APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

3. FEDERAL GRANTOR AGENCY
Office of Education (Right to Read)
ORGANIZATIONAL UNIT
Application Center
ADMINISTRATIVE OFFICE
400 Maryland Avenue, SW
STREET ADDRESS - P.O. BOX
Washington D.C. 20202
CITY STATE ZIP CODE

4. APPLICANT NAME
956000940
Santa Barbara Community College District
DEPARTMENT DIVISION
Continuing Education Division
STREET ADDRESS - P.O. BOX
721 Cliff Drive
CITY COUNTY
Santa Barbara, Santa Barbara
STATE ZIP CODE
California 93109

5. DESCRIPTIVE NAME OF THE PROJECT
READING ACADEMY

6. FEDERAL CATALOG NUMBER
13.533

7. FEDERAL FUNDING REQUESTED
$ 60,000 (First Year)

8. GRANTEE TYPE
X OTHER (Specify) Community College District

9. TYPE OF APPLICATION OR REQUEST
X NEW GRANT, CONTINUATION, SUPPLEMENT, OTHER CHANGES (Specify)

10. TYPE OF ASSISTANCE
X GRANT, LOAN, OTHER (Specify)

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
Approximately 350

12. CONGRESSIONAL DISTRICT
19th California

13. LENGTH OF PROJECT
36 months

14. BEGINNING DATE
October, 1975

15. DATE OF APPLICATION
May 30, 1975

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME
Glenn G. Gooder

TITLE
Superintendent/President

TELEPHONE NUMBER
805 965-0581 211

SIGNATURE OF AUTHORIZED REPRESENTATIVE

For Federal Use Only

ENC 5 G.2-9 6/12/15
### PART II
**PROJECT APPROVAL INFORMATION**

**ITEM 1.**
Does this assistance request require State, local, regional, or other priority rating?  
- Name of Governing Body ____________________________  
  Priority Rating ____________________________  
- Yes [□] No [X]

**ITEM 2.**
Does this assistance request require State, or local advisory, educational or health clearances?  
- Name of Agency or Board ____________________________  
- Yes [□] No [X]  
(Attach Documentation)

**ITEM 3.**
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?  
- Yes [□] No [X]  
(Attach Comments)

**ITEM 4.**
Does this assistance request require State, local, regional, or other planning approval?  
- Name of Approving Agency ____________________________  
  Date ____________________________  
- Yes [□] No [X]

**ITEM 5.**
Is the proposed project covered by an approved comprehensive plan?  
- Yes [□] No [X]  
  Location of Plan ____________________________  
  Check one:  
  - State  
  - Local  
  - Regional

**ITEM 6.**
Will the assistance requested serve a Federal installation?  
- Yes [□] No [X]  
  Name of Federal Installation ____________________________  
  Federal Population benefiting from Project ____________________________

**ITEM 7.**
Will the assistance requested be on Federal land or installation?  
- Yes [□] No [X]  
  Name of Federal Installation ____________________________  
  Location of Federal Land ____________________________  
  Percent of Project ____________________________

**ITEM 8.**
Will the assistance requested have an impact or effect on the environment?  
- Yes [□] No [X]  
  See instructions for additional information to be provided.

**ITEM 9.**
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?  
- Yes [□] No [X]  
  Number of:  
  - Individuals ____________________________  
  - Families ____________________________  
  - Businesses ____________________________  
  - Farms ____________________________

**ITEM 10.**
Is there other related assistance on this project previous, pending, or anticipated?  
- Yes [□] No [X]  
  See instructions for additional information to be provided.
### PART III - BUDGET INFORMATION

#### SECTION A - BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Grant Program, Function or Activity</th>
<th>Federal Catalog No.</th>
<th>Estimated Unobligated Funds</th>
<th>New or Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
</tr>
<tr>
<td>Right to Read</td>
<td>13.533</td>
<td>$ --</td>
<td>$ 60,000</td>
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<td></td>
<td>5. TOTALS</td>
<td>$</td>
<td>$ 60,000</td>
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#### SECTION B - BUDGET CATEGORIES

