

PD-ARM-805

National Association of Partners of the Americas

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SPECIAL REPORT
CALIFORNIA STATE UNIVERSITY - CHICO
APRIL 15 - DECEMBER 31, 1989

1988/89 EL SALVADOR CAPS PROGRAM

Prepared for USAID El Salvador

Contract Number: 519-0337-C-00-8491-00

Submitted by Peter Aron, Project Director

SPECIAL REPORT
California State University - Chico
Small Scale Agricultural Management
April 15 - December 31, 1989

I. In-Country ELT and Pre-Departure Orientation

Sixty-two CAPS scholars began a four-month residential in-country English language training and pre-departure orientation in May, in Agape, near Sonsonate. Agape is an ideal site for this type of program, and NAPA was very pleased with its organization, the quality of instruction, and the great progress the trainees have made over the past few months. The program was developed and carried out by NAPA's sub-contractor, C.H.P. International, Inc.

A special English language consultant made two trips to El Salvador to observe and evaluate the four-month ELT, to make recommendations for changes in the program, do teacher training with the ELT instructors, and assist in the design of future 5-week ELT programs.

Out of the 62 trainees, 50 were selected to go on for a 21-month stateside training program in small-scale agricultural management. Thirty of these went to study at the California State University at Chico (CSU-Chico). The students left El Salvador for their U.S. technical training program on August 21, 1989.

II. Stateside English as a Second Language Instruction

At the end of August, the students entered a four-month intensive ESL program at CSU-Chico's American Language and Culture Institute (ALCI), being placed in all of the six levels of instruction at ALCI. Instruction consisted of six hours a day in the areas of reading/writing, conversation, listening, grammatical structure, American culture, Action English, and a specially designed course in English for Agriculture. In all except the last class, the students were mixed into classes with other foreign students. All students had the opportunity to take an elective in either computer, video, music and drama, or pronunciation. The Michigan Placement test was used to test students for placement, in the beginning, and achievement, at the end. Students also engaged in various field trips as part of their ESL instruction. The ALCI course was completed on December 22.¹

III. Experience America

The students at CSU-Chico have experienced host family stays during the Thanksgiving holiday and Intersession periods. Those students who did not visit relatives during Christmas, spent the holiday with host families and also participated in a 6-day International House Party/Snow Trip sponsored by the InterVarsity Christian Fellowship in the Sonora Pass region.

¹ Attachment A contains the ALCI course schedule for the 1989 Fall Semester, an outline of the English for Agriculture class, and the students' results from the Michigan Placement Test.

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The students have engaged in volunteer work with the following community agencies: C.A.V.E. - Community Action for Volunteers in Education, C.L.I.C. - a center that provides legal advice to Hispanics, and an Alcohol/Drug Abuse Rehabilitation Center. They also conduct a Spanish radio show for the Campus Radio Station.

Students live in a dormitory close to campus, sharing suites with North Americans.

Every Monday afternoon, the students meet with program administrators to discuss issues of concern. During this meeting, a variety of presentations on Experience America themes are also provided.²

IV. Plans for Next Semester

The students' agricultural training will begin during the intersession period of January 3 - January 23, 1990, when they will take a Basic Plant Production course at Butte Community College. The students will also begin the preparation of their vegetable garden plots. In the Spring Semester, beginning at the end of January, they are scheduled to take courses in Farm Machinery and Repair, an Introduction to Plant Science, and an agricultural cooperative course in which they will form their own co-op and jointly cultivate, harvest and market vegetable crops.

V. TCA

A TCA report reflecting program activities for the period of April 15 through December 31, 1989, is attached.

² Attachment B contains a sampling of the Monday afternoon sessions.

CLASP TRAINING IMPLEMENTATION PLAN (TIP) BUDGET
Training Cost Analysis (TCA)

___x___ Academic
 _____ Technical

School Name: California State University - Chico

Technical Field: Small Scale Agricultural Management

Project Number: 519-0337

PIO/P Number: 519-0337-1-80109

No. Trainees in Group:

30

1/31/90

Training Dates for this PIO/P: From: 4/15/89 To: 5/21/91

Reporting Period:

From: 4/15/89 To: 12/31/89

Program Categories/ Training Activities:	BUDGETED 2/24/89	BUDGET AMENDMENT 5/9/89	EXPENDED 4/15/89 - 9/30/89	EXPENDED 10/1/89 - 12/31/89	REMAINDER
A. Education/Training Costs.....	\$343,500	\$383,994	\$104,918	\$0	\$279,076
1. Tuition/Fees.....	\$225,000	\$285,000	\$0	\$0	\$285,000
2.a. Training Costs (US).....	\$0	\$0	\$0	\$0	\$0
b. Trng Cost(ES)(CHP)	\$118,500	\$98,994	\$104,918	\$0	(\$5,924)
3. Package Program Costs.....	\$0	\$0	\$0	\$0	\$0
4. Other(Mission Option)....	\$0	\$0	\$0	\$0	\$0
B. Allowances.....	\$308,250	\$351,750	\$147,090	\$11,191	\$193,469
1. Maintenance Advance.....	\$6,000	\$9,000	\$9,000	\$0	\$0
2. Living/Maintenance.....	\$291,750	\$330,750	\$138,090	\$9,000	\$183,660
3. Per Diem (MWS).....	\$1,500	\$1,500	\$0	\$0	\$1,500
4. Books & Equipment.....	\$7,500	\$9,000	\$0	\$2,191	\$6,809
5. Book Shipment.....	\$1,500	\$1,500	\$0	\$0	\$1,500
6. Typing.....	\$0	\$0	\$0	\$0	\$0
7. Thesis.....	\$0	\$0	\$0	\$0	\$0
8. Doctoral Dissert.....	\$0	\$0	\$0	\$0	\$0
9. Professional Membership....	\$0	\$0	\$0	\$0	\$0
10. Other (Mission Option)	\$0	\$0	\$0	\$0	\$0
C. Travel.....	\$29,700	\$36,000	\$15,717	\$0	\$20,283
1. International (CHP)	\$19,800	\$21,600	\$15,717	\$0	\$5,883
2. Local (CHP)	\$900	\$930	\$0	\$0	\$930
3. Domestic (MWS)....	\$9,000	\$13,470	\$0	\$0	\$13,470
D. Insurances.....	\$24,480	\$29,285	\$10,433	\$3,040	\$15,812
1. HAC for US.....	\$24,480	\$21,420	\$3,060	\$3,040	\$15,320
2. Required by Institution...	\$0	\$0	\$0	\$0	\$0
3. In-Cntry. Insur(CHP)	\$0	\$7,865	\$7,373	\$0	\$492
E. Supplemental Activities.....	\$64,306	\$71,058	\$47,323	\$27,874	(\$4,139)
1. ELT, In-country(CHP)	\$56,100	\$61,146	\$47,323	\$0	\$13,823
2. ELT, US.....	\$0	\$0	\$0	\$27,874	(\$27,874)
3. Academic up-grade.....	\$0	\$0	\$0	\$0	\$0
4. Reception Services.....	\$0	\$0	\$0	\$0	\$0
5. Arrival Orientation	\$285	\$683	\$0	\$0	\$683
6. Intrprs/Escorts(CHP).....	\$626	\$476	\$0	\$0	\$476
7. Internship/cooperative....	\$0	\$0	\$0	\$0	\$0
8. Enrichment Programs.....	\$0	\$0	\$0	\$0	\$0
9. Mid-winter commun. seminars	\$7,295	\$8,754	\$0	\$0	\$8,754
10. Follow-up career devel....	\$0	\$0	\$0	\$0	\$0
11. Other (Mission Option)	\$0	\$0	\$0	\$0	\$0
TOTAL PROGRAM COSTS:	\$770,236	\$872,087	\$325,481	\$42,106	\$504,501
Total U.S. Costs:	\$574,310	\$681,077	\$150,150	\$42,106	\$488,821
Total E.S. Costs:	\$195,926	\$191,010	\$175,331	\$0	\$15,679

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CLASS SCHEDULE-LEVEL I
FALL 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	Reading/ Writing Laurie L. ALH 204	*Elective	Reading/ Writing Laurie L. ALH 204	*Elective	Reading/ Writing Laurie ALH 204
9:00 - 9:50	Conver- sation Mary Beth ALH 204	Listening Mary Beth ALH 204	Conver- sation Mary Beth ALH 204	Listening Mary Beth ALH 204	Conver- sation Mary B. ALH 204
10:00 - 10:50	Structure Celeste ALH 204	Structure Celeste ALH 204	Structure Celeste ALH 204	Structure Celeste ALH 204	Structure Celeste ALH 204
11:00 - 11:50	Action English Celeste ALH 204	American Culture Celeste ALH 204	Action English Celeste ALH 204	American Culture Celeste ALH 204	Action English Celeste ALH 204
12:00 - 12:50	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL 11:30 M	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL
2:00 - 3:00	AG Class Salon 310 L Jeanette Platte				

