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

GEORGETOWN UNIVERSITY

QUARTERLY PROGRESS REPORT
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Submitted to:

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Education and Human Resources
Office of Development Resources
Bureau for Latin America & the Caribbean
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Washington, DC 20523

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GEORGETOWN UNIVERSITY

Center for Intercultural Education and Development

October 25, 1993

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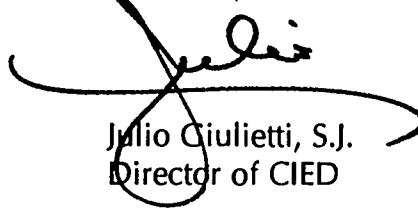
Dear Norm:

I am pleased to present to you three copies of Volume 32 of the Quarterly Progress Report for CASP, CASS, and NPSP. It covers activities in our organization for the second quarter, April through June 1993.

This report features the recruitment profile of the Thomas Jefferson Fellows who were ultimately selected for cycle J of CASS and cycle III of NPSP. It renders a good commentary on the recruitment process that led to the successful selection of outstanding TJFs in each case.

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

Sincerely,



Julio Ciulietti, S.J.
Director of CIED

JG/drg

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PREFACE

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

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

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

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

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

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

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

CASP/CASS

MISSION STATEMENT

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

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

As a point of reference and clarification, each group of CASS students is referred to as a cycle for purposes of identification, funding, subagreements, etc. Those cycles and their start-up dates specifically mentioned in this report include **F8** (August 1989), **G1** (January 1990), **G8** (August 1990), **H8** (August 1991), **H13** (January 1992), **I8** (August 1992), **I13** (January 1993), **J6** (June 1993) and **J8** (August 1993). Each group is funded for two years of study before graduation and return home.

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

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

QUARTERLY PROGRESS REPORT TO USAID

April 1, 1993 to June 30, 1993

Volume 32

EXECUTIVE SUMMARY

I. RECRUITMENT PROFILE - CASS JEFFERSON FELLOWS - CYCLE J

The primary focus of this report is on the CASS recruitment profile of cycle J Thomas Jefferson Fellows and the recruitment process over the past year. Emphasis is placed on the number of women, rural versus urban, low-income or socially disadvantaged, and demonstration of leadership potential of the candidates. Emphasis is also placed 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.

A. Objectives: Numbers, Countries, Fields of Study

Recruitment for cycle J began in earnest in October 1992 in all of the 16 CASS countries (with the exception of Haiti), specifically Antigua & Barbuda, Barbados, Belize, Costa Rica, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Nicaragua, Panama, St Kitts/Nevis, St Lucia, and St Vincent and the Grenadines.

Preliminary planning meetings for cycle J established the total number of scholarship awards at 340 for the following fields of study: Small Business Management, Food Technology, Quality Control, Electronics/Telecommunications, Electronics/Medical Equipment Repair, Food Science Technology, Agribusiness, Industrial Maintenance, Quality Improvement Specialist, Hotel/Restaurant Management, Environment/Ecotourism, Environment/Water Technology, Business Computer Studies for the Deaf, and Interpreter Training. Complementing and rounding out the traditional and more typical two-year technical training programs, CASS administration agreed to continue a small number of awards for the Florida Bachelors' Degree Program and the St. John's Program.

Business Computers for the Deaf and Interpreter Training, both special programs, would be offered only in the English-speaking Caribbean because the participating Central American countries and the Dominican Republic had already participated in this program for the deaf in 1990 and 1991.

. 1'

Recruitment forms were designed and edited in Washington in early Fall 1992 by the CASS staff and samples may be found in the appendix. The Pre-selection Application form describes the program and the fields of study. It also contains the Pre-Selection Screening Application in which applicants provide basic information to the country coordinators.

B: Criteria for Selection

If applicants meet basic criteria they are then eligible to receive the Application for a CASS scholarship. This form asks fifty-three questions which are related to the applicants' personal, academic, and civic background, and are designed to aid in determining the candidates' eligibility for the next step, a meeting with the Interview Committee.

The criteria used for selecting cycle J scholars for recruitment, interviews, and ultimate participation are listed below. All applicants must be:

1. Economically disadvantaged (determined in each country and normally below the USAID poverty level. See appendix.)
2. Between the age range of 17 to 25 years old
3. Fifty percent women
4. Eighty percent from rural areas
5. Able to demonstrate leadership potential
6. Academically superior, with no previous university experience
7. Unmarried and without children
8. Citizens in the country where the application is filed
9. Without siblings previously awarded a CASP/CASS scholarship

C. The Recruitment Process and Priorities

The recruitment process was divided into three phases and began October 1, 1992. In the first phase, called *Preselection I*, the country coordinators distributed the Preselection Applications to all members of their in-country network. Approximately ten applications per scholarship were distributed. Although the extent of networks varies from country to country, typically they consist of representatives from each geographic region, from the public and private sectors, and from NGO's working with youth, women, cooperatives, and organizations involved with training and social work. One of the main organizations which works closest with CASS in each country is the Ministry of Education and the public schools. Also, country coordinators work closely with the mayor's office in each town to identify cooperatives, civic and religious groups, and any other organization that might have access to underprivileged youth.

During cycle J CASS made an exceptional effort to target women candidates and

worked closely with women's groups throughout the process. Similarly, CASS strove to reach rural population and indigenous groups in participating countries such as Panamá, Nicaragua, Guatemala and Honduras. Use of news media assures maximum public awareness in targeted areas. Public radio announcements, news releases, and TV spots are part of the overall strategy. Priority regions targeted for cycle J recruitment are outlined below.

COUNTRY	PRIORITY REGIONS/GROUPS
Belize	Economically disadvantaged throughout rural and urban areas of the country
Costa Rica	Economically disadvantaged throughout rural and urban areas of the country
Dominican Republic	El Seybo, La Romana, San Pedro de Macoris, Hato Mayor, La Provincia de Altagracia (Higüey), Dajabón, Santiago Rodríguez, Montecristi, Valverde Mao
Eastern Caribbean	Economically disadvantaged throughout rural and urban areas of the country. Special consideration was given to hearing impaired students.
El Salvador	The former conflict zones of: Chalatenango, Usulután, San Miguel, La Unión, Morazan
Guatemala	Indigenous groups were targeted.
Honduras	Ocoteque, Copán, Gracias a Dios, Intibuca, La Paz, Colón, Yoro, Mesquito Indians
Nicaragua	Buaco, Chontales, Rio San Juan, Madriz, Costa Atlantica (Bluefields/ Puerto Cabezas)
Panama	Priority was given to the Emberá and Guaymí Indians
Jamaica	Economically disadvantaged throughout rural and urban areas of the country. Special consideration was given to hearing impaired students.

Preselection I concluded in early January. By that time all forms had been returned to the CASS offices where they were reviewed to ensure that each applicant met the basic criteria.

In phase two, *Preselection II*, all of the candidates with the minimum criteria were given the Application Form (previously referred to as the *long form*) with instructions to return it by the second week of February 1993 with copies of their school transcripts, income verification documents, and letters of recommendation. Approximately four application forms were distributed per scholarship to ensure an adequate pool of applicants. Continuous follow-up was necessary with potential applicants and the networks to guarantee the appropriate level of response - the 50/50 male/female ratio and the 80/20 rural/urban ratio.

A major part of Preselection I and II focused on applicant leadership. Candidates were required to demonstrate leadership capacity as evidenced in school, church, or other community activities. Here the input of the support networks was crucial because often these individuals knew the candidates and had witnessed their leadership and commitment.

When all forms were in, country coordinators verified again that all criteria had been observed and chose the most qualified applicants. These applicants proceeded to the next phase, the *Interview Process*.

Interviews were conducted from late February to the third week in March and approximately three candidates per scholarship were interviewed. In preparation, the country coordinators met with their interview committees to discuss the CASS criteria and to reflect on rules of interviewing. For example, questions or comments related to physical appearance would not be permitted; every effort would be made to put the applicant at ease; and approximately 20 minutes would be allocated per interview with a five-minute period at the end for committee members to summarize their thoughts. The interview process is one of the most stimulating and difficult stages of recruitment.

A typical interview committee consisted of the country coordinator, alumni, a Georgetown University CASS representative, representatives from the Ministry of Education and USAID, and experts in the advertised fields of study. In most countries, interviews were organized by fields of study, with relevant experts and employers participating accordingly. Usually, interviews were conducted in one, two, or three areas of the country and the interview committee traveled with the country coordinator. This assured adequate regional recruitment and close supervision of the CASS network in rural areas. It also permitted the coordinator and the Georgetown representative to evaluate the strengths of the program and any problems which needed attention. These Georgetown representatives travelled to interviews for Cycle J.

Name	Country Travelled To
Julio Giulietti, S.J.	El Salvador
Argentina Ibarra	Eastern Caribbean
Christopher Shirley	Nicaragua Costa Rica Haiti
Stephanie Kearse	Jamaica
Paul Silva	Belize Dominican Republic
Matt McPherson	Guatemala
Maria Subiza	Honduras

Their trip reports are found in the appendix.

By March 26 the application forms of candidates chosen in the interview process were sent to Washington. Each was ranked by field of study and country. Overseas staff promptly reviewed every application to insure that candidates met the minimum criteria and that all necessary documentation was present. At this point, recruitment was essentially concluded; the files were passed on to the Computer Unit for data entry and then to U.S. Operations for the Selection Meeting.

At the Selection Meeting Overseas staff served to clarify the recruitment process and emphasized for the community college representatives the various regions and groups targeted. Further, country coordinators ably provided first-hand knowledge of particular applicant strengths and weaknesses, adding invaluable insights on student leadership capabilities which are often difficult to convey adequately on application forms.

D. Recruitment Results

The question remains - *How well did CASS succeed in achieving original recruitment objectives for cycle J?* According to information compiled from student files upon completion of selection, the new, cycle J class of Thomas Jefferson Fellows consisted of 160 females (49.7%) and 162 males (50.3%). Fully 234 (72.6%) came from rural areas and 88 from urban areas. Charts detailing data on male/female ratio by country, by field of study, by school, as well as the distribution of candidates by rural/urban areas, can be found in the appendix.

E. The Selection Meeting

Actual selection of Thomas Jefferson Fellows for cycle J took place over a two-day conference in Washington, D.C. at the CASS offices, Georgetown University, in late April 1993. It involved CASS coordinators from 19 colleges, the country coordinators from each participating country, and all CASS staff at Georgetown.

It has been and continues to be the policy and practice of CASS to allow the representatives of the participating colleges to make the final selection of the Thomas Jefferson Fellows.

Just as CASS seeks to recruit the finest candidates for the program, it also strives to involve the best community, junior, and technical colleges in the program. While student recruitment got under way in the Fall of 1992, CASS began reviewing and selecting those colleges that could best provide the technical and academic training, the best environment for hosting international students, and the best support for experiencing America. Each college, after a preliminary invitation to participate in cycle J, was

required to submit a proposed budget, budget narrative, and comprehensive plan prior to the April selection meeting. CASS program officers and administrators reviewed each of these documents thoroughly for content and support of the field of study and budget before final approval was announced. The colleges selected for joining cycle J are:

- (1) Berkshire Community College (MA)
- (2) Broome Community College (NY)
- (3) Central Florida Community College
- (4) Edmonds Community College (WA)
- (5) Florida Community College at Jacksonville
- (6) Fox Valley Technical College (WI)
- (7) Hesston College (KS)
- (8) Hocking College (OH)
- (9) Illinois Eastern Community College
- (10) Kings River Community College (CA)
- (11) Kirkwood Community College (IA)
- (12) Modesto Junior College (CA)
- (13) Mt. Aloysius College (PA)
- (14) Mt. Hood Community College (OR)
- (15) Northcentral Technical College (WI)
- (16) St. Louis Community College (MO)
- (17) Scott Community College (IA)
- (18) University of South Carolina at Sumter
- (19) Utah Valley State College

An excellent summary of the 1993 cycle J selection meeting replete with charts and graphs can be found in the appendix. Comments from those participating in the process are provided there and point out the continuing, indeed growing satisfaction of college coordinators with the quality of the candidates, as well as the recruitment and selection process.

III. ON-GOING ACTIVITIES

A. Student Statistics

At the end of the second quarter (June 30) a summary check of Thomas Jefferson Fellows in CASS resulted in the following statistics. There were two groups of the traditional programs, cycle H and cycle I, with a total of 491 students in training in the United States. This included a new group of 13 students who arrived as an early part of cycle J in June. The latter group entered either the special program for the hearing impaired or interpreter training, both offered at Mount Aloysius College in Pennsylvania. At the same time, the total reflects the loss of two students, one each from cycle H and I, who appeared in the statistics for the first quarter, 1993, but who were terminated before

its completion on March 31. Thus, there is a net increase of 11 students in the "traditional" 2-year programs. Also during the second quarter, CASS lost a student from the Florida BA Program. In sum, there were 571 students enrolled in four different programs in the United States during the period.

	F8	G8	H8	H13	I8	I13	J6	TOTAL
a. College Programs								
24 CASS	0	0	172	0	306	0	13	491
b. Special Programs								
Florida B.A. (4)	0	0	0	10	0	5	0	15
Haiti Exten.	3	42	0	0	0	0	0	45
St. John's	0	0	10	0	10	0	0	20

c. Grand Total	3	42	182	10	316	5	13	571

B. Special Student Cases

The Student Cases Committee met twice during the quarter to review pending and new student cases. Not reflected in the chart above (they will appear in the next quarterly report) are several students who were terminated from the program. Four students from Haiti, cycle G8, were terminated in early April as a result of personal decisions to withdraw. After attempts to locate each, they were reported to the Office of International Training and classified as "Non-returnees." Some of these students, and others who followed, were reported as having applied for political asylum in the U.S. A Nicaraguan flew home in early May to attend the funeral of his mother and since returned to his studies, and a student from Guatemala, after losing feeling in one hand, was hospitalized with a diagnosis of cystic cercosis and a reaction to a spinal tap. He recovered and was released after three days.

By early June two more Haitians had abandoned the program, were reported as "non-returnees" and were terminated. Two students, one from Honduras and another from Barbados, enrolled at the same college, attempted suicide within a month of each other. Both were immediately hospitalized until stable, both received intense therapy and were being closely monitored by college officials through the end of the quarter.

C. Terminations

CASS terminated the scholarships of the following nine Thomas Jefferson Fellows (referred to above) by the end of the second quarter:

4/05/93	Pierre Calvaire	G8	Haiti	Miami Dade C.C.
4/05/93	Gueillant Dorcinvil	G8	Haiti	Miami Dade C.C.
4/05/93	Marie-Helene Georges	G8	Haiti	Bunker Hill C.C.
4/08/93	Hector Mardy	G8	Haiti	Miami Dade C.C.

5/28/93	Chezairé Dominique	G8	Haiti	McPherson College
6/07/93	Marie Joseph	G8	Haiti	UWC-Richland Ctr.
6/14/93	Smith Fleurentin	G8	Haiti	Goshen College
6/25/93	Eliot Cantave	F8	Haiti	Edmonds Com. C.
6/28/93	Wildy Mulatre	G8	Haiti	Bethel College

D. Second Quarter 1993 Activities

Normal activities apart from those in preparation for and as follow-up to the April cycle J selection meeting continued to keep everyone busy. Students in cycle H were completing and submitting credential files in anticipation of their return home in a few short months. By May 90% of these files had been received in Washington and had been forwarded to the country coordinators who were beginning to prepare for the arrival of cycle H students in late July and early August. Country coordinators were also busy preparing for and conducting ceremonies announcing the cycle J scholarships and getting ready for in-county orientation of the new Thomas Jefferson Fellows.

Plans were approved to involve six CASS staff and college representatives in the cycle J orientation. These people were asked to provide presentations on life in the U.S., what to expect at community colleges, and general information on U.S. educational institutions. The office began processing paperwork related to each student's scholarship and the inevitable selection of alternates. Work on contracts included the modification of cycle I subagreements to extend the funding and period of performance for a second year and the issuance of cycle J subagreements to those colleges listed above.

Students in cycles H and I from four institutions - Hesston College, Independence Community College, St. Louis Community College and Hocking College - came to tour Washington, D.C. as a part of their Experience America activities and were welcomed by the CASS staff.

Two issues gave rise to considerable discussion during the quarter. One was the role of enforcing alumni compliance with the two-year residency requirement of the J-1 visa. CASS is aware that a small minority of alumni return to the U.S., sometimes immediately upon returning to their home countries. For various reasons, these students are able to secure F-1 or tourist visas and have been allowed reentry into the U.S., some to continue their studies, some for marriage or other reasons. Although program policy and practice is and always has been to support the return of alumni to their home countries and their compliance with the residency requirement, there are many players beyond the control of CASS, including the U.S. Government, who can affect the final outcome. Further, the success of alumni returns to their home countries far outweighs the failures, by a margin of better than 95 to 1.

Still, of particular concern is the potential for direct or indirect involvement of CASS colleges in the student's decision and determination to return to or remain in the U.S. This role, when it has occurred, usually was ambiguous, not an attempt to directly subvert the goals of the program. It may take the form of a scholarship offer for further study, an over protective host parent, or other enticements. Though small in number, these cases clearly send the wrong message to new TJFs just arriving on the scene. To counter this activity the Director of USOPS/CASS Tom Oates made plans to write a policy letter to each participating college during the third quarter warning of the potential damage to the program and restating the program's mission and goals.

A second issue of concern was the confidentiality of student cases and records. Time was spent during the quarter to discuss what CASS was required to report in the case of student disciplinary action, for example, or in the case of personal medical or mental treatment. What words to avoid or include in discussions about a case, what information should be retained in a student's file and where, and who needs to know about a particular student case were questions that surfaced in the discussions. Final resolution of these matters was pending at the quarter's end.

E. Travel

Program officers travelled to five campuses during the quarter. Accompanied by five Country Coordinators after the April selection meeting, Joe Schaefer led a special visit to *Northcentral Technical College* in Wisconsin and the *University of Wisconsin Center at Richland Center*. The purpose of the trip was to familiarize the country coordinators with a typical community (or technical) college in the United States and to observe the activities of a CASS program. Similarly, program officer Matt McPherson led four other country coordinators on a tour of *St. Petersburg Junior College* in Florida during the same period. In addition, Schaefer was able to visit the *University of Wisconsin Center at Marinette County* in early April and *Fox Valley Technical College*, also in Wisconsin, in early May. Schaefer and McPherson filed trip reports as a part of their quarterly status reports for each college. These are found in alphabetical order in the appendix.

USOPS Director Tom Oates, Assistant Director for College Programs Dennis Huffman, and CIED Director Julio Giuliatti, S.J., travelled to Portland, Oregon during the quarter to represent CASS at the annual conference of the American Association of Community and Junior Colleges (AACJC). Both Tom Oates and Dennis Huffman gave presentations at those meetings. Oates and Huffman also visited a CASS program at *Mount Hood Community College* in the Portland area.

Associate Director of CIED Merrily Sterns visited two CASS institutions, *Broome Community College* in Binghamton, New York, and *Berkshire Community College* in Pittsfield, Massachusetts as a means of further acquainting herself with the CASS

program. Her report can be found in the appendix.

And overseas, Magali de Rodil travelled from Guatemala to El Salvador to work with the Country Coordinator on Everybody Works for CASP and CASS alumni and for deaf alumni. Her trip lasted from March 26 to April 2, 1993.

In June CIED Director Julio Giulietti, S.J., flew to El Salvador to meet with officials of the Universidad de El Salvador (UES) in San Salvador and to sign a *convenio* with that institution on June 11. Among other benefits, the terms of the agreement should facilitate the recognition of CASS scholars' academic work in the U.S., with the UES granting equivalencies for that work where possible. This is the ninth formal *convenio* signed by a Central American institution of higher education with CASS/Georgetown to date. Others are expected within the next few months. While in El Salvador, Director Giulietti also participated in ceremonies at which the cycle J Thomas Jefferson Scholars were announced to the public of El Salvador.

IV. THE NICARAGUA PEACE SCHOLARSHIP PROGRAM

A. Summary

The NPSP 1993 recruitment and selection attracted nearly 500 candidates and, using expanded criteria, met the goal of selecting 60 candidates. The program reached a greater number and broader mix in targeted socially disadvantaged groups comprising ex-soldiers, people of ethnic origins, people from the Atlantic Coast, and "inditos," or people from very remote communities. The recruitment network grew from 18 to 42 different institutions which were involved in distributing forms. It also grew in terms of participation. Attendance at interviews by support network representatives from industries related to the fields was outstanding. Some supporters were so enthusiastic they often returned at unscheduled times in order to continue participating. The strengthened network of support was also demonstrated by the Nicaraguan employers where 55% NPSP alumni were employed in an economy of 88% unemployment. Additionally, 10% were studying full-time.

Two alumni workshops held this quarter were designed to foster the support system among and between individuals. The idea was to reinforce leadership skills and the benefits of working in groups and teams to confront personal and professional problems. The need for these workshops was anticipated by Georgetown and planned in recognition of the critical social and economic conditions in Nicaragua today.

In the United States, NPSP director Elizabeth Robinson conducted three campus visits and found Cycle II students, in the U.S. since January 1993, highly motivated and producing excellent results at the close of the spring 1993 semester. Of the 61 Cycle II

participants, 18 made the NPSP honor roll by earning a GPA of 3.5 or higher and 30 students earned GPAs between 3.0 and 3.4. Participants' performance in English as a Second Language progressed more than satisfactorily and intensive ESL studies were planned to continue throughout the summer. Also during this quarter many participants completed host family stays and made the transition to independent living.

B. Primary Focus

The primary focus of this quarter was on recruiting NPSP's third program cycle of 60 students, with emphasis on these criteria: number of women, rural versus urban, low-income or socially disadvantaged, and demonstrated leadership potential.

C. Planning for NPSP Cycle III Recruitment

Toward the goal of recruiting and selecting 60 qualified candidates to participate in NPSP's third cycle to begin training in 1993, and based on the NPSP program mission, the NPSP director and country coordinator secured AID/Managua approval of new fields of study, planned geographic target areas for distribution of forms, and devised a candidate profile and recruitment implementation calendar. The following policies and actions resulted from these activities between January and February 1993:

1. Definition of Program Mission

NPSP's primary goal is to train young Nicaraguan adults unable to complete secondary school during the previous decade of social instability. Through leadership, academics, Experience America, and technical training, these young men and women are prepared for employment, for further education, and to act as multipliers for change and to demonstrate a commitment to serve others as well as self-initiative and responsibility for their future.

2. Establishment of Target Population Criteria

As in previous NPSP recruitment cycles, the following were used as the preferred target population recruitment criteria:

- 100% socio-economically disadvantaged
[maximum income criteria: \$400/month per 5-person household]
- 50% women candidates
- 80% from rural areas
- 100% demonstrated leadership potential
[Evaluation of leadership potential was greatly expanded. See below for full discussion.]
- Socially Disadvantaged Target Groups: ex-soldiers, people of ethnic origins,

- Distribution of application forms April 19-30
- Deadline for application forms May 3
- Interviews for Small Business candidates May 17-25
- Interviews for Hotel Management candidates May 26-June 2
- Interviews for Quality Control candidates June 3-10
- Final Selection of candidates June 11-17

D. Recruitment and Selection Phases and Results

A three-phase process was used to identify the most qualified candidates:

Phase I: Distribute Information Booklet & Preselection Form

Phase II: Distribute Application Forms

Phase III: Interview Candidates

1. Phase I

The goal of Phase I was to solicit approximately 10 applicants for every scholarship available, or 600 applicants. The NPSP country coordinator invited 42 institutions and individuals, located throughout the country, to selectively distribute a preselection information booklet which included the two-page preselection form. Through groups and individual meetings with the country coordinator, network supporters were oriented to NPSP mission and goals and instructed in specific applicant profile characteristics and prerequisites. Recruitment network supporters were asked to distribute preselection forms selectively to applicants who met NPSP criteria, especially in the demonstrated leadership and commitment to serve their communities. A special effort was made in the NPSP office to provide potential students extra orientation about NPSP program goals and the selection process when applicants came to the office seeking preselection forms, or as they returned completed forms. These orientations were conducted by the country coordinator when more than two applicants were in the office at the same time. See the appendix for the recruitment network, the preselection booklet, and network information sheet.

<u>Results</u>	<u>Number</u>
Forms Distributed	739
Forms Received	466
Rural Applicants	321
Urban Applicants	145
Male Applicants	274
Female Applicants	192

A committee of in-country Georgetown staff, led by the country coordinator,

evaluated the preselection forms by reviewing academic records, experience in the field of study, and community participation. In addition, the committee reviewed preselection forms for compliance with basic prerequisites such as ages 17-30, maximum income criteria, and Nicaraguan nationality. A total of 391 applicants were chosen to enter the next selection phase.

2. Phase II

Phase II requires applicants to provide more information regarding the socioeconomic and academic background of the candidate and his/her family, written compositions, detailed documentation of previous leadership experience, and three letters of recommendation.

<u>Results</u>	<u>Number</u>
Forms Distributed	391
Forms Received	360
Rural Applicants	173
Urban Applicants	140
Male Applicants	171
Female Applicants	142

During the second review process, emphasis was placed on the amount of previous leadership experience, compositions, and letters of recommendation to determine candidates' ability to function as leaders. Of the 360 application forms received, 190 were selected for personal interviews. A new instrument was devised to help assess leadership potential based on detailed documentation depicting the scope and level of the candidates' previous experience in school and community groups as well as service organizations. See the appendix for the NPSP application form and the leadership instrument.

3. Phase III

During Phase III, candidates were interviewed by a 4-6 person committee. Interviews were scheduled for 30 minutes each; the team conducted approximately 10-12 interviews per day. The interview team was made up of the NPSP director, the country coordinator, and members of the support network. USAID/Managua representatives were aware of the interview schedule and invited to participate, as had been the custom in previous NPSP selection periods, but because of short staffing at the Mission no one was able to attend. Attendance at interviews by support network representatives from industries related to the fields was outstanding. Some supporters were so enthusiastic they often returned at unscheduled times to be able to continue participating. Sometimes there were too many supporters for a reasonable size

committee. See the appendix for a list of the support network interviewers. During candidate interviews, applicants were evaluated in five areas:

- motivation and potential for chosen field of study
- ability to communicate effectively
- adaptability
- commitment to serve Nicaragua
- leadership potential

<u>Results</u>	<u>Number</u>
Candidates selected for interviews	190
Candidates attended interviews	189
Rural candidates	122
Urban candidates	68
Male candidates	121
Female candidates	69

E. Final Selection Profile

1. Total selected	60
No. Socio-Disadvantaged	60
No. Demonstrated Leadership	60
No. Hotel/Restaurant Management	20
No. Small Business Management	20
No. Quality Control	20

2. Male/Female & Rural/Urban Breakdown

	<u>Result</u>	<u>Goal</u>
Female	45%	50%
Males	55%	50%
Rural	78%	80%
Urban	22%	20%

3. Candidates from Socially Disadvantaged Groups

Ex-soldiers	22
Ethnic Origin	5
"Inditos"	10
Atlantic Coast	6

4. Distribution of Candidates by Geographic Region

	<u>Result</u>	<u>Goal</u>
Pacific Region	34	35
Central Region	17	15
Atlantic Region	9	10

5. Candidate Education Levels

<u>School Years Completed</u>	<u>Number Candidates</u>
Four Years	1
Six - Eight Years	13
Nine Years	41
Ten Years	5

6. Departments Represented

Of Nicaragua's 17 departments, 16 are represented by this cycle:

	<u>Number Candidates</u>
Boaco	1
Carazo	3
Chinandega	3
Esteli	1
Granada	4
Jinotega	3
Leon	4
Madriz	2
Managua	16
Masaya	2
Matagalpa	3
North Atlantic Coast	4
Nueva Segovia	7
Rio San Juan	3
Rivas	2
South Atlantic Coast	2

F. On-Going Activities

As indicated, NPSP focused activity this quarter on the selection of 60 Cycle III new program participants. At the same time, in-country staff concentrated on alumni support in the area of job placement. Within six months after returning to Nicaragua 54

of the 84 returnees (63%) were employed in training-related jobs. Also within six months, nine returnees (10%) began full-time study. Most participants returned to their home communities; six relocated to larger cities to seek employment. See the appendix for an alumni status report.

Two special alumni workshops were held this quarter on May 21-23 and June 11-13. The workshops were aimed at strengthening skills to solve day-to-day problems and keep up morale while striving to achieve personal and professional goals. Participants were challenged, through group exercises involving risk and fun, to recognize their own strengths and weaknesses as effective team leaders and members. The need for these workshops was anticipated by Georgetown and planned in recognition of the critical social and economic conditions in Nicaragua.

G. NPSP Appendices

The following items can be found in the appendix of this report:

- Recruitment Network
- Preselection Booklet & Network Information Sheet
- Application Form
- Leadership Potential Instrument
- Interviewers from Support Network
- Alumni Status Report: June 30, 1993

APPENDIX

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**UNIVERSIDAD DE EL SALVADOR****RECTORIA**

San Salvador, El Salvador, C. A.

CONVENIO DE COOPERACION ACADEMICA ENTRE EL PROGRAMA DE BECAS PARA CENTRO AMERICA Y ASOCIACION COOPERATIVA DE ESTADOS PARA BECAS (CASP/CASS) Y LA UNIVERSIDAD DE EL SALVADOR, PARA RECONOCIMIENTO DE ESTUDIOS A BECARIOS CASP/CASS DE EL SALVADOR.

Nosotros, Fabio Castillo Figueroa, mayor de edad, casado, Médico salvadoreño y con domicilio en la Ciudad de San Salvador, Departamento de San Salvador y el Padre Julio Giuliatti, S.J., mayor de edad, ciudadano norteamericano, con residencia en la Ciudad de Washington, Distrito de Columbia, Estados Unidos de Norte América, actuando el primero en su condición de Rector y Representante Legal de la Universidad de El Salvador, que en lo sucesivo se denominará UES; y el segundo en su carácter de Director de Center for Immigration Policy and Refugee Assistance (CIPRA), Academy for Intercultural Training (AIT) de la Universidad de Georgetown, que en lo sucesivo se denominará GU; ambos con facultades suficientes, estamos conviniendo en celebrar el Presente Convenio de Cooperación Académica y Reconocimiento de Estudios, objeto del presente instrumento, al tenor de las siguientes cláusulas: PRIMERA: Los beneficiarios directos de este convenio son los becarios del Programa de Becas para Centro América y Asociación Cooperativa de Estados para Becas (CASP/CASS), programa financiado por el Gobierno de los Estados Unidos a través de la Agencia para el desarrollo Internacional (A.I.D.) y administrado por la Universidad de Georgetown. SEGUNDA: El Programa de Becas CASP/CASS constituye un componente importante del programa de asistencia del Gobierno de los Estados Unidos a los programas de desarrollo del Gobierno y pueblo de El Salvador. Este Programa de Becas tiene como objetivo contribuir a la formación de recursos humanos

**UNIVERSIDAD DE EL SALVADOR****RECTORIA**

San Salvador, El Salvador, C. A.

2.

considerados prioritarios para impulsar el desarrollo social, económico, político y cultural de El Salvador. Los beneficiarios de este programa son ciudadanos salvadoreños de escasos recursos económicos y provenientes, en su mayoría de las regiones de menor desarrollo del país. TERCERA: La Administración del Programa de Becas seleccionará instituciones de Educación Superior que también incluye Community Colleges, debidamente acreditadas en los Estados Unidos de América, en los cuales los becarios podrán iniciar, proseguir o finalizar estudios técnicos o académicos en áreas prioritarias para el desarrollo del país. CUARTA: La UES SE COMPROMETE: a) Seleccionar y proporcionar candidatos idóneos para optar a las becas ofrecidas. b) Agilizar los trámites para la emisión de los documentos requeridos por las Instituciones de Educación Superior de los Estados Unidos para dar admisión o equivalencias de estudios a los becarios salvadoreños. c) Conceder las equivalencias globales de estudios solicitados por los beneficiarios del Programa de Becas CAPS/CASS, que han cursado sus carreras en Instituciones de Educación Superior de los Estados Unidos, que también incluye Community Colleges, y deseen continuar sus estudios en la UES. Las equivalencias solicitadas se concederán de acuerdo a los requisitos y criterios previstos en el Reglamento de Equivalencias de la UES. Cuando las asignaturas para las que se solicitan equivalencias no existieren en la UES se concederá equivalencias con las asignaturas de mayor afinidad. d) Otorgar a los beneficiarios exención del pago por derechos de equivalencias de estudios, previo acuerdo del Consejo Superior de la UES. QUINTA: La UES atenderá la aplicación del presente

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Ciudad UniversitariaApartado Postal 3110
TELEX, 20794 UES
FAX: (503) 25 42 08Teléfonos:
25 88 26
26 00 17 Ext. 12



UNIVERSIDAD DE EL SALVADOR
RECTORIA

San Salvador, El Salvador, C. A.

3.

CONVENIO bajo la coordinación de su Rectoría y el Programa de Becas CAPS/CASS a través del Coordinador para El Salvador. SEXTA: El presente convenio tendrá una vigencia de diez años y podrá ser enmendado y prorrogado por acuerdo mutuo entre las partes.

Dado en la Ciudad de San Salvador, El Salvador, a los once días del mes de junio de mil novecientos noventa y tres.

