



# COMMUNITY COLLEGE INITIATIVE PROGRAM

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The First Ten Years





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**United States Department of State**  
*Bureau of Educational and Cultural Affairs*  
*Washington, D.C. 20522*  
*www.state.gov*

# MESSAGE

## FROM THE STATE DEPARTMENT

Dear Community College Initiative Participants and Alumni, Host Campus Coordinators, Host Families, Partners in both U.S. and international communities, and Friends:

On behalf of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA), it is a great honor for me to greet you on the occasion of the publication of "Community College Initiative Program: The First Ten Years."

The first 83 CCI participants came from Brazil, Egypt, Pakistan, Indonesia, South Africa, and Turkey in 2007 to weave the first strand in what has become a beautiful tapestry. Ten years later, this tapestry binds more than 2,800 CCI alumni together and encircles the globe. U.S. Embassy and Fulbright Commission partners in more than 20 countries have recruited and supported this growing network. Alumni throughout this network have made meaningful contributions in their home countries, and we are always interested to hear about the impact of the CCI Program across its diverse participants and stakeholders.

Over 75 U.S. community colleges have hosted CCI participants since the Program began, and I would like to take this opportunity to express our sincere appreciation to the host college communities, the host coordinators, and all of the host families for their commitment to the Community College Initiative Program and the thousands of international participants whom you have supported. Your contributions are critical in making the CCI experience a success, and your voices share the value that international visitors bring to U.S. campuses and communities.

We hope this publication encourages alumni, and each CCI stakeholder, to take a moment to remember their CCI experience in the United States. I'm sure wonderful memories will emerge for everyone—of a welcoming host campus and community; of the diversity of CCI participants with whom you shared the year; of the dedicated coordinator and staff; of the two-way learning and teaching about U.S. culture and customs and international cultures and customs.

My colleagues and I in the Department look forward to working with each of you to continue to foster a stronger and more active Community College Initiative Program alumni community in the future. We have a solid 10-year foundation upon which to build.

Congratulations and best regards,



A handwritten signature in black ink that reads "John Sedlins".

**John Sedlins, Chief**



# FOUNDATIONS OF THE CCI PROGRAM

## ORIGINS OF THE COMMUNITY COLLEGE INITIATIVE PROGRAM

CCI (originally called the U.S. Community College Summit Initiative Program) was announced in January 2006 in Washington, D.C. at the U.S. University Presidents Summit on Higher Education hosted at the State Department. President George W. Bush, Secretary of State Condoleezza Rice, and Secretary of Education Margaret Spellings spoke to the assembled college and university presidents about new administration initiatives in international education.

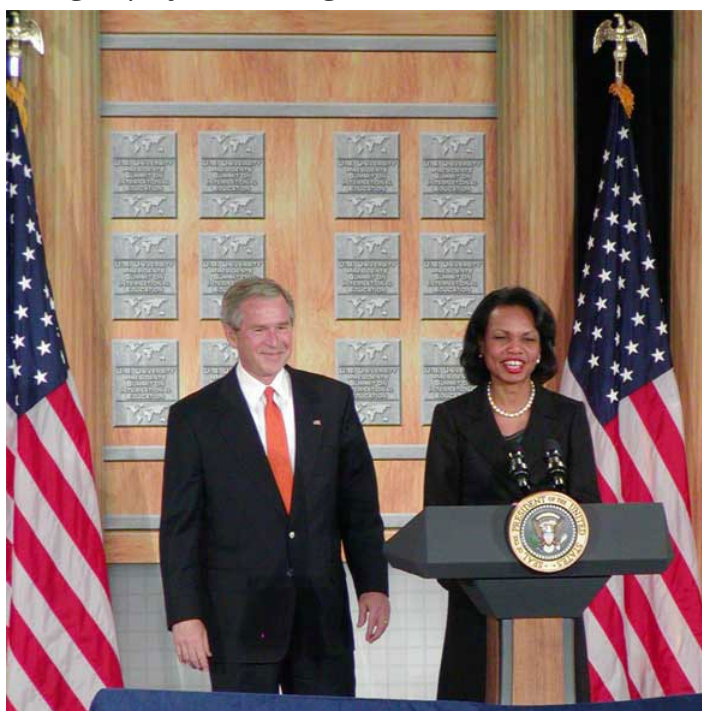
As Under Secretary of State for Public Diplomacy and Public Affairs Karen Hughes said in announcing the new program, an important goal was “to provide educational and exchange opportunities to a broader and more diverse segment of young people overseas, including women, minorities and those from financially disadvantaged backgrounds...Providing more opportunities to students from these groups...allowing them to have a voice and serve as leaders in their societies is essential for future peace, security and prosperity of our world.”

Under the initiative, the Bureau of Educational and Cultural Affairs (ECA) brought students from six countries beginning in 2007 to study at U.S. community colleges in fields that included agriculture, business, education, applied engineering, and hospitality. Many students were from underrepresented communities in their countries who had excelled in technical and vocational schools. The goal was to provide the students with quality academic programs in their fields of study, professional development, employment skills, and first-hand knowledge of American society.

A related goal of the initiative was to not only increase the number of international students in U.S. community colleges, but also to bring international recognition to the role that community colleges play in U.S. higher education. Undersecretary Hughes stated, “As we reach out to

nontraditional students, we should turn to the institutions with the greatest experience in this type of education: our community colleges.”

Since the establishment of the program, more than 75 community colleges have hosted over 2,800 participants from 21 countries and provided participants from underserved areas and underrepresented groups with a non-degree academic program at a U.S. community college. For ten years, CCI participants have contributed to their United States host communities by sharing their cultures and unique perspectives, engaging with their U.S. peers, and helping to internationalize college campuses and communities. When CCI alumni return home, they return with a deeper understanding of U.S. culture and with new skills to help them contribute to the economic growth and development of their countries.



*President George W. Bush and former Secretary of State Condoleezza Rice at the U.S. University Presidents Summit on Higher Education. White House photo.*

## PRINCIPAL AND COOPERATING ORGANIZATIONS

### Principal Organizations



*Former Assistant Secretary of State for Educational and Cultural Affairs, Evan Ryan; Director of the State Department's Office of Global Educational Programs, Anthony Koliha; and CCI Program Associate Director, Leeza Fernand, speak to CCI participants during an annual CCI leadership program.*

#### U.S. Department of State

The U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) sponsors and manages the program, with funding appropriated by Congress, under authority granted by the Fulbright-Hays Act. ECA administers exchanges with the assistance of cooperating U.S. non-profit organizations. Around the world, ECA works in partnership with U.S. Embassies and binational Fulbright Commissions to administer its suite of exchange programs.

