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

DATE SUBMITTED: 3-30-73
TITLE OF PROJECT: Project Seagull

NAME OF PROPOSER (INSTITUTION, CONVENTION OF INSTITUTIONS, OR AGENCY):
Santa Barbara City College

ADDRESS (STREET): 721 Cliff Drive
CITY: Santa Barbara
STATE: California
ZIP CODE: 93109

PROPOSED DATES OF ACTIVITY:
FROM (MONTH, DAY, YEAR): July 1, 1973
TO (MONTH, DAY, YEAR): June 30, 1974

PROJECT DIRECTOR: pro tem

ALFRED L. SILVERA
ADDRESS (STREET): 721 Cliff Drive
CITY: Santa Barbara
STATE: California
ZIP CODE: 93109

NAME OF PERSON WHO SHOULD BE CONTACTED CONCERNING THIS PROPOSAL:
ALFRED L. SILVERA
ADDRESS (STREET): 721 Cliff Drive
CITY: Santa Barbara
STATE: California
ZIP CODE: 93109

NAME OF FISCAL OFFICER:
DONALD K. SORABAL
ADDRESS (STREET): 721 Cliff Drive
CITY: Santa Barbara
STATE: California
ZIP CODE: 93109

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; AND (2) THE ATTACHED PROPOSAL EXCEPT AS MODIFIED BY THE GRANTS OFFICE.

AUTHORIZING OFFICIAL (THE PERSON AUTHORIZED TO CONSENT INSTITUTIONAL RESOURCES):
M. L. HUGLIN
ADDRESS (STREET): 721 Cliff Drive
CITY: Santa Barbara
STATE: California
ZIP CODE: 93109

SIGNATURE:
M. L. HUGLIN
ACTING PRESIDENT/SUPERINTENDENT
SANTA BARBARA CITY COLLEGE

NOTE: FORM 1291, 2/73
PAGE 1

ENC. 4 5-2-e
PROGRAM CHARACTERISTICS

NOTE: PROPOSERS SHOULD COMPLETE ALL ITEMS ON THE FOLLOWING PAGES WHICH ARE APPLICABLE TO THE COMPONENT(S) FOR WHICH THEY ARE APPLYING. INSTITUTIONS OR AGENCIES APPLYING FOR CONSOLIDATED PROGRANS SHOULD COMPLETE ALL ITEMS.

I. ALL COMPONENTS: APPLICANT CHARACTERISTICS

A. TYPE OF INSTITUTION OR AGENCY

☐ SECONDARY SCHOOL
☐ INSTITUTIONS OF HIGHER EDUCATION
☐ 2-YEAR INSTITUTION
☐ 4-YEAR INSTITUTION
☐ VOCATIONAL/TECHNICAL SCHOOL
☐ PUBLIC AGENCY

☐ PRIVATE NONPROFIT-AGENCY
☐ CONSORTIUM OF INSTITUTIONS (LIST INSTITUTIONS BELOW)
☐ AGENCY FOR CONSORTIUM OF INSTITUTIONS (LIST INSTITUTIONS BELOW)

NAME OF INSTITUTION TO RECEIVE FUNDS OR AGENCY
Santa Barbara City College

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

NAME OF INSTITUTION

D. SPOONER SPECIAL SERVICES PROGRAM SPONSORSHIP

☐ HAVE NEVER SPONSORED A STUDENT SPECIAL SERVICES PROGRAM

☐ CURRENTLY SPONSORING OR HAVE SPONSORED A STUDENT SPECIAL SERVICES PROGRAM (IDENTIFY BELOW)

