestizo	Mulatto	Other	(blank)	Total
Dominican Republic		4	18	1	2	34	54	3	1	117
El Salvador			63			32		4	1	100
Guatemala		3	6	36	6	94		3	1	149
Haiti	1	80	1		5	1		10	1	99
Honduras		16	1	16	3	84		4		124
Jamaica		94			4				2	100
Nicaragua		1	21	1	1	57		2	1	84
Panama		2	13	12	3	45	2	2	3	82
<b>Total</b>	<b>1</b>	<b>200</b>	<b>123</b>	<b>66</b>	<b>24</b>	<b>347</b>	<b>56</b>	<b>28</b>	<b>10</b>	<b>855</b>

**c- Employment Rate**

The CASS 2004 Employment Survey results revealed that 91% of two-year CASS alumni are employed. Of these employed alumni, 75% are working in jobs related to their CASS Field of Study; ninety-three percent work full-time, the remaining seven percent being employed part-time.

Of the nine percent of the two-year CASS alumni who reported being unemployed at the time of our 2004 employment survey, the survey showed the following breakdown of their reasons for not working: 24% answered they were studying full time; 20% said they were looking for a better job; 14% were raising a family; 13% were unable to find a job; and 29% responded that they had other reasons from those listed. Concerning the last option for ‘other reasons’ for unemployment, some people mentioned issues concerning recent company resizing or relocating.

Finally, the survey results for the employment section also show that 97% of alumni employed consider they have used the skills learned during their CASS training in their job capacities.

**2- HEALTH INITIATIVES**

**Objectives:**

*Train disadvantaged young people to work in fields that support the prevention, diagnosis, and treatment of communicable diseases.*

**Expected Outcomes:**

*Train 160 participants over the course of this Agreement. Provide 80 participants with tuberculosis training at the Texas Center for Infectious Diseases. Enroll at least 50% women, 80% rural, and 5% indigenous in all*

*programs. Maintain completion rates at or above 95%. Ensure that the employment rate of alumni remains above 90%.*

**a- Enrollment Details:**

Originally, CIED had considered placing a large number of scholars at the Texas Center for Infectious Diseases. When this proved not to be possible, CIED turned to more traditional training programs at community and technical colleges and, in particular, to programs such as radiologic (X-Ray) technology, public health/vector control, medical equipment repair, and medical lab technology. (Some of the students enrolled at Alamo C.C.D. completed a practicum component at TCID). In the five (5) cycles of training for two-year scholars, 192 participants entered 12 programs of study, as reflected in the chart below:

College \ Field	X-Ray Technology	Public Health / Vector Control	Medical Equipment Repair	Medical Lab Technology
Alamo C. C. D. '98	16			
Alamo C. C. D. '99		18		
Kentucky S. U. '99			17	
St. Louis C. C. '99				18
Broome C. C. '00	18			
Scott C. C. '00	18			
Alamo C. C. D. '01		18		
Kentucky S. U. '01			17	
Alamo C. C. D. '02	17			
Broome C. C. '02	1			
Florida C. C. J. '02			17	
Scott C. C. '02	17			
<b>TOTALS</b>	<b>87</b>	<b>36</b>	<b>51</b>	<b>18</b>

Of the 192 two-year students granted CASS scholarships for health-related fields of study, 185 students (96.3%) completed the target training objective (or modified objective) and 190 students (98.9%) returned to their home countries. CASS met and exceeded the expected outcome for the health initiative for two-year traditional programs of training. This is summarized in the chart below:

Cycle	Institution	Total # s & Field	Completion	Return
<b>1998</b>	Alamo C. C. D.	16 X-Ray Tech	16	16
<b>1999</b>	Alamo C. C. D.	18 Public Health	15	17
	Kentucky State Univ.	17 Med Equip Rep.	17	17
	St. Louis C. C.	18 Med Lab Tech	18	18
<b>2000</b>	Broome C. C.	18 X-Ray Tech	18	18
	Scott C. C.	18 X-Ray Tech	17	18
<b>2001</b>	Alamo C. C. D.	18 Public Health	17	17
	Kentucky State Univ.	17 Med Equip Rep.	17	17
<b>2002</b>	Alamo C. C. D.	17 X-Ray Tech	16*	17
	Broome C. C.	1 X-Ray Tech	1	1
	Florida C. C. J.	17 Med Equip Rep.	16	17
	Scott C. C.	17 X-Ray Tech	17*	17
<b>TOTALS</b>	-----	<b>192 Scholarships</b>	<b>185 (96.3%)</b>	<b>190 (98.9%)</b>

