



# Indochina Resource Action Center

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## VOLUME I

### TECHNICAL PROPOSAL

in response to

RFP No. 180-86-R-0004


### ORR REGION VIII MUTUAL ASSISTANCE ASSOCIATION TECHNICAL ASSISTANCE PROJECT

Submitted to

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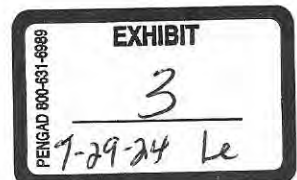
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Date



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## I. INTRODUCTION

It is a well established fact that many refugee self-help organization, better known as Mutual Assistance Associations (MAAs) need assistance in improving their organizational management, enhancing their service delivery capacity, and identifying and accessing new sources of revenue.

Most assessments and impressions of MAA development in the last ten years suggest that, over time, a good percentage of these organizations are acquiring the expertise to effectively provide a wide range of services and to responsibly administer government and foundation grants and contracts. The majority of MAAs, however, are still struggling to navigate successfully through the legal, fiscal, political and cultural complexities that confront non-profit organizations in the U.S.

Time is a critical factor in MAA organizational development and time is running short in terms of special government initiatives to facilitate MAA development. It is essential that remaining technical assistance on issues of long-term financial and organizational viability, in order to ensure that the stronger organizations will be able to continue to serve their communities after refugee funding has diminished or disappeared.

### 1. Previous Technical Assistance Efforts for MAAs

Owing to the positive contribution made by MAAs and to some serious attention paid to their work, there have been major efforts of technical assistance (TA) directed towards strengthening the role and capacity of MAAs. Among the earliest of such efforts was the I-TAP program that provided basic management information to the MAAs on the West Coast. In 1980, when ORR initiated its first MAA funding program, it also provided basic program and fiscal management training to the 22 recipient MAAs. In addition, there have been other isolated TA efforts funded by individual states and local foundations.

Most of the technical assistance efforts as described above were rather brief and limited in scope. It was not until ORR funded the Indochina Resource Action Center (IRAC) in 1982 to implement the National Project for Technical Assistance to Indochinese Community Organizations, otherwise known as the TAICO Project, that technical assistance for MAAs was conducted on a more comprehensive and continuous basis.

IRAC's technical assistance program benefiting MAAs dates back to 1979, when it first held a series of workshops and conferences of experts to explore the needs for and issues of technical assistance for MAAs. Through consistent efforts in helping ORR formulate its policy, IRAC became intimately aware of ORR intention to strengthen MAA role and its budgetary constraints.

In the design and implementation of the TAICO project, therefore, IRAC placed emphasis on the development of local TA

coordinating mechanisms of which many prominent MAA leaders were a part, and on the utilization of local volunteer resources in both the planning, coordination and training components of the project activities. The Taico project proved to be overwhelmingly successful, for among other factors, it demonstrated clearly the desire and enthusiasm by MAAs to participate in the program. The objectives of the TAICO project, as approved by ORR, required training for only 175 Indochinese community leaders from six to eight geographic areas. However, due to the overwhelming interest of the refugee community, 374 Indochinese and 7 Afghan/Ethiopian community leaders from 28 states were actually trained. Additional training manuals were reproduced and distributed to other MAAs that could not attend the training but requested them.

Two other regions followed suit and provided technical assistance to MAAs in states that did not benefit from the TAICO project. In both the states of New Jersey and Georgia, IRAC was asked by Region II and IV respectively to help form a Refugee MAA Consortium and provide management training and technical assistance follow-up. In both of these states, IRAC conducted assessment of their MAA's particular needs, designed special training materials, and helped establish a working body at the local level in order to coordinate with state and local resources for the purpose of improving MAA service delivery and community development capacity. Recently, IRAC has also been requested by the state of Maryland to provide similar assistance.

In addition to the training projects funded by ORR and individual states, IRAC has its own technical assistance program for MAAs which includes development of miscellaneous materials, memoranda and one-to-one consultation on an ongoing basis, all of these aimed at providing them with additional management and resource information. Through IRAC's publication, The Bridge (see Appendix A), MAAs also receive ongoing assistance and information relating to current federal program initiatives and those of other private mainstream agencies and organizations.

## 2. Purpose, Scope and Products of the Project

As clearly stated in the subject RFP, the purpose of this project is "to enhance [MAAs] service delivery capacity, to strengthen linkages among refugee communities and mainstream organizations, to facilitate the establishment of new community and service delivery organizations among the refugee populations, and to improve their access to as well as skills in resource development."

The beneficiaries of the project, as intended by this solicitation, are all refugee organizations, including those made up of Cuban and Haitian entrants, and a range of long established, newly organized and emerging organizations. Because of ORR's policy emphasis on the strengthening of MAAs' service delivery

capacity, however, beneficiary organizations must provide some type of resettlement and community services.

The scope of the project is well delineated within the eight tasks outlined in the subject RFP. The intent of the comprehensive technical assistance program is to benefit MAAs with both workshop training aimed at enhancing management capacity and other on-site assistance efforts that would bring out the desired linkages and resource utilization. Furthermore, this assistance would offer opportunities for hands-on application of management and development concepts and methods gained in classroom training. The formal workshop, preceded by consultation efforts, should therefore provide a starting point of a comprehensive technical assistance program, providing the basic information on the various aspects of program development. Other efforts outside this training workshop must help create the desired conditions and environment within which MAAs can better progress in their organizational and leadership development efforts.

The content of the training, as well as the focus of activities outside the workshop training, will draw upon the experience of other TA efforts throughout in the country. The consultation preceding program design as called for by this RFP will, therefore, need to determine basic training topics as well as the level of specificity and depth in particular topical areas. Following efforts of TA must be geared toward the existing capacity of the MAAs and must utilize the network of resources at the local level.

The significance of the project will not be limited to the local areas where TA activities are implemented. The training report will serve as more than a document reporting the performance of the required tasks. Rather it should provide useful training ideas and information to other states and communities in Region VIII -- and perhaps elsewhere in the U.S.

Implicit in the requirements of this RFP is the need to provide practical hands-on experience assistance to MAAs. As many MAAs are currently providing resettlement services, and some of them with public and/or private funding, there is no time for the luxury of extended classroom training. The design of the TA plan must therefore include efforts to address the problem -- specific TA needs of the MAAs.

## II. TECHNICAL APPROACH

This section provides an overview and detailed discussion of the workplan for the project. To highlight a few salient features of its technical approach, IRAC proposes the following emphases in the workplan:

- o An intensive consultation with beneficiary MAAs on the areas of their needs and aspirations.
- o Workshop training designed to offer a mix of conceptual knowledge and problem-solving, hands-on experience.
- o TA training materials and follow-up consultation activities designed in such a format as to facilitate maximum replicability.
- o A rigorous evaluation effort to help ORR Region VIII in its future policy decision and in monitoring its program to assist MAAs.

1. Task I: Meet with ORR Project Officer.

The purpose of this meeting is to discuss the details of the Management Plan, to seek consensus on a definite plan for communication, coordination with and monitoring by the Project Officer, and to clarify mutual expectations over project goals and product delivery. Specifically, this task will include the following subtasks:

- 1.1 Meet with ORR Project Officer within ten working days after the contract award.
- 1.2 Revise the Management Plan in accordance with the discussion with the Project Officer in subtask 1.1 and submit to him/her 3 copies of the reviewed portions of the Management Plan within 30 working days after contract date.

2. Task II: Establish Planning Committee.

In view of the RFP requirements, IRAC will establish and meet with a Planning Committee of five members within 45 days after the award. The purpose of the meeting will be to more clearly define needs and refine program strategies and objectives within the limits of the contract award. Committee members will be asked to review the contents of the technical assistance program and to provide input into the design and planning of the project.

The following criteria will be considered for final selection:

- o At least four members of the Planning Committee must be representatives from the refugee community, representing a balanced ethnic mix of the refugee population in the region. One member will be from IRAC.
- o Refugee leaders chosen to be Planning Committee members

must be well recognized and respected MAA leaders, preferably experienced in both refugee resettlement and technical assistance planning and implementation.

To perform this task, IRAC will conduct the following subtasks:

- 2.1 Consult with State Refugee Coordinators and MAA leaders on credentials and availability of proposed refugee representatives.
- 2.2 Contact these individuals to confirm their participation.
- 2.3 Organize Planning Committee meeting.
- 2.4 Prepare and submit reports of the meeting proceedings within ten days following each meeting.

3. Task III: Develop Agenda and Workshop Materials

Based on results of the Planning Committee Meeting, and a review of technical assistance materials on program management, IRAC will develop a project flyer identifying overall project purpose, objectives, and activities.

Specifically, the flier will address the following issues:

- o The rationale for strengthening the MAA's role and capacity.
- o The scope of project objectives and activities, and how it is organized.
- o A schedule of technical assistance events and the sites in which technical assistance will be conducted.
- o Participant eligibility.
- o Information on how to register.

Using IRAC's current mailing list for Region VIII, which includes MAAs, refugee service providers, and mainstream organizations working with refugees, IRAC will disseminate the project fliers to reach as wide an audience as possible.

4. Task IV: Conduct Technical Assistance Training.

a. Training Site.

With the cooperating agencies, IRAC will conduct four on-



site TA workshops consistent with the purposes and objectives of the program. IRAC proposes that these training workshops be held at four different sites in region VIII: Denver, Colorado; Des Moines, Iowa; Dallas-Fort Worth, Texas; and Garden City Area, Kansas. The selection of these sites is based on the following criteria:

- significant refugee population
- existence of viable MAAs
- accessibility by MAAs in surrounding areas
- receptivity of local private and public sector support for ethnic community development.

b. Cooperating Agencies.

The project will be directed by the Indochina Resource Action Center (IRAC), which will provide the overall administration of the project, monitor the quality of all administrative and technical functions of the technical assistance program. The development of training materials and classroom instruction will be carried out in cooperation with the following non-profit professional agencies: Northwest Educational Cooperative (Arlington Heights, Illinois) ,and Technical Resources (Houston, Texas).

5. Task V: Develop and Complete a Comprehensive Evaluation Plan.

The purpose of this task will be to design such an evaluation plan that would assist ORR Region VIII to assess the success of the overall technical assistance program as well as the usefulness and applicability of each technical assistance component. In accordance with the solicitation, IRAC will provide both process and outcome evaluations of the TA program. It is expected that both of these evaluation procedures will be conducted relying significantly on the following instruments:

- a. Evaluation by Trainees. Each of the four workshops will be evaluated by participants. Time will be provided at the end of each session to complete a prepared evaluation form. In addition, participants will be asked at the end of the two day training to evaluate the training program as a whole in terms of format, sequence of workshops, training methodology, quality of materials, etc.
- b. Evaluation by Outsiders. In order to gain an impartial assessment of the training, IRAC will develop an in-depth evaluator's questionnaire. Local practitioners will be selected for their experience in MAA development and training. To the fullest extent possible, Planning Committee members will also be asked to provide their evaluation of the program.

