FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

This application should be sent to:
Office of Education; No. 13.538
Application Control Center;
400 Maryland Avenue, SW; Washington, D.C. 20202

1. LEGAL APPLICANT

Santa Barbara Community College District
Legal Applicant Name

Secretarial Science Department
Department, Division, or Branch

721 Cliff Drive
Street Address, or P.O. Box

Santa Barbara, CA 93109
City State ZIP

2. PROJECT DIRECTOR

Myrna Harker
Name
Assistant Professor,
Title
Business Education

(805) 965-0581 Ext. 284
Telephone

3. INSTITUTIONAL INFORMATION (if applicable)

Highest Degree
Offered AA, AS

Enrollment 9,000

Private [X] Public [ ]

4. BUDGET REQUESTED:

1st year $22,000

2nd year (if applicable)

3rd year (if applicable)

Total: $22,000

5. DURATION OF PROJECT

7/1/76 6/30/77
Starting Date Ending Date

6. PROPOSAL TITLE

INDIVIDUALIZED TYPWRITING

7. BRIEF ABSTRACT OF PROPOSAL:

This project will provide a program of individualized, self-paced instruction in typing, permitting students of varied capabilities and interests to meet their needs through programmed instruction.

8. AUTHORIZING OFFICIAL: Glenn G. Gooden

Name

Date: December 30, 1975

Signature

Title: Superintendent/President
struggle through the assignment with little information or rely on another student to assist them.

**STATEMENT OF INTENDED OUTCOMES**

The Secretarial Science Department plans to meet the specific needs of all the students in the community. Each student will be able to reach his goal in a shorter period of time and in a more effective, efficient, and rewarding manner. The quality of his production will be improved and the quantity increased. The Individualized Typewriting Program would be student centered rather than teacher centered.

**DESCRIPTION OF PROPOSED PROJECT**

We propose to individualize instruction in typing. Each student will take a placement test to determine his level of knowledge and competence and to diagnose problem areas.

The student goals and objectives will be clarified during a consultation with the instructor. The student will then be properly placed for maximum learning and advancement in relation to his needs.

With this program, the student has the personal responsibility for learning at his own rate according to his own ability and motivation.

Instruction will be given through a video-cassette machine in conjunction with textbook materials. When problems arise, the teacher will be available to provide further assistance and guidance on a one-to-one basis. The student will have the freedom to repeat lessons as often as needed and ask questions without embarrassment or ridicule.

Open-entry/open-exit registration policy will be instituted, providing a great deal more flexibility in scheduling for the students and the department. Students will be able to register or complete the course any time during the semester. Students having difficulty may take longer
than one semester to complete the course or reach their goals. The
teacher will check each lesson with the student as he completes the
assignment. This allows for individual personal contact with each stu-
dent at the completion of each lesson. Problems can be solved immediately
and new goals set.

A bilingual teaching assistant will be available to assist those
students with language difficulties. There will be a teaching assistant
in the learning center at all times to administer tests, correct papers,
distribute teaching materials, and record grading information. The
assistant will also help maintain the equipment.

An individual typing program will mean more effective use of time,
space, equipment, and personnel and will serve a much greater percentage
of the population. The members of the Secretarial Science Department are
enthusiastic about the proposed program, and the administration is very
receptive to the idea and willing to provide support to implement it.

The following is necessary for implementation of the program:

1. Purchase of carrels with audio and video equipment.

2. Two Teaching Assistants.

3. Purchase of materials for individualized instruction.


5. Funds to release an instructor from the department
   for time to implement, evaluate, and change the
   program.

The budget for a one-year program to implement the above plan is
$22,000.
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1. LEGAL APPLICANT
Santa Barbara Community College District

Legal Applicant Name

Political Science Dept.
Department, Division, or Branch
721 Cliff Drive
Street Address, or P.O. Box

Santa Barbara, Calif. 93109
City State ZIP

2. PROJECT DIRECTOR

Eric Hofmann
Name

Lecturer in Political Science
Title
(805) 965-0587
Telephone

3. INSTITUTIONAL INFORMATION (if applicable)

Highest Degree Offered AA Approx. Total Enrollment 9,000
AS

Private [ ] Public [x]

4. BUDGET REQUESTED:
$9,000
1st year
$9,000
2nd year (if applicable)
$9,000
3rd year (if applicable)
Total: $27,000

5. DURATION OF PROJECT
Sept. 15, 1976 Starting Date
June 30, 1979 Ending Date

6. PROPOSAL TITLE
Political Science Internship Program

7. BRIEF ABSTRACT OF PROPOSAL:
This proposal would establish an internship program which would place students as staff aides for elected officials, government agencies, commissions, and law firms.