\*These numbers indicate Cycle 2002 participants from Panama, originally in two Radiologic Technology, Two-Year Programs (two from Scott Community College and three from Alamo Community College District), who transferred to a Professional Program at El Paso C.C. from August 4, 2003 through June 2004. The Rural Health program at El Paso C.C. was planned as a Cycle 2003 one-year program; however the five transferees are counted as two-year Cycle 2002 participants. All but one of the four transferees completed a certificate in Rural Health at El Paso Community College. One returned home early for behavioral reasons.

**b- Enrollment Breakdown by Gender, Ethnicity, Rural vs. Urban:**

For these 192 two year health scholars, 53.65% were women, 81.25% were from rural areas, and 82.29% were indigenous. The following charts illustrate the breakdown by country.

**Gender Breakdown for Two Year Health Scholars**

Country	Total scholars	Total women	Total men	% Women
Guatemala	31	17	14	54.84
El Salvador	24	10	14	41.67
Dom. Republic	33	24	9	72.73
Haiti	25	10	15	40.00
Honduras	34	21	13	61.76
Nicaragua	15	8	7	53.33
Jamaica	21	8	13	38.10
Panama	9	5	4	55.56

**Rural versus Urban Breakdown for Two Year Health Scholars**

Country	Total scholars	Total rural	Total urban	% Rural
Guatemala	31	31	0	100.00
El Salvador	24	18	6	75.00
Dom. Republic	33	30	3	90.91
Haiti	25	14	11	56.00
Honduras	34	23	11	67.65
Nicaragua	15	12	3	80.00
Jamaica	21	19	2	90.48
Panama	9	9	0	100.00

**Two Year Indigenous Health Scholar Breakdown**  
 (includes Garifuna, Black, Mestizo as well as Mayan descent)

Country	Total scholars	Total indigenous	Total non-indigenous	% Indigenous
Guatemala	31	29	2	93.55
El Salvador	24	7	17	29.17
Dom. Republic	33	27	6	81.82
Haiti	25	24	1	96.00
Honduras	34	30	4	88.24
Nicaragua	15	12	3	80.00
Jamaica	21	21	0	100.00
Panama	9	8	1	88.89

**c- Employment Rate**

The CASS 2004 Employment survey was not broken down by sectors. Hence, CIED has no precise data as to the employment rate of Health Initiatives alumni. It seems reasonable to assume, however that their employment rate approximates the 91% achieved by all two-year CASS alumni.

## **B- PROFESSIONAL PROGRAMS**

### **INTRODUCTION:**

Much of the training aimed at strengthening the education and health sectors under this CASS Cooperative Agreement was aimed at mid-level rural professional already working in these sectors. This approach was adopted for two reasons: (1) prior experience with trainees in these areas shows that having credentials from government ministries is necessary to find employment in these sectors (as most employment opportunities are in the public sectors) and (2) providing in-service training to those already working in the field ensures immediate and broad impact of training.

In 1995, CASS developed a Professional Program training model which provides short-term specialization and skills upgrading to mid-level professionals to make them and their institutions more effective. When the subject Cooperative Agreement began in 1998, this model was adapted and enhanced to provide training to help support USAID's commitment to improving basic education and fighting infectious diseases. These three-, six- and twelve-month programs were tailored for participants to develop their professional and leadership skills.

Under the subject Cooperative Agreement, CASS Professional Programs training supported the areas of education, health, construction, and cooperatives. Programs provided critical new skills to educators, healthcare workers, supervisors and community leaders who are already working in their fields and therefore unable to take extended leaves of absence for professional development. Although limited ESL instruction was included (survival skills are needed to function in an English-speaking society), instruction was generally be in the students' native language

In addition to formal classroom training, CASS made great efforts to provide professional trainees with appropriate field experiences, job shadowing (observations of other professionals) and mentors. Classroom and field experience exposed students to up-to-date technology wherever possible, but students were also trained to function without the use of high tech equipment. Instructors and field guides placed great emphasis on discussion with a question-and-answer format that provided plenty of opportunity for students to relate new methods and technology with their own professional experiences in the field, in their home countries, thus making it as relevant as possible to their own country's realities. Students were also trained in basic computer applications appropriate to the field of study.

