# Application for Federal Assistance

**Part I**

### 3. Federal Grantor Agency

**Office of Education (Right to Read) ORGANIZATIONAL UNIT**

**Application Center ADMINISTRATIVE OFFICE**

**400 Maryland Avenue, SW STREET ADDRESS - P.O. BOX**

**Washington D.C. 20202 CITY STATE ZIP CODE**

### 4. Applicant Name

**Santa Barbara Community College District DEPARTMENT DIVISION**

**721 Cliff Drive STREET ADDRESS - P.O. BOX**

**Santa Barbara CITY**

**Santa Barbara COUNTY**

**California STATE 93109 ZIP CODE**

**ENTITY NO. 1956000940 A2**

### 5. Descriptive Name of the Project

**Reading Academy - An Adult Literacy Program for Santa Barbara**

### 6. Federal Catalog Number

**13.533**

### 7. Federal Funding Requested

$88,743 (first year)

### 8. Grantee Type

**STATE, COUNTY, CITY, X OTHER (Specify) Community College**

### 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

(60 in first year)

(Approximately (100 in second year)

(150/hr. thereafter)

### 12. Congressional District

-19th California a.

-19th California b.

### 13. Length of Project

36 months

### 14. Beginning Date

July 1, 1976

### 15. Date of Application

February 2, 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**

**Glenn G. Gooder**

**Title**

Superintendent - President

**Telephone Number**

<table>
<thead>
<tr>
<th>AREA CODE</th>
<th>NUMBER</th>
<th>EXTENSION</th>
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</thead>
<tbody>
<tr>
<td>805</td>
<td>965-0581</td>
<td>211</td>
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</table>

For Federal Use Only

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**OMB Approval No. 29-R0218**
### PART II
Project Approval Information

**ITEM 1.**
Does this assistance request require State, local, regional, or other priority rating?
- Yes [ ]
- No [ ]

Name of Governing Body

Priority Rating

**ITEM 2.**
Does this assistance request require State, or local advisory, educational or health clearances?
- Yes [ ]
- No [ ]

Name of Agency or Board

(Attach Documentation)

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

(Attach Comments)

**ITEM 4.**
Does this assistance request require State, local, regional, or other planning approval?
- Yes [ ]
- No [ ]

Name of Approving Agency

Date

**ITEM 5.**
Is the proposed project covered by an approved comprehensive plan?
- Yes [ ]
- No [ ]

Check one:
- [ ] State
- [ ] Local
- [ ] Regional

Location of Plan

**ITEM 6.**
Will the assistance requested serve a Federal installation?
- Yes [ ]
- No [ ]

Name of Federal Installation

Federal Population benefiting from Project

**ITEM 7.**
Will the assistance requested be an Federal land or installation?
- Yes [ ]
- No [ ]

Name of Federal Installation

Location of Federal Land

Percent of Project

**ITEM 8.**
Will the assistance requested have an impact or effect on the environment?
- Yes [ ]
- No [ ]

See instructions for additional information to be provided.

**ITEM 9.**
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
- Yes [ ]
- No [ ]

Number of:
- Individuals
- Families
- Businesses
- Farms

**ITEM 10.**
Is there other related assistance on this project previous, pending, or anticipated?
- Yes [ ]
- No [ ]

See instructions for additional information to be provided.
### PART III - BUDGET INFORMATION

#### SECTION A - BUDGET SUMMARY

<table>
<thead>
<tr>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>FEDERAL CATALOG NO.</th>
<th>ESTIMATED UNOBLIGATED FUNDS</th>
<th>NEW OR REVISED BUDGET</th>
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<td>NON-FEDERAL (d)</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5. TOTALS</td>
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#### SECTION B - BUDGET CATEGORIES

<table>
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<tr>
<th>OBJECT CLASS CATEGORIES</th>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>(1) Right-to-Read</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
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<td>b. FRINGE BENEFITS</td>
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<td>e. SUPPLIES</td>
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<td>j. INDIRECT CHARGES</td>
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<td>k. TOTALS</td>
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<td>$ 88,743.00</td>
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HEW-608T
### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) APPLICANT</th>
<th>(c) STATE</th>
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<td>11.</td>
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<td>12. TOTALS</td>
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### SECTION D - FORECASTED CASH NEEDS

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<tr>
<th></th>
<th>TOTAL FOR 1ST YEAR</th>
<th>1ST QUARTER</th>
<th>2ND QUARTER</th>
<th>3RD QUARTER</th>
<th>4TH QUARTER</th>
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<td>15. TOTALS</td>
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### SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>FUTURE FUNDING PERIODS (years)</th>
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<td>(b) FIRST  (c) SECOND (d) THIRD (e) FOURTH</td>
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<td>$109,840 $131,739 $</td>
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<td>17.</td>
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<td>18.</td>
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<tr>
<td>19.</td>
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<tr>
<td>20. TOTALS</td>
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</table>

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

21. DIRECT CHARGES:
Salaries are: $18,476 for Project Director (12 months), and $14,260 for each of two Coordinators (10 months), Tutors who are average of 16 hr/week at $2.70 per hour (one half of tutors are assumed to be GWS students) and a typist clerk at $6,441 (10 months). Equipment shown is one electric typewriter. "Other" includes $1,500 for consultants.