BOOKS: Read/Write - Comp
Con. & List. - Streamline (blue)
Struct. - Side by Side 1B
Am. Cul. - What's the Story

*ELECTIVES: Music and Drama
Pronunciation

CLASS SCHEDULE-LEVEL II
FALL 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	Reading/ Writing Elaine Salem E	*Elective	Reading/ Writing Elaine Salem E	*Elective	Reading/ Writing Elaine Salem E
9:00 - 9:50	Structure Elaine ALH 202	Structure Elaine ALH 202	Structure Elaine ALH 202	Structure Elaine ALH 202	Structure Elaine ALH 202
10:00 - 10:50	Conv Laurie Salem F	American Culture Laurie Salem F	Conv Laurie Salem F	American Culture Laurie Salem F	Conv Laurie Salem F
11:00 - 11:50	Action English Laurie F Salem F	Conv/ <i>Listening</i> Laurie F Salem F	Action English Laurie F Salem F	Conv/ <i>Listening</i> Laurie F Salem F	Action English Laurie F Salem F
12:00 - 12:50	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL
2:00 - 4:00					

BOOKS: Read/Write - What's the Story *ELECTIVES: Music and Drama
 Struct - Basic English Grammar (red) Pronunciation
 Conv - Streamline (green)

CLASS SCHEDULE LEVEL III
FALL 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:50	Reading/ Writing Susie ALH 201	* Elective	Reading/ Writing Susie ALH 201	*Elective	Reading/ Writing Susie ALH 201
9:00 - 9:50	Action English Geert ALH 201	Action English Geert ALH 201	Action English Geert ALH 201	Action English Geert ALH 201	Action English Geert ALH 201
10:00 - 10:50	Follow Me Marilyn ALH 101	Follow Me Marilyn ALH 101	Follow Me Marilyn ALH 101	Follow Me Marilyn ALH 101	Follow Me Marilyn ALH 101
11:00 - 11:50	Structure Keleigh ALH 201	Structure Keleigh ALH 201	Structure Keleigh ALH 201	Structure Keleigh ALH 201	Structure Keleigh ALH 201
12:00 -12:50	LUNCH BREAK	LJNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL

2:00 - 3:00

BOOKS: Read/Write - American Topics *ELECTIVES: Computer
Follow Me - Follow Me to San Francisco Video
Structure - Fundamentals of English Grammar (black)

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CLASS SCHEDULE LEVEL IV
Fall 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 9:50	Reading/ Writing Eunice ALH 202	*Elective	Reading/ Writing Eunice ALH 202	*Elective	Reading/ Writing Eunice ALH 202
9:00 - 9:50	Follow Me Keleigh ALH 101	Follow Me Keleigh ALH 101	Follow Me Keleigh ALH 101	Follow Me Keleigh ALH 101	Follow Me Keleigh ALH 101
10:00 - 10:50	Structure Susie ALH 202	Structure Susie ALH 202	Structure Susie ALH 202	Structure Susie ALH 202	Structure Susie ALH 202
11:00 - 11:50	List/ Con Mark ALH 202	American Culture Mark ALH 202	List/Con Mark ALH 202	American Culture Mark ALH 202	List/Con Mark ALH 202
12:00 - 12:50	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL	
2:00 - 3:00					

BOOKS: Read/Write - American Topics

Follow Me - Follow Me to San Francisco

Structure - Fundamentals of English Grammar (black)