<table>
<thead>
<tr>
<th>Object Class Categories</th>
<th>Right to Read</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personnel</td>
<td>$ 61,800</td>
<td>$</td>
</tr>
<tr>
<td>b. Fringe Benefits</td>
<td>$ 8,056</td>
<td>$</td>
</tr>
<tr>
<td>c. Travel</td>
<td>$ 250</td>
<td>$</td>
</tr>
<tr>
<td>d. Equipment</td>
<td>$ 500</td>
<td>$</td>
</tr>
<tr>
<td>e. Supplies</td>
<td>$ 1,550</td>
<td>$</td>
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<tr>
<td>f. Contractual</td>
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<tr>
<td>g. Construction</td>
<td>NA</td>
<td>$</td>
</tr>
<tr>
<td>h. Other</td>
<td>$ 3,100</td>
<td>$</td>
</tr>
<tr>
<td>i. Total Direct Charges</td>
<td>$ 78,856</td>
<td>$</td>
</tr>
<tr>
<td>j. Indirect Charges</td>
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<td>$</td>
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<td>k. Totals</td>
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<td>$</td>
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<tr>
<td>7. Program Income</td>
<td>$ NA</td>
<td>$</td>
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### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) APPLICANT</th>
<th>(c) STATE</th>
<th>(d) OTHER SOURCES</th>
<th>(e) TOTALS</th>
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</thead>
<tbody>
<tr>
<td>8. Reading Academy</td>
<td>$ 18,856</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>9.</td>
<td></td>
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<td>10.</td>
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<td>11.</td>
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<tr>
<td>12. TOTALS</td>
<td>$ 18,856</td>
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### SECTION D - FORECASTED CASH NEEDS

<table>
<thead>
<tr>
<th>(a) FUND ORGANIZATION</th>
<th>(b) 1ST QUARTER</th>
<th>(c) 2ND QUARTER</th>
<th>(d) 3RD QUARTER</th>
<th>(e) 4TH QUARTER</th>
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<td>15. TOTALS</td>
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<td>$ 22,739</td>
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### SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) FIRST</th>
<th>(c) SECOND</th>
<th>(d) THIRD</th>
<th>(e) FOURTH</th>
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<tr>
<td>16. Reading Academy</td>
<td>$ 65,000</td>
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<td>17.</td>
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<td>18.</td>
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<td>19.</td>
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<tr>
<td>20. TOTALS</td>
<td>$ 65,000</td>
<td>$ 70,000</td>
<td>$ -- 0 --</td>
<td>$ -- 0 --</td>
</tr>
</tbody>
</table>

### SECTION F - OTHER BUDGET INFORMATION (attach additional sheet if necessary)

21. **DIRECT CHARGES:** Project Director--$16,500, Instructor--$12,900, Typist-Clerk--$7,200, Tutor computed at $2.50/hr and 40 hrs. per week for 26 weeks during first year. One electric typewriter @ $500. Contractual charges of $3600 are for rental of floor space. "Other" expense includes consultants--$1,000, local travel--$1,740, and stipends to participants for use of living rooms--$360.

22. **INDIRECT CHARGES:**

### PART IV - PROGRAM NARRATIVE (attach per instructions)
**STATEMENT OF POLICY:** Safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the DH£W is the responsibility of the institution which receives or is accountable to the DH£W for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of the Department that no grant or contract for an activity involving human subjects shall be made unless the application for such support has been reviewed and approved by an appropriate institutional committee. (Reference: "Institutional Guide to DH£W Policy on the Protection of Human Subjects.")

1. **TITLE OF PROPOSAL**

**READING ACADEMY**

2. **PROJECT DIRECTOR/PROGRAM DIRECTOR/FELLOW**

Mr. Abelino Bailon, Asst. Dean

3. **INSTITUTIONAL COMPONENT OR DEPARTMENT**

Continuing Education

4. **CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE:**

- A. This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

- B. This is to CERTIFY that this application which does propose activities involving human subjects has been reviewed and approved by our institutional committee on the date of ___________ in accordance with the DH£W policy and the institutional assurance on file with the DH£W. (The review date should be recent; certification is invalid if review date would precede award date by more than one year.)

- C. This is to CERTIFY that this application which proposes to involve human subjects is pending review on the date of ___________ in accordance with the DH£W policy and the institutional assurance on file with the DH£W. If the committee does not review and approve the proposal by or on the date certified, the agency office requesting this certification will be notified immediately by telephone, telegraph, or mail. (Review date should precede requested or planned date of award by at least one month whenever possible.)

