CALIFORNIA STATE DEPARTMENT OF EDUCATION

APPLICATION FOR APPROVAL OF ADULT BASIC EDUCATION PROGRAM OR PROJECT
IN ACCORD WITH THE ADULT EDUCATION ACT, AS AMENDED
P.L. 93-380
School Year 1976-77

CHECK ONE: ☐ Continuing Project Application  ☒ New Project Application

From:

School District  SANTA BARBARA COMMUNITY COLLEGE DISTRICT

School  Santa Barbara City College

Address  721 Cliff Drive  93109  Santa Barbara  (City)  (County)

Contact Person  Burt Miller  Phone  (805) 965-0581 Ext. 213

The attached descriptive and fiscal information is a firm request for
assistance from funds available through the Adult Education Act, as amended.
This application is consistent with the purposes of the Act and with the
intent of the California Annual Program Plan for Adult Education. This
request was authorized by the governing board of the school district on
May 27, 1976.

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964,
dated March 18, 1976, 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  Superintendent of School District  May 6, 1976

(Signed) Martin M. Bobgan  Martin M. Bobgan  May 6, 1976
Adult Education Administrator  (Date)

(Signed) Joseph A. Bagnall  Joseph A. Bagnall  May 6, 1976
Adult Basic Education Administrator/ Coordinator  (Date)

(Signed) David K. Shelver  David K. Shelver  May 6, 1976
District Official Responsible for School District Business/Management  (Date)

FOR DEPARTMENT USE ONLY

Date of Receipt  Project No.

Date of Approval  

Federal Funds Requested $  

Federal Funds Encumbered $  6/30/76
Submit original and one copy of each proposal to:

Adult Education Field Services Section
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

INFORMATION TO BE PROVIDED WITH EACH PROPOSAL

General

1. How many adults residing within your district boundaries are in need of adult basic education? (Use best available census information supplemented by information from local agencies and sources. Describe the source of your information.)

1. 10,000

* 

2. Attach a diagram or map of the geographic area to be served by the proposed program and where possible indicate the residence areas of the adults to be served.

2. Attached

3. How many adults do you plan to enroll in your proposed project?

a. Number of proposed classes: ABE Level I
   ABE Level II

   a. 3
   b. 2

b. Number of students per class

4. Give income range of persons to be served by your program.

4. $1,200 to $6,500

5. What is the estimated median income of the people to be served in your program?

5. $4,500

6. What elementary grade level range is represented by the students to be enrolled in your program?

6. 1 to 8

7. What is the median grade level of the adults to be enrolled in your program?

7. 6

8. Between what specific dates do you plan to operate this program? (The project fiscal year ends June 30, 1977.)


9. Is your program planned to operate in close cooperation with Community Action Programs (Title II-A)?

9. x yes

If "no," state reasons.
If "yes," will you state briefly and substantiate the extent of the cooperation.

10. Have you made specific plans to provide students in classes with information and directions about obtaining needed health services?

11. Do you have any other current or pending source of funding other than ABE or State apportionments for the support of adult basic education programs (e.g., CETA, WIN, etc.)? (See attached)
   If so, describe (add addendum to your project application).

12. Please indicate agencies and/or organizations with whom you have working relationships to ensure cooperative efforts in establishing and maintaining ABE programs with linkages expressly designed to carry out the intent of the Adult Education Act and the California Annual Program Plan for Adult Education. (Addendum to project application must include verifying letter/memoranda from cooperating agencies, i.e., Welfare, Employment, etc.)

Program of Instruction

1. Please attach a course outline or outlines to this proposal. Show:
   a. purpose of the course including final outcomes expected for each student upon completion
   b. content to be included in the course
   c. the approximate time devoted to each unit of instruction
   d. the total hours necessary to complete the course
   e. methods and procedures to be used
   f. the list of instructional materials to be used in the course identified as ABE Level I and/or ABE Level II

2. Proposed weekly schedule of classes:

   Monday  A.M. 9:00-11:30  P.M. 2:00-4:30  Night 7:00-9:30
   Tuesday  A.M.            P.M.            Night
   Wednesday A.M.          P.M.            Night
   Thursday  A.M.       P.M.                Night
   Friday    A.M.        P.M.              Night
   Saturday  A.M.        P.M.              Night

   Proposed number of weeks: 35
   Proposed minimum number of hours per week per pupil: 10
   (Must be at least 6.)