Professional development/leadership training provided opportunities for students to associate with their U.S. counterparts and to participate in professional associations. Students were given the opportunity to volunteer their services on weekends and vacation periods with non-profit organizations. Students also participated in civic and religious organizations, attended meetings of local and state governments and took part in other grass-roots activities.

The following table illustrates the distribution of the 637 participants trained in Professional Programs under this Cooperative Agreement.

<b>PROGRAM</b>	<b>TRAINED</b>	<b>PERCENTAGE</b>
Education (6 months)	95	15%
Education (12 months)	317	50%
Health (6 months)	18	3%
Health (12 months)	80	13%
Health/Nursing (3 months)	6	1%
Cooperative Mgmt (3 months)	46	7%
Construction Mgmt (6 months)	70	11%
<b>Total</b>	<b>632</b>	<b>100%</b>

Overall (see chart below), 626 completed the target objective of a professional certificate (99.05%) and 629 participants (99.53%) returned home at the end of their training experience in the U.S.

<b>Cycle</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Overall</b>
<b>Completed</b>	<b>36</b> 100%	<b>102</b> 99.03%	<b>143</b> 100.00%	<b>107</b> 100.00%	<b>238</b> 97.94%	<b>626</b> 99.05%
<b>Returned</b>	<b>36%</b> 100%	<b>101</b> 98.06%	<b>143</b> 100.00%	<b>107</b> 100.00%	<b>242</b> 99.59%	<b>629</b> 99.53%
<b>Total</b>	<b>36</b>	<b>103</b>	<b>143</b>	<b>107</b>	<b>243</b>	<b>632</b>

[Professional CASS Scholars, Cycles 1998 – 2002]

## **1-HEALTH INITIATIVES**

### **Objectives:**

*Provide skills upgrading for technicians and administrators to develop the region's human resources in the fight against infectious diseases*

### **Expected Outcomes:**

*Train 98 participants over the course of this Agreement. Enroll at least 50% women, 80% rural, 5% indigenous in all programs. Maintain completion rates at or above 95%. Ensure that the employment rate remains above 90%.*

CASS exceeded proposed training goals for programs aimed at controlling infectious diseases. During this Cooperative Agreement, CASS trained 104 participants, from all eight participating countries, in infectious disease programs. CASS originally proposed training 98 participants (in other words, CASS trained an additional six (6) scholars or 106% of its goal). Eighty (80) participants were enrolled in 12-month programs for rural healthcare workers that focused on controlling infectious diseases and improving health services in underserved communities. Eighteen (18) took part in programs focusing on improving the administration of healthcare (including infection control). These programs

took place at St. Petersburg Junior College in Clearwater, Florida and El Paso Community College in El Paso, Texas. Six (6) participants took part in a special three-month course on nursing leadership and global healthcare issues at Georgetown University. This course was a joint effort with Georgetown CIED's ECESP Program (also funded by USAID). Central American and Caribbean nurses joined their counterparts from the Balkans to explore the role of nursing in combating growing worldwide healthcare threats, with a heavy emphasis on infectious and communicable diseases.

Women made up 55.8% of the participants in health programs. Rural participants accounted for 82.7% of the trainees and 20.2% self identified as being part of an indigenous group

All participants (100%) returned to their prior employment. Employment levels for these alumni remain at almost 100%.

Statistics on completion rates are set forth in the table above.