#### U.S. Embassies and Fulbright Commissions

U.S. Embassies recruit, nominate, and support CCI participants. The Public Affairs Officer or Cultural Affairs Officer assumes primary responsibility for working with ECA. In a few countries, ECA works with a binational Fulbright Commission to recruit, nominate, and support CCI participants. (The CCI awards, prestigious in their own right, are not Fulbright awards.)

### Cooperating Organizations

ECA enters into agreements with U.S. non-profit organizations to administer the Community College Initiative Program in the United States and abroad. Over the past 10 years, CCI students have attended community colleges that were part of five host consortia, each selected through a competitive process.

**The Community College Consortium (CCC)**, led by Northern Virginia Community College, currently administers the CCI Program. Formed in 2009, CCC is an association of geographically diverse, primarily urban and suburban community colleges that have international exchange experience. NOVA has administered the CCI Program since 2010.

**The Northwest Community College Initiative Program (NWCCI)**, a Washington State consortium of three community colleges led by Edmonds Community College of Lynnwood, Washington, administered seven CCI cohorts between 2008 and 2016.



**IREX**, a non-profit organization focused on international education and development, led a community college consortium that hosted CCI students from 2013 to 2016.

**Community Colleges for International Development**, a nationwide consortium of community colleges, administered the CCI Program under an agreement with Kirkwood Community College in Cedar Rapids, Iowa, from 2007 to 2012.

**The California Community Colleges Initiative for Egypt Program** administered a three-year consortium of host campuses for the CCI Program from 2009 to 2011. The consortium included the California Community Colleges Chancellor's Office, the Foundation for California Community Colleges, and the California Education and Export Training Consortium.

## Supporting Partnerships

### The American Indonesian Exchange Foundation (AMINEF) and P.T. Freeport Indonesia (PTFI)

Through a partnership between the American Indonesian Exchange Foundation (AMINEF) and P.T. Freeport Indonesia (PTFI), qualified residents from Papua and Papua Barat provinces in Indonesia are supported to participate in the CCI Program. This collaboration provides workforce development opportunities for emerging leaders who will benefit their communities upon return home.



*CCI participant Ketrina Wonmaly (Indonesia, Fox Valley Technical College, Business Management and Administration, 2016-2017) from Papua, Indonesia participated in the CCI Program through the support of a collaborative partnership between the American Indonesian Exchange Foundation (AMINEF) and P.T. Freeport Indonesia (PTFI).*

## COMMITMENT TO INCLUSION, DIVERSITY, AND EQUAL ACCESS

In support of ECA's commitment to individual and institutional diversity, the CCI Program promotes the value of diversity among the CCI international exchange participants and U.S. college students. Through classroom, campus, and community engagement, U.S. and international students expand their perspectives and gain 21<sup>st</sup> century workforce skills.

The program also expands international exchange participants' understanding of diversity within the United States through a variety of campus resources and programming.

Many community colleges that have hosted CCI participants are Minority Serving Institutions (MSIs), and all campuses offer student support services that help them to be successful and make academic progress. Campus resources include learning or physical disability services, military and veteran services, writing and tutoring centers, minority-support groups, multicultural clubs, and many student-led organizations. The availability of such resources allows CCI students to see how inclusion and representation manifests in higher education institutions in the United States. CCI host colleges also participate in events that expose CCI participants to diversity, such as Disability Week, LGBTQ events, Black History Month, and Women's History Month.

### Access for All

As a component of the CCI Program, the California Community Colleges Initiative for Egypt proposed the inclusion of the Ohlone College Deaf Studies Program, a program specifically designed for a group of eight CCI participants from Egypt who are deaf and/or hard of hearing. These eight exchange students participated in a unique workforce development training program that included a hybrid curriculum of educational content courses, internship and work-study experiences, and hands-on vocational skill acquisition opportunities. The students took academic courses in American Sign Language (ASL), English language, and a CCI field of study (applied engineering, business management and administration, information technology, media, and tourism and hospitality management). They supplemented their classroom learning with practical experience through TechShop training (a hands-on, vocational skills workshop) and internships.



*CCI participants in the Deaf Studies Program visited 3<sup>rd</sup> graders at the Fremont California School for the Deaf. They shared information about their home country and about the deaf community in Egypt.*



# PILLARS OF THE PROGRAM

## Academics

For one academic year, CCI participants complete academic coursework at their U.S. host community college in select CCI Program fields of study and, when possible, pursue professional certificates. Fields of study include agriculture, applied engineering, business management and administration, early childhood education, information technology, media, public safety, and tourism and hospitality management. In previous program years, applied health and general studies were also eligible fields of study. During their summer orientation and arrival program, participants engage in intensive English language courses that improve their English language proficiency and facilitate their success in their academic courses and cultural exchange with members of their host communities.

“Through the CCI Program, I got a chance to study in my field of interest, media. Thanks to the wonderful professors I had who encouraged me constantly, I was able to perform well, and the academic laurels I received at Scottsdale Community College motivated me to complete undergraduate courses in India and helped me secure a place in a prestigious master’s degree program in communication.”

– Bhoopali Nandurkar, India,  
Scottsdale Community College,  
Media, 2014-2015

## Internships

CCI participants build hands-on professional experience through internships with local businesses and organizations. Through the application, interview, and participation phases of their internships, participants build professional skill sets in resume writing, networking, interviewing, and working in the context of U.S. business culture. These experiences help CCI participants explore their fields of study and plan for their future careers.



Bunga Yuniasari (Indonesia, Northeast Wisconsin Technical College, Public Safety, 2016-2017) took courses in public safety during her exchange year and interned with the Green Bay Police Department and the NWTTC Safety & Security Department. The skills she gained in public safety enabled her to gain a position as an Engineer and Safety Officer back home in Indonesia.

**“ Through different service events I learned that volunteering is not an act of charity, but it is an act of community ... The number of hours you spend volunteering is time you give to the future.”**

– Amira Ahmed Mahmoud,  
Egypt, Santa Rosa Junior  
College, Tourism & Hospitality  
Management, 2016-2017

## Service Learning

Service learning is a key component of the CCI Program that helps participants integrate into their campus and local communities. CCI students participate in local community service activities with non-profit organizations, join student groups to practice leadership skills and promote causes they care about, and contribute to large-scale national service events such as the Martin Luther King Jr. Day of Service.