Subject to more refined development, IRAC proposes to include the following elements in the comprehensive evaluation plan:

- o A description of the state of MAA capacity and technical assistance needs before project implementation.
- o Planning and development steps required, including efforts of needs assessment, setting up of goals and schedules, manpower utilization and the establishment of performance measures.
- o An analysis of local conditions, including factors such as profile of MAAs, degree of cooperation by mainstream organizations, and the general political conditions of the local communities.
- o A discussion of program activities in terms of the number of participants attending the training and taking advantages of follow-up assistance, number of man hours spent per participant, the content of follow-up activities and the nature of the difficulties involved in these cases.
- o An assessment of program outcome, including the degree of participation in workshop training, degree of interest in follow-up assistance, number of cases in which new MAAs are established, etc.
- o An analysis of the system impacts, which relate to changes in the ability of MAAs to better manage their programs to access external resources and in the receptivity by funding sources as a result of this TA program.
- o A discussion of any significant event in the local setting that might affect the performance of the project.

Specifically, this task will include the following subtasks:

- 5.1 Develop Evaluation Instruments.
  - 5.2 Prepare a draft Comprehensive Evaluation Plan.
  - 5.3 Develop final plan.
  - 5.4 Conduct evaluation.
  - 5.5 Tabulate and analyze evaluation data.
6. Task VI: Develop Report on Training.

The first step toward the preparation of the training report is the development of its format. A proposed outline for the training report will be submitted to the Project Officer for

review and approval. This final format will govern the preparation of the report on training. To provide ORR with a useful documentation of the project's TA activities, IRAC proposes to include in this report discussion and analysis of the following components:

- o Brief overview of training and other technical assistance components.
- o Documentation of specific TA activities and administrative arrangements at each site.
- o Discussion of training contents and materials development.
- o Description of training approach, methodologies and techniques used.
- o Attachments to include listing of participants, instruments used, resources mobilized and the training materials package.

Subtasks under this task will include the following:

- 6.1 Prepare and submit a tentative outline of training report to the project officer 60 days prior to the final date of the contract period.
- 6.2 Develop training report.
- 6.3 Prepare three sets of camera-ready copy of the training report, including attachment of resources used in the training to the Project Officer fifteen days prior to the final date of the contract period.

7. Task VII: Develop Final Technical Report.

This report will provide a comprehensive documentation and analysis of all work performed under this contract (Task I-VI). The format of this report will include at the minimum the following:

- o An abstract, one page in length, typed in single spacing.
- o An executive summary approximately four pages in length.
- o A comprehensive technical report that documents the methodology used, describes and analyzes accomplishments and implications of each task, and includes the training report and evaluation results.
- o An attachment of all relevant information such as listing

of participants, participating and cooperating agencies, listing of contributing resources, and any other specific information and materials that may be relevant to the context of MAAs technical assistance.

Three copies of the Technical Report of the project will be submitted to the Project Officer by the ending date of the contract.

### III. STAFF COMPETENCIES AND EXPERIENCE

Professional technical staff from IRAC, the Northwest Educational Cooperative, and the Houston Technical Resources will comprise the project staff. IRAC will direct the overall management of the project. (Resumes of these project personnel are attached in Appendix .) A brief description of project staff and consultants' competencies and experience is presented below:

1. Le Xuan Khoa, President of IRAC, is proposed to be Project Director. He joined IRAC in 1981 as deputy director, becoming director in 1983. As the chief executive officer of the only national Indochinese-managed organization, he has provided technical assistance to MAAs through workshops and by individual consultation. He has been instrumental in the development of IRAC's close relationship with Indochinese community organizations. Khoa has managed major technical assistance projects, including the most acclaimed series of eight multi-state MAA training workshops conducted last year under a federal grant with ORR. He has an intimate knowledge of refugee community organizations and the respect of refugee community leaders throughout the country. Vietnamese and ethnic Chinese newspapers around the country frequently report his activities supporting refugee communities.

Khoa has published numerous articles and presented lectures on refugee community organization and leadership. In fact, he was invited to speak on "Leadership in Refugee Communities" at the 4th annual Utah Conference on Refugees in June 1983. In addition to his work with Indochinese refugees, he enjoys a close relationship with other refugee groups (Afghan, Ethiopian) as demonstrated by the establishment of the Refugee Consortium in Washington, D.C. and the MAA Consortium in Atlanta, Georgia.

Prior to joining IRAC, Khoa was Senior Associate at the Center for Applied Linguistics and Associate Director of the Indochinese Mental Health Program sponsored by the Eastern Pennsylvania Psychiatric Institute. While in Vietnam, Khoa was Vice President of the University of Saigon and Professor of Humanities, Administrator of Dong Phuong Bank, and Editor of four major newspapers and periodicals.

2. Tipawan Truong-Quang Reed, a proposed consultant has had over 10 years experience in every aspect of refugee resettlement, especially in contract administration and staff development training.

During the past eight years she has successfully procured and administered grants and contracts of over 7 million dollars. She was the Contract Administrator of the \$3.5 million statewide Illinois Adult Indochinese Refugee Consortium (1979-1982). She directed PRIDE and the Tri-State MELT consortium, both demonstration projects funded by ORR. She also directed: 1) Project Linkage (a Ford Foundation grant) which assists providers in accessing private and public sector resources, 2) Project CRE, which provides marketing, public relations, and employer outreach, and 3) the Region V MAATA Project which provides outreach and technical assistance services to approximately 100 MAAs in the six states. She is currently administering national contracts to provide technical assistance to MAAs and ESL providers. She is also known nationally as a practitioner and trainer in program development, cross-cultural communication, ESL and employment. She obtained her B.A. degree in Cultural Anthropology from the University of California at Santa Barbara and her M.A. degree in Cultural and Linguistic Anthropology from Northern Illinois University

3. Cao Anh Quan, another consultant, holds a doctoral degree in Cross-Cultural Counseling and International Intercultural Development Education from Florida State University. He is presently the Program Coordinator of the University of Miami Lau Center for the Southeast Region. In this capacity, he is responsible for the coordination and provision of all technical assistance provided to local and state educational agencies in the states of Alabama, Florida, Georgia, Mississippi, South Carolina and Tennessee.

As the Senior Associate of Smith, Cao & Associates, Dr. Cao has also designed and conducted training in cross-cultural therapy, economic and organizational development, and refugee resettlement. He is the chairman of the State of Florida Refugee Advisory Council, the Secretary of the State of Florida Commissioner of Education's Bilingual Advisory Council, a member of the National Association of Vietnamese American Education and Social Services (NAVAE), the National Association of Bilingual Education (NABE), the National Mutual Assistance Association Consortium, Teachers of English for Speakers of other Language (TESOL), the Mental Health Association, the Futurist and United Way.

In 1975, when the first Indochinese refugees arrived in this country, Dr. Cao designed one of the first instructional programs for adult refugees. He also assisted school districts in Florida with the design, curriculum and teacher training for K-12 classrooms. He founded and produced the first radio program for

refugees in the Southeastern United States.

4. Luis Cano, another consultant, hold a doctoral degree in administration of Public Education from the University of Houston. Dr. Luis R. Cano has served as the Planning and evaluation director for the Indochinese Culture Center since May 1985. This is a contractual position and not a salaries position. His functions include researching grants, writing proposals, staff training, writing curriculum, identifying resources such as CPA's and others. Dr. Cano has also worked with Dan Ta Magazine which is part of the ICC publishing arm by proofreading all materials which have to be printed in English. He assisted in obtaining personnel to teach the ESL classes for Indochinese refugees.

Dr. Cano designed and wrote the JTPA proposal (OJT) for the ICC and the Juvenile Delinquency proposal which were both funded. A united Way and a Health service proposal are currently pending. Dr. Cano has an appreciation for the Indochinese history and culture. He has read extensively about the Indochinese history and is currently assisting the ICC in preparing a training curriculum for Harris County Juvenile Probation. In the fall of 1980 Dr. Cano will co-author a study on Houston's Indochinese community with Mr. Chi Do. Dr. Cano has also worked with Cuban and Central American refugees. He has been a professor or instructor of ethnic history for the University of Texas, Dominican College and for the University of Houston. Dr. Cano's talent as a technical writer for special populations was recently recognized with the publication of "Helping your Child Learn: A parent 's Guide." He will publish a training book for hispanic Inhalant Abusers in September of 1988.

Even though Dr. Cano is Hispanic and not Indochinese, he is respected for his popular stands on refugee issues and consistent advocacy for the indigent language different groups. Dr. Cano's ancestry is Spanish and Tlaxcalan Indian which has enabled him to work successfully in several New Mexico Indian reservations.

#### IV. MANAGEMENT PLAN

##### 1. IRAC's Plan to Select TA Resources

IRAC will work closely with its cooperating agencies and other local resources in the provision of technical assistance to MAAs, particularly in the identification and selection of volunteer resources and field experts. To the extent possible, IRAC and these groups will follow the following procedure in the recruitment of TA resources:

- o Consult with local MAAs and the Planning Committee.

- o Review available talents, resources and their credentials, their previous work with MAAs, and the potential for their long term assistance to MAAs.
- o Invite field TA resources and obtain their commitments.
- o Establish on-going communication to ensure desired progress.

2. IRAC's Plan to Interact with ORR Project Officer, State and local Programs and MAAs

The success of the project rests heavily on the quality of IRAC's interaction with the ORR Project Officer as well as on maintenance of congenial, collaborative relations with the state and local service providers. Certainly critical also are IRAC's relations with the MAAs themselves.

As the ORR Project Officer has the total responsibility for technical aspects of the project, a formal plan of communication will be used to ensure mutual understanding of project goals and expectations between IRAC and the Project Officer. The initial exchange between the IRAC project managers and the Project Officer will take place during the execution of the first task. Follow-up meetings or communications will be concerned with such issues as project schedules, site arrangements, identifications of community resources, review and approval of technical products and procedures, and problems encountered during project implementation. In addition, briefings and regular progress reports are a built-in feature of IRAC's plan for keeping the project Officer abreast of project development.

IRAC's plan to interact with state and local programs has as its objective both cooperation in technical matters and public relations. IRAC will consult with these program managers, brief them of the project objectives and seek their input. Whenever possible, IRAC will include them and/or their agency's representatives in different phases of project implementation.

IRAC's relations with MAAs in Region VIII have been built on steady communication and exchanges of input. During the span of the contract, IRAC's communication and consultation with MAAs in this state will be increased to allow for intensive exchanges on project emphases, resource coordination, and MAA participation. To the greatest extent possible, MAA leaders will be asked to participate in the project's final design and to collaborate in its implementation. It is important to help MAA leaders understand how the project works and the best ways for them to benefit from project participation.

3. IRAC's Schedule of Work and Product Delivery

IRAC's proposed schedule of work, as shown in Table I, not only corresponds to the seven tasks of the project, but it is also designed in such a way that the project deliverables are submitted on time as called for by the subject solicitation.  
(see Table I on p. 14.)

