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CASS/NPSP  
Annual Report  
to USAID  
Volume 38  
October 1, 1994 - December 31, 1994  
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GEORGETOWN UNIVERSITY

PD-10K-1

*Cooperative Association of States for Scholarships  
Center for Intercultural Education and Development*

February 27, 1995

David Evans  
Chief  
LAC/RSD/EHR, USAID  
Department of State, Room 2239  
Washington, DC 20523-1601

Dear Mr. Evans:

I am pleased to present to you three copies of the Quarterly Progress Report of CASS and NPSP for the period October 1 to December 31, 1994 (Volume 38).

This report examines the two themes of Training Program Management and Institutional Bridging for both CASS and NPSP. It also contains information from many of our CASS colleges about how CASS has helped to internationalize their campuses.

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

Sincerely,

Julio Giulietti, S.J.  
Director,  
Center for Intercultural  
Education and Development

JG/pls

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

CIED GEORGETOWN UNIVERSITY

*QUARTERLY PROGRESS REPORT to USAID*

CASS: RX2050-835/6  
NPSP: RX2050-839

VOLUME 38  
October 1, 1994 - December 31, 1994

Submitted to:

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

February 1995

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# CONTENTS

## Volume 38

	Page
Preface	i
Mission Statement	iii
<b><u>EXECUTIVE SUMMARY</u></b>	<b>1-16</b>
<b>COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)</b>	<b>1</b>
Introduction	1
<b>Primary Focus: Training Program Management</b>	
Cycle K Pre-departure Orientations	1
Cycle I Student Completion and Return Rates	2
First Time Job Placement Rates	3
Measure of Follow-On Programs and Their Effectiveness	3
General Performance of CASS Participants and Colleges	4
<b>Secondary Focus: Institutional Bridging</b>	<b>5</b>
Developing Receptivity or Capability in U.S. Educational Institutions to Train Students from Developing Countries	5
Fourth Quarter 1994 Statistical Roundup	7
Ongoing Activities	7
• Campus Visits	7
• Overseas Travel	8
• Meetings and Workshops	8
• College Visitors to Georgetown	9
• Subagreements	9
• Addition of HBCU (Historically Black College or University)	9
• Internet Initiatives	10
• Short-term Haitian Programs	10
<b>NICARAGUA PEACE SCHOLARSHIP PROGRAM</b>	
<b>Quarter Focus: Training Management Program</b>	<b>11</b>
• Table of Participants and Training Dates	11
Predeparture Orientations and Academic Upgrading	11
Student Completion Rates	12
Job Placement Rates and Follow-on Effectiveness	13
Participant and College Performance	14
<b>Secondary Focus: Institutional Bridging</b>	<b>15</b>
• U.S. Institutions	15
• In-Country	15
Ongoing Activities	16
Travel	16

1

<b><u>APPENDICES</u></b>	<b>17-308</b>
<b><u>FINANCIAL INFORMATION - CASS &amp; NPSP</u></b>	<b>18-23</b>
<b>TCA Reports (October 1, 1994 to December 31, 1994)</b>	
<b><u>A. Cooperative Association of States for Scholarships</u></b>	
<b>I. Participant Training Costs</b>	<b>18</b>
<b>II. Administrative Costs</b>	<b>19</b>
<b>Special Tracking Items</b>	<b>20</b>
<b><u>B. Nicaragua Peace Scholarship Program</u></b>	
<b>I. Participant Training Costs</b>	<b>21</b>
<b>Special Tracking Items</b>	<b>22</b>
<b>II. Administrative Costs</b>	<b>23</b>
<b><u>Cooperative Association of States for Scholarships (CASS)</u></b>	
<b>Cycle I Report</b>	<b>24</b>
<b>Subagreement Attachments A &amp; B</b>	<b>28</b>
<b>Orientation II Handbook for CASS Overseas Staff and Advisors</b>	<b>35</b>
<b>CASS Overseas Alumni Employment Survey (Fall 1994)</b>	<b>66</b>
<b>Letters from Colleges on Receptivity to International Students</b>	<b>71</b>
• <b>Edmonds Community College</b>	<b>71</b>
• <b>Fox Valley Technical College</b>	<b>73</b>
• <b>Hocking Technical College</b>	<b>78</b>
• <b>Mt. Hood Community College</b>	<b>80</b>
• <b>Northcentral Technical College</b>	<b>82</b>
• <b>St. Louis Community College</b>	<b>84</b>
• <b>Santa Fe Community College</b>	<b>86</b>
• <b>Scott Community College</b>	<b>87</b>
• <b>University of South Carolina-Sumter</b>	<b>90</b>
• <b>UWC-Marinette County</b>	<b>97</b>
• <b>Utah Valley State College</b>	<b>101</b>
<b>CASS/NPSP Meeting with USAID Nicaragua</b>	<b>105</b>
<b>CASS Scholars Early Departure From Haiti</b>	<b>107</b>
<b>CASS/USOPS Fall Travel Plans to Date</b>	<b>109</b>
<b>College Documentation Tracking for Cycles J &amp; K</b>	<b>110</b>
<b>NPSP Attachments A-D</b>	<b>113</b>
• <b>Report on Cycle IV Predeparture Orientation</b>	<b>113</b>
• <b>Sample Recognition Certificates for NPSP Support Network</b>	<b>118</b>
• <b>Summaries of Cycle III August 1994 Participant Progress Questionnaires</b>	<b>121</b>
• <b>Report on Cycle IV Planning Meeting</b>	<b>140</b>
<b>Current Statistics (CASS) for Period ending 12/31/94</b>	<b>144-146</b>
<b>List of Current CASS Students by School and Cycle</b>	<b>144</b>
<b>List of Current St. John's Students</b>	<b>145</b>
<b>List of Current Florida BA Students</b>	<b>146</b>
<b>Quarterly Status Reports (July - September 1994)</b>	<b>147-263</b>
<b>Bergen Community College</b>	<b>147</b>
<b>Berkshire Community College</b>	<b>151</b>
<b>Broome Community College</b>	<b>156</b>

Central Florida Community College	162
Edmonds Community College	168
Florida Community College-Jacksonville	171
Fox Valley Technical College	176
Harris-Stowe State College	180
Hesston College	185
Hocking Technical College	191
IECC-Wabash Valley College	197
Kings River Community College	200
Kirkwood Community College	205
Modesto Junior College	209
Mt. Aloysius Junior College	215
Mt. Hood Community College	220
Northcentral Technical College	224
St. Louis Community College at Florissant Valley	228
St. Petersburg Junior College	231
Santa Fe Community College	235
Scott Community College	238
University of South Carolina-Sumter	242
UWC-Marinette County	246
UWC-Richland Center	249
Utah Valley State College	251
<b>Program Status Reports (July - September 1994)</b>	<b>257-263</b>
St. John's BA Program	257
Florida BA Program	260
<b>Trip Reports</b>	<b>264-280</b>
Kentucky State University (Fili Altinger and David Gifford)	264
Guatemala and El Salvador (Matthew McPherson)	268
Panama (Christopher Shirley)	278

## **PREFACE**

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

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

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

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

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

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

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

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

### **QUARTER 1 (January - March):**

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

**QUARTER 2 (April - June):**

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

**QUARTER 3 (July - September):**

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

**QUARTER 4 (October - December):**

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



## **MISSION STATEMENT**

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

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

### **Key to Cycles:**

As a point of reference and clarification, each group of CASS students is referred to as a Cycle for purposes of identification, funding, subagreements, etc. Those Cycles and their start-up dates specifically mentioned in this report are **I8** (August 1992), **I13** (January 1993), **J6** (June 1993), **J8** (August 1993), **K8** (August 1994) and **L8** (August 1995). Each group is funded for two years of study before graduation and return home.

With regard to the Cycles of training for the NPSP students, the following applies: **Cycle II (18 mo.)** began in January 1992, **Cycle III (18 mo.)** began in January 1994 and **Cycle IV (18 mo.)** began in January 1995.

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

**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
NICARAGUAN PEACE SCHOLARSHIP PROGRAM  
QUARTERLY PROGRESS REPORT TO USAID  
October 1, 1994 to December 31, 1994**

Volume 38

**EXECUTIVE SUMMARY**

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

**Introduction**

The *primary focus* of this report is on Training Program Management: pre-departure orientations, student completion rates, return rates, first-time job placement rates, other measures of follow-on programs and their effectiveness in each country and general college program performance. A *secondary focus* takes a look at Institutional Bridging: developing receptivity or capability in U.S. educational institutions to train students from developing countries and arranging for accreditation or other acceptance of U.S. credentials in students' home countries.

References are made in this report to students of **Cycle I** (who began training in August 1992), **Cycle J** (who began in August 1993) and **Cycle K** (who began training in August 1994). It also refers to students in the earliest stage of recruitment of what will be **Cycle L**, who are scheduled to begin training in the U.S. in August 1995.

**PRIMARY FOCUS: TRAINING PROGRAM MANAGEMENT**

**Cycle K Pre-departure Orientations**

During 1994, all new Cycle K students from each Central American and Caribbean country participated in three pre-departure orientations before travelling to the United States. In addition, parents of all of the new students participated in a seminar for parents to discuss the CASS program goals and to provide a forum whereby parents could share their concerns as well as ask questions about the experiences their son or daughter would encounter.

The first of three orientations, called Orientation I, formally announced the Thomas Jefferson Fellow awards to the candidates, their families, USAID and embassy officials and members of the Support Network. In addition, Orientation I introduced scholars to the provisions and responsibilities of the scholarship and began the medical and visa preparation process required by USAID. Each scholar received a CASS/GU Acceptance Packet containing information about the scholarship.

As with all CASS orientations, alumni, professional facilitators, prominent speakers and members of the Support Network were very involved. Extensive in-kind contributions were obtained in-country in order to "cost share" the expenses of these orientations.

CASS Overseas Operations and US College Program staff at Georgetown met during 1994 to review the content of the pre-departure manual for Orientation II. Up-to-date revisions were incorporated and a new manual for 1994 was sent to each CASS country to be used for the Cycle K orientations. This manual, entitled *Orienting Students to CASS: An Orientation II Handbook for CASS Overseas Staff and Advisors*, is included in the appendix.

The principle revisions to the manual and the orientations included the integration of deaf students with hearing students, the inclusion of "Living on Your Own" in the session "Living in the USA," and the replacement of the "Women in Development" component by a more general "Gender Awareness" component designed to guide both men and women through an examination of gender roles and the interaction of men and women in the students' home country and in the United States.

Finally, a new component was added to the "Industry Visit" session to reinforce community service. Students were encouraged to develop a relationship with an NGO, church or other community-based organization in their hometown before leaving for the United States.

Furthermore, the group discussed special country conditions and the various program initiatives used to address them. First of all, the conditions resulting from the political crisis and subsequent United Nations embargo in Haiti proved to be extremely challenging for the CASS program. Despite a lack of electricity, gasoline and running water, the CASS staff in Haiti were able to maintain full operations. Students were recruited, selected, and received orientations, and the alumni who returned to Haiti were provided with employment assistance. In addition, emergency measures were undertaken to facilitate the travel of Cycle K Haitian scholars to the United States. Close collaboration between USAID/Washington and Mission staff, CASS/GU and in-country staff enabled all CASS Cycle K scholars to travel to the United States. Please see a detailed report on this crisis and subsequent program initiatives in the appendix.

### **Cycle I Student Completion and Return Rates**

While Cycle K students were just beginning to consider the opportunities before them, those in Cycle I returned from the U.S. to their home countries. Cycle I students who entered the U.S. in August 1992 studied at 16 different colleges for two years and returned home in August 1994. They numbered 311, not including the St. John's and the Florida BA Programs. Of this total, 284 successfully completed their academic objectives and returned home for an overall success rate of 91.3 percent, making Cycle I the most successful CASS cycle to date. A final Cycle I report detailing the results of this group and providing additional comparative information about this and previous cycles can be found in the appendix.

## **First Time Job Placement Rates**

During the fourth quarter, CASS staff continued to strengthen in-country Support Networks for employment. As with previous years, CASS staff conducted Everybody Works! Reentry Seminars in each country, which are designed to facilitate cultural reentry and obtaining employment.

In the fall of 1994, CASS conducted an annual *CASS Overseas Alumni Employment Survey* (see appendix). Job placement rates are outlined as follows: Belize: 96 percent, Costa Rica: 90 percent, Dominican Republic: 90 percent, Eastern Caribbean: 100 percent, El Salvador: 95 percent, Guatemala: 87 percent, Haiti: 95 percent, Honduras: 93 percent, Jamaica: 89 percent, and Panama: 89 percent. The most notable change was the increase in employment rate for Haiti. Overall, the employment rate for CASS alumni remains at 92 percent, the same rate as last year.

Noteworthy among CASS employment successes is the employment level of CASS deaf alumni. Employment for CASS deaf alumni was measured in 1994 at 80 percent, with 68 percent working in their field of study. This figure contrasts sharply with an unemployment rate of 80 percent for deaf Americans in the United States.

## **Measures of Follow-On Programs and Their Effectiveness**

CASS has had great success with its follow-on programs and initiatives. Independent alumni associations exist in each country, and the alumni associations in the Dominican Republic, Honduras and Belize are particularly strong and active. The Dominican alumni association, ADECASS, has focused its efforts on promoting environmental programs and sustainable development. The Belize association, BATAPS, is an integration of all USAID and USIS returnees into one organization. After two years of technical assistance from CASS, BATAPS occupies an important role within the Belizean NGO community. BATAPS has even obtained outside funding from UNICEF and Canada for its development projects. Primary projects of BATAPS are efforts that target women and at-risk youth.

In addition to excellent employment rates, CASS alumni are operating their own businesses. The 1994 employment survey found that 10 percent of CASS alumni own their own businesses, and most employ six or more staff.

The three CASS countries in which USAID will be closing their Missions have developed new follow-on activities, which include a Speaker Series for the alumni. Based on needs assessments of alumni, three seminars and workshops are held each month in Costa Rica, Belize and the Eastern Caribbean. Topics include Personal and Professional Development, Sustainable Development, Marketing Ecotourism, the Effects of NAFTA on Trade, and others. In the Eastern Caribbean, an annual Alumni Meeting is currently being planned.

CASS also gauges the leadership of alumni based on community service. The 1994 survey indicated that 57 percent of all CASS alumni continue to participate regularly in

community activities.

In the area of continuing education, CASS alumni are taking advantage of 18 academic reciprocity agreements. Twenty six percent of CASS alumni report that they are continuing their education in-country, which is double the number reported last year.

### **General Performance of CASS Participants and Colleges**

The U.S. Operations unit (USOPS) of CASS monitors college and participant performance in several ways. First, CASS provides each institution with clear expectations and guidelines delineating the responsibilities of all parties. This is found in the Statement of Work, or Attachment B, of the subagreement and is included in the appendix for reference.

Second, USOPS maintains regular and continuous two-way telephone, e-mail, and fax communication with each college in responding to problems and concerns and providing technical assistance as needed. This is the chief occupation of the program officers, but the Director and Assistant Directors are also in frequent touch with the colleges.

Third, each college is required to provide CASS with quarterly reports on student and program activities, periodic reports on participant progress as well as AID's individual Academic Enrollment and Term Reports (AETRs), a quarterly cost analysis report, and others as needed. These are recorded as received and distributed to the program officers or finance office for review and analysis. A summary of the reporting status of each participating college is included in the appendix and indicates an excellent filing record to date. CASS had traditional two-year students placed at **25 colleges** or universities under **38** separate subagreements. The Florida BA Program is under separate subagreements and accounts for 21 additional students. There are no subagreements for the St. John's Program.

Fourth, USOPS staff made visits to **16** campuses during this quarter. Reports for these visits can be found in the College Status Reports (CSRs) which are regularly appended to the Quarterly Progress Report to USAID. The CSRs provide a "snap shot" of each college's program. They have related consistent, satisfactory progress in each case, highlighting both successes and concerns when they arise. The director of USOPS and other administrators of CIED occasionally have made additional visits for specific purposes.

Finally, from time to time CASS receives memos from Aguirre International, an independent contractor charged with surveying CASS students about their satisfaction with their training experience. This is done by means of a questionnaire which is sent directly to the participants, both at the midpoint and at the end of their training in the U.S. Referred to as "Mid-Term" and "Exit Questionnaires," Aguirre's surveys give each participant the opportunity to file a confidential report of their experience. Upon return of the questionnaires, Aguirre looks for potential problems and reports them to USOPS/CASS. Aguirre reported concerns which had appeared in the Mid-term Questionnaires filed by

Cycle J students. This resulted in working with the colleges to address these concerns and, where necessary, a plan was developed to work with students. CASS filed an initial report to USAID in August and prepared for a follow-up report to be filed in the first quarter of 1995.

### **SECONDARY FOCUS: INSTITUTIONAL BRIDGING**

#### **Developing Receptivity or Capability in U.S. Educational Institutions to Train Students from Developing Countries**

CASS colleges and universities continue to report on the extent to which participation in the program has enhanced their receptivity or capability to train students from developing nations. This is the second year that colleges have reported this information. Colleges were asked to comment on the following subjects and whether they were directly or indirectly attributable to CASS:

1. Increase of foreign student enrollment beyond CASS
2. Increase of ESL enrollments/instructional capability
3. Increase in the study of foreign languages on campus
4. Curricular changes reflecting an international focus
5. Staffing levels related to international student services
6. Professional development of faculty and staff related to cross-cultural sensitivity, international issues, etc. (Includes affiliations such as NAFSA, SIETAR, TESOL and conferences attended)
7. Student study abroad programs
8. Faculty exchange/travel programs
9. International events on campus
10. Faculty grants and research
11. International linkages between the campus and educational institutions abroad
12. Community outreach (both in terms of cultural education and international business opportunities)
13. Changes in the institutional mission statement to reflect an international focus
14. Anecdotal information on the cultural awakening on campus and in the community

Eleven institutions responded to the inquiry this quarter. They are: Edmonds Community College, Fox Valley Technical College, Hocking Technical College, Mt. Hood Community College, Northcentral Technical College, Santa Fe Community College, Scott Community College, St. Louis Community College, University of South Carolina at Sumter, University of Wisconsin Center - Marinette County and Utah Valley State College. The reader is encouraged to review the various responses which appear in the appendix, but below are some highlights.

At some of the smaller colleges the CASS students represent a major international influence in and of themselves. Because they typically perform very well, these colleges have begun to look to other sources of international students to increase enrollment and to serve the growing presence of immigrants in their geographical areas. The CASS program,

for instance, requires instruction in English as a second language. In some cases, this kind of instruction was not initially a part of the colleges' curriculum. CASS has changed this and now colleges are finding many potential students in their own areas of service who are benefitting from ESL.

CASS requires that students are mainstreamed early in their training; in some cases this is necessary for students to be able to complete their degree requirements within the two-year scholarship. It has become apparent that they can and do perform well in spite of their limited command of English at this stage. As a result, one college has begun to allow other non-native English speakers the same privilege without first having to complete the four levels of ESL. So far, the college reports, this has worked well.

The typical CASS group introduces cultural, linguistic and racial diversity to what often is otherwise a homogeneous student body at some campuses. As a result of hosting CASS students, one college has established a new goal of recruiting a target of 30 international students (other than CASS) each year. In some cases the new diversity in the student body has led college administrators to diversify their faculty with individuals from third world nations. Reports indicate new faculty from Egypt, Nigeria, Haiti, India and Turkey. Another college reports that two students will participate in a study exchange program this year, the first of its kind at the college. It also reports the establishment of two formal linkages with institutions of higher education in Russia and the Netherlands for the first time ever.

One CASS coordinator writes that since the initial CASS group arrived in 1990, interest in Latin American studies and foreign languages has increased significantly. Enrollment in foreign language study has doubled, and the college has begun to offer German and Korean for the first time. Another reports that foreign language study has not been a part of the curriculum in the past, but now, thanks in part to CASS, the college will begin to offer foreign language instruction for up to two elective program credits in the spring of this year.

These and other comments from CASS coordinators suggest the extent to which CASS has influenced enrollment, curriculum, faculty, student bodies, etc. on their particular campuses. It is clear that CASS has had an impact on community college campuses. They have become more receptive to international students and they have improved their capability of training international students. More details can be obtained from the coordinators' letters which are found in the appendix.

## Fourth Quarter 1994 Statistical Round Up

During the fourth quarter (October through December 1994) CASS was monitoring students in two cycles: **315 Cycle J students** who were beginning their second year of studies; and **303 Cycle K students** who had just begun their studies in the U.S. The total number of CASS students in both **traditional two-year programs is 618**. In addition, there are two special programs: the Florida BA Program, with **21 students**; and the St. John's Program, with **20 students**. There remains one Haitian student on extension, and still another enrolled at the Missouri School for the Blind (reflected in the 303 Cycle K total). The figure of **660 is the total** number of CASS students who were in the U.S. at *any* time during the fourth quarter from October 1 through December 31, 1994:

	I13	J8	J13	K8	TOTAL
a. College Programs					
24 CASS College	0	315	0	303	618
b. Special Programs					
Florida B.A. (7)	5	6	2	8	21
Haiti Extension	0	1	0	0	1
St. John's (12)	0	10	0	10	20
-----					
c. Grand Total	5	332	2	311	660

Only two students, for reasons cited below, ended their studies during the fourth quarter of 1994. Their numbers will be included in the summary of statistics in the next quarterly report.

### CASS - Cycle J13 (Florida BA Program):

10/07/84 Elsie Serrano      J13 Costa Rica      Univ. of North Fla.      Medical problems. Voluntarily withdrew.      Return confirmed.

### CASS - Cycle K8:

10/14/84 Fanny Ramirez      K8 Dom. Republic      Harris-Stowe S. C.      Terminated for failure to attend class.      Return confirmed.

## On-Going Activities

### *Campus Visits*

A total of 16 visits to students on site were made by program officers during the period between October and December. **In October** program officers visited Hocking Technical College in Ohio, Berkshire Community College in Massachusetts, Illinois Eastern Community College (Wabash Valley), and Santa Fe Community College and Central Florida Community College, both in Florida. **In November** they visited CASS students at Broome Community College in New York, Fox Valley Technical College and Northcentral Technical College in Wisconsin, St. Petersburg Junior College in Florida, and St. Louis Community College, Harris-Stowe State College, and the Missouri School for the Blind, all in Missouri. **In December** they visited students at Florida Community College at Jacksonville, Florida



BA students at the University of North Florida, also in Jacksonville, Utah Valley State College and Edmonds Community College in Washington state. Reports of these campus visits will appear in the College Status Reports which will be included in the next quarterly progress report to USAID.

### *Overseas Travel*

During the fourth quarter of 1994, CASS/GU staff travelled to the various regions to assist Country Coordinators with recruitment, to meet with USAID and embassy officials, and to provide technical assistance to new Country Coordinators.

Christopher Shirley travelled to Panama to train the new Country Coordinator, Sylvia de Nuñez, as well as to assist with recruitment. Prior to this appointment, Sylvia de Nuñez was the CAPS Country Coordinator for Panama. In addition, Mr. Shirley met with USAID staff to discuss how CASS training objectives support the USAID Mission strategic objectives and how CASS and AID/Panama can collaborate in future efforts.

Matthew McPherson traveled to Guatemala to formulate and finalize the objectives and tasks for the CASS Country Coordinator and the new Follow-on Specialist, Mr. Luis Alvarez. During the fourth quarter, the CASS Country Coordinator submitted his resignation. Mr. Luis Alvarez was appointed the new CASS Coordinator for Guatemala and was assisted during this transition by Magali Quintana. Ms. Quintana provided strong support in assessing and developing the Guatemalan Support Network for recruitment and employment.

After Guatemala, Matthew McPherson travelled to El Salvador to assist the Country Coordinator there with strengthening the relationships of in-country NGO's with the CASS program.

Paul Silva, the Director of CASS Overseas Operations at Georgetown, travelled to Nicaragua to assess and participate in joint follow-on activities between NPSP and CASS. During this trip, a meeting was held with USAID staff to discuss how CASS and NPSP could support Nicaraguan Strategic Objectives. Copies of all overseas trip reports are included in the appendix.

### *Meetings and Workshops*

In October, CASS sent several participants to the **CLASP Contractors' Meeting** held at the Westpark Hotel in Rosslyn, Virginia. The topic of the meeting was Follow-on to CLASP Training. Paul Silva provided a presentation on CASS Follow-On entitled "The Everybody Works! Follow-On Approach to Development." In November, CASS sent participants to USAID's "**Change Agent Workshop**," also held in Rosslyn, Virginia. CASS also welcomed the new Chief of the LAC Bureau at AID Dave Evans and CLASP Project Manager John Jessup to CIED for a general presentation of the program. They returned to CASS offices in December to discuss the Cycle L fields of study and AID's interests here.

### *College Visitors to Georgetown*

CASS hosted several visitors from the colleges during the quarter. Stopping by in October for official visits were Pete Kellams, from St. Louis Community College, Missouri; and John Halder, from Kirkwood Community College, Iowa. In November, CASS welcomed Dr. Pam Fisher, Chancellor of the Yosemite Community College District in California, and Dr. Jim Minninger, Academic Dean at Hesston College, Kansas. Dr. Minninger will become the President of a Mennonite College in Lithuania beginning in summer 1995. Later in November, CASS greeted Pat Barton from Harris-Stowe State College. Of concern for Ms. Barton was the issue of CASS alumna Jose Samuel's return to Harris-Stowe, and possibly others, to complete the B.A. degree just months after returning to the Caribbean. Les Carpenter, Dean of the University, and Sharon DeMarse, CASS Coordinator, both of USC-Sumter, came to Georgetown to present proposals for a Cycle L group. And finally, Pam Swanson, CASS Coordinator at Illinois Eastern, visited CASS to discuss her group of Cycle J participants and to explore possibilities for a Cycle L group. In December, Robert Frost, CASS Coordinator at St. Louis Community College, stopped by the CASS office for discussions with Assistant Director of USOPS Fili Altinger.

### *Subagreements*

By the end of October CASS had executed all of the Cycle J modifications extending 19 programs to a second and final year, and by the end of November all Cycle K subagreements (18) were completed and fully executed. This represents a major improvement over previous years when the completion of these documents ran on until March.

### *Addition of HBCU (Historically Black College or University)*

Another significant advancement for CASS is the inclusion of a second Historically Black College or University (HBCU) in the CASS network of colleges. This was an objective for the 1994-1995 academic year for CASS. For some time CASS has sought to expand the number of trainees enrolled at HBCUs. The first HBCU to join CASS was Harris-Stowe State College in St. Louis, Missouri, with a Cycle I group studying special education. Harris-Stowe has since received another group for the same field of study in Cycle K. In December, after months of telephone conversations and a campus visit, CASS reached an agreement with officials at Kentucky State University in Frankfort to place 16 Cycle L students in the field of Electronics Technology. Assistant Director of USOPS Fili Altinger has played a major role in reaching this agreement and will continue to assist the University with the development of a CASS program. The report on the trip to Kentucky State University can be found in the appendix.

***Internet Initiatives***

CASS is well along in realizing still another objective for the year by tapping the Internet and e-mail for communicating with participating colleges. At this writing eight colleges have access to the Internet and the list should grow further in coming months. The Internet has provided a convenient, cost-effective means of corresponding with and among these CASS colleges.

***Short-Term Haitian Programs***

As a part of the process of finalizing the total number of scholarships for Cycle L (August 1995), CASS decided to develop a special program for Haitians in response to critical needs. CASS has agreed with USAID to provide a total of 30 scholarships in two six-month projects for Haiti. These projects will provide training at U.S. (CASS) institutions in the fields of educational and health administration (15 students in each) beginning as soon as July 1995.

## II. NICARAGUA PEACE SCHOLARSHIP PROGRAM

### QUARTER FOCUS: TRAINING PROGRAM MANAGEMENT

The primary focus of this quarterly progress report is on training program management: pre-departure orientations, student completion rates, return rates, first-time job placement rates, other measures of follow-on programs and their effectiveness and general college program performance. In response to the Quarterly Report focus, activities reported are not limited to the corresponding calendar quarter, but may have occurred throughout the previous three quarters.

For reference, a table showing the number of NPSP participants by Cycle and corresponding training dates follows. Participating colleges are (1) Coffeyville Community College, Coffeyville, Kansas; (2) El Paso Community College, El Paso, Texas; (3) Fox Valley Technical College, Appleton, Wisconsin; and (4) St. Petersburg Junior College, St. Petersburg, Florida.

<u>Training Cycle</u>	<u>No. Participants</u>	<u>Begin Date</u>	<u>Complete Date</u>
Cycle I - teachers [12-month program]	15	May 1991	May 1992
Cycle I [18-month program]	75	May 1991	November 1992
Cycle II [18-month program]	61	January 1993	June 1994
Cycle III [18-month program]	54	January 1994	June 1995
Cycle IV [18-month program]	45	January 1995	June 1996

#### **Pre-departure Orientations and Academic Upgrading**

To address the uniquely disadvantaged academic background of the target population, a three-month Academic Upgrading program in Nicaragua was successfully completed for 45 Cycle IV participants. NPSP focused on training staff and designing curriculum to go beyond instruction in academic subjects to cultivating the formation of values in a culture of peace. Subjects included math, Spanish, English, and a dynamic, effective civics program that was combined with community service and group leadership to instill in the new scholarship students the NPSP mission of developing one's potential and serving as multipliers and leaders to others in Nicaragua. Post test results of the Spanish Assessment

of Basic Education (SABE) show significant increases in correct responses by students and in the number of students able to complete each category. SABE categories include vocabulary, reading comprehension, math calculations and word problems.

To prepare Cycle IV participants for life and for studying in the U.S., Georgetown and college coordinators conducted an improved five-day pre-departurè orientation beginning on January 7, 1995. Through experiential orientation modules, students became aware of program mission, goals, courses of study, student responsibility, cross-cultural adaptation as well as program expectations and rules. Pre-departure orientation highlights include a revised host family component utilizing a slide show to introduce students to the diversity of U.S. host families. Students and U.S. college coordinators also participated in an Outward Bound survival experience involving a hike up a volcano. The experience they gained helped the students and coordinators to identify roles, beliefs, attitudes, and expectations about their relationship together in the U.S. training program. Workshops were designed to process the learning from the survival experience, and results included specific contracts of understanding between students and coordinators. See Attachment A, report on Cycle IV Pre-departure Orientation for a complete description of the orientation.

### **Student Completion Rates**

Of the 75 students who began Cycle I in May 1991, 73 participants returned to Nicaragua by December 1992; of this number three returned without completing training because of program non-compliance. One additional participant joined his family who had obtained political asylum in the U.S., and one participant left the program voluntarily.

Of the 15 teachers who began Cycle I teacher upgrading training in May 1991, 14 participants returned to Nicaragua by May 1992; one participant left the program voluntarily and did not return.

Of the 61 students who began Cycle II in January 1993, 55 participants returned to Nicaragua by June 1994. Two students returned without completing training because of program non-compliance. Four students left the program voluntarily.

Of the 54 students who began Cycle III in January 1994, by December 31, 1994, 12 months into the 18-month program, four participants returned without completing training because of program non-compliance. Fifty students will complete training and return to Nicaragua in June 1995.

### Student Completion Rates

<u>Cycle</u>	<u>Early Total</u>	<u>Non-Terminations</u>	<u>Non-Returnees</u>	<u>Completed &amp; Returned</u>
Cycle I	90	5	1	84
Cycle II	61	2	4	55
Cycle III	54	4	1	50 (June 1995)
-----				
<b>Total</b>	<b>205</b>	<b>11</b>	<b>6</b>	<b>189</b>

### Job Placement Rate and Follow-On Effectiveness

Two years after 84 Cycle I graduates returned to Nicaragua, 80 percent are employed and five percent are studying full-time. Six months after Cycle II graduates returned to Nicaragua, 83 percent are employed, and six percent are studying full-time.

Cycle II students celebrated their homecoming with a graduation ceremony presided over by the U.S. Ambassador and Nicaragua's Minister of Transportation. It was the first in-country graduation ceremony conducted by NPSP for returning students. Over 300 people attended, including family members of the graduates and NPSP support network members. NPSP also conducted reentry seminars to provide immediate instruction and information on the readaptation and job search process initiated by the new alumni. The high Cycle II employment rate demonstrates the effectiveness of the reentry support process.

Throughout 1994, NPSP strengthened support systems for alumni development by creating an alumni resource center which was often frequented by alumni for meetings and when they sought personal support. In addition, a special follow-on coordinator made periodic visits to homes and offices to stay in touch with alumni, support them in achieving personal goals and motivate them to define the benefits of developing an alumni association. NPSP alumni have participated in several workshops in the past quarter. In late October, a representative group of 30 NPSP and CASS alumni met to become familiar with objectives and plans for follow-on activities. They were invited to join the planning process and to act as motivators and information coordinators among the full alumni body. Specific outcomes of the workshop include the articulation of alumni goals, missions and plans to initiate joint follow-on activities in Nicaragua, as well as a commitment to implement a major motivation campaign for upcoming workshops and alumni convention.

Two two-day leadership workshops were held in November and December for a total of 168 invited NPSP and CASS alumni. The purpose of the workshops was to develop leadership skills for effectively solving personal and professional problems and to maintain high morale to accomplish goals. Alumni who had not yet found employment were targeted for the workshops. Extensive interviews with alumni in August and September of 1994 indicated that the alumni primarily need assistance in validating and legitimizing their feelings, attitudes and perceptions about their new way of life in Nicaragua. In November,

eight one-day regional workshops were held throughout Nicaragua for NPSP and CASS alumni. The purpose of the workshops was to strengthen the integration of CASS and NPSP alumni and to relay the importance of being an active member in a group, a role which can be a vehicle for achieving continued personal development.

An alumni convention and workshop was held in November for all NPSP and CASS alumni to strengthen the current mission of alumni, to develop and strengthen their association, as well as to review project ideas and agree which should be developed and which should be discarded. New projects were also suggested and agreed upon. The alumni completed the workshop with specific action plans and high morale.

In December, NPSP and CASS alumni recognized support and service to programs from employers, the private sector, the government and alumni by organizing a recognition ceremony and awarding certificates in their honor. Please see Attachment B for samples of the certificates awarded to the NPSP support network.

### **Participant and College Performance**

Monitoring college and participant performance and providing technical assistance to reach program goals occurs in a variety of ways.

To assure completion of program goals of Cycle II students who entered the U.S. in 1993 and Cycle III students who entered the U.S. in January 1994, campus visits and reentry workshops were conducted at each training site. Student progress was more than satisfactory.

To solicit student perception of the training experience and progress, Participant Progress Questionnaires were administered in March and August 1994. Results indicated that almost all participants felt satisfied with their program. Most reported that they were grasping the technical instruction, were participating in and understanding their new culture, and were cultivating their leadership. Questionnaire results were summarized and provided to the colleges. See Attachment C for summaries of the August Participant Progress Reports that were finalized this quarter.

The academic achievement of Cycle III students who entered the U.S. in January 1994 is an indication of program success. For example, during their first semester of 54 total students, 21 made the NPSP honor roll by earning a GPA of 3.5 or higher and 19 students earned GPAs between 3.0 and 3.4. Toward the objective of encouraging participants to earn high school equivalency to enhance future employability, 54 Cycle II students prepared for and earned the General Equivalency Diploma (GED).

Each participating college filed timely quarterly activity reports and cost analysis reports with NPSP as well as semester Academic Enrollment and Term Reports (AETRs) for each student.

To ensure that U.S. college curriculum and program components are responsive to the

needs of Cycle IV students and NPSP requirements, Georgetown and college staff reviewed specific programs and renewed commitment to the program mission during a two-day planning meeting in Washington, D.C. in October 1994. Discussion emphasis was on how to stay focused on the goal of more easily achieving results in helping students become multipliers of change. Participants emerged from the meeting with a five-step process to effectively manage the mission and stay focused. Unity of program goals and initiation of comprehensive subagreements for future execution were also achieved. See Attachment D for NPSP report on the Cycle IV Planning meeting.

## **SECONDARY FOCUS: INSTITUTIONAL BRIDGING**

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

### *U.S. Institutions*

To increase the knowledge and understanding of Nicaragua's training needs in specific technical training areas, a professor of food science from the University of Delaware travelled to Nicaragua for five days and visited various industries in Managua as well as in rural areas. The instructor's first-hand findings resulted in (a) a specially designed curriculum for Cycle IV that emphasizes targeted needs, (b) increased cooperation by Nicaraguan employers who now better understand the NPSP purpose and are committed to assist with the job placement process, (c) increased understanding of the colleges concerning training responses that are appropriate to Nicaragua's reality and (d) greater institutional enthusiasm for tailoring the best possible program for the target population.

As a result of participation by the primary coordinators at the three Cycle IV U.S. training sites in the pre-departure orientation in Nicaragua, students received first-hand information about specific training programs and student responsibilities and U.S. coordinators gained a full understanding of student expectations and Nicaraguan training needs. Team participation of key college coordinators as well as in-country and Georgetown staff in carrying out the orientation resulted in a significant increase in knowledge about all facets of the program and the potential to be more responsive to student needs.

### *In-Country*

To recognize the broad base of support for Georgetown scholarship programs in Nicaragua and provide a forum for NPSP students to share their findings about what makes democracy work, support network members, including employers, were invited to attend a Recognition Ceremony on November 29, 1994. Over 300 people attended the event, and 75 individuals received special honors for program support. A panel discussion on democracy in Nicaragua featured three NPSP alumni, a government representative and two representatives from a democratic think tank. All participants agreed that teaching



the value of tolerance is paramount in promoting the value of democracy.

### **On-going Activities**

This quarter, NPSP focused on the completion of Cycle IV Academic Upgrading and the preparation of colleges and participants to begin Cycle IV training programs in January 1995.

The 1994 model of Academic Upgrading was improved by providing training to academic and administrative staff regarding the mission and philosophy of NPSP in order to ensure a deeper understanding and commitment to program goals and objectives. Part of the training included team development to ensure that staff functions would offer the students desired communication, problem-solving and commitment to excellence.

### **Travel**

November 28 - NPSP Director travelled to Nicaragua to conduct pre-departure  
December 16 orientation, participate in final phase of academic upgrade and close-down, and also attend the NPSP Recognition Ceremony.

### **Attachments**

- Attachment A Report on Cycle IV Pre-departure Orientation
- Attachment B Sample Recognition Certificates for NPSP Support Network
- Attachment C Summaries of Cycle III August 1994 Participant Progress Questionnaires
- Attachment D Report on Cycle IV Planning Meeting

# APPENDICES

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  X  TECHNICAL      

PROJECT TITLE Cooperative Assoc. of States for Scholarships	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
Contract Quarter 21 of 36	REPORT PERIOD Oct 1, 1994 to Dec 31, 1994	DATE 01/19/95

I. PARTICIPANT TRAINING COSTS

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	19,982,047		1,160,838	17,226,890	2,755,157	86%
B. Allowances	25,493,888		1,078,326	18,584,212	6,909,676	73%
C. Travel	2,072,266		88,136	2,488,119	(415,853)	120%
D. HAC	3,802,680		394,000	3,102,293	700,387	82%
E. Supplemental Activities	2,479,412		112,932	1,638,404	841,008	66%
<b>TOTAL COSTS</b>	<b>53,830,293</b>		<b>2,834,232</b>	<b>43,039,918</b>	<b>10,790,375</b>	<b>80%</b>

THIS QUARTER:

No. of Participant Months Projected: 1,972  
No. of Participant Months Completed: 1,972

TOTAL PROJECT:

No. of Participant Months Projected: 45,729  
No. of Participant Months Completed: 36,777

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC   X   TECHNICAL       

SUMMARY   XX  

PROJECT TITLE Cooperative Association of States for Scholars		PROJECT NUMBER LAC-0661-A-00-0039-00		IMPLEMENTOR Georgetown University		
Contract Quarter 21 of 36		REPORT PERIOD Oct 1, 1994 to Dec 31, 1994		DATE 01/17/95 RUN TIME: 09:31		
11. ADMINISTRATIVE COSTS						
11. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
1. Salaries	7,410,539		266,621	5,408,973	2,001,566	73%
2. Fringe Benefits	1,710,614		67,796	1,228,385	482,229	72%
3. General Administrative	1,157,590		47,461	845,287	312,303	70%
4. Equipment	375,159		11,591	194,799	180,360	52%
5. Travel	1,131,155		21,558	790,384	340,771	70%
6. Other Purchased Services	760,291		41,199	567,446	192,845	75%
7. Rent - Off Campus	1,312,123		38,738	856,150	455,973	65%
8. Indirect Costs	6,293,469		226,741	4,470,342	1,823,127	71%
11.F.TOTAL ADMINSTRATIVE COSTS	20,150,940		721,706	14,361,767	5,789,173	71%
GRAND TOTAL, TRAINING COSTS:	73,981,233		3,555,938	57,401,685	16,579,548	78%

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 21 of 36		REPORT PERIOD Oct 1, 1994 to Dec 31, 1994		DATE	01/17/95	
				RUN TIME:	09:37	
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A.1 ELT, U.S. (1)	2,320,319		100,993	1,808,208	512,111	78%
B.1 Income Tax Payments	3,617,115		128,005	2,214,154	1,402,961	61%
C.1 International Travel (2)	1,933,250		13,638	1,564,787	368,463	81%
C.2 Travel In-Country (3)	0		11,379	50,112	(50,112)	
C.3 Local Travel Domestic (4)	1,099,083		63,119	862,214	236,869	78%
E.1 ELT, In-Country	0			0	0	0%
E.2 Orientation Meeting	585,812		7,147	524,234	61,578	89%
E.3 Passport/Visa Fees (3)	0		41	45,179	(45,179)	
E.4 Exit Taxes (3)	0		1,963	13,203	(13,203)	
E.5 Follow-on	323,415		19,808	157,735	165,680	49%
E.6 Medical Examinations (3)	0		1,145	52,717	(52,717)	
E.7.1 Experience America (4) Instructional	1,132,596		82,828	754,044	378,553	67%
E.7.2 Experience America (4) Non Instructional	220,878		0	220,878	0	100%
E.8 Other (5)	22,638		0	26,718	(4,080)	118%

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

**QUARTERLY REPORT**                      **ACADEMIC**  **TECHNICAL**   
**TRAINING COST ANALYSIS (TCA)**

<b>PROJECT TITLE</b> Nicaragua Peace Scholarship Program	<b>PROJECT NUMBER</b> LAC-0661-A-00-0039-00	<b>IMPLEMENTOR</b> Georgetown University
_15_ OF _23_	<b>REPORT PERIOD</b> Oct 1, 1994 to Dec 31, 1994	<b>DATE</b> 01/24/95

**I. PARTICIPANT TRAINING COSTS**

	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A. Education/Training Cost	2,109,464		107,163	1,711,205	398,259	81%
B. Allowances	2,635,718		130,552	1,766,227	869,491	67%
C. Travel	283,027		28,054	292,006	(8,979)	103%
D. HAC	492,903		53,965	287,375	205,528	58%
E. Supplemental Activities	257,183		21,769	249,861	7,322	97%
<b>TOTAL COSTS</b>	<b>5,778,295</b>		<b>341,503</b>	<b>4,306,674</b>	<b>1,471,621</b>	<b>75%</b>

**THIS QUARTER:**

Number of Participant Months Projected:                      **303**  
  
 Number of Participant Months Completed:                      **295**

**TOTAL PROJECT:**

Number of Participant Months Projected:                      **5,085**  
  
 Number of Participant Months Completed:                      **4,204**

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

SUMMARY

PROJECT TITLE		PROJECT NUMBER		IMPLEMENTOR		
Nicaragua Peace Scholarship Program		LAC-0661-A-00-0039-00		Georgetown University		
CONTRACT QUARTER		REPORT PERIOD		DATE		
__ 15__ OF __ 23__		Oct 1, 1994 to Dec 31, 1994		01/24/95		
I. PARTICIPANT TRAINING COSTS						
SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
A.1 ELT, U.S.	374,111	0	14,073	336,392	37,719	90%
A.2 Leadership	23,334	0	1,865	3,184	20,150	14%
B.1 Income Tax Payments	291,273	0	18,329	186,404	104,869	64%
C.1 International Travel	222,616	0	17,178	173,896	48,720	78%
C.2 Travel In-Country	8,463	0	276	4,831	3,632	57%
C.3 Local Travel Domestic	98,127	0	10,600	113,279	(15,152)	115%
E.1 ELT, In-Country	3,150	0	2,817	2,817	333	0%
E.2 Orientation Meeting	94,722	0	9,357	83,381	11,341	88%
E.3 Passport/Visa Fees	36,880	0	290	15,486	21,394	42%
E.4 Exit Taxes	4,033	0	0	682	3,351	17%
E.5.1 Follow-on	50,741	0	87	19,383	31,358	38%
E.5.2 Re-entry Seminars	3,400	0	1,672	1,672	1,728	49%
E.6 Medical Examinations	26,160	0	4,342	19,900	6,260	76%
E.7.1 Experience America Instructional	90,797	0	6,014	93,307	(2,510)	103%
E.7.2 Experience America Non Instructional	18,558	0	0	15,850	2,708	85%
E.8 Other	27,725	0	7	204	27,521	1%

QUARTERLY REPORT  
TRAINING COST ANALYSIS (TCA)

ACADEMIC  TECHNICAL

SUMMARY

PROJECT TITLE Nicaragua Peace Scholarship Program	PROJECT NUMBER LAC-0661-A-00-0039-00	IMPLEMENTOR Georgetown University
CONTRACT QUARTER __15__ OF __23__	REPORT PERIOD Oct 1, 1994 to Dec 31, 1994	DATE 01/24/95

II. ADMINISTRATIVE COSTS

II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXPENDED TO DATE	BALANCE REMAINING	% OF BUDGET EXPENDED
1. Salaries	601,223		31,644	438,772	162,451	73%
2. Fringe Benefits	135,669		7,431	97,548	38,121	72%
3. General Administrative	127,017		7,694	75,891	51,126	60%
4. Equipment	38,171		2,297	24,175	13,996	63%
5. Travel	135,983		6,768	98,508	37,475	72%
6. Other Purchased Services	116,103		15,112	65,533	50,570	56%
7. Rent - Off Campus	89,899		3,878	62,686	27,213	70%
8. Indirect Costs	571,403		31,875	401,948	169,455	70%
II.F.TOTAL ADMINSTRATIVE COSTS	1,815,469		106,699	1,265,061	550,408	70%
GRAND TOTAL, TRAINING COSTS:	7,593,764		448,202	5,571,735	2,022,029	73%

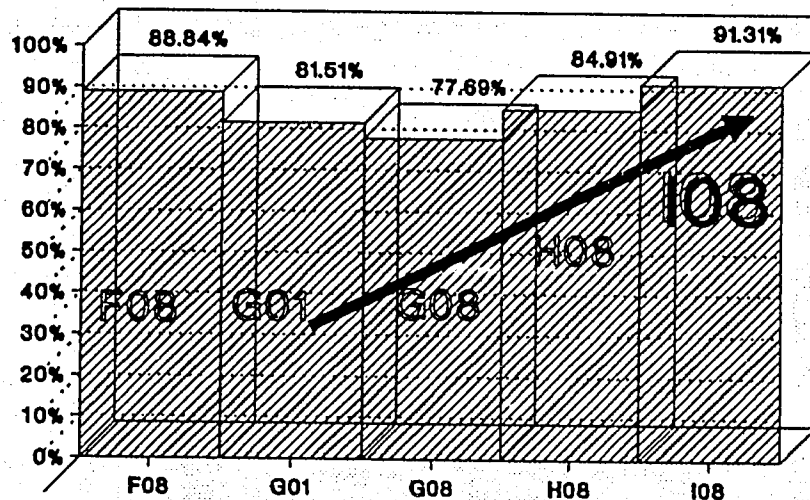


TO : CASS Staff  
 FROM: Shay Stautz  
 DATE: November 28, 1994

## *Cycle I08 Report*

In August 1992, 311 students arrived in the U.S. as Cycle I08 of the CASS Program. After two years, Cycle I08 graduated and returned 284 students out of that 311 for an overall success rate of 91.31%, making Cycle I08 the most successful CASS cycle to date. This rate represents a significant improvement over recent cycles, as indicated in the figure below. "Success rate" is the percentage of students who received their targeted degree and returned home. Cycle G08 dipped to 77.6% (88.6% excluding the Haitian early terminations and nonreturnees). Despite similar difficulties with Haitian nonreturnees, Cycle H08 successfully trained and returned 85% (157 of 179) of students for that cycle. Cycle I08 compares favorably, with the best overall success rate since CASP Cycle E5/8, a cycle that returned in August 1990 with a success rate of 92.34%.