## Cultural Exchange

CCI participants learn about American culture and share their cultures with the people they meet through formal and informal activities. Students participate in a weekly “Culture, Society, and Institutions” course that includes organized excursions and introduces them to people and organizations in their local U.S. communities. CCI participants also attend local arts and cultural events, tour historical sites, visit local schools, and join student and community clubs. By sharing their cultures with one another, domestic college students, and American community members at large, CCI participants help promote a global community and build mutual understanding.



In celebration of International Education Week (IEW), CCI participants across the United States engage in international festivals, fairs, and showcases to share their culture and learn about others. IEW is a joint initiative of the U.S. Department of State and the U.S. Department of Education and is an opportunity to celebrate the benefits of international education and exchange worldwide. During these events, CCI participants often dress in their countries' traditional clothing and share informative presentations about their national currencies, arts, flags, foods, languages, dances, and games.



## Leadership

Throughout their exchange year, CCI participants are encouraged to seek out leadership positions on campus and in their host community. They are also given the opportunity to develop leadership skills through exclusive CCI leadership programming. The CCI Program's mid-year Pathways to Success Program is a consortium-wide leadership program designed to build participant skills in leadership, reflection, and goal-setting. During the leadership program, participants also develop the CCI alumni network and take part in excursions to key U.S. historical and cultural sites.

## Action Planning

Since 2010, the Community College Consortium has strongly encouraged its CCI participants to develop an action plan to be implemented upon their return home. After completing their CCI exchange year, Juliet Malambe, Nkululeko Victor Masombuka, and Daniel da Silva Farias returned to their home countries to implement the collaborative action plan they developed while in the United States to help reduce the digital divide in South Africa and Brazil. As CCI alumni, their motivation to fully realize their action plan resulted in receiving a donation of 40 computers for a training center in South Africa and in establishing hands-on computer skills training for youth in Brazil. Their efforts also inspired the Global Education and Services department at their host college, Fox Valley Technical College, to consider a study abroad program for U.S. students to travel to South Africa and provide upkeep, teaching, and other services for the computer labs.

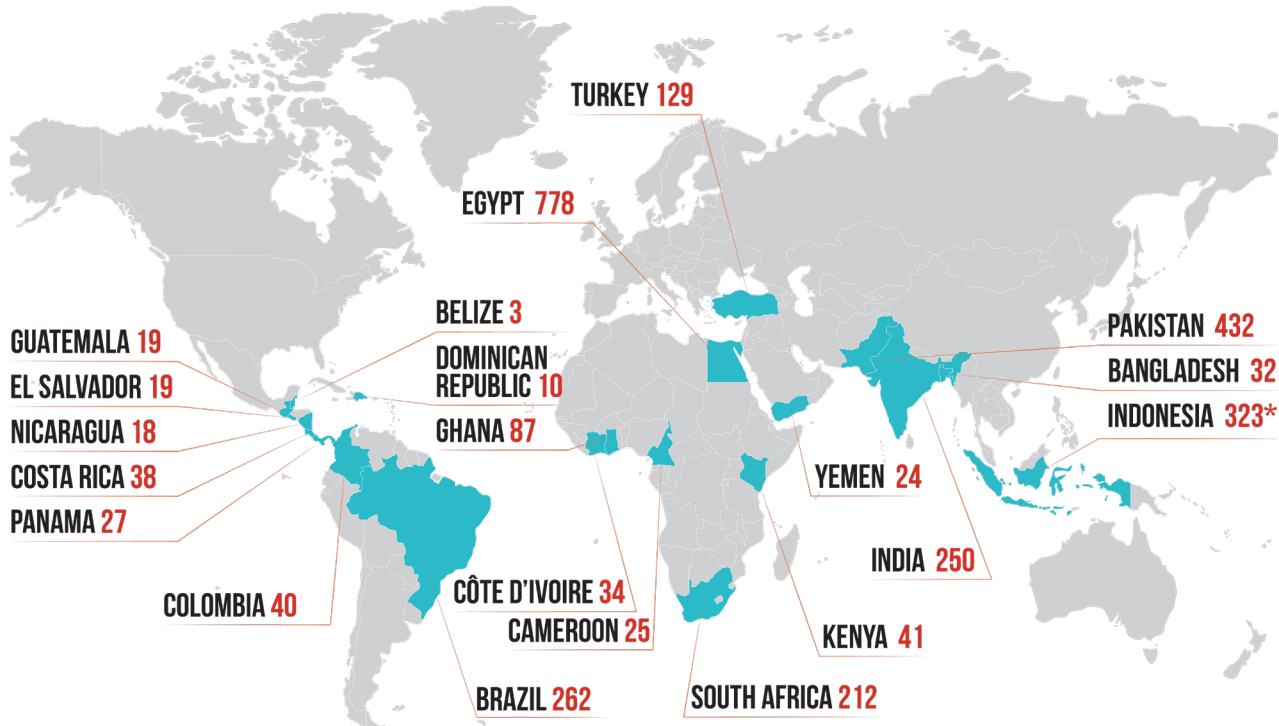


*CCI alumni Juliet Malambe and Nkululeko Victor Masombuka (South Africa, Fox Valley Technical College, Information Technology, 2016-2017) and Daniel da Silva Farias (Brazil, Fox Valley Technical College, Information Technology, 2016-2017) returned to their home countries to implement the action plan they developed to help reduce the digital divide in South Africa and Brazil.*

## CCI GLOBAL ENGAGEMENT BY THE NUMBERS

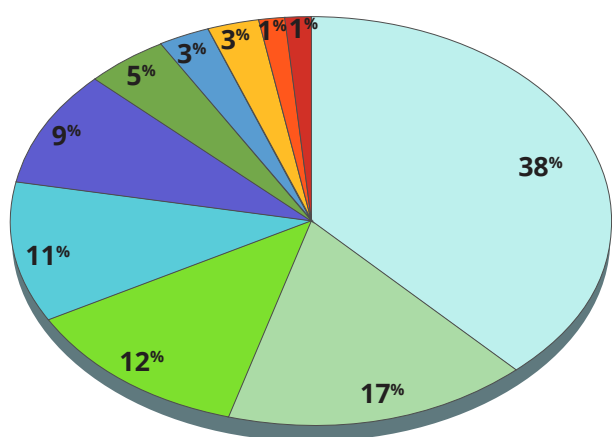
Since the establishment of the CCI Program in 2007, more than 2,800 participants from 21 countries have participated in the program. CCI participants gain global workforce skills by studying in key academic fields. CCI participants also give back to their U.S. host communities through volunteer and internship work.