FABIO CASTILLO
RECTOR
UNIVERSIDAD DE EL SALVADOR

JULIO GIULIETTI, S.J.
DIRECTOR CIPRA/AIT
UNIVERSIDAD DE GEORGETOWN

/gmrs

QUARTERLY REPORT SUMMARY XX
 TRAINING COST ANALYSIS (TCA)

PROJECT TITLE Central American (CASP) Scholarship Program	PROJECT NUMBER LAC-0130-G-SS-5045	IMPLEMENTOR Georgetown University
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CONTRACT QUARTER 34 OF 34	REPORT DATE Apr 1, 1993 to Jun 30, 1993	DATE 12-Oct-93
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I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$11,819,000		\$1,288	\$9,669,998	\$2,149,002	82%
B. Allowances	\$10,382,578		162,136	\$11,814,749	(1,432,171)	114%
Travel	\$1,119,000		285	\$1,271,466	(152,466)	114%
D. HAC	\$752,182		0	\$789,290	(37,108)	105%
E. Supplemental Activities	\$733,600		0	\$907,071	(173,471)	124%
TOTAL COSTS	\$24,806,360		163,709	24,452,574	353,786	99%

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

THIS QUARTER:

Number of Participant Months Projected: 0
 Number of Participant Months Completed: 0

FOR TECHNICAL PROGRAMS ONLY
 IMPORTANT: SPECIFY PROGRAM TYPE
 (Check Only One Category)

TOTAL PROJECT:

Number of Participant Months Projected: 22,279
 Number of Participant Months Completed: 22,279

- Classroom Training
- Observation Tour
- On-the Job Training

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC _____ TECHNICAL _____

SUMMARY X

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR				
Central American Scholarship Program	LAC-0130-G-SS-5045-00	Georgetown University				
CONTRACT QUARTER	REPORT PERIOD	DATE				
34 OF 34	Apr 1, 1993 TO Jun 30, 1993	12-Oct-93				
		RUN TIME:				
		16:51				
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	\$1,911,116		\$286	2,522,566	(\$611,450)	132%
2. Fringe Benefits	409,600		(612)	524,003	(114,403)	128%
3. Travel	786,382		0	1,013,383	(227,001)	129%
4. Consultants	500,000		86,494	757,108	(257,108)	151%
5. Equipment	241,679		424	220,599	21,080	91%
6. Sub-contracts	1,000,000		0	0	1,000,000	0%
7. Indirect Costs	1,795,820		(109,689)	2,403,122	(607,302)	134%
8. General Administrative	2,549,043		(71,317)	990,301	1,558,742	39%
II.F.TOTAL ADMINSTRATIVE COST	9,193,640		(94,413)	8,431,083	762,557	92%
GRAND TOTAL, TRAINING COST:	\$34,000,000		\$69,296	\$32,883,657	\$1,116,343	97%

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC TECHNICAL

PROJECT TITLE Cooperative Assoc. of States for Scholarships	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
Contract Quarter 15 of 36	REPORT PERIOD Apr 1, 1993 to Jun 30, 1993	DATE 10/12/93

I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	12,528,214		744,804	10,869,678	1,658,536	87%
B. Allowances	16,249,317		957,938	12,578,458	3,670,859	77%
C. Travel	1,230,936		50,701	1,317,997	(87,061)	107%
D. HAC	1,405,988		196,800	1,311,572	94,416	93%
E. Supplemental Activities	1,537,534		65,713	930,060	607,474	60%
TOTAL COSTS	32,951,989		2,015,956	27,007,765	5,944,224	82%

THIS QUARTER:

No. of Participant Months Projected: 1,640
No. of Participant Months Completed: 1,640

TOTAL PROJECT:

No. of Participant Months Projected: 36,494
No. of Participant Months Completed: 23,947

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 15 of 36		REPORT PERIOD Apr 1, 1993 to Jun 30, 1993		DATE 10/12/93		RUN TIME: 16:48
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A.1 ELT, U.S. (1)	1,616,173		79,554	1,038,182	577,991	64%
B.1 Income Tax Payments	1,897,594		270,274	1,562,417	335,177	82%
C.1 International Travel (2)	952,780		11,595	844,094	108,686	89%
C.2 Travel In-Country (3)	40,539		119	27,658	12,881	68%
C.3 Local Travel Domestic (4)	237,637		38,987	446,429	(208,792)	188%
E.1 ELT, In-Country	0			0	0	0%
E.2 Orientation Meeting	339,227		1,315	228,681	110,546	67%
E.3 Passport/Visa Fees (3)	56,080		22,367	52,278	3,803	93%
E.4 Exit Taxes (3)	13,943		0	9,843	4,100	71%
E.5 Follow-on	420,222		1,379	57,288	362,934	14%
E.6 Medical Examinations (3)	64,243		1,952	53,108	11,135	83%
E.7.1 Experience America (4) Instructional	397,284		22,649	253,196	144,088	64%
E.7.2 Experience America (4) Non Instructional	225,800		16,051	295,609	(69,809)	131%
E.8 Other (5)	20,735		0	23,467	(2,732)	113%

(1) All ELT is performed in the US as part of the training program. Original budget did not reflect breakdown of training cost
This budget is an average of the various contracts.

(2) Budget reflects only travel to/from country of origin.

(3) Budgeted under Orientation.

(4) Included in Training Budget.

(5) Includes various small expenditures directly attributable to a participant. (eg. additional vaccinations, etc.)

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC X TECHNICAL

SUMMARY XX

PROJECT TITLE		PROJECT NUMBER			IMPLEMENTOR	
Cooperative Association of States for Scholars		LAC-0661-A-00-0039-00			Georgetown University	
Contract Quarter 15 of 36		REPORT PERIOD Apr 1, 1993 to Jun 30, 1993			DATE	10/12/93
					RUN TIME:	16:48
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	5,033,931		296,050	3,784,957	1,248,974	75%
2. Fringe Benefits	1,122,252		69,184	838,001	284,251	75%
3. General Administrative	1,165,314		52,608	913,435	251,879	78%
4. Equipment	254,000		20,707	157,947	96,053	62%
5. Travel	967,712		83,325	569,619	398,093	59%
6. Other Purchased Services	371,359		39,689	305,664	65,695	82%
7. Rent - Off Campus	688,938		57,122	504,658	184,280	73%
Indirect Costs	5,025,505		317,695	3,150,746	1,874,759	63%
II.F.TOTAL ADMINSTRATIVE COSTS	14,629,011		936,381	10,225,028	4,403,983	70%
GRAND TOTAL, TRAINING COSTS:	47,581,000		2,952,337	37,232,793	10,348,207	78%

QUARTERLY REPORT
TRAINING COST ANALYSIS (TCA)

ACADEMIC TECHNICAL

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-03-0039-00	IMPLEMENTOR Georgetown University
<u>9</u> OF <u>13</u>	REPORT PERIOD Apr 1, 1993 to Jun 30, 1993	DATE 07/23/93

I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A. Education/Training Cost	1,224,764		135,565	921,787	302,977	75%
B. Allowances	1,470,556		61,934	959,744	510,812	65%
C. Travel	163,876		9,585	142,076	21,800	87%
D. HAC	150,771		13,128	87,388	63,383	58%
E. Supplemental Activities	143,606		24,533	135,449	8,157	94%
TOTAL COSTS	3,153,573		244,745	2,246,444	907,129	71%

THIS QUARTER:

Number of Participant Months Projected:	183	61 Students x 3 Months = 183
Number of Participant Months Completed:	489.5	61 Students x 3 Months = 183 75 Students x 1 Month = 75 70 Students x 2 Months = 140 61 Students x 1.5 Months = 91.5

TOTAL PROJECT:

Number of Participant Months Projected:	3,100
Number of Participant Months Completed:	2,242

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 __ 9__ OF __ 13__		REPORT PERIOD Apr 1, 1993 to Jun 30, 1993	DATE 07/23/93			
I. PARTICIPANT TRAINING COSTS						
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A.1 ELT, U.S.	262,504	0	79,401	199,376	63,128	76%
B.1 Income Tax Payments	144,027	0	40,085	112,881	31,146	78%
C.1 International Travel	126,541	0	0	99,575	26,966	79%
C.2 Travel In-Country	1,830	0	260	1,540	290	84%
C.3 Local Travel (Domestic)	82,818	0	9,326	40,962	41,856	49%
E.1 ELT, In-Country	0	0	0	0	0	0%
E.2 Orientation Meeting	57,792	0	10,359	63,494	(5,702)	110%
E.3 Passport/Visa Fees	16,080	0	770	8,368	7,712	52%
E.4 Exit Taxes	2,720	0	1,302	1,926	794	71%
E.5 Follow-on	19,700	0	(5,802)	539	19,161	3%
E.6 Medical Examinations	10,880	0	(752)	9,511	1,369	87%
E.7.1 Experience America Instructional	75,564	0	15,795	41,599	33,965	55%
E.7.2 Experience America Non Instructional	18,558	0	2,950	9,988	8,570	54%
E.8 Other	11,249	0	0	114	11,135	1%

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 __9__ OF __13__		REPORT PERIOD Apr 1, 1993 to Jun 30, 1993	DATE 07/23/93			
II. ADMINISTRATIVE COSTS						
II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
1. Salaries	352,765		33,842	230,543	122,222	65%
2. Fringe Benefits	79,822		7,412	50,984	28,838	64%
3. General Administrative	48,580		8,354	33,740	14,840	69%
4. Equipment	14,933		3,346	11,139	3,794	75%
5. Travel	40,617		15,251	50,607	(9,990)	125%
6. Other Purchased Services	13,383		5,223	17,556	(4,173)	131%
7. Rent - Off Campus	47,163		5,902	36,331	10,832	77%
8. Indirect Costs	323,164		59,354	212,266	110,898	66%
II.F.TOTAL ADMINSTRATIVE COSTS	920,427		138,684	643,166	277,261	70%
GRAND TOTAL, TRAINING COSTS:	4,074,000		383,429	2,889,611	1,184,389	71%

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Special Program for the Deaf Computer Science/Business Applications for Students from the Caribbean

PROGRAM INFORMATION

Computer Science/Business Applications is a two-year program designed to provide students with a combination of technical and academic courses in business computer applications. The program also gives students an understanding of the principles of business operations and provides practical experience in basic data-handling techniques, word processing, and desktop publishing. Students will learn to implement micro-computer applications in a variety of business settings. In addition, the program offers students the opportunity to participate in a college setting and internships through practical training in their field of study.

This program **might** include course work in:

- | | |
|--|--|
| <ul style="list-style-type: none"> ◆ Introduction to Business ◆ American Sign Language I & II ◆ English Composition ◆ Data Base Management Systems ◆ Advanced Microcomputing ◆ Computer Applications Internship ◆ Desktop Publishing-Design and Application | <ul style="list-style-type: none"> ◆ Business Mathematics ◆ Accounting I ◆ Introduction to Computer Science ◆ Computer Applications I & II ◆ BASIC Programming ◆ Keyboarding |
|--|--|

Student Goals

Develop friendships with people of the United States and other Caribbean countries

Become qualified to work in the business sector upon return home

Acquire practical training in the field through participation in an internship

Get involved and participate in the local community

Student Profile

Deaf students 17-25 year old, economically disadvantaged individuals involved in their community

Demonstrated interest and commitment in continuing their education

Willing to share their native culture, social and political realities with host community

Strong motivation to return home and apply skills and experience to benefit community and family

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

*Interpreter Training for the Deaf
for Candidates from Caribbean Countries*

Age Range: 20 - 30 years of age

PROGRAM INFORMATION

Program participants are trained to provide essential and critical services for hearing impaired populations. The purpose of this field of study is to equip students with the necessary technical, psychomotor, cognitive, and affective skills required to render quality interpreting services to the deaf. Therefore, interpreters must be sensitive and aware of the needs, problems, styles and preferences of the different kinds of people and publics. They also must be intelligent, creative, thinking and responsible professionals who interact well with people from all professions.

Student Goals

Develop friendships with people of the United States and participating countries

Enhance skills by focusing on the implementation of programs for the hearing impaired

Acquire practical training in the field through participation in an internship

Get involved and participate in local community

Student Profile

20-30 years old, currently involved or have shown interest in working with the deaf and/or disabled in their community

Demonstrated interest and commitment toward helping those with disabilities

Willing to share their native culture, social and political realities with host community

Strong motivation to return home and apply skills and experience to benefit community and family

TWO-YEAR SCHOLARSHIPS TO LIVE AND STUDY IN THE UNITED STATES

**FOR STUDENTS FROM CENTRAL AMERICAN
AND CARIBBEAN COUNTRIES**



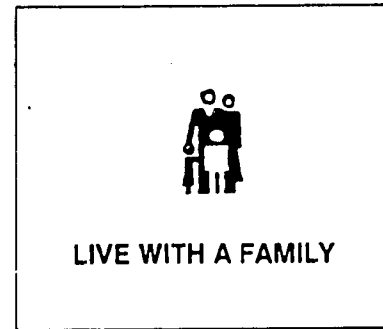
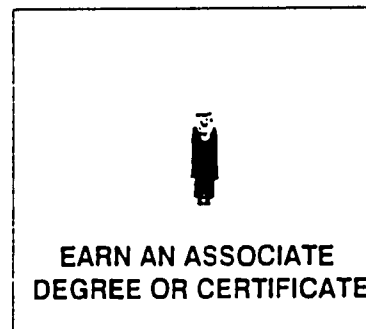
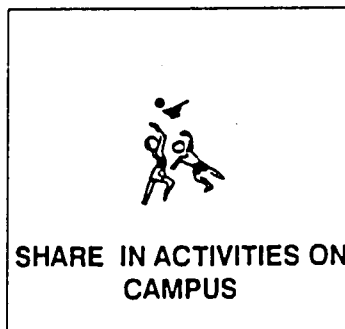
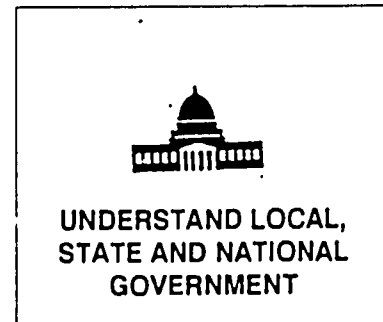
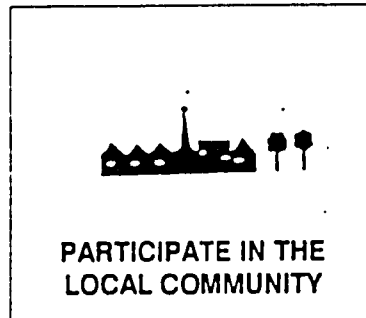
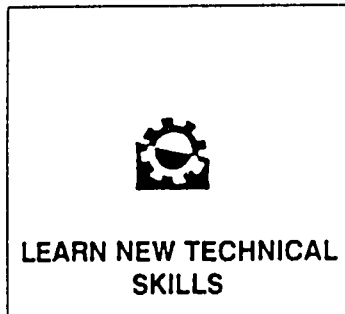
Program Information and Pre-selection Application

This form is free. It is not to be sold or purchased.



TWO-YEAR Scholarships TO LIVE AND STUDY IN THE UNITED STATES

The Cooperative Association of States for Scholarships (CASS) of Georgetown University is pleased to announce the availability of a small number of two-year Peace Scholarships to live and study in the United States. After a highly competitive selection process, those who are awarded scholarships will initially live with host families while they earn an associate degree or certificate at community-based colleges. The CASS curriculum is designed to prepare students for the workplace. Community-based institutions are uniquely suited to this program because of their small size, their relationships to their local communities, businesses, and industries, and their emphasis on technical/vocational training. By exploring aspects of life in the United States, CASS scholars become familiar with the educational system, social structures, culture, professional life, and functions of government. Through this experience, CASS Friendship Ambassadors foster understanding and build lasting links between Central America, the Caribbean, and the United States.



Important Dates for Selected Candidates:

- December 30, 1992: Pre-selection applications must be submitted with required documentation to the CASS Coordinator
- February 24-March 18, 1993: Candidate interviews
- April 22-28, 1993: Final selection of scholarship recipients
- June, July 1993: Orientations
- August 1993: STUDENTS DEPART FOR U.S.A.

CASS Scholarships include:

- Tuition
- Health Insurance
- Room and board
- A small personal allowance
- Round-trip airfare, to and from the community-based college

Criteria for Application:

- Citizenship in country where application is filed
- Between the ages of 17 and 25
- Limited personal and family financial resources
- Demonstrated leadership potential
- Satisfactory completion of high school or enrolled in final year of study
- Academically above average
- No university experience
- Single and able to stay in the United States for two years
- Good health (a complete medical exam is required)
- No siblings who have previously been awarded CASP/CASS scholarships
- Knowledge of, aptitude for, and willingness to work in chosen field
- Strong interest in learning about and adapting to a new culture
- Eagerness to share aspects of one's own culture with North Americans
- Demonstrated commitment to going home and making a difference

CASS Scholars Are Expected to:

- Actively carry out the role of Friendship Ambassador by participating in campus and community activities
- Remain enrolled in the field of study for which they are selected at the college where they are placed for the entire program
- Respect the academic administrative norms of the institution in which they are enrolled
- Sign a contract guaranteeing that they will adhere to the rules of the program and return to their countries of origin upon completion of the two years of study

To apply, fill out a pre-selection form and submit it to the address below, along with copies of income verification statements for each working member of your family, a copy of your most recent or last official grades, and verification of your external exam scores to the CASS coordinator in your country by December 30, 1992.

QUESTIONS AND ANSWERS

What is “CASS”?

CASS is administered by Georgetown University for the U.S. Agency for International Development (USAID). CASS offers scholarships to qualified students from 16 Caribbean and Central American countries.

These peace scholarships, also called Thomas Jefferson Fellowships, are the result of the recommendations of the National Bipartisan Commission on Central America, headed by Dr. Henry Kissinger (Jackson Plan). CASS is part of USAID's Caribbean and Latin American Scholarship Program (CLASP), the most extensive scholarship-diplomacy program undertaken by USAID in the region.

What is an associate degree? What is a certificate?

The purpose of the associate degree is to introduce students to general courses of study in specific fields and thus equip them with basic, entry-level work skills. The purpose of a certificate program is to certify technical achievement in a specific field of study. CASS scholarships are therefore intended for participants who have not previously attended institutions of higher education. Neither an associate degree program nor a certificate is equivalent to a four- or five-year university program in the United States or your country, and will probably **not** transfer outside of the United States.

Do all CASS students earn an associate degree or a certificate?

CASS scholarships are limited to two years of study at community-based colleges. The award of an associate degree or a certificate depends on the student's ability to complete specific college requirements within the two-year scholarship period and the type of program offered by the institution.

What is a Friendship Ambassador?

In addition to receiving technical and liberal arts training, CASS students assume responsibilities as Friendship Ambassadors. To this end, every effort is made to initially place participants with a North American family. During the two-year scholarship period, participants also observe and study local, state, and national decision-making processes, and become actively involved with community projects or volunteer organizations. After completion of the program, students must return to their countries, where as CASS alumni, they are encouraged to share the benefit of their experiences with others and to make a difference in their communities.

Programs of Study

Introduction

Higher education in the United States generally includes a broad range of courses, indicating the value that U.S. culture places on a liberal arts education. The goal of higher education in the U.S. is to train students to become skilled workers who are also well-rounded and informed citizens. Regardless of a student's specialized field of study, colleges typically require a number of general education courses, such as history, philosophy, literature, mathematics, science, and physical education. Through the CASS program, it is possible to earn an associate degree or certificate; however, the award of either depends on the student's ability to complete specific college requirements within the two-year scholarship period, as well as the course design of the respective institution.

Choosing a Field of Study

Applicants must select **one** program of study from the list below. In general, CASS offers only one program of study at each training institution and scholars cannot change programs once they have been accepted. It is important that applicants choose a program of study which matches their skills, aptitudes, and personal aspirations. Applicants should read the brief program descriptions very carefully and ask themselves: Is this an area with which I am familiar? Will I enjoy these classes? Do I want to make this my profession when I return home?

Environmental Management/Ecotourism

Environmental Management/Ecotourism is a two-year program (certificate or associate degree) that provides a combination of technical and academic courses preparing students for entry-level positions in natural resources management. Students take courses in protected area administration and learn how to manage public access to such areas. This will be accomplished through specific study in the areas of ecology and environmental preservation as well as methodology for interpreting those areas for visitors. Applicants should be committed to environmental preservation, enjoy science (particularly biology), and like working with people.

A typical Environmental Management/Ecotourism program might include course work in:

- Natural Resources Administration
- Wildlife Management
- Field Biology
- Aquatic Ecology
- Geology
- Forest Ecology
- Tour Development
- Interpretive Methods and Activities
- Development and Design of Outdoor Study Sites
- Principles of Business Management
- Problems in Ecology
- Natural Resources Internship

Environmental Management/Water Technology

Environmental Management/Water Technology is a two-year program (certificate or associate degree) that provides a combination of technical and academic courses preparing students for entry-level positions in the management of protected areas with a specialization in water treatment. Students will obtain a solid background in natural resources management and learn the essential skills involved in developing and maintaining water distribution, purification, and treatment operations in national parks and rural areas.

A typical Environmental Management/Water Technology program might include course work in:

- Introduction to Environmental Technology
- Natural Resource Management Internship
- Park Management
- Management & Public Relations
- Botany
- Environmental Biology
- Pesticide Use and Control
- Introduction to Wastewater Collection & Treatment
- Aquatic Microbiology
- Pumps and Support Systems
- Routine Water Treatment Plant Operation
- Culinary Water Laboratory

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

Quality Improvement Process Specialist

Quality Improvement Process Specialist (QIPS) is a two-year program (certificate or associate degree) that provides a combination of academic and technical courses preparing students for entry-level technical positions ensuring efficiency and effectiveness in the work place. Quality professionals are involved in planning and monitoring production systems and employees as well as assuring conformity to commercial norms and standards in the final product. This is accomplished through the technical design of precision procedures, statistical analysis to test product reliability, and the development of a team approach to production. Special emphasis is given to the training and supervision of employees. Applicants should enjoy working with people and groups, be detail oriented, and like mathematics and problem solving. They should also have demonstrated strong leadership and analytical skills.

A typical QIPS program might include course work in:

- Speech and Interpersonal Communication
- Principles of Supervision
- Organizational Dynamics
- Quality as an Organizational Strategy
- Leadership for Quality
- Customer Focus in QIP
- Project Management
- Computers Applications for Quality
- Technical & Business Mathematics
- Prevention Systems
- Measurement and Testing Methods
- Quality Specialist Internship

TO APPLY, FILL OUT AND SUBMIT THIS FORM ALONG WITH REQUESTED DOCUMENTATION TO YOUR CASS COORDINATOR BY DECEMBER 30, 1992

PRE-SELECTION SCREENING APPLICATION

Name: _____

Date: _____

Identification Number: _____

Date of Birth: _____
month\day\year

Sex: M __ F __

Address: Street _____

District _____

City _____

Phone _____

Course of Study Applying For:

(Check only ONE of those offered)

Electronics/Telecommunications _____

Quality Improvement Process Spec. _____

Environmental Management/Ecotourism _____

Environmental Management/Water Technology _____

Other _____

1. Country of Birth _____

2. Citizenship _____ 3. Age _____

4. With how many people do you live? _____

5. Monthly family income _____

6. Date you will graduate/graduated from high school _____

7. In which subjects did you prepare/are you preparing to take external exams? _____

If applicable, please note subjects and scores of the exams in which you received passes. _____

8. Name of High School _____

9. Marital Status _____ 10. Number of Children _____

11. Have you been or are you now being treated for any health conditions? If so, please describe below.

12. Note any scholarships you or your family members have been awarded; include dates and location.

13. What academic and/or vocational background do you have related to the course of study for which you are applying? (List any academic courses you have taken since high school.) _____

14. Have you participated in any student or community organizations/associations? Y__ N__
If yes, describe the type and duration of your participation. _____

15. What honors or awards have you received? _____

16. Have you traveled to the United States or other countries? Y__ N__ If yes, please state the place, purpose and dates of visit(s). _____

17. Please note the names of any family members who live in the United States and their relationship to you.

Please submit the following documentation along with this form by December 30, 1992:

- **Copies of Income Verification statements, one for each working member of your family;**
- **An official copy of your most recent grades, and/or where applicable, verification of your external exam scores.**

COUNTRY:

NAME OF APPLICANT:

_____	_____	_____
surname	second surname	first name

PERSON OR PLACE FROM WHOM THIS APPLICATION CAME:

FIELD:



Application for a Scholarship to Participate in a Program of Cultural Experiences and Technical Studies in the United States

**Attach
2
Recent Photos**

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)
Georgetown University/U.S. Agency for International Development

INSTRUCTIONS:

Please read over the form and its instructions before you begin filling it out. Complete the form and attach all of the items listed below and return them to your CASS Coordinator. NOTE: Do not send originals of personal documents.

1. This application form.
2. Birth Certificate (copy).
3. Three recommendation forms, to be completed by two *professors* and one *community leader* who are familiar with your studies and/or work.
4. Two recent photos.

If you have not already done so, also submit the following documentation at this time:

5. Transcripts from the last two years of school attended (make sure transcripts include dates attended, all courses taken, all grades received, and degrees awarded) and, where applicable, verification of your external exam scores.
6. Copy of Income Tax Statement or Salary Statement for each working member of your family who contributes to the family income. If any working family members are exempt from paying taxes, please submit appropriate income verification.

ALL QUESTIONS ON THIS FORM MUST BE ANSWERED, AND ALL REQUIRED DOCUMENTS MUST BE SUBMITTED. INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.

APPLICATION FORM

Please use a typewriter or write in block letters by hand. Do not leave any item blank. If a question does not apply to you, please write N/A (not applicable).

I. APPLICANT'S PERSONAL INFORMATION

(Write your name as it appears on your Identification Card or Birth Certificate)

1. _____

Surname	Second Surname	First Name	Middle Name
---------	----------------	------------	-------------
2. _____ 3. _____

I.D. Number (if applicable)	Passport Number (if applicable)
-----------------------------	---------------------------------
4. Birthplace _____

City	Province	Country
------	----------	---------
5. Birthdate _____ 6. Age _____ 7. Sex: _____

Month	Day	Year
-------	-----	------
8. Nationality _____
9. Ethnic Background: ___ Black (B) ___ Indigenous (I) ___ Hispanic (H)

___ Indigenous/Black (IB)	Name specific group	___ Mestizo (ME)
___ Mulatto (MU)	___ Oriental (O)	___ Other (OT)
10. Marital Status: ___ Married (M) ___ Common Law Marriage (M) ___ Single (S)

___ Divorced (D)	___ Separated (D)
------------------	-------------------
11. Number of children (if applicable) _____
12. Name of Applicant's Mother: _____ Is mother alive? ___ Yes ___ No

Surname	Second Surname	First Name
---------	----------------	------------
13. Name of Applicant's Father: _____ Is father alive? ___ Yes ___ No

Surname	Second Surname	First Name
---------	----------------	------------
14. Name of Guardian (if applicant is a minor not living with parents):

Surname	Second Surname	First Name
Relationship to Applicant:		
15. Number of brothers and sisters (not including yourself) _____

16. It is very important that you give us your permanent address, an emergency contact address, and your address during the school year if it is different from your permanent address.

PERMANENT ADDRESS OF APPLICANT:

Post Office Box (if applicable) _____

Street name and number _____

Residential Area _____

City _____ Province _____

Country _____ Telephone Number _____

EMERGENCY CONTACT:

Name _____

Relationship to Applicant _____

ADDRESS, ONLY IF DIFFERENT FROM PERMANENT ADDRESS:

Street name and number _____

Residential area _____

City _____ Province _____

Country _____ Telephone Number _____

SCHOOL YEAR ADDRESS, ONLY IF IT IS DIFFERENT FROM PERMANENT ADDRESS:

Street name and number _____

Residential Area _____

City _____ Province _____

Country _____ Telephone Number _____

17. Do you speak any other languages? Yes ___ No ___
 If yes, please complete the section below. Use the following letters to rate your ability:
 E = Excellent, G = Good, F = Fair

Languages	Speaking	Reading	Writing	Where Learned	Years of Study

18. If you or a member of your family has lived, studied, or traveled abroad, complete the following:

Name/Relationship	Country	From	To	Purpose

II. EDUCATIONAL BACKGROUND

19. Based on the categories listed below, which best applies to you? ___

- | | | |
|-----------------------------|-------------------------|-----------------|
| 1 = student/recent graduate | 5 = skilled worker | 8 = technician |
| 2 = business person | 6 = semi-skilled worker | 9 = other |
| 3 = unskilled worker | 7 = professional | 10 = unemployed |
| 4 = manager | | |

20. Which category best describes your preparatory training? ___

- | | | |
|---------------------------|-------------------|-------------------------|
| 1 = public administration | 6 = economics | 10 = health |
| 2 = agriculture | 7 = manufacturing | 11 = sociology |
| 3 = fine arts | 8 = engineering | 12 = applied technology |
| 4 = exact sciences | 9 = education | 13 = other |
| 5 = business | | |

21. Are you presently enrolled in school? Yes ___ No ___

22. If your answer to #21 is yes, answer the following questions:

a. Type of Classes: Day ___ Night ___

b. Name of Institution that you are attending _____

c. Address of the institution _____

Number and Street

City

Province

Country

d. Indicate your major area(s) of study _____

23. SCHOOLS ATTENDED

Name of the Institution City, Province	Major Field	From Y / M / D	To Y / M / D	Degree Received	Date Received
Elementary					
Secondary					
Post Secondary					

24. Overall high school grade point average _____

25. External examinations taken and scores received _____

26. Total years of education completed (including primary) _____

27. What is the highest degree you have attained? (Use codes) _____
 B = High School Graduate L = Bachelors Degree T = Technical O = Other N = None

28. Indicate any awards or academic honors received _____

III. WORK EXPERIENCE

29. Are you presently working? Yes ___ No ___ Hours per day: ___

30. What is your position? _____

31. Name and Title of your supervisor _____

32. Name of Company _____

33. Address of Current Employer _____

P.O. Box

Number and Street

Residential Area

City

Province

Country

Telephone Number

34. Give us a brief description of your responsibilities _____

35. What is your monthly salary? _____

36. Names of previous employers:

Name of Company	From (Mo / Yr)	To (Mo / Yr)	Title and Responsibilities

V. SOCIO-ECONOMIC BACKGROUND

37. What town does your family live in? _____

38. Indicate the following:

a. Type of housing you live in (check one):
 owned ___ rented ___ other ___ if "other," please explain _____

b. Number of rooms occupied by your family _____

c. Number and type of electric appliances owned by your family _____

d. Means of transportation used by your family _____

e. Type, size and commercial value of property owned by your family _____

39. Mother's education _____ Father's education _____
 (In years, including primary)

40. Who do you live with? Mark all of the appropriate responses:

Father ___ Mother ___ Guardian ___ Spouse ___ Children ___ Brothers/Sisters ___
 Others, explain _____

41. Have you ever attended private school? Yes ___ No ___

42. Have you ever received a scholarship or financial aid? Yes ___ No ___

43. If the answer to number 42 is "YES", give the following information:

Type of Award or Assistance	Nominating Institution	Amount/ Duration	Major Area of Study	Name of Institution

44. Has any member of your family ever received a USAID-funded (PTIIC, CAPS, CASP, or CASS) Scholarship? Yes ___ No ___ If so, please provide the following information:

Name of Family Member	Relationship to You	Type of Scholarship	Dates Attended

45. Give details on all those who financially contribute to the support or maintenance of your family (include yourself if applicable):

Name	Relationship to You	Age	Occupation	Monthly Income	Yearly Income
Total Household Income =					

Per Month Per Year

46. Give details on all family members and others, whether or not they live at home, who depend financially on your family (include yourself):

Name	Relationship	Age
Total Number of Dependents =		

Cooperative Association of States for Scholarships (CASS)
Participating Caribbean Countries
Income Criteria [based on a family of 5]

Antigua/Barbuda	(ECS) 4,800.00/mo	(US) 1,783.40/mo
Barbados	(BDS) 5,000.00/mo	(US) 2,500.00/mo
Dominica	(ECS) 4,500.00/mo	(US) 1,671.93/mo
Grenada	(ECS) 4,500.00/mo	(US) 1,671.93/mo
St.Kitts/Nevis	(ECS) 4,800.00/mo	(US) 1,783.40/mo
St.Lucia	(ECS) 4,800.00/mo	(US) 1,783.40/mo
St.Vincent & the Grenadines	(ECS) 4,500.00/mo	(US) 1,671.93/mo
Belize	(BZS) 835.00/mo	(US) 417.00/mo
Jamaica	(JMS) 3,500.00/mo	(US) 152.17/mo

Grading Scale

Country	Yearly GPA	CXC ¹ Exams	GCE ² Exams	Minimum Acceptable Grade
Antigua/Barbuda	1-100	I-V	A-F	50
Barbados	1-100	I-V	A-F	55
Dominica	1-100	I-V	A-F	50
Grenada	1-100	I-V	A-F	45
St.Kitts/Nevis	1-100	I-V	A-F	55
St.Lucia	1-100	I-V	A-F	50
St.Vincent & the Grenadines	1-100	I-V	A-F	50
Belize	1-100	I-V	A-F	55
Jamaica	1-100	I-V	A-F	55

¹CXC: I-III is passing

²GCE: A - C is passing ("O" level)

**Cooperative Association of States for Scholarships (CASS)
Participating Central American Countries
Income Criteria [based on a family of 5]**

Costa Rica (colones)	C/82,200.00/mo	(US) 600.00/mo
Dominican Republic (pesos)	P/7,500.00/mo	(US) 750.00/mo
El Salvador (colones)	C/2500.00/mo	(US) 315.00/mo
Guatemala (quetzales)	Q/1,500.00/mo	(US) 300.00/mo
Honduras (lempiras)	L/2,000.00/mo	(US) 300.00/mo
Nicaragua (cordobas oro)	C/2,000.00mo	(US) 400.00/mo
Panama (balboas...equivalent to US. dollars)	B/550.00/mo	(US) 550.00/mo

Grading Scale

Country	Yearly GPA	Minimum Acceptable Grade
Costa Rica	1-100	65
Dominican Republic	1-100(regular) 1-5 (reformed high school)	80 4
El Salvador	1-10	7
Guatemala	1-100	65
Honduras	1-100	75
Nicaragua	1-100	80
Panama	1-5 A-E	3.6 - 4 B-C

April 20, 1992

REPORT ON CYCLE J SELECTION MEETING, APRIL 1993

The CASS Selection Meeting for Cycle J was held on April 21-23, 1993. Twenty-four (24) community college representatives, 11 CASS country coordinators, and 19 Georgetown University staff members attended the meeting (Appendix 1). The first day of the selection meeting was reserved for meetings between U.S. Operations and college staff as well as the Overseas operations and the country coordinators (Appendix 2)¹. These meetings covered topics of importance to CASS and new initiatives being implemented for Cycle J. During the final two days of the meeting, the college representatives reviewed student files and selected the new group of CASS scholars who will be attending their institutions.

