Indocheinese ESL - to provide ESL classes at three levels to meet the needs of a diverse group of Indocheinese refugees, including Hmong Lao, Vietnamese, and Cambodians.
Section II, Item 22a.

This proposal will be presented for approval to the governing board at Santa Barbara City College at its next scheduled meeting on July 28, 1977. Approval is anticipated at that time.
### 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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</thead>
<tbody>
<tr>
<td></td>
<td>(a)</td>
<td>FEDERAL (c)</td>
<td>NON-FEDERAL (d)</td>
</tr>
<tr>
<td>1. I</td>
<td>13,579</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. TOTALS</td>
<td></td>
<td>$</td>
<td>$</td>
</tr>
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</table>

#### SECTION B - BUDGET CATEGORIES

<table>
<thead>
<tr>
<th>OBJECT CLASS CATEGORIES</th>
<th>GRANT PROGRAM, FUNCTION OR ACTIVITY</th>
<th>TOTAL (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) I</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>a. PERSONNEL</td>
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<td>$</td>
</tr>
<tr>
<td>b. FRINGE BENEFITS</td>
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<tr>
<td>c. TRAVEL</td>
<td></td>
<td></td>
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<tr>
<td>d. EQUIPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. SUPPLIES</td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>f. CONTRACTUAL</td>
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<td></td>
</tr>
<tr>
<td>g. CONSTRUCTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>floor space rental</td>
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</tr>
<tr>
<td>i. TOTAL DIRECT CHARGES</td>
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<td></td>
</tr>
<tr>
<td>j. INDIRECT CHARGES</td>
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<td></td>
</tr>
<tr>
<td>33% of Personnel</td>
<td>20,597</td>
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</tr>
<tr>
<td>k. TOTALS</td>
<td>$91,076</td>
<td>$</td>
</tr>
<tr>
<td>7. PROGRAM INCOME</td>
<td>$-0-$</td>
<td>$</td>
</tr>
</tbody>
</table>
# PART II
## PROJECT APPROVAL INFORMATION

### ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?  
Name of Governing Body  
Priority Rating  
☐ Yes  ☑ No

### ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?  
Name of Agency or Board  
(Attach Documentation)  
☐ Yes  ☑ No

### ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?  
(Attach Comments)  
☐ Yes  ☑ No

### ITEM 4.
Does this assistance request require State, local, regional, or other planning approval?  
Name of Approving Agency  
Date  
☐ Yes  ☑ No

### ITEM 5.
Is the proposed project covered by an approved comprehensive plan?  
Check one:  
☑ State  
☐ Local  
☐ Regional  
☐ Yes  ☑ No  
Location of Plan

### ITEM 6.
Will the assistance requested serve a Federal installation?  
Name of Federal Installation  
Federal Population benefiting from Project  
☐ Yes  ☑ No

### ITEM 7.
Will the assistance requested be on Federal land or installation?  
Name of Federal Installation  
Location of Federal Land  
Percent of Project  
☐ Yes  ☑ No

### ITEM 8.
Will the assistance requested have an impact or effect on the environment?  
See instructions for additional information to be provided.  
☐ Yes  ☑ No

### ITEM 9.
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?  
Number of:  
- Individuals  
- Families  
- Businesses  
- Farms  
☐ Yes  ☑ No

### ITEM 10.
Is there other related assistance on this project previous, pending, or anticipated?  
See instructions for additional information to be provided.  
☐ Yes  ☑ No
NARRATIVE

Need for Project

Among the 300 or more refugees from Indo-China who have come to Santa Barbara over the past two years there exists a unique minority group which deserves special attention and study, the Mung-Lao people of Central Laos. The Mung-Lao people missed most of the intensive English and Survival Skills classes offered to the Vietnamese refugees because they arrived six months later than the majority of the Vietnamese. They were received with little publicity; therefore few special programs or sponsorships were set up for them specifically. Quite naturally, they were "lumped together" with the Vietnamese and Cambodian refugees, when in reality they were a distinct minority within a minority, with the following unique background which differs radically from that of the Vietnamese, and considerably from that of the Cambodians.

