Proposals for Submission to the Fund for the Improvement of Postsecondary Education Department of Health, Education and Welfare For 1974

December 13, 1973
Title Page

1. Applicant Name and Address:
   Institution or Agency: Santa Barbara Community College District
   Street Address: 721 Cliff Drive
                   Santa Barbara, California 93109

2. Project Director and Address:
   Name: Dr. Glenn G. Gooder
   Title: Superintendent-President
   Institution: Santa Barbara City College
   Street Address: 721 Cliff Drive
                   Santa Barbara, California 93109

3. Proposal Title: The Institute of Community Affairs

4. Brief Abstract of Proposal: Establish and evaluate an experimental model called The Institute of Community Affairs that would fulfill the promise of the community college to truly be a "community" college by combining the resources of both the college and the community to provide experiences for students as well as for citizens of the community in the areas of civic, social, and community affairs.

5. Duration Dates: 1st year - September 2, 1974 -- June 13, 1975
   Number of Continuing Years: three (3)

6. Funding Request: 1st year $80,000  2nd $80,000  3rd $80,000
   Total: $240,000

7. Authorizing Official:

   Dr. Glenn G. Gooder
   Superintendent-President
   Santa Barbara City College

   December 13, 1973
STATEMENT OF THE PROBLEM

In recent years, considerable attention has been focused on the community college as an important institution of community education and service. For example, the Carnegie Commission on Higher Education, in its report entitled *The Campus and the City*, has suggested that the community colleges hold great promise for urban areas and may well become the urban parallel to the land-grant institutions in terms of their contribution to the educational needs of the nation's urban communities. However, if the community colleges are to fulfill this promise and realize their potential contribution to the progressive development of the urban areas of the nation, they must increase their present efforts and introduce a wide range of innovative programs and projects.

Within the Santa Barbara Community College District, in order to enhance the College's contribution to the development of the community it serves, the College needs to:

1. Increase opportunities for students to engage in experience-centered education in the community.
2. Utilize to a greater extent the rich reservoir of expertise and resources available in the community.
3. Increase interaction between students and faculty of the College and members of community agencies, organizations, and groups.
4. Promote data gathering, analysis, and action-oriented projects dealing with all aspects of community affairs.

Positive action in these four areas is needed if the College is to realize its potential contribution to the development of civic consciousness among its students, improve student awareness of community problems and occupational opportunities, and promote the cooperation of all segments of the community in the progress and development of the community.

DESCRIPTION OF SPECIFIC OBJECTIVES

The Santa Barbara Community College District proposes to establish an Institute of Community Affairs within the regular structure of the College in order to provide experience-centered education to its students, draw more effectively upon the expertise and resources available in the community, increase the interaction between the College and other community structures, and promote the study and resolution of community problems and issues.

This institute will serve as an important interface between the personnel and resources of the College and the personnel and resources of other community structures such as local governmental agencies, community service organizations, civic groups, local industry, professional and trade associations, etc. Thus, the institute will provide the main channel through which students and faculty
of the College will engage in regularized and purposeful interaction with other members of the community.

The institute will also serve as a clearinghouse for the collection and exchange of information on all aspects of community development. This will not only provide valuable information on community activities, resources, and problems for the students and faculty of the College, it will also facilitate coordination and cooperation among community organizations and groups engaged in related or common activities.

It is anticipated that the proposed institute will serve as an agency through which the educational and investigative resources of the College can be matched with the needs of community organizations and groups for educational and research assistance.

For the students of Santa Barbara Community College, the proposed Institute of Community Affairs will offer a wide variety of opportunities to supplement their conventional coursework with experience-centered education via cooperative work-study arrangements, internships, workshops and seminars with community officials and "practitioners," and community-related research and action projects. Thus, the institute will provide the necessary structural innovation for bringing students into direct contact with the community and giving them firsthand experience with various aspects of community life.

Evaluation of the proposed institute will entail critical assessment of the following:

(1) The extent to which the institute increases community awareness and understanding among the students and faculty of the College.

(2) The extent to which the institute contributes to the identification, analysis, and resolution of community problems and issues.

(3) The extent to which the institute facilitates cooperation and meaningful interaction between the College and other community organizations.

(4) The extent to which the institute improves student learning experiences, their academic performance, motivation, and career choices.

Significant achievement in all of these categories is expected as a result of the successful implementation of the objectives for which the institute is to be established and operated.