FIRST DAY MEETINGS:

Professional Linkages, Associations and Internships: This two-hour panel discussion, moderated by Dennis Huffman, focused primarily on linkages between the CASS programs on campus and professional associations in CASS fields of study. Panelists from four colleges (Alberto Miller, Broome; Kerry Carrillo Jacksonville; Susan Hess, Scott; and Jim Hynek, Kirkwood) described approaches to and results gained from such linkages on their campuses. Involvement ranges from using professional associations to arrange fieldtrips and guest lectures through such activities as the formation of student chapters and provision of internship sites. The session concluded with discussion of various models for identifying, implementing, and evaluating internships.

Tax Issues: Ms. Bonnie Cockman, CIPRA/AIT Finance Director, informed college representatives that colleges are now considered the withholding agents for student tax purposes. Cockman described the new procedures colleges would need to follow regarding student taxes. Finally, it was emphasized that any Experience America activities included in the budget must meet the training objectives outlined in the subagreement.

Women and Leadership: During a working lunch, Susan Moroz, CASS Senior Program Officer, and Lucy Harvey, Int'l Intercultural Specialist at Northcentral Technical College, introduced a new initiative for Cycle J called "Women and Leadership." During the first part of the session, Susan Moroz distributed informational material and discussed the purpose, goals, and guidelines for the implementation of the "Women and Leadership" component, which is meant to complement the regular CASS leadership program by addressing issues that are specifically related to women.

During the second part of the session, college coordinators were invited to give an overview of their work with the CASS women on their campuses. Lucy Harvey moderated this discussion and also briefly discussed her current research project related to issues involving Hispanic women. The session ended with questions to the Overseas Coordinators regarding women issues in their respective countries.

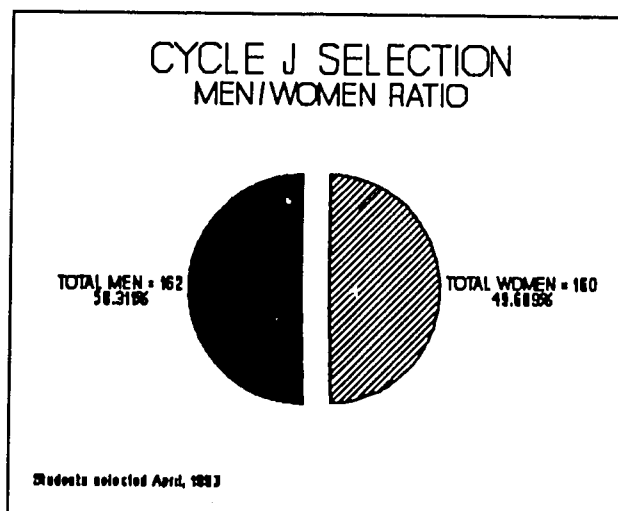


Figure 1

¹The meeting between the Overseas Operations and the country coordinators is described in a separate report.

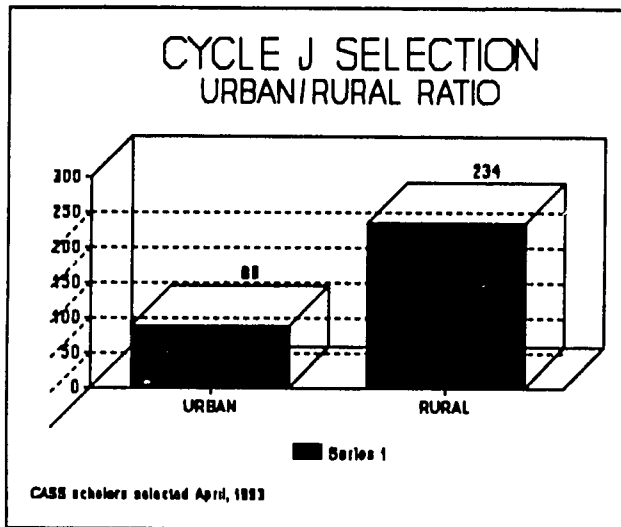


Figure 2

methods to tailor their programs here in the U.S. to better meet the needs of the students when they return home.

STUDENT SELECTION:

The next two days, April 22-23, were spent selecting the final scholarship recipients. As in past years, the college representatives chose the students who would attend their colleges from the available candidate files based on country quotas. G.U. staff facilitated this session.

This was the first year that the in-country coordinators and college representatives met and worked together as a group during final selection. Comments of the college representatives in the Selection Meeting Program Evaluations reflected that all found having the country coordinators present for the selection meeting this year particularly beneficial (Appendix 3). The in-country coordinators participated in the selection process as facilitators, and, along with G.U. staff who participated in in-country interviews, provided significant information on candidates that often does not appear in the files such as: leadership potential/ability, information on the region/community that the students are from, information on the secondary schools attended, and a more complete description of the candidates interview performance (Appendix 4).

At the same time, the in-country coordinators gained an appreciation for what criteria the colleges look for when selecting and forming a group of students.

From approximately 650 files, 322 Cycle J candidates were finally selected to attend 19 colleges in the U.S. The Cycle J students who were finally selected met the objectives of the CASS program regarding the selection of 100% economically disadvantaged students and an equal men/women ratio (Figure 1). The majority of the students selected came from rural areas in their countries (Figure 2). The participation of the in-country coordinators this year facilitated the selection of students who were truly involved as leaders in their communities.

Discussion on Experience America: In the afternoon, Dennis Huffman, CASS Assistant Director for College Programs, moderated a discussion on the Experience America program. The college coordinators were invited to share the successes and failures experienced in their implementation of the Experience America Manual and Workbook. Most of the session focused on developing critical thinking in CASS students and on possible modification to the Project Description forms.

Panel Discussion by Country Coordinators: Each country coordinator made a brief presentation on the activities of the CASS program in their countries. They touched on the status of the economy in their country, alumni employment rates and job prospects for returning students. Colleges reps. asked questions regarding country needs and

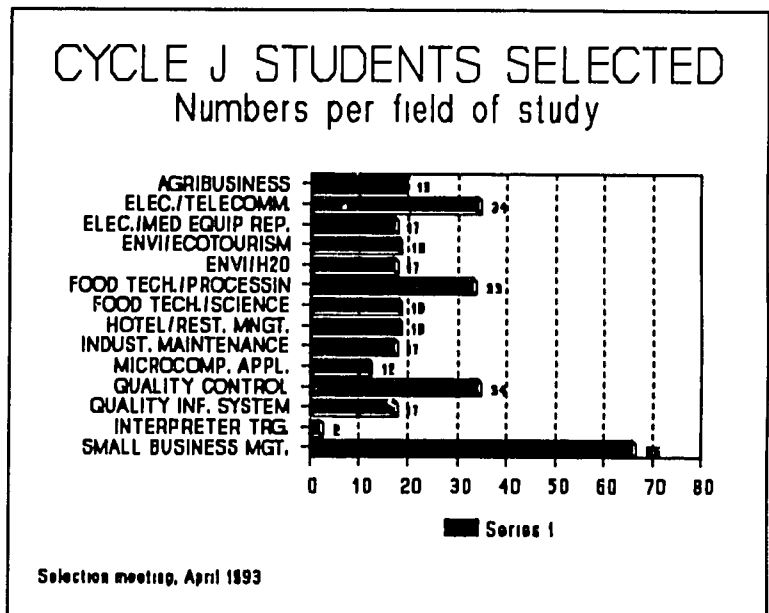


Figure 3

COUNTRY COORDINATORS

Central America

Magali de Rodil
Coordinadora para Relaciones en
Centroamerica
Diagonal 6 11-10 zona 10
Guatemala City, Guatemala

Belize

Mrs. Agnes Flowers
CASP/CASS Coordinator
P.O. Box #143
Belize City, Belize
Central America

Costa Rica

Flora de Vargas
Coordinadora CASP/CASS
Barrio Don Bosco de la Agencia Mercedes
Benz
300 mts al Sur y 50 al Oeste - Rotonda
situada
detrás del gimnasio de Colegio
San José, Costa Rica

Dominican Republic

Mercedes de Valerio
Coordinadora CASS
Calle 16 de Agosto #64
(Escuela Brasil)
Santo Domingo, República Dominicana

Eastern Caribbean

Gilmore Rocheford
CASP/CASS Eastern Caribbean
Coordinator
c/o Commonwealth Liaison Unit
#10, The Garrison
St. Michael, Barbados

El Salvador

José Alfredo Bonilla
Coordinador CASP/CASS
SECASPO
Pasaje Carbonel No. 30
Colonia Roma
San Salvador, El Salvador

Guatemala

Arturo Melville Aguirre
Coordinador CASP/CASS
AGECASP
6ta Avenida 1-71 zona 2
Ciudad de Guatemala
Guatemala 01002

Honduras

Florencia Garcia
Coordinadora CASP/CASS
Asociación Hondurena de Ex-becarios
CASP
Subida Lomas del Gujjarro
Primera entrada Colonia Castaño Sur
Apartamentos MARITERE #203
Tegucigalpa, Honduras

Jamaica

Leroy Henry
CASP/CASS Country Coordinator
c/o Management Development Associates
14 Dominica Drive
New Kingston
Kingston 5
Jamaica

Nicaragua

Nina Conrado
Coordinadora CASP/CASS
Programa de Becas CASS
Camino de Oriente Modulo E-5B/6B
Contiguo a INCOSA
Del Restaurante Topkapi 40 vrs. al Sur
Managua, Nicaragua

Panama

Giovanna de Malek
Coordinadora CASP/CASS
Apartado Postal #8324
Panamá ZP7
Ciudad de Panamá
Panamá

Haiti (not present at meeting)

Patrick Chemaly
CASP/CASS Country Coordinator
P.O. Box 1444
Port-au-Prince
Haiti

Cooperative Association of States for Scholarships (CASS)

Cycle J Selection Meeting Participant List (April 21 - 23, 1993)

Berkshire Community College

Nick del Greco, Engineering Department
Berkshire Community College
West Street
Pittsfield, MA 01201

Broome Community College

Dr. Alberto Miller, Director, Int'l Programs
Broome Community College
905 Front Street
Binghamton, NY 13902

Central Florida Community College

Don Bostic
Director, Office of Int'l Education
Central Florida Community College
3001 S.W. College Road
Ocala, FL 34474

Edmonds Community College

Melorie Nielson, Associate Director
Astrid Sanchez, CASS Coordinator
Francine Wickt, ESL Instructor
Edmonds Community College
6600 Southwest 196 Street
Sno/King Building, Office #308
Lynnwood, WA 98036

Florida Community College @ Jacksonville

Kerry Carrillo, CASS Project Director
Florida Community College @ Jacksonville
North Campus
4501 Capper Road, Room D-310
Jacksonville, FL 32218

Fox Valley Community College

Rich Miech, Instructor
Quality Improvement Process Specialist
Program
1825 N. Bluemound Dr.
Appleton, WI 54913-2277

Hesston College

Margie Wiens
Co-Director of Peace Scholarship Program
325 S. College Avenue
Hesston, Kansas 67062

Hocking College

E. Wilburn Smith, Director, Int'l Programs
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764

Illinois-Eastern Community College

Beckee-Backman Costa
Program Director/ESL
Illinois Eastern Community College
Wabash Valley College
2000 College Dr.
Mt. Carmel, IL 62863

Kings River Community College

Katy Miller, CASS Coordinator
Bud West, Instructor
Kings River Community College
995 N. Reed Ave.
Reedley, CA 93654

Kirkwood Community College

Jim Hynek, Professor/Coordinator
Kirkwood Community College
6301 Kirkwood Blvd. S.W.
Cedar Rapids, IA 52406

Modesto Jr. College

Elizabeth Orozco-Wittke
 CASS Coordinator
 Modesto Junior College
 435 College Ave.
 Modesto, CA 95352

Mount Aloysius College

Aimee Vance, CASS Coordinator
 Dan Dalton, Director, Center for the
 Hearing Impaired
 Mount Aloysius College
 One College Drive
 Cresson, PA 16630-1999

Mt. Hood Community College

Dale Vogt, CASS Coordinator
 Mount Hood Community College
 26000 S.E. Stark Street
 Gresham, OR 97030

Northcentral Technical College

Lucy Harvey, Int'l Intercultural Specialist
 Northcentral Technical College
 1000 Campus Dr.
 Wausau, WI 54401

Scott Community College

Susan Hess, CASS Coordinator
 Scott Community College
 500 Belmont Rd.
 Bettendorf, IA 52722

St. Louis Community College

Robert Frost, CASS Coordinator
 St. Louis Community College
 Admin. Building
 300 S. Broadway
 St. Louis, Missouri 63102

University of South Carolina

Marina Bruner, CASS Coordinator
 University of South Carolina-Sumter
 200 Miller Road
 Sumter, SC 29150

Jim Murphy, Director, International
 Development

Byrnes International Center
 University of South Carolina
 01 Sumter St.
 Columbia, SC 29208

Utah Valley Community College

Dr. Malan Jackson
 Director, Center for International Studies
 Utah Valley Community College
 800 West 1200 South
 Orem, Utah 84058-5999

CIPRA/AIT

Julio Giluletti, SJ
Director

Merrily Sterns
Assistant Director

Bonnie Cockman
Director of Finance

Heather Ramwell
Director for Special Programs

CASS U.S. Operations Staff

Thomas Oates
Director

Dennis Huffman
Assistant Director

Fili Altinger
Assistant Director

Susan Moroz
Senior Program Officer

Matthew McPherson
Program Officer

Joseph Schaefer
Program Officer

Shay Stautz
Operations Records Officer

Carmen Felix
Administrative Assistant

Darlene Boyer
Secretary

CASS Overseas Operations

Chantal Santelices
Director

Paul Silva
Associate Director

Tina Ibarra
Program Coordinator

Chris Shirley
Program Coordinator

Maria Subiza
Program Coordinator

Stephanie Kears
Administrative Assistant

APPENDIX #2:

GEORGETOWN UNIVERSITY
The Car Barn
3520 Prospect Street, NW
Washington, D.C.

CASS CYCLE J
STUDENT SELECTION MEETING
April 21-23, 1993

AGENDA**Tuesday, April 20:**

3:00pm - Check into Hotel. All college coordinators arrive late afternoon, Evening free.

Wednesday, April 21:

8:30am Arrival & Registration, Car Barn Main Conference Room.
Orange juice, coffee, rolls.

9:00 - 9:30 Welcome by Thomas Oates, Merrily Sterns, & Julio Giulietti
Introduction of Conference Participants.

9:30 - 11:30 Panel discussion on Professional Linkages: Associations &
Internships: Dennis Huffman, moderator

11:45 - 12:15 Student Tax Issues
Bonnie Cockman

12:30 - 1:30 Working Lunch
Introduction to Women and Leadership:
Susan Moroz, moderator

1:30 - 2:00 Break

2:00 - 3:00 Discussion on Experience America:
Dennis Huffman

3:00 - 3:30 Walk across campus to Copley

3:30 - 5:30 Panel discussion by country coordinators:
Chantal Santelices, moderator

5:30- Evening free. (Individual meetings as scheduled)

Thursday, April 22:

8:30am Coffee, rolls, orange juice

9:00- 10:00	Discussion of In-country Interviews/Introduction to Final Selection Work: GU Staff
10:00-10:15	Coffee break
10:15 - 12:00	Form Field of Study Committees for Selection. Commence Selection Process.
12:00 - 1:30	Lunch Speaker: Marguerite Berger, Senior Advisor, Women in Development, Inter-American Development Bank
1:30 - 6:00	Continue Selection Committee Work
6:00 - 7:00	Reception, Car Barn Patio, 4th Floor
7:00 - 9:00	Recognition Ceremony and Dinner in the 4th floor Reception Hall. Speaker: Fr. Julio Giulietti S.J., Director, CIPRA/AIT

Friday, April 23:

8:30 - 9:00	Coffee, juice, rolls
9:00 - 12:00	Continue Selection Committee Work
12:00 - 1:00	Working Lunch
1:00 - 4:00	Continue Selection Committee Work and "Check Out"

CASS CYCLE J STUDENT SELECTION MEETING

21-23 APRIL 1993

PROGRAM EVALUATION SUMMARY

[Scale: Completely 1 <-----> 5 Not at All]

Number of evaluations completed: 25

#	Aspect	1	2	3	4	5	Avg
1	Pre-Conference Information	15	10	0	0	0	1.40
<p><u>Comments:</u> (1) mail some of the material to the participants <u>before</u> the conference; (2) provide a list of conference participants beforehand; (3) provide country quotas in advance.</p>							
2	Travel Arrangements	19	6	0	0	0	1.24
<p><u>Comments:</u> (1) provide a better map; (2) arrange shuttle service between hotel and Car Barn; (3) very much appreciated the option of staying over a Saturday; (4) Great job! "Thank you, Heather!"</p>							
3	Accommodations	21	3	1	0	0	1.20
<p><u>Comments:</u> (1) ask for smoking preference in selecting roommates; (2) several participants commented on their great roommates.</p>							
4	Meals	22	1	2	0	0	1.20
<p><u>Comments:</u> (1) great, excellent!; (2) one participant disliked some of the meals but now felt that s/he could better identify with the local students' complaints.</p>							
5	Panel Discussion on Professional Linkages: Associations and Internships	14	5	3	0	0	1.50
<p><u>Comments:</u> (1) provide more information on internships; (2) hats off to Alberto Miller for an excellent job; (3) very useful information; (4) better enforce the <u>speakers'</u> time limits.</p>							
6	Student Tax Issues	8	13	0	0	1	1.77
<p><u>Comments:</u> (1) "cut a deal with IRS to do a flat rate and thus save a lot of time/money"; (2) still have questions about PA tax issues; (3) distasteful topic but very useful information was passed on in a clear manner.</p>							

#	Aspect	1	2	3	4	5	Avg
7	Introduction to Women and Leadership	11	9	3	0	0	1.65
<p><u>Comments:</u> (1) very much enjoyed Lucy's presentation; great presentation; (2) inspired to apply what was learned to Cycle J group; (3) should have been more time for discussion.</p>							
8	Discussion on Experience America	11	7	4	0	0	1.68
<p><u>Comments:</u> (1) have G.U. provide more "direction" and make Experience America a requirement; (2) insufficient time was spent on this topic; (3) the speaker did not get to the point quick enough.</p>							
9	Panel Discussion by Country Coordinators	16	4	4	0	0	1.50
<p><u>Comments:</u> (1) allow less time for introductions and more time for discussion; (2) excellent information; "beyond excellent"; (3) too much time talking about the countries rather than the students and their situations; (4) tape future panel discussions for the benefit of the students; (5) proved very helpful to have country coordinators present to consult.</p>							
10	Women in Development, IDB	10	9	4	1	0	1.83
<p><u>Comments:</u> (1) very informative; (2) allot more time for Q & A's.</p>							
11	Selection Process	21	3	1	0	0	1.20
<p><u>Comments:</u> (1) meetings were well-run; compliments to Matt and Tom; (2) "hectic"; "a little chaotic"; "not enough time!"; (3) provide a map and list of country coordinators' choices.</p>							
12	Quality of Candidates	17	7	1	0	0	1.36
<p><u>Comments:</u> (1) good quality but short on quantity; (2) great contribution from the country coordinators; (3) particularly impressed with the female candidates for the SBA program from Honduras and El Salvador; (4) "gets better every year!"; (5) "the best among the 5 or 6 cycles that I have been involved with"; (6) many are overqualified as they have much experience in the field, e.g., those from El Salvador.</p>							
13	Check-out Process	18	2	0	0	0	1.10
<p><u>Comments:</u> (1) "very simple"; (2) "Shay's a master!"; (3) "best ever"; (4) "nice to be able to take files back with you; (5) selection process ran late so unable to help in compiling the alternate lists.</p>							
14	What were the most significant/positive aspects of this meeting for you?						
<p><u>Comments:</u> Meeting all the in-country and college coordinators and G.U. staff; exchanging ideas and strategies; meeting Father Giulietti; dinner; the good teamwork and positive attitude; getting feedback on alumni.</p>							

#	Aspect	1	2	3	4	5	Avg
15	What is the most significant change you would recommend for next year's selection meeting?						
<p><u>Comments:</u> Lighter, more informal schedule the first day so as to better get acquainted with one's peers; recruit more female candidates--there were none for some countries; more frequent and shorter breaks--too much sitting; more time to discuss and select the candidates; change "rejected" to "not selected"; keep the in-country coordinators involved; alternate the order of selection of the countries and colleges; have the in-country coordinators participate every year.</p>							

Cycle J Interviews Background Information

The following list of G.U. representatives participated in cycle J interviews. They will be able to answer questions concerning the interview process in the country/ies they visited.

- . Stephanie Kearsse - Jamaica
- . Julio Giulietti - El Salvador & Panama
- . Tina Ibarra - the Eastern Caribbean
- . Matt McPherson - Guatemala
- . Christopher Shirley - Costa Rica & Nicaragua
- . Maria Subiza - Honduras
- . Paul Silva - Belize & the Dominican Republic

Reminders:

As you know, CASS scholars are evaluated on their academic performance, their leadership skills, and their community involvement. When looking at high school grades it is important to keep in mind the following points:

- . A great number of candidates held jobs while they were attending high school.
- . Spanish is a second language for indigenous students.
- . Indigenous groups are usually more reserved and therefore you will notice that they did not provide much information on their essays.
- . Grading system standards vary in difficulty from school to school.
- . CXC exams are a better indicator of academic ability than are high school records for students from Belize, Jamaica, and the Eastern Caribbean countries. CXC scores of I and II demonstrate outstanding aptitude in that discipline.
- . In addition to belonging to the poorest sectors of society, most of the candidates have experienced difficult family situations (victims of parental abandonment, alcoholic fathers, battered mothers).

The interview process is the **most reliable method of evaluating candidates**. Only during interviews can it be determined whether or not candidates actually fit the CASS profile of leadership, adaptability, friendship ambassador spirit, and communication skills. In some cases, candidates with impressive application forms do not fit the CASS profile, therefore, it is extremely important to consider recommendations made by the interview committee during final selection.

Country Profiles

Belize

Income will appear higher in certain areas due to the fact that tourism has caused inflation. There were outstanding women candidates, as well as excellent candidates in the environmental fields.

Costa Rica

There is high access to post secondary educational institutions in the country and many students have begun *Estudios Generales* at the university level. These students should **not be disqualified** from the selection process.

Dominican Republic

Interviews revealed that in general, rural education is not as rigorous as education in urban areas. However, candidates from the rural school La Salle are outstanding.

Eastern Caribbean

A large population from the Eastern Caribbean reside in the U.S. and several of the candidates have family members in the states. In spite of this, the returnee rate of Eastern Caribbean students is among the highest in CASS.

El Salvador

The majority of the candidates are from rural areas. Many of these areas were devastated by the civil war. All of the candidates in Electronics and Industrial Maintenance are from urban areas.

Guatemala

Students who graduated from technical institutions may have significantly lower grades because of higher grading standards at those institutions.

Honduras

Priority was given to women and candidates belonging to the Garifuna and Meskito cultures.

Jamaica

In some high schools a grade point average of 65 is a B+ average. You should focus on CXC examination scores.

Nicaragua

Grades will often appear to be inconsistent in school year 1990 and 1991 as a result of the Chamorro administration drastically changing the educational system.

Panama

Candidates from the Emberá and Guaymí indigenous communities were given priority. Emberá elementary school starts at age 10 due to their isolation and distance from schools. Therefore it is common for Emberá to complete high school in their early to mid twenties.

PRELIMINARY STATISTICS ON CYCLE J RECRUITMENT

TOTAL NUMBER OF PARTICIPANTS RECRUITED:	322
FEMALES:	159
MALES:	163

FEMALES AND MALES BY FIELD OF STUDY	FEMALES	MALES	TOTAL
AGRIBUSINESS	5	14	19
ELEC./TELECOMMUNICATIONS	11	23	34
ELECTRONICS/MED EQUIP REP	5	12	17
ENVIRONMENT/ECOTOURISM	9	9	18
ENVIRONMENT/H2O	8	9	17
FOOD TECH/FP	15	18	33
FOOD TECH/FS	12	6	18
HOTEL & RESTAURANT MGT	12	6	18
INDUSTRIAL MAINTENANCE	1	16	17
MICROCOMPUTER APPLICATION	11	1	12
QUALITY CONTROL/QC	16	18	34
QUALITY CONTROL/QIS	11	6	17
SIGN INTERPRETER	2	0	2
SMALL BUSINESS MANAGEMENT	41	25	66
TOTAL	159	163	322

FEMALES AND MALES BY COUNTRY	FEMALES	MALES	TOTAL
ANTIGUA/BARBUDA	2	3	5
BARBADOS	9	4	13
BELIZE	4	1	5
COSTA RICA	6	17	23
DOM. REPUBLIC	18	20	38
DOMINICA	5	0	5
EL SALVADOR	7	21	28
GRENADA	3	3	6
GUATEMALA	14	25	39
HAITI	4	6	10
HONDURAS	35	17	52
JAMAICA	16	6	22
NICARAGUA	18	16	34
PANAMA	6	14	20
ST. KITTS/NEVIS	1	3	4
ST. LUCIA	6	4	10
ST. VINCENT	5	3	8
TOTAL	159	163	322

FEMALES AND MALES BY SCHOOL	FEMALES	MALES	TOTAL
BERKSHIRE COMMUNITY COLLEGE	5	12	17
BROOME COMMUNITY COLLEGE	8	9	17
CENTRAL FLORIDA COMMUNITY COLLEGE	1	16	17
EDMONDS COMMUNITY COLLEGE	10	7	17
FLORIDA COMMUNITY COLLEGE, JACKSONVILLE	12	6	18
FOX VALLEY COMMUNITY COLLEGE	11	6	17
HESSTON COLLEGE	5	12	17
HOCKING TECHNICAL COLLEGE	9	9	18
KINGS RIVER COMMUNITY COLLEGE	6	11	17
KIRKWOOD COMMUNITY COLLEGE	8	8	16
ILLINOIS EASTERN COMMUNITY COLLEGE	5	14	19
MODESTO JUNIOR COMMUNITY COLLEGE	6	10	16
MT. ALOYSIUS JUNIOR COLLEGE	13	1	14
MT. HOOD COMMUNITY COLLEGE	13	6	19
NORTHCENTRAL COMMUNITY COLLEGE	11	6	17
SCOTT COMMUNITY COLLEGE	9	7	16
ST. LOUIS COMMUNITY COLLEGE, FLORISSANT VALLEY	11	5	16
UNIV. OF SOUTH CAROLINA, SUMTER	9	8	17
UTAH VALLEY COMMUNITY COLLEGE	7	10	17
TOTAL	159	163	322

RURAL VS. URBAN (BY COUNTRY ONLY)	RURAL	URBAN	TOTAL
ANTIGUA/BARBUDA	2	3	5
BARBADOS	6	7	13
BELIZE	3	2	5
COSTA RICA	23	0	23
DOMINICAN REPUBLIC	30	8	38
DOMINICA	2	3	5
EL SALVADOR	22	6	28
GRENADA	4	2	6
GUATEMALA	35	4	39
HAITI	5	5	10
HONDURAS	42	10	52
JAMAICA	16	6	22
NICARAGUA	22	12	34
PANAMA	15	5	20
ST. KITTS/NEVIS	2	2	4
ST. LUCIA	2	8	10
ST. VINCENT	3	5	8
TOTAL	234	88	322

**LIST OF CURRENT CASS STUDENTS BY SCHOOL AND CYCLE
FOR PERIOD ENDING 06/30/93**

SCHOOL NAMES	H08	I08	J06	TOTAL
Bergen Community College		20		20
Berkshire Community College		18		18
Broome Community College		21		21
Central Florida Community College	15	17		32
Florida Community College, Jacksonville	14	19		33
Fox Valley Technical College	14			14
Harris Stowe State		22		22
Hesston College	15	18		33
Hocking Technical College		17		17
Illinois Eastern Community College		18		18
Independence Community College	15			15
Kings River Community College		20		20
Kirkwood Community College	15			15
Modesto Junior College		19		19
Mt. Aloysius Junior College	13		13	26
Mt. Hood Community College	15			15
Northcentral Technical College		20		20
Scott Community College	15			15
St. Louis College, Florissant Valley	15			15
St. Petersburg Junior College		20		20
University of South Carolina, Sumter	14			14
University of Wisconsin, Marinette		20		20
University of Wisconsin, Richland Center		20		20
Utah Valley Community College	12	17		29
TOTAL	172	306	13	491

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

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

**LIST OF CURRENT FLORIDA BA STUDENTS
FOR PERIOD ENDING 06/30/93**

SCHOOL NAMES	H13	I13	TOTAL
University of Florida	2		2
University of North Florida	3	1	4
University of South Florida		1	1
University of West Florida	5	3	8
TOTAL	10	5	15

**LIST OF CURRENT ST. JOHN STUDENTS BY SCHOOL AND CYCLE
FOR THE PERIOD ENDING 06/30/93**

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

**Trip Report
Haiti
May 24 - 27, 1993**

- Purpose:**
- ◆ Support in-country staff in selecting Cycle J finalist candidates
 - ◆ Meet with AID officials

Selection in Haiti began in late April. Because CASS only offered ten scholarships, Patrick Chemaly, CASS Coordinator, used a small network to identify candidates. The Methodist Church, Rotary, and the Scouting movement distributed and collected the preselection forms. Patrick noted difficulty reaching candidates with practical experience and proven leadership this year because the embargo has closed nearly every assistance program in Haiti.

Before my arrival, Patrick Chemaly, and Gina Hasboun, CASS Assistant held individual interviews with students to assess their interest in the field of study and their commitment to return home. The best students then participated in field of study interview groups. Patrick believes that a peer group environment is best atmosphere in which to judge leadership potential, ability to communicate, and friendship ambassador characteristics. Of the approximately thirty candidates who participated in group interviews, they chose twenty to be finalists. Matt McPherson, U.S. Operations' Program Officer, and I reviewed the files and worked with Patrick and Gina to prioritize the candidates.

Patrick and I met with the Karen Poe, Chantal Wooley, and Hervé Jean-Charles in the USAID training office. We discussed our priorities for the near future. They expressed their desire to assist CASS with the departing Cycle J candidates and the students returning this summer. AID also clarified the new policy of processing medical exams one month prior to departure for the United States. Patrick and I discussed the policy with Ms. Wooley and implications it will have when processing alternates.

Recommendations:

1. Because medical exams cannot be processed until one month before departure, perhaps the alternates should complete their medical exams as soon as possible in order to assure that they are qualified to begin the program should one of the finalists be disqualified.
2. Michael Paul should be retained as a computer consultant for CASS staff as they continue to learn to use their new computer and create an alumni database for follow-on activities.

3. Patrick Chemaly was so impressed with the outcome of the field of study group interviews that he recommends that other Country Coordinators try to schedule this type of interview session if possible.

Submitted by:

Bill 06/24/93
Overseas Coordinator, CASS Overseas Operations Date

Approved:

Charleis 7/1/93
Director, CASS Overseas Operations Date

**Trip Report
Nicaragua & Costa Rica
February 27- March 12, 1993**

Purpose: Support in-country staff with interviews of Cycle J candidates
Discuss programmatic logistics in Nicaragua

Nicaragua

Nina Conrado, CASS Country Coordinator Nicaragua, scheduled one day of interviews in Bluefields, Nicaragua for candidates from the southern Atlantic region. All other interviews took place in Managua and members of the support network actively participated. There was an equitable number of male and female candidates to be interviewed. The quality of the vast majority of those interviewed was excellent.

Following the interviews, Nina expressed some concern for the candidates initially recruited in the fields of Industrial Maintenance, Quality Control, and Fashion Merchandising. She was able to use her support network to specially recruit in these fields and interview qualified candidates.