The Mung are a country, mountain people who were geographically isolated even within Laos. To leave Laos they walked 600 miles to reach and cross its border. Their peaceful society derived its strength from large families (10-11 children) and extended families all living together, the better to specialize in agriculture and the domestic arts, such as blanket weaving. The older generation taught the young, by word of mouth exclusively, all the practical skills they needed for daily life; consequently they had no formal educational system at all, and certainly no "economy" as we know it. Another compelling reason that there was no formal educational system is that there were absolutely no books in this region, due to the amazing fact that the Mung language had never been a written language, composed of letters, or even ancient characters or symbols which symbolize the sounds of spoken language. It wasn't until
1964 that the French tried to form a written system to correspond to the Mung's speech. This the French accomplished by assigning letters which corresponded to the sounds of the alphabet in French, a method of superimposing rather than the usual, gradual evolution of spoken and written languages. By 1969 this system had been formalized and printed in some books available and used in cities and larger villages but it wasn't until 1975 that any books reached the areas which our refugees were fleeing.

None of this important information was available to a typical ESL teacher in the United States; much of this is known only after much trial and error, after using traditional systems of teaching ESL or a foreign language, which are all built upon some written system after an initial oral introduction, and finding a strange lack of progress among these students. Traditional methods had failed with this particular group.

The Mung attempted to attend existing classes set up to teach the "Indo-Chinese," but these were designed with the Vietnamese in mind, people principally of urban background, formally educated, many highly educated and actively engaged in the professions or the military command right up until the moment they left Viet Nam. Naturally the Mung found themselves overwhelmingly behind the Vietnamese, since none had ever sat in a classroom before, held a pencil in hand nor written, nor seen nor read a book! Obviously they need special attention and a different approach. These needs have not been met because the needs of the majority, the Vietnamese, have been concentrated upon and largely met by the teachers. The Mung also are quiet, shy people who don't articulate
their needs forcefully or aggressively. So only lately, after most of
the Vietnamese have succeeded within our educational system, and are
well on their way in the business of making a living and adjusting to
American customs, are we becoming aware of the Mung-Lao, who need more
than ever an intensive program tailored to their startlingly basic needs.

Early lack of knowledge of the Mung's characteristics, plus the
failure of our large standard classes to meet the needs of some of the
ambitious Vietnamese students, presently combine to create these three
class needs: one English class, maximum of 10 students, one teacher, one
aide, one translator, which presumes knowledge of neither English nor
written language of any kind, strictly for the Mung-Lao (level I),
another beginning level English class that includes Mung-Lao students
who can understand and communicate in very minimal English for the Mung
who have picked up some English (level II), with the same personnel and
student-teacher ratio, and an intermediate level class which will cater
to students who already know about one school year's worth of English,
as set out in Appendix A. Level III would need no translator. (For
further documentation of need, see letter from Catholic Social Services,
Appendix F.)
Objectives

- Make arrangements with local social and vocational agencies which will free the Indo-Chinese students, particularly the Mung-Lao population, to attend daily, intensive English classes.
- Create three classes of intensive ESL on three distinct levels: absolute beginners, beginners who know a little English, and intermediate.
- By informal, diagnostic testing in the form of an oral interview determine which class a student should enter.
- Teach a school year's worth of practical English, combined with some survival skills appropriate to each level (e.g., see Appendix A.)
- Determine potential vocational interests and introduce vocabulary from those areas as part of the English course.
- Prepare students to enter vocational programs based upon their interests and abilities.

Project Design

Frequent and regularly scheduled consultations will be held with the leaders of each student group to help ascertain their special requirements and to implement assistance in these areas insofar as possible. Preliminary consultation with three different Indo-Chinese leaders, one Vietnamese and two Ming-Lao, has elicited the following strong requests, which can be easily implemented: 1) Have the two Mung-Lao classes entirely separated, even isolated, from the Vietnamese. Apparently self-consciousness by the Mung over their illiteracy has created a tremendous reticence that must be counter-acted before relaxed learning can take place. 2) Teachers, aides and administrators participate in the ongoing give and take of an advisory committee composed of citizens, social workers, interested church representatives, students, and Indo-Chinese leaders. 3) Teachers should concentrate initially upon vocabulary lists of everyday items without incorporating them into grammatical constructions, rules or complicated writing. 4) To illustrate the names for items, try insofar as possible
to bring real objects into the classroom.* 5) Have an interpreter, translator present at all times. If these requests are met, confidence will be established and do more to assure attendance than any other factor, for this will definitely be a program for the students, in good part, planned by the students.

