A PROPOSAL SUBMITTED TO THE COMMISSIONER OF EDUCATION
For Support Through the
Special Services for Disadvantaged Students in Institutions of Higher Education
(P.L. 89-329) Title IV-A, Section 408, As Amended

Title - Operation Outreach: A Special Services Program for
Santa Barbara City College

Name of Proposer - Santa Barbara City College
Telephone: 805-965-0581, Extension 363
721 Cliff Drive
Santa Barbara, California 93105

Name of Chairman of Proposal Committee - Thomas F. MacMillan
Director, Research and Development
Telephone: 805-965-0581, Ext. 363
721 Cliff Drive
Santa Barbara, California 93105

Proposed Dates of Activity - From July 1, 1971, to June 30, 1972

Total Federal Funds Requested - $62,224.00

Signature below indicates that the project, if funded will be carried
out in accordance with:

(1) The policies and procedures developed in the Special Services
Program "Application Information and Program Manual".
(2) The attached proposal except as modified by the Grants Officer.

Authorizing Official - Glenn G. Gooder, President/Superintendent
Telephone: 805-965-0581, Extension 351
721 Cliff Drive
Santa Barbara, California 93105

Name of Fiscal Officer - Donald K. Sorsabal
Telephone: 805-965-0581, Extension 357
721 Cliff Drive
Santa Barbara, California 93105

Date of Transmission - March 25, 1971

SIGNATURE - CHAIRMAN OF ADVISORY BOARD
Dr. Glenn G. Gooder  
Superintendent/President  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, Calif. 93105

Attention: Dr. Thomas F. MacMillan

Dear Dr. Gooder:

The Santa Barbara County Mental Health Services staff views with great support the application for special funding to provide additional services to students with special needs. As in the past, you may count on our staff services and consultation.

We are particularly interested in your reference to the possibility of providing peer counseling services to some of the young men at Los Prietos Boys’ Camp. Further, we strongly support the development of the entire Chicano studies programs at SBCC. There are many opportunities for cooperative service to delinquent Anglo, Black and Chicano youth at Los Prietos, all of which will be strengthened by the efforts of SBCC to provide outreach services.

Your interest in strengthening services to delinquent youth in the South Coast area was discussed with Mr. Rogers, Camp Superintendent, and Mr. Fittinger, Los Robles High School Principal. They agreed in principle, to the idea of improving counseling and vocational training services to delinquent court wards. Both, however, have expressed interest in more detailed discussions of the implications of special funding. Hopefully, you will hear from them soon.

We look forward to working with you and your staff, in cooperation with the staff at Los Prietos, as your extended opportunities program continues to grow.

Yours truly

Michael J. Eremia, MSW  
Co-ordinator, Childrens Program

cc: Dr. McNamara  
Dr. Floyd Martinez  
Mr. Walter Rogers  
Mr. Andrew Fittinger
Dr. Glenn G. Gooder, President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

Dear Dr. Gooder:

We of the Neighborhood Youth Corps would like to express our gratitude to Santa Barbara City College. It is through the cooperation of both agencies that our summer program, NYC Goes To College, was such an enormous success.

Santa Barbara City College has aided us tremendously during our summer program. Last summer NYC sent 34 students to Santa Barbara City College to take courses of interest to them. Santa Barbara City College provided the following: courses, instructors, tutorial work, counseling facilities, and on-campus jobs for all the enrollees.

All the services rendered to students in NYC were of excellent quality and as a result this program, NYC Goes To College, was a tremendous success. Indicative of this success are the following facts: 89.46% of students enrolled completed the summer session; mean grade point average was 2.376 as compared to 2.46 for regular Santa Barbara City College students; reports from the high schools show improved academic achievement by the enrollees after the summer program; and 14 students went to City College after the program; and four continued their education at the University of California at Santa Barbara.

The services rendered the Neighborhood Youth Corps from Santa Barbara City College cannot be over-estimated. This forthcoming summer Santa Barbara City College has agreed to take 100 NYC enrollees in the program. The Neighborhood Youth Corps and the community which it serves are very grateful for past, present, and future commitments of Santa Barbara City College.

Sincerely,

Kenneth Weinburg
Project Assistant NYC

KW:dlt
August 10, 1970

Dr. Julio Bortolozzo, President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California

Dear Dr. Bortolozzo:

After several conferences with Mr. Jackman LeBlanc concerning the new Extended Opportunity Program at Santa Barbara City College we are pleased to express our desire to be of assistance. It has long been our feeling that more concrete relations between your school and EOP at UCSB must become a real priority for both institutions.

We are therefore assigning such priority status for admission to that portion of the UCSB EOP effort under our control to Santa Barbara City College graduates. We are not in a position, however, at this time to give you an actual number of admission slots available for the upcoming 1970-71 school year.

Further, this office will provide special assistance to you in your endeavor to identify and follow-up potential applicants from your school to the Educational Opportunity Program at this campus of the University of California. One aspect of this would be accomplished through an interchange of periodic visits and conferences by myself, my assistant and our peer counselors with your students. Our joint overall goal would be that of facilitating the admission of your EOP graduates to our Program.

Exhibit 5
This is a general outline of our commitment to the Extended Opportunity Program at your campus. Certainly there are many other forms such commitment can assume. Please be assured of our desire to explore this with your staff at the earliest time convenient.

WF/aw

cc: Mr. Jackman LeBlanc William Fields, Jr.
Mr. Preston L. Dent Associate Director/EOP
Assistant to the Chancellor
November 13, 1969

Dr. Sidney W. Brossman, Chancellor  
Office of The Chancellor  
California Community Colleges  

Dear Dr. Brossman:

We have become aware that Santa Barbara City College is making an application for funds to develop local "Extended Opportunity Programs and Services Projects."

We have seen the efforts that the College has been making to reach the minority and poverty population of our community. We are also aware of the needs of agencies such as ours to better serve these communities through the use of indigenous workers; who at present lack the needed skills. It is through programs such as those proposed by Santa Barbara City College that not only will individuals be helped but large sections of our poverty and minority community will be better served and helped.

Noting the effectiveness of Santa Barbara City College in its growing outreach; and, the needs of our community we heartily endorse this program and its proposals to your office for approval.

Sincerely yours,

Edwin H. Aspinwall  
Executive Director

EHA/mhh
TO WHOM IT MAY CONCERN:

We understand that funds can be made available through the Extended Opportunity Program of the State of California to meet special educational needs.

Our office located in the "barrio" area of Santa Barbara for fifty years has extensive experience in working with minority groups. We find that the people of Mexican descent need special help in order to achieve educationally. Their needs are in the area of language, including word comprehension and pronunciation.

We sincerely feel that help in this area will alleviate many kinds of problems including poverty, school dropouts and social problems.

We cannot urge too strongly the need for funds to meet these needs.

Sincerely yours,

Fr. Patrick J. O'Brien
Director
March 4, 1970

Dr. Thomas F. MacMillan, Director
Research and Development
Santa Barbara City College

Dear Dr. MacMillan:

We are in receipt of your letter of February 26th and are very pleased to find that you are making application for funding for a learning resources center, tutorial services, recruitment program for students of color and extended diagnostic testing and counselling.

