DISTRICT PLAN
FOR
VOCATIONAL EDUCATION

Santa Barbara Community College District
721 Cliff Drive
Santa Barbara, California 93109
District Plan for Vocational Education
Under the
Vocational Education Amendments of 1968, Public Law 90-576

1973-74 Revision

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<th>SANTA BARBARA</th>
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<td>Address</td>
<td>721 CLIFF DRIVE, SANTA BARBARA, CALIFORNIA 93109</td>
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Superintendent
Dr. Glenn G. Gooder

The attached revisions to the district plan for vocational education describe the extent and nature of the total vocational education efforts of this district for 1973-74.

This plan is not an application for VEA-68 funds. However, it is the basis for such application and describes all vocational educational programs, activities, and services in the district.

[Signed]  
District superintendent

Date      May 8, 1973

[Signed]  
Director or dean of vocational education
(or designate)

Date      May 8, 1973

Contact person:
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FINIS
District Vocational Education Policies, Goals, and Objectives

1. Board and administrative policy statements regarding vocational education.

   a. The Board of Trustees of the Santa Barbara Community College District have increasingly turned their attention to the necessity of including more vocationally goal-oriented programs in the college curriculum. Members of the Board of Trustees, administrative, and professional staff of the Santa Barbara Community College District, will work with representatives of government, business and industry in the development of vocational curricula required to meet the demands of both individuals and industries within the community. The implementation of new vocational education programs at Santa Barbara City College and the Continuing Education Division, will be maximized within the limits of available funds and facilities.

   (1) Santa Barbara Community College District includes Santa Barbara City College and the Continuing Education Division, serving a rapidly increasing population in an agricultural, commercial, industrial, and residential area. The College offers a diversified program designed to develop qualities essential for citizens in a democratic society: individual responsibility, critical thinking, sensitivity to values, and maturity of intellect and emotion. The development and conduct of vocational-technical educational programs, therefore, must be designed in terms of their value in recognizing and maintaining the dignity of the individual; preparation for responsible positions in our society; and in providing a bridge between man and his work.

   (2) Vocational-technical education is a part of the total educational program and is not a substitute for general education. Vocational-technical education must be supported by a sound general education program if it is to prepare students for successful employment at maximum potential level.

2. Goals of vocational education.

   a. Vocational-technical educational programs at Santa Barbara City College are to be developed as needed to meet the demands of both individuals and the community. Full cooperation will be made with advisory committees composed of community wide representatives from labor, management, and from federal, state and local government agencies, who may be concerned officially with the vocational and technical programs offered by the College
b. Maximum use of available funds and resources will be made to provide suitable facilities and equipment required for the conduct of sound vocational-technical educational programs.

c. Vocational-technical curricula offered to meet existing community needs will conform with standards as set forth in Federal Vocational Education regulations and the California Plan for Vocational Education.

3. Measurable performance objectives of each vocational education instructional program.

a. To provide pre-employment instruction leading to qualifications for employment in entry level positions. Instruction to stress the development of manipulative skills and technical knowledge, including emphasis on health and safety, job orientation, trade standards and ethics, customer relations, human relations in industry, and the responsibilities of citizenship as a member of family, community, state and nation.

b. To provide remedial training in general education in order to expand the student's potential to profit from vocational or technical training.

c. To provide extension and apprenticeship training for the further development of business and trade skills, technical knowledge, safety, civic and employment relations of those already employed in industry.

d. To provide vocational-technical students with the opportunity to extend their educational achievement through participation in programs leading to Certificates of Completion and Associate degrees.

e. To contribute to the welfare of the business and industrial community by providing conscientious, productive, and well informed employees.

f. To develop, in cooperation with State and local agencies, and implement specialized programs for the mentally and physically handicapped.

g. To develop, in cooperation with State and local agencies, and implement specialized programs for the disadvantaged.

h. To provide programs in consumer and homemaking education which will assist consumers to improve the home environment and the quality of family life. Specialized programs will be made available for minority groups in economically deprived areas.

i. To provide cooperative work experience for all segments of vocational education and general work experience for students in general studies who have not as yet selected a vocational career objective.
j. To provide up-grading programs and refresher courses in all areas of vocational education which will enable employed persons to maintain step with the increasing demands of industry.

4. Other objectives.

a. To continue to improve and expand the vocational curriculums available in both credit and not-for-credit programs.

b. To provide for the evaluation of all vocational programs in terms of behavioral outcomes, job placement, and on-the-job follow up.

c. To provide students with personnel services, including vocational counseling and guidance, health, student government, library and related student facilities.

d. To provide broad general education offerings to reinforce the vocational-technical curricula.

PART II

Annual Program Plan, 1973-74

1. Population needs analysis.

a. The needs of this function are being met by a continuing evaluation and study of available manpower studies. These include California Manpower Needs to 1976, State of California, Department of Human Resources Development, October 1969; Manpower Needs in Santa Barbara County, Santa Barbara County Vocational Advisory Council, November 1969; Santa Barbara County Cooperative Manpower Plan for Fiscal Year 1971, 1971 CAMPS report; Census Tract Statistics, County Planning Office, April 1970; Santa Barbara County Labor Market Reports, Department of Human Resources Development; Special Manpower Studies prepared by south Santa Barbara Industry-Education Council; and follow-up manpower needs study by the Santa Barbara County Vocational Advisory Council.

b. Our goals are, but not limited to the following:

(1) Conduct surveys through vocational resource committees.

(2) Solicit information from students and employers concerning their individual needs.

(3) Review student needs through faculty meetings.

c. Measurable objectives are:

(1) To have at least one advisory committee meeting per subject matter during the 1973-74 school year.

(2) By 1973-74 to be in a position to use the Santa Barbara County Manpower forecasting model developed by General Research for Santa Barbara Industry-Education Council.
d. During 1973-74 there will be continued review of Santa Barbara County labor market reports; special studies by local staff and advisory committees to identify disadvantaged persons, and manpower needs and job opportunities available to these groups; and special survey to determine boundaries and special needs in Consumer and Homemaking Education in economically depressed areas.

e. Evaluation will be accomplished by continued monitoring of up-to-date manpower needs in Santa Barbara County, the task to be performed by the Assistant Dean of Vocational-Technical Education. Also, questions that should be asked to determine the effectiveness of 1973-74 activities are:

(1) How reliable is the information?
(2) Can vocational training programs be developed from information available in job description?
(3) Will potential job vacancies support special vocational training programs?
(4) What will be the cost of new vocational training programs?
(5) Are facilities and equipment available for proper conduct of program?
(6) Are qualified instructors available for proper conduct of program?

f. Other information.

(1) Advisory committees will be recruited to assist in the development of appropriate curricula as required to meet training requirements for specialized vocational programs.

(2) Santa Barbara City College will cooperate with Santa Barbara High School District and Carpinteria Unified District in the development of specialized vocational curricula utilizing to the maximum the facilities and equipment available in all districts.

2. Job Market Analysis.

a. The needs of this function are being met by a continuing evaluation of County Labor Market Reports as prepared by the Department of Human Resources Development, augmented by periodic reports from local employing organizations. Records are maintained in the office of Vocational-Technical Education, of occupational categories served by vocational education.

b. Our goals are, but not limited to, the following:

(1) Work with local Department of Human Resources to determine short range job opportunities.
(2) Continue to update manpower statistics for institutional use.

(3) Continue use of job market materials provided by cooperating agencies and augmented by special staff studies prepared by corresponding advisory committees.

c. Measurable objectives are:

(1) Compile job market opportunities and provide information to interested students at least once each semester.

(2) Conduct local job market survey at least once a year.

d. During 1973-74, job market information will be disseminated through the Career Education information center, counseling, and the classroom.

e. Evaluation of 1973-74 activities will give us insight into how well we are informing students of job market opportunities. Also, questions that should be asked to determine the effectiveness of the 1973-74 activities are:

(1) Does the college provide properly trained candidates for jobs available?

(2) Does the college provide in-service training programs for those seeking advancement in their chosen profession?

(3) What can the college do in order to become more compatible with the needs of the business and industrial community?

(4) How can the college be more effective in providing vocational training for the disadvantaged and the handicapped?

f. Other information.

(1) Plans are to continue expansion of our Career Education facility at City College which will include information concerning job descriptions of entry level positions; experience and educational levels required; local unemployment data; local labor requirements; and periodic labor market reports.

(2) The job market analysis function is a continuing function of the Santa Barbara County Vocational Advisory Council and the Southern Santa Barbara County Industry Education Council.


a. The needs of this function are being met by a combined effort of industry and the vocational instructional team at Santa Barbara City College. Vocational instructors from Santa Barbara City College hold periodic meetings with individuals from industry for the purpose of updating job descriptions, and making appropriate changes in course outlines and lesson plans. The key to this analysis is the actual on-the-job performance of graduates as they enter the labor market. Follow-up studies
indicate that over 80% of vocational graduates are able to perform satisfactorily in the field for which they were trained. An additional 15% obtain employment in a field closely related to their training, with the balance electing to go on to higher education.

b. Our goal concerning this function will be to continue to work closely with industry in up-dating and modernizing both the vocational curricula and adding laboratory equipment, as required, to conduct the training program required in preparation for employment.

c. Measurable objectives are:

(1) To have our vocational counselors attend at least two Industry-Education seminars during the 1973-74 school year.

(2) Initiate and encourage each vocational certificated staff member to visit at least two industrial, trade or service businesses representing his or her instructional subject area per semester.

(3) Review and update courses in two instructional areas during the 1973-74 school year.

d. Assistant Dean of Vocational Education will review course materials with certificated staff annually. Instructors and counselors will be notified as to when vocational seminars, field days, and industrial visitations are available for their participation.

e. Evaluation of planned activities will serve the vocational instructional area in determining need for curriculum improvement. Also, questions that should be asked to determine the effectiveness of this function are:

(1) Do vocational graduates continue to find jobs for which they have been trained?