#### 4. Staffing Schedule

Table II shows IRAC's proposed staff loading schedule, with its staff and consultant's time allotted in person-days.  
(see Table II on p. 15)

#### 5. IRAC's Anticipated Problems and Resolutions

As in any other project, there will be problems and difficulties encountered during the span of this project. Having been working closely with MAAs throughout the country, and having organized and conducted technical assistance training to them, IRAC is well familiar with the nature of these problems and difficulties and, consequently, highly competent in their resolution.

Among the major problems anticipated by IRAC during the course of this project will be the high expectations by some MAA leaders. Typically, a few MAA leaders consistently expect that through one training workshop alone one ought to learn the easy secret of getting sufficient funding for his/her organization. Some even equate technical assistance efforts with the actual acts of seeking government funds on behalf of the participating MAAs. The inclination to cling on this type of unrealistic expectation makes it extremely difficult for a participant to go through the sophisticated technical assistance program. Worse still, the disillusionment with the program caused by these high-expectation participants can sometimes spill over and affect the enthusiasm of others.

To address this problem, IRAC will work closely with its consultants and resources specialists to ensure the participants' understanding of the purpose and scope of the project. At the onset, TA trainers and IRAC staff will explain the broader requirements of organizational and leadership development within which the TA program is only a part.

Another significant problem is a function of the diverse backgrounds of the participants. While IRAC designs its TA program to benefit the largest majority of the participating MAAs and in accordance with project goals and objectives, it is also expected that some MAA leaders will lack the prerequisite backgrounds necessary for the fuller utilization of the program



TABLE I  
SCHEDULE OF WORK AND PRODUCT DELIVERY

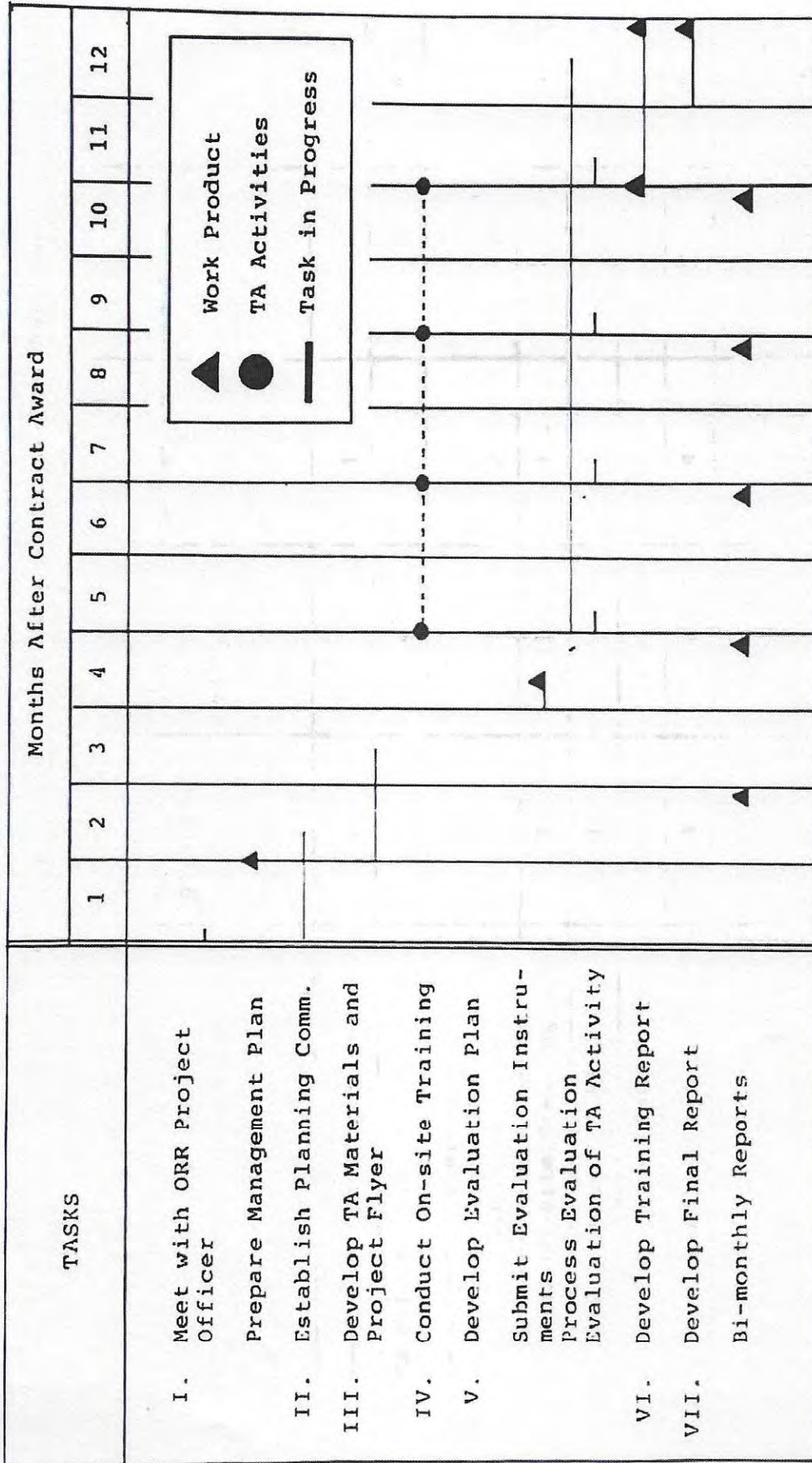


TABLE II  
STAFFING SCHEDULE

TASKS	Number of Professional Person-days Per Task					TOTAL
	Project Director	Project Coordinator/Trainer	Secretary	Training Consultants		
I. Meet with ORR Project Officer	2	2	1			5
II. Establish Planning Committee	2	2	.5			4.5
III. Develop TA Materials (Agenda, Project Flyer, Training Materials, etc.)	2	4	2			8
IV. Conduct On-site Training	2	12	1.5	9		24.5
V. Develop Evaluation Plan	1	2	1			4
VI. Develop Training Report		4	2			6
VII. Develop Final Report	3	2	4			9
Bi-monthly Reports	2	2	2			6
<b>TOTAL:</b>	<b>14</b>	<b>30</b>	<b>14</b>	<b>9</b>		<b>67</b>

benefits. To the extent possible, IRAC's trainers and resource specialists will provide individualized attention to these difficult cases. In addition, one IRAC's aims will be to provide a mix of training on methodological issues and exchanges of hands-on experience keyed to individual and specific problems.

Typical among projects of this nature, there is usually a lag of efforts by participants following the high enthusiasm demonstrated during training workshops. IRAC therefore sees as a critical function to strengthen the role of the MAA/PAC and the network of local resources to ensure their ability to follow-up and provide on-going assistance. At each training site, the State Refugee Coordinator's Office and other local supporting agencies will assist IRAC in maintaining the momentum.

Because one of the project's goals is to strengthen the refugee MAAs in the delivery of social service providers as an attempt to supplant their roles. As part of its public relations efforts, IRAC shall therefore seek support and cooperation from these program managers. IRAC will consult with them during the consultation process, explain to them the purpose of the project, seek their input and, whenever possible, include them in workshop training and follow-up assistance as resource persons and advisors.

## V. ORGANIZATIONAL EXPERIENCE

The project will be directed by the Indochina Resource Action Center (IRAC) who will have overall responsibility. IRAC will carry out the project in cooperation with the Northwest Educational Cooperative of Arlington Heights, Illinois, and the Technical Resources of Houston, Texas.

### 1. The Indochina Resource Action Center

Established in July, 1979 -- a time when the influx of Southeast Asian refugees was at its peak -- the Indochina Resource Action Center (then known as the Indochina Refugee Action Center, or IRAC) was created to help public and private agencies meet the needs of this new refugee group. Through consultation with countless experts in the field during the fall of 1979, two critical issues were identified:

- o The famine in Cambodia; and
- o Building capacity within the domestic resettlement system.

By mid-December, IRAC's Cambodia Crisis Center had been set up as the staff arm of the National Cambodia Crisis Committee (comprising over 130 prominent Americans) to launch a national public information and fundraising campaign. This effort assisted nearly 20 international agencies to raise more than \$90 million in support of relief operations for the Cambodian people.

Meanwhile, IRAC staff conducted research and produced a number of major information papers (e.g., refugee self-help groups, physical and emotional health care needs), a set of statistical updates on refugees, and a directory of national resettlement organizations and program. Out of these activities, an IRAC "working group" emerged and expanded to include representatives from voluntary agencies, federal, state and local government, and other private sector organizations who worked together to design "implementation plans" around major areas of need. By late 1979, interest had focused on:

- o Data collection and analysis;
- o Information and dissemination;
- o Orientation and English as a Second Language;
- o Training and technical assistance for practitioners at the local level; and
- o Indochinese involvement in resettlement policy and program planning

The latter issue was to set the stage for IRAC's eventual transition into an Indochinese-managed organization four years later. In December 1979, at an unprecedented national meeting of Indochinese resettlement practitioners and community representatives in Santa Ana, California, twenty-five Indochinese reviewed the "working group's" implementation plans and advocated support for emerging refugee self-help organizations, often known as Mutual Assistance Associations (MAAs).

This refugee input was critical to the design of seven conceptual programs presented to the final Indochinese/American "working group" which met at Airlie House in Virginia in January 1980. IRAC was actively seeking established organizations to implement the program ideas that had come out of the domestic resettlement planning process.

### **Implementation Phase**

The Airlie "working group" unanimously supported the continuation of IRAC as an organization, agreed that IRAC should seek funding for some of the projects and try to find an appropriate home for others. Developments in the national resettlement system over the next year, which were encouraged and/or aided by the IRAC-sponsored working group, included:

- o The establishment of a data collection and analysis system within the Office of Refugee Resettlement, in cooperation with the International Committee for Migration, the American Council of Voluntary Agencies, and the Center for Disease Control.
- o Under funding from the Office of Refugee Resettlement,

organizations such as the American Public Welfare Association, the National Association of Counties, the National Conference on Social Welfare, the National Governors Association and the U.S. Conference of Mayors were able to take significant steps in providing data, information and assistance on refugee issues to their respective memberships.

- o The publication by IRAC of a Refugee Resettlement Resource Manual detailing public and private resources available for refugee resettlement.
- o Establishment of the Orientation Resource Center at the Center for Applied Linguistics, as well as back-up support to the ESL and orientation programs in the Southeast Asian camps.
- o Seven "practitioner workshops" were convened by IRAC, bringing together resettlement specialists to develop guidelines for refugee service programs in specific topic areas, produce training materials and provide follow-up technical assistance to local groups.
- o Expansion of federal resources available to resettlement, especially within the Office of Refugee Resettlement; and, to a lesser degree, measures by the Office of Education, Action and the Department of Labor, to ensure that their programs served the needs of refugees.
- o Support to Indochinese MAAs from the Office of Refugee Resettlement (\$1.2 million in direct grants to 25 MAAs and \$750,000 to the Cambodian Association of America for the Khmer Cluster Project) and from ACTION's mini-grants.

