

PD-ABM-826

**National Association of Partners of the Americas**

**SPECIAL REPORT**

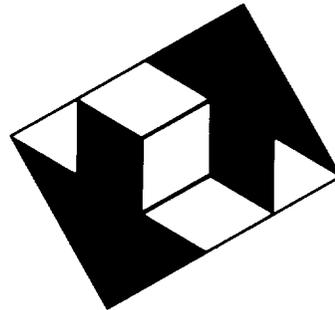
**CALIFORNIA STATE UNIVERSITY - CHICO**

**CHICO, CALIFORNIA**

**JANUARY 21, 1991 - MAY 24, 1991**

**1988/89 EL SALVADOR CAPS PROGRAM**

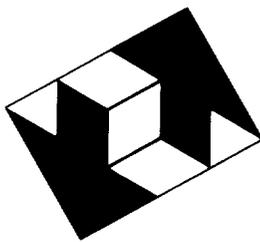
**PARTNERS  
OF THE AMERICAS**



Prepared for USAID El Salvador

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

Submitted by Peter Aron, Project Director



**SPECIAL REPORT - JULY 19, 1991**  
**California State University, Chico (CSUC) - Chico, California**  
**Small Enterprise Development Program**  
**January 26, 1991 - May 24, 1991**

**I. Background**

Twenty female El Salvador CAPS scholars departed San Salvador on January 26 and arrived in Chico, California on January 27. The scholars, ages 18 - 24, are participating in a 10 1/2 month Small Enterprise Development (SED) program at California State University, Chico (CSUC) under the direction of the Agribusiness Institute. The director of the Agribusiness Institute and the CSUC/CAPS program is Dr. Loren Parks. Ms. Jennie Roden is the training program coordinator and Ms. Annelle Reed, who worked with the men's group that just returned to El Salvador, is the co-coordinator.

Following an arrival orientation, the scholars began a four month program of intensive English as a Second Language (ESL) training. Intensive ESL training concluded May 24 and intensive technical training began on June 10. Technical training along with leadership development and community service will continue until the program's conclusion in late November. Integrated internships are planned for the fall.

**II. Executive Summary**

This report covers the time period from scholar arrival until the conclusion of intensive ESL training on May 24. Scholar well-being, adjustment to U.S. lifestyle and participation in program and community activities have been excellent. Upon arrival, the scholars moved into homes with North American host families. Relations between scholars and families have been very positive. During the first semester, the scholars received bicycles and have acclimated themselves well to the Chico area. In addition to the 7 - 8 hours of classwork per day, they have participated in a number of activities designed to teach them more about their host community and, at the same time, expose the Chico community to Salvadoran culture.

The scholars, along with the CSUC staff and NAPA, also conducted a planning exercise to better define the focus and content of technical training, a unique feature of this training program. The result this exercise is a clear understanding of SED plan, expectations of the scholars to the program, and of the program to the scholars. Further information about the planning exercise and the SED plan are included in Section V.

**III. Training Activities**

**A) Arrival Orientation**

Arrival orientation began on Monday, January 28 with registration for the American Language and Cultural Institute (ALCI) classes. Due to their arrival on the first day of the Spring semester, time during the orientation week was split between ALCI registration and

classes and CAPS orientation activities.<sup>1</sup> Afternoon and evening sessions addressed meeting basic needs, program and scholar expectations, dealing with cultural differences, support groups, Host Family relations, Volunteer Work and meeting members of the CSUC-CAPS staff. An evening session brought the scholars and host families together to discuss communication within the family, expectations and problem solving. The week concluded with a welcome reception and dance given by the male long-term CAPS scholars who were also studying at CSUC.

B) English as a Second Language Training

After three days of registration and testing, English classes at ALCI began on Thursday, January 31. Each scholar was assigned to a group based on her score on the Michigan ESL Placement Test. ALCI classes are divided into six groups, Level 6 for the most advanced. Two scholars placed in Level 6 and two placed in Level 5. The remainder were equally split between levels 3 and 4.<sup>2</sup> ALCI classes combine students from around the world, which gave them a new sense of companionship as they learned English together and gained exposure to other cultures.

Overall, the group has made tremendous progress. Academic Enrollment and Term Reports (AETR's) indicate that a large number of scholars completed the term with all "A's".<sup>3</sup> Individual evaluations completed by the ALCI staff indicate the amount of progress made by the individuals as well as participation.

C) Leadership Training and Volunteer Activities

Each week, the scholars attended sessions designed to develop personal and group leadership qualities. These sessions were complemented by various program and volunteer activities where they had the opportunity to practice the leadership principles discussed in class.<sup>4</sup> The scholars also elected a "Leadership Committee" to facilitate group sessions and present their concerns to the staff. During the first five months of training, each scholar served one month as a member of the committee.

Two afternoons per week, the scholars participated in Physical Education training. These classes have not only been instrumental in providing them with a physical challenge and a mental break from their studies, they have also served as an excellent forum for leadership training. Through sports activities, the scholars have learned the benefits of taking risks, working as a team, and have increased their assertiveness as individuals. These classes will continue throughout the Summer Semester.

Leadership training was reinforced through volunteer activities. This concept was introduced in the Pre-Departure Orientation (PDO) in El Salvador when the scholars regularly participated in volunteer work. During the first semester at CSUC, most activities

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<sup>1</sup> Attachment A contains the Arrival Orientation schedule and information included in the orientation packet.

<sup>2</sup> Attachment B contains the list of class assignments, a weekly schedule of ESL classes and individual scholar evaluations completed by the ALCI staff.

<sup>3</sup> AETR reports were submitted to AID on July 17.

<sup>4</sup> Attachment C contains an outline of leadership discussions, a summary of volunteer activities, a copy of the HACE program, and individual assessments of the scholars.

were group based. The most notable accomplishment was participation in the Hispanic Association for the Community and Education's (HACE) "Baile de las Americas." To assist in this yearly fundraiser which provides college scholarships to economically disadvantaged high school youths, the scholars worked in small groups, organizing a costume committee and a dance committee. At the event, along with members of the male El Salvador CAPS program at CSUC, they presented a Salvadoran folkloric dance complete in traditional costumes. Their presence in the fundraiser was a key element in increasing ticket sales for the event.

Other volunteer activities during the first semester included presenting the same folkloric dance at the Wall Street Center for the Arts' International Festival and assisting in a Mother's Day Luncheon at the St. John's Catholic Church. In the upcoming semester, the scholars will work assisting with the Butte County Perinatal Substance Abuse Project and the Round-up Ranch for abused boys.

#### D) Experience America

A wide array of Experience America activities were planned and conducted during the first semester with the goal of immersion into U.S. culture while at the same time gathering practical information that may be later used upon their return to El Salvador. Experience America activities also gave the scholars the opportunity to practice their leadership skills.

Many of the Experience America trips not only enhanced their knowledge of U.S. customs and values, they provided a channel for discovery of their host community. Such trips included an overnight trip to Sacramento including a visit to the state capitol and historic Old Sacramento, a tour of the region's almond orchards (one of the primary agricultural products of Chico) and a trip to the Chico mall. Each trip was prefaced with an a brief summary of important sites of historical or cultural importance and followed by a reflection and discussion period. A group of scholars was invited to participate in cultural exchanges at area high schools and colleges where they had the opportunity to share Salvadoran customs and values while learning more about North Americans.<sup>5</sup>

The scholars combined leadership and planning skills in two overnight field trips. A committee of four scholars, Maritza Melgar, Sonia Diaz, Ester Alvarenga and Fatima Barahona organized group meals and camping equipment needs for a two-night camping trip to Bodega Dunes, located on Northern California's coast. In another trip, the group made an overnight trip to San Francisco to experience life in a metropolitan American city.

By far the most rewarding Experience America activity is living with host families. In most cases, scholars and host families have developed genuine caring relationships. In one particular case, the American host mother and Salvadoran natural mother regularly communicate through letters translated by the scholar. The scholars are now at a point where they feel comfortable and stable with their host families. A questionnaire sent to host families has revealed that hosting a Salvadoran has also been a rewarding experience. Many scholars have been able to take part in activities beyond their program due to the generosity and caring of host families as most of them have been invited on family outings to such places as San Francisco, Los Angeles, Sacramento, Lake Tahoe, etc.

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<sup>5</sup>Attachment D contains a summary of Experience America activities, an outline of a nutrition seminar and press coverage.

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#### **IV. Challenges Encountered and Solutions**

Two scholars experienced greater than normal difficulties becoming accustomed to their new surroundings. Both were counseled by the CSUC staff and bilingual counselors to help them make the adjustment. The scholars also formed small support groups to help each other during difficult personal times. Both students have greatly improved, are now well-adjusted, and are more actively participating in the program.

During the 6-week NAPA site visit, it was discovered that the work load was too great for the program coordinator, Ms. Jennie Roden. Ms. Annelle Reed, who had been working mostly with the men's El Salvador CAPS program, was promoted from Program Assistant to Co-coordinator for many program functions. The program has benefited from Ms. Reed's experience and the team approach that she and Ms. Roden have taken in coordination of the various components.

Having a male El Salvador CAPS program on campus at the same time created special challenges. The greatest was the threat of cultural isolation and dependence upon one another. Staff and host families were aware to this challenge and planned special activities to allow the female scholars to develop independently from the men. Other activities such as holiday dances and volunteer work were coordinated between the two groups so that they could be mutually beneficial. Naturally, both groups were attracted to each other and relationships developed. However, the men returned to El Salvador at a point in the program when the women were ready and capable of greater independence which they now assert.

#### **V. SED Plans**

During the first 6 weeks of training, the scholars were exposed to several types of businesses and asked to evaluate their program goals and needs. During the 6 week site visit, NAPA's Paul Teeple and Debbie Cotton, along with the CSUC staff conducted a series of meetings with the scholars to better define the goals of the program. After analyzing their strengths, weaknesses, goals and the situation in El Salvador, the scholars decided as a group that they wanted the training to focus both on job skills for the immediate future and small enterprise skills for when they are ready to start a business. Based on this agreement, the SED plan was developed.<sup>6</sup>

Intensive technical training began on June 10 and continues until the end of the program in November. Integrated internship begin in the fall and conclude with three weeks of full-time internships. Leadership training is integrated with the SED goals to enhance program linkage.

#### **VI. TCA**

Attached is a TCA report for expenditures through June 30, 1991.

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<sup>6</sup>Attachment E contains the CSUC technical program plan, the schedule for the summer classes, guidelines for course management and individual class outlines.

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

ES1-91  
316  
\_\_\_\_ Academic  
\_\_X\_\_ Technical

PIO/P Number:  
School Name: California State at Chico  
Technical Field: Small Business Enterprise Development  
Project Number: 519-0337  
Number of Places in Group: 20  
Training Dates for this PIO/P: From;  
TO ;  
Reporting Period: From;  
TO ;

| Program Categories/<br>Training Activities: | Budget              | Expended                 | Expended             | Expended             | Total               | Balance<br>Remaining |
|---|---------------------|--------------------------|----------------------|----------------------|---------------------|----------------------|
|   |                     | Inception To<br>12/31/90 | 01/01/91<br>03/31/91 | 04/01/91<br>06/30/91 | Expended<br>To Date |                      |
| <b>A. Education/Training Costs</b>          | \$103,382.00        | \$0.00                   | \$50,947.35          | \$45,889.00          | \$96,836.35         | \$6,545.65           |
| 1. Tuition/Fees.....                        | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 2.a. Training Costs (US).....               | \$98,000.00         | \$0.00                   | \$45,889.00          | \$45,889.00          | \$91,778.00         | \$6,222.00           |
| b. Training Costs (ES)(CHP).....            | \$5,382.00          | \$0.00                   | \$5,058.35           | \$0.00               | \$5,058.35          | \$323.65             |
| 3. Package Program Costs.....               | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 4. Other (Mission Option).....              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| <b>B. Allowances</b>                        | \$156,500.00        | \$0.00                   | \$38,850.00          | \$35,500.00          | \$74,350.00         | \$82,150.00          |
| 1. Maintenance Advance.....                 | \$6,500.00          | \$0.00                   | \$3,350.00           | \$0.00               | \$3,350.00          | \$3,150.00           |
| 2. Living/Maintenance.....                  | \$147,000.00        | \$0.00                   | \$35,500.00          | \$35,500.00          | \$71,000.00         | \$76,000.00          |
| 3. Per Diem.....                            | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 4. Books & Equipment.....                   | \$3,000.00          | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$3,000.00           |
| 5. Book Shipment.....                       | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 6. Typing.....                              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 7. Thesis.....                              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 8. Doctoral Dissert.....                    | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 9. Professional Membership.....             | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 10. Other (Mission Option).....             | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 11. Other.....                              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 12. Other.....                              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| <b>C. Travel</b>                            | \$15,800.00         | \$0.00                   | \$15,150.00          | \$0.00               | \$15,150.00         | \$650.00             |
| 1. International (CHP).....                 | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 2. International (NAPA).....                | \$15,800.00         | \$0.00                   | \$15,150.00          | \$0.00               | \$15,150.00         | \$650.00             |
| 3. Local in ES (CHP).....                   | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 4. Local In US (NAPA).....                  | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| <b>D. Insurances</b>                        | \$9,357.60          | \$4,992.00               | \$2,400.00           | \$0.00               | \$7,392.00          | \$1,965.60           |
| 1. HAC for US.....                          | \$6,800.00          | \$1,920.00               | \$2,400.00           | \$0.00               | \$4,320.00          | \$2,480.00           |
| 2. Required by Institution.....             | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 3. In-Country Insurance (CHP)....           | \$2,557.60          | \$3,072.00               | \$0.00               | \$0.00               | \$3,072.00          | (\$514.40)           |
| <b>E. Supplemental Activities</b>           | \$72,982.00         | \$0.00                   | \$11,267.45          | \$0.00               | \$11,267.45         | \$61,714.55          |
| 1. ELT, In-country(CHP).....                | \$29,851.00         | \$0.00                   | \$11,267.45          | \$0.00               | \$11,267.45         | \$18,583.55          |
| 2. ELT, US.....                             | \$42,000.00         | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$42,000.00          |
| 3. Academic up-grade.....                   | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 4. Reception Services.....                  | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 5. Arrival Orientation.....                 | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 6. Intrprs/Escorts(CHP).....                | \$1,131.00          | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$1,131.00           |
| 7. Internship/cooperative.....              | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 8. Enrichment Programs.....                 | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 9. Mid-Winter Seminars.....                 | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 10. Follow-up career devel.....             | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| 11. Other (Mission Option).....             | \$0.00              | \$0.00                   | \$0.00               | \$0.00               | \$0.00              | \$0.00               |
| <b>TOTAL PROGRAM COSTS:</b>                 | <b>\$358,021.60</b> | <b>\$4,992.00</b>        | <b>\$118,614.80</b>  | <b>\$81,389.00</b>   | <b>\$204,995.80</b> | <b>\$153,025.80</b>  |
| <b>Total U.S. Costs:</b>                    | <b>\$319,100.00</b> | <b>\$1,920.00</b>        | <b>\$102,289.00</b>  | <b>\$81,389.00</b>   | <b>\$185,598.00</b> | <b>\$133,502.00</b>  |
| <b>Total E.S. Costs:</b>                    | <b>\$38,921.60</b>  | <b>\$3,072.00</b>        | <b>\$16,325.80</b>   | <b>\$0.00</b>        | <b>\$19,397.80</b>  | <b>\$19,523.80</b>   |

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**SALVADORAN WOMEN SMALL BUSINESS PROGRAM**