NAME OF PROGRAM

DATES

GRANT NUMBER

E. MODEL CIERTAS PROJECT

☐ YES

☐ NO

F. CIVIL RIGHTS COMPLIANCE FORM ON FILE

☐ YES

☐ NO

G. MODEL CIERTAS RELATEDNESS FORM ENCLOSED, IF APPLICABLE

☐ YES

☐ NO

II. TAILENT SEARCH AND TEAMED COMPONENTS: TARGET POPULATION

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. LOCATION AND DESCRIPTION OF TARGET POPULATION TO BE SERVED

1. LOCATION (CHECK ONE)

☐ OUTSIDE CITY LIMITS

☐ CITY AND RURAL

☐ SELECTED PARTS OF A CITY

☐ RURAL

☐ CITY WIDE

☐ STATEWIDE

☐ REGIONAL

2. DESCRIPTION (CHECK ONE)

☐ TARGET POPULATION IS:

☐ HIGH CONCENTRATION OF LOW INCOME

☐ MIXED ECONOMIC INCOME

 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 THERE ARE DISTINCTLY DIFFERENT TARGET POPULATIONS WITHIN THE PROJECT (SUCH AS RETURNING VETERANS, MOTHERS OF A.D.C. CHILDREN, ETC.) GIVE SEPARATE FIGURES FOR EACH IN THE COLUMNS MARKED **. IF ACCURATE TARGET POPULATION INFORMATION IS NOT KNOWN, GIVE TARGET POPULATION DATA AS A PERCENT OF AREA POPULATION DATA.

<table>
<thead>
<tr>
<th>AREA</th>
<th>POPULATION</th>
<th>**</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POPULATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL AGE POPULATION (13 AND OVER)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIAN PER CAPITA INCOME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ETHNIC/RACIAL COMPOSITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLACK</td>
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<td></td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td></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>WHITE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER (SPECIFY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNEMPLOYMENT RATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL DROPOUT RATE IN GRADES 7 THROUGH 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVERAGE ANNUAL NUMBER OF HIGH SCHOOL GRADUATES FOR LAST 3 YEARS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTIMATE AVERAGE PERCENT OF HIGH SCHOOL GRADUATE GOING ON TO POST-SECONDARY EDUCATION FOR LAST 3 YEARS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DE FORM 1251, 2/73 PAGE 2
III. SPECIAL SERVICES FOR THE DISADVANTAGED COMPONENTS: INSTITUTIONAL CHARACTERISTICS

A. PROFILE OF THE FRESHMEN CLASS, LOW-INCOME STUDENTS, AND FACULTY

<table>
<thead>
<tr>
<th>ETHNIC/RACIAL BACKGROUND</th>
<th>FRESHMAN ENROLLMENT AT BEGINNING OF FALL TERM</th>
<th>NUMBER OF FIRST-YEAR DROPOUTS</th>
<th>NUMBER MEETING LOW-INCOME CRITERIA</th>
<th>NUMBER OF FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAST YEAR</td>
<td>CURRENT YEAR</td>
<td>PAST YEAR</td>
<td>CURRENT YEAR</td>
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<tr>
<td>BLACK</td>
<td>101</td>
<td>127</td>
<td>21</td>
<td>82</td>
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<tr>
<td>AMERICAN INDIAN</td>
<td>18</td>
<td>35</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>MEXICAN AMERICAN</td>
<td>573</td>
<td>539</td>
<td>86</td>
<td>248</td>
</tr>
<tr>
<td>ORIENTAL</td>
<td>39</td>
<td>72</td>
<td>4</td>
<td>11</td>
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<tr>
<td>PUERTO RICAN</td>
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<td>-</td>
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<tr>
<td>WHITE</td>
<td>3,445</td>
<td>3,664</td>
<td>350</td>
<td>394</td>
</tr>
<tr>
<td>OTHER (SPECIFY)</td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
<td>-0-</td>
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<tr>
<td>TOTAL</td>
<td>4,176</td>
<td>4,437</td>
<td>465</td>
<td>746</td>
</tr>
</tbody>
</table>

