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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGIONAL OFFICE

50 FULTON STREET
SAN FRANCISCO, CALIFORNIA 94102

OFFICE OF EDUCATION

DEC 2 1974

Nov. 28, 1974

Mr. Fernando De Baca
Special Counselor to the President
Old Executive Bldg.
Washington, D.C. 20005

Mi Estimado Amigo:

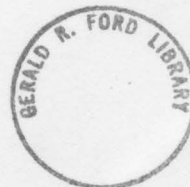
Just a few lines to say hello, wish you well, and to bring an important matter to your attention.

Recent orders from our central HEW office have taken away all personnel actions from Region IX. This action will result in more delay in filling the four remaining CETA positions in this Region.

I have several good amigos over in the Dept. of Labor at 450 Golden Gate Ave. and I was informed that the Manpower Administrator has or will inform HEW that if the four CETA slots allocated to this office are not selected and filled by Dec. 31, 1974, HEW will lose them.

I am sure you are aware of the serious and detrimental actions this would have for our people throughout this Region. Mainly it would give this office a bad reputation indicating that HEW was not interested in trying to help resolve the vast and complex Manpower problems. I sincerely hope you will use the influence of your office to avoid this situation.

It is too bad that our central HEW office did not settle the MDT staff issue when the Secy. of Labor and HEW met to work out Memo of Understanding when the Dept. of Labor allocated 55 positions for HEW's involvement in the new Manpower Act (CETA). Certainly it should have been HEW's prerogative to assign these positions in its best interests. Perhaps Secy. Weinberger was not apprised of the injustices done to HEW's entire MDT staff in the 10 Regions when they were not considered for lateral transferred into the new CETA functions, especially when the MDT functions have so much in common. Most of have had 8 to 10 years experience in this important area. You have no idea what a bad effect this has had on all of us especially when we all kept hearing so much about HEW's good Merit Promotional Plan.



Attached is a copy of a Memo sent out to all Regional Directors which is self-explanatory. A lot of us in MDT can not understand why the Regional Directors did not follow these instructions which clearly gave them the authority to pick up most of the old and experienced MDT personnel.

Mr. De Baca over 50 MDT people would be most grateful to you for your efforts in their behalf.

Muchas gracias por su atención y si en algo más puedo servirle, estoy a sus ordenes.

Sincerely yours,

Robert A. Chacon

Robert A. (Bob) Chacon

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION IX

DATE: October 16, 1974

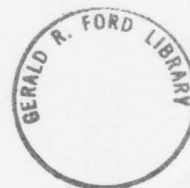
REPLY TO
ATTN OF: OS/PERS/WC

SUBJECT: Phase-out of MDTA

TO: Ron Lucas, President
AFGE Local 3159

The attached memo from the DASPT provides information on the placement of employees affected by the phase-out.

Warren Crawford
Warren Crawford
Labor Relations Officer



Regional Directors

EXECUTIVE
SECRETARIAT

ACTION

ARD/AM

DATE:

SEP 24 1974

COPIES

ARD/IGA

RC/OE

ARD/HR

acting

Deputy Assistant Secretary
for Personnel and Training

Placement of Employees Affected by the Phase-Out of Functions Under the Manpower Development and Training Act

As coordinating functions are established and staffed within the Regional Offices under the provisions of the Comprehensive Employment and Training Act, it is necessary to give attention to the placement of employees who are in positions being phased out of operation under the Manpower Development and Training Act.

Approximately 40 employees in the Regional Offices are being affected by this statutory change in functions. We have determined that the change does not constitute a transfer of function inasmuch as MDTA functions are being abolished and a new function under CETA is being created. (Similarity of Functions) why?

To avoid reduction in force, every effort must be made to place the employees who will be affected in other comparable positions. Because the number is relatively small in each region, it is expected that this can be accomplished. As you recall, the following policy was stated by the Under Secretary in his June 5 memorandum to Regional Directors:

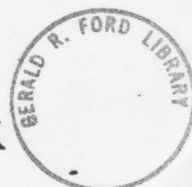
Regional Directors are to review current MDTA staff on a case-by-case basis to determine which of these staff are appropriate for re-assignment to the new CETA functions. This review should be coordinated with a review by the Regional Commissioner of Education relative to the potential absorption of the MDTA staff by the Regional Office of Education. Given assignment of negotiated positions to Regional Offices, Regional Directors will be authorized to hire CETA staff at their own discretion; however, full consideration of the MDTA staff should be part of their decision-making process.

HAS NOT HAPPENED
IN Region IX

RECEIVED

OCT 01 1974

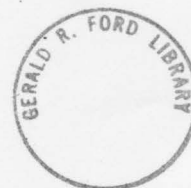
RD REG IX



Page 2 - Regional Directors

The provisions regarding discontinued service retirement would be applicable if an employee, who meets the eligibility requirements, elects retirement in lieu of placement when his position is abolished. Also, as stated in HEW Personnel Instruction 351-1, reduction in force notices may be issued without the prior approval of the Deputy Assistant Secretary for Personnel and Training in situations where it is known that it will be possible to place the employee under reduction in force procedures. However, if separation of an employee through reduction in force appears to be necessary, prior approval must be obtained from the Deputy Assistant Secretary for Personnel and Training.

Robert M. Fisk
Robert M. Fisk



DEC 2 1974

Page 2 - Regional Directors

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Robert M. Fisk



December 30, 1974

Dear Mr. Oliverrez:

This is a follow-up to previous conversations with members of my staff regarding your correspondence referring to the funding of your "Talent Search Proposal".

Rest assured that I will be sharing your concerns with the appropriate officials in HEW, and upon further investigation you will be contacted directly by them. If I can be of further assistance, please let me know.

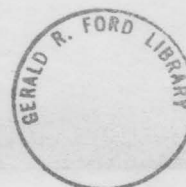
With kind regards.

Sincerely,

Fernando E. C. De Baca
Special Assistant to the President

Mr. Albert Oliverrez
Executive Director
Tri-County Mexican American Unity Council
109 E. Alisal Street
Salinas, California 93901

bc: Secretary Weinberger, FYI, with incoming for appropriate
FECDB:rmr/fam. response.



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FECDB:rmr/fam. response.



TRI-COUNTY M.A.U.C.

MEXICAN AMERICAN UNITY COUNCIL

SAN BENITO MONTEREY SANTA CRUZ

109 E. Alisal Street
Salinas, California 93901

TELEPHONE
(408) 424-7642

NOV 25 1974

November 21, 1974

Mr. Fernando de Baca
Special Assistant to the
President
The White House
Washington, D.C. 20031

Dear Fernando:

The enclosed proposal has just recently been submitted to the San Francisco Regional Office for possible funding. The same proposal was submitted to your office in San Francisco last March. We are re-submitting the proposal because the need and the demand has not changed since that time. In fact, we are convinced that the demand and the need has increased considerably.

Although another organization in San Jose has been funded to perform the same function, unfortunately the distance between Salinas and San Jose prohibits their organization from being effective in this manner. Primarily because there is a need for continuation of service and follow-up on the trainees and students. This is very hard to do when you live sixty miles away and come down once a week to perform the function. The students in the schools appreciate those visits as being tokenism and consequently no cooperation is really being given to the San Jose consulate.

On the other hand, the Tri-County has already been effective in this manner. We have established a rapport and the connection with the various high school counsellors, principals and school administrators. We are the accepted source of assistance to these kids. We were assisting them before we got funded originally and we've been doing it since we got defunded, but we've been doing it on a part-time basis and this will not suffice. The MAUC must be funded to do a fair and equitable job for the students involved. It is our contention that it is HEW's responsibility to make sure that the programs are administrated effectively and they're not tokenism. The students are aware that there are programs designed for their benefit and have been continually coming to MAUC's office for this type of assistance.



We are continuing the assistance. We have continued it since April 1, 1973 without funds, but this is not fair to the students who need full-time help and it isn't fair to the San Jose organization who must perform in an area in which they have no real contact.

✓ Fernando, we need your assistance. We would appreciate your recommendation to the San Francisco Regional Office regarding our program. In fact we need all the assistance we can get in reference to this program. We are professionals at it but we can't do it without funds.

Hoping for a quick response.

Como siempre,

Albert Oliveres

Albert Oliveres
Executive Director

AO/is

Enclosure: Talent Search Proposal



Proposal for
A TALENT SEARCH PROGRAM

Proposer: Tri-County Mexican-American Unity Council, Inc.
109 East Alisal Street
Salinas, California 93901

Proposed Dates of Activity: January 6, 1975 through January 5, 1976

Total Federal Funds Requested: \$67,220.00

Proposal Supervisor: Mr. Albert Oliverrez
109 East Alisal Street
Salinas, California 93901

Authorizing Official: Mr. Alfred Santos
415A Soledad Street
Salinas, California 93901

Fiscal Officer: Mr. Vincent O'Brien
201 Caravel Street
Pacific Marina
Alameda, California 94501

Chairman of the Board of Directors: Mr. Alfred Santos
415A Soledad Street
Salinas, California 93901

Chairman of the Advisory Board: Mr. Thornton L. Harby
1337 Miles Avenue
Pacific Grove, California 93950



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED.
OMB NO. 51-R0896

A PROPOSAL SUBMITTED TO THE COMMISSIONER OF EDUCATION FOR SPECIAL PROGRAMS
FOR THE DISADVANTAGED IN THE DIVISION OF STUDENT ASSISTANCE