**ITINERARY**

**JANUARY 27-FEBRUARY 1, 1991**

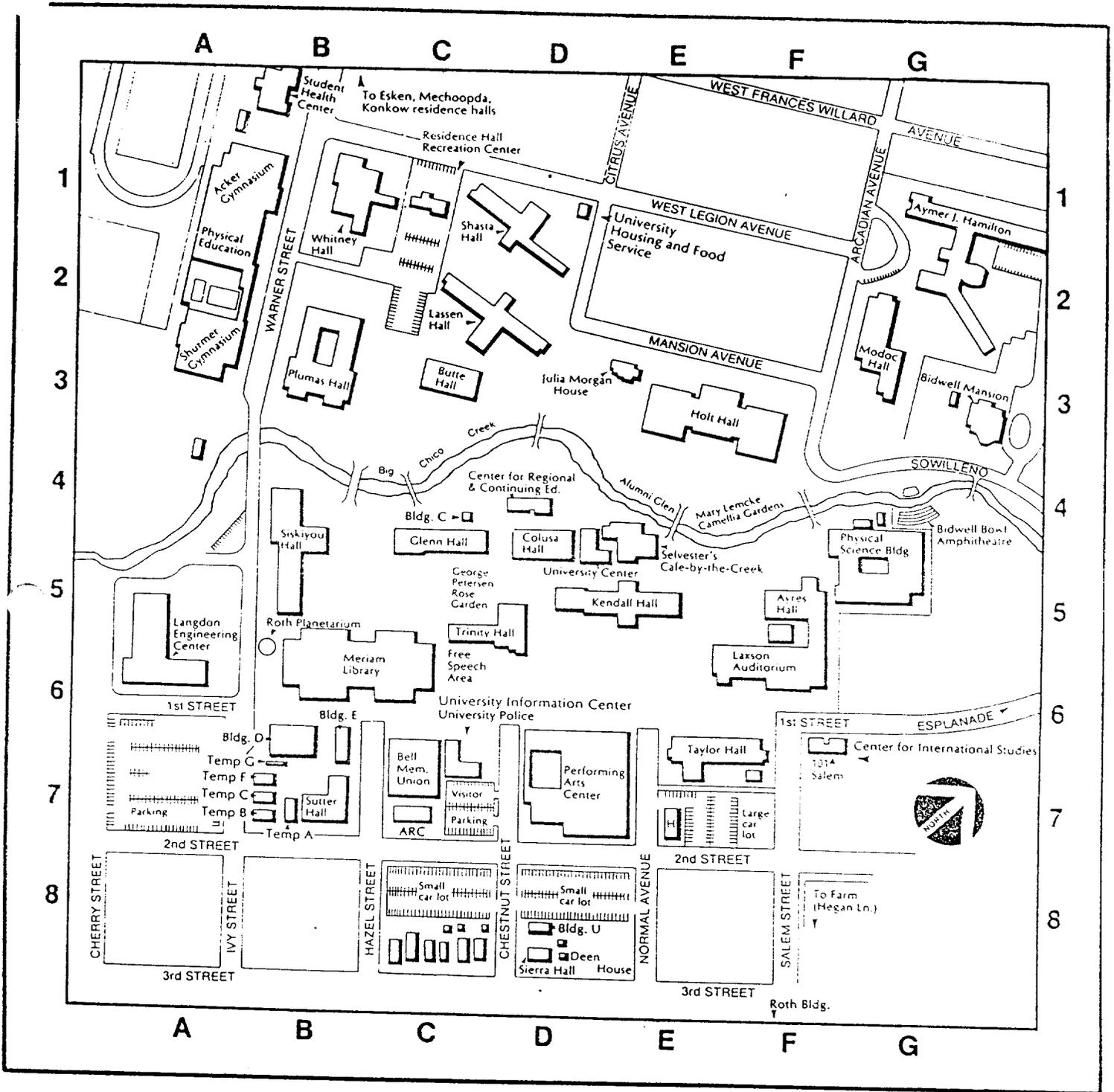
- JANUARY 27:** 9:30 A.M. AGRIBUSINESS STAFF - WELCOME AND PICK UP SALVADORAN WOMEN AND PAUL TEEPLE AT MARRIOTT HOTEL, S.F.  
12:30 P.M. ARRIVAL IN CHICO  
12:45 P.M. BUFFET LUNCH-FACULTY STAFF DINING ROOM  
2:00 P.M. HOST FAMILY INTRODUCTIONS AND PICK UP
- JANUARY 28:** **ALL BOLD LETTERING PERTAINS TO THE ALCI (AMERICAN LANGUAGE & CULTURE INSTITUTE) PROGRAM:**  
**9:00 A.M. REGISTRATION**  
**10:00 A.M. MICHIGAN PLACEMENT TEST**  
**11:00 A.M. WRITING SAMPLE & ORAL INTERVIEWS**  
**12:30 P.M. LUNCH BREAK**  
**1:30 TO 3:00 P.M. CAMPUS TOUR**  
3:00 TO 4:00 P.M. ORIENTATION-AGRIBUSINESS INSTITUTE- TEMP. BLDG B5: 2ND & IVY  
4:00 TO 5:00 P.M. AFTERNOON TEA RECEPTION WITH UNIVERSITY DIGNITARIES UNIVERSITY CENTER LOUNGE
- JANUARY 29:** 9:00 A.M. STUDENT HEALTH CENTER STUDENT HEALTH INSURANCE  
10:00 A.M. PAY FEES  
11:00 A.M. ACTION ENGLISH  
12:00 NOON LUNCH BREAK  
1:00 P.M. I.D. PICTURES  
2:00 TO 3:00 P.M. MEET THE TUTORS  
3:00 TO 5:00 P.M. VISIT TO THE SOCIAL SECURITY OFFICE  
5:00 TO 6:00 P.M. SESSION WITH PAUL TEEPLE-TEMP. BLDG B5  
6:00 TO 7:00 P.M. DINNER WITH PAUL TEEPLE  
7:00 TO 9:00 P.M. ORIENTATION - PAUL TEEPLE-AYRES #120
- JANUARY 30:** 8:30 A.M. ASSIGNMENT OF CLASSES and PURCHASE OF BOOKS  
10:00 A.M. CLASSES BEGIN  
12:00 NOON LUNCH BREAK  
1:00 TO 3:00 P.M. ENGLISH TUTORIAL  
3:00 TO 5:00 P.M. VISIT TO BANK  
5:00 TO 6:00 P.M. SESSION WITH PAUL TEEPLE-TEMP. BLDG B5  
6:00 TO 7:00 P.M. DINNER WITH PAUL TEEPLE  
7:00 TO 8:00 P.M. ORIENTATION-PAUL TEEPLE-AYRES #120  
8:00 TO 9:00 P.M. ORIENTATION-PAUL TEEPLE INCLUDING HOST FAMILIES- HOLT #170

**JANUARY 31:** 8:00 A.M. ALCI CLASSES  
12:00 NOON LUNCH BREAK  
1:00 TO 3:00 P.M. ENGLISH TUTORIAL  
3:00 TO 5:00 P.M. ORIENTATION-AGRIBUSINESS INSTITUTE-TEMP. BLDG. B5  
5:00 P.M. RECEPTION OF SALVADORAN WOMEN-HOSTED BY  
SALVADORAN MEN

**FEBRUARY 1:** 8:00 A.M. ALCI CLASSES  
12:00 NOON LUNCH BREAK  
1:00 TO 3:00 P.M. ENGLISH TUTORIAL  
3:00 TO 5:00 P.M. SHOPPING FOR PHYSICAL EDUCATION CLOTHING



# California State University, Chico



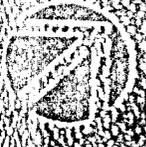
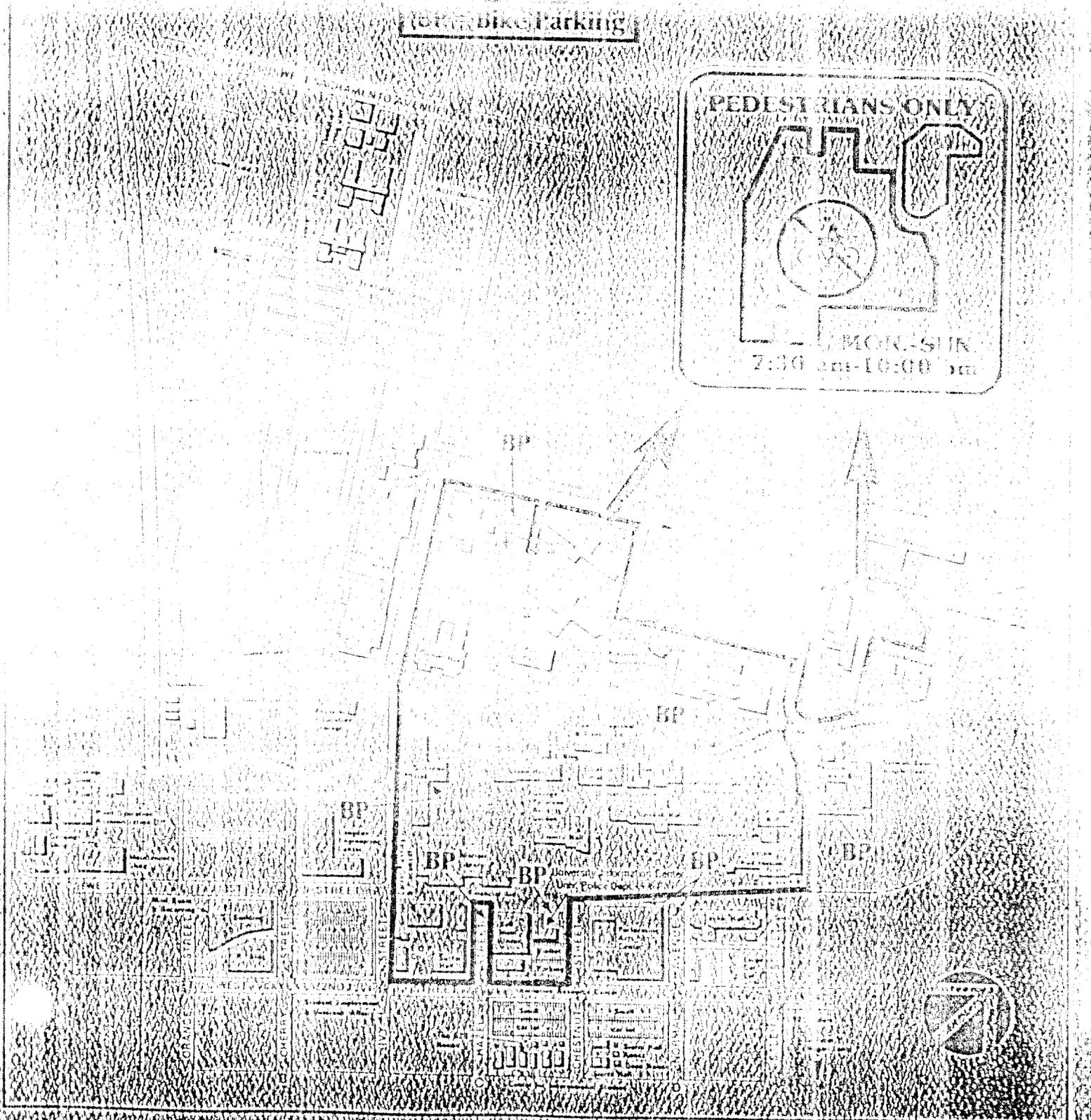
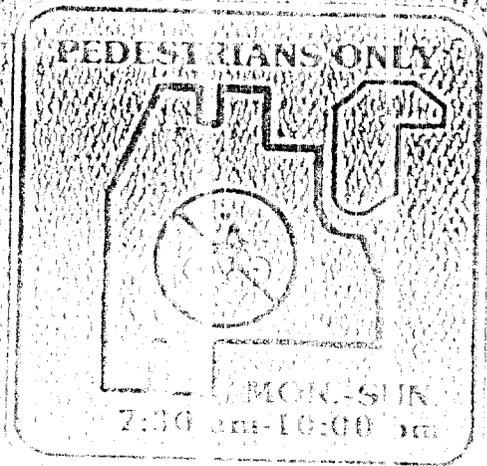
## FACILITIES INDEX

|                                 |          |                                  |          |                                  |          |                                     |          |
|---------------------------------|----------|----------------------------------|----------|----------------------------------|----------|-------------------------------------|----------|
| Acker Gymnasium                 | AGYM A-1 | Center for International Studies | CIS F-6  | Plumas Hall                      | PLMS B-3 | Temp C                              | C-7      |
| Alternative Resource Center     | ARC C-7  | Colusa Hall                      | CLSA D-5 | Residence Hall Recreation Center | REC C-1  | Temp G                              | G-7      |
| Alumni Glen                     | E-4      | Deen House                       | DEEN D-8 | Roth Building (3rd & Salem)      | ROTH F-8 | Temp F                              | F-7      |
| Aymer J. Hamilton Building      | AJH G-1  | Glenn Hall                       | GLNN C-5 | Roth Planetarium                 | B-6      | Theatres:                           |          |
| Avres Hall                      | AYRS F-5 | Holt Hall                        | HOLT E-3 | Salem 101                        | SALM F-6 | Harlan Adams                        | PAC D-7  |
| Bidwell Memorial Union          | BMU C-7  | Julia Morgan House               | PRES E-3 | Selvester's Cafe-by-the-Creek    | SELV E-5 | Ruth Rowland Taylor                 | PAC D-7  |
| Bidwell Bowl Amphitheatre       | BOWL G-4 | Kendall Hall                     | KNDL E-5 | Shasta Hall                      | SHAS D-1 | Larry Wisner                        | PAC D-7  |
| Building A                      | A-6      | Langdon Engineering Center       | LANG A-6 | Shurmer Gymnasium                | SGYM A-3 | Little Theatre                      | PAC D-7  |
| Building B                      | B-6      | Lassen Hall                      | LASS C-2 | Sierra Hall                      | SH D-8   | AYRS                                | F-5      |
| Building C                      | C-4      | Laxson Auditorium                | LAXS F-6 | Siskiyou Hall                    | SSKU B-5 | Trinity Hall                        | TRNT C-5 |
| Building D                      | D-8      | Meriam Library                   | MLIB B-8 | Student Health Center            | SHC B-1  | University Center                   | UC D-5   |
| Building E                      | E-8      | Modoc Hall                       | MOOC G-3 | Sutter Hall                      | SUTR B-7 | University Housing and Food Service | UHFS D-1 |
| Building H                      | H E-7    | Performing Arts Center           | PAC D-7  | Taylor Hall                      | TALR E-6 | University Information Center       | INFO C-7 |
| Building U                      | U D-8    | Physical Education               | PE A-2   | Temp A                           | A B-7    | Whitney Hall                        | WHIT E-1 |
| Butte Hall                      | BUTE C-3 | Physical Science Building        | PHSC G-5 | Temp B                           | B B-7    |                                     |          |
| Center for Continuing Education | CCE D-4  |                                  |          |                                  |          |                                     |          |

# USU, UHIGO

Bicycles, Skateboards, Rollerskates and  
Unicycles Rules and Regulations

for bike parking



## REGISTRATION REQUIREMENTS

- A. Fees are paid during registration; regular ALCI students pay \$2,000 per session. University I.D. cards are not available until after fees are paid.
- B. Passport and I-20 I.D. (if applicable) card must be presented during registration so that copies of the documents may be made for the student's file.
- C. Proof of health insurance coverage must be presented, or, the student may purchase a plan provided through the Student Health Center on campus. Applications for the plan will be available during registration.

## TUTORIAL LAB

Tutorial is a requirement for all ALCI students. Lab is held Monday through Thursday from 1:00 p.m. to 3:00 p.m. at Building B5, 6 and 7. Attendance is taken. Tutorial gives you an opportunity to practice what you have learned in class during the morning. You can get help with homework, writing assignments, outside reading and/or conversation. Tutors are NOT available to do your homework for you. It must be evident that you have made an initial effort to do the homework by yourself. Tutors arrange activities which give you an opportunity to speak English in a relaxed situation. It is possible and desirable for you to make appointments with tutors so that you will have a special time set aside just for you.