B. PROFILE OF PHYSICALLY DISABLED UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>ETHNIC/RACIAL BACKGROUND</th>
<th>ENROLLMENT AT BEGINNING OF FALL TERM</th>
<th>NUMBER OF FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAST YEAR</td>
<td>CURRENT YEAR</td>
</tr>
<tr>
<td>BLACK</td>
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</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td>-</td>
<td>-</td>
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<tr>
<td>MEXICAN AMERICAN</td>
<td>-</td>
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<tr>
<td>ORIENTAL</td>
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</tr>
<tr>
<td>PUERTO RICAN</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>WHITE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OTHER (SPECIFY)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

C. ESTIMATED COST PER YEAR FOR ALL STUDENTS

- Tuition: Resident student at home $0, Off-campus away from home $0
- Fees: $0
- Books and Supplies: $150
- Transportation: $405
- Personal (Spending Money): $315
- Other: $630
- Total: $1,500

D. TUITION PAID BY AN OUT-OF-STATE STUDENT

- Amounts of Total Institutional Student Aid: $810.00
- Next Year: Requested

E. AMOUNTS OF TOTAL INSTITUTIONAL STUDENT AID

- EOG: $66,000, 254,000
- HUDSL: $31,000, 128,000
- Work Study: $93,000, 463,000
- Other Grants: $15,000, 91,000
- Other Loans: $5,000, 6,000
- Other Work: $77,000, 80,000

OE FORM 1251, 2/73
### Advisory Committee

**Name:** J. Cordero

**Address:** Santa Barbara

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### Statistics

<table>
<thead>
<tr>
<th>Ethnic/Facial Group</th>
<th>Total</th>
<th>White</th>
<th>Puerto Rican</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oriental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unsure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Location of Home

<table>
<thead>
<tr>
<th>Residence</th>
<th>City Wide</th>
<th>Within City</th>
<th>Home School</th>
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</thead>
<tbody>
<tr>
<td>Status</td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

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### Other Information

- **Sex:** Male
- **Race:** White
- **Occupation:** Student
- **Program:** Accounting

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### Residence

- **City Wide:** 120
- **Within City:** 170
- **Home School:** 28

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### Notes

- All compatible students to be served by the project.
- Ethnical/facial group to be used in the project.
- Staff and students in target population.
- Effort to avoid discrimination.
- If no, explain in attached sheet.

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### Additional Information

- **Ethnical/Facial Group:** Various
- **Occupation:** Educator
- **Program:** Mathematics

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### Acknowledgments

- **Advisory Committee:** Staff and students
- **Project:** Representing the target population
- **Ethnical/Facial Group:** Various
- **Occupation:** Educator
- **Program:** Mathematics

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### Attachments

- **Sheet:** Include explanation of sex
- **Project:** Effort to avoid discrimination
VIII. INSTRUCTIONAL QUESTIONS

INSTRUCTIONS: The following questions are designed to supplement the project which exist for low-income
and/or physically disabled students in the target area and the States proposed to solve these problems.

1. Each question should be answered in light of the program manual and the information included in the program
description.

2. The total number of pages is limited to a minimum of 25 double spaced typewritten pages.

A. DESCRIPTIVE DATA
1. Describe the educational, social, and economic characteristics and the needs of the students
with whom your project will serve.
2. Describe your institution or agency and explain why it should receive a federal grant for working with
low-income, academically deficient, or physically disabled students.
3. Where the applicant is a postsecondary institution, describe institutional policies of admission,
financing, aid, retention, curriculum, and grading applicable to (a) all students; (b) low-income and/or
physically disabled students.

B. PROGRAM
1. Describe in detail the content, methods, timetable, and any other pertinent information about your
proposed program in all its components.

C. STAFFING
1. Draw an organization chart of the project which includes the various staff positions and their
relationship to each other and the location of the project within the structure of the agency or institution.
Include in the chart any other projects or institutional components not funded by the Division of
Student Assistance.
2. Give a brief description of each staff position, the qualifications for each position, and plans for
training staff members.
3. Provide a resume of directors of program components.

D. ADVISORY BOARD OR COMMITTEE
1. Describe the makeup of the advisory board or committee, methods of selecting the members, and the
specific functions and responsibilities of this board within the framework of the project.