(2) Is there a good working relationship established with local business and industry?

(3) Does the college provide proper equipment for student practice and training?

(4) Is the college able to maintain an adequate number of work training stations for cooperative work experience?

f. Other items to be considered:

(1) What geographical boundaries do we serve in the labor market?

(2) What types of labor are imported to the Santa Barbara labor market area?

(3) What type of program should be included for upgrading full-time employees?
4. Program Planning.

a. Santa Barbara Junior College District is an active participant in the following organizations and committees which are actively engaged in an all out effort to satisfy the needs of the function of programs and area planning:

(1) Southern California Regional Planning Committee for Marine Technology.

(2) California Advisory Committee for Marine Technology.

(3) Tri-County Regional Planning Committee for Vocational-Technical Education.

(4) Santa Barbara County Vocational Advisory Council.

(5) Santa Barbara County Vocational Coordinating Council.

(6) Advisory Committee for Vocational Instruction in Santa Barbara Public Schools. (Some share City College programs)

(7) Ten (10) Joint Apprenticeship Advisory Committees.

(8) Eighteen (18) vocational subject area Advisory Committees.

(9) South Santa Barbara County Industry Education Council.

b. Goals concerning the planning function are:

(1) To increase articulation process with high school districts.

(2) To provide a joint effort with high schools we serve in developing specific new programs.

(3) To continue to involve input into the planning function by the use of advisory committees, faculty, counselors, students, and community agencies.

c. Measurable objectives are:

(1) To increase our involvement by 20% in the implementation of California Education Code section 25503.5 (Veysey Bill) in the 1973-74 school year.

(2) To develop and operate one (1) program through joint effort with Santa Barbara High School District.

(3) Participate in at least six (6) area planning meetings during the 1973-74 school year.

d. Planned activities are to:

(1) Continue to participate in "c" above.
(2) Work closely with other interested agencies in planning special vocational education programs for the disadvantaged, handicapped, or persons from economically depressed sectors of our community.

e. Evaluation of this function will include the questions:

(1) How well did we meet our objectives?
(2) Is there duplication of effort in planning?
(3) Is the plan within the limits of our capabilities and resources?
(4) Is our program planning essential to the needs of the community?

f. Other. Committees, agencies, and institutions involved in area planning.

(1) The Southern California Regional Planning Committee for Marine Technology has been organized to study the educational and training requirements in the various areas of marine technology to cooperate in curriculum development, and to attempt to eliminate a duplication of effort.

(2) The Advisory Committee for Vocational Instruction in Public Schools is an association for the promotion of occupational training in Carpinteria, Goleta, and Santa Barbara with the following specific objectives:

(a) Establish advisory committees for schools from business, governmental, distributive, industrial, agricultural, service, and other occupational areas.

(b) Assisting administrators, supervisors, curriculum directors, and teachers in the development of occupationally centered courses of instruction.

(c) Developing equipment and supply lists for proposed occupationally centered courses of instruction.

(d) Assisting counselors in occupationally counseling junior high, high school, junior college students and adults concerning the world of work.

(e) Organizing panel discussion groups to provide students, teachers, counselors and parents with knowledge concerning entry job training requirements for all occupations.

(f) Disseminating current labor market information to educators, students, and parents.

(g) Providing recognition for outstanding occupational training students.

(h) Assisting in the placement of occupational trainees into part-time co-op jobs while in training and into permanent jobs upon the completion of their training.
(i) Initiating in-service training programs for teachers and counselors who wish to relate programs of instruction to the needs of employers.

(3) The Tri-County Regional Planning Committee for Vocational and Technical Education, is a cooperative effort on the part of high school districts and community college districts to plan well integrated three to six year vocational training programs. High cost programs will not be duplicated if adequate training can be conducted by one school. A maximum exchange of facilities, equipment and instructors is encouraged. The universities located within the tri-county area are cooperating in an effort to provide in-service training for all vocational and industrial arts instructors, counselors and supervisors.

(4) Other educational and training resources available in the area.

(a) Accurate Driving School
(b) The Adoratory of Relsa
(c) Airline Schools Pacific
(d) All Saints By the Sea Parish School
(e) Alpha School & Work Activity Center
(f) American Driving Club of Santa Barbara
(g) Anthony Schools of Santa Barbara
(h) Bishop Garcia Diego High School
(i) 10 Nursery Pre-schools
(j) Brush Up Schools
(k) Christian School of Santa Barbara
(l) Coast Navigation School
(m) Cold Springs School
(n) Devereux School
(o) Dolores Catholic Grammar School
(p) Carpinteria Unified School District - 4 elementary, 1 junior high, 1 high school
(q) Goleta Union School District - 13 elementary schools
(r) Guadalupe School
(s) Hart Business School
(t) Hillside House
(u) International Social Science Institute
(v) Joseph’s School of Beauty
(w) LaBelle Model Agency
(x) Laguna Blanca School
(y) Mary Webb Davis Modeling School
(z) Marymount School of Santa Barbara
(aa) Monte Vista Elementary School
(bb) Music Academy of the West
(cc) St. Vincent’s School
(dd) San Marcos Elementary School
(ee) San Roque Catholic School
(ff) Santa Barbara Academy of Hair Design
(gg) Santa Barbara Business College
(hh) Santa Barbara School & High School Districts - 11 elementary, 4 junior high, 4 high schools
(ii) Sawyer College School of Business
(jj) Seventh Day Adventist Elementary School
(kk) Snyder Business
(ll) Tracy's Karate Studio
(mm) Tustin Institute of Technology
(nn) University of California, Santa Barbara
(oo) Vieja Valley School
(pp) Vista Del Mar Union School
(qq) Westmont College
(rr) Y.M.C.A.
(ss) Brooks Institute School of Photography
(tt) Hope Elementary School

(5) Use of Cooperative Area Manpower Planning System (CAMPS) committee data for area planning.

(a) Manpower problems and general skill shortages are studied by the Santa Barbara County Advisory Council and the Committee for Vocational Information in Public Schools and double checked with latest information available in the Santa Barbara County Labor Market Bulletin. Information available from these studies serves as a base for vocational planning and program expansion.

(b) Information from the CAMPS report, gives general locations of economically disadvantaged, percentages and ratios of minority groups. These become target areas for further studies to determine the need for specific types of consumer and homemaking education, and point the way for recruiting disadvantaged who can profit from vocational education.

5. Vocational Education Promotion.

a. Vocational education has been established as a primary function of the educational process through legislative enactment of laws introduced at meeting the needs of all segments of our society. In meeting this function, a promotional plan for vocational education must be established as education in general has not been responsive in establishing a favorable image for occupational training.

In order to establish such a promotional plan, avenues of communication must be established between vocational educators, students, parents, legislative bodies, academic educators, professional and vocational associations, and individuals within each respective community. The communication channels would provide feedback for the improvement and the evaluation of the effectiveness of a promotional plan. With all segments of the community informed about occupational training, a prospectus of vocational programs within the educational curriculum can be established. This understanding would encourage greater fiscal support for vocational education.

b. Our goals in vocational promotion are as follows:

(1) To create a favorable image for vocational training programs and to solicit the cooperation of the community.
(2) To promote communication with the community.

(3) To inform the community about available occupational training.

(4) To promote cooperation from industries and governmental agencies.

(5) To establish a communication link with professional and vocational association members for the advancement of the promotional goals of vocational education.

c. Measurable objectives are:

(1) Provide the large socio-economic, cultural, and ethnic populations of Santa Barbara Community College District with current, up-to-date materials on vocational educational opportunities.

d. Planned activities to promote vocational education will include:

(1) Slide film series depicting occupational education at Santa Barbara City College will be shown to service clubs, high school counseling groups, and high school career education technicians.

(2) Participation at annual spring "Vocational Education Week" activities.

(3) Professionally prepared brochures shall be produced and distributed to parents, counselors, students, business and industry, and other school districts, describing vocational opportunities available through programs being offered at vocational education facilities.

(4) Assistant Dean of Vocational Education will participate in Santa Barbara City College Speakers' Bureau.

(5) Selected vocational education topics will be covered in our professional campus paper "Novedades".

(6) Radio and spot TV time is obtained by City College's Information Director in an effort to inform the public of any significant event involving vocational-technical education.

(7) Newspaper articles concerning vocational-technical education at Santa Barbara City College are written and released frequently by the campus Information Director.

(8) Vocational-technical division at Santa Barbara City College will develop a career education slide film, narrated in Spanish, during 1973-74.

e. Evaluation of vocational education promotion will be accomplished by continued monitoring of community awareness concerning vocational-technical programs at Santa Barbara City College. Types of questions that should be asked to determine the success of this function are:

(1) Is there community wide interest in vocational education?

(2) Are high school counselors fully informed about the vocational programs available at City College?
(3) Do City College counselors keep fully informed about the vocational opportunities available at City College?

(4) Are qualified students applying for admission to City College in vocational training programs?

f. Other.

(1) All vocational students are encouraged to take an active part in student affairs and student government.

(2) All vocational students are encouraged to join the appropriate vocational club or participate on an advisory committee.


a. The needs of this function are to identify those persons already in school or out of school who need vocational-technical training and to encourage them to enroll in suitable programs of instruction.

b. Our goal is to make vocational instruction program information available to every high school district that we serve. Also, we want to disseminate vocational opportunities information to any adult community member who can profit from instruction.

c. Measurable objectives are:

(1) Through joint efforts of the high schools within the district and the Assistant Dean of Vocational Education, an effort will be made to inform 60% of the high school graduates of vocational education opportunities at Santa Barbara City College.

d. Planned activities to accomplish the student recruitment function are:

(1) The Assistant Dean of Vocational Education and the Trade-Technical Division Chairman will participate in high school career counseling sessions.

(2) Field trips and high school visitations to Santa Barbara City College facilities will be encouraged.

(3) The aid of instructors, counselors, outside industrial speakers, and graduated students will be enlisted to contact and encourage students to review occupational programs at Santa Barbara City College.