The CASS and NPSP programs share office space in Nicaragua. This was the first visit of a GU-CASS representative since the offices merged. We discussed the issues at hand. The only major problem at present is the fact that both programs are sharing the same telephone line due to the limited number of lines available.

Costa Rica

Flora Rojas de Vargas, CASS Country Coordinator Costa Rica, scheduled all interviews to take place in San José. Experts in the fields CASS offers took part in the interviews and their insight and knowledge proved invaluable. There were many more male than female candidates to be interviewed. The quality of the candidates in the fields of Electronics/Telecommunications, Hotel/Restaurant Management, Industrial Maintenance, Quality Control, Agribusiness, and Small Business Management was very good to excellent. Candidates in Electronics/Medical Equipment Repair, Environmental Programs, Quality Improvement Specialist, Food Science, Food Technology, and Clothing Merchandising were not as strong as I would have hoped.

Recommendations:

Nicaragua

Follow-up with CASS Nicaragua staff and GU-NPSP staff to maintain optimum communication as it relates to the shared office space.

Prepare a summary of each candidate which can be read prior to the interview. The current system of reading the entire application form before the interview is too time consuming.

Costa Rica:

The government of Costa Rica offers many different university scholarships to low income students based on merit. This phenomenon effects recruitment in that: a) many of the candidates recruited by CASS also have access to the university in Costa Rica and b) in general, women do not apply for non-traditional fields because they have access to more traditional careers at national universities. Future recruiting efforts should rely more on the private sector and NGOs and the role of the Ministry of Education should be minimal. This focus should provide a greater number of women candidates as well as those with more practical experience and fewer educational opportunities. I recommend a recruitment trip by a member of the CASS-GU staff to Costa Rica to expand and fortify the recruitment network.

Submitted by:

Overseas Coordinator, CASS Overseas Operations Date

Approved:

Chantelices
Director, CASS Overseas Operations

March 1993
Date

**Trip Report
CASS/Jamaica - Scholarship Candidate Interviews
February 20 through 26, 1993**

Traveller: **Stephanie Kearse, Overseas Operations Administration**

Purpose: **To provide support for In-Country Coordinator and represent Georgetown University as a member of the Interview Committee.**

Leroy Henry, CASS Country Coordinator for Jamaica, carried out an excellent preselection recruitment ensuring that *the right students* were chosen for interviews. Recruitment was comprehensive throughout the country and done through the public school system with added emphasis on economically disadvantaged leaders with above-average academic achievement.

All of the scholarship candidates interviewed met the selection criteria. Nearly all of the candidates interviewed are actively involved in community service and demonstrate strong leadership potential. Overall, the quality of the candidates is excellent - with a perfect gender ratio. The number of strong rural candidates slightly exceeded the number of strong urban candidates, however there was a good mix available to choose from.

All the interviews took place at the CASS office in Kingston. Many of the rural students travelled far at their own expense to attend the interview. The files were very well organized with the summary page and check-list completed before the interview committee reviewed them. This saved each member from having to read the entire file.

Mr. Henry had a very qualified and diverse interview committee. The interviews were organized by field of study with an expert in the field of study present for interviews in that particular field. Mr. Henry took a few moments at the outset to focus the committee's attention on CASS programmatic priorities, although most members were already familiar with the criteria and had participated on other occasions. Members of the Ministry of Education participated in the interview process along with prospective employers from the private sector who are also support network members. One alumnus was a member of the interview committee. I also had the chance to meet an alumnus who came to the office to greet the prospective scholarship recipients and give them encouraging words.

Recommendations:

CASS Jamaica is an efficiently run organization. The G.U. representative commends the Country Coordinator and his staff for a job well done.

The only issue I would like to raise is to find a way to reimburse the candidates for their travel to the interview. After reviewing their income, I realize it must be quite a burden just to attend the interview and may cause their family to do without food or other necessities.

Submitted by:

Stephanie Kearse
Stephanie Kearse

3/25/93
Date

Approved by:

Chantal Santelices
Chantal Santelices, Director
Overseas Operations

3/26/93
Date

Trip Report: Honduras
February 22 - March 4, 1993

Purpose: Maria Subiza, Overseas Coordinator travelled to Honduras to support in-country staff with interviews of Cycle J candidates and to monitor program operations.

Interviews

Florencia Garcia, the Honduran CASS Coordinator, did an exceptional recruitment for all fields of study. Priority recruitment took place in geographic areas designated by AID and other development organizations as having the most severe socio-economic problems. All the students met the basic selection criteria and excelled in their community involvement. The majority of candidates interviewed were women. A significant number of indigenous and Garifuna students, both considered minority groups in Honduras, were also among the pool of candidates.

All interviews took place in Tegucigalpa. Through the CASS support network, the Coordinator was able to provide candidates from the country side with reduced fares for their travel to the capital city.

Interviews were organized by field of study to facilitate the selection process. Members of the support network with backgrounds that matched the CASS fields participated in the interviews. CASS alumni also joined the process. The input and expertise of these people was very valuable to the interviews and the evaluation procedure.

The candidates were outstanding in all fields of study. Florencia Garcia has established an excellent recruitment process and has in place a fantastic support network.

Alumni

The Honduran Alumni Association is well organized, functions efficiently, and is actively promoting community development in the country. In addition, the alumni provides the CASS program with valuable assistance by participating in CASS activities and providing support to CASS student completing their training.

All of the hearing impaired alumni are employed in their field of study and are doing well. They participate in alumni activities and are also actively involved in the Honduran Deaf Association. They are in the process seeking funding to publish a book that enhances the Honduran sign language.

The Honduran alumni are a group of very positive and motivated young men and women. They are great supporters of the CASS program and are committed to the philosophy of service. The Country Coordinator has been key in fostering this solidarity through developing a relationship with the alumni based on mutual respect and collaboration.

Recommendations:

The operations of the CASS program in Honduras are going extremely well. The G.U. representative commends the Country Coordinators and her staff for doing an outstanding job.

Submitted by:

Maria Subiza 3-27-93
Maria Subiza, Overseas Coordinator Date

Approved:

Chantal Santelices 3-25-93
Chantal Santelices, Director Date
Overseas Operations

Trip Report
 Eastern Caribbean
 March 8-27, 1993
 Argentina Ibarra

Traveler: Argentina Ibarra, CASS Overseas Coordinator.

Purpose: To assist country coordinator with Interviews for Cycle J students.

Activities: Interviews took place as follows:

Country	Date
Barbados	March 8, 19
St. Lucia	March 9, 10
Dominica	March 11, 12
Antigua	March 13, 15
Nevis	March 16
St. Kitts	March 17, 18
St. Vincent	March 23, 24
Grenada	March 25, 26

Interviews ran smoothly in each island. Interviews committees were made up by local business representatives as well as members of the public sector, such as from the Ministry of Education. The majority of the interviewers had experience with CASS and had a thorough knowledge of the program. The logistics of the interviews went very well (site and scheduling) as it was arranged by the Eastern Caribbean coordinator and the local CASS contact in each island. Candidates from such fields of study as Small Business, Environment/Ecotourism and Hotel Management were strong. Interviewers made positive comments on the allocation of fields offered for each island, in particular Agribusiness (a new field) to islands such as Dominica and Grenada where farming constitutes a major economic activity.

Regarding the hearing impaired program, a college representative from the school where students will attend classes participated in the interviews. Members of the support network commended the initiative taken by Georgetown in starting such a program. The program opens opportunities for the hearing impaired while raising the awareness among locals as to the importance of educating this special population.

Recommendations:

Although the interviews went well, it would be advisable to provide greater support to country coordinators at the earlier stages of recruitment, specifically during the first phase when the networks are contacted. In many cases, the announcement was published in a local newspaper instead of using a radio or TV announcement which would reach a wider audience in particular among the most disadvantaged. In other instances, the Ministries contacted as the nuclear point for recruitment were not as active as desired. It is, therefore, crucial to monitor closely the earlier stages of recruitment to remind the network of the importance of their job in order to obtain the best possible pool of candidates as finalists for interviews.

**Trip Report: Belize
February 25 - March 6, 1993**

Purpose: Paul Silva, Associate Director for Overseas Operations, travelled to Belize to assist incountry staff with interviews of the St. John's College students, Cycle J candidates for CASS scholarships and to review progress and future plans for the BATAPS Follow-on program

St. John's Interviews

Interviews of St. Johns's CASS Bachelor degree candidates took place over the first three days of the trip. An excellent interview team was assembled comprised of two Georgetown University staff, Father Murphy, S.J., President of St. John's College, Father Weber, S.J., Director of the Extension, a Dean of Students and three St. John's CASS alumni.

The interview process went very smoothly. Each interviewer had reviewed the applications prior to the interviews. On the morning of the first day, the interview team discussed criteria for the scholarships, stressing the need for gender balance in the scholarship distribution, potential ability to complete the Bachelors degree in two years and the focus on providing scholarships to candidates from economically disadvantaged backgrounds.

Candidates selected were excellent. Exactly half of the final candidates were women. Alternates were chosen in the event that some finalists opt for the Regis and/or University of the West Indies scholarships.

CASS Interviews

Recruitment for the 1993 CASS scholarships was done on a nationwide basis with a particular emphasis placed on the recruitment of candidates for the Environmental Ecotourism and Water Systems fields of study. Final candidates for the environmental fields were excellent. Two candidates were interviewed for the one Interpreter Training scholarship.

This year, the total number of CASS scholarships for Belize was limited. Almost all of the final candidates for Cycle J were women. Leadership abilities and desire to be Friendship Ambassadors were very good.

Agnes Flowers, the Belize CASS Coordinator assembled a good interview team of two Georgetown University staff, one USAID representative, CASS alumni, and both private and public sector representatives specializing in the field of study being interviewed for. The interview team worked very well together.

BATAPS Follow-on Program

USAID Meeting: Paul Silva and Agnes Flowers met with USAID staff, Barbara Sandoval, USAID Director, Patrick McDuffy, General Development Officer and Lourdes Smith, Training Officer. Progress to date was reviewed with a focus on alumni participation and status of the new BATAPS constitution. At times, it appeared that the the Mission Director had not been fully up to date on the activities and progress of BATAPS.

It was agreed that a main objective for the second half of the Follow-on Program contract period was to work with the Executive Committee to register the new BATAPS organization with the government of Belize and apply for PVO status with USAID. USAID staff mentioned the importance of utilizing the media to establish BATAS publicly. Paul Silva stated to USAID staff the importance of continued support for BATAPS once the initial contract year ends and provided direct funding of BATAPS as an option.

GU Staff Meetings: Throughout his stay in Belize, Paul Silva met with GU staff to review and plan for the activities of the Follow-on Program. Information was gathered to be used in the second quarterly report. An informal social reception was hosted on evening at the BATAPS office to meet with BATAPS members.

BATAPS Executive Committee Meeting: On Saturday, Paul Silva and the GU staff hosted a half day luncheon workshop to meet with the BATAPS Executive Committee members. Members came from throughout the country to attend the very productive meeting. The excitement and commitment of the members is high. All pledged their full energy in developing their BATAPS association.


Recommendations:

The operations of the CASS and BATAPS programs in Belize are going very well. The two new staff hired for the BATAPS program are excellent additions to the CASS/BATAPS team.

Submitted by:

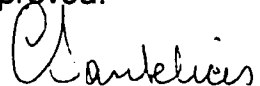


 Paul Silva, Associate Director

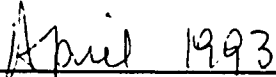


 Date

Approved:



 Chantal Santelices, Director



 Date

**Trip Report: Dominican Republic
March 07 - March 12, 1993**

Purpose: Paul Silva, Associate Director for Overseas Operations, travelled to the Dominican Republic to assist incountry staff with interviews of the Cycle J candidates for CASS scholarships.

CASS Interviews

Mercedes de Valerio did an excellent recruitment plan concentrating on the east and northeast regions of the Dominican Republic. Priority was given to recruit candidates for Hotel and Restaurant Management from the eastern region as there exists an established tourism industry and candidates would not have to leave their home areas to seek employment. The northeast region was chosen based on it's poverty and the fact that few scholarships had been given to the region in prior Cycles of CASS students.

Mercedes de Valerio did an excellent job in organizing the interviews. This was especially important given the fact that the interview team travelled long distances and had to interview an average of twenty candidates per day. Interviews took place both in Santo Domingo as well as in the interior of the country. Transportation and facilities logistics were very well planned and allowed for the interview process to go very smoothly. Often, interviewers were picked up at 5:30 in the morning and returned at 9:30 at night putting in sixteen hour days.

A core group of interviewers travelled to the different interview sites and were met with experts from the local region. USAID staff participated in the interviews and travelled to all of the sites. Three CASS alumni also assisted with the interviews. The professionalism and assistance which the alumni interviewers gave was impressive.

The interview team gave preference to candidates from rural areas rather than from Santo Domingo. Based on the poverty of the northeast region, many of the candidates, although they possessed excellent academic grades were not as socially gifted or aware as those candidates from other areas. The exception to this was with the candidates recruited from the Liceo LaSalle, whose candidates were excellent.

The support network which assists Mercedes de Valerio with her efforts is composed of excellent people. Each are strongly committed to the CASS program ideals and have the utmost of respect and caring for Mercedes de Valerio. It is interesting to note that at the time of the interviews, only three CASS alumni had not obtained employment.

Recommendations:

The operations of the CASS program in the Dominican Republic are going extremely well with strong support from the CASS Support Network. The CASS Coordinator, Mercedes de Valerio is doing exemplary work.

Submitted by:

Paul Silva
Paul Silva, Associate Director

04/06/93
Date

Approved:

Chantalices
Chantal Santelices, Director

April 1993
Date

SUMMARY OF TRIP TO GUATEMALA, CYCLE J RECRUITMENT

March 3 - 20, 1993

Matthew McPherson, CASS Program Officer

SUMMARY OF TRIP ACTIVITIES:

I participated in a total of 120 interviews of Cycle J candidates during the trip. Following is a breakdown of the trip activities:

March 3 - 4: Interviews in CASS office in Guatemala City. We interviewed 17 candidates during these 2 days.

March 5: Seven candidates interviewed at the University of San Carlos, Peten, for Environmental Technology, Hotel/Restaurant Management, and Small Business Administration. The interview team consisted of Arturo Melville, a committee of 4 of the University faculty members, and me. In general, the candidates in Peten were very weak. One reason for this is that the educational system in the region is particularly weak. However, efforts also need to be made to expand the recruiting network in the area.

That evening, Arturo Melville and I visited Teresa Trujillo, Cycle G CASS alumni who studied at Northcentral Technical College, at her home in San Benito, Peten. She currently works for AVIATECA in Peten, and is making good use of the training that she received in the U.S., especially her English language skills.

March 6 - 7: Weekend off.

March 8: Two interviews in Guatemala City before traveling in the afternoon to next interview site with Arturo Melville, Magali de Rodil and Irma Diaz.

March 9-10: Twenty-one interviews in two days at the Hotel "La Canja" in Chiquimula. The candidates in Chiquimula were very strong. Arturo has established a solid recruiting network there, particularly as a result of the efforts of Doña Dolores Moscoso, a counselor in the local school system who has worked very diligently with Arturo to promote the CASS program.

March 11-12: Approximately 15 interviews at the Hotel del Norte in Puerto Barrios, Izabal. In general, the candidates in this region were weak. Most of the recruitment in the area was done by the local GENESIS Empresarial, however, this was the first year that they assisted in recruitment and they had not yet developed good understanding of the type of candidates that we were looking for. Furthermore, it would be especially useful to find someone who can make inroads within the local garifuna population, as we had few applicants from this community.

March 13-14: One day spent touring Livingston, return to Guatemala City.

March 15-16: Thirty-one candidates interviewed at FUNDAP in Quetzaltenango. The interview committee consisted largely of FUNDAP members.

In general, the candidates from Quetzaltenango were excellent. In particular, we interviewed some candidates from indigenous groups from very rural areas who were outstanding.

The evening of March 15 we also met with two Cycle G Hearing Impaired alumni, Marco DeLeon and Ingrid Maldonado, who studied at St. Petersburg Jr. College. Neither was employed in their field of study at the time; Marco was working as a carpenter and Ingrid was

unemployed. It appeared that FUNDAP was willing to hire Ingrid to do some data-entry work.

March 17 - 19: Twenty-seven interviews in Retalulehu. The interviews were held at a local private school. A strong recruitment network has been formed in Retalulehu through Carlos de Rodil, a local veterinarian.

March 20: Return to Washington, D.C.

OTHER OBSERVATIONS:

o Although it is expected that the files of 2 of 3 candidates interviewed will be sent to the Georgetown selection, in actuality probably only 50% of the candidates interviewed are solid and perhaps as few as 1 of 3 are good to excellent. As a result, the quotas for all of the fields of study were not met. In order to ensure that Guatemala meets its quota with strong candidates in all fields in the future, therefore, it is suggested that: 1) More time be spent building recruiting networks in the different regions. In particular, each local network should have one or two dynamic members who have a clear idea of the type of candidate that we seek for the program and who have a general understanding of the different fields we offer. Some progress in building these networks occurs during the selection interviews, as participation and post-interview discussion helps participants from the community to become more familiar with program criteria and to give them a sense of ownership of the program. 2) Perhaps more pre-selection applications should be distributed and the interview process begun earlier in Guatemala due to the number of candidates that need to be recruited.

o We had a difficult time recruiting for Small Business Administration. It was suggested that field would be easier to "sell" as Administración Empresarial instead of Administración de Pequeña Empresa. The former name implies that skills will be provided which are usable in a "small" business only. I'm not sure if I agree that this is the reason we were short on Small Business candidates this year. However, this suggestion should be considered.

o There are a number of technical and private schools in Guatemala which are much more competitive than public and other private schools. As a result, a candidate may have seemingly low grades but actually have had graduated near the top of his class in a more competitive institution. If possible, therefore, some mention should be made of candidates who attended more competitive schools somewhere on the candidate Interview Summary Sheet. This will ensure that a candidate is not accidentally penalized for having gone to a more competitive institution when the file is being reviewed at GU.

o Finally, it is a **great experience** for someone who works and is familiar with the colleges to be participate in interviews. I learned a great deal that I can apply to my work with colleges and students in the U.S. such as gaining a general idea of the local job scene and types of jobs alumni can expect, as well as the backgrounds that our candidates come from and what factors are taken into consideration when students are recruited. I feel that I was also able to make a contribution by sharing a number of specifics about curriculum, life at the colleges, ability of students to adapt, and other suggestions of factors to be taken into consideration when selecting the CASS scholars.

Trip Reports by Magali De Rodil, Coordinator for Central American Relations**San Salvador, El Salvador - March 26 - April 2, 1993****Purpose of the trip:**

- o To visit with support network and potential employers of CASS hearing and non-hearing alumni
- o To market the program
- o To evaluate current alumni employment status
- o To review employment status and further training opportunities for the CASS Hearing Impaired Alumni
- o To assist CASS Alumni with organizing the Regional Convention

Accomplishments:

- o Prodepaz-Pact Program was incorporated in the CASS Network. Prodepaz agreed to interview CASS Alumni and hire them to conduct training in Quality Control and Small Business.
- o A review of the employment status of CASS Alumni indicates the 100% of the CASS are currently employed in El Salvador.
- o The Board of Directors of "Empresarios Juveniles" in El Salvador granted two (2) partial scholarships to provide further training to CASS Hearing Impaired Alumni.

**VIAJE A EL SALVADOR DEL 26 DE MARZO AL DE ABRIL DE 1993
MAGALI DE RODIL**

VIERNES 26 DE MARZO

Arribo a El Salvador a las 20:00 horas

SABADO 27 DE MARZO

9:00 a.m.: Cita con Sra. Angela Llorc, propietaria y gerente de Almacenes Llorc para solicitarle entrevista de empleo para becarios sordos. Quedé de enviarle dos expedientes el lunes.

DOMINGO 28 DE MARZO

Almuerzo con Dr. Pedro Urra, Director del Programa Prodepaz-Pact para El Salvador.

El objetivo fue agradecerle su participación ad-honorem en la jornada de micro-empresa a los becarios y solicitarle su continuada ayuda en los siguientes, a lo cual accedió con gusto.

El programa Prodepaz ha estado trabajando desde hace cinco meses en el área, anteriormente controlada por la guerrilla. Su labor es dar capacitación y apoyo a las ONG's. Está fuertemente vinculado con los proyectos de desarrollo de AID y Holanda. La situación económica de los pueblos en esta área es muy deprimida y los jóvenes tienen poco o ningún acceso a la educación, por lo que pensé importante incorporar a la red de reclutamiento a Prodepaz. Solicité al Dr. Urra una reunión con los 16 encargados de capacitación del proyecto para explicar sobre nuestro programa. Nos dió la primera media hora de su reunión el siguiente día.

LUNES 29 DE MARZO

8:00 a.m. Prodepaz. Reunión con el Dr. Pedro Urra y sus encargados de proyecto. Se les dió una amplia explicación del Programa y se mostraron muy interesados. Hicieron varias preguntas y pidieron una reunión posterior con Lic. José Bonilla para llevar los fomularios. También solicitaron entrevistas a ex-becarios para contratarlos en capacitación en las áreas de Control de Calidad y Administración de Pequeñas Empresas.

Actualmente no hay nadie desempleado en El Salvador, por lo que se les propondrá a los becarios que retornan sobre esta oportunidad laboral para que los que deseen apliquen a ella.

10:00 a.m. Visita al Lic. Edgar Mejía, Gerente General de Fedecrédito.

Se le agradeció el apoyo dado a los ex-becarios sordos. Esta institución abrió dos espacios laborales temporales que se convertirán en permanentes en el mes de mayo.

11:00 a.m. Visita al Lic. Raul Pozas y personal de la Unidad de Informática de Fedecrédito. Lic. Ricardo Isaías Iralbeta, Director de Cajas de Crédito y Bancos de los Trabajadores.

El Lic. Isaías Iralbeta tuvo a su cargo a William Lazo, quien trabajó por tres meses como digitador en el Banco de los Trabajadores. Su trabajo fue calificado como muy bueno. En un inicio se le dió más tiempo para explicarle sus funciones, pero media vez lo hubo asimilado trabajó eficientemente, muy puntual y aún cuando le tocó un turno nocturno se desempeñó con independencia y autodisciplina.

Por motivos internos de re-organización la institución cerró en diciembre y casi la totalidad del personal fue despedido a finales de abril, vuelven a abrir sus puertas y solicitó que William se presentara para darle su plaza nuevamente.

Socialmente se adaptó con facilidad y participó en todos los eventos aún en la fiesta navideña, bailando y departiendo con todo el personal.

El mayor problema que encontraron con William fue su limitado vocabulario en español. Su ejecución general fue considerada como "promedio" dentro de la institución.

Ana María Alfaro trabajó en Banctsay como digitadora y por las mismas razones que William fue despedida y desean contratarla nuevamente.

Su desempeño fue excelente. De comprensión rápida, trabajó eficientemente y con responsabilidad en todo momento. Las relaciones con sus compañeros y jefe fueron muy buenas y su desempeño general "por encima del promedio" de la institución.

No encontraron ningún problema sobresaliente. Su trabajo era fuente de admiración de parte de sus compañeros, quienes le profesan cariño y estima. Al retirarse le fue dada una despedida de parte del personal.

3:00 p.m. Cita con Ing. Milagro Rivera, Directora del Departamento de Personal de AVX Ceramix Corporation. Esta empresa se dedica a la maquila de "chips" y han mostrado interés en los ex-becarios sordos. Actualmente trabaja con ellos un ex-becario del programa regular.

Se le dió una amplia explicación sobre el programa y pidió dos expedientes, los que fueron enviados esa misma tarde. Solicitó formar parte de nuestra red para colaborar en el módulo de entrevistas en el seminario de orientación.

MARTES 30 DE MARZO

7:30 a.m. Desayuno con José Bonilla para la re-organización de agenda para citas y evaluación de la situación laboral de los ex-becarios regulares, de los que han solicitado la colaboración de la coordinación al 100% están trabajando. Hay tres ex-becarios que no están satisfechos con su trabajo y quieren una mayor remuneración. Un 70% están trabajando en su área de estudio y del 30% restante son la mayoría de los primeros ciclos y el resto trabajan en la aerolínea Taca, donde son muy apreciados por su actitud de servicio y manejo del idioma inglés.

Existe una fuga ocasional de ex-becarios hacia los E. U., la cual ha sido detectada por el coordinador a través de los compañeros de ciclo. En dos casos se ha podido impedir, por haberse sabido previo a la partida, notificando al consulado y llamando a la oficina de los jóvenes. Se platica con ellos y apoyan en la búsqueda de empleo y estudio continuado. Hasta hoy están estables y parecen satisfechos. Al retornar los jóvenes, se envía al consulado de U. S. la lista de los retornantes y se ha solicitado la asistencia de éste, en el sentido de no ortorgar la visa sino hasta cumplidos los dos años de permanencia en el país. Sin embargo la fuga legal e ilegal continúa.

La oferta laboral en El Salvador, aunque escasa en general, dada la labor de la coordinación es adecuada para los ex-becarios. Hay campos en donde hay más oferta de lo que podemos satisfacer. Los salarios son bajos comparados con los de E. U., pero para los ex-becarios por el adicional manejo del idioma inglés son superiores a la medida y en muchos casos a nivel de los ofertados a profesionales con bachelor.

Un 60% han decidido continuar sus estudios y la mayoría de ellos en su área profesional u otra muy relacionada. Hay por lo menos un 10% que cuentan con una empresa propia, la mayoría de ellos dentro de programas de micro-empresa. Se nota un marcado interés en dirigirse hacia este sentido.

9:30 a.m. Visita a Mudisa, S. A. con la Sra. Gloria de Alvarez, Director-Gerente y Sra. Alma América Gómez.

Mudisa tiene un ex-becario trabajando en los diferentes departamentos, La Sra. de Alvarez tenía mucho interés de conocer el programa de sordos. Se le dió amplia explicación y se le llevaron tres expedientes para que los estudiase y convocara a entrevistas.

11:30 a.m. Reunión con Lic. José Bonilla y Ma. Teresa Larios para revisión de expedientes de ex-becarios sordos y actualización de datos. Elaboración de plan estratégico para apoyarles académica y laboralmente.

Sólo uno de ellos, Willian Edgardo Lazo ha concluido su bachillerato, a Douglas Ruano le falta el último curso. Xiomara Vasquez y Ana María Alfaro concluyeron segundo de secundaria y Guadalupe Arias no concluyó la primaria. (Ver hoja resumen adjunta).

3:30 p.m. Visita al Sr. Henry Reynolds, Director de la Oficina de Educación y Capacitación de AID y los oficiales Sr. Chapman y Sra.

El Sr. Reynolds acaba de ser nombrado para El Salvador, anteriormente estuvo en Costa Rica, por lo que tenía conocimiento de nuestro programa. Mostró mucho interés por el programa de sordos, ya que ellos están por enviar a un grupo de maestros para discapacitados a los E. U., es una beca de estancia corta. También sobre el programa de Trabajo Para Todos y su porcentaje de éxito.

Preguntó si se estaba atendiendo la zona de oriente y se le comunicó sobre los estudiantes que provienen de San Miguel y la incorporación a la red de Prodepaz. Se mostró sorprendido y muy complacido. Preguntó sobre el Programa de Nicaragua y se le dió la información del Programa CASS y del establecimiento del NPSP.

La reunión resultó provechosa y estrechó lazos de buena relación con AID.

5:30 p.m. Cita con el Dr. José Monsanto, Gerente del FIS.

Amplia información sobre el programa de sordos en participar sobre los de publicación avanzada. Solicitó los dos expedientes para enviarlos con su recomendación a las editoriales que se ocupan de las publicaciones del FIS. Los expedientes fueron entregados personalmente el mismo día.

- 7:00 p.m.** Entrevista con la Lic. Cecilia de Choussi, Directora de los Programas de Salud y Capacitación de Promotores de Salud Rural.

Se le dió una amplia explicación del programa y mostró mucho interés en los jóvenes del programa regular de Tecnología de Alimentos como una alternativa para contratarlos en la capacitación de "preparación, transformación e higiene de los alimentos". También en los de computación, en especial a los sordos, ya que en septiembre se inician con una red computarizada en su proyecto.

MIERCOLES 31 DE MARZO

- 7:30 a.m.** Desayuno con Ma. Cristina de Cabrera, Directora de Empresarios Juveniles, región Central.

Dentro de los programas de capacitación ofrecidos por Empresarios Juveniles está el de computación. Se le solicitó a la Lic. Cabrera becas para los jóvenes sordos para que puedan aprender la terminología de los programas en español y practicar lo aprendido. Quedó de llevarlo a directorio y comunicar la respuesta al día siguiente. A su vez ella solicitó incluir a Empresarios Juveniles parte de la red de apoyo. Actualmente son cinco las sedes de Epresarios Juveniles: Norte, Sur, Oriente, Occidente y Centrol. Le agradecí su generosa oferta, sobre todo para las cuatro regiones rurales. Le recordé la política de favorecer a estos grupos, sobre todo ahora que se abre oriente. Le solicitamos un listado de las empresas afiliadas a Empresarios Juveniles y una cita para el Lic. Bonilla con el Presidente para después de la Semana Santa.

- 9:00 a.m.** Cita con la Lic. Sandra Ruiz, Directora del Departamento de Personal y Trabajadora Social en Coca Cola.

Se le dió amplia información sobre el programa de sordos y ofreció una plaza temporal para cualquiera de ellos, que le sirva de práctica. Se comprometió a hacerse cargo del transporte, comida y un monto significativo. Se quedó de enviar el curriculum de los que viven cerca de la empresa.

- 3:00 p.m.** Reunión solicitada por la nueva Directora de ASE PRO BECA (Asoc. de Ex-becarios) Ver adjunto.

Se presentó la mayor parte de la directiva y el objetivo era solicitar apoyo para la convención regional de ex-becarios. Se repasó el programa, se analizaron varias alternativas y quedé comprometida personalmente a solicitar la presencia del Lic. José Miguel Gaitán, Vice Presidente de BCIE, para dicho evento. Así también como parte del programa dar apoyo técnico en la organización del evento a ser solicitada.

Los jóvenes de esta nueva directiva bajo la experiencia de Saul Rodas como presidente muestran un mejor control de sus actividades y manejo eficiente de sus recursos. Muestran una actitud de cordialidad y respeto por el coordinador y han solicitado la participación de los diversos miembros de la oficina en sus reuniones. La sesión fue prolongada, pero muy efectiva.

JUEVES 1 DE ABRIL

7:30 a.m. Desayuno con Lic. Cabrera.

Me informó que la Junta Directiva acordó conceder beca parcial a los jóvenes sordos y se concertó una cita para el viernes 2 con el Coordinador Nacional y los jóvenes interesados en la sede de Empresarios Juveniles.

9:00 a.m. Reunión con los ex-becarios sordos.

La ausencia de la Lic. Zeledón por compromisos laborales dificultó la comunicación inicial, pero Xiomara Vásquez hizo de intérprete con William Lazo y se desarrolló fluidamente. José Bonilla y yo explicamos el motivo de mi viaje, enfatizando la red de apoyo laboral para ellos. Debido a que tanto Douglas Ruano como William Lazo dejaron una oportunidad laboral por situaciones intracendentes, se les hizo incapié sobre la responsabilidad que implica un trabajo y el esfuerzo físico y económico que supone el abrir una plaza para ellos. Se les preguntó si deseaban trabajar y al manifestarnos que sí, se comprometieron frente al grupo a actuar responsablemente, ya sea aceptando o rechazando la oferta laboral.

Cada uno de ellos expuso lo que está haciendo académica y laboralmente. Los tres que han tenido experiencia laboral completaron el formulario y los otros dos lo llenaron por práctica pero no tiene validez. (Ver adjunto). *(B. Lazo)*

Aún se encuentra en un fase de integración con su comunidad. Se les comunicó sobre la beca e invitó a asistir a la reunión con el Lic. Bonilla al día siguiente, todos manifestaron interés.

3:00 p.m. Cita con Lic. Arturo Hilermann, Gerente de Capacitación de ANEP.

Se le expuso ampliamente el programa de sordos y acompañado de folletos y expedientes. Mostró mucho interés y personalmente se comprometió a llamar a cinco empresas para buscar entrevistas para los jóvenes en su área de estudio y de no ser contratados continuar dando su apoyo hasta que lo estén.

También mostró gran interés por los del programa regular y prometió un espacio en la revista de la Institución para el mes de Junio. También se acordó una cita del Lic. Bonilla y la Junta Directiva en junio, para proponer a los jóvenes que retornan en agosto. Sólo esta cita hubiese valido el viaje y estamos ansiosos de ver su resultado.

5:00 p.m. Reunión en la Empresa Quality con el Lic. Luis Artuo Anleu.

Se le dió una presentación del programa regular y de sordos. Se mostró muy interesado y solicito entrevistas a los jóvenes del programa regular en las áreas de Control de Calidad y Mantenimiento Industrial.

Actualmente se encuentra trabajando con ellos Marisol Murillo como Gerente de Producción.

VIERNES 2 DE ABRIL

Cita con Ing. Regina Andreu, Presidente de Pre-selección Empresarial.

Se le agradeció el apoyo ad-honorem permanente dado en la ubicación de espacios laborales y en el módulo de entrevistas en los seminarios de reinserción. Le expusimos la dificultad para encontrar oportunidades para los sordos y de no resultar la alternativa del Sr. Hilerman, le pedimos su asistencia, lo que aceptó.