- D. This application proposes to involve human subjects. This institution does not now have an active assurance on file with the DH£W. I understand that information on the assurance procedure will be received should the application become eligible for an award.

5. **SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS**

Dr. Glenn G. Goode

6. **TITLE**

Superintendent/President

7. **NAME AND ADDRESS OF INSTITUTION (Street, City, State, ZIP code)**

Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

NOTE TO AGENCY: This form should NOT be included with application forms that have provision for human subject certification. It may be used to request certification, or correction of certification.

HEW 596 (Formerly NIH 1611)
8-72

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO THE AGENCY REQUESTING ITS COMPLETION
Part IV. Narrative

REACH
(Realizing Educational Advancement in the Community and the Home)

INTRODUCTION

Santa Barbara City College is a comprehensive community college serving the south coast region of Santa Barbara County, a district of about 170,000 population. As part of the California Community College system, the College offers services to any person over the age of 18 who can reasonably expect to profit from attending. The College offerings include a reading remediation program, ESL program, basic mathematics, a writing laboratory, and an extensive tutorial program. Despite the accessibility and the fact that the College is tuition-free to residents, there is a sizeable population of adults who have limited or no ability to read English who do not take advantage of the programs offered by the College for adult basic education.

There are three basic reasons why the College has, so far, been unable to reach and serve this group. The project proposed herein is designed to deal with each of these barriers. They are:

- Lack of information about educational opportunities and advantages to be realized therefrom.
- Fear of an alien environment.
- Lack of requisite skills to take advantage of available educational opportunities.

Lack of Information—In recent years, under such programs as Upward Bound and the Neighborhood Youth Corps, the College has actively and successfully sought out promising young men and women from economically disadvantaged communities in the District. These programs have introduced large numbers of such young people to the educational possibilities and opportunities available. Many are now students at Santa Barbara City College. Over the period of 1968-1972, while there was a 91 percent increase in Caucasian enrollment, the minority enrollment almost tripled.

Many older adults, however, and particularly people from disadvantaged neighborhoods, do not have ready access to information regarding the availability of educational opportunities and services. The above programs, usually carried out through the high schools, do not reach them. New methods and approaches are needed whereby these older persons can learn of the range of opportunities open to them. Bailon, in a

sampling of census tract 8, found 85 percent of the sampled adults had an education of eight years or less. Almost 70 percent of these said that they had not heard of the Adult Education classes offered by Santa Barbara City College. Of these, over 40 percent said they would be interested in attending classes if they knew more about them.

Fear of an Alien Environment—Many older adults perceive any formal educational institution as a place for youngsters, and they feel they would be out of place and uncomfortable attending classes in such an environment. Miller, in a recent Santa Barbara City College study of women students over 25, found that many felt a strong feeling of "generation gap" when they first entered college. For many, this had delayed their return to education well beyond their initial desire to do so. Still others, from economically disadvantaged communities, see the world of school as middle-class and are hesitant to move into such a world, which they perceive as somewhat alien.

Lack of Required Skills—The most serious reason why many of these adults fail to take advantage of educational opportunities is that they have minimal ability in certain basic skills and particularly in reading of English. Many of these adults speak only Spanish, and a sizeable percentage of these are not functionally literate in either Spanish or English. Deficient English language skills are a primary cause of many adults not participating in postsecondary education. Bailon's data indicate that as many as 24 percent of the adults who were unaware of Adult Education programs would like to improve their English language skills. The Association of Teachers of English as a Second Language has pointed out that a person scoring below 80 percent on TOEFL English language tests will probably not succeed in most regular postsecondary courses. It is, therefore, apparent that development of basic English language skills is pre-requisite to a reasonable expectation of success in the postsecondary academic environment. It is also necessary for reasonable job security and can contribute to a greatly enriched life. Traditional programs designed to improve reading skills often are inadequate with regard to the culturally different or academically or economically disadvantaged adult. Many of these programs fail to accommodate wide differences in ability, need, interest, and background, and do not allow the student to progress at his own pace.