(4) The assistance of the College's Human Relations Aide will be solicited to help determine the educational needs of minority students.

e. Evaluation of the effectiveness of a student recruitment program is an on-going process and should seek answers to the following:

(1) Are we contacting those in the community who will profit most from continuing instruction?

(2) Are students given specialized vocational counseling help once they are on the college campus?
(3) Was there a concerted effort to attract ethnic, disadvantaged and handicapped individuals from the community?

7. Curriculum resources and ancillary services.

a. Provisions for fulfilling the needs for this function are as follows:

(1) Active advisory committees for all areas of vocational education being conducted at Santa Barbara City College.

(2) New advisory committees activated to study the need for new vocational programs and assist in the development of appropriate curricula, establish tentative equipment lists and facility requirements.

(3) Instructor-coordination committees to provide liaison with other divisions of the college, to assist in providing meaningful instruction in general education and related technical classes.

(4) Adequate representation on the College Curriculum Committee.

(5) Provide suitable facilities as required for proper conduct of vocational training.

(6) Provide essential items of supplies and equipment required for the learning experience. Quantity and quality of equipment will be up-dated as rapidly as funds become available.

(7) Provide suitable audio-visual equipment and services to all areas of vocational education.

(8) Provide adequate reference library and library services.

(9) Provide adequate vocational guidance and counseling.

(10) Provide supervision and guidance for cooperative work experience in vocational education.

b. Our goals in developing curriculum resources and ancillary services are:

(1) To increase educational services to all students, particularly where tutorial help is needed.

(2) Up-date and maintain modern laboratory (shop) facilities.

(3) Increase the effectiveness of instructional and counseling staff.

c. Measurable objectives are:

(1) Work towards a minimum of 60% laboratory utilization for all facilities which house vocational-technical classes.

(2) Work with staff in developing a total concept of "Graphics Communication" (software).
(3) Look to the business community as a possible resource for instructional facilities.

d. During the 1973-74 school year, a continued effort will be made to acquire additional laboratory space for vocational-technical classes, with a continuing attempt being made to get greater utilization of existing spaces by:

(1) Modifying schedules.

(2) Joint use efforts with the high schools in our district.

(3) Joint use efforts by divisions offering credit and non-credit programs.

e. Evaluation in the process of developing curriculum, procurement of facilities, equipment and supplies for vocational instruction will evolve from a complex system of institutional personnel. Our present structure is as follows:

Input Job Market  
Community Profile

Instructors Vocational Dean Advisory Committee  
Determine

Curriculum Development

Input Resources Priority  
Curriculum Comm. Advisory Committee  
Evaluate

Input Recommendations Resources  
Advisory Committee Administration Board of Trustees  
Approval ACTION

f. Other. Ancillary and supportive services.

(1) Planned activities:

(a) Vocational counseling and guidance

(b) Library services

(c) Audio-visual service

(d) Vocational cooperative work experience

(e) Vocational clubs and related activities

(f) Special vocational education for disadvantaged and handicapped.

(2) Expected outcomes from ancillary and supportive services:

(a) All students receive adequate counseling and guidance.
(b) Students are encouraged to use the resources available in the college library.

(c) The multi-media approach through the use of audio-visual equipment and services, serves as an aid to the learning process.

(d) That education becomes more important and meaningful as a result of the supervised work experience program.

(e) All vocational students are encouraged to join one or more of the student clubs on campus and take an active part in student government.

(f) Through adequate planning and programming, specialized programs are developed for the physically and mentally handicapped as well as for the economically and educationally disadvantaged.

(3) District organization for administration and supervision of vocational education.

(a) Superintendent-President - Responsible to the Board of Trustees for the organization, supervision and administration of the total educational program at Santa Barbara City College.

(b) Director, Educational Research and Planning - Responsible to the Superintendent-President for planning, organizing, and coordinating of all research activities including evaluation and follow-up studies on vocational-technical education.

(c) Director-Administrative Dean, Continuing Education - Responsible to the Superintendent-President for the planning, development, coordination, supervision, and evaluation of the educational program for the Adult Division of the City College.

1. Assistant Dean, Continuing Education - Responsible to the Director-Administrative Dean, Continuing Education for the planning, coordinating, supervision, and evaluation of special programs in distributive and office occupations designed especially for adults, either preparatory, supplementary, or special up-grading programs for employed adults. He works closely with the Assistant Dean, Instruction, Vocational-Technical Education.

2. Assistant Dean, Evening College - Responsible to the Director-Administrative Dean, Continuing Education, for the planning, development, coordination, supervision and evaluation of the evening college instruction program, and to work closely with the Assistant Dean, Instruction, Vocational-Technical Education in planning, developing, and supervising vocational programs in the evening college and continuing education division.

3. Program Planning Assistant, Continuing Education - Responsible to the Administrative Dean, Continuing Education, for the planning, development, supervision, and evaluation of continuing education
programs in Home Economics, Home and Family Living, Parent-Child Workshops, Consumer and Homemaking Education in economically depressed areas within the College District. Continuing liaison is maintained with the office of the Assistant Dean, Instruction, Vocational-Technical Education.

4. **Assistant Dean, MDTA, Apprenticeship and Special Projects** - Responsible to the Director-Administrative Dean, Continuing Education, for the planning, development, coordination, counseling and evaluation of MDTA, Work Training, and special vocational programs for the handicapped and disadvantaged as may be implemented by the District. Responsible for the planning, development, coordination, evaluation, and supervision of trade extension, apprenticeship programs. Maintains liaison with the office of the Assistant Dean, Instruction, Vocational-Technical Education and represents the college on all joint apprenticeship advisory committees.

(d) **Administrative Dean, Business Services** - Responsible to the Superintendent-President for the preparation and administration of the budget; directs the financial accounting and reporting system; supervises purchasing, warehousing, and delivery of supplies and equipment, and directs the maintenance of buildings, grounds, plant operations, and security.

(e) **Administrative Dean, Student Personnel** - Responsible to the Superintendent-President for the planning, development, coordination, supervision, of guidance, testing, placement, and student activities including financial aid to students.

1. **Vocational Counselors** - Responsible to the Administrative Dean, Student Personnel, through the Head Counselor, for testing, counseling, and guidance services in all areas of vocational education. Works closely with the Assistant Dean, Instruction, Vocational-Technical Education, and with instructors of occupational programs in student selection and job placement.

(f) **Administrative Dean, Instruction** - Responsible to the Superintendent-President for planning, coordination, supervision and evaluation of the instructional program with the exception of Continuing Education.

1. **Assistant Dean, Health Occupations** - Responsible to the Administrative Dean, Instruction, for the planning, development, coordination, supervision, and evaluation of all health occupation programs. Represents the college on all health occupations advisory committees.

2. **Assistant Dean, Vocational Education** - Responsible to the Administrative Dean, Instruction, for the planning, development, coordination, supervising and evaluation of the pre-employment programs in vocational education, technical education, industrial arts education, trade extension, and such other occupational programs as may be delegated. Works
with the Director-Administrative Dean, Continuing Education through the Assistant Dean, Continuing Education, in the continuous evaluation of course offerings in the vocational-technical field. Responsible to the Superintendent-President for the proper administration of the TOTAL vocational-technical education program at City College and for the preparation of all forms and reports required by the Assistant Chancellor, California Community Colleges or other state or federal agencies. Represents the college on all occupational advisory committees except Health Occupations.

(g) Administrative Dean, Student Activities - Responsible to the Superintendent-President for all student activities including supervisor of job placement and financial aid, and student government.

1. Director of Placement - Responsible to the Administrative Dean, Student Activities, for the placement of students in jobs commensurate with their abilities. Supervises general work experience education and works closely with the Assistant Dean, Instruction, Vocational-Technical Education and vocational instructor-coordinators in selecting training stations for vocational work experience.

(h) Division Chairman - Responsible to the Superintendent-President, Administrative Dean, Instruction, Administrative Dean, Student Personnel, and Director, Administrative Dean, Continuing Education for: assisting in defining division needs; assisting in selection of personnel as requested; assisting in orienting new personnel with respect to course content, textbooks, rules and regulations, and philosophy of the college; assisting in preparation of schedules of classes; assisting with college budgetary matters, and preparation of monthly and annual requisitions; assisting in improving the total instructional program within the college; preparing such reports as required; participating in the evaluation of probationary instructors; and performing other duties as assigned.

(4) Practices and policies with respect to assurances of adequate professional qualifications and occupational competency for instructional personnel.

(a) Periodic faculty workshops to develop a framework for the continuing of a quality program by creating a favorable environment for growth and job satisfaction among staff members.

(b) To provide the opportunity for faculty to make periodic visits to local industries in order to keep abreast of modern techniques and requirements.


(d) To encourage instructors to increase their knowledge by working in industry or attendance at appropriate training sessions during summer vacation periods.
(e) To encourage vocational instructors, counselors, and supervisors to participate in vocational education workshops conducted by the California Community Colleges vocational staff.

(5) Facilities and Equipment

(a) Facilities for the proper conduct of vocational education at Santa Barbara City College meet minimum standards as required for continuing vocational education programs. The ten-year construction plan provides for the construction of new facilities for vocational business education, health occupations, hotel and restaurant management, and automotive shop. As these facilities become available, existing buildings will be remodeled to provide expanded facilities for welding, materials lab, and graphic arts. The college is currently renting off campus facilities for conducting apprenticeship classes, electronics assembly, TV repair, machine shop, marine technology and welding.

(b) High schools, junior high schools and private nursery schools are used by the Adult Education Division as additional facilities for late afternoon and evening classes.

(c) Equipment required for the conduct of on-going vocational education programs is being updated each year. Adequate laboratories have been set up for all on-going programs, or are provided for in our three (3) year plan for the replacement of antiquated equipment and for the augmentation of existing shop equipment in order to provide realistic shops and laboratories as required for the conduct of a sound vocational training program.