3. Beginning date of classes

4. Will the school district require that all teachers be properly certificated?

5. Will your district provide for orientation of teachers and teacher aides before the program starting date?

6. Will the district provide for a schedule of inservice meetings?
7. Will consideration be given, with the aid of project, to providing facilities, instructional equipment, classroom supplies, textbooks, teaching aides, laboratory facilities, library facilities, and other required items by rental, purchase, or use of existing supplies or facilities? 

7. x yes no

8. Please include a copy of any proposed contract or rental agreement required to implement the purposes of the Act.

9. How many units of a.d.a. were recorded in your district for the preceding school year (1974-75) for adult basic education classes, including such courses as Elementary Subjects, English for Foreign Speaking, Basic English, etc.?

9. 109.88

10. What was your total district expenditure (State and local) for maintaining the adult basic education classes described above? (Please note that existing effort cannot be reduced because of project funding.)

10. $43,927.35*

*Does not include administrative costs.

Guidance and Supervision Services

1. Describe briefly (as addendum to this project application) the services to be provided for:

a. Supervision
b. Recruitment
c. Selection of participants
d. Educational placement
e. Program evaluation
f. Other necessary guidance and counseling services for an effective program of adult basic education

If the information is not provided elsewhere in the proposal, specify how voluntary groups and community organizations are to be involved in the guidance, counseling, and follow-up services. List position or positions and time assignments of personnel in your program who will perform the aforementioned services.

2. The district shall gather the following required data for measuring the effectiveness of the program:

a. Personal data
b. Educational data
c. Pre-tests (initial placement data)
d. Standardized achievement test data

A standardized achievement test will be given to all Elementary Subjects' students for reporting data to the State Department of Education. Districts may use other standardized tests for other purposes. Please note the name of the tests used for ABE students.

The district shall report the types of measurement devices used for measuring progress of non-English speaking students. A description of these testing devices must be provided.
e. Follow-up data such as:
1. Reason for dropout
2. Advanced educational placement
3. Vocational training placement
f. Maintenance of student personnel records. (Cumulative record forms are available from the Adult Education Field Services Section.)

Budget

1. The school district will submit a budget that indicates in detail the expenditures to be made for all purposes of instruction, supervision, counseling and guidance, evaluation, and other authorized categories. As a guide to the establishment of budget categories, school districts will utilize the California School Accounting Manual, School Business Administration Publication No. 8, 1973 edition, and charges in all categories identified in Part III of that publication are allowable that can be directly attributable to the establishment and maintenance of the Adult Basic Education Program.

2. Please indicate the instructional class/hour cost. (Total budget divided by total amount of scheduled class hours.)

   a. Instructional hours
   b. Total cost
   c. Cost per hour

   2.a. 1750
   b. 52,375
   c. $29.93

3. Please indicate the amounts and percentages of your total budget to be funded from the following sources:

   a. Local Effort (See General Information, paragraph 6)
   b. Federal Project Funds
   c. TOTAL

   3.a. $35,310
   b. 17,065
   c. 52,375

   67.4%
   32.6%
   100.0%

4. Reports
Please indicate personnel to be used in the program.

<table>
<thead>
<tr>
<th>Position</th>
<th>Part-time*</th>
<th>Full-time</th>
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<tbody>
<tr>
<td></td>
<td>Number Hrs./Week</td>
<td>Number Hrs./Week</td>
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<tr>
<td>Administrator</td>
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<tr>
<td>Coordinator</td>
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<tr>
<td>Supervisor</td>
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<tr>
<td>Counselor</td>
<td>1 20</td>
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<tr>
<td>School Psychologist</td>
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<tr>
<td>School Psychometrist</td>
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<tr>
<td>Librarian</td>
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<tr>
<td>Teacher Trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>5 10</td>
<td></td>
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<tr>
<td>Teacher Aides</td>
<td>10 8</td>
<td></td>
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<tr>
<td>Fiscal Personnel</td>
<td></td>
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<tr>
<td>Secretarial and Clerical</td>
<td></td>
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<tr>
<td>Custodian</td>
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<tr>
<td>Other</td>
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</tbody>
</table>

*No full-time equivalency formulas are acceptable.
5. The school district agrees to submit reports that will be required by the State Department of Education in carrying out its responsibilities under the California Annual Program Plan for Adult Education.