List/Con & Am Cul - What's the Story

*ELECTIVES: Computer
Video

CLASS SCHEDULE-LEVEL V
FALL 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	*Elective	TOEFL Success Marilyn Salem E	*Elective	TOEFL Success Marilyn Salem E	TOEFL Prep Geert CE 106
9:00 - 9:50	Structure Eunice Salem E	Structure Eunice Salem E	Structure Eunice Salem E	Structure Eunice Salem E	Structure Eunice Salem E
10:00 - 10:50	Writing Eunice Salem E	Study Skills Ellen AM 201	Writing Eunice Salem E	Study Skills Ellen AM 201	Writing Eunice Salem E
11:00 - 11:50	Reading/ Am Cul Susie Salem E	List. Con Susie Salem E	Reading/ Am Cul Susie Salem E	List. Con Susie Salem E	Reading Jay Susie Salem E
12:00 - 12:50	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL
2:00 - 3:00					

BOOKS: TOEFL Success - TOEFL Success
Structure - Understanding & Using
English Grammar 1 (Dine)
Reading/Am Cul - The American Way
Study Skills - Study Skills
List/Con - Listening In & Speaking Out (advanced)

ELECTIVES: Business
Advanced Video
Literature

CLASS SCHEDULE LEVEL VI
Fall 1989

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:50	*Elective	TOEFL Success Elaine Salem L	*Elective	TOEFL Success Elaine Salem L	Special Class
9:00 - 9:50	Reading/ Am Cul Marilyn ALH 100	Study/ Skills Rhyck Salem L	Reading/ Am Cul Marilyn ALH 100	Study/ Skills Rhyck Salem	Reading Day Marilyn ALH 100
10:00 - 10:50	Structure Geert Salem L	Structure Geert Salem L	Structure Geert Salem L	Structure Geert Salem L	Structure Geert Salem L
11:00 - 11:00	Writing Marilyn ALH 100	List/ Con Marilyn Salem L	Writing Marilyn ALH 101	List/Con Marilyn Salem L	Writing Marilyn ALH 101
12:00 - 12:50	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
1:00 - 2:00	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL	TUTORIAL
2:00 - 3:00					

BOOKS: TOEFL Success - TOEFL Success
 Read/Am Cul - The American Way
 Structure - Understanding & Using English Grammar 2 (blue)
 List/Con - Great Ideas
 Consider the Issues

*ELECTIVES: Computer
 Advanced Video

ALCI

English for Agriculture

Classtime: Monday, 2-3:15 P.M. and Wednesday, 2-5 P.M.

Instructor: Jeanette Platte

Textbook: Handouts from instructor

Course Outline:

The course will cover vocabulary and brief principles from the following:

- I. Crop Science
 - Naming and Classifying
 - Propagation and Vegetative Growth
 - Reproduction and Genetics
- II. Soils and Fertilizers
- III. Irrigation and Climate
- IV. Machines and Tillage Practices
- V. Pests (weeds, insects, diseases) and Pest Management
- VI. Harvest, Storage, and Marketing

We plan to take fieldtrips in connection with some parts of the course.

Grading:

Attendance	50%
Tests	30%
Participation	20%
	<u>100%</u>

Fall 1989 Placement Test Sc

Level I

	<u>Aug</u>	<u>Dec</u>	<u>%incr</u>	
1. Abukhater, Fakhri	12	47	45	2. Al-Jubairi, Hind
3. Ban-Hathlin, Mohammed		33		
4. Gonzales, Manuel	24	48	31	
5. Jung, Ui-Chul	29			
6. Pei, Maurus	25	28	4	
7. Sun, Huidi	20	32	15	
8. Tanigawa, Kiyomi	27	35	11	
9. Ternero, Felipe	19	42	28	
10. Uemura, Yoshio	25	38	17	

Level II

1. Bonilla, Carlos	28	70	58
2. Climaco, Victor	32	46	35
3. Menjivar, Hugo	30	63	47
4. Mizukoshi, Kiyomi	30	29	-2
5. Montano, Pedro	31	53	32
6. Nasser, Edmon	31	46	22
7. Palacios, Pedro	30	48	26
8. Pineda, Reynaldo	23	50	35
9. Romli, Herman	30	58	40
10. Sayegh, Zouher	33		
11. Serrano, Josue	32	56	35
12. Sivani, Fereshesta	27	33	8
13. Tomiyama, Shoji	29		

Level III

1. Bin-Hethlin, Sultan	38	43	8
2. Calderon, Rigoberto	34	37	5
3. Duran, Francisco	33	66	49
4. Garcia, Alejandro	41	63	37
5. Hernandez, Luis	33	63	45
6. Ichiki, Mie	40		
7. Lopez, Hugo	34	54	30
8. Mazariego, Mario	36	65	45
9. Medina, Jose	35	53	28
10. Othman, Amar	34	69	53
11. Paz, Alfredo	27	43	22
12. Rivera, Bezaleel	37	51	22
13. Romero, Virgilio	37	51	22
14. Svitakova, Ivana	38	77	63
15. Vasquez, Oscar	34	66	48

