Bilingual
Secretarial Training Project
Part J VEA
SANTA BARBARA CITY COLLEGE
1976-77

Submitted by
MEL ELKINS
Assistant Dean Occupational
and Career Education
Santa Barbara City College
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<td>45,46</td>
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</table>
BILINGUAL SECRETARIAL TRAINING TEAM

MYRNA HARKER..........Assistant Professor, Business Secretarial

MELVIN J. ELKINS.........Project Writer and Follow-up Reports (VEA)

PABLO G. BUCKELEW........Director, Tutorial Services

GILBERT ROBLEDO..........EOPS Director/Counselor

WILLIAM J. CORDERO.......Coordinator, Financial Aids and Placement

MANUEL G. RIVERA..........Teacher/Coordinator - In-Service Training

BURTON P. MILLER.........Assistant to Superintendent/Resource Data
APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

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

4. APPLICANT NAME
Santa Barbara City College
DEPARTMENT DIVISION
Assistant Dean - Occupational Education
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
Curriculum Development for Bilingual Secretarial Training

6. FEDERAL CATALOG NUMBER

7. FEDERAL FUNDING REQUESTED

8. GRANTEE TYPE

STATE COUNTY CITY 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
Mexican-American Community

12. CONGRESSIONAL DISTRICT
a. 19th
b. 19th

13. LENGTH OF PROJECT
One Year

14. BEGINNING DATE
September 1976

15. DATE OF APPLICATION
February 29, 1976

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
Dr. Glenn G. Gooder

TITLE
President/Superintendent

TELEPHONE NUMBER

AREA CODE 805
NUMBER 965-0581
EXTENSION 211

For Federal Use Only

HEW-608T
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

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?
Name of Agency or Board ___________________________

☐ Yes □ No  (Attach Documentation)

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
(Attach Comments)

☐ Yes □ No

ITEM 4.
Does this assistance request require State, local, regional, or other planning approval?
Name of Approving Agency ___________________________
Date ___________________________

☐ Yes □ No

ITEM 5.
Is the proposed project covered by an approved comprehensive plan?
Check one:  
☐ State  
☐ Local  
☐ Regional

☐ Yes □ No  Location of Plan ___________________________

ITEM 6.
Will the assistance requested serve a Federal installation?
Name of Federal Installation ___________________________
Federal Population benefiting from Project ___________________________

☐ Yes □ No

ITEM 7.
Will the assistance requested be on Federal land or installation?
Name of Federal Installation ___________________________
Location of Federal Land ___________________________
Percent of Project ___________________________

☐ Yes □ No

ITEM 8.
Will the assistance requested have an impact or effect on the environment?
See instructions for additional information to be provided.

☐ Yes □ No

ITEM 9.
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
Number of:
Individuals ___________________________
Families ___________________________
Businesses ___________________________
Farms ___________________________

☐ Yes □ No

ITEM 10.
Is there other related assistance on this project previous, pending, or anticipated?
See instructions for additional information to be provided.

☐ Yes □ No
PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

<table>
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<tr>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>FEDERAL CATALOG NO.</th>
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<td>5. TOTALS</td>
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<tr>
<th>ESTIMATED UNOBLIGATED FUNDS</th>
<th>FEDERAL (c)</th>
<th>NON-FEDERAL (d)</th>
<th>FEDERAL (e)</th>
<th>NON-FEDERAL (f)</th>
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<tr>
<th>OBJECT CLASS CATEGORIES</th>
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<td>c. TRAVEL</td>
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<td>d. EQUIPMENT</td>
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<td>e. SUPPLIES</td>
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<td>f. CONTRACTUAL</td>
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<tr>
<td>g. CONSTRUCTION</td>
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<td>h. OTHER</td>
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<td>j. INDIRECT CHARGES</td>
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<td>k. TOTALS</td>
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<td>7. PROGRAM INCOME</td>
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<th>(b) Applicant</th>
<th>(c) State</th>
<th>(d) Other Sources</th>
<th>(e) Totals</th>
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## Section D - Forecasted Cash Needs

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## Section E - Budget Estimates of Federal Funds Needed for Balance of the Project

<table>
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<tr>
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<th>(a) Grant Program</th>
<th>Future Funding Periods (Years)</th>
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<tr>
<td>16</td>
<td>Vocational Education Curriculum 13.496</td>
<td>$56,258</td>
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## Section F - Other Budget Information

(Attach additional sheets if necessary)

### Direct Charges:

### Indirect Charges:

### Remarks:
BUDGET NARRATIVE

A. PERSONNEL .......................................................... $19,793

   Director
   1/2 time (temporary contractual)
   180 working days ............................................ $ 9,190

   Teaching Laboratory Assistant
   Full-Time - 40 hours/week
   10 months .................................................................. 9,420

   Student Assistants (Translation-Clerical)
   438 hours @ $2.70/hour ............................................ 1,183

B. FRINGE BENEFITS ...................................................... 3,049

   Certificated - \(rac{9,190 \times 11.06 + 1,000}{2}\) = ............... 1,008

   Classified - \(9,420 \times 11.06 + 1,000\) = .................. 2,041

C. TRAVEL (DIRECTOR) .................................................. 75

   500 miles x .15

D. EQUIPMENT ............................................................ 7,880

   8 ea. slide/tape carrousel console (700 ea.) = ... 5,600
   15 ea. playback units (with earphones) (152 ea.) = 2,280

E. SUPPLIES ............................................................... 21,578

   90 ea. (typing tests - 3 levels) ......................... = 483
   3 ea. program material sets (typing 1) (2,975 ea.) = 8,925
   2 ea. program material sets (typing 2) (2,975 ea.) = 5,950
   2 ea. program material sets (typing 3) (2,975 ea.) = 5,950
   300 ea. answer sheets ........................................... = 270

H. OTHER ..................................................................... 300

   Evaluation and in-service workshops

I. TOTAL DIRECT CHARGES ........................................... 52,675

J. INDIRECT CHARGES @ 8%
   (8% x 44,795) .......................................................... 3,583

K. TOTALS ................................................................. $56,258
INTRODUCTION

Santa Barbara City College is a comprehensive community college serving the south coast region of Santa Barbara County, California, a district of about 170,000 population. As a unit of the California Community College system, the college offers services to anyone with a high school diploma or any person over the age of 18 who can reasonably expect to profit from attending. In addition to the traditional lower-division and vocational curricula, the college offerings include a very successful basic skills program, including reading remediation, ESL, basic mathematics, a writing laboratory, an extensive tutorial program, and a peer counseling program.