(d) Maximum effort has been made to acquire useable tools, work benches and other materials made available through industrial and educational surplus.

8. Guidance and Counseling.

a. The need for this function is being met by our staff of counselors, with a worthwhile assist from related vocational instructors and work experience coordinators. Students meet with counselors in group counseling sessions to discuss programs available at the college, study career information bulletins and brochures, and arrange for personal interviews with counselor or vocational instructors to learn more about specialized programs.

b. Goals in vocational counseling are:

(1) Disseminate pertinent program data to students who show an interest in and aptitude for vocational-technical instruction.

(2) To assist instructors in making sure students receive adequate instruction help when needed.

(3) Provide for diagnostic testing services.

(4) Provide for research studies involving student persistence in programs, student values in job orientation, and student job follow-up.
c. Measurable objectives.
(1) Career Education Center will provide for pre and post testing for students in the areas of interest and aptitude to determine the effectiveness of special career guidance procedures.
(2) Involve instructors, counselors, program administrators, advisory committees and lay businessmen in providing information for student guidance.
(3) The Mini Skills Center will provide student counseling as a component of the Santa Barbara School District Career Education project.

d. Planned activities to accomplish the objectives are:
(1) Counselor involvement in vocational-technical division meetings, vocational advisory committee meetings and special designated subject area meetings.
(2) Encourage counselors to mingle occasionally with students during laboratory class periods.
(3) Have counselor act as one of the liaison staff in articulating with the high school vocational programs.

e. Evaluation can be verified by seeking answers to the following:
(1) Is the student satisfied with his program of instruction?
(2) Is the student capable of performing satisfactory work in the various courses which make up his program of instruction?
(3) Does the student feel that he has received worthwhile advice and counseling?
(4) How have we effected the number of non-major general education majors at Santa Barbara City College (est. 43%).

9. Placement. (See statistical summary III-9)

a. The need for this function is being met by the college placement office with an assist from vocational instructors and members of the various advisory committees.

b. Our goals for this function are as follows:
(1) To ultimately place all students who are seeking employment with job entry level skills in a part-time or full-time job.
(2) Develop more reliable studies for determining the effectiveness of training and placement success.
(3) To increase awareness on behalf of staff and counseling to the motivational value of part-time student employment.

c. Measurable objectives are:
(1) Increase by 10% work experience (part and full-time) opportunities for vocational-technical students.
(2) Increase by 20% the number of vocational student job referrals and student number of job placements.

d. Planned activities include a continuation of the placement office operation augmented by the addition of instructor-coordinators for work experience education. Students will prepare resumes prior to graduation and an all out effort will be made to find suitable jobs for students prior to graduation. Other specific areas of planning are:

(1) Approximately 750 letters are sent to businesses during September expressing our appreciation for job orders.

(2) All jobs are posted on a bulletin board located within the Placement and Financial Aids Office.

(3) Solicitations are continually being made to local businesses in the form of a job reminder post card. Over 3,000 cards are mailed out annually.

(4) Full-time jobs available in government agencies and civil service are posted.

(5) Frequently the potential employer is contacted by the Placement Office and informed of the students' needs.

e. In evaluating this function, the effectiveness of the placement function should seek answers to the following questions:

(1) Did the guidance function provide students with sufficient information to allow them to make a meaningful and informed choice for career training?

(2) Did the college assist the student in finding suitable employment for the vocational graduate?

(3) Did the vocational training program provide the student with the skills which fit the needs of the employer?

10. Vocational Instruction.

a. In view of the information gained from population needs, job market analysis and job performance requirements, it becomes more evident that we should develop vocational programs based upon marketable skills. The need to develop new programs, update present programs, or add to existing programs in order to take care of the disadvantaged, must be a continuing process which reflects input of functions 1 through 12.

b. Our goals in providing vocational instruction are:

(1) Continue to update subject area content so that it is relevant.

(2) Develop new support courses for the handicapped and disadvantaged.

(3) Continue to develop new programs as need arises and resources are made available.

c. Measurable objectives are:
(1) Develop one program in 1973-74 which will serve advanced high school vocational students.

(2) In 1973-74 review all evening credit vocational courses to determine if they are serving the interests of the students.

(3) Devise some kind of referral system which will direct vocational students to the tutorial or learning resource center if they are lacking in basic English or math skills.

(4) Conduct a survey to determine if there are short courses which would be helpful to industry, i.e. certification programs for Independent Garage Owners Association, mini courses for Food Service workers, etc.

d. During the 1973-74 school year the Assistant Dean, Vocational Education will place high priority upon developing curriculum which will satisfy the needs of advanced high school vocational students. Plans will include the development of a referral system which would allow students to receive additional tutorial help.

e. In evaluation of the vocational instruction function one should seek answers to the following questions:

(1) Is our diversified vocational-technical curricula satisfying the training and educational needs of the people we serve?

(2) What outside source would be desirable in determining the quality of the instructional program?

f. Description of instructional program areas for 1973-74.

01. Agriculture

01.0101 Animal Science: A supplemental learning experience concerned with the study and operations dealing with theories, principles, and practices involved in producing animals and animal products for economic and other uses.

01.0504 Landscaping: A supplemental in-service training program for those employed in the industry, with specific emphasis on training for minority groups and the economically disadvantaged. The program consists of organized subject matter and practical experiences which are concerned with the principles and practices involved in locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of home grounds and other areas of human habitation and recreation.

04. Distributive Education

04.04: Finance and Credit: Organized subject matter and learning experiences supplemental to the tasks performed in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

04.08: General Merchandise: Adult supplementary and post secondary programs consisting of organized subject matter and learning experiences related to a variety of sales and sales supporting tasks performed by dis-
tributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

04.17 Real Estate: A three point program pertaining to adult preparatory, adult supplementary and post secondary courses dealing with organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

07. Health

07.0101 Dental Assisting: A post secondary program dealing with a combination of subject matter and experiences designed to prepare a person to assist the dentist at the chair side, in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work.

07.0301 Nursing (Associate Degree): A post secondary program consisting of a combination of general and nursing education and clinical experiences designed to prepare a person for general duty nursing under the nurse supervisor or physician, or with other members of the health team.

07.0302 Practical (Vocational) Nursing: A post secondary training program made up of a combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a nurse or physician.

07.0303 Nursing Assistance (Aid): An adult preparatory program consisting of a combination of subject matter and experiences designed to prepare a person to perform simple tasks involved in the personal care of individuals receiving nursing services. These tasks are performed under the supervision of a nurse.

07.0307 Home Health Aid: An adult preparatory program consisting of a combination of subject matter and experiences designed to prepare a person to assist the elderly, convalescent, or handicapped, in their homes; to provide for their daily living needs which may be described as physical, mental, emotional, social, and spiritual.

07.0501 Radiologic Technology (X-Ray): A post secondary program consisting of a combination of subject matter and experiences designed to prepare a person for the safe use of X-Ray equipment in clinical settings under the supervision of a radiologist or other physician.

07.0904 Medical Assistant (Assistant in Physician's Office): A post secondary with adult supplementary courses, consisting of a combination of subject matter and experiences designed to prepare a person to perform functions and follow procedures concerned with diagnosis and treatment of patients in a physician's office. Instruction includes physical examinations, laboratory tests, X-Rays, measurements, and medications.

07.0907 Medical Emergency Technician: A post secondary sequence of courses designed primarily for upgrading "In-service" personnel. Instruction includes a combination of subject matter and experiences designed to prepare technicians to become members of the health team responsible to professional members qualified to: respond to medical emergency calls; evaluate the nature of the emergency; take appropriate prompt action to reduce the medical hazards to the receiving station; serve as technical assistant to the emergency room staff of general hospitals.
14. **Office**

14.01 **Accounting and Computing Occupations**: A program designed to serve post secondary adult preparatory and adult supplementary students, consisting of planned learning experiences which include a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money.

14.02 **Business Data Processing Systems Occupations**: Adult preparatory and post secondary programs consisting of planned learning activities which include a combination of courses and practical experiences concerned with business data processing systems and operations.

14.03 **Filing, Office Machines, and General Office Clerical Occupations**: Adult preparatory, adult supplementary, and post secondary courses and programs consisting of planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting, and filing correspondence, records, and other data.

14.06 **Personnel, Training and Related Occupations**: An adult supplementary program of planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conducting of clerical work, management, and operation of organizations.

14.07 **Stenographic, Secretarial, and Related Occupations**: Adult preparatory, adult supplementary, and post secondary programs of planned learning activities which include a combination of courses and learning experiences concerned with making, classifying, and filing records, including written communications.

14.08 **Supervisory and Administrative Management Occupations**: Adult preparatory and adult supplementary learning activities and experiences concerned with various responsibilities such as: studying policies, organizational structures, and administrative practices of organizations such as governmental units, industrial firms, and profit groups; reviewing periodic budgets submitted by operations personnel; preparing reports summarizing findings and recommending to line management changes in policy, organization, and administration; consolidating budget estimates and preparing financial reports for comment; and supervising and coordinating activities, determining work procedures, and assigning duties.

14.09 **Typing and Related Occupations**: Adult preparatory, adult supplementary, and post secondary programs of planned learning activities which include a combination of courses and practical experiences concerned with recording data by means of typewriters and similar devices.

16. **Technical**

16.01 **Engineering - Related Technology**: Adult supplementary program dealing with that part of the engineering field which requires the application of scientific and engineering knowledge and methods combined with technical skills necessary in the support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer, and work as technicians in close support of the engineer.
16.0108 **Electronic Technology:** Adult preparatory, adult supplementary, and post secondary programs containing subject matter and laboratory experiences organized to provide preparation in the speciality courses, physical science, mathematics, and general education concerned with the design, development, modification, and testing of electronic circuits, devices, and systems. Subject matter incorporates solid state and microminiaturization devices and representative systems such as microwave systems, computers, and controls.