### CCI PARTICIPANTS BY COUNTRY



\* These numbers represent ECA-supported CCI participants. From 2013-2017, an additional 36 CCI participants from Papua, Indonesia were supported through the AMINEF/PTFI cooperation.

### WHAT CCI PARTICIPANTS STUDY\*\*



■ Business Management and Administration  
 ■ Tourism and Hospitality Management  
 ■ Information Technology ■ Media ■ Engineering  
 ■ Early Childhood Education ■ Applied Health  
 ■ Agriculture ■ Public Safety ■ General Studies

\*\* Breakdown based on field of study placement from 2010-2017.

### GIVING BACK TO THE U.S.\*\*\*



**29,330**

**VOLUNTEER HOURS**  
Contributed to U.S.  
host communities.



**20,298**

**INTERNSHIP HOURS**  
Served in U.S. companies,  
organizations, and nonprofits.



**\$1,273,495**

**CONTRIBUTED TO U.S. ECONOMY**  
Through participant volunteer and internship  
hours, as calculated by independentsector.org  
rates for volunteer hours.

\*\*\* Hours and values based on 2016-2017 program year.



# IMPROVING GLOBAL WORKFORCE DEVELOPMENT

In a selected sample of program years, ECA’s Evaluation Division has surveyed CCI alumni approximately one year after their completion of the program.

Across the surveys, respondents reported the following gains as a result of participating in the program.

## TOP SKILLS MAKING AN IMPACT ON ALUMNI LIVES



Improved English language skills.



Increased understanding of the United States and United States society, people, and culture.



Improved leadership skills.



At least **93%**

Rated their current **abilities in English** as “good” or “excellent” in reading, writing, speaking, and making presentations in English.



At least **95%**

Rated their **field of study knowledge** as “good” or “excellent.”

Approx. **81%**



Reported being employed approximately one year after completing the program.

Approx. **93%**



Of working alumni used the knowledge or experience gained in the program to introduce new ways of doing things at work.

**MAJORITY**



Of working alumni also reported that they received as a direct result of their participation in the CCI Program:

- A new more responsible job
- A higher level of responsibilities or leadership in the same job
- A new support network that will assist them in their career.

## PROGRAM IMPACTS IN THE UNITED STATES AND ABROAD



*Moises Gomez (Colombia, Northern Virginia Community College - Annandale, Media, 2016-2017) used his CCI college courses and internship to hone his skills in photography and is now an award-winning photographer in his country.*

### To expand opportunities for underrepresented youth through exchanges.

The CCI Program provides rare opportunities for underrepresented youth from different ethnic, religious, and socioeconomic groups to build mutual understanding with one another and with their American peers through first-hand experiences. Through classroom, campus, and community engagement, U.S. and international peers expand their perspectives, build skills to succeed in the global workforce, and develop friendships and networks that will last a lifetime.

### To develop skills and strengthen employability.

CCI participants expand their skills and improve their employability. In the classroom, they build technical skills in key fields and practice critical thinking, problem solving, and collaborating across diverse teams. On their campuses, they cultivate soft skills, undertake student leadership roles, and advance their career readiness. In their U.S. communities, they apply what they have learned in real-world contexts through internships and volunteering. CCI alumni return home with greater fluency in professional, personal, and global competencies and are better prepared to join or advance in their local workforce.

### To increase proficiency in English as a springboard to opportunity.

Learning to speak English is a gateway to employment and the global economy. CCI participants improve their English language proficiency and increase their access to information, education, and jobs, through this 21st century shared means of communication. As emerging difference-makers, CCI alumni produce a ripple effect when they return home able to professionally network and communicate in English, thereby improving their own career prospects and further enhancing opportunities for members of their communities.



*Sandhya Balla (India, Kirkwood Community College, Agriculture, 2016-2017) reads to children in her U.S. host community.*

## To benefit U.S. communities.

In the United States, participants positively affect their campus and local communities. They serve in student government or club leadership roles and engage energetically in student life activities on their campuses. They make public presentations, share their cultures with their friendship families, and build mutual understanding with the people they meet. They also serve their communities by volunteering in local organizations.

## To foster difference-makers abroad.

When CCI alumni return home, they launch social entrepreneurship endeavors, conduct language or professional training sessions, and organize volunteer projects. They make a difference by transforming their ideas into action plans that address issues of concern in their local communities. They also voice their perspectives of America in communities where they may be the only person with first-hand experience in the United States.

## To internationalize and promote U.S. community colleges.

Community colleges serve many roles in U.S. higher education, from providing academic degree programs, to workforce development training, to life-long learning courses. By increasing institutional capacity to host international students, the CCI Program promotes college internationalization efforts, thereby helping educate a globally competent workforce. Educational reform, including in vocational education and workforce development, are priority topics in U.S. bilateral dialogues with other countries, and CCI and related programs allow the U.S. Department of State to highlight opportunities to collaborate with U.S. community colleges and to share how the community college model may help address educational and workforce needs at home and around the world.



*By interacting with one another and U.S. college students, CCI participants from around the world help build mutual understanding between the United States and other countries.*



## MAKING A DIFFERENCE ON COMMUNITY COLLEGE CAMPUSES



**“** The CCI participants at Northern Virginia Community College have added a new layer of vitality to curricular and co-curricular programs and propelled NOVA to rededicate itself to the importance of educational exchanges. With CCI participants on campus, our students have an opportunity to interact with people with similar backgrounds across nations spanning the globe. This heightens their interest in study abroad, the uniqueness of the United States, and the amazing world we share. The CCI students reaching out to our local communities through volunteering and service learning brings the world to our communities. As CCI students return to their home countries, they become our best representatives and advocates, for they have come to understand who we are as Americans.”

—Dr. Scott Ralls, President, Northern Virginia Community College

“In today’s global economy, the workforce needs to be globally competitive. By having CCI students on campus, we are better able to create a global learning environment in the classroom that meets the reality of the world today. If our students are able to engage and interact with CCI students, they are more prepared for the modern workplace after they graduate.” —Dr. Mick Starcevich, President, Kirkwood Community College

“Fundamentally, the impact CCI has had here is jumpstarting a whole movement at this college to become increasingly engaged in the world. As CCI international students came to us and we saw the power of those students on our campus, our interest as a college both in bringing the world to us—attracting more international students—but also pushing our students out into the world increased significantly.” —Dr. Mark Erickson, President, Northampton Community College

**“** The cultural wealth that our CCI students bring to the college is immeasurable. In our classrooms, we talk about local-global learning; these students embody that concept, bringing to our classrooms an understanding of their own cultures and, in turn, learning new ones. These dedicated individuals are often multilingual and play an important role in our College’s already diverse student body.”