The REACH concept has been developed to meet each of the above problems. Major, although not exclusive, stress is on the development of reading skills among the non-reader or functionally illiterate post-college age adults. However, the program recognizes also that special methods will be required to recruit and motivate the participants, and that the participants may be in need of additional assistance in formulating further realizable educational and/or occupational goals and in learning how they might pursue them.

OBJECTIVES

The general objectives of the REACH project are:

o To recruit and to train a corps of ten paraprofessional tutors from the target communities who will in turn recruit participants, describe the project, administer diagnostic tests, counsel adults regarding educational benefits and opportunities, assist participants in the formulation of personal goals, and tutor adults in basic language and computational skills.

o To recruit two professional instructors who will oversee the work of the tutors, assist in the development of instructional materials, supervise the administration and interpretation of diagnostic and evaluative tests, and train the paraprofessional tutors.

o To develop and/or acquire materials needed to conduct a reading/literacy program and to provide reading skill training to adults.

o To recruit from the target communities a pilot group of 150 educationally disadvantaged adults who wish to improve their employment prospects and enrich their lives through learning to read.

o To conduct small group and individual testing and counseling sessions with adult participants leading to the identification of individual reading deficiencies and needs and to the planning of individualized programs of reading development.

The overall objective for right-to-read academy students is that they will acquire reading literacy skills consistent with their capacity, thereby enabling them to function more effectively in society.

In terms of student performance objectives, the following results are expected:

o Students will demonstrate increase in word identification skills, including
  1) Use of context for word identification
  2) Structural analysis
  3) Sound symbol relationships
  4) Sight vocabulary

o Students will demonstrate increased literal comprehension by
  1) Understanding the relationship of word order to meaning
  2) Using punctuation marks as an aid to understanding
  3) Identifying the literal meanings of words, phrases, and longer passages
  4) Demonstrating the ability to follow directions
  5) Understanding main idea and supporting detail in passage
o Students will demonstrate increased inferential understanding of material read by

1) Deriving the implied meaning of words, phrases, sentences, and longer passages
2) Identifying writer's intent
3) Making judgments about what is read
4) Relating what is read to other reading
5) Relating what is read to reality (distinguishing fact from opinion and comparing what is read to personal experience)

o Students will realize an average of two months overall reading growth for each month in the program.

RECRUITMENT, INSTRUCTIONAL PROCEDURES AND MATERIALS

The project will be carried out in several distinct phases.

1. Recruitment of instructors.
2. Recruitment and training of paraprofessionals.
3. Acquisition and development of testing and teaching materials.
4. Recruitment of participants.
5. Diagnostic testing and setting of objectives.
7. Testing of participants to measure progress.
8. Counseling to apprise participants of follow-on educational possibilities.

The key elements in the REACH project are: (1) the use of carefully selected members of the target communities in a paraprofessional capacity, and (2) the use of homes, churches, and community centers in the target communities. Recruitment of paraprofessionals will begin soon after the project gets underway. Concurrently, the Project Director will begin the selection and development of materials which will be used for testing, counseling, and tutoring with the assistance of consultants from SBCC and the nearby campus of the University of California.

Recruitment—After the initial organization staffing, planning, and recruitment is completed, the Project Director will also become a half-time instructor. The other instructor will be a person who has or is working toward an M.A. in Reading. Graduate students from the local campus of the University of California will be encouraged to participate, and preference will be given to those with a cultural or economic background similar to that of the program participants. Experience in low-income or minority community work will be of extra value.
The paraprofessionals, to be designated Community Tutors, will be selected from the target community. The main qualifications for these positions will be a high school diploma with demonstrable proficiency in English language skills and the ability to communicate and establish rapport with members of ethnic minority and economically disadvantaged groups and to build a base of trust among these people. At least half of the Community Tutors will also have fluency in spoken and written Spanish, since a significant number of participants will be Spanish-speaking. A familiarity with the characteristics of the target communities and the organizations that serve them will also be of prime importance.

After selection of the tutors, they will undergo an intensive training period of one week duration. In addition, they will receive 80 hours of in-service training. Pre-service training will be in the following areas:

1. Diagnosis and evaluation of reading skills and deficiencies.
2. Basic concepts of individualized instruction.
3. Setting behavioral objectives.
4. Expectations and responsibilities of the paraprofessional.
5. Teaching basic language skills.
7. Reinforcement.
9. Educational goals and options.