6. The school district agrees to keep such records, afford access to these records, and comply with other provisions as the State Department of Education has found necessary to assure the correctness and verification of school district reports.

PLEASE ATTACH DETAILED BUDGET
COURSE OUTLINE

TITLE OF COURSE: English as a Second Language

I. PURPOSE OF COURSE:

To teach primarily conversational survival English to Spanish speaking adults.

The basic objective is to have the students be able to: (1) make themselves understood in emergencies, i.e. fire, sickness, accidents, etc. (2) converse in everyday situations, understand instructions, etc.

II. COURSE CONTENT

(1) Numbers of and conversations with: Fire and Police Departments, Doctors, Hospitals and Dentists
(2) Names of: parts of the body and foods
(3) Vocabulary and study of: monetary system, weight system and clothing sizes
(4) Conversations about: children, activities and relationships with the family

III. MATERIALS

Vital English, Part I - Class or Self Instruction; Nancy Donahue and Barbara Zunich

IV. METHODS OF PRESENTING AND STUDYING SUBJECT MATTER

Oral drills, class discussions, and one-to-one tutoring for students with special difficulties. Programmed instruction both for self paced individual progress and supplemental for extra work.

V. EVALUATION

Progress is determined by degree of increased facility in use of English, largely orally. Success with subjects other than English is measured by written exercises and occasional written and oral quizzed or spot-checks and subject discussions.
TITLE OF COURSE: Basic Education

I. PURPOSE OF COURSE

To provide participating students with training in basic subjects essential as preparation for high school level studies or necessary for meeting employment qualifications.

The basic objective is to gain a practical working knowledge of English vocabulary, grammar, and idioms, with primary emphasis on speaking and reading. For those who have achieved this, emphasis is on basic math and social studies, varying with individual needs.

II. COURSE CONTENT

A. English language, all aspects
B. Basic mathematics
C. Social studies and history
D. Literature

III. MATERIALS

Modern American English, Books 3 and 4; Dixon: Simon and Schuster
Phonics and Word-Analysis Skills series: Continental Press
Words are Important: Hammond
Basic Essentials of Math: Shea; Steck and Vaughn Co.
The Modern Practice Book in Arithmetic: Alves, Fertsch, Mathys; Steck and Vaughn
Miscellaneous social studies and literature texts

IV. METHODS OF PRESENTING AND STUDYING SUBJECT MATTER

Oral drills, class discussions, and one-to-one tutoring for students with special difficulties. Programmed instruction both for self-paced individual progress and supplemental for extra work.

V. EVALUATION

Progress is determined by degree of increased facility in use of English, largely orally. Success with subjects other than English is measured by written exercises and occasional written and oral quizzes or spot-checks and subject discussions.
Item 11. SBCC has no other current or pending source of funding that is committed. At this time we have two grant proposals outstanding for projects which are somewhat similar to the Title III project applied for here with. These have been submitted to the National Reading Improvement Program and the Fund for the Improvement of Post-secondary Education. No word has been received on either proposal.

Item 12. No formal arrangements exist for this purpose with any other organization. SBCC has informal relationships with many other community organizations and some of these organizations have been and will assist in the implementation of this project. Among these groups are:
   La Casa de la Raza
   El Concilio de la Raza
   National Association for the Advancement of Colored People
   Association of Mexican-American Educators
   Quabaja Chumash Association (American Indian)
   Alianza Cultural Mexicana
   Community Action Commission
   Community Relations Department, City of Santa Barbara
   Santa Barbara Urban Tribal Program
   Community Free Employment Agency
GUIDANCE AND SUPERVISION SERVICES

The proposed project will be under the administrative direction of the Assistant Dean, Continuing Education. The current teacher of Basic Skills in SBCC's Continuing Education Division will supervise personnel who are assigned to this project.