Fall 1989 Placement Test Sc

Level IV

	<u>Aug</u>	<u>Dec</u>	<u>%incr</u>
1. Al-Sayari, Maher	42		
2. Alfaro, Hector..	41	67	44
3. Campos, Moises	45	63	31
4. Faraj, Jamal	51	69	37
5. Hashiguchi, Miyuki	52	69	35
6. Henriquez, Ernesto	42	76	41
7. Ito, Mitsuhiro	43		
8. Kim, Hyun Sook	37	61	38
9. Landa, Samuel	45	81	65
10. Rodriguez, Luis	41	73	54
11. Santos, Nelson	42	78	62
12. Sugiura, Nobukazu	41	44	5
13. Takamiya, Mitsuru			

Level V

1. Al-Ameri, Mohammed	65	74	26
2. Al-Manhali, Hadaf	50		
3. Delgado, Antonio	50	66	32
4. Escobar, Jose	47	79	60
5. Guzman, Baudillo	47	78	58
6. Kimura, Michiko	67	79	61
7. Mejia, Juan	54	64	22
8. Mercado, Jose	61		
9. Merino, Tarsicio	48	78	58
10. Olmedo, Pablo	46	66	37
11. Sakuragi, Maiko	65	79	40
12. Susanto	67		
13. Tokunaga, Megumi	66	80	41
14. Tsuji, Mikuko	65	78	37
15. Yamamoto, Michiko	58		

Level VI

1. Al-Ghussain, Amr	76	91	63
2. Amaya, Carlos	59	89	73
3. Barnes, Claudia	73		
4. De Torres, Angela	74		
5. Higashima, Miho	81	85	21
6. Lee, Lina	69	79	32
7. Leiva, Mauricio	85	89	26
8. Marquez, Wilfredo	65	85	57
9. Matsudera, Kasumi	72	86	50
10. Mizuta, Kaori	73	80	26
11. Navarro, Alvaro	78	89	50
12. Nonaka, Masahiko	77	84	30
13. Shaik, Abdul Malik	70	86	53
14. Sumi, Kenichiro	63	74	30
15. Tiono, Budi	66	85	56
16. Yoda, Susumu	81	84	15

MICHIGAN PLACEMENT TEST

ENTRANCE AND EXIT SCORES

<u>Name</u>	<u>Class Level</u>	<u>Aug 89</u>	<u>Dec 89</u>	<u>Increase</u>
Alfaro, Hector	IV	41	67	26
Amaya, Carlos	VI	59	89	30
Bonilla, Carlos	I/II	28	70	42
Calderon, Rigoberto	III	34	37	3
Campos, Moises	IV	45	63	18
Climaco, Victor	II	32	46	14
Delgado, Antonio	V	50	66	16
Duran, Francisco	III	33	66	33
Escobar, Jose	V	47	79	32
Guzman, Baudillo	V	47	78	31
Henriquez, Ernesto	IV	42	76	34
Hernandez, Luis	III	33	63	30
Leiva, Mauricio	VI	85	89	4
Lopez, Hugo	III	34	54	20
Marquez, Wilfredo	VI	65	85	20
Mazariego, Mario	III	36	65	29
Medina, Jose	III	35	53	18
Mejia, Juan	V	54	64	10
Menjivar, Hugo	II	30	63	33
Montano, Pedro	II	31	53	22
Olmedo, Pablo	V	46	66	20
Palacios, Pedro	II	30	43	13
Paz, Alfredo	I/III	27	69	42
Pineda, Reynaldo	I/II	23	50	27
Rivera, Bezaleel	I/III	24	66	42

<u>Name</u>	<u>Class Level</u>	<u>Aug 89</u>	<u>Dec 89</u>	<u>Increase</u>
Rodriguez, Luis	IV	41	73	32
Romero, Virgilio	III	37	51	14
Santos, Nelson	IV	42	78	36
Serrano, Josue	II	32	56	24
Vasquez, Oscar	III	34	66	32