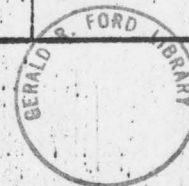
1. TITLE PAGE: ALL PROGRAMS: ALL APPLICANTS (NEW AND CONTINUING)			
A. APPLICATION FOR: (CHECK APPROPRIATE BOXES)		B. OE LOG NUMBER (TO BE FILLED IN BY OE)	
PROGRAM ☒ TALENT SEARCH ☐ UPWARD BOUND ☐ SPECIAL SERVICES	TYPE ☒ NEW ☐ CONTINUATION ☐ NEW ☐ CONTINUATION ☐ NEW ☐ CONTINUATION		
C. DATE SUBMITTED November 21, 1974	D. TITLE OF PROJECT PROJECT TALENT SEARCH		
E. NAME OF PROPOSER (INSTITUTION, COMBINATION OF INSTITUTIONS, OR AGENCY) Tri-County Mexican-American Unity Council, Inc.			
ADDRESS (STREET) 109 East Alisal Street	(CITY) Salinas	(STATE) California	ZIP CODE 93901
F. PROPOSED DATES OF ACTIVITY		G. TOTAL FEDERAL FUNDS REQUESTED	
FROM (MONTH, DAY, YEAR) January 6, 1975	TO (MONTH, DAY, YEAR) January 5, 1976		
		TALENT SEARCH	\$ 67,220.
		UPWARD BOUND	\$
		SPECIAL SERVICES	\$
H. PROJECT DIRECTOR Albert Olivarez		AREA CODE 408	TELEPHONE NUMBER 424-7642
ADDRESS (STREET) 109 East Alisal Street		(CITY) Salinas	(STATE) California
		ZIP CODE 93901	
I. NAME OF PERSON WHO SHOULD BE CONTACTED CONCERNING THE PROPOSAL Alfred Santos		AREA CODE 408	TELEPHONE NUMBER 424-7642
ADDRESS (STREET) 415A Soledad Street		(CITY) Salinas	(STATE) California
		ZIP CODE 93901	

J. NOTE: SIGNATURE BELOW INDICATES THAT THE PROJECT, IF FUNDED, WILL BE CARRIED OUT IN ACCORDANCE WITH:

- ☒ (1) THE POLICIES AND PROCEDURES DEVELOPED IN THE CURRENT PROGRAM MANUAL.
- ☒ (2) THE ATTACHED PROPOSAL EXCEPT AS MODIFIED BY THE GRANTS OFFICER.
- ☒ (3) THE PROVISIONS OF TITLE VI OF THE CIVIL RIGHTS ACT OF 1965.
- ☒ (4) TITLE IX OF THE HIGHER EDUCATION AMENDMENTS OF 1972 (SEX DISCRIMINATION).
- ☒ (5) ANY APPLICABLE REGULATIONS.

AUTHORIZING OFFICIAL (THE PERSON AUTHORIZED TO COMMIT INSTITUTIONAL RESOURCES)

(TITLE) PRESIDENT	(SIGNATURE) <i>Alfred Santos</i> ALFRED SANTOS	DATE November 21, 1974
----------------------	--	---------------------------



NOTE: PROPOSERS SHOULD COMPLETE ALL ITEMS ON THIS PAGE WHICH ARE APPLICABLE TO THE PROGRAMS WHICH THEY ARE APPLYING. INSTITUTIONS OR AGENCIES APPLYING FOR CONSOLIDATED PROGRAMS SHOULD COMPLETE ALL ITEMS.

II. ALL PROGRAMS: APPLICANT CHARACTERISTICS: NEW APPLICANTS

A. TYPE OF INSTITUTION OR AGENCY

- ☐ SECONDARY SCHOOL
☐ INSTITUTIONS OF HIGHER EDUCATION
 ☐ 2-YEAR INSTITUTION
 ☐ 4-YEAR INSTITUTION
☐ VOCATIONAL/TECHNICAL SCHOOL
☐ PUBLIC AGENCY
- ☒ PRIVATE AGENCY
☐ CONSORTIUM OF INSTITUTIONS
 (LIST INSTITUTIONS BELOW)
☐ AGENCY FOR CONSORTIUM OF
 INSTITUTIONS
 (LIST INSTITUTIONS BELOW)

B. CONGRESSIONAL DISTRICT(S) OF

APPLICANT	PARTICIPANTS
16th	16th

C. LOCATION OF PROJECT ACTIVITY (LIST LOCATIONS OF PROJECT ACTIVITIES OTHER THAN THE HOST INSTITUTION OR AGENCY)

Santa Cruz, San Benito and Monterey Counties, California

NAME OF INSTITUTION TO RECEIVE FUNDS OR AGENCY

Tri-County Mexican-American Unity Council

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

III. TALENT SEARCH AND UPWARD BOUND PROGRAMS: TARGET POPULATION: NEW APPLICANTS ONLY

A. ATTACH A MAP WHICH CLEARLY SHOWS BOTH THE GENERAL GEOGRAPHIC AREA (CITY, COUNTY, GROUP OF COUNTIES, OR STATE) AND THE SPECIFIC LOCATION OF THE TARGET POPULATION WITHIN THAT AREA.

B. USING COLUMNS BELOW, DESCRIBE THE GENERAL POPULATION IN THE GEOGRAPHIC AREA IN WHICH YOUR PROJECT WILL BE LOCATED AND THE TARGET POPULATION THE PROJECT WILL SERVE. IF ACCURATE TARGET POPULATION INFORMATION IS NOT KNOWN, GIVE TARGET POPULATION DATA AS A PERCENT OF AREA POPULATION DATA.

		AREA POPULATION	TARGET POPULATION
1	TOTAL POPULATION	388,000	192,836
2	SCHOOL AGE POPULATION (13 AND OVER)	279,360	138,842
3	MEDIAN PER CAPITA INCOME	\$3,730.00	\$3,730.00
4	ETHNIC/RACIAL COMPOSITION		
	BLACK	19,012	19,012
	AMERICAN INDIAN	155	155
	MEXICAN AMERICAN	100,880	100,880
	ORIENTAL	36,084	36,084
	PUERTO RICAN	1,707	1,707
	WHITE	195,164	
	OTHER (SPECIFY) Asian-American and other Latin-American	34,998	34,998

C. LIST NAMES AND ADDRESSES OF TARGET HIGH SCHOOLS AND THE PROPOSED NUMBER OF PROJECT PARTICIPANTS FROM EACH.

NAME AND ADDRESS OF TARGET HIGH SCHOOL	ESTIMATED % OF GRADUATES GOING ON TO POSTSECONDARY EDUCATION LAST 3 YEARS	NUMBER OF PROPOSED PARTICIPANTS
Alisal High School		45
Gonzales High School		45
King City High School		25
Mt. Toro High School		10
North Salinas High School		30
Salinas High School		45
San Benito High School		25
Watsonville High School		15
Santa Cruz High School		15
Seaside High School		10



PROFILE OF THE PROGRAM, LOW-INCOME STUDENTS, AND FACULTY

ETHNIC/RACIAL BACKGROUND	FRESHMEN ENROLLMENT AT BEGINNING OF FALL TERM		NUMBER OF FIRST-YEAR DROPOUTS	NUMBER MEETING LOW-INCOME CRITERIA (ALL STUDENTS)		NUMBER OF FACULTY
	PAST YEAR	CURRENT YEAR		PAST YEAR	CURRENT YEAR	CURRENT YEAR
BLACK						
AMERICAN INDIAN						
MEXICAN AMERICAN						
ORIENTAL						
PUERTO RICAN						
WHITE						
OTHER (SPECIFY)						
TOTAL						

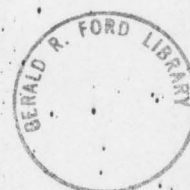
V. ALL PROGRAMS: STUDENTS TO BE SERVED: ALL APPLICANTS - NEW AND CONTINUING

A. ETHNIC/RACIAL COMPOSITION, SEX, LOCATION, AND GRADE LEVELS OF STUDENTS IN PROPOSED PROGRAM OF THE APPLICANT

ETHNIC/RACIAL BACKGROUND	NOT IN SCHOOL		JUNIOR HIGH SCHOOL (GRADE 7--9)		HIGH SCHOOL (GRADE 10--12)		COLLEGE/UNIVERSITY		OTHER POST-SECONDARY
	TALENT SEARCH PROGRAM	UPWARD BOUND PROGRAM	TALENT SEARCH PROGRAM	UPWARD BOUND PROGRAM	TALENT SEARCH PROGRAM	UPWARD BOUND PROGRAM	FRESHMEN	NONFRESHMEN	
BLACK	10		0		20		15		5
AMERICAN INDIAN	5		5		0		5		0
MEXICAN AMERICAN	100		25		225		25		25
ORIENTAL	0		0		0		0		0
PUERTO RICAN	-----Spanish Surnamed-----								
WHITE	15		10		5		10		5
OTHER (SPECIFY)									
TOTAL	130		40		250		45		35
SEX	MALE	90	10		150		30		20
	FEMALE	40	30		100		15		15

B. NUMBER OF PHYSICALLY DISABLED STUDENTS TO BE SERVED BY THE SPECIAL SERVICES FOR THE DISADVANTAGED PROGRAM OF THE APPLICANT: BY DISABILITY, ETHNIC/RACIAL BACKGROUND, AND GRADE LEVEL.

ETHNIC/RACIAL BACKGROUND	VISUALLY HANDICAPPED		DEAF		OTHER (SPECIFY)		OTHER (SPECIFY)	
	FRESHMEN	NONFRESHMEN	FRESHMEN	NONFRESHMEN	FRESHMEN	NONFRESHMEN	FRESHMEN	NONFRESHMEN
BLACK								
AMERICAN INDIAN								
MEXICAN AMERICAN								
ORIENTAL								
PUERTO RICAN								
WHITE								
OTHER (SPECIFY)								
TOTAL								



INSTRUCTIONS: THE FOLLOWING QUESTIONS ARE DESIGNED TO ELABORATE THE PROBLEMS WHICH EXIST FOR LOW-INCOME AND/OR PHYSICALLY DISABLED STUDENTS IN THE TARGET AREA AND THE MEANS PROPOSED TO SOLVE THESE PROBLEMS.