The format of the classes needs to be very elementary, much like an elementary school class, with a strong emphasis upon oral English as learned in real-life situations, which the teachers and aides would create, with written English exercises beginning later than the spoken English, just as any child learns his own native language. (We teachers seem to forget that we didn’t begin to read, much less write, English until we’d spoken the language for a full five years!) In view of student requests for real things, simulation-type activities would be in order, with a minimal emphasis upon textbooks and reading and writing. For an initial time period printed material could be limited to vocabulary lists only, of the following categories in which they’ve expressed interest, both personal and vocational: parts of the body, household items, kitchen utensils (with a demonstration of what objects do, as well as what they are), furniture, plumbing fixtures (a toilet was a totally unknown object to the Mung when they first arrived), food, tools, rooms of the house, appliances, plants and trees, clothing and animals. Many field trips are a pleasant learning activity, especially to places that might have some link to their life back in Laos: a nursery, a chicken ranch, the seed

*Interestingly, this same request was made at the other end of the spectrum of students when some advanced Vietnamese students were preparing for their forthcoming automotive class, and requested as many real objects as possible, even preferred over good pictures or diagrams.
farms, a citrus or avocado grove. Field trips along survival skills
lines are: grocery store, restaurant, hospital, schools, zoo, museum,
department store.

A location near the students' present homes is indicated. The
majority live in Isla Vista, a community which is isolated from both City
College and other already established off-campus ESL locations. It has
been our experience that classes are far more successful if we "take the
class to the people," rather than transport the students. Therefore we
are including a request to lease facilities in Isla Vista. We should
have no problem in finding a location, for local churches and public
schools have been gracious in the past in sharing their facilities to
groups in need.

Initial diagnostic or placement tests, and later evaluations of
students' progress are a matter which must be handled with extreme sensi-
tivity. Written placement tests have proven threatening to almost all
groups of ESL students, no matter what level of achievement or ethnic
group. Therefore, a visual, oral test is called for in this program.
After years of conducting informal interviews containing key questions
which will help the teacher or counselor ascertain a student's profi-
ciency, a visual test has been devised by the Los Angeles Adult Basic
Education ESL consultant group. (See Appendix B for examples). It was
sent to Santa Barbara City College to field test. The test is in the
form of pictures of situations which the student looks at, then is asked
questions about. The questions and pictures become increasingly complex
(in grammar, not situation) to answer. If one picture can be discussed
easily, another picture of greater difficulty can be shown to see if the
student needs further advanced placement. The best attribute of such a
test is that a student is spared questions he can't answer, because the teacher-administrator can stop at any point of difficulty, having been able to "diagnose" the optimum level the student can reach, a quality which written, silent diagnostic tests don't have and which has repeatedly proven a stumbling block to any group of students. This same test can serve both as a pre-test and as a post-test, because of the built-in quality of increasing difficulty which is readily apparent to the administrator of the test, but not necessarily obvious to the student. Due to the fact that the teacher finishes or stops the test at the point of maximum oral difficulty to the student, the student can't see graphically what he doesn't know, something all too obvious to a person taking a written exam of progressively increasing difficulty.

Materials, texts and approach should be chosen with simplicity of format a major consideration. A comparatively new series is especially suitable, "New Horizons in English," by Walker-Mellgrin, published by Addison-Wesley, Reading, Pa. This series is especially suitable, for its format is unusually simple, with a minimum of grammatical explanation, relying more upon many examples which illustrate a concept or vocabulary word. It uses colored illustrations throughout; its emphasis is oral English; in fact, the text itself requires no written exercises; the separate workbook is used for all written assignments. Each book is quite short, so the students move through from one level to the next quickly, which gives an added feeling of accomplishment, over textbooks with long, comprehensive chapters, which may be "thorough," but which often prove frustrating to students. It is recommended that all five levels of the series, with their workbooks and teacher's manual, be
ordered. This will create the best articulation from level to level and also prove helpful if a student is placed in the wrong group initially and needs to change levels. In that case only the level will change, not the textbook, approach or routine.

Another textbook series of value is "English for a Changing World," by Wardaugh, de Carrillo, et al, Scott Foresman and Co. Glenview, Ill. This series stresses everyday dialogue and is very strong in the use of visuals. A "cue book" is included in a pocket in the back of the text. Many lessons require the students to take out the cue book and base their discussion and exercises on the pictures in front of them. Another strength of the book is its lack of technical, grammatical explanations. Again, written work is left for assignments in the accompanying workbook. This book is definitely second choice, though, because its format is far more complicated, including many requirements to refer to a certain chart on a given page in the cue book, necessitating extra maneuvers which might be overly challenging and not worth the bother involved.