The problem is that a significant number of students who would use these services or enroll in viable vocational programs tends to vary directly with past educational accomplishments. Those students with the least developed communication and vocational skills are unlikely to take advantage of regular counseling or conventional special programs.

DESCRIPTIVE DATA

Santa Barbara, Goleta, and Carpinteria constitute the major population centers within the Santa Barbara Community College District. Approximately 17% of citizens within this district have Spanish surnames. East Santa Barbara ("the East side") covers a significant (approximately 6,000) Spanish speaking population in which 50% have less than 9.3 years of education (see Appendix A). Note: Sparse data reveals no significant change since 1970 census.

Many Spanish speaking students declare themselves as majors in the secretarial program. Some have enrolled in typing and office procedures but have to withdraw because of the language barrier (all instruction presently is in English); therefore, these students have to wait until they master English before they can develop the skills (typing) and knowledge contained in the secretarial skills program. This delay is not only frustrating to the student but often postpones graduation by two or three years. This postponement creates a financial burden which in many cases causes the student to either change career plans or withdraw from college.

At present, only 62% of those students enrolled in secretarial typing classes finish with a letter grade; obviously, a significant number of students, for whatever reason, cannot or have not completed their objective.

Reports from several peer counselors and resident counselors on campus indicate that many Spanish speaking students distrust public agencies, cannot fit into the lifestyle of a conventional classroom setting, and regard schools as a place to fail. The ethnic count (Spanish surname) of the service area of Santa Barbara is not equally reflected in the student body (17% community - approximately 10% college enrollment). The unemployment rate among Spanish surnamed/Chicano adults is approximately 12%; whereas, composite unemployment for all ethnic adults is holding around 7.5%

One report developed in our District indicates "On the average (Santa Barbara) is one of the wealthiest counties but it is estimated that more than 16,000 households have an average annual income of $2,420.*

*Santa Barbara County Profiles, Dr. McMillan, Section IV, "Poverty and Affluence."
COLLEGE CHARACTERISTICS

The total enrollment in the fall 1975 semester was 9,079 students (6,408 day and 2,671 evening). Eleven percent (of full-time population) and 9% (of part-time population) were Spanish surname/Chicano. This would constitute approximately 946 students (with Spanish surnames) serviced through graded programs on our campus. Of the total student body (1975 data) 163 individuals were enrolled in one or more Business Secretarial graded classes and an average of 91 individual students were enrolled in our non-graded Business Secretarial and Office Skills programs.

Some very significant shifts have occurred in recent years in the characteristics of the student body of Santa Barbara City College. Perhaps most striking is the trend toward increasing age. Whereas, in 1968, one-third of the students were over 21 years of age, in 1975 nearly two-thirds were over 21. Median age of Santa Barbara City College students is now approximately 23 years. Obviously, more middle-aged adults are entering or reentering the labor market. In 1968, nearly one student in eight came from outside the District. This is now less than one in thirty. The proportion of women students has increased from 40 to 45 percent. Santa Barbara City College has recently established a Women's Center as a result of this growth and interest among women to learn a skill.

Spanish-speaking students are a major target population at Santa Barbara City College, whose assistance, it is hoped, will strengthen communications to change community attitudes toward education. This is the group with the broad impediment to learning built of the constant deprecation of their language, culture and heritage which was common in our schools until recent years. They require special teaching methods to unlearn the negative before they can develop positive skills. EOPS and our Ethnic Studies Program are directly involved in this aspect at Santa Barbara City College. Few of these students have ever received formal schooling in their natural language. College level Spanish is particularly difficult for them since it is far removed from the Spanish spoken in the community. There has been some discussion on campus for need to develop a credit course in Barrio Spanish which would legitimize the spoken language.

Santa Barbara City College has been awarded a VEA Part A Project (for Disad.) wherein special students are given special assistance through peer counseling (EOPS) and tutorial assistance in subject matter and ESL/Basic Math taught in the learning center. The EOPS at Santa Barbara City College is actively engaged in recruitment and retention of some 300 disadvantaged students during the 1975-76 school year. Two para-professional Human Relations Aids make continuous contact with community agencies (see Appendix B) for recruitment purposes.

The Santa Barbara Community College District serves two distinct High School Districts, of which there are four individual campuses (see Appendix K).
OBJECTIVES AND NEED FOR ASSISTANCE

A. Need

Some of the foregoing are demonstrations of the college commitment from administration, instruction, and inservices to recruit and accommodate the educational needs of the individuals and ethnic communities with limited ability to use the English language and for those students who need greater proficiency in Spanish comprehension. Results of these efforts have been positive and heartening in response to individual efforts, but in an effort to serve more students (with special needs) an exerted effort (requiring additional resources) must be made. One principal need is to develop and implement a coordinated plan of outreach to these sub-populations which shall include recruitment, tailoring of instruction and services to cultural and linguistic specificities and implementation of these components into the on-going educational delivery system (see Appendix C).

Another principal need is to develop a curriculum in secretarial training (typing which will allow for various "lifestyles of students," various learning rates of students, and various ways to learn. More specifically, the Business Education instructors at Santa Barbara City College have been concerned for some time about the Spanish-speaking students attending various classes in their department. Because of time limitations and because the students have been enrolled in regular classes with other students, they feel that the Spanish students do not progress satisfactorily. The teacher is unable to repeat information and move at a slow enough pace to instruct these students and meet their individual needs. Many of the students have become discouraged and dropped classes, or they struggle through making limited progress.

For the past several years, Santa Barbara City College has offered a block program in the afternoon in which students could enroll in one or several classes and progress at their own rate. This has helped somewhat to alleviate the problems for the bilingual students in that the teacher could give more individual attention to each student having problems with the material. However, instructors have no individualized materials and no equipment to assist in the teaching process.

At the present time, a bilingual class in beginning typing is being taught by a bilingual teacher. However, there is not sufficient staff nor facilities to offer this type of instruction at all levels. Again, the teacher is unable to meet the needs of each individual student because each student progresses at a different rate. Consequently, the students do not gain sufficient skill to be employable even though there is a need in this area for Spanish-speaking secretaries.