SEPARATE NARRATIVES MUST BE PREPARED FOR EACH OF THE TRIO PROGRAMS AND MUST CLEARLY SHOW THE EXTENT OF CONSOLIDATION, MERGER, AND COORDINATION WHERE APPLICABLE.

NEW APPLICANTS SHOULD RESPOND TO PARTS A, B, C, AND D. ANSWER EACH QUESTION IN THE ORDER LISTED. REFERENCE SHOULD BE MADE TO THE TRIO PROGRAM MANUAL FOR DETAILED PROGRAMMATIC INFORMATION.

CONTINUING APPLICANTS SHOULD RESPOND TO PART E ONLY.

A. DESCRIPTIVE DATA

1. DESCRIBE THE EDUCATIONAL, SOCIAL, AND ECONOMIC CHARACTERISTICS AND THE NEEDS OF THE STUDENTS WHOM YOUR PROJECT WILL SERVE.
2. DESCRIBE YOUR INSTITUTION OR AGENCY IN TERMS OF ITS POTENTIAL FOR WORKING WITH LOW-INCOME AND/OR PHYSICALLY DISABLED STUDENTS WHO MAY NEED ACADEMIC AND OTHER SUPPORTIVE SERVICES TO CONTINUE OR RESUME THEIR EDUCATION. SUPPLY ANY ADDITIONAL INFORMATION INCLUDING A DESCRIPTION OF YOUR PAST INVOLVEMENT WITH THE STUDENTS DESCRIBED ABOVE. (IF APPLICANT IS A POST-SECONDARY INSTITUTION, ANSWER QUESTION 3. BELOW.)
3. DESCRIBE INSTITUTIONAL POLICIES OF ADMISSION, FINANCIAL AID, RETENTION, CURRICULUM AND GRADING APPLICABLE TO (A) ALL STUDENTS; (B) LOW-INCOME AND/OR PHYSICALLY DISABLED STUDENTS.

B. PROGRAM

4. DESCRIBE YOUR PROPOSED PROGRAM IN DETAIL; SUCH DESCRIPTION MUST INCLUDE THE FOLLOWING:
 - A. SPECIFIC OBJECTIVES TO BE ACHIEVED THAT ARE MEASURABLE;
 - B. METHODS TO ACHIEVE EACH OBJECTIVE;
 - C. INTERNAL EVALUATION TECHNIQUES TO TEST PROGRAM EFFECTIVENESS; AND
 - D. PLANS FOR STAFF ORIENTATION AND TRAINING.

C. STAFFING

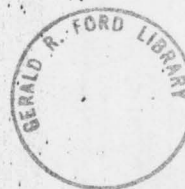
5. DESCRIBE WHAT ACCESS THE PROJECT ADMINISTRATOR(S) WILL HAVE TO THE DECISION-MAKING AUTHORITY WITHIN YOUR INSTITUTION OR AGENCY. INCLUDE THE LOCATION OF THE PROJECT WITHIN THE STRUCTURE OF YOUR INSTITUTION OR AGENCY, INTERVENING LEVELS BETWEEN THE PROJECT AND GOVERNING BOARD, AND THE RELATIONSHIP OF THE PROJECT TO NONFEDERALLY FUNDED PROJECTS PROVIDING SIMILAR SERVICES.
6. DESCRIBE EACH KEY STAFF POSITION AND THE QUALIFICATIONS FOR EACH POSITION.
7. PROVIDE A RESUME(S) FOR THE DIRECTOR (OR COORDINATOR(S) IF APPLICABLE) OF EACH PROGRAM.

D. ADVISORY BOARD OR COMMITTEE

8. DESCRIBE THE ADVISORY BOARD OR COMMITTEE, INCLUDING METHODS OF SELECTING THE MEMBERS AND ITS SPECIFIC FUNCTIONS AND RESPONSIBILITIES WITHIN THE FRAMEWORK OF THE PROJECT.

E. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION:

9. DISCUSS ACCOMPLISHMENTS TO DATE AND LIST IN CHRONOLOGICAL ORDER A SCHEDULE OF ACCOMPLISHMENTS, PROGRESS OF MILESTONES ANTICIPATED WITH THE NEW FUNDING REQUEST. IF THERE HAVE BEEN SIGNIFICANT CHANGES IN THE PROJECT OBJECTIVES LOCATION APPROACH, OR TIME DELAYS, EXPLAIN AND JUSTIFY. FOR OTHER REQUESTS FOR CHANGES OR AMENDMENTS, EXPLAIN THE REASON FOR THE CHANGE(S). IF THE SCOPE OR OBJECTIVES HAVE CHANGED OR AN EXTENSION OF TIME IS NECESSARY, EXPLAIN THE CIRCUMSTANCES AND JUSTIFY.



VII. BUDGET: ALL APPLICANTS - NEW AND CONTINUING
INSTRUCTIONS: USE THE FOLLOWING SAMPLE FORMAT TO SHOW SEPARATE IDENTIFICABLE PROGRAM COSTS.
INSTITUTION OR AGENCY
**Tri-County, Mexican-American
Unity Council, Inc.**
PROGRAMS REQUESTED: (CHECK APPROPRIATE BOX)
☒ **TALENT SEARCH**
☐ **UPWARD BOUND**
☐ **SPECIAL SERVICES FOR DISADVANTAGED STUDENT**
A. CONSOLIDATED BUDGET SUMMARY

TYPE OF POSITION	NO. OF PERSONS	ANNUAL SALARY	FULL-TIME EQUIVALENTS	PART-TIME EQUIVALENTS	TALENT SEARCH (A)	UPWARD BOUND (B)	SPECIAL SERVICES (C)	TOTAL (D=A + B + C)
Project Director	1	\$15,000	1		\$15,000.00			
Counselors	2	10,800	2		21,600.00			
Secretary	1	6,600	1		6,600.00			
1 A TOTALS					\$43,200.00			
B EMPLOYEE BENEFITS (EXPLAIN PERCENTAGE BASE) 15%					6,480.00			
C TOTAL PERSONNEL					49,680.00			
2 TRAVEL								
A STAFF TRAVEL					3,924.00			
B STUDENT TRAVEL								
C OTHER TRAVEL								
D TOTAL TRAVEL								
3 EQUIPMENT					1,656.00			
4 ROOM AND BOARD								
5 STIPENDS								
6 TUITION								
7 SERVICES (INCLUDING CONSULTANTS)					2,600.00			
8 OTHER (SPECIFY) Rent					2,400.00			
9 TOTAL DIRECT COSTS					60,260.00			
10 INDIRECT COSTS					6,960.00			
11 TOTAL PROJECT COSTS					67,220.00			

DETAILED BUDGET SUMMARY

1. PERSONNEL

<u>Salaries</u>		<u>Monthly</u>	<u>12 Months</u>	<u>Total</u>
Project Director	100%	\$ 1,250	\$ 15,000	
Counsellors (2)	100%	900 x 2	21,600	
Secretary	100%	550	6,600	
Comparable Salaries See attachment A				
FRINGE BENEFITS (15%)			6,480	
Total Personnel Cost				\$ 49,680

2. SUPPLIES

Desk top supplies to include: pens, pencils, business cards, paper, letterhead, paper clips, carbon paper, typewriter ribbons, envelopes, forms, files, folders, mimeo stencils, electro stencils, mimeo paper, and ink.

1,800

3. RENT (12 Months)

Salinas Office	\$200 x 12	2,400
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4. EQUIPMENT RENTAL

1 typewriter	\$40 x 12 = \$480	
1 mimeograph machine	35 x 12 = 420	
3 desks	45 x 12 = 540	
3 chairs	18 x 12 = 216	
		1,656

5. SERVICES

Accounting	\$50 x 12	\$ 600	
Consulting (20 days)	70 per day =	1,400	
Maintenance	50 x 12	600	2,600



BUDGET. con't

6. TELEPHONE

Installation charge	existing	
Monthly charge (2 lines)		
\$48 x 12	\$ 576	

Long Distance Calls Estimates		
\$172 x 12	2,064	\$ 2,640

7. UTILITIES

Utilities and maintenance		1,800
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8. POSTAGE

Estimate \$60 x 12		720
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9. TRAVEL

1 flight ticket to Director's Conference
(using Chicago as central point for conference)

Per diem - 3 days	\$ 425	
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Travel by car

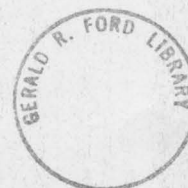
Project Director		
324 miles/week = 1,296 miles/month		
1,296 miles @ 9¢/mile =	1,166	

Consellors (2)

324 miles/week = 1,296 miles/month		
1,296 miles @ 9¢/mile x 2 =	2,333	<u>3,924</u>

GRAND TOTAL

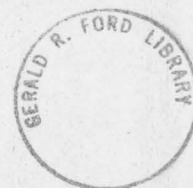
\$67,220

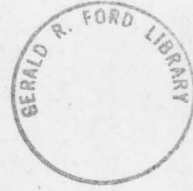


PART VI
PROGRAM NARRATIVE

Talent Search Proposal

Submitted by
THE TRI-COUNTY MEXICAN-AMERICAN UNITY COUNCIL
(MAUC)
Salinas, California





VI. PROGRAM NARRATIVE

A. DESCRIPTIVE DATA

1. Educational, Social, and Economic Characteristics and Needs of the Students to be Served

The target area for the proposed program is, as shown in Exhibit I, the three central California coastal counties of Monterey, Santa Cruz, and San Benito. These three counties have a total population of 388,000 people, of which ^{168,000} 73,000, or 20 per cent, are minority group members. The heavy pro-²⁰ponderance of this 20 per cent is Mexican-American.