Since this agency works closely with the target groups of these proposed services we are very much aware of the need and value of your proposal. Be assured of our full support of your efforts and do not hesitate to call on us for any assistance that we may be able to provide.

Yours truly,

CATHOLIC SOCIAL SERVICE

(Rev.) Patrick J. O'Brien
Director
WORK
TRAINING
PROGRAM
A PRIVATE NON-PROFIT CORPORATION HELPING PEOPLE TO HELP THEMSELVES
609 E. Haley Street
Santa Barbara, California
Telephone: 963-1307
November 14, 1969
SANTA BARBARA CITY COLLEGE
RECEIVED
NOV 14 1969

TO WHOM IT MAY CONCERN:

Because of our experience over the last five years in working with unemployed and underemployed people of Santa Barbara (many of them hard-core cyclical poverty) we know the great need for educational opportunity in order to develop the potential of these people.

In Santa Barbara the greatest need is with the students of Mexican descent who need special help with language and development of an awareness of their abilities.

We strongly recommend that funds be allocated to Santa Barbara City College from the Extended Opportunity Program of the State of California to meet these educational needs.

We are looking forward to favorable consideration of this request.

Sincerely yours,

Ida Cordero
(Mrs.) Ida Cordero
Director
March 3, 1970

Dr. Thomas F. MacMillan
Director
Research and Development
Santa Barbara City College
Santa Barbara, California 93105

Dear Dr. MacMillan:

The Work Training Program wishes to go on record in support of continuing the tutorial service center on campus.

We feel that the plan to increase services to include recruitment and extended diagnostic testing and counseling is important and needed.

We will lend our support in every way possible to the development of the program.

Yours truly,

Ida Cordero
Director
March 16, 1971

Thomas F. MacMillan, Ed.D.
Director, Research and Development
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

Dear Dr. MacMillan:

Thank you for your letter of March 10, 1971 containing the prospectus for half-way house program. The half-way house proposal appears to have a number of interesting and innovative elements, especially the idea of the close involvement of Santa Barbara City College in the half-way house's operation.

By copy of this letter I am asking Mr. Victor Bluestein, Chief, Community Planning and Development, to contact you and make arrangements for a discussion of the proposal and to advise you regarding procedures for developing and funding the proposal.

Very truly yours,

L. M. STUTSMAN
Chief Deputy Director

cc: Mr. Victor Bluestein
I. NARRATIVE PROGRAM DESCRIPTION: SANTA BARBARA CITY COLLEGE

1. Conditions which inhibit educational progress.

There are both institutional and community conditions which inhibit educational progress of the low income and minority students at Santa Barbara City College. The data in Appendix A (Characteristics of the Special Services Student) shows clearly that: (1) There is virtually a bi-modal distribution of family income in Santa Barbara County, creating a dramatic contrast between the affluent and the poor; (2) the low-income families are concentrated in several specific census tract areas, which are the target areas for recruitment and community development related to the Special Services Project; (3) there are measurable differences in academic aptitude, as reflected on the SCAT tests, and in personality characteristics, as reflected in the California Psychological Inventory scales related to self-concept and academic potential between the special services students and the typical entering freshman at Santa Barbara City College; (4) although attention has been given in the past two years to developing the necessary financial aid and support services that would assure special services students the chance for survival in the academic arena, it is evident that there is a need for specific counseling by minority counselors and peers, for minority students whose social and cultural patterns are different from those of the typical community college student.

2. Current Programs designed to meet special needs.

Santa Barbara City College received funding for a tutorial center under the provisions of California Senate Bill 164 for the Spring semester, 1970, and for the academic year 1970-71. A ratio of one tutor to three students was maintained throughout the first year of the project. Tutors are required to enroll in a 3 unit class for training in the use of various institutional strategies and resources. The 233 tutored students had a mean SCAT total score at the 11.59th percentile, as compared with a mean of the 36.84th percentile for all Santa Barbara City
College students. At the end of the Spring, 1970 Semester, the mean grade point average for tutored students was 2.24; 75 per cent of the tutored students had persisted through the experimental period; 40 per cent increased reading comprehension and vocabulary by one academic year; 79 per cent were eligible to continue English courses (having received a grade of "C" or better in the remedial course). The program was shown to be especially effective in English 42 (Preparatory Reading and Writing Skills), in which not one of the tutored students withdrew, as compared with a control group in which 58.3% of the students with similar academic and personal characteristics withdrew and were not given tutorial assistance. The Board of Trustees committed $37,500 to the first year of the tutorial project from local resources, and it is anticipated that some state support for the program will continue, although the demand has continued to grow as the recruiting efforts of student groups such as the BSU and MECHA have attracted new students to the campus.

In the Summer, 1970, a special Readiness Program was designed in cooperation with the local NYC in-school program. Thirty-four students were recruited and offered special testing and counseling, and enrollment in the remedial English, Mathematics, and in multicultural studies courses (Chicano Literature, Black Authors). The mean SCAT total score for the Readiness group was at the 11.59th percentile. At the end of the summer session, 89 per cent of the students had persisted for the entire six weeks; the NYC students had achieved a mean grade point average of 2.376, and had completed an aggregate of 151 college units. Seventy-five per cent of the students subsequently enrolled in school for the Fall Term, including 7 students who continued enrollment in local high schools. The Summer Readiness Program will continue during 1971-72.

A more aggressive program of student recruitment has been developed under the leadership of Tutorial Center Director, Jackman LeBlanc. A recruiting brochure (see Appendix B) was developed and is being used by BSU and MECHA members engaged in the recruiting efforts of the college. In addition, released time has been provided
for two human relations assistants to aid in the development of a more closely coordinated recruiting effort. For the Summer of 1971, it is hoped that the Summer Readiness Program can expand to 100 students, and that the majority of these students will receive NYC assistance during the Summer, and follow through with financial aid support services through the regular college programs this coming Fall.

The College has had particular success in increasing the resources of funds for financial aid to the disadvantaged. As shown in the Institutional Characteristics Checksheet responses, the amount approved at the regional level for 1971-72 in the three major federal programs will almost exactly double the resources available to meet the financial needs of the disadvantaged during the coming year. In addition, funds from Senate Bill 164 have increased the available resources for local students.

Completed research office evaluations are available for all programs alluded to briefly in this most cursory review of College programs. Not given adequate attention in this review are the expanding numbers of multicultural studies courses available to students of color, and the developing new curriculum in para-professional services which is designed to train community workers for direct community action and community service employment in the various public service agencies.

3.4. Institutional Retention Policy and Grading Policy

Santa Barbara City College has examined the characteristics of students over the past two years, and it has been found that, compared to the 1968 testing on the SCAT (required of all students), the 1970 entering class is: (1) significantly lower in measured verbal ability; (2) significantly more dispersed in measured verbal and general academic aptitude (comparison of variances). The pattern of student characteristics is indeed changing, perhaps in part because of the recruiting efforts which have attracted new students to educational opportunity in this district. Recognizing that the student population
is becoming more diverse, the College adopted a more liberal policy of course withdrawal to allow students the option of withdrawing without penalty up to the date of the final examination. The grade distribution was compared for two years, including a pre- and post- adoption distribution. Following adoption of the more liberal class withdrawal policy, there were: (1) more achievement (A, B, and C) grades awarded in every instructional division; (2) fewer (Proportionately) penalty (D and F) grades awarded; (3) fewer W (withdrawal, non-penalty) grades awarded. The data seem to suggest that the more liberal withdrawal policy allows students to stay in courses beyond the initial learning plateau, and to succeed better under the new policy than under the more punitive policy requiring non-penalty withdrawal within the first six weeks.