VIII. BUDGET - INSTRUCTIONAL QUESTIONS
ARE AN ANNUAL BUDGET SUMMARY ACCORDING TO THE FOLLOWING EXCEL SHEET.

<table>
<thead>
<tr>
<th>TYPE OF POSITION</th>
<th>NO. OF PERSONS</th>
<th>SALARY/ALLOW.</th>
<th>PERCENT TIME</th>
<th>HOURS EMPLOYED</th>
<th>TOTAL COSTS</th>
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</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>1</td>
<td>$1,601.00</td>
<td>100%</td>
<td>10.5</td>
<td>$17,000</td>
</tr>
<tr>
<td>Counselor/</td>
<td>1</td>
<td>$1,601.00</td>
<td>100%</td>
<td>10.5</td>
<td>17,000</td>
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<tr>
<td>Psychometrist</td>
<td>1</td>
<td>$497.00</td>
<td>100%</td>
<td>10.5</td>
<td>5,228</td>
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<tr>
<td>Intermediate</td>
<td>1</td>
<td>225.00</td>
<td>37.5%</td>
<td>9</td>
<td>6,750</td>
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<tr>
<td>Peer Counselors</td>
<td>5</td>
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</table>

1. TOTALS: $45,978.00
2. EMPLOYER BENEFITS (EXPLAIN PERCENTAGE BASE)
3. TOTAL PERSONNEL
4. TOTAL TRAVEL
5. STAFF TRAVEL
6. STUDENT TRAVEL
7. OTHER TRAVEL
8. EQUIPMENT: learning resource center & american ethnic studies $3,000.00
9. ROOM AND BOARD (average) $200 X 548 $109,000.00
10. TEXTBOOKS books and transportation (548 students X $330.00) $180,040.00
11. TOTAL EDUCATION
12. TRAVEL EXPENSES (INCLUDING CONSULTANTS) 8 days @ $100 per day $800.00
13. TOTAL DIRECT COSTS $350,354.00
14. TOTAL PROJECT COSTS 12% of total requested $10,510.00
15. TOTAL PROJECT COSTS $360,864.00
SPECIAL SERVICES FOR DISADVANTAGED STUDENTS
IN INSTITUTIONS OF HIGHER EDUCATION

INTRODUCTION

Santa Barbara City College is a comprehensive two year community college serving 5,200 day students and 1,800 evening college students. The college district provides higher educational opportunities to a population of 161,281 in an area of 177 square miles.

Among the primary goals of the college is the commitment to a full and complete program of supportive services to economically and educationally disadvantaged students. The following project proposal elaborates on this commitment. While repeated board resolutions have stressed the commitment of the district, perhaps the clearest statement was in Board Resolution #15, adopted March 12, 1970, stating in part: "The Board of Trustees shall support the application for all funding that may enable the college to extend further opportunities to the disadvantaged, while at the same time committing the college to providing all necessary local resources".

A campus wide college committee comprised of administration, faculty, and students has participated in a comprehensive review of the college's three-year plan for services to disadvantaged students. Committee recommendations have been incorporated in this application. Letters of support from campus groups and from community agencies are on file and available upon request. Among these groups and agencies are included:

- Catholic Social Service Bureau
- Community Action Commission
- County of Santa Barbara Mental Health Services
- El Concilio De La Raza
- Santa Barbara County Schools - Neighborhood Youth Corps
- Santa Barbara School District - Intergroup Education Office
- University of California, Santa Barbara E.O.P. (2)
- SBCC Black Caucus
- SBCC Chicano Junta
- SBCC Ethnic Studies Division
- SBCC Mecha
- SBCC Student Senate

The following statistical information is provided as supporting evidence for this application:

(1) There are 548 full-time students at Santa Barbara City College with family income of $5,000 or less. This represents 16.60 percent of the total number of full-time students.
(2) There are 1,156 full-time students from ethnic minority groups in the college. This represents 17.46 percent of the full-time students at the college.