Teacher aides will be selected from persons who have completed the tutor training class on the SBCC campus. The aides will recruit participants in the program by arranging to talk with adults in community centers and churches in the target area. The community organizations will be asked to help by publicizing the project and by inviting prospective participants.

Aides will explain the program to prospects who will be asked to meet with the counselor for screening interviews and diagnostic testing. While participants are undergoing this selection and placement process, the aides will be given a week of intensive pre-service training, covering the methods, materials, and evaluation of adult literacy and ESL, the setting of personal objectives, and some diagnostic theory.

The screening will begin with an interview at which time the prospect's interests, experiences, and needs will be discussed. Based on the prospect's oral language he/she will be assessed as a native language or ESL candidate. The counselor will look for evidence of a need for intensive remedial work and motivation. An achievement test will then be administered (e.g., Lado Diagnostic Test, Adult Basic Learning Examination, or Wide Range Achievement Test). If the counselor then decides the program is suited to the needs of the student, he will be admitted and a full diagnostic program will be administered.

Students' growth in reading/ESL ability will be evaluated using criterion-referenced formative and summative tests, informal ESL and reading inventories, and teacher/tutor observations. This will include: (1) Post-test using ABLE or WRAT to assess growth in comprehension, vocabulary, and spelling, (2) Adult form, Informal Reading Inventory, to assess growth in word identification skills, and factual and literal comprehension skills, (3) Successful completion of a task based on reading comprehension, e.g., filling out application forms, (4) Demonstration of ability to read newspaper or magazine article, and (5) Demonstration of ability to use information in a written passage using Cloze procedure.

ESL students will be evaluated using post-tests of CELT, University of Michigan, and Lado Diagnostic tests, and successful completion of assigned tasks and module tests.

The counselor will, in addition to conducting diagnostic and screening tests, assist the students by referring them to other agencies for help if it is indicated that such help is needed to assure continuation and/or completion of the program.
## BUDGET

<table>
<thead>
<tr>
<th></th>
<th>SBCC DISTRICT</th>
<th>FEDERAL GRANT</th>
<th>TOTAL</th>
</tr>
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<tr>
<td><strong>Salaries</strong></td>
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<tr>
<td><strong>Certificated</strong></td>
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<tr>
<td>Teachers, 50 hr./wk.,</td>
<td>23,625</td>
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<td>$23,625</td>
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<tr>
<td>35 wks. @ $13.50/hr.</td>
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<td>Counselor, 20 hr./wk.,</td>
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<td>$8,400</td>
<td>8,400</td>
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<td>35 wks. @ $12.00/hr.</td>
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<td><strong>Classified</strong></td>
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<tr>
<td>Teacher aides, 80 hr./wk.,</td>
<td>4,335</td>
<td>6,865</td>
<td>11,200</td>
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<td>35 wks. @ $4.00/hr.</td>
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<td><strong>TOTAL SALARIES</strong></td>
<td>$27,960</td>
<td>$15,265</td>
<td>$43,225</td>
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<td><strong>Employee Benefits</strong></td>
<td>2,530</td>
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<tr>
<td><strong>Supplies</strong></td>
<td>-0-</td>
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<td>1,800</td>
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<td>Texts, diagnostic tests, visual aids, @ $20.00 per student</td>
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<tr>
<td><strong>Equipment (Cassette recorders)</strong></td>
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<td>500</td>
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<tr>
<td><strong>Lease (2400 sq. ft. floor space, 9 mo. @ $.20/sq. ft./mo.)</strong></td>
<td>4,320</td>
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<td></td>
<td>$35,310</td>
<td>$17,065</td>
<td>$52,375</td>
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SANTA BARBARA MONTECITO

Principal Target Area
Location of Learning Center (proposed)

Present College Campus

Figure 1. Urbanized Area of SBCC District