—Dr. Pam Eddinger, President, Bunker Hill Community College







At Northern Virginia Community College, CCI participants and the Honors Club co-sponsored a HeForShe discussion about gender equality. (Pictured right) Kgaogelo Mbewe (South Africa, Northern Virginia Community College - Alexandria, Information Technology, 2016-2017) helped bring an international perspective to the discussion. CCI partnerships with clubs and organizations on campus allow domestic students to work with international students.

"As a business professor, I have enjoyed having CCI students in my own classes. While they learn about how business is conducted in the U.S., their classmates learn about how business is conducted in other parts of the world, so my classrooms have become rich global learning environments. [CCI] students are among my strongest students, as they work very hard to overcome the language and cultural barriers to excel in their studies."  
—Susan Peterson, Business Faculty, Scottsdale Community College

"Valencia College students often do not have the opportunity to participate in study abroad experiences or cultural exchange programs. Having international students on campus benefits the entire campus learning community. Domestic students become more culturally aware; are more likely to appreciate and understand cultural, political, language, and religious differences; and improve their critical thinking skills when engaging with international students."  
—Joseph M. Sarrubbo Jr., Dean of Students, Valencia College

"CCI students have helped Northampton faculty understand that language is not a barrier to academics, which was a learning that impacted not only international students, but U.S. students for whom English is a second language. As a result, increased supports, including credit-based ESL programming, professional development for both faculty and instructional support staff, and increased emphasis on hiring bilingual staff in student affairs, have been put into place."  
—Tracey Johnson, Director of Grants, Northampton Community College

"Through the CCI Program, students at Bunker Hill Community College have become more aware of the exchange opportunities available to them. It has elevated institutional interest in expanding study abroad opportunities for students, as well as exploring greater engagement with international scholars and forging more strategic international partnerships. [CCI participants'] high level of engagement with the communities we serve has also strengthened our college's community partnerships and has provided a model for our own students to better understand what it means to have a sense of global agency."  
—Dr. Maria Puente, Interim Dean, Division of Mathematics, Behavior, and Social Sciences, Bunker Hill Community College



Northampton Community College's President, Dr. Mark Erickson, speaks with CCI and other international students about the impact they make in their U.S. host communities.

## ENHANCING LOCAL COMMUNITIES

### Becoming a part of the family

"We had a life-changing experience as a host family. We watch the news so differently now that we have hosted international students." —*Kent Bertrand, CCI Social Host*

"Being a social host is one of the most rewarding volunteer duties I have ever done. This program changes lives, builds global partnerships, and promotes American democracy. I look forward to working with the program for many more years." —*Dr. Melvin Murphy, CCI Social Host*

### Making a difference as volunteers

"Several CCI students have participated in the VITA (Volunteer Income Tax Assistance, which helps low-income individuals and seniors to prepare taxes for free) program at Scottsdale Community College. Learning tax law is incredibly difficult even for someone who has been born and raised in the United States, yet these international students eagerly face the challenge. Some have expressed an interest in modeling this program in their own countries to help those who do not understand tax laws, thereby improving the social conditions in their own countries." —*Jim Simpson, VITA Site Coordinator*

### The benefit to local businesses

"Our organization has partnered with the CCI Program through Northern Virginia Community College for the past two years, and we have truly benefited from the unique and diverse skills, talents, and personalities that have come through the program. This program is so beneficial to the local community in general, but it is also greatly beneficial to our global community at large." —*Jamie Esther Johnson, Northern Virginia Family Service*

"CCI students bring diverse perspectives to Jumpstart's work, helping children from different cultural and socio-economic backgrounds to feel more accepted and welcome in school. Because CCI students very well represent the children whom we serve, they are able to form connections with children, enhancing learning." —*Kimberly Monaco, Jumpstart*



CCI participants at Santa Rosa Junior College participated in a hands-on learning activity about CPR and the emergency medical system in their host community. This was an opportunity for CCI participants to compare and contrast medical systems around the world and take home life-saving skills.



# CELEBRATING 10 YEARS WITH #CCISEEDS

## SOWING SEEDS IN THE UNITED STATES



*As part of a celebratory 10-year service event, the 2016-17 CCI participants helped revitalize Lonely Dell Ranch in Lees Ferry Historic District in Arizona.*

To celebrate and commemorate the 10-year milestone of the Community College Initiative Program, the CCI Program created the #CCISEEDS campaign. In January 2017 during the CCI Pathways to Success Program, a mid-year leadership program, 210 CCI participants worked together on a service learning event. In Lees Ferry Historic District, Arizona, the CCI class of 2016-17 celebrated 10 years of the CCI Program and 100 years of the U.S. National Park Service by revitalizing the orchard at Lonely Dell Ranch.

Under park ranger guidance, the CCI Program planted, pruned, and maintained trees

in the orchard, and worked on irrigation systems. This was the first time in CCI Program history that all CCI students got together for one service event, and it was the largest group of volunteers that Lonely Dell had ever had. Together, Glen Canyon National Recreation Area and the CCI Program worked to preserve an important piece of Southwestern history.

## CCI SEEDS AROUND THE WORLD

CCI alumni also joined in the celebration through the virtual #CCISEEDS campaign. CCI alumni from 16 countries shared photos of them planting seeds in their communities and posted about how the CCI Program helped them grow as people and professionals. Through their environmental contributions to their home communities, CCI alumni illustrated the legacy, growth, and impact of participation in an international exchange program.



*CCI alumna Ziadah (Indonesia, Kirkwood Community College, Media, 2015-2016) organized a #CCISEEDS event in Gerupuk Bay, Indonesia. Volunteers planted seeds along the road and children from nearby villages took breaks to read books as part of Ziadah's "Backpacking Library Program." As an alumna, Ziadah expands literacy and education opportunities for children in her community.*

## GLOBAL LEGACY OF PROGRAM ALUMNI

The Bureau of Educational and Cultural Affairs aims to build mutual understanding between citizens of the United States and citizens of other countries. ECA's exchange programs facilitate individual personal and professional development with the expectation that participants will share what they have learned with others and expand the impact of these programs. The following vignettes showcase how individual alumni have shared what they have learned through participation in the CCI Program with others and fostered change in their communities.