(3) The unemployment rate in the area served by the college is 5.3 percent seasonally adjusted. (Source: Department of Human Resources Development, Southern California Data and Research Division, Los Angeles, California. Data current as of September, 1972.)

(4) Youth unemployment in the area served by the college is 13.25 percent. According to the Department of Human Resources, youth unemployment is estimated to be two and one-half times the area unemployment rate of 5.3 percent. (Source: identical to number 3.)

(5) The ethnic minority student enrollment in K-12 public schools in the college service area is 26 percent. (This information is derived from the Application Manual for E.O.P.S. Programs for the California Community Colleges.)
THE PROJECT PROPOSAL
AND THE TOTAL COLLEGE PROGRAM

This section provides (1) a description of the long range planning by the college; the year each service was established is in parenthesis; (2) an update of the three year plan with specific requests for budgetary consideration; (3) goals and objectives; and (4) evaluation procedures.

1. Long Range Planning

The three year plan submitted for 1971-1974 reflected a commitment of Santa Barbara City College to the expansion and extension of student support services. Emphasis was placed on attempting to meet the needs of students having characteristics identified by statutes and guidelines established for Special Services for Disadvantaged Students in Institutions of Higher Education (P. L. 89-329) Title IV, Section 408, As Amended.

Santa Barbara City College has institutionalized its commitment by the establishment and development of:

(1) A centralized Financial Aid and Placement Office with a coordinator, a financial aid secretary, a placement clerk, a clerk for College Work-Study, and student assistance (CNS). (1969)

(2) A Learning Resources Center with a director and appropriate instructional staff to provide for both college-prep and regular academic courses. (1970)

(3) A Tutorial Center with a full-time director, a secretary, and fifty (50) paid tutors, as well as volunteer workers. (1970)

(4) A College Readiness Program in conjunction with the Neighborhood Youth Corps. (1970)

(5) A Human Relations Program with two Human Relations Assistants currently responsible for certain recruiting and retention functions and for working with the counseling and peer counseling programs. (1971)

(6) A Peer Counseling Program with fifteen (15) paid peer counselors who assist in the programs for recruitment and retention. (1971)

(7) An in-service training program for peer-counselors conducted by members of the professional counseling staff. (1971)
(8) An American Ethnic Studies Division with courses in history, literature, culture, and language related to the Afro-American and the Chicano (Mexican-American) taught by an instructional staff of six persons. (1972)

(9) A Child Care Center authorized to accommodate forty-five (45) children at any one time. (1972)

(10) An English Writing Laboratory to assist any student to enter the transfer English program without specific placement by examination. Eight (8) paid student workers and thirteen (13) volunteer faculty members operate the lab forty-five (45) hours per week to assist those with problems in English composition. (1972)

The commitment of this college may be further observed by:

(1) The expansion of the professional counseling staff to include members of ethnic minorities and women.

(2) The concerted effort to include ethnic minority staff and students in the mainstream of the college's governance process.

2. Up-Dating the Three-Year Plan

In preparation for filing this application for the 1973-74 Special Services grant, an advisory committee comprised of twenty-five persons, including staff and students, met regularly (sometimes twice a week) for approximately two months for the purpose of reviewing and updating the three-year plan. Besides reviewing the on-going programs cited above and recommending means for more effective service to disadvantaged students, the following issues related to Special Services were of primary concern to the committee:

(1) The need for a full-time Director of Special Services to insure that the student is identified and placed with the services he needs and to coordinate the various elements essential to the support of services offered. While funds for this position have been requested annually through California SB164 and through Special Services for the Disadvantaged, no funds have ever been allocated. The expansion of the college's program has reached a point where the services of such a position are crucial to the future effectiveness of the program. The district wishes to provide for the position without having to divert funds now committed to the support services presently available.

(2) The need to develop a more timely and effective means for identification of the disadvantaged student through assessment of financial need, academic deficiencies, and attitude and motivation. Early identification is essential to facilitate bringing the student together with the supportive services designed to meet his individual needs.
(3) The need for Follow-up Assessment to determine the progress of each disadvantaged student. Such assessment would be at regular intervals each semester.