### Success Rates by Cycle Comparative Analysis



### *Breakdown*

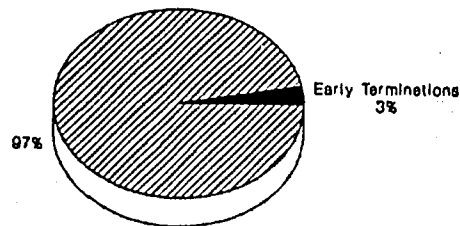
Over the course of two years, 10 students (3%) were terminated for various reasons and 7 of these did not return home. 14 of those who stayed the duration failed to achieve their target degree or certificate. Upon departure, 3 additional students failed to return home as scheduled, producing an overall nonreturnee rate of 3.5%.

	Returned	Nonreturnees	Total
Terminated	3	7	10
Completed	284	3	287
Incomplete	13	1	14
<b>Total</b>	<b>300</b>	<b>11</b>	<b>311</b>

Early Terminations Early terminations are students who are terminated prior to the completion of the two year program. Of the total arrived, 10 (or 3%) of 311 were terminated early.

Alvarez, Javier	(Central Florida/CR)	01/07/93
Betances, Jose	(Modesto/DR/NR)	05/10/94
Chicas, Israel	(Broome/ES/NR)	10/25/93
Interiano, Enrique	(Modesto/ES/)	12/23/92
Marota, Carmen	(Broome/NC/NR)	08/30/93
Marroquin, Sayda	(Berkshire/GT/NR)	11/17/93
Mayen, Nelson	(Broome/GT/NR)	08/30/93
Morel, Anna	(FCC-Jack/DR/NR)	02/17/93
Palacios, Alexis	(Broome/NC/NR)	10/25/93
Rudder, Inga	(FCC-Jack/BA)	08/27/92

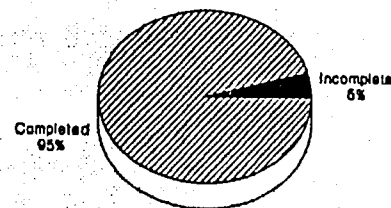
### Early Terminations Cycle I08



Incompletes: "Incomplete" refers to the students who completed the duration of the program, but who did not achieve their academic or technical objective. Cycle I08 had 14 "incompletes". Thus, 4.6% of those students who were not terminated early failed to achieve their target degree or certificate. **Please note:** this percent is **not** out of the total arrived - only of those students who completed the entire two years.

Jose Moraga	(Berkshire/NC)
Catia Lopez	(Broome/ES)
Juan Mejia	(Broome/DR)
Crisanto Saballos	(Hesston/NC)
Evelyn Pacheco	(Hesston/CR)
Neydi Cambranes	(Hocking/GT)
Nilfo Chaqui	(Hocking/PN)
Armando Capacho	(Hocking/ES)
Lorena Echevaria	(Modesto/GT)
Jazeene Henney	(Modesto/JA)
Martha Rodriguez	(Modesto/NC)
Ricardo Rosales	(Modesto/GT)
Monica Olivo	(St. Petes/DR)
Francisca Sanchez	(Bergen/DR/NR)

### Complete/Incomplete Cycle I08



percentages rounded to nearest whole

Nonreturnees: 11 Cycle I08 students did not return to their countries. 7 of these were early terminations, and the rest were "departure nonreturnees" - those that did not leave as scheduled upon completion of the two year program. Nonreturnees comprised 11 (3.5%) of 311 total students.

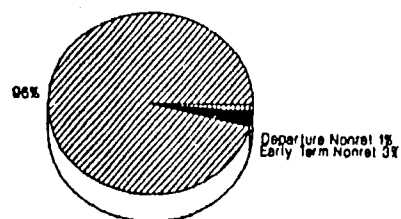
#### Early Termination Nonreturnees

Betances, Jose	(Modesto/DR/NR)	05/10/94
Chicas, Israel	(Broome/ES/NR)	10/25/93
Marota, Carmen	(Broome/NC/NR)	08/30/93
Marroquin, Sayda	(Berkshire/GT/NR)	11/17/93
Mayen, Nelson	(Broome/GT/NR)	08/30/93
Morel, Anna	(FCC-Jack/DR/NR)	02/17/93
Palacios, Alexis	(Broome/NC/NR)	01/25/93

#### Departure Nonreturnees

Catia Lopez	(Broome/ES/NR)	06/12/94
Mario Quintanella	(CFCC/NC/NR)	08/15/94
Sofia Cantoral	(FCC-Jack/GT/NR)	07/29/94
Francisca Sanchez	(Bergen/DR/NR)	08/8/94

### NonReturnees Cycle I08



Percentages rounded to nearest whole

Note: Juan Madrigal (FCC-Jack/NC) did not return to Nicaragua as scheduled, but did travel later under CASS funds (confirmed October 14) and contacted the country coordinator in that country. His status has been updated from nonreturnee to returnee with OIT.

*By Nation....*

The 11 Nonreturnees for Cycle I08 are spread fairly evenly among 4 principle countries: the Dominican Republic, El Salvador, Guatemala and Nicaragua. Below is statistical comparison between Cycles G08, H08 and I08 for these countries. Honduras is also included, to round out the largest CASS recruitment base countries.

**Honduras**

	<b>1</b>	<b>2</b>
G08	3/32	9%
H08	1/26	3%
I08	0/42	0%

**Guatemala**

G08	1/51	1.9%
H08	1/31	3.2%
I08	3/52	5.7%

**El Salvador**

G08	0/32	0%
H08	1/22	4.5%
I08	2/30	6.6%

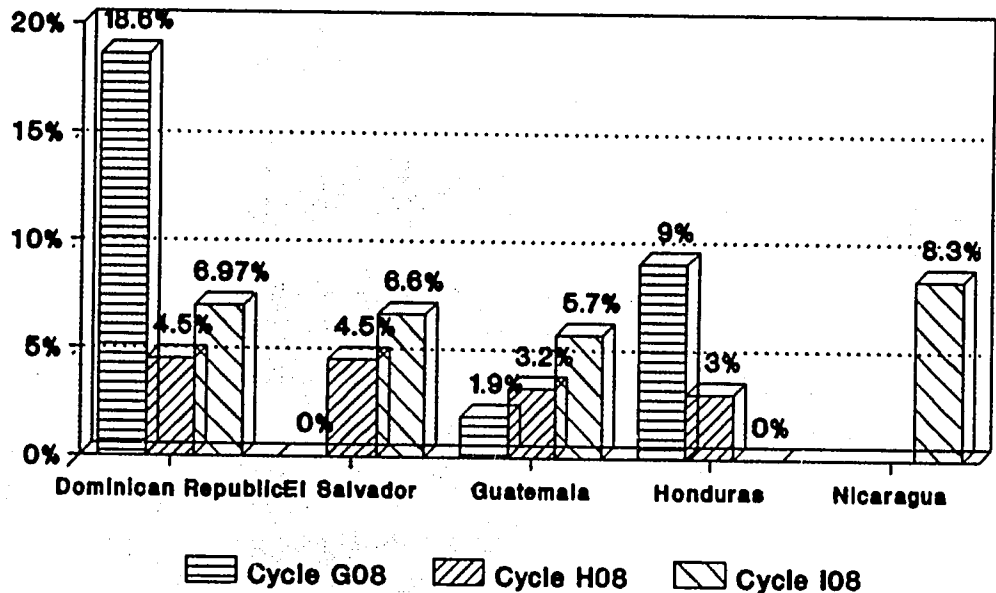
**Dominican Republic**

G08	8/43	18.6%
H08	1/22	4.5%
I08	3/43	6.97%

**Nicaragua**

I08	3/36	8.3%
-----	------	------

## NonReturnees Trends in Five Nations



Note: Cycle I08 is Nicaragua's first cycle to return since the end of the civil war.

- 1 - Nonreturnees/total number of students for cycle from country
- 2 - Nonreturnee Percentage

The data above provides some indication where CASS can address its efforts to reduce nonreturnees for future cycles. As the chart indicates, Honduras has zeroed out their nonreturnee rate, while the nonreturnee rates for El Salvador and Guatemala are increasing with each successive cycles. The marked improvement evidenced by the Dominican Republic in Cycle H08 was turned back during Cycle I08, and Nicaragua, with its an 8.3% nonreturnee rate for its first cycle since the end of the civil war, bears some attention.

Degrees

As with Cycle H03, approximately 50% of I08 students graduated with a degree traditionally considered for students who planned to continue their studies. These were students in Associate of Arts, Associate of Science, and Associate of Arts and Sciences degree programs. The Associates of Applied Science, Associate of Technical Studies and certificate programs are traditionally viewed as as terminal. 42 I08 students (2 schools) were enrolled in technical certificate programs that did not offer a degree.

**Associate of Science**

Berkshire	Central Florida
Kings River	Modesto
St. Petersburg	Jacksonville

**Associate of Applied Science**

Bergen	Broome
Illinois East.	Northcentral
Utah	

**Associate of Arts**

Hesston

**Associate of Technical Studies**

Hocking

**Associate of Arts and Science**

UWC-Richland Center

**Certificate Programs:**

Harris-Stowe	UWC-Marquette
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## ATTACHMENTS A & B (Cycle K)

### A. PROGRAM BACKGROUND AND SCOPE

The Cooperative Association of States for Scholarships (CASS) was authorized by the United States Congress in response to the educational policy recommendations contained in the Report of the National Bipartisan Commission on Central America. Under terms of a Cooperative agreement with the U.S. Agency for International Development (USAID), Georgetown University in Washington, D.C. is fully authorized to implement the CASS program.

CASS scholarships are offered to socio-economically disadvantaged, talented students from Central America and the Caribbean. The program provides scholarships for deserving students from the target countries of Antigua, Barbados, Belize, Costa Rica, Dominica, the Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Nicaragua, Panama, St. Kitts/Nevis, St. Lucia, and St. Vincent/Grenadines. All scholarships are distributed according to the population of each country.

Federal funding of the CASS Scholarships is "cost shared" by appropriated funds from the Participating Institutions and the private sector where applicable, and may include tuition reductions, in-kind gifts, or combinations thereof.

#### **Purpose**

The CASS program provides a means of reaching and uplifting socio-economically disadvantaged, but talented Central American and Caribbean youths and increasing the number of current and future leaders of these nations with a positive learning experience in the United States. The broad purposes of CASS are to:

1. Instill in the students attitudes and beliefs of self-responsibility and self-initiative resulting in individual commitment to community and country.
2. Build lasting links of friendship and understanding between the countries of Central America and the Caribbean and the United States.
3. Contribute to Central American and Caribbean development by providing education and training relevant to the development needs of each country.
4. Prepare students upon return for employment in their own countries.
5. Prepare students for higher levels of future academic achievement and/or skills training.

6. Broaden and deepen the commitment of U.S. institutions of higher learning to the education of disadvantaged, talented youths of foreign countries.
7. Assist U.S. institutions of higher education to develop the capacity to deliver suitable education and training programs to students from abroad.

### **Scope of Program**

Under the direction of Georgetown University, CASS brought 327 (F) students to the U.S. in 1989, 532 (G) students in 1990, 200 (H) students in 1991, 325 (I) students in 1992, and 339 (J) students in 1993. Cycle K in 1994 will consist of approximately 320 students. All students in cycle K are undergraduates working to complete academic degrees or equivalent certificates in these fields: agribusiness, business computer, electronics/medical equipment repair, electronics/telecommunications, fisheries technology, food science, hotel and restaurant management, industrial maintenance, quality control/production management, small business management, and special education. A small number of CASP and CASS alumni are selected competitively each year to study in the U.S. toward the completion of a bachelor degree with the Florida Department of Education. Another small group from Belize will participate in the St. John's Program, allowing them to complete a bachelor's degree at one of several Jesuit Colleges in the U.S. Both special programs are heavily matched with non-federal funds. When students complete their studies and return to their countries they will be encouraged to participate in follow-on activities conducted by Georgetown overseas staff.

### B. STATEMENT OF WORK

Responsibility for administering the CASS program is intended to be divided among Georgetown University and the Participating Institutions. The division of responsibilities is indicated below.

#### **Georgetown Responsibilities**

1. Recruit and recommend, where possible, two students per funded scholarship for consideration for final selection by Participating Institutions.
2. Determine the Participating Institutions after review and approval of program bid or proposal.
3. Establish a subagreement with Participating Institutions for specific conditions, requirements, and procedures, including the allocation of Federal and institutional funds in support of the program.
4. Review and, if satisfactory, approve Institutions' proposed **COMPREHENSIVE PLAN** and supporting **BUDGET** and **BUDGET**

**NARRATIVE.**

5. Disburse on a quarterly basis the Federal share of funding to Participating Institutions upon complete execution of subagreements and receipt of approved, appropriate financial reports (i.e., quarterly invoices, quarterly cost analysis reports), programmatic reports, and student files as appropriate.
6. In collaboration with Participating Institutions, work toward achieving at least 25% cost sharing of the total program training costs including: tuition, fees, room and board, personal allowance, clothing, materials and supplies, books, local transportation, and institutional support costs.
7. As possible, work toward raising awareness about the mission and potential of the CASS program and cultivate support for the program throughout the public and private sectors via active liaison with the Participating Institutions regarding their activities.
8. Monitor subagreement and student/institution progress continuously by phone and correspondence. Monitor program implementation as outlined in the **Comprehensive Plan**. Conduct site visit(s) as appropriate.
9. Provide technical assistance to Participating Institutions with respect to on-campus orientations, English as a Second Language, host family and housing arrangements, Experience America Program, curriculum, budgeting, preparing and filing reports, and the monitoring process.
10. Help Participating Institutions meet the needs of students by suggesting program adjustments, public relations activities, student internship possibilities, Experience America opportunities, and other "cluster" activities designed to foster bonds among Participating Institutions resulting in idea sharing and mutual support for staff and students.
11. Provide copies of student files to Participating Institutions.
12. Process AID-required student documents related, for example, to IAP66As, PIO/Ps, and PDFs. Provide for the authentication of student academic documents at the U.S. State Department and respective embassies.
13. Ensure enrollment of students in Health and Accident Coverage (HAC) insurance program, pay for insurance, and

- provide Participating Institutions with information and guidelines about the insurance.
14. Conduct initial pre-departure orientation for students while still in native country.
  15. Maintain communication with students' home country support systems.
  16. Conduct start-up orientation programs for key representatives of new Participating Institutions.
  17. Schedule and pay for students' international and domestic airfares from their countries to the U.S. and return.
  18. Coordinate student arrival in and departure from U.S.; advise Participating Institutions specifically when students will arrive.
  19. Provide emergency telephone numbers of key Georgetown staff to Participating Institutions.
  20. Provide U.S.A.I.D. with all required periodic and annual reports and copies as appropriate to the Participating Institution.
  21. Provide the Participating Institutions and students with information regarding tax liabilities related to the CASS scholarship and work with both to ensure compliance with tax laws.
  22. Assume the right and sole responsibility to terminate a student's scholarship at any time, or to reassign the placement of a CASS scholar to another Participating Institution if and when it is deemed in the best interests of both the scholar and the Participating Institution. Endorse and support the rules and regulations of the Participating Institution in so far as they pertain to the administration of the CASS program and the conduct and well being of all CASS students.

#### **Participating Institution Responsibilities**

1. Identify a full-time or equivalent CASS coordinator to ensure that subagreement conditions are met and to supervise the students' personal allowances, provide personal counseling and academic advising, coordinate extra-curricular activities, and provide periodic assessments of each student's performance. This person should serve as the Participating Institution's primary contact with the CASS program officer at Georgetown.



2. Attend the spring Student Selection Meeting at Georgetown, and make final selections of CASS students following Georgetown guidelines for an appropriate mix of males and females from a mix of countries.
3. Prepare college welcome packets to be forwarded through the Georgetown CASS office to all students selected to attend the Participating Institution.
4. Arrange for institutional representative(s) who will meet and welcome arriving students at the airport closest to the institution and accompany them to their place of residence.
5. Provide all students with proper host family living accommodations for a minimum of six months at the beginning of the program, **and preferably for a full academic year.** Because careful recruitment, selection and orientation of host families is crucial to the success of the program, Participating Institutions are to begin this process well in advance of the students' arrival. Provide on-going host-family orientations and a stipend to host families to defer costs incurred in hosting students. Families must never host students without a stipend.

Following the initial period with host families, CASS expects the Participating Institution to encourage students to seek **alternative** living situations either in on-campus dormitories or off-campus apartments. By the beginning of the second year, where appropriate, all students should experience **alternative** living arrangements.

6. Ensure that students are always provided with adequate room, board and local transportation in addition to and separate from the required \$150 per month personal allowance. Plan for provision of lunches for students while on campus when classes are in session. Plan also for meeting local transportation needs of students, especially commuting to and from the campus.
7. Provide intensive initial on-campus student orientation for one week, based on Georgetown guidelines, separate from regularly scheduled foreign student orientations, as well as ongoing orientation throughout the program.
8. Facilitate campus visits and other monitoring procedures by Georgetown representatives, including private interviews with each CASS student, at times mutually agreed upon in advance by Georgetown and the Participating Institution.
9. Monitor carefully all Health and Accident Coverage (HAC) claims prepared by health care providers.

10. Advise Georgetown immediately of all serious academic, personal, health, safety and legal matters regarding individual students, and violation of the CASS Code of Commitment. All CASS students are expected to abide by the CASS Code of Commitment and are subject to the rules and regulations of the Participating Institution.
11. In advance, advise Georgetown of and obtain its approval for: a change in a student's major, a student's shift from a degree program to a certificate program, and a student's need for a time extension to complete the field of study.
12. Administer the allocation of funds for students' personal allowances, clothing, books and supplies. Because many students have no previous experience with money and budget decision making, stringent control over how they spend their allocated money may be necessary in some cases. The amount of personal allowance is \$150 per student per month and must not be below this level to maintain equity nationwide. The Participating Institution shall establish its own rate for clothing allowances and its own procedures for providing books and supplies as appropriate to ensure student success.
13. Participate in CASS-related conferences, orientations, and regional cluster meetings as appropriate. Travel as necessary to attend meeting with CASS personnel to finalize the CASS program budget and budget narrative.
14. Organize active local community advisory boards before students arrive and maintain their involvement with the program throughout the 24 months.
15. Prepare and submit all required reports to Georgetown on a quarterly basis as scheduled, and other CASS program related information as requested. See Instructions for Reporting (94-K8 Subagreements) for reporting deadlines.
16. Cooperate with Georgetown and students regarding tax reporting requirements related to the CASS scholarship to ensure compliance with the tax laws.
17. Cooperate with Georgetown in identifying an appropriate date of departure for all CASS students prior to termination of the subagreement.
18. During the second year of the program, guide students in the preparation of professional credential files and ensure authentication at the state level of relevant student documents (diplomas, certificates, or transcripts).
19. Plan and implement re-entry seminars prior to students'

departure for their home countries at the termination of the CASS program. Distribute the \$25 per student travel allowance (provided by CASS in second-year modification) upon students' departure for home country.

20. In keeping with the goals of the CASS program, agree not to facilitate the return to the U.S. of any former CASS student for the purpose of study by the issuance of financial aid or an I-20; and, where the law permits, agree not to involve any former CASS student in any part of an on-going CASS program.
21. Prepare a COMPREHENSIVE PLAN. (See Guidelines for Preparing the Comprehensive Plan elsewhere in the subagreement packet.)
22. Submit the following items to Georgetown for review and approval prior to execution of the subagreement:
  - a) the Comprehensive Plan,
  - b) the supporting Budget (Attachment C), and
  - c) the Budget Narrative.

Together these items should demonstrate the program plan and support for achieving the goals and objectives of CASS.

[5.20.94]



# Orienting Students to CASS

## An Orientation II Handbook for CASS Overseas Staff and Advisors

CASS Overseas Operations  
Georgetown University  
P.O. Box 2298 Hoya Station  
Washington, DC 20057  
(202) 298-0256  
June 1994

## Table of Contents

### Predeparture Orientation II

#### "Preparing for Personal & Professional Growth"

Orientation II Objectives .....	3
Guidelines for Planning Orientation II Program .....	4
Roles and Responsibilities of Country Coordinators, .....	5
Sample Program .....	10
Thematic Messages and Methods to Support Objectives .....	14
Appendices .....	20
Appendix A	
Task Checklist .....	20
Interim Checklist .....	22
Appendix B	
Sample News Release .....	23
Appendix C	
Homework .....	25
Appendix D	
Guidelines for Host Family Letter .....	26
Appendix E	
Guidelines for Goal Setting .....	27
Appendix F	
Continued Development of National Albums .....	29
Appendix G	
Informational and Interviews & Worksheet .....	30

## Purpose of Orientation II

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

## Orientation II Objectives

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

## Reminders...

### Give Priority to:

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

## **Guidelines for Planning Orientation II Program.**

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

### **How the Program is Designed**

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

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

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

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

### **Using Trained Alumni & In-Country Specialists.**

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

"It has been my experience..."

or

"I found my experience to be..."

not

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

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

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

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

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



**Please remember:**

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

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

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

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

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

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

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

Remember that the best match involves students who:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# SAMPLE PROGRAM

## CASS Orientation II

### "Preparing for Personal & Professional Growth"

Place  
Country  
Date

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

**Module I** (2-3 hours)

#### Opening

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

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

**Module II** (1 hour)

**CASS Philosophy**

**Overseas Staff/Country Coordinator**

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

**Module III** (1 hour)

**Issues Related to Deafness** (for all students)

**Module IV** (2 full days)

**Personal Development**

**Human Resources Specialists**

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

**Day One - PM Activities**

**Students/Country Coordinator**

- Form Student Work Committees

**DAY TWO**

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

**Day Two - PM Activities**

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

**DAY THREE****Module V (3 Hours)****Living in the USA:  
Community & Family Life**

Experience America Facilitators/Alumni

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

**Module VI (4 Hours)****Social Norms and Behavior**

Experience America Facilitators/Specialists

**Part A - Sexuality**

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

**Part B - Gender Awareness**

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

**Part C - Legal Issues**

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

**Day Three - PM Activity**

Display and Present National Albums

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

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

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

**Module VIII (3 Hours)**

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

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

**Day Four - PM Activity**

**Cultural Night**

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

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

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

- Alumni Association
- Community Service
- Industry Visits

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

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

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

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



## Thematic Messages and Methods to Support Objectives

### Module I

#### Introduction of Staff.

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

#### Introduction of Students.

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

#### Student Expectations for Orientation.

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

#### Review of Orientation Objectives.

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

#### Method of Presentation.

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

<b>Module II Philosophy.</b>	Talking about the mission, using overhead transparencies to underscore concepts.
<b>Module III</b>	Issues related to Deafness (all students). Invite a specialist on deafness to present general issues relating to deafness and deaf people.
<b>Module IV Personal Development. (Hearing students)</b>	To be handled by Human Resource specialists trained in dynamics and psychology. They will provide handouts.
<b>Personal Development. (Deaf Students)</b>	<p>The two day Personal Development component for hearing students is very discussion oriented and all of the sessions may not be useful for the deaf students. You should use some of this time, therefore, to have the deaf students participate in some activities that will be especially useful to them. For example:</p> <ul style="list-style-type: none"> <li data-bbox="597 842 1430 1030">○ An interpreter and another qualified individual should conduct a session with the deaf students covering the purpose of the orientation, fears and expectations the deaf students have a clear understanding of why are they are going to study in the United States. These sessions with the deaf students should be interactive and allow them to express their ideas, fears, etc.</li> <li data-bbox="597 1058 1430 1181">○ The deaf students should meet with some of the deaf alumni who can tell them about their worksite, or, if available, have a chance to meet some deaf professionals who can provide them with encouragement and an example.</li> <li data-bbox="597 1209 1430 1332">○ The deaf students could meet with representatives from the deaf association about leadership, motivation, experience, and possible contributions that they can make to the association on their return home.</li> <li data-bbox="597 1360 1430 1461">○ GU will attempt to provide a signed video of Mt. Aloysius College, where they will be studying, to provide the students with a brief orientation to the campus.</li> </ul>
<b>Day One Homework Host Family Letter.</b>	See Appendix D for content guideline handout.
<b>Day Two Homework Goal Setting.</b>	See Appendix E for content guideline handout.

**Module V  
Living in the USA**

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

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

**Module VI, Part A  
Sexuality.**

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

**Module VI, Part B  
Gender Awareness**

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

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

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

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

**Day Three - PM  
National Albums.**

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

**Module VII  
Responsibilities of  
CASS Scholars.**

To be handled by Experience America Facilitators.

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

To be handled by Experience America Facilitators.

**Cultural Night**

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

**Module IX  
Returning Home**

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

### **INDUSTRY VISITS**

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

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

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

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

### **COMMUNITY SERVICE**

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

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

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

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

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

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

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

## Appendix A

### Task Checklist:

#### Reservations & Arrangements

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

#### Program Speakers & Guests

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

#### Invitations

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

## Publicity

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

## Multi-Media Documentation

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

## Site Planning

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



## **Materials Handouts**

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

## **Money**

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

## **Interim II Checklist**

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

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

## Appendix B Sample News Release

**Letterhead or News Release Stationary  
Date**

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

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

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

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

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

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

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

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

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

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

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

## Appendix C

### Homework.

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

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

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

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

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

### Handout Materials

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

## Appendix D

### Homework: Guidelines for Host Family Letter

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

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

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

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

## Appendix E

### Homework: Guidelines for Goal Setting

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

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

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

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

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

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

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

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

## Appendix F

### Homework: Continued Development of National Album

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

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



## Appendix G

### Homework: Informational Interviews

Student Name \_\_\_\_\_  
Country \_\_\_\_\_  
Field of Study \_\_\_\_\_  
College \_\_\_\_\_  
Person Interviewed \_\_\_\_\_  
Company Affiliation \_\_\_\_\_

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

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

5. What kind of personnel are employed in this industry? What kind are needed?
  
6. Are machines, equipment , or computers used? If so, what kind?
  
7. What production, marketing and management needs exist?
  
8. Describe briefly any other information learned about the industry.
  
9. Having studied technical courses in the field of this industry for two years, what does the industry representative think you will be qualified to do when you return home? What level of job does he/she think might be appropriate? What is a realistic salary to expect?
  
10. After having time to reflect on your interview, write some overall impressions. If you had time to schedule another interview, what would you do differently? Would you practice more in advance? Would you dress differently? Would you do more research about the industry before your appointment? Would you plan backup questions?

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

## CASS Overseas Alumni Employment Survey Fall 1994

### Background:

CASS believes that the true litmus test of our U.S. training program is the ability of CASS alumni to integrate their newly learned skills into the labor markets of their home countries. Therefore, CASS Overseas Operations designed the *Everybody Works!* job assistance program to support returnees in their search for employment in their field of study. To track alumni professional development, each fall Country Coordinators conduct an employment survey. This year, they contacted students from Cycles A through H (alumni returning home 1986-1992). The instrument, designed by CASS/Georgetown University, sought to obtain the following information:

1. the current geographical residence (urban/rural) of alumni
2. employment status (full-time/part-time) and (in field of study/not in field of study)
3. self-employment status (yes/no)
4. continued studies status (yes/no)
5. participation in community service activities status (yes/no)

### Statistics:

Of the 1,975 program alumni who returned home before 1994, 1,287 (65%) responded to the survey. Ninety-two percent are working and 64% of these in their CASS field of study (FOS). Over all, employment statistics remained the same as last year, although fewer alumni are working in their fields of study. The following chart displays initial findings:

Country	BZ	CR	DR	EC	EL	GT	HT	HO	JM	PN
Total Alumni	258	278	131	109	292	354	37	312	69	135
Contacted	186	238	102	57	127	227	22	218	45	65
Employed %	96	90	90	100	95	87	95	93	89	89
Empl in FOS %	63	62	62	68	62	57	23	85	56	60

### Country Code Abbreviations

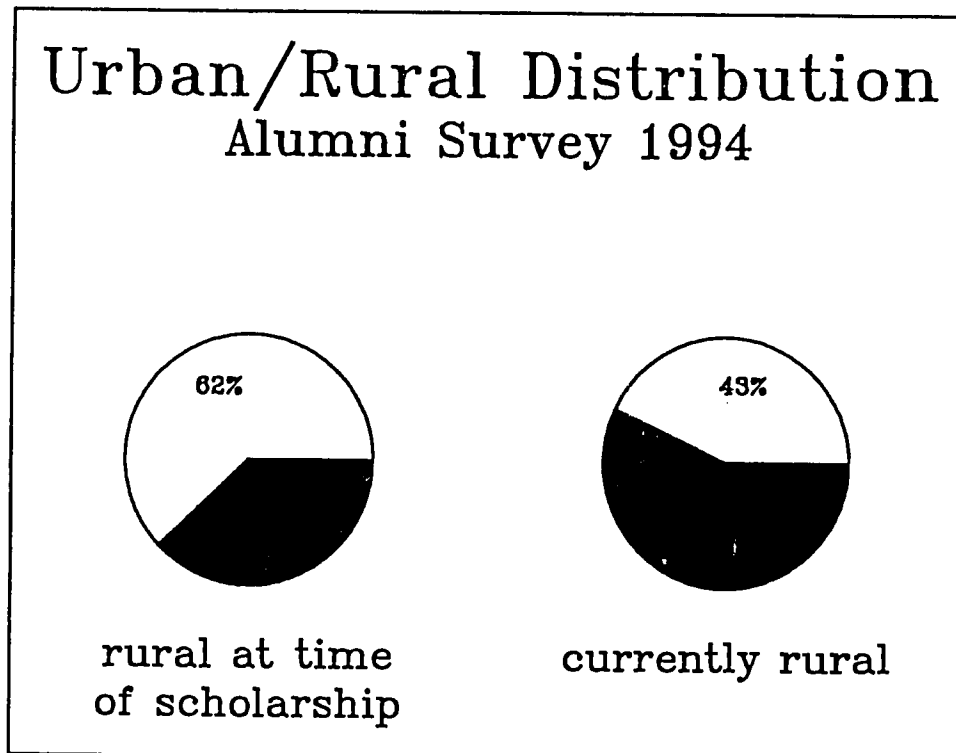
BZ = Belize	GT = Guatemala
CR = Costa Rica	HT = Haiti
DR = Dominican Republic	HO = Honduras
EC = Eastern Caribbean	JM = Jamaica
EL = El Salvador	PN = Panama

## Discussion:

The CASS program awards scholarships to economically disadvantaged youth leaders. We especially target women, indigenous groups, and people with disabilities who do not have access to post-secondary education in their countries. The scholarship provides students with leadership and specific technical training vital to the development of their communities.

### Urban/Rural Distribution

Although CASS offers training relevant to rural areas and Country Coordinators have extensive support networks throughout their countries, many alumni choose to relocate in urban areas after returning from the U.S. The two major causes for this urban migration are availability of professional and educational opportunities. The following graph illustrates the percentage of rural alumni relocating in urban areas.



### Employment

Women traditionally make up 50% of all CASS participants. This survey notes a 19% difference between the number of men and women working in their fields of study. Seventy-three percent of the male respondents are working in their field of study compared to 54% of the women. We believe this is primarily because many Clothing Merchandising alumnae have been unable to find jobs in their field of study.

Each year, CASS tries to provide scholarship opportunities to a greater number of disadvantaged people. In 1990, CASS began a pilot program to offer computer training to hearing impaired students from Central America. CASS contacted 41 of the 47 deaf alumni who have returned to their home countries. Eighty percent are working and 68% of these are employed in their field of study. Forty-one percent are continuing their studies.

CASS Country Coordinators continue to organize activities to promote micro-enterprise development among the alumni. Of the alumni contacted, 128 (10%) indicated that they are self-employed.

A four year university was recently founded in Belize which offers only business degrees. Therefore, to meet the special training needs of Belize, St. John's College and CASS together offer bachelor's degree training in fields not available in Belize. Candidates are economically disadvantaged leaders with associate degrees from St. John's College. St. John's secures tuition scholarships for these students and CASS provides room, board, and a modest stipend. Of the 53 St. John's alumni contacted, 50 are working with 35 employed in their fields of study.

### Continuing Education

At the time the students return home, most participants express their intent to continue their studies. Currently, there are 77 alumni studying outside of their home country. This includes 19 enrolled in the CASS Florida BA Program. Many alumni from Belize and the Eastern Caribbean study abroad (36 and 27 respectively) because comprehensive four year colleges do not exist in these countries.

This year, 337 alumni (26%) reported they are studying in their own countries. This number increased significantly from the 193 reported studying in last year's survey. This is in part a result of the increased number of credit transfer agreements that CASS has obtained with in-country universities.

### Community Service

Community service and leadership are key elements of the CASS philosophy. CASS gauges the multiplier potential of candidates based on their community involvement and group activities. Seven hundred forty (57%) of those contacted responded that they still regularly participate in community service activities.

### **Recommendations:**

Last year, many Country Coordinators asked how we could signal that an alumna was not working outside the home because she was taking care of her family. We attempted to measure this factor in this year's survey, but the results proved to be insignificant.

For the past three years, Country Coordinators have surveyed all CASP (Cycles A-E) and CASS (Cycles F-H) alumni. This year, some countries had over 350 former students to contact. CASS has new Country Coordinators in Jamaica and Panama, where both encountered some difficulties in contacting alumni. Many Coordinators experience difficulty in contacting CASP alumni because they have been home for as much as eight years. Because statistics do not vary with the exclusion of CASP alumni, future surveys will track only CASS alumni.

Some Country Coordinators indicated the countries where alumni, living outside of their home country, currently reside. Although some have returned to the United States, many live in other Central American countries, usually with their spouses who are also program alumni. Next year, we will ask all Country Coordinators to indicate the country of residence of those living abroad, if known.

**Conclusions:**

Comparing this year's survey with last, there are not significant difference in employment levels. However, we did note that the number of alumni employed in their fields of studies decreased from 71% to 64%. This decrease was more pronounced among women. Level of community service among returnees also dropped 12% since last years survey.

The number of alumni studying in their home countries significantly increased. We attribute part of this increase to the 18 credit transfer agreements CASS has secured with in-country universities. CASS will continue to work to establish similar agreements with Nicaraguan and Caribbean institutions of higher learning.

**Employment Database Statistics Sheet  
1985-1993**

Overall (where alumni contacted > 14)

Field	Total Reached	Total Working in FOS	% Working in FOS
Agricultural Technology	54	31	54%
Computer Literacy (Program for Deaf Scholars)	28	18	64%
Clothing Merchandising	131	64	49%
Computer Science	129	88	68%
Electronics	210	162	77%
Food Technology	108	59	55%
Hotel Management	46	31	67%
Hotel/Restaurant Management	75	38	51%
Machine Tool	59	40	68%
Quality Control	116	73	63%
Small Business Management	139	94	68%
Teacher Training	14	11	79%

Male Alumni Statistics

	#	%
Total Alumni	1,050	-
Total Contacted	716	-
Total Employed (% based on total contacted)	674	94%
Total Employed in FOS* (% based on total contacted)	521	72%
Studying (% based on total contacted)	188	26%

Alumnae Statistics

	#	%
Total Alumnae	925	-
Total Contacted	571	-
Total Employed (% based on total contacted)	507	89%
Total Employed in FOS* (% based on total contacted)	309	54%
Studying (% based on total contacted)	149	26%

\* FOS = Field of Study

David Gifford  
CASS U.S. Operations  
Center for Intercultural Education and Development  
Georgetown University  
Box 579400  
Washington, D.C. 20057-9400

Dear David:

I am glad to help you answer the question to USAID on how CASS scholars have helped in the internationalization of our community. Edmonds Community College has over 1000 international students from more than 60 different countries. However, Spanish speaking students mainly are our students from Central America and the Caribbean with a few others from Peru and Spain.

Our CASS students are enthusiastic special among other international students. They came prepared to share their cultures and they like to help the community in understanding Latin communities. They are always willing to participate in any type of activity that the campus or the community is organizing. For instance, they have visited many schools in the community and they give presentations on their countries. Many times schools within our school district and other districts have called us asking for help for their Latin students who have difficulties understanding the US educational system, culture and language. Our CASS students have participated in community health fairs, senior citizen classes, and high school activities promoting an further understanding of Latin cultures.

Many instructors have told me how happy they are having CASS students in their classes. They are very motivated; they like to participate and give opinions that provide different perspectives to the class.

We have many ethnic activities on campus and in the community that promote broader understandings of multicultural environments. Edmonds Community College's friendship clubs from more that 30 nations including the US, organize at least once a quarter activities that increase the awareness of other values, belief and cultural behaviors.



There are many positive aspects having international students on campus and the community. We specially appreciate the CASS students who come prepared and willing to share their cultures.

Please call me if you need any additional information.

Sincerely,

A handwritten signature in black ink that reads "Astrid Sanchez". The signature is written in a cursive style with a large, looped initial 'A'.

Astrid Sanchez  
CASS Coordinator

December 19, 1994

1825 N. Bluemound Drive  
P.O. Box 2277  
Appleton, WI 54913-2277  
Telephone 414-735-5600  
TDD 414-735-2497  
FAX No. 414-735-2582

DEC 22 1994

David Gifford  
CASS U.S. Operations  
Center for Intercultural  
Education and Development  
Georgetown University  
Box 579400  
Washington, DC 20057-9400

Dear David:

This letter is in response to your correspondence dated November 7, 1994 in which you ask to what extent Fox Valley Technical College's (FVTC) participation in CASS has facilitated the "internationalization" of our campus and community? Earlier you had requested information on the impact of CASS since its beginnings at FVTC through 1993. In this case, as requested, I am providing information about our international development during 1994.

- **Increase of foreign student enrollment beyond CASS**

FVTC has submitted five requests for tuition waivers from the Wisconsin Technical College (WTC) system during the 1994 school year. Tuition waivers enable out-of-state, in our case, international students, to afford tuition at our college. Out-of-state tuition is prohibitively expensive, and combined with the cost of living, keeps the numbers of non-resident students at a minimum. Of the five requests submitted this year, four have been approved to date. Our awareness of international students and the ways in which they can be served at FVTC has increased enormously since we became involved in the CASS and NPSP programs. There are approximately 10 foreign students, in addition to the CASS students, enrolled at FVTC at this time. (The figures given here do not include the over four hundred Laotian Hmong students enrolled at FVTC.)

- **Increase of ESL enrollments/instructional capability:**

In the past, the majority of students enrolled in ESL at FVTC were Hmong Laotian. This continues to change, however, as increasing numbers of people from other countries are enrolled. Today, only 50% of the students enrolled in ESL are Hmong Laotian. The remaining 50% represent 23 countries. ESL students' abilities range from the need to learn to read and write in any language to graduate level students needing to learn English. A multi-media ESL lab and extended hours for use have encouraged greater use of staff and resources by both students enrolled in classes and individuals studying on their own.

- **Increase in the study of foreign languages on campus:**

FVTC will begin to offer foreign language instruction for up to two elective program credits in the spring of this year. A foreign language lab is under development. A Title VI/Part B proposal has been submitted to support foreign language and culture studies for students and for business and industry. Funding of this project will speed things along, however, the district will continue to develop language and culture courses in any event.

- **Curricular changes reflecting an international focus:**

Internationalizing the curriculum is an FVTC and WTC system goal. In addition to conference attendance by faculty and staff on this topic, the college has centralized available resources to assist staff in internationalizing their curriculum. Specific international courses are under development as well as the infusion of international topics in existing curriculum. It is the responsibility of the international studies director to coordinate the internationalization of curriculum district wide.

- **Staffing levels related to international student services:**

At this time, staff available to support international students is adequate. Two full-time program operators support the CASS J and K programs. The director of international studies provides support services to other international students. Faculty and staff, throughout the college, are involved in the provision of services to all enrolled students, e.g., school nurse, student activities, student government. Staff will be added as necessary to support the college's international efforts.