10:30 a.m. Reunión con la Lic. Griselda Zeledón del Centro de Audición y Lenguaje.

La Lic. Zeledón ha estado dando un curso de señas salvadoreñas y lecto-escritura en español todos los sábados a cuatro jóvenes ex-becarios (William Lazo no ha querido integrarse). También ha actuado como vínculo en introducir a la comunidad de sordos de la cual es Presidente.

Como grupo, informa que su actitud hacia el aprendizaje es muy positiva y hay avances en todos, unos más que otros, destacándose por su excelencia Xiomara alfaro y de menor avance Guadalupe Arias. Douglas, Xiomara y Ana María están en capacidad de terminar su bachillerto. Guadalupe sería deseable que terminara la primaria. Ella opina que el grupo necesita continuar las clases los sábados ya que leen mecánicamente y tienen escasos conceptos. También deben irse integrando y aportando a su comunidad, pero esto sería posible hasta que sean totalmente distros en el manejo de señas y gestos salvadoreños.

Solicitó la compra de la Enciclopedia "Combi-Visual" de la Editorial Oceano.

Como grupo, no han madurado suficiente para llevar a cabo una integración y menos un proyecto comunitario. Lupita tiene el problema adicional de pertenecer a un grupo religioso muy estricto que no le permite actividades sociales fuera de los de la iglesia. El apoyo de los padres en tres de ellos es excelente y totalmente inexistente en los dos restantes. No se les exige asumir un papel responsable y se les sobreprotege.

Acordamos una sesión de Lic. Bonilla, ella y los padres para pedir apoyo, ya que si los jóvenes van a trabajar deben asumir un papel responsable.

3:00 p.m. Pago cuenta del Hotel y traslado al aeropuerto.

HOJA RESUMEN EX-BECARIOS SORDOS EN EL SALVADOR

Nombre	Estudios	Situación Laboral
Ana María Alfaro	Terminó octavo grado y actualmente está recibiendo un curso	No trabaja, pero si desea trabajar y está propuesta para Fedecrédito.
William Lazo	Terminó bachillerato y estudia un curso de computación.	No trabaja, pero desea trabajar. Está propuesto para Fedecrédito.
Douglas Ruano	Terminó primer año de bachillerato no estudia actualmente.	No trabaja actualmente, pero está propuesto para ANEP.
Xiomara Vásquez	Terminó el noveno grado.	No trabaja actualmente propuesta para ANEP y Coca Cola.
Gloria Guadalupe Arias	Terminó quinto año de primaria	Trabaja en su propio taller de costura. Propuesta para ANEP.

**PROGRAMA DE BECAS CASS
DIRECCION PARA RELACIONES EN CENTROAMERICA**

**HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS EN EL SALVADOR**

1. Cómo califica la capacitación técnica en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente	Buena 4	Excelente 1
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2. Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI 3	NO 2
------	------

3. Hay más personas laborando con Ud. en su sección o departamento?

SI 2	NO 3
------	------

4. Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI 2	NO 3
------	------

5. Mantiene comunicación con el resto del personal de la empresa?

SI 1	NO 3
------	------

6. Siente que es aceptado y que forma parte del grupo dentro del personal de la empresa?

SI 2	NO 2
------	------

7. Hay otras personas sordas o con alguna incapacidad que laboran en la empresa?

SI	NO 4
----	------

9. Su asistencia y puntualidad son:

Deficiente	Regular 2	Excelente 2
------------	-----------	-------------

11. Cómo calificaría su desempeño en el trabajo?

Deficiente 3 Bueno Sobresaliente

12. Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa)?

Ninguno 1 Poco 2 Mucho 2

HOJA RESUMEN EX-BECARIOS SORDOS EN COSTA RICA

Nombre	Estudios	Situación Laboral
Wenceslao Arguello	Terminó la primaria y está estudiando bachillerato a distancia	Trabaja como contratista en una publicitaria
Luis Barbosa	Le falta un examen para terminar el bachillerato. Actualmente no estudia.	Trabaja como diseñador gráfico en ICAR (Industrias de Cartón)
Rafael Angel Berrocal	Terminó la primaria, no estudia actualmente.	Trabaja en su área de estudio (por contrato)
Ezequiel Diaz	Estudia bachillerato a distancia y un curso de español en Heredia	Trabaja en Junta de Pensiones.
Gabriela González	Estudia en ONEC para maestra especial	Trabajó en Editorial Lebman y ahora en Programa de Alfabetización de Sordos (SPRIT)
Massiot Morales	Estudia bachillerato por madurez	No trabaja, pero si desea hacerlo
Sandra Oviedo	No estudia	Trabaja en el Instituto Fernando Centeno, como maestra de sordos.
Winter Arney	Estudia bachillerato por madurez	No trabaja, pero si desea hacerlo
Alejandro Arias	Estudia bachillerato	No trabaja, pero si desea hacerlo
Majorie Arce	Estudia bachillerato	No trabaja, pero si desea hacerlo
Gerardo Ovando	Estudia bachillerato	No trabaja, pero si desea hacerlo

Guillermo Robles

Estudia bachillerato

Hizo un interinato de dos meses en Exportación Dorado, actualmente no trabaja, pero si desea hacerlo.

Juan Pablo Salgado

Estudia bachillerato por madurez

Trabaja en el Programa de Alfabetización para Sordos (SPRIT).

HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS

PAIS: El Salvador FECHA: 1 de Abril 1993

NOMBRE: Gloria Guadalupe Avila CE: _____

EMPRESA: no ha trabajado

EMPLEADO DESDE: _____ PUESTO: _____

1. Como califica la capacitación técnica recibida en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente _____ Buena Excelente _____

2. Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI _____ NO

3. Hay más personas laborando con Ud. en su sección o departamento?

SI _____ Cuántas? _____ NO

4. Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI _____ NO

5. Explique cómo se complementa:

MAR-24-93 MED 14193 REGIONAL CASP/CASS 8023-1023 P. 10

6. Mantiene comunicación con el resto del personal de la empresa?

SI _____ NO

7. Comente cuál es su comunicación o explique por qué no lo hace:

8. Siente que es aceptado y que forma parte del grupo dentro del personal de la empresa?

SI _____ NO

9. Explique la respuesta

10. Hay otras personas sordas o con alguna incapacidad que laboran en la empresa?

SI _____ NO

11. Si los hay exponga cuántos y en que trabajan

12. ¿Cuál ha sido la reacción dentro de la empresa al saber que han contratado una persona sorda?

MAR-24-93 MED 14193 REGIONAL CASP/CASS 8023-1023 P. 11

13. Su asistencia y puntualidad son:

Deficiente _____ Regular _____ Excelente _____

14. Si se ausenta, por qué razones lo hace?

Salud _____ Asuntos familiares _____ Otra: _____

15. Cuál _____

16. Como calificaría su desempeño en el trabajo?

Deficiente _____ Bueno _____ Sobresaliente _____

17. Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa)?

Ninguno _____ Poco Mucho _____

18. Cuál diría que es su mejor cualidad como trabajador?

19. Cuál diría que es su principal limitante o dificultad como trabajador?

20. Hay algún comentario o información adicional que considere importante.

PROGRAMA DE BECAS CASS
DIRECCION PARA RELACIONES EN CENTROAMERICA

HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS

PAIS: El Salvador FECHA: 1-4-93
 NOMBRE: WALTER RIVERA CE: _____
 EMPRESA: no ha trabajado
 EMPLEADO DESDE: _____ PUESTO: _____

Cómo califica la capacitación técnica recibida en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente _____ Buena Excelente

Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI NO _____

Hay más personas laborando con Ud. en su sección o departamento ?

SI _____ Cuántas ? _____ NO

Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI NO _____

Explique cómo se complementa:

MAR-24-93 MED 16133 REGIONAL CASP/CASS 3023-1023 P. 12

Mantiene comunicación con el resto del personal de la empresa ?

SI _____ NO

Comente cuál es su comunicación o explique por qué no lo hace: _____

Siente que es aceptado y que forma parte del grupo dentro del personal de la empresa?

SI NO _____

Explique la respuesta

Hay otras personas sordas o con alguna incapacidad que laboran en la empresa ?

SI _____ NO

Si los hay exponga cuántos y en que trabajan _____

Cuál ha sido la reacción dentro de la empresa al saber que han contratado una persona sorda ?

MAR-24-93 MED 16134 REGIONAL CASP/CASS 3023-1023

Su asistencia y puntualidad son:

Deficiente _____ Regular Excelente _____

Si se ausenta, por qué razones lo hace ?

Salud _____ Asuntos familiares Otra: _____

Cuál _____

Cómo calificaría su desempeño en el trabajo ?

Deficiente _____ Bueno _____ Sobresaliente _____

Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa) ?

Ninguno _____ Poco Mucho _____

Cuál diría que es su mejor cualidad como trabajador ?

Cuál diría que es su principal limitante o dificultad como trabajador?

Hay algún comentario o información adicional que considere importante.

PROGRAMA DE BECAS CASS
DIRECCION PARA RELACIONES EN CENTROAMERICA

HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS

PAIS: El Salvador FECHA: 02-4-93
NOMBRE: Juan Valdes Alvarado CE:
EMPRESA:
EMPLEADO DESDE: PUESTO: Trabajador

Cómo califica la capacitación técnica recibida en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente Buena Excelente

Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI NO

Hay más personas laborando con Ud. en su sección o departamento?

SI Cuántas? NO

Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI NO

Explique cómo se complementa:

[Handwritten lines for explanation]

Su asistencia y puntualidad son:

Deficiente Regular Excelente

Si se ausenta, por qué razones lo hace?

Salud Asuntos familiares Otra:

Cuál

Cómo calificaría su desempeño en el trabajo?

Deficiente Bueno Sobresaliente

Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa)?

Ninguno Poco Mucho

Cuál diría que es su mejor cualidad como trabajador?

[Handwritten response]

Cuál diría que es su principal limitante o dificultad como trabajador?

[Handwritten response]

Hay algún comentario o información adicional que considere importante.

[Handwritten lines for additional comments]

PROGRAMA DE BECAS CASS
DIRECCION PARA RELACIONES EN CENTROAMERICA

HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS

PAIS: El Salvador FECHA: 1-4-93
NOMBRE: Yanira Ivonne Viquez Chiles CE: _____
EMPRESA: EXPORT
EMPLLEADO DESDE: _____ PUESTO: _____

Cómo califica la capacitación técnica recibida en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente _____ Buena Excelente _____

Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI _____ NO

Hay más personas laborando con Ud. en su sección o departamento ?

SI _____ Cuantas? _____ NO

4. Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI _____ NO

Explique cómo se complementa:

MAR-24-93 MED 14193 REGIONAL CASS/CASS

302341023

P. 12

Mantiene comunicación con el resto del personal de la empresa ?

SI _____ NO

Comente cuál es su comunicación o explique por qué no lo hace:

Siente que es aceptado y que forma parte del grupo dentro del personal de la empresa?

SI _____ NO

Explique la respuesta

Hay otras personas sordas o con alguna incapacidad que laboran en la empresa ?

SI _____ NO

Si los hay exponga cuántos y en que trabajan

Cuál ha sido la reacción dentro de la empresa al saber que han contratado una persona sorda ?

MAR-24-93 MED 14194 REGIONAL CASS/CASS

302341023

P. 13

Su asistencia y puntualidad son:

Deficiente _____ Regular Excelente _____

Si se ausenta, por qué razones lo hace ?

Salud _____ Asuntos familiares Otra: _____

Cuál _____

11. Como calificaría su desempeño en el trabajo ?

Deficiente Bueno _____ Sobresaliente _____

12. Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa) ?

Ninguno Poco _____ Mucho _____

13. Cuál diría que es su mejor cualidad como trabajador ?

14. Cuál diría que es su principal limitante o dificultad como trabajador?

15. Hay algún comentario o información adicional que considere importante.

PROGRAMA DE BECAS CASS
DIRECCION PARA RELACIONES EN CENTROAMERICA

HOJA DE REGISTRO
ENTREVISTA A EX-BECARIOS SORDOS

PAIS: El Salvador FECHA: Abril - 1 - 1993
NOMBRE: William Lazo CE: _____
EMPRESA: Federalito
EMPLEADO DESDE: Octubre - 92 PUESTO: Digitador

1. Cómo califica la capacitación técnica recibida en los Estados Unidos, en relación con las funciones que tiene que desempeñar en su trabajo

Deficiente _____ Buena _____ Excelente

2. Los conocimientos adquiridos en los Estados Unidos han sido suficientes para cumplir con los requisitos que exige su trabajo?

SI NO _____

Hay más personas laborando con Ud. en su sección o departamento ?

SI _____ Cuántas ? _____ NO

Su trabajo es complementario con el del resto de personal de su sección o departamento?

SI NO _____

Explique cómo se complementa:

MAR-24-93 MED 16153 REGIONAL CASP/CASS

302341023

P. 12

3. Mantiene comunicación con el resto del personal de la empresa ?

SI NO _____

Comente cuál es su comunicación o explique por qué no lo hace:

4. Siente que es aceptado y que forma parte del grupo dentro del personal de la empresa?

SI NO _____

Explique la respuesta

5. Hay otras personas sordas o con alguna incapacidad que laboran en la empresa ?

SI _____ NO

Si las hay exponga cuántos y en que trabajan

6. Comente la reacción dentro de la empresa al saber que han contratado una persona sorda ?

positiva

MAR-24-93 MED 16153 REGIONAL CASP/CASS

302341023

P. 13

7. Su asistencia y puntualidad son:

Deficiente _____ Regular _____ Excelente

Si se ausenta, por qué razones lo hace ?

Salud _____ Asuntos familiares Otra: _____

Cuál _____

8. Cómo calificaría su desempeño en el trabajo ?

Deficiente Bueno _____ Sobresaliente _____

9. Manifiesta entusiasmo por el trabajo (propone ideas, hace sugerencias, críticas constructivas, toma la iniciativa) ?

Ninguno _____ Poco _____ Mucho

10. Cuál diría que es su mejor cualidad como trabajador ?

Asistir a otras personas.

11. Cuál diría que es su principal limitante o dificultad como trabajador?

La paciencia con el montón de errores que hacen otras personas.

12. Hay algún comentario o información adicional que considere importante.

GEORGETOWN UNIVERSITY

Date: June 2, 1993



To: Distribution

From: Merryly Stems

Subject: Trip Report

1. **Broome Community College, May 12:** Alberto Miller graciously arranged a full day of meetings. I met with Dr. Donald Dellow, President; Dr. Bryan Blanchard, Vice President for Academic Affairs; lunch with three math and quality control program faculty, Linda Spickard from OSP, Arthur Jamingson from ASQC, Alan Bennett, foreign student advisor, and Dr. Blanchard and Alberto. Also attended a board meeting of the ASQC student chapter and met with all the CASS students.

Issues discussed included:

--BCC needs somewhat larger groups (to offset attrition costs) for a somewhat longer period. The longer period is to provide for ESL AND enough time to complete the degree. (Alternatively, could students do special studies, without the degree?) Couldn't ESL happen before the students arrive on campus? This was a serious concern, which Berkshire also expressed.

--Developing CASS students into a cohesive group can work against integrating them into the general student body.

--Students queried the number and format of Experience America reports. Format doesn't necessarily match their material.

--Faculty were concerned about rural recruitment/employment for quality control. Jobs aren't in rural areas.

Overall, the environment was very positive. I was extremely impressed by the strength of the Broome program, by its integration into the college and general community, by the college's firm commitment to CASS and international activity, and--lastly--by Alberto's ability and dedication.

2. **Berkshire Community College, May 13:** Alexandra Warshaw, Dean of the Division of Community Services and External Affairs, arranged another full set of meetings. I spoke with Dr. Cathryn Addy, President; Nick del Greco and Ed Clark in Engineering; had lunch with the CASS "team"--Alexandra, Nick, and Ed; Sarah Atchley, ESL; Hester Kelly, secretary; and Renzo Delmolino, activities

Issues discussed included:

--More time! As at Broome, ESL slows students' progress in completing the degree. The college wants the students in June, to do ESL first. (Or, as at Broome, do special studies, with no degree.) This was discussed at length.

--There are some integration issues. The students tend to operate as a group; the ESL and common curriculum tend to work against integration. There are a few voices among the general student body about the CASS students' "free ride."

--Berkshire would firmly support a community service requirement--though a weekly/monthly requirement would not be as workable as "one shot deals"--e.g., special events.

--It is burdensome on the college when students stay on for political reasons--i.e., Haitians.

--Need more advance notice on CASS participation. Given Berkshire's long and successful participation, couldn't they be "tenured."

--The students only had one issue: they are not pleased with a recent adjustment to their allowances, which lowers the clothing allowance (which was too high) to cover bus passes. Alexandra et al knows all about this. I reaffirmed that this change had to happen.

As at Broome, I was impressed by the overall program strength and commitment to it at all levels. Faculty like Nick and Ed know the program very well, have a real history with it, and are wholly dedicated to the students. Everyone knows the students. The team approach appears to work well at Berkshire, and the students seem well served, even in the hiatus between coordinators.

Distribution: Julio Giulietti, S.J.

✓ David Gifford
Dennis Huffman
Tom Oates
Chantal Santelices

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Bergen Community CollegeQuarter Period: 4/1-6/30/93Cycle: I08Subagreement No. BERG RX2050-836-92I8-ACollege Coordinator: Lynda IcocheaField of Study: Hotel/Restaurant ManagementTotal Number of Students: 20GU Program Officer: Matthew McPherson

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

1) Training Objectives:

Twenty Cycle I08 CASS Fellows (13 females, 7 males) arrived at Bergen Community College in August, 1992 to pursue Associate of Science degrees in Hotel Restaurant Management, to be completed by August, 1994.

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISIT:

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

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The last QAR submitted covered the 4/1 - 6/30/93 quarter for Cycle I08.

a) Highlights: Students attended a class in George G. Public School in Ridgewood, NJ and made presentations and answered questions about their countries. Students participated in activities with different campus clubs, including the Caribbean Club, the Student Arts Guild, the Choir Club, and Theatre. Students also visited Washington D.C. and the United Nations Building in NYC.

b) Recommendations: Most students are behind in their submission of Experience America Project Description forms. Although the general quality of the reports submitted to date is pretty good, students need to be encouraged to continue to process their cross-cultural experience in the U.S. and to submit the reports in a timely manner in order to complete the program requirements.

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).

During the Summer, 1993, students are taking a full-load of classes, including Beverage Management, Restaurant Service Management, Professional Food Preparation Techniques, and Food Purchasing.

I. AETRs

The most recently submitted set of AETRs cover the Spring 1993 semester.

a) Average student GPA (Final for Cycle G08): 3.15

b) Areas of academic concern: Rafael del Rosario, from the Dominican Republic, has been struggling a great deal with his English. He is a serious and dedicated student, but seems to suffer from severe test anxiety, especially when it comes to taking English classes. If Rafael does not advance soon in his language courses, it will be extremely difficult for him to graduate with a degree. He is receiving regular tutoring in English and counseling on how to overcome his test taking problems.

II. PARTICIPANT PROGRESS REPORT

The Midcycle I PPR was submitted this quarter by the Cycle I students.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.86

b) Areas of highest student satisfaction: Feeling comfortable living in the host community, 1.65.

c) Areas of lowest student satisfaction: Current living situation, 2.00. Involvement in campus life, 2.00.

III. SPECIAL STUDENT CASES n/a

4. College Reporting Status

Quarterly Reports (Cycle I08)

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

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

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

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

Quarterly Status Report

College: Berkshire Community CollegeQuarter Period: April 1 - June 30, 1993Cycle: 108Subagreement No. BERK-RX2050-836-9218-BCollege Coordinator: Ms. Alexandra Warshaw Field of Study: Electronics: Medical Equipment RepairTotal Number of Students: 18GU Program Officer: Dennis Huffman

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

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

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

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Activities this spring included visits to the Stockbridge (colonial New England), a pro baseball game, Cape Cod, Boston Harbor, and the Hopkins Observatory at Williams College.

The students also participated in a car wash to raise money for a trip to Washington, D.C. and "Give Peace a Dance" (a fund raiser for Central America).

There were also various host family meetings, potlucks, and picnics.

3) Participant Concerns:

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

I. AETR's

a) Average student GPA (as of last submitted AETR): The average grade point average at the end of the second (spring) semester for these 18 students was 2.966.

Two students had a 3.75 or higher. These were Darling Conrado (Nicaragua, 3.8) and Lourdes Vega (Honduras, 4.0).

b) Areas of academic concern:

Three students had GPA's of 2.5 or less. These were Sayda Marroquin (Guatemala, 1.5), German Flores (Honduras, 1.68), and Fernando Ruiz (Panama, 2.48).

II. PARTICIPANT PROGRESS REPORT

Sixteen of the eighteen students completed and returned the "Midcycle I" Participant Progress Reports this quarter.

a) Overall student satisfaction rating (scale of 1 = very satisfied to 5 = not satisfied): The questionnaire contains seven questions with numerical ratings. The average of all of these for the Berkshire students was 1.87.

b) Areas of highest student satisfaction:

The two areas of highest satisfaction were in rating the current living situation (1.44) and the level of satisfaction with the classes which they are receiving (1.56).

c) Areas of lowest student satisfaction:

The two lowest areas of satisfaction were the level of involvement in campus life (2.14) and the effectiveness of their working relationship with the coordinator (2.64). It should be noted in regard to this latter point, however, that the position of coordinator was vacant during most of this quarter, and the written comments primarily centered around concern over this fact.

III. SPECIAL STUDENT CASES

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

Sayda Marroquin (Guatemala) was put onto a different academic track (non-degree) due to the extreme difficulties she experiences with her classes in the fall (0.0 GPA). She made some progress during the spring semester, but continues to be a serious concern.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Broome Community CollegeQuarter Period: April 1 - June 30, 1993Cycle: 108Subagreement No. BCC-RX2050-836-9218-CCollege Coordinator: Dr. Alberto MillerField of Study: Quality ControlTotal Number of Students: 21GU Program Officer: Dennis Huffman

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

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

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

During this quarter, the students continued their active participation in the student chapter of the American Society for Quality Control (ASQC). BCC is commended for providing the students with this opportunity, which will greatly enhance their ability to communicate effectively in the professional world when they return home.

At the June Dinner Meeting of the ASQC, the mayor of the Village of Endicott gave a presentation on "Community Quality Initiatives Through Local Government." The students have been attending the monthly meetings of the Binghamton City Council and of the Board of Trustees of the Village of Endicott.

The students were invited by several local schools to give presentations on their countries. They also toured the IBM Museum and visited the Board of Cooperative Educational Services (BOCES) to learn about the occupational education programs available to the community. Finally, the students participated in the annual ethnic parade and festival, sponsored by the American Civic Association, and they attended the Otsiningo Indian Pow Wow, which provided them with new perspectives on Native American traditions.

3) Participant Concerns:

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

I. AETRs

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

The average grade point average for the group during the spring semester was **3.06**.

Three students had a 3.75 or higher. They were Paul Campbell (Jamaica, 3.8), Alex Rivera (Honduras, 3.8), and Min-Cheng Lee (Costa Rica, 3.8).

b) Areas of academic concern: Two students ended the term with GPA's of 2.5 or lower. Catia Lopez (El Salvador, 2.5), Carmen Marota (Nicaragua, 2.5), Israel Chicas (El Salvador, 1.9), and Alexis Palacios (Nicaragua, 1.6). BCC continues to monitor the progress of Mr. Chicas and Mr. Palacios particularly closely.

c) Changes in individual programs of study: At this point, there is very little chance that either Israel Chicas or Alexis Palacios will earn the associate degree.

II. PARTICIPANT PROGRESS REPORT

All twenty-one students completed and returned the "Midcycle I Participant Progress Reports" at the end of May. A copy of the summary is provided to the college.

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

The questionnaire contains five questions with numerical ratings. The average of all of these for the Broome students was **1.79**.

b) Areas of highest student satisfaction:

The two areas of highest satisfaction were in rating the living situation (a **1.3** rating) and the working relationship with the program staff (a **1.67** rating).

c) Areas of lowest student satisfaction:

The lowest rating (**2.38**) was given in response to the question "How involved are you in campus life?"

III. SPECIAL STUDENT CASES

Probation status continues for Israel Chicas (El Salvador) and Alexis Palacios (Nicaragua).

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

II. SELF EVALUATION: Self-evaluations did not have to be completed during this quarter.

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

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

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Cycles H08 & I08

- * Both cycles continue participating in the "Habitat for Humanity" project.
- * All the CASS students participated in the S.G.A Student Award Dinner and in the Walk America for March of Dimes.
- * Both cycles welcomed and hosted dinner for the country coordinators from Costa Rica, El Salvador, and the Dominican Republic.
- * The CASS students did a cultural presentation for students enrolled in Project Quick Start.
- * The students visited historical sights & museums in 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 H08

a) Average student GPA (as of last submitted AETR): 3.20

Highest GPA: Henry Cristian (CR) 3.89; Julio Rossis (DR) 3.87; Olmedo Alonso (PN) 3.84.

Cycle I08

a) Average student GPA (as of last submitted AETR): 3.26

Highest GPA: Floyd Griffith (BA) 3.82.

b) Areas of academic concern: N/A

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

II. PARTICIPANT PROGRESS REPORT

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

Cycle "H": 1.79

Cycle "I": 1.77

b) Areas of highest student satisfaction:

Cycle "H": Program's effectiveness in providing well-rounded Experience America activities: avg. 1.54; effectiveness of CASS in providing positive overall experience: avg. 1.54.

Cycle "I": Effectiveness of working relationship with coordinator/staff: avg. 1.12; comfortable living with host community: avg. 1.65.

c) Areas of lowest student satisfaction:

Cycle "H": Effectiveness of U.S. training in preparing student for native job market: avg. 2.23; satisfaction with the academic training received in the U.S.: avg. 2.08.

Cycle "I": Involvement in campus life: avg. 2.29; satisfaction with the classes taken thus far: avg. 2.12.

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

4. College Reporting Status

Quarterly Reports (H08)

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

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

AETRs

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

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

Quarterly Reports (I08)

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

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

AETRs

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

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

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

Quarterly Status Report

College: Florida Comm. College - Jacksonville **Quarter Period:** 4/1/93 - 6/30/93

Cycle: H08 & I08

Subagreement No.: RA-G2050-836-91H8-G

FCCJ RX-2050-836-92I8-R

College Coordinator: Kerry Carrillo

Field of Study: Hotel & Restaurant Management

Total Number of Students: 14 (H08) & 19 (I08)

GU Program Officer: Susan Moroz

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

Cycle I08: Antigua/barbuda (1), Barbados (1),
 Dominican Republic (5), Guatemala (3), Honduras (2),
 Jamaica (2), Nicaragua (2), Panama (2), St. Kitts/Nevis (1).

1) Training Objectives:

Cycle H08: The 9 Spanish-speaking scholars took 15 credit hours this semester; the English-speaking scholars enrolled in 4 classes for a total of 12 credit hours. "Beginning Spanish" has been a very interesting class for the English-speakers. The entire cycle is also enrolled in a Supervision Management course and a Sales and Marketing class, of which a requirement is completion of a 15 hour internship in Hotel Sales Office. The 5 English-speaking scholars are further enrolled in an Hospitality Internship I course, which consists of a one hour seminar each week and 150 hours of actual work experience.

Cycle I08: Most of the students are progressing well in their English-acquisition. The English scholars are enrolled in Spanish and are enjoying it very much. Many field trips have been taken to different hotels to expose the scholars to Hospitality American style. All of this cycle's scholars are enrolled in a Front Office Management Class, completing 15 hours at a hotel front desk as one of the course requirements.

Both cycles H08 & I08 have also attended semi-weekly training meetings on special topics such as Parliamentary Procedure, Team Building, Economics of Apartment Living, and the Civil Rights work of Dr. Martin Luther King, Jr. The scholars also participated in the 1st Annual Florida's First Coast Hospitality Fair, which is to create an awareness of the Hospitality Industry and the careers it offers to the area's community and students.

2) Campus Monitoring and Technical Assistance

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

I. **CAMPUS VISITS:** There were no campus visits done during this quarter.

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

II. **SELF EVALUATION:** Self-evaluations were not to be completed during this quarter.

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

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Cycles H08

- * Both cycles attended a monthly meeting of the Jacksonville Hotel and Motel Association at FCCJ.
- * All the CASS students conducted a successful on-campus fundraiser to raise funds for Experience America.
- * The students also participated in a World of Nations Celebration, an International Festival sponsored by the City of Jacksonville.
- * The Latin American Club and the CASS students cooperated to present a cultural panorama of Latin America through foods, a bazaar, crafts, and dance presentations.

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 H08:

a) Average student GPA (as of last submitted AETR): 3.55

Highest individual GPA last semester: Lucy Alcindor 3.95

b) Areas of academic concern: N/A

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

Cycle I08:

Average student GPA (as of last submitted AETR): 3.03

Highest individual GPA last semester: Leon Jeffers 4.00; Christopher Johnson 4.00

b) Areas of academic concern: The following students have been struggling with their English during this quarter: Milagro Soriano and Hugo Pinto (Honduras), Elvira Guerra (Panama), Yolanda Cassola and Lucrecia Lopez (Guatemala) and Soraya Estrada (Nicaragua).

Four students were put on academic probation due to poor academic performance during this quarter. They will be re-evaluated in Summer: Juan C. Madrigal (Nicaragua), Elvira Guerra (Panama), Rubi Figuereo (Dominican Republic), and Lucrecia Lopez (Guatemala).

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

II. PARTICIPANT PROGRESS REPORT

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

Cycle "H": 1.87

Cycle "I": 2.10

b) Areas of highest student satisfaction:

Cycle "H": Effectiveness in educating the host community: avg. 1.46; confidence in U.S. training in preparing for job market in home country: avg. 1.50.

Cycle "I": Satisfaction with classes taken so far: avg. 1.42; comfortable with host community: avg. 1.93; effectiveness of working relationship with coordinator/program staff: avg. 1.95.

c) Areas of lowest student satisfaction:

Cycle "H": Program effectiveness in providing variety of Experience America opportunities/activities to enhance understanding of U.S.A.: avg. 2.46; CASS effectiveness in overall experience: 2.15.

Cycle "I": Involvement in campus life: avg. 2.68; satisfaction with current living condition: avg. 2.47.

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

4. College Reporting Status

Quarterly Reports (H08)

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

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

AETRs

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

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

Quarterly Reports (I08)

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

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

AETRs

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

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Fox Valley Technical College (FVTC)

Quarter Period: 4/1/93-6/30/93

Cycle: H

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

College Coordinator: Carolyn Mewhorter Field of Study: Quality Improvement Process Specialists

Total Number of Students: 14

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

The students are on track to receive their Associate of Arts Degree in Quality Improvement Process Specialists (QIPS) and will return home in August of 1993. Students have already begun their internships and are taking several classes in their field of study.

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer, CASS Program Officer, visited Fox Valley Technical College May 10-12, 1993.

a) People Contacted:

Carolyn Mewhorter, Director of International Studies; Rose Marie Zoesch, CASS Coordinator; Merlin Gentz, Vice President of Academic Affairs; Jim Pierce, Dean of Business Division; Rick Miech, Instructor, Lynne Wichmann, Instructor; all CASS Students.

b) Visit Activities:

Met several times with C. Mewhorter and R. Zoesch; met with QIPS instructors R. Miech and L. Wichmann; attended classes; met individually with each student; conducted wrap-up meetings with students and staff.

c) Issues Discussed and GU Recommendations:

The students, faculty, and staff indicated that this CASS group was having a positive at FVTC. Most of the students have settled comfortably into apartments and are doing very well in their studies. Most of the students also expressed general satisfaction with the support from faculty and staff. During the campus visit Joseph Schaefer encountered, discussed, and provided constructive

recommendations on several issues. These issues included:

1. Revising the program of study for Cycle J to include more traditional business and computer application classes.
2. Extending the internships into part of the summer session.
3. Budgeting for Cycle J.
4. Providing opportunities for Cycle H and J students to develop professional contacts.
5. Facilitating student participation in community service activities.
6. Providing Cycle J students with housing options after living with host families.
7. Hiring a full-time CASS Coordinator.

CASS/Georgetown and FVTC are working together to address these issues.

II. SELF EVALUATION:

NA.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Students did their internships at Appleton Area School District, Appleton Papers, Hillshire Farms, Kimberly Clark Corporation, Lutheran Social Services, Pierce Manufacturing Company, and Voith Inc. CASS women are attending a women's session with FVTC Affirmative Action Officer, Carolyn Mewhorter; students are involved in several campus activities such as intramural soccer, Student Programming Board, Student Government, aerobics, and the Multi-cultural Association. Students attended FVTC Board member dinner; students participated in the FVTC business and Marketing Division graduate ceremony and dinner; students hosted a QIPS presentation for the Wausau CASS group; some students attended the Leadership Conference in Madison, WI; students participated in the Keshena Outing and Picnic.

b) Recommendations:

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

3) Participant Concerns:

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

I. AETRs

- a) Average Student GPA: 3.96 Cumulative GPA
- b) Areas of Academic Concern: None
- c) Changes in Individual Programs of Study: None

II. FINAL PARTICIPANT PROGRESS REPORT, JUNE 1993 (Rating scale 1-5)

Not submitted.