16.0601 **Commercial Pilot Training:** An adult preparatory program of instruction and practical experiences designed to prepare the student to pilot and eventually assume command responsibility for aircraft carrying passengers or freight. The program is planned to enable the student to acquire competency and knowledge in such fields as: aircraft structure, behavior operations, and controls; radio communications as applied to aircraft; meteorology; navigation; airways safety and traffic regulations; and other aspects of a pilot's duties and responsibilities. The student will be expected to become conversant with governmental rules and regulations pertaining to piloting aircraft and will be expected to pass any tests prescribed by the Federal Aviation Agency for a Commercial Pilot's Certificate upon satisfactory completion of the designated sequence of courses.

16.0699 **Marine Diving Technician:** A post secondary program consisting of subject matter, laboratory and practical experiences designed to provide preparation in specialty courses, life sciences, physical sciences, mathematics, communications, and skill development in drawing and blueprint reading small boat handling and rigging, electronics, marine engine and compressor maintenance, machine shop operations, combination welding and cutting, and diving, using various types of gear in use in the diving industry. The program is designed to develop in the individual the capacity to perform a variety of tasks in support of professionals working in and around the marine environment.

16.0102 or 16.0103 **Air Conditioning:** An adult supplementary program of instruction made up of selected classroom and shop experiences which enable the student to become proficient in the installation, repair and maintenance of commercial and domestic air conditioning systems. Included is instruction in the theory and application of basic principles involved in conditioning air, cooling, heating, filtering, and controlling humidity; the operating characteristics of various units and parts; blueprint reading; the use of technical reference manuals; the diagnosis of malfunctions; the overhaul, repair, and adjustment of units and parts such as pumps, compressors, valves, springs, and connections; and the repair of electric and pneumatic control systems.

17. **Trade and Industrial**

17.0302 **Automotive Mechanic:** Adult supplementary and post secondary learning experiences concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process.

17.0701 **Interior Decorating:** An adult supplementary program of learning experiences concerned with the application of art principles to the design, selection, and arrangement of materials and objects in interiors of residential and commercial structures, and in ships and aircraft to achieve aesthetic effects or as a media for conveying ideas.
17.0901 Photographic Laboratory and Darkroom Operations: Adult supplementary, adult preparatory learning experiences concerned primarily with developing and printing photographic film; controlling resultant prints; touch up of negatives; and finishing, coloring, restoring, and copying prints.

17.1001 Carpentry: An adult preparatory apprenticeship program of classroom and shop experiences involving layout, fabrication, assembly, installation, and repair of structural units. Emphasized in instruction are the care and use of hand and power tools, equipment, and materials; common systems of frame construction and the principles involved; drafting, blueprint reading, applied mathematics, and materials estimating.

17.1002 Electricity: An adult preparatory apprenticeship program with adult supplementary courses for journeymen electricians, made up of classroom and shop experiences concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is provided in the reading, interpretation, and industrial wiring based on controlling electrical codes.

17.1005 Painting and Decorating: An adult preparatory apprenticeship program with specialized classroom and shop experiences concerned with the preparation and finishing of exterior and interior surfaces by the application of protective or decorative coating materials such as lacquer, paint, and wallpaper. Instruction includes experiences in scraping, burning, or sanding surfaces; making, mixing, and matching paints and colors; and applying coating with brush, roller or spray gun, or by cutting, pasting and hanging wallpaper.

17.1007 Plumbing and Pipefitting: An adult preparatory program for apprenticeship with adult supplementary courses for Journeymen Plumbers with specialized classroom and shop experiences concerned with layout, assembly, installing, altering and repairing piping systems, including related fixtures and fittings in structures by use of pipe cutting, bending, and threading tools; welding, soldering and brazing equipment; and other hand and power tools and equipment.

17.1008 Dry-Wall Installation: An adult preparatory program of organized learning experiences concerned with the installation of wallboard, plasterboard, or other interior surfaces of structures.

17.1009 Glazing: An adult preparatory program of organized learning experiences concerned with preparing, fitting, and installing glass in structures and other openings of buildings such as windows, doors, and partitions or in objects such as display cases or table tops.

17.1010 Roofing: An adult preparatory apprenticeship training program of organized learning experiences concerned with covering roofs and exterior walls of structures with water proofing or insulating materials such as asphalt, aluminum, slate, wood, and related composition materials.

17.13 Drafting: Adult preparatory and supplementary programs of organized specialized learning experiences which emphasize theory, use of the drafting room, laboratory and shopwork as each relates to gathering and translating of data or specifications, including the aspects of planning, preparing, and marine, electrical/electronic, topographical, and other drawings and sketches.
Instruction is designed to provide experiences in drawing; the use of reproduction materials, equipment, and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts and drawings; and the development of models. Instruction emphasizes the development of skills and knowledge essential for employment in ancillary capacities.

17.1503 Radio/Television: An adult supplementary program with specialized theory and practice which are concerned with the construction, maintenance, and repair of radio and television sets. Training also prepares students to diagnose trouble and make repairs on other electronic products such as high-fidelity sound equipment, phonographs, and tape recorders.

17.1901 Composition, Makeup and Typesetting: A post secondary program of organized learning experiences concerned with lithography, lithographic photography, stripping, and related platemaking processes to include operation of reproduction equipment.

17.2302 Machine Shop: Adult preparatory for apprenticeship training, adult supplementary, and post secondary programs consisting of specialized classroom and shop experiences concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized are: work on the bench and on lathes, shapers, milling machines, grinders, and drills; uses of precision measuring instruments such as layout tools, micrometers and gages; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares the student to operate and repair all machines.

17.2305 Sheet Metal: An adult preparatory program of specialized classroom and shop experiences concerned with the layout, fabrication, erection or installation, and maintenance of items made of steel, copper, stainless steel, and aluminum, such as ventilating, air-conditioning and heating ducts, kitchen equipment, signs, furniture, and skylights. Instruction includes the use of handtools and machines, such as the cornice brake, forming rolls, and squaring shears; drafting; and blueprint reading.

17.230603 Combination Welding: An adult supplementary and post secondary program of specialized classroom and shop experiences concerned with the use of both gas welding and any combination of arc welding processes to weld metal parts, according to diagrams, blueprints, or written specifications. Programs lead to the Certified Welding Certificate.

17.2801 Fireman Training: An adult preparatory program of specialized classroom and practical experiences concerned with practices and techniques of firefighting; instruction treats the organization of a community fire department; the chemistry of fire; the use of water and other materials in fighting fires; the various kinds of materials used in fighting fires; the various kinds of firefighting equipment and aids and their uses, such as extinguishers, pumps, hose, rope, ladders, gas masks, hydrants, and standpipe and sprinklers systems; methods of entry; rescue principles, practices, and equipment; salvage equipment and work; fire and arson investigation; inspection techniques; and radiation hazards.

17.2802 Law Enforcement Training: An adult preparatory and post secondary program of specialized classroom and practical experiences designed to supplement the training provided by officially designated law enforcement agencies. Instruction includes patrolling on foot or in an automobile
during the day or at night; dealing with misdemeanors, felonies, traffic violations and accidents; making arrests; and testifying in court.

17.29 **Quantity Food Occupations:** A post secondary program of organized specialized learning experiences which include theory, laboratory, and shop work as they relate to planning, selection, purchasing, preserving, preparing, and serving food and food products. Included is the study of a variety of foods and their nutritional values, food processing quantity cooking, storing equipment, and sanitation in food handling and management. Instruction emphasizes quantity food service activities in commercial food service establishments such as restaurants, cafeterias, drive-ins, tea rooms, bakeries, and meat, fish, and poultry markets; in other retail food shops which are operated independently or are located in enterprises such as hotels, travel terminals, industrial plants, hospitals, or clubhouses; and in special food services such as those associated with airline catering or with take-out food establishments.

17.31 **Small Engine Repair, Internal Combustion:** An adult supplementary program consisting of classroom and shop experiences concerned with maintaining and repairing a variety of small engines used on portable power equipment, e.g. lawn mowers, outboard motors, chain saws, and rotary tillers. Instruction includes principles of internal combustion engine operation, reading technical manuals, and customer relations.

19.1 **Exploratory Work Experience Education:** None.

19.2 **General Work Experience Education:** Provides for supervised employment of students with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The job held by the student need not be related to the occupational goal of the student. A student may enroll in this course for four (4) different semesters and may earn up to a maximum of three (3) units of credit per semester. Minimum number of working hours required per unit of credit will be seventy-five (75) per semester. All general work experience students will be required to enroll in a one (1) unit group instruction course, "Work and Responsibility," which is directly related to the purposes of the program.

19.3 **Vocational Work Experience Education:** Provides for supervised on-the-job experience with opportunity for the practical application of skills and knowledge previously learned in directly related classes. Classes will meet with instructor for an orientation session during the first week of the semester and again during final examination week for evaluation of the program. Employment may be obtained subsequent to enrollment, but must be directly related to the student's vocational career objective. A student may enroll in this course four (4) different semesters and may earn up to a maximum of four (4) units per semester. Minimum number of working hours required per unit of credit will be seventy-five (75) per semester. Directly related Vocational Work Experience will be available for those students enrolled in the following vocational programs:

(1) Vocational Business - Office Occupations
(2) Vocational Business - Distributive Occupations
(3) Automotive Services
(4) Electronic Technician
(5) Fire Science
(6) Graphic Arts
(7) Food Service
(8) Law Enforcement
(9) Nursery School
(10) Building Trades
(11) Library Technology
(12) Recreation Technician

**g. Identification and description of special programs.**

(1) Vocational Education for the Disadvantaged (Part B, P.L. 90-576) - District funds will be made available to provide for instructors, coordinator costs, and supplies for the following continuing programs:

(a) **Electronics Assembly:** An adult preparatory and post secondary program of selected classroom and shop experiences designed to prepare the student for entry level positions in routine electronic assembly jobs.

(b) **Nursery School Aide:** A post secondary program of classroom and on-the-job experiences designed to prepare the student for employment in a child day care center or nursery school.