- **Professional development of faculty and staff related to cross-cultural sensitivity, international issues, etc. (Include affiliations such as NAFSA, SITAR, TESOL, and conferences attended.):**

The WTC system requires faculty and staff to maintain certification in order to continue to be employed. Specific courses are required to obtain the required five year certification. Now included on this list is Educational Diversity, a course which addresses diverse populations. Topics include gender equity, disabilities, nontraditional students, minority students, etc. The students are required to do research as well as identify the services available both within the college and the community to serve these target populations. Other workshops, seminars relevant to diversity are promoted to interested faculty and staff.

FVTC holds memberships in a variety of international organizations, ACIE, (American Council on International Intercultural Education) NASBITE, (National Association of Small Business International Trade Educators) MIICEP-Holland, (Michigan-Illinois-Iowa Consortium for Educational Programs in Holland) ICISP, (Illinois Consortium for International Studies and Programs) PIN, (Post Secondary International Network) and the Wisconsin Technical College International Committee. The director of international studies serves on the executive board of ACIE, MIICEP, and is on the steering committee of the WTC system international committee.

- **Student study abroad programs:**

In January, two FVTC students will participate in a study exchange with Den Bosch, Netherlands. This will be the first time the college has participated in student exchanges. Other opportunities are being developed.

- **Faculty exchanges/travel abroad:**

Several faculty have already participated in faculty exchanges. Policies and procedures are under development to facilitate increased exchanges. Faculty members are made aware of research, study, and travel opportunities and assistance is available to process applications, gather additional information, make passport applications, and so forth.

- **International events on campus:**

FVTC celebrates diversity with an annual Multicultural week. The members of the Multicultural Association, and other student organizations participate in the planning and implementation of the week's activities.

Faculty and staff advisors to the organizations assist. This month, FVTC, and the College of the Menominee Nation held a signing ceremony formalizing an agreement for joint training in the area of law enforcement. FVTC has hosted many international visitors in the past year. We welcomed faculty and staff from Den Bosch, the Netherlands, Conalep, Mexico, Handsworth College, the United Kingdom, law enforcement officers from Kurgan, Russia, and others. Visits are centralized in the international/intercultural center with faculty and staff from throughout the college being asked to respond to visitors' needs.

- **Faculty grants and research:**

Funding proposals have been submitted to USIA and to the US Department of Education to support international activities. Information on faculty research and study grants is made available on a continuous basis.

- **International linkages between the campus and educational institutions abroad:**

FVTC has established two formal linkages to date: The Kurgan Machine-Building Institute in Kurgan, Russia, and Den Bosch, the Netherlands. Our membership in Illinois Consortium for International Studies Program (ICISP) will introduce us to many other formalized relationships in the future.

- **Community outreach:**

FVTC works closely with business and industry and the community at all levels. In the case of international activities, we are looking at course offerings that will enhance international trade for small business and industry, we have involved leading business and industry in the writing of our grants; and business and industry provide internship sites for the CASS students. As for community outreach, the CASS students have contributed thousands of hours of time in volunteer services to a variety of organizations in our community and in our college.

- **Changes in the institutional mission statement to reflect an international focus:**

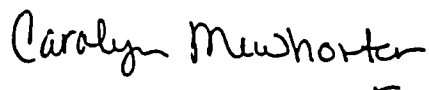
The college's mission statement is presently being revised and will reflect our involvement in international activities once complete.

- **Anecdotal information:**

Perhaps the greatest change is in the overall attitude of FVTC faculty, staff, and students and their increasing involvement and support in all things international and intercultural. People readily volunteer to serve on committees designed to forward our international efforts. Committees for faculty and student exchanges, curriculum development, planning, and training are easily formed and supported by their members.

David, that about does it. In a nut shell, FVTC is increasingly involved in international/intercultural activities. Our staff and faculty are willing and eager, not only to participate, but to take an active role to support exchange efforts, projects, the internationalization of the curriculum, language studies, and so on. Our involvement with the CASS and NPSP programs has provided a positive experience for the hundreds of people who have come in contact with the students. While all colleges will move forward in the international/intercultural area, FVTC has had a positive international experience which is moving us quickly in a new direction.

Sincerely,



Carolyn Mewhorter  
Director, International Studies

cc: Merlin Gentz, Vice-President, Instructional Services



**Hocking  
College**

**3301 Hocking Parkway  
Nelsonville, Ohio 45764-9704 614 753-3591**

NOV 30 1994

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November 21, 1994

Dr. David Gifford, Director  
CASS U.S. Operations  
C.I.E.D.  
Georgetown University  
Box 579400  
Washington, DC 20057-9400

Dear Dr. Gifford:

As we near the close of our Fall 1994 quarter and the year itself, we feel this a timely opportunity to submit what it is felt to be an "executive brief" on the USAID/Georgetown University/CASS/Hocking College Program.

We convey greetings on behalf of our students, staff, faculty, administration and importantly, our Civic Community. Without hesitation, it is with delight and confidence with which we report continued success and very high anticipation. To be more specific, we wish to offer highlights in this regard and as they would relate to our campus and general community on a whole.

- \* CASS students remain the largest group on our campus with an intercultural impact of great significance to our growth as an institution promoting global awareness.
- \* Without design, the CASS students clearly answer an everlasting query of potential international applicants - in that, indeed, we are sensitized to foreign student enrollment and we are a campus of many colors and cultures. This accomplishment has become a quest for campuses across the nation and we feel honored and confident to be at a forefront position.
- \* The CASS impact has summoned additional energies from faculty and staff in meeting the challenge - with particular notice to our English support program and its new capabilities that now serves beyond the CASS group.

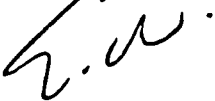
Dr. David Gifford  
November 21, 1994  
Page 2

- \* With the same spirit, our American students have demonstrated new desires to be bilingual - thus, new curriculum offerings and programs of study abroad have become popular; the "in thing" as it is said.
- \* The CASS Program has prompted campus and community activity initiations such as:
  - A monthly campus luncheon program entitled "Global Cafe".
  - A "Circle K" - community interaction of leadership - Hocking College branch since established.
  - Rotary - guest presentations
  - Kiwana's - guest presentations
  - A renewed strength with our student club of the International Student Society and the Student Association for Valuing Diversity.

As we celebrate the achievement of all the above, we know fully the realization of the CASS presence and impact on our campus and indeed grateful and proud.

Finally, we pause to pay compliment to the USAID/Georgetown foresight and work. Whereas these realizations are vital to a growth and need for our country and communities...The mixing and blending of cultural ideas, and joint learning by our world youths is key for us all today and certainly for tomorrow. We are proud to be a part and eagerly look forward to our continued association.

Sincerely,



E. Wilburn Smith  
Senior Assistant to the President  
for Intercultural Development and  
International Affairs

EWS/tcm





# **MT. HOOD COMMUNITY COLLEGE**

28000 S.E. STARK ST., GRESHAM, OREGON 97030 • (503) 887-6422 • FAX (503) 887-7389

Dr. Paul E. Kreider, *President*

December 19, 1994

David Gifford  
Director of U.S. Operations  
CASS/CIED  
Georgetown University  
Box 579400  
Washington, D.C. 20057-9400

Dear Mr. Gifford:

In response to your solicitation of information regarding the extent to which CASS has facilitated the "internationalization" of Mt. Hood Community College during 1994, I submit the following information currently available to me:

- Fall term '94 international student enrollment was up 2% from fall term '93.
- An international student advisor position was created and budgeted for the 94/95 academic year. The position was created for purposes of recruitment and to provide support services for non-CASS international students. Unfortunately, the MHCC board did not support filling the position and it met its ultimate demise during cross-campus budget cuts this fall.
- At least four staff members are currently members of NAFSA: Association of International Educators, three of which attended the NAFSA Region I conference in Spokane, Washington in October. These staff members are also members of NORISA (Northern Oregon International Student Affairs Association) and attend regular local meetings. MHCC is also a member college of CCID, with a representative attending its national meetings.
- MHCC formed a Cultural Diversity Task Force made up of top and mid-level administration, faculty and staff, receiving technical assistance and training from Western Interstate Commission for Higher Education (WICHE) Institute on Ethnic Diversity. The Institute of Ethnic Diversity entered into a partnership with the Oregon community college system to contribute to the agenda of diversity and higher education.
- A faculty exchange program with Swinburne University in Australia was formed.
- The CASS Program administered a NAFSA Cooperative Education grant, MultiEthnic Studies through Community Learning Activities (MESCLA), which provided CASS, non-CASS international students and non-international students the opportunity to visit and study different ethnic groups within Oregon.
- The college's customary international week turned into a month long Worldview Series in May 1994 with increased participation from CASS, non-CASS international and non-international students, as well as faculty, staff and community members.

- The college hosted the NAFSA Region I Mid-year Seminar in Oregon in April 1994.
- Instructors of ESL and Spanish coordinated a series of mandatory classroom exchanges for language and culture learning during fall term '94.
- The CASS Program administered the Conversation Partner Project, linking between 50 and 100 individuals for one-on-one culture and language exchange each academic term during 1994.

While it is difficult to ascertain whether the presence of the CASS Program influenced MHCC's receptivity to internationalization this past year, it can be said that the CASS Program has had a tremendous impact on the college and community and has undoubtedly helped to create a climate open to and encouraging of international education, exchange and appreciation.

Please let me know if you need any further information or detail.

Sincerely,



Heather Lang  
CASS Coordinator



November 23, 1994

David R. Gifford  
CASS U.S. Operations  
Center for Intercultural Education  
and Development  
Georgetown University  
Box 579400  
Washington, D.C. 20057-9400

Dear David:

Northcentral Technical College has benefitted greatly from having the CASS students on our campus. Seven years ago our student population was 99% Anglo and the CASS students had considerable difficulty making friends on campus and fitting in. Also many instructors were afraid and did not want to teach them.

Since that time we have seen a great deal of progress as the CASS students have helped internationalize our campus. Some of the effects we have observed are the following:

- \* The CASS ESL class has created an environment that welcomes other non-CASS ESL students. This is important because many in-district resident students need ESL. They need the academic ESL that the CASS students are taking, and we have been able to meet their needs.
- \* Many courses have added an international focus to their materials as a result of having CASS students in the class. For example, in Contemporary American Society the students all gave presentations on their constitutions and compared them to the U.S. Constitution. This was enlightening to all class members.
- \* We have broadened our base of willing instructors for international students. In fact, once the instructors have had the CASS students in their class, they are generally eager to have them again. It is often said that "To know them is to love them."
- \* Many staff members signed up for a Cultural Diversity course and have completed projects that will help them more effectively teach international students.
- \* We are working to develop guidelines for credit transferability for study abroad programs for N.Am. students. To date our college has not offered credit, but is considering doing so in the future. We are also beginning to seek funding for these experiences.

Dr. Robert Ernst, President

Main Campus, Wausau • East Campus, Antigo • West Campus, Medford • North Campus, Phillips  
Southeast Campus, Wittenberg • Southwest Campus, Spencer

*An Equal Opportunity Educator/Employer*

David Gifford, 11/23/94

Page 2

\* We have had faculty members participate in the CASS selection and others attend a seminar for internationalizing the curriculum. We also have faculty members who are looking for international professional development activities; in reality these cost no more than state-side experiences and are becoming more important as we enter a global marketplace.

\* The CASS students have contributed more than any other group to international understanding on campus. Their contributions to Cultural Awareness week were outstanding. They also have gone to speak in a variety of classes. In addition they have been speakers throughout the community at schools and service organizations.

\* The indirect monies have also helped fund other international endeavors. One Fulbright Scholar on campus helped an area law firm develop a relationship with a major region in China. They now have the rights to represent U.S. firms within that region.

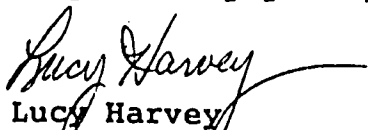
\* Our college has recently signed a partnership agreement with a German college. We are in the process of developing linkages with other international institutions.

\* Through Friendship Ambassador activities students have reached out to schools. Also from their internships many students have made lasting working relationships; they plan to establish partnerships which will create business in their home countries. For example, one student had an internship with a ginseng exporter and has returned home. They have subsequently formed a partnership for exporting seafood.

\* As N.T.C. works on its vision, mission statement and strategic plan, the CASS influence helps them realize the importance of thinking globally.

As you can see, the CASS program has been very effective in increasing awareness and intercultural understanding on our campus and in our community. Not only have the CASS students benefitted, but the college and the resident students have been enriched by the program as well. We look forward to a continued relationship with Georgetown through successive groups!

Respectfully yours,



Lucy Harvey  
International/Intercultural Specialists



Angelina Iwen  
International/Intercultural Specialists

# International Education

St. Louis Community College  
300 South Broadway - Sixth Floor  
St. Louis, Missouri 63102  
Telephone (314) 539-5350  
Fax (314) 539-5170

Date: December 14, 1994

**TO:** David Gifford,  
CASS, Director, US Operations  
Georgetown University

**FR:** Robert Frost, International Programs Manager  
St. Louis Community College

**RE:** Requested Information for AID Report



Below is listed some of the anecdotal information requested. Please feel welcome to follow-up with questions if we can be of help.

Overall, SLCC efforts to internationalize have increased rapidly over the past year. We recently reduced our TOEFL requirement from 550 to 500 in an effort to attract more diverse communities to the college. A Cultural Diversity committee has been formed for the district. Our study abroad programs have increased each year for the past four years.

- Foreign student enrollment has increased in 1994-5 by ( my estimate ) 25 students.
- Our ESL enrollments have more than doubled. We have increased full-time faculty ( from one to three ) and part-time faculty ( from three to 15 ).
- This year we will hire a full-time Spanish instructor, after five years of part-time offerings. A Japanese course is being offered for the first time through the college's education channel.
- In addition to the growth in international education staff ( three new part-time staff ), counselors and admissions staff, as well as english faculty have shown increased interest in training to work with internationals.
- The above was noted particularly at a recent joint NAFFSA-TESOL conference, in which 18 SLCC staff persons attended. Faculty regularly attend ACIIE conferences, and the Florissant Valley campus hosted the Oak Park Diversity Conference in Fall, 1994. Rob Frost, CASS staff, volunteered to teach a Spanish/Latin American Culture class to a group of FV faculty and staff that has specifically requested such training for professional development.
- Study abroad programs have increased yearly since 1989. CASS staff maintain a file of general study abroad information as a service to students. More importantly, student interest in study abroad has grown such that the college now offers eight programs in 1994-5. Additionally, a new academic study program is being developed to take place in Central America.

- Two institutional linkages programs that would encourage faculty exchanges are in the works- one with a university in Spain and one in Belize. These developments are directly through experience with CASS programs.
- College mission statement was recently updated to reflect a philosophy of providing education to all peoples.
- Forest Park campus hosted the largest international celebration of cultures in the St. Louis area in 1994. CASS students have attracted business people to the college, by offering their expertise in doing business in their home regions. Also, internships have helped "showcase" college's training capabilities. These experiences have drawn important connections among staff between international programs, NAFTA, GATT, and other important international awakenings.

I hope this is some help!. Give my regards to staff and have a happy holiday season!

cc: Fili Altinger

**SANTA FE COMMUNITY COLLEGE**

8000 N.W. 83rd Street  
Room M-135  
Gainesville, Florida 32606

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**TECHNICAL AND SPECIAL PROGRAMS**

*John Corr, Foreign Student Training Coordinator  
(904) 395-5538, FAX 904-395-5764*

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**Fax to:** David Gifford, 202-338-0572

**From:** John Corr, 904-395-5764

**Subject:** Gifford Nov. 21, 1994 letter

In response to your question regarding SFCC's 'receptivity or capability ..... to train students from developing countries,' we submit the following:

As a result of our Cycle K program:

1. SFCC has developed for Cycle K an entry-level ESL program for students who start with little or no English. This entry-level program will be available for future international student training groups.
2. The academic program developed here for Cycle K, that is, an Associate of Science degree in Environmental Science Technology with a specialization in Seafood production and Marketing, is being considered for addition as a part of our regular catalogue program offerings.
3. International Events on Campus: Central American Independence Day (September 15) is a major promotional event organized by CASS students.


**SCOTT COMMUNITY COLLEGE**

500 Belmont Road • Bettendorf, Iowa 52722-6804  
 (319) 359-7531 • FAX (319) 359-8139

To what extent has participation in CASS facilitated the "internationalization" of your campus and community in 1994?

The biggest single impact connected with international programming which grew out of CASS continues to be our ESL program. Growth continues to increase each year, still with little to no marketing effort. We have been able to offer 4 levels of Intensive ESL and 2 levels of Advanced ESL both Spring and Fall of 1994. The numbers of students continues to be comprised of internationals and refugees, primarily SouthEast Asians.

Spring '94:

Intensive= 33 (of these 12 are CASS and 10 are YFU/ESL)

Advanced= 15

Summer I '94:

Intensive= 2

Advanced= 10

Fall '94:

Intensive= 40 (of these 17 are CASS)

Advanced= 13

In December of 1994, 55 persons sat the Michigan Test of English Language which included all intensive, advanced and new potential ESL students.

Our SCC ESL staff also found time to meet 4 times in 1994 with the other EICCD ESL staff from Clinton, Muscatine and Davenport to discuss and work on curriculum development, assessment and placement and marketing issues.

Sandra Peterson, SCC ESL Program Manager also offered an intensive 3 hour inservice for all District ESL faculty both in the Spring and Fall of 1994.

SCC ESL staff maintains membership in TESOL and both the Program Manager, Sandy Peterson and Full Time Faculty member, Theresa Bries were able to attend the **National Tesol Conference** in March of 1994 held in Baltimore, Maryland.

Mid-Tesol membership and activity continues as well with 2 part-time ESL faculty joining Sandy and Theresa at the joint **Mid-Tesol/NAFSA Regional Conference** held in St. Louis in November. In addition to attending the conference Theresa co-presented a session on using Video in the ESL classroom. Theresa also co-presented at the **ESL Bilingual Refugee Concerns Conference** held in Des Moines in February 1994 which most of her SCC ESL colleagues also attended. Her topic was assessment and testing.

The ESL department support for April's **International Week** was invaluable as they helped motivate students to set up home country displays and prepare food for our biggest **International Festival Day** yet! 1994's **International Week** was a big success and one of



the highlights and all-college exposure for our International Club members was the Tuesday night Dance with a Chicago Reggae Band. CASS International Club members transformed the Student Life Center into a tropical beach paradise and served platters of fresh fruits and mock frozen daiquiris and mock pina coladas. They even organized yacht races, a limbo contest and a hula hoop contest complete with prizes. Tuesday night instructors and students came to investigate the action and stayed to dance and eat. It was a great opportunity for the evening students to meet some of the international students who are only on campus during the day.

**1994 saw many faculty and students travelling to other parts of the world with SCC support. These included:**

**March:** Italy. Faculty, Alice Nielsen and Wynne Schafer combined pleasure with classroom research to add meaning to their respective courses in Art History, and Art and Architecture/Interior Design.

**May:** Germany. 2 Faculty members escort 11 students on a study tour of Germany for SCC's Criminal Justice Program.

**Summer:** Norway. Faculty member, Linda Shoesmith combined a pleasure trip with the opportunity to meet with Norwegian educators about her field of mathematics.

**Summer and Fall:** Bosnia. SCC adjunct faculty member, Fr. Terry Landsgaard personally offered humanitarian aid to those in need with some donations and support from SCC faculty and staff.

As the student population continues to become more diverse, efforts continue to **diversify our faculty and staff** whenever possible. To this end 1994 found us welcoming two new international instructors. Jamal Tayh from Egypt who teaches chemistry and our second Nigerian, Jonathan Ikoba who teaches economics. In addition to full time faculty we also enjoy the international expertise of many part-timers from native countries such as India and Turkey.

Each year also finds us pleasantly surprised to host unexpected and expected **international visitors** to the SCC campus and 1994 was no exception. We had visitors from India, Venezuela, Colombia and Germany who all had an interest in learning about the community college concept. In fact, the Indians were part of an AID sponsored delegation and we were just one of their many stops.

An interesting **connection** has also been made in Germany where Dean of Technology, Kirk Barkdoll, Auto-Tech instructors and Professor Roba will visit in 1995 to examine the German system of apprenticeship for application to School to Work Transition in the U.S.

Plans are also in process for a **study trip to Spain** in 1995 and to offer a **study trip for German University students** to come to Iowa to study Mississippi River History in March of 1995.

SCC memberships and leadership continue in NAFSA, Tesol, Mid-Tesol, ACIIE, and CIE. Susan Hess, CASS Coordinator, serves as the Region IV PACC (Professional and Community College) Representative, a position she was invited to fill in 1994. SCC is also one of the Lead Partners in the Iowa Community College Consortium for Study Abroad born in May of 1994 with SCC Arts and Science Dean, Victoria Welch representing Scott and EICCD.

Dean Welch also plans to do a Doctoral Research study of The Support Needs for International Students both credit and non-credit in the Spring of 1995. This study has the full support of the college administration and will prove valuable to argue the need for more international student service offerings and possibly even more International Student dedicated staff.

**College exposure within the local community** continues to be favorable due to CASS scholars enthusiasm and dedication. Many of our host families and their relatives, friends and neighbors have expressed positive feelings about the CASS students and indirectly Scott Community College. Locally people are very impressed about the SCC Georgetown connection and have been introduced to the services and offerings of the college as an indirect and direct result of CASS.

Two of the most impressed in 1994 were Mr. Jose Medina, Editor of El Surco for John Deere and Company in Moline, Illinois and Mr. Happy Joe Whitty of Happy Joe's Pizza Parlour enterprise. Our John Deere connection has allowed our students to benefit from Mr. Medina's personal life experience as an international scholar in the U.S., as a world business traveler and as a mentor in succeeding in the world of work. Mr. Whitty met with the students in May of 1994 to speak about his personal rags to riches story and the possibility of owning your own business. The CASS scholars made such an impression upon him that he invited us all to his Bettendorf restaurant for pizza and later to his home for grilled hamburgers. He continues to support individual students in their effort to complete special projects for business related classes offering interviews and or personal contacts/referrals. We will continue to use Mr. Whitty's mentorship in 1995 as he has previously had no connection to Scott Community College.

**Campus wide exposure** of the CASS students has also expanded to see several instructors invite them to speak to classes about their home country. There is even the possibility of some of our more culinary inclined to demonstrate preparation and cooking of some native dishes for the Quad City Area Chefs de Cuisine Association meeting. This usage of the students within the campus is positive and can only work to all our advantage in 1995. It should be noted that the instructors that the students come in contact with either by taking a class or speaking to a class have nothing but positive comments to make about the students and the CASS program.

We are truly seeing a real cultural awakening due to CASS at SCC.



USC SUMTER  
 THE UNIVERSITY OF SOUTH CAROLINA SYSTEM

200 Miller Road  
 Sumter, SC 29150-2498

DEC 08 1994  
 803-775-6341

December 2, 1994

David Gifford, Director  
 U.S. Operations and Academic Programs  
 CIED/ Georgetown University  
 Box 579400  
 Washington DC 20057-9400

Dear David:

I want to thank you again for your time and gracious hospitality during our recent visit to the CASS offices. Dean Carpenter and I felt the trip was a productive venture that helps us serve the needs of our current CASS group as well as prepare for the possibility of another group. I have enclosed some further information that should clarify some of the topics we discussed during our visit.

I am enclosing a current copy of the courses transferable to USC Sumter. As you can see, the environment specific courses from technical colleges are not directly transferable to the USC Sumter student's degree program. I hope this list will be helpful for your analysis of the curriculum offered at individual institutions.

I am currently exploring the topic of distance education and will forward that information as it becomes available.

Additionally, please find an updated copy of my response to your November 7, letter requesting for an update to the question of what kind of impact has our CASS group had on campus. I have added and edited the original working copy I handed out during our meeting on Tuesday.

### GEORGETOWN UNIVERSITY REPORT

- 1) Historically, the participation of CASS students in EPI (English Program for Internationals) has raised the conscience of other EPI students to the benefits of attending USC Sumter. The CASS students have retained communications with other EPI students and talked about their experiences at the USC Sumter campus (e.g. small class size, 20 to 25 students in a freshman class versus the possible enrollment of 80 to 100 students in a large lecture hall). Last May at EPI graduation, USC Sumter admissions personnel attended the graduation and set up a recruiting table at the back of the auditorium. In an interview, Dr. Robert Ferrell stated, "they had

good response to this effort". He also added that it has become part of the university policy to actively recruit a target of thirty international student (other than CASS) per year.

- 2) With the higher enrollment count of international students recorded in the above scenario, there has been an increase in the ESL enrollment of students in John Barrett's English classes. Even though there is a 550 TOFEL requirement for international students to be admitted to USC Sumter, this fall, Professor Barrett has two additional student in his English 101 classes with the CASS Spanish students. This has proven beneficial as he does group work, and has two Arab speaking students to place into different combinations of group dynamics.
  - 3) With the increased enrollment of international students, USC Sumter has established a more defined admissions requirement for international students enrolling in the university system (not to include the CASS participants who are under a variant in the admissions policy). The university has worked in conjunction with Bill Tetz, Associate Director of the English Programs for Internationals, to establish more defined enrollment requirements for the admissions office at USC Sumter. Currently, USC Sumter has a 550 TOFEL requirement for admissions.
  - 4) Since the CASS group has been at USC Sumter, we have experienced an increased interest in Latin American studies. For example: History 109 - Introduction to Latin American Civilization has been offered each semester with a consistent enrollment. The Foreign Language courses enrollment total has increased annually since CASS students started to take classes at USC Sumter. (See attached) The enrollment counts have doubled since the CASS program was implemented on our campus, going from "85" in Fall 1990 to "175" for Fall of 1994. Until 1990, only French and Spanish had been offered. In Fall 1990, German was offered, and beginning in Fall 1991 Korean was offered.
  - 5) An International event on campus was directed by Dr. Kwame Dawes, Division Chair for Arts and Letters, in September of 1994. Five of the CASS students from the Caribbean performed in a drama written and directed by Dr. Dawes. The drama was titled "The Stump of the Terebinth". The campus community and local Sumter high school students as well as citizen of the community attended the three performances in early September.
- On the 15 of September, the International Student organization sponsored an Independence Day in Central America celebration. Faculty and staff from the campus attended this event to acknowledge the celebration. Maitland Rose, the ISO advisor was fundamental in the planning of this event.
- 6) One CASS participant in particular has been instrumental in broadening the acceptance of international student in leadership roles on campus. Fidelis Lambert, from St. Lucia, was elected President of the Student Government Association this year. She has represented the university on several occasions in the community and

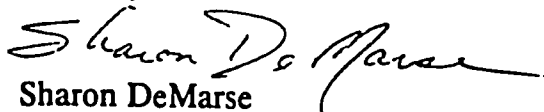
at the USC Columbia campus in her capacity as SGA President. Most recently on November 3, 1994, Ms. Lambert represented USC Sumter at the Board of Trustees, Student/Trustee Meeting in Columbia. The other 14 CASS Peace Scholars were also in attendance at the invitation of Ms. Lambert. All the campus in the USC system were represented as well. This gave our students and opportunity to observe the governing body of the university in action on a first hand basis. President Palms of USC stopped to shake hands with several of the Peace Scholars following the meeting. A reception followed to facilitate further interaction of the CASS students with other individuals attending the meeting.

On November 18, 1994, Ms. Lambert was among those representing USC Sumter at the annual Freedom Fund awards banquet of the Sumter Chapter of the NAACP.

- 7) In early November, the CASS Peace Scholars attended a Business Expo at the Sumter Exhibition Center. Approximately 75 local business and educational institutions were represented. The CASS students had an assigned project for this event in which they had to contact at least one business enterprise and report their interactions in an oral report to the rest of the group in a meeting one week later, after the Expo. This exercise presented several opportunities for the students to gain access to the local business community.
- 8) Sharon DeMarse, CASS Coordinator, has attended both the state and regional NAFSA conferences this year. The state NAFSA meeting was held at the College of Charleston in April and the Region VII NAFSA conference was held in Huntsville, Alabama in early November. Ms. DeMarse is also a active member of national TESOL.
- 9) John Barrett, ESL instructor, attended the state TESOL conference this year. As part of the USC Faculty Exchange Program, John Barrett spent five weeks sitting in on Intensive English classes at EPI this summer to update his knowledge on English instructional practices. He attended several a total of thirty six 1.5 hour IEP classes as an observer. His concentration was on upper level reading/vocabulary and grammar/writing classes. He participated in classroom activities and taught small groups of people in several different classroom settings. He also sat in on classes that ESL instructors facilitated for a teacher's institute this summer at EPI.
- 10) The Cycle J CASS Scholars have made a continuous effort to participate in the activities at the local Sumter High School this year. They had been recognized at an international reception for their involvement last May as the school year concluded. This fall they returned to make new acquaintances and renew old friendships as the school year began this fall. Another return engagement was their participation in the Williams Jennings Bryan Dorn Veterans' Hospital Hispanic Celebration. Our group provided cultural dances and singing for the VA Hospital employees again this year. The student received a *Certificate of Appreciation* from the Director of the facility.

I hope this information is helpful. This year has been very eventful, and this exercise has given me the opportunity to focus on the year as a whole versus the quarterly reports that seem to break up the complete picture of a "year in review".

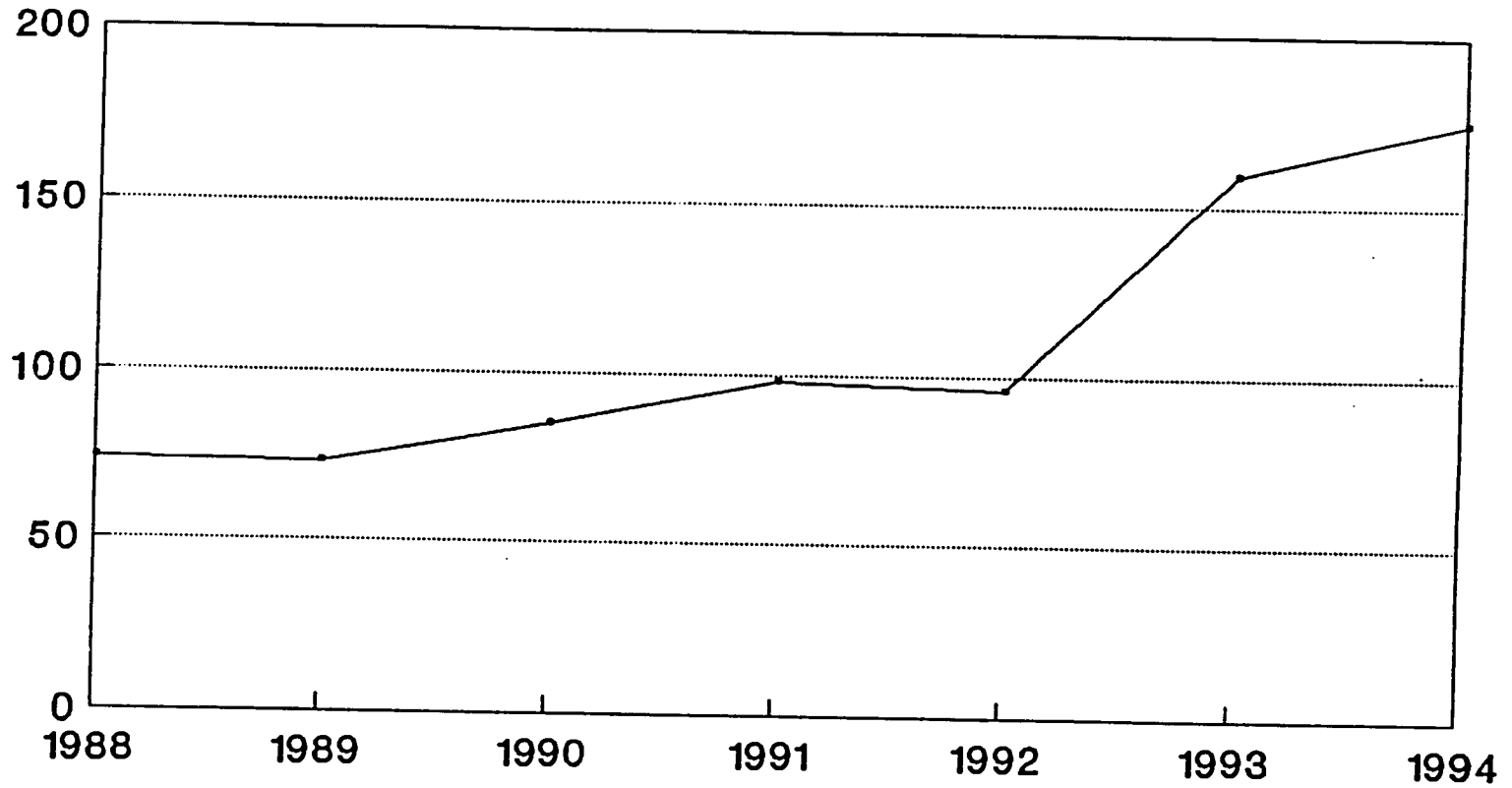
Sincerely,



Sharon DeMarse  
CASS Coordinator

cc: C. Leslie Carpenter, Dean of the University  
Dale Bullard, Assistant Dean for Student Affairs  
Fili Altinger, Assistant Director, CASS U.S. Operations

# FOREIGN LANGUAGE ENROLLMENTS USC SUMTER



Series 1

FALL COUNTS

Guidelines for  
Transfer to the  
University of South Carolina  
at Sumter  
from  
South Carolina  
Technical Colleges

The University of South Carolina at Sumter welcomes transfer applications from students attending South Carolina Technical Colleges. It is recommended that students apply for transfer six months prior to their anticipated date of enrollment. Applications may be obtained from the Office of Admissions, USC Sumter, Sumter, South Carolina, 29150-2498, (803)-775-6341.

In this brochure is a list of courses which are part of the South Carolina Technical College System Associate in Arts or Associate in Science programs. All South Carolina state four-year colleges and universities have agreed to accept these courses in transfer.

It is recommended that students consult with an advisor before registering for classes; although all courses listed in this brochure are transferrable, applicability to the student's degree program depends upon the course requirements for that program. Other courses in the AA/AS programs may be better choices for the student's desired major.

A "C" grade or better must be earned on a course for it to be transferable and a maximum of 76 semester hours may be transferred to a degree program.

See you at USC Sumter!

Guidelines for  
Transfer to the  
University of  
South Carolina  
at Sumter  
from  
South Carolina  
Technical Colleges





# Courses Transferable to the University of South Carolina at Sumter

QUARTER COURSES	SEMESTER COURSES	QUARTER COURSES	SEMESTER COURSES	QUARTER COURSES	SEMESTER COURSES
ACC 101 (4.5 credits) Principles of Accounting I	ACC 101 (3 credits) Accounting Principles I	ENG 265 (4.5 credits) English Literature II	ENG 206 (3 credits) English Literature II	MAT 186 (4.5 credits) Elementary Calculus	MAT 130 (3 credits) Elementary Calculus
ACC 102 (4.5 credits) Principles of Accounting II	ACC 102 (3 credits) Accounting Principles II	FRE 104 (6 credits) Elementary French I	FRE 101 (4 credits) Elementary French I	MAT 187 (6 credits) Anal. Geom. & Calculus I	MAT 140 (4 credits) Anal. Geom. & Calc. I
ACC 103 (4.5 credits) Principles of Accounting III	AST 101 (4 credits) Solar System Astronomy	FRE 105 (6 credits) Elementary French II	FRE 102 (4 credits) Elementary French II	MAT 188 (6 credits) Anal. Geom. & Calculus II	MAT 141 (4 credits) Anal. Geom. & Calc. II
AST 101 (6 credits) Solar System Astronomy	AST 102 (4 credits) Stellar Astronomy	GER 104 (6 credits) Elementary German I	GER 101 (4 credits) Elementary German I	MAT 189 (6 credits) Anal. Geom. & Calculus III	MAT 240 (4 credits) Anal. Geom. & Calc. III
AST 102 (6 credits) Stellar Astronomy	BIO 101 (4 credits) Biological Science I	GER 105 (6 credits) Elementary German II	GER 102 (4 credits) Elementary German II	MAT 205 (6 credits) Differential Equations	MAT 242 (4 credits) Differential Equations
BIO 108 (6 credits) Biological Science I	BIO 102 (4 credits) Biological Science II	GOV 205 (4.5 credits) American Government	PSC 201 (3 credits) American Government	MUS 121 (4.5 credits) Music Appreciation	MUS 105 (3 credits) Music Appreciation
BIO 109 (6 credits) Biological Science II	CHM 110 (4 credits) College Chemistry I	HIS 101 (4.5 credits) American History: Discovery – 1877	HIS 201 (3 credits) American History: Discovery – 1877	PHI 201 (4.5 credits) Introduction to Philos.	PHI 101 (3 credits) Introduction to Philos.
CHT 154 (6 credits) College Chemistry I	CHM 112 (4 credits) College Chemistry II <i>*not for cont. Chem. students</i>	HIS 102 (4.5 credits) American History: 1877 – Present	HIS 202 (3 credits) American History: 1877 – Present	PHY 204 (6 credits) General Univ. Physics I	PHY 221 (4 credits) University Physics I
CHT 155 (6 credits) College Chemistry II	CHM 111 (4 credits) College Chemistry II <i>*for cont. Chem. students</i>	HIS 105 (4.5 credits) Western Civilization I	HIS 101 (3 credits) Western Civilization to 1689	PHY 205 (6 credits) General Univ. Physics II	PHY 222 (4 credits) University Physics II
CHT 156 (6 credits) College Chemistry II	ECO 210 (3 credits) Macroeconomics	HIS 106 (4.5 credits) Western Civilization II	HIS 102 (3 credits) Western Civilization Post 1689	PHY 206 (6 credits) General Univ. Physics III	PHY 223 (4 credits) University Physics III
ECO 253 (4.5 credits) Macroeconomics	ECO 211 (3 credits) Microeconomics	MAT 144 (4.5 credits) College Algebra	MAT 110 (3 credits) College Algebra	PSY 201 (4.5 credits) General Psychology	PSY 201 (3 credits) General Psychology
ECO 254 (4.5 credits) Microeconomics	ENG 101 (3 credits) English Composition I	MAT 156 (4.5 credits) College Trigonometry	MAT 111 (3 credits) College Trigonometry	SOC 101 (4.5 credits) Introduction to Sociology	SOC 101 (3 credits) Introduction to Sociology
ENG 101 (4.5 credits) English Composition I	ENG 102 (3 credits) English Composition II	MAT 184 (4.5 credits) Finite Probability & Stats	MAT 120 (3 credits) Finite Probability & Stats	SPA 104 (6 credits) Elementary Spanish I	SPA 101 (4 credits) Elementary Spanish I
ENG 102 (4.5 credits) English Composition II	ENG 205 (3 credits) English Literature I	MAT 185 (4.5 credits) Finite College Mathematics	MAT 122 (3 credits) Finite College Mathematics	SPA 105 (6 credits) Elementary Spanish II	SPA 102 (4 credits) Elementary Spanish II
ENG 264 (4.5 credits) English Literature I					



Dec. 15, 1994

to: David Gifford

from: Maureen Molle *Maureen Molle*  
CASS Program Coordinator

re: "Internationalization of our Campus"

The CASS program has been a part of the UWC-Marinette campus and the tri-city communities of Marinette, Menominee and Peshtigo since 1988. The following is a summary of the ways in which campus and community have benefitted by the CASS presence since our last report in January of 1994.

1. Increase of foreign student enrollment beyond CASS

The CASS program at UWC-Marinette continues to be the main component of international diversity on our campus. Our 20 students from Cycle I successfully completed their second year in 1994 and returned to their countries of Panama, Nicaragua, Costa Rica, Guatemala, El Salvador, Honduras and the Dominican Republic on July 31. Cycle K students from the Caribbean Island nations of Jamaica, St. Kitts, Dominica, St. Lucia, St. Vincent, Grenada and Barbados arrived on August 13 for a two-year program in Computer Science for Business.

In addition to the CASS students, UW Continuing Education Extension repeated the summer course for Japanese students in July/August that we had in 1993. Most recently, our campus has been accepted to host a five-month Youth for Understanding (YFU) group. Fourteen students from the countries of Brazil, Chile, Colombia, Ecuador, France, Mexico and Venezuela will arrive in January, 1995 to study English as a Second Language for the spring semester.

2. Increase of ESL enrollments/instructional capability

There are two instructors on campus who teach English as a Second Language. Our current CASS group is from the British Caribbean and has no need for ESL classes. Having the ESL staff in place from previous CASS groups was one of the main reasons we were able to offer a program for YFU students during spring semester.

3. Increase in the study of foreign languages on campus

The state of foreign language study remains the same as it was in our last report. We are waiting for a foreign language component to be reinstated in the curriculum. That decision rests with UW curriculum committee which must deal with current budget constraints. However, UW Continuing Education Extension continues to offer non-credit language courses on a regular basis including French, Spanish, German, Italian, Japanese, Russian, Swedish, Polish and Finnish.

4. Curricular changes reflecting an international focus

Since January 1994, the following courses reflecting an international focus have been taught on our campus:

ENG 278 Minority Voices in Literature: A Cross Cultural Perspective

SOC 134 American Minority Groups  
LEC 101 University Forum: Social Issues  
MUS 273 Jazz History and Appreciation  
INT 290 Interdisciplinary Studies (Learning Communities Seminar which focuses on a variety of disciplines and topics with common themes among them.

Individual instructors have added international dimensions to courses and created activities that would permit North American and CASS students to share perspectives to learn about cultural differences and similarities. CASS students have also been called upon to participate in various courses by talking about their countries or experiences related to various disciplines such as the sociology, history or English classes.

5. Staffing levels related to international student services

Staffing for international student services has always been handled by the Office of Student Services. A director, coordinator, one full-time secretary and one part-time secretary take care of academic advising, financial aid, admissions, registration, and records for all students including international students. The CASS student advising, scheduling and records are handled by the CASS program director. CASS housing and counseling are handled by two part-time staff members. Dean Schmidtke is the UW Centers liaison for International Education. The CASS program/PI director is also in charge of publicity for international exchange and study abroad programs for UWC-Marquette students and faculty.

6. Professional development of faculty and staff related to cross-cultural sensitivity, international issues, etc. (Include affiliations such as NAFSA, SIETAR, TESOL and conferences attended.)

The CASS program director is affiliated with NAFSA

7. Student study abroad programs

There is not a great demand for study abroad programs yet. A two-year campus such as ours does not usually see students with goals to travel abroad. However, a number of alumni do travel after they finish their education at UWC-Marquette. One student, who lived as an AFS student in Japan for a year, has now secured a scholarship to study in Utrecht, Holland for the 1994-95 school year toward a degree in international business.

8. Faculty exchanges/travel abroad

Physics professor travelled to Puerto Rico this summer  
CASS program director travelled to Ireland in the spring.  
Psychology professor travelled to Canada to present papers at an international conference  
Math professor and spouse will travel to the Caribbean this spring  
The library director has travelled to Honduras this past year and plans another trip next January.

9. International events on campus

- a. Film series was also offered this past semester focusing on cultural issues including "The Joy Luck Club," and "Glory."
- b. Friday Forum Series on various topics including cross-cultural presentations by foreign-born faculty and CASS students.
- c. Monthly CASS potlucks feature programs about Central American and Caribbean countries.
- d. Design for Diversity committee programs
- e. Library and lobby showcase displays often promote international themes.
- f. The Annenberg collection of films has been added to our library and are available to all students and faculty.

10. Faculty grants and research  
None

International linkages between the campus and educational institutions abroad  
None

12. Community outreach (both in terms of cultural education and international business opportunities)

CASS host families, internships and mentorships have involved many residents and businesses in the Marinette/Menominee area. (see list below) CASS staff and students often give talks and presentations to local clubs and organizations about the CASS program and the home countries of the students raising awareness of Central America and the Caribbean among local residents. They also give presentations at other schools adding an international dimension to the education of our local students.