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

QUARTERLY STATUS REPORT

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

College: Harris-Stowe State College

Quarter Period: April - June 1993

Cycle: 18

Subagreement No. HSSC RX2050-836-9218-F

College Coordinator: James Gorham

Field of Study: Special Education

Total Number of Students: 22

GU Program Officer: Fili Altinger

Student Nationalities:

Antigua/Barbuda	1	Guatemala	4
Barbados	1	Honduras	3
Belize	2	Jamaica	1
Costa Rica	1	Nicaragua	1
Dominica	1	St. Kitts	1
El Salvador	2	St. Vincent	<u>2</u>
Grenada	2		<u>22</u>

I. TRAINING OBJECTIVES:

The CASS scholars at Harris-Stowe State College are pursuing a twenty-four month program of studies in Special Education, and Experience America program.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

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.

A. AETRs

1. GPA's (as of last submitted AETR) for Spring 1993:

Avg: 3.34
Highest: 4.00
Lowest: 1.83

B. Participant Progress Report

1. Overall student satisfaction rating based on scale from 1 (very satisfied) to 5 (not satisfied): 1.90
2. Areas of highest student satisfaction: classes (1.81), host community (1.85)
3. Areas of lowest student satisfaction: involvement in campus life (2.20)

C. Special Student Cases

No special student cases were reported this quarter.

III. COLLEGE REPORTING STATUS:**Quarterly Reports**

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

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

AETRs

(Due 30 days after the end of the semester)

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

QUARTERLY STATUS REPORT

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

College: Hesston CollegeQuarter Period: April - June 1993Cycle: H08 & I08Subagreement No. HESS RX 2050-836 91 & 92College Coordinator: Ms. Margie Wiens, Dr. Phil OsborneField of Study: Electronics TechnologyTotal Number of Students: 15 in Cycle H08 & 18 in Cycle I08GU Program Officer: Fili Altinger

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

I. TRAINING OBJECTIVES:

The CASS students are participating in the Experience America program and pursuing an Associate of Arts degree in electronics at Hesston College. All students were on track for the Associates degree during this quarter. The Cycle I8 students were starting to be mainstreamed academically while the Cycle H8 scholars were beginning to focus on their re-entry process.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

No campus visit took place during this quarter.

III. PARTICIPANT CONCERNS:

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

A. AETRs**1. GPAs (as of last submitted AETR) for Spring 1993:****Cycle H08:**

Avg: 3.28
Highest: 3.76 (two students)
Lowest: 2.53 (two students)

Cycle I08:

Avg: 3.30
Highest: 4.00
Lowest: 2.41

B. Participant Progress Report**1. Overall student satisfaction rating based on scale from 1 (very satisfied) to 5 (not satisfied):**

Cycle H08: 1.90
Cycle I08: 1.84

2. Areas of highest student satisfaction:

Cycle H08: overall experience (1.60)
Cycle I08: working relationship with coordinator/program staff (1.41)

3. Areas of lowest student satisfaction:

Cycle H08: academic training (2.33)
Cycle I08: classes (2.25), involvement in campus life (2.18)

C. Special Student Cases

No special student cases were reported this quarter.

IV. COLLEGE REPORTING STATUS:

Quarterly Reports: Cycle H08

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

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

AETRs: Cycle H08

(Due 30 days after the end of the semester)

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

Quarterly Reports: Cycle I08

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

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

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

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

Quarterly Status Report

College: Hocking College

Quarter Period: 4/1/93-6/30/93

Cycle: 1

Subagreement No. HTC RX2050-836-9218-A

College Ariana Ulloa

Field of Study: Environmental Manager/Park Ranger

Total Number of Students: 17

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

The CASS students are working toward an Associate of Arts/Associate of Applied Science degree in Natural Resources and Environmental Management. All Spanish Speakers have mainstreamed into their core curriculum with the English Speakers.

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence, telephone communication, and an annual campus visit. The college provides GU with information through biannual "College Self-Evaluations", "Quarterly Activity Reports," and "Academic Enrollment and Term Reports."

I. CAMPUS VISITS:

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

II. SELF EVALUATION:

N/A

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Students participated in a special camp with the Ohio Forestry Association and an FFA Camp Muskengum in Carroll County. On campus students participated in a Soccer Tournament Celebration, a Caribbean dance, Flag Day Ceremony, Global Cafe, a surprise party for ESL instructors, and gave a exposition of traditional costumes. In the community, students participated in a cook out, a welcome for Tom Oates, an international street fair, Annual Intercultural Cook-out, visited the Spanish class at Athens High School and the Latin American Class at Ohio University, and played the African Ohio University students in a soccer game.

b) Recommendations:

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

participated in.

3) Participant Concerns:

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

I. AETRs

- a) Average student GPA (as of last AETR): 3.42
- b) Areas of academic concern: None
- c) Changes in individual programs of study: None.

II. MID-CYCLE PARTICIPANT PROGRESS REPORT, MAY 1993 (rating scale 1-5)

- a) Overall student satisfaction: 1.32
- b) Areas of highest satisfaction:

Working relationship with coordinator, average rating of 1.06; Current living situation, average rating of 1.29; Comfortableness with host community, average rating of 1.35.

- c) Areas of lowest student satisfaction:

None

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: IECC-Wabash Valley College

Quarter Period: 4/1/93-6/30/93

Cycle: I

Subagreement No. IECC RX2050-836-9218-A

College Coordinator: Terri Harris

Field of Study: Electronics/Telecommunications

Total Number of Students: 18

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

The students are working to acquire an Associate of Applied Science degree in Electronics/Telecommunications in two years. The Spanish-speaking students have mainstreamed into their core curriculum with the English Speakers.

2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence, telephone communication, and an annual campus visit. The college provides GU with information through biannual "College Self-Evaluations", "Quarterly Activity Reports," and Academic Enrollment and Term Reports.

I. CAMPUS VISITS:

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

II. SELF EVALUATION:

N/A

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights: One student has elected to begin his internship; a Jamaican student placed third in the State of Illinois Electronics competition; students cooked native foods and served to 200 people, and presented a cultural show for the community for International Festival; students gave presentations about their countries to children at local grade schools for International Day; some students went to reenactments of Revolutionary War battles for the Spirit of Vincennes Rendezvous; students attended the Hamfest Radio Show; students visited Public Service of Indiana; students travelled to St. Louis to see the Zoo and Science Center; and students travelled to Chicago to see some museums.

b) Recommendations: CASS/Georgetown commends IECC-Wabash Valley College for facilitating student activities during this quarter.

3) Participant Concerns:

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

I. AETRs

a) Average GPA:

3.7

b) Areas of academic concern:

None

c) Changes in individual programs of study:

None

II. MID-CYCLE PARTICIPANT PROGRESS REPORT, MAY 1993 (Rating scale 1-5)

a) Overall student satisfaction: 2.18

b) Areas of highest student satisfaction:

Involvement in campus life, average rating of 1.88; classes, average rating of 2.00.

c) Areas of lowest student satisfaction:

Effectiveness of working relationship with coordinator/staff, average rating of 2.69.

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status

Quarterly Reports

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

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

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

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

Quarterly Status Report

College: Independence Community College

Quarter Period: 6/1 - 6/30/93 (FINAL)

Cycle: H08

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

College Coordinator: Ms. Joy Barta

Field of Study: Small Business Management

Total Number of Students: 15

GU Program Officer: Matthew McPherson

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

1) Training Objectives

Fifteen Cycle H8 students completed their Associate of Applied Science degree in Small Business Management in July, 1993. Their program of studies included an internship experience and an Experience America program designed to provide the students with a broad view of US culture and systems. Thirteen students returned home as scheduled. Two students from Haiti did not return home.

2) Campus Monitoring and Technical Assistance

I. CAMPUS VISITS

No campus visit was conducted this quarter.

a) People Contacted:

b) Visit Activities:

c) Issues Discussed and GU Recommendations:

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

** On campus: The students participated in an International Festival in April. They planned and prepared a dinner, skits, and a show. Several of the students participated in the William Inge Festival in April. All of the students participated in graduation ceremonies in May, and a recognition and farewell reception was held July 26, where the students received their official diploma and recognition was given to the businesses serving as internship sites.

** Professional: The students participated in Career Day in April. They submitted their resumes in advance, and participated in mock interviews with business representatives. They also had the opportunity to discuss career options with representatives in their field.

** Experience America: The students took a trip to Washington D.C. and Philadelphia from May 22-31.

3) Participant Concerns

All of the students completed the classes required for graduation during the Spring semester. During the summer session, the students took Display and Business Management classes. Also, in June and July, the students participated in eight week internships with businesses in the community.

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

I. AETRs

a) Average student GPA (FINAL): 3.50 (This average does not include the GPAs of the two students from Haiti, Marie Paul and Jean Altener, whose final GPAs have not yet been provided).

b) Areas of academic concern/progress:

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

c) Changes in individual programs of study:

All students completed their Associate of Applied Science degree as planned.

II. PARTICIPANT PROGRESS REPORT

The Final PPR was submitted this quarter.

a) Overall student satisfaction (scale of 1= very satisfied to 5=not satisfied): 2.24

b) Areas of highest student satisfaction: Academic training received, 1.80.

c) Areas of lowest student satisfaction: Overall living situation, 3.08.

III. SPECIAL STUDENT CASES

Two students from Haiti, Marie Paul and Jean Altener, did not return home. They have been reported to OIT as "nonreturnees".

4. College Reporting Status

Cycle H8

Quarterly Reports

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

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

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

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Kings River Community College (KRCC)

Quarter Period: 4/1 - 6/30/93

Cycle: 108

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

College Coordinator: Katy Miller

Field of Study: Food Technology

Total Number of Students: 21

GU Program Officer: Matthew McPherson

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

1. Training Objectives:

Twenty Cycle 108 CASS Fellows (10 females, 10 males) arrived at Kings River Community College in August, 1992, to pursue an Associate of Science degree in Food Technology. Complementary learning experiences will include an Experience America program and an internship during the last semester of studies. All students are expected to complete their degree and return home by July 1994.

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

2. Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS

No campus visit was made to KRCC this quarter.

a) People Contacted:

b) Visit Activities:

c) Issues Discussed and GU Recommendations:

II. SELF EVALUATION:

N/A

a) Highlights:

** On campus, the students remain as active participants in the CASS Club activities. Some of the students are active in the Alpha Gamma Sigma honors club, as well as the Christian Alliance Club.

** In the community, all of the students held a car wash and raised over \$200 for their club account. Also, two International Dinners were held during June.

** Experience America: All of the students traveled to Sacramento and San Francisco in early April to tour Hershey's food processing plant, the State Capital, and to meet with the Modesto Jr. College CASS students.

** Professional Development: The General Livestock class visited livestock producers in the locale. The Meat Processing class toured Zacky Farms processing plant. Another of the students' classes traveled to Los Angeles to visit and observe the operation of the Produce Market.

b) Recommendations:

Based on the fact that the students have, at this time, completed half of their scholarship program and must submit 16 reports to complete their Experience America program, at this time the students are slightly behind in the submission of their Experience America Reports. Following is a list of the students and the number of Experience America reports that have been submitted to GU: Gabriela Alvarado, 5; Francisco Berrios, 6; Sophia Campbell, 5; Francisco Chinchilla, 6; Miguel Cruz, 6; Henry Giron, 4; Jose Herrera, 6; Xiomara Martinez, 6; Rhodes Mendez, 6; Benjamin Norbert, 5; Carlos Pancan, 6; Brunilda Perez, 3; Hada Ramirez, 6; Valentin Ruiz, 3; Dinora Sanchez, 6; Manuel Sanchez, 6; Davia Shouter, 6; Aida Sierra, 6; Cheddi St. Juste, 5; Ingrik Toribio, 6.

The reports submitted reflect the variety of activities that the students have had the opportunity to participate in to this point in their scholarship program at KRCC. In general, the reports are of good quality and reflect that the students have put some thought and effort into completing them. In order to provoke more critical thinking and to help the students focus more intently on their experiences, however, we have rewritten the Experience America Project Description Form. The students should be introduced to this form in a meeting and it should be discussed thoroughly before the students complete and submit new reports.

3. Participant Concerns:

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

I. AETRs

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

All of the Cycle I students are enrolled in Vegetable Production, Fresh Produce Processing, and American Government and Institution during the Summer, 1993.

a) Average student GPA (as of Spring, 1993) 3.50 All of the students are making satisfactory progress to graduate on schedule.

II. PARTICIPANT PROGRESS REPORT

The Midcycle I PPRs were completed this quarter.

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

b) Areas of highest student satisfaction: Comfort living in host community, 1.16; Current living situation, 1.21.

c) Areas of lowest student satisfaction: Satisfaction with classes, 1.95.

III. SPECIAL STUDENT CASES

There is some concern about Davia Shouter, from Jamaica. She has been reported as often displaying severe attitude problems, being disrespectful to those in authority and being uncooperative with her companions, professors and coordinator.

Davia has been encouraged to see a counselor to discuss some of the frustrations that she is feeling that motivate this behavior. The CASS Program Officer for KRCC is in regular contact with the CASS Coordinator and regularly receives updates on Davia's progress.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: Kirkwood Community CollegeQuarter Period: 4/1/93-6/30/93Cycle: HSubagreement No.: KCC RX2050-836 91H8-ECollege Coordinator: John HalderField of Study: Food TechnologyTotal Number of Students: Cycle H-15GU Program Officer: Dennis Huffman

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

1) Training Objectives:

Students will acquire an AAS in Food Science technology in July 1993. All students began internships during this quarter.

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer visited KCC November 9-11, 1992. No campus visit was conducted during the current quarter.

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a. Highlights

Students began their internships in June. They will have completed three 40-hour weeks of work experience by the end of their programs. Sites for the internships ranged from general farms to Hy-Vee Food Store, National Oates, and the Iowa State Hygienic Lab.

The students attended the Leadership Development Retreat in Madison, WI, along with five other CASS colleges. The KCC students presented the session on reentry.

On campus, the students participated in several money-making bake sales, as well as a dance sponsored by the International Student Club.

The Ag Leadership Club spent five days travelling to Minneapolis, MN, in part on monies earned by the group, with the rest of the funds provided by the program.

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

b. Recommendations

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

3) Participant Concerns:

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

I. AETRs

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

3.21 Average GPA (Spring '93). Two students were carrying above a 3.75 GPA at the end of the spring semester: Oscar Rodriguez (Honduras, 3.95) and Radhames Perez (Dominican Republic, 3.9).

b) Areas of academic concern: Only one student fell below a 2.5 GPA: Norma Montes de Oca (Guatemala, 2.19). Norma is expected to graduate, however.

c) Changes in individual programs of study:

None.

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

A summary of the students' responses on this questionnaire, which was completed in June 1993, is provided to the college.

a) Overall student satisfaction rating:

Average rating of 2.25 on the Final Participant Progress Report, administered in mid-June.

b) Areas of highest student satisfaction:

Satisfaction with living conditions, average rating of 1.86; Effectiveness in educating the host community about countries, average rating of 1.87.

c) Areas of lowest student satisfaction:

Satisfaction with academic training, average rating of 2.60; How well do you feel your U.S. training has prepared you to enter the job market in your country in your field of study, average rating of 3.00.

It is important to note that the above scores (2.60 and 3.00) were the lowest average scores to appear on PPR's from the twelve colleges with Cycle H students. Clearly, satisfaction with the academic program in Food Technology was very low. Summaries of the students' written comments to questions 4, 5, 6, and 7 provide some insight into this (attached).

The next group of CASS students to be placed at KCC (Cycle J) will be studying Agribusiness, a well-established program, rather than Food Technology, which was created at the request of CASS/Georgetown.

III. SPECIAL STUDENT CASES

Anne Belizaire and Edris Gehy continue to study at KCC under support from the Kirkwood Foundation and the Cedar Rapids community. These Haitians were from Cycle G08 and received a visa extension through a special agreement with USAID.

4. College Reporting Status

Quarterly Reports

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

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

AETRs Cycle H

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Modesto Junior CollegeQuarter Period: 4/1 - 6/30/93Cycle: I08Subagreement No. MJC RX2050-836 9011-KCollege Coordinator: Elizabeth Orozco-WittkeField of Study: PrintingTotal Number of Students: 19GU Program Officer: Matthew McPherson

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

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 complementary Experience America program and will include an internship program during the last semester of studies. The students are scheduled to complete their program and return home in July, 1994.

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

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

a) People Contacted:b) Visit Activities:c) Issues Discussed and GU Recommendations:

II. SELF EVALUATION: N/A

III. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA

a) Highlights:

** On campus: The students participate in the International Club. Carleen Roberts, from Jamaica, is the Club Secretary. Carleen Roberts is an active and very successful member of the MJC Track and Field team. She was featured in articles in the local and school newspapers.

**** Community:** The students attend a monthly luncheon hosted by the Citizens of Modesto Committee for International Students. At the meeting, one or more students make presentations about their country of origin and its customs etc.

**** Field/Professional:** In May, the students attended a session of the State Assembly in Sacramento, CA. They met with state Assemblywoman Margaret Snyder and Assemblyman Sal Cannella, and their names were entered into the daily record. During this visit, the students also toured the State Capitol and the Sacramento History Museum.

b) Recommendations: The students have only submitted two of their required 16 Experience America Project Description Forms. As the students are at the mid-point of their program, they have much to do to catch-up with their reporting to complete the Experience America program.

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

3) Participant Concerns:

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

The students are currently enrolled in Summer semester courses which meet elective and major requirements such as Typography I, History of the United States, Bindery, Elementary Algebra, Introduction to Sociology, Essentials of American Government, Special Projects (for Printing).

I. AETRs

a) Average student GPA (as of Spring, 1993) 3.60

b) Areas of academic concern: Marta Rodriguez continues to struggle with her ESL. After a good deal of extra tutoring, however, she seems to be making progress. She is maintaining a 3.10 GPA overall.

Three students from Costa Rica who arrived in the U.S. with strong backgrounds in printing, continue to assert that the program is not challenging enough for them. In order to ensure that they will be challenged, these students have been involved in doing Special Projects for the Printing shop and also have done some printing projects as volunteer work for community organizations. They should be more challenged during the next two semesters, as they will be taking more advanced printing/graphic arts courses.

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

II. PARTICIPANT PROGRESS REPORT

This quarter, the students completed the Midcycle I PPRs.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.86

b) Areas of highest student satisfaction: Satisfaction with classes/feeling comfortable living in host community, 1.72.

c) Areas of lowest student satisfaction: Current living situation, 2.11.

III. SPECIAL STUDENT CASES: There are no Special Student Cases to report this quarter.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: Mount Aloysius CollegeQuarter Period: 4/1 - 6/30/93Cycle: H08, J08Subagreement No. MAJC RX2050-836 91H8-B
MAC RX2050-836-93-J8-MCollege Coordinator: Ms. Aimee VanceField of Study: Cycle H08: Interpreter Training
Cycle J08: Computer Business Applications (12)
Cycle J08: Interpreter Training (2)Total Number of Students: 27GU Program Officer: Matthew McPherson

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

Cycle J08 (Hearing Impaired): Barbados (4); Dominica (1); Grenada (1); Jamaica (3); St. Lucia (3). (Interpreter Training): Barbados (1); Jamaica (1).

1) Training Objectives:

Thirteen Cycle H08 CASS Fellows (9 females and 5 males) continue to work to complete their Associate of Arts degree in Interpreter Training. All are scheduled to graduate and return home in August, 1993.

Twelve Cycle J08 Hearing Impaired students and 1 Interpreter Training student arrived at MAC on June 20, 1993 from the Caribbean. Another Interpreter Training student arrived on June 28, 1993. The Hearing Impaired students will be studying Business Applications for the Computer. The Interpreter Training students will be pursuing an Associate of Arts degree in Interpreter Training. Their anticipated program completion date is July, 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 biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

I. CAMPUS VISITS:

No formal campus visit was conducted this quarter.

II. SELF EVALUATION:

No self-evaluation was submitted this quarter.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The QAR most recently submitted covered quarters #8 and #9 from 4/1 - 8/14/93.

a) Highlights:

The Cycle H08 students continued to have an informal "Experience America" class with their coordinator. In this class students focused on job search techniques, resume writing, interviewing skills. They also continued to discuss cultural, historical and geographical aspects of the United States. All of the students attended a career workshop on April 29, 1993 sponsored by the MAC Student Development Office.

The Cycle H08 students received supplementary training on working with the blind, including fingerspelling and touch techniques for the blind-deaf and learning how to write in Braille. A number of students also participated in visits to a center that works with mentally retarded children, and learned techniques for working with that population. All of the students attended regular meetings of the Pennsylvania Association for the Deaf (PSAD). Three Cycle H08 students, Maria Andara, Maria Escobar, and Danis Rodriguez, were chosen to attend the PSAD's annual convention held in Allentown, PA.

Both groups of students participated in an Ethnic Festival in the Community of Cambria City, where they represented their countries in their native dress and performed songs and dances. Two Cycle H08 students, Edwin Arrieta and Angela Ardon, accompanied the Interpreter Training Club to visit Gallaudet University in April. All of the Cycle H08 students travelled to Virginia in May and visited a number of culturally and historically significant sites.

Both the Cycle H08 and J08 students travelled to Niagara Falls on July 24.

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

All of the Cycle H08 students completed their academic training on August 12, 1993. All of the students graduated and received their diplomas. During the Summer, 1993, all of the Cycle H08 students took SF101: Speech Fundamentals, Introduction to Specialized Settings, College Reading and Study Skills (to pass the New Jersey Test for Standardized English) and General Psychology.

One student, Edwin Arrieta from Costa Rica, participated in a six-week internship working as an interpreter on campus. His duties included: assisting in office procedures, orientation activities, interpreting in meetings and during trips, and holding a "class" for the Cycle J students on interpersonal relations. Due to their heavier classload, the other Cycle H08 students did not serve formal internships, but took turns interpreting in classes and meetings and worked closely with the Cycle J students in assisting with orientation activities.

The Cycle J08 students began an intensive two-week orientation program on their arrival in the U.S. During the summer, they took an American Sign Language course to prepare them for their studies in the Fall.

The last set of AETRs received covered the Summer, 1993 semester for Cycle H08.

a) Average student GPAs: 3.43 (Final for Cycle H08)

b) Areas of academic concern: n/a

II. PARTICIPANT PROGRESS REPORT

This quarter, the students submitted the Final PPR for Cycle H08.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.54

b) Areas of highest student satisfaction: Effectiveness of CASS in providing positive overall experience, 1.09.

c) Areas of lowest student satisfaction: How well U.S. training has prepared student to enter job market in country, 2.10.

III. SPECIAL STUDENT CASES

Angela Ardon made great improvement after moving back with her Host Family and having had a conversation with her Country Coordinator.

During a trip to Niagara Falls with the CASS group, Yadira Cortez, Cycle H08 student from Costa Rica, ignored her CASS coordinator's mandate that the students not cross the border into Canada and was not able to return because she was not carrying the appropriate paperwork with her. After some effort, CASS/GU was able to reissue the necessary paperwork and get her across the border to complete her degree (only two weeks remained for completion of her scholarship program, or her scholarship would likely have been terminated.)

4. College Reporting Status

Quarterly Reports (Cycle H08)

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

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

AETRs Cycle H08

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Mount Aloysius CollegeQuarter Period: 7/1 - 8/12/93 (Final for Cycle H08)Cycle: H08, J08Subagreement No. MAJC RX2050-836 91H8-B
MAC RX2050-836-93-J8-MCollege Coordinator: Ms. Aimee VanceField of Study: Cycle H08: Interpreter Training
Cycle J08: Computer Business Applications (12)
Cycle J08: Interpreter Training (2)Total Number of Students: 27GU Program Officer: Matthew McPherson

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

Cycle J08 (Hearing Impaired): Barbados (4); Dominica (1); Grenada (1); Jamaica (3); St. Lucia (3). (Interpreter Training): Barbados (1); Jamaica (1).

1) Training Objectives:

Thirteen Cycle H08 CASS Fellows (9 females and 5 males) completed an Associate of Arts degree in Interpreter Training in August, 1993. All of the students successfully returned home on August 14, 1993.

Twelve Cycle J08 Hearing Impaired students and 1 Interpreter Training student arrived at MAC on June 20, 1993 from the Caribbean. Another Interpreter Training student arrived on June 28, 1993. The Hearing Impaired students will be studying Business Applications for the Computer. The Interpreter Training students will be pursuing an Associate of Arts degree in Interpreter Training. Their anticipated program completion date is July, 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 biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

I. CAMPUS VISITS:

No formal campus visit was conducted this quarter.

II. SELF EVALUATION:

No self-evaluation was submitted this quarter.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The QAR most recently submitted covered quarters #8 and #9 from 4/1 - 8/14/93.

a) Highlights:

The Cycle H08 students continued to have an informal "Experience America" class with their coordinator. In this class students focused on job search techniques, resume writing, interviewing skills. They also continued to discuss cultural, historical and geographical aspects of the United States. All of the students attended a career workshop on April 29, 1993 sponsored by the MAC Student Development Office.

The Cycle H08 students received supplementary training on working with the blind, including fingerspelling and touch techniques for the blind-deaf and learning how to write in Braille. A number of students also participated in visits to a center that works with mentally retarded children, and learned techniques for working with that population. All of the students attended regular meetings of the Pennsylvania Association for the Deaf (PSAD). Three Cycle H08 students, Maria Andara, Maria Escobar, and Danis Rodriguez, were chosen to attend the PSAD's annual convention held in Allentown, PA.

Both groups of students participated in an Ethnic Festival in the Community of Cambria City, where they represented their countries in their native dress and performed songs and dances. Two Cycle H08 students, Edwin Arrieta and Angela Ardon, accompanied the Interpreter Training Club to visit Gallaudet University in April. All of the Cycle H08 students travelled to Virginia in May and visited a number of culturally and historically significant sites.

Both the Cycle H08 and J08 students travelled to Niagara Falls on July 24.

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

All of the Cycle H08 students completed their academic training on August 12, 1993. All of the students graduated and received their diplomas. During the Summer, 1993, all of the Cycle H08 students took SF101: Speech Fundamentals, Introduction to Specialized Settings, College Reading and Study Skills (to pass the New Jersey Test for Standardized English) and General Psychology.

One student, Edwin Arrieta from Costa Rica, participated in a six-week internship working as an interpreter on campus. His duties included: assisting in office procedures, orientation activities, interpreting in meetings and during trips, and holding a "class" for the Cycle J students on interpersonal relations. Due to their heavier classload, the other Cycle H08 students did not serve formal internships, but took turns interpreting in classes and meetings and worked closely with the Cycle J students in assisting with orientation activities.

The Cycle J08 students began an intensive two-week orientation program on their arrival in the U.S. During the summer, they took an American Sign Language course to prepare them for their studies in the Fall.

The last set of AETRs received covered the Summer, 1993 semester for Cycle H08.

a) Average student GPAs: **3.43 (Final for Cycle H08)**

b) Areas of academic concern: n/a

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

II. PARTICIPANT PROGRESS REPORT

This quarter, the students submitted the Final PPR for Cycle H08.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 1.54

b) Areas of highest student satisfaction: Effectiveness of CASS in providing positive overall experience, 1.09.

c) Areas of lowest student satisfaction: How well U.S. training has prepared student to enter job market in country, 2.10.

III. SPECIAL STUDENT CASES

Angela Ardon made great improvement after moving back with her Host Family and having had a conversation with her Country Coordinator.

During a trip to Niagara Falls with the CASS group, Yadira Cortez, Cycle H08 student from Costa Rica, ignored her CASS coordinator's mandate that the students not cross the border into Canada and was not able to return because she was not carrying the appropriate paperwork with her. After some effort, CASS/GU was able to reissue the necessary paperwork and get her across the border to complete her degree (only two weeks remained for completion of her scholarship program, or her scholarship would likely have been terminated.)

4. College Reporting Status

Quarterly Reports (Cycle H08)

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

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

AETRs Cycle H08

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: Mount Hood Community College

Quarter Period: 4/1/93-6/30/93

Cycle: H

Subagreement No. MHCC RX2050-836 91H8-F

College Coordinator: Dale Vogt

Field of Study: Food Science Technology

Total Number of Students: 15

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer, CASS Program Officer, did not visit Hood Community College this period.

II. SELF EVALUATION:

N/A

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

Not submitted.

3) Participant Concerns:

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

I. AETRs

Not-submitted.

II. FINAL PARTICIPANT PROGRESS REPORT, JUNE 1993 (Rating scale of 1-5)

a) Overall student satisfaction rating: 1.88

b) Areas of highest student satisfaction:

Academic training, average rating of 1.29; effectiveness of educating host community, average rating of 1.57; overall all experience, average rating of 1.57.

c) Areas of lowest student satisfaction:

Living situation, average rating of 2.57; preparation for job market, average rating of 2.64.

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status**Quarterly Reports**

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

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

AETRs

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: Northcentral Technical College

Quarter Period: 4/1/93-6/30-93

Cycle: I

Subagreement No. NTC RX2050-836-9218-L

College Coordinators: L. Harvey & P. Eichelberger

Field of Study: Small Business Management

Total Number of Students: 20

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

Students are working towards an Associate Degree in Small Business Management in two years. The Spanish-speaking students are taking intensive English as a Second Language (ESL) courses and courses in Small Business Management along with the English-speakers. English speakers are taking electives in addition to their business courses.

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer and five country coordinators visited NTC April 28-29, 1993.

a) People Contacted:

Bettyann Battist, Director of International Education; Lucy Harvey, Intercultural Specialist; Peggy Eichelberger, Intercultural Specialist; Dan Krcma, Instructor; Carmen Olson, Translator; Deans and Staff of Business Department; other faculty and staff; and, all CASS students.

b) Activities:

Met with B. Battist, L. Harvey, C. Olson, and P. Eichelberger; met individually with each student; attended classes; held two group meetings with students; met with D. Krcma; met with deans of Business Department; met with other faculty and staff.

c) Issues Discussed and CASS/GU Recommendations:

The students, faculty, and staff indicated that this CASS group is having a positive experience at NTC. All students live comfortably, are generally pleased with the curriculum, and are doing extremely well in their studies. These students also have excellent working relationships with CASS staff and faculty. During the campus visits Joseph Schaefer observed and provided recommendations on several issues. These issues include:

1. Strategies in recruiting host families to insure student and family satisfaction.
2. Clarifying NTC's policy in allowing the students to retain their textbooks.
3. Working with AdminaStar to assure that the company covers appropriately student insurance charges.
4. Student adjustments to teaching styles in the U.S.
5. Having the translator reduce student dependence on her.
6. Assuring that members of the community do not encourage CASS alumni to return to the states and work.

CASS/Georgetown and NTC are working together to address each of these issues.

II. SELF EVALUATION:

N/A

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Students participated in the Wisconsin/Iowa CASS Leadership conference, attended the Small Business Exposition, visited a dairy and maple syrup farm, toured the Incubator Mall, visited the courthouse for a trail, attended a seminar on Total Quality Management put on by the Fox Valley Technical College CASS students, and continued to meet with the Pan-American Network Club. Students participated in Wausau's Ethnic Fest and the River's Edge cleanup. Students did community services activities such as helping with the kayak races, river walk cleanup, tutoring Spanish students, and speaking to school and civic groups. Students toured the Museum of Science and Industry in Chicago, the Wausau Daily Herald, and the WIFC radio station.

3) Participant Concerns:

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

I. AETRs

Not submitted.

II. MID-CYCLE PARTICIPANT PROGRESS REPORT, MAY 1993 (Rating scale of 1-5)

a) Overall student satisfaction rating: 1.78

b) Areas of highest student satisfaction:

Comfortableness with host community, average rating of 1.47; Current living situation, average rating of 1.58; Relationship with CASS staff, average rating of 1.7.

c) Areas of lowest student satisfaction:

No low areas of student satisfaction.

III. SPECIAL STUDENT CASES

None

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

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

Quarterly Status Report

College: Scott Community College

Quarter Period: 4/1/93-6/30/93

Cycle: H

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

College Coordinator: Susan Hess

Field of Study: Computer Science

Total Number of Students: 15

GU Program Officer: Dennis Huffman

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

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

II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

During this quarter, the students completed the spring semester on May 11 and began their final, summer, semester on May 24. During the break, all of the students began their internships in order to complete the required number of work hours for that 5-credit course in Computer Programming. Internship sites included Merrily Lynch, the Chamber of Commerce, Mississippi Bend Area Education Association Agency, JTPA, and the Rock Island Arsenal. The students were encouraged to find their own internships, as part of their preparation for the job search process back in their countries.

The students also served as hosts for this year's CASS Regional Conference, held in Madison, WI, April 18 and 19. As hosts, they were responsible for setting the agenda, printing the brochure, and coordinating the participation of CASS groups from five other colleges. They were also responsible for an "icebreaker" and coordinating the closing ceremony.

The students also continued their active participation in the college chapter of the Data Processing Management Association (DPMA), holding many of the offices and executive positions in the club. Several students were honored by the local professional chapter of the DPMA annual awards banquet. Also in the area of professional development, all of the students sat the Associate Computer Professional (ACP) exam. While only four of the group passed, this is apparently an impressive result for this very difficult professional certification exam.

Finally, many of the students continued to work after school and on Saturdays with kids enrolled in the Metropolitan Youth Program, helping them with computer skills and homework assignments. CASS women assisted the Girl Scouts with tours of the computer labs and mini lectures during their career exploration "camp out" on campus.