Santa Barbara City College would like to implement an individualized typing program so all students could progress at their own rate. The students would be tested and placed in the program according to their own skill level (see Appendix C). The audio portion of the instruction would be in both Spanish and English so each student could choose according to his language expertise. They could individually take as much time as necessary to reach their objective and become employable.

B. Objectives

1. General:

To provide for a bilingual instruction program in secretarial typing which would allow for the following:
B. Objectives (General) continued

Adequately prepare Spanish-speaking students to obtain satisfactory employment using their secretarial skills.

Meet the needs of Spanish-speaking students on campus so they can acquire typing and communications skills or improve existing skills.

Encourage Spanish-speaking students not currently attending Santa Barbara City College to enroll and obtain typing and communications skills.

Student to progress at his/her own rate.

Students could begin a typing program at any time during the semester and complete a course when their objectives are met (open entry - open exit).

Students could obtain skills and knowledge necessary for further training in the secretarial area or other classes of their choice.

Students could communicate more effectively in their other classes.

Allow for graded - non-graded option for students.

2. Specific:

Increase persistence level of students who enroll in typing at Santa Barbara City College by 10% during spring semester 1977.

Make available five levels; i.e. beginning typing, personal typing, intermediate typing, typing review and advanced typing through a personalized, self-paced, instructional media program to some 40 bilingual students during spring semester 1977.

Through employee/college job placement center, process and place 80% of bilingual students who are seeking full-time or part-time employment (by June 30, 1977).

C. Student Involvement (Need)

Students with special instructional needs have consistently approached staff and administrators on campus in an attempt to have instructional media adapted or purchased for their needs. This target group (bilingual students) have petitioned on several occasions (see example petition, Appendix I).

D. Instructional Support

Basic Skills: The Director of the Tutorial/Learning Center has worked with students with all of the described deficiencies in the use of English. He reports that their achievement has been much enhanced when he has been able to get a bilingual
D. Instructional Support (continued)

member of the family or peer to give explanation or help in the student's native language. The need in this area is to integrate this function into the total occupational delivery system.

Business Opportunities: The Placement Office and a study, "Forecasting Job Opportunities,"* reports a strong job market for both bilingual and English speaking clerical workers in several categories; i.e. typing, filing, stenography, and related occupations. (Forecast 1823 total additional jobs in the south coast region by 1977 = 303 average/year.) Also, Affirmative Action programs in business and institutions require that employees in entry-level positions be afforded training to move up the job ladder in these and other business categories.

---

*Forecasting Job Opportunities, 1972. General Research Corp.; (Updated and amended 1977)
RESULTS OR BENEFITS EXPECTED

Santa Barbara City College has excellent comprehensive vocational education instruction and services which accommodate the successful student. Approximately a third of the total enrollment at Santa Barbara City College is in occupational education. However, a different approach through Individual Progress Method (IPM) is long overdue in curriculum development.

The values of this additional special program are that it will allow students flexible schedulings and self-pacing, thus allowing for differences in "lifestyle" (IPM). Also, it will give us an opportunity to establish an advisory committee and open channels of communication and cooperation among potential employers, employment agencies (E.D.D.), vocational instruction and support services for those persons whose vocational progress is impeded by limited use of English because it is not their natural language. It will act as a model to integrate into the regular college function a system of services and instruction tailored to the specific needs and interests of these students and will lead to available job openings and "set the stage" to offer more advanced courses for employed personnel. It will be a demonstration to the bilingual communities of the continuing commitment of the college to actively seek out new ways to involve them in the planning to adjust its service delivery to their specifications. Instructors will improve their understanding of the current and potential job market for the bilingual student and will be able to develop and modify course material where necessary.

This information will be communicated by counselors and recruiters to high schools and community agencies which serve disadvantaged bilingual youth and unemployed or underemployed adults to encourage them to use the full facilities of the college to gain and progress in satisfactory employment.
APPROACH

ADVISORY COMMITTEE

The Advisory Committee will be composed of several persons who presently serve the college in this capacity on other programs who have demonstrated a commitment to represent their constituency and an understanding of the role of the community college in developing vocational education as the pathway for new student populations into the changing field of employment (see Bilingual Secretarial Training Team list, page 1). Also, on the Advisory Committee will be representatives from local labor unions: EDD, Affirmative Action, Association of Mexican American Educators, Community Action Council, and a student representative. Their understanding of an on-going training program will help to insure that this program will be integrated into all the existing (as applicable) support service and instruction programs on campus.

RESOURCE IDENTIFICATION

The Director of the program will work with the expertise of the Advisory Committee to research the college service area for needs and resources which will provide the context for curricular and service development. This data bank will include listings, categorized by natural language groups, of demographic population characteristics, social and educational indicators, agencies serving various ethnic groups, employment opportunities, potential sites for outreach classes and services and resource persons who will cooperate in the development and support of the program. The Director will work with them to organize workshops in the community for college personnel to enable them to gain an increased understanding and sensitivity to the students they serve. These groups will also help to develop the goals and objectives of the on-going program for their particular cultural group and shall monitor and approve the quality of the translation of materials into their natural language. They will help to analyze their own group situation relative to employment to identify skills and abilities which are particularly valued by their culture, the major impediments which limit access to employment and the most effective means of communicating information to that group. They should be aware of the broad spectrum of vocational opportunities and the role of the program in assisting them to gain access to these opportunities.

The vocational and employment opportunity picture will be developed with the assistance of the campus Job Placement Coordinator and EDD representative.

Career Guidance, Assistant Dean of Occupational Education, and Career Education Center staff will identify: 1) Job clusters of employed persons who are excluded from advancement by their limited use of English; 2) Growth areas where opportunities exist if training is provided; 3) Potential sites for on-the-job training; 4) Vocational areas for the development of new or updated curricula to accommodate the changing job market; and 5) Student assistance in occupational selection.

EOPS Director, Human Relations Aids, and student Peer Counselors will be involved in student recruitment and student retention (see Appendix G).

Plans are to have the Director of the Tutorial Center work in unison with the Director of the program in administering the diagnostic components to
RESOURCE IDENTIFICATION (continued)

prospective bilingual secretarial students (see function of Tutorial/Learning Center, Appendix H and Appendix C).