22. INDIRECT CHARGES:
Indirect cost rate has not been negotiated with DHEW.

23. REMARKS:

### PART IV - PROGRAM NARRATIVE (attach per instructions)
ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

SANTA BARBARA CITY COLLEGE
(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 January 30, 1976

SANTA BARBARA CITY COLLEGE

721 Cliff Drive
Santa Barbara, California 93109

By

SANTA BARBARA CITY COLLEGE

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

GLENN G. GOODER
Superintendent-President

(Applicant)

(Applicant's mailing address)

NEW-441
(12-64)
PROTECTION OF HUMAN SUBJECTS
CERTIFICATION

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

1. TITLE OF PROPOSAL
READING ACADEMY - AN ADULT LITERACY PROGRAM FOR SANTA BARBARA

2. PROJECT DIRECTOR/PROGRAM DIRECTOR/FELLOW
W. Royce Adams

3. INSTITUTIONAL COMPONENT OR DEPARTMENT

4. CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE:
   ☑ A. This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

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

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

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

5. SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS

Gerald %. Gooder, Superintendent-President

DATE
January 30, 1976

TELEPHONE NO. (Code, No., Extension)
(805) 965-0581, Ext. 211

7. NAME AND ADDRESS OF INSTITUTION (Street, City, State, ZIP code)
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

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

READING ACADEMY

AN ADULT LITERACY PROGRAM FOR SANTA BARBARA

Submitted to

Right-to-Read Program
Office of Education
Department of Health, Education, and Welfare

Santa Barbara Community College District
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109
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INTRODUCTION

This proposal for a Reading Academy is seen by Santa Barbara City College as a key component of an Adult Basic Learning Center which the College is in the early stages of planning near downtown Santa Barbara. This Center, when fully developed, will provide a variety of basic educational services to educationally and economically disadvantaged adults. In the same Center will be numerous social services supplied by other public and private community agencies.

In order that the Reading Academy be seen in the context of this Center, a brief background is provided. Following this is a description of the Reading Academy concept itself.

BACKGROUND

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.

In addition to this on-campus program, the College administers all adult education in the greater metropolitan area. Last year over 30,000 individuals enrolled in one or more of the non-credit adult education offerings, which are located in dispersed locations throughout the District.

Although basic education programs are highly developed on the campus, the adult basic education offerings in the Adult Education Division are presently limited to an evening high school program, an elementary reading/spelling class, and several ESL classes.

Despite the availability of basic education on the campus and the fact that the College is tuition-free to residents, there is a sizeable population of adults with limited or no ability to read English who do not take advantage of the programs offered by the College. There are two basic reasons why the College has failed to reach and serve this group.

1) Lack of information about educational opportunities and the advantages to be realized therefrom.

2) Fear of an alien environment.

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

Many older adults, however, and particularly people from disadvantaged neighborhoods, do not have ready access to information regarding the availability of educational opportunities and services. The above programs, usually carried out through the high schools, do not reach them. New methods and approaches are needed whereby these older persons can learn of the range of opportunities open to them. Bailon\(^1\), in a sampling of census tract 8, one of the target areas of this proposal, found 85 percent of the sampled adults had an education of eight years or less. Almost 70 percent of these said that they had not heard of the Adult Education classes offered by Santa Barbara City College. Of these, over 40 percent said they would be interested in attending classes if they knew more about them.

**Fear of an Alien Environment**—Many older adults perceive any formal educational institution as a place for youngsters, and they feel they would be out of place and uncomfortable attending classes in such an environment. A recent Santa Barbara City College study of women students over 25 found that many felt a strong feeling of "generation gap" when they first entered college. For many, this had delayed their return to education well beyond their initial desire to do so. Still others, from economically disadvantaged communities, see the world of school as middle-class, and some also hesitate to come to the College because of real or imagined cultural barriers. The opportunities, while available, are inaccessible to this group.

Most of these adults have minimal ability in certain basic skills and particularly in reading of English. Many of these adults speak only Spanish, and a sizeable percentage of these are not functionally literate in either Spanish or English. This is a primary factor preventing them from progressing to higher levels of education. Development of basic English language skills is pre-requisite to a reasonable expectation of success in the postsecondary academic environment. It is also necessary for reasonable job security and can contribute to a greatly enriched life. Traditional programs designed to improve reading skills often are inadequate with regard to the culturally different or academically or economically disadvantaged adult. Many of these programs fail to accommodate wide differences in ability, need, interest, and background, and do not allow the student to progress at his own pace.

Recognizing these problems, SBCC has for some time been considering the establishment of an off-campus Adult Basic Education Center which would serve the needs of the educationally deficient adult. This Center, to be administered by the Adult Education Program of the District will be responsive to both of the above barriers. It will be located in the heart of the target community (in the lower eastside neighborhood of Santa Barbara). Since most of the adults for whom this Center is

conceived are in need of a variety of services—both educational and social—the College will offer several educational components and will cooperate with other agencies in the community who will provide social services such as child care, legal services, health advisory services, a health clinic, employment services, and possibly special programs of cultural activity and/or programs for senior citizens and the handicapped.

