CALIFORNIA STATE DEPARTMENT OF EDUCATION

APPLICATION FOR APPROVAL OF ADULT BASIC EDUCATION PROGRAM OR PROJECT IN ACCORD WITH THE INDOCHINESE REFUGEE ACT
P.L. 94-23
School Year 1975-76

From:
District SANTA BARBARA COMMUNITY COLLEGE DISTRICT
School SANTA BARBARA CITY COLLEGE
Address 721 Cliff Drive
Santa Barbara (City) California 93109 (Zip Code)

Contact Person Mr. Burton P. Miller, Assistant to the Superintendent/President
Telephone No. (805) 965-0581, Ext. 213 County SANTA BARBARA

The attached descriptive and fiscal information is a firm request for assistance from funds available through the Indochinese Refugee Act. This application is consistent with the purposes of the Act and with the intent of the California Plan for Adult Basic Education. This request to be considered February 5, 1976.

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964, dated May 30 1975 applies to the application submitted herewith.

It is further agreed that there will be compliance with Section 166 (Discrimination in Employment Practices Prohibited) of the Regulations.

(Signed) GLENN G. GOODER January 28, 1976 Superintendent/President Date

(Signed) DR. DAVID K. SHELVER, Asst.Supt./Business Services
District Official Responsible for Business Management Date

FOR DEPARTMENT USE ONLY

Date of Receipt Project No.
Date of Approval
Federal Funds Requested
Federal Funds Encumbered

Enc. 3, 5.3.71 2/5/76
ESL CLASSES FOR INDOCHINESE REFUGEES

In the past the ESL program at Santa Barbara City College has had a clientele which was, for the most part, made up of students who had been raised in Mexico. The program had to be sensitive to the small amount of formal education that was characteristic of many of these students.

With the influx of Vietnamese refugees, however, it became necessary to develop a special ESL program which was sensitive to a different set of needs. The majority of Indochinese who came to the U. S. had been schooled in English for four to five years, either in high school or at a university. Therefore, unlike the prior ESL students, they already had a structural knowledge of English.

In fact, their structural knowledge seemed to hinder their oral performance, i. e., they thought too much about the form of what they were saying, hearing, or reading rather than the substance. Secondly, because they did not have an opportunity to practice orally in the classroom in Indochina, they experienced frustration and difficulty when trying to pronounce words which they knew how to spell. When read, words were pronounced with the phonological rules of Vietnamese. Also, students seemed to believe that in English as in Vietnamese there was a one-to-one correspondence between a written symbol and a sound. Finally, their vocabulary was too academic and impractical to suit their everyday needs.

These students' very different academic background (in terms of both amount of formal education and previous written knowledge of English) distinguished them from previous clients in the ESL program. Assimilation of these students in our existing ESL program was deemed to be not in their best interests. A separate ESL program was created. This special program was:

1) Oral for one semester (using tutors and tapes), then oral and structural the next.

2) One which emphasized a more practical vocabulary including a very heavy emphasis on idioms.

3) A program which used more practical "life-like" exercises to teach the subject matter rather than the dull, purely mechanical exercises which most ESL texts contain.

In the Fall semester, classes were organized to meet this need. Ten students were enrolled in credit ESL classes on campus, and 19 students were enrolled in non-credit, adult education classes off-campus. Credit classes ran through the Fall semester from September 8, 1975, to January 16, 1976. The non-credit class was taught on a quarter calendar from September 15, 1975, to December 3, 1975.
In the Spring semester, 1976, running from February 2, 1976 to May 28, 1976, it is planned to continue the ESL credit classes for the ten students who were enrolled in the Fall and to add ten additional students. To supplement the one part-time instructor now handling these classes, it is also planned to add one part-time counselor and one part-time tutor.

In addition to personnel costs, there have been expenditures for books, audio tapes, and materials, and a small expenditure is planned in the Spring semester for more tapes.