13. Changes in the institutional mission statement to reflect an international focus.

The UW System of 26 campuses and Extension were given a mandate by the Board of Regents in 1989 to initiate a Design for Diversity component in campus programming. The CASS program plays a major role in carrying out that mandate on the UWC-Marinette campus. Recently a General Education and Assessment Task Force was mandated to create a statement for assessing what a well-educated student should know. Included in that statement is a section on "Global Perspectives" involving economic, cultural, political, religious and social components.

14. Anecdotal information on the cultural awakening on campus and in the community

Certainly, the students, faculty and staff of UWC-Marinette have been affected by the CASS presence. In general, CASS students are very good friendship ambassadors both on campus and off.

One faculty member said, "I attended one of the basketball games and thought the cheerleaders were wonderful. Even now I smile when I think of their cheers that began with "Ready, hit it!" in that nice Caribbean lilt. Also I can say that the CASS potluck I attended was a pleasant and festive event, and I was pleased to see the good cheer among the host families and CASS students."

Comments from students who interviewed CASS members in one of their classes were all positive. One wrote, "I am very glad that we had the opportunity to talk with the CASS students. I was very impressed by how much the students knew about their specific islands and how they took pride in their culture and where they lived." Another wrote, "The CASS students coming into the class was a great experience. It was the first time I was able to talk to a person from the Islands, and the first time to talk to a darker-skinned person. The students were very open and funny." A third student wrote, "I enjoyed talking with Eurisca about her culture because it was very interesting to me. I learned a lot from her that I probably wouldn't have learned if we had not met."

**Businesses Involved with UWC-Marinette CASS students as Internship sites and mentors:**

- |  |                                     |
|--|-------------------------------------|
| Aerial, Inc.                               | Marinette County Court House        |
| Angelis County Market                      | Marinette County District Atty.     |
| Bay Area Medical Center                    | Marinette Eagle Star                |
| Business and Pleasure Travel               | Marinette Marine Corporation        |
| Camera Fair                                | Menominee Airport                   |
| Christiansen, Roland and Johnson, CPAs     | Northland Lutheran Services         |
| Dorner Travel                              | Nu-Life Sports Equipment            |
| Everard's Flowers                          | Optical Boutique                    |
| Farmers & Merchants Bank                   | Pristel Computing and Communication |
| Firestone Company                          | Riverfront Inn                      |
| First Northern Bank                        | Rodman Industries                   |
| Giddings & Lewis Foundry                   | Scott Paper Company                 |
| Gjelsteen, Seaborg and Jensen - Architects | Silver Streak Travel Agency         |
| Grannie's Video                            | Stephenson National Bank            |
| JP Variety Store                           | Stephenson Public Library           |
| Heider Wallpaper and Paint                 | The Print Shop                      |
| Hotel Marinette                            | Today's Woman                       |
| KSG Industries                             | Trends and Traditions               |
| Njestrands Meat Packing Plant              | Waupaca Foundry                     |
| Marinette Community Credit Union           | WCJL Radio Station                  |
|  | Westlund Bus Company                |



## University of Wisconsin Center - Marinette County

750 W. Bay Shore, Marinette, Wisconsin 54143  
(715) 735-4300 Fax (715) 735-4307

Student Services 735-4301  
Library 735-4306

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Jan. 2, 1995

to: David Gifford  
from: Maureen Molle  
re: Addendum

A colleague recently gave me more information you may want to include in the report I sent on December 15. Under faculty development, she took applied linguistics (an ESL-related course) at the University of Wisconsin - Green Bay in the spring of 1994. Under faculty exchanges and travel abroad, she spent two weeks in Costa Rica in August, 1994. Under curricular changes, she writes: "I incorporated a cultural awareness activity in ENG 102: in small mixed groups, the students tried to determine the truth of various statements about North American and Caribbean culture. Based on the experience, all students write a short composition."

I hope you had a merry Christmas and Happy New Year.

Center for International Studies

December 14, 1994

David Gifford  
CASS U.S. Operations  
Center for Intercultural Education and Development  
Georgetown University  
Box 579400  
Washington, D.C. 20057-9400

Dear David:

The Center for International Studies was first organized on the UVSC campus by Dr. Malan Jackson in 1990 with the objective of internationalizing the campus and providing international student services and international educational opportunities for both domestic and foreign students. CASS was one of the first international programs at UVSC and has hence played a key role in enhancing receptivity and internationalization. Over the past four years much has been accomplished. Below, however, I have submitted data on points of interest relative to the year 1994 only.

Increase of foreign student enrollment beyond CASS. To some extent, yes, the CASS program gave us immediate experience in working with enrollment of groups of international students and has hence facilitated the enrollment of many other international students. The largest enrollment that we have had of international students during a given semester was over 460. The current Fall 1994 Semester enrollment is 429. Please see the attached Census which breaks down the enrollment by country.

Increase in ESL enrollments/instructional capability. ESL enrollment is very high as a result of the high number of international students enrolled who need to learn English before beginning their chosen program of study. Our greatest accomplishment over the past year, in which the CASS Program played a key role, was in allowing the availability of non-ESL courses to be offered to other students, besides CASS students, without having to first complete the four levels of ESL. There is still a lot of resistance in this area, but the CASS students have proven time and again that it can be done and done successfully!

Increase in the study of foreign languages on campus. The CASS students have most definitely had an impact in the decision of others to enroll in Spanish and French speaking classes.

Curricular changes reflecting an international focus. This has been accomplished generally on our campus and has been one of the main efforts of the Center for International Studies.

Staffing levels related to international student services. CASS directly is responsible for the employment of myself on the UVSC campus, Natalie Gay - Activities Coordinator, Yuderka Vargas - Spanish tutor and translator, Ryan Howell - French tutor and translator, Sandy McCarty - ESL tutor, and Abdou Touati - ESL tutor. In addition to the obvious increases in staff level, other departments have taken note of the need for internationally sensitive instructors. The Environmental Department hired a french-speaking man from Haiti to teach. Other departments such as English and Biology have been very cooperative and sensitive as to the needs of international students and have "gone the extra mile" to assist students.

Another contributing factor to "sensitivity" is a relatively new program developed by the Center for International Studies and run by Raptan Chazotsang. It is an international student tracking system. This systems encourages professors to report to Raptan any students who might be having difficulty in their class. Raptan is then able to contact the student and get them the help that they need; be it tutoring, resolving a misunderstanding, etc.

Professional development of faculty and staff related to cross-cultural sensitivity, international issues, etc. (Include affiliations such as NAFSA, SIETAR, TESOL and conference attendance.) Recently a proposal was sent to Fulbright for a cross-cultural training opportunity for 20 of our faculty in Guatemala. In 1994 we also continued our efforts to internationalize and sensitize faculty and staff as to cross-cultural understanding.

Student study abroad programs. This year we offered an opportunity for study abroad through NAFSA. In addition, several other independent organizations, including the language department, offer study abroad opportunities.

Faculty exchanges/travel abroad. This has been mentioned under the Fulbright proposal for cross-cultural training in Guatemala.

Faculty grants and research. Yes, our department as well as others are actively preparing grant proposals and conducting research.

International linkages between the campus and educational institutions abroad. UVSC has close ties in Guatemala, China, Japan, Taiwan, Mongolia, Ukraine, Russia, and other countries.

Community Outreach (both in terms of cultural education and international business opportunities.) The CASS students have been directly involved in many activities sharing their culture and heritage with the community and with businesses both formally and informally. Some examples this year have been performances at local churches; an Experience Paradise Dinner and Program put on by the CASS students for both the community and UVSC students, faculty and staff; a noon forum put-on by the CASS students for the community and students at UVSC in which they reported on the job

opportunities and research found on their trip to the National Parks and Water Plants in Northern California--they advertised in both the community newspaper and the campus paper; held Latin dances on campus and advertised them to the communities of Provo and Orem; service projects at United Way; service projects at Recreation for all Handicapped (RAH); volunteered at the Utah County Food Bank; service project in the form of Sub-for-Santa. In addition to these organized activities, the students independently complete service hours within the community for service hour credit. So far this year, the largest number of service hours completed by one person was 95.

Changes in the institutional mission statement to reflect an international focus. Slight influence. The mission statement was already in place prior to CASS's arrival.

And finally, any anecdotal information that you might have in the general category of 'cultural awakening' on campus and in the community. performances at the International Student Christmas Party and at the UVSC Thanksgiving and Christmas Dinners; students managed the booths at the lost and found sale on campus; one student is a member of the UVSC band/orchestra in which he plays the tuba; several students hold leadership positions in Student Government, the International Student Council, Phi Theta Kappa, Latin Club, the Environmental Club, and last but not least, the CASS Club\*.

\*The students themselves formed a CASS Club that is recognized by the Inter-Club Council (ICC). They are well-known and well-liked on campus. They have an excellent reputation for participation, attendance, talent, and dependability. The CASS Club is the best represented Club during Club Week. This year they received two awards. One for the best displays during International Week and the other for their Sub-for-Santa Christmas tree decorations.

I hope that this information has proven helpful. There is no doubt that the CASS students have had an impact here at UVSC. They are well-known on campus by all departments and organizations; both individually and as a group - "CASS". Many of the things that the CASS students have accomplished here at UVSC has set a precedence for other international students. On behalf of our school, I would like to express appreciation for the CASS Program and our gratitude for the opportunity to work with Georgetown University. It has been a pleasure.

If I can provide any more information, please feel free to contact me.

Sincerely,



Amber Doty  
CASS Coordinator



**UVSC International Student Census**  
**Fall Semester 1994**

Angola . . . . .	1	Guatemala . . . . .	8	Russia . . . . .	1
Argentina . . . . .	4	Haiti . . . . .	6	Saudi Arabia . . . . .	1
Armenia . . . . .	1	Honduras . . . . .	8	Scotland . . . . .	1
Australia . . . . .	1	Hong Kong . . . . .	12	South Africa . . . . .	5
Austria . . . . .	2	Hungary . . . . .	1	Spain . . . . .	2
Barbados . . . . .	2	India . . . . .	2	Sri Lanka . . . . .	1
Belgium . . . . .	2	Indonesia . . . . .	2	St. Vincent . . . . .	1
Belize . . . . .	1	Iran . . . . .	2	Sweden . . . . .	1
Bolivia . . . . .	3	Italy . . . . .	6	Switzerland . . . . .	4
Br. Honduras . . . . .	1	Jamaica . . . . .	2	Taiwan . . . . .	14
Brazil . . . . .	13	Japan . . . . .	92	Thailand . . . . .	4
Bulgaria . . . . .	2	Jordan . . . . .	2	Tonga . . . . .	4
Canada . . . . .	58	Korea . . . . .	9	Ukraine . . . . .	3
Chile . . . . .	6	Kuwait . . . . .	1	Uganda . . . . .	1
China . . . . .	8	Madagascar . . . . .	1	Venezuela . . . . .	8
Colombia . . . . .	2	Marshall Island . . . . .	1	Vietnam . . . . .	2
Costa Rica . . . . .	2	Mexico . . . . .	36	West Indies . . . . .	5
Cuba . . . . .	1	Mongolia . . . . .	6	Western Samoa . . . . .	1
Denmark . . . . .	2	Morocco . . . . .	1	Yugoslavia . . . . .	1
Dominican Republic . . . . .	5	N. Ireland . . . . .	1		
Ecuador . . . . .	2	Nepal . . . . .	1	<b>TOTAL . . . . .</b>	<b>429</b>
El Salvador . . . . .	8	Nicaragua . . . . .	4	F-1 Visas . . . . .	236
England . . . . .	4	Panama . . . . .	4	J-1 Visas . . . . .	37
Fiji . . . . .	1	Peru . . . . .	3	Other Visas . . . . .	8
France . . . . .	4	Philippines . . . . .	3	Permanent Residents . . . . .	148
Germany . . . . .	7	Poland . . . . .	6		
Greece . . . . .	1	Portugal . . . . .	4		

**Attachment****CASS/NPSP Meeting with USAID Nicaragua**

**Date:** December 1, 1994

**Attended:**

- Kevin Armstrong, General Development Officer
- Paul Silva, Director CASS Overseas Operations
- Elizabeth Robinson, Director NPSP
- Carmen Cecilia Narvaez, NPSP Coordinator
- Nina Conrado, CASS Coordinator

**Result:** USAID agreed with CASS/NPSP on the importance of linking CASS/NPSP training objectives to USAID/Nicaragua mission objectives. CASS and NPSP will work with Training Officer, Tony Volbrecht with field of study selection and recruitment targets. In order to get input and ideas from a cross section of USAID programs, Kevin Armstrong recommended that Mr. Volbrecht assemble a "cross-sectoral" team meeting of USAID office chiefs.

**Report:** Prior to our meeting the CASS/NPSP team agreed that the following items would be included on the agenda:

- Communication and protocol: USAID-CASS/NPSP-Embassy
- Coordination of press coverage
- Relation of NPSP/CASS with USAID/Nicaragua Strategy Objectives.

It was decided that Paul should lead the Georgetown side of the meeting to give a new perspective to USAID - NPSP/CASS communication.

The meeting opened with a discussion of the NPSP/CASS Recognition Ceremony. Kevin Armstrong spoke very favorably of the ceremony and stated that NPSP and CASS is an excellent program. He was surprised and pleased that the NPSP students and alumni had organized the well-attended event.

Paul began the discussion about Strategic Objectives by informing Kevin how Georgetown is looking at ways in which CASS training objectives relate with USAID Strategic Objectives. Paul then asked Kevin for suggestions in this regard.

Kevin was very receptive. He stated that the current Strategic Objectives of Promoting Democracy and Economic Growth were being revised due to large budget cuts and the changing development needs of a "New Nicaragua." As a result USAID is currently reviewing their projects and overall objectives. A new plan is expected to be in place by March 1995.

USAID is looking at several areas, all of which move towards decentralization. The key areas for objectives thus far are listed below in order of priority:

1. Human Rights
2. Electoral Support
3. Civil Society (including areas of civil military relations, leadership development, democratic pluralism and civic education.)
4. Development of public democratic institutions.

In addition to these four areas, USAID/Nicaragua will work on economic growth through agricultural development. Currently USAID is developing Cooperative capacity. Finally, USAID will continue with alleviation of poverty through the development of a social support net, micro-enterprise development, the environment, and the "usual maternal child health and population" areas. In addition to raising Strategic Objectives and reducing its budget, USAID will "reconfigure" staff.

The meeting concluded with a discussion about protocol issues. Kevin stated that USAID had decided on new protocol for CASS/NPSP to follow. The American Ambassador should only be invited to departure ceremonies. USAID should be invited to scholarship announcement ceremonies. Elizabeth broadened the possibilities for USAID's participation by stressing high prior USAID involvement and the fact that AID might want to participate in some new exciting activities. Kevin agreed to this.

After the meeting, Georgetown staff felt very positive about the meeting. Everyone agreed that Kevin Armstrong, although previously appearing "closed off" to the program, seemed very open, supportive and willing to work together.

As follow up to our meeting I have sent Kevin Armstrong a thank you letter (see attached).

### **CASS Scholars Early Departure From Haiti**

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

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

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

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

Early in the morning of Monday, August 1, the Haitian military government issued a State of Siege declaration in response to implementation of the total flight embargo the previous day. Gunfire could be heard in the early morning hours of Port-au-Prince. That same morning, Patrick Chemaly, the CASS scholars, and key Support Network members departed in two pick-up trucks at dawn for the overland trip to the

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

Coincidentally, General Constantino Matos Villanueva, the Secretary of State of the Armed Forces, was making an inspection of the Jimani border shortly after the time of the CASS rendezvous. Mercedes and Padre Teofico managed to speak with him and to gain his sympathy. He informed them that although he had not yet received the President's approval to allow the Haitians to cross, permission could perhaps be secured for a crossing on Wednesday or Thursday of that week. After exhausting all options, all left for home greatly disappointed, frustrated, and questioning whether the Haitian scholars would ever be allowed to begin their scholarship program.

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

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

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

Equally important and at very short notice, Maria Toms of St. Petersburg Junior College in Florida had made special arrangements to host the Haitian students and to provide them with Survival English Language courses until their scheduled departure in two weeks for their respective community colleges. All of the scholars stayed at SPJC from August 2 to August 11 - 12, when they departed from Miami to the final destination which many times it seemed they would never reach, their designated community colleges and their regular CASS training program.

## FALL TRAVEL PLANS TO DATE

October

17 - 18 Mary Hocking  
24 - 25 Dennis Berkshire  
24 - 26 Charlie Wabash Valley  
24 - 28 Susan Santa Fe and Central Florida  
27 - 31 Mary & David in Panama

November

7 - 8 Dennis Broome  
7 - 9 Charlie Fox Valley  
14 -15 Mary St. Petersburg  
15 - 18 Fili St. Louis, Harris-Stowe, and MSB  
29 - 1 Charlie Northcentral

December

5 - 8 Susan Jacksonville (FCCJ and UNF)  
5 - 8 David Panama  
6 - 9 Mary Utah Valley State College  
7 - 9 Charlie Edmonds Community College

12-1-94

Updated 2/15/95

### Cycle J08 Documentation Tracking: August 1994 - August 1995

School	Period 1					Period 2					Period 3					Period 4				
	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR
Berkshire	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Broome	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Central Florida	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Edmonds	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FCC-Jacksonville	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fox Valley	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hesston	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hocking	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Illinois Eastern	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kings River	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kirkwood	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Modesto	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mt. Aloysius	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mt. Hood	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Northcentral	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
St. Louis	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scott	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
USC-Sumter	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Utah Valley	*	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Period 6: 10/1/94 - 12/31/94  
 Period 7: 1/1/95 - 3/31/95  
 Period 8: 4/1/95 - 6/30/95  
 Period 9: 7/1/95 - 7/31/95

NOTE: AETRS are often of semester time frames, and do not necessarily correspond to period dates.

Updated 2/15/95

### Cycle J08 Documentation Tracking: August 1994 - August 1995

School	QI	Period 5				QI	Period 6				QI	Period 7				QI	Period 8																			
		CAR	QAR	ETR	QSR		CAR	QAR	ETR	QSR		CAR	QAR	ETR	QSR		CAR	QAR	ETR	QSR																
Berkshire																																				
Broome																																				
Central Florida																																				
Edmonds																																				
FCC-Jacksonville																																				
Fox Valley																																				
Hesston																																				
Hocking																																				
Illinois Eastern																																				
Kings River																																				
Kirkwood																																				
Modesto																																				
Mt. Aloysius																																				
Mt. Hood																																				
Northcentral																																				
St. Louis																																				
Scott																																				
USC-Sumter																																				
Utah Valley																																				

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

Period 6: 10/1/94 - 12/31/94  
 Period 7: 1/1/95 - 3/31/95  
 Period 8: 4/1/95 - 6/30/95  
 Period 9: 7/1/95 - 7/31/95

**NOTE: AETRS are often of semester time frames, and do not necessarily correspond to period dates.**



Updated 2/15/95

### Cycle K08 Documentation Tracking: August 1994 - August 1995

School	Period 1					Period 2					Period 3					Period 4					
	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	QI	CAR	QAR	ETR	QSR	
Berkshire	x		x			x	x	x			x										
Broome	x	x	x			x															
Central Florida	x		x	x		x	x	x	x												
Fox Valley	x		x				x	x			x										
Harris-Stowe State	x	x	x			x	x				x										
Hesston	x						x				x										
Hocking	x	x																			
Kings River	x	x	x			x															
Kirkwood	x	x	x			x															
Miss. School for the Blind	x					x					x										
Modesto	x					x															
Mt. Aloysius	x	x	x			x		x			x										
Mt. Hood	x		x			x	x	x													
Northcentral	x	x	x			x	x				x										
St. Petersburg	x					x															
Santa Fe	x		x			x	x														
Scott	x		x																		
UWC-Marquette	x		x			x		x													
Utah Valley	x	x				x															

Period 1: 8/1/94 - 9/30/94  
 Period 2: 10/1/94 - 12/31/94  
 Period 3: 1/1/95 - 3/31/95  
 Period 4: 4/1/95 - 6/30/95  
 Period 5: 7/1/95 - 9/30/95

Period 6: 10/1/95 - 12/31/95  
 Period 7: 1/1/96 - 3/31/96  
 Period 8: 4/1/96 - 6/30/96  
 Period 9: 7/1/96 - 7/31/96

NOTE: AETRS are often of semester time frames, and do not necessarily correspond to period dates.

**Nicaragua Peace Scholarship Program****"Forming Partnerships to Maximize Training Impact"**

**Report on Cycle IV Predeparture Orientation  
December 3-7, 1994**

Through a dynamic, participatory design emphasizing whole-program involvement and communication NPSP conducted a six-day predeparture orientation which clarified expectations and responsibilities among students, GU administrators, and U.S. coordinators. Specifically, the orientation strengthened the following: (1) student commitment to NPSP change agent goals, (2) U.S. training coordinator commitment to maximize student development as highly qualified technicians and leaders, and (3) understandings by all parties of expectations and requirements to achieve the goal that students return to Nicaragua capable, committed, and ready to fulfill their responsibility as change agents.

The orientation was conducted in Managua for 45 Cycle IV students at the end of their three-month Academic Upgrading program. Student familiarity with working in groups and knowledge of the NPSP mission, philosophy, and purpose facilitated the goal of the orientation in clarifying expectations and agreements among program administrators, students, and U.S. coordinators.

**Whole-Program Involvement**

As planned previously, U.S. coordinators, one from each of the three NPSP U.S. colleges, travelled to Nicaragua and served as contributors to the orientation process with the NPSP in-country coordinator and director from Georgetown.<sup>1</sup> U.S. coordinators were asked to lead specific modules and participate in all activities to clarify expectations and program goals from the U.S. training college point of view. The depth of interaction between students and U.S. coordinators established the foundation for on-going collaboration, open dialogue and mutual interdependency between students and coordinators regarding training mission, requirements, and implementation. Involvement of college coordinators in the orientation supported a tenant of AID's Change Agent Strategy to maximize training impact by involving training providers in the region. A recommendation made by Aguirre evaluators also encouraged that the cross-cultural knowledge and awareness of CIED college administrators be increased. The positive outcomes resulting from the substantive interchange among the

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<sup>1</sup>Participating colleges sponsored travel expenses of the coordinators and NPSP covered room and board costs.

participants, U.S. coordinators, and NPSP administrators as well as the opportunity for training providers to see the country and training needs first hand proved the value of these recommendations.

### **New Approaches and Modules**

Based on experience built over three years, the NPSP Cycle IV predeparture orientation launched new approaches and modules intended to involve students as partners in clarifying program expectations and goals.

•**Trip to the Volcano.** The most exciting new approach incorporated an Outward Bound exercise led by Dr. Alejandro Bolanos which involved grouping students and college coordinators by state and climbing the Masaya Volcano. Each college group was assigned a different path and so each had a unique experience and no interaction with other groups. The Kansas group essentially "went to Kansas," the Delaware group to Delaware, and the Florida group to Florida. The experiences resulting from looking for the correct path, utilizing the resources available for help, following instructions, and facing challenges deeply paralleled and provided insights for scholarship program experiences in the U.S. This rich activity formed the basis of the development of a partnership between students and coordinators. The theme "building an interdependent partnership" between students and U.S. coordinators was continued throughout the remaining orientation modules.

•**Students-Coordinator Agreements.** Processing the learnings from the volcano trip involved evaluating helpful and non-helpful behaviors, norms, and attitudes for success in the U.S. training program. Students had the opportunity to define what they expected from coordinators and what they thought coordinators would expect from them. The coordinators also defined what they expected from students and the nature of support they could provide to individuals and to the group. From these work sessions agreements were developed that describe (1) specific program goals and target dates for achievement; (2) guidelines and procedures for communication, responsibility boundaries, authority and accountability, and joint evaluation of group learnings; and (3) resources (human, financial, technical, organizational) available to carry out the goals, (4) accountability measures, (5) and consequences of reaching or not reaching the goal(s).

•**Feedback to Coordinators.** On the last day, students had an opportunity to share and communicate impressions about the coordinator's behavior that were helpful and not helpful for the group's growth. The objective was for U.S. coordinators to be aware of student perceptions about the coordinators' effectiveness in meeting needs and fostering empowerment. This activity was carried out with much preparation to ensure constructive and supportive feedback. The experience provided a foundation for ongoing open, honest, and caring communication between students and coordinators.

•**Living with U.S. Families.** To enhance the module on living with host families, NPSP prepared a slide show to depict the diversity of North American families and reinforce themes of communication and family life participation. Ten different families of varied size, composition, and cultural background were featured. Three were profiled in depth. The slide show proved an effective and enjoyable means of conveying a lot of information and maintaining high interest.

•**Approaching Sexual Education.**

An experimental module was designed to approach the topic of sexual responsibility by empowering the students to do the talking and not presenting "a voice of authority." The module was intended to be introductory; that is, to initiate discussion and model the appropriateness of continued emphasis on scholar responsibility. NPSP colleges will follow-up with appropriate information and appropriate sexual education programs while students are in the U.S. How it worked: six participants formed a fishbowl and were given a paragraph on an issue related to sexual responsibility and asked to discuss it in front of the larger group. Two fishbowl discussions were completed. Students were open, honest, and quickly overcame their initial nervousness. The effect of initiating a dialogue in such a manner broke the ice about a taboo topic and brought into the open the consequences of becoming pregnant while in the program and empowered students to discuss the issue openly.

•**Cross-Cultural Adaptation.** To highlight communication and perception issues related to the cross-cultural adaptation process, NPSP administrators acted out a simulation recommended by Youth for Understanding. The simulation replicated scenes from a culture completely different than the students' culture. The activity successfully demonstrated the power of our own perceptions and their ability to lead us to misunderstand cultures different from our own.

### **Participatory and Varied Training Methods**

In light of training data which suggests participants retain only a small percentage of information given during orientations, the orientation design was intended to capture and maximize student interest through securing involvement and participation, offering a diversity of activities, and incorporating homework, workbooks, and handouts to reinforce important themes and information. The orientation program was initially prepared by NPSP Georgetown staff and included a facilitator's guide and materials. See Appendix 1 for Facilitator's Guide and Appendix 2 for a listing of workbooks and handouts.

After assessing Academic Upgrading results and student readiness for U.S. training, the NPSP director modified the orientation program designed at Georgetown so that it more closely matched student orientation needs at the time of delivery. A combination of training methods were used including, small group work, large group presentations, case studies, role plays, fish bowl discussions, games, lectures, and experiential exercises.

## The Program

- Saturday, December 3 • Trip to the Volcano  
 Sunday, December 4 • Processing What Happened at the Volcano  
 Monday, December 5 • Fears and Expectations  
 • Cross Cultural Adaptation  
 • Living with Host Families  
 • Homework: Case Studies on Stewardship of Scholarship
- Tuesday, December 6 • The Law and You  
 • Student Life in the U.S.A.  
 • Getting to Know Specific College Programs  
 • Approaching Sexual Education  
 • The Role of Money  
 • Time Management  
 • Encounters with other NPSP Groups
- Wednesday, December 7 • Feedback Session for College Coordinators  
 • Preparation of Draft Agreements  
 • Processing of Agreements  
 • Review of Code of Commitment  
 • Instructions for Departure in January  
 • Code of Commitment Ceremony & Closing

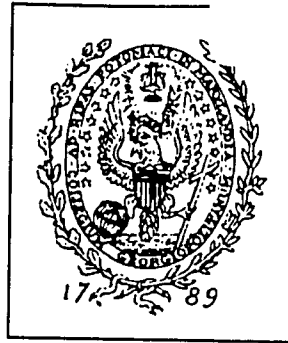
## Student Evaluation

Students were asked to evaluate the effectiveness of the orientation by ranking each module on a scale of 1 to 5; 5 being excellent and 1 being poor. Student response was overwhelming. The evaluative responses showed that all but three of the modules rated were scored in the excellent range by over 50 percent of the students. Students liked the process of formalizing agreements with the coordinators the best. That activity was rated excellent by everyone who completed an evaluation. The trip to the volcano, the feedback session with the coordinator, the code of commitment ceremony and the activity on sexual education and responsibility were also considered excellent by students. They commented that they liked the volcano hike the best because it gave them much to reflect on, deepened their relationship with the coordinator, and confronted them with challenges and situations similar to what they would encounter in the U.S. Students also cited the development of the agreements and the feedback session to coordinators as particularly helpful.

Suggestions to improve the orientation for next time included planning more time for each of the components and greater opportunity to know the coordinators.

## Attachments

- A. Facilitator's Guide to Orientation
- B. Index of Module Handouts & Workbooks



El Programa de Becas para la Paz de Nicaragua NPSP  
El Programa de la Asociación Cooperativa de Estados CASS  
administrados por la Universidad de Georgetown  
Auspiciados por el USAID

Agradece y Reconoce a

***Sra. Maria del Rosario Mora***

Por su iniciativa, esfuerzo y cooperación al contribuir en  
el alcance de nuestras metas, aportando así a Nicaragua.

Dado en Managua, Nicaragua  
el día 29 de noviembre 1994

*"Con amor e interés juntos llegaremos a la meta por Nicaragua"*

Julio Giulietti, S.J.  
Director, CIED

Lic. Nina Conrado  
Coordinadora Nacional CASS

Lic. Carmen Cecilia de Narvaez  
Coordinadora Nacional NPSP



El programa de Becas para la Paz de Nicaragua NPSP  
El Programa de la Asociación Cooperativa de Estados CASS  
administrados por la Universidad de Georgetown  
Auspiciados por el USAID

Agradece y Reconoce a

***Patricia Callejas***

Por su aporte y cooperación  
en el logro de nuestros objetivos

Dado en Managua, Nicaragua  
el día 26 de enero 1995

*"Con amor e interés juntos llegaremos a la meta por Nicaragua"*

Julio Giuliatti, S.J.  
Director, CIED

Elizabeth Robinson  
Director, NPSP





El programa de Becas para la Paz de Nicaragua, NPSP  
El Programa de la Asociación Cooperativa de Estados CASS  
administrados por la Universidad de Georgetown  
Auspiciados por el USAID

Agradece y Reconoce a

***Cristiana Chamorro***

Por su aporte y cooperación  
en el logro de nuestros objetivos

Dado en Managua, Nicaragua  
el día 29 de noviembre 1994

*"Con amor e interés juntos llegaremos a la meta por Nicaragua"*

Julio Giulietti, S.J.  
Director, CIED

Lic. Nina Conrado  
Coordinadora Nacional CASS

Lic. Carmen Cecilia de Narvaez  
Coordinadora Nacional NPSP

# Nicaragua Peace Scholarship Program

## Midcycle Participant Progress Report Coffeyville Community College (CCC)

October 10, 1994

### I. INTRODUCTION

The Participant Progress Questionnaire is designed to provide NPSP students the opportunity to share their perceptions about the program. Participant Progress Questionnaires will be administered to the 52 Cycle III students attending 3 community colleges at least four times throughout the eighteen-month training period. Each questionnaire deals with issues appropriate to the particular training phase.

Cycle III students arrived on January 7, 1994. The Midcycle Participant Progress Questionnaire solicits student feedback on issues pertinent to the intermediate phase of training: integration into the community, independent living and program of study. The questionnaire was administered to the CCC Cycle III students on September 15, 1994. All 16 students participating the Coffeyville program complete the questionnaire.

The questionnaire also addressed the Leadership component of the program, requesting information from each student about how they are fulfilling their responsibilities to the program, how they will fulfill personal and academic goals, and they are functioning as a multiplier in their community.

Of the 16 students who completed the questionnaire 9 are men and 7 are women.

The following information includes a summary of student perceptions for the intermediate phase of the program.

## **II. SUMMARY OF STUDENT PERCEPTIONS**

The following is derived from the questionnaire administered to the NPSP Cycle III students attending Coffeyville Community College:

### **A. Everyday Life and the Community**

A large percentage of the students are not actively involved with the community. 12 students at CCC now live in a dormitory after having spent time with a family, but still maintain a high degree of contact with their former hosts.

### **B. Academics**

Students find classes challenging and are pleased with the content of their learning. Many are excited at the possibility of implementing their knowledge upon returning to Nicaragua.

### **C. Experience America**

Although CCC students have learned much of the U.S. culture (predominantly through their families), they appear aloof from a large segment of the community. Nearly everyone had significant difficulty in answering the question concerning their favorite community activity in the last three months, 6 responding that they did not even have one.

### **D. Leadership**

A large portion of the students state that they greatly improved in this area through the Leadership Module. The meetings are said to be very beneficial, especially in terms of improving communication skills.

### **E. General Information**

The students are generally satisfied with the program but some stated that classes were extremely demanding and that professors spoke a little too quickly.

### III. QUESTIONNAIRE RESULTS

#### A. Everyday Life and the Community

Currently, 4 of the 16 students attending CCC live with host families, the other 12 live in college dormitories. 6 students said they are very satisfied with their living arrangements, 6 are moderately satisfied, and the other 4 are at least somewhat satisfied. 15 of the 16 students have lived with a host family for at least 6 months and one is in the process of doing so. Many of the students who have since moved into dormitories still maintain contact with their families, and those still living with families very much enjoy their living arrangements. In regard to the communication between those who have moved into dormitories and their former host-families:

- "I generally visit when we are free (weekends). I go over to their house and we talk on the telephone."
- "I maintain contact via telephone, and we go out to have a good time, eat, or talk."
- "My relation with my host family is very beautiful as we talk every day and also visit each other."

Undoubtedly there exists a significant bond between the students and their families, but it is interesting to note that of the 12 who now live in dormitories, not one mentions any regrets about deciding to move.

#### B. Academics

In the past two months students at CCC have taken the following classes: Business Math, Business Machines, Communications, Computers (Software Applications), English, English as a Second Language, GED Class, Humanities, Keyboarding I & II, Psychology, Small Business Management, and Total Quality Management.

The students indicate a moderate degree of preparedness for their English class and a moderate degree of understanding in their technical classes.

They also articulate a high degree of confidence in their ability to adapt the techniques they are presently learning to the Nicaraguan environment. The interest expressed at the possibility of doing so is quite noticeable:

- "I am currently studying the possibility of starting a small business upon my return, with various other class members."

- "In TQM (Total Quality Management) we have learned many things about the quality of products. This is one of the things I will put into practice upon returning to Nicaragua."
- "One example from my classes here (Small Business Management) is implementing a "Fast Food"...it can be easily adapted in the environment of Nicaragua."

While exhibiting an overall satisfaction with their classes, they do offer the following suggestions on how to improve classes:

- Professors should speak a little slower and explain a little more.
- Administrators should employ a schedule of classes less burdensome.

Students recognize that by studying hard, they too can play an active role in the improvement process and better their performance.

### C. Experience America

It seems several U.S. cultural aspects have left a sizeable impression on the Nicaraguans. Among the most frequently mentioned are punctuality, perseverance, politeness, respect for authority, responsibility, and work ethic. Some very interesting comment were made in regard to these topics:

- "I have learned...that at dinnertime all of us have to be at the table."
- "I have learned punctuality from the U.S. culture. I think it is important for any kind of activity."
- "One of the most relevant aspects of the American culture...is work ethic. We are learning that we must work hard in order to achieve..."
- "People here greatly respect authority, that which I consider very important for maintaining order and living better."

Aspects of the U.S. system of government that are of interest to the students are its overall organization, the U.S. Mail Service and its efficiency, the laws, and democracy.

Students, although spending substantial time with family and friends, seem generally removed from the community as a whole. There was some mention of helping the poor and talking with people about Nicaragua, but that is generally the extent of community involvement.

## **D. Leadership**

Many of the students indicated that the Leadership Module is greatly helping them develop as leaders. Some of their comments were the following:

- "I think it has increased my capacity for speaking and expressing what I feel such as in directing a group."
- "The meetings and activities have helped me to discover and employ my potential."
- "I have learned to express myself without fear."

### Community of Support

The majority of students felt that the group is quite effective as a community of support. Suggestions for improvement included greater communication, more effort, providing mutual support and putting greater emphasis on objectives.

### Being a Multiplier

When asked to give an example of how they have been a multiplier, or change agent, in the college or community, students provided the following examples:

- "Trying to make friends and teaching Spanish."
- "Exchanging ideas and customs with other students."
- "Helping students in classes when necessary and other international students adapt to their new environment"

### Community Service

13 of the 16 students replied that they were not performing any volunteer work. It appears there is a great deficiency in this area that in some ways is related to their overall distance from the community.

## **E. General Information**

### Relationship with college personnel

Nearly everyone commented that their relationship with the coordinator and other college personnel was very effective. A high degree of communication was a characteristic

often mentioned to describe the relationship. The coordinator is given extremely high marks and is obviously well liked. Some adjectives used to describe Mr. Eldridge are attentive, friendly, efficient, comprehensive, hard-working, dynamic, and helpful.

#### Student health

The participants generally seem to be in good health. It appears a few students had colds (possibly due to the temperature change), but nothing very serious. Other students mentioned minor teeth problems, stomach pains (because of the food), and some difficulties with their eyes.

#### Other comments

Students were given the opportunity to share their concerns and suggestions about issues that were not addressed in the questionnaire. Only 5 students responded, 2 wishing only to express their gratitude. One student would like more autonomy, another believes the computer class has too much memorization and that the professors speak too quickly, and the fifth that they (the Nicaraguans) are sometimes confused because the professors spoke so quickly and hopes classes will be more explicit.

# Nicaragua Peace Scholarship Program

## Midcycle Participant Progress Report El Paso Community College

October 10, 1994

### I. INTRODUCTION

The Participant Progress Questionnaire is designed to provide NPSP students the opportunity to share their perceptions about the program. Participant Progress Questionnaires will be administered to the 52 Cycle III students attending three community colleges at least four times throughout the eighteen-month training period. Each questionnaire deals with issues appropriate to the particular training phase.

The Midcycle Participant Progress Questionnaire solicits student feedback on issues pertinent to the intermediate phase or training: integration into the community, independent living and program of study. The questionnaire was administered to the EPCC Cycle II students in August, 1994. All 18 students participating the El Paso program completed the questionnaire.

The questionnaire also addressed the Leadership component of the program, requesting information from each student about how they are fulfilling their responsibilities to the program, how they will fulfill personal and academic goals and how they are functioning as a multiplier in their community.

Of the 18 students who completed the questionnaire, 12 are male and 6 female.

The following information includes a summary of student perceptions for the intermediate phase of the program.



## **II. SUMMARY OF STUDENT PERCEPTIONS**

The following is derived from the questionnaire administered to the NPSP Cycle III students attending El Paso Community College:

### **A. Everyday Life and the Community**

The students felt generally satisfied in host family experiences and half of the students have continued their relationship with their family. Nearly all now live with other students in apartments.

### **B. Academics**

Although the students were satisfied with their level of comprehension in their technical classes, they did have suggestions concerning the qualifications of the professors chosen. The participants were all convinced that they could apply their knowledge in various ways once they returned to Nicaragua.

### **C. Experience America**

The students continued to note the organization and respect for the law that they have found in the U.S. The students enjoyed volunteer work and sharing their culture with the El Paso community.

### **D. Leadership**

The group definitely gained knowledge in public speaking and confidence through the leadership program. They have some problems with the group itself as a support community, but have suggestions to remedy the problems. Almost all had examples of serving as multipliers.

### **E. General Information**

The students were all pleased with their relationship with program staff. Most students also rated themselves as healthy. They all had definite goals of improvement in academics and in English. They also expressed many thanks for the opportunity and the understanding attitudes that they have encountered in El Paso.

### **III. QUESTIONNAIRE RESULTS**

#### **A. Everyday Life and the Community**

Currently, 17 of the 18 NPSP students live in apartments with other NPSP students. One student remains with his family. 15 students completed the host family experience, one still lives with his family. Two students left before the end of the homestay because relatives of the family arrived and they could not all fit in a house. 11 students felt extremely satisfied and seven satisfied with their homestay experience. Nine of the students indicated that they have continued their relationship with their families, but only five visit their families on a regular basis.

#### **B. Academics**

The students are enrolled in the following classes: Basic Skills, Basic Statistics, English, Government, Group Dynamics, Introduction to Computers, Leadership, Marketing Project, Small Business, Personnel Administration and Productions/Operations Management. In addition, martial arts and oil painting have one Nicaraguan student each.

Seven students felt very satisfied with their comprehension of the technical classes and ten are satisfied. With respect to level of preparation for classes taught in English, the students rated their ability as average. Twelve students are very prepared. Only one student rated himself as poorly prepared.

Most of the participants' suggestions concerning the classes center around the professors. Four specifically mentioned that professors should be sought with practical experience in the fields they teach. Three requested that professors should have knowledge of teaching methodology. Two students realized their classes will improve with more effort on their part. One student would like the classes this fall to be held in English. Students were very convinced that they will be able to apply the knowledge they have gained once they return to Nicaragua. They thought of the opportunities for themselves as:

- "I feel very sure about my ability to adapt the knowledge because everything I do will relate with the situation of Nicaragua. Because I know about the workforce and economy of my country I will be able to implement the knowledge very well, both in the machines and other areas of production."
- "I will use the knowledge in industrial machines and in the overall quality control of whichever product, bettering the production."
- "In Nicaragua there are many factories which produce many things but the quality of the product is not good--that is where I will apply my knowledge about all stages of the production."

#### **C. Experience America**

The Nicaraguans continued to be impressed by the American work ethic. Six students commented on the importance that people placed on their job, often placing it before recreation. Five students mentioned the personal responsibility found here. Four students found the punctuality and time management skills to be significant. They also wrote:

- "I have seen that the people here are very methodological and therefore things turn out almost perfect. I think that it is something that I am assimilating to my personality and that I might receive criticism, but it is a good things that I'm adapting. They do everything here logically. I have learned much about Texas and the special personality of those who live here."
- "The people here are strict, punctual, get very little rest and they follow the laws decided by the Congress or the court."

With regard to the U.S. government, nine Nicaraguans specifically mentioned the law--its existence, clarity and the obedience to it--as something which impressed them. Five students also noted the opportunity for free (legal) debate on political issues and projects as important. They gave the following specific examples:

- "The protective system for children, women, homeless people and the citizenry in general impressed me."
- "What I like best about the system is that when the representatives of the people of the U.S. make decisions that will affect the people, they make them in a democratic and objective way."
- "I have noticed that is a very organized country and each power knows which are its obligations and responsibilities."

When asked to identify their favorite activity in the El Paso community, six students qualified some sort of volunteer work as their favorite, with teaching soccer and working in a nursing home being the most popular examples. Five participants enjoyed sharing their culture, especially through the dance program. One Nicaraguan enjoyed his participation in the Lions Club. They listed as favorites:

- "Teaching Nicaraguan dances which are the "Macho Raton" and the "Güggüense" and speaking of what they mean, as well as explaining a little about Nicaragua."
- "I have represented the culture of Nicaragua through dance and I learned that my country has marvelous things that many people would like to know."

- "Participating in a leadership seminar in Oklahoma City with young people from all over Latin American and the Caribbean where I learned that communication is the most important aspect of any relationship. I also learned that I can be a leader and that the ability to achieve what I want is within me."

#### D. Leadership

The students appreciated the leadership class for its public speaking training and decision making skills. Four students stated that they had learned to "be themselves." There were only two negative opinions on the course.

- "We have had the luck to have professor who is doing activities among ourselves, such as how to make speeches simple and she has removed the fear of speaking in public."
- "At this point I have not liked the leadership class. First, I think that they should demand more from us in order to get the maximum from our capacity. I think that I need more demands or motivation in these classes in order to develop myself."

The average opinion rated the group's ability to serve as a support community as somewhat effective. One student expressed concern with the level of respect that was shown for the opposite sex. They suggested more organization, less selfishness and greater participation.

Almost all of the students offered examples of showing leadership or sharing their culture as their efforts to serve as multipliers. However, one student expressed that he had not had the time to serve as a multiplier lately. One student also explained:

- "I don't know what to do to be a multiplier here. I have only had the opportunity to share my English class with Mexican people and we have exchanged many aspects of our two cultures. I will be a multiplier when I go to Nicaragua and I have the opportunity to teach because here I do not have that chance."

Six of the participants stated that they are not currently involved in volunteer activities, but they all promised to volunteer in the future. Students who are currently volunteering work with handicapped children, elderly people, Ronald McDonald house and orphaned children.