### **Transitional Phase**

By the following year, in response to the changing needs of the Indochinese population, it was decided that IRAC must continue as an advocate to support the Indochinese community in its efforts to assume its legitimate role in resettlement and ethnic community development. By the beginning of the summer, an Indochinese Deputy Director had been recruited. IRAC began to hire Indochinese consultants whenever possible. IRAC conducted a survey of Refugee Self-Help Initiatives and publicized MAA success stories. Although very minimally staffed during this stage, IRAC continued to advocate for funding to MAAs and for inclusion of refugees in the resettlement planning process. These efforts were supported by the Office of Refugee Resettlement, resulting in a series of MAA incentive grants and a policy statement urging states to engage in purchase-of-service contracts with refugee self-help groups in the provision of services to refugees and as advisers on program planning and policy matters.

## **Restructuring Phase**

Toward the end of 1982, it became clear that IRAC had shifted in the direction of ethnic community development; therefore a total restructuring of the organization was needed. IRAC recruited a new Board of Directors, consisting of majority Indochinese representation, supplemented by representatives from major community resource networks, and two continuing Directors previously associated with IRAC.

After a comprehensive search around the country, the new Board's staff selection committee interviewed leading candidates and hired an Indochinese Executive Director in April 1983.

Simultaneously, and with very limited resources, IRAC focused its program activities on direct training and technical assistance activities for the Indochinese Mutual Assistance Associations. Workshops were conducted in nine states across the country; a mechanism for follow-up technical assistance and advocacy was put in place; efforts to mobilize additional support from within local communities continue. In cooperation with the Office of Refugee Resettlement and the Office of the U.S. Coordinator for Refugee Affairs, IRAC organized a national meeting of twenty-one Highland Lao representatives. The meeting led to a special federal program to help stabilize Highland Lao communities outside California and inspired IRAC's Hmong/Highlander Development Fund project.

## **New Directions**

To embody the spirit of IRAC's new mission, the name was changed in September, 1983 from Indochina Refugee Action Center to Indochina Resource Action Center. The new name reflects a growing sense of responsibility from within the Indochinese communities -- a movement away from dependence on the government and toward the establishment of a resource center emanating from the Indochinese community itself.

In the context of longer term development within the Indochinese community, IRAC's mission has become two-fold:

- o To provide a forum in which the needs and interests of Southeast Asian refugees living in the United States can be voiced, enhanced and promoted; and
- o To serve as a resource center which promotes community development and economic advancement among Indochinese Americans.

IRAC's program activities from late 1983 to 1985 reflected its continuing advocacy role as well as community and economic develop-

ment objectives:

1. Advocacy and Public Education

a. Work with the Media: IRAC has become known by the media as a resource for information and opinion on a wide range of refugee issues, domestic as well as international. During the past two years, IRAC's Director has been interviewed twenty-five times by national and local networks: ABC, CBS, PBS, Voice of America, BBC, AFP, KABC Radio, WJLA, WDVM, Radio Free Europe, The Washington Post, Los Angeles Times, The Chicago Tribune, USA Today, U.S. News and World Report, The Times Picayune, Atlanta Constitution, Dallas Times Herald, and the Philadelphia Inquirer.

b. With the U.S. Congress: While continuing its advocacy efforts regarding refugee and minority rights, IRAC began establishing relationships with Congressional staff and liaison persons. Major accomplishments include:

- o Mobilized support for Bill H.R. 3105, introduced by Congressman Mario Biaggi (D-NY) to create an Office of Ethnic Affairs within the Federal Communications Commission to be a focal point in improving the image and projecting the positive elements of ethnicity by the media.
- o Endorsed a statement by the American Jewish Committee on Family Unification Policy. Subsequently, IRAC released a statement highlighting the importance and strength of the family in Asian tradition and the contributions Asian families can make to American society.
- o Petitioned the Administration and Congress to resist reductions in the annual numbers for refugee admissions as well as in the budget for the overseas refugee program. IRAC received endorsements from over 1,800 individuals, refugee MAAs, and mainstream organizations. As a result, \$45 million was restored to the FY86 appropriation for Refugee and Migration Assistance.
- o Endorsed the "Cultural Rights Amendment" supported by the Federation of American Cultural and Language Communities (FACLC), a Coalition of ten European and Asian ethnic groups in the U.S. (IRAC's Director is a Board member of FACLC). Under this proposed amendment, "the right of the people to preserve, foster, and promote their respective historical, linguistic and cultural origins" would be recognized, and no one could be denied equal protection under the law because of culture and language.
- o Sent letters to Secretary of State George Schultz, Senator Simpson, and Congressman Mazzoli expressing serious concern over the situation along the Thai-Laotian border where

refugees fleeing Laos have been intercepted and turned back, in some cases at the cost of their lives. IRAC submitted three recommendations that would guarantee protection and safety not only for refugees remaining in Thailand, but also for those who choose to return voluntarily to Laos.

- c. With INS/Department of Justice: IRAC's Director conducted a series of meetings with high-ranking INS officials to provide input into a number of refugee-related issues:
- o Meeting with Immigration and Naturalization Service (INS) Commissioner Alan Nelson to discuss the improvement of refugee processing in Southeast Asian camps and the backlog of applications for citizenship by eligible Indochinese.
  - o Meeting with Gilbert Pompa, Director of Community Relations Service at INS, to discuss community tension problems between Indochinese refugees and other ethnic minorities. IRAC's Director was invited to serve as consultant to the INS Office of Community Relations.
  - o Meeting with E.B. Duarte, Director of the INS Outreach Program to discuss the organization of training workshops for refugee communities on immigration and naturalization laws and procedures. As a result, IRAC organized two workshops in 1984 for refugee communities and social service agencies in the Washington D.C. Metropolitan Area. The first workshop was held on March 21st on "Refugee Processing and Family Reunification", the second on July 26th, on "Immigration and Naturalization".

d. Efforts to Prevent Community Tension: A member of the Sensitivity Awareness Symposium Day Task Force established by the Montgomery County Council in Maryland, IRAC's Director has been working actively with other Task Force members to combat the increasing number of reported acts of hate and violence in this jurisdiction. The second SAS Day held on December 10, 1984 included not only representatives from educational programs throughout the county schools, but also drew on large numbers of government employees and business people.

As a result of this successful effort, the Metropolitan Washington Council of Governments voted to try to extend Montgomery County's observances to the greater Washington D.C. area, and is currently exploring ways to coordinate such an effort.

e. Publication of a national newsletter: The Bridge, IRAC's quarterly publication covers advocacy and public education and technical assistance to refugee community leaders and organizations. Contributing writers include well-known American



professionals and Indochinese leaders in refugee resettlement, community and economic development. Most of the 2,000 copies of each issue of The Bridge are distributed to more than 800 refugee organizations and about 1,000 individuals and refugee-related public and private agencies across the country. IRAC's mailing list is computerized and is updated on a bi-weekly basis.

## 2. Leadership and Community Development

This area encompassed a wide variety of initiatives and activities, generally supported by a combination of public and private funding. Major projects included the following:

- o Administered a 15-month grant from the Office of Refugee Resettlement (ORR) to carry out Technical Assistance to Indochinese Community-based Organizations (TAICO). This involved eight regional training workshops for refugee leaders from 227 MAAs in 28 states. The project also developed a manual on "Grantsmanship and Organizational Management."
- o Carried out four one-year contracts from the Office of Refugee Resettlement to provide regional training and technical assistance to MAAs on "Leadership and Program Management." The regions affected were Region IX (California and Arizona), Region VIII (Montana, Wyoming, Utah, Colorado, Kansas, Nebraska, South Dakota, North Dakota, Iowa, and Missouri) and Region IV (Kentucky, Tennessee, Mississippi, Alabama, Georgia, South Carolina, and North Carolina).
- o Established and served as fiscal agent for the Hmong/Highlander Development Fund (HHDF), a project to assist Hmong/Highlanders in securing loans and seed capital from local commercial lending institutions for micro-enterprise, agricultural and community economic development. HHDF has thus far raised over \$25,000 in loan guarantee capital and has also conducted training and technical assistance in Georgia, Minnesota, Rhode Island, Wisconsin, Montana, Pennsylvania, and California.
- o Developed a national computerized Resource Bank of Technical Experts consisting of 291 individuals with demonstrated expertise in 24 specialty areas, particularly community and economic development.
- o Coordinated the "Partners in Resettlement Project" with funding support from the State Department's Bureau for Refugee Programs. This project convened a series of meetings involving IRAC, MAA leadership from around the country, and members of the American Council for Voluntary International Action (InterAction). The purpose of these

meetings was to explore concrete ways to promote increased cooperation between voluntary resettlement agencies and MAAs. Out of this initiative, a joint IRAC/Interaction MAA Development Task Force has been established.

- o Negotiated with Olympia USA, Inc. to produce Lao keyboard typewriters and, working with the Federation of Lao Associations of the Americas and the Indochinese Community Center, mobilized over 50 Laotian MAAs to place the initial typewriter order.
- o Consulted with MAAs and refugee community leaders throughout the country on such issues as coalition-building, program and resource development, advocacy strategies and organizational management. The full list of these organizations and individuals is too long to present, but to give one example, in the area of coalition-building, IRAC has been directly or indirectly involved in the formation of the following coalitions:
  - Washington State Vietnamese MAA Coalition
  - Refugee Coalition of MAAs in Los Angeles (Indochinese-Ethiopian-Armenian)
  - League of Vietnamese Associations in Washington, D.C.
  - Georgia MAA Consortium (Indochinese-Afghan-Ethiopian)

### 3. Business and Economic Development

Since January 1983, IRAC has undertaken the following:

- o Hosted a meeting in Washington, D.C. with the International Refugee Center of Oregon, formerly called the Southeast Asian Refugee Federation. This meeting brought together a diverse group of economic specialists, financiers, and businesspersons to hear more about the International Refugee Center's economic development program for refugees.
- o Conducted a seminar on "Financing Refugee Economic Development" at Georgetown University in the month of March 1984. Experts were invited to make presentations on four major sources of capital. Proceedings of this seminar are available to refugee businesspeople and others interested in refugee business/economic development activities.
- o Conducted a workshop on "How to Open and Run a Small Business", organized by the D.C. Office of Refugee Resettlement and the Small Business Development Center of West Chester University, in Washington, D.C. on September 29, 1984.
- o Compiled a Directory of Indochinese businesses in the Washington, D.C. Metropolitan Area. This task was done

by IRAC's part-time librarian, with the cooperation of IRAC senior staff. As a result, 226 Indochinese businesses in the area are introduced in this Directory.