All California Community Colleges are under the same general guidelines for academic probation and disqualification. The guidelines generally specify that students shall be placed on probation if they fail to achieve a 2.0 (C) average in 12 or more units attempted. Students under probation have three consecutive semesters in which to bring their cumulative grade point average above 2.0. In the mind of this institution's leadership, the real question is not how the conditions for probation and disqualification may be defined, but how the necessary support services can be provided to keep students achieving at their maximum potential. The evidence suggests that the tutorial service, special counseling, and intensive remedial or developmental course work where appropriate, can assure achievement through the first academic year for the majority of disadvantaged students.

5. Institutional Policies: Working with the Special Needs

One particular illustration of the response of the institution to special needs is in the area of curriculum development in multicultural studies. The original impetus for such courses came from student interest, and students were, and are, directly involved in the development of new courses. Since 1968, the following courses
have been added to the catalog: Literature by Black Authors, The Afro-American in the United States, Afro-American Culture, a two semester sequence History of African Civilization, and Black Politics in America; to be offered in the Fall, 1971. Also, there has been added: 'Spanish for Chicanos, Mexican Literature, Chicano Literature, Mexican-American Culture, History of Latin Civilizations, and the Mexican American in the United States. The revision and expansion of the curriculum is an on-going process, involving student and staff participation at each step.

6. 7. Financial Aids Package

As noted above, the resources for financial aids have been increased substantially at Santa Barbara City College during the past two years. It has been a matter of philosophy that each student applying for and receiving financial aid will be granted a "package" combining direct grants with work-study and student loan opportunities, in order to make the best possible combination of resources for each student. Anticipated resources for the coming year include $84,840.00 in EOG grant money, $18,000.00 in state EOPS grants, $115,048.00 in College Work Study, $30,000.00 in NDSL, and about $30,000.00 in local resources. The needs of each student are evaluated, and a package of financial aid offered in such a way that there shall be direct grant money for books and basic living expenses, work study money and loans for sustenance during the academic year. The total package for each student is approximately $800.00 to $1,200.00 annually, depending on the ability of the family to provide assistance.

In addition, there has been a commitment of the University of California at Santa Barbara to consider our local transfer students as first priority for any financial aid and special service programs that may be on-going at the University. Our relationship to the Upward Bound Program at the University, and to the EOP Program at UCSB has been good, and we have been able to articulate a number of students during the first year of our expanded program to meet special needs. To date, there has been insufficient evidence to conduct a
follow-up study, but articulation studies will be conducted at the end of the current academic year.

The retention of the financial aids package does not depend on the grades achieved by the students, but is related to the number of units attempted in any given semester. Again, the experience of two semesters and a summer session suggests that it is possible to provide the support services necessary to keep students in school, and achieving at a satisfactory level.

8. Amount and per cent of financial aid to special services students.

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOG</td>
<td>67,872</td>
<td>80%</td>
</tr>
<tr>
<td>NDSL</td>
<td>24,000</td>
<td>80%</td>
</tr>
<tr>
<td>Work/Study</td>
<td>92,038</td>
<td>80%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>14,400</td>
<td>80%</td>
</tr>
<tr>
<td>Other Work</td>
<td>11,505</td>
<td>40%</td>
</tr>
</tbody>
</table>
II. THE COMPREHENSIVE PROJECT: SANTA BARBARA CITY COLLEGE

9. How will Special Services students be selected?

The primary recruitment effort shall be made through the Summer Readiness recruitment in conjunction with the Neighborhood Youth Corps project during the Summer of 1971. It is anticipated that 100 people will be recruited to this program, and that the majority will subsequently enter Santa Barbara City College in the Fall. Specific commitments of financial aid will be made by the Financial Aid and Placement Officer, with the advice of the Financial Aids Committee, consisting of staff, student, and administrative representatives. The selection of Special Services students will not involve a direct procedure of review by the Advisory Committee, since the services available to these students will also be available to other students on campus. The critical difference will be the priority given the Special Services students for financial aids; this priority will have been assured by the selection and recruitment efforts associated with the Summer Readiness Program, since any student who qualifies under the guidelines for NYC will automatically be given top priority for financial aid during the regular academic year.

10. There will be no component for the physically handicapped.

11. Conditions to be addressed by the Project

1. Provision of a firm basis of financial support for the low income students attending Santa Barbara City College.

2. Direct community liaison and recruitment efforts in the census tracts most heavily affected by poverty.

3. Tutorial and counseling services for the special services students to provide the necessary individual attention as students begin to attack specific learning disabilities and psycho-social handicaps to learning.

12. There will be no component for the physically handicapped.
13, 14. The Total College Project

Before turning to each of the specific elements of the project, the more general goals and specific objectives of the project will be stated, as they relate to the conditions inhibiting educational progress of the low income and minority students in this district.

Project Goals

Studies conducted at Santa Barbara City College have shown that:
1. 72% of all students withdraw from the college during the first two years after their enrollment.
2. 40% of all students withdraw from the college during the first year after their enrollment.
3. 55% of minority group students withdraw from the college during the first year after their enrollment.

Students enrolled in the Learning Resources Center Program are selected on the basis of characteristics which have been associated with high dropout rates from the college. Research following up the first year of LRC operation has shown that the dropout rate for these students is in fact dramatically lower than anticipated.

Long-term goals for the project are:
1. to get 30% of all students enrolled in the program to persist in college for two years and to get 20% to receive the A.A. Degree. (This would bring the persistence rates of these extremely low ability students up to the college average.)
2. to get 20% of all ethnic minority students enrolled in the program to persist in college for two years, and to get 10% to receive the A.A. Degree. (This would bring the persistence rates of these extremely low ability students up to the college average for minority students.)
3. to get 60% of all students enrolled in the program to persist in college for one year. (This would bring the persistence rates for these extremely low ability students up to the college average.)
4. to get 40% of all ethnic minority students enrolled in the program to persist in college for one year. (This would bring the persistence rates for these extremely low ability students up to the college average for minority students.)

Project Objectives

Studies conducted at Santa Barbara City College have shown that:

1. 30% of all students withdraw from the college during the first semester after their enrollment.
2. 40% of all students enrolled in English 42 (remedial reading and writing) withdraw before the end of the semester.
3. 70% of all students enrolled in Math 1 (basic arithmetic) withdraw before the end of the semester.

Short-term objectives for the project are that:

1. 75% of all students enrolled in the program will remain in the college to complete the semester.
2. 60% of all students enrolled in the program will meet the college's basic mathematics qualification standard.
3. 50% of the students enrolled in the program will increase their reading comprehension and vocabulary level by one year by the end of one semester.
4. 80% of all students enrolled in the program will successfully complete the credit requirements for English 42.
5. 80% of all students will eliminate at least 20% of the study skills faults revealed by pre and post-testing with the SR/SE inventory published by SRA.