The students had several goals set to meet their responsibilities as scholarship recipients. Fifteen students mentioned one of their primary goals as improving in school and in English. Four remarked that fulfilling the code of commitment was one of their goals. Two had the goal of becoming better leaders.

- "I would like to dedicate myself more to studies, be more ambitious in my plans for my future in Nicaragua, earn better grades in my classes and to always think about moving forward."
- "I need more dedication to my studies in order to receive good grades that will enable me to get a good job. I would also like to maintain good discipline which is the first priority in a job."

### **E. General Information**

Thirteen students rated their relationship with the coordinator as very useful. There was only one negative response which did not give any reasons. Comments included:

- "The coordinator is very effective because when one turns to her for help, they are always well received."
- "The staff is very communicative. If I have a question, I don't hesitate to ask it."
- "The coordinator supports us in everything necessary and she is very close with all of the group."

### Students' Health

Fourteen participants were in good general health. However, one student complained of left leg problems, another of jawbone pain and eyesight problems, another of a hearing problem in his right ear and another of back pain.

### Other Comments

The students also had various general comments to make about the program. Most students had messages of appreciation for the scholarship and the understanding that all members of the program have shown. The comments included:

- "It is really important that the other groups that arrive are with their families for a short time. Also, it is important that the leadership seminars continue giving opportunities to participate because the exchange of the two cultures is very important."
- "I would like to thank you for having given me the opportunity to participate in the leadership seminar in Oklahoma City. It was a marvelous experience and I met many people different from me in their way of thinking and their cultures."

# **Nicaragua Peace Scholarship Program**

## **Midcycle Participant Progress Report St. Petersburg Junior College (SPJC)**

**October 28, 1994**

### **I. INTRODUCTION**

The Participant Progress Questionnaire is designed to provide NPSB students the opportunity to share their perceptions about the program. Participant Progress Questionnaires will be administered to the 52 Cycle III students attending three community colleges at least four times throughout the eighteen-month training period. Each questionnaire deals with issues appropriate to the particular training phase.

The Midcycle Participant Progress Questionnaire solicits student feedback on issues pertinent to the intermediate phase or training: integration into the community, independent living and program of study. The questionnaire was administered to the SPJC Cycle II students in September 1994. All 18 students participating in the St. Petersburg program completed the questionnaire.

The questionnaire also addressed the Leadership component of the program, requesting information from each student about how they are fulfilling their responsibilities to the program, how they will fulfill personal and academic goals and how they are functioning as a multiplier in their community.

Of the 18 students who completed the questionnaire, 11 are women and 7 are men.

The following information includes a summary of student perceptions for the intermediate phase of the program.

## **II. SUMMARY OF STUDENT PERCEPTIONS**

The following is derived from the questionnaire administered to the NPSP Cycle III students attending St. Petersburg Community College.

### **A. Everyday Life and the Community**

17 of the 18 students continue to live with a host family and are satisfied with their living arrangements. While several of the individuals have had significant involvement in the community, very few perform volunteer work. A certain portion of the group indicated they did not have a "favorite community activity".

### **B. Academics**

Students are content with their current core of classes, but they strongly suggest the incorporation of computers into their curriculum. Students are generally prepared for their classes and exhibit a strong confidence in their ability to apply knowledge learned at SPJC to the Nicaraguan environment.

### **C. Experience America**

Many participants are experiencing important aspects of the United States' culture that have left an indelible mark on their lives. In terms of community participation, several are involved in religious activities, but an equally large percentage indicate a removal from the community. Volunteer work is nearly non-existent.

### **D. Leadership**

The student unanimously declared significant improvement in this area largely due to the Leadership Module.

### **E. General Information**

Students are content with the program but would like to become more familiar with computers.

### III. QUESTIONNAIRE RESULTS

#### A. Everyday Life and the Community

Currently 17 of the 18 students attending SPJC are living with host families, many of whom also live with fellow NPSP students. The student not currently living with a family has moved into an apartment. A significant majority of the group indicated a very high degree of satisfaction with their living arrangements, while the remainder indicated a general sense of satisfaction. In addition to providing satisfactory living conditions, the families have been an intricate component in providing the Nicaraguans with a "culturally complete" experience in the U.S., and the students are grateful.

#### B. Academics

In the past two months, students at SPJC have taken the following classes: English, G.E.D. Hospitality (Hotel and Restaurant Management), and Leadership.

The participants indicated a moderate level of preparation for their classes taught in English, averaging a score of 2.5 on a scale of 1 to 5 (1 being well prepared, and 5 being poorly prepared). When asked about how they felt about their understanding of the technical classes, the response was quite positive as the student nearly unanimously conveyed a high degree of satisfaction.

SPJC students are extremely confident in their ability to adapt techniques currently being learned to the much different environment of their homeland. Many of the comments on how to adapt these techniques are optimistic, enterprising, and altruistic:

- "I believe that I can put my knowledge in practice upon obtaining a job in my country, or also developing the knowledge that I have learned in my community."
- "I have several ideas that should have good results. For example, I am thinking of establishing my own hotel in my country upon returning."
- "I would be able to implement or modernize the techniques of hotel administration that in summation are service, service, service."
- "I will apply (my knowledge) for the development of my family and all those around me - sharing with them my knowledge."
- "(I will) demonstrated my technical knowledge, helping to improve the development of work, and introducing it to others. Also in community activities."



- "(I will) implement my knowledge in the work I obtain and...preparing vital new people for our Nicaragua."

Suggestions to improve classes include:

- The addition of a computer class.
- An English language "lab" where students can listen to dialogue and learn aloud.
- The facilitation of visits to hotels (for observation).

The students also recognized the dialectic nature of the relation between themselves and their classes and indicated that further effort and better time management on their part, would result in an improvement.

### C. Experience America

The students continue to be fascinated with different aspect of American culture. Below are different aspects of U.S. culture that have made impressions on the students:

- Equality between men and women, and mutual respect
- Organization of individuals
- Personal independence of youth
- When someone dies, they don't present the body in his/her own house
- There is no difference in ethnic groups - everyone has the same right to work and have a good time
- Punctuality
- Responsibility, education
- The manner of dress
- "Easter in the U.S. was very interesting, as it was my first. My host mother had me pick-up Easter eggs from the floor."

While nearly all of the students exhibit some degree of interaction with the community, very few are involved in "community activities". A handful of individuals are involved with religious groups, but that is the extent of traditional community activity.

Aspects of the U.S. system of government that are points of interest for the students and which they commented on, are:

- Democracy
- The military assistance by the U.S. government towards Haiti to free that country from its oppressive dictators
- Assistance offered by the U.S. government to Cuban refugees
- The election process, most notably the gubernatorial race between Chiles and Bush.

- The Chamber of commerce
- The manner of governing and administering the country
- The efficiency of the police

#### **D. Leadership**

The participants indicated a tremendous improvement in this arena that appears largely due to the Leadership Module. Every student indicated an improvement in leadership abilities and some of the responses revealed a dramatic change. When asked how the module helped them to develop as leaders, the following comments were made:

- "It helped me to develop myself better and to be more responsible"
- "I have learned to interact with the others and have largely defeated my timidness. I have learned to value myself and the others as the people we are."
- "...I feel at total liberty in expressing my thoughts and feelings. Each time I go to class with a positive attitude towards the others and myself."
- "It has helped me forge myself...to accept myself as I am, to help my group each time in every circumstance, and to always respond positively."
- "It helped me to grow as a person and develop myself as a leader."

#### Working in Groups

The students indicated a general sense of effectiveness when asked to describe their success at providing a community of support. The average response was 2.78 on a scale of 1 to 5 (1 = very effective, 5 = ineffective).

Among the suggestions provided were a new plan of action (as currently there is no organization), working together as a team, increased unity, increased participation by some members who are not actively involved, and doing more group activities. The most telling comment/suggestion added an additional element:

- "It can be improved by leaving behind the adversarial relations and the Communistic ideologies and uniting ourselves as one."

#### Being a Multiplier

When asked to give an example of how they have been a multiplier, or change agent, in the college of community, students provided the following examples:

- "Sharing with others my knowledge and helping them where it is possible."
- "Making friends with people from different parts of the world and sharing my customs and traditions."
- "Speaking about the reality of my country..."

### Community Service

NPSP students are required to perform community service at some time during their time in the U.S. When the students at SPJC were asked if they were working as volunteers in the community, most students replied that they were not. 4 of the 18 individuals said they did some kind of volunteer work including cleaning for a church, cleaning for elderly people, visiting hospitals, and painting, cutting, and cleaning for elderly individuals of the Seminole community. Sadly, this amounts to less than 25% of the students. Many students indicated a genuine desire to perform community service, but seemed to lack any guidance on how to go about doing this. There seems to be a veritable plea on the part of the students for someone to step forward assist them in connecting with the community and fulfilling this invaluable aspect of their stay in the U.S.

## **E. General Information**

### Relationship with College Personnel

The participants generally believe they have an effective relationship between themselves and their coordinator and college personnel. The students also responded that while the relationship between themselves and the coordinator was not a constant one (some people commented they had little interaction with her), they felt free to call upon her and were quick to add that she is always there for them. The college staff received similarly high marks.

### Personal or Academic Goals for the Next 3 Months

This question was asked in regard to what things the students felt needed to be done to meet with their responsibility and succeed in becoming an excellent scholar recipient. The responses, as would be expected, emphasized greater academic effort (i. studying, more library visits, practicing English and with computers), becoming a good multiplier, continue improving themselves, and participating in community activities.

### Student Health

A clean bill of health was nearly ubiquitous, except for minor teeth and eye ailments. Two individuals appear to have more serious medical problems as one indicated an

abundance of headaches and the presence of the flu, while another stated their health as questionable.

#### Other Comments

Students were given the opportunity to share their concerns and suggestions about issues that were not addressed in the questionnaire. Although only 4 responded, comments offered a wide array of ideas including; a suggestion for increased technical applications in the classes, a request for a computer class, a desire to have increased contact with the coordinator, and a very heart-felt expression of gratitude.

**Nicaragua Peace Scholarship Program**  
**Report of Cycle IV Planning Meeting**  
**October 17-19, 1994**

**I. Meeting Purpose and Perspective**

The purpose of the October 17-19, 1994 meeting in Washington, D.C. was for Nicaragua Peace Scholarship Program (NPSP) staff at Georgetown University and participating colleges to review the NPSP Cycle IV training model and renew commitment to program mission. Discussion emphasis was on how to stay focused on mission to more easily achieve results in helping students become multipliers of change. Meeting participants also reviewed Cycle IV training requirements, statement of work, comprehensive plan and budget requirements. Meeting participants included representatives from Coffeyville Community College, St. Petersburg Junior College, and University of Delaware where Cycle IV programs will begin in January 1995. A representative of El Paso Community College, which will complete Cycle III training in June 1995, also attended. See appendix A for a list of participants and appendix B for meeting agenda.

**II. Summary Discussions and Recommendations**

**A. Staying Focused.** NPSP and participating colleges acknowledge that NPSP's demanding scope of work can easily create a task-oriented environment which diminishes the human development purpose of NPSP training. Cultivating program mission on a day-to-day basis will deepen NPSP student and staff commitment to program goals and balance "get it done" approaches. Staying focused serves as a management tool for college staff and host families to consciously select and engage students in experiences to develop problem-solving skills, to "walk their talk", and practice serving others. Self-generated student willingness and commitment to change will enhance academic performance and personal growth. Meeting sessions discussed these ideas and focused on five steps to activate the mission by using group building processes and key tools such as the mission statement, agreed-on norms, and models for problem-solving, authentic behavior, and communication.

**B. Cycle IV Training requirements.** A discussion on Cycle IV training requirements was designed for college representatives to share unique approaches to English as a Second Language, technical training and internships, GED training, Leadership, and Experience America.

The discussion solicited meaningful responses from college participants. Because several representatives were new to NPSP, recommendations on planning for the technical and experiential components of the program were especially helpful. Participants shared various approaches to ESL training, GED training, leadership, and Experience America. Suggestions included providing tutors for less-skilled ESL students, combining leadership and Experience America objectives on occasions such as trips, conducting GED training in Spanish, and designing full-time internship experiences.

**C. Approaching Sexual Education.** Lorena Trejo from Planned Parenthood of Washington, D.C. spoke to meeting participants about implementing a comprehensive sexual education program in international programs. Mrs. Trejo recommended a five-phase program to explore what sexuality means to participants, provide information about reproductive anatomy, contraceptives, sexually transmitted diseases and AIDs, and provide guidelines for responsible decision-making. She stressed the importance of student discussion to examine beliefs and uncover myths. In addition, Mrs. Trejo suggested that program administrators be aware of personal attitudes toward sexual education before initiating a program and be informed of students' background experiences which influence sexual behavior. She recommended that sessions on sexuality be conducted by native-Spanish speakers to allow students to share as fully as possible. The five-session approach would be most helpful for NPSP students if conducted over the first six months of the program. Mixed male-female groups are recommended to maximize understanding and support by both genders for each other.

Colleges agreed to seek workshop leaders from local resource groups and implement the recommended five-phase plan on campus. Continued dialogue between NPSP and the colleges to initiate this activity is recommended.

**D. Approaching Conflict Resolution.** Judy Zimmer from the National Institute for Citizens Education and the Law (NICEL), led a workshop to raise awareness about conflict resolution. Using the Thomas-Kilman Conflict Mode Instrument, Ms. Zimmer guided participants to discover their primary conflict mode(s) and the diversity of modes present in the group. She also identified three building blocks of conflict resolution as (1) understanding the physical "triggers" which catalyze and escalate conflict, (2) learning how to become "active listeners", and (3) learning how to generate alternative options to violence in the face of conflict. Ms. Zimmer emphasized the need for ongoing classroom dialogue on the subject of conflict resolution among participants. As a result of the session, NPSP College Coordinators have basic tools to use to initiate awareness about conflict among the group. The workbook, We Can Work it Out, has been ordered and will be sent to colleges as a further resource for implementing conflict awareness practices in the program.

Addressing conflict resolution will be important within the leadership component of the program. Continued dialogue between program and colleges is recommended.

**E. Program Strengthening and Evaluation.** Janet Kerley from Aguirre International led a session on program strengthening by utilizing recent findings from a CASS evaluation to provide information to strengthen host family programs, internships, intra-college communication, and program evaluation. Ms. Kerley emphasized the need for programs to define clear objectives for each program component before implementation. "If you don't know where you are going," says Kerley, "you will end up somewhere and you won't know where you are." Step one is defining what you want to accomplish. For example, if our mission is to cultivate students as agents of change, then to support such change within themselves, students must be both motivated in their role as leaders and confident in their technical knowledge. Defining goals and objectives for host family programs, technical training and internship programs, and leadership should develop "know-how" and confidence to be change agents as well as technicians.

College coordinators and host families were named as the critical motivators in the area of personal transformation. Ms. Kerley emphasized the importance of internships as a means for learning the technical, hands-on knowledge needed for students to be job ready upon returning to their country. She recommended that internships focus on professional protocol, technical application, and public speaking. These skills will build confidence for students to be employed upon return to their country.

Ms. Kerley recommended continuous communication between host family and college throughout the homestay period. Host families should prepare their own mission statement and agree on operating norms to stay focused on their role to achieve the NPSP mission.

**G. Cycle IV Implementation Schedule.** Participants reviewed the timeframe needed to prepare for Cycle IV's arrival in January. Elizabeth Robinson and Bill Hogan reviewed criteria and time frame for completing the comprehensive plan, budget, and subagreements. Participants were briefed on student progress in Academic Upgrading and reviewed plans for the college coordinator's trip to Nicaragua for pre-departure orientation.

### **III. NPSP Mission Development**

The October meeting provided an opportunity for meeting participants to develop, through small group process, a NPSP college mission statement. The meeting's theme was "Staying In Focus", a 5-step guide to maintain focus on the meaning of the NPSP mission and not get lost in the administrative requirements of the program. As facilitators of the transformation process described by the mission, all staff and faculty who have primary contact with students are challenged to cultivate personal change both within the students, and within themselves. The concept of "staying in focus" is a daily mission which incorporates all branches of the NPSP team--college faculty, staff, host families, and the community. By creating a college mission statement and coordinate operating principals together, administration and host families can mirror back to students the same operating process for managing the program.

#### **IV. Special Happenings**

In support of our focus on mission-building, NPSP held a "College Commitment Ceremony". Meeting participants created and took part in a ceremony which formalized commitment to college mission and operating principals. The goal of the ceremony was to declare group and individual commitment to the newly created mission and operating principals. Each participant lit individual candles from the "mission candle" and were asked to read portions of the "College Norms" and corresponding mission statement. In their participation, each individual reaffirmed their vision and belief in their ability to effectively assist young Nicaraguans transform their lives.



**LIST OF CURRENT CASS STUDENTS BY SCHOOL AND CYCLE  
FOR PERIOD ENDING 12/31/94**

<b>SCHOOL NAMES</b>	<b>J08</b>	<b>K08</b>	<b>TOTAL</b>
Bergen Community College			
Berkshire Community College	15	17	32
Broome Community College	17	17	34
Central Florida Community College	16	17	33
Edmonds Community College	17		17
Florida Community College, Jacksonville	17		17
Fox Valley Technical College	17	16	33
Harris Stowe State		19	19
Hesston College	17	17	34
Hocking Technical College	18	20	38
Illinois Eastern Community College	17		17
Kings River Community College	16	16	32
Kirkwood Community College	18	17	35
Missouri School for the Blind		1	1
Modesto Junior College	17	16	33
Mt. Aloysius Junior College	14	14	28
Mt. Hood Community College	18	17	35
Northcentral Technical College	17	17	34
Santa Fe Community College		17	17
Scott Community College	16	17	33
St. Louis College, Florissant Valley	16		16
St. Petersburg Junior College		16	16
Fresno Pacific College <sup>1</sup>	1		1
University of South Carolina, Sumter	15		15
University of Wisconsin, Marinette		15	15
Utah Valley Community College	17	17	34
<b>TOTAL</b>	<b>316</b>	<b>303</b>	<b>619</b>

<sup>1</sup> Medical extension for Joseph Charles funded under Cycle J.

**LIST OF CURRENT ST. JOHNS STUDENTS  
FOR PERIOD ENDING 12/31/94**

<b>SCHOOL NAMES</b>	<b>908</b>	<b>1008</b>	<b>TOTAL</b>
<b>Boston College</b>	<b>1</b>		<b>1</b>
<b>Georgetown University</b>	<b>1</b>		<b>1</b>
<b>Gonzaga University</b>	<b>1</b>		<b>1</b>
<b>Holy Cross College</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>LeMoyne College</b>		<b>2</b>	<b>2</b>
<b>Loyola-Marymount University</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Loyola College</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Regis College</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Rockhurst College</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>St. Louis University</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>University of Detroit</b>		<b>1</b>	<b>1</b>
<b>Wheeling College</b>		<b>1</b>	<b>1</b>
<b>TOTAL</b>	<b>10</b>	<b>10</b>	<b>20</b>

**LIST OF CURRENT FLORIDA BA STUDENTS  
FOR PERIOD ENDING 12/31/94**

<b>SCHOOL NAMES</b>	<b>I13</b>	<b>J08</b>	<b>J13</b>	<b>K08</b>	<b>TOTAL</b>
Florida A&M University		1			1
Florida Atlantic University				4	4
University of Florida				1	1
University of Central Florida				1	1
University of North Florida	1	1	2	2	6
University of South Florida	1	4			5
University of West Florida	3				3
<b>TOTAL</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>21</b>

## COLLEGE STATUS REPORTS

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College: Bergen Community College      Period Covered: July-September, 1994 (Cycle I)  
 Cycle: I08      Subagreement No. BERG RX2050-836-9218-A  
 College Coordinator: Lynda Icochea      Field of Study: Hotel/Restaurant Management  
 Total Number of Students: 20      GU Program Officer: Mary Charbonneau

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

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**1) Training Objectives:**

Twenty Cycle I08 CASS Fellows (13 females, 7 males) arrived at Bergen Community College in August, 1992 to pursue Associate of Science degrees in Hotel & Restaurant Management, to be completed by August, 1994. Nineteen students fulfilled the graduation requirements and returned home as scheduled. One student received a certificate instead of a degree and was reported as a non-returnee.

**2) Campus Monitoring and Technical Assistance**

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

**I. CAMPUS VISIT:**

No campus visit was conducted this quarter.

**II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA****a) Highlights:**

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

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

The five CASS students that participate in the NAFSA/CASS committee met regularly with Linda Icochea.

The students attended seminars on "Cross Cultural Communication" that were specifically designed by The Center for International Studies.

Professor Icochea conducted a six week "Re-entry Course" for the students at The Ramada Hotel.

The students continued working on the internship portion of their degree requirement. The internships began in May. In addition, the students attended a two hour class each week re: their internship requirement. The Director of Cooperative Education and the Director of the Center for International Studies continued to visit the hotels and restaurants to monitor and discuss student progress.

Finally, the Cycle I students departed for their countries on August 15th.

#### Recommendations:

NA

### 3) Participant Concerns:

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

#### I. AETRs

a) <u>Average student GPA (Summer 1994 semester):</u>	3.39
<u>Highest GPA:</u>	3.86 (Lourdes Blandin)
<u>Lowest GPA:</u>	2.56 (Rafael Rosario)

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

As stated in the previous College Status report, five students (Raphael Rosario, Francisca Sanchez, Maria Orozco, Merling Lumbi and Oscar Villamil) had initial difficulties with English which impacted their performance in other classes. All of them received tutoring. Whether or not they receive a certificate instead of a degree depends on their performance during the summer session. Please see "Special Student Cases" section below for the update on this situation.

### II. PARTICIPANT PROGRESS REPORT

There were no Participant Progress Reports submitted for this time period.

### III. SPECIAL STUDENT CASES

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

2. **Oscar Villamil** was accused of stealing items, such as a leather coat and silverware, from the host mother. The host mother initially filed charges with the local police department. She later dropped the charges when it was agreed that Oscar would be sent home immediately (one week before the rest of the CASS group.) Oscar had fulfilled all of his graduation requirements before his departure.

3. **Francisca Sanchez** disappeared from the host mother's house a few days before that scheduled departure of the CASS group. She was reported as a non-returnee.

**4. College Reporting Status (as of January 1995)**

**Quarterly Reports (Cycle I08)**

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

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

**AETRs**

(Due 30 days after the end of the semester)

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

## College Status Report

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College: Berkshire Community CollegePeriod Covered: June 30 - Sept. 30, 1994Cycles: I08, J08 & K08
 Subagreement Nos. BERK-RX2050-836-92I8-B  
BERK RX2050-836-93-J8-A  
BERK RX2050-836-94-K8-A
College Coordinator: Mr. Dan BouvierField of Study: Electronics: Medical Equipment RepairTotal Number of Students: I-17, J-16, K-17GU Program Officer: Dennis Huffman

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

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

Cycle K: Antigua/Barbuda (1), Belize (1), Costa Rica (2), Dominican Republic (2), Dominica (1), El Salvador (1), Guatemala (1), Haiti (2), Honduras (2), Jamaica (1), Nicaragua (2), Panama (1).

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**1) Training Objectives:** Eighteen Cycle I CASS students arrived at Berkshire Community College on August 13, 1992 for a two-year program working toward associate degrees in Biomedical Technology Repair. One student was withdrawn from the program in November '93. The program included intensive instruction in English during the first semester, and will conclude with practical training through internships. In addition, each student lived for at least six months with a local host family (most have remained with families throughout the training). They also worked toward completion of sixteen assignments using the Experience America workbook. 16 Cycle I students returned to their countries on July 18, 1994, and the 17th participant completed degree requirements and returned in August. All but one earned the Associate of Science degree.

Seventeen Cycle J students began the same program in August, 1993. One student from this group was withdrawn from the program during the second quarter of '94, and Michael Solorzano (Costa Rica) was withdrawn in the current period (August 10, '94).

On August 11, 1994, 17 Cycle K students arrived on the Berkshire campus. Objectives for this group mirror those of Cycles I and J.

## 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

### I. CAMPUS VISITS:

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



a) Highlights: All but one of the Cycle I students were enrolled in Freshman Composition I during the summer, their final requirement for graduation. The other student completed a noncredit internship.

For the most part, the Cycle J students were enrolled in Biology I, a speech class and Intro to Psychology. Courses for individual students who had already taken the above mentioned classes included Anatomy and Physiology, Chemistry, and Freshman Composition. The beginning of the fall semester found the cycle J students enrolled, for the most part, in physics, anatomy, calculus, electronic devices and circuits, and digital circuits. These students also began their practical training experiences at the Berkshire Medical Center.

The Spanish and French speaking Cycle K students were enrolled in ESL, AC Circuits, and Pre-Engineering Math. The native English speakers are taking Biology, Physics, Scientific Programming, DC Circuits, and Calculus.

In addition to reentry and farewell activities for Cycle I, and Orientation for Cycle K (which included sessions of host family living, orientation to the campus and community, and numerous other topics) events during this quarter included a visit to the Berkshire Museum, the Boston Pops at Tanglewood, and the New England Fair. In addition, 10 of the Cycle J students attended the final Leadership Center for the Americas conference in Oklahoma.

### 3) Participant Concerns:

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

#### I. AETR's

##### Cycle I:

a) Average student GPA (as of last submitted AETR): The average grade point average at the end of the sixth (summer) semester for the 17 Cycle I students was **3.046**.

Five students ended the semester with GPAs of 3.5 or higher, and one student had a 3.75 or higher. This was Lourdes Vega (Honduras, 3.89).

b) Areas of academic concern: Two students had GPA's of 2.5 or less. These were Jose Moraga (Nicaragua, 1.95), and German Flores (Honduras, 2.17).

##### Cycle J:

a) Average student GPA (as of last submitted AETR): The average grade point average for the group during their third semester (summer) was **3.085**.

Five Cycle J students have GPAs above 3.5, although none were above 3.75. The top performance in the group was by Dayana Jaramillo (Panama, 3.63).

b) Areas of academic concern: One Cycle J student ended the semester with a GPA below 2.5. This was Jorge Gonzalez (Nicaragua, 1.37). Mr. Gonzalez is on academic probation, and the BCC staff continues to monitor his progress closely.

Cycle K: No AETRs were required for these students during this period.

## II. PARTICIPANT PROGRESS REPORT

No participant progress reports were completed during this period. The Cycle I students completed the Final questionnaire in May. The Cycle J students will complete the Midcycle II form in October, while the Cycle K students will complete the Initial form at the same time.

## III. SPECIAL STUDENT CASES

Two students in Cycle I are worth noting here. German Flores (Honduras) was granted a one-month extension following the July 18 departure of his group to retake the anatomy course. He did so successfully, bringing his GPA above a 2.0 and thus graduating. He returned home on August 18. The other, Jose Elias Moraga (Nicaragua), did not earn the degree.

Jorge Gonzalez (Cycle J, Nicaragua) will not graduate. He has been put on a certificate track and will be required to show considerable progress and effort if he is to remain in the program after the fall semester.

Finally, Michael Solorzano (Cycle J, Costa Rica) was terminated from the program and returned to his country on August 10. It was learned that Mr. Solorzano had completed 54 hours of university work in Costa Rica prior to accepting the CASS scholarship, a fact which he had failed to indicate on his application and which clearly would have made him ineligible for the scholarship.

## 4. College Reporting Status as of December 31, 1994

### Cycle I

#### Quarterly Reports

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

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

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

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

**Cycle J:**

**Quarterly Reports**

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

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

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

First Year	Received	Second Year	Received
Fall 1993	XX	Fall 1994	
Spring 1994	XX	Spring 1995	
Summer 1994	XX	Summer 1995	

Quarterly Reports

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	XX	XX	XX
2	10/1/94 - 12/31/94	1/31/95	XX		
3	1/1995 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

## College Status Report

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College: Broome Community CollegePeriod Covered: June 30 - Sept. 30, 1994Cycles: I08, J08, & K08Subagreement No. BCC-RX2050-836-92I8-C  
BRME-RX2050-836-93-J8-B  
BRME-RX2050-836-94-K8-BCollege Coordinator: Dr. Alberto MillerField of Study: Quality ControlTotal Number of Students: I-17, J-17, K-17GU Program Officer: Dennis Huffman

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

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

Cycle K: Costa Rica (2), Dominican Republic (2), Dominica (1), El Salvador (3), Guatemala (3), Haiti (2), Honduras (1), Jamaica (1), Nicaragua (1), Panama (1).

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### 1) Training Objectives:

Twenty-one Cycle I students arrived in the U.S. in August 1992. One student (Maria Bisono - see Special Student Cases) returned home early but earned the degree by correspondence. Fourteen additional students completed the program and returned to their countries in July 1994 with the Associate of Applied Science in Quality Control. A 16th individual also returned home but failed to earn the degree, while the remaining five disappeared from the program during the course of the two years.

Seventeen Cycle J students, who arrived in August 1993, are enrolled in two-year programs comprising training in English as a Second Language (for all but the Jamaicans), and work toward the associate of applied science degree in Quality Control. Their programs include internships with local industry, as well as individualized exploration of U.S. society through the Experience America program. Each student lived with a local host family for a minimum of six months at the beginning of the program.

Seventeen Cycle K students arrived in August 1994 for the same program. They are all placed in host families.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

#### I. CAMPUS VISITS:

No campus visit was conducted during this period. Dennis Huffman visited Binghamton from December 5 - 7, 1993 and is scheduled to return in the fall.

### a) Highlights:

#### Cycle I

These students completed final academic requirements for graduation during the summer. Five students were enrolled in both Technical Writing and the Cooperative Work Experience (internship). An additional five took only the internship, while seven participants (whose academic performance raised questions about their ability to successfully perform during a formal internship) were enrolled only in Technical Writing. Arrangements were made for these latter students to gain practical experience outside of the formal Cooperative Work Experience program.

#### Cycle J

Over the summer, these students were enrolled in Total Quality Control, Physics, and, as appropriate, 4 - 8 hours of ESL. The native English speakers also took Calculus. In the fall, all of the students are enrolled in Manufacturing Processes I, Acceptance Sampling, Metrology, Statistical Process Control, and Statistics II. The native English speakers are also taking Mechanical Drawing II or Calculus III, while the other students are taking an ESL course.

#### Cycle K

The new students began their time in the U.S. with an intensive orientation to the program and U.S. culture. This included an introduction to the campus and community, as well as to host family living and the academic training program they were about to begin. During the fall semester, all of these students were enrolled in Algebra and Understanding Computers (taught in English with language support, as well as Contemporary Cultures (taught bilingually by the CASS coordinator.) The Spanish and French speakers were enrolled in the intensive ESL program for 12 -13 credits, depending on level, while the two English speakers took Physics.

All of the students continued to be very active with the American Society for Quality Control. The program paid the fee for the Cycle I students to continue their ASQC membership for the first year in their home countries, and the local professional chapter gave each of the students a quality control book to assist them in their future professional lives. The Student Chapter of the ASQC elected new officers for the coming year. Activities included a trip to Cooperstown and the Baseball Hall of Fame, as well as a trip to New York City, among other 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

##### Cycle I:

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

The average cumulative grade point average for the group at the end of their training in the summer semester was 2.86.

One student had a 3.75 or higher. This was Rita Valdes (Panama, 3.75).

b) Areas of academic concern: Five students ended the summer term with GPA's of 2.5 or lower. Venancia Monroy (Guatemala, 2.4), Adrian Hernandez, (Nicaragua, 2.4), Lisette Perez (Dominican Republic, 2.3), Catia Lopez (El Salvador, 1.9), and Juan Mejia (Dominican Republic (1.7).

Cycle J:

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

The average cumulative grade point average for the group at the end of the spring semester was 3.09.

One student had a GPA of 3.75 or higher. This was Brenda Sintu (Guatemala, 3.9).

b) Areas of academic concern:

Two students ended the term with GPA's of 2.5 or lower. They were Javier Barrera (Nicaragua, 2.184) and Juan Morales (Guatemala, 2.018). It is worth noting that the BCC staff does not feel that either of these students is in danger of not completing the program.

Cycle K: AETRs were not required for these students during the period.

## II. PARTICIPANT PROGRESS REPORT

No Participant Progress Reports were completed during the quarter. The Cycle I students completed the Final Participant Progress Reports in May, while the Cycle J students completed the Midcycle I form at the same time. The next PPRs will be completed in October.

## III. SPECIAL STUDENT CASES

As expected, Juan Mejia (Cycle I, El Salvador) was unable to complete graduation requirements and therefore did not receive a degree. Catia Lopez (Cycle I, El Salvador) also did not graduate. In addition, she failed to report for departure and was reported to AID as a nonreturnee on July 12. Maria Bisono (Cycle I, Dominican Republic) had returned to her country on June 24 due to the death of her father. During this reporting period, Ms. Bisono completed coursework in the Technical Writing class via correspondence and earned her degree.

**4. College Reporting Status as of December 31, 1994**

Cycle I:

**Quarterly Reports**

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

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

**AETRs**

(Due 30 days after the end of the semester)

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



**Quarterly Reports**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxx	Fall 1994	
Spring 1994	xxx	Spring 1995	
Summer 1994	xxx	Summer 1995	

**Cycle K:**

**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	XX	XX	XX
2	10/1/94 - 12/31/94	1/31/95	xx		
3	1/1995 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

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

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

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## College Status Report

College: Central Florida Community College

Period Covered: 7/1 - 9/30/94

Cycle: Cycles I08, J08 & K08

Subagreement No. CFCC RX2050-836 91I8-D  
CFCC RX2050-836 93-J8  
CFCC RX2050-836 94-K8-C

College Coordinator: Hilary Allen

Field of Study: Industrial Management  
Technology

Total # of Students: Cycle I08- 17(Final)  
Cycle J08- 17  
Cycle K08- 17

GU Program Officer: Susan Moroz

### Student Nationalities:

<u>Cycle I08</u>	<u>Cycle J08</u>	<u>Cycle K08</u>
Barbados 2	Barbados 1	Barbados 1
Costa Rica 1	Costa Rica 2	Costa Rica 2
Dom. Republic 1	Dom. Republic 2	Dom. Republic 2
El Salvador 1	El Salvador 2	El Salvador 3
Guatemala 4	Guatemala 3	Guatemala 1
Honduras 3	Honduras 3	Haiti 2
Jamaica 1	Jamaica 1	Honduras 2
Nicaragua 3	Nicaragua 2	Jamaica 1
Panama 1	Panama 1	Nicaragua 1
		Panama 1
		St. Vincent 1

### 1) Training Objectives:

**Cycle "I08":** Of the eighteen (18) students who initially were in the program, seventeen (17) successfully completed the program and obtained their Associate of Science Degree in Industrial Management Technology. They were given their degrees during a graduation ceremony on August 12, 1994. The only student who did not complete the program was Javier Alvarez (Costa Rica), a non-returnee who dropped out of the program in fall of 1993. Sixteen (16) of the seventeen (17) students returned to their home countries on August 13, 1994. Mario Quintanilla (Nicaragua) failed to appear at the airport. His status remains as a non-returnee.

**Cycle "J08":** Sixteen (16) of the seventeen (17) Cycle J students successfully completed their summer semester. One student, Diana Borjas (Honduras) left the program in August 1994 and remains a non-returnee. During this period the CASS students took the following courses: Composition Skills, Introduction to Ethics, College Algebra, Living Environment, Advanced CADD (Computer Aided Drafting & Design), Welding and Calculus. As part of their training, they did an on-site visit to Professional Medical Products and to Clairson Products.

**Cycle "K08":** Seventeen cycle "K08" CASS students arrived on August 11, 1994. They are pursuing an Associate of Science Degree in Industrial Management Technology and are expected to finish their program in August of 1996. They all received five days of initial intensive orientation. On August 22nd, the Spanish Speakers started their intensive 20 hr. ESL classes, Intermediate Algebra or College Prep. Algebra and Introduction to Industrial Maintenance. The English Speakers directly mainstreamed into Elementary Physics for non-science majors, College Prep. Algebra, College Prep. English and Blueprint Reading & Light Drafting.

## 2) Campus Monitoring and Technical Assistance

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

### I. CAMPUS VISITS:

A campus visit did not take place during this period.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### Cycle I08:

##### a) Highlights:

#### **EXPERIENCE AMERICA CERTIFICATE**

Six of the seventeen students: Floyd Griffith (Barbados), Sucre Lopez (Nicaragua), Kristofferson Fagan (Jamaica), Oswaldo Martinez (Costa Rica), Richard Farley (Barbados) and Jeovani Bonilla (El Salvador) completed the required number of Experience America forms (16) for the Experience America Certificate. Their certificates have been issued and will be sent to them to their countries.

#### **PROFESSIONAL AND PERSONAL DEVELOPMENT:**

All the students did their internships at different companies in Ocala during summer B (June 1 to July 31, 1994).

The students were involved in a number of activities targeted for their personal and professional development. They worked security personnel jobs at the World Cup games in Orlando to raise funds for the Maria Ramirez Scholarship. The students toured Clairson, Inc. and Professional Hospital Supply, Inc. They also attended all leadership conferences for women offered by Central Florida Community College and affiliated organizations at Central Florida.

#### **CAMPUS AND COMMUNITY LIFE:**

The students were involved in many campus and community activities. Some of the students were affiliated with the PTK Club and the International Club. They also attended a Project Future Banquet.

In the community, the students were active in church activities, yard sales, flea market, intercultural exchanges and CASS social events.

#### Cycle J08:

#### **PERSONAL AND PROFESSIONAL DEVELOPMENT:**

The students worked as security personnel for University of Florida football games and for various concerts. They also spoke at the Department of Corrections Program. The students attend all leadership conferences available to them on campus as well as in the community.

**CAMPUS AND COMMUNITY LIFE:**

The students were involved in a number of campus activities. They were members of the International Club, Campus Diplomats, PTK, and one student was the CFCC Cheerleading mascot. Many also are members of the Central Florida Soccer Team. The students attended campus activities such as the CFCC Variations (a musical group), productions by the CFCC Drama Dept., "Multi-Cultural Diversity" motivational seminar, campus "Quickie" games, and the Quick Start Banquet. They also organized an intercultural display for the Student Activity Fair.

The students were active in the community through church, host family activities, the Marion County Fair, and participation in Spanish/American dance presentations.

**Cycle K08:****CAMPUS AND COMMUNITY LIFE:**

Upon their arrival, all the students were placed at host families. During the first week, they received five days of intensive initial orientation. This orientation covered the following areas: host families, campus life, aspects of US values and customs, overview of Industrial Management Technology Program, etc.

The students were also involved in a number of campus activities. They became members of the International Club and of the Central Florida Soccer Team. The students attended campus activities such as the CFCC Variations (a musical group), productions by the CFCC Drama Dept. and a "Multi-Cultural Diversity" motivational seminar. They also organized with the cycle "J08" students an intercultural display for the Student Activity Fair.

The students were active in the community through church, host family activities, the Marion County Fair, and participation in Spanish/American dance presentations.

**PERSONAL AND PROFESSIONAL DEVELOPMENT:**

The students worked as security personnel for University of Florida football games and for various concerts. The students will be attending all leadership conferences available to them on campus as well as in the community.

**3) Participant Concerns:**

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

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

**Cycle I08: 3.07**

**Highest GPA: Floyd Griffith (Barbados) 3.80**

**Lowest GPA: Edwin Pereira (Nicaragua) 2.45**

In spite of his hard work, Edwin has been an average student throughout his two year program. According to his instructors, his difficulty with English has been the major problem.

**Cycle J08: 3.11**

**Highest GPA: Jose Sigaran (El Salvador) 3.94**

**Lowest GPA: Ricardo Gaitan (Nicaragua) 2.33**

Ricardo continues to have difficulty with English which has affected his overall academic performance. Additional tutoring in English has been recommended.

**Cycle K08: AETRS were not due for this period.**

## II. PARTICIPANT PROGRESS REPORT

Participant Progress reports were not due for this period.

## III. SPECIAL STUDENT CASES

### Cycle "I08"

**Jose Hernandez (Guatemala):** On July 3, 1994, Jose was caught by the police with "loitering and prowling" an apartment complex. He was in jail for six hours and bailed-out by another student. He appeared in court on July 20, 1994. The charges were dropped.

**Mario Quintanilla (Nicaragua):** Mario did not appear at the airport as scheduled on August 15, 1994. He remains an non-returnee.

### Cycle "J08"

**Diana Borjas (Honduras):** On August 13, 1994, Diana disappeared from her host family's home taking all her belongings with her. She left without saying a word or leaving a note. The CASS Coordinator filed a missing person report with the police. Her scholarship was terminated on August 17, 1994. She still remains a non-returnee.

## 4. College Reporting Status as of September 1, 1994.

All reports for the three cycles have been submitted to GU.

### Quarterly Reports Cycle I08

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

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

### AETRs

(Due 30 days after the end of the semester)

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

**Quarterly Reports  
Cycle J08**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxx	Fall 1994	
Spring 1994	xxx	Spring 1995	
Summer 1994	xxx	Summer 1995	

**Quarterly Reports  
Cycle K08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

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

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

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

\* AETRS were not due for this period



**COLLEGE STATUS REPORT**

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College: Edmonds Community College

Period Covered: 7/1/94 to 9/30/94

Cycle: J08

Subagreement: EDCC RX2050-836-93-J8

College Coordinator: Astrid Sánchez

Field of Study: Small Business Management

Total Number of Students: 17

GU Program Officer: Charlie C. Koo

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

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**I. TRAINING OBJECTIVES:**

The seventeen students arrived in August 1993 and are scheduled to obtain their Business Associate of Technical Arts degrees in Small Business Management (SBM) in two years. The students are now taking mainstream SBM courses along with a one-credit course in Experience America.

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

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Edmonds Community College this period. The campus was last visited 1-4 February 1994.

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

**1. Highlights:**

The students participated in a variety of professional/personal development activities, including: a workshop on teamwork; meeting with various professionals from the local business community; translating at a community health fair; and a visit to the Small Business Information Center. Two Haitian students were interviewed by a local paper about the situation in their home country. Social and cultural enrichment activities included: attending the Fourth of July parade; a picnic at Lake Washington; touring various sites in Seattle with CASS students from Mt. Hood Community College (Gresham, OR); an outing to a local wildlife habitat; and the CASS Friendship Club.

**2. Recommendations/Comments:**

Georgetown University/CASS commends Edmonds Community College for facilitating the students' participation in various campus and community activities and easing their acculturation into U.S. society.

### III. PARTICIPANT CONCERNS:

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

#### A. AETRs:

1. Average overall GPA: 3.37. GPAs ranged from 2.74 (Marie Duverger, Haiti) to 3.99 (Ernst Louis Jacques, Haiti). The students' ESL grades are not computed into the GPA.

2. Areas of academic concern: None.

3. Changes in individual programs of study: Ana Cano, due to her poor English skills, will take additional ESL courses and is scheduled to earn a certificate in Bilingual Business instead of an Associate degree.

#### B. Participant Progress Reports:

Not submitted this period.

#### C. Special Student Cases:

None.

### IV. COLLEGE REPORTING STATUS (as of 15 January 1995):

#### Quarterly Reports

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

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

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

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1993	X	Fall 1994	
Winter 1994	X	Winter 1995	
Spring 1994	X	Spring 1995	
Summer 1994	X	Summer 1995	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## College Status Report

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College: <u>Florida Community College at Jacksonville</u>	Period Covered: <u>7/1-9/30/94</u>
Cycle: <u>Cycles I08 &amp; J08</u>	Subagreement No. <u>RA-G2050-836-9218-R</u> <u>FCCJ RX-2050-836-93J8-E</u>
College Coordinator: <u>Ms. Kerry Carrillo</u>	Field of Study: <u>Hotel &amp; Rest. Management</u>
Total # of Students: <u>Cycle I08- 19</u> <u>Cycle J08- 18</u>	GU Program Officer: <u>Susan Moroz</u>

### Student Nationalities:

<u>Cycle I08</u>		<u>Cycle J08</u>	
Antigua/Barbuda	1	Antigua/Barbuda	1
Dominican Republic	5	Barbados	2
Guatemala	3	Costa Rica	1
Honduras	2	Dominica	1
Jamaica	2	Dominican Republic	5
Nicaragua	2	El Salvador	1
Panama	2	Guatemala	4
St. Kitts/Nevis	1	Honduras	1
St. Lucia	1	Jamaica	2

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### 1) Training Objectives:

**Cycle I08:** Of the nineteen (19) Cycle I students who came to the program at FCCJ, eighteen (17) successfully completed their program and obtained their Associate of Science Degree in Hotel and Restaurant Management on July 29, 1994. Two students, Ana Morel (Dominica Republic) who dropped-out of the program in fall 1993 and Sofia Cantoral (Guatemala) who disappeared from campus a week before graduation did not complete their program and are non-returnees. Of the 17 students, sixteen returned to their home countries as scheduled on July 30, 1994. One student, Juan Madrigal (Nicaragua) failed to appear at the airport (see special student cases).