- o Organized a workshop on "New Horizons for Asian-American Business Community", in conjunction with the Asian Pacific American Chamber of Commerce, at the Indochinese Community Center in Washington, D.C. on January 17, 1985.
- o Conducted a conference for Vietnamese business people in the Washington Metropolitan area. Four speakers on the panel expressed their views and shared personal experiences around the common theme of "New Business Opportunities for Vietnamese-Americans". The conference was held in the auditorium of the Center for Applied Linguistics in Washington, D.C. on February 2, 1985.
- o In collaboration with the Los Angeles based Economic and Employment Development Center, conducted a study of new business opportunities appropriate for Indochinese entrepreneurs.
- o Conducted a joint project with the Philadelphia Vietnamese Chamber of Commerce to provide hands-on technical assistance to Indochinese entrepreneurs in the Delaware Valley and to explore alternative possibilities of capital formation.

## **2. The Northwest Educational Cooperative**

Through a network of service programs, the Northwest Educational Cooperative brings the most up-to date technology for improving instruction to children and adults locally, regionally, and nationally. NEC continue to maintain a network of educational resources that gives the clients of the Cooperative access to local, regional, and national human and program resources that NEC can vouch for as examples of excellence in education and training.

NEC grew out of the spirit of regional cooperation among school districts in the Northwest Chicago Metropolitan area. The notion that individual school districts confront many problems for which they alone lack the technical expertise, staff time, and innovative resources to solve provides the rationale for NEC's existence. The mission of the Northwest Educational Cooperative is fourfold:

- o To identify and validate the need for particular innovative educational programs that shows promise in improving the quality of education generally.

- o To promote the growth and development of client organizations so that they may work more effectively to meet the needs of their constituents.
- o To promote and advocate the equal educational opportunity of all individuals and groups in American society.
- o To administer programs in a cost-effective manner to insure that projects being implemented achieve their purposes.

The ten funding districts of NEC that together serve 70,000 students envisioned NEC as a catalyst for innovative leadership in program development, staff development, and research to help member districts improve education. Few legislative constraints limit the services NEC can provide to client organizations, and NEC's relatively neutral political relationship to the federal, state, and local school district bureaucracies offers unique opportunities to provide needed services in a cost-effective manner.

As early as 1971, the newly appointed Director of Bilingual Education in Illinois asked NEC to become the technical assistance center for school districts throughout the state that were attempting to implement programs to meet the needs of non-English speaking students. Since 1975, NEC has been providing contract administrators, technical assistance, and materials developed in all areas relating to refugee resettlement. Since that time, NEC has gained nationwide acclaim for its efforts in the provision of quality training and technical assistance as well as direct services which promote equal educational and employment opportunities for children and adults of linguistic minority origins. All NEC projects work collaboratively to achieve this goal. Several of these projects are described on the following pages.

The accomplishments of the programs below demonstrate NEC's experience in technical assistance, administration, educational and employment/related service delivery to refugees and refugee organizations.

a. MAATA (Mutual Assistance Associations Technical Assistance)

Funded by ORR, Region V, The Project currently provides technical assistance and training to over 100 MAAs to access other resources, provide quality services to their clients and strengthen their relationships with other refugee service providers. The project utilizes a variety of approaches including:

- o Optional College Credit Program
- o Peer Internship Program that will enable MAAs at a more

advanced level of development to assist other developing organizations.

- o CARE internship which provides hands-on experience in public relations and marketing utilizing the materials and techniques developed by Project CARE to provide employment services.
- o A capacity building approach utilizing a Training of Trainers concept.
- o Statewide workshops and intensive on-site consultation.

b. Region V Technical Assistance Center

During FY'82 to FY'84, NEC was offered a contract to provide technical assistance and training to the various states in the ORR Region V. Staff conducted intensive on-site consultation and organized workshops and a regionwide conference in the area of employment and ESL. Library services were also provided to all refugee service providers including MAAs funded by ORR in the region.

c. MAA-TAC (Mutual Assistance Association Technical Assistance Consortium)

NEC, with 4 other satellite centers NEC is currently under contract with ORR to provide technical assistance and training to MAAs nationally. To date, over 60 MAAs have benefited from the project. Under this project, NEC has provided 6 technical assistance training events in Region VIII including one in Texas.

NEC has consulted with ORR Region VIII on the MAA needs and is familiar with MAA development in this region.

d. MELT-TAP (Mainstream English Language Training -Technical Assistance Project)

NEC is also administering this national contract to provide training to service providers and state coordinators in the effective utilization of the MELT products. To date, the project has successfully responded to over 350 requests for technical assistance and MELT materials. Over 70 technical assistance activities have been effectively completed.

e. STAGES (Statewide Refugee Training and Development)

As a comprehensive statewide staff development center designed to meet the training needs of all refugee service providers in Illinois, it offers a wide array of training activities, classroom training, field experience, accreditation, peer internships, staff

exchange, independent studies, etc. It is funded by the State Refugee Office, Illinois Department of Public Aid.

f. The Illinois Adult Indochinese Refugee Consortium (1979-1983)

As a prime contractor for the Illinois Department of Public Aid (IDPA) NEC entered into 22 purchase of service subcontracts, totaling over 3.5 million. The project provided contract administration, evaluation, and technical assistance to over 300 administrators, employment staff, social service staff and teachers. The consortium served over 8,000 adults throughout Illinois, and gained a national reputation for comprehensive service delivery and fiscal and programmatic accountability. Under this consortium, NEC also:

- o Developed and implemented a performance based contracting through its request for proposal process
- o Developed and implemented a statewide management information system
- o monitored and evaluated over 22 programs
- o Developed and implemented statewide Vocational Assessment System
- o Developed and implemented statewide curriculum guide
- o Provided resource sharing, coordination, and on-site staff development services to over 200 instructional, employment, and social service staff
- o Organized statewide refugee conferences with emphasis on employment and training
- o Assisted local providers in their outreach efforts to over 1,800 employers during FY'82
- o Assisted providers in the placement of over 1,000 individuals in employment during FY'82
- o Conducted a study correlating participant language proficiency level with the level of employment
- o Provided 699 vocational training slots in FY'82
- o Accessed and additional 160 non-refugee specific vocational training slots
- o Developed a 21 minute videotape presentation "Challenge of a New Beginning" for employer outreach

g. Project PRIDE

Funded by ORR in 1983, this demonstration project effectively involved community leadership in the job development and placement of refugees. PRIDE conducted 13 training sessions for over 150 participants, the majority of whom were company supervisors and managers. Over 150 businesses were involved in various aspects of PRIDE's activities (i.e. materials development, field testing, and evaluation), and 400 jobs identified. Of these jobs, over 150 individuals were placed. Other job placements are currently in progress as a result of PRIDE's efforts.

PRIDE also developed and published the following products:

- o A "generic" public relations package for employers entitled "People, Productivity, Profit: Cost-Free Benefits for your Business", which includes: a brochure, a business resources directory and a question/answer pamphlet.
- o A 13 minute "generic" Slide-tape presentation (a revised and improved version of "Jobs for New Americans") - a "Soft sell approach" to encourage employers to hire New American refugees.
- o Cross-Cultural Communication in the Work Place: A training manual aimed at enhancing supervisors and managers' awareness and skills in intercultural communication.
- o A videotape of 14 critical incidents for cross-cultural communication interferences in the work place.
- o A series of four booklets for job developers and employment staff describing practical strategies for accessing businesses and corporations: The Ten-Step Marketing Approach
  - Networking with Businesses
  - Getting Publicity
  - Doing Direct Mail

h. Project CARE (Corporate Assistance and Refugee Employment)

Funded under the 1983 Targeted Assistance Grant, the project's goal to implement a job development approach which would increase employment opportunities for New American refugees, by, a) providing marketing, corporate outreach and development services to potential employers, b) enhancing the capacity of IDPA funded service providers through job referral banks, coordination and technical assistance, and c) accessing other non-refugee specific resources and funds for program expansion.

Since its operation, July 1983, CARE contacted more than 200 companies, identified over 400 openings, and placed over 200 individuals.

i. Project Linkage

The Ford Foundation funded Project Linkage which provide leadership and resources to assist in the systematic planning and implementation of employment and training services to the limited English speaking population in targeted regions in Illinois. The project currently works with administrative bodies known as Service Delivery Areas (SDAs), the Private Industry Councils (PICs), as well as Illinois State Board of Education (ISBE)-Department of Adult Vocational Technical Education (DAVTE), Illinois Community College Board (ICCB), and Department of Commerce and Community Affairs (DCCA)

Project Linkage, 1) provides outreach and technical assistance to funding entities, thus enabling them to serve the target population, 2) sensitizes funding bodies and the "power structure" to the needs of this population, 3) accesses other funding and resources on behalf of the service providers, 4) acts as a catalyst in the area of interagency coordination, and 5) serves as an advocate for the population in legislative and programmatic matters.

3. Technical Resources

Technical Resources is a non-profit organization founded in 1984 to provide management training to non-profit community organizations. This training includes but is not limited to personnel management, technical writing, planning, Board training, Management Information Systems and operational audits.

The organization is composed of a five member board of directors whose officers are elected annually. The president of the agency is Dr. Luis R. Cano, a former professor of Education at the University of Houston.

Technical Resources has provided management assistance to several non-profit organizations in Texas. TR assisted the Universal Little League of Corpus Christi, Texas in obtaining its non-profit status as well as its tax-exempt status. It provided technical assistance to the George I. Sanchez Senior High School in Houston, Texas. The assistance came in the form of establishing computer classes and securing ten microprocessors for the school at no cost to the students. Additional help was given by providing two instructors for the educational program, thus enabling the private barrio school to maintain its Texas Education Agency accreditation. TR has been providing management support to the Indochinese Culture Center of Houston. Proposals written by TR volunteer staff enabled the ICC to secure a JTPA Job Placement



grant as well as Juvenile Delinquency grant. TR currently conducts all evaluation and staff training for the Indochinese Culture Center.

TR is also providing curriculum development assistance to the Refugee Alliance of Houston. This curriculum will be used to train social service workers, law enforcement officers, health workers and others about thought and culture of Houston's diverse refugee community.

The majority of the agency's work has been on an inking basis since most of our clients cannot afford to pay. When possible a nominal fee is charged to cover office supplies and training aids.

The principal consultant for the agency is Dr. Cano who has extensive experience in the development of education curriculum and drug abuse program management. He is the founder of the George I. Sanchez School in Houston and was responsible for developing its original curriculum as well as the self-concept test that is used as part of the school's evaluation. Dr. Cano has managed Inhalant Abuse Programs in Houston since 1973 when he opened one of the earliest drug abuse education centers at 3518 Polk in Houston's eastend. Dr. Cano and his staff have developed both treatment modalities and drug education curriculum for Hispanic youth, both male and female. The Association for the Advancement of Mexican Americans in Houston continues to offer clinical services to Hispanic inhalant abusers as a continuation of the programs initiated by Dr. Cano in 1973.