*Muhammad Ferdaus,  
Bangladesh, Bunker Hill Community  
College, Public Safety, 2014-2015*

During Muhammad Ferdaus's exchange year, he studied public safety in Boston, contributed 603 volunteer hours to community organizations such as the American Red Cross, and interned with the Boston Elderly Affairs Commission and the American Red Cross Disaster Management Department. Muhammad returned to Bangladesh with improved skills in disaster management. Since completing the CCI Program, he has pursued a postgraduate degree in disaster management, worked as a research associate and trainer for disaster preparedness, and volunteered his time to train women and girls working in the garment and textile industries about environmental safety, worker rights, and emergency management systems. Muhammad's work for his community led him to be selected as one of 1,000 Sustainable Development Goals (SDG) Talents for the global non-profit initiative UNLEASH, and as one of 200 Global Young Leaders Fellows with the organization Women Deliver, through which he promoted women's and girls' rights and advocacy in various sectors in Bangladesh, including the garment and textile industries.

A door to a new career path opened for Guilherme da Silva after he earned a certificate in Water Treatment as part of the CCI Program. Upon return to Brazil, Guilherme pursued graduate courses in water sanitation; he credits the skills he gained in grant writing at Owens Community College for his ability to receive funding for his graduate research. From 2011 to 2013, Guilherme operated his own consulting company, ECOESSENCIA, to help companies comply with Brazilian environmental laws. More recently, Guilherme has been teaching hydraulics, sanitation, and hydrology to civil engineering undergraduate students at a private university in Brazil. Guilherme continues to work toward creating clean water initiatives in his country.



*Guilherme da Silva,  
Brazil, Owens Community College, Applied  
Engineering, 2010-2011*





*Susana Marin Arango.  
Colombia, Houston Community College, Business  
Management and Administration, 2013-2014*

Susana Marin Arango, from Colombia, specialized in banking and finance during her year in the CCI Program. As a student, she excelled and earned a 4.0 GPA and a certificate in Finance Banking & Financial Operations. She completed 550 hours of volunteer service—experience that served as a springboard for her further academic and leadership success as an international exchange alumna. Susana's experience in the United States with the CCI Program prompted her to become more involved with her local community in Medellin, Colombia, and inspired her to become a highly active volunteer at the YMCA. Susana is a Board Member of her local YMCA branch, as well as the director of the organization's Finance Committee. In April 2017, she represented the YMCA of Medellin at the 36th Annual North American YMCA Development Organization (NAYDO) Conference on YMCA Philanthropy in San Diego, CA. As a board member, Susana has been recognized for her leadership, strategic project management, and commitment to volunteer work. As an expert in finance and someone with cultural exchange experience, Susana serves as a global ambassador for organizations in her community.

During her exchange year in Florida, Philomène Kouakou from Côte d'Ivoire studied business and project management, learned how to start a small business, and gained international support from The Resolution Project to implement her plan to start a community center back in her home country. After returning to Côte d'Ivoire, Philomène opened a children's community center called "The Children's House." Philomène conceptualized The Children's House while studying in the United States. With the mission to provide a safe educational and play space for local children, Philomène earned a grant from the U.S. Embassy in her country to establish a "computer courtyard" for the house, a bright and engaging room filled with desktop computers. She also collaborated with UNESCO to stock the center's library with books. Attendees at the Children's House launch ceremony included representatives from the U.S. Embassy in Abidjan, representatives from UNESCO, and the Mayor of Fresco, the city in Côte d'Ivoire where the Children's House is located. Since its opening, The Children's House has registered about 60 local children.



*Philomène Kouakou.  
Côte d'Ivoire, Miami Dade College -  
Wolfson, Business Management and  
Administration, 2014-2015*



*Ana Lucía Miranda-Cole.  
Costa Rica, City College of  
San Francisco, Media, 2010-  
2011*

Shortly after her exchange year, Ana Lucía Miranda-Cole joined a group of international exchange alumni back home in Costa Rica who had participated in different scholarship programs. The influence of their study abroad experiences helped the returnees see how they could address a need within their home community, and together they applied for the highly competitive Alumni Engagement Innovation Fund (AEIF), a project competition that provides funding to U.S. government-sponsored exchange to alumni to address a need in their local communities. In 2013, Ana Lucía's team was announced as one of the global winners of the AEIF competition and had the honor of being the first group of exchange alumni from Costa Rica to win the AEIF award. They used the AEIF grant funds to support a project called "Youth Ambassadors (Jóvenes Embajadores)." The goal of Youth Ambassadors was to work with at-risk youth in Heredia to improve the lives of young people and their families through sports, education, and soft-skills training. After completion of the project, Ana Lucía continued to serve as a member of The Youth Council of the U.S. Embassy in Costa Rica to make a difference in her country, and she attends Embassy events that support educational and leadership initiatives in Costa Rica. In January 2017, through the Youth Council, Ana Lucía met the president of Costa Rica, Luis Guillermo Solís, who is a Fulbright alumnus.

Kelvin Osoria comes from a family of farmers in Dominican Republic and was the first in his family to grow up in a city. At home in Santo Domingo he was able to attend college—another first in his family—and pursue studying abroad through the CCI Program. One particularly unique experience for Kelvin during his exchange year was the opportunity to share his experiences as a community college student as a representative of his host college, Northampton Community College, during an EducationUSA webinar. Sharing his experiences while in the United States inspired him to continue to share information about educational opportunities with youth back home. Shortly after returning to the Dominican Republic after his CCI year, Kelvin began a project in Santo Domingo called "Sembrando Semillas" (meaning "sowing seeds"), which he describes as "a movement that empowers and creates young entrepreneurs—especially women and girls—by helping them discover and strengthen their leadership skills." Kelvin has gained the support of members of his local community by creating a network of churches and schools where he hosts speaking events to empower local youth.



*Kelvin Osoria.  
Dominican Republic, Northampton  
Community College, Business Management  
and Administration, 2016-2017*





*Waleed Rashwan.  
Egypt, Northcentral Technical  
College, Business Management and  
Administration, 2009-2010*

Over the course of seven years as a CCI alumnus in Egypt, Waleed Rashwan has made an effort to serve underrepresented people in his community, especially children. In 2017, Waleed's project, "Empowering Girls Through Sports (Girls Club)," was announced as a winner of the 2017 Alumni Engagement Innovation Fund (AEIF). Waleed's project aims to empower girls through education, sports, workshops on communication, and leadership activities. The program, which will take place in Egypt, will encourage civic engagement and build advocacy for girls' and women's rights. In an especially competitive year with 1,014 project submissions from 125 countries, Waleed's project was one of 68 alumni team projects representing 53 countries that was selected as an AEIF winner.