While the concept has not been completely defined, it is clear that the most important and significant educational component will be a reading development program for adults who are seriously handicapped by inability to read. Other components will probably include basic arithmetic, writing, ESL, bilingual vocational training, tutoring, academic, career, and personal counseling, consumer education, and special learning services for the handicapped.

It is planned to initiate each of the educational components as an independent project under the administration of the College's Adult Education Division. None of the components, therefore, will depend upon the success of any other component, and each can be phased in at an appropriate time. Yet an overall integrated approach will be taken to assure that the components are properly inter-related and do not duplicate or compete with each other. This should also effect substantial savings in administrative costs which can be shared by all components.

Seed money will be sought for each component separately from appropriate federal, state, or local sources.

This proposal for a Reading Academy covers what is seen as one major and perhaps most basic component of this center. Although it will initially be separately administered and funded, it will be closely affiliated with both the other educational components and the social service components, to provide integrated delivery of services to adults in need of basic education.

**THE READING ACADEMY**

The proposed Reading Academy is the first and most basic component of the Adult Basic Learning Center described above. Its major stress will be on the development of reading skills among the non-reader or functionally illiterate post-college age adult. The project also recognizes that special methods will be required to recruit and motivate the participants and that cultural or language barriers will require the development of special materials and methods for many of the participants. It is also recognized that participants may be in need of additional assistance in formulating realizable educational and/or occupational goals and methods for pursuing them, and that these goals themselves will act as a strong motivational factor in learning to read.

**Objectives**

The first year general objectives of the project are:
To recruit three professional instructors who will oversee the work of the tutors, assist in the development of instructional materials, supervise the administration and interpretation of diagnostic and evaluative tests, and train the paraprofessional tutors. Each instructor will have a primary area of responsibility, but each will also be involved in all aspects of the academy. The first instructor hired will also be the Project Director with primary responsibility for administration and curriculum design. The other instructors will be designated the Materials Coordinator, with primary responsibility for material development, tutor training, and tutor supervision, and the Student Services Coordinator, with primary responsibility in the areas of participant recruitment, retention, motivation and counseling of students.

To recruit and train a pilot corps of 15 paraprofessional tutors who will, in turn, recruit participants, describe the project, assist in developing materials and techniques, counsel students on educational benefits and opportunities and assist students in formulating personal goals. The most important attribute of tutors will be the ability to establish a successful "study partner" relationship with the student, and the ability to communicate and establish rapport with members of minorities and economically disadvantaged groups. To the extent possible, tutors will be drawn from the target community and local institutions of postsecondary education—SBCC, Westmont College, and the University of California at Santa Barbara.

To develop and conduct a program of intensive pre-service and continuing weekly inservice training for the tutors (discussed in detail under Strategies below).

To develop and/or acquire the materials needed to conduct a reading/literacy program and to provide reading skill training to adults, including special materials for the Spanish-speaking.

To recruit a pilot group of 30-40 educationally disadvantaged adults who wish to improve their employment prospects and enrich their lives through learning to read. This initial group will be expanded to 150-200 by the end of the third year, and the number of tutors will grow in proportion to preserve the essential "one-to-one" relationship between tutor and tutee.

To conduct small group and individual testing and counseling sessions with the adult participants leading to the identification of individual reading deficiencies and needs and to the planning of individualized programs of reading development.
To carry out these individualized programs of reading development with each tutor being responsible for from one to four participants.

To establish a community-based Advisory Council (Unit Task Force) which will meet at least monthly to hear reports from the Project Director on progress and development and to provide a source of constructive criticism and assistance.

To establish procedures for evaluation of the project at least annually, based on instructor, tutor, student, Advisory Council, and test inputs.

As discussed below, each participant will, with the help of instructors and tutors, set personal objectives consistent with his abilities and desires. However, certain performance objectives will apply to all the clients of the Reading Academy.

Students will demonstrate a minimum of two months improvement in "grade score" for each month in the program, as measured by same level, different form WRAT or ABLE tests.

Students will demonstrate at least 1½ months improvement in "grade score" for each month in the program based on a specially constructed Informal Reading Inventory. This Inventory will be made up from materials selected from daily living situations, e. g., bus schedules, menus, classified ads, telephone books. Readability and grade level will be determined by modifications of conventional readability formulas and subjective analysis of frequency of use and social importance.

Students will be able successfully to perform on an oral test measuring ability to discriminate between fact, opinion, and propaganda in newspapers, advertising, etc.

Students will make notable progress toward specific goals demonstrated by improvement in appropriate formative test, e. g., commercially prepared GED preparation examination for those working toward GED.

At least 75 percent of the students will score above 75 on various evaluation instruments (IRI, Critical Thinking Index).

At least 60 percent of the students will realize their specific personal goals while enrolled in the Reading Academy.

