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<td>19</td>
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<tr>
<td>A</td>
<td>20</td>
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<tr>
<td>B</td>
<td>21,22,23,24,25</td>
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<td>C</td>
<td>26</td>
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<td>D</td>
<td>27</td>
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<tr>
<td>E</td>
<td>28,29</td>
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<tr>
<td>F</td>
<td>30</td>
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<td>G</td>
<td>31</td>
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<td>H</td>
<td>32</td>
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<tr>
<td>I</td>
<td>33</td>
</tr>
<tr>
<td>J</td>
<td>34,35,36</td>
</tr>
<tr>
<td>K</td>
<td>37</td>
</tr>
<tr>
<td>L</td>
<td>38</td>
</tr>
<tr>
<td><strong>VITAS:</strong></td>
<td></td>
</tr>
<tr>
<td>Abelino M. Bailon</td>
<td>39</td>
</tr>
<tr>
<td>Pablo G. Buckelew</td>
<td>40</td>
</tr>
<tr>
<td>William J. Cordero</td>
<td>41</td>
</tr>
<tr>
<td>Melvin J. Elkins</td>
<td>42</td>
</tr>
<tr>
<td>Myrna Harker</td>
<td>43</td>
</tr>
<tr>
<td>Gilbert Robledo</td>
<td>44</td>
</tr>
<tr>
<td>John B. Romo</td>
<td>45</td>
</tr>
<tr>
<td><strong>PART V - ASSURANCES</strong></td>
<td>46,47,48,49</td>
</tr>
<tr>
<td></td>
<td>50,51,52,53,54</td>
</tr>
</tbody>
</table>
BILINGUAL SECRETARIAL TRAINING TEAM

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

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

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

GILBERT ROBLEDOD.........EOPS Director/Counselor

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

JOHN B. ROMD..............Special Education - English

BURTON P. MILLER.........Assistant to Superintendent/Resource Data
**FEDERAL ASSISTANCE**

<table>
<thead>
<tr>
<th>1. TYPE OF ACTION</th>
<th>2. APPLICANTS</th>
<th>3. STATE APPLICATION IDENTIFIER</th>
<th>4. LEGAL APPLICANT/RECIPIENT</th>
<th>5. FEDERAL EMPLOYER IDENTIFICATION NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ PREAPPLICATION</td>
<td>☑ APPLICATION</td>
<td>☑ NOTIFICATION OF INTENT (OPL)</td>
<td>☑ REPORT OF FEDERAL ACTION</td>
<td>☑ BILINGUAL VOCATIONAL TRAINING</td>
</tr>
</tbody>
</table>

**Applicant Details**
- **Name**: SANTA BARBARA COMMUNITY COLLEGE
- **Street/P.O. Box**: 721 Cliff Drive
- **City**: Santa Barbara
- **State**: California
- **ZIP Code**: 93109
- **Contact Person**: Melvin J. Elkins
- **Telephone No.**: (805) 965-0581

**Title and Description of Applicant’s Project**
Curriculum Development for Bilingual Secretarial Program

**Area of Project Impact**
Santa Barbara, California

**Estimated Number of Persons Benefiting**
145

**Proposed Funding**
- **Federal**: $34,399
- **State**: 34,033
- **Local**: 17,991
- **Total**: $86,423

**Congressional Districts**
19th

**Project Start Date**
1978 Sept 10

**Project Duration**
24 Months

**Existing Federal Identification Number**

**Remarks Added**
Yes ☑ No ☐

**Agency Name**
Dr. Glenn G. Gooder
Superintendent/President

**Organizational Unit**

**Address**

**31. Action Taken**

**Action**
- ☑ Awarded
- ☑ Rejected
- ☑ Returned For Amendment
- ☑ Deferred
- ☑ Withdrawn

**Funding**
- **Federal**: $0

**32. Funding**

**33. Action Date**
19

**35. Contact for Additional Information**

**36. Year Month Day Ending Date**

**37. Remarks Added**

**Note:** In filling above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

**Prescribed by GSA, Federal Management Circular 16-7**

**OE Form 3176-3, 10/77**

**S.INDARD FORM 424 PAGE 1 (10-75)**
### 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

HEW-608T  F9
### 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 REVISION BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a)</td>
<td>FEDERAL (b)</td>
<td>NON-FEDERAL (c)</td>
</tr>
<tr>
<td>1. Bilingual Vocational Training</td>
<td>13.558</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>$34,399</td>
<td>$</td>
</tr>
</tbody>
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#### SECTION B - BUDGET CATEGORIES