As a 2011-2012 CCI participant, Stephen Saan-Ire studied Computer Network Administration and developed a desire to bring what he learned in the United States back to his home country of Ghana. As part of a team of exchange alumni, Stephen won a 2014 Alumni Engagement Innovation Fund award for their project "Techie Skills," a community service initiative designed to provide young people in Ghana with opportunities to develop information technology skills. From 2013 to 2016, Techie Skills helped train over 300 young people, including small business owners. As a result of his community service initiative, Stephen was honored with a Youth Achiever award by the National Youth Authority of Ghana. Later in 2015, Stephen co-founded Change Leads, a social enterprise dedicated to socio-economic transformation and global impact through social innovation, leadership, and business development. Stephen hopes to use Change Leads to implement projects that will transform his community and cultivate an ethos of innovation and invention.



*Stephen Saan-Ire.  
Ghana, Gadsden State  
Community College,  
Information Technology,  
2011-2012*



*Sarah Veipune.  
India, Whatcom Community  
College, Business Management and  
Administration, 2013-2014*

Since returning home to India, Sarah Veipune has become a strong leader in her community. As a CCI alumna she initially served as a project coordinator at Socio-Economic & Environment Development Services (SEEDS), where she was responsible for managing a project on women's empowerment through education. She worked to improve literacy and employment opportunities for women living in villages in the northeastern Indian state of Manipur. For the past two years, Sarah has served as a co-owner of a nonprofit charitable organization, the Northeast Foodbanking Network (NeFN), which aims to eradicate hunger in Northeast India. The organization is responsible for soliciting, collecting, growing, and packaging food for distribution through a network of service agencies and programs that serve target population groups. NeFN services include food box programs and emergency food programs.





*Glend Huliselan.  
Indonesia, Scottsdale  
Community College, Media,  
2015-2016*

As a child, Glend Huliselan lived in a region in Indonesia that has experienced inter-community conflicts. Growing up in an environment prone to violent disruptions impacted his perception of peace and made him want to help strengthen his home community. While studying in Arizona during his CCI exchange year, Glend gained the English and media skills he needed to promote peace in his community. In 2016, Glend Huliselan won a grant for his community project, "The Peace Awareness Campaign through Education" (PACE). PACE enables youth from warring communities to learn together and establish positive relationships between communities. The program brings together youth from the different religions and tribes in North Maluku, Indonesia, to work to heal decades-long wounds by learning media and English skills together as a team. About 50 children from 10 different high schools in Tobelo, North Halmahera, attended PACE courses in 2016. PACE was a pilot project, the first of its kind in North Maluku, in Indonesia as a whole, and particularly in a post-conflict area. It helped youth develop positive perspectives about people of other religions and tribes and enabled them to become agents of peace in their community. In early 2017, Glend established a new program, called "Anak Halmahera English Network," or AHEN, that aims to provide low-cost English courses to professionals, housewives, civil servants, and children at a local orphanage. Currently, 25 students from junior and senior high schools in Tobelo come to practice English skills to empower and connect themselves with the global community.

When Gilbert Lekalau of Kenya applied for the CCI Program, he had a specific goal in mind: to focus his studies on Geographic Information Systems (GIS). Prior to his exchange year, Gilbert worked with Save the Elephants in Kenya and was determined to learn about innovative technologies used in the United States—such as GIS—to enhance wildlife conservation efforts in Kenya. While in the United States, Gilbert interned at the Houston Zoo with their Wildlife Conservation Program to develop his expertise in that area, devoting 300 hours to learning and service. Since returning to Kenya, Gilbert has become a GIS Technician and Manager at Save the Elephants, using GIS technology to track elephants and enhance the protection of endangered species. As an entrepreneur, Gilbert also owns and operates the Samburu Bush Expeditions, offering nature safaris. Gilbert sees his conservation efforts as critical forces for economic sustainability and development: "Conservation means a lot to me because without it, ecosystems would fall apart ... Countries like Kenya depend on tourism, and without conservation there is no tourism. Tourism helps in understanding the various cultural, geographical, and historical facets of each country. It opens a whole new window to the world for the traveler, enabling in broadening one's horizon." Additionally, Gilbert is one of the directors of a non-profit organization, Friends of Samburu, Kenya. He is determined to put bring national and international attention to his country and advocates for the well-being of his tribe through the charity's humanitarian efforts.



*Gilbert Sabinga Lekalau.  
Kenya, Houston Community College,  
Information Technology, 2014-2015*



*Shamshad Hussain.  
Pakistan, Daytona State  
College, Tourism and  
Hospitality Management,  
2007-2008*

Shamshad Hussain participated in the CCI Program during its first program year and, in the decade since returning to Pakistan, he has made an impact as a CCI alumnus. In 2010 Shamshad implemented the U.S. Mission in Pakistan's English Access Microscholarship Program in his region. To date, more than 1,500 students have completed the program. He has also served as the executive director of Grace Association Pakistan, a non-profit organization that works with issues such as education, healthcare, the environment, and natural resource management. As a proponent of the power of exchange programs, Shamshad also served for six years as the president of the Pakistan-U.S. Alumni Network (PUAN) for Gilgit-Baltistan, and has continued to work to bring international exchange alumni together to make a difference. In 2015 and 2017, Shamshad launched and led a "K-2 Clean-up Expedition" which brought together several

alumni of U.S. government-funded exchange programs from around the world to clean up the second-highest peak in the world. As a social entrepreneur, Shamshad runs a trekking company that aims to create employment opportunities for underserved families in Pakistan and promote adventure tourism. Shamshad continues to be actively involved in organizing various activities to educate and draw locals' and authorities' attention to promote eco-tourism.



*Mokgadi Sharon Rapetswa.  
South Africa, Edmonds  
Community College,  
Applied Engineering,  
2011-2012*

Mokgadi Sharon Rapetswa was a project management student at Edmonds Community College during 2011-2012. After learning about business in the United States, she returned to South Africa to co-found the New Dawn Foundation, which promotes literacy and learning in the Limpopo Province of South Africa, with programs such as a spelling bee and a read-a-thon. Most recently, she established her own consulting agency, under which she started two efforts, "Made in Africa Events" and "Triple Shine." "Made in Africa Events" hosts African economic patriotism marketing events that promote products, businesses, and brands originally made in Africa. "Triple Shine" offers micro-franchising business opportunities to unemployed women in South Africa. Triple Shine has been running for a year and already has seven micro-franchises on the ground.