Michigan Placement Test SCORE BREAKDOWN

Variables

The CA's took the same placement test they took in September

Overall score August 1989: 3026
 December 89: 4326

Increase 1300
 Increase % 43%

	August Scores		December Scores		Points	
	Total	P/student	Total	P/Student	Increase%	p/stud
Level 1	152	21.7	270	38.6	78%	16.9
Level 2	324	29.5	552	50.2	70.3%	20.7
Level 3	478	34.1	816	58.3	70.7 %	24.3
Level 4	437	43.7	681	68.1	55.8 %	22.4
Level 5	620	56.4	821	74.6	32 %	17.8
Level 6	1015	72.5	1186	84.7	16.8%	12.2
El Salvador						25
Japan						9.4
Europe						35
Middle East						10.5
Indonesia						14.5

JANUARY 8
1990

MONDAY

This is the first Monday meeting held at Butte College, and so Doug Flesher explained to the participants the California system of higher education and how the community college ties in with the state university system as well as the university of California campuses.

There are 107 community colleges in California, sending approximately 2% of their students on to finish a 4 year degree in either the state universities or the U.C. Cal schools. Another 2% of community college students already have degrees and are there to enhance their technical area knowledge with certificates of completion.

The remaining students are either taking vocationally directed instruction, and terminate their education at the community college level, or are there under the educational concept: education at the doorstep. These are the re-entry students, and the local residents taking a class or two in all sorts of vocational or humanities fields.

Doug went on to explain how the system operates as a completely open education facility, operated at minimal cost to the student, so that the greatest number possible have the opportunity of starting into the higher education system.

Then he discussed how the system narrows at the state university level, operating out of 17 campus locations: requirements are greater, costs are greater, and expectations differ. And again, in the U.C. Cal schools, with 10 campuses, there are higher requirements and costs, and the educational expectations are aimed at a far more theoretical approach.

Roy added to Doug's factual presentation with further social and cultural explanations. He compared and contrasted American

education aims with those of Europe and Latin America, and went on to point out in which areas the systems had similarities, and in which areas they had none.

As a presentation on not only the community college situation the participants now function within, but as a presentation on American higher education in general, this was a very good discussion.

Attending the meeting were Doug Flesher, Roy Ekland, Chris Gansberger, and Norma MacNeill.

DECEMBER 18
1889

MONDAY

In preparation for the participant's move to apartment living this next spring, Brenda McGill made a presentation to the participants, about foods, cooking and shopping.

Ms. McGill is a dietetics student who will be working with the participants, guiding them toward recipes and efficient shopping practices that will enable them to maintain a healthy diet.

Brenda asked them their favorite foods, both American and Salvadoran. She would like them to follow up their discussion with recipes, so that she can help them make wise shopping choices. She will meet with them again, and start going over the details of their chosen recipes.

Doug Flesher spoke briefly with the participants about the details of the courses they would be starting at Butte Community College, after Christmas vacation. He assured them that the entire Butte staff was looking forward to meeting and working with them.

Since this was the last Monday meeting before the participant's departure for Christmas vacation, Chris Gansberger brought small gifts for everyone. In miniature paper shopping bags decorated with red ribbons and tiny pine cones, Chris put baggies filled with ground chili pepper. Calling these "emergency food kits," Chris joked with the participants about their reaction to the blandness of American food.

More last minute details were covered about the upcoming vacation: dorm departure times, homestays, etc. Attending the meeting were Brenda McGill, Doug Flesher, Chris Gansberger, Norma MacNeill, Mary Kowta and Dr. Dickinson.

DECEMBER 11
1989

MONDAY

Ron Hodgeson, a professor in the Chico State Recreation and Parks Management Department, made a presentation to the participants. He brought a well done video on "...discussion topics relating to fires: fighting, prevention, safety, reforestation, conservation, and ecological ramifications..."

Ron elicited great interest from the participants. He showed his video first, and then followed with an open discussion: questions and answers. The video showed forest fires here, and in Central America, how they are combatted with aerial and ground crews, and how the crews deal with threatened isolated private homes in rural areas, as well as small rural communities.

After the video, Ron spoke extensively about the larger topic of "fire." The participants took an active role in the discussion, and asked many pertinent questions. For example: how are large forest fires reseeded; how fire has a part in the ecological system, and should not always be prevented in wilderness lands; how rural communities can protect themselves from dangerous fires triggered by agricultural burns that have gone out of control; how great a problem wildfires are in the state of California, and elsewhere, and how the U.S. government initiates a reforestation program on burned over timber land.