Dr. Cano has designed pre and post-test instruments for several inhalant abuse programs in order to conduct evaluation. Additionally, he researched the literature to identify available testing instruments for evaluating Inhalant Abuse Counseling Projects including an Hispanic Pregnant Adolescent program. He has conducted staff training for Inhalant Abuse Programs since 1973.

The founding of the George I. Sanchez School for Hispanic dropouts and juvenile offenders in 1973 was a major step forward in substance abuse intervention. Dr. Cano served as Manager of the school and oversaw both instructional and fiscal responsibilities. The school was licensed as a private alternative school by the Texas Education Agency in 1978 and has graduated seven senior classes. The educational model from which the school's curriculum and instruction emanated was written by Luis Cano. The school has served as a model for the Houston Independent School District's effort to stem the high dropout rate.

Technical Resources has presented several professional papers at statewide conferences on the topic of Hispanic education. These papers also include recommendations for improving Hispanic

education in Texas.

**APPENDIX: Resumes**

## RESUME

Khoa Xuan Le  
6712 Montrose Road  
Rockville, Maryland 20852  
Tel: (301) 770-6386 (h)  
(202) 667-7810 (w)

### Work Experience (1953 - 1985)

- April 1982 - present      Executive Director, Indochina Resource Action Center, Washington, D.C. Responsible for overall management of the organization, including involvement in and supervision of project activities, advocacy and public relations, negotiations for grants and contracts, and fund-raising. One major area of responsibility is to work with MAAs, strengthening their capacity in service provision and community development. Also, editor of The Bridge, IRAC's bi-monthly publication.
- June 1981 - March 1982      Deputy Director, Indochina Refugee Action Center, Washington, D.C. In charge of training and technical assistance to refugee Mutual Assistance Associations; cross-cultural training to mainstream agencies working with Indochinese refugees.
- July 1980 - May 1981      Cross-cultural Specialist, Orientation Resource Center, Center for Applied Linguistics, Washington, D.C. In charge of developing orientation materials for Indochinese refugees and American sponsors and service providers. Also, providing information and technical assistance through a hot-line telephone system and/or on-site visits.
- Dec. 1978 - June 1980      Associate Director, Indochinese Mental Health Project, Bureau of Research and Training, Eastern Pennsylvania Psychiatric Institute. Directly involved in the implementation of project goals, namely: (a) training Indochinese Mental Health paraprofessionals and American service providers in cross-cultural counseling; (b) promoting mutual understanding and cultural adjustment between Indochinese refugees and the American public.
- 1975 - 1978      Research Associate, Opportunity Systems, Inc. Washington, D.C. In charge of a series of cross-sectional and longitudinal surveys

contracted with the Department of H.E.W., on various aspects of resettlement of Indochinese refugees in the United States. Responsible for the design of questionnaires, data collection and report writing.

1961 - 1975

Professor, Department of Letters and Human Sciences, University of Saigon, Vietnam.

In 1974, became Vice-President of the University of Saigon, in charge of Research and Development.

Earlier the same year, Deputy General-Manager, Mandarin Garment Manufacturing Company, Ltd., Saigon, Vietnam. A joint business with Hongkong and West Germany investors. In charge of Public Relations.

1971 - 1975

Director, Vietnamese-American Association Press, Saigon, Vietnam. Entrusted with the supervision and quality control of the translation and publication of textbooks for Vietnamese students (mostly from American authors). As of April 1975, thirty-five books had been published and ten others were in preparation or being printed.

Concurrently, Editor of Phat Trien Xa Hoi (Social Development), a journal of social studies published quarterly in Vietnamese and bi-annually in English by the Vietnam Social Science Association.

1968 - 1971

Administrative Director, Bank of the Orient, a commercial bank in Saigon, Vietnam. In charge of Administrative procedures and Correspondence with government agencies.

1968

Assistant Director, Southeast Asian Ministers of Education Organization (SEAMEO), Bangkok, Thailand. On loan by the Vietnamese Government for the organization of regional workshops and seminars.

1966 - 1967

Editorial staff writer of Chinh Luan, a leading daily newspaper, Saigon, Vietnam.

1965

Deputy Minister, Ministry of Culture and Education, Government of the Republic of Vietnam.

- 1961 - 1963 Editor, Xa Hoi Moi, (The New Society), a weekly magazine, Saigon.
- 1957 - 1960 Secretary-general, Vietnamese Association for Asian Cultural Relations, Saigon, Vietnam. Concurrently, Editor of Van Hoa A Chau (Asian Culture), a journal of Asian studies published monthly in Vietnamese and quarterly in English by this association.
- 1953 - 1960 Teacher, Lycee Petrus Ky, Saigon, Vietnam. Also, Textbook specialist, Vietnam Instructional Materials Center.
- Before 1975: Books and Essays in Vietnamese and/or in English on Oriental Philosophy, Vietnamese Culture and Education.

#### Education

Doctoral thesis entitled "The Philosophy of Dhyana (Zen) Buddhism in Vietnam". Faculty of Letters and Human Sciences, University of Paris (Sorbonne), France (1960).

Pedagogical Training, International Center for Pedagogical Studies, Audio-Visual Center of Saint-Cloud, and Pedagogical Museum (Sevres-Paris), France (1956).

M.A., Faculty of Letters, University of Hanoi, Vietnam (1953). Major in Oriental Philosophy.

High School Teacher Diploma, School of Education, University of Hanoi, Hanoi, Vietnam (1953).

#### Additional Training

Successful Management, a two-month intensive course taught by Mr. Winter, Former Vice President of Pepsi-Cola, at the Industrial Development Center, Saigon, Vietnam, 1970.

Data Processing, Montgomery County Adult Education Program, Rockville, Maryland, Spring 1976.

Basic Accounting, Montgomery County Adult Education Program, Kensington, Maryland, Winter 1976.

Pre-Business Workshop, organized by the  
Small Business Administration, Washington,  
D.C., Summer 1977.

Principles of Management, a credit course,  
Montgomery College, Maryland, Summer 1978.

Languages

Vietnamese (native), English and French  
(fluent).

Publications

See list attached herewith.

CAO QUAN  
6838 Murray Lane  
Annandale, VA. 22003 U.S.A.  
(703) 256-5497

ACADEMIC QUALIFICATIONS:

United Nations "Economic Planning Seminar", (1973).  
Ph.D Candidate: Cornell University, Ithaca, New York-(1963).  
Master of Sciences: Rural Development, Agricultural  
Extension, Rural Sociology, Cornell University, Ithaca,  
New York, U.S.A. (1960-1962).  
Bachelor of Sciences in Agriculture: Tropical Agriculture,  
University of the Philippines, College of Agriculture, Los  
Banos, Philippines (1954-1958).

YEAR BEGAN PROFESSIONAL WORK EXPERIENCE: 1958

NATIONALITY: U.S. Citizen

LANGUAGE CAPABILITY:

English - Excellent  
French - Excellent  
Vietnamese - Native  
Spanish - Limited  
Tagalog - Fair

COUNTRIES OF WORK EXPERIENCES:

AFRICA: Republic of Cameroun, Republic of Niger,  
Upper Volta, Nigeria, Ivory Coast, Senegal.

ASIA: Republic of Vietnam, Republic of Korea,  
Taiwan, Thailand, Japan, India, Laos, Cambodia,  
Indonesia, Singapore, Philippines.

EUROPE: France, Italy, Hollande.

NORTH AMERICA: Canada, U.S.A.



CHRONOLOGICAL WORK EXPERIENCE:

Devres and Checci Co., 1984 to present, Associate.

U.S.Aid, Niamey, Niger:

Personnal Service Contract, Team Leader of the American Technical Assistance to I.P.D.R. Kolo-Ministry of Rural Affairs, Niger (1980-1984).

Consortium for International Development and U.S.Aid:

Technical Advisor to the Niger Cooperative and Credit Union (Union Nigérienne de Crédit et de Coopération-U.N.C.C) (1976-1980).

Expert-Consultant, U.S.Aid and Experience Incorporated:

Member of the Project Identification Mission to the Republic of Cameroun (1975).

Special assistant to the Minister of Agriculture, and Deputy Prime Minister in charge of economic development, Saigon, Vietnam (1974-1975).

Director of External Relations for the Vietnam Fertilizer Industry Company (1973-1974).

Director of the Directorate of Agricultural Economics of the Ministry of Agriculture of the Republic of Vietnam (1972-1973).

Director of Cooperative Research and Training Center of the Directorate of Agriculture, Vietnam (1971-1972).

Director of Cooperatives of the Ministry of Agriculture, Vietnam (1969-1971).

Chief, Foreign Technical Assistance Service of the Ministry of Agriculture, Vietnam (1965-1969).

Chief of Agriculture Information Service of the Ministry of Agriculture, Vietnam (1963-1965).

Team Leader, Rice Production Extension Group, An-Giang Province, Vietnam (1958-1960).

Mr. Cao Quan is a senior agriculturalist, specialized in agricultural development, rural management, cooperative development and agricultural extension work. His work has concentrated on developing projects to increase the productivity of small farmers, entrepreneurs and on institutional and policy aspects of agriculture and rural development in developing countries. Mr Cao Quan has a long-term experience working in Africa and in Asia.

Having accumulated more than twenty years of experience working with village and rural organizations, he has established a credit system for farmers, organized farm people into production units, implemented cooperative structures, trained a great number of middle and low level agricultural and cooperative workers, developed and directed many agricultural projects with non-governmental organizations.

Typical projects undertaken by Mr. Cao Quan are:

Expert member of the National Cereal Project in Niger during a period of four years (1976-1980), this project was financed by U.S.Aid and carried out by the Consortium for International Development (C.I.D.). During this period, he was appointed as technical advisor to the National Union for Cooperative and Credit Development (U.N.C.C.), Ministry of Rural Affairs, Republic of Niger. His works are composed of:

- Assistance to the U.N.C.C. in the planning and execution of regional and local programs.
- Assistance in various regional productivity projects in Niger in assessing the need for improvement in seed production, multiplication and distribution. In this aspect, he has helped the organization in selecting qualified farmers to contract them with the project for promoting the seed multiplication program and for distributing these seeds to other farmers.
- Organization, implementation and training of 250 field workers for U.N.C.C. in order to able the organization in organizing 237 additional cooperative structures in the rural areas.
- Organization and implementation of 30 permanent training centers (Centres de Formation Permanente) in order to train farm leaders and cooperative members in the areas of literacy, farm management and cooperative education.
- Organization of farmers in the Dosso department into . . . production units (scale production) to facilitate these farmers in utilizing agricultural inputs, such as: fertilizers, insecticides, farm equipments, credits to

increase the yield of millet and cowpeas (1000 hectares in 1976, 5000 hectares in 1980).