Since most Indo-Chinese, including the Mung-Lao, own cassette tape recorders and are proficient in their use, teaching techniques should capitalize upon this phenomenon. The teacher could give original dialogues, including students' names rather than fictitious names used in textbook dialogues. These the students could repeat at leisure, either in later class time or at home. To supplement vocabulary lists of categories which the students have requested, the tape recorder could be used to provide a verbal list made by the teacher to be used while the student reads the word on the list, a type of "spoken dictionary."

After the students of the level I class have overcome their unfamiliarity with things written, a very elementary first written picture
"dictionary" might be used and mastered. Two children's books that are good are: "500 Words to Grow On," published by Random House Pictureback. Second choice is Richard Scarry's "Early Words." This book's drawback might be illustrations utilizing personified animals, which appeal to pre-school children but which might insult our adult Indo-Chinese students.

The Sears Catalogue and fliers or ads which come in newspapers make other good sources for vocabulary building. Movies intended for viewing in elementary schools might also be appropriate. These would have to be previewed, just as we should preview any movie shown on any level.

As needs for specific survival skills emerge, generally evidenced by some very practical problem one student has, survival skills packets prepared for Adult Basic Education classes can be used. These are especially good, for they treat isolated topics thoroughly rather than cover many things superficially, thus eliminating the confusion of trying to cope with many topics at a time. Often no material will be available on a given topic, so the teachers, aides or director will create them as the occasion arises.

Vocational interests can be considered, even in the English training at the lowest level, although vocational training, per se, cannot begin concurrently with the study of English. However, the Mung-Lao have told us, through interpreters, that their vocational interests are the following: bookkeeping, food services, work with cash registers, sewing and horticulture. Since they've expressed a desire to concentrate on vocabulary, the vocabulary taught can easily be drawn from these categories. This would provide an extra incentive to learn English, in that students would have some assurance that they were indeed working toward a vocational
skill, no matter how elementary in their English class, as well as learning the needed, preliminary English itself.

This design has intentionally described the methodology and materials to be used in levels one and two, while ignoring details of the intermediate class, because at levels 1 and 2 there exists the most acute need to innovate. Level 3 would be little different than any ESL class, and SBCC has conducted such classes for several years for persons speaking more than a dozen different native languages, including Vietnamese.

Qualifications

Background of ESL classes for the Indo-Chinese in Santa Barbara

For the most highly educated, who had already learned a great deal of English while in Viet Nam, through a highly Europeanized system introduced by the French, there was little problem. They could go to our excellent facilities here at Santa Barbara City College, take four hours a day of English (for college credit), taught in small tutorial groups, progress very quickly and soon go into ordinary English classes and into their chosen professional, vocational, or academic disciplines.

For those students who needed to work days or had no baby sitters and who couldn't attend City College, the SBCC Continuing Education Division provided many ESL classes in different locations throughout the district from Goleta to Carpinteria. However, those classes contained predominantly Spanish-speaking students, who were often not literate in their own language, and who consequently moved at a pace slower than the educated Vietnamese could and wanted to progress. For that reason many Vietnamese dropped out of our standard classes. Standard ESL class format requires a minimum of 15 students, preferably more, to one teacher,
with no teacher aides at all. Maximum ESL hours per week would be 8 hours, with 4 hours per week more typical; no child care services are provided.

One special class for Vietnamese (not Mung-Lao) was organized in September 1975, but the group was large and the students couldn't receive enough individualized attention; also the class was probably too heterogeneous. Many Vietnamese dropped out of this class.

Recently, more success has been realized by a project which was implemented in April, 1977, in co-operation with Catholic Social Services. This was accomplished by a counselor from Catholic Social Services who met repeatedly with the articulate Vietnamese group who knew considerable English, but not quite enough English to enter vocational courses offered by CETA, the Regional Occupational Program, and City College. They requested intensive advanced ESL classes with a strong emphasis upon the vocational vocabulary of auto mechanics and food services. These would be a month long prelude to the vocational classes mentioned, with English to be continued only half as many hours per week once the vocational classes began. This project proved highly successful, due mainly to the format devised from specific requests made by the students and fulfilled by the teachers involved.