This minority population consists of many who have roots extending back nearly two centuries to their ancestors who first settled the area. The very names of the counties testify to the fact that this was originally an area settled by the Spanish speaking. Many other Mexican-Americans are, of course, of fairly recent origin, having moved in as migrant farm workers and having eventually settled on a permanent basis.

Like their counterparts elsewhere, the Mexican-Americans living in the target counties have traditionally been at a social, economic, and educational disadvantage. Because of discrimination, ignorance, and a lack of sensitivity on the part of the majority community, certain myths and stereotypes have been accepted regarding the role that they should play in society. Specifically, it is simply assumed that they are incapable of succeeding in any careers other than those of common laborer or migrant farmworker.

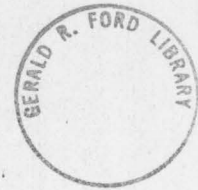
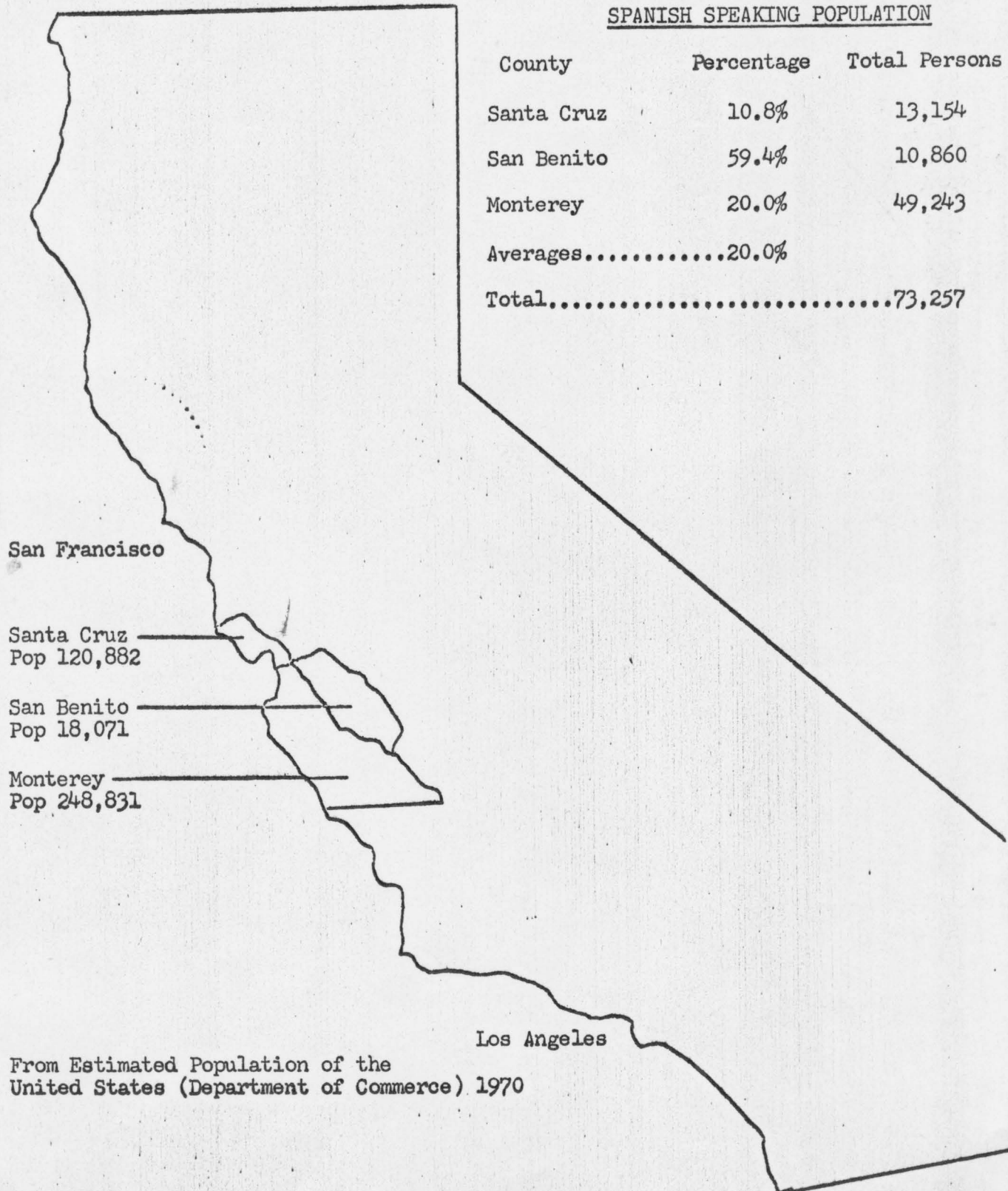
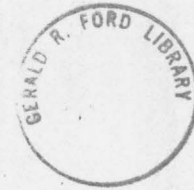


EXHIBIT I



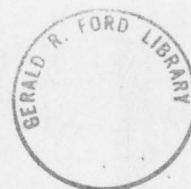
SPANISH SPEAKING POPULATION

County	Percentage	Total Persons
Santa Cruz	10.8%	13,154
San Benito	59.4%	10,860
Monterey	20.0%	49,243
Averages.....	20.0%	
Total.....		73,257



The tri-county area is characterized by high unemployment, low per capita income, poor housing, and unsanitary conditions. This general attitude is aggravated by the fact that many migrant families have difficulty in obtaining access to the facilities and services established to help them overcome the causes and effects of poverty. Of special interest here is the fact that the Mexican-American student, along with blacks and a few oriental-Americans, has been at a disadvantage in the school systems in the area. This is particularly true with regard to those who have grown up as the children of farmworkers or laborers. Counselors and teachers have been known to suggest to minority students that they go into some limited skill vocational program, or "something you can do with your hands," seldom accepting the fact that these young people have significant potential toward professional, academic, commercial, or technical careers.

That there is an unfilled need in the area of Talent Search activity is demonstrated by the number of students in need who approach the offices of the Tri-County Mexican-American Unity Council, Inc. (MAUC) for advice and educational assistance. They say that no contacts are being made at their schools, that nobody is helping them, that no follow-up is being made relative to pervious Talent Search activity in this area. Although it is understood that a program is being administered from a San Jose office, the general feeling is that, once again, the Tri-County

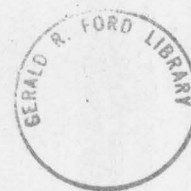


area, in spite of its heavy minority population is losing out in program appropriations.

The real need in the target area is for a local office to serve the needs of disadvantaged students living in the three counties. A proper talent search program cannot be properly operated on the basis of flying trips from San Jose, sixty miles away. A local staff is needed that understands the problems peculiar to the Tri-County area. In essence, the choice is between funding a program that will handle the significant problems of students in the Tri-County area, or of making a token commitment to the area through an additional grant to a program operated out of some other community. The former will actually result in significant accomplishment; the latter will result in the pretence of accomplishment more than its reality.

2. The Potential of MAUC for Working With Low-Income Students Who Need Academic or Other Suuportive Services

The Tri-County Mexican-American Unity Council (MAUC) was formed as a non-profit corporation in 1965 for the purpose of bringing together those Mexican-American community leaders from the central California coastal area who were committed to solving the problems of the Spanish Speaking population in the areas of economics, education, employment, and housing. From 1967 through 1972, MAUC was funded by the Department of Labor in the performance of an On-The-Job-Training contract; during



1972 and 1973 it was funded by HEW for the operation of a Talent Search Program; and currently it is operating a Local Business Development Organization under the direction of the Office of Minority Business Enterprise.

From the above short history, it is evident that MAUC's reputation as a service organization is well established in the target area. It is a bonafide community organization that has realistically implemented the programs for which it has been funded over the years. As a result, the Tri-County MAUC has developed a rapport with the minority community, established cooperative relationships with city and county governments, and developed lines of communication with counselors and administrators of local educational institutions.

The performance of MAUC during the 1972-73 fiscal year as the operator of a Talent Search Program can be summarized as follows:

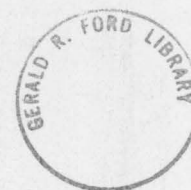
- a. A smoothly operating staff was organized largely made up of minority group members.
- b. Close and friendly relations were developed with numerous high school and college administrators and counselors.
- c. Methods were developed to contact students and dropouts needing help.
- d. The Talent Search Program resulted in the contacting of over 3000 students, dropouts, and veterans during the ten months of the official operating period. Of this



3000 figure, over 400 filled out applications and requested academic or vocational counseling. Approximately 250 young people were assisted in applying for financial aid through various federal and state programs. The result was a recruitment cost of \$8.32 per student--likely one of the lowest figures nationally.

- e. Students were assisted in the same ratio as the percentages of the various subgroups in the population as a whole.
- f. The funding budget was stretched from 10 to 12 months in order to continue the program as long as possible.
- g. MAUC has continued to assist students as much as possible even though not funded to perform such activities--students continue to come to MAUC offices for help even though no effort has been made to recruit them since the Summer of 1973.

An ironic point in reporting MAUC's performance as a Talent Search agency is that the organization's actual performance is likely superior to the great majority of similarly funded programs, and yet funding was cancelled during the subsequent year. This cancellation was not because of any lack of success in the operation of the program, but because, in the judgment of those who review funding proposals, the MAUC refunding application was not as good as others submitted at the same time. In consequence, funding was cancelled not because of inadequate



performance but because of inadequate application for the next year. The unlikely and hopefully unintended consequence of this action is to give the impression that performance in developing proposals is more important than effective performance after funding is granted.