8. AUTHORIZING OFFICIAL: Glenn C. Goeder

Name
Signature
Date December 30, 1975

Superintendent/President
POLITICAL SCIENCE INTERNSHIP PROGRAM

I. Statement of Problem

Since Fall, 1973, Santa Barbara City College students have served as interns for law firms, government agencies, commissions, and elected officials. The interns have performed a variety of valuable services; of the interns for the Fall Semester, 1975, for example, one is an administrative assistant to a deputy district attorney, and another handles constituent inquiries for a state senator. Students participating in this pilot program receive academic credit for their activities; they are expected to attend a weekly seminar, submit monthly reports, and prepare a term paper, aside from devoting ten to fifteen hours per week to their work station.

The pilot program has, on the whole, been quite successful. The interns have been able to expand their educational experience beyond the classroom and receive valuable exposure to and practical training in careers in public service and the law. The offices that have accepted interns have been generally pleased with their ability to perform meaningful staff work. The internship program has served to augment the staff resources of the participating offices.

There have, however, been three recurrent problems relating to the pilot program. First, the number of qualified applicants for the program has been somewhat limited. The internship program is oriented toward special students in terms of academic ability and personal motivation. A point is being reached where available openings may outnumber qualified students. Placing students of uncertain capabilities as interns would limit the usefulness of the program to participating offices and weaken the credibility of the program. It can be hypothesized that the unusual demands of the program, both in terms of the time that it requires and the responsibility that it entails, prevent some outstanding students from becoming involved in it.

Second, the program has been unable to attract low income and minority students. The internship program can serve to provide minority students with a boost toward careers in public service and the law. Because of problems in recruiting minority students it has not, up to now, served that function. While the Political Science faculty has stressed affirmative action in its recruitment, the extraordinary time demands of the program, which limit the time available for outside employment, seem to have discouraged low income and minority students from participating.

Third, there has been a high rate of turnover of interns. A high turnover of interns restricts the educational value of the program to students and the performance value of the interns for the participating office. There is a lengthy period of orientation before an intern's duties in an office are regularized. For the first six weeks of the fifteen week semester an intern may be learning the ropes and is thus utilized effectively for only two/thirds of the semester. An intern continuing beyond one semester would forego this period of adjustment and the educational value of the experience as well as his work output would increase geometrically;
POLITICAL SCIENCE INTERNSHIP PROGRAM (Cont.)

unfortunately, the fact that students must often hold outside employment to sustain their schooling, coupled with the unusual burdens of the program, prevents many students from committing themselves to a year-long internship.

A primary cause of all three of these problems has been the lack of funds in the pilot program to compensate interns. Participating offices, due to severe budgetary limitations, have not, as a rule, been able to compensate interns. Two of the fourteen interns for Fall, 1975, receive some compensation from the participating institution, in both cases a very modest stipend. Without a more regular source of funding the pilot program will continue to have the recruiting and turnover problems outlined above. A program which places such extraordinary demands on students would be much more attractive to them if they could be compensated for their work.

It is proposed here, therefore, that an expanded Political Science Internship Program be developed which could provide participants with a reasonable stipend. A stipend would not transform interns into mercenaries; it would merely be an acknowledgement of the special nature of the program and the special burden it imposes on participants.

II. Expected Outcomes

A stipend for interns would alleviate the difficulty of recruiting low income and minority students. The lack of compensation for interns in the pilot program has been a particular disincentive to students from lower socio-economic backgrounds who are more likely to be employed while in school and less able to commit large amounts of time to unpaid work. Compensation for interns would reduce the upper socio-economic bias of the program as presently structured. It should be reemphasized that the program, by giving minority students a point of access to careers involving upward social mobility, is potentially a very valuable vehicle for affirmative action. A stipend for interns would encourage students selected for the program to continue their participation beyond one semester. Remuneration would be a solution to the dilemma which past interns have confronted when they have had to choose between the educational merits of the program and financial need.

It is anticipated that in the long run many of the participating offices will be able and willing to compensate interns. Funding from FIPSE during the program's infant states would increase the possibility of eventual funding from participating offices. Stipends would attract the best qualified students and their productivity would cement the relationship between the college and the offices. Once the program's value is firmly established, it is more likely that offices will be willing to offer salaries to interns.