In-service training sessions will permit continual feedback evaluation of the program, review of individual problems, and in-process improvement of the program. It will also provide additional development of counseling and facilitating skills of the instructors, timed to coincide with the introduction of each new instrument or method.

Over the past few years, over 250 such paraprofessionals have been trained by the Santa Barbara City College Learning Resources Center Staff to provide instructional support for nearly every academic subject offered by the College, and particularly in basic skills such as reading, language development, and basic mathematics. Santa Barbara City College also has a very active and successful peer counseling program. These experiences will be drawn upon heavily in the development of the REACH paraprofessional staff.

Recruitment of participants for the project will be primarily a responsibility of the Community Tutors. To help in the recruitment effort, the project will use three promotional approaches:

1. Organizations represented on the REACH Advisory Council, described below, will be asked to publicize the project to their memberships through newsletters and by inviting REACH staff representatives to appear at meetings to explain the project, its purposes and approach.

2. Local radio and television stations and the press will be asked to provide publicity in the form of community service "spot
commercials" in English and Spanish. A Spanish-speaking station in nearby Oxnard will also be asked to provide time for such ads. Extensive distribution of brochures or handbills in both English and Spanish is also anticipated.

3. Participants themselves will be encouraged to publicize the project among friends and family. In particular, an "incentive" plan will be used wherein participants will be paid a small stipend for the use of their houses as learning centers for initial stages of the project. Amount of the stipends will be based upon the number of participants meeting in the home, up to a maximum of fifteen.

The use of participants' homes as learning centers is mainly to provide an informal, familiar, and non-threatening environment for initial counseling and learning. Later, after participants become more involved in the project and convinced of its worth, it is planned to move into community centers or one of the many satellite learning centers now operated by Santa Barbara City College's Adult Education Division, but to stay within the neighborhoods of the target population.

Community Tutors will meet with the participants in homes or churches to describe the project to prospective participants in groups of about 12 to 15. Those who wish to participate further will be given diagnostic tests and interviews to determine their needs and preferences, to establish their educational development level, and to evaluate, at least roughly, what their reasonable expectations might be. Nominally the project will aim for participants who read at fourth grade or lower level, or who score below 50 percent on the CELT English as a Foreign Language exam.

The participant, with the help of the Community Tutor, will set tentative individual objectives and steps to the achievement of those objectives, consistent with his needs, desires and abilities. It is anticipated that each Community Instructor will have at least 12, and no more than 15, participants to assist in the project after this stage.

Each paraprofessional will be responsible to follow the progress of each of his assigned participants, to make frequent evaluations of that progress relative to the individual's objectives, and to have regular evaluation counseling sessions. If necessary or advisable, the individual's objectives will be modified along the way. In all cases the speed of progress will be tailored to the capabilities of each individual, and self-paced learning materials will be used.

It is hoped to carry on this program with the help of grant funding for a period of three years. This will permit a reasonable amount of evaluation and modification and will provide sufficient time for the program to stabilize.

In the second and third years, the number of paraprofessionals and the number of participants will be increased by 50 to 100 percent. This should not increase costs of the program proportionately, since materials for teaching and promotion will have been developed and administration will not be increased. Thus, the cost per participant should be reduced.
After three years, if the program is deemed successful or capable of modification to correct deficiencies, it is planned to make it a part of the College Continuing Education program, funded out of the regular budget of that program.

Procedures and Materials—It is essential that both the instruction and the materials be relevant to the adult learner. Word recognition and specific comprehension skills must be taught systematically with materials that are within the learner's range of understanding (within his listening comprehension range).

Because each learner will have different skills, individualized instruction will be most efficient. Individualization meets each learner's needs and pace. In order to encourage thoughtful reading (which should be stressed, even at the beginning reading levels) and to increase motivation, small group instruction (groups of approximately five students) should also be included in the program. Students will be grouped according to interests and reading ability.

The instructional staff will use individualized diagnostic procedures in conjunction with standardized test scores to assess reading levels and strengths and weaknesses in word recognition and comprehension. A thorough and ongoing diagnosis done by trained personnel is essential in order to plan instruction that will meet individual needs (take advantage of strengths and overcome weaknesses) and to group students according to instructional level.