<table>
<thead>
<tr>
<th>OBJECT CLASS CATEGORIES</th>
<th>BILINGUAL VOCATIONAL TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personnel</td>
<td>$9,190</td>
</tr>
<tr>
<td>b. Fringe Benefits</td>
<td>$1,008</td>
</tr>
<tr>
<td>c. Travel</td>
<td>$75</td>
</tr>
<tr>
<td>d. Equipment</td>
<td></td>
</tr>
<tr>
<td>e. Supplies</td>
<td>$21,578</td>
</tr>
<tr>
<td>f. Contractual</td>
<td></td>
</tr>
<tr>
<td>g. Construction</td>
<td></td>
</tr>
<tr>
<td>h. Other</td>
<td>$300</td>
</tr>
<tr>
<td>i. Total Direct Charges</td>
<td>$31,851</td>
</tr>
<tr>
<td>j. Indirect Charges</td>
<td>$2,548</td>
</tr>
<tr>
<td>k. Totals</td>
<td></td>
</tr>
<tr>
<td>7. Program Income</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>(5)</th>
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<tbody>
<tr>
<td>a. Personnel</td>
<td>$9,190</td>
<td></td>
<td></td>
<td></td>
<td>9,190</td>
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<tr>
<td>b. Fringe Benefits</td>
<td>1,008</td>
<td></td>
<td></td>
<td></td>
<td>1,008</td>
</tr>
<tr>
<td>c. Travel</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>e. Supplies</td>
<td>21,578</td>
<td></td>
<td></td>
<td></td>
<td>21,578</td>
</tr>
<tr>
<td>i. Total Direct Charges</td>
<td>31,851</td>
<td></td>
<td></td>
<td></td>
<td>31,851</td>
</tr>
<tr>
<td>j. Indirect Charges</td>
<td>2,548</td>
<td></td>
<td></td>
<td></td>
<td>2,548</td>
</tr>
<tr>
<td>7. Program Income</td>
<td>34,399</td>
<td></td>
<td></td>
<td></td>
<td>34,399</td>
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</table>
### SECTION C - NON-FEDERAL RESOURCES

<table>
<thead>
<tr>
<th>(a) GRANT PROGRAM</th>
<th>(b) APPLICANT</th>
<th>(c) STATE</th>
<th>(d) OTHER SOURCES</th>
<th>(e) TOTALS</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. TOTALS</td>
<td>$</td>
<td>$</td>
<td>$</td>
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</tbody>
</table>

### SECTION D - FORECASTED CASH NEEDS

<table>
<thead>
<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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</thead>
<tbody>
<tr>
<td>FEDERAL</td>
<td>$13,558</td>
<td>$34,399</td>
<td>$21,578</td>
<td>$-0-</td>
<td>$12,821</td>
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<tr>
<td>NON-FEDERAL</td>
<td>N/A</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>15. TOTALS</td>
<td>$N/A</td>
<td>$</td>
<td>$</td>
<td>$</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>
</tr>
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<tbody>
<tr>
<td>Bilingual Vocational Training</td>
<td>$13,558</td>
</tr>
<tr>
<td></td>
<td>(b) FIRST</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>20. TOTALS</td>
<td>$</td>
</tr>
</tbody>
</table>

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

**21. DIRECT CHARGES:** The Director's annual salary will be $18,380, of which 50% will be charged against the 13,558 project. Therefore, $18,380 \times 0.50 = 9,190

**22. INDIRECT CHARGES:** The Director's indirect expenditures are. $9,190 \times 0.08 = 735$. TOTAL $= 9,925$

**23. REMARKS:**

---

**PART IV - PROGRAM NARRATIVE (attach per instructions)**
### Bilingual Vocational Training

<table>
<thead>
<tr>
<th>Category</th>
<th>EOP</th>
<th>District</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Personnel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/2 time (temporary contractual)</td>
<td>$ 9,190</td>
<td></td>
<td>$ 9,190</td>
</tr>
<tr>
<td>180 working days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly (Bilingual) 12 hrs./week x 36 weeks x 10.27/hr.</td>
<td>$ 4,437</td>
<td></td>
<td>4,437</td>
</tr>
<tr>
<td>Teaching Laboratory Asst. (Bilingual)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Full-Time - 40 hrs./week</td>
<td></td>
<td>11,304</td>
<td>11,304</td>
</tr>
<tr>
<td>10 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistants (Clerical)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>438 hrs. @ $2.70/hr.</td>
<td></td>
<td></td>
<td>$ 1,183</td>
</tr>
<tr>
<td><strong>B. Fringe Benefits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated: 9,190 x 11.06 + 1,000 / 2</td>
<td>1,008</td>
<td></td>
<td>1,008</td>
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<tr>
<td>Classified: 11,304 x 11.06 + 1,000</td>
<td></td>
<td>2,250</td>
<td>2,250</td>
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<tr>
<td><strong>C. Travel (Director)</strong></td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>500 miles x .15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Equipment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 ea. slide/tape carousels (900 ea.)</td>
<td></td>
<td>9,900</td>
<td>9,900</td>
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<tr>
<td>5 typewriters (450 ea.)</td>
<td></td>
<td>22,950</td>
<td>22,950</td>
</tr>
<tr>
<td><strong>E. Supplies</strong></td>
<td></td>
<td></td>
<td>21,578</td>
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<tr>
<td>90 ea. (typing tests - 3 levels)</td>
<td>483</td>
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<td></td>
</tr>
<tr>
<td>3 ea. program material sets (typ. 1)</td>
<td>8,925</td>
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</tr>
<tr>
<td>(2,975 ea.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 ea. program material sets (typ. 2)</td>
<td>5,950</td>
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<td></td>
</tr>
<tr>
<td>(2,975 ea.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 ea. program material sets (typ. 3)</td>
<td>5,950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2,975 ea.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300 ea. answer sheets</td>
<td>270</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Other</strong></td>
<td></td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Evaluation and in-service workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Total Direct Charges</strong></td>
<td></td>
<td></td>
<td>$31,851</td>
</tr>
<tr>
<td><strong>J. Indirect Charges @ 8% (8% x 31,851)</strong></td>
<td>2,548</td>
<td></td>
<td>2,548</td>
</tr>
<tr>
<td><strong>K. Totals</strong></td>
<td></td>
<td></td>
<td>$34,399</td>
</tr>
</tbody>
</table>
PART IV - PROGRAM NARRATIVE