B. PROGRAM

4. Description of the Proposed Program in Detail

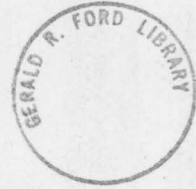
A. Specific Objectives to be Achieved that are Measurable

According to specifications of the Talent Search Programs, the three goals of any Talent Search Program are: (1) to identify youths with exceptional potential and encourage them to continue on in their schooling ("exceptional" being defined as more than just superior in ability since the backgrounds of many students makes them "exceptions" to normal methods of judging talent); (2) to publicise existing forms of student aid; and (3) to encourage dropouts to continue in school. To accomplish these ends, the MAUC staff has developed a methodology designed to bring about the following results:

Recruitment Phase

1. Establishment of working relations with educational administrators and counselors.

Goal: 1 minority counselor in each high school and college



2 general student counselors in each high school and college

1 member of the central administration in each school

"Working relations" will be considered to be effectively established when school personnel actively help in promoting the Talent Search in respective institutions.

2. Hold general orientation meetings in each school for minority students interested in Talent Search programs and counseling.

Goal: 3 orientation meetings held during the academic year in each educational institution.

600 students to attend orientation meetings

3. Meet with students on high school and college campuses on a one-to-one basis to discuss Talent Search Programs.

Goal: 2500 personal contacts with minority students

4. Contacts with high school dropouts to develop possible counseling sessions

Goal: 360 dropout contacts

Counseling Phase

5. Hold private counseling sessions with students, dropouts and veterans responding to recruitment efforts

Goal: 450 individuals assisted

750 counseling sessions

6. Assist minority students in obtaining and completing necessary application forms for admission to



post-secondary institutions.

Goal: 175 applications completed and submitted

7. Assist minority students in applying for financial assistance from various state and federal programs

Goals: 250 financial aid applications completed and submitted.

Accomplishment Goals

Through the above activities, the goal will be to accomplish the following measurable objectives:

8. High school dropouts will be encouraged to return to school

Goal: 30 dropout returns

9. Minority high school students with college potential will be encouraged and assisted in enrolling in post-secondary institutions

Goal: 110 students accepted by colleges and universities

10. Those students lacking inclination or potential for college will be encouraged to continue into technical programs

Goal: 50 students actively pursuing technical training

b. Methods to Achieve Each Objective

1. Preparation

The initial step in implementing the program will be to commence a program of publicity and advertising



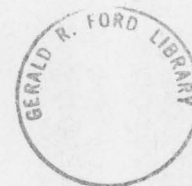
This will take the following steps:

- Large, attractive posters will be printed and posted in appropriate places at all educational institutions in the Tri-County area. Special efforts will be made to post them in areas frequented by minority students.
- MAUC has developed friendly relations with local newspaper publishers over the years, and will be able to get articles concerning Talent Search programs published along with advertisements.
- Spot announcements on local teen-age radio shows will be utilized to directly attract that age group covered by the program.

During the period of publicity effort, a source library will be developed for use in counseling. This will consist of college catalogues, application forms for regular and minority students, and financial aid applications and forms from a variety of organizations.

2. Recruitment Efforts

This phase of the program will consist of four main steps: contacts with school administrators and counselors; formal meetings with minority students using school facilities; informal efforts to contact minority students on school campuses; and a program to contact dropouts who are no longer affiliated with



any educational institution. Specific details are outlined below:

Contacts With School Personnel - The first step will be to develop a roster of all school principals, minority counselors, and general counselors. Letters will be written to each of these persons explaining the Talent Search program and informing them that a representative of MAUC will be visiting their campus in the near future to present additional details. Those school officials who indicate some interest during informal visits will be invited to luncheons during which their cooperation will be solicited. As a final step, MAUC representatives will request time during regular faculty meetings to explain the program and ask for faculty cooperation in its implementation.

Orientation Meetings - Once relations with school staff members are established, requests will be made to meet with minority students during school hours. The purpose of the orientation meetings will be to explain what Talent Search can do for them, and to make appointments for consultations at the MAUC offices. During these meetings, it is planned to feature successful minority businessmen, sports personalities, or other members of the minority community who have reached success in some field and who will make a favorable impression on the students in the meeting.

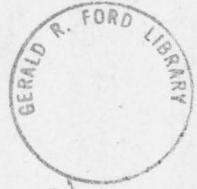


Informal Contacts With Students - The sources of names for informal contacts will be from three sources: school counselors, a special group of older minority students who will be mobilized to locate interested students, and through random discussions with minority students met during visits to each school. The experience of MAUC staff members is that much can be done by just talking to students met during informal visits.

Contacts with Dropouts - Dropouts present an especially difficult problem since they are not available on school campuses. This problem will be overcome by obtaining names from school offices and by seeking names from other students during counseling sessions. Once the name of a dropout is located, and some idea of their circumstances is determined, it is planned to have a MAUC representative pay a visit to their home and conduct an on the spot informal interview. If interest is shown, the person will be invited to MAUC offices. From that point on, dropouts will fall into the regular counseling routines established in the MAUC office.

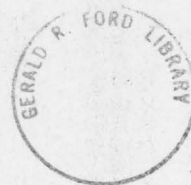
3. Counseling

Educational Counseling - Advising sessions will be based on the Reflective Listening Techniques developed



by Dr. Thomas Gordon and others. (See Parent Effectivness Training by Thomas Gordon (New York: 1970). Under this method, the counselor first attempts to find out what the needs and aspirations of the counselee are. Once this is determined, and in the process a comfortable environment is established, discussion can lead to alternatives available to meet the student's needs, and to mutual decisions regarding appropriate courses of action. The key to the counseling portion of the Talent Search Program will be the counseling system, and emphasis on proper training is outlined under the section on training.

Financial Advising - During counseling sessions, the financial problems of the student will likely become proper subject for discussion. It should be emphasized that the majority of students reached by the program will have severe money problems, and any practical solution to their difficulties must include some solution of this basic problem. The counselor will be familiar with programs for student aid, and will be able to explain the alternative programs and to suggest steps to be taken. The part played by MAUC in this portion of the program will not be to just inform the student of the availability of sources, or even to provide the necessary forms. It is important to stress that MAUC will act as the student's advocate before organizations providing funds.



4. Coordination With Other Agencies

A great part of the effectiveness of MAUC in the proposed program will be based on cooperation with other public agencies. The program to be followed in gaining their assistance is as follows:

- A complete list of agencies in the Tri-County area will be developed--along with names of their prime administrators.
- A MAUC representative will visit the offices of each agency and will explain the Talent Search Program.
- Permission will be obtained to send minority students these other agencies when their services seem appropriate.
- When a problem appears during counseling that fits the services offered by a particular agency, a MAUC representative will phone his "friend" at that agency and will then send the student to see him.

5. Time Phase Development of the Program

As shown in Exhibit II, it is anticipated that the preparatory phase of the program will be rather short, with the main emphasis to be placed on the recruitment and counseling phases. It should be noted that MAUC has already begun the development of library materials and has, in cooperation with The Institute of Research and Business Development at California State University,

EXHIBIT II

TIME-PHASED PLAN OF OPERATION

First two Weeks of Operation:

- Hire staff members
- Begin to develop source library
- Begin publicity campaign

Second Two Weeks of Operation

- Conduct staff training sessions
- Develop working relations with other agencies
- Begin contacts with school officials

Second Month of Operation

- Complete arrangements with school authorities
- Begin recruitment procedures
- Begin counseling sessions

Second Through twelfth Months

- Program in full swing
- At end of each quarter, conduct an Internal Evaluation

Ninth Month of Operation

- Begin Follow-up Procedures on routine basis



Hayward, developed a course of study to train counselors in the techniques of effective counseling.

c. Internal Evaluation Techniques to Test Program Effectiveness

The effectiveness of the program will be tested through the use of a budget system to compare the achievement of actual objectives with the specific measurable objectives. This technique is somewhat akin to a financial budget except that it emphasizes non financial data. Its use is made possible by the establishment of measurable objectives.

A second evaluation technique will be the use of Project Evaluation and Review Techniques (PERT). This will be used to compare the time phase development plan actual accomplishments with emphasis on preparatory accomplishments rather than measurable accomplishments.

A third evaluation method will be periodic interviews with staff members. During these sessions, the accomplishments of the staff member in achieving the aims of the program will be compared with an estimated "fair share" performance standard, and when necessary, an improvement program will be worked out.

d. Plans for Staff Orientation and Training

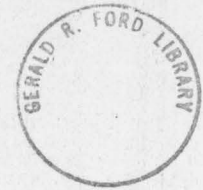
A week of intensive training for MAUC staff members will take place during the preparatory phase of the program's existence. These sessions will concentrate on the following subjects:

1. Background on Talent Search Program - federal law - funding requirements - objectives of the program - specific duties of staff members
2. Educational opportunities open to minority students - summary of the entrance requirements of various vocational and post-secondary schools.
3. The Problems of Minority Students - difficulties that can be overcome with help of MAUC.
4. Explanation of all phases of the Talent Search Program as developed by MAUC
5. The method of counseling to be used by the Mauc Talent Search program. This course material has been fully developed and is shown in Exhibit III.

Comment on Programs To Be Offered During Second and Third Years - It is not necessary to present detailed material on subsequent years of the program except to note two basic changes. First, it is anticipated that the preparatory phase will be eliminated, and secondly, much greater emphasis will be placed on follow-up activities, since many of the first year student counselees will have made significant progress during the intervening time or may possibly be in need of further assistance. When the second year's funding is requested, detailed program descriptions will, of course, be submitted. For purposes of brevity they are not included here.

COMMUNICATIONS COURSE

Participant Outline



Course Objectives: The purpose of this course is to expose roadblocks to effective communication. It is structured to teach listening techniques that will facilitate better understanding of persons experiencing conflicts. The course is geared further to teach confrontation skills to use when you are upset with another person's behavior. Finally, collaborative problem solving techniques will be discussed.