Initial screening will involve three principal steps.

- Administration of standardized instruments, such as:
  1) Adult Basic Learning Examination (ABLE)—reading, spelling, and oral vocabulary. This instrument was designed for adult use and consists of items with adult content. It measures achievement from first to eighth grade; and will determine approximate instructional level.
  2) Gray Oral Reading Test, measures sight vocabulary level and comprehension.
  3) Gilmore Oral Reading Test also measures sight vocabulary level and comprehension.
  4) California Phonics Survey measures association of printed symbols with sounds.
  5) Wide Range Achievement Test, to identify perceptual problems, ideation, and spelling.
  6) Measures to determine pre-reading skills, such as visual and auditory discrimination, will be administered to the non-reading participant.

- Interviews with the participant to determine interests, experiences, and needs. If it is determined that the student is deficient in
English language skills, the Santa Barbara City College ESL examination will be administered.

- Evaluation of the students' vision and hearing is also an essential part of the initial screening.

Additional individualized diagnosis will be conducted using an Informal Reading Inventory, Adult form, developed by the University of California at Santa Barbara Reading Clinic. This will supplement and clarify information gained from standardized procedure. Information from the IRI will enable the staff to assess word recognition skills (sight vocabulary, phonics, contextual and structural analysis), and essential comprehension skills such as understanding of facts, word meanings, and inferences. In addition, the staff will derive additional information concerning students' instructional level, as well as independent and listening comprehension levels.

Whenever possible, instructional materials will be teacher-made and student-made. This will ensure that the topics read will be relevant to the adult learner. The instructor can adapt articles and stories in magazines, newspapers, pamphlets, etc. to different readability levels, so that students who are at different stages in their reading development can still share common topics of concern, such as consumer interests, health, various occupations, and current events.

These areas of concern can be grouped into modular packets, according to topic and readability level. Students can thus read what is of interest to them while building their word recognition, comprehension, and vocabulary skills. A person aspiring to work in the trades, for example, would use a module which is rich in words describing tools, machines, and skills with which he will need to be familiar. Students can progress at their own rate. Tests based on content will be devised to ascertain progress through these modules.

Students will bring in materials that they wish to learn to read. They can draw upon their own wealth of experiences, knowledge, and oral language ability to dictate stories and information to the instructors. These materials will also become part of the instructional package.

In addition to the materials made or accumulated by students and instructors, various commercially prepared materials will be used. Typical published materials are:

- "hasals"
  1) Mott Basic Language Skills Program, levels 1-12 (Allied Education Council), individual reading and writing
  2) Reading in High Gear, levels 1-8, programmed, tutorial (Science Research Associates)
  3) System for Success, levels 1-8, suited for small groups (Follet Publishing Company)

- Multilevel programs
  1) Reading Attainment System, levels 1-6 (Grolier Publishing Co.)
2) Reading Development A and B (Science Research Associates)
3) Job Corps materials

Other

1) Newspapers—educational, such as News for You (New Readers Press)
2) Local newspapers
3) Government pamphlets

Certain other specialized materials will be used. For example, the Lado English Series, by Robert Lado, has been used with success for two years on the College campus to teach English to Spanish-speaking persons. With minor modifications, it could form the basis of the language development program for the Spanish-speaking. Books 1-3 present a self-paced and systematic approach to English language development. Books 4-6 develop spelling, writing, reading comprehension, and study skills.

For the illiterate mono-lingual Spanish speakers, Spanish readers will be used to develop first a reading ability in Spanish while simultaneously learning to speak English. After Spanish literacy has been achieved, the student will be taught English language skills.

Formula Phonics, a systematic approach to teaching sight phonics, will be one approach used to teach reading to the non-reading English-speaking adult. This method, developed by Edward Vail, has been used with great success during the past year at Santa Barbara City College with college students having serious reading problems.

The REACH project, once started, is envisioned as a continuing effort. The present proposal is for an initial three-year program which will enable the project to get underway, to organize and train a staff, to acquire and develop materials, and to recruit and work with the participants over a sufficiently long period to enable a valid evaluation to be made.