HOW OBJECTIVES ARE TO BE ACCOMPLISHED

The aforementioned objectives of the proposed Institute of Community Affairs will be achieved through the provision of personnel, facilities, and material resources by the Santa Barbara Community College District. Initial outside funding will be necessary in order to finance the establishment of the institute, but on-going operation of the institute will be provided by the College District.
The programmatic implementation of the proposed project will entail the following:

(1) The establishment of student internships, apprenticeships, and cooperative work-study arrangements with local governmental agencies, community service organizations, civic groups, local industry, professional and trade associations, etc., in which students will gain firsthand experience in community affairs coupled with academic instruction and counseling.

(2) The sponsorship of a variety of short-term learning experiences including workshops and seminars for students, faculty, and community members on all aspects of community affairs, e.g., on community health problems, citizen participation in local government, unemployment and vocational training, marriage and family relations, environmental protection and planning, juvenile crime prevention, etc.

(3) The collection and distribution of information on community activities, organizations, resources, and problems.

(4) The introduction of regularized and on-going channels of consultation and communications between the proposed institute and community organizations and groups.

(5) The introduction of new courses and course content dealing with various aspects of community affairs.

Personnel, organizational, and procedural changes will obviously be required in order to implement the proposed institute, but the changes envisaged will not necessitate any major revision or rearrangement of the organizational patterns of either the College or the community organizations to be affected.

LONG-RANGE OUTCOMES

Effective implementation of the objectives of the proposed Institute of Community Affairs will give Santa Barbara Community College an invaluable instrument for providing its students with a means of direct involvement in community affairs, thus increasing their awareness and understanding of community life, the problems of modern urban society, and the occupational opportunities available in their community.

Through the establishment of the proposed institute, conventional course work will be supplemented by relevant, experience-centered learning within the community. As a result, students will obtain practical insight into their social reality and obtain personal evidence to test the theories and concepts learned in the classroom.

It is expected that the institute could be expanded in increments until it includes a comprehensive pattern of College-Community cooperation. Possible additions are experiences related to Technology, the Arts, Business, Health Services, and Developmental Communication. It is possible that a combination of traditional study and "institute" study would be preferred by many students. It is conceivable that a comprehensive pattern of institutes would make it
possible for every student to have a combination of traditional and "institute" study, if desired.

Moreover, it is anticipated that the proposed institute will become an important community structure, contributing to the development of the surrounding community and improving interaction and communication between the College and the community it serves.
PRELIMINARY ANNUAL BUDGET*

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<thead>
<tr>
<th>Item</th>
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<tr>
<td>Director</td>
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<td>(regular and toll call)</td>
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<td>Travel and Conference Attendance</td>
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<td>Printing and Duplicating</td>
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<td><strong>Total</strong></td>
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*Santa Barbara Community College District will provide academic instructors, campus facilities, Director's office, administrative support, counseling, and service support.
TITLE PAGE

1. Applicant Name and Address:
   Institution or Agency: Santa Barbara City College
   Street Address: 721 Cliff Drive
   City: Santa Barbara  State: California  Zip: 93109

2. Project Director and Address:
   Name: A.L. Silvera  Telephone No.: (805) 965-0581, Ext. 355
   Title: Administrative Dean, Student Services and Activities
   Institution: Santa Barbara City College
   Street Address: 721 Cliff Drive
   City: Santa Barbara  State: California  Zip: 93109


4. Brief Abstract of Proposal: Santa Barbara City College is seeking funds to modify and expand existing services and to develop new services in such a manner as to provide for an entirely new approach for a Comprehensive Career Education Program. The program is planned to include an extensive Career Education Center, a Cooperative Education Program (vocational, technical, para professional, and professional), an expanded placement service, and a major curricular program to assist students in career exploration and selection. See Narrative for elaboration.

5. Duration Dates: 1st year: September 1, 1974 - June 30, 1975
   No. of Continuing Years: 1975-76 and 1976-77

6. Funding Request: 1st year: $187,800; 2nd: $165,000; 3rd: $135,000;
   Total: $487,800
   (Institutional commitment to project for first year: $96,800)

7. Authorizing Official: Name, Title and Signature
   Date: December 14, 1973
   Glenn G. Gooder
   Superintendent-President
   Santa Barbara City College
Santa Barbara City College proposes a Comprehensive Career Education Program to include an expanded career education center, programs in cooperative education, expanded placement services for student employees and post graduates, and a curriculum major to assist students in career exploration and selection. The key to a truly comprehensive career education program will be the provision for effective coordination of the various components of the program by a systems approach to management.