INTRODUCTION

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

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

DESCRIPTIVE DATA

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

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

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

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

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

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

The total enrollment in the fall 1977 semester was 8,584 students (6,337 day and 2,247 evening). Eleven percent (of full-time population) and 9% (of part-time population) were Spanish surname/Chicano. This would constitute approximately 946 students with Spanish surnames serviced through graded programs on our campus. Of the total student body (1977 data) 191 individuals were enrolled in one or more Business Secretarial graded classes and an average of 94 individual students were enrolled in our non-graded Business Secretarial and Office Skills programs.

Some very significant shifts have occurred in recent years in the characteristics of the student body of Santa Barbara City College. Perhaps most striking is the trend toward increasing age. Whereas, in 1968, one-third of the students were over 21 years of age, in 1977 nearly two-thirds were over 21. Median age of Santa Barbara City College students is now approximately 24 years. Obviously, more middle-aged adults are entering or reentering the labor market. In 1968, nearly one student in eight came from outside the District. This is now less than one in thirty. The proportion of women students has increased from 40 to 52 percent. Santa Barbara City College has recently established a Women’s Center as a result of this growth and interest among women to learn a skill.

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

Santa Barbara City College has been awarded a VEA Part A Project (for Disad.) wherein special students are given special assistance through peer counseling (EOPS) and tutorial assistance in subject matter and ESL/Basic Math taught in the learning center. The EOPS at Santa Barbara City College is actively engaged in recruitment and retention of some 244 disadvantaged students during the 1977-78 school year. Two para-professional Human Relations Aids make continuous contact with community agencies (see Appendix B) for recruitment purposes.

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

A. Need

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

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

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

Furthermore, in the past, a bilingual class in beginning typing has been taught by a bilingual teacher; however, there is not sufficient staff nor facilities to offer this type of instruction at all levels. Again, the teacher is unable to meet the needs of each individual student because each student progresses at a different rate. Consequently, the students do not gain sufficient skill to be employable even though there is a need in this area for Spanish-speaking secretaries. By providing a bilingual teacher aide, hourly bilingual staff, and self-paced instructional materials, the students will be able to meet their objectives.

A Director (1/2 time - 20 hrs./week) would be assigned to the overall coordination of implementing this project. This person would be responsible for curriculum development, purchase of equipment, selection of bilingual teaching staff, and student assistance, in-service training of staff and program evaluation. A full-time bilingual teaching aide would work directly with the students, particularly with ongoing class assignments. An hourly bilingual certificated teacher would assist the Director in developing and refining class software materials and with monitoring of student progress.

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

Business Opportunities: The Placement Office and a study, "Forecasting Job Opportunities,"* reports a strong job market for both bilingual and English speaking clerical workers in several categories: i.e., typing, filing, stenography, and related occupations. (Forecast 1823 total additional jobs in the south coast region by 1981 = 303 average/year.) Also, Affirmative Action programs in business and institutions require that employees in entry-level positions be afforded training to move up the job ladder in these and other business categories.

B. Objectives

NARRATIVE: To train 65 first-year bilingual students as bilingual secretaries. Subjects will be taught in both English and Spanish, with students being referred to Essential Skills (for English) or to Spanish classes for improvement when needed (see Appendix C). Ultimately, to place students with secretarial job-entry-level skills within various business in the community.

1. General:

To provide for a bilingual instruction program in secretarial typing which would allow for the following:

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

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

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

Students could communicate more effectively in their other classes.

Allow for graded-non-graded option for students.

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

Student to progress at his/her own rate, so as to allow various learning rates and minimize failure.

Tutorial service would allow for individual attention to each student.

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

2. Specific (Program Objectives)

To enroll 25 bilingual students in special self-paced program for fall semester, 1978, and 40 bilingual students in the spring 1979 semester.

Make available five levels: i.e., beginning typing, personal typing, intermediate typing, typing review and advanced typing through a personalized, self-paced, instructional media program to some 65 bilingual students during the 1978-79 school year and 80 during the 1979-80 school year.

*Forecasting Job Opportunities, 1972. General Research Corp.; (Updated and amended 1977)
Forty-two students will successfully complete the program in June 1979 (based upon skill objectives listed), and 64 will successfully complete the program in June 1980.

Through employee/college job placement center, process and place 80% of bilingual students who are seeking full-time or part-time employment (by June 30, 1979). (See Program Evaluation, Appendix L.)

3. Specific:  (Skill Objectives - 80% Accuracy in Written Exit Standard Tests)

Upon completion of the five units:

a. The student will be able to list (in Spanish and English) the parts of a Spanish business letter and explain how they compare or differ from an English business letter.

b. The student will demonstrate an ability to punctuate a letter in Spanish and correct errors in spelling and grammar.

c. Given a letter written in Spanish, the student will translate it into English.

d. Given directions as to the content of a letter, the student will compose and type a letter in Spanish, using correct phraseology, correct spelling and punctuation, and logical sequence of ideas.

e. Type 40 WPM in Spanish and English.