Instructors and a Teaching Laboratory Assistant will be hired having both expertise in secretarial training and experience with the many bilingual cultures. Prior to the development of materials, the instructors will research their own fields to determine if bilingual materials are available commercially or from other colleges which they can use for their courses. If so, they will arrange for reproduction or purchase of materials. If suitable materials are not available, they will develop their own. The workshops in the community and the breadth and currency of employment information will enable them to develop the course content and translate materials to provide the most viable pathway between the two.

A bilingual teaching assistant would be available to assist those students with language difficulties. There would 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 would also help maintain the equipment.

Santa Barbara City College has a well equipped Audio Visual Center which can assist in producing or reproducing audio visual software; technical staff are also available for editing and advice on translation.

HARDWARE AND SOFTWARE

At present, Santa Barbara City College has a secretarial typing laboratory (approximately 1200 ASF), adjacent office and storeroom equipped with twenty IBM selectrics and twenty IBM standard typing stations. Also available are fifteen station carrels which can be used for audio visual cassette student use. Augmentation of this project will allow for purchase and translation of audio tapes, the procurement of projection hardware, and the purchase of student workbooks (see Budget Narrative). By supplementation of audio tapes and instructional modules we expand upon our aforementioned utilization factor space.

EVALUATION (PERSONNEL AND METHODOLOGY)

All of the project personnel have (or will have in case of bilingual teaching assistant) proven expertise in their own disciplines; others have professional expertise in the development of audio and visual media materials and delicacy systems; and the others have taken staff development courses in production provided by the college. However, it is vitally important to assess the impact of the content and the methodology on these newly emerging populations. If this is to be the initiation of a learner centered program, its efficacy must be measured in terms of the competencies of the student participants and the acceptance and support of the program by the bilingual communities.

PROGRAM SCHEDULE

See Appendix E which shows the schedule of accomplishments and their target dates.
GOALS

The goals and objectives specified in the proposal will be reviewed and approved by the Advisory Council and by the ethnic coalitions. They will be encouraged to articulate additional goals and objectives which should be incorporated into the operational program to be developed. Instructors who participate in the program will also contribute to the overall objectives as well as defining their own course behavioral objectives. These will be incorporated by the Director into general common objectives and those unique to the Mexican-American culture in each Business Education course (taught by I.P.M. "Individual Progress Method").

LEARNING CENTER

In this center a multiple of services are offered to students; i.e. reading/spelling skills, English as a second language, and math skills. Also, tutorial services are offered with this service. A wide range of diagnostic testing is used to determine the needs of students. The most common are the Wide Achievement Test, Gilmore Oral Reading Test, Laddo Service for ESL Placement, and the Cloze Test. The aforementioned can be used and integrated as diagnostic tools into the planned bilingual secretarial program (see Appendix C).

METHODOLOGY

A teacher-coordinator "in-service training" will conduct workshops for project personnel and student workers to train them to institute an on-going process evaluation system which will include continuing data collection for coordinated development of objectives, setting of priorities and the agreement on decisions. By building the communication and evaluation system into the program operation appropriate recording systems will be maintained and components can be assessed and improved independently without being perceived as a threat to the program. The formative model and all information gathered from it will be reported to the Advisory Council according to the timetable which they specify (see Appendix E), but not less than once each semester and once before the completely developed program is implemented as a basis for their recommendation to the college, community and funding source for program approval.

The model thus developed could be applicable to other programs planned at the college (Metals Fabrication, etc.) and the personnel involved could conduct training of their colleagues to employ the system. The results of this total program will be a written-up report for dissemination among Board members and campus staff who are interested in developing similar type programs.

PROGRAM RATIONALE

This program was structured to further the goals of Santa Barbara City College, the Vocational Plan for the District, and the California State Plan for Vocational Education. The continuing goal of Santa Barbara City College is to assess educational needs of the contributing communities and to review and restructure the educational program as dictated by these studies. These goals also give high priority to the development of special programs in instruction and services to special populations of disadvantaged learners.
PROGRAM RATIONALE (continued)

Santa Barbara City College's vocational goals reflect those stated by the State, and this proposal encompasses the components specified in section 3.12-6 of the California State Plan for Vocational Education dealing with disadvantaged students:

(b) Innovative recruitment activities
(j) Supportive services designed especially for (linguistically) disadvantaged students
(g) Curriculum development and revision
(e) Integration of basic education and vocational subject matter (continuing education)
(d) (Bilingual) tutorial services and assistance
(m) Special teachers to prepare for job readiness (continuing education)
(i) Special teachers

When the program is developed, it will include:

(a) Specialized vocational counseling (Career Education Center)
(c) Special bilingual teacher aid
(h) Programmed and individualized instruction (IPM)
(n) Extended community involvement
(l) Modification of student-teacher ratio

NON-PROFIT SCHOOLS

The only non-profit private school which resides within the community college district is Bishop Garcia Diego High School. This school will be contacted and encouraged to refer any and all bilingual students (seniors and graduates) who they believe would be classified socially/economically disadvantaged.
PROGRAM EVALUATION

The minimal evaluation without consultation will be the individual evaluations of components and the record of accomplishment of the objectives (see Table of Contents for Objectives). These reports shall be reviewed and confirmed by the Advisory Council.

KEY INDIVIDUALS

The Bilingual Secretarial Training Team is identified under Table of Contents. Also, individual Vitas are listed under the Table of Contents. Responsibilities per key individuals are as follows:

MYRNA HARKER..............Director, Special Bilingual Secretarial Program

MELVIN J. ELKINS..........Project Writer and Follow-up Reports. Assistant Dean, Occupational Education

PABLO G. BUCKELEW.......Director, Tutorial Services. Responsible for Diagnostic Testing and Tutorial Assistance

GILBERT ROBLEDRO........EOPS Director/Counselor. Responsible for Student Recruitment

WILLIAM J. CORDERO......Coordinator, Financial Aids and Placement. Responsible for Job Placement - Job Development

MANUEL G. RIVERA........Teacher/Coordinator. Responsible for Staff "In-Service" Training and Evaluation

BURTON P. MILLER.........Responsible for Resource Data

ABELINO BAILON..........Responsible for Non-Graded Secretarial Skills Center
GEOGRAPHIC LOCATION

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.

The Santa Barbara Community College District serves the south coastal region of Santa Barbara County. The District is bounded by the Pacific Ocean on the south and roughly the crest of the Santa Ynez range on the north. The District extends from the Santa Barbara/Ventura County line on the east to approximately El Capitan Beach on the west. The District includes the cities of Santa Barbara and Carpinteria and the unincorporated urban areas of Goleta, Summerland, and Montecito (see County Map - Appendix J).