A. Statement of the Problem. The need for a Comprehensive Career Education Program is indicated by such statements as that found in the San Jose State University Summer Session Bulletin (1973):

"Nothing in the past three years has undergone as close scrutiny and mandated change as American education. The whole system of education as perpetuated for decades has been challenged. A new paradigm for education is emerging which brings focus to the need for every individual as a part of his education and life style planning to be prepared to enter the world of work with saleable skills."

Wilson Riles, California State Superintendent of Public Instruction, has stated,

"Existing high school curriculum meets the needs of only about 40% of the students: the 20% who take vocational education and the 20% who go on to college. The future needs of some 60% who take 'general education' are usually not met." (Los Angeles Times, July, 1973)

According to William J. Micheels, 

"The Career Education Movement is creating a groundswell of activity at every educational level, perhaps as one reflection of the temper of the times. Higher education cannot remain aloof from these new realities. It is in this sense that each college ought to examine, decide, and define how Career Education can stimulate renewal efforts and become an integral part of an evolving mission on each campus." (April, 1973)

During the Spring and Summer of 1973, Santa Barbara City College underwent an intensive self-study of its goals, objectives, and organization. Involved in the study were faculty, students, staff, administration, and members of the community who had been selected at random from a list of respondents to an earlier extensively disseminated questionnaire. The final report, under the title, Directions for Change, was published in October, 1973. Among the Highest Eleven "Ought" Goal Statements reported (p. I A-10) were the following:
(1) To provide the selected academic and career experiences that will both help the student make a career choice and prepare him for successful entry into that career.

(2) To assist students in deciding upon a vocational career.

(3) To help students identify their own personal goals and develop means of achieving them.

(4) To provide students with the services of experts who are in a position to counsel with respect to choices, and to provide counseling services in personal matters as they relate to progress; to provide student services in financial aid, employment and activities.

A Comprehensive Career Education Program at Santa Barbara City College would provide effectively for meeting the above cited goals. Such a program would also be in concert with related activities presently planned for this area in the elementary and secondary levels of education.

B. Project Objectives With Criteria for Evaluation. The following objectives are listed according to the four significant components of the Comprehensive Career Education Program. Where possible, all objectives will be written in quantitative as well as qualitative terms so as to be measurable and to enable effective evaluation. Examples may be observed below.

1. Career Education Center.

   a. To provide a facility for a Career Education Center with a minimum of 1,600 square feet.
   b. To provide staffing, professional and clerical, for a Career Education Center to meet the needs of day and evening students and to serve members of the community as well. It is expected that 1,200 individuals will be served by the program during the first year of the project, 1,600 during the second year, and 2,000 during the third year.
   c. To provide for an annual update of information on careers and the world of work.
   d. To provide a library of books, pamphlets, film strips, cassette recordings, and similar materials containing information on various career categories.
   e. To provide for a computerized vocational information system through a lease arrangement with International Business Machines Corporation.
   f. To provide a mobile career counseling unit to serve community needs and interests (at least 10 hours per week).
   g. To serve as a referral agency for persons interested in exploring specific career possibilities in the community's businesses and industries.
   h. To provide inventories and tests to serve the function of assessment and appraisal of individual needs, interest, aptitudes and abilities, i.e., Strong Vocational Interest Blank, Kuder Occupational Interest Survey, Guilford-Zimmerman Temperament Survey, Omnibus Personality Inventory, Otis-Lennon Mental Ability Test, and the Career Planning Profile.
   i. To provide for tours of businesses and industrial facilities.

2.
j. To work with the personnel responsible for the work experience program to make Career Education an integral part of that program.
k. To provide Career Information Days for college and high school students.
l. To provide for special occasions on campus and off campus when Career Education can be emphasized.
m. To provide in-service training for college personnel.
n. To integrate Career Education information in academic disciplines and in other support service programs.
o. To provide for the development of a curriculum major to assist students in career exploration and selection by including such support services as counseling, testing, cooperative education programs, and job placement as an integral part of the major.