## ALCI POLICY

### A. GRADING

Why are grades important? Many students ask this question. Grades are important for the following reasons:

1. Grades show your progress in English.
2. Grades are sent to your sponsor if you are a sponsored student.
3. Grades are kept on file in the ALCI office.
4. If you are a graduate student, your grades are sent to the Graduate School.
5. If you are a prospective undergraduate, your grades may be sent to Admissions and Records.
6. Grades are considered if you want a recommendation from ALCI.
7. If you wish to go to another college or university, your ALCI grades may be sent to the particular college or university.

### B. PLACEMENT PROCEDURES

You will be placed in an appropriate class certain level based on the following information:

1. Michigan Placement Test and TOEFL scores
2. Oral interview
3. Writing sample

### C. CERTIFICATES

At the end of a session, you will receive a Certificate of Completion if you have completed the level, or a Certificate of Progress if you have satisfactory work in your classes.

#### D. COURSE REQUIREMENTS

Each teacher will give you a course syllabus which explains the specific requirements for the class.

#### HOW TO SUCCEED AS AN ALCI STUDENT

1. ATTEND ALL CLASSES. You must attend class 80% (or more) of the time in order to receive a passing grade. Attendance is recorded on your grade report.
2. BE ON TIME FOR CLASS. Being late is a problem for everyone because a student who is late disrupts the entire class. Three late arrivals equals one absence. If you are 15 minutes late for class, you must ask the instructor for permission to attend.
3. GO TO TUTORIAL. Attendance is recorded.
4. COMPLETE ALL ASSIGNMENTS AND HOMEWORK ON TIME. Be prepared when you come to class.
5. SPEAK ENGLISH IN THE CLASSROOM. Speak English out of class and at home as much as possible.
6. TAKE SCHEDULED TESTS. Midterm and final examinations are required.
7. WATCH THE NEWS ON TELEVISION.
8. READ NEWSPAPERS AND MAGAZINES.
9. ASK TEACHERS WHAT YOU HAVE MISSED WHEN YOU ARE ABSENT. As a university student, you are responsible for making up any missed assignments and homework. In addition, call the ALCI office, and your instructors will be notified.
10. A STUDENT WHO HAS AN F1 VISA IS REQUIRED TO BE ENROLLED IN 20 HOURS OF CLASSES PER WEEK. IF A STUDENT WITH AN F1 VISA HAS ATTENDANCE PROBLEMS, THESE PROBLEMS WILL BE REPORTED TO THE INTERNATIONAL STUDENT ADVISOR'S OFFICE.

#### THE JOURNAL

ALCI suggests that each student keep a journal. A journal is a record of your life in Chico of the things that happen to you, and of the ideas that come to your mind.

Why keep a journal? Writing every day will help to improve English skills. Do not worry about spelling and punctuation in the journal. You may ask a teacher to correct the journal; however, it is not required that the journal be corrected.

What can you write about? Some examples: How was your day? What was the weather like? Talk about your weekend, a nice conversation, an argument you had with a friend, a dream you had, part of a movie or TV program that made an impression on you, customs in the USA that you find to be different or strange, your opinions, a story or joke you heard, or write as if you were writing a letter to a friend. Use your imagination!

ALCI - QUICK TOUR OF CAMPUS

1. Roth Building-310 Salem Street, phone x6966 & Temporary B Building
  - a. Classrooms
  - b. Teachers' office
2. Center for International Studies - 101 Salem St. phone: X5721
  - a. International Student Advisor
  - b. Immigration problems
  - c. Travel I-20s
  - d. Transfers
3. Temporary B Buildings 5, 6 and 7
  - a. Tutorial
  - b. Bus Stop - Warner & 1st Street
4. BMU - Bell Memorial Union
  - a. Upstairs study facilities
  - b. Cafeteria
  - c. Information desk, ride board, etc.
  - d. Post office
  - e. Bookstore
  - f. Restrooms
5. Meriam Library - (complete tour to be arranged later)
  - a. Admissions and Records
  - b. Testing Office
6. Yuba Hall
  - a. Security Office
  - b. Tickets to events
  - c. Bicycle licensing
  - d. Lost & Found
7. Performing Arts Center
8. Taylor Hall
  - a. Bike racks
  - b. Mural - outside
9. Laxson Auditorium
10. Plumas Hall
  - a. Computer Lab, Room 321
11. Kendall Hall
  - a. Fees, parking permits - upstairs
  - b. Graduate School - phone x5391
12. Trinity Hall - Anthropology Museum
13. Colusa Hall - I.D. Pictures
14. Housing Office
15. Center for Regional and Continuing Education, phone x6105
  - a. ALCI office
  - b. Room 106 - Classroom
16. Student Health Center

AMERICAN LANGUAGE AND CULTURAL INSTITUTE

Level List Spring 1991

Level 6

Barrientos, Sylvia  
Rivera, Ligia Lizeth

Level 5

Guevara, Johanna  
Velez, Maria Eugenia

Level 4

Conteras, Madai  
Cruz, Rosalba  
Diaz, Sonia  
Estrada, Nora  
Leiva, Melissa  
Melgar, Ana Maritza  
Rafael, Ivania  
Sanchez, Maria

Level 3

Alverenga, Ester  
Barahona, Fatima Patricia  
Colindres, Josefa  
Flores, Pilar  
Ramirez, Cristina  
Rosales, Daysi  
Sanchez, Evelyn  
Valle, Karla

# EL SALVADOR WOMEN'S RURAL SMALL BUSINESS GROUP

## SPRING SCHEDULE-1991 (through May 25, 1991)

### MONDAY

|                   |                  |
|-------------------|------------------|
| 8:00 - 12:00 Noon | English (ALCI)   |
| 12:00 - 1:00 p.m. | Lunch            |
| 1:00 - 3:00 p.m.  | English tutorial |
| 3:00 - 5:00 p.m.  | Leadership       |

### TUESDAY

|                   |                            |
|-------------------|----------------------------|
| 8:00 - 12:00 Noon | English (ALCI)             |
| 12:00 - 1:00 p.m. | Lunch                      |
| 1:00 - 3:00 p.m.  | English tutorial           |
| 3:00 - 4:30 p.m.  | Physical Education program |

### WEDNESDAY

|                   |                      |
|-------------------|----------------------|
| 8:00 - 12:00 Noon | English (ALCI)       |
| 12:00 - 1:00 p.m. | Lunch                |
| 1:00 - 3:00 p.m.  | English tutorial     |
| 3:00 - 5:00 p.m.  | Volunteer activities |

### THURSDAY

|                   |                      |
|-------------------|----------------------|
| 8:00 - 12:00 Noon | English (ALCI)       |
| 12:00 - 1:00 p.m. | Lunch                |
| 1:00 - 3:00 p.m.  | English tutorial     |
| 3:00 - 5:00 p.m.  | Personal Development |

### FRIDAY

|                   |                    |
|-------------------|--------------------|
| 8:00 - 12:00 Noon | English (ALCI)     |
| 12:00 - 1:00 p.m. | Lunch              |
| 1:00 - 3:00 p.m.  | America Culture    |
| 3:00 - 4:30 p.m.  | Physical Education |

### **BREAKS:**

- \* **March 23-->March 31**      **Easter week - no program scheduled**
- \* **May 25 -->May 31**      **Spring Semester ends - Experience America program scheduled**
- \* **June 01-->June 09**      **No program Scheduled**

## NARRATIVE EVALUATIONS

**Instructor's Name: Celeste Sherwood**

**Student's Name: Rosabla Cruz**

**Course Name: American Culture / Listening and Speaking  
Level 4**

**Skill Area: Rosabla had an innate and natural ability to speak English. Her spontaneous sense of humor and quick wit made her a leader in her class conversationally. She had a wonderful ability to express her thoughts on paper which resulted in articulate coursework concerning the current issues of our times. She was also very theatrical which surfaced when she performed in a classroom drama concerning drugs and alcohol.**

**Progress: Outstanding**

**Participation: Outstanding**

**Student's Name: Madai Contreras**

**Course Name: American Culture/ Listening & Speaking**

**Skill Area: Madai was a conscientious student who completed her assignments on time with a great deal of creativity and high degree of accuracy. She was an enthusiastic participant in classroom discussions concerning current topics and she demonstrated a fundamental understanding of America's culture.**

**Progress: Excellent**

**Participation: Excellent**

**Student's Name: Sonia Diaz**

**Course Name: American Culture / Listening & Speaking**

**Skill Area: Sonia was a highly motivated and ambitious student. At the beginning of the semester, when her listening and speaking skills were weak, she was cautious and reserved, but by the end of the term she was an outspoken participant among her classmates and a vital role model. She was extremely interested in all aspects of American Culture and, in turn, represented her country well.**

**Progress: Outstanding**

**Participation: Outstanding**

**Student's Name: Ana Maria Maritza**

**Course Name: American Culture / Listening & Speaking**

**Skill Area:** To this teacher, Ana was the top student in the entire program. She was a talented writer which she demonstrated in her articulate coursework assignments. She also had a gift for composing poetry which she enriched with her artwork. As a classroom participant, she was modest but always articulate. Ana displayed a true love for learning throughout the semester and she embraced the American culture with an open mind. She was the perfect ambassador for El Salvador.

**Student's Name:** Maria Carmen Sanchez  
**Course Name:** American Culture / Listening & Speaking

**Skill Area:** Maria was a hard working student with a quiet manner. While her listening and speaking skills were weak at the beginning of the semester, she progressed quite nicely toward the end of the term. She was an astute listener in class, but sometimes she did not feel comfortable with some of the controversial topics. Two subjects that she particularly enjoyed studying and actively participated in were the American family and AIDS.

**Progress:** Good

**Participation:** Good

**Student's Name:** Ivania Rafael  
**Course Name:** American Culture / Listening & Speaking

**Skill Area:** Ivania was a very interested participant in her class. She enjoyed reading outloud in class, as she frequently volunteered, and she liked to express her opinions to her classmates. Her thought patterns in English were well constructed and thoughtfully versed. Because her listening and comprehension skills were advanced for her level, she remained at the top of her class throughout the entire semester.

**Progress:** Excellent

**Participation:** Excellent

**Student's Name: Nora Estrada**

Course Name: American Culture / Listening & Speaking

Skill Area: Nora was a diligent student who completed all of her homework assignments with dedication. Because her listening and comprehension skills were excellent, she remained at the top of her class throughout the semester. She thoroughly enjoyed learning about American Culture and expressed herself candidly on all controversial subjects.

Progress: Excellent  
Participation: Outstanding

Student's Name: Melissa Leiva

Course Name: American Culture / Listening & Speaking

Skill Area: Melissa began the class with borderline listening and comprehension skills, but she was diligent in her efforts to maintain good study skills. While she had some difficulty expressing herself verbally among her classmates, she always spoke thoughtfully and with a great deal of honesty. While she was not completely comfortable in the American culture, she made every effort to participate in the learning process and benefit from the knowledge she acquired. She was especially interested in studying about AIDS.

Progress: Good

Participation: Good

Student's Name: Josefa Colindres  
Course Name: Grammar Structure, Level 3

Skill Area: Josefa (Carmen) was an excellent student and she made outstanding progress throughout the semester especially in her grammar skills. By the end of the term, she had complete command of all the tenses up to the past perfect and could express them fluently. She remained at the top of her class in leadership and participation, and obtained the highest final exam score (95%) among her classmates.

Progress: Outstanding

Participation: Outstanding

Student's Name: Daysi Rosales  
Course Name: Grammar Structure, Level 3

Skill Area: Daysi has the innate ability to speak English naturally if she continues to apply herself in that direction. While she experienced some difficulty with the past progressive tense, she was always quick to hear her mistakes and correct them. Throughout the semester, she completed most of her homework exercises and maintained a high B average.

Progress: Excellent

Participation: Good

Student's Name: Evelyn Sanchez  
Course Name: Grammar Structure, Level 3

Skill Area: Evelyn's excellent listening and speaking skills made her acquisition of English grammar an easy task. She had the ability to speak English naturally, which helped create a comfortable flow of conversation among her classmates. Evelyn did most of her homework assignments and maintained an excellent grade average. She received the second highest grade on her final exam.

Progress: Outstanding

Participation: Outstanding

Student's Name: Karla Valle  
Course Name: Grammar Structure, Level 3

Skill Area: Karla was a superb student, as she always did her homework assignments articulately and she was a good writer. She had some difficulty with the difference between the simple past and the present perfect, but she applied herself diligently in all her efforts. Another one of Karla's attributes was her excellent penmanship.

Progress: Excellent

Participation: Excellent

Student's Name: Pilar Flores

Course Name: Grammar Structure. Level 3

Instructor's Name: Celeste Sherwood

Skill Area: Pilar was an outstanding student who mastered all of the basic structure and verb tenses that were covered in her class. She was especially capable of understanding the usage of prepositions and enjoyed their application. Pilar maintained an excellent grade average throughout the semester and she received the third highest final exam grade in her class.

Progress: Outstanding

Participation: Outstanding

Student's Name: Cristina Ramirez

Course Name: Grammar Structure, Level 3

Skill Area: Cristina made consistent progress in the mastering of her grammar skills throughout the semester. When she had some difficulty with a verb tense, she never hesitated to ask questions which made her a vital asset to the momentum of the class. She maintained a strong grade average throughout the semester and perfect accountability for her homework.

Progress: Excellent

Participation: Outstanding

Progress: Fair

Participation: Fair

## NARRATIVE EVALUATIONS

Instructor's Name: Celeste Sherwood

Student's Name: Ester Alvaenga  
Course Name: Grammar Structure, Level 3

Skill Area: Ester made consistent progress in her grammar skills throughout the semester. She was diligent at completing all of her homework exercises accurately and on time, and her written assignments were constructed in great detail. One of Ester's strongest attributes was her outstanding penmanship. While she had some difficulty verbally expressing herself, she never failed to be an active participant in class in order to improve her oral skills.

Progress: Good

Participation: Excellent

Student's Name: Fatima Barahona  
Course Name: Grammar Structure, Level 3

Skill Area: Fatima began the semester with a minimum of grammar skills and her listening and speaking ability fell short of her classmates. Regardless of these obstacles, she completed most of her homework assignments and maintained a better than average grade.

(cont.)

Reading/ Writing  
Level 5  
J. Gallian

Johanna Guevara:

Johanna's is a good writer and she has excellent perceptions about people and relationships which she incorporates into her compositions and class discussions. As the semester progressed she participated more and more in class discussions. Her written vocabulary is excellent. She is very diligent about homework and Joanna's determination to do a good job shows in her notebook. She received an 80 % on her midterm. The test showed that she had some difficulty memorizing new vocabulary, however on the analytical and composition sections she demonstrated her understanding of the literature well. Joanna's book essay showed excellent skill in character and plot analysis. Joanna earned a 98% on her final showing great progress in vocabulary and study skills.

Reading/ Writing  
Level 5  
J. Gallian

Maria Velez:

Maria is a very creative writer, and she has excellent study skills. She enjoys using her imagination on writing assignments such as stories, or dialogues. Her attendance is excellent, and she always has assignments done on time. She is particularly adept in discussions about social issues i.e. families, relationships and does well interpreting literature. She received an 85 % on her midterm reflecting a good understanding of vocabulary and satisfactory reading comprehension, and she earned a 98% on her final demonstrating her progress in reading comprehension and written expression. She also did an excellent job on her book essay.