Our sister college to the north (North Coastal Region), Allan Hancock College, serves a population much different than Santa Barbara City College. Their industry is basically agricultural. Also, they operate on a very different economic base than that of Santa Barbara City College. Allan Hancock College is some 75 miles from Santa Barbara; therefore, a free interchange of students is logistically out of the question.
REFERENCE: MANPOWER PROFILE. Santa Barbara East Side, Santa Barbara County U.S. Department of Labor, Manpower Administration, Lawrence Berkeley Laboratory, 1972.

The total population of Census Tracts 8 and 9 located in the Santa Barbara East Side at the 1970 Census totaled 10,979 persons. The ethnic composition of the population reveals that the Spanish speaking segment is a majority with 46.4% and 12.3% listed as Black. The total ethnic population totals approximately half of the total population.

While the median age for the total population is 29.3 years old, the Black and Spanish speaking groups age median is 20.0 and 22.0 years old respectively. Basically, the ethnic group is composed of relatively more young people.

Of the total population one half have less than a high school education and while the median educational attainment for Whites is 11.4 years of education, the Blacks is 11.0 years and the Spanish speaking have only 9.3 years.

Dividing the population into occupational groups reveals that the Spanish speaking and the Blacks compose the largest number of those in low pay and low status jobs. The figures show that 31.3% of the Whites are employed in defined low pay and low status occupations compared to 44.9% of the Blacks and 45.0% of the Spanish speaking.

Relative to income the number of persons in Tracts 8 and 9 listed as in poverty state equalled 24.7 of all persons. The "near poor" with income less than 125% of poverty level totaled 32.2% of all persons and 14.6 percent represent the "poor poor" or those with less than 75% of poverty level.

In summary, the statistics describe the majority of residents in Census Tracts 8 and 9 as an ethnic minority, in his early twenties, with less than a high school education employed or eligible for a low paying and low status occupation.
STATEMENT OF THE PROBLEM

Recent studies have shown that there is a substantial population of adults in the Santa Barbara metropolitan area who have completed fewer than eight or nine years of formal education. Many of these adults are Spanish-speaking with little or no fluency in English. Aggravating the problem are many who are literate in neither Spanish nor English. As might be expected, these persons are engaged mainly in farm work or mental service occupations. They have no job mobility and are chronically unemployed.

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 the college experience, it will be necessary not only to disseminate information about the College, but also to assist many of them in the development of certain basic skills. 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 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 aca-
demic 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.

Traditional programs designed to improve language skills often are inade-
quate with regard to the culturally different or academically or economically
disadvantaged adult. Many of these programs fail to accommodate wide differ-
ences in ability, need, interest, and background, and do 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 uncomfort-
able attending classes in a 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 somewhat alien.

EXPECTED OUTCOMES

This project responds to each of the above barriers. Through this concept – Real-
izing Educational Advancement in the Community and the Home (REACH) – the College
will literally "reach out" to these adults, taking the College into their communities
and their homes. It will use the media they are familiar with, the places where they
normally congregate, and the organizations and institutions that they are familiar
with, to introduce them to the possibilities that postsecondary education offers,
what it can mean to them, and the ways in which these possibilities can become
realities for them.

REACH is conceived as a means of contacting a large, virtually untapped segment of
the community to create an awareness of the educational opportunities offered by post-
secondary institutions and to assist them in formulating and realizing personal educa-
tional goals. The goal of the project is to help the participants to overcome their
reluctance and to provide the information and skills needed for them to effectively
and realistically formulate personal objectives and to successfully pursue them.

The participants will receive advice on the opportunities that are available for
adults to resume or continue their education and the advantages that can accrue to
them. Tests will be administered to determine their present level of capability in
basic areas such as reading and computation, and training will be provided as needed
to correct deficiencies. The REACH project will also provide counseling to the par-
ticipants to assist them to arrive at realizable objectives and to show them how to
pursue these objectives. Follow-up will be conducted on each participant to provide
continuing counseling and evaluation of progress.

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, administer diag-
nostic tests, counsel adults on educational benefits and opportunities,
  and 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 skills.

- To recruit from target communities as a pilot group of 120 adults who
  wish to improve their employment prospects and enrich their lives
  through education.
o To conduct small group and individual testing and counseling sessions leading to establishment of educational goals by at least 100 of the participants.

o To increase participants' scores on English language and reading comprehension tests, computational tests and vocabulary tests by an average of at least 15 percentile points.

o To counsel and assist at least 80 such participants to enter a level of formal education consistent with their goals and abilities.

o To follow these adults as they pursue their formal education in order to evaluate their success and to provide continuing counseling and encouragement.

HOW THE OBJECTIVES ARE TO BE ACCOMPLISHED

There are two key elements in the REACH concept: (1) the use of carefully selected members of the target communities in a paraprofessional capacity under the direction of a certificated teacher-counselor, and (2) the use of homes, churches, and community centers in the target communities. 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.

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 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.

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 minor modifications, will be used, along with Spanish readers for those who cannot read Spanish. A new technique known as Formula Phonics, which has been successfully used on campus, will also be used to teach reading to the illiterate English-speaking adult. "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:
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.

EVALUATION

Although there will be on-going evaluation of the project throughout its life with feedback during in-service training sessions, the entire project will undergo a formal evaluation at the end of the year. This evaluation will be coordinated by the campus Office of Institutional Research, assisted by an evaluation committee formed from members of the Advisory Council, and will consist of several components.

1. Quantitative test results - The instruments used for diagnostic testing at the beginning of the project will also be applied as post-tests to evaluate participants' progress.

2. Analysis of statistics on numbers of people initially contacted, number eventually recruited, attrition rate, attendance at scheduled sessions, number who eventually achieve educational objectives or enter formal education elsewhere.

3. Questionnaires to be designed by the evaluation committee and distributed to the Community Instructors and participants. These questionnaires will evaluate attitudes and measure the first-hand observations of those most immediately involved in and affected by the project.

The committee will be asked to submit a report to the full Advisory Council and the College Board of Trustees at the end of the first year, including recommendations for improvement of the program.

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.
BUDGET

Of the estimated $80,000 first-year expenses of the project approximately $65,000 will be for salaries of a professional director and ten paraprofessional instructors. The remainder will cover employee benefits, clerical help, development of instructional materials, and general office expense.