**Cycle J08:** The Cycle J students successfully completed their summer term. In addition to their regular summer courses, the students spent twenty hours in front desk positions at different Jacksonville hotels as part of their internships.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through "AETRS" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer and participants complete two questionnaires each year.

## I. CAMPUS VISITS

A campus visit did not take place during this quarter.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### Cycle I08:

#### a) Highlights:

#### **EXPERIENCE AMERICA CERTIFICATE**

Five of the nineteen students: Yohana Casasola (Guatemala), Ivette Diaz (Dominican Republic), Elvira Guerra (Panama), Lucrecia Lopez (Guatemala) and Maria Tenorio (Panama) have completed the minimum required Experience America forms (16) for the Experience America Certificate. Their certificates will be sent to their home countries.

#### **PROFESSIONAL AND PERSONAL DEVELOPMENT:**

As part of their requirements for Humanities in the Americas, the students explored many historical, cultural and educational activities. These included visiting art galleries, museums, and historical sites as well as attending musical and theatrical events in the community.

As part of their preparation for departure, the students attended a two-day "Reentry Retreat" to examine the past two years and help the students prepare for the transition home.

#### **CAMPUS AND COMMUNITY LIFE:**

The students spent little time on campus this term, spending most of their time at internships and preparing for departure.

The scholars attended private farewells in their honor as well as community events honoring their involvement in the community over the past two years. They attended an awards ceremony at the Omni Jackson Hotel on July 29. Here the scholars were presented with certificates and special awards.

### Cycle J08:

#### a) Highlights:

#### **PERSONAL AND PROFESSIONAL DEVELOPMENT:**

The students meet weekly through the CASS International Student Club, a format which provides them with formal input and leadership opportunities. On alternating weeks, the scholars attend training meetings organized, designed and/or delivered by the CASS staff. The meetings are topical and designed to meet the scholars current needs.

The scholars had the opportunity to tour two front office facilities during their Front Office Management course: Super 8 Motel and Holiday Inn Airport.

The five scholars who participated in the new student orientation were rewarded with a trip to Walt Disney World.

#### **CAMPUS AND COMMUNITY LIFE:**

Five of the scholars participated in the orientation program for new international scholars from the former Soviet Union. On their own initiative, the scholars organized a "Central American Independence Day Celebration". On September 20 & 21, two students were elected as Representatives to the Student Government Association. One student was elected Senator.

The CASS scholars are also active in the community. On September 15, most of the scholars participated as friendship ambassadors in the National Hispanic Month Celebration at AT & T Universal Card Headquarters in Jacksonville. On September 18, the students presented a "Cultural Afternoon" at the Immaculate Conception Catholic Church in Jacksonville.

### 3) Participant Concerns:

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

#### I. AETRs

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

Cycle I08:3.35

Highest GPA: 4.00 Leon Jeffers (St.kitts); Christopher Johnson (Jamaica)

Lowest GPA: 2.41 Elvira Guerra (Panama)\*

\* Elvira has been an average student during the past two years due mainly to her difficulty with English. In spite of her efforts to do well academically, her GPA has remained average.

Cycle J08: 3.43

Highest GPA: 4.00 Verman Richards (Antigua/Barbuda)

Lowest GPA: 2.88 Jorge Villaneda (El Salvador); Astrid Montufar (Guatemala)

Although Jorge and Astrid work very hard English is still very difficult for them and has consequently affected their overall academic performance.

##### b) Areas of academic concern: None

##### c) Changes in individual programs of study:

There were no reported changes at this time.

#### II. PARTICIPANT PROGRESS REPORT

There were no Participant Progress Reports for this period.

#### III. SPECIAL STUDENT CASES

##### Cycle "I08"

##### Sofla Cantoral (Guatemala)

Sofia disappeared from campus on July 20, 1994. Her roommates claim that she took all her belongings with her. In spite of the CASS Coordinator's efforts to find Sofia (hoping that she could convince her to return and finish her program), her whereabouts remain unknown. Her scholarship was terminated on July 28, 1994.

##### Juan Madrigal (Panama)

Juan did not return to his country as scheduled on July 30, 1994. As of the end of this period, Mr. madrigal remains classified as a non-returnee he, however, contacted the program regarding the possibility for return to Nicaragua.

**4. College Reporting Status as of September 1, 1994**

All reports for both cycles have been submitted to GU.

**Quarterly Reports (I08)**

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

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

**AETRs**

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

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

**Quarterly Reports (Cycle J08)**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxx	Fall 1994	
Spring 1994	xxx	Spring 1995	
Summer 1994	xxx	Summer 1995	



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

176

**COLLEGE STATUS REPORT**

College: Fox Valley Technical College

Period Covered: 7/1/94 to 9/30/94

Cycle: J08 and K08

Subagreement: FVTC RX2050-836-93J8  
FVTC RX2050-836-94K8

College Coordinator: Rose Marie Zoesch

Field of Study: Quality Improvement Process Specialist

Total Number of Students: Cycle J: 17; Cycle K: 16

GU Program Officer: Charlie C. Koo

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

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

**I. TRAINING OBJECTIVES:**

Cycle J: All seventeen students are on schedule to obtain their Associate Degrees in Quality Improvement Process Specialist (QIPS) in August 1995. They are taking core academic classes together.

Cycle K: The sixteen students arrived 12 August 1994 and are scheduled to obtain their Associate Degrees in QIPS in two years. The Spanish-speaking students are taking intensive ESL courses while the English-speaking students are taking mainstream electives related to the field of QIPS. All Cycle K CASS students will start taking classes together in January 1995.

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

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Report"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Fox Valley Technical College this period. The campus was last visited 8-10 November 1993.

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

**1. Highlights:**

Cycle J: The students participated in a variety of professional/personal development activities, including: tours of a nuclear power plant, Printron Corporation, a local bank, and the research and development department of Kimberly Clark Corporation; a speech by Joe Clark, the New Jersey high school principal who inspired the movie "Lean on Me"; and monthly leadership seminars. All the students also continue to do numerous hours of volunteer work in and around Appleton at sites such as the Children's Museum, a gift shop at a hospital, United Migrant Opportunity Service, and

the Red Cross. Some of the students also tutor and do translational work. Cultural and social enrichment activities included: Multicultural Club; FVTC Programming Board; and student government.

Cycle K: Their activities have primarily been geared toward orienting them to their host families, school, and the Appleton community. Many students have already taken advantage of local recreational facilities.

2. Recommendations/Comments:

Georgetown/CASS commends FVTC for facilitating the students' participation in various campus and community activities, thereby easing their acculturation into North American society. It is particularly satisfying to learn of the students' continued enthusiastic participation in community service activities. Their time and effort is greatly appreciated by all. Georgetown/CASS also commends FVTC for helping to successfully orient the Cycle K students to their new environment.

### III. PARTICIPANT CONCERNS:

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

A. AETRs:

1. Average overall GPA:

Cycle J: 3.73. GPAs ranged from 3.17 (Marlon Flowers, Belize) to 4.00 (Dayanarah Cabrera, Dominican Republic; Karla Calix, Honduras; David Custodio, El Salvador; Marzicecilia Díaz, Guatemala).

Cycle K: No AETRs were required this quarter.

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

Not submitted this period.

C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 15 January 1995):

Quarterly Reports

- Cycle J -

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

- Cycle K -

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	X		X
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 7/31/96	8/31/96			

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

AETRs

(Due 30 days after the end of the term)

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994	X	Summer 1995	

## - Cycle K -

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

COLLEGE STATUS REPORTS

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

**College Status Report**

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College: Harris Stowe State College

Quarter Period: Summer 1994

Cycle: Cycles I08 & K08

Subagreement No. HSSC RX2050-836 92I8-F  
HSSC RX2050-836 94-K8-E

College Coordinator: Ms. Patricia Barton

Field of Study: Special Education

Total Number of Students: Cycle I08 = 22  
Cycle K08 = 18

GU Program Officer: Fili Altinger

Student Nationalities:

<u>Cycle I08</u>		<u>Cycle K08</u>	
Antigua/Barbuda	1	Belize	1
Barbados	1	Costa Rica	1
Belize	2	Dom. Republic	3
Costa Rica	1	El Salvador	2
Dominica	1	Guatemala	2
El Salvador	2	Haiti	2
Grenada	2	Honduras	1
Guatemala	4	Jamaica	1
Honduras	3	Nicaragua	1
Jamaica	1	Panama	1
Nicaragua	1	St. Kitts/Nevis	1
St. Kitts/Nevis	1	St. Lucia	3
St. Vincent	<u>2</u>		<u>18</u>
	<u>22</u>		

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**1) Training Objective:**

The twenty-two Cycle I students successfully completed their program of study, earning Certificates of Completion in Special Education and they returned to their countries in July 1994. The eighteen Cycle K students arrived in August and began classes and/or intensive ESL training after their initial intensive orientation.

**2) Campus Monitoring and Technical Assistance**

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The college provides GU/CASS with information through Quarterly Activity Reports, Academic Enrollment and Term Reports and other documents. The campus is visited once a year by a GU Program Officer.

## I. CAMPUS VISITS:

No campus visit took place during this quarter.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### Cycle I08:

#### a) Highlights:

All of the Cycle I students completed Spring practicums for academic credit. These practicums involved 3-4 hours per day working directly with special children in classrooms with master teachers. The practicums were held in the St. Louis City public schools. The CASS students were also involved in individualized and group Experience America activities in order to improve their understanding of U.S. society and culture.

In addition to the practicums, all of the students completed classroom assignments which required visits to educational facilities and other related activities such as involvement in Upward Bound, the Reading Connection. etc. The CASS students also visited the Correctional Facility in Jefferson City.

The scholars were involved in a variety of activities on campus and in the community. They participated in several language and cultural exchanges with other students at Harris-Stowe State College. The CASS scholars were also active in the community, volunteering in events such as caroling, preparing food for the elderly and cultural presentations of their countries.

### Cycle K08:

#### Highlights:

In addition to their coursework, the Cycle K students have language tutoring available through the Learning Achievement Center. Several of them have met with tutors for additional ESL support. Individualized and group Experience America activities offer additional ESL experience as well as an introduction to U.S. society and culture. One student has already spent considerable time at local schools, both elementary and secondary institutions, as a requirement for a course in classroom teaching.

The students have participated in numerous trips designed for their professional and personal development. They have visited such places as the Washington University, the Salvation Army, the St. Louis Police Department, the Cahokia Mounds, where they were introduced to Native American culture, and also radio and television stations.

The Cycle K scholars are becoming active on campus and in the community. On campus, the students are involved in activities which include the following: language and cultural exchanges, the Student Government Association, the African Sisterhood Exchange Group, and the Campus Ministry. In the community, the students volunteer in cultural exchanges and church and neighborhood activities. They have also taken trips to the Social Security Office, Grant's Farm, the Botanical Gardens and the St. Louis Zoo, among other places of interest.

### 3) Participant Concerns:

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

#### I. AETRs

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

Cycle I08

Average: 3.34

Highest: 3.90 (Patricia Williams)

Lowest: 2.10 (Vilma Portillo)

Cycle K08: There were no AETR's reported for this period.

b) Changes in individual programs of study:

There were no reported changes at this time.

#### II. PARTICIPANT PROGRESS REPORT

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

Cycle I08: There were no PPR's reported for this period.

Cycle K08: There were no PPR's reported for this period.

#### III. SPECIAL STUDENT CASES

No special student cases were reported during this quarter.

#### 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	xxx
2	10/1/92 - 12/31/92	1/31/93	xxx	xxx	xxx
3	1/1/93 - 3/31/93	4/30/93	xxx	xxx	xxx
4	4/1/93 - 6/30/93	7/31/93	xxx	xxx	xxx
5	7/1/93 - 9/30/93	10/31/93	xxx	xxx	xxx
6	10/1/93 - 12/31/93	1/31/94	xxx	xxx	xxx
7	1/1/94 - 3/31/94	4/30/94	xxx	xxx	xxx
8	4/1/94 - 6/30/94	7/31/94	xxx	xxx	xxx
8	7/1/94 - 7/31/94	8/31/94	xxx	xxx	xxx

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

##### AEIRs (Due 30 days after the end of the semester)

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



**Quarterly Reports  
Cycle K08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

COLLEGE STATUS REPORTS

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

College: Hesston College

Quarter Period Summer 1994

Cycle: IO8, JO8 & K08

Subagreement No. HESS RX 2050-836 93 J8-G  
HESS RX 2050-836 94 K8-F  
HESS RX 2050-836 92 I8-G

College Coordinator: Ms. Margie Wiens, Dr. Phil Osborne Field of Study: Electronics/Telecommun.

Total Number of Students: Cycle IO8 - 18  
Cycle JO8 - 16  
Cycle K08 - 17

GU Program Officer: Fili Altinger

Student Nationalities:

<u>IO8</u>		<u>JO8</u>		<u>K08</u>	
Costa Rica	2	Costa Rica	2	Costa Rica	2
Dom. Republic	4	Dom. Republic	4	Dom. Republic	2
El Salvador	3	Grenada	2	El Salvador	2
Guatemala	4	Honduras	4	Guatemala	2
Honduras	2	Nicaragua	2	Haiti	2
Nicaragua	2	Panama	2	Honduras	2
Panama	<u>1</u>		<u>16</u>	Jamaica	1
	<b>18</b>			Nicaragua	2
				Panama	<u>1</u>
					<b>17</b>

**1) Training Objectives:**

The Cycle I students completed their course of study this term and obtained Associate degrees in Electronics. They returned home in July. The Cycle J students successfully completed their first year of study. They are expected to complete their program in July of 1995. In August, the Cycle K students arrived. They began their course of study in Electronics and are expected to complete all coursework by August of 1996.

**2) Campus Monitoring and Technical Assistance**

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through Quarterly Activity Reports, Academic Enrollment and Term Reports (AETR's) and other relevant documents. The campus is visited once a year by a GU Program Officer.

## I. CAMPUS VISITS:

No campus visits were conducted this quarter.

## III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

In addition to their coursework, the Cycle I students were involved in a variety of other training programs. Fourteen of the Cycle I students attended a two-day workshop on Desktop Publishing. Four of the students participated in and successfully completed internships over the summer. Julio Duverge interned as a technical assistant at the Moundridge Telephone Company. Sergio Cabezas was a store assistant at the Business Computer Store. Francis Severino worked at United Telephone Company as a line crew member. Jeny Thompson interned as a technician's assistant in Wichita at Bell Atlantic.

During their final months in the U.S., the CASS students met every other Wednesday for lessons on reentry and planning for their return. The reentry program culminated in a Celebration of Completion on July 27th. The students visited Kansas City on July 24-25. There they visited Worlds of Fun and Oceans of Fun parks and attended a concert.

Campus and community activities for the Cycle I students centered around preparations to return home. This involved packing belongings and saying good-bye to their host families and friends. During the Celebration of Completion, the students were honored by the community, which expressed its gratitude for the over 3000 hours of community service that the CASS students had donated during their two years in the U.S.

The Cycle K students were making progress in their adjustment to the new culture and community. They were concentrating most of their efforts to their intensive ESL program and learning English during their first semester. Like all the prior groups, the CASS students were warmly received by their new host families, the campus and the community in general. They were starting to share their first impressions of the new environment and culture in their ongoing orientation sessions and weekly meetings with the CASS Coordinator.

The Cycle J CASS scholars had successfully completed their first semester of studies. They were well adjusted to the campus and their intense program of studies. In their role as Friendship Ambassadors the Cycle J students had done several volunteer projects and were involved in the community as well as outside of Hesston in numerous activities. They were also well adjusted to life in the campus dorms where they established friendships with many North American students.

### 3) Participant Concerns:

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

#### I. AETRs

##### a) Average student GPA (as of last submitted AETR- Summer '94):

<u>Cycle IO8:</u>	
Avg:	3.18
Highest:	3.92 (Roberto Rivera)

Lowest: 1.96 (Crisanto Saballos)

Cycle JO8:

Avg: 3.29  
Highest: 3.98 (Cesar Dubois)  
Lowest: 1.88 (Gilberto Martinez)

Cycle K08:

The first AETR's will be prepared at the end of the fall semester.

b) Changes in individual programs of study:

No changes were reported during this term.

**II. PARTICIPANT PROGRESS REPORT**

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

Cycle I8: There were no PPR's reported for this period.

Cycle J8: 1.33

Cycle K8: 1.44

b) Areas of highest student satisfaction:

Cycle I8:

There were no PPR's reported for this period.

Cycle J8:

overall satisfaction	1.33
satisfaction with coordinator	1.64

Cycle K8:

satisfaction with coordinator	1.12
in-country orientation	1.13

c) Areas of lowest student satisfaction:

Cycle I8:

There were no PPR's reported for this period.

Cycle J8:

community involvement	2.63
satisfaction with classes	2.12

Cycle K8:

satisfaction with classes	1.82
daily involvement with host family	1.71

## 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	****	****	****
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 Reports: Cycle J08**

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

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

**AETRs: Cycle J08**  
(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	****	Fall 1994	
Spring 1994	****	Spring 1995	
Summer 1994	****	Summer 1995	

**Quarterly Reports: Cycle K08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	****		
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

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

**AETRs: Cycle K08**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

**COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
COLLEGE STATUS REPORT**

College: Hocking Technical College

Period Covered: July-September 1994

Cycle: IO8, JO8, & K08

Subagreement No. HTC RX2050-836-9218A & 93J8A

College Coordinator: Ms. Ariana Ulloa  
Ms. Hazel Binger

Field of Study: Environmental Mgt/Ecotourism  
Hotel Restaurant Mgmt

Total Number of Students: 17 in Cycle IO8  
18 in Cycle JO8  
20 in Cycle K08

GU Program Officer: Mary Charbonneau

Student Nationalities: <u>IO8</u>		<u>JO8</u>		<u>K08</u>	
Antigua/Barbados	1	Belize	1	Barbados	1
Belize	2	Costa Rica	1	Costa Rica	2
Costa Rica	2	Dom. Republic	1	Grenada	1
El Salvador	2	Dominica	1	Guatemala	3
Guatemala	3	El Salvador	1	Honduras	2
Honduras	3	Guatemala	3	Haiti	2
Panama	2	Honduras	2	Jamaica	3
St. Kitts/Nevis	1	Jamaica	1	Nicaragua	2
St. Vincent	<u>1</u>	Nicaragua	1	Panama	1
	<b>17</b>	Panama	2	Dominican Rep.	1
		St. Lucia	2	St. Vincent	1
		St. Vincent	<u>2</u>	El Salvador	<u>1</u>
			<b>18</b>		<b>20</b>

### 1) Training Objectives:

The Cycle IO8 CASS students completed work towards an Associate of Technical Studies (ATS) degree in Natural Resources and Environmental Management. This group fulfilled graduation requirements and returned home July 31. Three of the students received certificates instead of degrees.

The Cycle JO8 CASS students are pursuing an Associate of Technical Studies (ATS) degree in Environmental Management/Ecotourism. They will fulfill degree requirements in August 1995.

Seventeen of the Cycle K08 students are pursuing an Associate of Technical Studies (ATS) degree in Environmental Management/Ecotourism. Three of the students are pursuing an Associate of Applied Business (AAB) in Hotel and Restaurant Management. They will fulfill degree requirements in August 1996. The Cycle K08 students arrived on campus August 11.



## 2) Campus Monitoring and Technical Assistance

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

### I. CAMPUS VISITS:

No campus visits were conducted during this time period. The last visit was October 1993.

### II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

\*On Campus, Cycle I08, J08 and K08

The students are involved in a number of activities on campus. Many are involved in Intramural soccer. All of the students participate in the CASS International Club.

The Cycle I students departed to their home countries on July 31.

The Cycle K students were picked up from the airport on August 11 and attended a Welcome party with host families and the Cycle J students.

\*Other, Cycle I08, J08 and K08

In the community, some of the students visited the Athens County home and participated in Recycling programs. They are involved in several of their host families' activities. In addition, they attended a dinner held at the home of Ms. Hazel Binger, the Assistant CASS Coordinator.

In addition, the Cycle I students worked on the internship portion of their program of study. Following is a list of some of the internship sites: The Nature Conservancy Indiana Field Office, Indianapolis, Indiana, Canter Surveying, The Nature Conservancy of Tennessee, United States Forest Service.

The Cycle J students visited Washington DC in July with Ms. Hazel Binger. The group spent one morning visiting the US Operations and Overseas Division CASS offices and administration at Georgetown.

### 3. Participant Concerns:

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

#### I. AETRs

##### a) Average student GPA (Spring 1994):

Cycle IO8:

Average: 3.28

Highest: 3.974 (Leonard Huggins)

Lowest: 2.396 (Armando Capacho)

Cycle JO8:

Average: 3.52

Highest: 3.973 (Rowena Kirby)

Lowest: 2.434 (Vilma Menjivar)

b) Areas of academic concern:**Cycle IO8:**

In general, the students did well academically. Four students, **Neydi Cambranes, Armando Capacho, Nilfo Chaqui and Franklin Nunez** received approximately 8 hours of tutoring during the spring session. Mr. Capacho is the only student in this group to receive a cumulative GPA below 2.5. The other students had good cumulative GPA's, but still had problems with certain required courses. After the summer session grades, it was determined that Mr. Nunez fulfilled graduation requirements. The other three students received certificates.

**Cycle JO8:**

This group is performing well academically as a whole. All but one student, **Vilma Menjivar** (El Salvador), have the ability to successfully complete the program without any difficulty. Vilma has a deficiency in her Spanish language which will present a challenge to her in attaining the necessary English skills to complete the program. She will most likely receive a certificate instead of a degree. She is a hard worker, however, and her progress is being closely monitored.

c) Changes in individual programs of study:

There are no changes foreseen at this time.

**II. PARTICIPANT PROGRESS REPORT**

No reports were required during this time period.

**III. SPECIAL STUDENT CASES**

**Kelvin Ramnarace** (IO8) requested that he be allowed to return to Belize early since he had fulfilled graduation requirements before the rest of the group. He was granted to permission to return to Belize on June 14, 1994.

One month later, the Hocking CASS staff reported that he left the country without having fulfilled graduation requirements. The Hocking CASS staff has worked out an agreement that Mr. Ramnarace will fulfill the remaining requirements in Belize, and have the appropriate credits transferred back to Hocking College. As a result of this incident, no CASS student will be allowed to return home earlier than the rest of the group without undergoing a clearance of degree requirements with the Registrar's office and appropriate CASS staff at Hocking College.

## 4. College Reporting Status (As of January 1995)

Quarterly Reports: Cycle IO8

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

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

AETRs: Cycle IO8

(Due 30 days after the end of the semester)

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

Quarterly Reports: Cycle JO8

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

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

AETRs: Cycle JO8

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994	xxx	Summer 1995	

Quarterly Reports

Cycle K08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94		xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

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

197

**COLLEGE STATUS REPORT**

**College:** IECC-Wabash Valley College

**Period Covered:** 7/1/94 to 9/30/94

**Cycle:** I08 and J08

**Subagreement:** IECC RX2050-836-9218  
IECC RX2050-836-93J8

**College Coordinator:** Ms. Terri Harris

**Field of Study:** Electronics/Telecommunications

**Total Number of Students:** Cycle I: 18; Cycle J: 17

**GU Program Officer:** Charlie C. Koo

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

Cycle J: Belize (1), Dominican Republic (3), El Salvador (3), Guatemala (2), Honduras (4), Jamaica (1), Nicaragua (2), St. Kitts/Nevis (1)

**I. TRAINING OBJECTIVES:**

Cycle I: All eighteen students completed the course requirements for the Associate of Applied Science degree in Electronics/Telecommunications and participated in internships and re-entry workshops during the summer. They returned to their home countries at the end of July.

Cycle J: The seventeen students arrived in August 1993 and are scheduled to obtain their Associate of Applied Science degrees in Electronics/Telecommunications in July 1995. They are now taking mainstream core and elective courses.

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

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through annual "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Wabash Valley College this period. The campus was last visited 29 November - 2 December 1993.

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

**1. Highlights:**

Cycle I: The students devoted much of their summer doing their internships. Sites included: General Electric, Thordson-Meisner, Lyntronics, a radio station, and a TV station. They also continued to perform numerous hours of community service.

Cycle J: The students participated in a variety of professional/personal development activities, including: presentations and speeches at local organizations; tours of River City Design & Mfg., the Anheuser Busch brewery, and PSI, the primary power plant for Indiana; career fest in Evansville,

IN. Social and cultural enrichment activities included: international student picnic, tour of the Marengo caverns; hiking; horseback riding; and excursion to Chicago and St. Louis. They also continued to perform numerous hours of community service.

2. Recommendations/Comments: Georgetown/CASS commends IECC-Wabash Valley College for facilitating the students' participation in various campus and community activities and easing their acculturation into U.S. society.

### III. PARTICIPANT CONCERNS:

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

#### A. AETRs:

##### 1. Average overall GPA:

Cycle I: 3.61. GPAs ranged from 2.91 (Herminio Rosario, Dominican Republic) to 4.00 (Kirk Dockery, Jamaica).

Cycle J: 3.63. GPAs ranged from 2.76 (Dennis Martin, St. Kitts) to 4.00 (Glen Bruke, Jamaica; Martin Mejia, El Salvador; Luis Soriano, El Salvador).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

#### B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

Not submitted this period.

#### C. Special Student Cases:

None.

### IV. COLLEGE REPORTING STATUS (as of 15 January 1995):

#### Quarterly Reports

- Cycle I -

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

- Cycle J -

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

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

**AETRs**

(Due 30 days after the end of the term)

- Cycle I -

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

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994	X	Summer 1995	



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

**COLLEGE STATUS REPORTS**

College: Kings River C. C.

Period Covered: July-September 1994

Cycle: I08, J08 & K08

Subagreement No. RX2050-836-92-I8-J & 93-J8-J

College Coordinator: Katie Miller

Field of Study: Food Technology

Total Number of Students: 20/I08, 17/J08 & 16/K08 GU Program Officer: Mary Charbonneau

**Student Nationalities:**

<u>I08</u>		<u>J08</u>		<u>K08</u>	
Costa Rica	1	Costa Rica	3	Costa Rica	1
Dom. Republic	4	El Salvador	3	Dom. Republic	2
El Salvador	3	Guatemala	2	El Salvador	3
Guatemala	3	Honduras	4	Guatemala	2
Honduras	2	Nicaragua	3	Haiti	2
Jamaica	2	Panama	2	Honduras	2
Nicaragua	3			Nicaragua	2
St. Lucia	2			Panama	1

**1) Training Objectives:**

Twenty Cycle I08 CASS participants (10 females, 10 males) pursue an Associate of Science degree in Food Technology. The students began their program in August 1992 and finished in July 1994. All of the students achieved their Associate degrees and all returned home on July 12th. Learning experiences included a comprehensive Experience America program throughout the two years and an internship during the last semester of the program.

Seventeen Cycle J08 CASS participants (9 women and 8 men) also pursue an Associate of Science degree in Food Technology. The program of study will include comprehensive Experience America program throughout the two years and an internship experience. All students arrived in the US in August 1993 and are expected to complete the degree requirements by August 1995.

Sixteen Cycle K08 CASS participants (10 men and 6 women) pursue an Associate of Science degree in Agrobusiness. The program will include a comprehensive Experience America program throughout the two years and an internship experience. All of the students arrived in the U.S. on August 11th of 1994 and are expected to complete the degree requirements by August 1996.

**I. AETRs**a) Average student GPA (as of last submitted AETR):Cycle I08

Avg:	3.22
Highest:	4.00 (Susana Sierra)
Lowest:	2.34 (Francisco Chinchilla)

Cycle J08

Avg:	3.47
Highest:	3.906 (Rocio Caballero)
Lowest:	2.452 (Jose Escobar)

b) Areas of academic concern:

The students of both cycles are performing well academically. Only one student of the two cycles received less than a 2.50 GPA, (Jose Escobar.) Jose Escobar arrived in the US one month after the rest of the group and has had problems with English. He is being monitored carefully and is attending tutoring sessions.

c) Changes in individual programs of study:

As mentioned in the last CSR, for Cycle J, the LAN 12 Construction course was substituted for a course that is related to the Food Processing aspect of the Food Technology program. The students are satisfied with this change. However, there are no changes in the individual programs of study.

**II. PARTICIPANT PROGRESS REPORT**

There were no reports submitted during this time period.

**III. SPECIAL STUDENT CASES**

No special student cases were reported during this time period.

## 4. College Reporting Status

## Quarterly Reports (Cycle I)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/92 - 9/30/92	10/31/92	xxxx	xxxx	xxxx
2	10/1/92 - 12/31/92	1/31/93	xxxx	xxxx	xxxx
3	1/1/93 - 3/31/93	4/30/93	xxxx	xxxx	xxxx
4	4/1/93 - 6/30/93	7/31/93			xxxx
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	xxxx	Fall 1993	xxxx
Spring 1993	xxxx	Spring 1994	xxxx
Summer 1993	xxxx	Summer 1994	xxxx

**Quarterly Reports (Cycle J)**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994	xxxx	Summer 1995	

Quarterly Reports (Cycle K)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	xxxx	xxxx	xxxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

## Quarterly Status Report

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College: Kirkwood Community CollegeQuarter Period: 6/30/94 - 9/30/94Cycles: J08 & K08Subagreement No.: KIRK RX2050-836-93-J8-K  
KIRK RX2050-836-94-K8-ICollege Coordinator: John HalderFields of Study: AgribusinessTotal Number of Students: J-18, K-17GU Program Officer: Dennis Huffman

Student Nationalities: Cycle J: Costa Rica (1), Dominican Republic (1), El Salvador (2), Grenada (2), Guatemala (2), Haiti (2), Honduras (2), Jamaica (1), Nicaragua (2), Panama (1), St. Vincent (2).

Cycle K: Belize (1), Costa Rica (1), Dominican Republic (1), Dominica (1), El Salvador (4), Guatemala (2), Honduras (3), Jamaica (2), Nicaragua (1), St. Lucia (1).

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### 1) Training Objectives:

Nineteen Cycle J students arrived in the U.S. on August 12, 1993 to begin a two-year AAS program in Agribusiness. One scholarship was terminated during the spring semester. All of the students completed at least six month living with host families and are now housed in apartments near campus. The program includes English as a Second Language as needed and internships in the final semester. In August of 1994, and additional 17 Cycle K students began the same program.

### 2) Campus Monitoring and Technical Assistance

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

#### I. CAMPUS VISITS:

Dennis Huffman visited Cedar Rapids from February 6-8, 1994. No campus visit occurred during the current quarter.

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

##### a. Highlights

Cycle J: During the summer, the thirteen Spanish and French speakers continued to polish their English skills, taking 6 credits of ESL. All of eighteen of the students were enrolled in Crop Monitoring/Scouting. Students also took electives and/or general studies requirements. The beginning of the fall semester found the students enrolled in Agricultural Accounting, Survey of the Animal Industry, Agricultural Salesmanship, Fundamentals of Soil Science, and Grassland & Conservation Management.

In addition to ongoing participation in the Sodbuster's Club (international Ag. students) the Postsecondary Agriculture Students club (all Ag. students) and the Friends of International (community church-affiliated group), the Cycle J students participated in the orientation activities of the new group of CASS students.

Cycle K: Activities for these students centered around orientation to host families, campus life, and the Cedar Rapids community. The five native English speakers began mainstream course work, while the remaining twelve were enrolled in the intensive ESL program. All of the students were enrolled in Ag Math, Ag Career Orientation, and Ag Leadership.

b. Recommendations

CASS/Georgetown commends the KCC staff for its work in this area.

### 3) Participant Concerns:

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

#### I. AETRs

Cycle J:

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

**3.49** Average GPA (Summer '94). Five students ended the summer semester with cumulative GPAs above 3.75. These were Ruthier Joseph (St. Vincent, 3.88), Sigfredo Benitez (El Salvador, 3.84), Desra Robinson (St. Vincent, 3.81), Devon Joseph (Grenada, 3.80), and Belvin Anderson (Jamaica, 3.76).

b) Areas of academic concern: Jorge Lopez, of Nicaragua, currently has a GPA of 2.95, but this is of no great concern. English has proved to be Jorge's greatest problem, and that is steadily improving.

c) Changes in individual programs of study: None.

Cycle K: The first AETRs for these students will be submitted in January.

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

No Participant Progress Reports were completed during this quarter. The Cycle J students completed the Mid-Cycle I Participant Progress Report in early June. They will complete the Mid-Cycle II report in October, and the Cycle K students will be completing the Initial Participant Progress Report at the same time.

#### III. SPECIAL STUDENT CASES

Roger Arana, a Cycle J student from Guatemala, came under investigation for alleged child molestation as a result of an incident which occurred over the Labor Day weekend. USAID has been informed of the pending investigation. Mr. Arana continues to attend classes.

4. College Reporting Status as of December 31, 1994

Cycle J:

Quarterly Reports

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	XXX	Fall 1994	
Spring 1994	XXX	Spring 1995	
Summer 1994	XXX	Summer 1995	



**Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	XX		XX
2	10/1/94 - 12/31/94	1/31/95			
3	1/1995 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## College Status Report

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College: Modesto Junior College

Quarter Period: July- September 1994

Cycle: I08, J08 & K08

Subagreement No.: MJC RX2050-836 9011-K

MJC RX2050-836-93-J8-K

College Coordinator: Elizabeth Orozco-Wittke

Field of Study: Food Technology (J & K)

Printing (I)

Total Number of Students: 52

GU Program Officer: Mary Charbonneau

### Student Nationalities:

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

Cycle J: El Salvador (3), Grenada (1), Guatemala (2), Honduras (3), Jamaica (1), Nicaragua (3), Panama (2), St. Lucia (1), St. Vincent (1).

Cycle K: Costa Rica (1), Dominica (1), Dominican Republic (3), El Salvador (1), Grenada (1), Guatemala (5), Honduras (1), Jamaica (1), Nicaragua (2).

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## 1. Training Objectives:

Nineteen Cycle I08 CASS participants arrived at Modesto Junior College to study for an Associate of Science degree in Printing/Graphic Arts. The program of study includes a comprehensive Experience America Program as well as an internship program during the last semester of studies. The students returned to their home countries on July 31, 1994. Four of the nineteen students received certificates instead of degrees. One student was reported as a non-returnee in May.

Seventeen Cycle J08 CASS participants arrived at Modesto Junior College in August 1993 to pursue an Associate of Science degree in Food Technology. The program of study includes a comprehensive Experience America program and will include an internship during the last semester of studies. The students are scheduled to complete their program and return home by August, 1995.

Sixteen Cycle K08 CASS Participants arrived at Modesto Junior College on August 11, 1994 to pursue an Associate of Science degree in Food Technology. The program of study includes a comprehensive Experience America program and will include an internship during the last semester of studies. The students are scheduled to complete the program and return home in August of 1996.

## 2. Campus Monitoring and Technical Assistance

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

## I. CAMPUS VISITS

There was no campus visit conducted during this time period. The last campus visit was held on January 26 and 27, 1994.

## II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### a) Highlights:

#### •• On campus:

The Cycle I students departed for their home countries on July 31st, the Cycle K students arrived on campus August 11th.

The Cycle I, J & K students actively participate in the CASS Club activities. Some of the CASS students are active members of the Young Farmers' Association. This club is extremely active on campus and is constantly holding fund-raisers to earn money for scholarships and various agricultural activities.

In addition, both Cycle I and J students attended a workshop that focused on "Time Management" issues. The course was taught by an outside consultant.

On August 11th, the Cycle K students arrived in Modesto. A week long orientation was given to them. The students were provided with a bus tour to familiarize them with the bus system. The Cycle J students and Ms. Elizabeth Orozco-Wittke presented various information during the orientation such as how to fill out insurance forms, information regarding student government, clubs and organizations located on campus, information regarding the climate, Modesto and the medical providers. In addition, Ms. Orozco-Wittke reviewed CASS/GU and MJC rules and regulations. An on-going orientation will continue during the weekly group meetings.

On September 7th, the students had the opportunity to share their various cultures at the "get acquainted" reception. The students had display tables with information and artisan crafts of their respective countries.

•• Most of the CASS students are active in the community, as well. The students were invited with their host families, to attend the Annual Citizens Committee for International Students Potluck that was held on September 11.

Students are expected to complete 60 hours of volunteer work during their two years in the US. A few of the students have been working at the local congressional office (Gary Condit), and at the local state assemblywoman's office (Margaret Snyder). Congressman Condit is providing the students who work in his office with letters of recommendation.

In addition, the CASS program paid for the students from both Cycles J and K to participate in the Modesto Chamber of Commerce's Annual Harvest Luncheon held at the end of August. This year's guest speaker was Gary Condit.

At the end of August, both Cycles J and K attended the California State Fair in Sacramento California. This experience gave the students the opportunity to see how agricultural products are presented at fair settings and also it exposed them to the large variety of products that are produced in California.

The Cycle I students finished their internship experiences in July. Following is a list of the internship sites: Grand Street Litho, Pip Postal Instant Print, Compass Maps, Valley Color Graphics and Never Boring Design.

### b) Recommendations:

NA

### 3. Participant Concerns:

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

#### I. AETRs

##### a) Average student GPA (as of September 1994):

###### Cycle I08

Average:	3.17
Highest:	3.94 (Dinier Quiros)
Lowest:	2.20 (Martha Rodriguez)

###### Cycle J08

Average:	3.20
Highest:	4.0 (Barbara Innocent)
Lowest:	2.43 (Novin Lemus)
	2.40 (Oscar Vasquez)
	1.94 (Jose Velasco)

##### b) Areas of academic concern:

Please see "Special Student Case" section below for list of students with academic problems.

##### c) Changes in individual programs of study:

There are no changes at this time.

#### II. PARTICIPANT PROGRESS REPORT

No reports were submitted during this time period.

#### III. SPECIAL STUDENT CASES

a) Lorena Echevarria, Jazeene Henney, Martha Rodriguez and Ricardo Rodriguez had been experiencing some difficulty academically due to the fact that all experienced some problems in English, as reported in the previous CSR. All attended tutoring sessions. After the grade reports of the summer session, it was determined that they would be granted certificates instead of Associate degrees.

b) Charmaine Henry, a Cycle J student, experienced severe attitude problems. She was moved to a new host family 7/21 because of her current host family's request that she leave due to her negative attitude. She is performing well academically. Ms. Elizabeth Orozco-Wittke has discussed with her the need for professional counseling and is monitoring her carefully. As of September, Ms. Orozco-Wittke reports that her attitude has substantially improved.

Quarterly Reports (Cycle I)

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

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

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

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

**Quarterly Reports (Cycle J)**

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

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

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

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxx	Spring 1995	
Summer 1994	xxxx	Summer 1995	

Quarterly Reports (Cycle K)

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94		xxxx	xxxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

**COLLEGE STATUS REPORTS**

College: Mt. Aloysius Junior College

Period Covered: July-September 1994

Cycle: JO8 and KO8

Subagreement No.: MAC RX2050-836-93-J8-M  
MAC RX2050-836-94-K8-K

College Coordinator: Aimee Vance

Field of Study: Microcomputer Application (26)  
Interpreter Training (2)

Total Number of Students: 14 in Cycle JO8  
14 in Cycle KO8

GU Program Officer: Mary Charbonneau

Student Nationalities:	<u>JO8</u>	<u>KO8</u>	
Barbados	5	Dom. Republic	3
Dominica	1	El Salvador	2
Grenada	1	Guatemala	3
Jamaica	4	Panama	4
St. Lucia	<u>3</u>	Honduras	<u>2</u>
	<u>14</u>		<u>14</u>

**1) Training Objectives:**

The CASS Cycle J students are participating in the Experience America program. The hearing impaired students (12 students) are pursuing a certificate in Microcomputer Applications. The remaining two students are pursuing an Associate of Arts degree in Interpreter Training. The students will fulfill requirements in August 1995.

The CASS Cycle K hearing impaired students are pursuing a certificate in Microcomputer Applications. They are also participating in Experience America. They will fulfill requirements in August 1996.

The Cycle K students arrived on campus on August 12.

**2) Campus Monitoring and Technical Assistance**

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

**I. CAMPUS VISITS:**

There were no campus visits conducted during this time period. The last visit was held on May 19th and 20th, 1994.

**II. QUARTERLY ACTIVITY REPORTS/EXPERIENCE AMERICA**

a) Highlights:



•• On Campus:

The Cycle K students arrived on campus on August 12. All of the Cycle J students assisted in the New Student Orientation for Cycle K.

Most of the students are involved in several activities on campus. Many of the students are involved in Campus Ministries. Michelle Montague and Aimee Bonnie, the two Interpreter Training students, are involved in projects with the Interpreter Training Club.

In June, 1994, the CASS students formed a club called "CASS Friendship Ambassadors." The students are formally registering their club at the Mount, and have written their rules and constitution. They are planning professional activities such as visits to businesses in the area and have plans for social and cultural activities.

•• Other:

Some of the students have attended PSAD (Pennsylvania Society for the Advancement of the Deaf) meetings. In addition, all of the CASS students involved in Campus Ministries participate in food, clothing and gift drives for the economically underprivileged in the Cresson community. In addition, the female CASS students attended a Girl Scout meeting in Ebensburg, Pa. They shared information about their cultures and countries, danced the native dances and offered samples of tropical fruits.

Many of the students have participated in community activities, such as visiting elderly homes, volunteering to work at the Deaf Awareness Day, and volunteering to work with the New Student Orientation for the new CASS and CAPS groups.

In addition, the Cycle J Desktop Publishing Students held an exhibition of their work on the third floor hallway of the main building. The Cass Cycle J students took a trip to Conemaugh and Johnstown, Pennsylvania on August 18th. They visited the Conemaugh Engraving company and the Johnstown Community Arts Center.

The students also attended Deaf Awareness Day held at the Richland Mall in Johnstown Pennsylvania on September 17. The students met many deaf people, and spoke with Deaf Support Services, such as Pennsylvania Relay. They learned about the products and devices that are available to the deaf.

### 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 (Summer 1994):

##### Cycle J8 (MicroComp. Applications, Hearing Impaired)

Average: 3.49

Highest: 3.83 (Maude White)

Lowest : 2.44 (Sherrel Simmons)

2.33 (Marcan Bledman)

Average: 3.78

Highest: 3.94 (Michelle Montague)

Lowest: 3.61 (Bonnie Aimey)

b) Areas of academic concern:

Most of the students are showing great enthusiasm and dedication to their studies. Although it has been difficult for many of them to adjust to the program, most of the students are attending extra tutoring sessions and working very hard.

**Marcan Bledman** performed poorly academically, mainly because his aptitude was lower than the rest of the group. During many phone conversations and the campus visit in May, GU and the administration decided that Marcan Bledman would receive individualized instruction over the summer. Beginning with the fall 1994 semester, Marcan will be re-integrated into taking classes with the other CASS participants. His grades did increase from a 1.00 GPA during the spring 1994 semester to a 2.33 after the summer.

c) Changes in individual programs of study:

There have been no changes in individual programs of study at this time.

## II. PARTICIPANT PROGRESS REPORT

There were no Participant Progress reports submitted during this time period.