Retention of enrollees will be at least 75 percent in the first year and 80 percent for each successive year.
Santa Barbara City College

Time Frame

The project will be carried out in several distinct phases.

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

Figure 1 shows the time schedule for these phases. Discussion of the activities follows.

Strategies

Recruitment of the instructors will begin immediately upon notification that a grant has been awarded. These positions will be filled in accordance with the College's Affirmative Action Plan, and the hiring process will take about six weeks. Present staff of the Reading Skills and Tutorial Programs of the College will be involved in the hiring process. One of the instructors will be the Project Director and will be required to have experience in the teaching of reading to adults, the development of materials for that purpose, and the administration and interpretation of diagnostic and achievement tests. The Project Director will have direct responsibility for supervising all aspects of the project and will be responsible to the Assistant Dean, Continuing Education.

All instructors will be required either to have a Master's degree or to be working on one and to have experience in reading instruction and working with adults. One instructor must also have a strong counseling background. Experience in low-income or minority community work will be given additional preferential consideration, and one of the three instructors will be required to be fluent in Spanish and to have a strong understanding of Chicano culture and customs.

During this hiring period, community organizations and churches which have close ties with the target community will be asked to publicize the project in order to begin to develop interest on the part of potential participants and to begin the recruitment of prospective paraprofessional staff.

The first task of the instructors will be to recruit the paraprofessionals and to develop a course of pre-service training. One of the key elements of the project is the use of a paraprofessional staff who have been carefully selected from the target community or from similar backgrounds.
Figure 1
TIME SCHEDULE - FIRST YEAR

MONTHS
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Recruit instructors
Recruit para-professionals
Pre-service training
Acquire/develop materials
Recruit participants
Testing/objectives
Reading skill development
Progress testing
Counseling
In-service training
Evaluation

(each participant on own individualized schedule)
(on individual basis with each participant)
(personal and basic skills as needed)
(follow-on academic or career as appropriate)
(15 hr./month, each tutor)
The main qualifications for these positions will be a high school diploma with demonstrable proficiency in English language skills and the ability to communicate and establish rapport with members of ethnic minority and economically disadvantaged groups and to build a base of trust among these people. At least half of the tutors will also have fluency in spoken and written Spanish, since a significant number of participants will be Spanish-speaking. A familiarity with the characteristics of the target communities and the organizations that serve them will also be of prime importance.

After selection of the tutors, they will undergo an intensive pre-service training period and weekly in-service training seminars. Pre-service training will consist of three six-hour workshops covering the following subjects:

1. An overview of the reading process. Discussion of the adult non-reader: causes of poor reading skills, cultural background, strengths and weaknesses.

2. Specific instructional techniques such as the Language Experience Approach or Directed Reading/Thinking Activities.

3. The IXO body of instructional objectives and techniques (discussed below) on how to develop and achieve specific instructional objectives.

4. I. O. formative tests to evaluate learning and instruction.

5. Expectations and responsibilities of tutors.

6. Theory of diagnosis, some methods and the relevance of diagnosis to specific objective formation. (Diagnosis will be done by the professional staff, but a background in this area is felt to be valuable for the tutors.)

7. Other topics relevant to the program and the instruction of reading.

Tutors will also be required to attend weekly in-service seminars conducted by the staff and by guest lecturers from the local educational community. These seminars will be on specific topics, such as sight word acquisition, motivation, learning theory, or phonetic analysis, chosen on the basis of tutor need and/or interest.

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

The acquisition and development of testing and teaching materials is discussed below under Procedures and Materials.
Recruitment of participants will be primarily the responsibility of the tutors. The methods to be used are discussed below under Identification and Recruitment.

The participant, with the help of the tutor, will set tentative individual objectives and steps to the achievement of those objectives, consistent with his needs, desires and abilities. In order for any reading program to be meaningful and successful, the student must take an active role in establishing his purposes and goals for his education. Assisted by counseling on the part of the staff or appropriate community agencies, the student will be required to state specific ends he is seeking to achieve. These ends may be personal such as learning to read to improve social intercourse or to enable the student more effectively to handle consumer or familial responsibilities, or they can be vocational such as teaching the student reading to enable him to pass the GED exam, the civil service exam, exams for trade union apprentice programs or military entrance. Whatever the goal, the tutor will then have content areas in which to concentrate. The reading process will be quickly seen as a useful, necessary art, and student motivation will be much higher and retention rate for the program will be much higher.

The instructional format will be a somewhat modified version of the mastery model of learning in which instruction is approached through a series of ranked, measurable instructional objectives and objective-related formative, diagnostic tests. Reading instruction will be directly related to a theoretical model of progressive skill steps and levels patterned after objectives established by the Instructional Objectives Exchange (IOX). Adult illiterates are normally characterized by a wide range of strategies and experiences with which they have compensated for their lack of formal reading skill; and, as a result, the instructional attack will rely on methods like the Language Experience Approach (LEA) which capitalize on previous student experience and achievement and which will facilitate the development of higher order and fundamental reading and oral languaging skills at the same time. For example, a thirty-year-old male may have been educated through grade five, but now, because of regression due to lack of use and practice, may only be reading at a first grade level. LEA would be used to strengthen that which he does know and to use these strengths in conjunction with selective educational objectives to develop that which he doesn't know, to build a firm, comprehensive foundation on which genuine literacy can be built. Word attack skills, knowledge of sentence structure, creative writing, and listening comprehension are some skills that can develop from the language experience approach.