6. Recruiting shall accomplish the following objectives:
   a) to recruit educationally and financially disadvantaged students to attend Santa Barbara City College in such a way that racial and ethnic balance are achieved at the College in direct proportion to the racial and ethnic balance in the public schools of the district (K-12).
   b) to provide 4,860 hours of recruiting-counseling time for the identification, contact, testing and academic advising of Special Services students.
7. Counseling shall accomplish the following: a) provide 72 hours of professional consultation by a Psychiatric Social Worker from the Santa Barbara County Mental Health Services for staff development and tutor training. (No cost to the District or to the State); b) to provide 36 hours of medical services for vision and hearing tests, on referral; c) to provide Human Relations Assistants for Black (2/5 position), Chicano (2/5 position), and Caucasian disadvantaged student services, including coordination of recruiting and community information activities.

8. Financial Aids shall accomplish the following: a) provide financial aid (all sources) of up to $600.00 per semester, as needed, for students who qualify under the family income guidelines for eligibility; b) provide cost of living grants for expenses and transportation for all readiness students as follows: 1) $90.00 per semester transportation, 2) $80.00 per semester for books, 3) $90.00 per semester for lunches.

9. The Tutorial Service shall accomplish the following: a) maintain a tutor/student ratio of no more than 1:3; b) provide a minimum of 36 hours per academic year training by subject matter specialists.

Project Activities

The project will contain elements in each of the following areas: (1) Instruction in Multicultural Studies; (2) Remedial and Developmental Instruction; (3) Recruiting; (4) Peer Counseling; (5) Tutorial Services; (6) Special Counseling and Testing; (7) Direct Student Financial Aid.

Instruction: Multicultural studies in the areas of Black Studies and Chicano studies is an on-going commitment of the district. The cumulative commitment by the district for providing these courses of study in the Social Science, Foreign Language, and English Divisions for 1971-72 is $19,583.00. No federal funding is being requested for this activity.

Instruction: The reading program has increased its holdings
of instructional equipment and materials through a $10,000.00 grant under Senate Bill 164 (California) and through an NDEA allocation of $3,681.66 to provide special reading materials for the English 42 classes during the 1970-71 academic year. Twenty instructors are involved in the remedial and developmental instruction programs in Communications and Mathematics skills. The district commitment for 1971-72 is $93,935.00. **No federal funding is being requested for this activity.** Service courses are offered by the regular counseling staff in the specific study skills that are needed for academic survival. These courses will be recommended to Special Services students, although individual attention will also be provided through the tutorial center. The district commitment for service courses for 1971-72 is $26,174.00. **No federal funding is being requested for this activity.**

Peer Counseling and Recruiting: The recruiting activities of the College have been conducted with the close cooperation of the Black Students Union and MECHA organization on campus. It is intended that a more direct community contact will be established during the 1971-72 academic year, specifically through the provision of 6 community liaison workers (2 Black, 2 Chicano and 2 Anglo), who will provide recruitment literature to prospective students, assist in the recruiting efforts for the Summer Readiness Program, and provide program literature to community centers such as Operation Solidarity and La Casa de la Raza. Further, peer counselors are to be included in an effort to make the transition into college more harmonious. Students referred to the program through the recruiting program will work with peer counselors in the planning of programs for the academic year, in the completion of financial aid applications, and in the referral to other special services on campus. The peer counseling program will be coordinated by a minority counselor who will maintain close working relationships with the counselors and the community. The total district commitment for the peer counselors and community liaison workers is $8,509.00. **Federal funding of $14,584.00 is being requested for these activities.** Funding for the new counseling position for minority students is to be shared with 50 per cent from local and federal resources: **funding**
from each source is $5,966.00. The coordination of the community liaison work is to be provided by the Project Director, whose major role will be the coordination of efforts among the various elements of the programs and services to the special services students. The Project Director will be a staff position reporting to the Dean of Student Services (Activities), who also has administrative responsibility for the financial aids and tutorial programs. Funding for the position of Project Director will be shared from local, state and federal sources. An amount of $3,000.00 is being requested for the Director.

Tutorial Services: The College is committed to maintaining an effective tutorial assistance program at a ratio of one student tutor to each three students. The district commitment has been $37,195.00, and will remain at that level for 1971-72. State funds in an amount of $18,597.00 have been requested, and federal funding in the amount of $18,598.00 is being requested for this activity. The major requirement for this funding is to expand the number of available tutors to maintain the advantageous ratio that has been preserved since the project in the tutorial center began.

Special Counseling and Testing: Particularly in conjunction with the Los Prietos element of the project, there will be the need for continuous special counseling and testing to identify students who may benefit from an intensive communications and basic skills program at Santa Barbara City College. The assistance of the Santa Barbara County Mental Health Services staff has been offered for special counseling, and consultation related to the special needs of Los Prietos boys, but there will be a need for diagnostic testing and identification of specific learning difficulties which can be attacked through programs of the Santa Barbara City College learning resources center. Dr. Elijah Lovejoy of the Institute for Applied Behavioral Sciences at UCSB has suggested that a half-time position in this area might be staffed on an internship basis by a doctoral candidate in the field of special education and testing. Funding for this position is requested in an amount of $5,000.00.

The necessary clerical services will be provided in support
of all professional staff. Local commitment will extend to $7,822.00 and state funds are being sought in an amount of $2,300.00. **Federal funding is requested for an amount of $2,300.00.**

In order to assure that the outreach activities of the project can function as closely as possible to the communities being served, office space will be obtained for use by the community liaison and peer counseling staff. The Casa de la Raza has been established in the target area by a coalition of several community groups. Although no similar center exists to serve the Black community, it is anticipated that space from which the BSU service project to tutor elementary school students at Lincoln School will be possible to obtain. **Federal funding for necessary office space is being requested in an amount of $1,590.00, to be matched by a like amount of local funding.**

Finally, in order to assure that the staff and administration of Santa Barbara City College have a more thorough and clear understanding of the special needs of low income and minority students, **21 days of professional consultation are being requested on a matching basis, with $1,050.00 from local and $1,050.00 from federal sources.** Of particular value will be the consultation in program development and special resources available from the Chicano and Black study centers at the University of California, Santa Barbara. It is hoped that an intensive workshop, open to all staff, but particularly aimed at training the special services project staff will be designed by the Advisory Committee in conjunction with other local agencies and resources.

**Project Evaluation**

The goals and objectives of the Special Services Project will be evaluated as follows:

A. The College Director of Research will examine student records to determine:

1. Number of overall and ethnic minority students enrolled in the program who remain in the program for one semester.
2. Number of overall and ethnic minority students enrolled in the program who remain in the College through Spring, 1972.
3. Number of overall and ethnic minority students enrolled in the program who remain in the College through Spring, 1973.

B. The tutorial center math advisor will determine the number of students enrolled in the program who meet the basic mathematics requirements of the College. This will be determined on the basis of existing instruments now in use in the Santa Barbara City College mathematics program.

C. The tutorial center reading advisor will determine reading level by pre and post-testing using the SRA Reading Record Progress test.

D. The tutorial center reading advisor will determine study skills deficiencies and improvement using the SR/SE Study Skills Survey test.

E. The tutorial center writing advisor will administer the qualifying essay for admittance to English 7 (Subject A) or English 1 (transfer course). This essay is judged and graded according to the published standards of English Department at Santa Barbara City College.