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Reading  
Level 4  
J. Gallian

Rosalba Cruz:

Rosalba quickly recovered after her illness at the beginning of the course and she has had good attendance since that time. She is an active participant in class discussions and is very vocal. Her outgoing personality naturally leads her to absorb new words in speaking situations, however, she has some difficulty studying vocabulary from the readings. She scored 77 % on her midterm test as a result of a poor showing on the vocabulary section. However, her notebook is an excellent indication that given time she can produce perceptive work and that her reading comprehension is excellent. She enjoys writing compositions with imagination and humor and does an excellent job writing and performing her dialogues. Rosalba earned a 90% in her final.

Reading  
Level 4  
J. Gallian

Madia Contreras:

Madai is a social leader in her class. She is diligent and always finishes her assignments. She has strong study skills and she received a 97 % on her midterm test. Her reading comprehension is excellent however, her written expression sometimes lags behind causing her some frustration in discussing the ideas from the literature. Her verbal skills do not indicate her true level of understanding. Madai earned a 93% on her final and has made steady progress in reading comprehension and written expression.

Sonia Diaz:

Sonia is a very determined student with strong opinions and a very curious mind. She is not afraid to ask questions when she doesn't understand which helps her less strident classmates. As a result of her questioning, her verbal skills and oral vocabulary have greatly improved since the beginning of the course. Her attentive class participation has now made her model for the others. Sonia has used her wordprocessing skills to improve her written expression and reading comprehension by often doing several drafts of writing assignments. When she does not understand, she presses for answers until she does. Through her determination she is helping both herself and her classmates.

Sonia also has excellent study skills. She scored the highest in the class at 109 (a bonus of 10 point included) on her midterm test, and she earned 99% on her final.

Reading  
Level 4  
J. Gallian

Nora Estrada:

Nora is a very self-confident and has an enthusiastic approach to assignments. She has one of the best notebooks (with a score of 130/130 points) in the class. She takes great pride in the correctness and visual presentation of her writing assignments and will often ask for revision help several times before finalizing a composition. She particularly enjoys performing dialogues she has written with classmates. Her reading comprehension is excellent and she received a 95% on her midterm test. She earned a 92% on her final.

Reading  
Level 4  
J. Gallian

Melissa Leiva:

Melissa began the class with borderline Level 4 skills but she has worked very hard to improve her reading ability. She has difficulty with pronunciation but she compensates by doing extra work on her written exercises. Her diligence and good study skills earned her an 82% on her midterm and a 86% on her final. Over the semester Melissa has improved in both pronunciation and reading comprehension.

Reading  
Level 4  
J. Gallian

Ana Maria Maritza:

Ana is at the top of her class in reading comprehension and written composition skills. She is an avid reader, and she enjoys creative writing assignments given from the readings. Her written vocabulary is excellent and she always does several drafts of an assignment. She takes great pride in the exercises for her notebook and she earned a 105 (Includes 10 bonus points) on her midterm. She has a 99% average incoursework at this time and the highest grade in the class. She is also a class leader and whenever extracurricular activities are being planned she takes on responsibilities and follows through until they are completed.

At first, Ana was somewhat reticent when speaking, however her class participation has helped to improve her verbal skills. She particularly enjoys literary discussions and performing the dialogues she has written. She is also helps other students improve their skills.

Reading  
Level 4  
J. Gallian

Ivania Rafael:

Ivania scored 101% (with 10 bonus points) on her midterm exam, and she earned 98% on her final. She has excellent study skills and enjoys reading aloud. She exhibits particularly good skills in literary discussions. The work in her notebook is well-organized and complete. When reading aloud, Ivania has some difficulty with pronunciation, however her enthusiasm for learning has helped overcome problems with pronunciation. In a recent dialogue she wrote and performed with a classmate she clearly demonstrated that her oral skills are improving as she practices in speaking situations.

Reading  
Level 4  
J. Gallian

María Carmen Sanchez:

Carmen is a very outgoing student. She often goes out of her way to do paired assignments with students from other countries. When she first began the class her oral vocabulary was very limited but her gregarious nature has helped build her vocabulary. Carmen has difficulty with reading on her own but she uses class time wisely by asking questions in classroom discussions until she understands the readings. She scored an 85% on her midterm exam, and an 83% on her final. Her pronunciation, vocabulary and reading comprehension have improved throughout the semester through her active participation in class discussions.

Reading  
Level 4  
J. Gallian

Ana Maria Maritza:

Ana is at the top of her class in reading comprehension and written composition skills. She is an avid reader, and she enjoys creative writing assignments given from the readings. Her written vocabulary is excellent and she always does several drafts of an assignment. She takes great pride in the exercises for her notebook and she earned a 105 (includes 10 bonus points) on her midterm. She has a 99% average incoursework at this time and the highest grade in the class. She is also a class leader and whenever extracurricular activities are being planned she takes on responsibilities and follows through until they are completed.

At first, Ana was somewhat reticent when speaking, however her class participation has helped to improve her verbal skills. She particularly enjoys literary discussions and performing the dialogues she has written. She is also helps other students improve their skills.

Reading  
Level 4  
J. Gallian

Ivania Rafael:

Ivania scored 101% (with 10 bonus points) on her midterm exam, and she earned 98% on her final. She has excellent study skills and enjoys reading aloud. She exhibits particularly good skills in literary discussions. The work in her notebook is well-organized and complete. When reading aloud, Ivania has some difficulty with pronunciation, however her enthusiasm for learning has helped overcome problems with pronunciation. In a recent dialogue she wrote and performed with a classmate she clearly demonstrated that her oral skills are improving as she practices in speaking situations.

Reading  
Level 4  
J. Gallian

Maria Carmen Sanchez:

Carmen is a very outgoing student. She often goes out of her way to do paired assignments with students from other countries. When she first began the class her oral vocabulary was very limited but her gregarious nature has helped build her vocabulary. Carmen has difficulty with reading on her own but she uses class time wisely by asking questions in classroom discussions until she understands the readings. She scored an 85% on her midterm exam, and an 83% on her final. Her pronunciation, vocabulary and reading comprehension have improved throughout the semester through her active participation in class discussions.

## Narrative Evaluation Form

Instructor's Name: Mark Quinlan

Student's Name: Ligia Lizeth Rivera    Course Name: Study Skills, Level 6

### Skill Area

Ligia has improved her ability to effectively communicate her thoughts and feelings in her writing. She puts a great deal of effort into being concise and expressive. She actively uses the vocabulary she learns, and encourages participation in class.

### Progress

fair                                      good                                      excellent                                      outstanding

### Participation

fair                                      good                                      excellent                                      outstanding

## Narrative Evaluation Form

Instructor's Name: Mark Quinlan

Student's Name: Ligia Lizeth Rivera    Course Name: Listening and Speaking,  
Level 6

### Skill Area

Ligia is able to express herself confidently in a variety of situations. She encourages other students to participate, and helps other students improve in their conversational skills. She actively participates in small and large group discussions. She has improved in her ability to be persuasive, and adds a nice touch to her excellent storytelling with her sense of humor.

### Progress

fair                      good                      excellent                      outstanding

### Participation

fair                      good                      excellent                      outstanding

## Narrative Evaluation Form

Instructor's Name: Mark Quinlan

Student's Name: Sylvia Barrientos      Course Name: Listening and Speaking,  
Level 6

### Skill Area

Sylvia has improved in her ability to put complex thoughts into words. She excels at speaking in small groups. She integrates creative ideas into her classroom presentations, and is very relaxed when talking in front of a large group. She is also a very active listener.

### Progress

fair                      good                      excellent                      outstanding

### Participation

fair                      good                      excellent                      outstanding

## Narrative Evaluation Form

Instructor's Name: Mark Quinlan

Student's Name: Sylvia Barrientos      Course Name: Study Skills, Level 6

### Skill Area

Sylvia puts a lot of thought into her writing, and is very good with details. She is a hard worker, and has done a very thorough job in her reading and writing assignments. She participates well in discussions, and asks pertinent questions.

### Progress

fair                      good                      excellent                      outstanding

### Participation

fair                      good                      excellent                      outstanding

# INDIVIDUAL EVALUATIONS

Alvarenga, Ester -- Ester has progressed quite nicely. She was, at first, very shy and not willing to use her English. Some of the other girls would translate for her. Now Ester is very active in class activities. Her English has improved in both speaking and writing. She always has a smile on her face and tries very hard. Her homework is always done on time.

Barahona, Fatima Patricia -- Fatima's ability to speak and understand English is improving every day. Her level when classes began was at the low end but she has progressed to be somewhere in the middle. She does her work on time and shares her thoughts in class.

Colindres, Josefa -- Carmen (Josefa), has made quite a bit of progress. She has shown her willingness to try to speak, write, read, and listen to English. At first it was hard to get her to participate, but now her hand is the first one that goes up when I ask a question. I am very surprised and pleased with how far she has come.

Flores, Pilar -- Pilar has also shown quite a bit of improvement. Sometimes I think she knows more than she wants me to believe. She tries hard but sometimes is a day or two late with her assignments. However, her writing is absolutely magnificent. She is one of the better writers in the group.

Ramirez, Cristina -- Cristina is the leader of the group. She acts as a translator when something is not clear. Her skills in English are coming along quite nicely. Sometimes she prefers using Spanish instead of the target language. She pumps a little life into the group.

Rosales, Daysi -- Daysi's abilities rank up at the top of the level she is in. However, she has been finding it hard to get to class on time in the morning. She also does quite a bit of talking in class. She does have a strong understanding of English. She participates in all class activities when she is in class.

Sanchez, Evelyn -- Evelyn is one of the top students in class. She has a wonderful sense of humor and really makes the class fun. She helps other students when they have trouble. She takes a lot of teasing about Phil Collins as she is his best fan. The other girls call her "Lady Collins". She loves it! Her writing is very good as is her pronunciation.

Valle, Karla -- Karla has progressed the most out of the whole class. Her midterm exam reflects the fact that she is a quick learner. She started on the low end of the level and has quickly reached the higher level. She tries very hard and does a great job. She is especially talented in the area of writing.

Guevara, Johanna -- Johanna is in a level where there is only one other Salvadorian. At first she and Maria Eugenia wanted to move to a lower level but they now feel a part of the cohesive group. She does her homework regularly and participates in her classes. She always has a smile on her face and adds a different point of view to class discussions.

Velez, Maria Eugenia -- Maria really wanted to go to a new level. She couldn't understand what the Japanese students were saying in English. She has stuck in there and through group and class discussions has made friends with many of the Japanese students. She has a wonderful sense of humor and actively participates in class activities.

Evaluation of Sylvia Barrientos  
Spring 1991  
Instructor: Marilyn Moore

Sylvia is a highly motivated, hard working student. I have been especially impressed by her willingness to go beyond the work expected. She frequently types assignments on the computer, revises extensively, and turns in well-researched, well-edited papers. For one assignment, she interviewed her host father and wrote a detailed comparison examining individualism in El Salvador and in the United States.

In class, Sylvia contributes well-thought-out, honest opinions on all topics. She is a welcome addition to class discussions.

Overall, Sylvia's dedication has paid off this semester. She has made rapid progress.

Evaluation of Ligia Rivera  
Spring 1991  
Instructor: Marilyn Moore

Ligia started class with a knack for description. She has developed this skill by experimenting with new ideas, using personal experience, examining information and drawing conclusions, learning to pull diverse ideas together.

Despite the tragedy which took her out of class for several weeks, Ligia managed to catch-up quickly, showing her willingness to take charge and work independently. Because she had been a consistently active participant before she left, she was able to devote her time to only those assignments she missed while away.

Ligia is a highly motivated, hard-working student who helps make the class work well together. She is the kind of student I enjoy in my classroom.

California State University, Chico  
Chico, California 95929-0830



Department of English  
(916) 895-5124

April 7, 1991

To whom it may concern:

Ms. Johanna Guerra is an outstanding student. She is always early to class and ready to go to work. She consistently turns in all required work and receives high scores. Johanna is an extremely attentive student. When I ask the class questions about material covered previously, it is most often Johanna who is able to answer quickly and correctly. She is particularly quick at learning new vocabulary. The other students and I very much enjoy Johanna's polite and intelligent contributions to our class.



Sincerely,

*Geraldine Mahood*

Geraldine Mahood  
ALCI Instructor



Department of English  
(916) 895-5124

April 7, 1991

To whom it may concern:

Ms. Maria Velez is an excellent student. She arrives early every morning for class, well prepared with homework assigned at the previous meeting. She is very attentive, always participates, and is extremely polite and friendly to me and other class members. While walking to various presentations on campus I have specifically enjoyed Maria's company; she is animated and converses enthusiastically. She is not afraid to speak in class and adds intelligently to our class discussions. Throughout the past eight weeks she has earned high grades on her oral and written work which indicates consistent effort on her part and excellent comprehension of course material.

Sincerely,

A handwritten signature in cursive script that reads "Geraldine Mahood".

Geraldine Mahood  
ALCI Instructor



STUDENT EVALUATION  
"Sylvia Barrientos"

The American Language and Culture Institute  
Level 6  
Spring 1991  
April 10

I have been teaching Sylvia study skills and conversation. Her attendance has been excellent in both courses. She is very conscientious about doing her homework. Also, she listens very closely to instructions, conversations, and lectures. She is sometimes hesitant to share very much, but is extremely relaxed whenever she converses during class. I have been approached by her at the end of class or during tutorial whenever she has a special question or need for help. She is a creative student and a hard worker!

Sincerely



Mark Quinlan  
ESL Teacher

STUDENT EVALUATION  
"Ligia Lizeth Rivera"

The American Language and Culture Institute  
Level 6  
Spring 1991  
April 10

I have been teaching Ligia study skills and conversation. Ligia was absent from her classes for a while due to returning to El Salvador. Her performance in the classes prior to leaving and after returning was excellent. She consistently did her homework, and at times did more than I expected of her. She is a gripping storyteller, and adds a nice touch to her stories with her sense of humor. She gave a very persuasive talk for her final in the conversation course. Ligia is a pleasure to have in my classes. She is an excellent student!

Sincerely



Mark Quinlan  
ESL Teacher

STUDENT NARRATIVE EVALUATIONS FOR SALVADORAN WOMEN  
4/12/91

Level 5

Reading & Writing (Gallian)

Guevara, Johanna-a diligent student whose oral and written skills are good. While timid at first, she has become an active participant in class discussions and has shown good progress in all areas.

Velez, Maria-a conscientious student whose creative writing skills are especially good. She has shown significant progress in all areas. She is an active participant in class discussions. Her strong points are in vocabulary and reading comprehension.

Study Skills & Listening/Speaking (Mahood)

Guevara, Johanna-an outstanding student in all skill areas and a hard worker. She is always prepared for class and often gets the ball rolling on discussions.

Velez, Maria-a disciplined student whose skills show constant progress. She is an active participant in class discussions and always has assignments completed.

Level 6

Reading/U.S. Culture & Listening/Speaking (Moore)

Barrientos, Sylvia-a highly motivated, hard working student whose homework assignments often exceed class requirements. She is a welcome addition to class discussions. Her progress in all skill areas has been rapid and consistent.

Rivera, Ligia-another highly motivated, hard worker. Despite the personal tragedy she experienced during the semester, she excelled in all skill areas

Reading/ Writing  
Level 5  
J. Gallian

Johanna Guevara:

Johanna's is a good writer and she has excellent perceptions about people and relationships which she incorporates into her compositions and class discussions. She was very timid at first in oral discussions, however her written vocabulary is excellent and she has begun to speak more freely in class discussions. She is very diligent about homework and Joanna's determination to do a good job shows in her notebook. She received an 80 % on her midterm. The test showed that she had some difficulty memorizing new vocabulary, however on the analytical and composition sections she demonstrated her understanding of the literature well.