The key to a successful adult literacy program is intimate "one-to-one" tutoring. Thus, each tutor will spend four hours per week in one-to-one tutoring with each participant for whom the tutor is responsible. In addition the tutors will be required to assist in at least one weekly two-hour "learning module" conducted by the instructors (described immediately below), 1 1/2 hours per week in in-service seminars, one hour per week in an instructor/tutor conference, and 1 1/2 hours per week in preparation and record-keeping. For each participant the tutor will maintain a journal which will include student objectives, all student activities, evaluation of techniques and materials that worked and didn't work, and questions that arise in the course of the assignment.
In addition to a required four hours of student-tutor individualized instruction, each participant will be required to attend two two-hour "learning modules" held at times convenient to the participants (e.g., late afternoon, evening, or Saturday). These will be small groups of from 8 to 12 students of approximately the same ability level. These classes will be led by an instructor, assisted by 2 or 3 tutors, and are designed to give students important group instructional experience as well as enabling the instructors to keep actively involved in the students' progress and redirection. These classes will be designed to include in-class exercises and activities in such things as values clarification and creative writing as well as the more specific aspects of reading instruction, i.e. word attack and comprehension.

Another aspect of student participation will be freedom to choose from one or two optional "workshops" offered each week. These workshops will be conducted by various members of the community on topics of student demand such as personal matters and concerns, specific trade/occupation information, and cultural topics. A basic purpose of each of these workshops will be to strengthen the connection between the process of reading and its kaleidoscope of uses in daily living.

An important adjunct to the Reading Academy will be the development of a reading lounge which will be available to all participants an extended number of hours each day. Its atmosphere will be comfortable and open. It will serve as a library, a location for materials to be gathered, both for instructional and independent reading purposes and specifically suited to the needs of adults learning to read, a potential tutoring spot, a learning center, a place where workshops and classes could be conducted, and a community center.

Each paraprofessional will be responsible to follow the progress of each of his assigned participants, to make frequent evaluations of that progress relative to the individual's objectives, and to have regular evaluation counseling sessions. If necessary or advisable, the individual's objectives will be modified along the way. In all cases the speed of progress will be tailored to the capabilities of each individual, and self-paced learning materials will be used. Since the program is self-paced and individualized, new participants can enter the program at any time, so each tutor should be handling at or near the maximum number of participants at all times.

As each participant nears the realization of his objectives in the Reading Academy he will be provided with counseling regarding further educational opportunities that are available in the community. These may be other components of the Adult Basic Learning Center, enrollment in non-credit Adult Education classes of the College, continuation in regular credit courses of the College, or CETA programs offered by other agencies.

Project evaluation will be conducted at the end of each academic year.

The evaluation plan is discussed in detail in a later section.
Procedures and Materials

When a prospective participant expresses interest in the program, an interview will be scheduled with one of the instructors. At this informal meeting, interests, experiences, and needs of the prospective student will be discussed. Based on the prospect's oral language, he/she will be assessed as a native language or ESL candidate. The instructor will look for evidence of a need for intensive remedial work and motivation. An achievement test, such as the Adult Basic Learning Examination (ABLE) or the Wide Range Achievement Test (WRAT) will then be administered and, if possible, a writing sample obtained. If, on the basis of this screening, it is felt by the instructor that the program is suitable for the needs of the student, he will be admitted and a full diagnostic program will be scheduled.

The Reading Academy program is tutor-centered. If there is to be hope for success, each student in the program has to be administered a complete and comprehensive diagnostic battery to evaluate strengths and weaknesses, and to provide explicit instructional implications for the tutors. This will include the following: an Informal Reading Inventory, Peabody Picture Vocabulary test, an Audiometer Screening and Wepman test for Auditory Discrimination, Keystone Telebinocular test for near-point vision, University of Michigan ESL exam, the Bender Gestalt and appropriate sub-tests of the Spache diagnostic scales. Also, interest and self-concept inventories will be sought. On the basis of this thorough diagnosis, students will be matched with tutors and appropriate educational objectives laid out.

This kind of testing battery could be a very intimidating experience for these people, and so it is planned to make the procedure as informal and non-threatening as possible without invalidating the test results. Some ways in which this might be done are: 1) using a diagnostician who is bilingual whenever appropriate, 2) seeking to have the diagnosis take place in familiar settings, like churches, houses, or restaurants whenever possible, 3) communicating the purpose of testing to student so he can recognize the connection between testing and his learning to read, 4) choosing test instruments which are sensitive to adults in terms of format as well as in terms of their validity.