F. At the end of the semester, the tutorial center advisors, acting as a group, will review and analyze the individual student records accumulated by the tutors. These will include attendance, hours of tutoring, subjects tutored, materials used, test scores, arithmetic problem records, student-tutor relationships and problems arising during the semester.

This analysis will be used to aid in making decisions concerning future operations of the center with respect to number of tutor hours needed, areas of greatest need for tutors, materials needed, tests needed, needs for tutor training and organizational problems that can be avoided in the future.

G. At the end of the semester, the opinions and attitudes of the students in the program will be sampled by means of:
1. A written opinion survey instrument, for both students and tutors.
2. Interviews of student by tutors.
3. Interviews of tutors by advisors.

H. The attitudes and self-concepts of special services students will be measured at the time of entry into peer counseling services (C.P.I. scales and Q-sort items), and a post test comparison will be made at the end of one year to ascertain whether any change has occurred in self-concept among special services students.
III. PROPOSAL DEVELOPMENT: SANTA BARBARA CITY COLLEGE

15. Process of Developing the Proposal

The California Community Colleges participate in the State program of Extended Opportunities Programs and Services under Senate Bill 164 through the Chancellor's Office at the state level. The funding application deadline for that proposal falls immediately before the Special Services application deadline, so all planning for both programs was carefully articulated in such a way as to take the fullest possible advantage of every possible funding source. The following individuals have participated in the development of both projects:

Staff:
- Mr. Royce Adams, Reading Specialist, SBCC English Dept.
- Mr. Bob Carman, Educational Development Consultant, SBCC
- Mr. Bill Cordero, Director, Financial Aids and Placement, SBCC
- Mr. Jerry Floyd, Counselor, SBCC
- Mr. Jesus Gonzales, SBCC English Department
- Mr. Alfonso Hernandez, SBCC Spanish Department
- Mr. Jackman L. LeBlanc, Director, Tutorial Center, SBCC
- Dr. Thomas MacMillan, Director, Research & Development, SBCC
- Mr. Alfred Silvera, Dean, Student Serv. & Activities, SBCC

Students:
- Mr. Fred Cuellar, MECHA
- Mr. Percy Johnson, BSU
- Mr. Nick Nacario, MECHA
- Mr. John Martin, BSU
- Mr. David Norby
- Mr. David Camarillo, MECHA
- Mr. Larry Reed, BSU
- Mr. Lloyd Washington, BSU
- Mr. Ralph D'Oliviera, MECHA

Off-Campus Representatives:
- Mr. Arthur Osterveen, Upward Bound Project, UCSB
- Mr. Kenneth Weinberg, Neighborhood Youth Corps
- Mr. William Fields, Associate Director, EOP, UCSB
- Mrs. Ida Cordero, Catholic Welfare Bureau
- Dr. Floyd Martinez, S.B. County Mental Health Services
- Mr. Michael Eremia, S.B. County Mental Health Services
The history of the involvement of several of these individuals and the groups they represent has extended for at least the past two years. Letters in support of this specific project, and of similar projects in the past two years, are attached to this application as Appendix C.

The participants in the planning process reviewed the application through two rough drafts and the final draft. The actual writing of the application was done by Dr. Thomas F. MacMillan, Director of Research and Development, whose responsibility with the district includes the preparation of all applications for state and federal funds other than Vocational Education. The drafts were reviewed by the officers of MECHA, and the Black Students Union Central Committee immediately before the proposal was taken to the Board of Trustees for approval March 25, 1971. There was consensus that the specific parts of the proposal were responsive to student needs, and that other projects would be developed to serve other needs. Specifically, it was recognized that day care services would have to be developed during the 1972-73 academic year, in conjunction with the on-going curriculum in Early Childhood Education. It was also acknowledged that special services to the physically handicapped could be provided through State Department of Rehabilitation resources in the majority of cases. The special needs of young people in legal difficulties or personal difficulties related to drug abuse were beyond the immediate scope of competence of this institution to deal with, but that referral and consultation services could be provided with the cooperation of several existing community agencies, including Isla Vista Switchboard, the Drug Abuse Prevention Center, and the County Mental Health Services. A project to establish a "half-way house" for paroled felons from Santa Barbara County has been developed and submitted to respond to these special needs. The proposal has received favorable response (Appendix D), and will be developed. Students in the half-way house would have access to, and be received according to the same priorities as, all other special services students.

The review committee was not established, nor will it be perpetuated as the Advisory Board for the Special Services Project,
although several individual members will be recommended for continued participation in the Advisory Board. For the sake of continuity, since the guidelines for the Special Services Project were received after the review committee had been working on extended opportunity project applications for a number of months, it was decided that the same group would review the current proposal through the time of its submission, and that a new Advisory Board, established according to the guidelines required by Special Services, would be appointed to oversee the execution of the Project and make any necessary modifications during the funding period. As of March 25, 1971, the persons named below have been nominated to ascertain their willingness to serve on the Advisory Committee for the Project. A letter of support for the project has been prepared and signed by the Acting Chairman of that group. Formal election of the chair will be held at the beginning of the Project. The letter of support is attached as Appendix E.

Final approval of the Project was made by the Board of Trustees on March 25, 1971. The Board has repeatedly expressed its commitment to Special Services activities. Recent Board resolutions are given as Appendix F, as illustration of this commitment.

Advisory Committee Nominees

Staff: Mr. Bill Cordero, Director, Financial Aids and Placement
Mr. Alfonso Hernandez, SBCC Spanish Department
Mr. Jackman LeBlanc, Director, Tutorial Center
Mr. Alfred Silvera, Dean, Student Services and Activities
Mr. Barrett Culmbach, SBCC

Students: Mr. Percy Johnson, BSU
Mr. John Martin, BSU
Mr. David Camarillo, MECHA
Miss Aida Aguirre, MECHA
Mr. David Norby
Mr. Rick Fisher, Associated Student President (or designate)

Community: Mr. John Gilbert
Mr. Ross Castro
Dr. Floyd Martinez, County Mental Health
Mrs. Ruth Smith, County Schools
Mr. Alan Hodge
Mr. Leo Martinez
IV. STAFFING FOR SPECIAL SERVICE
SANTA BARBARA CITY COLLEGE

16. Organization Chart (see attached chart)

The staffing for the Special Services Project will be done in a way that will best supplement the existing staff and afford the College with the best opportunity to extend its services and programs to the low income and minority populations of the district. If there were no on-going programs at Santa Barbara City College, there would be a need for coordination of all of the efforts contained or implied by the project by establishing a new position with such responsibility. As it stands, there is already a Director of the Tutorial Center, and the Center has received continuous funding from state and local sources since the Spring of 1970. The tutorial program has careful and thorough programs for evaluation, and is under capable leadership by a member of the staff who also served as Faculty Advisor for the Black Students Union during 1969-70. Similarly, the Director of Financial Aids has been most effective in the active development of new resources for student service—the approved level of funding is double that of last year for the programs funded from federal sources, and the current Director of Financial Aids is well aware of the needs of the community, having served as a counselor in the MDTA program prior to his appointment in his current assignment. Both of these Directors report to the Dean of Student Services and Activities, whose professional experience includes the direction of an outreach program of Special Services at Fresno City College. The two programs that would be developed as new programs under this proposal would be (1) community liaison, and (2) peer counseling. Thus the only new positions required for full implementation of the Project would be the Community Liaison and Peer Counselor positions.