4. College Reporting Status (As of September 1994)

Quarterly Reports: Cycle JO8

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

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

AETRs: Cycle JO8

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	xxxx	Fall 1994	
Spring 1994	xxxxx	Spring 1995	
Summer 1994	xxxxx	Summer 1995	

**Quarterly Reports  
Cycle K08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94		xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95	xxx		xxx
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## COLLEGE STATUS REPORT

College: Mt. Hood Community College

Period Covered: 7/1/94 to 9/30/94

Cycles: J8 and K8

Subagreement: MHCC RX2050-836-93J8  
MHCC RX2050-836-94K8

College Coordinator: Ms. Heather Lang

Field of Study: Food Science Technology

Total Number of Students: Cycle J8: 18; Cycle K8: 17

GU Program Officer: Charlie C. Koo

Student Nationalities: Cycle J8: Barbados (2), Costa Rica (1), Dominican Republic (1), El Salvador (1), Guatemala (2), Haiti (2), Honduras (6), Nicaragua (2), Panama (1)

Cycle K8: Belize (1), Costa Rica (1), Dominican Republic (2), El Salvador (1), Grenada (1), Guatemala (5), Haiti (2), Honduras (2), Nicaragua (1), Panama (1)

### I. TRAINING OBJECTIVES:

Cycle J: The eighteen students arrived in August 1993 and are on schedule to obtain their Associate of Applied Science degrees in Food Science Technology in two years. The students began mainstreaming in the winter term of 1994 by taking core courses in Food Science Technology with English-speaking students.

Cycle K: The seventeen students arrived 12 August 1994 and are scheduled to obtain their AAS degrees in Food Science Technology in 1996. The Spanish-speaking and French-speaking students have begun taking courses in intensive English as a Second Language (ESL) and English as a Non-Native Language (ENL)--for students with higher language proficiency. They will begin mainstreaming in the winter term of 1996.

### II. CAMPUS MONITORING AND TECHNICAL ASSISTANCE:

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

#### A. Campus Visits:

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Mt. Hood Community College this period. The campus was last visited 18-20 January 1994.

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

##### 1. Highlights:

The CASS scholars actively participated in a wide range of professional/personal development

activities, including: Hispanic Leadership Retreat; trip to Salem, OR to visit the capital and the Dept. of Education; interviews for cable TV about their home countries; participation in video on diversity in the workplace; personal development workshop. Social and cultural enrichment activities included: outdoor salsa concert; whitewater rafting trip, dance performance of the International Friendship Group in Vancouver, WA; trip to another college with CASS students--Edmonds Community College in Lynnwood, WA; trip to Mt. Hood. The students also continue to participate in ongoing activities such as International Friendship Club, Coffee House, Conversation Partner Project, a mentoring program involving Hispanic elementary school children, and fundraising projects.

## 2. Recommendations/Comments:

Georgetown University/CASS commends MHCC for encouraging the Cycle J students' continued participation in a wide variety of campus and community activities, thereby facilitating their acculturation into North American society. Georgetown/CASS also commends MHCC for helping to successfully orient the Cycle K students to their new environment.

### III. PARTICIPANT CONCERNS:

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

#### A. AETRs:

1. Overall GPA: 2.79. GPAs ranged from 2.07 (Ubaldo Delgadillo, Nicaragua) to 3.66 (Jeanette Weekes, Barbados).

2. Areas of academic concern: The relatively low overall GPA attests to the rigorous nature of the food science curriculum at MHCC. Nonetheless, students with GPAs lower than 2.50 will be monitored closely: Claudia Carbajal, Honduras (2.21), Ubaldo Delgadillo, Nicaragua (2.07), Alba González, Guatemala (2.24), Sandra González, El Salvador (2.28), Rosibel Manzanares, Honduras (2.08), José Miranda, Honduras (2.48), and Rosa Sánchez, Dominican Republic (2.38). Since Ubaldo passed neither Advanced Writing English as a Non-Native Language nor the College Writing Placement test, he is now slated to receive a Certificate of Completion rather than an AAS degree.

3. Changes in individual programs of study: None.

#### B. Participant Progress Reports:

Not submitted this period.

#### C. Special Student Cases:

None.

IV. COLLEGE REPORTING STATUS (as of 1 January 1995):

Quarterly Reports

- Cycle J -

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

- Cycle K -

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	X		X
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 7/31/96	8/31/96			

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



AETRs

(Due 30 days after the end of the term)

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Winter 1994	X	Winter 1995	
Spring 1994	X	Spring 1995	
Summer 1994	X	Summer 1995	

- Cycle K -

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1994		Fall 1995	
Winter 1995		Winter 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	



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

224

**COLLEGE STATUS REPORT**

College: Northcentral Technical College

Period Covered: 7/1/94 to 9/30/94

Cycles: I8, J8, and K8

Subagreement: NTC RX2050-836-92I8  
NTC RX2050-836-93J8  
NTC RX2050-836-94K8

College Coordinators: Lucy Harvey and Angelina Iwen Field of Study: Small Business Management

Total Number of Students: I8: 20, J8: 17, K8: 17

GU Program Officer: Charlie C. Koo

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

Cycle J: Costa Rica (2), Dominican Republic (2), El Salvador (3), Guatemala (2), Jamaica (4), Nicaragua (2), St. Lucia (2)

Cycle K: Antigua/Barbuda (1), Dominican Republic (3), El Salvador (2), Grenada (1), Guatemala (3), Honduras (2), Jamaica (1), Nicaragua (2), St. Kitts/Nevis (1), St. Vincent (1).

**I. TRAINING OBJECTIVES:**

Cycle I: All twenty students completed their course and internship requirements and successfully acquired their Associate degrees in Small Business Management. They returned to their home countries 31 July.

Cycle J: The seventeen students arrived in August 1993 and are scheduled to attain their Associate Degrees in Small Business Management in July 1995. They are now taking mainstream courses in SBM.

Cycle K: The seventeen new students arrived 11 August 1994 and are scheduled to attain their Associate Degrees in SBM in July 1996. During the first month, the Spanish-speaking students took intensive ESL courses while the English speakers undertook an independent research project dealing with the local police and juvenile delinquency. The Spanish speakers are presently taking additional ESL classes along with business classes, whereas the English speakers are taking business classes as well as a course in psychology and computer science.

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

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit Northcentral Technical College this period. The last official visit was made 2-5 November 1993.

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

### 1. Highlights:

Cycle I: The students continued to perform a variety of volunteer work, for which over 80% received medals of gratitude from the community. They shared a reflective and fun final picnic together at a state park before leaving for their home countries.

Cycle J: The students participated in professional/personal development activities such as visits to a couple small local businesses; host family and new student orientation; and volunteer work as office assistants. They also participated in a variety of social and cultural enrichment activities, including: the Wisconsin Valley Fair; "ARTrageous Weekend"; a fun run; camping; rock climbing; United Way parade (for which their float won the "Director's Award"); and YMCA Spanish Club.

Cycle K: Much of this period was spent orienting the students to their new physical, academic, and social environment. In addition to becoming more familiar with Wausau, they also engaged in activities such as: a visit to Rib Mountain State Park; "Do Lunch Downtown"; a tour of a local art museum; and a presentation of a mural in recognition of Central American Independence Day. The students also participated in many of the activities above with the Cycle J students.

### 2. Recommendations/Comments:

Georgetown/CASS commends NTC for keeping the students active both on and off campus with assorted educational and recreational activities. Georgetown/CASS also commends NTC for providing excellent opportunities for the students to develop job-hunting and leadership skills. That the female students have demonstrated a particular affinity for assuming leadership positions is very encouraging. It was also pleasing to learn that the transition involving the departure of Cycle I and the arrival of Cycle K went very smoothly. The new students were very well received by the Cycle J students.

## III. PARTICIPANT CONCERNS:

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

### A. AETRs:

#### 1. Average overall GPA:

Cycle I: 3.46. GPAs ranged from 2.78 (Elmer Guillén, Guatemala) to 4.00 (Cassandra Walters, Jamaica).

Cycle J: 3.61. GPAs ranged from 2.84 (Walter Muñoz, El Salvador) to 4.00 (Asdrúbal Araya, Costa Rica; Leoni Bloomfield, Jamaica; Marjorie Foster, Jamaica; Stephen Ricketts, Jamaica).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

### B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):

Not submitted this period.

**C. Special Student Cases:**

None.

**IV. COLLEGE REPORTING STATUS (as of 15 January 1995):**

**Quarterly Reports**

**- Cycle I -**

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

**- Cycle J -**

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

- Cycle K -

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	X	X	X
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 7/31/96	8/31/96			

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

**AETRs**

(Due 30 days after the end of the term)

- Cycle I -

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

- Cycle J -

First Year	Received	Second Year	Received
Fall 1993	X	Fall 1994	
Spring 1994	X	Spring 1995	
Summer 1994	X	Summer 1995	

- Cycle K -

First Year	Received	Second Year	Received
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

COLLEGE STATUS REPORTS

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

College: St. Louis Community College

Quarter Period: Summer 1994

Cycle: JO8

Subagreement No.: SLCC RX2050-836-93-J8-P

College Coordinator: Mr. Robert Frost

Field of Study: Quality Control

Total Number of Students: 17 in Cycle JO8

GU Program Officer: Fili Altinger

Student Nationalities:	<u>JO8</u>
Barbados	1
Dominican Republic	3
El Salvador	3
Guatemala	3
Honduras	5
Jamaica	1
Panama	<u>1</u>
	17

### 1) Training Objectives:

The CASS Students are participating in the Experience America program and pursuing an Associate of Arts degree in quality control at St. Louis Community College.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The college provides GU/CASS with information through Quarterly Activity Reports, Academic Enrollment and Term Reports (AETR's) and other relevant documents. The campus is visited once a year by a GU Program Officer.

#### I. CAMPUS VISITS:

There were no campus visits conducted this quarter.

Highlights

Students were very busy during the summer. Most of them took between three and five courses over the summer and several also took trips on their own or with their host families during the short breaks.

In July, the CASS students went on a tour of the Missouri State Penitentiary in Jefferson City after receiving a presentation by a Missouri State Correction official. Several students gained experience in apartment hunting and in the process became very familiar with the public bus system which increased their knowledge about the city of St. Louis. The CASS students visited a local fair and some went on trips with their host families to various cities in the U.S. In August, they went to the local History Museum and the Meramac Caverns and three of the CASS scholars went on a backpacking trip to the mountains in Colorado with an outdoor club.

**3) Participant Concerns:**

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

**I. AETRs****a) Average student GPA (as of last submitted AETR):****Cycle J8**

Average: 2.99

Highest: 3.813 (Sophia Parke)

Lowest : 2.196 (Esvin Paz)

2.060 (Rosalina Funez)

1.935 (Alma Ramirez)

1.636 (Silverio Zelayandia)

**b) Areas of academic concern:**

The above mentioned students with a low GPA: Esvin Paz, Rosalina Funez, Alma Ramirez and Silverio Zelayandia have received counseling and tutoring to help improve their academic performance.

**c) Changes in individual programs of study:**

There are no program changes forseen at this time.

**II. PARTICIPANT PROGRESS REPORT****a) Overall student satisfaction rating: 2.31  
(scale of 1 = very satisfied to 5 = not satisfied):**

b) Areas of highest student satisfaction:

satisfaction with living situation (1.75)  
 satisfaction with campus life (1.93)

c) Areas of lowest student satisfaction:

satisfaction with classes (2.57)  
 satisfaction with community life (2.50)

III. SPECIAL STUDENT CASES

The students with academic difficulties mentioned above.

4. College Reporting Status

Quarterly Reports: Cycle J08

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

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

AETRs: Cycle J08

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	*****	Fall 1994	
Spring 1994	*****	Spring 1995	
Summer 1994	*****	Summer 1995	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

**College Status Reports**

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College: St. Petersburg Jr. College

Period Covered: July-September 1994

Cycle: I08 K08

Subagreement No. SPJC RX2050-836-9218-M

College Coordinator: Maria Toms

Field of Study: Fashion Merchandising (I08)

Small Business Mgt. (J08)

Total Number of Students: 36

GU Program Officer: Mary Charbonneau

**Student Nationalities:**

Cycle I: Dominican Republic (5), El Salvador (2), Guatemala (6), Honduras (2), Nicaragua (4), Panama (1).

Cycle K: Dominican Republic (3), Costa Rica (1), Barbados (1), Guatemala (2), Honduras (1), Nicaragua (1), St. Kitts/Nevis (2), St. Vincent (2), El Salvador (1), Jamaica (1), Panama (1).

**1) Training Objectives:**

Twenty Cycle I08 CASS students at St. Petersburg Junior College are pursuing Associate of Science degrees in Fashion Merchandising. Their program of studies will include an internship experience in their last semester of studies. Of the twenty students in this group, nineteen fulfilled the degree requirements. One student will fulfill requirements upon return to her home country. (See Special Student Cases Section Below for Explanation.) The group returned to their home countries on July 31. There were no Non-Returnees reported in this group.

Sixteen Cycle K08 CASS students arrived at St. Petersburg Junior College to pursue a degree in Small Business Management. This group will fulfill graduation requirements in August 1996.

**2) Campus Monitoring and Technical Assistance**

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

**I. CAMPUS VISITS:**

No campus visit was conducted this time period.



## II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

Following are the highlights of the Quarterly Activity Reports submitted for the July-September time period:

### a) Highlights:

#### On campus:

Some CASS Cycle I students continue to assist as tutors in the Learning Support Center. Several students are members of Phi Theta Kappa Service Club, as well as the New Horizons Club. As members of the New Horizons Club, the students attended club meetings and participated in various leadership training activities. The Cycle I participants worked on their internships during the summer. The Cycle I students departed for their home countries on July 31.

The Cycle K students arrived on campus on August 11. Upon arrival, the students were placed with host families for the first six months. During orientation week, the rules and regulations of the CASS program were explained.

#### Other:

Some of the students attended field trips to the Chamber of Commerce, Social Security Office, Florida ID Offices, Marine Science Center and The Tarpon Springs Sponge Docks.

### b) Recommendations:

NA

## 3) Participant Concerns:

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

### I. AETRs

a) <u>Average student GPA (Summer 1994):</u>	3.18
<u>Highest GPA:</u>	3.78 (Hortensia Piedrasanta)
<u>Lowest GPA:</u>	2.70 (Emma Lopez)

b) Areas of academic concern: In general, the students' academic performance improved this semester. No student received less than a 2.70 GPA.

c) Changes in individual programs of study:

There were no changes during this time period.

## II. PARTICIPANT PROGRESS REPORT

No Participant Progress Reports were submitted during this time period.

## III. SPECIAL STUDENT CASES:

Monica Olivo repeatedly did not attend her internship and consequently received an Incomplete. Although Mr. Isaac Varon, Internship Coordinator, and Maria Toms, CASS Coordinator discussed

the situation with her repeatedly **and** sent her three written warnings, she did nothing to rectify her situation.

Ms. Olivo returned to the Dominican Republic without a degree. She will be given one semester to make up the internship requirement through taking one Business course related to her major in her home country at an accredited college or university. She will then have the credit transferred back to St.Petersburg Junior College, and finally receive her degree.

**14. College Reporting Status (as of September 1994)**

**Quarterly Reports (Cycle I)**

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

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

**AETRs**

(Due 30 days after the end of the semester)

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

Cycle K08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94		xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

# COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS (CASS)

## College Status Report

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College: Santa Fe Community College

Period Covered: 7/1-9/30/94

Cycle: Cycle K08

Subagreement No. SFCC RX2050-836-94-K8-P

College Coordinator: John Corr

Field of Study: Shrimp Technology Management

Total Number of Students: 17

GU Program Officer: Susan Moroz

### Student Nationalities:

Belize	2
Costa Rica	2
El Salvador	2
Guatemala	3
Honduras	3
Nicaragua	3
Panama	2

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### 1) Training Objectives:

The seventeen (17) Cycle K students arrived on August 11, 1994. They are pursuing an Associate of Science Degree in Environmental Science Technology, specialization Aquatic Food production and are expected to graduate in August of 1996. Upon their arrival, they received a six day orientation and were tested for college-level performance in math and English. Only one student, Eva Lopez (Belize), tested at college level math and was enrolled in a mainstream Technical math 1 class. The other English Speaker, Ethan Velasquez was mainstreamed in MAT0020 and lab, College Prep Arithmetic. The Spanish Speakers were placed in a special Spanish-language math tutorial program. As for English, the fifteen Spanish Speakers are currently enrolled in 20 hrs. of basic intensive ESL. The two English Speakers are in upper level ESL (due to the college's requirement that all international students must pass this level before going into college English). In addition, all the students are taking in addition Introduction to Environmental Science.

### 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The colleges provide GU with information through "AETRS" and "Quarterly Activity Reports." The campus is visited once a year by a GU Program Officer and participants complete two questionnaires each year.

#### I. CAMPUS VISITS:

A campus visit did not take place during this period.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### CAMPUS AND COMMUNITY LIFE

Upon their arrival on August 11, 1994, all the students were placed with host families. During their first week on campus (August 12 - 19, 1994) they received an initial orientation which covered areas such as: Contemporary American Family and Life Roles, instruction in cultural transition, group dynamics and leadership, cultural adjustment, etc.

In September, the students attended workshops organized by the ESL staff which focused in on Florida, particularly on the Gainesville-North Central Florida region. During this month, they also attended a workshop on SFCC student life and student government.

The students visited St. Augustine and the SFCC Teaching Zoo. They also attended a variety of church suppers and other church events.

#### 3) Participant Concerns

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

##### I. AETRs

AETR's do not need to be submitted for this time period.

##### II. PARTICIPANT PROGRESS REPORT

There were no Participant Progress Reports for this Period.

##### III. SPECIAL STUDENT CASES

**Eva Lopez (Bellize):** Eva Lopez was taken twice to the hospital due to migraines. The doctors did not find anything wrong with her. It seems that her problem was stressed related. She was told that she had to slow down and take it easy. She currently seems to be feeling better.

#### 4. College Reporting Status as of September 1, 1994

"AETR's" and a Quarterly Activity Report (QAR) is not required for this period. All other reports have been submitted to GU.

Quarterly Reports  
Cycle K08

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

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

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

<b>First Year</b>	<b>Received</b>	<b>Second Year</b>	<b>Received</b>
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

## College Status Report

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College: Scott Community College

Period Covered: June 30 - Sept. 30, 94

Cycle: J08 & K08

Subagreement No.: SCOT RX2050-836 93-J8-R  
SCOT RX2050-836 94-K8-Q

College Coordinator: Susan Hess

Field of Study: Small Business Management

Total Number of Students: J-16, K-17

GU Program Officer: Dennis Huffman

Student Nationalities: Cycle J: Antigua/Barbuda (2), Dominica (2), Dominican Republic (3), Guatemala (3), Honduras (2), Nicaragua (2), Panama (2).

Cycle K: Dominican Republic (4), El Salvador (2), Guatemala (4), Haiti (2), Honduras (3), Nicaragua (1), Panama (1).

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### 1) Training Objectives:

The 16 Cycle J students arrived in the U.S. on August 13, 1993 to begin a two-year program in Small Business Management. The program includes a minimum six-month host family living experience at the beginning and will conclude with internships in the community. On August 12 of this year, an additional 17 Cycle K students arrived to begin the same program.

### 2) Campus Monitoring and Technical Assistance

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through annual campus visits, regular written correspondence and telephone conversation. The colleges provide GU with information through "Quarterly Activity Reports" and AETRs. The campus is visited once a year by a GU Program Officer, and participants complete two questionnaires each year.

#### I. CAMPUS VISITS:

Dennis Huffman visited Bettendorf May 16 - 18, 1994. No campus visit occurred during the current quarter.

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

##### a) Highlights:

##### Cycle J

During the summer, the Cycle J students all were enrolled in Business Psychology. All but the four native English speakers were also enrolled in Principles of Speech. Three of the English speakers took American Federal Government, while the fourth took Principles of Accounting I.

The typical Cycle J schedule for the fall semester includes Principles of Accounting I, Principles

of Marketing, English Composition I, and Computer Graphics & Desk Top Publishing. The four English speakers are taking Intermediate Spanish I this semester, while the other students are picking up the American Federal Government class.

The CASS students are all members of at least two clubs on campus: the college International Club, and the Business Professionals of America (BPA).

By the beginning of the summer, 13 of the 16 Cycle J students had moved into apartments, with the remaining students continuing in their host families.

The main activity of the summer was a group trip to Washington, D.C. in early August. This trip included all the usual touristic sites, as well as a visit to the Capitol and a meeting with Iowa Senator Tom Harkin. The group also divided up and visited the various embassies. They also visited Georgetown University and met with the CASS staff.

On August 12, the Cycle J students met the incoming Cycle K students at the airport and split up to accompany the new students for their first night with their new host families. Cycle J also participated in the orientation program for the new students.

Finally, four of the Cycle J students participated in a four-day training session sponsored by the American Red Cross and were certified as HIV Hispanic Trainers. These students will be available to provide services throughout the Quad Cities area. Their first training session will be a presentation to the new CASS students.

Both the Cycle J and K students participated in the "Viva Quad Cities Fiesta", presenting a 35 minute program of folkloric dance.

### Cycle K

As there are no native English speakers in Cycle K, all of the new students are enrolled in 12 credits of intensive ESL. In addition, they are taking Introduction to Business, which is being taught in English with translation.

All of the new students are placed in host families.

The central activity for these students was the new student orientation, which ran from their arrival on the evening of August 12 through August 26. Topics included adjustment to host family life (food and household chores, culture shock, U.S. values, communication), orientation to the community (the Iowa Welcome Center, transportation system, grocery store, nature trails) campus life (meeting the President, touring facilities, getting a library card, buying books).

## 3) Participant Concerns:

### I. AETRs

#### Cycle J:

- a) Average student GPA (as of last submitted AETR): The average cumulative grade point average for group during the spring semester was **3.68**.

Two of the students finished their third semester with perfect 4.0 GPAs still intact. They were Maricela Pineda (Honduras), and Esther Scotland (Dominica). Four other students maintained GPAs above 3.75. These were Benita Benta (Antigua, 3.86), Daimler Matos (Dominican Republic, 3.82), Jose Garcia (Guatemala, 3.8), and Tricia Balthazar (Dominica, 3.766).

- b) Areas of academic concern: None. The student with the lowest GPA was Cedric George, of Antigua, with 3.09.
- c) Changes in individual programs of study: None.



Cycle K: AETRs for these students were not required during the period.

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

No questionnaires were completed during this quarter. The Cycle J students completed the Midcycle I Participant Progress Report in early June and will receive the Midcycle II in October. The Cycle K students will complete the Initial Participant Progress Report in October.

**III. SPECIAL STUDENT CASES**

Rossanna Martinez, a Cycle K student from the Dominican Republic, was of great concern because of an incident involving a possible attempted suicide by taking a large quantity of pills. She is under the care of a psychiatrist and was moved to a new host family recommended by the doctor. She appears to be coping well under these arrangements.

**4. College Reporting Status as of December 31, 1994**

Cycle J:

**Quarterly Reports**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	XXX	Fall 1994	
Spring 1994	XXX	Spring 1995	
Summer 1994	XXX	Summer 1995	

**Cycle K:****Quarterly Reports**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	XX		XX
2	10/1/94 - 12/31/94	1/31/95			
3	1/1995 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

COLLEGE STATUS REPORTSCOOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)College: University of South Carolina- SumterQuarter Period: Summer 1994Cycle: JO8Subagreement No. USCS RX 2050-836-93-J8-SCollege Coordinator: Ms. Sharon DeMarseField of Study: Small Business ManagementTotal Number of Students: 15 in Cycle JO8GU Program Officer: Fili AltingerStudent Nationalities: JO8

Dominican Republic	2
El Salvador	1
Honduras	3
Jamaica	1
Nicaragua	2
Panama	2
St. Kitts/Nevis	2
St. Lucia	<u>2</u>
	<b>15</b>

**1) Training Objectives:**

The CASS Students are pursuing an Associate of Arts degree in Small Business Management and participate in the Experience America program at the University of South Carolina-Sumter.

**2) Campus Monitoring and Technical Assistance**

The CASS Program Officer monitors and provides technical assistance to the college through regular correspondence and telephone communication. The college provides GU with information through Quarterly Activity Reports, Academic Enrollment and Term Reports (AETRs) and other relevant documents. The campus is visited once a year by a GU Program Officer.

**I. CAMPUS VISITS:**

There were no campus visits conducted for this quarter.

### III. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

#### a) Highlights:

##### Educational/Academic/Technical Training:

Most of the CASS students successfully completed their summer coursework. Five students, however, had difficulty. Esilda Tunay failed two of her courses. Rina Gongora failed one course and received a D in another. Linda Banegas, Enmanuel De La Rosa and Nelson Diaz each failed one course. Esilda Tunay and Rina Gongora failed Accounting I and Enmanuel De La Rosa and Nelson Diaz failed Accounting II. Tutoring was available to these students throughout the summer by a senior accounting student. These students continued to receive counseling and support with their coursework in the fall semester.

Fidelis Lambert submitted a proposal for and was selected to participate in a full-time internship with "Training Systems, Inc.". This was a five-week internship which she completed during the Summer I session in 1994. As an intern, Fidelis worked in the Computer Based Training department. Fidelis Lambert also began her term as president of the Student Government Association. Librado Gonzalez was elected president of the International Student Organization. Nancy Diaz was elected secretary, and Linda Banegas treasurer. As a requirement of their offices, both Fidelis Lambert and Librado Gonzalez attended a Leadership seminar held September 16-18, 1994. Linda Banegas was elected by the other CASS students to serve as the CASS liaison to the Bottom Line, the university newspaper.

Several of the CASS scholars attended the Fall Convocation on August 31st. Five of the CASS students (Fidelis Lambert, Felicia Brown, Audrey Wilson, Duane Dominique and Patrice Ward) performed in a drama produced on campus on Sept. 7, 9, & 12 which was attended by many of the students and faculty at USC-Sumter.

Fidelis Lambert represented USC-Sumter at the Sumter County Fair on September 27th. On September 30th, the CASS scholars visited the William Jennings Bryan Dorn V.A. Hospital in Columbia, South Carolina, and presented a program of typical dances from their respective countries.

In terms of trips, Librado Gonzalez attended a seminar on August 25th on "Starting a Small Business". Ten of the CASS students went on an Experience America trip to Nashville, TN on August 17, 18, & 19, where they visited Grande Ole Opry and the Opryland Hotel.

### 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 AETRs submitted for the summer 1994 term):

###### **Cycle J8**

Average: 3.11

Highest: 4.00 (Fidelis Lambert)

Lowest : 1.857 (Esilda Tunay)

2.452 (Rina Gongora & Linda Banegas)

b) Areas of academic concern:

As mentioned above, Esilda Tunay, Rina Gongora, Linda Banegas, Enmanuel De La Rosa and Nelson Diaz have experienced academic difficulties with one or more courses. Tutoring was available to these students throughout the summer by a senior accounting student. These students continued to receive counseling and support with their coursework in the fall semester.

c) Changes in individual programs of study:

No changes are foreseen at this time.

## II. PARTICIPANT PROGRESS REPORT

a) Overall student satisfaction rating (scale of 1= very satisfied to 5=not satisfied): 2.64

b) Areas of highest student satisfaction:

satisfaction with classes	(1.93)
satisfaction with living situation	(1.50)

c) Areas of lowest student satisfaction:

relationship with coordinator & staff	(3.13)
involvement in community life	(3.00)

#### 4. College Reporting Status

##### Quarterly Reports: Cycle JO8

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

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

##### AETRs: Cycle JO8

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	*****	Fall 1994	
Spring 1994	*****	Spring 1995	
Summer 1994	*****	Summer 1995	

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

246

**COLLEGE STATUS REPORT**

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**College:** UWC-Marinette County

**Period Covered:** 7/1/94 to 9/30/94

**Cycles:** I8 and K8

**Subagreement:** UWCM RX2050-836-92I8  
UWCM RX2050-836-94K8

**College Coordinator:** Maureen Moile

**Field of Study:** Small Bus. Management/Comp. Applications

**Total Number of Students:** Cycle I8: 20; Cycle K8: 15

**GU Program Officer:** Charlie C. Koo

**Student Nationalities:** Cycle I8: Costa Rica (1), Dominican Republic (3), El Salvador (3), Guatemala (3), Honduras (5), Nicaragua (4), Panama (1)

Cycle K8: Barbados (2), Dominica (2), Grenada (2), Jamaica (5), St. Kitts/Nevis (1), St. Lucia (1), St. Vincent (2)

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**I. TRAINING OBJECTIVES:**

Cycle I8: All twenty students completed their course and internship requirements and acquired their Certificate of Completion in Small Business Management/Computer Applications. They returned to their home countries 31 July 1994.

Cycle K8: The fifteen students arrived 13 August 1994 and are scheduled to receive a Certificate of Completion in Small Business Management/Computer Applications in two years. They are all taking mainstream core and elective courses.

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

The Georgetown/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer did not visit UWC-Marinette County this period. The last official campus visit was made 15-17 February 1994.

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

**1. Highlights:**

Cycle I8: The students spent most of this period doing their internships. They were also taking a class in psychology and finance. Towards their professional enrichment, they took an orientation class which covered topics such as women in Latin America, interviewing techniques, and re-entry. Social/cultural enrichment activities included: attending a performance of "The man Who Came to Dinner"; concerts at a local park; and a farewell potluck.

Cycle K8: Much of this period was spent orienting the students to their new physical, academic, and social environment. In addition to becoming more familiar with the Marinette area, they also engaged in activities such as: attending a performance of "The Sound of Music"; a lecture on world population; Peshtigo Historical Days; the Marinette County Fair; and a CASS potluck.

2. Recommendations/Comments:

Georgetown University/CASS commends UWC-Marinette for keeping the students active both on and off campus with assorted educational and recreational activities. Georgetown/CASS also commends UWC-Marinette for having helped provide the Cycle I students with excellent opportunities to develop job-hunting and leadership skills. It was also pleasing to learn that the departure of Cycle I and the arrival of Cycle K went very smoothly.

### III. PARTICIPANT CONCERNS:

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

A. **AETRs:**

1. Average overall GPA: Cycle I8: 3.36. GPAs ranged from 2.53 (José Nieto, El Salvador) to 3.91 (María Fuentes, El Salvador).
2. Areas of academic concern: None.
3. Changes in individual programs of study: None.

B. **Participant Progress Reports:**

Not submitted this period.

C. **Special Student Cases:**

None.

### IV. COLLEGE REPORTING STATUS (as of 15 January 1995):

Quarterly Reports

- Cycle I8 -

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



Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94	10/31/94	X		X
2	10/1/94 - 12/31/94	1/31/95			
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 7/31/96	8/31/96			

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

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

- Cycle I8 -

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

- Cycle K8 -

First Year	Received	Second Year	Received
Fall 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995	↓	Summer 1996	

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

249

**COLLEGE STATUS REPORT**

College: UWC-Richland Center

Period Covered: 7/1/94 to 8/31/94

Cycle: I08

Subagreement: UWCR RX2050-836-9218

College Coordinator: Ms. Elizabeth Amburn

Field of Study: Computer Science

Total Number of Students: 20

GU Program Officer: Charlie C. Koo

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

**I. TRAINING OBJECTIVES:**

Upon passing their last two courses--"Programming in C Languages" and "Sociological Perspectives on Sex Roles"--all twenty students acquired their Associate of Arts degree in Computer Science after two years of study and returned to their home countries on 31 July 1994. UWC-Richland Center did not receive a group of Cycle K students.

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

The Georgetown University/CASS Program Officer monitors and provides technical assistance to the college through campus visits, regular written correspondence, and telephone conversations. The college provides GU with information through "Quarterly Activity Reports" and "Academic Enrollment and Term Reports." The campus is visited once a year by a GU Program Officer and the students complete two questionnaires--"Participant Progress Reports"--each year.

**A. Campus Visits:**

Charlie C. Koo, Georgetown University/CASS Program Officer, did not visit University of Wisconsin Center-Richland Center this period. He did, however, have a chance to talk with them during the CASS Leadership Conference in Madison, WI 16-17 April 1994. The last official visit to the campus was 25-27 April 1993 by Joseph W. Schaefer, former GU/CASS Program Officer.

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

1. Highlights:

During the last four weeks of their stay in the U.S., the students attended the Milwaukee Summerfest, had picnics at the homes of several faculty members and mentors, helped to organize and participated in various farewell dinners and parties for their host and mentor families. They also continued to participate in various family, church, and community activities.

2. Recommendations:

Georgetown/CASS commends the faculty and staff of UWC-Richland Center for their diligence and effort in making the Cycle I students' two-year program a very successful one. UWC-RC must also be commended for providing the students with opportunities to grow outside the academic context as goodwill ambassadors, especially in terms of community service.

**III. PARTICIPANT CONCERNS:**

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

**A. AETRs:**

1. Final average overall GPA: 3.40. GPAs ranged from 2.91 (Garnette Roberts, Jamaica) to 3.89 (Dane Felicien, St. Lucia).

2. Areas of academic concern: None.

3. Changes in individual programs of study: None.

**B. Participant Progress Reports--Rating Scale of 1 (high) to 5 (low):**

Not submitted this period.

**C. Special Student Cases:**

None.

**IV. COLLEGE REPORTING STATUS (as of 15 January 1995):**

**Quarterly Reports**

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

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

**AETRs**

(Due 30 days after the end of the term)

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

## COLLEGE STATUS REPORT

College: Utah Valley State CollegeQuarter Period: July-September 1994Cycles: I08, J08 & K08Subagreement Nos. UVCC RX2050-836-92I8-PUVSC RX2050-836-93-J8-TUVSC RX2050-836-94-K8-SCollege Coordinator: Amber DotyField of Study: Environmental Technology (Cycle I08)  
Envt. Management/Water Technology (Cycle J08&K08)Total Number of Students: 51GU Program Officer: Mary CharbonneauStudent Nationalities: Cycle I08: Belize (3); Costa Rica (2); El Salvador (2); Dominica (1); Guatemala (2); Honduras (5); Panama (1); St. Kitts (1).Cycle J08: Barbados (2), Belize (1), Costa Rica (1), El Salvador (1), Guatemala (1), Haiti (2), Honduras (3), Jamaica (1), Nicaragua (2), Panama (1), St. Kitts/Nevis (1), St. Vincent (1).Cycle K08: Antigua/Barbuda (1), Costa Rica (1), Dominican Rep.(2), El Salvador (2), Guatemala (2), Honduras (2), Haiti (2), Nicaragua (1), Panama (2), Grenada (2).**1) Training Objectives:**

Seventeen Cycle I08 students were pursuing an Associate of Applied Science degree in Environmental Technology. Their program of studies included an extended internship with the Forestry Service in the Summer 1993. All of the students in this group fulfilled graduation requirements, and returned to their home countries on August 14.

Seventeen Cycle J08 students are pursuing an Associate of Applied Science degree in Environmental Management/Water Technology. The students are scheduled to complete their program and return home in August 1995.

Seventeen Cycle K08 students are pursuing an Associate of Applied Science degree in Environmental Management/Water Technology. The students arrived in the US on August 12, 1994. They are scheduled to fulfill the requirements of the program in August 1996.

**2) Campus Monitoring and Technical Assistance**

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

**I. CAMPUS VISITS:**

No campus visit was conducted during this quarter. The last campus visit was November 1993.

## II. QUARTERLY ACTIVITY REPORTS\EXPERIENCE AMERICA

### Highlights:

CYCLE I08, J08 and K08:

#### On Campus:

The students are active participants in on-campus activities. The students have formed a CASS Club, which is well known on campus. The CASS Club sponsored a Welcome Back Dance on August 26th. They participated in Club Week by advertizing their club and setting up display tables and selling cotton candy to the student body at UVSC. In addition, the CASS Club held a fund raiser and sold parking lot tickets for a Brigham Young University football game.

The Cycle I students departed for their home countries on August 14. Amber Doty designed re-entry seminars and held exit interviews with all of the students prior to their departure.

The Cycle K students arrived at UVSC on August 14. Amber Doty held a series of orientation seminars for the students upon their arrival. For example, there was Host Family Orientation. In addition, there was a workshop designed to assist students with the preparation of Experience America essays. The Cycle J students assisted with this presentation.

#### Other:

The majority of students have become very active in various community and religious activities. The students of Cycle J and K have begun a Volunteer Service program in which members will receive a bronze, silver or gold award dependent upon the number of community service hours they fulfill over the two year period. In July, a group of CASS students from Cycle I and J went to the Utah Country Food Bank to volunteer their services. It was a rewarding experience for them to see how the community works to assist those in need.

Several other students have performed community service activities by preparing presentations for churches, schools and other community organizations.

### 3) Participant Concerns:

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

#### I. AETRs

##### a) Student GPA (as of last submitted AETR):

###### Cycle I08:

Average Cumulative GPA of the Group: 3.09  
 Highest: 3.851 (Elder Sanchez)  
 Lowest: 2.362 (Marcos Caisamo)

###### Cycle J08:

Average Cumulative GPA of the Group: 3.34  
 Highest: 3.958 (Edna Ruth Soto)  
 Lowest: 2.578 (Silvio Montalvan)

##### b) Areas of academic concern:

The students of both Cycle I and J performed well academically during the summer 1994 session.

c) Changes in individual programs of study:  
There are no changes foreseen at this time.

## II. PARTICIPANT PROGRESS REPORT

No Participant Progress Reports were submitted during this time period.

## III. Special Student Cases

a) Lourdes Rivera (Cycle I) and Silvio Montalvan (Cycle J) were hit by a car on 4/28/94. Both students are fine physically, and the incident will not effect the graduation date of either student. The students have filed suit against the driver.

b) Carmencita Puk and Francis Williams , both Cycle I, requested permission to return to their home country before the rest of the CASS group. Both are English speakers, and both fulfilled their graduation requirements early. the students returned to Belize June 21, 1994.

c) Romaldo Tillet , Cycle I, planned to marry an American in July 1994. He was immediately informed of the CASS/GU policy re:weddings. i.e. that if he married, he would be sent home within 24 hours of the ceremony. He changed the wedding date to August 13, and returned home to Belize on August 14, as scheduled.

4. College Reporting Status (of January 1995)

Quarterly Reports Cycle 108

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

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

AETRs

(Due 30 days after the end of the semester)

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

**Quarterly Reports (Cycle J08)**

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

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

**AETRs**

(Due 30 days after the end of the semester)

First Year	Received	Second Year	Received
Fall 1993	YES	Fall 1994	
Spring 1994	YES	Spring 1995	
Summer 1994	YES	Summer 1995	



**Quarterly Reports  
Cycle K08**

Period #	Period Dates	Due Date	QI*	CAR*	QAR*
1	8/1/94 - 9/30/94		xxx	xxx	xxx
2	10/1/94 - 12/31/94	1/31/95	xx		
3	1/1/95 - 3/31/95	4/30/95			
4	4/1/95 - 6/30/95	7/31/95			
5	7/1/95 - 9/30/95	10/31/95			
6	10/1/95 - 12/31/95	1/31/96			
7	1/1/96 - 3/31/96	4/30/96			
8	4/1/96 - 6/30/96	7/31/96			
9	7/1/96 - 7/31/96	8/31/96			

\*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 1994		Fall 1995	
Spring 1995		Spring 1996	
Summer 1995		Summer 1996	

COOPERATIVE ASSOCIATION OF STATES FOR SCHOLARSHIPS  
(CASS)

**PROGRAM STATUS REPORT**  
**St. John's BA Program**

Period Covered: 7/1/94-9/30/94

Total Number of Students: 24

Cycles: I(4), J(10) & K(10)

Program Officer: Susan Moroz

**Universities/Institutions:**

Boston College	Loyola University New Orleans
College of the Holy Cross	Regis University
Georgetown University	Rockhurst College
Gonzaga University	St. Joseph's University
St. Louis University	University of Detroit-Mercy
Le Moyne College	Wheeling Jesuit College
Loyola College-Baltimore	Loyola Marymount University

**Students, Fields of Study & Institutions**  
(All students are from Belize)

<b><u>Cycle "I":</u></b>	Roque Matus Analee Zelaya Johnito Majarrez Rhoda Turner	Civil Engineering English Chemistry Finance	Gonzaga University Loyola Marymount Univ. Univ. of Detroit-Mercy St. Joseph's University
<b><u>Cycle "J":</u></b>	Duane Belisle Angela Flowers Andrea Gill Kevin Harris Herbert Haylock Elma Kay Zenaida Moya Glenford Perez Michael Peyrefitte Natalie Rosado	Finance Sociology Biology Mathematics Economics Biology Economics Business Economics Biology	Georgetown University Loyola Marymount Univ. Loyola College Regis University College of the Holy Cross St. Louis University Gonzaga University Boston College Rockhurst College St. Louis University
<b><u>Cycle "K":</u></b>	Karen Ysaguirre Ycenia Juan Nasim Ahmadiyah Andrea Chan  Nicole Usher Renira Vellos Reynaldo Magana Orlando Medina Reynaldo Budnah Nicole Peterson	Economics* Biology Psychology Mangmt. Information Systems Business/Finance Psychology Accounting Biology Biology Journalism	Le Moyne College Le Moyne College Holy Cross College Loyola College-Baltimore  St. Louis University Wheeling Jesuit College Univ. of Detroit Mercy Regis University Rockhurst College Loyola Marymount University

\* Change of major (see changes in individual programs of study)

## 1) Training Objectives

**Cycle "I":** Of the ten (10) cycle "I" students who arrived in August of 1992, eight (8) obtained their Bachelors Degree. Six (6) successfully finished their program in early May and two (2), Rhoda Turner and Analee Zelaya in August of 1994. One student, Roque Matus, still has one more year to complete his degree (due to the demands of the Engineering program). As per an agreement between St. John's College and GU, Mr. Matus' scholarship would end on August 8, 1994 and as of that date, he would have to finance his remaining year. Another student, Johnito Majarrez dropped-out of the program in June of 1994 and returned to his home country shortly after (see special student cases). All of the eight (8) students returned to Belize.

**Cycle "J":** All of the ten (10) cycle "J" students have successfully completed their first year of their program. They are now entering their second and last year and are expected to have graduated by August of 1995.

**Cycle "K":** The ten (10) cycle "K" students arrived in August of 1994. All of the students received a two day orientation (for international students) at their respective campuses. They are currently taking an average of fifteen to sixteen credit hours.

## 2) Student Monitoring and Counseling

The CASS Program Officer monitors and provides counselling to the students on an individual basis through regular correspondence and telephone communication. The Program Officer also works with each student's academic advisor. The students provide GU with information through "AETRs".

### I. CAMPUS VISITS

Visits are determined on a case by case basis and according to student needs or if there are major student issues. There were no campus visits scheduled during this period. Monitoring of student progress and well being is done on a regular basis through phone conversations and correspondence with each student and with their academic advisors.

### 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from both their comments on the AETRs which the students submit to GU at the end of each academic term.

#### I. AETRs

##### Cycle I

##### a) Average student GPA:

AETR's have not yet been submitted

##### Cycle J

##### a) Average student GPA: 3.39

Highest GPA: Elma Kay 4:00

Lowest GPA: Natalie Rosado 3.01

b) Areas of academic concern: None

c) Changes In Individual programs of study: Karen Ysaguirre (cycle K) was advised by her academic advisor (Professor Paul Blackley) to change her major from Finance to Economics. This change was advised due to the fact that more of her credits from St. John's College transferred into the Economics major than that of Finance. As an Economics major she will be able to complete her program in two years.

## II. SPECIAL STUDENT CASES

Johnito Majarrez (Cycle "I"): Mr. Majarrez, who was scheduled to graduate on 8/13/94, disappeared from campus on 6/94. He did not take spring finals. According to his academic advisor, Mr. Majarrez had returned completely changed from his Christmas 1993 vacation in Belize. His grades started to drop and he did not show much interest in his studies. He seemed depressed and distracted. He was advised to go to counseling but he never did. We were later informed that he had told a classmate that he was no longer interested in biology and that he wanted to study medicine. His scholarship was terminated on 7/11/94. He is currently in Belize teaching Biology.

## 4. Student Reporting Status as of September 1, 1994

### Student Cumulative GPA's for Summer 1994

#### Cycle I

MATUS, Roque	Not received
TURNER, Rhoda	Not received
ZELAYA, Analee (Loyola Marymount)	Not received

#### Cycle J

BELISLE, Duane	Not enrolled for summer session
FLOWERS, Angela	Not received yet
GILL, Andrea (Loyola College)	3.17
HARRIS, Kevin (Regis College)	Not enrolled for summer session
HAYLOCK, Herbert (Holy Cross College)	Not enrolled for summer session
KAY, Elma (St. Louis University)	4.00
MOYA, Zenaida (Gonzaga University)	Not received yet
PEREZ, Glenford (Boston College)	Not received yet
PEYREFITTE, Michael (Rockhurst College)	Not enrolled for summer session
ROSADO, Natalie (St. Louis University)	3.01

#### Cycle K

AETR's are not due for this cycle for this period.