As mentioned, the main instructional thrust will be utilization of the Language Experience Approach (LEA) as the core technique of the eclectic Reading Academy curriculum design. This is an approach in which student-generated stories, written down, are the initial core reading material and form the source for the first learned sight words. This method is most appropriate for the Reading Academy because it places the least professional demand on the tutors, allows for and capitalizes on the wealth of experience an adult brings to a learning situation, and compensates for the overwhelming lack of appropriate reading material for adult beginners.

Therefore, instructional materials will, for the most part, be teacher-made and student-made. This will ensure that the topics read will be relevant to the adult learner. The instructor can adapt articles and
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stories in magazines, newspapers, pamphlets, etc., to common readability levels, so that students can share topics of concern, such as consumer interests, health, various occupations, and current events.

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

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

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

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

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

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

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

One additional method is under consideration to augment the lack of appropriate reading materials. This method, proposed by the on-campus
SBCC Learning Center would be to sponsor a competition among local writers, offering cash awards for the best writings submitted. Santa Barbara has many talented and creative writers and poets, and, if this group can be made aware of the constraints imposed by this type of writing (simple syntax and a mature and concrete context) the results could be a very sophisticated collection of material written specifically for adults just learning to read, marked by a high degree of literary merit and an easy-to-read style. This approach will be tried during the first year on an experimental basis and if successful, the material will be used as instructional material and as an integral part of the Adult Basic Library scheduled for the Academy.

The project, once started, is envisioned as a continuing effort. The present proposal is for an initial three-year program which will enable the project to get underway, to organize and train a staff, to acquire and develop materials, and to recruit and work with the participants over a sufficiently long period to enable a valid evaluation to be made. Participants will be encouraged to remain with the program as long as they can continue to benefit. When their reading levels have reached a point where they could reasonably expect to succeed in a regular postsecondary course of instruction, they will be counseled regarding the availability of additional education appropriate to their objectives.

Also, during any participant's association with the Reading Academy, he/she will be referred to the other components of the downtown Adult Basic Learning Center, and to the affiliated social service agencies, for additional services that might be appropriate.

**Evaluation**

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

Evaluation of students' reading growth must take into consideration each student's instructional level at entry. On the average, a student will be expected to show a gain of two months' reading growth for each month of instruction. Many students will progress more rapidly, and some more slowly, depending on factors such as time commitments, motivation, and individual deficiencies and strengths.

In order to assess student attainment of the program objectives, the staff will use a number of evaluation instruments. Student evaluation will be a continual process, and will include criterion-referenced formative and summative tests, informal reading inventories, and teacher/tutor observations. Formal evaluation will include:

- Post-test of Adult Basic Learning Examination or Wide Range Achievement Test to assess growth in comprehension, vocabulary, and spelling.
Adult form Informal Reading Inventory, to assess growth in word identification skills and factual and literal comprehension skills.

Successful completion of a task based on reading comprehension, such as filling out various application forms, applying data from charts, graphs, maps, and indexes.

Demonstration of ability to independently read newspaper or magazine article.

Demonstration of ability to utilize information in a written passage by substituting appropriate words for words that have been deleted from passage (Cloze procedure).

Tutors will prepare a final report each year for each student, summarizing work done, progress made, and recommendations for the future. Participants will be asked to write, dictate, or tape a self-evaluation of their progress, their tutor, the instructors, and the project in general. Finally, conferences between participant, tutor, and instructor will be conducted to discuss the program and individual progress. These conferences will provide mutual feedback, redirection, and closure for the student.

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

INSTITUTIONAL CAPABILITY

Santa Barbara City College has in existence a Basic Skills program that provides developmental education services for students in areas of reading, vocabulary, spelling, grammar, phonics, writing, and mathematics. The Reading Skills Program is under the direction of Mr. W. Royce Adams, Associate Professor (vita attached) who has a national reputation in this field and has published several articles and books on the subject of reading skills development. Working with Mr. Adams is a staff of 3½ full-time equivalent instructors in basic skills for the English-speaking, one half-time instructor in English as a Second Language (ESL) and one half-time materials and curriculum coordinator. In addition, one member of the regular English Department supplements this staff by teaching two classes in Preparatory English for Reading and Writing.

The staff is assisted by two tutor supervisors and a corps of 30 tutors drawn from the Tutorial Center (see below).

The Reading Skills Program provides students with the reading instruction needed to enable them to succeed in a community college program. Clients of all ages from 18 to about 50 come with initial reading capabilities ranging from grade one to grade twelve. Currently the Center has about 635 English-speaking students and 150 ESL students.
Working closely with the Reading Program is the campus Tutorial Center. Over the past few years, over 250 paraprofessionals have been trained by the 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. This program is under the direction of Mr. Pablo G. Bucklew, Assistant Professor (vita attached). Tutor training includes expectations and limitations of the tutor, types of persons seeking help, structuring the tutorial relationship, problems in cross-cultural or cross-sexual tutoring, effective communication, use of reinforcement, motivation, study skills, referral to other services, terminating the tutorial relationship.

Santa Barbara City College also has a very successful peer counseling program which is directed especially at educationally disadvantaged students who are enrolled under Extended Opportunities Programs and Services (EOPS). Most of these are minority students and are also economically disadvantaged.