C. Student Involvement (Need)

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

D. Instructional Support

Basic Skills: The Director of the Tutorial/Learning Center has worked with students with all of the described deficiencies in the use of English. He reports that their achievement has been much enhanced when he has been able to get a bilingual member of the family or peer to give explanation or help in the student's native language. The need in this area is to integrate this function into the total occupational delivery system.
RESULTS OR BENEFITS EXPECTED

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

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

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

The community Business Community will experience a well-trained cadre of bilingual employees who are able to work effectively in banks, escrow offices, sales and service, as well as a multiple of other occupations where conversational Spanish is a must.
APPROACH

ADVISORY COMMITTEE

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

RESOURCE IDENTIFICATION

Management

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

Placement

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

Counseling

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

Recruitment and Retention

Santa Barbara Equal Opportunity Program will be responsible for recruitment, referral, and supportive services to insure retention of students enrolled in the Bilingual Secretarial Program. EOP contacts between community agencies (see Appendix B, p. 23) is a continuing occurrence; furthermore, a system of student follow up of achievement and evaluation is monitored (see Appendixes F and G).

Tutorial

Plans are to have the Director of the Tutorial Center work in unison with the Director of the program in administering the diagnostic components to prospective bilingual
secretarial students (see function of Tutorial Learning Center, Appendixes H and C).

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

Teaching Assistance and Hourly Bilingual Instruction

A bilingual teaching assistant would be available to assist those students with language difficulties. There would be a teaching assistant in the Learning Center at all times to administer tests, correct papers, distribute teaching materials, and record grading information. The assistant would also help maintain the equipment. The hourly instructor will monitor student progress and develop curriculum.

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

EOP will provide financing for this bilingual instructional resource (see Budget Narrative).

HARDWARE, SOFTWARE, AND FACILITIES (DISTRICT COMMITMENT)

At present, Santa Barbara City College has a secretarial typing laboratory (approximately 1200 ASF), adjacent office and storeroom. This area will provide space for 51 typing stations. Also available, will be 11 carrels which can be used for audio visual cassette student use. Augmentation of this project will allow for purchase and translation of audio tapes, the procurement of projection hardware, and the purchase of student workbooks (see Budget Narrative). By supplementation of audio tapes and instructional modules we could expand upon our aforementioned utilization factor space.

During 1976-77, the Santa Barbara Community College District spent some $291,834 (as direct expenditures) for the secretarial science offerings on campus.

During 1978-79, the Santa Barbara Community College District has plans to furnish the facilities, administrative assistance, support personnel, capital equipment and student assistance (see Budget Narrative) in order to meet the objectives of this project.

EVALUATION (PERSONNEL AND METHODOLOGY)

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

At the termination of the one-year training block, based upon written performance objectives, and evaluated by the instructor and Director (in conjunction with the advisory committee), the Director will evaluate the program objectives after one full year of program operation (see p. 11 - Specific Program Objectives); see Appendix L for job placement.

PROGRAM SCHEDULE

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

GOALS

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

LEARNING CENTER

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

METHODOLOGY

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

The language development (ESL and SSL) classes will emphasize specific vocabulary and syntax for the particular vocation (Secretarial Science).

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

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

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

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

When the program is developed, it will include:

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

NON-PROFIT SCHOOLS

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

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

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

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

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

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

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

JOHN B. ROMO ................. Special Education - English

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

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

GEOGRAPHIC AREA TO BE SERVED

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

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

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

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

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

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

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

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

In summary, the statistics describe the majority of residents in Census Tracts 8 and 9 as an ethnic minority, in his early twenties, with less than a high school education employed or eligible for a low paying and low status occupation.
REACH
(Realizing Educational Advancement in the Community and the Home)

STATEMENT OF THE PROBLEM

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

One study*, covering census tract 8 in south-central Santa Barbara, found that about 85 percent of sampled adults had had eight years or less of formal schooling. Almost 70 percent of these had never heard of adult education classes offered by Santa Barbara City College, and many said that they would attend such classes if they knew more about them.

Although the programs of the College are open to any person over 18 who can reasonably expect to profit from attending, it is evident that many do not take advantage of the available opportunities. There are three basic reasons for this failure. The proposed project addresses each of these barriers. They are:

- Lack of information about available educational opportunities.
- Lack of required basic skills, particularly in reading and mathematics, to take advantage of educational opportunities.
- Fear of an alien environment.

Lack of information – Many older adults, and particularly people from disadvantaged neighborhoods, do not have access to information regarding the availability of educational opportunities and services. Existing programs for disseminating such information are carried out through the high schools and do not reach them. New methods and approaches are needed whereby these older persons can learn of the range of opportunities open to them.

If the adult residents of the lower-income neighborhoods can be provided with information about educational opportunities, a new segment of the community, not now served by the College, will be reached. The mission of Santa Barbara Community College District to be a truly Community College will then be more fully and effectively carried out.