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

**PROGRAM STATUS REPORT  
Florida BA Program**

**Universities & Contact Person:**

Univ. of Central Florida	Douglas Mowry
Florida A & M	Agnes Coppan
Florida Atlantic	Susan D'Amico
Univ. of North Florida	Betty Flinchum
Univ. of South Florida	Farah Sanchez
Univ. of West Florida	Jill Cappadona

**Period Covered:** 7/1/94-9/30/94

**Subagreements:** FDE RX2050-836-91H13-A

FDE RX2050-836-92I-13A

FDE RX2050-836-93J8-U

FDE RX2050-836-94K8-X

**Cycles:** H13, I13, J13 & K13

**Program Officer:** Susan Moroz

**Total # of Students:** 24

**Student Nationalities, Field of Study & Universities**

<b><u>Cycle "H":</u></b> (Extended students)	Maria Gil Sandra Molina Rosa Pineda	Guatemala El Salvador Guatemala	Marketing Marketing Marketing	Univ. West Florida Univ. West Florida Univ. West Florida
<b><u>Cycle "I":</u></b>	Roberto Quiros Marvin Recinos Doris Martinez Lilibeth Gonzales Josephine Flowers	Costa Rica Guatemala Honduras Panama Belize	Electronic Technology Computer Science Marketing Computer Science Business Education	Univ. North Florida Univ. West Florida Univ. West Florida Univ. West Florida Univ. South Florida
<b><u>Cycle "J":</u></b>	Helmer Meneses Milton Rodriguez Elsie Serrano Luis Velasquez Lynette Garnette Fredreika Joseph Yolanda Linares Angel Lopez	Panama El Salvador Costa Rica Guatemala Belize St.Lucia Honduras Dom.Republ.	Computer Science Electronic Technology Business Administr. Agriculture Business Administr. Business Administr. Business Administr. Business Administr.	Univ. North Florida Univ. North Florida Univ. North Florida Florida A & M Univ. South Florida Univ. South Florida Univ. South Florida Univ. South Florida
<b><u>Cycle "K":</u></b>	Jose Palacios Regina Neal Leda Ricaurte Alison Robinson Robens Casimir Ana Camacho Rafael Cuestas Joan Johnson	El Salvador Belize Costa Rica St. Vincent Haiti Dom. Republ. Honduras Jamaica	Electronics Technology Nutrition Hospitality Mgmt. Business Administr. Business Administr. Business Administr. Health Administration Food Science	Univ. North Florida Univ. North Florida Univ. Central Florida Florida Atlantic Florida Atlantic Florida Atlantic Florida Atlantic Univ. of Florida

## 1) Training Objectives

**Cycle "H":** Maria Gil, Sandra Molina and Rosa Pineda who were initially expected to graduate in December of 1993, graduated on Aug. 8, 1994. As mentioned in the previous QSR Report (1/1-6/30/94), these students were extended for two more semesters due to the demands of their program. They all graduated on August 8, 1994 and have returned to their home countries.

**Cycle "I":** All of the five (5) cycle "I" students are doing well academically. Two of the five students, Roberto Quiros (Costa Rica) and Josephine Flowers (Belize) have managed to complete their program in two years and will be graduating this December of 1994. The other three students (Lilibeth Gonzalez, Doris Martinez and Marvin Recinos), who were initially scheduled to graduate in May of 1995, have requested that their scholarship be extended one more semester due to a number of course requirements that they still need to fulfill. They are expected to complete their BA on August 6, 1995.

**Cycle "J":** Of the eight (8) cycle "J" students seven (7) remain in the program. One student, Elsie Serrano (Costa Rica) dropped-out of the program and returned to her country on September 24, 1994. The seven students who are already in their second year of studies are doing well academically. One of the students, Milton Rodriguez (Guatemala), who initially was in the Electronics Technology Program, has changed to the Electrical Engineering Program (see Changes in individual programs of study). The change was subject to the condition that he graduates as initially scheduled in summer of 1996.

**Cycle "K":** Eight (8) Florida BA students arrived in August 1994 and were placed at four Florida Universities (Florida Atlantic, Univ. of Central Florida, Univ. of North Florida and Univ. of Florida). Upon their arrival, the students received a two day orientation at their universities. They are all taking a total of 15 credit hours. In addition to their core courses, the students are taking General Ed. courses in order to meet their programs' pre-requisites.

## 2) Campus Monitoring and Technical Assistance

The CASS Program Officer monitors and provides counselling to the students on an individual basis through regular correspondence and telephone communication. The Program Officer also works with a contact person at each university. The students provide GU with information through "AETRS". The campus is visited once a year by a GU Program Officer.

### I. CAMPUS VISITS:

No campus visits took place during this period.

## 3) Participant Concerns:

Student academic progress is evaluated through the Academic Enrollment and Term Reports (AETRs). The individual student's sentiments are gleaned from their comments on the AETRs which the students submit to GU at the end of each academic term.

### I. AETRS

#### Cycle H13:

Average student GPA (as of last submitted AETR): AETRS have not yet been received for the three cycle "H" students.

#### Cycle I13

Average student GPA (as of last submitted AETR): 3.17

Highest: 3.55 (Josephine Flowers)

Lowest: 2.85 (Marvin Recinos)

Average student GPA (as of last submitted AETR): 3.33

Highest: 3.82 (Luis Velasquez)

Lowest: 2.50 (Yolanda Linares); Yolanda had problems with algebra (C). Nevertheless, her academic advisor stated in her AETR that Yolanda is doing well in spite of her lack of a strong math background and will be graduating as expected.

**b) Areas of academic concern: None**

**c) Changes In Individual programs of study:** On August 10, 1994, Milton Rodriguez (cycle "J") requested to change his major from Electronics Technology to Electrical Engineering. One of his major concerns about this program was that in spite of its technical nature it does not offer any practical or hands-on training. He also was discontent with the fact that the classes were easy (not challenging) and that there was only one instructor for several classes. In spite of the recommendation of the GU Program Officer and the efforts of the UNF Director of International Programs, Dr. Betty Flinchum to include some hands-on training into the curriculum, the program cannot incorporate a hands-on component. Therefore, Mr. Rodriguez's request to move into the Electrical Engineering Program has been granted with the condition that he will finish as initially scheduled in Summer of 1996.

## II. SPECIAL STUDENT CASES

**Joan Johnson (K):** Ms. Johnson, who is to pursue a BA in Food Science at the University of Florida-Gainesville will have to take 39 hours of pre-requisite courses (3 semesters) at Sta. Fe Community College in order to be admitted to the Food Science Program at the University of Florida. This decision, which was made by the University of Florida's Admissions Office, is based on their admission's policy that in order for a student to be admitted to a Junior or Senior year of a BA program he/she must have either an A.A. degree from a Florida institution or SAT scores. Since Ms. Johnson could meet neither of these requirements, she was advised to enroll at Sta. Fe Community College to complete her pre-requisites. She is scheduled to transfer to the University of Florida in August of 1995. According to the Department of Agriculture, Ms. Johnson **will** be able to finish her program in two years as of August 1995.

**Elsie Serrano (J):** On the evening of September 24, 1994, Ms. Serrano called the GU Senior Program Officer to tell her that she was returning to her country the next morning. Her reason was that she had been feeling very sick for the last month (she said it was stress and fatigue) and that the doctors she had seen were not helping her. She said that she felt that it would be better for her to go back to her country and see her own doctor (whom she trusted) and most of all, to be with her family during this difficult time. The GU Senior Program Officer inquired if she was planning to return and continue her studies to which she answered that it all depended on the diagnosis of her doctor. She agreed to contact GU after two weeks (and after she spoke with the doctor) to let us know if she was going to return. According to the University of North Florida Elsie's condition was not due to stress but to an ovary cyst. She was taking hormones for this problem and apparently she was having strong side effects (depression). As of the end of this period (September 30), there was still no final response from Ms. Serrano regarding the continuation of her studies.

## 4. Student Reporting Status as of September 1, 1994.

Student Cumulative GPA's for Summer 1994

### Cycle H13

MOLINA, Sandra Edith (Univ. of West Florida)  
PINEDA, Rosa (Univ. of West Florida)  
GIL, Maria (Univ. of West Florida)

Not received yet  
Not received yet  
Not received yet

**Cycle I13**

MARTINEZ, Doris Suyapa (Univ. of West Florida)	3.15
FLOWERS, Josephine (Univ. of South Florida)	3.55
RECINOS, Martin (Univ. of West Florida)	2.85

**Cycle J13**

GARNETT, Lynette (Univ. of South Florida)	3.45
LOPEZ, Angel (Univ. of South Florida)	3.18
LINARES, Yolanda (Univ. of South Florida)	2.50
JOSEPH, Fredreika (Univ. of South Florida)	3.69
MENESES, Helmer (Univ. of North Florida)	3.46
RODRIGUEZ, Milton (Univ. of North Florida)	3.00
SERRANO, Elsie (Univ. of North Florida)	3.52
VELASQUEZ, Luis (Florida A & M)	3.82

**Cycle K13**

AETR's were not due for this period for this cycle.



**Report on Trip to  
Kentucky State University  
CASS/USOPS**

**December 27, 1994**

**PURPOSE:** To meet with officials of Kentucky State University, to view their facilities, discuss their mission, and to consider the possibility of working with the University as a CASS institution, beginning with Cycle L in 1995. Date of Trip: December 20, 1994.

**CONTACTS:** We met with Dr. Anthony Woods, Director of Public Affairs, who arranged meetings with all the campus deans and the President, Dr. Mary L. Smith, and the Vice President for Academic Affairs, Dr. Albert Walker.

Fili Altinger and I (David Gifford) flew to Lexington, rented a car, and drove to the campus of Kentucky State University, arriving at noon. We were met by Dr. Woods who escorted us to the faculty dining room where we had lunch with him and the various college deans. There were about 8 people there. We would meet with them later at 2:00 pm in a more formal setting. After preliminary discussions on CASS and KSU programs, Dr. Woods took us on a tour of the campus.

The campus dates back to the mid 1800's when the University was first chartered as a normal school for Blacks. In 1886 it became a land-grant college. It began to experience growth around 1950 and today it boasts a modern campus with an enrollment of 2,500 students (from 26 states) and 130 full-time faculty. The University's enrollment is controlled by a state-mandated faculty/student ratio of 1:15. The University is fully accredited and is known for its excellent liberal studies program available through 9 associate degree programs and 26 baccalaureate degree programs, 9 pre-professional programs, and the master's degree program in Public Administration.

The campus is strategically located on a site just outside of Frankfort, the State Capital. Lexington is just 30 minutes away, and interstates connect it quickly with Louisville (45 minutes) and Cincinnati, Ohio. We visited the library, the student center, an art gallery, the main administration buildings, and the student dining hall. We also visited the building housing the drafting (CAD) and electronics programs. All of these facilities seem to be in very good condition, modern, and fully equipped.

We met with President Smith for about 50 minutes during which time we reviewed the history and background of CASP and CASS and responded to her questions. She is fully committed to internationalizing her campus, seems to be highly respected in Frankfort and on campus, and she asked several questions about the program. Judging from those questions, she had done some preparation for our visit. We left her with a copy of the CIED insert which was published a year ago in the Blue and Gray for further information.

It is worth noting that the University has had other international students, some of

whom were participants in other USAID sponsored programs including CAPS/Honduras. Currently, they draw internationals from 14 foreign countries with most coming from Africa and Asia.

The meeting with the academic deans included Dr. Woods, Dr. Walker, the Vice President; Dae Sung Lee, Dean of the School of Business; Dr. Tom Braun, Dean of the College of Professional Studies; Dr. Cassie Osborne, Jr., Dean of the School of Public Affairs; Dr. Thomas McPartland, Acting Dean of the Whitney M. Young, Jr. College of Leadership Studies; and Ms. Karen McDaniel, Director of Blazer Library. Again, we reviewed CASS in general, how we operate, and our purpose for visiting Kentucky State. We then responded to a number of program and finance related questions and discussed procedures for submitting a comprehensive plan.

The meeting was essentially a "get acquainted session" which, judging from their response, could prove to be the beginning of an excellent partnership.

We left the campus at about 5:00 pm. for the Lexington airport.

A number of attachments are added for further study and review.

#### Some Advantages:

- AA degree in electronics, well connected with area business and manufacturing, including the Toyota plant in nearby Georgetown and the related feeder industry. All students can and do get internships in electronics. Laboratory is well equipped and instructors seem very well prepared.
- Full support of administration. VP knows program from previous experience at Harris-Stowe.
- CASS fits neatly within the University's objectives and mission statement. Students are typically from less advantaged families, and are often first generation college students.
- Tuition, R&B rates are, even for out-of-state student, very reasonable, under \$8,100 per student per academic year.
- No apparent problem with cost share.
- Close to State Capital and government operations, for Experience America related activities.
- Has on-campus student health center with full-time nurse and part-time physician available.
- Flexibility, willingness to make the program work to according to CASS specifications.

#### Some Unknowns:






# Kentucky State University Frankfort, Kentucky 40601

SCHOOL OF PUBLIC ADMINISTRATION

## MEMORANDUM

TO: Deans and Directors

FROM: Don Anthony Woods, Ph.D. 

DATE: December 15, 1994

RE: Meeting

Please be advised that on Tuesday, December 20, 1994 representatives from Georgetown University's CASS program will visit our campus. You will recall our discussion of this program at your November 15th Deans Meeting at which time your comments were favorable.

Please find below the suggested agenda for this visit:

- 11:00 a.m. Arrive on campus/briefing by Dr. Don Anthony Woods
- 11:30 a.m. Campus Tour
- 12:00 p.m. Lunch with Dr. Albert Walker, Dr. Betty Olinger, Deans and Directors in the Faculty\Staff Cafeteria
- 1:30 p.m. Meet with the President
- 2:00 p.m. Formal meeting with Deans, Directors, Vice President of Academic Affairs and Chairman of International Studies Council
- 3:00 p.m. Meet with Dr. Tom Braun to tour Shauntee Hall
- 4:00 p.m. Depart for Bluegrass Airport, Lexington

Thank you for your assistance. If you have any questions, please feel free to contact me at 6286.

pc: Dr. Mary L. Smith  
President

Dr. Albert Walker  
Vice President for Academic Affairs

Dr. Betty Olinger  
Assistant Vice President for Academic Affairs

DA 4427  
@ 5:53

**MATTHEW MCPHERSON, CASS REGIONAL COORDINATOR  
TRIP REPORT  
GUATEMALA AND EL SALVADOR  
OCTOBER 30 - NOVEMBER 9, 1994**

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**TRIP TO GUATEMALA, OCTOBER 30 - NOVEMBER 5, 1994**

The goal of the trip was to better understand the functioning of the CASS program in Guatemala and to formulate and finalize objectives and tasks for the next six months. Before the trip, specific objectives and activities were defined (see Attachment #1). Following is a summary of trip activities and resulting observations and recommendations.

**OBJECTIVES #1 & #2:**

The first two objectives, as outlined in my letter to Arturo Melville dated 10/4/94, are closely related.

- 1) Understand the dynamics of the operations in the CASS office to be able to work more efficiently and effectively with the Guatemala office.
- 2) Meet the members of the CASS team in Guatemala and understand the responsibilities of each one in the day-to-day activities of the program.

**Activities:**

- Time spent in office observing "normal" operations.
- Personal interviews with Arturo Melville, Irma de Diaz, and Luis Alvarez. During these interviews, we reviewed job descriptions and discussed concerns and goals.

*Meeting with Arturo Melville, Country Coordinator:* Arturo Melville and I reviewed all of the staff job descriptions and discussed the role that each staff member plays in the CASS office. Arturo commented that he felt that the fact that Luis Alvarez has two supervisors leads to the tension in the office. He also stated that he felt that both the Follow-On Specialist and the CASS Secretary often would not address their concerns with him directly--rather, that they would "call Georgetown" and try to "go over his head" with any concerns.

*Meeting with Irma Diaz, Office Secretary:* Irma expressed that she is happy in her job. She did, however, have three concerns. First, she stated that sometimes she has too much work and that the Country Coordinator is not always clear about how she should prioritize her efforts. Second, she stated that the Country Coordinator fails to leave notice where he is or the time that he will return when he is out of the office. Third, Irma showed me a list of 146 hours of overtime that she had accumulated. Per a previous agreement with Irma, overtime hours were to be recompensed by providing an equal amount of compensation time. Due to the fact that there had been so much work in the office, the Country Coordinator had not allowed her to take the compensation time hours she was due.

*Meeting with Luis Alvarez, Follow-On Specialist:* Luis provided me with two reports: "Reporte Sobre la Situación de Empleo Exbecarios del Ciclo I" y "Informe y Propuesta de Seguimiento." In the first report, he describes contacting 16 businesses regarding providing Cycle I alumni jobs, and that, at the date of the report, 59% of the Cycle I alumni were working. The second report provided an overview of Follow-on in Guatemala, the actions taken and provided a work plan for the future.

Luis expressed concern about the fact that his position is only 1/2 time, yet that there are high expectations for Follow-On. He stated that, in reality, he had been devoting nearly 100% of time to CASS Follow-On unless the ORCA Director absolutely needed him. On short notice, for instance, he did a great deal of work organizing the Cycle I Reentry Seminar. Luis commented that he had the responsibility but not the decision making power or authority for his job; that he did not have administrative support because Irma de Diaz time is devoted exclusively to other projects that the Country Coordinator assigns to her, and, finally, requested a specific budget for Follow-on for business reunions and visiting regional groups.

Observations and Recommendations:

Communication between CASS office staff members is very poor, especially between the Country Coordinator and the Follow-On Specialist. The Country Coordinator emphasized that the fact that the Follow-On Specialist has two immediate supervisors was partly responsible for creating tension within the CASS office. Furthermore, the Country Coordinator expressed frustration that, as the Country Coordinator for Guatemala, he was not allowed to hire and work with people with whom he felt comfortable and could establish a solid working relationship.

My observation is that the administrative structure of the office in this respect is partly responsible for the communication difficulties. However, it is apparent that the Country Coordinator has not made a strong effort to improve communication between staff members or clarify roles, responsibilities, and goals. There were no staff meetings being held, for instance, and the Country Coordinator and Follow-On Specialist both stated that they were unfamiliar with each other's activities.

The following steps were taken to directly address the stated concerns:

- 1) In my final meeting with all of the CASS Guatemala office personnel, I clearly pointed out that it was critical that communication and understanding between staff members in the office must improve, and that this would require the effort of all staff members. A date was established for a weekly staff meeting to be held on Friday mornings. The first such meeting was held on Friday, November 11. The agenda for these meetings will be sent to the GU Regional Coordinator.
- 2) The GU Regional Coordinator considered a number of options to resolve Irma's compensation time issue, including having her take a one month leave and hiring, during that time, a temp. to replace her. At the end, it was decided that she would be paid for the accumulated overtime hours, as the next few months are critical for recruitment and that it would be too difficult to train a temporary person to do the job for a short time. It was made clear to the Country Coordinator that, in the future, all of Irma's overtime hours should be closely monitored, and the compensation time should be taken within two weeks of accruing extra hours.
- 3) The GU coordinator made it clear to the Country Coordinator that the Follow-On Specialist was to have access to funds needed for critical activities as long as they fall within the established budget for

CASS Guatemala. I emphasized that both the "Everybody Works!" and the strengthening of AGECASP are priorities for GU. The Follow-On Specialist was asked to develop and submit a travel schedule and budget for developing the regional AGECASP groups.

4) I made it clear to the Follow-On Specialist and the Secretary that the Country Coordinator is their immediate supervisor and that they should make sure to follow the proper administrative channels in all of their CASS activities.

**OBJECTIVE #3:**

Work with the national coordinator to reinforce the support networks and provide assistance for the beginning of recruitment.

**Activities:**

1) Meeting on October 31, 1994 at USAID Guatemala with Elizabeth Warfield, Chief, Program Direction and Support Office; Neli DeLeon, Training Officer; and Bambi Arellano, Deputy Director, USAID Guatemala (Ms. Arellano was unfortunately only able to join us at the end of the meeting). We used this meeting to inform USAID that we were beginning a new recruitment for Cycle L, and discussed USAID objectives relative to the fields of study that we would be offering. Ms. Warfield expressed that she was familiar with the CASS program, but that she was not aware of the fact that there were so many CASS alumni in Guatemala. She identified a number of fields which she felt fit USAID Strategic Objectives. She also stated that the peace process is a priority for USAID and that USAID already has designed programs and has funds available for regions most affected by the war the peace agreement is signed. She was, therefore, most pleased that CASS Guatemala was prioritizing regions affected by the peace process (Huehuetenango, San Marcos, and Quetzaltenango, and Quiché) for recruitment this year. Ms. DeLeon expressed that she is very supportive of the CASS program. The GU Regional Coordinator and the Country Coordinator expressed the CASS programs desire to continue working in a collaborative fashion with USAID Guatemala.

2) Trip to Huehuetenango, Chiantla, and Quetzaltenango (October 31-November 2, 1994) to visit current support network members and to recruit new members into the support network. During this trip, we met with the following individuals/organizations:

- *Lic. Manolo Saenz*, entrepreneur and owner of Casa Saenz, the largest department store in Huehuetenango. Lic. Saenz is very active in the Rotary Club, has broad connections in the local business community, and is involved in reforestation projects in the rural areas of the province. He did not know about the CASS program previous to this visit, but he expressed a great deal of interest in becoming part of the support network and in using his connections with the Rotary Club both for the recruitment and employment of CASS scholars. He invited Arturo Melville to the next Rotary Club meeting to discuss the CASS program objectives and their possible collaboration in the support network.

- *Lic. Celso Tello Mérida*, a student advisor and teacher at one of the high schools in Chiantla. Lic. Merida participated in the recruitment for the first time last year. He expressed interest in participating in the recruitment for Cycle L also, however, he had a number of concerns. First of all, none of the candidates that he proposed last year won a scholarship. As a result, he was concerned that he was not familiar enough with the profile of the CASS candidates, so we reviewed,

in detail, the criteria used in candidate selection. Second, he expressed concern that he had not been invited to participate in the Cycle K interviews in Huehuetenango. The Country Coordinator was apologetic and stated that this had been an error, and that he would definitely receive an invitation to participate in interviews this year. Lic. Mérida recommended other individuals working in the local Ministry of Education who may also be contacted about becoming part of the support network in Chiantla and Huehuetenango.

○ *Lic. Mario Morales, Quetzaltenango.* Lic. Morales is the former Executive Secretary of the Guatemalan Microentrepreneur Program. He currently has his own consulting firm, and is the Pastor of a local church. Lic. Morales was familiar with the CASS program, having made a presentation on leadership and micro-enterprise development for the Cycle I Reentry Seminar. He expressed considerable interest in becoming part of the Support Network and in offering free consultation services to CASS alumni interested in developing their own micro-businesses.

○ *FUNDAP, Quetzaltenango:* The Fundación para el Desarrollo Integral de Programas Socioeconómicos (FUNDAP) is the second largest NGO in Guatemala. At FUNDAP, we met with Jorge Gandara, the Executive Director, and Maria Eugenia Grijana de Rodas, the Human Resources Director, about their participation in the recruitment for Cycle L. FUNDAP had participated in the Cycle I recruitment that I attended in 1992, but did not participate actively as part of the Support Network last year. Lic. Grijana de Rodas expressed a couple of concerns about their renewed participation. First of all, she stated that, after the initial recruitment two years ago, they did not receive any further information from the CASS office regarding the status of the candidates that they proposed (i.e. not even if they had won the scholarship). Different candidates would regularly pass by the FUNDAP office asking about the status of their application long after selection had taken place, but she had not received final information regarding their application status. The Country Coordinator stated that he sent a telegram to every candidate who reached the Interview stage of the selection process notifying them if they had or had not won the scholarship--for those candidates who were ranked highly but did not win, he encouraged them to reapply the following year. He agreed, however, to provide FUNDAP with a candidate status list this year after final selection. The second concern of Lic. Grijana de Rodas was regarding the candidate profile; the candidates that they had proposed did not have success in winning scholarships. FUNDAP has all interested candidates come into the FUNDAP office and fill-out Application Form #1 on the same day, so that they can ensure that they meet the criteria and are good candidates for the program. They asked that Lic. Melville be with them on that day to assist them in that process and to review the candidate profile with them. The Lic. Melville agreed to attend on Dec. 16.

We also met with Eunice Martinez de Alvarado, who is the Director of FUNDAP's Programa de Educacion Para la Vida (PEVI). We discovered in our conversation with her that she had been a Cycle A CASS student at Mt. Aloysius Junior College. She asked that G.U. consider the PEVI program for possible collaboration in the future, and expressed interest in contacting other CASS alumni and in becoming involved in AGECAASP activities.

○ *Esperanza Melville, Directora, Centro Educativo de Desarrollo Empresarial (CEDE):* CEDE has offered 10 scholarships for CASS alumni to study in a highly respected microenterprise development and management certificate program. The scholarship covers course materials and 80% of tuition. We discussed how these scholarships would be used to strengthen AGECAASP and other possibilities for cooperation.



o *Jessica Bohrman, Asociación de Gerentes de Guatemala (AGG)*. This is the largest professional organization for businessmen in Guatemala. We explained the CASS program and discussed areas of cooperation, especially the possibility of having an article about the CASS program published in the AGG monthly magazine.

o We were to have met with Ana Beatriz Jirón, Marta Mejia, and Maria Los Angeles Rodriguez in Chichicastenango. All of these are CASS alumni who participated actively in recruitment for Cycle J. Unfortunately, the highway to Chichicastenango had been closed for repairs. Arturo rescheduled and attended this meeting on November 17 - 18, 1994.

#### Observations and Recommendations:

Arturo has developed a broad support network for the recruitment of CASS scholars in Guatemala. In doing so, he has relied a great deal on his activities outside of the CASS program, including his position as President of FUNTEC (Fundación Tecnológica), one of the largest NGOs in the country. I am convinced that last year's recruitment effort (for Cycle K) was a good one. There are, however, improvements that can be made in this area, including:

- 1) In order to reinforce the Support Network, it is important that an effort be made to maintain contact on a more regular basis with current members. All of the Support Network members with whom we met expressed a desire for greater communication with the CASS-Guatemala office regarding both the status of the candidates that they sponsor and ongoing activities of the CASS program.
- 2) An effort should be made to expand the Support Network beyond organizations that have sponsored a great many scholars over the years or that are related to FUNTEC. For instance, less opportunity should be provided for FUNDAZUCAR to put forward candidates and greater emphasis should be placed on using other Support Network members and organizations for recruitment.
- 3) The complete list of Support Network members was sent to Washington with the Guatemala recruitment plan for Cycle L.

#### OBJECTIVE #4:

Develop strategies to strengthen AGE CASP and to form regional alumni association groups.

#### Activities:

- 1) Requested a letter from AGE CASP of the mission of the organization, of the activities that were carried out and of the active members.
- 2) Reunion with the AGE CASP Board of Directors.
- 3) Reunion with Arturo Melville and Luis Alvarez, Follow-on Specialist, to define strategies to strengthen the organization and to plan the formation of regional AGE CASP groups.

#### Observations and Recommendations:

The alumni association, although a legally recognized NGO in Guatemala, is for all practical purposes inactive. During my trip, I met with the following alumni: Dani Lupito, former President of AGE CASP; Ana Medina, Vice-President of AGE CASP; Isabel Tum, Secretary of AGE CASP, Etna

Reyes, AGECASP member. Unfortunately, the current AGECASP President Wilson Pineda did not make the meeting as a result of the bus strike.

These alumni requested a private meeting with me before meeting with the National Coordinator and Follow-On Specialist. In the private meetings, the four alumni that I spoke to expressed frustration in their working relationship with the CASS Coordinator. They stated that the Coordinator does not support them, rather, he is discouraging and stifles their plans. They also expressed that they felt that he was inaccessible and spent too much time outside of the office. They told me that the frustration of working with the Country Coordinator has turned many of the alumni away from active participation in AGECASP and from maintaining regular contact with the CASS office.

These alumni stated that they were willing to work to revitalize AGECASP if they could work directly with the Follow-on Specialist. They emphasized the need for the Follow-on Specialist to have freedom to implement ideas and make decisions independent of the Country Coordinator.

In my meeting with the Follow-On Specialist regarding the alumni association, we discussed the following difficulties related to working to revitalize AGECASP:

- 1) The Association is virtually dead. The only "active" members are on the Board of Directors.
- 2) The Association has legal status in Guatemala and an elected Board of Directors. As a result, the CASS office must work with AGECASP as one organization to another. The CASS Guatemala office must have clear objectives for working with AGECASP. Furthermore, the CASS office must work through the Board of Directors to implement new ideas and projects such as the regional organizations. The current Board of Directors, however, has provided weak leadership and has proven to be unresponsive to CASS office initiatives.
- 3) Most of the AGECASP members don't respond the CASS office initiatives and inquiries.

A "draw" is needed to create stronger links between AGECASP and the CASS office. This can be done through providing matching funds for projects and technical assistance and support (office space, access to computer etc.). Similarly, the CEDE scholarships are being used to attract alumni back to AGECASP and to an increased relationship with the CASS Guatemala office. We discussed other similar ideas to revitalize AGECASP and support its membership, such as:

- With AGECASP members, developing and printing a Directory of all CASS alumni which can be used for the job network.
- Developing a seminar for the AGECASP. This could be the first step in reunifying the alumni and launching a "new" AGECASP.
- The Follow-On Specialist travelling to different regions to meet with CASS alumni and promote the organization of regional AGECASP committees. He will put together a plan and budget for this trip.
- Using the CEDE scholarships as a draw to interest alumni in participating collaboratively with the CASS Guatemala office.

- Using alumni in all stages of the CASS program (recruitment, orientations, reentry seminars etc.) to give them a sense of continued ownership of the program.
- Developing a key service that AGE CASP can offer alumni, for instance, a means of exchanging professional/technical information, job networking and advancement etc.

#### OBJECTIVE #5:

To form strategies to reinforce the Everybody Works! network and to raise the employment percentage of alumni who are working and applying their knowledge in their fields of study.

#### Activities:

- 1) Reunion with CASS Country Coordinator regarding "Everybody Works."
- 2) Reunion with Follow-On Specialist regarding "Everybody Works."
- 3) Update report drafted.

#### Observations and Recommendations:

According to the Follow-On Specialist, Guatemala does not have a network of employers that works by itself--that can integrate returnees immediately, and the image of CASS has not been marketed systematically on a national level.

Although there is a relatively high level of employment amongst the CASS alumni, the alumni I spoke to told me that in their job search they received little support from the CASS office after the Reentry Seminar. In my observations, the CASS office does provide Everybody Works! support to those who request it, but it is not part of a structured "program." That is, if a student calls or approaches the office, they are provided with a list of companies, phone numbers, contacts etc. of people who may be able to use their services. There is no evidence, however, of an organized Everybody Works! program and a network that exists in many of the other CASS countries.

It is critical that job search/placement begin at the time of the Reentry Seminar or even before. It is at this time that the alumni are most anxious about finding employment. As time passes and alumni have not found employment, they may tend to drift from the CASS program and alumni association, to lose much of the momentum and energy that they gained as a result of their scholarship experience, and to remain unemployed for a long period of time or expend a great deal of energy trying to return to the U.S. The opportunity to continue to support and develop them as *change agents* is therefore lost.

At the time of my visit, the Follow-On Specialist had contacted 16 businesses to promote the CASS students and integrate them as part of a more structured employment support network. This effort should continue. Furthermore, increased attention to employment should begin at the time of recruitment of students, with possible employers in the community already identified and approached before the CASS scholars come to the U.S.

#### EVALUATION:

In my final meeting with Arturo, Luis, and Irma, I addressed the above-mentioned concerns and recommendations. I feel that I was successful in meeting all of the above mentioned objectives.

However, we were not able to put together a calendar of specific tasks for the next six-months during the visit as a result of the limited time of the visit. Now that Arturo Melville has resigned as CASS Country Coordinator, I will work with his successor, Luis Alvarez, to develop six month objectives and a list of tasks, especially regarding Follow-On strategies.

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### **TRIP TO EL SALVADOR (NOVEMBER 5 - 9, 1994):**

The objective of the El Salvador visit was to learn how the CASS program in El Salvador operates, to better understand how NGOs are being used as the foundation of the recruitment network, and to support the Country Coordinator in the beginning of the recruitment process.

To this end, the following activities were carried out:

○ Attending the ASEPROBECA alumni association party/fundraiser for Alicia Garcia Ulloa, a Cycle H graduate from the interpreter training program who is working in San Francisco Gotera, Morazan province, with a project for deaf students and other learning disadvantaged individuals. During this party, I was able to meet with many alumni and discuss with them their experience as CASS returnees.

○ Trip to Chalatenango and Citala to meet with the following institutions and individuals who are part of the support network:

- *COSSECHA, Chalatenango.* We met with Idelfonso Rosas, President of COSSECHA, and his family. COSSECHA is a small community based NGO that has been actively involved in the recruitment of CASS students in the past. Sr. Rosas expressed great interest in using the returned alumni in Chalatenango as volunteers with COSSECHA and in continuing his participation as part of the support network.
- *Prospero Leiva, Sub-Director de Instituto Nacional de Citala.* Prospero Leiva, a former CASP scholar (Cycle E, Kirkwood), now works as Assistant Director of the technical high-school in Citala, a small town on the border of Honduras in the Chalatenango province. The Country Coordinator "discovered" Prospero as a result of the employment survey. As part of the process of encouraging the continuing involvement of alumni in the CASS program, the Country Coordinator invites many to become active members of the support network and to put forward candidates. Both Prospero and the Director of the Institute expressed their enthusiasm about becoming part of the CASS support network in El Salvador.
- *Plan Padrino/Plan Internacional, Chalatenango:* Plan Padrino is an international NGO dedicated to improving the lives of children and strengthening families. Last year, they put forward three CASS candidates who reached the final selection stage, and one who won a CASS scholarship. They were invited to participate again this year in the recruitment for Cycle L.
- *Fundacion CORDES, Chalatenango:* At CORDES, we met with Doña Colunga

Garcia, President, and Don Enrique Garcia, Manager. CORDES is an NGO which initially emerged to support the repatriation efforts, relocation of individuals displaced by the war and the repopulation of rural villages. They now focus primarily on productive enterprises and environmental sustainability. They are very supportive of the CASS program and enthusiastic about continuing to participate in the CASS support network. They currently employ a CASS graduate, José Alejandro Martínez (USC-Cycle H) who is developing a microenterprise plan for repopulated areas.

- *Noe Elias Mejia, Cycle E, Coffeyville.* Works in La Nueva Concepcion, Chalatenango province, with the Banco de Fomento Agropecuario, and is very involved in the Casa de la Cultura in his town. Noe was another one of the estranged CASS alumni that José "discovered" in the process of administering the Employment Survey. Noe was invited to participate in the recruitment of Cycle L students.

- In San Salvador, we met with Eric Streed, Specialist in Natural Resources and the Assistant Director of Proyecto PROMESA, and Julio Iraheta, a CASS alumnus (Cycle I, Hocking Tech.), who has been hired as a Project Assistant. PROMESA is the largest environmental project in El Salvador, and operates with USAID funding. The organization works to preserve the watershed and mangroves in Ahuachapan. Julio Iraheta lives in the Barra de Santiago and is responsible for part of the project's operation in that area. Three other Cycle I Environment scholars, Armando Capacho (Hocking), Carlos Paz (UVSC) and Wilfredo Fuentes (UVSC) are also working on a short-term project with PROMESA.

Mr. Steed expressed that Julio was hired primarily because of the internship that he had served with a Nature Conservancy project during his tenure in the U.S. He is very impressed with the job that Julio has done to date, and is interested in hiring the CASS Water Technology graduates on their return to El Salvador. He affirmed that PROMESA is very interested in participating for the first time in the recruitment effort for Cycle L, and Julio Iraheta was put in-charge of this project.

- Trip to San Miguel for to meet with the following individuals and institutions:

- *Sindicato de la Industria Pezquera, in Puerta El Triunfo* on the road to San Miguel. We met with Doña Adela Amaya, President. This NGO is part of FOES (Fondo Obrero Empresarial El Salvador) and works with the workers in the local shrimp farms and fishing industries. Last year, one of the candidates they put forward won a scholarship to study at Santa Fe Community College. They have maintained regular contact with this CASS scholar, and have high expectations for him on his return to the community. They were invited to participate in the recruitment for Cycle L.

- *Cooperativa La Carrera, in Usulután.* We met with Sr. José Erasmo Solano, Manager. This is the first time that this cooperative has been approached by the CASS program to participate in the Support Network. Its sister cooperative "El Tercio" has put forward 5 candidates who have won CASS scholarships. They were enthusiastic about participating in the recruitment effort, and especially expressed interest in the agribusiness scholarships.

- *PADECOES (Patronato Para El Desarrollo Communal), San Miguel.* PADECOES's objective is to contribute to the development of the ex-conflict zones in

the 4 Western provinces. We met with Anaelsa Andrade, who is the Director of the organization, and a committee of other staff members. Last year, two of the candidates that PADECOES put forward won CASS scholarships, and candidate interviews were also held in the PADECOES offices. PADECOES is very enthusiastic about participating again this year for Cycle L.

- *SOCOPUS*. This is a grain processing cooperative that is used by seven local cooperatives including "El Tercio" and "La Carrera." CASS alumnus José Beltran, (Cycle H, St. Louis Community College), is the Chief of Operations for the cooperative. He has applied his studies of Quality Control and his knowledge of English to greatly improve the operations of the cooperative, and he is highly respected by those with whom he works. SOCOPUS expressed great interest in participating in Cycle L recruitment.

#### OBSERVATIONS AND RECOMMENDATIONS:

The work that José Bonilla has done in El Salvador is impressive. He has achieved a tight coordination between Support Networks and CASS alumni to support all aspects of the CASS program in El Salvador. The emphasis on using community-based NGOs in all phases of the CASS program is a model that should be more heavily implemented in other countries. Using NGOs for recruitment, for instance, links *change agents* (initiators of new community and institutional strategies) with *stakeholders* (individuals and institutions to be affected by development efforts). Since NGOs are directly involved in community development efforts, they tend to recruit candidates who they feel will return to the community to help them in their work. Furthermore, because of the vested interest that the organization has in the candidate, they naturally tend to keep in touch with the CASS scholar while in the U.S., and provide incentive for the CASS alumni's return to the community. Finally, the NGOs are able to provide employment for the returned alumni in their home community in a position which allows them to implement their training and to have a direct and more immediate *change agent* impact. José Beltran from SOCOPUS and José Martinez of Fundacion Cordes are just a couple of examples of the results of using this model for the Support Network.

**Trip Report  
Panama  
November 13-17, 1994**

**Goals:** Train new Country Coordinator and assist with recruitment for Cycle L. Meet with USAID to discuss how CASS relates to Mission's Strategic Objectives and how CASS and AID-Panama can collaborate in future efforts.

**Traveller:** Christopher Shirley, Regional Coordinator

**Country Coordinator Training**

Christopher Shirley and Silvia de Nuñez, CASS Coordinator for Panama, thoroughly reviewed the CASS recruitment, preselection, and interview processes. In addition, they elaborated a Country Recruitment Plan considering the fields of study, priority geographic areas, and target populations. Colón, San Blas, Chepo, Coclé, Veraguas, and Darien are the priority zones for this year because they have been under-represented. CASS will target the Emberá, Guaymí, and Kuna indigenous groups for Cycle L training programs. The Country Coordinator will use the following support network sources to recruit students:

CAPS Regional Committees for priority areas  
CAPS and CASP/CASS alumni  
Indigenous group representatives  
*Sindicato de Industriales de Panamá*  
*Instituto Panameño de Turismo*  
*INRENARE & ANCON* (environmental groups)  
*Fundación Panamá*  
*Instituto América*  
*UMPYME* (small business organization)  
Kuna women's cooperative  
*FEDPA & IPACOOOP* (cooperative organizations)  
Peace Corps  
Church groups

In addition to reviewing the major program areas mentioned above, they discussed CASS financial procedures. They also reviewed the budgets and strategized to secure in-kind contributions. The Georgetown representative also explained the program's policies and procedures to the Country Coordinator.

**Meetings with USAID**

Mr. Shirley and Mrs. de Nuñez met with Roger Yochelson (Director, Office of Democratic Initiatives) and Vielka Gozaine (CLASP-II Project Manager) to discuss current CASS activities. They focused on how the CASS mission and training complements AID Panama's strategic objectives. The following is a brief synopsis of how CASS fosters the goals and performance outcomes:

**Goal 1 - Democracy Building**

**program outcome 4** - increased civic participation in the democratic system. CASS support this goal through alumni association development at the grassroots level.

**Goal 2 - Broad Based Economic Growth**

**program outcome 3** - increased diversified (non-traditional) exports, CASS is working to foster this goal through small business, food science, and agribusiness training programs.

**Goal 3 - Environmental Protection**

**program outcome 3** - improved management of national parks/reserves

**program outcome 4** - improved management of forest lands/watersheds

CASS is supporting these initiatives through training in eco-tourism, water technology, and environmentally sensitive shrimp farming.

CASS and AID Panama agreed to cooperate on identifying candidates in areas where both are offering similar programs. Mrs. Gozaine and Raul Ramirez (CLASP-II Administrative Assistant and CAPS alumnus) invited the CASS representatives to accompany them to Colón. Both groups informed the CAPS Provincial Committee on how to recruit for the scholarship programs. While in Colón, the CASS representatives also informed Father Miguel Mazurchuch (Youth Ministry Director for the Dioceses of Colón) about the CASS program and recruitment guidelines. Father Néstor Jaen, S.J., provided the CASS representatives the names of priests working with the poor in CASS priority areas.

In a meeting with Mission Director, David Mutchler, The Georgetown representatives explained how the CASS program works. Based on his experience with some CAPS students, Mr. Mutchler was concerned that CASS students experience racism on campus. The Georgetown representative assured him that the college coordinators assigned to every CASS group have considerable experience. These professionals provide extensive support to the students during their two years of study. Mr. Shirley and Mrs. de Nuñez assured Mr. Mutchler that CASS deals with crisis issues, such as racism, proactively and professionally. Furthermore, he also insisted that Georgetown do everything in its power to track down non-returnee CAPS-Panama students. Mr. Mutchler also wanted to discuss the alumni association merger (Thomas Jefferson Fellows). He commended Mrs. de Nuñez on the work she has done with the group.

The Georgetown representatives also paid courtesy visits to Robert Stader (Executive Officer) and Patricia de Rodriguez (CAPS Project Manager).

**Meeting with Alumni**

Mr. Shirley had the opportunity to meet a few CAPS and CASS alumni. Raul Ramirez, Oscar Caballero, and Jeny Thompson are working in their fields of study. He also met with Cesar Pérez, Eduardo Arrue, and Fernando Ruiz.



Mrs. de Nuñez is helping these alumni find employment in their fields of study.

Mr. Shirley Georgetown representative commended Mrs. de Nuñez on the excellent support she has provided to the Thomas Jefferson Fellows Alumni Association. They discussed her role with the group once her position as CAPS Coordinator ends on December 31, 1994. CASS GU is delighted Mrs. de Nuñez wants to continue providing the association with technical assistance even though USAID Panama has assumed responsibility for supporting the group.

Follow-up & Recommendations:

Georgetown recommends that a representative return to Panama in January to assist Mrs. de Nuñez with the initial pre-selection of candidates. This visit will also provide GU with the opportunity to assure that the Country Coordinator is prepared for interviews and selection preparation.

Georgetown recommends that Mrs. de Nuñez maintain her excellent relationship with USAID-Panama. Her continued support of the Thomas Jefferson Fellows could be a means for meeting this goal.

Submitted by:



\_\_\_\_\_  
Christopher Shirley, CASS Overseas Operations

12/02/94  
Date

Approved:



\_\_\_\_\_  
Director, CASS Overseas Operations

12/09/94  
Date