(4) Funding for additional peer counselors, including transportation allowance for those working off-campus.

(5) An increase in Financial aid - direct grants - for the additional students who have been recruited to the college.

(6) Funding for materials, equipment, and travel and conference. Funds are needed to supply equipment and study material in the Learning Resource Center for disadvantaged students and for the college readiness program. Funds are needed to provide travel and conference allowances for Special Services staff and student representatives.

The application for funds demonstrates the interest of the college to meet the above needs as a "package" rather than on a piecemeal basis.

One of the major consequences of the effectiveness of the various efforts of the district to attract and serve new students has been the recognition that more resources will be needed in direct proportion to the increase of students. Students from census tracts 8, 9, 10, 11, and 16 who might never have entered higher education a decade ago are now learning from their peers that they can receive financial and academic assistance at Santa Barbara City College. Current enrollment trends indicate the success of the college in recruiting such students.

A Five Year Comparison of Student Characteristics, 1968 - 1972, just completed, indicates a 90.6% increase in the number of Caucasian students enrolled from 1968 to 1972, and, at the same time, a 191% increase in the number of minority students enrolled from 1968 to 1972. While Santa Barbara City College has not been identified as a college within a depressed area, it should be understood that the ethnic minorities represent 24% and 37% of the population respectively in Santa Barbara and Carpinteria. Like some other districts, the Santa Barbara Community College District is faced with expanding enrollment and declining resources. It is essential at this point that the level of extramural support keep pace with local commitments if the college is to serve effectively those students with special needs. To provide for the above concerns of the Special Services advisory committee will require considerable additional assistance from Federal sources.
3. **Goals and Objectives**

The main goals of the three-year Master Plan are: (1) to recruit minority students in a proportion similar to that of the area served by the college; and (2) to provide support services for ethnic minority and other students with special needs so that an 80% persistence rate in the first semester, 70% through the first year, and 50% into the second academic year will be achieved. The following list of goals and objectives, largely in qualitative terms, attempts to elaborate on the above qualitative terms.

**A. Goals**

1. To increase the number and percent of ethnic minority students recruited to college.

2. To orient the college faculty, administration and staff toward meeting the needs of disadvantaged students.

3. To increase the rate of persistence of disadvantaged students.

**B. Objectives**

1.a To increase this enrollment from the current 17.46% on campus to 22%, which equals district population proportions.

2.a To provide for the distribution of communiques and literature.

2.b To provide 72 hours of in-service training during 1973-74.

2.c To provide for participation of faculty and administration in the development and evaluation of the Special Services program.

3.a To match needs with services through an effective process of assessment.

3.b To provide financial aid and work-study for 548 full-time students with family income of $5,000 or less.

3.c To achieve a 70% persistence of disadvantaged students through 1973-74.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To improve the academic performance of disadvantaged students.</td>
<td>4.2 To provide bi-lingual tutors in direct proportion to need.</td>
</tr>
<tr>
<td>5. To develop programs and materials to improve minority disadvantaged students' attitudes toward themselves and toward their cultural heritages.</td>
<td>4.b To offer tutorial services for both remedial and regular curricula.</td>
</tr>
<tr>
<td>6. To increase the number and percent of disadvantaged students eligible for transfer to four-year colleges.</td>
<td>4.c To expand the college readiness program.</td>
</tr>
<tr>
<td></td>
<td>5.a To provide a minimum of two professional counselors who share a similar cultural heritage with disadvantaged students.</td>
</tr>
<tr>
<td></td>
<td>5.b To provide a minimum of 20 peer counselors who share a similar cultural heritage with the students being served.</td>
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<tr>
<td></td>
<td>5.c To provide appropriate curriculum through the American Ethnic Studies Division.</td>
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<td>5.d To purchase equipment and materials related to instruction, to motivation, and to behavior modification.</td>
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<td>6.a To articulate and cooperate with four-year college and university counselors and EOP officers.</td>
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<td>6.b To provide for on-campus visits of at least six college and university counselors and EOP officers.</td>
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Goals

7. To increase the number and percent of disadvantaged students successfully served by occupational programs.

8. To increase the degree of disadvantaged students' participation in developing and guiding Special Services programs.

9. To increase the community's awareness of services and programs offered by the college.

Objectives

7.a To develop policies and procedures to include disadvantaged students in vocational programs.