## **2-EDUCATION INITIATIVES**

### **Objectives:**

*Provide skills upgrading to rural primary school teachers and administrators in areas that enhance their performance and make their schools more effective*

### **Expected Outcomes:**

*Train 388 participants over the course of this Agreement. Enroll at least 50% women, 80% rural, and 5% indigenous in all programs. Maintain completion rates at or above 95%. Ensure that the employment rate of alumni remains above 90%.*

CASS exceeded the Cooperative Agreement's proposed training goals for programs aimed at improving basic education in rural areas. CASS trained 412 educators. CASS originally proposed training 388 participants (in other words, CASS trained and additional 24 scholars or 106% of its goal). Three hundred seventeen (317) students were enrolled in 12-month programs. Ninety-five (95) students participated in a six-month program for teachers and education administrators. (Not included in these figures are three (3) participants from El Salvador who transferred after their first year from a two-year program in Interpreter Training and completed the 12-month program in primary education. These students are included in the statistics for Two-Year, Traditional CASS Programs, in paragraph A-1, above). These programs took place at the following institutions:

- Alamo Community College District, San Antonio, Texas
- Modesto Junior College, Modesto, California
- Harris-Stowe State College, St. Louis Missouri
- Kentucky State University, Frankfort, Kentucky
- St. Louis Community College, St. Louis, Missouri
- Santa Fe Community College, Gainesville, Florida

- University of Arizona, Tucson, Arizona
- West Hills College, Coalinga, California

The training programs for teachers provided them with skills to improve their performance in the classroom and to strengthen their leadership abilities. Participants from all eight participating countries took part in programs aimed at improving educational services for underserved areas and populations in their countries.

Of the participants enrolled in education programs, fifty-one percent (51%) were women. Rural participants accounted for 85.4% of the group and 16.3% self identified as being part of an indigenous group.

Statistics on completion rates are set forth in the table above..

### **3- POST-TRAINING IMPACT**

In mid 2004, CASS conducted an impact assessment survey to measure the impact of professional program alumni. Three countries were chosen to obtain a representative a sample (Dominican Republic, El Salvador, and Honduras). CASS surveyed 241 professional alumni which represented 75% of all alumni in the three countries. As a result of their CASS training, respondents indicated that they have:

- Strengthened human capacity through the dissemination of new skills and knowledge in rural primary schools and community health centers. Their efforts have reached approximately 9,400 colleagues and 91,000 beneficiaries (including students and patients of health centers).
- Improved services in marginal rural communities. Forty-one percent (41%) of the respondents are working in communities where over half the population is employed in agriculture and 49% work in communities with less than 10,000 inhabitants.
- Advanced democracy through their participation as informed citizens, members of local committees, and resources providing technical expertise to their community committees and projects. Eighty percent (80%) of the survey respondents vote in local elections and fifty-two percent (52%) are active participants in some type of community board or committee.

Improved Performance: Survey respondents stated that their training better equipped them to identify problems, set priorities in their respective sectors and propose solutions. For example, teachers applied new methodologies that increased and improved student participation in class, resulting in better performance. Another major impact for teachers was their success in involving parents in their children's schools. Respondents noted that:

- *"Activities such as vaccination and street cleaning campaigns are now faster and with broader coverage."*
- *"Improvements in writing among first and second graders."*
- *"100 teachers have taken my course on how to teach mathematics and it had a positive impact on them and their pupils."*

- *"Students are learning more, are collaborating with each other and are showing more creativity and motivation."*
- *"The first grade students and preschoolers are learning to read in three months and our community is very happy. Many other teachers want to learn about my method."*

The skills and the knowledge that alumni reported putting into practice at their workplaces were measured using indicators, such as, increase in the number of children who complete primary school and incidence of maternal and child mortality rates. With new knowledge and skills alumni have enriched their workplaces and communities in a variety of ways. For example, health professionals are now more skillful in detecting eye problems among school children. Teachers are applying more effective methodologies to improve reading and writing skills reducing the repetition of a school year and therefore reducing costs for the school systems. A major impact for rural teachers has been increasing the involvement of parents, which has been identified as crucial in improving students' learning.

Leadership: Across development sectors, Professional Program alumni have improved their work by applying basic concepts of stakeholder identification and involvement, needs assessments, planning, scheduling, budgeting, resource identification, team work and communication. These skills are crucial in developing sustainable services in rural communities. Among the impacts reported were:

- *"Improved coordination with community leaders, participation of the mayor's office in health programs, and improved communication."*
- *"Participation in the municipality's activities with health presentations and groups performing health prevention tasks."*
- *"Participation of health care consumers and integration of new ones."*
- *"More visits from parents to school and more support from them."*
- *"Improved relations between school and community organizations."*

Alumni from all sectors indicated that the CASS training had improved their knowledge and leadership skills. They use these skills in their place of work and in their communities. They are better prepared to organize and work with groups in solving problems. Some of their responses were:

- *"People in my community look for me now, as their health promoter, to give them educational talks. They are more aware of health-related issues and want to take action."*
- *"I have been selected as community council member and I am now in a better position to work with my community on health issues."*
- *"Now we work with the disabled."*
- *"It was not easy to get all the health-related organizations to collaborate and coordinate with each other. Now I am better able to bring groups together."*

Multiplier Effect: Alumni also multiply their knowledge and skills through their effect on their colleagues. PP alumni trained other colleagues and working together they improved performance indicators in their institutions. Overall, the alumni have worked with some 9,500 colleagues, with the largest number in education. For example,

fifty-three (53) Dominican alumni in education are rural school teachers, twenty-five (25) are District Training Technicians of school teachers, two (2) are in Regional Educational Centers (trainers of trainers) and three (3) work with the Ministry of Education at the national level. All have colleagues and also work with rural community school teachers. In one district (La Vega), a CASS alumnus works with 20 colleagues at the district level who, in turn, work with 350 teachers. Thus it is estimated that the 73 Dominican respondents have impacted at least 4,985 colleagues who have the potential to reach out many children.

Fifty-two percent (52%) of the alumni who responded have participated in community activities and have served on board of directors in local organizations. As indicated by PREAL<sup>1</sup> in its report *Lagging Behind-A Report Card on Education in Latin America* (2001, p. 17), "*in traditionally centralized systems, local authorities are accustomed to following orders sent from above and have little experience in managing their own affairs. They need both training and practice if they are to assume these new roles effectively.*" In education, CASS alumni contributed to strengthening local community skills needed for decentralization of decision making of the public school system. Another way in which alumni contributed to strengthening social capital is through participation in associations and other local groups

#### **SUMMARY:**

Based on program evaluations and the 2004 CASS Professional Programs Alumni Impact Survey, Georgetown University believes that training is producing expected results.

- Participants express high rates of satisfaction with their U.S. training programs both during training and after they return to their home countries. Host institutions in the United States also have high praise for the student achievement and their contributions to local U.S. communities.
- CASS Professional Program alumni have had major impacts upon their return. They apply new skills and passed on new knowledge and information in benefit of their rural communities through their work in rural schools, health centers, construction sites and cooperatives.
- Professional Program alumni use their leadership skills to participate in local committees and use their broader technical knowledge in education, health, construction and cooperatives to improve services to underserved groups and communities.
- Professional Program alumni train their colleagues and multiplied knowledge and skills, thus benefiting students in rural schools, patients in health centers and members of cooperatives.
- Professional Program alumni introduce professional standards in their fields of expertise. Commonly, rural teachers, health workers, and construction workers lack professional associations that provide an opportunity to network with professional peers and exchange lessons and best practices in each sector.

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<sup>1</sup> PREAL (Partnership for Educational Revitalization in the Americas), [www.preal.org](http://www.preal.org)

## C- ALL CASS PROGRAMS

### 1- Objectives:

*Prepare students to be leaders and agents of change in their home communities by involving participants in U.S. models of civic participation and community service. Provide them with concrete skills to become involved in their home countries. Enhance participants' understanding of civil rights for all people.*

### Expected Outcomes:

*At least 60% of returnees will actively participate in NGOs, community service, and/or civic activities.*

CASS placed a major emphasis on personal development and preparing participants to become leaders and change agents in their home communities throughout the five cycles included during the period of this Cooperative Agreement. Three of the several objectives of CASS two-year programs are to:

- Instill in participants the attitudes and beliefs of self-responsibility and self-initiative which result in individual commitment and service to community and country.
- Expose participants to effective democratic processes and teach them how U.S. democratic institutions work through practical application.
- Ensure the participants' return to their countries with the necessary personal, professional, and leadership skills to contribute as agents of change to the social and economic development of their families, communities and countries.