**Desired characteristics of personnel and job descriptions**

Program Director-Teacher (30 hours per week)

**Assignment:**

1. Work out the logistics of location, hours, class levels, teacher aide and interpreter assignments.

2. Arrange for publicity among all known potential students.

3. Arrange any details which need the cooperation of other community agencies, such as Catholic Social Services, CETA, child care services.
4. Delineate the three distinct levels of the classes.
5. Assist with initial screening and placement of students.
6. Teach ESL classes.
7. Order and distribute materials.
8. Attend all advisory committee meetings and afterward be an active liaison among teachers, aides, students, Indo-Chinese leaders, community agencies involved, church representatives.
9. Solicit and implement feedback from any or all parties mentioned in 8., above.
10. Help teachers and aides find or create new materials as unanticipated needs arise.

Qualifications:

1. Holds appropriate California Community College teaching credential.
2. Some previous administrative experience helpful.
3. Ability to assess needs of the program and implement them quickly.
4. Ability to improvise (due to the unique nature of the students.)
5. Previous experience with minority groups would be most desirable, i.e, ESL or bi-lingual program.

Teachers (30 hours per week)

Assignment: 1. Subtly assess the students' initial level of achievement and begin right there to teach basic, oral English (especially to levels I and II).
2. Teach in a most concrete, down-to-earth manner practical English vocabulary and possibly the simple survival skills which are logically associated with that vocabulary.
3. Use many different techniques to teach one concept.
4. Design simulations, field trips, tapes or visuals to reinforce learning.
5. Help evaluate students' progress.
6. Perceive a student's special needs and try to provide some extra materials or techniques, or refer the student to the appropriate other agency.

Qualifications:

1. Holds appropriate California Community College teaching credential.

2. College course work should include English as a language, not literature, foreign language, ESL, bi-lingual education, teaching methodology of languages, linguistics, psychology.

3. Previous teaching experience with very basic education or remedial reading programs would be most desirable. (Head Start, EMR)

4. Previous teaching experience with minority groups would be most desirable. (ESL or Bi-Lingual)

5. Flexibility to adapt to students' unique qualities or needs.

6. Willingness to depart from traditional, formal methods of language teaching, if necessary, and ability to create new materials or to improvise experiential learning situations.

Aides (30 hours per week)

Assignment:

1. Recognize the needs of students which the teacher doesn't have time to meet and do any teaching, drill or informal evaluation which is the logical follow-up of new material just presented by the teacher.

2. Use many different techniques to teach one concept.

3. Help evaluate students' progress.

4. Notify teacher of students who are having learning difficulties.

5. Perceive a student's special need and try to provide extra help.

Qualifications:

1. Previous paid experiences as an aide, either on the elementary or secondary level.

2. Sensitivity to individual students' needs and personal feelings, particularly frustrations.
3. A warm, reassuring personality.
4. Previous experience with very basic education or remedial reading.
5. Previous experience with minority groups.
6. Flexibility to adapt to students' unique qualities and needs.
7. Ability to improvise.

**Interpreters (30 hours per week)**

**Assignment:**

1. Be present at all class sessions.
2. Translate whenever doubt exists about the meaning of an English word or concept.
3. Ascertain from students their interests and needs, particularly in the creation of vocabulary lists in categories.
4. Help students individually when simple, written work begins.
5. Notify the teacher or aide when he sees a student with unusual difficulty.

**Qualifications:**

1. Knowledge of English, plus Mung-Lao or Cambodian
2. Some experience in translating would be desirable.
3. Good rapport with the students.
4. Personal warmth and helpfulness.
5. Perception of the moment when not to translate for the students, when learning will occur, rather than encouraging over-reliance upon Mung-Lao or translation.

**Additional resources**

An advisory committee has been in existence since March, 1977. It has already proven its value in that it, along with Catholic Social Services, drew up the proposal for the previously mentioned advanced ESL class as a
forerunner of the auto mechanics class. The key to its success is the
give-and-take that goes on there with its many types of participants: paid
social workers, volunteers, Indo-Chinese people, Indo-Chinese leaders,
interested citizens, church representatives. If we seek its suggestions,
then follow them, our chance of success is almost assured. For this
reason one of the main duties of the director-teacher will be to attend
the meetings of this committee.