7.b To provide a minimum of 216 hours of referral to the Career Development program for disadvantaged students.

7.c To provide a mini-skills training center for adults in the community.

7.d To provide a Career Placement service.

8.a To provide committee structure that includes disadvantaged students.

8.b To use mature and successful disadvantaged students as peer counselors or tutors.

9.a To provide for a continuing Human Relations program and staffing.

9.b To provide a minimum of two special orientation programs for disadvantaged students.

9.c To provide brochures and publications.
4. **Evaluation**

The goals and objectives of the proposed project will be evaluated by the Administrative Dean of Admission, Guidance, and Research who 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 1973.

3. Number of overall and ethnic minority students enrolled in the program who remain in the college through Spring 1974.

4. Number of overall and ethnic minority students enrolled in the program who receive the A.A. or the A.S. degree in Spring 1972, 1973, and 1974.

The Dean will also develop new procedures for identification of disadvantaged students, and records of all students enrolled in the program will be kept and reviewed annually to determine services which have been rendered and with what impact. Evaluation of Special Services programs at SBCC has been considered exemplary, and reports from the program have been distributed to other colleges by the California Community Colleges Chancellor's staff. The College considers evaluation and complete reporting to be an essential part of the program, and intends to maintain a position of leadership in this aspect of special services.

Evaluation of those staff members involved in providing Special Services for the disadvantaged will be by the same instruments used to evaluate the professional counseling staff.
ABSTRACT

A. Project Summary

This year's project was designed to serve more fully the needs of disadvantaged students who have responded to an effective recruiting program. While the college has developed a full range of support services (1969-1972,) this project, the work of a large advisory committee, emphasizes the need this year for:

(1) A full time Special Services Director to insure more effective coordination.

(2) A program of identification of disadvantaged students through more effective assessment of financial need, academic deficiencies, and attitude and motivation.

(3) Follow-up assessment to determine continued progress of each student.

(4) Funding for additional peer counselors.

(5) Financial aid in proportion to student needs.

(6) Funds to provide materials and travel for the above.
STAFFING FOR SPECIAL SERVICES
SANTA BARBARA CITY COLLEGE

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 ongoing 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 has served as Faculty Advisor for the Black Students Union. 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 and Extended Opportunity programs at Santa Barbara City College.

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. 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 other aspects of the program can be implemented with the assistance of extramural funding. Knowing that services are available and financial aids can be provided, a more fully articulated recruiting program can be provided, 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 then turn to problems of a more personal nature by providing peer counseling service and professional counseling particularly responsive to minority students. Peer counseling has received greater formalization, and institutionalization of the program was felt to be both necessary and appropriate. Throughout the planning and implementation of the several increments of service, care has been taken that the increase 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.
A job description for the new position is 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 Description:**

**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) Provide 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) Provide 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) Provide liaison among the various elements of the special services programs, including tutorial services, counseling, and financial aids.

5) Provide direction for the summer readiness program.

6) Provide assistance 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) A minimum of two years experience in community development and special service activities.

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.
Advisory Board

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Superintendent-President

Dean, Student Services and Activities
  - Director Special Services Project
  - Community Liaison Workers (6)

Dean, Admissions, Guidance & Research
  - Director Financial Aids and Placement

Dean, Instruction
  - Instructional Staff: Developmental Studies
  - Director Tutorial Center
  - Student Tutors (50)

Dean, Business Services
  - Instructional Staff: Multicultural Studies

Head Counselor
  - Counseling Staff
  - Peer Counselors (15)