Lack of Required Skills – If the groups described above, formerly excluded from postsecondary education, are to profit from the college experience, it will be necessary not only to disseminate information about the College, but also to assist many of them in the development of certain basic skills. Many of these adults speak only Spanish, and a sizeable percentage of these are functionally illiterate in both Spanish and English. Deficient English language skills are a primary cause of many adults not participating in postsecondary education. Bailon's data indicate that as many as 24 percent of the adults who were unaware of Adult Education programs would like to improve their English language skills. The Association of Teachers of English as a Second Language has pointed out that a person scoring below 80 percent on TOEFL English

language tests will probably not succeed in most regular postsecondary aca-
demic courses. It is therefore apparent that development of basic English
language skills is pre-requisite to a reasonable expectation of success in
the postsecondary academic environment.

Traditional programs designed to improve language skills often are inade-
quate with regard to the culturally different or academically or economically
disadvantaged adult. Many of these programs fail to accommodate wide differ-
ences in ability, need, interest, and background, and do not allow the student
to progress at his own pace.

Fear of An Alien Environment - Many older adults perceive the College as a
place for youngsters, and they feel they would be out of place and uncomfor-
able attending classes in a college environment.

Others, from economically disadvantaged communities, see the academic
world as middle-class and are hesitant to move into such a world which they
perceive as somewhat alien.

EXPECTED OUTCOMES

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

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

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

Specific objectives of the REACH project are:

- To recruit and train a corps of ten paraprofessionals from the target
  communities, who will in turn recruit participants, administer diag-
nostic tests, counsel adults on educational benefits and opportunities,
  and tutor in basic language and mathematical skills.

- To develop and/or acquire materials needed to conduct an educational
deficiency evaluation program and to provide basic skills training
  with emphasis on English language skills.

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

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

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

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

HOW THE OBJECTIVES ARE TO BE ACCOMPLISHED

There are two key elements in the REACH concept: (1) the use of carefully selected members of the target communities in a paraprofessional capacity under the direction of a certificated teacher-counselor, and (2) the use of homes, churches, and community centers in the target communities. The paraprofessionals, because of their own cultural backgrounds will be sensitive to the needs and problems of the adults being served and will lessen the inherent feelings of cultural alienation between the participants and their teachers. To further facilitate the transition to the world of education, counseling, testing, and tutoring will be done first in the homes of participants and then in their community gathering places, where they are comfortable and confident.

Paraprofessionals will be given one week of intensive pre-service training, followed by 80 hours of in-service training in skill diagnosis, individualized instruction, teaching of language skills, evaluation of learning, etc. Methods of training will parallel those now successfully used on the College campus for peer counselors and tutors. Over the past few years, over 250 such paraprofessionals have been trained by the Santa Barbara City College Learning Resources Center staff to provide instructional support for nearly every academic subject offered by the College, and particularly in basic skills such as reading, language development, and basic mathematics.

Testing instruments will include those which have been successfully used on the campus, such as the Nelson-Denny Reading Test, SR/SE Study Skills Survey Test, Gilmore Oral Reading Test, and the Wide Range Achievement Test.

For Spanish-speaking adults, materials such as the Lado English Series, with minor modifications, will be used, along with Spanish readers for those who cannot read Spanish. A new technique known as Formula Phonics, which has been successfully used on campus, will also be used to teach reading to the illiterate English-speaking adult. "Situational modules" will be developed to supplement these basic materials. These packets will contain vocabulary builders in English which are based on specific occupations or situations. A person aspiring to work in a trade, for example, would use a module which is rich in words describing tools, machines and skills with which that trade is concerned.

The project will be assisted throughout by a Community Advisory Council consisting of representatives of minority community organizations. The organizations and agencies which have been invited to participate as of this writing are the following:
In addition to advising the staff, the Council will assist the project by helping in the recruitment of paraprofessionals and participants, in supplying floor space for conducting classes, seminars, and counseling or testing sessions. The Council will meet at least monthly with the Project Director to advise him of the impact of the project in the community and on how it might be made more effective.

EVALUATION

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

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

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

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

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

PROJECT IMPACT BEYOND THE INSTITUTION

The REACH Project, in addition to opening up possibilities for a better future for its participants and introducing a new clientele to the College, can act as a model for the accomplishment of similar objectives elsewhere. In particular, the adjacent college districts of Allan Hancock College in Santa Maria to the north, and Ventura and Moorpark Colleges to the south of Santa Barbara, serve metropolitan areas that are quite similar to that in Santa Barbara.

The experience of the REACH project could easily be carried over to these Colleges and to many of the other community colleges throughout California, the Southwest, and perhaps the United States.
BUDGET

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

In subsequent years, the cost of material development will be considerably less, and the Project Director is expected to be required less than full-time. Thus, budget for the second and third years is reduced. Further, in the third year, it is expected that the College will assume the entire salary of the Project Director and all incidental expenses of the project.
FLOWS CHART FOR BILINGUAL SECRETARIAL TRAINING (SELF-PACED PROGRAM)