An additional "consultant" is and has been Jean Wollenberg, an expe-
rienced ESL and foreign language teacher, who happened to to work in San
Diego with the initial influx of Vietnamese students. She designed and
taught for Santa Barbara City College the advanced ESL course for the
auto-mechanic bound students. To meet their very specific, unusual needs
she created her own original materials and was willing to change materials
and/or approaches as she met with positive and some negative feedback, as
given her through the advisory group and by students themselves. She later
worked briefly with the Mung-Lao students, the students at the other end
of the academic spectrum, and she has been able to advise us as to the
unique needs of these students. This observation and insight have in
turn aided us in preparing this project. She is available to confer with
us in the future.

Evaluation Criteria

Level I

After one school year this project will have been successful if a
student in Level I has progressed in conversational English through the
year's worth of material prescribed in Appendix A, as ascertained by the
oral-visual test first administered upon entrance into the program. Any
acquired ability to read and write will be judged as progress but it will not be measured quantitatively at this time for this level.

A second indication of accomplishment will be the amount of need the students still express for a translator's presence in class at all times. After the year, they should be comfortable enough in English to feel confident, even if no translator is present. If they'd be willing to forgo a translator completely, or have him/her 10 hours a week instead of 30, that fact would represent considerable "progress."

**Level II**

Reading and writing ability could be measured formally at this time by a written test made up by the staff, based on a minimal expectation of material the class had learned, repeated and mastered in class. Some experience in simple test taking should be given in the second half of the school year, beginning with a 10 word spelling quiz, based on words they were completely familiar with, first orally, then in written form. A master list of small word groups would be handed out well in advance for them to study, to be tested one small group at a time. (See Appendix D.)

The final evaluation test could be in the form of some completion type sentences, in which a verb form only would be necessary. Other basic tasks to be required in writing might be: formation of questions with verb to be, formation of questions with verbs other than to be, formation of negative sentences, changing the verb from simple present to past tense, making a singular sentence plural. Appendix C shows some simple examples of each category.

**Level III - Intermediate**

The students should be able to pass a written test similar to the test described for level II, only on concepts listed in curriculum in
Appendix A. Another indicator of success would be willingness on the students' part to join any advanced ESL class, regardless of national origin, for these people would no longer need any special treatment, due to their Indo-Chinese background.

The most ideal criterion of success of this program would be enough mastery of English, oral and/or written, to enable these students either to get a job that requires some English, or ability to enter an organized vocational training course other than one specifically organized for Indo-Chinese.

Other Services

The project will provide a variety of other services in conjunction with other agencies. In addition to the basic counseling services that will be provided by the director of the project, the participants will be referred to the Office of CETA Programs of the county and the State Employment Development Department for job counseling and placement.

The CETA Office has also agreed to provide stipends and allowances to the participants and will pay for child care as needed (See attached letter, Appendix E.)

The College has worked closely with the Catholic Social Service agency which has an Indochinese Community Project. Through this project, general social services will be provided to the participants, including family and health counseling, legal aid referrals, etc.

Organization of project and relationship with other agencies

The proposed ESL project will be carried out through the Continuing Education Division of Santa Barbara City College. It will be a responsibility of Dr. Joseph Bagnall, Assistant Dean of Continuing Education.
A full-time project director-instructor will be directly responsible for co-ordinating all aspects of the project, including supervising the other teachers and aides and collaborating with other community agencies and the advisory committee. In particular this collaboration will extend to the Indo-Chinese Community Project of Catholic Social Services for social services, the County Office of CETA Programs for assistance with living stipends and allowances and child care services, and the California Employment Development Department for job placement and counseling on employment opportunities.

It has recently been brought to the attention of College staff that the Santa Barbara County Schools intend also to submit a proposal under this same program to provide occupational training. Although time did not permit integrating these two proposals, it would be the intention of both agencies to co-operate fully in developing an integrated ESL/occupational program if both proposals should be funded. This would involve such activities as developing ESL materials around the vocational interests of the participants.

One of the principal occupational interest areas of the Indo-Chinese is Auto Service. Although SBCC has excellent Auto Service educational facilities it was not possible to include this element in the SBCC program because the facilities are already used to capacity. Therefore, it is quite appropriate for this component to be provided by County Schools' Regional Occupational Program which has access to other facilities.

State Aid

Although California Community Colleges are generally eligible for state apportionment funds based on student attendance hours, the classes
proposed herein are not eligible for such funds, since they are not open to the general public. Thus, no state funds can be used, and without federal aid it is doubtful if the described concept can be implemented.