The methods used on campus for the training of tutors and peer counselors will be applied in this Reading Academy. Mr. Bucklew will serve as a consultant to the project in the area of tutor training. Mr. Adams will serve as a consultant in the area of teaching methods and materials. In addition, Dr. Carol Dixon of the University of California at Santa Barbara is expected to be a consultant on materials and project evaluation.

**INNOVATION AND REPLICABILITY**

SBCC feels that the proposed project has several key features which are worthy of note. Some of these are considered innovative, and all will enhance the likelihood that the project will succeed in improving the reading capability of the adult clients.

1) Operating the Reading Academy in close cooperation with other educational and social services will make it possible to help with the solution of other problems which might cause the participant to become a premature dropout.

2) Drawing much of the paraprofessional staff from the target community will improve the feeling of trust on the part of the students and will increase the sensitivity of the tutor to the problems of the participant that might arise from cultural or language barriers.

3) Use of private homes for recruiting and the offering of a small stipend for this purpose is considered innovative and will help to overcome the initial reluctance that an adult might have in entering a program of this type. Potential participants will be introduced to the program in surroundings where they feel comfortable and unembarrassed.

4) The program will be individualized for each participant and self-paced. Thus, when any participant reaches a desired proficiency in reading and moves out of the
program, a new person can enter immediately. This not only permits each participant to accommodate the pace to his own abilities and outside commitments, but increases the cost-effectiveness of the project.

5) Use of promotional material in Spanish will reach the many Spanish-speaking persons who are in great need of this kind of education.

6) Liberal use of materials generated by the staff and students will further increase the individualization of the program. The use of a competition among local writers to develop materials promises to produce a supply of high quality reading material for use in education of adult readers. This feature is innovative, and, if successful, may be made available through commercial publishers.

GEOGRAPHIC AREA TO BE SERVED

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

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

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

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

A census tract map of Santa Barbara County, showing the approximate boundaries of the College District, is shown in Fig. 2(a). Figure 2(b) shows details of the most highly urbanized areas of the District. The primary target area for the Reading Academy is census tracts 8.00, 9.00, 10.00 shown shaded in Fig. 2(b). Also shown is the proposed location of the Adult Basic Learning Center which will house the Reading Academy. In the future, satellite learning centers are likely at locations in nearby Goleta and Carpinteria.
Fig. 2 (a) Santa Barbara County
Showing SBCC District
Fig. 2 (b) Urbanized Area of SBCC District
IDENTIFICATION AND RECRUITMENT

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

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

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

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

The use of participants' homes as recruiting centers is mainly to provide an informal, familiar, and non-threatening environment for initial counseling and learning. After participants become involved in the project and convinced of its worth, it is planned to move into the Adult Learning Center which will be in the neighborhood of the target population.

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

STAFFING PLAN

The project will be staffed with three full-time (or equivalent) professional reading instructors, one of whom will be the Project Director. Each will have a particular area of primary responsibility. The Project Director will also be responsible for curriculum design. One of the other two instructors will be responsible for materials development and tutor recruitment, training and supervision. The third instructor will be responsible for student services, participant recruitment, retention, motivation, and counseling.
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The instructors will be assisted by a paraprofessional staff of tutors with each tutor having responsibility for no more than four participants. This will insure a significant amount of individual one-to-one contact between tutor and tutee.

MATERIALS

Materials to be used will be teacher- and student-made to a large extent, supplemented by a few items of commercially available materials including special materials for the Spanish-speakers. A description of materials and how they will be generated is found on pages 11-12 of this proposal.

IN VolVEMENT OF COMMUNITY AND SERVICE ORGANIZATIONS

There have already been many contacts throughout the community with organizations and agencies which serve needs of the target population. All are supportive of the Adult Basic Learning Center and all recognize reading deficiencies as one of the most fundamental problems to be solved. These organizations have indicated an interest in assisting with the planning and implementation of the Center and will be formally involved through their representation on the Advisory Council (Unit Task Force) for the project. This element is described below.

QUALIFICATIONS OF STAFF

Project Director -- will be required to be working on a Masters degree in reading at a minimum with completion of this degree preferred. Experience in teaching of reading to adults, development of materials for that purpose, and the administration and interpretation of diagnostic and achievement tests. Prior experience in community work in minority and/or economically-disadvantaged groups highly desirable.

Materials Coordinator -- must have earned or be working on a Masters degree in reading or a closely related field. Experience in teaching of reading to adults and development of materials for this purpose required. Experience working in low-income or minority communities desirable.

Student Services Coordinator -- must have earned or be working on a Masters degree in reading or closely related field. Counseling experience required. Experience working in low-income or minority communities desirable. Experience in reading instruction and teaching of adults highly desirable.

At least one of the instructors must be fluent in Spanish and have a strong foundation of understanding in Chicano culture.