Because of the need for cooperation among the various elements of the program, it was decided that the Project Director would have as a major project responsibility the development and coordination of the
community liaison function. The peer counselors would be trained and responsible to a member of the counseling staff (particularly to the new counseling position contained in the project). As indicated in the attached job descriptions, the Project Director would have central responsibility as the initial point of contact for Special Services Students. It would be up to him and his staff to see to it that special services students were referred to tutorial, financial aids and peer counseling services, and that the various community resources were being used fully and appropriately. Like the Directors of the other two segments of the total project, the Project Director would be responsible to the Dean of Student Services and Activities. Because of the immediacy of the concerns of the Project with articulation to the NYC Summer Readiness Program—in all areas of recruitment, tutoring and counseling, the Project Director would also take full responsibility for the Summer Readiness Program, again by providing leadership and coordination among the various services.

Santa Barbara City College has worked to develop a responsive program according to clear priorities of student need. The first two increments of the total program were developed in 1969-70, particularly emphasizing the financial needs of low income students, and the necessary academic support services (tutoring) that would help to assure academic survival. The strength of these two programs provides a reasonable basis for confidence that the next two increments can be implemented with the assistance of extramural funding. Knowing that services are available and financial aids can be provided, the next increment would call for development of a more fully articulated recruiting program, in which the volunteer efforts of BSU and MECHA would be supplemented with a more visible recruiting effort, coordinated by the Project Director. Further, having been assured that the basic academic survival skills had been addressed reasonably, the College could now turn to problems of a more personal nature by providing peer counseling service and professional counseling particularly responsive to minority students. Again, peer counseling had been tried on an experimental and volunteer basis, but greater formalization and institutionalization of the program was felt to be both necessary and
appropriate at this time. Throughout the planning and implementation
of the several increments of service, care has been taken that the in-
crease of services would not interfere with existing services, but
would supplement them. The cooperation of community agencies has been
exceptional, and there is the continuing commitment by such programs
as Community Mental Health to provide consultation and training for
in-service development as new aspects of the program are introduced.

17. Job Descriptions for the new positions are given below. The
existing positions of Director, Tutorial Center, and Director, Financial
Aids and Placement, are not included; nor is the description of the
professional counseling position for which funding is requested, since
these are established positions with visible functions defined. The
job descriptions are, of course, available on request if necessary.

Job descriptions:

   Director, Special Services Project (new position)

Shall be responsible to the Dean, Student Services and Activities,
for the following:

1) Provide supervision and coordinate training for community
liaison workers.

2) Be responsible for interagency cooperation with Los Prietos,
County Mental Health Services, community organizations (La Casa de la
Raza, Westside Development Center), and Neighborhood Youth Corps.

3) Be responsible for coordinating all recruiting of special
services and Summer readiness students, including the development of
printed materials and, high school liaison to special services programs.

4) Will provide liaison among the various elements of the spe-
cial services programs, including tutorial services, counseling, and
financial aids.

5) Will direct the Summer readiness program.

6) Will assist in the development of applications for funding
to maintain and expand special services.

Desirable qualifications:

1) Minimum of Bachelor's Degree; Master's Degree preferred.

2) Experience in community development and special service
activities at a minimum of two years.

3) Knowledge of and familiarity with the various community organizations and resources of the Santa Barbara Community College District.

4) Experience and demonstrated understanding of the needs of all low-income and minority groups served by Santa Barbara City College.

Peer Counselors (students) (new position)

Be responsible to the counselor in charge for the following activities:

1) Assist students referred from the recruiting program with the necessary admissions and financial aids forms.

2) Provide assistance to special project students in the enrollment and registration process.

3) Under the supervision of the counselor, conduct group discussions and evaluation sessions for students in the program.

4) Respond to and make referrals arising from personal needs of students that hamper academic progress.

Desirable Qualifications:

1) Desire and ability to help educationally handicapped students.

2) Sufficient time (15 hours per week) to devote to the program.

3) Acceptable academic standing.

4) Second semester or above.

5) Participation in weekly training sessions by enrollment in Psych 33 (Self-Understanding).

Community Liaison Workers (students) (new position)

Be responsible to the Special Services Project Director for the following activities:

1) Conduct an organized recruiting program by direct contact in the community.

2) Provide information to all area high schools and community organizations on the opportunities for special services students at Santa Barbara City College.

3) Under supervision, refer all potential students to the peer counseling and financial aids services on campus.
Desirable Qualifications:

1) Desire and ability to work with educationally handicapped students.

2) Sufficient time to devote to the program.

3) Participation in training sessions (by enrollment in Social Science 1, 2 or 3).

18. The Project Director has yet to be selected, so no resume is available.
19. The Advisory Board will have the power to recommend budget transfers for funds included in the Special Services Project to the Superintendent of the District, and to the Board of Trustees. Appropriate clearance from federal representatives will be obtained in the event of any major shift in stated project priorities or allocations. The Special Services Project is so intimately bound up with the district commitment and the possibility of receiving state funds under the provisions of Senate Bill 164 that any change in those levels of funding may have an impact on the Special Services allocation expenditures. In every case, the change will reflect the priorities to provide services on the incremental basis described above, with first priority given to maintaining an advantageous tutorial ratio for these essential support services; second priority to direct student financial aids, for which no funding is included in the Special Services application; third priority to recruitment and community liaison; and fourth priority to other services (peer counseling, transportation of Los Prietos boys).

One reason for including funding for outside consultants is to allow for the possibility of greater cooperation with other community organizations and agencies, and to allow for evaluation from a reasonably impartial source. For this same reason, the Director of Research is not serving on the Advisory Board, since part of his assignment is to evaluate the effectiveness of the various special programs to serve special needs. Should it appear that allocations can be made to support effective programs or strengthen ineffective ones, the Advisory Board will have the opportunity to consider the available evidence, both from students participating in the program, and, at the end of the first semester, from the persistence, achievement, and testing performance of the special services groups in the various services available.
Proposer: Santa Barbara City College

Date: From July 1, 1971
      To June 30, 1972

**BUDGET SUMMARY**

<table>
<thead>
<tr>
<th>Category</th>
<th>Special Services</th>
<th>Proposer</th>
<th>Other Federal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. DIRECT COSTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial Center Director</td>
<td>0</td>
<td>14,306</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Project Director</td>
<td>3,000</td>
<td>3,000</td>
<td>0</td>
<td>6,000</td>
</tr>
<tr>
<td>20 Instructors partial</td>
<td>0</td>
<td>93,935</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>assignment in remedial and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>developmental courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Instructors assignment in</td>
<td>0</td>
<td>19,583</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>multicultural studies</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7 Counselors teaching assignment</td>
<td>0</td>
<td>26,174</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>in service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Counselor to meet special</td>
<td>5,966</td>
<td>5,966</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>minority needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 half-time Psychometrist</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(Dyslexia testing, referral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 tutors, 15 hours per week,</td>
<td>18,598</td>
<td>37,195</td>
<td>0</td>
<td>18,597</td>
</tr>
<tr>
<td>36 weeks @ $2.25/hr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Tutors, 6 weeks, 15 hrs.</td>
<td>3,037</td>
<td>3,038</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>/wk. (Summer) @ $2.25/hr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Peer Counselors, 15 hrs.</td>
<td>12,150</td>
<td>6,075</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>/wk., 36 wks, @ $2.25/hr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Community Liaison Workers, 15</td>
<td>2,434</td>
<td>2,434</td>
<td>0</td>
<td>2,433</td>
</tr>
<tr>
<td>hrs/wk, 36 weeks @ $2.25/hr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Services (equivalent of</td>
<td>2,300</td>
<td>7,822</td>
<td>0</td>
<td>2,300</td>
</tr>
<tr>
<td>two full-time clerk-typist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>positions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Note: Staff personnel benefits are included in the indirect costs below)