In subsequent years, the cost of material development will be considerably less, and the Project Director is expected to be required less than full-time. Thus, budget for the second and third years is reduced. Further, in the third year, it is expected that the College will assume the entire salary of the Project Director and all incidental expenses of the project.
EXPLANATION

After recruitment and initial counseling, a bilingual student will be given a series of diagnostic tests such as the University of Michigan ESL, Lado ESL, Adult Basic Learning Examination (ABLE), Wide Range Achievement Test (WRAT) or Spanish Language diagnostic tests to determine the dominant language for typing content instruction and any skill deficiencies needed to be corrected. Courses will also be recommended in the language needed to be further developed in or to produce a truly bilingual secretary.
# Appendix D

## FOLLOW-UP STUDY

**BILINGUAL CLERICAL/SECRETARIAL PROGRAM**

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<th>Students Enrolled</th>
<th>Students Completing Course</th>
<th>Students Employed in Full-Time Clerical Positions</th>
<th>Students Employed in Part-Time Clerical Positions</th>
<th>Students Employed in Full-Time Non-Clerical Positions</th>
<th>Students Employed in Part-Time Non-Clerical Positions</th>
<th>Students Seeking Office Employment</th>
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1. Appointment of Project Director
2. Set up project office and recordkeeping system
3. Meet with Lay Advisory Committee; establish plan of action
4. Make community contacts--identify resources
5. Schedule campus workshops for project staff
6. Purchase supplies, equipment
7. Develop goals and objectives with ethnic group
8. Select bilingual students for translation
9. Survey employers for job sites
10. Meet with employment representatives
11. Compile data on job opportunities
12. Evaluation workshop
13. Select teaching laboratory assistant
14. Instructor workshop on use of job information
15. Select and train student workers
16. Begin translation of materials
17. Preparation of common recordkeeping materials
18. Implement evaluation system
19. Report to Advisory Committee
20. Begin diagnostic testing of students
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<td>21. Recruitment of bilingual students</td>
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<td>22. Counseling and orientation for students</td>
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<td>30. Submit overall plan for Bilingual Vocational Education program to Advisory Committee for approval</td>
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<td>31. Write proposals for instructional development grants for new courses in secretarial training</td>
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<td>32. Program integrated into regular college system</td>
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SANTA BARBARA CITY COLLEGE

Memo to: EOPS Office, Gilbert Robledo
From: EOPS Counselor
Date: Confidential Report

Student: ____________________________
Course: ____________________________

May we have the following information on the above-named student. Please
return as soon as possible, but not later than next week.

1. Is student enrolled in your class? Yes ___ No ___ Don't know ___

2. Approximate grade to date: A ___ B ___ C ___ D ___ F ___ Don't know ___

3. Application in class: Excellent ___ Above average ___ Average ___ Poor ___
Don't know ___

4. Assignments completed: 100-90% ___ 75% ___ 50% ___ 40-0% ___ Don't know ___

5. Attitude in class: Excellent ___ Good ___ Poor ___ Don't know ___

6. Attendance: All the time ___ Most of the time ___ Average ___ Don't know ___

Are there any suggestions you may have for improvement of this student? If so
in what areas:

a. Study skills -

b. Comprehension skills -

c. Writing skills -

d. Verbal/speech skills -

e. Participation -

f. Additional tutoring/counseling -

Comments: (for example, this student will successfully complete the course; he/she
should drop this course and take independent studies, etc.)

EOPS Office
3-20-75

Please return in a sealed envelope
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<td>Chicano</td>
<td>85</td>
<td>118</td>
<td>134</td>
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<td>Indian</td>
<td>7</td>
<td>7</td>
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<td>Other minority</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
<td>152</td>
<td>186</td>
<td>208</td>
</tr>
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<td>Students Terminated &amp; Withdrew</td>
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<td>11</td>
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<td>22</td>
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<tr>
<td>Indian</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other minority</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>22</td>
<td>31</td>
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<tr>
<td>Students Completing Less than 12 units</td>
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<td>5</td>
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<td>Black</td>
<td>26</td>
<td>25</td>
<td>25</td>
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<tr>
<td>Chicano</td>
<td>38</td>
<td>47</td>
<td>36</td>
</tr>
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<td>Indian</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Other minority</td>
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<td>TOTAL</td>
<td>69</td>
<td>78</td>
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<td>Other minority</td>
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<tr>
<td>TOTAL</td>
<td>60</td>
<td>86</td>
<td>106</td>
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<td>Students Completing 12 units or more with a GPA of less than 2.00</td>
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<td>2</td>
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<tr>
<td>Chicano</td>
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<td>6</td>
</tr>
<tr>
<td>Indian</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other minority</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>7</td>
<td>9</td>
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<tr>
<td>Students Completing 12 units or more with GPA of 2.00 - 2.49</td>
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<tr>
<td>Indian</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other minority</td>
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<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>19</td>
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<td>7</td>
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<td>28</td>
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<td>56</td>
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<td>Indian</td>
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<tr>
<td>TOTAL</td>
<td>42</td>
<td>60</td>
<td>73</td>
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</tbody>
</table>

Appendix G
TUTORIAL CENTER

The Tutorial Center has two types of tutorial programs. Personalized Systems of Instructor (PSI), a method utilized in all the basic language, reading, writing and mathematical skills development program (Essential Skills Program), involves tutorial assistance as an integral part of the instructional delivery system of the program.

In addition, the tutoring center offers tutorial assistance on a campus-wide basis to students enrolled in other academic and vocational courses as a learning resource available to those who wish to seek additional assistance beyond the classroom instruction.

There are approximately 125 paid student tutors who earn $2.70/hr. and work a maximum of 15 hours per week. Tutor training includes such topics as study skills, how to set behavioral objectives, tutor expectations and limitations, how to structure the tutorial relationship, motivation, characteristics of the "new" student, transactional analyses, and campus/community referral.
We, the undersigned, request that the Typing 1 Class, Business 21 be taught bi-lingually.