According to the most recently available data obtained from the Santa Barbara County Welfare Department, there are about 70 adult Indochinese refugees on the Santa Barbara South Coast, which closely corresponds to the SBCC district.

Credit classes are structured in four basic modules, referred to as English 91, 92, 93, and 94. Each runs for one hour, five days per week, and all students enroll in all four modules. English 91 is vocabulary running from 8:00 am to 9:00 am. English 92 and 93 are grammar classes and run consecutively from 9:00 am to 11:00 am. English 94, Reading and Conversation, runs from 11:00 am to noon.

In the Fall semester, the following outline was followed:

Fall Semester, 1975
Each day, 87 total days of instruction

8:00 - 9:00  English 91, Vocabulary
Text: Bilingual edition of English 900, Books 2 and 3
(except special exercises have been developed to replace those in the text).

9:00 - 10:00  English 92, Grammar
Tapes, corresponding to chapters of English 900, heard on a daily basis to reinforce correct pronunciation of new vocabulary.

10:00 - 11:00  English 93, Grammar
Idioms, part I. Text: Robert Dixon, Essential Idioms in English, Chapters 1 - 15 (one chapter per week).

11:00 - 12:00  English 94, Conversation
No text. Activities include speeches, debates, and free conversation. Students are organized into small groups under direction of an English-speaking tutor.

In the Spring semester, the outline will be changed slightly.

Spring Semester, 1976
Each day, 88 total days of instruction

8:00 - 9:00  Idioms, Part I (for new students), Text: Dixon, Chapters 1 -15.
Idioms, Part II (for continuing students), Text: Dixon, Chapters 16 - 30.
9:00 - 10:00 Review of Grammar, Reading and Writing. 
Text: W. Rutherford, Modern English (one chapter per week).

10:00 - 11:00 Conversation. Texts: Colin Black, Free Conversations, and Kench, Asking Questions.

11:00 - 12:00 Preparation for Reading College Texts in English. 
Texts: Rae Price, Vocabulary Improvement, and R. Adams, Context Cues. Students are taught how to derive the meaning of unknown words. Latin and Greek roots, suffixes and prefixes are covered as well as context cues.

The proposed new counseling position will be for three hours per week through the Spring semester. A part-time, bilingual counselor will be sought to advise Indochinese students on career choices, educational requirements, course offerings at SBCC, and articulation with four-year institutions, especially the University of California and the State College and University system. This position will be paid on an hourly basis at an estimated rate of $12 per hour.
BUDGET

FALL SEMESTER, 1975

1. Credit ESL Program
   a. Instructor (13 hr./week) $ 2,115.00
   b. Fringe benefits 470.00
   c. Materials
      1) Audio tapes $ 50.00
      2) Xeroxing 15.00
         Total Credit: 65.00
         2,650.00

2. Non-credit ESL Program
   a. Instructor ($12.07/hr. for 46 hours) 555.00
   b. Materials (Books) 53.00
      Total Non-Credit: 608.00

TOTAL FALL SEMESTER: $ 3,258.00

SPRING SEMESTER, 1976

1. Credit ESL Program
   a. Personnel
      1) Instructor (13 hr./week) 2,115.00
      2) Counselor (3 hr./week x 15 weeks @ $12.00/hr.) 540.00
      d) Tutor (4 hr./day x 88 days @ $2.70/hr.) 950.00
         Total Personnel: 3,605.00
   b. Fringe benefits 559.00
   c. Materials (Audio tapes) 50.00
      TOTAL SPRING SEMESTER: 4,214.00

      TOTAL FOR 1975-76 YEAR: $ 7,472.00

The total class/hour cost for this program is:

Credit $ 6,864 ÷ 700 hr. = $ 9.81/hr.
Non-Credit $ 608 ÷ 46 hr. = $ 13.22/hr.
Total Program: $ 7,472 ÷ 746 hr. = $ 10.02/hr.

Persons to be used in the program:

Instructors:
   Credit 13 hr/week
   Non-Credit 4 hr/week
   Counselor 3 hr/week
   Tutor 20 hr/week