Closely related to this, CASS has developed five programmatic outcomes; qualities that all students were expected to develop personally while in the U.S. and draw from upon their return home. Attaining the CASS mission depended on the effectiveness of colleges structuring their programs in such a way as to ensure that students are **responsible, educated, multi-cultural, professional, and committed**. Each college realized these objectives and programmatic outcomes in its own manner, depending on available resources and opportunities, but across the program, every two-year participant was engaged in a wide range of activities outside of the formal classroom intentionally designed to prepare them as leaders. Detailed evidence of these activities was provided in earlier quarterly reports to USAID, in particular in the 2<sup>nd</sup> quarter of each year, under the heading of "Report on the Colleges". Central to achieving the desired student development and leadership skills was the weekly CASS meeting. College coordinators were guided by the following topics and activities to achieve the required objectives:

<b>Personal Skills &amp; Adjustment Development</b>	<b>Responsible</b>
<ul style="list-style-type: none"> <li>• Culture shock and adjustment issues</li> <li>• Host family issues</li> <li>• Study skills</li> <li>• Coping with stress and change</li> <li>• Self-esteem and confidence building</li> <li>• Conflict management and resolution</li> <li>• Teamwork</li> <li>• Asking for help, counseling</li> <li>• Social skills (living with host family, one another, on campus, with faculty and staff)</li> <li>• Thinking win/win with others</li> <li>• Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sexuality, sexual responsibility</li> <li>• Sexual harassment and relations with a minor</li> <li>• Local and state laws</li> <li>• Campus rules and regulations</li> <li>• CASS Code of Commitment</li> <li>• CASS Program Expectations</li> <li>• Physical fitness</li> <li>• Personal nutrition</li> <li>• Personal safety</li> <li>• Keeping promises</li> <li>• Commitment to CASS and country</li> <li>• Budgeting and personal finance</li> </ul>

<ul style="list-style-type: none"> <li>• Seeking synergy in relationships</li> <li>• Building support systems</li> <li>• Time management and organizational skills</li> <li>• Emotional literacy</li> <li>• Public speaking</li> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Taking initiative, being proactive</li> <li>• Goal setting</li> <li>• Articulating a personal mission statement</li> <li>• Setting priorities</li> </ul>
<p><b><u>Educated</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Decision making</li> <li>• Learning styles inventory</li> <li>• Computer skills</li> <li>• Internet and professional use of email</li> <li>• Internet research</li> <li>• Cultural events</li> <li>• Environmental awareness</li> <li>• Test taking skills</li> <li>• Continuing education (Sharpening the Saw)</li> <li>• Democratic processes</li> <li>• Student government association</li> <li>• Parliamentary procedures</li> <li>• U.S. Constitution and Bill of Rights</li> <li>• U.S. electoral process</li> <li>• U.S. political process</li> </ul>	<p><b><u>Multicultural</u></b></p> <ul style="list-style-type: none"> <li>• Presentations of home country, culture, customs, music, and ethnicity</li> <li>• Cross-cultural training</li> <li>• 2<sup>nd</sup> (or 3<sup>rd</sup>) language acquisition</li> <li>• Tolerance for differences</li> <li>• Appreciation for cultural diversity</li> <li>• Gender awareness</li> <li>• Local cultural values, customs, and events</li> <li>• Campus clubs and organizations</li> <li>• International student organizations</li> </ul>