2. Space Rental and Equipment

Rental of office space La Casa de la Raza--Chicano outreach program (approx. 15 x 20) ($50.00 per month for one year).  
300 300 0 0

Rental of temporary building to house peer counselors, testing office ($160.00 per month for one year).  
990 990 0 0

Rental of office space Black outreach program for Lincoln School ($50.00 per month for one year).  
300 300 0 0

3. Communications and Utilities

Telephone: 2 instruments in each of three locations for project activities.  
250 250 0 0

Utilities covered under indirect costs.

4. Travel

Staff travel 940 940 0 0

Consultant Travel 100 100 0 0

Transportation of Students (Los Prietos) 1,200 0 0 1,200

5. Services

Consultant: UCSB counseling department 250 250 0 0

UCSB Black Studies Center 250 250 0 0

UCSB Chicano Studies Center 250 250 0 0

Consultant: 3 days @ $100 Mental Health Consulting 150 150 0 0

3 days @ $100 Human Relations Consulting 150 150 0 0
<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
<th>Subtotal</th>
<th>Total</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Costs</td>
<td>57,615</td>
<td>223,458</td>
<td>0</td>
<td>30,530</td>
</tr>
<tr>
<td>B. TOTAL INDIRECT COSTS (8%)</td>
<td>4,609</td>
<td>17,877</td>
<td>0</td>
<td>2,442</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. TOTAL COSTS</td>
<td>62,224</td>
<td>241,335</td>
<td>0</td>
<td>32,972</td>
</tr>
</tbody>
</table>

Total Cost: $336,531.00
Total Project: $62,224.00

Per Cent Federal Project of Total Project Costs: 18.5%

Per Cent Local and Other Support: 81.5%
APPENDIX A

The Special Services Student: General Campus and Community Data

1. Minority Distribution of the Santa Barbara City College Student Population.

<table>
<thead>
<tr>
<th>Ethno/Racial Background</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>96</td>
<td>2.33%</td>
</tr>
<tr>
<td>Indian</td>
<td>42</td>
<td>1.02%</td>
</tr>
<tr>
<td>Mexican American</td>
<td>336</td>
<td>8.16%</td>
</tr>
<tr>
<td>Oriental</td>
<td>120</td>
<td>2.91%</td>
</tr>
<tr>
<td>White</td>
<td>3524</td>
<td>85.58%</td>
</tr>
<tr>
<td>Total</td>
<td>4118</td>
<td></td>
</tr>
<tr>
<td>Total Minority</td>
<td>594</td>
<td>13.53%</td>
</tr>
</tbody>
</table>

2. Financial Status of Santa Barbara City College Students.

Note: The following data were gathered in the Fall, 1970, as the basis for estimating financial aid applications under the various federal programs. The total sample size for purposes of the estimate was 3,778. The records used were student responses to the ACE freshman questionnaire, a "NORCAL" questionnaire used in 22 colleges in California, and student application data for financial aid.

<table>
<thead>
<tr>
<th>Income of Family</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $2,999</td>
<td>191</td>
<td>5.0%</td>
</tr>
<tr>
<td>3,000 to 5,999</td>
<td>567</td>
<td>15.0%</td>
</tr>
<tr>
<td>6,000 to 7,499</td>
<td>567</td>
<td>15.0%</td>
</tr>
<tr>
<td>7,500 to 8,999</td>
<td>944</td>
<td>25.0%</td>
</tr>
<tr>
<td>9,000 to 11,999</td>
<td>756</td>
<td>20.0%</td>
</tr>
<tr>
<td>Over 12,000</td>
<td>756</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

3778

In a follow-up study of 180 students who withdrew from Santa Barbara City College in the Fall, 1970, 34 per cent of the Spanish Surnamed dropouts and 22.7 per cent of the Black dropouts reported family incomes of under $4,500.00, as compared with 15.7 per cent
of the total responding sample. The special financial needs of students of color are clearly understood in this district.

3. Minority Distribution in the K-12 population of the Santa Barbara City College attendance area, Fall, 1970.

<table>
<thead>
<tr>
<th>Ethno/Racial Background</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>51</td>
<td>1.9%</td>
</tr>
<tr>
<td>Indian</td>
<td>5</td>
<td>.2%</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>545</td>
<td>20.4%</td>
</tr>
<tr>
<td>Oriental</td>
<td>53</td>
<td>2.0%</td>
</tr>
<tr>
<td>White</td>
<td>26041</td>
<td>75.5%</td>
</tr>
</tbody>
</table>

26695

4. Poverty and Minority Impact in the Target Area.

Note: Special recruiting, financial aids, and tutorial services included in this project are being directed to the 13 census tracts identified as target areas for the community action projects funded under O.E.O. for Santa Barbara County. The characteristics of those particular areas are given in the table below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Population</th>
<th>Number Poor - %</th>
<th>Chicano--%</th>
<th>Black--%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.B. East Side (8,9)</td>
<td>11,354</td>
<td>2,736(24.1)</td>
<td>3,832(33.8)</td>
<td>1,266(11.2)</td>
</tr>
<tr>
<td>S.B. West Side (10,11,12)</td>
<td>18,845</td>
<td>3,888(20.6)</td>
<td>2,721(14.4)</td>
<td>112(.6)</td>
</tr>
<tr>
<td>S.B. Central (3,4,6)</td>
<td>14,312</td>
<td>2,811(19.6)</td>
<td>605(4.9)</td>
<td>24(.2)</td>
</tr>
<tr>
<td>Carpinteria (16,17)</td>
<td>10,156</td>
<td>1,969(19.4)</td>
<td>2,603(25.6)</td>
<td>13(.1)</td>
</tr>
<tr>
<td>Goleta (1,29,30)</td>
<td>63,406</td>
<td>10,821(17.1)</td>
<td>6,079(9.6)</td>
<td>262(.4)</td>
</tr>
<tr>
<td>Total Target Area</td>
<td>118,073</td>
<td>22,225(18.9)</td>
<td>15,940(13.5)</td>
<td>1,677(1.4)</td>
</tr>
</tbody>
</table>

(Figures are from the Community Action Commission, April, 1970.)

The Special Services Student: Specific Group Characteristics

There are several specific groups of students to be served under the total project, and with a variety of services to be detailed below. The College has been able to conduct periodic research and description projects to characterize the impact of various special services on the target groups, and can anticipate other groups for
new services. The specific groups of students about whom information is available includes: Neighborhood Youth Corps students in the first Summer Readiness Program at Santa Barbara City College, Summer, 1970; students incarcerated in Los Prietos Camp for commitment as juvenile offenders.