- Organization and following-up of farm demonstration plots in the departments of Niamey, Dosso and Diffa for the dissimulation of farm techniques and technical know-how to farmers.
- Advising different departmental and arrondissement technical committees in the planning and following-up of various agricultural and rural activities.
- Team leader of U.S.Aid mission to the Practical Institute of Rural Development of Kolo, (I.P.D.R.) for a period of four years (1980-1984) to train technical agents and agricultural students for the Ministry of Rural Affairs, government of Niger. These activities are composed of:
  - Design, develop and upgrade the existing teaching materials and curriculum in Rural Development and Project Management to make them more relevant to Niger's rural development needs.
  - Provide a total of approximately 12-18 hours of teaching services in the field of Agricultural Management, Extension, Marketing and Supply.
  - Assist in the design, implementation, monitoring and evaluation of students' practical training through small rural development project interventions in the field.
  - Assist in the design, organization and presentation of workshops in Rural Development, Project Management to provide students actual practice with techniques introduced in the classroom discussion.
  - Coordinate teaching activities with Government of Niger (GON) services of Cooperative, Animation Rurale, Agriculture, Forestry, and Rural Engineering.
  - Provide assistance as needed to the GON personnel in the monitoring and evaluation of student apprenticeship programs.
  - Organize, implement and follow-up the "Village Operation Project" (VOP) of the fifteen villages around Kolo. Students were sent to conduct research and develop activities with the villagers: students and local leaders work together in order to select various activities to be implemented in the selected villages. These activities were administered by the villagers with the assistance of the students. Among the village activities are: creation of farm demonstrations, cooperative stores, grinding mills, village drug stores, water distribution,

reforestation, rural road construction, improved stoves, etc...

- Conduct farm demonstrations with students and farmers where recommended technical package, including the use of animal traction have been utilized.

- Assist the agricultural bank "Caisse de Crédit Agricole" (C.N.C.A) to put in place the credit and input distribution systems needed to support the new technologies implemented by the students of I.P.D.R..

In 1975, Mr. Cao Quan travelled to the Republic of Cameroun for an identification mission of U.S.Aid. He has been working with Fonader and other agricultural institutions in Cameroun and has proposed the creation of a rural bank in order to facilitate the financing of various agricultural activities to small farmers.

The various governmental responsibilities of Mr. Cao Quan in the Republic of Vietnam were:

- Establishment criteria and procedure to finance the agricultural development activities in the province of Vietnam. These activities were collaborated between the Ministry of Economic Affairs and the Ministry of Agriculture with an intensive follow-up by their officials.
- Reorganization of local cooperative structures by establishing a pilot program to help develop new cooperative activities and evaluate the efficiencies of these new recommended activities. He has conducted a survey of 50 cooperative organizations in order to select 10 cooperative pilots. He has managed to assign capable personnel to the Board of Directors in order to improve the cooperative management, accounting system and the training of their members.
- Assistance in the planning and the management of the newly organized urea plant in Vung Tau, Vietnam. He has helped in organizing the reception and the distribution of 75 thousand tons of imported fertilizers to cooperative structures. He has helped these organizations in determining allocation levels and schedules for distribution.
- Creation of new "Economic Study Bureau" for the Ministry of Rural Affairs to gather and analyse production and marketing statistics. He has advised the Government as to surplus and deficit areas; estimation of national needs, supplies and short falls.
- As director of the Cooperative Research and training center in Vietnam, he has been working with the experts of the Agricultural Cooperative Development International

(A.C.D.I.) to complete the rehabilitation of the center in order to provide physical housing and office facilities. He has upgraded the training facilities, training aids, curricular, class scheduling, course content and maintenance. During his two-year term, he was able to provide the training of 500 members, 1000 accountants, 10,000 members and board Directors. He has developed In-Service Training Program for Agriculture staff of the Ministry when job placement was scarce.

- As expert and advisor to the Secretary General of the Agricultural Ministry, he has coordinated the foreign aid program with international agencies such as: F.A.O. and the World Food program of the United Nations, U.S.Aid mission, the Korean Agricultural Technical mission (K.A.T.M.), the Chinese Agricultural Technical mission (C.A.T.M.), the International Voluntary Services (I.V.S.), the International Rice Research Institute (I.R.R.I.). In this capacity, he was able to implement agricultural and community projects in the rural areas and to prepare country agricultural progress reports for interested international organizations.
- As Chief of Agricultural Information Service of the Ministry of Agriculture from 1963 to 1965, Mr. Cao Quan has helped the organization to prepare agriculture booklets, pamphlets and posters to communicate production, marketing, information to agricultural extension workers and farm producers. He has launched the first rural farm broadcasting program for Vietnam.
- From 1958 to 1960, Mr. Cao Quan was assigned to work with the agricultural extension group for rice production in An-Giang province.

Mr. Cao Quan was awarded a four-year scholarship given by I.C.A. in 1954, a three-year fellowship from the Rockefeller Foundation, an F.A.O. fellowship to New Dehli and Canada in 1965. He has participated in a great number of international agricultural conferences, received a number of agricultural medals and recently was awarded a citation from the Minister of Rural Affairs, Government of the Republic of Niger (GON) before his termination of the contract with the U.S.Aid mission in 1984.

VITA

PERSONAL DATA:

Tipawan Truong-Quang Reed  
231 Hamilton  
Elgin, IL 60120  
(312) 741-9102

EDUCATION:

Northern Illinois University  
DeKalb, IL  
Certificate of Advanced Studies (C.A.S.), 1976  
Major: Secondary and Adult Education  
(ESL Concentration)

Northern Illinois University  
DeKalb, IL, M.A. 1976  
Major: Cultural and Linguistics Anthropology  
(Southeast Asia Concentration. Thesis title:  
THE MEANING OF GASTRONOMY IN THAI CULTURE: A  
COGNITIVE LINGUISTIC STUDY)

University of California, Santa Barbara, CA  
B.A. 1972 - Major: Anthropology

HONORS AND ORGANIZATIONS:

Social Chairperson, Southeast Asian Studies Club,  
N.I.U. (1974-75)  
National Association of Foreign Students of  
America (1971-72)  
Spokesperson for the International Relations  
Organization - C.S.M. (1970-71)  
Dean's List Scholar, U.C.S.B. (1971-72)  
Awarded Foreign Student Grant, U.C.S.B. (1971-72)  
Granted Foreign Student Honor Scholarship  
San Mateo Community College, San Mateo, CA  
(1970-71)

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National Association of Vietnamese American  
Education  
Teachers of English to Speakers of Other Language  
Illinois Teachers of English to Speakers of Other  
Languages/Bilingual Education  
Public Adult and Continuing Ed - IL Adult Education  
Association  
American Council on the Teaching of Foreign  
Languages  
American Council on the Teaching of Uncommonly  
Taught Asian Languages

LANGUAGES:

Fluent in English, Thai, Laotian, Vietnamese,  
French and Spanish. Adequate knowledge of  
Portuguese

Tipawan T-Q Reed

EXPERIENCE:

1983-Present

Director of Project Linkage (Ford Foundation). Responsible for, a) linkage and coordination with all major funding entities for the purpose of accessing resources and fundings to serve the LEP, b) supportive services to the service providers and, c) advocacy for LEP affairs.

1982-1983

Director of Project PRIDE, a National Demonstration Project funded by ORR. Responsible for involving corporations and businesses in the job development and placement of New American refugees through the development of marketing and public relation campaign materials, fielding various strategies for accessing more job opportunities.

1978-1982

Director of Illinois Adult Indochinese Refugee Consortium, responsible for subcontracts throughout the state in the areas of: contract administration, programmatic and fiscal monitoring and evaluation, professional development, program designs for comprehensive service delivery and coordination with federal, state and local agencies. Northwest Educational Cooperative, Arlington Heights, IL.

1977-1978

Statewide Coordinator of Adult Indochinese Refugee projects, responsible for fiscal and programmatic monitoring and evaluation, coordination of inservice activities, and coordination with other cooperating agencies. Illinois Office of Education, Adult and Continuing Education Section.

1976-1977

ESL/ABE Specialist and Instructor, responsible for staff development, pre-service and inservice, curriculum development, method and materials, and testing for College Outreach for Placement and Assessment Center (COPA), Elgin C.C. with:

1. ESL/ABE program
2. ESL/APL program
3. ESL portion of the federally funded Bilingual/Vocational Training "Projecto Plastico"
4. Bilingual vocational component of the federally funded Advance Institutional Development Project (AIDP)
5. ESL portion of the federally funded Indochinese Refugee project

Coordinator of the federally funded Indochinese Refugee Project C-707, responsible for coordinating intercultural activities, ESL/ABE program, career awareness and prevocational programs, and supportive services.

Tipawan T-Q Reed:  
EXPERIENCE: (Cont.,  
1975-76

Granted Graduate staff Assistantship assigned to Department of Secondary and Adult Continuing Ed (assisted professors in research projects, testing, and classroom instruction)

Instructor of Beginning and Advanced English as a Second Language and Intermediate Spanish, Kishwaukee Community College, Malta, IL

1972-75

Granted Teaching Assistantship assigned to Center of Southeast Asian Studies, N.I.U.; instructor of Thai language, Beginning, Intermediate and Advanced, and Independent Studies

SAMPLE CONSULTATION  
AND WORKSHOP  
PRESENTATIONS:

Indochinese Language and Cultures  
Cross-Cultural Awareness and Training  
Program Designs and Management  
How to Conduct an Effective Workshop  
ESL Methods and Materials  
Pre-employment ESL: Methods and Materials  
Mini-Shock Lessons - Demonstration  
Training Bilingual Staff  
Cultural Immersion  
Vocational Training for the Limited  
English Speaking Students: Program  
Models  
Program Monitoring and Evaluation  
Mental Health Needs of Indochinese Refugees  
Factors Effecting Second Language Learning

PUBLICATIONS:

The Bmong Highlanders and the Lao Lowlanders,  
(pamphlet), Governor's Office for Asian Assistance,  
July, 1978  
Vocational Training and Skill Recertification,  
Indochinese Refugee Action Center, 1980  
Training of Trainer Package, Center of Applied  
Linguistics. Publications pending

PROJECT PUBLICATIONS:

Handbook for the VESL Teacher, Illinois Adult  
Indochinese Refugee Consortium, March, 1981  
Challenge of a New Beginning, (a videotape), Illinois  
Adult Indochinese Refugee Consortium, 1979  
A Guide to Job Development in Illinois Adult  
Indochinese Refugee Programs, Illinois Adult  
Indochinese Refugee Consortium, 1981



Tipawan T-Q Reed, VITA UPDATE

**FAMILY BACKGROUND**

Born in N.E. Thailand of Vietnamese and Laotian parents. Attended elementary and secondary schools in Bangkok. Also attended L'Alliance Francaise (French Cultural School) for 7 years in Bangkok. Special interest in languages, people of the world, ethnomusicology, primitive art and textiles

**TRAVEL:**

Throughout the United States, Malaysia, Indonesia, Hong Kong, Singapore, Japan, Thailand, and France

**REFERENCES:**

Credentials on file at Career and Placement Office, Northern Illinois University, DeKalb, IL 60115

**EXPERIENCE**

1984 - Present

Project Director, Northwest Educational Cooperative assigned to:

1) Project Linkage, 2) Project CARE (Corporate Assistance and Refugee Employment) responsible for marketing, public relations, job development and placement, 3) Region V Mutual Assistance Technical Assistance, responsible for the provision of technical assistance and training to approximately 100 MAAs in the 6 state region.