Reading/ Writing  
Level 5  
J. Gallian

Maria Velez:

Maria is a very creative writer, and she has excellent study skills. She enjoys using her imagination on writing assignments such as stories, or dialogues. She is always in class and always has assignments done on time. She likes discussions about social issues i.e. families, relationships and does well interpreting literature. She is somewhat reticent in speaking situations but she shows a willingness to learn and try new words if opportunities are presented her. She received an 85 % on her midterm reflecting a good understanding of vocabulary and satisfactory reading comprehension.

Reading  
Level 4  
J. Gallian

Rosalba Cruz:

Rosalba quickly recovered after her illness at the beginning of the course and she has had good attendance since that time. She likes to participate in class discussions and is very vocal. Her outgoing personality naturally leads her to absorb new words in speaking situations, however, she has some difficulty studying vocabulary from the readings. She scored 77 % on her midterm test as a result of a poor showing on the vocabulary section. However, her notebook is an excellent indication that given time she can produce perceptive work and that her reading comprehension is good. She enjoys writing compositions with imagination and humor and does an excellent job writing and performing her dialogues.

Reading  
Level 4  
J. Gallian

Madia Contreras:

Madai is a social leader in her class. She is diligent and always finishes her assignments. She has strong study skills and she received a 97 % on her midterm test. Her reading comprehension is excellent however, her written expression sometimes lags behind causing her some frustration in discussing the ideas from the literature. Her verbal skills also seem to not indicate her true level of understanding. Oral practice throughout the remainder of the course will hopefully help her participate more fully in oral discussions and allow her good ideas to be heard by the group.

Reading  
Level 4  
J. Gallian

Sonia Diaz:

Sonia is a very determined student with strong opinions and a very curious mind. She is not afraid to ask questions when she doesn't understand which helps her less strident classmates. As a result of her questioning, her verbal skills and oral vocabulary have greatly improved since the beginning of the course. She did not begin as a class leader however her attentive class participation has now made her model for the others. Her written skills have not progressed as fast, and she has some difficulty with reading comprehension, however, when she does not understand she presses for answers until she does. By her determination she is helping both herself and her classmates. Sonia adds a great deal to any class discussion.

Sonia also has excellent study skills. She scored the highest in the class at 109 (a bonus of 10 point included) on her midterm test.

Reading  
Level 4  
J. Gallian

Nora Estrada:

Nora is a very self-confident and enthusiastic. She has one of the best notebooks (with a score of 130/130 points) in the class. She takes great pride in the correctness and visual presentation of her writing assignments and will often ask for revision help several times before finalizing a composition. She particularly enjoys performing dialogues she has written with classmates. Her reading comprehension is excellent and she received a 95% on her midterm test. She has difficulty with pronunciation at times and should be encouraged to work on verbal skills and oral vocabulary.

Reading  
Level 4  
J. Gallian

Melissa Leiva:

Melissa began the class with borderline Level 4 skills but she has worked very hard to improve her reading ability. She has difficulty with pronunciation but she compensates by doing extra work on her written exercises. Her diligence and good study skills earned her an 82 % on her midterm. Melissa has done well even though she began at a lower skill level than many of her classmates in level 4.

In order to increase the ability of participants to benefit from their experiences in the program and life in the USA, I am proposing six sessions which will foster the development of personal and professional leadership skills. In addition, the sessions will enable the participants to better understand and experience America by facilitating discussion of their observations and interactions in this society and in the university setting.

Sessions will require individual as well as small and large group participation in activities including: team-building; processing weekly experiences (academic, family, interpersonal); problemsolving; and decision-making.

#### Proposed Sessions:

1. Energizer (assessment of personal interests)
  - \*group team-building activity
  - \*processing of experience in the USA
  - \*identification of common interests and content of subsequent sessions
2. Orientation
  - \*cultural experience in Chico: USA(experiences, personal goals regarding participation)
  - \*street savy (interpersonal communication; expectations; commitments)
3. Communication Skills
  - \*identification & discussion of elements of communication
  - \*discussion of similarities & differences between these in the USA and El Salvador
  - \*interpersonal communication
  - \*building trust
4. Leadership Skills
  - \*identification of leadership characteristics/qualities
  - \*styles of leadership
  - \*group activity
5. Leadership Skills, cont
  - \*developing self-esteem
  - \*self-talk
  - \*group simulation activity

## 6. Assertiveness

- \*recognizing assertive and non-assertive verbal and body expressions
- \*group activity
- \*processing-implications of self-assertiveness in El Salvador and USA

Each of the proposed sessions will require approximately two hours, including time for group evaluation. The project coordinator will be provided with a brief outline prior to each session as well as a brief summary and evaluative statement subsequent to the session.

All sessions are subject to adaptation, based upon dialogue with participants and program staff.

Linda Greer-Wegener  
Trainer  
Telephone: 342-9157

**H.A.C.E.\***

Hispanic Association for the Community and Education

PRESENTS

★ **BAILE DE LAS AMERICAS** ★



**CELEBRATION OF THE AMERICAS**

"Para los Líderes de mañana"

**Seventh Annual Scholarship Fundraiser**

April 13, 1991  
2044 Park Ave.  
Park Tower Pavilion  
Chico, California

7th Annual H.A.C.E. Scholarship Fundraiser

**BAILE DE LAS AMERICAS**

"Para los Líderes de Mañana"

Park Tower Pavillion

2044 Park Ave.

April 13, 1991

7:00pm - 12:30am

**SCHEDULE OF EVENING EVENTS**

No Host Bar: Cerveza, vino, champana por vaso  
(Beer, Wine, Champagne by the glass)

6:00 p.m.

Bienvenida y Buen Provecho!

6:45 p.m.

Baile Host: Dr. Aldrich Patterson Jr. and  
Chela Mendoza Patterson

Antojitos/Hors d'oeuvres:

Salsa y Tostaditas (salsa and chips), Ceviche y Galletas  
(Ceviche and crackers)

Cena/Dinner Entrees:

7:00m. - 8:30

Pechugas de Gallina en Vino blanco con Hongos (Breast of  
Chicken in White Wine and Mushroom Sauce); Vegetales  
calientes (fresh vegetable medley); Mole Verde de res  
(green mole with beef); Carnitas (pork); Ensalada verde  
(tossed green salad); Frijoles refritos (refried beans);  
Arroz (spanish rice); Tortillas de maiz harina (flour and  
corn tortillas)

Postres/Dessert:

Flan; Fresas con Crema (strawberries and cream);  
Chocolate Walnut Torte

Vamos a Bailar

8:30 p.m.

*Los Ritmicos "Los Reyes de la Cumbia"*

*"Danzas Folkloricas de El Salvador" (Cuscatlan)*

Silvia Barrientos & Virgilio Romero

Daisy Rosales & Ernesto Duran

Melissa Leiva & Antonio Delgado

Pilar Flores & Carlos Amaya

María Sanchez & Pedro Montano

Karla Valle & Elias Escobar

**!Buenas Noches v Hasta La Próxima Vez!**

## VOLUNTEERISM

"Wall Street Center for the Arts:International Festival": A once-a-year international community event funded by the City of Chico whereby local citizens have the opportunity to learn about the diversity in cultures existing in this area.

"Baile de las Americas" : This dance was organized by HACE (Hispanic Association for the Community and Education), a non-profit group interested in providing college scholarships for economically disadvantaged high school youths all over California. Their biggest fundraiser is the above mentioned "Baile." (See Exhibit D)

4/13 and 5/2: This was a volunteer project which had three objectives in mind:

- (1) To ease the women's cultural shock factor by providing an opportunity to work together with the Salvadoran men towards a common goal.
- (2) Providing a helpful service to the community through cultural exchange.  
A few of the more talented women SEWED together native Salvadoran costumes which were then used for public performances. The exotic nature of their origin helped the sale of entrance tickets thereby increasing income for these two non-profit agencies.
- (3) Providing an opportunity for the natural leaders of the group to display their talents. This project required organization, planning, and personal sacrifice of their free time, however, they were all willing.

EARTH DAY 1991  
April 22, 1991

The scholars had the opportunity to visit the Earth Day fair on the CSU Chico campus. There were booths representing a wide range of non-profit and community organizations with environmental concerns. The participants were able to learn about these organizations and their purpose.

The scholars had the opportunity to talk to representatives from these organizations, most of whom are volunteers. Organizations represented included the Butte Environmental Council, The Nature Center, and City of Chico sponsored advocates of ride-sharing.

There was also a children's Earth Day Fair on campus which educated school children about nature and the meaning of Earth Day.

Some of the scholars said that Earth Day had been celebrated in El Salvador but most of the women knew nothing about this day which has become more important in the U.S. in recent years. Those scholars with the best English skills and the most outgoing personalities were able to gain the most from their visit to the fair while staff had to encourage the others to approach the booths and speak with the representatives.

#### MOTHER'S DAY LUNCHEON at St. John's Catholic Church MAY 12, 1991

The Salvadoran women were invited by Father Alejandro of St. John's to help with a Mother's Day Luncheon following the Spanish Mass. The scholars helped to set up for the luncheon, served the mothers', provided the entertainment for the luncheon by performing Salvadoran folk dances, and assisted in the clean-up after the event.

Father Alejandro continued to be impressed by the groups' enthusiasm and abilities to volunteer their help to the church. All of the scholars participated in this event making it very enjoyable for all.

#### COMMUNITY SERVICE PROJECTS

The scholars have the opportunity to work in one of two long term community service projects. All twenty participants visited the Perinatal Substance Abuse Project to learn about the organization and its services. Following that visit the women were asked to submit a paragraph to express what they thought of the project and what they could give to the project if they were selected to be a volunteer there. Six women were chosen based on their enthusiasm, ability to take on responsibility and English skill. Their first training session was held on May 29.

The second project is the Round-up Ranch, a home for abused boys located in the nearby town of Biggs. Seven boys from ethnically diverse backgrounds are currently living at the home. Fourteen of the women will

be volunteering at the home on Saturdays beginning in June. They will plant a garden, teach the boys about Salvadoran customs, cook a typical Salvadoran meal, learn from the boys how to care for the animals and help with other work around the ranch. This project will give the boys the opportunity to share their knowledge about work on the ranch with the women. The women in turn will be a positive influence on these boys.

**¡MIL GRACIAS!**

**Seventh Annual Scholarship Fundraiser**

**April 13, 1991**

The Hispanic Association for the Community and Education expresses profound appreciation to all who have so willingly contributed time, effort, and donations to make our annual scholarship fundraiser, Baile de las Americas, a success. ¡Mil gracias! and we hope we can call on you again!

### General and Special Needs Assessment of the Scholars

1. **Ester Alvarenga:** Ms. Alvarenga is a quiet and somewhat shy student. Her English language skills have improved greatly, however, she might have progressed more rapidly. Had she not been subject to migraines and gastritis which emerge during periods of stress (as indicated by Dr. Izaguirre), she may have attended classroom sessions on a more regular basis. She has been seeking medical help as needed. Her health problems seems to become acute during stressful periods of change within the program. By her own admittance, she is a physically "frail" person and has always been one.

She has a definite focus on what kind of knowledge she hopes to gain via the program. She would like to learn as much as possible regarding the export-import business. There is a good likelihood that such an internship can be arranged with a local company that deals in the exportation of strawberry plants to Latin America.

2. **Fatima Barahona:** Ms. Barahona is a quiet student. She has made much progress in her English skills, however, due to her reserved nature and inexperience with life in general, she has more "maturing" to achieve before she can become an effective leader.

Her career goal has to do with her family owned business which is the purchasing and selling of clothing. Therefore, she is interested in this type of internship which will be taken into consideration.

3. **Sylvia Barrientos:** Ms. Barrientos has a very advanced level of English skills. She has recently passed the TOEFL exam and now speaks almost exclusively, English. She is bright but tends to display a distant and aloof manner most of the time. This precludes a mutual level of confidence necessary before good understanding can be reached.

She has general good health except for the recent development of pain in her feet. The doctor recommended a specialized pair of athletic shoes and she is now recuperating.

4. **Carmen Colindres:** Ms. Colindres is a very social and likeable student. She is well-liked by her peers although sometimes they will sometimes make of fun of her in a good natured way due to her affinity for taking photos.

Her health is good and she enjoys a good relationship with her host family. She has very good attendance in all program activities.

5. **Madai Contreras:** Although one of the younger members of the program, Ms. Contreras is easily accepted as one of the main positive forces within the group. Much of it is due to her sense of humor and her inborn talent for making other people laugh. Her manner is quiet yet strong. Her English skills have] also progressed in a very satisfactory manner.

Her health is now good. When she first arrived she had stomach pains due to problems with parasites which have now been cured.

Her preference in internship sites is with the manufacturing and the selling of men's and women's clothing.

6. **Rosalba Cruz:** Ms. Cruz is a very interesting individual. The initial impression she made on the ABI staff indicated she may have a difficult temperament as her host-family adjustment was undergoing more strain than normal. After a few counseling sessions, however, she gradually changed to become one of the most interested and applied students in the group. She has also appeased her host family by becoming more independent and communicative. They now all get along well.

Upon her arrival to Chico, she had a minor female-type health problem almost as soon as she arrived to Chico, but after the problem was medically taken care of, she has been in good health. Although she suffered from extreme homesickness at the beginning, she seems to have adjusted well.

She has expressed an interest in learning how to sell clothing.

7. **Sonia Diaz:** Ms. Diaz is a physically and mentally strong student. She has made remarkable progress with her English skills. She is well-liked by her peers and has proven to have natural leadership ability. The staff at ABI also thinks highly of her as she is very hard-working and willing to learn.

Her interest in internship sites lies with a small business that must have an extremely tight inventory control in order to continue to be successful. An internship with Lcc Pharmacy (one of the outings done in April) was planned, however, a fire caused much damage to the store and it may not be possible.

8. **Melissa de Leiva:** Ms. Leiva is very conscientious and mature student. The fact that she is married and has one young child may be a contributing factor to her demonstrated common sense. She is independent and focused on her future upon her return to El Salvador. Her health suffered somewhat when she first arrived to Chico due to parasites she was trying to cure with medicine prescribed in El Salvador. Apparently, the medicine was not appropriate and a new prescription had to be written which eventually worked. She also suffered from extreme homesickness but eventually overcame it, and is now working towards her personal progress within the program. Her English skills have also improved dramatically.

She is interested in interning a beauty salon, however, due to the restrictions of California law, she would never be able to actually practice on clients' hair. She has accepted this and may be content to be an intern in a shop performing other tasks such as answering phones, making appointments, etc. because she has realized that she can still learn how a salon actually functions even though she may perform a variety of other tasks.

9. **Nora Estrada:** Ms. Estrada is quiet but has achieved a good level of English skills. She is a strong person and has very little problem in communicating her needs to any authority figure.

She is in good health with the exception of some swelling in the knee that may have been caused by being one of the dance troupe members and dancing too much. She is wearing a knee brace and will soon be back to normal.

She has never worked therefore she doesn't seem to be very fixated on her future goals. She would prefer an internship in an office.

10. **Pilar Flores:** Ms. Flores has demonstrated a willingness to perform to the best of her ability. She is among the more mature in her group probably due to the fact that she is a mother, although single. Her English skills have improved and she is well liked by her peers and all of the ABI staff alike. Her health is generally good now that the problem she had with her knee is cured. This problem may have stemmed from too much dancing with her dance troupe.

She is interested in interning in a fabric shop where she can both learn a skill (many fabric shops have sub-departments that specialize in artistic projects for the public) and learn how to deal with customers at the same time.

11. **Johanna Guevara:** Ms. Guevara is a very intelligent and likeable student. Her English skills are excellent as she learns quickly. Her disadvantage is that is extremely overweight (according to the doctor in El Salvador, she is 200% of what her weight should be). The obvious physical shortcomings associated with obesity coupled with emotional problems she has lived with for many years impede her progression within the program. Fortunately, her intelligence makes it possible for her to keep up with the program schedule. She is being counseled regarding her eating habits and being encouraged to exercise more.