Bob Nottleman introduced himself to the participants after Mr. Hodgeson's presentation. Bob will be teaching practical farming courses to the participants upon the completion of their English training portion of the program.

Bob is an almond orchard farmer himself, and is currently doing work on his Master's Degree. He's a plain spoken, straightforward, wholesome individual who gets along well with everybody.

When Bob was finished, Norma MacNeill asked once more for those participants expressing an interest in the snow trip to please sign up. Both Norma and Dr. Dickinson encouraged the participants who were going to be in Chico, to take part.

The meeting ended up with other reminders about Christmas vacation details. Attending were Ron Hodgeson, Bob Nottleman, Norma MacNeill, Roy Ekland, Dr. Dickinson, Debbie Stroh, Chris Gansberger and Mary Kowta.

DECEMBER 4
1989

MONDAY

Dr. Dickinson and Roy Eklund had just arrived back from their trip to Costa Rica, the previous Sunday, and Dr. Dickinson talked with the participants briefly about his trip. He and Roy had planned on stopping in El Salvador on their way to Costa Rica, but had to change routes since the political situation was very unstable at the time.

Chris Gansberger went over some information on Christmas and Intersession homestays. Chris needed to know how many were visiting with friends and family; she passed a tablet around and had everyone write their names down, if they already knew about their travel plans.

All the participants will meet with Chris, Priscilla Williams, Norma MacNeill, Mary Kowta and Dr. Dickinson next Wednesday, the 13th at 4:00pm in the ALCI house to discuss their tentative placements. Priscilla will have all her information to Chris ahead of time.

Norma had to know, how many participants were interested in the snow trip that Frank Stenzl is promoting: International House Party at Jenness Park, December 26-31, sponsored by the InterVarsity Christian Fellowship. Norma had 8 scholars sign up.

Deb Stroh talked to the group about how exciting a snow trip would be for them, and offered to show them all her photos. She invited anyone who was interested to drop in at the office Tuesday. Anyone who was interested could see her photos, taken in the Sierras, near the Jenness Park area.

Norma has worked very hard to put the trip together, and the Associated Students donated funds providing the participants with

enough money for the transportation. In addition, Norma located the necessary sleeping bags.

Starting Friday, December 1, all the scholars were to start preparing their horticulture plots. Roy emphasized to them that this should take precedence over their other activities. He asked that they should schedule around, both their co-op meetings as well as their horticulture preparations at the farm.

Atending the meeting were Dr. Dickinson, Roy Eklund, Mary Kowta, Norma MacNeill, Chris Gansberger, and Deborah Stroh.

NOVEMBER 27
1989

MONDAY

This Monday's meeting was concerned with only 2 items of interest: a Cultural Adjustment Exercise, and a Host Family Evaluation.

Chris Gansberger designed both these questionnaires. The participants, with the help of Norma MacNeill, took the entire afternoon writing out their responses.

First, the Cultural Adjustment Exercise, was designed to get some very detailed, repeatable, quantifiable information communicated anonymously on the broad subject of their general satisfaction, and emotional well-being. It compared their expectations prior to arriving in Chico, to the realities of living here, after 3 months in the United States.

The questions ranged from specifics such as: "How would you help a friend who was unhappy?" to more general thoughts such as: "If your friend from El Salvador was arriving tomorrow in Chico to be in the program with you, what are 3 things you would tell him about American life?"

Many of the scholars took special care and wrote down their answers very carefully. All the scholars gave the Exercise serious consideration.

Following the Cultural Adjustment Exercise, Chris handed out to each participant a Homestay Evaluation.

In this questionnaire, she asked questions concerning their experiences over the Thanksgiving holiday. Although some participants had been placed with host families in the surrounding

community, a number of them visited friends and family in Sacramento, the Greater Bay Area, and the Los Angeles Basin.

The objective in this evaluation was to look for details, trends and directions that could be helpful in assembling a "Homestay Packet" to be distributed to each new host family. In this packet will be information on probably International Training Program Student expectations, cultural guidelines/expectations, tips, testimonials, thoughts and ideas.

Chris believes it is a good idea to have open communication channels between host families, the ABI, and the individual participants.