(c) **Home Health Aide:** An adult preparatory program of classroom and laboratory experiences designed to prepare the student for employment in the home of the sick or aged, to care for the needs of the sick or convalescent patient under the supervision of the visiting nurse or physician.

(d) **One year Clerk Typist:** An adult preparatory and post secondary program of organized classroom and practical experiences designed to prepare the student for employment as a beginning clerk-typist in business or industry.

(e) **Office Machines:** An adult preparatory program designed to prepare students for employment as office workers. This program is designed with special variable scheduling and audio-tutorial features.

(2) Vocational Education for the Disadvantaged (Part B, P.L. 90-576) - District funds will be made available to provide for instructors, facilities and supplies for the tentatively planned new programs for 1973-74.

(a) **Industrial Maintenance:** A post secondary special program designed as a joint effort between the City College and the high schools and referral agencies in the District. Subject area is multi-discipline, i.e. carpentry, plumbing, electrical and painting.

(b) **Refrigeration/Air Conditioning:** A post secondary special program designed as a joint effort between the City College and the high schools it serves. Instructional material will prepare students with entry level skills in the sales, service, and maintenance of air conditioning equipment.

**NOTE:** The aforementioned programs (1) and (2), are designed to serve the disadvantaged as defined in the California Plan for Vocational Education (1972). Supplemental courses in English as a Second Language and Basic Education are also available to students. Most students would be defined as academically, culturally, or economically disadvantaged persons. Referrals are made by the following agencies and persons:
(a) California Department of Social Welfare  
(b) Vocational Rehabilitation  
(c) Santa Barbara Community Services  
(d) Work Training  
(e) Tri-Counties Regional Center  
(f) State Department of Human Resources and Development  
(g) Counselors  
(h) Learning Resource and Tutorial Center, S.B.C.C.

(3) Vocational Education for the Handicapped (Part B, P.L. 90-576) - District funds will be made available to provide for instructors, coordination costs, and supplies for the following continuing programs:

(a) Humanities: Course work in the Humanities designed for some fifty (50) orthopedically handicapped will be provided for those who cannot profit from normal classroom instruction.

(b) Literary Braille: An adult supplementary program for some thirty (30) blind, nearly blind, and for those who wish to learn transcribing for the blind.

(c) Lip Reading: An adult supplementary program designed to teach the key to a "second hearing" to some forty (40) students with difficult hearing problems.

(d) Joint Effort: Santa Barbara Community College District, through efforts with other community agencies, plans to provide training for the handicapped in 1973-74 in the following:

1. Alpha Training Center: Joint efforts with the Alpha Training Center will provide instruction in basic skills that will prepare some seventy-two (72) mentally handicapped adults for entry level employment in the areas of domestic upkeep, custodial, lawn gardening care. All of these adults (students) are referred to the center through the State Department of Rehabilitation and the Santa Barbara Mental Health Association and meet the definition of "handicapped" as defined in the California Plan for Vocational Education (1972). Santa Barbara City College plans to furnish an instructor and limited supplies in support of the program during the 1973-74 school year.

2. Work, Inc.: Joint efforts with Work, Inc. Training Center will provide instruction in basic physical and educational skills for some forty (40) physically handicapped adults for entry level employment in general assembly work. These adult students are referred to the center through the State Department of Rehabilitation and the Santa Barbara Mental Health Association and meet the definition of "handicapped" as defined in the California Plan for Vocational Education (1971). Most students have motor control (physical) handicaps.


(a) Short Cuts in Homemaking: An adult supplementary series of discussions and demonstrations designed to assist the homemaker in improving her skills and knowledge in more efficient homemaking; find increased pleasure and satisfaction in her job; short cuts in managing a home; nutrition and consumer buying as well as meal planning.
(b) **Home Management:** An adult supplementary program in Consumer-Homemaking Education designed to assist homemakers in economically depressed areas. Instruction will stress economy in buying, menu planning, care and maintenance of clothing, child care and birth control. A mobile classroom will meet with the students in the close proximity of their homes.

(c) **Community Study and Establishment of Need in Consumer and Homemaking Education:**

During the 1973-74 school year it is estimated that we will serve some 3,450 students in our Adult Education Program (estimate based on 1972-73 actual enrollments, plus normal growth) in Consumer and Homemaking Education. Of these students, a majority are of minority ethnic back- grounds and can be classified as socially or culturally disadvantaged. See Table A & D in District Plan for Vocational Education, 1973-74.

Many of those enrolled are in real need of skills pertaining to consumer purchasing, sewing, nutrition, gardening, and family health. Often times tutorial services are required since many use English as a second language (see S.B.C.C. Research Office Memo, 14-72).

**Courses Planned**

Our instructional program will include but not be limited to the following non-credit course groups:

- Family Health
- Home Decorating
- Self Defense for the Consumer
- Sewing & Textiles
- Parent/Child Workshops

**Measurable Objectives**

1. To offer at least one of the above courses per group during each quarter throughout the 1973-74 year.

2. To publicize the Consumer & Homemaking courses available throughout the year.

**Emphasis Given to Consumer Aspect in Dual Role**

Probably 40% of the total Consumer and Homemaking Education Program will be devoted exclusively to the consumer aspect. This percentile of effort is reflected by course outlines on file in the Adult Education Center.

**In-Service Education Activities Planned for Teachers**

Instructors are offered 60 hour methodology courses annually. Also, an attempt to upgrade instruction is made by each subject area coordinator contacting and assisting each instructor.

**Criteria Used to Identify Economically Depressed Area**


**Program Planned for Disadvantaged**

The main thrust of our program is to serve the disadvantaged (socially,
culturally, and economically. However, classes are especially designed to serve those people from Census Tract 8, 9, 10.

**Measurable Objectives**

1. Continue to identify the disadvantaged.

2. Continue to review the instructional (subject matter) needs of the disadvantaged.

3. Offer meaningful instruction for the disadvantaged.

(5) Cooperative Vocational Education programs - None.

(6) Work-Study Programs (Part H, P.L. 90-576) - A program designed to supplement a vocational student's income with meaningful employment.

(7) Contracted Instruction - None.

(8) Other - Santa Barbara City College's Continuing Education Division is involved in MDTA and WIN programs.

**II. Program Review.**

a. District review procedures:

(1) All vocational and general education course outlines and programs are reviewed by a curriculum coordinating committee composed of all general education and vocational instructors teaching any classes that may be included in the program. The purpose of these committees is:

(a) Continued evaluation of the quality of instruction.

(b) Submit recommendations for changes in policy to improve the program.

(c) Submit recommendations for changes in existing curricula and addition of new courses and/or programs.

(d) Integration of course offerings each semester. It is important that all instructors are informed as to the course content in the various courses in order that their subject can be properly coordinated with other segments of the program. Topics taken up in one course can be directly related to other course material and used as a basis for further study and greater understanding.

b. To involve as many individuals, agencies, instructors, faculty committees, and administrators in the development of a sound vocational education program, as possible.

c. Measurable objectives for this function.

(1) In follow-up studies, make sure the programs of instruction meet the requirements of job placement.

(2) Make sure vocational programs are fulfilling student needs of general education and basic skills.

(3) In March 1974, check to see if vocational curriculum has been updated in terms of meeting local and state manpower needs projections.
d. During 1973-74 school year, the Assistant Dean of Vocational Education, with the assistance of department chairmen from Business Education and Trade-Technical divisions, will:

(1) Review all courses in terms of their integral and program value.

(2) Will meet and confer with all lay vocational advisory committees to determine the value of existing courses and the need for updating same.

(3) Request from all vocational advisory committees or professional lay advisory committees any new courses which would benefit our community.


a. In order to evaluate the total vocational education program, our needs assessment must be addressed to the following priorities:

(1) How well have we matched student interests and abilities with worthwhile employment opportunities?

(2) Have we used our resources wisely in making the best immediate use of funds.

(3) Have we analyzed accurately the data which could determine program growth or curtailment?

b. Our goal is to ultimately be able to provide both functional and end-point evaluations as to the vocational-technical system.

c. Measurable objectives:

(1) Develop follow-up questionnaire for graduate vocational-technical students to determine effectiveness of education and training.

d. Planned activities for 1973-74

(1) Each vocational program has a continual "on-going" evaluation by a curriculum team made up of vocational instructors, general education instructors, and selected members of the appropriate advisory committees.

(2) Feedback from employers of vocational work experience students point out the need for re-evaluation and pave the way for continuing change.

(3) End point or terminal evaluation, to be conducted in two ways: the student's ability to obtain satisfactory employment; and the employer's evaluation of the student's ability to perform tasks as assigned.

(4) Follow-up on the Item Analysis and Planning Implications (as a result of the COOPES Evaluation) as submitted by the Assistant Dean, Vocational Education, will be conducted during 1973-74.

e. Expected outcomes of the 1973-74 school year should seek answers to the following questions:

(1) Have we improved the vocational instruction program at Santa Barbara City College?

(2) Has occupational education done its part in effecting its direction and complexion at Santa Barbara City College?

(3) Have Santa Barbara City College vocational education programs served the comprehensive needs of the community?
PART III


1. Population needs analysis.

   a. The goal of this function will be to maintain an up to date information file which will provide an adequate description of the population.

   b. To continually up-date the information file pertaining to the vocational training needs of the target population with particular attention being paid to the needs of the persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs. Since the population will be increasing at a rate of from 5-10 percent per year, it is essential that an adequate breakdown of population distribution be maintained in order to properly plan for the expansion of vocational education at Santa Barbara City College.

   c. The planned activities over the next four years include annual surveys to determine training requirements, job opportunities, and specialized training requirements of the disadvantaged and handicapped.

   d. Expected outcomes would include up dated requirements of manpower needs, changes in job descriptions, new job descriptions as new career fields are opened up, and new guide lines developed for the development of vocational education for the disadvantaged and handicapped.