1. Maria Lagos
2. M. Laina Sullivan
3. Edna Hernandez
4. Rafaela A. Magana
5. Esther Phelps
6. Esther Palamino
7. Renee Zinman
8. Teresa Lozada
9. Rosario Espinoza
10. Salvador Hernandez
11. Margarita Garcia
12. Hortencia Espinoza
13. Esther Homoly
14.加速的加速
15. Cecilia Aparicio
16. Leora Celio
17. David Camp
18. Virginia Lecano
19. Pelagia Gonzales
20. Bertha, Acuilar
21. Odeh, Gonzalez
22. Rosalia Espinoza
23. Levi Pantoja
24. Salustio Leon
25. Maria Romero
26. Victor Alcorta
27. Mary U. Fleming
28. Wilma Sullivan
29. Maria U. Fleming
30. Selena Garcia
Note: These numerical designations represent census tracts.*

*Santa Barbara County Profiles, Dr. McMillan, Section IV, "Poverty and Affluence."
Note: These numerical designations represent census tracts.*

*Santa Barbara County Profiles, Dr. McMillan, Section IV, "Poverty and Affluence."
Note: These numerical designations represent census tracts.*

*Santa Barbara County Profiles, Dr. McMillan, Section IV, "Poverty and Affluence."
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

LENA

HIGH SCHOOL DISTRICT  
A  SANTA BARBARA HIGH SCHOOL DISTRICT  
B  CARPINTERIA HIGH SCHOOL DISTRICT  

ELEMENTARY SCHOOL DISTRICT  
1  Goleta Union School District  
2  Isla Vista School District  
3  Santa Barbara School District  
4  Cold Springs School District  
5  Montecito Union School District  
6  Carpinteria Unified School District  

3  Elementary School  
J  Junior High School  
J  High School  
C  Community College
VITA

Abelino M. Bailon
Assistant Dean,
February, 1976

STAFF

EXPERIENCE

Continuing Ed., Voc Tech. (July 71, - Present) Assistant
Dean., Continuing Ed., Voc Tech. Santa Barbara City College

Sept., 1969 - Sept 1970, Coordinator Student Activities
Los Angeles Trade Technical College

(1962 - 1968) concurrently, Instructor, Apprentice Truck &
Diesel Mechanics

June 1948 - April 1961, Journeyman Mechanic (Aug., 1956 -
April 1961) Concurrently, Shop Foreman

Nov., 1946 - June 1948, Apprentice Mechanic

1942 - 1945 Armed Forces

EDUCATION

M.A., Higher Education, Californai State University Long Beach,
Long Beach, Calif.

B.V.E., Vocational Education, California State University Long
Beach, Long Beach, Calif.

Ed. D., Candidate, Fielding Institute, Santa Barbara, Calif.
VITA

Pablo G. Buckelew
2026 Bath Street
Santa Barbara, California
963-2395

DIRECTOR, TUTORIAL SERVICES

Personal Information

Name: Pablo G. Buckelew
Birthplace: National City, California
Birthdate: October 22, 1946
Marital Status: Married
Health: Excellent

Educational Background

University of Arizona, Guadalajara, Mexico
Summer, 1964
University of California, Berkeley
1964-1968
University of Madrid, Madrid, Spain (EAP)
1966-1967
University of California, Santa Barbara
1968-1970
University of Arizona, Douglas, Arizona
Summer, 1973

Degrees Received

Diploma de Estudios Hispanicos, 1967, University of Madrid
B.A. in Spanish (history minor), 1968, University of California, Berkeley
M.A. in Spanish, 1970, University of California, Santa Barbara

Professional/Honorary Organizations

Alpha Mu Gamma - Honors students foreign language society
La Raza Faculty Association of California Community Colleges
Association of Mexican-American Educators (Board of Directors, 1973-present)
Western Conference Reading Association

Teaching and Related Experiences

(Esl program for adults in Oakland, California)
1967-1968 Research Assistant, University of California, Berkeley
1968-1970 Teaching Assistant (1/2 time), University of California, Santa Barbara
1970-1973 Spanish Instructor, Santa Barbara City College
1973-present Assistant Professor, Foreign Language/Ethnic Studies/ESL
1971-1972 Coordinator, Chicano Studies Program
1972-1973 Cochairman, American Ethnic Studies Division, Santa Barbara City College
1973-present Director, Tutorial Services, Santa Barbara City College

Related Interests

1971-1972 Chairman of the Learning Resources Committee
1973-present Member of the Santa Barbara City College committee on Inter-
disciplinary Education
1971-1972 Member of original Steering Committee of La Casa de la Raza
/community cultural center.
VITA

William J. Cordero
145 Santa Isabel Lane
Santa Barbara, CA 93108

EDUCATIONAL BACKGROUND

Class of 1960            Santa Barbara High School
Class of 1964            Santa Barbara City College
Class of 1966            Long Beach State College
Class of 1967            Westmont College
Class of 1972            Cal Poly, San Luis Obispo

High School Diploma
AA - Liberal Arts
BA - Social Sciences
Elem. Teaching Credential
MA - Counseling and Guidance

EXPERIENCE

1967 - 1964            Goleta Union School District - Sixth Grade Teacher
1969 - 1970            Santa Barbara High School District - Reading Specialist
1970 - Present         Santa Barbara City College - Administrator
                       1970 - 1972 Director of Placement and Financial Aid
                       1972 - Present Coordinator, Student Services

MEMBER

California Community Colleges Financial Aid Administrator's Association
California Community Colleges Placement Association
California Association of Student Financial Aid Administrators
Montecito Rotary Club
Santa Barbara Personnel Association
Employment Development Department - State of California Community Advisory Committee
Community Rehabilitation Board - Santa Barbara Probation Department
Building Trades - Minority Apprenticeship Board
VITA

Melvin J. Elkins
Assistant Dean
Occupational and Career Education
Santa Barbara City College

CREDENTIALS

Life Supervisory - Community College
Life Secondary
Vocational SDS

INSTRUCTIONAL EXPERIENCE

Dean of Occupational Education, Santa Barbara City College
1971 - 1976
Division Chairman, Engineering, Vocational-Technical, Cypress
College, 1966 - 1971
Instructor, Engineering Technology, Imperial Valley College,
1964 - 1966
Instructor, Welding, Mathematics and Fabrication, Yuba College
and Yuba City Union High School, 1958 - 1964

PROFESSIONAL ACTIVITIES

California Association of Vocational Educators
American Society of Engineering Education
National Lincoln Arc Foundations
California Industrial Education Association
California Community Colleges Deans of Occupational Education