She will intern at a local bank as banking was her career goal in El Salvador. She is looking forward to this internship and the bank has had experience in job training.

12. **Maritza Melgar:** Ms. Melgar is an extremely hard-working and conscientious student although given to frequent migraine headaches. Even though she suffers from migraines and colitis especially during stressful situations (as observed by the doctor in El Salvador), she manages to overcome these problems and never misses a program activity or a class. She is always eager to learn, participate, and help in any way possible. Because of her attitude, she is well liked and respected by both her peers and the staff at ABI.

Ms. Melgar is very artistically talented and has contributed much of her artwork (in the form of poems, literature, drawings, etc.) to the program. Because of her talent and her sincere personality, she is looked upon as a leader by her peers.

Ms. Melgar looks forward to interning in an artisan crafts shop as she would like to apply her natural talents to a newly learned skill.

12. **Ivania Rafael:** Ms. Rafael is quiet but has made considerable progress in her English skills. She has shown willingness to fully participate in volunteer activities.

Her health is generally good except for her eyesight which will be corrected when she receives new eye glasses.

She hasn't had a lot of experience working, however, she expressed an interest in office management.

13. **Cristina Ramirez:** Ms. Ramirez is one of the more dynamic and charismatic students in the group. Her verbal English skills are exceptional. She is always happy and eager to learn as much as possible.

Her health is very good. Also, she has expressed a desire to intern at a clothing boutique as she enjoys meeting people.

14. **Ligia Rivera:** Although quiet and more of a team member, Ms. Rivera has demonstrated a strong desire to learn and achieve as much as possible from the program. Her emotional level underwent a very stressful period when her father died just as the program was beginning. She was given permission to leave the program and attend his funeral. Upon her return, she focused in on the program activities and is now looking forward to intern in a stationary store as she will be working in her family owned stationary store upon her return to El Salvador.

Her health has been good and her attitude is exemplary. Ms. Rivera also has very strong English skills as proven by the fact that she took and passed the TOEFL exam.

15. **Daysi Rosales:** Ms. Rosales has been having problems with gastritis even before her arrival to Chico and with the added stress of the program and her new surroundings, it has continued even though she is seeing a doctor. She has been prescribed different medications, however, nothing seems to cure her completely. Nevertheless, she has been able to complete the program in a satisfactory manner although her illness has caused her to miss several sessions.

Her English is progressing in a satisfactory manner and she has an interest in completing an internship in an office where she can learn about office management.

16. **Evelyn Sanchez:** Ms. Sanchez has very powerful leadership skills and is extremely outgoing. She is looked to as a natural leader within the group as she is outspoken but diplomatic at the same time. Her English skills are very good and progressing very rapidly as she associates with students from other cultures besides hers.

Her health has always been good with the exception of a twisted ankle she suffered when she played basketball. She also has a natural talent for physical education activities. Due to her outgoing nature, she is looking forward to completing an internship with the Chico Chamber of Commerce where she will get a chance to meet many different business owners as well as work in the overall management of business activities within the scope of duties of the Chamber.

18. **Maria del Carmen Sanchez:** Ms. Sanchez is a mature and clear-thinking student. She is married with one child and has a definite goal once she returns to El Salvador. She will open her own bakery. She is one of the few that may be able to realize this goal upon her return to her home country since her husband already owns a successful auto mechanic shop.

Her English skills have improved greatly as she is able to converse with anyone in English.. She is also very social and genuinely like people which both helps her practice the English language but makes her a definite asset in volunteer projects where she is able to give much of herself. Ms. Sanchez' health is excellent.

19. **Karla Valle:** Ms. Valle is an excellent student in every aspect. She makes every effort to learn and participate in all program activities. Her English skills have progressed rapidly. She is congenial and liked by everyone.

She has excellent health and looks forward to experiencing an internship in an office or a construction supply store since she has worked in this type of store before.

20. **Maria Eugenia Velez:** Ms. Velez is a very enthusiastic student. Her English skills have progressed very rapidly and she is easily able to converse in English. She is intelligent and has a very self-assured sophisticated manner about her.

Her health has been very good. Although she had a few miscommunication problems with her host family at the start of the program, she was mature enough to talk about her opinions and her needs with said family (using a member of the ABI staff to facilitate) and eventually an agreement which turned to be beneficial to all, was agreed upon.

She has had some working experience but has expressed a desire to intern in a clothing boutique.

## EXPERIENCE AMERICA

January 27 - May 28

1991

2/7: Dora Rodriguez - Health & Sex orientation - Volunteers from Butte County shared a wealth of information regarding sexual health and the worldwide epidemic known as AIDS. This presentation was done in Spanish.

The students felt at ease with the discussion of AIDS education and requested more knowledge in follow-up classroom discussion.

2/8: Meta Nissley - Exploring Meriam Library. Mrs. Nissley provided a tour in Spanish of the library so that the women would be able to fully use the library services for the remainder of the program.

2/13: Evening Valentine's Day Party: Official welcome of the Salvadoran Women by the Salvadoran Men on the verge of ending their program. It was a sentimental and enjoyable way for the scholars of the two programs to acquaint themselves with each other.

2/14: ALCI: Valentine's Day party at the Alumni House. This was a potluck at the Alumni House celebrating a traditional American holiday.

2/19: ALCI: A "Dating Panel" was set up by the instructors in order to expose the students to the different styles of dating in the USA as compared to those in their cultures. Several CSU students took part in the panel and they answered questions that had been prepared by the students in the form of a questionnaire.

The panel was satisfactory but lacked diversity. The students gained some knowledge of idiomatic expressions and slang, but they were reluctant to ask many questions.

2/20: The Salvadoran Men presented their experiences in volunteer service within the community. They described their thoughts and feelings both about themselves and about the people they helped. This was a worthwhile exercise in that it helped alleviate some of the fears and anxieties the women were feeling at the time.

2/21: ALCI: Bus trip to Chico Mall to acquaint students with the CATS (public bus) system in Chico and to give them practice in using a bus schedule.

ALCI: Drive through Dayton/Durham area to view almond trees in blossom and other agricultural products of the area.

2/22: The women cheered the Chico State Women's Basketball team on in a game that took place in the evening.

2/22: Laura Potkin, CSUC Graduate student in Nutrition Science had a seminar focused on basic nutrition needs and how to fulfill them with special emphasis on food choices and weight maintenance. (See Exhibits A and B.)

2/25: Dr. Mas, Chair of the Foreign Languages and Literatures Department and a California history enthusiast, gave a short lecture on California history in Spanish to prepare the women for their visit to Sacramento.

Police officer Denise Canjiano gave a presentation on Bicycle Safety to include a film. Although done in English, it was graphic and easily understood.

2/27 and 3/04: A total of an eight hour session dealing with First Aid and Cardiovascular Pulmonary Resuscitation. All participants underwent a final exam and were given official cards of completion.

3/01 & 3/08: ALCI: A discussion regarding Education in the USA and its problems was supplemented by viewing two films: "Stand and Deliver" and "Lean on Me". The students loved both films and were then able to reflect on inequality in education and racial discrimination.

## SACRAMENTO VISIT

March 1 - March 3, 1991

The objectives of the Sacramento visit were to (a) learn about American culture and history, (b) experience a home stay with American families, and (c) have some recreation. Loren Parks was the host for the weekend.

The first activity in Sacramento was a tour of the State Capitol building (in Spanish). The tour guide explained the California system of government during visits to the Assembly and Senate chambers. We also visited a committee meeting room, the governor's office, and replicas of government offices from the 1800's to 1940. The renovation of the Capitol in the 1980's was explained, as was the historical artwork throughout the building. The participants were particularly impressed by how public our system of government is compared to El Salvador. They commented about how votes by each politician were made public, and about how committee meetings are transmitted over an in-house sound system so that anyone can tune-in and listen. In El Salvador such meetings are secret.

The participants toured historical Old Sacramento in the early evening and had dinner, followed by a modern dance performance by Jazzworks--a local dance company. The performance was excellent and the theater small, which allowed excellent viewing. After Jazzworks the women were delivered to their host family homes (four homes including that of Loren Parks).

Saturday morning began with a visit to the Crocker Art Museum for about 90 minutes, followed by a visit to the huge Sunrise Mall for lunch and shopping. The participants liked the museum, and the Mall even more (although they didn't purchase much). The day concluded with a barbeque dinner at a host family home, with all four host families attending.

On Sunday morning some participants attended church. Subsequently, we drove to the Folsom Dam overlook to see the devastating effect of the California drought. Folsom Lake was only 20% of capacity, which revealed steep, barren shores. Our planned trip to Coloma--site of the California gold discovery--was cancelled due to rain. Instead, the women went roller-skating for several hours. They had a great time, and returned to Chico tired but happy.

3/05: Cristina Ramirez and Sylvia Barrientos along with other ALCI oriental students participated in an International Cultural Exchange Day at the Nelson Street School in Oroville. The 7th and 8th graders had a lively discussion with the students from ALCI and the interchange was invaluable as a learning tool for both groups.

3/06: Three women, Maria del Carmen Sanchez, Maritza Melgar, and Sonia Diaz were interviewed by Mr. Roger Lamadrid, Staff Writer, for the Chico enterprise Record, a local newspaper. The women were given an opportunity for unique cultural interchange by speaking with Mr. Lamadrid and seeing some of their ideas and thoughts in print. (See exhibit C.)

3/13: A tour of the Chico Municipal Court to see the American legal system in action. The judge presiding explained the procedures to the students during the trial.

3/15: The women were taken on a one-day snow trip to nearby Boreal to discover and play in the snow.

ALCI: A presentation by the speakers of the Rape Crisis Center was made in order to educate all the scholars about the crime of rape in the USA and the associated laws. The main objective was to educate them on personal safety and the avoidance of the crime. After a short video, "Campus Rape," the speakers opened up the discussion with a questions and answer period.

The speakers held the students' attention for the entire hour. Each student was very enthusiastic about the topic and asked many questions. No one was shy about this subject matter and more information was requested.

3/20: The women were all paired up with CSUC American students with a goal: to learn the Spanish language. These students in a Spanish Conversation class were requested to interview their Salvadoran counterparts in Spanish. Conversely, the Salvadoran women had to interview in English. There was a lively interchange for approximately 90 minutes.

The four following activities were planned and implemented for the benefit of the women who had no other plans during the Spring break (3/25 to 3/31):

3/26: Roller skating at a local Chico skating rink followed by an ice cream social.

3/28: The women attended a Chico Chamber of Commerce Mixer at a local mall. Mr. Tom Guerino, the Chambers Public Affairs Director, personally made several introductions and made sure the women were able to come in contact with several small business owners. It was an enlightening experience for the women as they were able to mingle with people who had for the most part achieved their entrepreneurial goal. Afterwards, the women were taken to a local cinema to see this year's academy award winning movie, "Dances With Wolves."

3/30: A picnic and sight seeing tour was arranged at Table Top Mountain, which is widely regarded for its exquisite wildflower display coupled with a breathtaking view of other valleys and mountains in the area.

3/14 and 4/03: The following field trips to local business were taken:

1. Zucchini and Vine: local fine giftware shop owned by a woman.
2. Lee's Pharmacy: small pharmacy and sundry shop owned by a husband-wife team.
3. Matson and Isom, CPA: tour given by middle executive woman of a larger CPA corporation.
4. Law Office of Margaret Baumberg: explanation of how she studied law and eventually opened her own office.
5. Enterprise Record: a tour of a large newspaper publishing company.
6. North Valley Fitness Center: a tour and explanation of what was once a small gym and eventually grew to become a family health resort.

3/19: Presentation made by Officer Larry Burnahm, CSU Police Department regarding campus crime. Officer Larry Burnahm came to the class to discuss crime on CSU campus: infractions, misdemeanors, and felonies. Previous to the lecture, the students had been studying from various worksheets concerning such subject as personal safety and the avoidance of crime on college campuses.

4/06: All the women participated in the Chico State International Festival where they shared their customs and food with the campus and community of Chico by performing traditional dances, preparing and selling typical food (pupusas), and designing a cookbook with Salvadoran recipes.

4/09: ALCI: Two senior citizens were invited to be the guest speakers to give the students the opportunity to meet them and engage in a discussion concerning the life of the senior citizen in the USA. Both women discussed their past histories and present lifestyles.

4/11: Rosalba Cruz, Melissa Leiva, Nora Estrada Daysi Rosales, Sonia Diaz, and Karla Valle went to nearby Elk Creek School to speak to Junior High and Elementary School children about their country and themselves. Some other topics included why a second language is important, and the role of women in El Salvador.

4/15: ALCI: A tour around CSUC was taken in order to look for class symbols in American architecture. The scholars looked for "English" decorations around doorways indicating what was once considered to be upper middle class. Using study sheets with architectural information from American Shelter students identified different styles and their origins.

4/17: ALCI: A presentation was made by a speaker from Chico State campus CADEC (Campus Alcohol and Drug Abuse Center) department. The objective was to further educate the students on the social issues of drug abuse and alcoholism. The guest speaker showed a short video concerning the use of alcohol on university campuses and touched on the topic of date rape.

The students were enthusiastic and asked many questions. The speaker gave them an "Alcohol IQ" test after the film, which initiated a lot of discussion.

4/20: The scholars were taken to Red Bluff, California to see one of the grandest rodeos of the West. Competitors come from all over the U.S.A. to participate. Starting out with an all-American cowboy parade in the morning and culminating in bronco, trick, and Brahma bull riding, this was a special day for the women.

5/6: ALCI: The women attended a meeting at the Chico Nature Center to explore many environmental issues faced by the world-endangered species.

5/7: Maria Eugenia Velez and Johanna Guevera participated in a cultural exchange at Chico Senior High School. They presented their views of El Salvador and even demonstrated a typical native dance to the high school's Spanish Class.

5/8 and 5/9: ALCI: All the women with the exception of Evelyn Sanchez and Ligia Rivera attended a two-day trip to visit the city of San Francisco. They toured some of the most scenic and beautiful parts such as the Golden Gate Bridge, Exploratorium at the Palace of Fine Arts, Fisherman's Wharf, Golden Gate Park, Steinhart Aquarium, Morrison Planetarium, Japanese Tea Garden, Strybing Arboretum, Academy of Sciences, Union Square, and the San Francisco Zoo. They were able to picnic at the Marina Green and dine in China Town.

This visit enabled the women to make a comparison between a big city and a small one like Chico. The consensus was that it is preferable to live in a small city than a big one

5/14: Sonia Diaz and Daysi Rosales were the guests of Lily Everson, a Spanish teacher at Chico High School. They talked about El Salvador and its people. The students of Spanish had a somewhat difficult time asking questions in Spanish so Ms. Everson permitted them the opportunity to pose their questions in English. Soon after, there was quite a lively interchange.

5/21: Results of Aptitude Tests were released by Dr. Carlos Valencia, Director of the CSUC Career Counseling Center, to the women. There was individual and group discussion about said results. Many women were pleasantly surprised to find out they have hidden skills they were not aware of. Several felt the test results helped them become more focused on their future goals.

## THE BODEGA BAY CAMPOUT

May 26 - 28, 1991

A three-day camping trip to Bodega Dunes State Park was planned and implemented by Loren and Diana Parks, and George Mendel--a bus driver/assistant for the project. A committee of four participants planned the meals and went shopping with George Mendel. Camping equipment was borrowed or rented, which turned out to be a major undertaking. Sleeping bags, tents, tables, chairs, lights, stoves, ice chests, and a myriad of equipment for 25 people had to be assembled, checked, and marked with identification for subsequent return. Our entourage consisted of a bus and Loren's van towing a trailer full of supplies.