An expanded Political science Internship Program would aim toward four objectives:

1. To provide practical training for students planning for careers in Social Sciences fields.
POLITICAL SCIENCE INTERNSHIP PROGRAM (Cont.)

2. To provide a bridge between the abstractions of textbook learning and the "real world".

3. To emphasize affirmative action in recruitment for the program in order to increase the career opportunities of minority students.

4. To augment the staffing available to public officials, agencies, etc., in order to further the performance of their functions.

III. How Objectives Are To Be Accomplished

Objective #1 will be met by recruiting students with a career interest in public service or law. Selection of interns will be geared as much as possible toward placement of students in positions that will give them exposure to specific careers which they seek.

In order to accomplish Objective #2, there will be a serious effort to recruit students from classes whose subject matter is germane to intern positions. Students in the college's Law and Society course, for example, will be encouraged to participate in the intern program.

Recruitment drives will focus very heavily on Chicano Studies, Black Studies, and Ethnic Studies students in order to attain Objective #3. Cooperation of instructors in these course areas will be enlisted.

Applicants for the program will be carefully screened to ensure that the interns selected have the academic ability, personal motivation, and skills necessary to perform effectively for the participating institutions. Objective #4 is especially critical to the success of the program since its continuation depends upon the ability of interns to accomplish meaningful tasks.

IV. Description of Project Impact Beyond Institution

The proposed Political Science Internship Program is easy to defend on utilitarian grounds because it would be manifestly beneficial to both the college and the greater community. From the college's perspective, it would add another dimension to the educational experience it can offer; from the perspective of the community, it provides elected officials, public agencies, etc. with capable and needed staff aides. Students involved in the pilot program are not, it should be stressed again, merely secretaries or clerks. Their contribution to the offices that they work for has been considerable. Additionally, it is hoped that the proposed internship program could serve as a model for other junior colleges interested in stretching the educational dollar by combining community service with educational enrichment.

V. Budget

It is proposed that a Political Science Internship Program receive $9,000
POLITICAL SCIENCE INTERNSHIP PROGRAM (Cont.)

in funding for each of the next three years. This sum will provide for a $450 stipend for twenty interns during each semester (15 weeks). This stipend would represent $30/week for the ten to fifteen hours per week that interns would commit to the program. The expectation here, as suggested earlier, is that, after the program is firmly established, funding from participating offices will substantially reduce its dependence on federal funding.
FORM 0002 (ASE)
Santa Barbara City College

BUDGET
1st Year Only
(Use same format for each continuing year)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages
   a. Professional*
   b. Consultant*
      intern salaries
      c. General

2. Employee Benefits

3. Travel*

4. Materials & Supplies

5. Equipment (Purchase or Rental)*

6. Production (Printing, Reproduction, Audio-visual)*

7. Other*

B. Indirect Costs:

   TOTAL $9,000

Institutional Support (1st year total) $1,000 (project co-ordinator)

*Items to be detailed in Budget Narrative, if applicable.
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1. LEGAL APPLICANT
Santa Barbara Community College District
Legal Applicant Name

Student Services Department
Department, Division, or Branch
721 Cliff Drive
Street Address, or P.O. Box

Santa Barbara, CA 93109
City

State
ZIP

2. PROJECT DIRECTORS
Pablo G. Buckelew, Assistant Professor
Director, Tutorial Program

W. Royce Adams, Associate Professor
Director, Reading Development Lab

(805) 965-0581 Ext. 335
Telephone

3. INSTITUTIONAL INFORMATION (if applicable)

Highest Degree Offered AA, AS Approx. Total Enrollment 9,000

Private /X/ Public /

4. BUDGET REQUESTED:

1st year $60,000
2nd year (if applicable) $40,000
3rd year (if applicable) $20,000
Total: $120,000

5. DURATION OF PROJECT

July 1, 1976 Starting Date
June 30, 1979 Ending Date

6. PROPOSAL TITLE
REACH (Realizing Educational Advancement in the Community and the Home)

7. BRIEF ABSTRACT OF PROPOSAL:

This project will establish an off-campus learning center to serve educationally disadvantaged adults. It is the first phase in the development of a broad-based educational and social services center which will coordinate and integrate many services now offered independently at diverse locations by various organizations.