2. Job market analysis.

   a. The goal of this function will be to keep abreast of the demand side of the labor demand/supply curve as it applies to existing, new, and emerging occupations which fall within the occupational categories served by vocational education.

   b. The changes of this function objective can be expected as the changes occur in industry. The computer and continued automation will up-grade job classifications and will require continued emphasis upon technician type programs and retraining for those already employed in the industry. Also, employment growth areas are in the sales and services fields.

   c. Planned activities over the next four year period include a continuing analysis of job market information provided by cooperating agencies, augmented by staff studies prepared by county, district, and subject area advisory committees.

   d. Expected outcomes include a continuing requirement for program revisions, probably elimination of some courses and/or programs, with new courses and new programs being added as justified by the requirements of industry.

   e. It is anticipated that the interest will continue to grow in the area of vocational education for the disadvantaged and the handicapped. As industry becomes aware of the economic potential of these individuals, we can expect to develop a variety of specialized programs to meet these needs.


   a. The function goal will be to continually update both skill level and educational requirements for entry level jobs, services by on-going or new vocational education programs.
b. Function objectives will change as jobs change. Job specification for vocational education must conform to the specifications of the job in industry.

c. Planned activities include close liaison with the business and industrial community in an attempt to continue a cooperative working relationship and obtain assistance in up-dating and modernizing both the vocational curricula and facilities as required for the proper conduct of pre-employment training.

d. Expected outcomes are the continued respect of industrial personnel, up-to-date vocational training programs, adequate training facilities and equipment, ongoing programs in cooperative work experience, and an open door for vocational graduates.

e. Revisions of certain job specifications to allow for specialized training to meet the limitations of the disadvantaged and handicapped individuals, thereby giving them the opportunity for entry into the world of work with some degree of respectability.

4. Program Planning. (See Long Range Program Proposals III - 13)

a. Function goals are to incorporate into the district plans all available data pertaining to funds, equipment, facilities, time, community needs, and area wide planning to obtain the best possible programs from available resources.

b. The function objectives are: to develop sound programs in vocational-technical education; to provide for both vertical and lateral coordination with other training institutions; to disseminate information pertaining to vocational education at City College as is appropriate to assist other districts in program planning for better articulation; to cooperate with other districts in regional planning; and improve planning techniques for planned program budgeting to pinpoint actual costs and provide for alternate courses of action.

c. Planned activities include active participation in regional planning with regional, county wide, and district advisory committees, federal and state agencies concerned with vocational education, to include planning for disadvantaged and handicapped.

d. The college expects to maintain an excellent working relationship with the business and industrial community, as well as with other training institutions and agencies; and maintain an up-to-date long-range plan for the expansion of vocational education at City College.

5. Vocational Education Promotion.

a. The goal of this function is to inform those necessary of the conditions and needs of vocational education, and of the vocational educational opportunities available at Santa Barbara City College.

b. Function objectives which may be changing from time to time, are techniques of dissemination of information, method of contacting potential students, and techniques of program promotion through instructors and counselors.

c. Planned activities include a continuation of current promotional plan with news coverage through the office of public information, and a slide film presentation depicting occupational educational opportunities at City College.

d. Expected outcomes over the next four year period are a well informed public, with confidence in the ability of City College to conduct quality training in vocational education.
   a. The goal of this function is to identify those who may profit from vocational education and encourage those so identified to enroll in the proper vocational training program.
   b. The objectives of this function which are expected to change over the next four years, are: techniques of initiating personal contact between potential students and representatives of the college, techniques of developing favorable attitudes toward vocational education, and methods of screening students for specific vocational training programs.
   c. Some planned activities to be initiated over the next four years are: to develop suitable screening procedures to assure that students selected for vocational education can be placed in a program best suited to their abilities and needs, to encourage industry to send students to the college for pre-vocational, vocational, or in-service training, and to provide vocational training at a time and place best suited to the time available to the student. Participate in vocational field days by showing occupational slide film.
   d. To provide specialized recruiting teams consisting of Human Relations aids and Director of Tutorial Center, to work with the disadvantaged and handicapped, to encourage them to enroll in vocational education and to provide specialized training as may be required.

7. Curriculum Resources and Ancillary Services.
   a. The goals of this function are to take advantage of every available resource necessary to improve existing and/or develop new vocational education programs. To maintain an adequate reference library to back up each vocational program, to provide adequate audio-visual equipment and services, and to provide in-service training workshops and field trips for vocational instructors, are some of these resources.
   b. The function objectives which may change from time to time, include changes in resource materials. With modern communication techniques, the local college staff can take advantage of the resources of other junior colleges in California or other states, and can lean heavily upon studies conducted by universities, industries, and special committees working for the Department of Health, Education and Welfare.
   c. Planned activities will be a continued emphasis on the goals for the coming year; to continue to build a better curriculum library, to encourage instructors to seek summer employment in industry, and to strengthen advisory committees wherever possible.
   d. Expected outcomes over the next five years are: an increase in the number of technician training programs; the development of specialized programs for the disadvantaged; additions to the library book shelf for vocational-technical education; and improvement in audio-visual services in support of vocational-technical education.

8. Guidance and Counseling.
   a. The goal of this function is to provide the student with sufficient information to allow them to make a meaningful and informed occupational choice, with continual individual assessment as to potential success.
b. Objectives of this function, subject to change over the next four years, appear to be a change of emphasis from general studies to specific occupational preparation with considerable attention being given to the disadvantaged and handicapped.

c. Planned activities will continue to stress vocational counseling and encouragement for students to add to their educational experience, by engagement in practical work experience. Santa Barbara City College will become involved in greater diagnostic (high school) testing in order to determine vocational student programming. Also, we will be involved in a career education component which should lead to more effective counseling.

d. Expected outcomes are: students will be properly placed in vocational programs which are directly related to their interests and capabilities; further, that students will, through their association with vocational instructors and on-the-job supervisors, develop attitudes favorable to the acceptance of the responsibilities demanded by the adult society.

9. Placement (See Statistical Summary, III-9, e)

a. The goals of this function are to provide individuals with sufficient information to make a meaningful and informed occupational choice, to provide adequate training for employment, and to assist them in finding that employment which best fits their needs and the needs of employers.

b. Objectives of this function will be changes in the availability of occupational choices. With the changes in technology, industry is demanding higher levels of skill development, requiring more training and re-training, in order to keep abreast of the times.

c. The college plans to expand our already comprehensive vocational work experience program to include several work experience courses in the services. Continued follow-up studies will be conducted to insure program effectiveness.

d. Expected outcomes are a well coordinated placement activity to serve both our graduates and potential employers with adequate follow-up information available for essential reports.

e. Statistical summary on job placement:

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<th></th>
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</thead>
<tbody>
<tr>
<td>Applications filed by students</td>
<td>2,001</td>
<td>2,400</td>
<td>2,650</td>
<td>2,900</td>
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<td>Job Orders received from employers</td>
<td>2,150</td>
<td>2,525</td>
<td>2,600</td>
<td>2,900</td>
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<tr>
<td>Referrals to employers</td>
<td>4,450</td>
<td>5,000</td>
<td>5,200</td>
<td>5,500</td>
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<tr>
<td>Job Orders filled</td>
<td>1,535</td>
<td>1,800</td>
<td>1,978</td>
<td>2,150</td>
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<td>Campus jobs filled</td>
<td>378</td>
<td>425</td>
<td>490</td>
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**Full-Time**

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<td>Applications received</td>
<td>85</td>
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<td>Job Orders received</td>
<td>103</td>
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<td>250</td>
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<tr>
<td>Referrals to employers</td>
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**Live-in**

<p>| | | |</p>
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<th></th>
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<tbody>
<tr>
<td>Live-in jobs received</td>
<td>No record</td>
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</table>
10. Vocational Instruction.
   a. The goal of this function is to provide instruction to individuals for the purpose of preparing them for gainful employment or advanced vocational-technical training, leading to the opportunity for advancement.
   b. The objectives of this function, which might be expected to change over the next four years, deal primarily with change of emphasis brought about by changes in the needs of the business and industrial community.
   c. The college plans to continue to work with all aspects of the community in the development of appropriate vocational programs to meet both individual needs and the needs of potential employers.
   d. Expected outcomes over the next five years would include an expansion of program offerings at the para-professional level, an expansion of facilities for the conduct of vocational education, and the development of new techniques of instruction to individualize instruction.
   e. Vocational instructors will be trading off with their counterparts from industry in order to assure the instruction keeps up to date with the needs of industry.

11. Program Review.
   a. The goal of this function is to continually review the district plan for vocational education and make such changes as required for improvement of programs.
   b. The function objectives which may change from time to time are expected to be those objectives such as: guidelines laid down by state and federal agencies; changes in evaluative criteria as established by local instructors and administrative personnel; and revision of course content and sequence of courses.
   c. Planned activities include a continuing review of vocational programs with item analysis in terms of population and market analysis, job performance requirements, curriculum resources and ancillary services, equipment and facilities, and other resources.
   d. Expected outcomes over the next four years are updated courses of study, modernized shops and laboratories, and all vocational programs supported by realistic work experience education.

   a. The goals of this function are to determine the degree to which the system is meeting its objectives. This includes both end point (terminal) evaluation and functional (on-going) evaluation.
   b. Objectives of this function are not expected to change over the next four years, however, the techniques of evaluation may have to be revised to determine how well the function is being performed.
   c. Planned activities include continual review and analysis, both by item and by quantity, of all planned activities of each function; subjective analysis of the effectiveness of each activity; analysis of each function in relation to the changing conditions year to year; and outside review and evaluation analysis.
   d. Expected outcomes lead to realistic reports which can be used as guidelines for program alteration, modification, or the creation of new programs and training techniques.