The principal challenge at first was setting up tents, but the participants pitched in and helped. The weather was bitter cold and windy in the afternoons, which precluded much outdoor activity. Meals were fully organized and prepared by the participants. Activities included hikes, beach play, beachcombing, and a visit to the seal sanctuary at the mouth of the Russian River. The mother seals and their pups basked in the sun and played in the river just 75 yard from us. Some planned activities such as softball and volleyball were cancelled because of the weather. Everyone found things to do, whether it was hikes, socializing, or just sleeping. On the return trip we stopped at Clear Lake State Park for lunch and a swim in the warm lake.

The trip was a good experience for all, in spite of the weather. There were some complaints about hard ground, lack of sleep, and cold weather, but it was memorable for everyone. From an administrative point of view, we underestimated the work and expense required for this trip, but would be more efficient next time.

# NUTRITION SEMINAR FOR WOMEN STUDENTS FROM EL SALVADOR

## I. INTRODUCTION

-WELCOME

- INSTRUCTOR : LAURA POTKIN , CSUC GRADUATE STUDENT IN  
NUTRITION SCIENCE

### A. EXPLANATION OF SEMINAR

#### 1. FOCUS OF SEMINAR

- i. THEIR BASIC NUTRITION NEEDS AND HOW TO FULLFILL THEM
- ii. SPECIAL EMPHASIS ON FOOD CHOICES AND WEIGHT MAINTENANCE

2. BENEFITS OF THEIR NATIVE DIET OVER TYPICAL AMERICAN FARE

3. APPRECIATION FOR FILLING OUT QUESTIONNAIRES ON NATIVE FOOD HABITS

4. INVITATION TO GUESS ON QUESTIONS POSED TO THEM THROUGHOUT SEMINAR

5. HEALTHY SNACKS AND REFRESHMENTS PROVIDED FOR STUDENTS AT CULMINATION OF SEMINAR

### B. SEMINAR SUBTOPICS

1. OPTIMUM FOOD CHOICES FOR YOUNG WOMEN THEIR AGE

2. FOODS HIGH IN FAT VS. FOODS LOW IN FAT

3. EATING AND EXERCISE

4. HEALTHY VS. UNHEALTHY SNACK CHOICES

5. TIME BLOCK FOR QUESTIONS AND ANSWERS

## II. THEIR NUTRITION NEEDS

## **A. COMPUTER PRINTOUT REFLECTING THEIR DIETARY NEEDS**

1. RANGE OF KCAL NEEDS

2. FLUCTUATIONS OF KCAL NEEDS AS LEVEL OF PHYSICAL ACTIVITY CHANGES

## **B. SIGNIFICANCE OF A LIMITED KCAL INTAKE**

1. WEIGHT GAIN AND EATING OUTSIDE OF THEIR NEEDS RANGE

2. HEALTH MAINTENANCE AND BALANCING INTAKE OF FOOD GROUPS

## **C. FOOD GROUPS**

1. DAILY % OF CHO, PRO, AND FAT

2. EXAMPLES ON HOW TO FULLFILL % OF EACH MACRONUTRIENT

3. BENEFITS OF COMPLEX VS. SIMPLE CHO INTAKE

4. PROBLEMS ASSOCIATED WITH EXCESS SUGAR INGESTION

## **D. DIETARY FAT**

1. HIGH ENERGY CONTENT

2. HIDDEN FATS IN VARIOUS FOODS

3. PROBLEMS ASSOCIATED WITH EXCESSIVE FAT INTAKE

4. DISPLAY TABLE WITH VISUAL DEMONSTRATION OF A VARIETY OF FOODS AND THEIR FAT CONTENT (USING SMALL CLEAR CUPS WITH VARYING AMOUNTS OF SHORTENING).

## **III. EATING STRATEGIES**

### **A. AVOIDING HIGHLY PROCESSED FOODS**

### **B. WAYS TO BALANCE LOW AND HIGH FAT FOOD INTAKE**

1. LIMIT QUANTITY AND FREQUENCY
2. BE PREPARED TO MAKE WISE CHOICES IN AN ARRAY OF SOCIAL SETTINGS

#### **IV. EATING AND EXERCISE**

WHY IS EXERCISE NEEDED EVEN IF EATING A HEALTHY DIET ?

- A. CARDIOVASCULAR STRENGTH
- B. MAINTENANCE OF MUSCLE AND BONE DENSITY
- C. USING EXERCISE AS A STRESS REDUCER
- D. IMPROVED SELF-IMAGE

#### **V. SNACKS**

- A. PROBLEM AREA FOR MOST PEOPLE
- B. BEST SNACK FOODS
  1. LOW IN FAT
  2. HIGH IN CHO
  3. HIGH IN VITAMINS AND MINERALS
- C. DEMO TABLE WITH WISE AND UNWISE SNACK CHOICES

#### **VI. TAKING ACTION**

- A. BECOMING INFORMED CONSUMERS
- B. DECREASING MAJOR HEALTH RISKS BY CHOOSING NUTRITIOUS FOODS ON A CONSISTANT BASIS
- C. ASSESS STRESS LEVEL, FOOD BEHAVIOR AND NEED FOR SUPPORT THROUGH COUNSELING

#### **VII. QUESTION AND ANSWER PERIOD**

#### **VIII. CONCLUDING REMARKS**

#### **IX. HEALTHY SNACKS AND DRINKS PROVIDED FOR STUDENTS**

# FOCUS

## El Salvador meets Chico State

Twenty Salvadoran students study American language and culture

By Cathy Cline  
Staff Writer

Chico offers a new perspective on American culture, education, business and government for 20 women students from El Salvador who are here as a part of a 10-month training program to study small enterprise development.

Their training is part of the Central American Peace Scholarship program, funded by the U.S. Agency for International Development and managed by the National Association of Partners of the Americas (NAPA).

After they return to El Salvador in November, NAPA will provide the students with assistance for two years, including technical seminars and workshops, career counseling and community development support.

The program at Chico State University is managed by Jennie Roden and directed by Dr. Loren Parks. Both are professors in the agriculture department.

Since most of the women have had little experience departing on English as their language of communication, part of the program involves an intensive En-

glish language training course which concentrates on writing as well as speaking.

"The women have learned the language at a rapid pace and I am amazed at how well they are all doing with

because I don't know very much English and I can't express my ideas very well," Joanna Quezada, 19, said.

"That is the most hard for me because I would like to talk more with the

toward teaching the women group dynamics, leadership and assertiveness.

"Some of the workshops will focus on goal setting in order to help them decide what they want to do," Roden said. "The women will learn how to best take advantage of the program's benefits."

"In our country it is necessary that people study hard and be in good preparation," Christina Ramirez, 18, said. "It is an opportunity that will better us and that is not only important for us, but for our country too."

Along with the regular classes of the program the students will be participating in volunteer work, enabling them to share different aspects of their culture with the community.

In April, the women will be performing and decorating for the "Balle de Las Americas" dance sponsored by the Hispanic Association for Community Education, a non-profit organization which helps Hispanic college students needing financial assistance.

They will also be performing dances extra to El Salvador at Wall Street Center for the Arts in May.

Roden said when the language barrier is not quite as strong, the women will be visiting and performing dances for a senior citizen group in Chico.

When they leave, I hope they have all become fluent in English, learned to keep their eyes open to all their possible opportunities and will have gained some kind of skill from the program that they can use back home . . . War-ravaged El Salvador needs young people to build it up again."

Jennie Roden  
NAPA Manager

their English skills," Roden said.

There is no time for boredom. The women have a schedule that keeps them busy most of the day.

They attend English as a Second Language (ESL) class for four hours each morning followed in the afternoon by a two-hour English tutorial, where they talk in people from other countries or ESL tutors to help their conversation abilities.

"It's hard for me to communicate

people here."

All the technical courses and workshops, as well as activities, are conducted in English.

A wide variety of "Experience America" activities have been planned for the students to help them become acquainted with U.S. community organizations and local government, family life and culture.

Library tours, bank visits and physical education courses are geared



Staff photo by JOSH MILES

Laura Pothin (c) shows Pilar Flores (l) and Rosalba Cruz (r) how to determine the calorie count of different American foods.

"I would like to see the spirit of volunteerism go back with them to El Salvador so they will continue to volunteer in their community," Roden said.

When the classes for the day are over and there are no other activities planned for the students, they go home to their respective host families to experience the American family life.

Most of the host families are a complete family unit with a mother and father, who both work, and at least one child. The families are encouraged to spend time conversing and sharing the overall American experience with their student.

"We have little free time," Quezada, who is planning on a career as a licentiate when she returns to El Salvador, said.

"I like to spend my free time talking with my host family to know the American culture. It's very interesting," she said.

Roden said it is a drastic change for the students, most of whom have never lived away from their home, to live in a home in which the mother works a full-time job.

Food and television are aspects of the American life which amaze the Salvadoran students.

"The food is very quick. You just put it in the microwave and 'pump' it's done," Quezada said. "We spend a lot of time cooking in El Salvador."

food in El Salvador," Maria Velaz, a 20-year-old student in the program said. "Here there is sweets everywhere. Sugar, sugar, sugar!" Both Ramirez and Velaz said they feel Americans watch far too much television.

They said only children get to watch television in El Salvador because everyone else is always busy.

The most appealing aspects of America include fresh water, electricity, being able to buy anything at one store and freedom.

"I like the liberty," Quezada said. "I think Americans are very friendly and open and do not discriminate."

All of the women said they enjoy studying hard and learning about the American way of life.

Upon returning to El Salvador, many of the women are planning to open their own stores or manage a family business.

They said they are looking forward to going home and using what they have learned in their career.

"When they leave, I hope they have all become fluent in English, learned to keep their eyes open to all their possible opportunities and will have gained some kind of skill from the program that they can use back home," Roden said.

"War-ravaged El Salvador needs young people to build it up

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Staff photo by JOSH MILES

Salvadoran students standing from left to right, Pilar Flores, Nina Estrada, Maureen Meyer, Alba Cruz, Fatima Barahona, Maria Eugenia Velaz, Christina Ramirez, Johana Quezada, Sonia Villar, Evelyn Sanchez, Carmen Sanchez, Norma Siles, Dayal Rosales. Seated from left to right, Ivania Rafael, Carmen Collodera, Ester Alaranga, Madal Contreras, Melissa de Lanza, Ligia Rivera, Sylvia Barrientos. (Clockwise from top left)

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# Students share view of El Salvador

By Roger Lamadrid  
Staff Writer

In El Salvador there are few supermarkets where one can shop for an array of products like meat, produce, household goods and canned foods.

Most businesses in El Salvador are small. People shop for fruits and vegetables at a produce market, meat at a meat market and household goods at a household goods market.

The country has a small agricultural economy that's been ravaged by a decade of war and third-world technology.

That's why twenty young women ranging in age from 18 to 29 are learning small enterprise development at Chico State University.

They hope to return home when they've completed their 10-month training and help rebuild war-ravaged El Salvador.

The students arrived in Chico the first week of January and are spending the first three months here in an accelerated English as a Second Language Program.

They are also taking courses in business, economics and similar programs so they can apply some of the American business techniques they learn in their country.

The students are at Chico State as part of the Central American Peace Scholarship program, funded by the U.S. Agency for International Development and managed by the National Association of Partners of the Americas.

Partners of the Americas is a private voluntary organization that promotes economic and social development throughout the western hemisphere.

Most of the women like Maritza Melgar, Carmen Sanchez and Evelyn Sanchez are planning to open their own businesses when they return.

"It's much harder to open a business in my country than here because of the economy," said Evelyn Sanchez.

Nevertheless, these women are determined.

El Salvador businesses sponsor the women through a private agency representing small rural enterprises. Along with technical knowledge, the students will get career counseling and community development support.

The hardest part about the program, some students said, is adapting to the different culture, and a few have never been away from home.

Changing to American eating habits can be difficult too. Breakfast and dinner in El Salvador are small meals while lunch is the biggest and most important meal of the day, said Evelyn Sanchez.



Project manager Jennie Roden (left) of Chico State University talks to business students from El Salvador, as Loren Parks watches. Both Roden and Parks are of the university's Agriculture Business Institute.

People eat a full course lunch with meat.

"Here, they only eat meat for lunch in a sandwich and they eat big dinners and go out for dinner," she said.

One of the most pleasant surprises the students have noticed here is the casualness of dress and lifestyle.

"Here you can go to your classes in T-shirts, sandals and shorts. Over there we have to be dressed," Evelyn Sanchez said.

"But, we like it here. I can just let my hair go 'poof' and go to class or wherever."

Another surprise is the "careful drivers" in Chico. "In El Salvador, it's dangerous to cross the street but here people walk very slowly across the street," said Melgar.

They are also thrilled with Chico State — which they call "outstanding" — because of the opportunity to use computers, a well-stocked library and audiovisual equipment.

Carmen Sanchez said those things are more rare in El Salvador and very expensive to the average citizen.

Another difference is the makeup of the student body. "We are learning about Japa-

nese, Chinese, Korean and other cultures because there are students here from those countries," said Melgar, whose homeland does not have America's cultural mixture.

Squirrels are another oddity here. "One day when I rode a bicycle to school, I saw three squirrels fighting over one nut by the school. My country doesn't have squirrels," Carmen Sanchez recounted.

Other fascinating differences, said the students, include the way television, sweet food and fast food have influenced American life.

When they arrived in Chico, few of the students could speak fluent English. Most of them took a two-month English course before coming.

But now the students feel confident with their English, so much so that they've begun using slangs and cliches. They plan to work on their accent next.

They do miss some things at home including the friendly people. Melgar said in her hometown, a suburb of the capital San Salvador, people often stop to talk with each other in the streets. "We're a small country

and lots of people know each other."

Carmen Sanchez misses her family and son, who are in San Salvador.

A lot of things are similar between students in El Salvador and Chico.

Evelyn Sanchez works at a bank in Herliot City, outside San Salvador during the day and goes to college at nights. "I'm very tired at night and sometimes don't want to study but I have to."

The students are living with host families during the duration of the program. They will return to El Salvador in November.

Next month, the students will be performing ethnic dances for the "Baile de Las Americanas" dance sponsored by the Hispanic Association for Community Education, a non-profit organization which helps Hispanic college students. ■

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12

### *El Salvador Students Begin Chico State Training*

Twenty women students from El Salvador today began a 10-month training program here in small enterprise development.

Their training is part of the Central American Peace Scholarship program, funded by the U.S. Agency for International Development and managed by the National Association of Partners of the Americas. While at CSU, Chico the scholars will forge lasting friendships with North Americans while learning valuable skills they can apply in El Salvador. Upon their return to El Salvador in November, NAPA will provide the scholars with assistance for two years, including technical seminars and workshops, career counseling, and community development support.

The program at CSU, Chico is directed by Dr. Loren Parks and managed by Jennie Roden. The students will engage in a hands-on learning approach to the organization, management, and marketing strategies of small businesses operating in local export markets.

The Salvadoran scholars are in their early twenties and are nominees of intermediary institutions representing small rural enterprises in El Salvador. Upon arriving in Chico, the group began a week-long arrival orientation and then will plunge into a three-month intensive English-as-a-Second language program.

Chico State is planning a wide array of "Experience America" activities for the students through which they will become acquainted with U.S. community organizations and local government, family life, and culture. For example, CAPS scholars will participate in volunteer work for local organizations in Chico or in surrounding communities. Also, each scholar will live with a North American host family for the duration of the scholarship period.

Partners of the Americas is a private voluntary organization that promotes economic and social development throughout the hemisphere.

For information, call Parks or Roden at x5733.

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California State University, Chico  
Chico, California 95929-0208



Agribusiness Institute  
(916) 898-5733

**Date: April 12, 1991**  
**From: Jennie Roden, Project Mgr.**  
**To: Paul Teeple, Project Coordinator**  
**Re: El Salvadoran Women**

#### PROGRAM PLAN FOR EI SALVADORAN WOMEN

It is our goal to develop the El Salvadoran Women's independence and confidence thereby opening the way for leadership skills. Even now, during the Spring session, not only have they made remarkable progress in English, but they are also able to transport themselves about town, take care of their own personal needs, put together an entire display of native El Salvadoran dances for the public, and have already achieved an improved state of personal growth.