EXPLANATION

After recruitment and initial counseling, a bilingual student will be given a series of diagnostic tests such as the University of Michigan ESL, Lado ESL, Adult Basic Learning Examination (ABLE), Wide Range Achievement Test (WRAT) or Spanish Language diagnostic tests to determine the dominant language for typing content instruction and any skill deficiencies needed to be corrected. Courses will also be recommended in the language needed to be further developed in or to produce a truly bilingual secretary.
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<td>Students Employed in Full-Time Non-Clerical Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students Employed in Part-Time Non-Clerical Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students Seeking Office Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrichment ONLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>UNKNOWN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students Referred to Learning Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Appointment of Project Director
2. Set up project office and recordkeeping system
3. Meet with Lay Advisory Committee; establish plan of action
4. Make community contacts--identify resources.
5. Schedule campus workshops for project staff.
6. Purchase supplies, equipment
7. Develop goals and objectives with ethnic group
8. Select bilingual students for translation
9. Survey employers for job sites
10. Meet with employment representatives
11. Compile data on job opportunities
12. Evaluation workshop
13. Select teaching laboratory assistant
14. Instructor workshop on use of job information
15. Select and train student workers
16. Begin translation of materials
17. Preparation of common recordkeeping materials
18. Implement evaluation system
19. Report to Advisory Committee
20. Begin diagnostic testing of students
21. Recruitment of bilingual students
22. Counseling and orientation for students
23. Instruction
24. Continuing community consultation
25. Continuing updating of employment information
26. Workshops to orient new instructors
27. Collect data on student accomplishment
28. Compile reports on material efficacy and recommendations for improvement
29. Compile reports on program efficacy and recommendations for improvement
30. Submit overall plan for Bilingual Vocational Education program to Advisory Committee for approval
31. Write proposals for instructional development grants for new courses in secretarial training
32. Program integrated into regular college system
SANTA BARBARA CITY COLLEGE

Memo to: EOPS Office, Gilbert Arblader
From: EOPS Counselor

Date:
Re: Confidential Report

Student: ____________________________
Course: ____________________________

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

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

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

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

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

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

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

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

a. Study skills -

b. Comprehension skills -

c. Writing skills -

d. Verbal/speech skills -

e. Participation -

f. Additional tutoring/counseling -

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

EOPS Office
3-20-75

Please return in a sealed envelope.
SANTA BARBARA CITY COLLEGE EOPS STUDENT PROGRESS EVALUATION
Academic School Year 1976-1977

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>FALL, 1976-PERCENT</th>
<th>SPRING, 1977-PERCENT</th>
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<tbody>
<tr>
<td>Students Terminated</td>
<td>42  19</td>
<td>32  15</td>
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<tr>
<td>&amp; Withdrew</td>
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<td></td>
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<tr>
<td>Students Completing</td>
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<tr>
<td>One to Eight units</td>
<td>37  16</td>
<td>36  17</td>
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<tr>
<td>Students Completing</td>
<td></td>
<td></td>
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<tr>
<td>Nine units or more</td>
<td>145  65</td>
<td>139  68</td>
</tr>
<tr>
<td>TOTAL</td>
<td>224  100</td>
<td>207  100</td>
</tr>
</tbody>
</table>
TUTORIAL CENTER

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

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

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

1. Maria Lagos
2. Ms. Luisa Salzke
3. Lina Humesley
4. Rafaela A. Magaña
5. Evelyn Phelps
6. Esteban Palomino
7. Ruben Ramirez
8. Gisel Rosas
9. Rosalva Espinoza
10. Salvador Ramirez
11. Margarita García
12. Hortencia Espinoza
13. Esther González
14. Mercedes González
15. Geralda Garcia
16. Lucia Ceballos
17. Dora Campa
18. Virginia Serrano
19. Pelagia Gonzales
20. Blanca Acuña
21. Olga, Chavez
22. Antonio Garcia
23. Luis Espinoza
24. Sabina Briones
25. Huancahue Durango
26. Noreen Alcánta
27. Mary V. Jiménez
28. Julian Salcedo
29. Caterin M. Martinez
30. Sofia Salcedo

May 21, 1975
Note: These numerical designations represent census tracts.*

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

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

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

LEGEND

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

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

2 Elementary School
3 Junior High School
4 High School
5 Community College
<table>
<thead>
<tr>
<th></th>
<th>FALL 1978</th>
<th>SPRING 1979</th>
<th>FALL 1979</th>
<th>SPRING 1980</th>
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<tr>
<td>Students Enrolled</td>
<td>25</td>
<td>40</td>
<td>40</td>
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<tr>
<td>Students Completing</td>
<td>20</td>
<td>32</td>
<td>32</td>
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<td>1</td>
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<td>Students Seeking Office</td>
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<td>Employment</td>
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<tr>
<td>Enrichment ONLY</td>
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<tr>
<td>UNKNOWN</td>
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</tbody>
</table>
VITA

STAFF (BILINGUAL-Spanish, English)

Abelino M. Bailon
Assistant Dean,
February, 1976

EXPERIENCE

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

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

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

July 1960 - April 1961, Journeyman Mechanic (Aug., 1956 -
April 1961) Concurrently, Shop Foreman

Nov., 1946 - June 1948, Apprentice Mechanic

1942 - 1945 Armed Forces

EDUCATION

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

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

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

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

DIRECTOR, TUTORIAL SERVICES (BILINGUAL - SPANISH, ENGLISH)

Personal Information

Name: Pablo G. Buckelew
Birthplace: National City, California
Birthdate: October 22, 1946

Marital Status: Married
Health: Excellent

Educational Background

University of Arizona, Guadalajara, Mexico
University of California, Berkeley
University of Madrid, Madrid, Spain (EAP)
University of California, Santa Barbara
University of Arizona, Douglas, Arizona