Immediately after completing her exchange year, Seyda Aydin, from Turkey, began work on a TV program for filming documentaries about traveling and discovering cultures around the world. The first stop of her project was Pakistan to film a tourism documentary which was aired by a Turkish TV channel. She was able to use the skills she gained at Parkland College to make the film for the purposes of improving tourism in Pakistan. As a skilled documentarian and journalist, Seyda has had the opportunity to interview a variety of high-profile people, including ministers and diplomats such as the former president of Tunisia. Seyda also used her international experience to travel to Greece as a volunteer journalist with the European Voluntary Service (EVS), an organization supported by the European National Agency. Since then, she has completed a bachelor's degree in journalism in her country, and is studying for her master's degree to continue to expand her skills and abilities.



*Seyda Aydin.  
Turkey, Parkland College,  
Media, 2011-2012*

## HOSTING THE CCI PROGRAM ACROSS AMERICA

**Since the establishment of the CCI Program in 2007, 75 community colleges in 24 states have hosted CCI participants.**

### **ALABAMA**

Gadsden State Community College, Gadsden

### **ARIZONA**

Mesa Community College, Mesa  
Scottsdale Community College, Scottsdale

### **CALIFORNIA**

American River College (Los Rios), Sacramento  
Butte College, Oroville  
City College of San Francisco, San Francisco  
College of the Desert, Palm Desert  
El Camino College, Torrance  
Glendale College, Glendale  
Irvine Valley College, Irvine  
Long Beach City College, Long Beach  
Los Angeles City College, Los Angeles  
Moreno Valley College, Moreno Valley  
Ohlone Community College, Fremont  
Reedley College, Reedley  
Riverside City College, Riverside  
Sacramento City College, Sacramento  
Saddleback College, Mission Viejo  
Santa Ana College, Santa Ana  
Santa Rosa Junior College, Santa Rosa  
Shasta Community College, Redding  
West Valley Mission College, Saratoga

### **COLORADO**

Otero Junior College, La Junta

### **FLORIDA**

Daytona State College, Daytona Beach  
Hillsborough Community College, Tampa  
Miami Dade College-Kendall, Miami  
Miami Dade College-Wolfson, Miami  
Tallahassee Community College, Tallahassee  
Valencia College, Orlando

### **HAWAII**

Kapiolani Community College, Honolulu  
Leeward Community College, Pearl City

### **ILLINOIS**

College of DuPage, Glen Ellyn  
College of Lake County, Grayslake  
Heartland Community College, Normal  
Parkland College, Champaign

### **IOWA**

Eastern Iowa Community College, Muscatine  
Kirkwood Community College, Cedar Rapids  
Muscatine Community College, Muscatine  
Western Iowa Tech Community College, Sioux City

### **KANSAS**

Johnson Community College, Kansas City

### **MASSACHUSETTS**

Bristol Community College, New Bedford  
Bunker Hill Community College, Boston  
Cape Cod Community College, West Barnstable

### **MINNESOTA**

Central Lakes College, Brainerd

### **MISSOURI**

Crowder College, Neosho  
St. Louis Community College, St. Louis

### **NEBRASKA**

Southeast Community College, Lincoln

### **NEW YORK**

Tompkins Cortland Community College, Dryden

### **NORTH CAROLINA**

Davidson County Community College, Thomasville  
Johnston Community College, Smithfield

### **OHIO**

Columbus State Community College, Columbus  
Lorain County Community College, Elyria  
Owens Community College, Toledo

### **PENNSYLVANIA**

Northampton Community College, Bethlehem

### **SOUTH CAROLINA**

Greenville Technical College, Greenville  
Orangeburg-Calhoun Technical College, Orangeburg

### **TENNESSEE**

Roane State Community College, Harriman

### **TEXAS**

Brookhaven College, Farmers Branch  
El Centro College, Dallas  
Houston Community College, Houston  
Lone Star Community College, Houston  
Richland College, Dallas

### **UTAH**

Salt Lake Community College, Salt Lake City

### **VIRGINIA**

Northern Virginia Community College, Alexandria  
Northern Virginia Community College, Annandale

### **WASHINGTON**

Edmonds Community College, Lynnwood  
Everett Community College, Everett  
Highline College, Des Moines  
Pierce College, Lakewood  
Skagit Valley College, Mount Vernon  
Spokane Community College, Spokane  
Whatcom Community College, Bellingham

### **WISCONSIN**

Fox Valley Technical College, Appleton  
Madison Area Technical College, Madison  
Northcentral Technical College, Wausau  
Northeast Wisconsin Technical College, Green Bay  
Waukesha County Technical College, Pewaukee



# ALUMNI PROGRAMMING

CCI participants have opportunities to engage in a variety of professional development activities beyond their CCI academic year in the United States. The Bureau of Educational and Cultural Affairs sponsors a suite of resources and activities for alumni.

## Alumni Resources

**Bureau of Educational and Cultural Affairs - International Exchange Alumni Website: Inspire. Empower. Connect. | <https://alumni.state.gov>**

This website shares alumni news, hosts online events, and provides a series of resources to help alumni connect, collaborate, and develop themselves and their projects.

**CCI Program website, administered by Northern Virginia Community College | [www.nvcc.edu/ccip](http://www.nvcc.edu/ccip)**

The CCI webpage provides resources to facilitate alumni engagement across networking platforms, to build personal and professional skills, and to inspire CCI alumni with the stories of other program participants.

## Alumni Activities

### Virtual Alumni Conferences

The CCI Program, in partnership with its host consortia and LearningTimes, an online conference, event, and community platform, has sponsored three Virtual Alumni Conferences over the course of 10 years, to facilitate ongoing skills development and networking.

CCI Live: Building Skills and Sustaining Connections (2013)

CCI Live: Thinking Like an Entrepreneur (2015)

CCI Live: Global Leadership in Action (2017)

## Alumni Communities

To keep up with CCI Program news, events, and alumni opportunities, and to read stories about current and past CCI participants, several social media alumni networking platforms are available to CCI alumni. These platforms are administered by Northern Virginia Community College on behalf of the U.S. Department of State.

 Community College Initiative Forum  CCI Program Alumni



*The connections CCI participants establish with one another by cohort, host college, and country creates a strong, global alumni network.*



*During a 2011 Brazilian CCI alumni workshop, representatives from Fulbright Brazil, the U.S. Consulate in São Paulo, and a representative from hosting consortium, CCID, presented on a panel to Brazilian CCI alumni to help re-engage exchange alumni with their home community.*