3) Participant Concerns:

I. AETRs

The average GPA for the group during the spring semester was 3.42. Four students earned GPA's of 3.75 or better: Brian Joseph (Dominica, 4.0), Ruddy Miller (Jamaica, 3.955), Haydn Thomas (St. Vincent, 3.935) and Livingston Pogson (St. Kitts, 3.838).

Only one student fell below 2.50 -- Myrlande Prophete (Haiti, 2.492). Two other Haitians, however, continued to be of concern during the spring quarter. They are Hoodritch Benjamin and Jean Maurice Mathieux. In the view of Susan Hess, these students were each feeling discouraged and distracted by the situation in their homeland. The SCC staff is monitoring their progress closely.

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

Each student completed a "Final Participant Progress Report" in mid-June. A summary of the information is provided to the CASS staff at the college.

a) Overall student satisfaction rating: Average rating of **2.19**.

b) Areas of highest student satisfaction:

The two areas receiving the highest scores on the PPR were **satisfaction with the academic training (1.36)** and **effectiveness in educating the host community about their countries (1.64)**.

c) Areas of lowest student satisfaction:

The two questions receiving the lowest scores were **satisfaction with the overall living situation (2.43)** and the **effectiveness of CASS in providing a positive overall experience (2.38)**.

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

QUARTERLY STATUS REPORT

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

College: St. Louis Community College-Florissant Valley

Quarter Period: April - June 1993

Cycle: H8

Subagreement No. SLCC RX2050-836 91H8-N

College Coordinator: Robert Frost

Field of Study: Quality Control

Total Number of Students: 15

GU Program Officer: Fili Altinger

Student Nationalities:

Costa Rica	1
Dominican Republic	4
El Salvador	3
Guatemala	4
Honduras	<u>3</u>
	15

I. TRAINING OBJECTIVES:

The CASS scholars are pursuing an Associate of Applied Science degree in Quality Control Technology, and Experience America program.

II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

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.

A. AETRs

1. GPA's (as of last submitted AETR) for Spring 1993:

Avg: 3.18
Highest: 3.89
Lowest: 2.46

B. Participant Progress Reports

1. Overall student satisfaction rating based on scale from 1 (very satisfied) to 5 (not satisfied): 2.17
2. Areas of highest student satisfaction: Experience America (1.47)
3. Areas of lowest student satisfaction: Preparedness for entering job market (2.80)

C. Special Student Cases

No special student cases were reported during this quarter.

III. COLLEGE REPORTING STATUS**Quarterly Reports**

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

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

AETRs

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: St. Petersburg Jr. CollegeQuarter Period: 4/1 - 6/30/93Cycle: 108Subagreement No. SPJC RX2050-836-9218-MCollege Coordinator: Maria TomsField of Study: Fashion MerchandisingTotal Number of Students: 20GU Program Officer: Matthew McPherson

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

1) Training Objectives:

Twenty Cycle 108 CASS Fellows at St. Petersburg Junior College (19 females, 1 male) are pursuing Associate of Science degrees in Fashion Merchandising. Their program of studies will include an internship experience 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 and telephone communication. The colleges provide GU with information through biannual "College Self-Evaluations" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer.

I. CAMPUS VISITS: The Cycle I students were visited on April 28-30, 1993 by Matthew McPherson, CASS Program Officer and four CASS country coordinators: Arturo Melville, Guatemala; Flora de Vargas, Costa Rica; Mercedes de Valerio, Dominican Republic; and Jose Bonilla, El Salvador. This was not a traditional campus visit. Rather, it was an opportunity to expose the country coordinators to the activities that occur on the college campuses in the U.S.

Activities on this campus visit included: Meeting with the Provost and Deans; campus tour; visiting a Government class and an ESL class; participating in an Experience America activity with students; attending a Pot Luck Dinner with host families; a group meeting with the students; small group meetings with students and their country coordinators; a tour of two internship sites (Florida Power and Safety Harbor Spa); visiting 4 host families at their homes.

II. SELF EVALUATION:

No self-evaluation was completed this quarter.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

The Quarterly Activity Reports most recently submitted covered the 4/1- 6/30/93 quarter.

a) Highlights:

* Community activities: The students arranged and presented a program for host family and country coordinator pot luck dinner.

* The students visited Tallahassee, the Capital of Florida, for a three day trip to tour the capitol and other points of interest and experience the operations of the state government.

** On campus: Students continue to participate actively in the New Horizons Club.

b) Recommendations:

The Experience America Project Description Forms submitted by the students are, generally, of very poor quality. The GU Program Officer is currently writing a letter to the students and working with the SPJC staff to address this issue.

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 in the Summer, 1993 semester: Introduction to Business, Microcomputer Application for Business, Principles of Management, Salesmanship, ESL.

I. AETRs

a) Average student GPA (Spring 1993): 2.77

b) Areas of academic concern: Students seem to have struggled across the board with their Introduction to Accounting I and their Keyboarding I classes taken in the Spring. The lowest grade any student received in the FOS course (Intro. to Fashion Marketing) was a "B". As the students take more courses in their major, and as their English skills progress, their grades should improve.

Students of greatest concern: Bethania Hidalgo, 1.89 GPA; Angelica Portillo, 2.06 GPA.

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

II. PARTICIPANT PROGRESS REPORT

The Midcycle I Participant Progress Report was submitted this quarter.

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 2.10

b) Areas of highest student satisfaction: Effectiveness of working relationship with program coordinator/staff, 1.80.

c) Areas of lowest student satisfaction: Involvement in campus life, 2.53.

III. SPECIAL STUDENT CASES:

There are no student cases to report this quarter.

4. College Reporting Status

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxx	xxx	xxxx

2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxx
3	1/1/93 - 3/31/93	4/30/93	xxx	xxx	xxxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxxx
5	7/1/93 - 9/30/93	10/31/93			
6	10/1/93 - 12/31/93	1/31/94			
7	1/1/94 - 3/31/94	4/30/94			
8	4/1/94 - 6/30/94	7/31/94			
9	7/1/94 - 7/31/94	8/31/94			

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

AETRs

(Due 30 days after the end of the semester)

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

QUARTERLY STATUS REPORT

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

College: University of South Carolina - Sumter

Quarter Period: April - June 1993

Cycle: H8

Subagreement No. USC RX 2050-836 91H8-A

College Coordinator: Mr. Dale Bullard,
Assistant Dean for Student Affairs

Field of Study: Small Business
Management

Total Number of Students: 15

GU Program Officer: Fili Altinger

Student Nationalities:

Costa Rica	1
Dominican Republic	2
El Salvador	2
Guatemala	3
Haiti	2
Honduras	1
Jamaica	1
Panama	2
St. Lucia	<u>1</u>
	15

I TRAINING OBJECTIVES:

The CASS students at USC - Sumter are pursuing an Associate degree in Business Management and Experience America program.

II CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

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

III. PARTICIPANT CONCERNS:

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

A. AETRs**1. GPA's (as of last submitted AETR) for Spring 1993:**

Avg: 2.87
 Highest: 3.943
 Lowest: 1.765

B. Participant Progress reports

- a) Overall student satisfaction rating based on scale from 1 (very satisfied) to 5 (not satisfied): 2.20
- b) Areas of highest student satisfaction: academic training (1.85), overall living situation (1.93).
- c) Areas of lowest student satisfaction: opportunities for involvement in and/or understanding of U.S. systems (2.64), preparation for entering job market (2.79).

C. Special Student Cases:

No special student cases were reported during this quarter.

IV. COLLEGE REPORTING STATUS**Quarterly Reports**

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

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

AETRs

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: UWC-Marinette County (UWC-MC)

Quarter Period: 4/1/93 to 6/30/93

Cycle: I

Subagreement UWCM RX2050-836-9218-N

College Coordinator: Maureen Molle

Field of Study: Small Business Management

Total Number of Students: 20

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer visited UWC-MC May 12-14, 1993.

a) People contacted:

Bill Schmidtke, Dean; Maureen Molle, CASS Coordinator; Mike McDonald, Instructor; Jane Jones, Activities Coordinator; Julia O'Connell, Housing Coordinator; Jane Eberly, Instructor; Salah Bassiouni, sociology Professor; other faculty and staff; and all CASS students.

b) Activities:

Met twice with students as a group, and each individually; met with Dean Schmidtke; met with the CASS Staff; met with instructors; attended classes.

c) Issues Discussed and Gu Recommendations:

The students, faculty and staff indicated that this CASS group is having a positive experience at UWC-MC. All of the students are living comfortably, are generally pleased with the curriculum, and are doing extremely well in their studies. They also have an excellent working relationship with the CASS staff. During the campus visit Joseph Schaefer noted and provided recommendations to several issues. These issues include:

1. Strengthening the Small Business Management/Computer Applications curriculum.

2. Allocating moneys to students moving into apartments.
3. Assuring that AdminaStar charges each student appropriately for insurance costs.
4. Facilitating student progress in speaking English.
5. Reducing from two to one credits for the Experience America class.
6. Assuring that community members do not encourage students to return to the U.S. to work and live.

CASS/Georgetown and UWC-MC are working together to address each of the above issues.

II. SELF EVALUATION:

N/A.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

On campus, students listened to a speaker on sexual harassment; participated in intramural volleyball and soccer competitions; attended a West Shore Chorale concert, a spring awards banquet, two potlucks; two students ushered Theatre on the Bay Tennessee Williams Festival; and twelve students ushered at Theatre on the Bay "Snow White and the Seven Dwarfs. In the community eleven students helped with the Menominee Middle School Music competitions, four presented a program for the annual Rainbow House benefit; students attended a dinner and evening of Americana put on by the Women's group at the first Presbyterian Church; eight students ushered Dale Warland Singers community concert; eight students presented a Mothers Day program at the Good Shepherd Church; six students presented a program for the Holy Family ladies altar Society; ten students helped with a Marinette spring cleaning project; all students attended a Foreign Language potluck at Marinette High School, nine students presented a program at St. Mary's Elementary School, and three students helped with the Healthy Kids Day. Students participated in the CASS Leadership Conference in Madison, WI, students visited the Capitol building in Madison, WI, students toured the Angelis County Market, students visited with Country Coordinators in Wausau, students visited trends and Traditions and Pristel Computing, students travelled Minneapolis.

b) Recommendations:

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

3) Participant Concerns:

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

I. AETRs

a) Average student GPA (as of last submitted AETR): 3.5

b) Areas of academic concern: None.

c) Changes in individual programs of study: None.

II. MID-CYCLE PARTICIPANT PROGRESS REPORT, MAY 1993 (Rating scale of 1-5)

a) Overall student satisfaction rating: 1.92

b) Areas of highest student satisfaction:

Comfortableness in host community, average rating of 1.55; current living situation, average rating of 1.85; classes, average rating of 1.8.

c) Areas of lowest student satisfaction: None.**III. SPECIAL STUDENT CASES**

None.

4. College Reporting Status**Quarterly Reports**

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

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

AETRs

(Due 30 days after the end of the semester)

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

Quarterly Status Report

College: UWC-Richland Center (UWC-RC)

Quarter Period: 4/1/93 to 6/30/93

Cycle: I

Subagreement UWCR RX2050-836-9218-O

College Coordinator: Liz Amburn

Field of Study: Computer Science

Total Number of Students: 20

GU Program Officer: Joseph W. Schaefer

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

1) Training Objectives:

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

Joseph W. Schaefer, CASS Program Officer, visited UWC-RC with five CASS Country Coordinators April 26-27, 1993.

a) People Contacted:

Dion Kempthorne, UWC-RC Dean; Liz Amburn, CASS Coordinator; Connie Vanderhyden, Experience America Coordinator; Jennifer Keegan, Housing Coordinator; Stein Goering, Instructor; other faculty and staff; and the CASS Students.

b) Visit Activities:

Met twice with D. Kempthorne and L. Amburn; met twice with students as a group; interviewed each student; attended classes.

c) Issues and Recommendations:

The students, faculty, and staff indicated that this CASS group is having a positive experience at UWC-RC. All of the students were living comfortably in apartments or host families, were generally pleased with their classes, and are doing extremely well in their field of study. The students and CASS staff reported having an excellent working relationship. During the campus visit, several questions and issues arose. These issues included:

1. Assuring that all students have proper host families prior to arrival and student flexibility with host families.

2. Clarifying CASS's ability to provide transportation.
3. Noting the excellent planning of two different internships for the students.
4. Encouraging students to submit Experience America reports.

CASS/Georgetown and the CASS staff at UWC-RC are working to address and clarify these situations.

II. SELF EVALUATION:

N/A.

III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

a) Highlights:

Students participated in a special interim business internship project, attended birthday parties, campus dances and parties, a Madrigal singers concert, a Wellness Faire, athletic awards banquet, AIDS awareness program, Awards Night, student senate elections. Students attended a speech and discussion with heather Simonson of Passages, picnic with host families, mentors, and friends,, and a Frank Lloyd Wright Celebration. Students toured UW-Madison, attended the Leadership Conference in Madison, visited the Chicago Art Museum and Art Institute; took a boat trip on the Mississippi River; visited a Latin Club in Madison, and participated in discussion at the Lac du Flambeau Indian.

b) Recommendations:

CASS/Georgetown commends UWC-RC for the activities that the students have participated in, especially considering their limited Experience America budget.

3) Participant Concerns:

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

I. AETRs

- a) Average student GPA: 3.43
- b) Areas of academic concern: None.
- c) Changes in individual programs of study: None.

II. MID-CYCLE PARTICIPANT PROGRESS REPORT, MAY 1993 (Rating scale 1-5)

- a) Average overall student satisfaction rating (scale of 1-5): 2.24
- b) Areas of highest satisfaction:
Relationship with CASS staff, average rating of 1.8; classes, average rating of 2.2.

- c) Areas of lowest satisfaction:
Comfortableness in host community, average rating of 2.8.

III. SPECIAL STUDENT CASES

None.

4. College Reporting Status

Quarterly Reports

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

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

AETRs

(Due 30 days after the end of the semester)

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

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

Quarterly Status Report

College: Utah Valley State CollegeQuarter Period: 4/1 - 6/30/93Cycle: H08, I08Subagreement No. UVCC RX2050-836 91H8-JUVCC RX2050-836-92I8-PCollege Coordinator: Malan JacksonField of Study: Hotel/Restaurant Management (Cycle H08)
Environmental Technology (Cycle I08)Total Number of Students: 29GU Program Officer: Matthew McPherson

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

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

1) Training Objectives:

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

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

2) Campus Monitoring and Technical Assistance

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

I. CAMPUS VISITS:

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

a) Highlights:

CYCLE H:

** On campus: The students participated in the planning of a Latin Dance in April. They also participated in the graduation ceremonies, celebrations, and special awards and recognitions ceremonies. All of the CASS students were featured in an article in the UVCC Collega Times which described their contributions to the campus and their immanent return to their countries.

** In the community: The majority of the students have been involved in their church groups .

** Professional Development: The students participated in workshops entitled "Dress for Success", "The Interview", and "Resume Writing." In May and June, all of the HRM students participated in internships.

CYCLE I: The Cycle I students spent all of May and June at their internship sites.

** On campus: Several students voluntarily assisted one of the Environment professors with the treatment of water ponds on campus.

** Professional Developments: Students served in internships in May and June. Eleven of the students were at the Heber Forest Ranger District, five were at the Ten Sleep Reserve in Wyoming, and one was placed with the Colorado Conservatory.

b) Recommendations: The students are behind on their completion and submission of Experience America Project Description Forms. As the students are at the mid-point of their program, they have much to do to catch-up with their reporting to complete the Experience America program.

GU encourages UVSC to emphasize Experience America to the CASS students as an individual exercise which **must be completed**. Students should be challenged regularly to analyze the experiences that they have had in the US which they consider to be significant and submit the required essays/forms to GU.

3) Participant Concerns:

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

I. AETRs

The set of AETRs most recently submitted covered the Spring, 1993 semesters for Cycle H08 and I08.

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

** For Cycle H08: 3.51

** For Cycle I08: 3.24

b) Areas of academic concern: Marcos Caisamo, Cycle I Panama, has made great improvement in his English and, although his GPA is relatively low, is making progress in his academic work. Both the Cycle H and Cycle I students all seem to be progressing adequately towards graduation.

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

II. PARTICIPANT PROGRESS REPORT

This quarter, the Cycle H students completed the Final PPR and the Cycle I students completed the Midcycle II PPR.

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

** Cycle H08: 1.75

** Cycle I08: 2.11

b) Areas of highest student satisfaction: For Cycle H08: Academic training received, 1.08.
For Cycle I08: Current living situation, 1.64.

c) Areas of lowest student satisfaction: For Cycle H08: Overall living situation, 2.50. For
Cycle I08: Classes taken so far, 2.80.

III. SPECIAL STUDENT CASES

Tracy Wood, Cycle H from Barbados, was hospitalized in late May due to a nervous breakdown. Tracy has been undergoing regular therapy for most of her stay in the U.S. After her stay in the hospital, the psychologist determined that Tracy was stable enough to continue her studies. She received regular counseling for symptoms of mild depression, and successfully completed her program of studies in June, 1993.

Dilciana Oliva, Cycle I from Honduras, was taken by her internship supervisor to the emergency room for having taken an overdose of Ibuprofen on June 8, 1993. She has shown signs of psychological instability and difficulty adapting to life with her host families. After consulting with Dilciana's psychologist and the college coordinator at UVCC, it was determined that Dilciana should be allowed to stay in the program provided she cooperated in receiving regular counseling, maintained a solid GPA, and showed signs of making progress. To date, Dilciana seems to have responded very positively to counseling and to have made much improvement. The GU Program Officer continues to monitor her case on a regular basis.

Elfego (Alex) Trujillo, Cycle I from Guatemala, was dismissed from his internship site on June 9, 1993 as a result of displaying a negative attitude which negatively influenced the rest of the CASS group and an accusation that he was consuming alcohol on park property in violation of the conditions of the internship. The GU Program Officer spoke to Alex after this incident and determined that he would be allowed to stay in the program on the condition that he display continued improvement in his attitude. Currently, Alex seems to have been working very hard to clean-up his reputation. The GU Program Officer continues to monitor his progress on a regular basis.

4. College Reporting Status

Quarterly Reports (Cycle H08)

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

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

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

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

Quarterly Reports Cycle I08

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

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

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

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

NPSP Appendix A Recruitment Network

NPSP CYCLE III RECRUITMENT NETWORK

Institutions and Individuals Who Distributed Preselection Forms

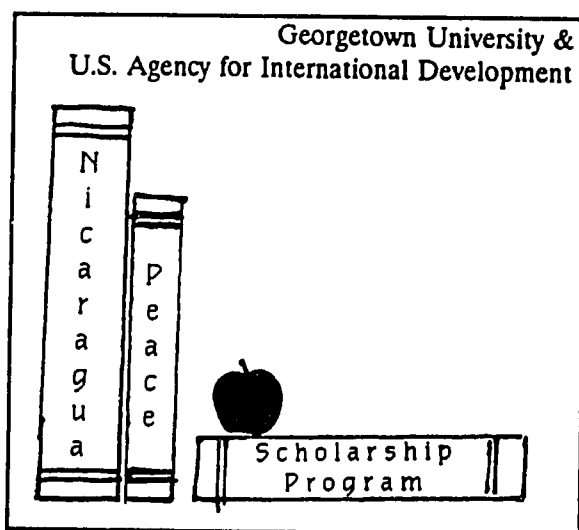
Name and Institution	Location(s)	Forms Distributed
Lic. Martha Traña Social Services Dept. Alcaldia de Managua	Managua	6
Lic. Manuel Bermudez Representative Camaras de Comercio	Managua, Leon, Granada, Chinandega, Matagalpa, Rio San Juan, Masaya, Ocotal, Rivas, Esteli, Jinotega, Chontales	90
Sergio Narvaez CORNAP	Leon, Chinandega	5
Lic. Alberto Chamorro Representative, Camaras de Industria	Leon, Masaya, Matagalpa, Rio San Juan, Madriz, Ocotal, Nueva Segovia, Esteli, Chontales	70
Alfonso Callejas Catholic Church of Corinto	Corinto	5
Ernesto Balladares COSEP	Leon	15
Alejandrina CIAV-OEA	Matagalpa, Somoto, Esteli	50
Mario Artola Desmovilizados de EPS	Matagalpa	2
Padre Giorgio Salesians of Masaya	Masaya	5
Hilda Horvilleur Marlene Roman Volunteers	Carazo	5
Carmen Zarruck Banco de la Exportacion	Managua, Masaya, Granada	6
Ministry of Education	Puerto Cabezas, Rio San Juan	15
Veronica de Barrios Volunteer	Rivas, Belen, San Jorge	10
Escuela Maria Mazarello	Managua	11
Father Cuadra Catholic Church of Ometepe	Ometepe	6

Padre Daniel Anglican Church	Bluefields	5
Isaias PARRALES • Pastor, Word of God	Rio San Juan, Morrito	5
Justo Amador RAAN, Atlantic Coast	Atlantic Coast, Northcentral region	35
Jose Alvarado Catholic University (UNICA)	Granada, Carazo	6
Arturo Mantilla Volunteer	Ocotol	10
Maria Jose Chevez Angeles Buitrago INATEC	Puerto Cabezas, Rio San Juan, Bluefields, Managua	40
Familia Padre Fabretto Kevin Marinacci	Somoto, Nueva Segovia, Madriz, Boaco	40
Rolando Martinez Volunteer	Madriz, Matagalpa, Boaco	6
Juan Peria Cuerpo de Paz	Granada	6
Joaquin Zavala	Chinandega	5
Rosario Gaitan Penitenciera de Mujeres	Various regions	20
Carlos Garcia Resistencia Nicaraguense Juventud ADRN	Central Nicaragua, Atlantic and Pacific coasts	45
Elizabeth Velasquez VELCAS	Managua	3
Maria Marin, Martin Barcia Ex-Becados NPSP	Boaco, Chontales	5
Benito Chavarria Ex-Becado NPSP	Jinotega	1
Carlos Hurtado Volunteer	Chontales, Leon, Managua	5
Parde Marciano Catholic Church, Ciudad Sandino	Managua	11
Carlos Portocarrero Volunteer, Porsa Taller	Managua	5

Manuel Barrios Volunteer, Casa Pellas	Carazo	6
Padre Calero	Granada	13
Agencia de Linea Aerea LACSA	Managua	5
Alejandra Robelo Volunteer	Rivas	5
Julio Leon, Cristiana Chamorro La Prensa	Rio San Juan, Rivas, Managua	6
Margarita Torres, Carmen Bendaña American School	Carazo, Managua	4
Dora Maria Gurdian Volunteer	Carazo, Rivas, Leon	6
Carolina Cardenas Maria Cristina Mendieta Martha Barcenias Los Antojitos	Managua	8
Walk-in Applicants	NPSP Office/Managua	137

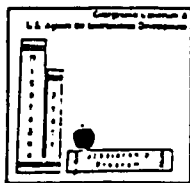
**Becas de 21 meses para vivir y estudiar
en los Estados Unidos**

PROGRAMA DE BECAS PARA NICARAGUA



Información y Formulario de Preselección

Este ejemplar es gratuito. Su venta o comercialización es ilegal.



Becas de 21 meses para vivir y estudiar en los Estados Unidos

El Programa de Becas para Nicaragua (NPSP) es un programa de becas auspiciado por la Agencia para el Desarrollo Internacional y administrado por la Universidad de Georgetown. NPSP fue fundado en 1991 por la Asociación Cooperativa de Estados para Becas (CASS).

NPSP es un programa especial de desarrollo personal, que contempla el aprendizaje de habilidades técnicas, la exposición a la cultura norteamericana y el desarrollo del potencial de liderazgo. El propósito es formar técnicos especializados que ayuden a la reconstrucción de una nueva Nicaragua.

NPSP incluye tres fases: Abriendo Brecha, Desarrollando el Potencial y Forjando el Futuro.

Abriendo Brecha se inicia cuando la persona toma la decisión de participar en la beca y acepta el compromiso de prepararse para ser un agente de cambio, comenzando por experimentar cambios en su propia vida. Esta fase se desarrolla en Nicaragua durante tres meses, en los cuales, los participantes seleccionados reciben cursos de nivelación en Matemáticas y Español, iniciación al idioma inglés, capacitación en liderazgo e introducción a la microempresa. En esta etapa se realiza la selección final de los estudiantes que irán a los Estados Unidos.

Desarrollando el Potencial se desarrolla durante 18 meses en los Estados Unidos. El estudiante aprende nuevas habilidades técnicas, completa el aprendizaje del inglés como segundo idioma, desarrolla su potencial de liderazgo y está en relación con la cultura norteamericana. La formación tiene lugar en instituciones educativas con orientación comunitaria, las cuales son apropiadas para el programa, por su tamaño, su relación con la comunidad, industria, comercio local y por su especialidad en la capacitación técnico-vocacional. Al inicio de su estancia, los estudiantes viven con familias anfitrionas y conocen la cultura, estructura social, sistema educativo y gobierno de los Estados.

Forjando el Futuro se inicia cuando los becados retornan a Nicaragua. Es la etapa en que los estudiantes deben convertirse en constructores de su país por medio de su trabajo y como multiplicadores de conocimientos y actitudes positivas.

Las Becas NPSP incluyen:

- Gastos de inscripción y aranceles de cursos.
- Vivienda y alimentación.
- Una cantidad mínima de dinero para gastos personales.
- Seguro médico.
- Pasaje aéreo de ida y vuelta.

Requisitos para optar a una Beca NPSP:

- Nacionalidad nicaragüense.
- Tener entre 17 y 30 años.
- Ser de escasos o limitados recursos económicos.
- Potencial de liderazgo evidente.
- Haber terminado o estar inscrito en el primer año del ciclo básico (o secundaria).
- Tener un promedio académico medio.
- Sin experiencia universitaria.
- Soltero con la disponibilidad de permanecer durante 21 meses en un programa intensivo de estudios.
- Sin hijos.
- Buena salud (Se deberá someter a un examen médico).
- Sin hermanos que hayan sido becados por NPSP/CASS anteriormente.
- Conocimientos, aptitudes o interés para continuar en el campo de estudio escogido.
- Fuerte interés en aprender y adaptarse a una nueva cultura.
- Deseos de compartir aspectos de su propia cultura con los norteamericanos.
- Compromiso demostrado de volver a su país de origen para trabajar en su campo de estudio y ejercer su rol multiplicador de los beneficios recibidos.

Los becarios NPSP deben:

- Desempeñar su papel de "Embajador de Nicaragua" participando en actividades de la comunidad y de la institución educativa asignada.
- Concluir los estudios en el campo escogido y en la institución que se le asignó.
- Respetar las normas académicas y administrativas de la institución asignada.
- Firmar un contrato de aceptación de las normas del programa y de garantía para el regreso a Nicaragua.

Para aplicar a una beca NPSP debe presentar:

1. Formulario de preselección debidamente lleno.
2. Copia del informe de calificaciones más reciente.
3. Copia de la certificación de ingresos familiares.

La documentación solicitada debe presentarse a la Coordinadora NPSP:

Licda. Carmen Cecilia de Narvaez
Programa de Becas NPSP
Camino de Oriente, contiguo a INCOSA
Del Restaurante Topkapi, 40 vrs. al sur
Módulo E - 5B/6B
Managua, Nicaragua
Teléfono: 70588

PREGUNTAS Y RESPUESTAS

¿Qué es NPSP y cuál es su relación con "CASS"?

NPSP es un programa de becas administrado por la Universidad de Georgetown en Washington D.C. en cooperación con la Agencia para el Desarrollo Internacional (AID).

NPSP nació bajo el esquema de otro programa educativo más amplio llamado CASS. Ambos programas nacieron de las recomendaciones efectuadas por la Comisión Nacional Bipartita de los Estados Unidos sobre Centroamérica, encabezada por Henry Kissinger. La Agencia para el Desarrollo Internacional de los Estados Unidos financia ambos programas. CASP y NPSP forman parte del Programa de AID para el Caribe y América Latina (CLASP), el programa de becas más extenso que AID ha desarrollado en la región, diseñado con el fin de afianzar las relaciones internacionales.

¿Qué es el Programa de Nivelación Académica?

El Programa de Nivelación Académica es un programa integral diseñado en Nicaragua especialmente para que los estudiantes NPSP se readapten a las actividades académicas, los prepara para tomar responsabilidad y para aceptar positivamente los cambios que se les presenten en esta etapa y en su vida.

El Programa incluye: clases académicas en Español y Matemáticas, iniciación al idioma inglés, un plan de desarrollo personal que incluye formación en liderazgo, introducción al funcionamiento de la microempresa y actividades recreativas.

En esta etapa se realiza la selección final de los estudiantes que irán a los Estados Unidos.

¿Para qué me sirve la Fase I si no voy a ser seleccionado para la Fase II, que se realiza en los Estados Unidos?

El Programa de Nivelación le ofrece la oportunidad de reforzar y/o adquirir nuevos conocimientos en Español y Matemáticas, desarrollar su potencial de liderazgo y de trabajo en grupo, aprender como se constituye una microempresa y le ofrece la posibilidad participar en proyectos de beneficio para la comunidad en Nicaragua. Aunque no sea seleccionado para ir a los Estados Unidos, participar en la Fase I es una experiencia positiva y beneficiosa para su vida.

¿Obtengo un certificado o diploma cuando complete mis estudios en los Estados Unidos?

Al terminar satisfactoriamente sus estudios en los Estados Unidos obtendrá un "certificate program" que es una constancia que certifica la capacitación técnica adquirida en un campo de estudio específico.

¿Puedo hacer equivalente mis estudios en los Estados Unidos con los de secundaria en Nicaragua?

Los estudios realizados en los Estados Unidos no son reconocidos como equivalentes a los de secundaria, ni a los universitarios en Nicaragua. Sin embargo, los estudiantes pueden optar a un examen (GED) para equiparar sus estudios con el "high school" norteamericano. NPSP espera que su beca sirva de motivación para que continúe con los estudios secundarios y los universitarios cuando retorne a su país.

¿Es necesario saber inglés para ser aceptado en NPSP?

No es necesario tener conocimientos de inglés para ser aceptado. En la Fase I se iniciará el aprendizaje del inglés y al llegar a los Estados Unidos se le aplicará una prueba diagnóstica para determinar el nivel en el que debe iniciarse la enseñanza de este idioma. En los Estados Unidos los cursos son intensivos; en el primer semestre tienen un mínimo de quince horas por semana.

¿Qué significa ser un líder multiplicador?

Un líder multiplicador es una persona capaz de generar cambios positivos en su vida y en su comunidad, dispuesto a mejorar las condiciones actuales con sus ideas y acciones, reconoce sus errores y trata de superarlos, toma responsabilidad de sus acciones, pensamientos y decisiones.

Además de la capacitación técnica y los conocimientos de cultura general, la meta del Programa es formar líderes multiplicadores dispuestos a construir el futuro de Nicaragua.

PROGRAMAS DE ESTUDIO

Introducción

Los programas de estudio que ofrece el Programa de Becas para Nicaragua son muy intensos; el objetivo de la educación es formar trabajadores bien capacitados y ciudadanos responsables y concientes. Los campos de estudio se escogieron de acuerdo con las necesidades laborales de Nicaragua.

Los estudiantes que van a los Estados Unidos, estudian en grupos, en "colleges" de la comunidad. Los programas incluyen clases técnicas y académicas y cursos intensivos de inglés. También participan en trabajos voluntarios que se realizan en la comunidad donde viven y tienen la oportunidad de hacer un "interinato" (práctica profesional) relacionado con su campo de estudio, en empresas norteamericanas.

Escogencia del campo de estudio

Los candidatos deben seleccionar un programa de estudio de la lista que se detalla a continuación. NPSP ofrece un sólo programa de estudio en cada institución; una vez que el candidato se acepta en un programa, no puede cambiarse de área.

Para elegir el campo de estudio, es importante que el solicitante elija un área que corresponda a sus habilidades, aptitudes y aspiraciones personales. Debe hacerse preguntas como: ¿Estoy familiarizado con esta área? ¿Quiero hacer de esto mi profesión cuando regrese a Nicaragua? ¿Tengo aptitud para especializarme y trabajar en este campo?

Los campos de estudio que ofrece NPSP son:

1. Control de Calidad
2. Administración de la Pequeña Empresa
3. Administración de Hoteles y Restaurantes

CONTROL DE CALIDAD

Este programa de estudio provee a los estudiantes de los conocimientos y habilidades necesarios para obtener un "certificate" y ocupar posiciones básicas como técnicos de control de calidad.

Los especialistas en control de calidad se ocupan del control y mantenimiento de la calidad de producción eficiente conforme a las normas comerciales. El proceso de control se realiza mediante el diseño técnico de procedimientos de precisión. El análisis estadístico de pruebas que indiquen la confiabilidad del producto, la severa inspección de los materiales en crudo y de los componentes del proceso y la fiabilidad de la producción antes del empaquetado o envasado.

Los candidatos para este campo deben tener interés académico y aptitud para el trabajo en detalle, la estadística y la resolución de problemas. Además deben tener calificaciones altas en cursos de matemáticas correspondientes al nivel básico.

Algunas de las áreas que se incluyen en el programa de control de calidad son:

- | | |
|---|--|
| <ul style="list-style-type: none"> -Redacción Técnica -Datos Estadísticos -Procesamiento de los datos en la actividad industrial | <ul style="list-style-type: none"> -Sistema de Pesas y Medidas (Metrología) -Métodos de Ensayos y pruebas mediante usos de aparatos de precisión -Método completo del control de la calidad -Tolerancia en los ensayos geométricos |
|---|--|

ADMINISTRACION DE PEQUEÑAS EMPRESAS

Manejo y organización de Pequeñas Empresas es un programa que capacita a los estudiantes para desempeñar labores en pequeñas empresas. El programa es apropiado para aquellos estudiantes que desean ser asistente de un empresario ya establecido o para los que deseen establecer su pequeña empresa.