I. COMMUNICATION IS THE KEY TO UNDERSTANDING PROBLEMS AND HELPING PERSONS EXPERIENCING PROBLEMS

- A. You must understand both verbal and non-verbal messages.
- B. You must also understand the content, context and emotion being expressed in the communication.
- C. When communicating with a person with a problem, focus must be primarily on the emotional level, not content or context. (i.e., Hurt may be communicated as anger, running, fighting, withdrawal, or crying, but all are hurt. If you understand that, you understand the problem).

II. ROADBLOCKS TO COMMUNICATION

When communicating with a person experiencing a problem you should avoid the following twelve roadblocks to communication:

- 1. Ordering, directing, commanding - telling a person to do something, giving an order or command.
- 2. Warning, admonishing, threatening - Telling the person what consequences will occur if he does something.
- 3. Exhorting, moralizing, preaching - Telling the person what he should or ought to do.
- 4. Advising, giving solutions or suggestions - Telling the person how to solve a problem, giving him advice or suggestions; providing answers or solutions for him; giving personal experiences.
- 5. Lecturing, teaching, giving logical arguments - Trying to influence the person with facts, counter arguments, logic, information, or your own opinions or experiences.
- 6. Judging, criticizing, disagreeing, blaming - Making a negative judgment or evaluation of the person.
- 7. Praising, agreeing - Offering a positive evaluation or judgment, agreeing.
- 8. Name calling, ridiculing, shaming - Making the person feel foolish, putting the person into a category, shaming him.
- 9. Interpreting, analyzing, diagnosing - Telling the person what his motives are or analyzing why he is doing or saying something; communicating that you have him figured out or have him diagnosed.



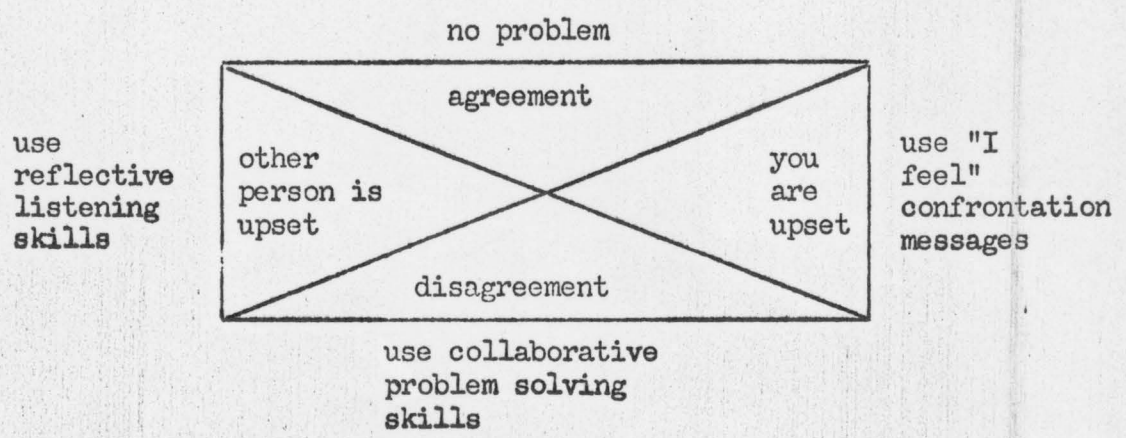
- 10. Reassuring, sympathizing, consoling, supporting - Trying to make the person feel better, talking him out of his feelings, trying to make his feelings go away, denying the strength of his feelings.
- 11. Probing, questioning, interrogating - Trying to find reasons, motives, causes; searching for more information to help you solve the problem.
- 12. Withdrawing, distracting, humoring, diverting - Trying to get the person away from the problem, withdrawing from the problem yourself; distracting the person, kidding him out of it, pushing the problem aside

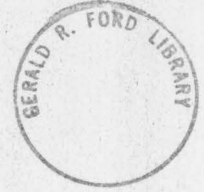
There is a time and place for these communcations, but not in helping a person experiencing a problem.

III. PROBLEM OWNERSHIP

- A. The first task in solving problems is to discover with whom the the problem lies.
 - 1. The problem is with the person who is experiencing strong emotions.
 - 2. If the other person owns strong feelings and has the problem you must use reflective listening skills.
 - 3. If you own strong feelings because of a person's behavior, you own the problem and should use effective confrontation skills.
 - 4. If you and the other person both own strong feelings because of a conflict or disagreement between you, you both have a problem and must use collaborative problem solving skills.

B. Diagram of communication skills to be used in the three problem areas:





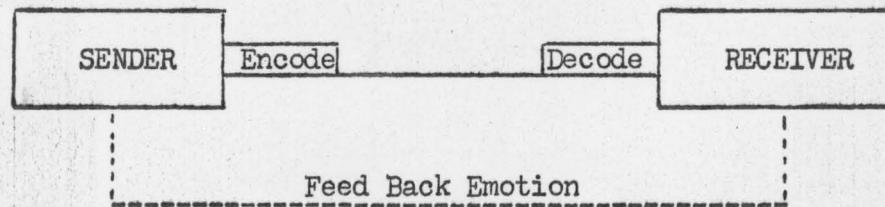
IV. REFLECTIVE LISTENING SKILLS

A. When to use reflective listening

1. When the other person owns a problem and is expressing an emotion, either positive or negative.
2. The listener must be receptive of the problem and:
 - a. Feel accepting of the person and his problem
 - b. Have the desire to help
 - c. Have and take the time to listen
 - d. Leave the responsibility for solving the problem with the other person, and honestly believe he can solve it himself.
 - e. Not be judgmental of the person or problem (not condone or approve, but not judge either)
 - f. Be reasonably separated from the problem (tuned in but not disabled by it).

B. Reflective listening techniques

Verbal or non-verbal message



- Step 1 - Sender encodes and send a message containing feeling or emotion
- Step 2 - Receiver listens to the feeling being expressed and feeds back to the sender the emotion he hears and sees
- Step 3 - The receiver sends no new messages of his own, but continues to feed back to the receiver what he is perceiving on the emotional level.
- Step 4 - The process is repeated until the sender is able to get through his feelings to the real problems causing the feelings

C. Example of reflective listening

Foreman - I have reached the end of my patience with my crew!!
Thos young punks are impossible and I quit!

Supervisor - Sounds like you've had it with your crew.

Foreman - You're darned rights I've had it! I didn't want the job anyway. I thought you people were experts in matching people to jobs. Somebody sure blew this one!

Supervisor - You feel the job was the wrong one for you in the first place.

Foreman - On, I don't know. I took the foreman's job because I felt the company wanted me to, not 'cause I liked the idea....., but boy! look at things now.

Supervisor - You feel disappointed at the way things turned out.

Foreman - Yes. But, it's not the whole crew. Just those new guys. The men who have been with the company for a few years are OK, but the new guys are driving me up the wall. I just don't get along with the young ones.

Supervisor - You sound awfully frustrated at trying to work with the the younger workers.

Foreman - Well, that Harrison and Feranzi.... I just can't handle them. They are always smarting off and acting like they can do just want they want to....bunch of hippies!

Supervisor - Harrison and Feranzi really get to you.

Foreman - If those two would settle down I feel the crew would be much easier to handle and I could do a decent job.

Supervisor - You'd feel pretty good about the crew if we could settle Harrison and Feranzi down.

Foreman - Why, yes. In fact, I think I would actually enjoy the job. Can you help me with those two monkeys?

D. When not to use reflective listening

1. When you own the problem
2. As a cop out to dealing with issues a person is emotionally ready to deal with.
3. When you have objectives in mind for the individual and are trying to get him to see things your way.
4. When you aren't sincerely interested
5. When you don't have enough time to listen
6. Do not use reflective listening to draw a person out only to slug him with the results of what you find out.

V. CONFRONTATION SKILLS - TO BE USED WHEN ANOTHER PERSON'S BEHAVIOR IS UPSETTING YOU AND CAUSING YOU TO OWN A PROBLEM

- A. "YOU" confrontation messages - These messages focus on the other person's behavior and are blaming and judging. Even praise or reward "you" messages are often ineffective. "YOU" messages should be avoided in confrontation.



-5-

B. "I FEEL" messages - These messages communicate to the other person your feelings about how that person's behavior is directly affecting you and causing you a problem. They are non-blaming and non-judgmental and facilitate an open response from the person.

C. "I FEEL" messages contain:

1. A non-blameful description of the person's behavior (When you do what you do")
2. A statement of the emotion you are experiencing)I feel.....
(emotion)")
3. A statement of how that person's behavior is concretely and tangibly affecting you.
(".... because (concrete reasons) .")

D. Example of an "I FEEL" confrontation message:

A supervisor confronting a worker who has been tardy for work on a regular basis - "Miss Jones, when you come in late for work I get upset and angry because the office can't settle down to work until you start the billing--in effect, we lose the first fifteen minutes of each day you are late."

E. If you have no concrete and tangible reasons why you are upset with a person's behavior, you should explore your own feelings honestly and see if it is really your problem, and if perhaps you should change your own self.

F. If your conflict is one of values and the other person doesn't accept your values as valid for him, you should then use consultation techniques, which include some of the following:

1. Model the behavior you'd like the person to adopt.
2. Present facts and other means to let the person know why you feel as you do.
3. Leave the responsibility for change up to the other person, and don't take it upon yourself.
4. Once the person knows how you feel, don't be belittling or repetitious about the subject.
5. Finally, accept things you cannot change, change the things you can, and seek the knowledge to know the difference.

VI. PROBLEM SOLVING TECHNIQUES

A. Authoritarian - In this approach the authority imposes his wishes on the subservant. This tends to:

1. Arouse resentment, fear, and rebellion.
2. Teach a person to work only for rewards and punishments.
3. Hinder internalization of values the authority cherishes.
4. Stifle creativity and individuality.