Summer, 1964
1964-1968
1966-1967
1968-1970
Summer, 1973

Degrees Received

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

Professional/Honorary Organizations

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

Teaching and Related Experiences

1965-1966, 1967-1968 Community organizer for "Educacion para Adelantar" (ESL program for adults in Oakland, California)
1967-1968 Research Assistant, University of California, Berkeley
1968-1970 Teaching Assistant (1/2 time), University of California, Santa Barbara
1970-1973 Spanish Instructor, Santa Barbara City College
1973-present Assistant Professor, Foreign Language/Ethnic Studies/ESL
1971-1972 Coordinator, Chicano Studies Program
1972-1973 Cochairman, American Ethnic Studies Division, Santa Barbara City College
1973-present Director, Tutorial Services, Santa Barbara City College

Related Interests

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

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

EDUCATIONAL BACKGROUND

Class of 1960  Santa Barbara High School  High School Diploma
Class of 1964  Santa Barbara City College  AA - Liberal Arts
Class of 1966  Long Beach State College  BA - Social Sciences
Class of 1967  Westmont College  Elem. Teaching Credential
Class of 1972  Cal Poly, San Luis Obispo  MA - Counseling and Guidance

EXPERIENCE

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

MEMBER

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

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

CREDENTIALS

Life Supervisory - Community College
Life Secondary
Vocational SDS

INSTRUCTIONAL EXPERIENCE

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

PROFESSIONAL ACTIVITIES

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

IN-SERVICE TRAINING

California Community Colleges Occupational Evaluation Systems - Two Evaluation Visitations
Management Systems Planning and Development System
Career Education - California Home-Based Model
Student Accountability Model (Follow-up Studies) Systems SAMS
VITA

DIRECTOR

Nyma Morker
Assistant Professor
Santa Barbara City College

EXPERIENCE

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

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

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

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

EDUCATION

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

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

VITA

Gilbert Robledo
EOPS Director/Counselor
Student Services Division

EXPERIENCE

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


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


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

EDUCATION

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

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

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

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

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

2-18-76
SUMMARY OF PROFESSIONAL WORK:


2. Lecturer in Bilingual/Cross-Cultural Education - Teaching courses on Evaluation of Bilingual Programs (Winter) and Culture and Learning (Spring).

3. Lead Consultant for Management and Review Teams - involved in the implementation of the Management and Review evaluation system for Consolidated Application Programs (State Department of Education).

4. Administrative intern - involved in the development of assessment procedures and a comprehensive educational plan for compliance with the LAU conditions (Santa Barbara School District).

5. TITLE VII Evaluator - implemented the evaluation design for two school districts in Santa Barbara County.

6. Field Coordinator of the Bilingual/Cross-Cultural Specialist Credential Program - responsible for the administration of the program, instruction, supervision of students and student advising.

7. University Instructor - taught courses on the education of the Chicano child, bilingual instructional methodologies and concepts and theories of Bilingual/Cross-Cultural Education.

8. Director of the team developing a comprehensive curriculum framework for Oral Language Development and Spanish Reading (Santa Barbara School District; Summer, 1976).

9. Participation in a program sponsored by the Bay Area Bilingual Education League for the review of assessment instruments used in Bilingual Education Programs (April, 1976).


14. Member of a team evaluating the San Francisco School District's compliance with the LAU vs. Nichols court order (1975).

15. Co-Director of the team developing a comprehensive curriculum framework for the Oxnard Unified School District Bilingual/Bicultural Education Program (1974).


17. Producer of a local bilingual/bicultural television program (1973).

18. I have consulted with many school districts on the following areas:
   --Cross-Cultural Education: Concepts and strategies
   --English as a second language instruction
   --Spanish as a second language instruction
   --Evaluation instruments for bilingual programs
   --Evaluation of bilingual programs
   --Language acquisition
   --Working in a teacher/aide team
   --Oral language development in the dominant language
   --Organization of bilingual programs at the secondary level
PART V

ASSURANCES

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

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

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

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

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

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

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

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

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

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with FMC 74-7.
ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION ISSUED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

SANTA BARBARA COMMUNITY COLLEGE
(Name of Applicant or recipient)
721 Cliff Drive
(address)
Santa Barbara, CA 93109
(city, state, zip code)
1285 FICE
( Identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. ( ) A state education agency.
2. ( ) A local education agency.
3. (X) A publicly controlled educational institution or organization.
4. ( ) A privately controlled educational institution or organization.
5. ( ) A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.
B. ( ) Claiming a religious exemption under 45 C.F.R. 86.12(b).
   (If religious exemption is claimed, attach statement by
   highest ranking official of Applicant identifying the
   specific provisions of 45 C.F.R. Part 86 which conflict with
   a specific religious tenet of the controlling religious organization.)