13. Proposed areas of increased emphasis. (See page 38.)
### LONG-TERM PROPOSALS
**REQUIRING EITHER ADDITIONAL FACILITIES OR ADDITIONAL STAFF**

<table>
<thead>
<tr>
<th>Area of Instruction</th>
<th>Can be Accommodated in present facilities</th>
<th>Can be Accommodated with existing equipment</th>
<th>Can be Implemented with present Staff</th>
<th>Program would lead into immediate employment</th>
<th>Program would lead into more advanced courses at Junior College</th>
<th>Some Areas of Employment</th>
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<tr>
<td>Public Works Maintenance</td>
<td>No</td>
<td>Not Entirely</td>
<td>Yes</td>
<td>No</td>
<td>Street and park maintenance.</td>
<td></td>
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<tr>
<td>Hotel &amp; Restaurant Management</td>
<td>Not Entirely</td>
<td>Not Entirely</td>
<td>Not Entirely</td>
<td>Yes</td>
<td>No</td>
<td>Hotels and Motels.</td>
</tr>
<tr>
<td>Industrial Maintenance</td>
<td>Yes</td>
<td>Yes</td>
<td>Not Entirely</td>
<td>No</td>
<td>Maintenance of commercial buildings.</td>
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<tr>
<td>Engineering Technology</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Could</td>
<td>Could</td>
<td>Petroleum, Highway Division, and City Maintenance.</td>
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<tr>
<td>Graphic Communication</td>
<td>Not Entirely</td>
<td>Not Entirely</td>
<td>No</td>
<td>Could</td>
<td>Could</td>
<td>Multi media, print shops, and local governmental agencies.</td>
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<tr>
<td>Auto - Refrigeration &amp; Air Conditioning</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Service shops - Refrigeration &amp; Air Conditioning.</td>
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<tr>
<td>Automotive - Automatic Transmission</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Service shops - Automatic Transmissions.</td>
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<tr>
<td>Pre-Apprenticeship</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Could</td>
<td>Could</td>
<td>Indentured apprenticeship or plant maintenance.</td>
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<tr>
<td>Veterinary Technician</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Veterinary hospitals and clinics.</td>
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<tr>
<td>Interior Design</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Local furniture, drapery, and carpet stores.</td>
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</table>
PART IV.

Descriptive Charts and Tables. (See the following pages)

This part includes descriptive charts that present information about the geographical area, population trends, socio-economic data, and racial and ethnic composition of the student population. It also includes certain required data indicating instructional programs planned, enrollment, and other information.
CHART I

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

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

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

LEGEND
E Elementary School
J Junior High School
H High School
C Community College
CHART II

Population Trends

176.4 Square miles in District
CHART III

Racial and Ethnic Composition of Student Population

Number of:

805  Spanish surname
5,469  Other White
190  Negro
108  Chinese, Japanese, Korean
53  American Indian
0  Other Non-White
6,625  Total enrollment - Day & Evening Credit

Percentage Display

82.7% Other White
CHART IV

Description of College District

Number of Public School Units:

<table>
<thead>
<tr>
<th></th>
<th>Elementary Schools</th>
<th>Intermediate or Junior High Schools</th>
<th>Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
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<table>
<thead>
<tr>
<th></th>
<th>Adult School</th>
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High Schools

5

Total enrollments at various levels and projected enrollments

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<tr>
<th>Year</th>
<th>E</th>
<th>CE</th>
<th>HS</th>
<th>INT</th>
<th>C</th>
<th>CCED</th>
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<td>1972-73</td>
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<td>1973-74</td>
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<td>1974-75</td>
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<td>1975-76</td>
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<tr>
<td>1976-77</td>
<td></td>
<td></td>
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</tbody>
</table>

LEGEND

E  Elementary
INT Intermediate or Junior High
HS  High School
C  Community College
CCED Community College - Extended Day
CE Continuing Education (Non-credit)
## Estimated Enrollment

<table>
<thead>
<tr>
<th>Instructional program codes and titles*</th>
<th>Total</th>
<th>Handicapped**</th>
<th>Disadvantaged**</th>
<th>Vocational Work Experience</th>
<th>Level</th>
<th>Status</th>
<th>Estimated completions</th>
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<td>Title Animal Science</td>
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<td>Title Landscaping</td>
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<td>Title Finance &amp; Credit</td>
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<td>Title General Merchandise</td>
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<tr>
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</tbody>
</table>


**As defined in the California State Plan for Vocational Education

See instructions on back of page
**Table A**

**ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION**

This report covers the school year ending June 30, 1974.

<table>
<thead>
<tr>
<th>Instructional program codes and titles*</th>
<th>Estimated Enrollment</th>
<th>Level</th>
<th>Status</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
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<td>Disadvantaged**</td>
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<td>1 Code [017013013010] Nursing Assistance</td>
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<td>1 Code [017031017010] Home Health Aid</td>
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<td>1 Code [017111017010] Medical Emergency Technician</td>
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<td>1 Code [017111110101] Child Development</td>
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<td>1 Code [017111013010] Clothing &amp; Textiles</td>
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**As defined in the California State Plan for Vocational Education**

See instructions on back of page
## Table A

### Estimated Enrollment

<table>
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<tr>
<th>Instructional Program Codes and Titles</th>
<th>Total</th>
<th>Handicapped**</th>
<th>Disadvantaged**</th>
<th>Vocational Work Experience</th>
<th>Special Program and Group Enrollment Included in Column 2</th>
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<th>PS</th>
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**As defined in the California State Plan for Vocational Education**

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<tr>
<th>Instructional program codes and titles*</th>
<th>Estimated Enrollment</th>
<th>Level</th>
<th>Status</th>
<th>Estimated completions</th>
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<td></td>
<td>Total</td>
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<tr>
<td>Title: Heating</td>
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<td></td>
</tr>
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**As defined in the California State Plan for Vocational Education

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<th>Total</th>
<th>Estimated Enrollment</th>
<th>Level</th>
<th>Status</th>
<th>Estimated completions</th>
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**As defined in the California State Plan for Vocational Education.

See instructions on back of page
## Estimated Enrollment

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<th>Status</th>
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<td>Title Radio-Television</td>
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<td>4</td>
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**As defined in the California State Plan for Vocational Education

See instructions on back of page.
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<tr>
<th>Instructional program codes and titles*</th>
<th>Estimated Enrollment</th>
<th>Level</th>
<th>Status</th>
<th>Estimated completions</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Total</td>
<td>(&lt;) Where applicable</td>
<td>(X) Where applicable</td>
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<tr>
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<td>Vocational Work Experience</td>
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</tr>
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<td>3</td>
<td>4</td>
<td>5</td>
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**As defined in the California State Plan for Vocational Education:

See instructions on back of page
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<tr>
<th>U.S.O.E. code</th>
<th>Instructional program area</th>
<th>Number of teachers</th>
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<th>1973-74*</th>
<th>1972-73</th>
<th>1973-74*</th>
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<td>17.</td>
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*Estimated

Instructions

Numbers of teachers in codes 19.1 and 19.2 are to be reported separately from those in codes 01. through 17.

NOTE: The number of teachers are indicated per individual--credit and non credit.
### TABLE C

**Vocational Education Enrollment**

<table>
<thead>
<tr>
<th>U.S.O.E. code</th>
<th>Instructional program area</th>
<th>Estimated enrollment (unduplicated)</th>
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<tr>
<td>19.3</td>
<td>Other Voc. Work Exp.</td>
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</table>

**Instructions**

In the column for estimated enrollment, 1973-74, enter the sum of the enrollment figures for each instructional program reported in Table A; i.e., enter the total enrollment for all agriculture (code 01.) programs, as shown in Table A, opposite the first item (Agriculture) in this Table (Table C).

Work-experience education enrollment figures should be included in the appropriate instructional program areas in the upper portion of the table and broken out by exploratory work experience education and general work experience education in the lower portion of the table.
# TABLE D

Vocational Education Enrollment Summary

<table>
<thead>
<tr>
<th>Level of program</th>
<th>Projected enrollment (unduplicated)</th>
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<td>Secondary</td>
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<td>Grades nine through twelve</td>
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</tr>
<tr>
<td>Grade eight and below</td>
<td></td>
</tr>
<tr>
<td>Postsecondary</td>
<td>6925</td>
</tr>
<tr>
<td>Adult (defined)</td>
<td>10,000</td>
</tr>
<tr>
<td>Total</td>
<td>16,925</td>
</tr>
</tbody>
</table>

| Disadvantaged                                |           |           |           |           |           |
| Total                                        | 3,146     | 3,120     | 3,120     | 3,120     | 3,120     |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 520       | 520       | 520       | 520       | 520       |
| Adult                                        | 2,626     | 2,600     | 2,600     | 2,600     | 2,600     |
| Handicapped                                  |           |           |           |           |           |
| Total                                        | 112       | 120       | 130       | 140       | 150       |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 0         | 0         | 0         | 0         | 0         |
| Adult                                        | 112       | 120       | 130       | 140       | 150       |
| Cooperative program                          |           |           |           |           |           |
| Total                                        | 1,113     | 960       | 960       | 960       | 960       |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 990       | 860       | 860       | 860       | 860       |
| Adult                                        | 123       | 100       | 100       | 100       | 100       |
| Group guidance (Provocational)               |           |           |           |           |           |
| Total                                        | 1,300     | 1,500     | 1,700     | 1,900     | 2,100     |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 1,300     | 1,500     | 1,700     | 1,900     | 2,100     |
| Adult                                        | 0         | 0         | 0         | 0         | 0         |
| Work-study                                   |           |           |           |           |           |
| Total                                        | 40        | 45        | 50        | 55        | 60        |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 40        | 45        | 50        | 55        | 60        |
| Consumer and homemaking education            |           |           |           |           |           |
| Total                                        | 3,535     | 3,585     | 3,585     | 3,585     | 3,585     |
| Secondary                                    | 0         | 0         | 0         | 0         | 0         |
| Postsecondary                                | 85        | 85        | 85        | 85        | 85        |
| Adult                                        | 3,450     | 3,500     | 3,500     | 3,500     | 3,500     |