B. Permissive - In this approach the authority allows the subservient to do as he wishes, although against the wishes of the authority.

This tends to:

1. Create a person with an aloof attitude who has difficulty relating with others.
2. Cause a person to reject the values of the authority.
3. Cause people to feel unwanted.
4. Create persons who are selfish and unconcerned about others.

C. Collaborative method of problem solving - In this method both authority and subserviant jointly come up with solutions to their conflicts, which are acceptable to both. Both win and neither need lose in this method. This method:

1. Creates individuality and creativity
2. Realizes potential for personal growth and creates leadership abilities.
3. Cause persons to adopt the authority's values.
4. Lessons the need for rewards and punishments.

D. Techniques of Collaborative Problem Solving

1. Define the wishes of both persons in terms of needs, and determine the conflict that exists.
2. Both persons generate all possible solutions to the conflict they can think of.
 - a. No blaming or criticising is acceptable.
 - b. All solutions, no matter how far out are acceptable at this point.
3. Decide which of the solutions are acceptable to each individual and determine which are acceptable to both.
4. Evaluate the solutions acceptable to both, and implement the one both feel is best.
5. Evaluate the solution after a period of time to determine its effectiveness.
6. Re-solve the problem if the need exists.



C. STAFFING

5. Organization

The proposed organization for the program is shown in Exhibit IV. It is straight forward with the Project Director being responsible to the MAUC Board of Directors for the successful completion of the program.

6. Descriptions and Qualifications of Key Staff Members

Since the program budget is a modest one, it is anticipated that the project staff will be quite small. With an emphasis on quality in selection on staff members, one project director, two counselors, and a secretary should be able to handle the program. Descriptions of these positions follow.

7. Resume for the Director of the Program

It would be inappropriate at this time to suggest a Director given program approval still to be received from the appropriate federal agencies. The Program Director will, of course, receive the approval of appropriate governing federal personnel as well as of the MAUC Board.

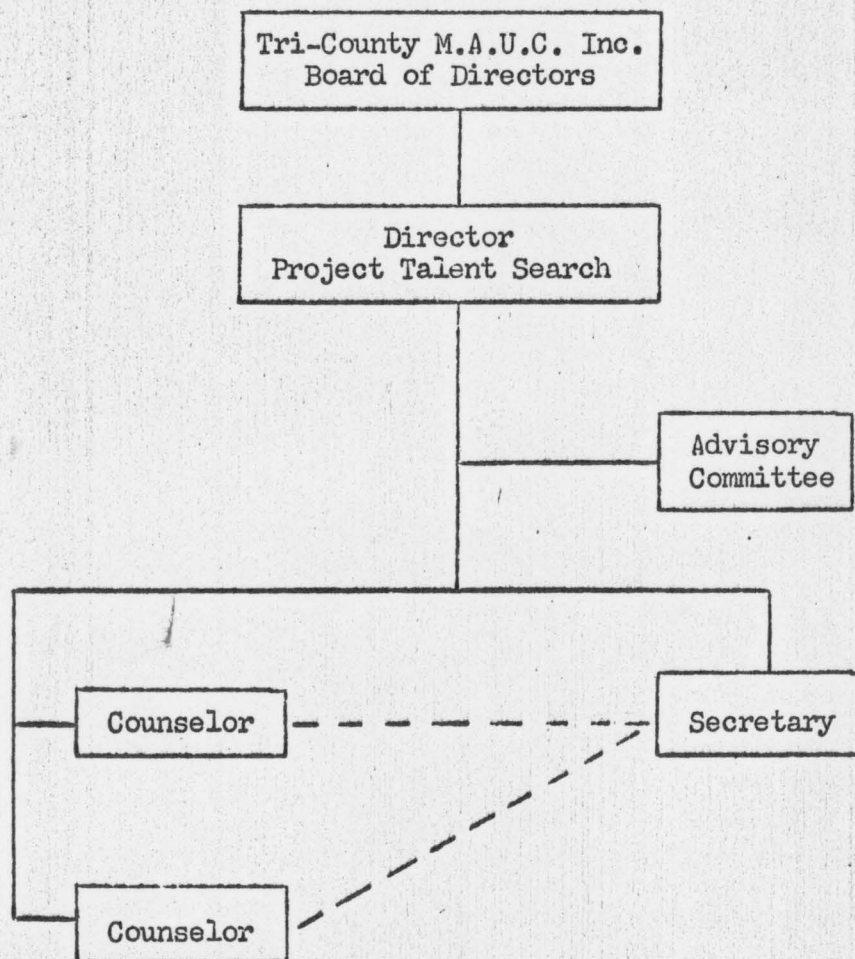
D. THE ADVISORY BOARD

In developing this proposal for submission, MAUC staff members wanted to stress that from its early development the Talent Search Program would be a joint responsibility of MAUC and the target community. To help accomplish this end, an Advisory Board has been set up operating through the Program Director.



EXHIBIT IV

ORGANIZATION CHART





This Board will consist of the following:

2 members from the community

2 minority students

2 members from the education community

The principal duty of the board is to meet on a regular basis and to review the work of the program staff. In addition, it is anticipated that the board will help identify students needing MAUC services, will bring to bear their influence for the enlistment of other community resources, and will provide consulting assistance.

To date, four members of the board have been selected. They are, Mr. Tony Royal, President of the Salinas Adult School; Mrs. Maria Ceja, prominent community leader in Salinas; Dr. Scott H. Partridge, Director of the Institute of Research and Business Development at California State University, Hayward; and Dr. John Villarreal, Assistant Professor of Business Administration at the same university. Efforts are in progress to select the two student members of the board, and it is anticipated that this will be accomplished prior to the actual beginning of operations.

PROJECT DIRECTOR



Job Description

A person of professional standing will be selected to direct the program. It will be required of this person to devote 100 per cent of his working time to his duties connected with the Talent Search Program. He must possess leadership qualities and be able to instill these qualities into the members of his staff. His responsibilities will be to provide the day-to-day direction and administration of the project. The co-ordinator will devote at least half of his time to educational counseling and interviewing students.

Qualifications

1. B.A. or higher degree from an accredited college or university.
2. Experience in the field of education programming related to the bi-lingual and bi-cultural Spanish Speaking population.
3. Must be bi-lingual and bi-cultural.
4. Proven administrative ability
5. A commitment to the advancement of minority groups.



EDUCATIONAL COUNSELORS

Job Description

The Educational Counselors will be responsible for the actual contace with the target population. They will establish working relationships with community school officials such as administrators, counselors, teachers, college financial aid officers, and vocational instructors. They must be motivated to work with Mexican-American and other disadvantaged youth and adults in need of educational assistance. They will be required to become fully acquainted with financial aid sources, guidelines, and procedures. They must be able to communicate fully with potential students and serve as their guidance counselors prior to college or university admission.

Qualifications

1. University degree in the social sciences, education or counseling related field.
2. Experience in counseling
3. Bi-lingual and bi-cultural
4. A working knowledge of the social and financial problems encountered by the Spanish Speaking and other disadvantaged youth in the target area.
5. Practical experience can substitute for part of the education requirement.



SECRETARY - BOOKKEEPER

Job Description

Must be able to file, type, and effectively deal with the public. Some training in office procedures will be nessary due to the nature of the job. Principally, involved in performing the routine office duties as required.

Qualifications

1. Ability to perform routine office tasks including typing, filing, etc.
2. Bi-lingual and bi-cultural preferred

THE WHITE HOUSE

WASHINGTON

February 9, 1976

MEMORANDUM FOR

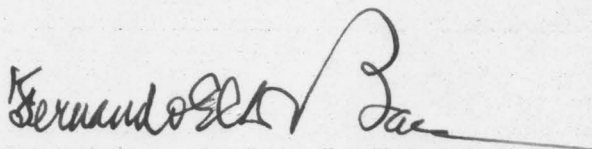
THE SECRETARY OF HEALTH, EDUCATION
AND WELFARE

The Governor of New Mexico, the Honorable Jerry Apodaca, will be in Washington, D.C. on Monday and Tuesday, February 23-24, 1976, and would like to meet with you during his brief visit to the Nation's Capital. This is the only visit to Washington which the Governor plans to make during calendar year 1976.

In addition to meeting you personally, Governor Apodaca would like the opportunity to discuss pressing health and welfare issues of interest to the State and to your Department. Of particular concern to the Governor is his interest in having the State of New Mexico transferred from the Dallas Region (Region VI) to the Denver Region (Region VIII). He plans to discuss this latter matter with Jim Lynn of OMB and Jim Cannon of the Domestic Council but would like the opportunity to share his views with you.

Would you be kind enough to let me know whether you might have some time on your calendar on either Monday or Tuesday, February 23 or 24, to meet with the Governor?

Thank you.



Fernando E. C. De Baca
Special Assistant to the President



THE WHITE HOUSE

WASHINGTON

February 9, 1976

MEMORANDUM FOR

THE SECRETARY OF HEALTH, EDUCATION
AND WELFARE

The Governor of New Mexico, the Honorable Jerry Apodaca, will be in Washington, D.C. on Monday and Tuesday, February 23-24, 1976, and would like to meet with you during his brief visit to the Nation's Capital. This is the only visit to Washington which the Governor plans to make during calendar year 1976.

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Thank you.

Fernando E. C. De Baca
Special Assistant to the President



THE WHITE HOUSE

WASHINGTON

February 9, 1976

MEMORANDUM FOR

THE SECRETARY OF HEALTH, EDUCATION
AND WELFARE

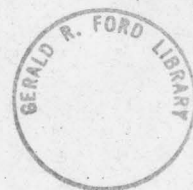
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Would you be kind enough to let me know whether you might have some time on your calendar on either Monday or Tuesday, February 23 or 24, to meet with the Governor?