Tutors -- the main qualifications for these positions will be a minimum of a high school diploma, with two years of college or occupational experience desired, and a demonstrable proficiency in English language.
At least half of the tutors will also have fluency in spoken and written Spanish, since a significant number of participants will be Spanish speaking. (A major pool for prospective tutors is expected to be the various local college communities. Efforts will be coordinated with Financial Aid Offices to make many of these tutorial positions "off-campus work-study" positions.)

ADMINISTRATIVE ARRANGEMENTS

The Project Director will have direct day-to-day responsibility for all aspects of the project including recruitment and training of paraprofessionals, development of diagnostic and instructional material, recruitment of participants, carrying out the instructional and counseling plan, evaluation of participants' progress, and evaluation of the project. The Director will be responsible to the Assistant Dean, Continuing Education.

The Director will initially serve as a part-time instructor and will be assisted by one other instructor and a staff of paraprofessionals. He or she will also serve as chairperson of the Advisory Council.

UNIT TASK FORCE

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

- La Casa de la Raza
- El Concilio de la Raza
- National Association for the Advancement of Colored People
- Association of Mexican-American Educators
- Quabajai Chumash Association (American Indian)
- Native American Awareness
- Alianza Cultural Mexicana
- Community Relations Department, City of Santa Barbara
- Community Action Commission
- Santa Barbara Urban Tribal Program
- Community Free Employment Agency

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

VITAE OF KEY CONTRIBUTORS

It is proposed to staff the Reading Academy with persons not now on the staff of Santa Barbara City College. However, several persons now on the staff, or at UCSB, will assist in all key stages of the formation of the project in
areas such as methodology, materials, paraprofessional training, and evaluation. Brief vitae for these people are presented here to illustrate the range and depth of experience available to assure the success of this project.

MR. W. ROYCE ADAMS
Consultant on reading methodologies and materials. Currently Director of SBCC Reading Skills Program.

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

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

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

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

MR. ABELINO BAILON
Assistant Dean, Continuing Education

Education
B.A. Vocational Education, Long Beach State University
M.A. Higher Education, Long Beach State University
Ph.D. Candidate, Fielding Institute, Santa Barbara,
Dissertation topic, "An Investigation of the Factors Inhibiting Participation in Continuing Education Classes by the Mexican-American Adult Resident from A Selected Santa Barbara Barrio".

Experience
10 years teaching, vocational subjects
5 years administration, basic, vocational/technical, and adult education

Memberships:
Past Chairman of Education Committee and Past President of El Concilio de la Raza
So. California Regional Representative of La Raza Faculty Association of California Community Colleges
Member, Advisory Board, Community Schools
Director, Escuela Familiar (Family Care Center)
American Vocational Association
California Vocational Association
Association of Mexican-American Educators
Santa Barbara City College

MR. PABLO G. BUCKELEW

Consultant on tutor training and ESL methodologies and materials. Current Director of Tutorial Services and adult ESL Program at SBCC.

Education
M.A., Spanish, University of California, Santa Barbara
Additional study in Guadalajara, U. C. Berkeley, Madrid

Experience in tutoring and ESL
3 years Director of Tutorial Services and ESL at SBCC
3 years Instructor in Spanish and Chicano Studies, SBCC
2 years, community organizer for "Educacion para Adelantar", ESL program for adults in Oakland
Chairman of SBCC Learning Resources Committee
Past co-chairman of American Ethnic Studies Division, SBCC

Memberships and honors
Alpha Mu Gamma - Honors student foreign language society
La Raza Faculty Association of California Community Colleges
Association of Mexican-American Educators (Board of Directors)
Members of original steering committee for La Casa de la Raza (Community cultural center)

DR. CAROL DIXON

Consultant on materials and project evaluation. Current Director of Educational Reading Clinic, University of California at Santa Barbara.

Education
B.A., English, Syracuse University
M. Ed. Reading, University of Delaware
Ph.D., Behavioral Science with major in Reading, University of Delaware

Experience
Teacher and supervisor of Reading Clinic, University of Delaware
Teacher in Special Reading Project in a Vocational/Technical High School
Instructor, University of Delaware
Lecturer and Director of Educational Reading Clinic, UCSB, past 2½ years

Memberships and Publications
Executive Committee of Santa Barbara County Reading Association
International Reading Association
California Professors of Reading

"Practical Tools for the Content Area Teacher in Reading Instruction", University of Delaware, Reading Conference, Proc. 1975
Santa Barbara City College

JANE SPIRA

Instructor, Basic Skills, SBCC

Education
B.A., English, State University of New York, Buffalo
M.A., Education, UCSB

Experience
Instructor in reading, composition, grammar in High School Equivalent Program, California Polytechnic University, San Luis Obispo, 1 yr.
Instructor, reading and composition skills, Special Services, Humboldt State University, 2 yrs.
Instructor, Basic Skills Program, reading laboratory, SBCC, 1 yr.

ROGER LANTAFF

Materials Development Coordinator, SBCC

Education
B.A., English and History, UCSB
M.A., Reading Specialist, expected June, 1976

Experience
Instructor, U.S.C.G. Training Center, Alameda
Materials Development Coordinator, Basic Skills Program, SBCC
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