Once the Spring semester (phase 1 of the program) comes to a close, the women will spend a few days experiencing the joys of camping near the north coastal region of Bodega Bay. Afterwards, they will be allowed one week of free time which will give host families an opportunity to plan a vacation to include their "daughter". There will be activities available for the women unable to go away.



The "Summer session"(phase 2 of the program) begins June 10. The women will continue with ESL classes but only for two hours per day. The rest of day will include a class schedule consisting of several different technical-skills courses. The courses included will be Accounting, Basic Computer skills, Office Management, and Entrepreneurship. There will, of course, be a continuance of personal development, self esteem, goal-setting, and leadership role seminars provided by primary facilitators, Linda Greer-Wagener and Iris Viera. Time will also be provided for volunteerism and the reflection thereof.

For the sake of continuity throughout the schedule for the summer session, an introduction and a gradual getting-used-to-internship period from August 19 to August 23 is contemplated.

Upon the conclusion of the "Summer session", there will be a graduation ceremony hosted by ALCL. This will act as a symbol for further independence and self-development for the women.

There will be other Experience America activities and trips planned from August 5 to August 16.

At this point, the women should be ready to enter and complete the 3<sup>rd</sup> phase of the program or the "Fall session" which consists of a combination of technical-skill courses such as Marketing, Advanced Business Computers, Finance, and Advanced Entrepreneurship. There will still be time set aside to discuss the internships and how leadership roles can be developed in each site; also continued will be volunteer activities.

The 4<sup>th</sup> and final phase of the program will allow the women to incorporate all of their acquired skills in a real-world working environment. Again time will be set aside for discussion and reflexion.

June 1991

| Sunday  | Monday  | Tuesday  | Wednesday   | Thursday   | Friday  | Saturday |
|---|---|--|---|--|---|----------|
|   | EA  | EA   | EA  | EA   | EA  | 1        |
| 2   | 3   | 4  | 5   | 6  | 7   | 8        |
| 9<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP  | 10<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 11<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 12<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 13<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 14<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV | 15       |
| 16<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 17<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 18<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 19<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 20<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 21<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV | 22       |
| 23<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 24<br>8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 25<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 26<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 27<br>8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMENT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 28<br>8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV | 29       |
| 30  |   |  |   |  |   |          |

16

# July 1991

| Sunday | Monday  | Tuesday  | Wednesday   | Thursday   | Friday  | Saturday |
|--------|---|--|---|--|---|----------|
|        | 8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 4TH OF JULY  | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV |          |
|        | 1   | 2  | 3   | 4  | 5   | 6        |
| 7      | 8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV |          |
|        | 8   | 9  | 10  | 11   | 12  | 13       |
| 14     | 8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV |          |
|        | 15  | 16   | 17  | 18   | 19  | 20       |
| 21     | 8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>LDRSHIP<br>& SELF DEV |          |
|        | 22  | 23   | 24  | 25   | 26  | 27       |
| 28     | 8-10:00 ALCI<br>10:30-12:00<br>COMPUTER<br>LECTURE<br>1-3:00<br>COMP LAB<br>3:30-5:00<br>ENTREPRE<br>NEURSHIP | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4:00 P.M.<br>VOLUNTEER<br>PROJECTS |  |   |          |
|        | 29  | 30   | 31  |  |   |          |

August 1991

| Sunday | Monday | Tuesday | Wednesday | Thursday   | Friday  | Saturday |
|--------|--------|---------|-----------|--|---|----------|
|        |        |         |           | 8-10:00 A.M.<br>ALCI<br>10:30-12 A.M.<br>ACCOUNTING<br>1-2:00 OFFICE<br>MGMT<br>3-4:30 P.M.<br>LDRSHIP<br>P.E. | 8-10:00 A.M.<br>ALCI<br>10-12:00 P.M.<br>COMPUTER<br>LECTURE &<br>LAB<br>1-4.00 P.M.<br>LDRSHIP<br>& SELF DEV |          |
|        |        |         |           | 1  | 2   | 3        |

**GUIDELINES FOR COURSE MANAGEMENT:  
EL SAVADORAN WOMEN**

1. The approach should be Participatory" in nature. The women's attention span is short, and you should try to avoid the tedium of prolonged lecture. Suggestions to elicit participation include case studies, in-class problem sets, field trips, and small group projects.
2. Focus on universal skills--not US-specific applications. For example, in accounting you should avoid accounting designed to satisfy American tax law. Cash flow analysis, however, is necessary everywhere.
3. For the most part, business operates under the same principles in El Salvador as in the USA. It is not necessary to make great changes in course content because of cultural differences.
4. Homework should be given except for physical education and computer literacy. In total, the women should have about 10 hours of homework per week. Some of their weekend time will be taken up with volunteer activities and trips, so don't expect much from them.
5. Please administer interim quizzes, examinations, and homework assignments as you would for a University class. We and they need feedback. Please alert us if someone is having trouble with the class so that we can deal with the problem.
6. You will have individual evaluation forms to fill out on each scholar at the end of each course.
7. All textbooks, photocopies, and miscellaneous office supplies necessary for the course will be reimbursed by the program. Receipts must be submitted.

June 10, 1991

Syllabus for Business Entrepreneurship I  
Instructor: Mary McGowan Anderson

I. Course Information

Business Entrepreneurship I  
Book: How to Start, Run & Stay in Business  
By: Kishel  
Meeting Times: Monday & Wednesday 10:30 - 12:00  
Location: Plumas 329

II. Instructor Information

Instructor: Mary McGowan Anderson  
Telephone #: 895-8781 (home and message machine)  
Please call between 7:30am and 9:30pm only  
If I'm not home, please leave your name and phone  
number and I will return your call.

III. Course Requirements

A. Text Book

Assigned readings from the text book, How to Start, Run & Stay in Business, will be written under "Homework" on the upper left hand corner of the chalkboard.

B. Written Assignments

There will be several written assignments to be done both inside the classroom and at home. Some of these assignments are to be done on your own, others in groups, and some in your computer class. Additionally, each student will be required to do an oral presentation on some facet of "Business Entrepreneurship". Again, all assignments will be written on the upper left hand corner of the chalkboard.

C. Examinations & Quizzes

There will be 2 examinations, a midterm and a final. Additionally, there will be a few small quizzes administered during class.

D. Class Participation

"Active daily participation" IS a portion of the final grade. Students are expected to be prepared for class, to attempt to answer questions, and to work together on problem sets in class. Please bring your book, assignments, paper, and a pen or pencil to class.

IV. Method of Evaluation

Grading will be based on a point system. Points will be given on all exams, quizzes, homework, in class problem sets, the oral presentation, and in class participation. I will give you a grading sheet which outlines all points possible for each segment. With this schedule, you can monitor your grade throughout the course.

90

Grades will be given as follows:

|            |   |
|------------|---|
| 90% - 100% | A |
| 80% - 89%  | B |
| 70% - 79%  | C |
| 60% - 69%  | D |

#### V. Daily Course Outline

Monday June 10: Introduction & Outline of Course. Goal setting; What do you know? What you need to know - Overview of management theory, organizational structure and style, the market place, products and services, financial concepts, and obtaining capital.

Wednesday June 12: Economic Theory. Basic supply & demand concepts. Why and how this effects pricing, the market place, the buyer or client, and other aspects of your business.

Monday June 17: Management Theory. Managing your company through planning, purchasing techniques (suppliers & discounts), scheduling, motivational techniques, job descriptions, and monitoring growth, direction, and solvability. Types of business structure.

Wednesday June 19: Management Theory. Managing your employees. Concepts of hiring, firing, salaries & wages, benefits, goal setting, reviews, scheduling, motivational skills, and structure of the company,

Monday June 24: Field Trip/ Guest Speaker. We will visit one or two locally owned start-up business and find out-- What made their business work? What were the difficulties they had to go through? What makes their business keep going? How are they growing (if they are)? and many other questions we will compose in class.

Wednesday June 26: Marketing Theory. Advertising & Promotion, Location of business, Who's the buyer?, client base, keeping informed (trade publications, etc.),

Monday July 1: Marketing Theory. Competitors -- Who are they? What don't they offer that you can offer? Is there a market for what they don't offer or is that the reason they don't offer it? Marketing surveys/analysis -- Who's the buyer?

Wednesday July 3: Midterm

Introduction to Financial Concepts. Revenues and Expenses associated with running a business. Revenues, fixed costs, variable costs, start-up costs. Break-even analysis.

Monday July 8: Budget Analysis. The importance of budgeting in the planning process. Monthly, annual, and long range budgeting/planning.

Wednesday July 10: Cash Flow Analysis. Will this business pay? Is it a viable idea/plan? What is the Return on Investment?

Monday July 15: The Income Statement.

Wednesday July 17: Field Trip/Guest Speaker.

Monday July 22: Sources of Financing. How much capital do you need? Where will you get this capital? Fixed capital, working capital, promotional capital. Why should the investor (bank, etc.) loan you money?

Wednesday July 24: Field Trip/Guest Speaker

Monday July 29: In-class oral presentation.

Wednesday July 31: Final Examination.

## AGRIBUSINESS INSTITUTE

### Computer Applications Class I

**Objectives:** to provide the Salvadorean students in the small business curriculum with computer applications for business management. Specifically, the objectives include: hands-on experience with wordprocessing software using WordPerfect 5.0 and 5.1, with spreadsheet software using Lotus 1-2-3 and Excel to work with the spreadsheet and use the graphics and database manager functions of sorting and searching, and to study microcomputer systems, the disk operating system, MS-DOS, external communications, and other pertinent uses of computers.

There are 20 students in the class and 20 microcomputers. Problemas? Possibly! If you remember from the ALCI classes, in the computer room there are 20 microcomputers. Twelve computers are hard-disk drive machines (de moda), and 8 computers are older yet still useful and use two floppy-disk drives.

How can we run the class most effectively with one teacher, and how can we move students around on the computers so that all have equal time on the old, medium and new machines? We have two-hour labs, so that we can change machines either each hour, or each half hour. In order to utilize machines most effectively, it may be more efficient and less confusing to work with 10 students at a time.

What material will we cover? The material to cover is a comprehensive coverage of word processing software, WordPerfect, and spreadsheet software, Lotus 1-2-3. During the eight weeks, we will use two three-week and one two-week periods (modules). WordPerfect will be used for 3 weeks, followed by 1-2-3 for the succeeding 3 weeks. The succeeding assignments after that will vary the material according to your needs.

As assignments from other classes are made, we can do homework from accounting and other business data on the computers.

The following texts will be placed on reserve in the Meriam Library, in the Reserve Book Room.

Recommended texts: Using 123, Release 2.2, Special Edition, 1989, or Using 123, Special Ed., 1987, Que Corp., Indianapolis, Ind. (At CSUC bookstore)

Kelly, Susan B., Mastering WordPerfect 5, Sybex, Inc., 1989.  
or: Simpson, Alan, Mastering WordPerfect 5.1, Sybex, Inc., 1990.

For reference: Mandell, Steven L., Introduction to Computers Using the IBM and MS-DS PCs with BASIC, 2nd Ed., West Publ. Co., 1989.

**Grading procedure:** Grading procedures will be announced during the first week of class.

EL SALVADOR SMALL BUSINESS WOMEN  
OFFICE MANAGEMENT  
COURSE OUTLINE

May 21, 1991

By: Dora B. Del Valle

OBJECTIVE:

The content of this course provides the students with effective and practical mechanisms for managing an office.

With this course the students will have tools to develop good managing skills to better organize the work flow and to contract effective personnel. They will also have the opportunity to discuss human relations in business. This last part of the program attempts to help the students identify on-the-job, interpersonal problems and to find possible solutions, in order to maintain a pleasant and productive work place environment.

CONTENT:

1. HUMAN RELATIONS IN BUSINESS

1.1 ASSERTIVENESS

- 1.1.2 What is assertive behavior?
- 1.1.3 Why do managers need assertive skills?
- 1.1.4 The basic give and take skills of assertive behavior.
  - 1.1.4.1 How give and take work.
    - 1.4.1.a Changing the pattern
    - 1.4.2.b Dealing with lack of cooperation.
    - 1.4.3.c Being responsible for yourself
    - 1.4.4.d Setting goals that work.
- 1.1.5 Assertive skills for women at work.

2. SUCCESSFUL MANAGEMENT

- 2.1 Desirable Management Qualities.
- 2.2 What is a successful worker?
- 2.3 Structuring.
- 2.4 Guiding and correcting
- 2.4 Delegating

3. PERSONNEL SELECTION

- 3.1 Job description
- 3.2 Recruiting
- 3.3 Interviewing

4. GENERAL OFFICE PROCEDURES

1. Chronologicals
2. Mail handling and control
3. Telephone Habits
4. Work distribution
5. Log in/out books
6. Staff meetings
7. Weekly planning

PROCEDURES

The classes will be carried out using an active participatory training methodology through:

1. Case Studies
2. Group discussion
3. Role playing
4. Project groups

MATERIALS

1. Printed summary of each topic discussed
2. Transparencies and photocopies

EVALUATION

|  |     |
|--|-----|
| 1 written evaluation after the first 4 weeks | 30% |
| 1 written evaluation after the last 4 weeks  | 30% |
| Participation in class                       | 10% |
| Attendance                                   | 10% |
| Homeworks                                    | 20% |

*BEST AVAILABLE COPY*

BIBLIOGRAPHY

Carr, Clay, The New Manager's Survival Manual, John Wiley & Sons, Inc., New York, 1989

Cawood, Diana, Assertiveness for Managers, International Self-Counsel Press, Ltd., Canada, 1983.

Latham, James L. Human Relations in Business, A Behavioral Science Approach, C.E. Merrill, Columbus, Ohio, 1964.

*BEST AVAILABLE COPY*

**BEST AVAILABLE COPY**

Salvadoran Women Small Business Training

The Fundamentals of Financial Accounting  
 Agribusiness Institute, California State University Chico

Instructor: Robert Nottelmann

Textbook: Siegel & Shim, Contabilidad Financiera, McGraw-Hill, 1986.

This course will expose students to the fundamentals of the accounting process. They will learn the functions of the balance sheet, the income statement and the mechanics of the accounting equation. They will gain exposure to closing procedures, inventory accounting, accounts payable and accounts receivable. New material will be presented in Spanish.

Homework will be required daily throughout the course and will be graded with respect to effort as opposed to perfection. This will encourage students put forth the effort required for success. Quizzes will be used to measure the student's comprehension of the subject matter presented in the homework assignments. The quizzes will be taken nearly every class period but will be quite short. Several full length exams will be taken throughout the course.

Since English vocabulary development will be an important component of the Salvadoran Women Small Business Training program, the students will be exposed to English in a business context. This will be accomplished through a case study and through short, directed class discussions in English. Since language development is an important component of the Salvadoran Women Small Business Training program, student participation during the English discussion portion of the course is required and will be reflected in the final grade. The case study will focus on the implementation of a computerized accounting system for a business enterprise.

A typical agenda for one class period follows:

|       |  |
|-------|--|
| 10:30 | Housekeeping                             |
| 10:35 | Address questions regarding homework     |
| 10:45 | Quiz covering homework                   |
| 11:00 | Work quiz on black board                 |
| 11:10 | New subject matter                       |
| 11:40 | English discussion of new subject matter |
| 11:55 | Adjourn                                  |

Student performance will be evaluated as follows:

|                     |     |
|---------------------|-----|
| Case                | 10% |
| Class participation | 10% |
| Homework            | 20% |
| Quizzes             | 20% |
| Exams               | 40% |

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