C. The Applicant offers one or more of the following programs or
   activities (check where applicable):

   1. ( ) Pre-school
   2. ( ) Kindergarten
   3. ( ) Elementary or Secondary
   4. ( ) Graduate
   5. ( ) Other (such as special programs
      for the handicapped even if
      provided on the pre-school, elementary
      or secondary level). If this box is
      checked, give brief description below:

   6. (X) Undergraduate (including
          junior and community colleges)
   7. ( ) Vocational or Technical
   8. ( ) Professional

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the
Applicant for the period during which Federal financial assistance is
extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education
   Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683,
   and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed
   by or pursuant to the Department's regulation issued pursuant to Title IX,
   45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance
   with Title IX and Part 86, no person in the United States shall, on the
   basis of sex, be excluded from participation in, be denied the benefits
   of, or be otherwise subjected to discrimination under any education
   program or activity for which the Applicant receives or benefits from
   Federal financial assistance from the Department. (This assurance does
   not apply to sections 904 (proscribing denial of admission to course of
   study on the basis of blindness) and 906 (amending other laws) of Title IX,
   20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees
   or others with whom it arranges to provide services or benefits to its
   students or employees in connection with its education program or
   activity are not discriminating on the basis of sex against these
   students or employees.
3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. (x) Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

   2. Daniel Oroz  
      (name of employee)

   3. 721 Cliff Dr., Santa Barbara, CA 93109  
      (office address)

   4. (805) 965-0581  
      (telephone number)

B. 1. ( ) The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.
ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. ( ) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. (X) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. ( ) The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by ________________.

D. ( ) The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976.

Date: January 12, 1978

SANTA BARBARA COMMUNITY COLLEGE
(Insert name of Applicant)

By

Dr. Glenn G. Goeder

(This document must be signed by an official legally authorized to contractually bind the Applicant.)

Superintendent/President
(Insert title of authorized official.)
ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

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

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

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

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

Dated January 12, 1978

SANTA BARBARA COMMUNITY COLLEGE DISTRICT (Applicant)

By. Glenn G. Gooder (President, Chairman of Board, or comparable authorized official)

GLENN G. GOODER, Superintendent-President

721 CLIFF DRIVE
SANTA BARBARA, CALIFORNIA 93109
(Applicant's mailing address)
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE
REHABILITATION ACT OF 1973, AS AMENDED

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient 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 will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]
   a. ( ) employs fewer than fifteen persons;
      A73
   b. (X) employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

   Daniel Oroz
   Name of Designee(s) – Type or Print
   C12

   SANTA BARBARA COMMUNITY COLLEGE
   Name of Recipient – Type or Print
   A12
   956000940

   (IRS) Employer Identification Number
   A1  A41
   B1  B41
   C1  C42

   721 Cliff Drive
   Street Address or P. O. Box
   A42
   Santa Barbara,
   City
   B12
   California 93109
   State
   B41
   Zip
   B71

   I certify that the above information is complete and correct to the best of my knowledge.

   January 12, 1978
   Date
   B72
   B77

   Signature and Title of Authorized Official
   B78 Dr. Glenn G. Gooder
   Superintendent/President

   If there has been a change in name or ownership within the last year, please PRINT the former name below:

   NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
   PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

   HEW-641 (5/77)

   G17
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PROTECTION OF HUMAN SUBJECTS
ASSURANCE/CERTIFICATION/DECLARATION

☐ ORIGINAL ☐ FOLLOWUP ☐ REVISION

X GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER

X NEW ☐ RENEWAL ☐ CONTINUATION
APPLICATION IDENTIFICATION NUMBER (If known) N/A

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHHS is primarily the responsibility of the institution which receives or is accountable to DHHS 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 DHHS that no activity involving human subjects shall be undertaken unless the institutional review board has reviewed and approved such activity, and the institution has submitted to DHHS a certification of such review and approval, in accordance with the requirements of Public Law 93-344, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHHS policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institute of Health, Bethesda, MD 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

Curriculum Development for Bilingual Secretarial Program

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

Melvin J. Elkins

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☐ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO MIGHT BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHHS THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF DHHS Regulation 45 CFR 46, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHHS DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHHS ASSURANCE NUMBER ☐ ) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHHS. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE ☐ IN ACCORDANCE WITH THE REQUIREMENTS OF THE Code of Federal Regulations on Protection of Human Subjects (45 CFR 46). THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

☐ HUMAN SUBJECTS WILL NOT BE AT RISK; ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

SANTA BARBARA COMMUNITY COLLEGE

721 Cliff Drive

Santa Barbara, CA 93105

8. TITLE OF INSTITUTIONAL OFFICIAL

Superintendent/President

SIGNATURE OF INSTITUTIONAL OFFICIAL

Dr. Glenn G. Gooder

TELEPHONE NUMBER

(805) 965-0581

DATE

January 12, 1978

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.
5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 46.17 OF TITLE 45 OF THE Code of Federal Regulations states, "Where an organization is required to prepare or to submit a certification... and the proposal involves a investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.19(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHCh upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

- IND FORMS FILED: □ FDA 1571, □ FDA 1572, □ FDA 1573

- NAME OF IND AND SPONSOR

- DATE OF 30-DAY EXPIRATION OR FDA WAIVER
  (FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY)

- FDA RESTRICTION

- SIGNATURE OF INVESTIGATOR

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 46.16 OF TITLE 45 OF THE Code of Federal Regulations IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHCh BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS: STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.)

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<thead>
<tr>
<th>NUMBER</th>
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<tbody>
<tr>
<td>NAME OF OFFICIAL (PLEASE PRINT)</td>
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<td>TITLE</td>
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<td>TELEPHONE</td>
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<tr>
<td>NAME AND ADDRESS OF COOPERATING INSTITUTION</td>
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- OFFICIAL SIGNATURE

NOTES: (e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)