<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>• Defining professionalism</li> <li>• On being a professional</li> <li>• Membership in a professional association</li> <li>• Professional appearance and behavior</li> <li>• Mentoring and job shadowing</li> <li>• Resume writing and credential files</li> <li>• Interviewing techniques</li> <li>• Parliamentary procedures</li> <li>• Conducting business meetings</li> <li>• Followership</li> <li>• Sexual harassment</li> <li>• Team building and group dynamics</li> <li>• Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Group think</li> <li>• Conflict resolution and decision making</li> <li>• Networking</li> <li>• Internet research, professional use of email</li> <li>• Women's organizations</li> <li>• Priorities management</li> <li>• Proposal writing</li> <li>• Project management</li> <li>• Communication</li> <li>• Employee supervision</li> <li>• Coaching</li> <li>• Field trips and site visits</li> <li>• Making reports (orally and in writing)</li> </ul>
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<p><b><u>Civic Responsibility and Community Service</u></b></p> <ul style="list-style-type: none"> <li>• Civic competencies and skills</li> <li>• Civic engagement through history</li> <li>• Civic responsibility in a democratic society</li> <li>• Civil rights</li> <li>• Citizenship: definition of</li> <li>• Common good, The</li> <li>• Community: definition of</li> <li>• Community action</li> <li>• Community assets</li> <li>• Community service</li> <li>• Model citizens in the local community</li> <li>• Respecting the rights of others</li> <li>• Rights vs. responsibilities</li> <li>• Social justice</li> <li>• Social responsibility</li> <li>• Volunteerism: definition of</li> <li>• Volunteer agencies in the U.S.</li> <li>• Volunteer agencies in home country</li> </ul> <p>(For more information, see: Gottlieb, Karla and Robinson, Gail. <i>A Practical Guide for Integrating Civic Responsibility into the Curriculum</i>. Washington, DC: Community College Press, 2002.)</p>	<p><b><u>Commitment to Return Home and Reentry</u></b></p> <ul style="list-style-type: none"> <li>• Goal setting – personal and professional</li> <li>• Maintaining focus</li> <li>• Review of commitment to country</li> <li>• Staying informed and current about home country</li> <li>• CASS alumni associations</li> <li>• Credential files <ul style="list-style-type: none"> <li>○ Resume</li> <li>○ Letters of recommendation</li> <li>○ Course syllabi</li> </ul> </li> <li>• Authentication of documents (diplomas and transcripts)</li> <li>• Conducting the job search</li> <li>• Interviewing skills</li> <li>• Writing the cover letter</li> <li>• Stating your employment (career) objective</li> <li>• Networking</li> <li>• Reverse culture shock</li> <li>• Saying goodbye</li> <li>• Final responsibilities <ul style="list-style-type: none"> <li>○ Apartment lease</li> <li>○ Utilities</li> <li>○ Forwarding mail</li> <li>○ Outstanding bills and obligations</li> </ul> </li> </ul>
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Does this training have an impact on alumni, once they return to their home countries? According to the *CASS 2004 Employment Survey Report* (page 4), the answer is a definite “yes”. “Overall, 98% of the surveyed alumni responded that CASS had strengthened their leadership skills, and 94% responded that CASS had increased their civic participation.” When asked specifically, “How do you participate in civic or political activities in your country?” CASS alumni responded as follows: “voting in government elections, 74%; participating in political campaigns, 13%; running as a candidate for political office, 1%; and serving as an official on a local, regional or national organization or committee, 11%.”

As indicated, community service is an integral part of CASS training while students are in the U.S. Alumni are expected to continue this practice when they return home. Again, citing the *CASS 2004 Employment Survey Report* (page 3), 90% of respondents indicated they have been involved in community service projects and 74% said they were currently involved in such activity. The highest activity, 58%, “was found in communities where participants were recruited from. This is worth mentioning,” the survey adds, because “CASS participants are recruited, in general, from the poorest and most economically disadvantaged rural areas.” Continuing, when asked what people benefited most from their service activities, alumni reported the following: “youth 32%; girls/women 23%; community association 26%; persons with disabilities 10%; other 9%.”

**2- Objectives:**

**Build lasting links of friendship and understanding among the countries of Central America, the Caribbean, and the United States.**

**Expected Outcomes: At least 70% of returnees will maintain contact with their US host community.**

Setting the foundation for building lasting links of friendship and understanding among the CASS students and citizens of the United States is the home stay required of each two-year participant. Each spends a minimum of nine months at the beginning of the training experience living with a host family. While this experience varies with every host family, students generally develop strong bonds of friendship with their hosts, continuing to benefit from this relationship in the second year of studies and well beyond their return home. But lasting relationships develop at all stages throughout the scholars’ experience in the U.S., both on and off campus and continue well beyond graduation and the students’ return home. This is evidenced by the *CASS 2004 Employment Survey Report* (page 4) on CASS alumni, which states, “most two year alumni keep in contact with the friendships they made during their training, even after a long time. Eighty-seven percent of respondents said they continued communications with host families (30%), U.S. friends (26%), and U.S. classmates (22%) primarily.” Thus, once again, CASS exceeded the expected outcome of training in terms of alumni keeping contact with their U.S. host community.

- 3- **Objectives:**  
*Broaden and deepen the commitment of U.S. institutions of higher learning to the education of disadvantaged people from foreign countries.*

**Expected Outcomes:**  
*CASS colleges will continue cost-sharing the CASS program at a rate of at least 35%.*