Initial recruitment of instructors will take approximately one month. The instructors, with the help of consultants, will gather materials to be used and plan in detail the pre-service training of tutors. This will take approximately one additional month during which the instructors will also work closely with the Advisory Council to recruit paraprofessionals from the community to be served.

Within approximately 2½ months the tutors will begin active recruitment of participants as described below. Each tutor will be responsible for recruiting, testing, counseling, and training 15 participants in three groups of five each. Since the program is self-paced, new participants can enter the program at any time, so that each tutor should be handling at or near this maximum number at all times.

Each tutor will spend an average of two hours per week with each of his 15 participants in one-on-one instruction. In addition the student participants will make personal commitments to come to the centers for a total of
three to five hours per week for independent study using the self-study materials on hand. An instructor will be present during late afternoon and evenings to assist as needed.

The REACH project germinated from discussions between Santa Barbara City College faculty members who are active in minority community organizations and other members of these organizations. The approach has undergone considerable discussion on an informal basis within these organizations over the past year and a half, and has been further refined in campus discussions among the minority faculty members in both the regular day college and the Adult Education Division. Recently, a group of representatives of several community agencies and organizations was invited to a meeting on the College campus to hear of the present status of the concept and to offer their comments. Several gave immediate support for the project and offered their facilities for the project to use for counseling or classroom space.

In summary, the REACH project offers a unique combination of elements to meet a need that the community college is especially well-equipped to meet.

- REACH offers individualized instruction, paced to meet the varied needs of the clientele and diverse to meet a wide range of personal needs and objectives.

- REACH is targeted to meet the needs of a new student clientele, not now involved in postsecondary education in significant numbers. This is the post-college age to middle-aged adult from an economically disadvantaged background and/or usually from a cultural or ethnic minority group.

- Recruiting and public information promulgation will make use of the organizations and community structures existing in the target communities and will recognize through bi-lingual advertising, that language difficulty is one of the main handicaps which have previously foreclosed these persons from postsecondary education.

- Educational opportunities will be taken to the people in their homes, churches, community centers, or other places where they will not feel alienated.

EVALUATION

The prime element in the evaluation of the project will, of course, be the measurement of students' growth in reading ability. This will be augmented by interviews with participants to determine their attitudes toward the program and how they evaluate the benefits to themselves from the program. Reading attitude inventories will also be administered. Tutors will also be interviewed to evaluate the program from the teacher standpoint.

Evaluation of students' reading growth must take into consideration each student's instructional level at entry. On the average, a student will be expected to show a gain of two months' reading growth for each month of instruction. Many students will progress more rapidly, and some more slowly, depending on factors such as time commitments, motivation, and individual deficiencies and strengths.
In order to assess student attainment of the program objectives, the staff will use a number of evaluation instruments. Student evaluation will be a continual process, and will include criterion-referenced tests, informal reading inventories, and teacher/tutor observations. Formal evaluation will include:

- Post-test of Adult Basic Learning Examination, to assess growth in comprehension, vocabulary, and spelling.
- Adult form Informal Reading Inventory, to assess growth in word identification skills and factual and literal comprehension skills.
- Successful completion of a task based on reading comprehension, such as filling out various application forms, applying data from charts, graphs, maps, and indexes.
- Demonstration of ability to independently read newspaper or magazine article.
- Demonstration of ability to utilize information in a written passage by substituting appropriate words for words that have been deleted from passage (Cloze procedure).

A final measure of project success will be the body of statistics on the number of participants enrolled, attrition rates, regularity of attendance at scheduled sessions, and rate of achievement of personal objectives.

GEOGRAPHIC AREA TO BE SERVED

The Santa Barbara Community College District includes the coastal region of Southern Santa Barbara County including the communities of Santa Barbara, Carpinteria, Summerland, and Goleta. It is a largely urbanized region of about 170,000 total population.

Demographic data on the District with respect to educational attainment, and particularly with respect to reading ability are very sparse. However, 1970 census data are available for both the City and County of Santa Barbara. The 1970 population of Santa Barbara County was 264,324 and 52 percent or 136,479 were over 25 years of age. In this latter group, 5,101 have four years or less of schooling and 1,761 have no schooling.