Los participantes desarrollan un espíritu empresarial al adquirir conocimientos en materias como planificación, manejo de finanzas, administración de personal y mercadeo. Los candidatos deben tener una fuerte iniciativa empresarial y calificaciones superiores en los cursos de matemáticas del ciclo básico.

Algunas de las materias de estudio son:

- | | |
|---|---|
| <ul style="list-style-type: none"> -Contabilidad -Economía -Finanzas -Programación del lenguaje para Pequeñas Empresas -Introducción al Comercio -Mercadeo en las Pequeñas Empresas | <ul style="list-style-type: none"> -Problemas legales y Pequeñas Empresas -Supervisión -Principios de Gerencia -Estrategias Empresariales -Planeamiento y organización de Pequeñas Empresas -Psicología de las Relaciones Humanas |
|---|---|

ADMINISTRACION DE HOTELES Y RESTAURANTES

El Programa de Administración de Hoteles y Restaurantes incluye instrucción académica, técnica y práctica. Prepara a los estudiantes para desempeñar labores de responsabilidad relacionadas con el manejo y administración de la industria hotelera.

La formación teórica se complementa con experiencia práctica en cocina elemental, sanidad, planificación de los menús y servicios de comedor. Se hace énfasis en mercadeo, administración y supervisión.

Los solicitantes deben tener aptitud para relacionarse con el público, estar interesados en los negocios y demostrar entusiasmo en la promoción de la industria turística y hotelera en su país.

Algunas materias de estudio son:

- | | |
|---------------------------------------|---------------------------------|
| -Contabilidad | -Matemáticas |
| -Manejo de Comida y Bebida | -Computadoras y Técnicas de uso |
| -Manejo de compras | -Supervisión de empleados |
| -Manejo de la Oficina de Gerencia | -Ventas y Mercadeo |
| -Comunicación oral y escrita | -Ley Hotelera |
| -Psicología de las relaciones Humanas | -Experiencia práctica |

Fechas Importantes Para Los Candidatos

9 de Abril de 1993:	Entrega del formulario de preselección con la documentación exigida al Coordinador NPSP.
17 de Mayo a 18 a Junio:	Entrevistas con los candidatos preseleccionados.
21 a 25 de Junio:	Selección de becarios para Nivelación Académica.
Julio a Septiembre, 1993:	Orientación.
Septiembre, 1993:	Inicio del Programa de Nivelación Académica.
Diciembre, 1993:	Selección final de becarios.
Enero, 1994:	Partida de los estudiantes hacia los Estados Unidos.



PROGRAMA DE BECAS PARA NICARAGUA FORMULARIO DE PRESELECCION

I. INSTRUCCIONES

Debe presentar con este formulario (1) Copia del informe de calificaciones más reciente y (2) Copia de la certificación de ingresos familiares.

II. ESCOGENCIA DE CAMPO DE ESTUDIO

En el siguiente cuadro aparecen los campos de estudio que ofrece NPSP, marque con una X en el cuadro de la derecha el área de su elección. Recuerde que sólo debe marcar uno.

- Control de Calidad
 Administración de Pequeñas Empresas
 Administración de Hoteles y Restaurantes

III. DATOS DEL SOLICITANTE

Nombre: _____ Fecha: _____

Número de identificación: _____ Sexo: M ___ F ___

Fecha de nacimiento: _____

Dirección: _____

_____ Teléfono: _____

1. País de nacimiento: _____

2. Nacionalidad: _____ 3. Edad: _____

4. ¿Cuántos familiares viven con usted? _____

5. Ingresos mensuales de la familia: _____

6. Fecha en que terminó el último año de estudios: _____

7. ¿Cuál fue el último año de estudios que completó? _____

8. ¿Cuál fue el promedio de calificaciones en el último año? _____

9. Nombre del colegio: _____

10. Estado civil: _____

11. Número de hijos: _____

12. ¿Ha sido o está siendo tratado por problemas de salud? En caso positivo, describa a continuación.

13. ¿Usted o alguien de su familia ha obtenido alguna beca? Si su respuesta es positiva, señale el número de becas recibidas con las fechas y el lugar correspondientes.

14. ¿Cuál es su preparación académica o vocacional en el campo de estudio para el que está concursando? Enumere los cursos que haya tomado.

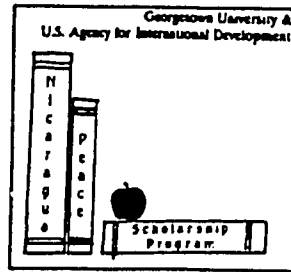
15. ¿Ha participado en alguna organización o asociación estudiantil comunitaria? Sí _____
No _____ Si la respuesta es Sí, describa el tipo y duración de su participación.

16. ¿Ha recibido premios u honores? Detalle a continuación.

17. ¿Ha viajado alguna vez a los Estados Unidos o a otro país? Sí _____ No _____ Si la respuesta es Sí, indique el lugar, fecha y propósito de la visita.

18. ¿Tiene algún miembro de la familia que viva en los Estados Unidos? En caso positivo, escriba el nombre y parentesco.

PROGRAMA DE BECAS PARA NICARAGUA



Hoja Informativa Para Colaboradores De NPSP En El Proceso De Reclutamiento De Candidatos A Las Becas

NPSP agradece su colaboración en el proceso de reclutamiento. Deseamos que los candidatos que Ud. reclute llenen satisfactoriamente los requisitos necesarios para tener opción a las becas disponibles en este ciclo.

A continuación encontrará la descripción de las características que un solicitante debe poseer. Tenga presente que es más importante proponer un estudiante con las características idóneas, que muchos cuyo perfil no corresponde al esperado por NPSP.

El perfil del candidato idóneo

NPSP ofrece a los jóvenes no sólo una oportunidad educativa, sino la oportunidad de cambiar sus vidas y de mejorarlas. La expectativa de cambio no se limita únicamente al becario, pues se espera que éste multiplique los beneficios recibidos para bien de su comunidad y país. Por eso de todos los requisitos exigidos, el compromiso de trabajo en la comunidad y el rol de liderazgo, son especialmente importantes para NPSP.

NPSP busca jóvenes comprometidos con el desarrollo de sus propias comunidades; jóvenes que a pesar de las limitaciones de su entorno se han preocupado por aportar algo a la comunidad en que viven. Las formas de dar pueden ser muchas; participar en equipos de limpieza en la calle donde vive, contribuir a reforestar las áreas verdes de la comunidad, reparar equipo de servicio comunitario, pintar las paredes de oficinas de servicio público, enseñó algo de sus conocimientos a niños o adultos, etc. Si Ud. encuentra en el historial de su candidato acciones como éstas, es más probable que si sale favorecido, retorne a compartir y multiplicar sus experiencias en la propia comunidad.

También es importante que los candidatos demuestren ser líderes o tener potencial para serlo. NPSP espera que sus estudiantes sean personas que toman la iniciativa, que pueden coordinar o dirigir democráticamente un proceso de trabajo en equipo, que toman decisiones y que afrontan la responsabilidad de las mismas. Hay muchas manifestaciones que permiten determinar que el candidato es o tiene potencial de líder. Por ejemplo: fue directivo escolar, organizó o dirigió actividades deportivas en la comunidad, organizó y/o dirigió actividades de servicio a la comunidad, dirigió o participó en la alfabetización de personas de su comunidad, dirigió o participó en agrupaciones cívicas, etc.

Los requisitos que los candidatos deben tener para aplicar son:

- ◆ Nacionalidad nicaragüense.
- ◆ Tener entre 17 y 30 años.
- ◆ Ser de escasos o limitados recursos económicos.
- ◆ Potencial de liderazgo evidente.
- ◆ Haber terminado o estar inscrito en el primer año del ciclo básico (o secundario).
- ◆ Tener un promedio académico medio.
- ◆ Sin experiencia universitaria.
- ◆ Soltero con la disponibilidad de permanecer 21 meses en un programa intensivo de estudios.
- ◆ Sin hijos.
- ◆ Buena salud (Se deberá someter a un examen médico).
- ◆ Sin hermanos que hayan sido becados por NPSP/CASS anteriormente.
- ◆ Conocimientos, aptitudes o interés para continuar en el campo de estudio escogido.
- ◆ Fuerte interés en aprender y adaptarse a una nueva cultura.
- ◆ Deseos de compartir aspectos de su propia cultura con los norteamericanos.
- ◆ Compromiso demostrado de volver a su país de origen para trabajar en su campo de estudio y ejercer su rol de multiplicador de los beneficios recibidos.

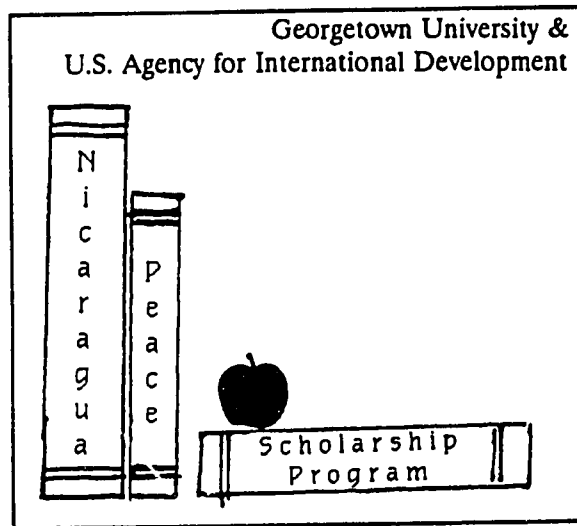
Si Ud. tiene consultas sobre el proceso de reclutamiento de candidatos diríjase a la Coordinadora Nacional de NPSP:

Licda. Carmen Cecilia de Narvaez.
Programa de Becas NPSP
Camino de Oriente, contiguo a INCOSA
Del Restaurante Topkaki, 40 vrs al sur
Modulo E - 5B/6B
Managua, Nicaragua
Teléfono: 70588

**UNIVERSIDAD DE GEORGETOWN/AID
PROGRAMA DE BECAS PARA NICARAGUA**

SOLICITUD DE BECA

**Para Participar en Un Programa de Experiencias Culturales
y Estudios Técnicos en los Estados Unidos**



Espacio
para
fotografía
(Adjunte 2)

País _____

Nombre del Solicitante: _____

Primer Apellido	Segundo Apellido	Nombre
-----------------	------------------	--------

Campo de Estudio: _____

Persona o institución que le entregó este formulario: _____

**Este ejemplar es gratuito. Su venta o comercialización es ilegal.
Es prohibida su reproducción parcial o total.**

FORMULARIO DE SOLICITUD

207

Escriba a máquina o en letra de imprenta. No deje ningún espacio en blanco. Si alguna pregunta no corresponde, responda (no corresponde).

I. DATOS PERSONALES DEL SOLICITANTE.

1. Escriba su nombre como aparece en su cédula o partida de nacimiento.

Primer Apellido _____ Segundo Apellido _____ Nombre _____

2. No. de Cédula _____ 3. No. de Pasaporte _____

4. Lugar de Nacimiento: _____
Ciudad _____ Provincia _____ País _____

5. Fecha de Nacimiento: _____ 6. Edad: _____ 7. Sexo: _____
Mes/Día/Año

8. Nacionalidad: _____

9. Origen Etnico: _____ Negro (B) _____ Hispano (H)
_____ Indígena/Negro (IB) _____ Mestizo (ME)
_____ Asiático (O) _____ Otro (OT)
_____ Indígena (I). Nombre del grupo indígena _____

Estado Civil: _____ Casado/a (M) _____ Soltero/a (S) _____ Separado/a (D)
_____ Divorciado/a (D) _____ Concubino/a (M)

11. Número de hijos: _____

12. Nombre de la Madre del Solicitante: _____ ¿Vive? _____ Sí _____ No

Primer Apellido _____ Segundo Apellido _____ Nombre _____

13. Nombre del Padre del Solicitante: _____ ¿Vive? _____ Sí _____ No

Primer Apellido _____ Segundo Apellido _____ Nombre _____

14. Nombre del Tutor o Encargado del Solicitante (si tiene): _____ ¿Vive? _____ Sí _____ No

Primer Apellido _____ Segundo Apellido _____ Nombre _____

15. Número de hermanos y hermanas (no se incluya usted): _____

206. Dirección del Solicitante:

DIRECCION PERMANENTE DEL SOLICITANTE:

Calle y Número: _____

Localidad: _____

Ciudad: _____ Provincia _____

País: _____ Teléfono: _____

Apartado Postal: _____

DIRECCION DURANTE EL PERIODO ESCOLAR, SI ES DIFERENTE A LA PERMANENTE:

Calle y Número: _____

Localidad: _____

Ciudad: _____ Provincia _____

País: _____ Teléfono: _____

Apartado Postal: _____

CONTACTO DE EMERGENCIA:

Nombre: _____

Parentesco con el solicitante: _____

Dirección, sólo si es diferente a la permanente:

Calle y Número: _____

Localidad: _____

Ciudad: _____ Provincia _____

País: _____ Teléfono: _____

Apartado Postal: _____

17. ¿Habla usted otros idiomas además del español? Sí ___ No ___

Si su respuesta es afirmativa, llene los cuadros conversación, lectura, escritura utilizando los siguientes códigos:

E = Excelente G = Bien F = Regular

Idiomas	Conversación	Lectura	Escritura	Donde Aprendió	Duración

18. Si usted o algún miembro de su familia ha vivido, estudiado o viajado al exterior, complete lo siguiente:

Nombre/Parentesco	País	Desde Año/Mes/Día	Hasta Año/Mes/Día	Propósito

II. EXPERIENCIA EDUCATIVA

19. Indique la categoría que le corresponda: _____

- | | | |
|--------------------------------|---------------------|----------------|
| 1=Estudiante o recién graduado | 5=Obrero Calificado | 8=Técnico |
| 2=Empresario | 6=Obrero | 9=Otro |
| 3=Empleado | 7=Profesional | 10=Desempleado |
| 4=Gerente | | |

20. Indique la categoría que corresponda al área principal de su preparación: _____

- | | | |
|--------------------------|--------------|---------------|
| 1=Administración Pública | 6=Economía | 10=Salud |
| 2=Agricultura | 7=Industria | 11=Sociología |
| 3=Bellas Artes | 8=Ingeniería | 12=Técnico |
| 4=Ciencias Exactas | 9=Pedagogía | 13=Otro |
| 5=Comercio | | |

21. ¿Está actualmente matriculado en algún instituto vocacional? Sí ___ No ___

22. Si su respuesta a la pregunta anterior es afirmativa, conteste lo siguiente:

a. Las clases son: diurnas ___ nocturnas ___

b. Nombre de la institución a la que asiste: _____

c. Dirección de la institución: _____

d. Indique el área de estudio y especialización que está realizando: _____

210	Nombre de la Institución	Áreas de Estudio	Desde A/M/D	Hasta A/M/D	Título Obtenido	Fecha
	Primaria					
	Ciclo Básico/Secundaria					
	Universidad					
	Otros Estudios					

24. Promedio de Calificaciones de Secundaria _____

25. Total años de educación (incluyendo primaria): _____

26. ¿Cuál es el título más avanzado que ha obtenido? (Use los códigos) _____
 B=Bachiller L=Licenciado T=Técnico O=Otro N=Ninguno

27. Indique premios o galardones obtenidos: _____

III. EXPERIENCIA DE TRABAJO

28. ¿Trabaja en la actualidad? Sí _____ No _____ Horas Diarias: _____

29. ¿ En que categoría se ubica? Empleado formal de tiempo completo _____ Trabajador independiente _____
 Empleado formal de tiempo parcial _____ Trabajador en negocio familiar o en sociedad con otros _____

30. ¿Cuál es su puesto? _____ ¿ En qué consiste su trabajo? _____

31. Proporcione los siguientes datos sobre la empresa donde trabaja o sobre su actividad laboral independiente o en sociedad.

Nombre de la Empresa: _____

Ubicación : _____ Ciudad: _____

Provincia : _____ Teléfono: _____

Apartado Postal: _____

Nombre del Jefe inmediato o de los socios : _____ Tel: _____

32. ¿ Desde cuándo se dedica a esta actividad laboral ? _____

33. ¿Cuál es su salario mensual? _____ ¿Su salario anual? _____

34. Proporcione los siguientes datos sobre trabajos anteriores.

Nombre de la Empresa	Desde (mes/año)	Hasta (mes/año)	Cargo/Funciones

35. Si no ha trabajado, por qué razones ha sido? _____

IV. INFORMACION SOCIO-ECONOMICA

36. En qué ciudad vive usted? _____ U R

a. tipo de vivienda que habita (marque una):
propia ___ alquilada ___ otra ___ Explique: _____

b. número de habitaciones que ocupa la familia: _____

c. número y tipo de aparatos eléctricos pertenecientes a la familia: _____

d. medio de transporte que usa la familia: _____

e. valor comercial de las propiedades o negocios de su familia: _____

38. Con quién vive usted? Marque las casillas correspondientes:

Padre ___ Madre ___ Tutor ___ Esposa ___ Hijos ___ Hermanos/Hermanas ___

Otros ___ Explique: _____

39. Educación de la Madre: _____ Educación del Padre: _____
(Indique años incluya primaria) (Indique años incluya primaria)

40. ¿Ha estudiado alguna vez en un colegio privado? Sí ___ No ___

41. ¿Ha recibido alguna vez una beca o ayuda financiera? Sí ___ No ___

42. Si su respuesta a la pregunta número 41 es afirmativa, complete lo siguiente:

Tipo de beca o financiamiento	Institución Patrocinadora	Monto/Duración	Area Principal de Estudio	Nombre de Institución

43. Alguna vez ha recibido alguien de su familia alguna beca proveniente de fondos de USAID?
 212 (CASS o NPSP) Sí _____ No _____ Si responde Sí, por favor especifique:

Nombre del familiar	Parentesco	Tipo de Beca	Fecha en que recibió la beca

44. Mencione a todos aquellos que contribuyen económicamente al sustento o mantenimiento de la familia (inclúyase Usted si corresponde):

Nombre	Parentesco	Edad	Ocupación	Ingreso Mensual	Ingreso Anual
Total de Ingreso Familiar =					
				Mensual	Anual

45. Mencione a todos los miembros de la familia y a las personas que viven o no en el hogar, que dependan económicamente de la familia (inclúyase usted):

Nombre	Parentesco	Edad
Total de Dependientes		

49. Encontrará a continuación una serie de opciones que reflejan acciones de liderazgo. Señale aquellas que aplican a Ud. e indique dónde y cuándo (institución, comunidad, agrupación, etc.) tuvieron lugar. Puede ser que cada actividad se repita en dos diferentes momentos y lugares; si tal es el caso indíquelo en los espacios disponibles. Tenga presente que la información que proporcione sea comprobable. ²¹⁵

ACTIVIDAD	POSICION OCUPADA	FECHA O PERIODO	LUGAR
Electo directivo de sección en la escuela			
Electo directivo de la escuela			
Electo directivo de algún comité, club o comisión escolar			
Organizador voluntario de alguna actividad escolar. Cuál? _____ _____			
Electo directivo de alguna asociación, club o comité en la comunidad			
Organizador voluntario de algún proyecto de beneficio comunitario. Cuál ? _____ _____			
Electo directivo de algún grupo, asociación o club de la iglesia a qué asiste en su comunidad. Cuál? _____ _____			
Organizador voluntario de algún proyecto o actividad para la iglesia. Cuál? _____ _____			

50. En el siguiente cuadro encontrará algunas actividades que reflejan participación en trabajo de servicio y proyección a la comunidad. Si Ud. participó en alguna de ellas, utilice el espacio de la derecha para describir brevemente la actividad, cuándo y dónde tuvo lugar. Si no participó escriba n/c en la casilla. Tenga presente que la información que proporcione sea comprobable.

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ACTIVIDAD	BREVE DESCRIPCION DE LA ACTIVIDAD (lugar, organización, fecha, duración, etc)
Participó como voluntario en programas de limpieza comunal	
Participó como voluntario en programas de reforestación	
Colaboró en campañas de salud preventiva o curativa	
Colaboró en programas de alfabetización	
Enseñó a algún grupo de su comunidad algún conocimiento específico	
Colaboró como voluntario en la pintura de edificios públicos, parques u otro, de su comunidad	
Tomó la iniciativa de ayudar a alguien que lo necesitaba	
Otros (mencione alguna acción de servicio y proyección a la comunidad que Ud. haya realizado y que no figure en el cuadro)	

NPSP Appendix D Leadership Potential Instrument

49
220 Encontrará a continuación una serie de opciones que reflejan acciones de liderazgo. Señale aquellas que aplican a Ud. e indique dónde y cuándo (institución, comunidad, agrupación, etc.) tuvieron lugar. Puede ser que cada actividad se repita en dos diferentes momentos y lugares; si tal es el caso indíquelo en los espacios disponibles. Tenga presente que la información que proporcione sea comprobable.

ACTIVIDAD	POSICION OCUPADA	FECHA O PERIODO	LUGAR
Electo directivo de sección en la escuela			
Electo directivo de la escuela			
Electo directivo de algún comité, club o comisión escolar			
Organizador voluntario de alguna actividad escolar. Cuál? _____ _____			
Electo directivo de alguna asociación, club o comité en la comunidad			
Organizador voluntario de algún proyecto de beneficio comunitario. Cuál ? _____ _____			
Electo directivo de algún grupo, asociación o club de la iglesia a qué asiste en su comunidad. Cuál? _____ _____			
Organizador voluntario de algún proyecto o actividad para la iglesia. Cuál? _____ _____			

50. En el siguiente cuadro encontrará algunas actividades que reflejan participación en trabajo de servicio y proyección a la comunidad. Si Ud. participó en alguna de ellas, utilice el espacio de la derecha para describir brevemente la actividad, cuándo y dónde tuvo lugar. Si no participó escriba n/c en la casilla. Tenga presente que la información que proporcione sea comprobable.

ACTIVIDAD	BREVE DESCRIPCION DE LA ACTIVIDAD (lugar, organización, fecha, duración, etc)
Participó como voluntario en programas de limpieza comunal	
Participó como voluntario en programas de reforestación	
Colaboró en campañas de salud preventiva o curativa	
Colaboró en programas de alfabetización	
Enseñó a algún grupo de su comunidad algún conocimiento específico	
Colaboró como voluntario en la pintura de edificios públicos, parques u otro, de su comunidad	
Tomó la iniciativa de ayudar a alguien que lo necesitaba	
Otros (mencione alguna acción de servicio y proyección a la comunidad que Ud. haya realizado y que no figure en el cuadro)	

NPSP Support Network Interviewers

May-June 1993

Small Business Interviews, May 18-25

1. Hilda Holvilleur, Social Worker
2. Olga M. Reyes, Social Worker
3. David Gutierrez, NPSP Alum
4. Dora Maria Gurdian, Business Owner; University of Mobile
5. Odilie Vannini, Business Owner
6. Juan Perea, Peace Corps
7. Sergio Santamaria, NPSP Alum
8. Yolanda Moreno, Youth Program Specialist
9. Carmen Bendaña, MED
10. Manuel Bermudez, Chamber of Commerce
11. Angeles Buitrago, INATEC
12. Carmen Zarruck, BanExpo

Hotel and Restaurant Management Interviewers May 26 - June 2

1. Elisa Robelo, INATEC; Business Owner
2. Angeles Huezo, Hotel Las Mercedes
3. Margarita Castillo, INATEC
4. Cirilo Reyes, NPSP Alum
5. Videta Gomez, INATEC
6. Juan Perea, Peace Corps
7. Mireya Abauza, Restaurant Owner
8. Nina Conrado, CASS coordinator
9. Maria Christina Mendieta, Social Worker
10. Carolina de Cardenas, Restaurant Owner
11. Yolanda Moreno, Youth Program Specialist
12. Violeta Barrios, INATEC

Quality Control Interviewers, June 3 - 10

1. Tito Sequeira, Ice Company Owner
2. Nina Conrado, CASS coordinator
3. Juan Perea, Peace Corps
4. Angeles Buitrago, INATEC
5. Elizabeth de Velcas, Garment Industry Owner
6. Yolanda Moreno, Youth Program Specialist
7. Olga Reyes, Social Worker

8. C. Portocarrero, Business Owner
9. Dolores Peñalba, Social Worker
10. Roberto Cardenal, Business Owner
11. Odilie Vannini, Business Owner

Nicaragua Peace Scholarship Program (NPSP)

Alumni Status Report: June 30, 1993

(Alumni Completed U.S. Training in December 1992)

Total Alumni: 84

Total Employed: 54 (64%)

Total Working on Micro Business Projects: 10 (12%)

Total Studying: 9 (11%)

**Nicaragua Peace Scholarship Program
Coffeyville Community College Alumni**

Status Report: June 30, 1993

I. Employment Status

<u>Name</u>	<u>Place of Work</u>	<u>Position</u>
1. Marcos Amador	Unemployed	--
2. J. Indalecio Chavarria	Datatex	Repair Technician
3. Johanna Flores	Almesa	Assistant
4. Donald Guevara	Colegio Maria Aux.	English Teacher
5. David Gutierrez	E.P.C.	Computer Opt.
6. Rodolfo Larios	American Airlines	Ticket Agent
7. Eduardo Perez	H.G.S.	Technician
8. Angelina Quiroz	Unemployed	--
9. Karen Rivera	Banco Central	Adm. Assistant
10. Ervin Romero	E.P.C.	Technician
11. Sergio Santana	Microinformática	Technician/Salesman
12. Jorge Solorzano	Banco Nicaraguense	Technician
13. Boanerges Vargas	H.G.S.	Rep/Maint Tech.
14. Martha Chávez	Unemployed	--
15. Pedro Mendoza	Don Bosco	Carpentry Instructor
16. José Armando Valverde	Home Electrician Business	Owner
17. Francisco Ponce	Don Bosco	Chief Printing Dept.
18. José Urbina	Not in touch with NPSP	--

II. Alumni Currently Studying

<u>Name</u>	<u>Program Type</u>	<u>Full/Part Time</u>
-------------	---------------------	-----------------------

III. Alumni Pursuing Micro-Business Projects

<u>Name</u>	<u>Project Type</u>	<u>Project Phase</u>
J.Indalecio Chavarria	Computer Maintenance Business	Proposal Writing
Boanerges Vargas	" " "	" "
Jorge Solorzano	" " "	" "

**Nicaragua Peace Scholarship Program
El Paso Community College Alumni**

Status Report: June 30, 1993

I. Employment Status

<u>Name</u>	<u>Place of Work</u>	<u>Position</u>
1. Gustavo Aguilar	AID	Training Assistant
2. Luz Balladares	Full time student	--
3. Gladys Canizales	Exim	Assistant
4. José Carcamo	Unemployed	--
5. J. Benito Chavarria	Unemployed	--
6. Moris Cruz	Unemployed	--
7. Lia Larios	Full time student	--
8. Maria Isabel Montoya	INATEC/Camoapa	Comp/Eng. Teacher
9. Marlene Mora	ASENAF	Admin. Asst.
10. Mirtha Nunez	Ministry of Tourism	Computer Operator
11. William Ortiz	AID	Training Assistant
12. Johanna Perez	Banco America Central	Adm. Assistant
13. Maria Perez	Unemployed	--
14. Jose Sanchez	Almesa	Adm. Assistant
15. Claudia Zepeda	Cañas Gordas	Adm. Assistant
16. Lidia Gonzalez	Escuela Mazarello	Typing Instructor
17. María Lucia Morales	Not in touch with NPSP	--

II. Alumni Currently Studying

<u>Name</u>	<u>Program Type</u>	<u>Full/Part Time</u>
Luz Balladares	UNAN - Business Administration	Full Time
Lia Larios	Col. Maria Aux. - Bacherillato	Full Time

III. Alumni Pursuing Micro-Business Projects

<u>Name</u>	<u>Project Type</u>	<u>Project Phase</u>
Maria Montoya	Sewing Business w/2 alumni from clothing construction	Planning Phase/Part Time
J. Benito Chavarria	Computer Maintenance Business w/3 students from Coffeyville	Planning Phase/Part Time
William Ortiz	Shoe Factory	Planning Phase/Part Time

**Nicaragua Peace Scholarship Program
Fox Valley Technical College Alumni**

Status Report: June 30, 1993

I. Employment Status

<u>Name</u>	<u>Place of Work</u>	<u>Position</u>
1. Martin Barcia	MED	Primary Sch. teacher
2. Fernando Barrios	Hotel Las Mercedes	Receptionist
3. Jackeline Espinosa	Part time student	--
4. Maickill Francis	Part time student	--
5. Jaime Granados	Part time student	--
6. Julio Hernandez	Padre Fabreto	Mechanic
7. Augusto Laguna	Not in contact with NPSP	--
8. Wilfredo Marin	CIAV-OEA	Computer Operator
9. Nestor Martinez*	Toyo-Master	Apprentice Mechanic
10. Osmar Martinez	Not in contact with NPSP	--
11. Jose Pavon	Unemployed	--
12. Cirilo Reyes	Hotel Las Mercedes	Receptionist
13. Donald Rivera	Unemployed	--
14. William Serrano	Unemployed	--
15. Teodoro Vilchez	Not in contact with NPSP	--
16. Carlos Alonso García	Don Bosco	Teacher
17. Francisco Campos C.	Don Bosco	Teacher
18. Guillermo Lacayo	Don Bosco	Teacher

II. Alumni Currently Studying

<u>Name</u>	<u>Program-Type</u>	<u>Full/Part Time</u>
Jackeline Espinoza	Bachillerato - 3rd year	Part Time
Cirilo Reyes	Bachillerato	Part Time/Nights
Jaime Granados	Bachillerato	Part Time/Nights
Maickill Francis	Bachillerato	Part Time

III. Alumni Pursuing Micro-Business Projects

<u>Name</u>	<u>Project-Type</u>	<u>Project Phase</u>
Martin Barcia	Small Garment Business with Maria Marin and Maria Montoya	Planning Phase

Currently in apprenticeship; may lead to full time employment.

**Nicaragua Peace Scholarship Program
St. Petersburg Junior College Alumni**

Status Report: June 30, 1993

I. Employment Status

<u>Name</u>	<u>Place of Work</u>	<u>Position</u>
1. Miriam Altamirano	Inst. de Deporte	Secretary
2. Jessica Alvarez	Inturismo	Secretary
3. Maria Alvarez	Budget Rental Cars	Secretary
4. Ines Berrios	Full time student	--
5. Brenda Chavez	CRS	Secretary
6. Fabiola Garcia	Hotel Las Mercedes	Guest Coordinator
7. Maria Marin	INATEC	Comp./Eng. Inst.
8. Hector Mendez	Padre Fabreto	Adm. Assistant
9. Xiomara Munoz	UNI	Secretary
10. Martha Orozco	UNICA (University)	Secretary
11. Roberto Romero	University of Mobile, Masatepe	Admissions Officer
12. Karla Torrez	Reidcrowther International	Secretary
13. Sandra Abaunza	Don Bosco	Secretary
14. María Cecilia Pérez	Itesco	--

II. Alumni Currently Studying

<u>Name</u>	<u>Program Type</u>	<u>Full/Part Time</u>
Ines Berrios	Colegio Maria Aux. Bachillerato - 3rd year	Full Time

III. Alumni Pursuing Micro-Business Projects

<u>Name</u>	<u>Project Type</u>	<u>Project Phase</u>
Maria Marin	Sewing Business w/2 other alumni	Planning Phase/Part Time

**Nicaragua Peace Scholarship Program
Waukesha County Technical College Alumni**

Status Report: June 30, 1993

I. Employment Status

<u>Name</u>	<u>Place of Work</u>	<u>Position</u>
1. Johanna Aleman	Unemployed	--
2. Ena Alvarado	Home Business/see below	Owner
3. Marcia Amador	Not in touch with NPSP	--
4. Virginia Delgado	Home Business/see below	Owner
5. Martha Diaz	Unemployed	--
6. Neris Dominguez	The American School	Kindergarten Asst.
7. Reyna Gonzales	Full time student	--
8. Julissa Larios	Full time student	--
9. Nohemi Parrales	Hotel Intercontinental	Receptionist
10. Aida Pernudi	Centro Juvenil Don Bosco	Sewing Instructor
11. Claudia Robleto	Unemployed	--
12. Yorlene Robleto	Not in touch with NPSP	--
13. Maria Concepción Salazar	Unemployed	--
14. Sandra Salazar	Home Business/see below	Owner
15. Martha Santana	Velcas International	Q C Inspector
16. Carolina Castillo	Don Bosco	Instructor
17. Ma. Auxiliadora Castillo	Col. Ma. Auxiliadora	Instructor

II. Alumni Currently Studying

<u>Name</u>	<u>Program Type</u>	<u>Full/Part Time</u>
Reyna Gonzales	Bachillerato - 3rd year	Full Time
Julissa Larios	Bachillerato - 3rd year	Full Time

III. Alumni Pursuing Micro-Business Projects

<u>Name</u>	<u>Project Type</u>	<u>Project Phase</u>
Ena Alvarado	Home Sewing Business	Planning
Sandra Salazar	Home Sewing Business	Planning