At the end of the meeting, Chris collected all the completed questionnaires. She will be working on them for some time before she writes her report.

Attending the meeting were Mary Kowta, Chris Gansberger, Norma MacNeill and Deborah Stroh.

NOVEMBER 13
1989

MONDAY

Doug Flesher and Mike Barnum presented a beneficial program for the participants on "Alternative Farm Traction." Doug brought a number of small pieces of horse drawn farm equipment. In addition he had a slide presentation on demonstrations using the machinery.

He and Mike went over all the equipment uses, how it was previously utilized in a pre-mechanized farming situation, and how the participants could adapt more efficient versions to their potential farming needs in El Salvador. Doug and Mike spoke for over an hour.

Next, Roy spoke to the participants about their continuing budgetary efforts. While he emphasized to them that they watch their spending carefully, he assured them that the Agribusiness Institute was not interested in the small details of their spending, but in a larger aim.

Roy reviewed the overall budget objective, which is to make them conscious of their limitations. He suggested that although he would like them to continue noting purchases on their budget sheets, that it was not necessary they return the sheets to Chris.

Since it was the Monday meeting before Thanksgiving, Chris talked with the participants about the holiday, about their host families, and in particular, about Thanksgiving dinner. She handed out a vocabulary on the standard Thanksgiving dinner menu, with English/Spanish translations.

In addition, both Chris and Roy spoke on some important points concerning travel, insurance coverage, ID documentation, and so

forth. Chris had made up and handed out an extensive memo on all such details.

And, since the participants would be scattered as far away as Los Angeles, Chris wanted to make sure everyone would be able to keep in touch in case of emergency.

She distributed a list of all the participants Host Families (names, addresses, and phone numbers) to all the ALCI as well as ABI staff. To the scholars, she handed out a list of both office and home phone numbers, for Dr. Dickinson, Roy Eklund, herself, Deborah Stroh, Mary Kowta, and Norma MacNeill - in case any participant found himself in either an emergency situation or some travel snafu that needed immediate attention.

Atending the meeting were Doug Flesher, Mike Barnum, Roy Eklund, Anita Freedman, Dr. Dickinson, Mary Kowta, Norma MacNeill, Chris Gansberger and Deborah Stroh.

NOVEMBER 6
1989

MONDAY

Steve Rivas, the Director of the Eagle Lake Spanish Camp, CSUC, came to meet our participants. Steve is very competent, very personable, very savvy. He's a good Spanish teacher, and a good person.

He touched on a number of points about acculturation issues, with great insight. Relating his early childhood experiences as a native Spanish speaker, whose family in Texas predates even the Mexican Government there, Steve made our scholars feel better about their own linguistic faux pas'. Starting school with no English whatsoever, he encountered all sorts of problems.

His own personal acculturation anecdotes added to those he told about teaching Spanish to English speakers, for the past 20 years, made the participants see their own situation as less stressful.

For example "gratis" and "libre" both mean free. But when one is asked "Hey, what are you doing Friday night?" One does not answer "Soy gratis."

Steve invited any or all of our participants to come talk with him if they wanted, or to others in the Foreign Language Department, José Mas, Department Chairman, and Santiago Rojas, specifically.

Mr. Rivas's office hours are Tuesday & Thursday from 3:30pm to 5:00pm, Department of Foreign Language and Literature, 895-5388.

All the El Salvadorans really enjoyed Steve. After he left, Stu Oakley, from the Engineering Department, presented a slide show on Appropriate Technology Applications for Latin America.

Stu spoke on some really thought provoking issues - that it doesn't do anyone much good in Latin America, to learn about technology that simply will not work for actual conditions.

For example, he showed slides of intensive horticulture projects initiated on small plots of poor soil. But using a French intensive method that is labor saving, space saving and improves the soil through composting, shows tremendous promise for a multitude of situations.

His slides and talk covered a variety of topics from bio gas generation systems, to water wheel electrical generation, solar cooking, the Reina stove, etc. etc. He invited those who were interested to work with him, and they would build a Reina stove together.

After Stu, Dr. Dickinson reviewed a couple topics: winter clothes receipts, bike license forms, and budgets.

Atending the meeting were Chris Gansberger, Norma MacNeil, Dr. Dickinson, Stu Oakley and Steve Rivas.