In the City of Santa Barbara, the total population was 72,535, of which 63 percent, or 45,755 were over 25. Of these, 1,788 had four years or less and 580 had no schooling.

The College District which includes all of the City, and about half of which lies outside the City, is thus estimated to have about 3,000 adults over 25 with four years or less of schooling and about 1,000 with no schooling. Since 1970, there have been only very slight increases in population and there is no reason to believe that the relative proportions of these potential REACH participants has changed appreciably.
ORGANIZATION

The project will be under the direction of a Project Director, who will be responsible to the Assistant Dean, Continuing Education. The Project Director will have direct supervisory responsibility for the instructors and paraprofessionals and will plan and conduct the pre-service and in-service training sessions. The Project Director will also be the primary person responsible for liaison with community organizations and the obtaining of floor space in target neighborhoods for the drop-in learning centers. As the project develops, the Director will also assume half-time teaching responsibility and the supervision of five tutors.

The Director will be assisted by one full-time instructor who will supervise five paraprofessional Community Tutors.

The project staff will be assisted and advised by a REACH Advisory Council consisting of representatives of the various sponsoring agencies and organizations from the community. Initial steps have been taken to form this council, and several organizations have indicated their willingness to be represented on it. The organizations and agencies which have been invited to participate as of this writing are the following:

La Casa de la Raza
El Concilio de la Raza
National Association for the Advancement of Colored People
Association of Mexican-American Educators
Quabajai Chumash Association (American Indian)

Native American Awareness
Alianza Cultural Mexicana
Community Relations Department, City of Santa Barbara
Community Action Commission
Santa Barbara Urban Tribal Program

In addition to advising the staff, the Council will assist the project by helping in the recruitment of paraprofessionals and participants, in supplying floor space for conducting classes, seminars, and counseling or testing sessions. The Council will meet at least monthly with the Project Director to advise him of the impact of the project in the community and on how it might be made more effective. The final evaluation report will be reviewed by this Advisory Council.

The project will make use of several expert consultants from Santa Barbara City College and the University of California at Santa Barbara. Mr. Royce Adams, Director of the Santa Barbara City College Reading Skills Program, will consult on methodologies and materials in teaching the adult illiterate. Mr. Pablo Buckelwe, Director of the Tutorial Center at SBCC and also head of the Continuing Education Division's ESL Program will consult on tutor training and on methods and materials for use with Spanish-speaking participants.

From UCSB, Dr. Robert Bortnick and Dr. Carol Dixon will consult on material development and on the evaluation design.
VITA

Mr. Royce Adams

Consultant on REACH Project on reading methodologies and materials. Currently Director of SBCC Reading Skills Program.

M.A. (Literature), Washington University
M.A. (Reading), California State University, Long Beach

Experience in teaching of reading
7 years in high schools
10 years in Community Colleges
5 years in UCLA Extension

Has written 12 textbooks on reading and numerous articles published in Journal of Reading and Proceedings for Western College Reading Association (WCRA)

President-elect of WCRA and Advisory Editor for J. of Reading, International Reading Association

Mr. Pablo G. Buckeiew

Consultant to REACH Project on tutor training and ESL methodologies and materials. Current Director of Tutorial Services and adult ESL program at SBCC

M.A. (Spanish), University of California, Santa Barbara

Experience in tutoring and ESL
2 years Director of Tutorial Services and ESL at SBCC
3 years Instructor in Spanish and Chicano Studies, SBCC
2 years, community organizer for "Educacion para Adelantar", ESL program for adults in Oakland

Chairman of SBCC Learning Resources Committee

Dr. Robert Bortnick

Consultant to REACH Project on materials and project evaluation.

M.A., Ph.D., University of Chicago

Evaluation experience in Federal Title I and Title III (ESEA) programs and state projects over 5 years
Director of Title III project for Chicago Public Schools
Helped develop curriculum guidelines for Reading Specialist Credential for State of California
Currently Assistant Professor of Education and Director of Graduate Reading Program at University of California Santa Barbara
Dr. Carol Dixon

Consultant to REACH Project on materials and project evaluation

Ph.D., Behavioral Science, University of Delaware with specialization in reading.

Taught graduate and undergraduate courses at University of Delaware

Currently Lecturer and Director of Educational Reading Clinic,
University of California, Santa Barbara