Thank you.

Fernando E. C. De Baca
Special Assistant to the President



THE WHITE HOUSE

WASHINGTON

December 18, 1975

Dear Ms. Lynch:

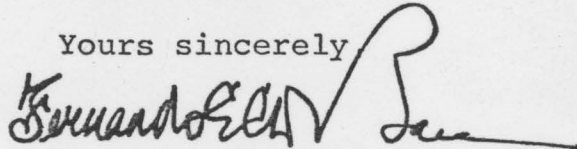
I understand that Mr. Federico Costales has applied for the position of Director of the new Criminal Investigation Division in HEW.

While I recognize that this is a competitive position in the Federal career service I felt that I should bring to your attention the excellent credentials of this exceptional young man.

Mr. Costales currently serves as the Inspector General for the Human Resources Administration of the City of New York. Prior to being named to this position by Mayor Beame, he served in various management positions in the New York City Police Department. Mr. Costales has been active as a leader in various law enforcement professional societies and founded the National Conference of Hispanic Law Enforcement Officers and the New York Hispanic Police Society. He is held in high esteem by his law enforcement peers and enjoys the respect of Hispanic American community leaders throughout the nation.

As a former law enforcement administrator and police official, I take great pride in recommending Mr. Costales for this position.

Yours sincerely



Fernando E. C. De Baca
Special Assistant to the President

Ms. Marjorie W. Lynch
Under Secretary
Department of Health, Education,
and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201





DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE
ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION

file

NATIONAL INSTITUTE OF MENTAL HEALTH
5600 FISHERS LANE
ROCKVILLE, MARYLAND 20852
AREA CODE 202 TEL: 655-4000

March 18, 1975

Mr. Fernando E.C. DeBaca
Special Assistant to The President
for Hispanic Affairs
White House
Washington, D.C. 20500

Dear Fred,

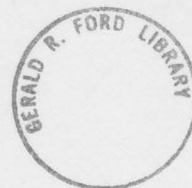
Thank you again for lunch and the White House tour.

You stirred some of those embers of optimism (even patriotism!) and for that I am grateful.

We shall keep in touch.

Sincerely,

Frank M. Ochberg, M.D.
Director
Division of Mental Health Service Programs



**DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

PUBLIC HEALTH SERVICE

HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

NATIONAL INSTITUTE OF MENTAL HEALTH

5600 FISHER LANE

ROCKVILLE, MD. 20852

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE, \$300

AN EQUAL OPPORTUNITY EMPLOYER

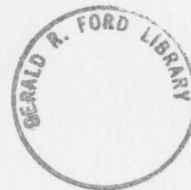


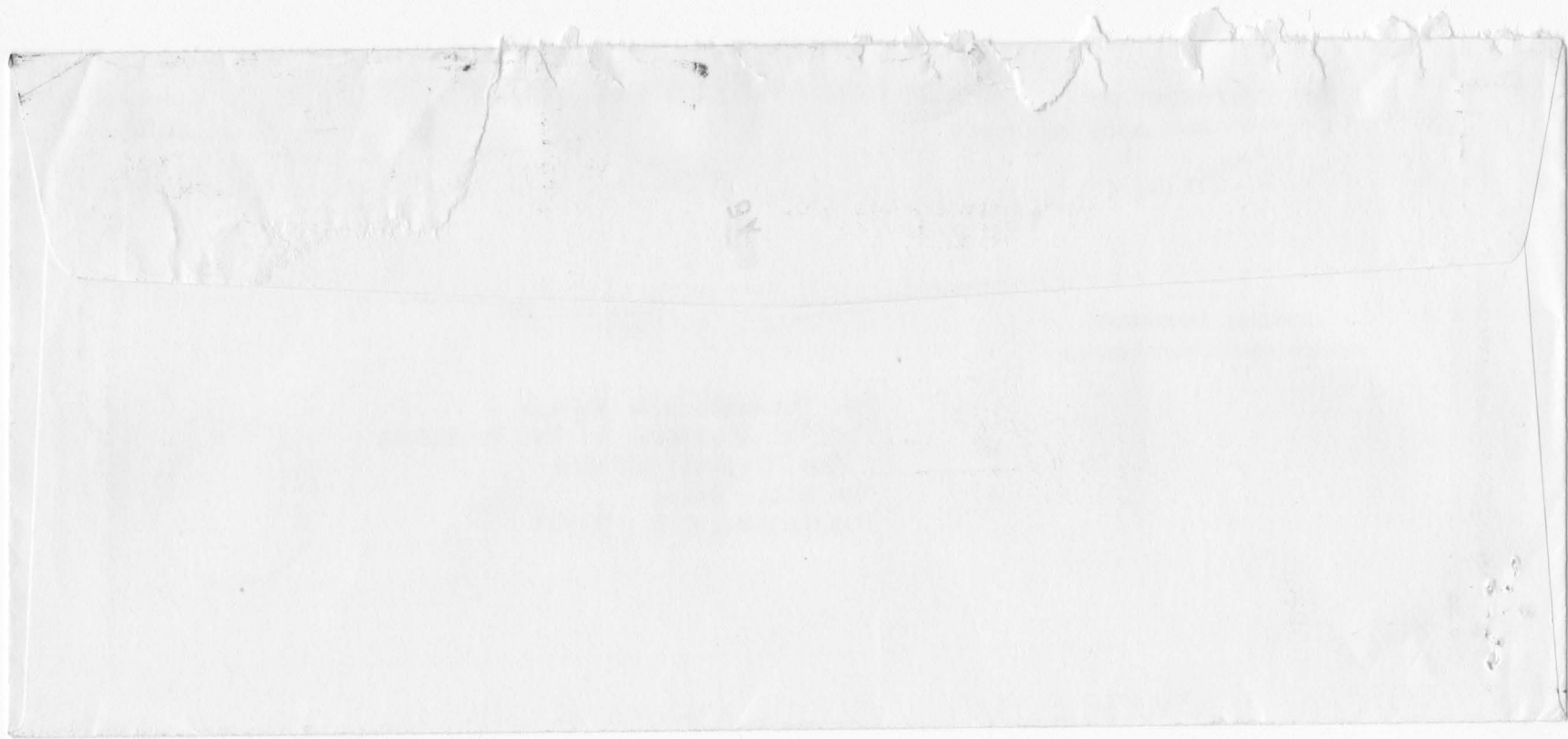
**POSTAGE AND FEES PAID
U. S. DEPARTMENT OF H. E. W.**

HEW-396



Mr. Fernando E.C. DeBaca
Special Assistant to The President
for Hispanic Affairs
The White House
Washington, D.C. 20500





Maldonado

May 12, 1975

Dear Joe:

I thought you would be interested in the attached news releases from the Office of the Governor of Arizona if you hadn't previously seen them.

The releases deal with the vacant position of Director of the Department of Economic Security and with the release of a 100-page management survey of the DES.

Hope all is going well for you.

Sincerely,

Fernando E. C. De Baca
Special Assistant to the President

Enclosure

Mr. Joe Maldonado
Regional Director
Department of Health, Education
and Welfare
50 Fulton Street
San Francisco, California 94102

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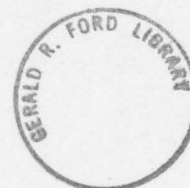


DEPARTMENT of HEALTH, EDUCATION and WELFARE

OFFICE of EDUCATION

SPANISH SPEAKING EMPLOYEES

June, 1974



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Migrant Branch, Div. of Compensatory Education
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Mrs. Carmen Rodriguez
Program Specialist
Institute of International Studies
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Telephone: (202) 24-59472

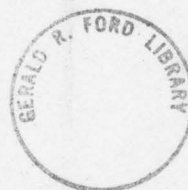
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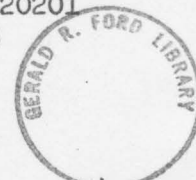
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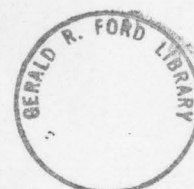
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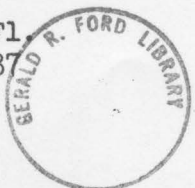
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Ms. Hillary Atencio
Clerk
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MDT Program Officer
DHEW/USOE
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Ms. Suzanne Gallegos
Special Assistant to the Commissioner
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San Francisco, California 94102
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Ms. Consuelo Lewis
Secretary
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Mr. Mike Lujan
Receipts Clerk
DHEW/USOE
Federal Office Bldg.
50 Fulton St. Rm. 246
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Telephone: (415) 556-7299

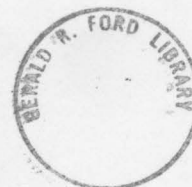
Mr. Robert L. Martinez
Senior Program Officer
DHEW/USOE
Special Services
Federal Office Bldg.
50 Fulton St. Rm. 314
San Francisco, California 94102
Telephone: (415) 556-6928

Mr. Arthur Velarde
Clerk
DHEW/USOE
Operations Management
Federal Office Bldg.
50 Fulton St. Rm. 366
San Francisco, California 94102
Telephone: (415) 556-1660

Mr. Alfred Villa
Director of School Systems
DHEW/USOE
EEO
Federal Office Bldg.
50 Fulton St. Rm. 322
San Francisco, California 94102
Telephone: (415) 556-7367

Region X

Mr. Allen Apodaca
Director of School Systems
DHEW/USOE
Arcade Bldg. Rm. 515
1321 Second Ave.
Seattle, Washington 98101
Telephone: (206) 442-0450



OE REGIONAL OFFICES
SPANISH SPEAKING EMPLOYEES (CONT.)

Region X - con't.

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Secretary
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Mr. Peter Suazo
Program Manager for ESA
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