8. AUTHORIZING OFFICIAL: Glenn G. Gooder
Name Signature Date December 30, 1975
Title: Superintendent/President
STATEMENT OF THE PROBLEM

The Santa Barbara Community College District, with a population of about 175,000 people has a substantial number of adults over 25 years old with fewer than nine years of formal education. One estimate, based on 1970 census data, places this number at over 12,000. Many of these adults are Spanish-speaking with little or no knowledge of English. Aggravating the problem are many who are literate in neither Spanish nor English. As might be expected, these persons are confined mainly to work on farms or in menial service occupations and have little job mobility. They are the chronically unemployed of the area.

One study*, covering census tract 8 in south-central Santa Barbara, found that about 85 percent of sampled adults had had eight years or less of formal schooling. Almost 70 percent of these had never heard of adult education classes offered by Santa Barbara City College, and many said that they would attend such classes if they knew more about them.

Although the programs of the College are open to any person over 18 who can reasonably expect to profit from attending, it is evident that many do not take advantage of the available opportunities. There are three basic reasons for this failure. The proposed project addresses each of these barriers. They are:

- Lack of information about available educational opportunities.
- Lack of required basic skills, particularly in reading and mathematics, to take advantage of educational opportunities.
- Fear of an alien environment.

Lack of Information - Many older adults, and particularly people from disadvantaged neighborhoods, do not have access to information regarding the availability of educational opportunities and services. Existing programs for disseminating such information are carried out through the high schools and do not reach them. New methods and approaches are needed whereby these older persons can learn of the range of opportunities open to them.

If the adult residents of the lower-income neighborhoods can be provided with information about educational opportunities, a new segment of the community, not now served by the College, will be reached. The mission of Santa Barbara Community College District to be a truly Community College will then be more fully and effectively carried out.

**Lack of Required Skills** - If the groups described above, formerly excluded from postsecondary education, are to profit from further education, it will be necessary not only to disseminate information about educational opportunities, but also to assist many of them in the development of certain basic skills. As noted, many of these adults speak only Spanish, and a sizeable percentage of these are functionally illiterate in both Spanish and English. Deficient English language skills are a primary cause of adults not participating in postsecondary education. 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 academic courses. It is therefore apparent that development of basic English language skills is pre-requisite to a reasonable expectation of success in the postsecondary educational environment.

Traditional programs designed to improve language 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 to not allow the student to progress at his own pace.

**Fear of an Alien Environment** - Many older adults perceive the College as a place for youngsters, and they feel they would be out of place and uncomfortable attending classes in a typical college environment.

Others, from economically disadvantaged communities, see the academic world as middle-class and are hesitant to move into such a world which they perceive as alien.

**EXPECTED OUTCOMES**

The proposed project deals with each of these barriers. Through this concept—Realizing Educational Advancement in the Community and the Home (REACH)—the College will take its services into the communities and the homes of this adult population. It will use the media they are familiar with, the places where they normally congregate, and the organizations and institutions they are familiar with, to introduce them to the possibilities that postsecondary education offers them, what it can mean to them, and the ways in which these possibilities can become realities for them.

The project will provide its clients with assistance in formulating educational goals and diagnostic testing and counseling to determine the feasibility of each person's individual goals and the necessary steps to the realization of those goals. The participants will be advised on the opportunities that are available for adults to resume their education. Diagnostic tests will be administered to determine their present level of capability in the basic areas such as reading and computation. Training will be provided as needed to correct deficiencies. REACH participants
will also be advised and assisted in the pursuit of follow-on education consistent with individual goals.

Specific objectives of the REACH project are:

- To recruit and train a corps of ten paraprofessionals from the target communities, who will in turn recruit participants and later tutor in basic language and mathematical skills.

- To develop and/or acquire materials needed to conduct an educational deficiency evaluation program and to provide basic skills training with emphasis on English language and adult literacy skills.

- To recruit from target communities a pilot group of 150 adults who wish to improve their employment prospects and enrich their lives through education.

- To conduct small group and individual testing and counseling sessions leading to the establishment of educational goals by at least 125 of the participants and the identification of individual basic skill deficiencies.

- To plan individualized programs of basic skill development for each of the participants.

- To carry out a program of individualized, self-paced, basic education in reading, writing, basic mathematics, supplemented by tutorial services.

- To coordinate the educational services of REACH with other social services offered by other agencies in a "one-stop" community services center.