1. NYC Students

One aspect of the project will be the development of an expanded Summer readiness program to assist NYC in-school students make the transition between high school and college through a concentrated program of financial aid, special tutorial assistance, and activities sponsored by student organizations such as the Black Students Union and MECHA. The program is anticipated to include 100 students this year, but the characteristics listed below are for the 34 who participated in last summer's (1970) program.

As a group, the NYC students had:

- a mean annual family income of $4,210.00.
- a mean family size of 6.10.
- a mean SCAT Verbal Score at the 14.84%ile level.
- a mean SCAT Quantitative Score at the 14.33%ile.
- a mean SCAT Total Score at the 11.59%ile.

More specifically, female Mexican-American students had the following standing, compared with national norm samples, on the four listed scales of the California Psychological Inventory:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Local Mean</th>
<th>Norm Group Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Being</td>
<td>28.33</td>
<td>37.50</td>
<td>4.4</td>
</tr>
<tr>
<td>Responsibility</td>
<td>21.33</td>
<td>33.30</td>
<td>4.1</td>
</tr>
<tr>
<td>Achievement via Independence</td>
<td>12.00</td>
<td>21.90</td>
<td>3.9</td>
</tr>
<tr>
<td>Intellectual Efficiency</td>
<td>27.50</td>
<td>41.40</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Every one of the mean scores for the female Mexican American readiness students was over two standard deviations below the national norm score. Insofar as these students can be taken as representative of the group, the composite picture of low academic potential, as reflected in SCAT scores, low self concept in areas related to self
concept, and low financial status indicating the less likelihood of attending college, all combine to illustrate the important point that the Special Services Project will enhance the ability of Santa Barbara City College to attract and serve students who might not otherwise ever enter any institution of higher education.

2. Los Prietos Boys

As part of the juvenile justice system, Santa Barbara County operates the Los Prietos Camp for boys. Over the past several years, Mr. Harold Danenhower has been testing the boys for developmental dyslexia upon entry to the Los Prietos program. The results have been striking, as reflected in the performance on such tests as the French-Orton. The figures should also be compared with the finding (1969) of the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders that "reading disorders affect about 15 percent of the children in school today". (1969, p.21)

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Disability</td>
<td>89</td>
<td>53.1</td>
</tr>
<tr>
<td>Mild Dyslexia</td>
<td>17</td>
<td>10.2</td>
</tr>
<tr>
<td>Moderate Dyslexia</td>
<td>28</td>
<td>17.3</td>
</tr>
<tr>
<td>Severe Dyslexia</td>
<td>32</td>
<td>19.4</td>
</tr>
</tbody>
</table>

Total with measurable Dyslexia: 76 (46.9%)

It is one of the specific intentions of the project to include training under special tutorial arrangements for students from Los Prietos.

The Special Services Student: Summary

The special needs of the minority disadvantaged are the first priority of the Special Service Project. There is ample evidence to suggest that there is a need for special counseling, recruitment, financial assistance, and academic assistance through tutorial support services for a substantial proportion of the entering and continuing students at Santa Barbara City College. The figures on the distribution of minority students on campus, as compared with target community, suggests that more effort needs to be made to attract these students, and provide the services they will need to retain them,
at Santa Barbara City College. The problem is made more difficult by the fact that the median family income in Santa Barbara County is $6,806.00, as compared with $4,360.00 nationally, and that on the basis of many regional comparisons Santa Barbara County simply does not qualify for the kind of assistance that is needed to bring a substantial number of people out of the cycle of low income and low educational attainment. The contradiction of poverty in the midst of plenty is dramatic in Santa Barbara County, and the local Board of Trustees has committed $37,500.00 from the district operating fund to begin some programs that will have to receive extra-mural support if they are to expand to serve the growing needs.
Note: Our ethnic survey is conducted anonymously, thus rendering it impossible for us to tie specific persistence or achievement data back to an individual by race. The drop figures are total attrition from first to second year, estimated from an earlier study.

**Institutional Characteristics Checklist**

<table>
<thead>
<tr>
<th>Santa Barbara City College</th>
<th>4118</th>
</tr>
</thead>
<tbody>
<tr>
<td>721 Cliff Drive</td>
<td></td>
</tr>
<tr>
<td>Santa Barbara, California</td>
<td>2516</td>
</tr>
<tr>
<td>93105</td>
<td>1602</td>
</tr>
</tbody>
</table>

2. Check one: 1-year institution of higher education 2-year institution of higher education

3. **Income Statement for Current Student (List Institutions)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Out-of-state</th>
<th>In-State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition ($6900)</td>
<td>0</td>
<td>0</td>
<td>900.00</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>15.00</td>
<td>15.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Room and board</td>
<td>100.00</td>
<td>100.00</td>
<td>200.00</td>
</tr>
<tr>
<td>Personal expenses</td>
<td>1400.00</td>
<td>420.00</td>
<td>1820.00</td>
</tr>
<tr>
<td>Medical expenses</td>
<td>180.00</td>
<td>180.00</td>
<td>360.00</td>
</tr>
<tr>
<td>Personal maintenance and supplies</td>
<td>300.00</td>
<td>300.00</td>
<td>600.00</td>
</tr>
<tr>
<td>Total</td>
<td>1995.00</td>
<td>1015.00</td>
<td>3010.00</td>
</tr>
</tbody>
</table>

4. **Estimate of Income**

<table>
<thead>
<tr>
<th>Year</th>
<th>Estimated Income</th>
<th>Projected Income</th>
<th>Faculty Characteristics</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>$900.00</td>
<td>1970-71</td>
<td>1970-71</td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

5. **Profile of Faculty**

<table>
<thead>
<tr>
<th>Race/Ethnic Background</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>76</td>
<td>96</td>
</tr>
<tr>
<td>Native-American</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>293</td>
<td>336</td>
</tr>
<tr>
<td>Oriental</td>
<td>99</td>
<td>120</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3218</td>
<td>3524</td>
</tr>
<tr>
<td>Total</td>
<td>3762</td>
<td>4118</td>
</tr>
</tbody>
</table>

6. **Profile of Seniority**

<table>
<thead>
<tr>
<th>Race/Ethnic Background</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Native-American</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>112</td>
<td>100</td>
</tr>
<tr>
<td>Oriental</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>250</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>539</td>
<td>166</td>
</tr>
</tbody>
</table>

7. **Profile of Enrollment**

<table>
<thead>
<tr>
<th>Race/Ethnic Background</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>398</td>
<td>166</td>
</tr>
<tr>
<td>Native-American</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Mexican-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>560</td>
<td>676</td>
</tr>
</tbody>
</table>

8. **Dropout Figures**

<table>
<thead>
<tr>
<th>Race/Ethnic Background</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>676</td>
<td>650</td>
</tr>
<tr>
<td>Native-American</td>
<td>13%</td>
<td>Not Available</td>
</tr>
<tr>
<td>Mexican-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>560</td>
<td>676</td>
</tr>
</tbody>
</table>

**Physical Disabilities**

<table>
<thead>
<tr>
<th>Disability</th>
<th>1969-70</th>
<th>1970-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>