IN-SERVICE TRAINING

California Community Colleges Occupational Evaluation Systems -
Two Evaluation Visitations
Management Systems Planning and Development System
Career Education - California Home-Based Model
VITA

Director

Myrna Harker
Assistant Professor
Santa Barbara City College

EXPERIENCE

Sept., 1973-Present. Assistant Professor, Business Education Department, Santa Barbara City College teaching typing, shorthand, office procedures and secretarial procedures classes

1972-1973. Instructor, Alberta Vocational Center, Calgary, Alberta Canada teaching shorthand, filing, and TRC typing

1971-1972. Instructor, Idaho State University teaching typing, shorthand, office procedures, and supervising student teachers

1965-1971. Instructor, Dugway High School teaching typing (three levels at once), shorthand (two levels at once), bookkeeping, organized and implemented a cooperative education program

EDUCATION

B.S., Business Education, Brigham Young University
Provo, Utah, 1965

M.S., Business Education, Utah State University
Logan, Utah, 1971
EXPERIENCE

Sept., 1973 - Present. EOPS Director/Counselor, Student Services Division, Santa Barbara City College.


Sept., 1971-June, 1972. Assistant Professor of Mexican-American Studies, California State University, San Diego.


Oct., 1966-Feb., 1968. Assistant Probation Officer, Santa Barbara County Probation Department, at Santa Maria, California, in Adult Services.

EDUCATION

Attended Santa Barbara City College, 1960-1962. Transferred to UCSB.

B.A., Sociology, University of California, Santa Barbara, 1964.

M.A., Sociology, California State University, San Diego, 1968.

Post-graduate courses in Ethnic Studies and Counseling at California State University, San Diego; Stanford University and California Polytechnic State University, San Luis Obispo, 1969-1973.

Ph.D. program in Educational Administration, Graduate School of Education, University of California, Santa Barbara, 1974-present.

2-18-76
VITA

Manuel G. Rivera
4685 Aragon
Carpinteria, California 93013
(805) 684-2495

Education:

Universities

University of Oregon, Eugene, Oregon
Curriculum and Instruction, Supervision, Research, and Educational Administration

San Jose State University, San Jose, California
Chicano Studies and Spanish

California State University, Hayward, California
Business Administration and Education

Colleges

Diablo Valley College, Pleasant Hill, California
Liberal Arts and Business

Napa College, Napa, California
Liberal Arts and Business

Degrees:

Ph.D., University of Oregon
M.A., San Jose State University
M.A., University of Utah
B.S., University of Utah
A.A., Diablo Valley College

Professional Positions:  Current

Santa Barbara City College, Santa Barbara, California
Teacher/Coordinator, Instruction. Chicano Literature, Mexican Literature, In-Service-Chicano History, Spanish 1, and Spanish 2. Coordinator of faculty evaluation, staff development, and other duties as assigned by the Dean of Instruction

1 year
Humboldt State University, Arcata, California
Assistant Professor. Instruction and curriculum development in an Ethnic Studies Program

2 years
Milpitas Unified School District, Milpitas, California
Fourth Grade Teacher. Instruction and curriculum development in mathematics and reading

1 year
University of Oregon, Eugene, Oregon
Graduate Teaching Fellow. Department of Curriculum and Instruction. Proposal writing and instruction in multicultural education

1/3
Stanislaus State College, Turlock, California
Visiting Instructor. Instruction and curriculum development in an Ethnic Studies Program

2 years
Gilroy Unified School District, Gilroy, California
High School Teacher. Instruction and curriculum development in Spanish for native speakers, bilingual mathematics, and Spanish

1 year
Fairfield-Suisun Unified School District, Fairfield, Ca.
Junior High School Spanish Language Specialist. Instruction and curriculum development in district's Spanish program

1 year
Kenai Peninsula Borough Schools, Soldotna, Alaska
High School Teacher. Instruction and curriculum development in Business education, social sciences, elementary mathematics, and Spanish
Professional Organizations:
- American Association of Teachers of Spanish and P.
  Association for Supervision and Curriculum Development
- Santa Barbara City College's Instructors Association
- Faculty Association of Community Colleges

Professional Activities:
- SANTA BARBARA CITY COLLEGE
  Committee Member, Steering Committee for Accreditation
  Resource person to the Improvement of Instruction,
  Academic Freedom and Tenure, and Professional
  Standards and Leave Committees

- HUMBOLDT STATE UNIVERSITY
  Committee member: Affirmative Action, Ethnic Studies,
  and Financial Aids

- KENAI PENINSULA BOROUGH SCHOOLS
  Chairperson, Business Education

- UNIVERSITY OF OREGON
  Visiting Instructor in the Romance Language Department
  and main speaker at QUE PASA RAZA conference

- CONSULTANT
  Multicultural Education, University of California
  Multicultural Education, CalStateUniversity, Hayward
  Chicano Studies, University of California, Berkeley
  National Council of Teachers of English
  Bilingual Bicultural Education, University of Houston

- PROPOSAL WRITING
  Bilingual Bicultural Teacher Training, University of O.

- ADVISOR
  M.E.Ch.A., Stanislaus State College and
  Humboldt State University

- SPANISH NEWS RELEASES
  Santa Barbara City College and Humboldt State University

- MINIMUM SECURITY PRISON
  Instructor, Jamestown, California

Conferences Attended:
- Senate Bill 160
  Evaluation of Occupational Education
  Management Conference for Department Chairpersons
  The Part Time Instructor in Community Colleges
  Evaluating Accreditation for Non-Traditional Versus
  Traditional Programs
  The Educational System and the Chicano
  M.E.Ch.A. State Conference
  C.Ch.E., Chicano Studies: Where Do We Go From Here?

Placement File:
- University of Oregon Placement Center,
  University of Oregon, Eugene, Oregon 97403
PART V

ASSURANCES

The applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circular No. A-95 and FMCs 74-4 and 74-7, as they relate to the application, acceptance and use of Federal funds for this federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant’s governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with FMC 74-7.
ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

SANTA BARBARA COMMUNITY COLLEGE DISTRICT (Name of Applicant) (hereinafter called the "Applicant")

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated February 29, 1976

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

721 CLIFF DRIVE

SANTA BARBARA, CALIFORNIA 93109

(Applicant’s mailing address)

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

By: GLENN G. GOODER, Superintendent-President

(President, Chairman of Board, or comparable authorized official)