**HOW THE PROJECT WILL BE CARRIED OUT**

REACH is visualized as the first stage in the development of a multi-service community social services center which would integrate the services now being offered at a variety of locations by several organizations. In its ultimate form, the center would offer a broad spectrum of educational services administered by the College. In the same location or nearby would be available many other services such as child care, legal advice, health services, a senior citizen program, employment assistance, and cultural activities.

Current providers of these additional services have expressed a strong interest in such a single-stop cooperative center. Several are now providing services at La Casa de la Raza, a community center near downtown Santa Barbara. Floor space is available in a nearby, vacated light industrial facility, so that even if it is impossible to house all of the services under a single roof, it will be quite feasible to have all within about one block.
The project proposed here is the establishment of a nucleus educational component which will supply the most crucially needed services—diagnosis, counseling, and basic education. Around this nucleus will be added other educational services for which funding will be sought from other sources. Among these additional services will be, for example, an expanded program of English-as-a-Second-Language (ESL — The College now offers ESL in both its non-credit Continuing Education and Credit Instruction programs.), tutorial services, senior citizen education, bi-lingual vocational education, and educational services for the handicapped.

The three key concepts in the core project covered by this proposal are: (1) the use of carefully selected members of the target communities in a paraprofessional capacity under the direction of a certificated teacher-counselor; (2) the use of homes, churches, and community centers in the target communities to introduce potential participants to the program; and (3) the coordination of the REACH project with other supportive services offered in the community.

The paraprofessionals, because of their own cultural backgrounds will be sensitive to the needs and problems of the adults being served and will lessen the inherent feelings of cultural alienation between the participants and their teachers. To further facilitate the transition to the world of education, counseling, testing, and tutoring will be done first in the homes of participants and then in their community gathering places, where they are comfortable and confident. Finally, participants will be introduced to the REACH Learning Center.

Paraprofessionals will be given one week of intensive pre-service training, followed by 80 hours of in-service training in skill diagnosis, individualized instruction, teaching of language skills, evaluation of learning, etc. Methods of training will parallel those now successfully used on the college campus for peer counselors and tutors. Over the past few years, over 350 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.

Testing instruments will include those which have been successfully used on the campus, such as the Nelson-Denny Reading Test, SR/SE Study Skills Survey Test, Gilmore Oral Reading Test, and the Wide Range Achievement Test.

For Spanish-speaking adults, materials such as the Lado English Series, with modifications, will be used, along with Spanish readers for those who cannot read Spanish. Practical "situational modules" will be developed to supplement these basic materials. These packets will contain vocabulary builders in English which are based on specific occupations or situations. A person aspiring to work in a trade, for example, would use a module which is rich in words describing tools, machines and skills with which that trade is concerned.

The project will be assisted throughout by a Community Advisory Council consisting of representatives of minority community organizations.
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 Assn for the Advancement of Colored People
Association of Mexican-American Educators
Quabajar Chumash Assn
(American Indian)

Native American Awareness
Alianza Cultural Mexicana
Community Relations Dept., City of Santa Barbara
Community Action Commission
Catholic Social Services
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. 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. As the overall concept expands to its full range of social and educational services, this Council will become a coordinating body between agencies.

PROJECT IMPACT BEYOND THE INSTITUTION

The REACH Project, in addition to opening up possibilities for a better future for its participants and introducing a new clientele to the College, can act as a model for the accomplishment of similar objectives elsewhere. In particular, the adjacent college districts of Allan Hancock College in Santa Maria to the north, and Ventura and Moorpark Colleges to the south of Santa Barbara, serve metropolitan areas that are quite similar to that in Santa Barbara.

The experience of the REACH project here could easily be carried over to these colleges and to many of the other community colleges throughout California, the Southwest, and perhaps the United States.

This project, as noted, is seen as a first step in providing greatly expanded services in the area of Adult Basic Education and in special services to educationally, economically, and physically disadvantaged adults. It will eventually coordinate, also, the delivery of these educational services with a broad range of other social services for the first time in the Santa Barbara area.

BUDGET

Budget for the first year will be approximately $60,000. Two-thirds of this will be for salaries for a full-time director and ten paraprofessionals. Other major items of expense will be $4,000 for floor space rental, $6,000 for equipment, and $6,000 for educational materials.

In subsequent years, this budget will reduce as the College District picks up some of the cost and as supplemental funding is obtained for specific components from other sources. In the second year, the expected budget will be about $40,000 and in the third year $20,000.