**PROJECT PUBLICATIONS**

Materials published by Project PRIDE, Northwest Educational Cooperative:

- 1) A "generic" public relations package for employers, "People, Productivity, Profit: Cost-Free Benefits for Your Business."
- 2) A 20-minute "generic" slide-tape presentation, "Good Workers are Hard to Find."
- 3) Cross-Cultural Communication in the Work Place: A Training Manual for supervisors and managers.
- 4) A series of 4 booklets:  
No.1 - A 10-Step Marketing Approach  
No.2 - Networking with Businesses  
No.3 - Getting Publicity  
No.4 - Doing Direct Mail

R E S U M E

Luis R. Cano  
5058 Fallen Oaks  
Houston, Texas 77091

Business phone: 713/748-4410  
Home phone: 713/683-6099

PERSONAL

Birth: August 25, 1948, Corpus Christi, Tx  
Marital Status: Daughters-Victoria and Veronica

EDUCATION

B.S. English and Education  
North Texas State University - Denton, Texas June 1970

M.A. Guidance and Counseling  
Texas Southern University - Houston, Texas, June 1973

Ed.D. Doctorate in Administration of Public Education,  
University of Houston, Houston, Tx, August 1981 Diss.  
title,  
"A Case Study of A Private Community Based Alternative  
School Program For Dropouts And Potential Dropouts"

CURRENT STATUS

May 5, 1983 to Present

Director - Employment and Training (Gulf Coast Community Services Association). I over see GED, ESL, Computer Literacy and Adult Basic Education courses in twelve centers in Harris County. We have a staff fifteen people. I over see the job development program which works jointly with the learning center.

PREVIOUS EXPERIENCE

October 1, 1981 to May 5, 1983

I was employed as an Assistant Professor of Education at the University of Houston Central Campus. My duties included instruction, research activities, program development, writing technical reports, recruitment and student advisement. I taught a graduate level course on school dropouts and alternative models of education. While at the University of Houston I served as

consultant to the Houston School District Task Force on School Dropouts.

August, 1973 to November 30, 1981

EXECUTIVE DIRECTOR of AAMA, Inc., a non-profit Youth Service Agency. As Chief Executive Officer I coordinated the management information system, personnel system, prepared and negotiated budgets, oversaw the accounting function, and managed the planning division. The company's annual budget was \$1,000,000.

The agency that I managed as Executive Director included the following programs:

1. George I. Sanchez Junior - Senior High School
2. Luis Garcia Youth Center
3. Jovita Idar Day Care Center
4. Angelita Fraga Day Care Center
5. Fort Bend County Youth Services Center
6. Keene Street Runaway Youth Center
7. Northside Drug Abuse Center
8. Health Careers Training Center
9. Vista Volunteer Program
10. Adult Volunteer Program
11. School to Work Transition Program

When I became Executive Director of AAMA there no programs except the Fraga Day Care Center. The grant proposals for the above programs were originally written by me beginning in 1973. In 1977 I added a planning division which assisted me in all technical writing.

HIGH SCHOOL PRINCIPAL: (August 1973 to November 1981). I also served as Principal at the Sanchez High School which I founded. The School is accredited by the Texas Education Agency and includes grades 7 through 12.

Much of my managerial responsibility involved the development of the personnel system which involved writing affirmative action plans, job evaluation and descriptions, staff training programs, compensation and benefits and numerous reports to federal and state government agencies.

**TEACHER:** (August, 1970-Spring 1973). As a teacher in the Houston I. S. D. I designed and implemented the Mexican American Studies Program in 1970 which has since expanded. In addition I organized a theater group of of cultural topics; all of the scripts were original plays written by myself. As a teacher I also worked with the H. I. S. D. Human Relations Program organizing youth rap sessions; I also represented the Houston Teachers Association at GRIP (Grass Roots Involvement Program) Seminar in Tulsa, Oklahoma, Feb. 3-9, 1971; represented Houston Teachers Association at the Center for Human Relation, National Education Association, Washington, D.C. March 4-7, 1971.

Appointed for two years to the National Council on Instruction and Professional Development of the National Education Association (October 1971 - October 1973) helping to design programs to upgrade skills of professional educators on a national scope; appointed to N.E.A. Committee on Practitioner Involvement in teacher Preparation by N.E.A. President Katherine Barrett, 1972 - 73 which enabled me to design national strategies which involved teachers in the formulation of education policy; appointed to teacher task force to the U.S. Office of Education 1972 - 73, giving valuable input on educational needs such as bilingual education and employment in different sections of the United States.

Served as chairman of the Hispanic Teachers Caucus, Houston, Texas 1972 - 1973.

In 1973 I served on the visiting team of NCATE (National Council for Accreditation of teacher Education). NCATE accredits teacher Education Colleges and as a member I assisted in the evaluation of the University of Illinois and Eastern New Mexico State. My role with NCATE resulted in written evaluative reports on the above Colleges of Education and recommendations for accreditation and changes in the policies and functions of the respective teacher education programs.

#### OTHER RELEVANT EXPERIENCE

**UNIVERSITY:** (August 1972 to August 1975) - Lecturer; University of Houston (part-time) Houston, Texas.

1973 to 1974 - Instructor in Bilingual Education Program, Dominican Collegé. (Part-time) Houston, Texas.

**STAFF DEVELOPMENT CONSULTANT:** (1970 - present). As a consultant I have developed staff training programs, methods for psychological testing of children, management training programs, non - profit budgeting techniques, proposal writing, institutional planning, evaluation techniques, providing such assistance to numerous school districts, universities, government agencies, and community organizations in Texas and other states

and also Mexico. The majority of these seminars were for developing teacher competencies.

Below is a partial list of groups and institutions for which I have provided teacher competency programs and other staff development services.

University of Texas, Austin, Texas  
University of Houston, Houston, Texas  
Texas Southern University, Houston, Texas  
Dominican College, Houston, Texas  
North Texas State University, Denton, Texas  
Texas A & M University, College Station, Texas  
San Jacinto Junior College, Pasadena, Texas  
Texas A & I University, Kingsville, Texas  
Houston I.S.D., Houston, Texas  
Robstown I.S.D., Robstown, Texas  
Corpus Christi I.S.D., Corpus Christi, Texas  
McAllen I.S.D., McAllen, Texas  
Pharr San Juan Alamo I.S.D., Pharr, Texas  
San Antonio I.S.D., San Antonio, Texas  
Dallas I.S.D., Dallas, Texas  
Ft. Worth I.S.D., Ft. Worth, Texas  
Austin I.S.D., Austin, Texas  
Brownsville I.S.D., Brownsville, Texas  
Brownwood I.S.D., Brownwood, Texas  
Odem I.S.D., Odem, Texas  
San Angelo I.S.D., San Angelo, Texas  
El Paso I.S.D., El Paso, Texas  
U.S. Office of Education, Washington, D.C.  
National Education Association, Washington, D.C.  
Ruben Salazar Foundation, El Paso, Texas  
League of United Latin American Citizens, Houston, Texas  
United States Army Training Program, Houston, Texas  
Chicano Training Center, Houston, Texas  
Mexican American Education Council, Houston, Texas  
Mexican American Education Council, Houston, Texas  
I.D.R.A. (Intercultural Development Research Associates)  
San Antonio, Texas  
Texas Education Agency, Austin, Texas  
Mexican Tourist Bureau, Mexico City

#### PUBLICATION AND FILMS

The Aztecas and Their Medicine: A Chicano Legacy , 25 minute film documentary on the use of medicinal herbs (May 1975). Aired on KIRK - TV.

Alternative Education in the Mexican American Barrio . Paper presented at the University of Houston Ethnic Studies Conference (April 19 - 20, 1980).

Meso - American Medicine , University of Texas Center for Public School Ethnic Studies (Austin, 1972) 25 pp.

Establishing Chicano Studies in the Barrio . Hispanic International University (Association for the Advancement of Mexican American, Houston, 1972) 65 pp.

"Pachuco Gangs in Houston. A Postwar Phenomenon" in Agenda , Vol. 9, No. 1, (Washington, D.C., Jan., 1979).

Legacy of Felipe Rogue de la Portilla , paper presented at University of Houston Mexican American Studies Conference, October 13 - 14, 1973.

A Case Study of A Private Community Based Alternative School Program For Dropouts And Potential Dropouts , Diss. University of Houston, 1981.

Co - Author -- Houston Independent School District Task Force Report on School Dropouts. May 1983

Cactus on the Bayou, A book on the history of Houston s Mexican American s is currently pending publication.

#### MEDIA RELATIONS EXPERIENCE

1973 - 1975

I served as the host on a television talk show (August 1973 to January 1975) which is known today as "Viva Houston" on KTRK - Television. I was responsible for preparing scripts, coordinating with studio technicians, making my guests comfortable and researching topics. I produced 104 of these 30 minute programs.

1974 - 1975

In the summer and spring of 1974 I researched and wrote a script for a film documentary called "The Aztecas and Their Medicine," which dealt with the origin of herbal medicine and the empirical research conducted by Mexican Indians.

I was responsible for making all of the arrangements with the Mexican government bureaucracy and cultural institutions so that we could secure permission to shoot film in Mexico.

In addition I was successful in obtaining, at no cost to our crew, airfare, hotel, meals, cameras, film, ground transportation and three guides during the time we were in Mexico.

In May of 1975 my crew and I received the National Robert Kennedy Memorial Award for journalism. Only three awards were given in the United States. We came in second to Geraldo Rivera

of ABC's 20/20. All of the still photography was shot by me. The documentary was aired twice in Houston on KTRK - TV.

1973 - 1981

I have prepared various PSA's (Public Service Announcements) and have provided the audio segment for several.

I currently have excellent working relations with the television station managers of all three local network affiliates as well as their staff.

1976 - 1980

As the Chief Executive Officer at AAMA, Inc. I opened a film and video tape studio which eventually led to two Texas State Film awards to my students for their production of "Canto Al Pueblo" and "Z.Z. Top."

Honors

Eagle Scout

Who's Who in Texas

Brotherhood member Order of the Arrow

Who's Who in Hispanic Americans

Chairman of Patrick Flores Library Committee

Texas Intercollegiate Finals in Fencing, North Texas State,  
1970

All City Orchestra, Violin and Viola, Corpus Christi, Texas,  
1961 - 1966

Corpus Christi Youth Symphony, Violin and Viola, Corpus  
Christi, Texas, 1961 - 1966

Robert Kennedy National Journalism Award, 1975

Savvy Award for Community Service, Houston, 1980

B