2. Placement.

a. To obtain and share with other project components information on existing employment trends.
b. To develop and maintain contact with industry and business personnel managers.
c. To canvass prospective employers on a regular basis for employment possibilities.
d. To develop and maintain a file of applicants for employment based on need and interest.
e. To provide for listing and announcements of employment.
f. To provide pre-employment information.
g. To provide for applicant appraisal.
h. To provide for counseling toward employment readiness.
i. To provide for employer-employee relationships counseling.
j. To provide for employer counseling.
k. To obtain and share with other project components data on trends, practices, and employment opportunities.
l. To record results of student-worker achievement in employment.
m. To record results of graduates' achievement in employment.
n. To provide for follow-up studies of students and graduates to determine effectiveness of services.
o. To cooperate in providing Career Education information and programs.
p. To encourage business and industry leaders to be available as resource personnel to students and graduates.
q. To provide for cooperative endeavors with work experience programs.
r. To participate in high school career days.

3. Cooperative Education.

a. To provide a Cooperative Education Program in which there is an integration of classroom theories with practical experience and in which students have specific periods of attendance at the
college and specific periods of employment.
b. To provide for the administration and coordination of a Cooperative Education Project by the employment of a program director and cooperative education coordinators.
c. To provide contracts for the hiring of faculty for Cooperative Education.
d. To provide for classroom instruction which will complement on-the-job training for students in Cooperative Education.
e. To insure that practical experience gained in on-the-job training will serve a student's individual interests within a given field of work.
f. To insure that employment is considered to be a regular continuing and essential element in the education process and that some minimum amount of employment and minimum standard of performance should be included in the requirement for the degree or certificate presented by the school.
g. To provide a working experience which will increase in difficulty and responsibility as the student progresses through the academic curricula.
h. To provide for travel and released time for faculty to explore with business and industry personnel officers ways and means to improve existing programs and to develop new programs.

4. Research and Evaluation.

a. To provide for research and evaluation related to the project.
b. To provide and maintain student files and report forms to assist in data gathering and reporting.
c. To participate in the data-gathering process to enable research functions.
d. To visit four-year institutions of higher education to interview graduates and transfer students from SECC.
e. To participate in the follow-up studies of former SECC students who participate in the Comprehensive Career Education Program.
f. To participate in research projects on policies, procedures and programs related to this project.

C. Means for Accomplishing the Objectives. Several of the listed objectives are self-explanatory. Below are listed other necessary means to accomplish the stated purposes of a Comprehensive Career Education Program.

1. Employment of Additional Staffing.

a. Project Director (trained in systems management; career education).
b. Two career education counselors (certificated).
c. One placement officer.
d. Two cooperative education coordinators.
e. Four project clerk typists (1 - project director; 1 - career education center; 1 - placement; 1 - cooperative education program).
2. Redeployment of certain existing staff.
3. Utilization of college's public information center.
4. Provision for additional facilities.
5. Obtaining IBM's computerized vocational information system.
6. Utilization of existing college facilities and resources.
7. Provision of support services, supplies, equipment and materials and other resources to achieve the stated objectives.

D. Potential Long-Range Outcomes of the Project.

1. The retention rate of students participating in the program should be improved by a factor of nearly 2 to 1. (In other words, for every two students who leave traditional programs in the college before completion only one project student may be expected to leave before completion.)
2. Academic standing (grade point average) should be improved due to higher student motivation.
3. Financial needs of students will be met more effectively.
4. Disadvantaged students will be expected to show a higher level of achievement as a result of financial advantages and motivational factors inherent in the program.
5. Employers (local and regional) may be expected to be responsive to a Comprehensive Career Education Program provided by a community college.
6. The cost-effectiveness of a community college sponsored Comprehensive Career Education Program may be demonstrated as highly productive for the funds invested.
7. Improved educational opportunities may be expected in terms of student performance objectives and new on-the-job training programs.
8. A firm relationship between educational preparation and permanent employment after graduation may be anticipated.
9. Returning veterans may find the Comprehensive Career Education Program particularly helpful.
10. Career training options for students will increase through flexible planning without an increase in the numbers of college programs.
11. Provision for training, retraining, upgrading (or upward mobility) should be expected.
12. A stronger and more effective relationship between the community college and its community may be expected as a result of a Comprehensive Career Education Program.
PROGRAM BUDGET FOR INITIAL YEAR

A. Direct Costs:

1. Salaries and Wages
   
   a. Professional
      
      a.1 Program Director $22,000
      a.2 Two Career Education Counselors 30,000
      a.3 Two Cooperative Education Instructor Coordinators 32,000
      a.4 One Placement Officer 15,000
      a.5 One Psychologist $19,000

   b. Clerical
      
      b.1 Four Clerk-Typists 30,000
      One each for Program Director, Career Education Center, Cooperative Education Component, and Placement Office

2. Employee Benefits 7,500

3. Travel and Conference; Transportation in District 4,000

4. Materials and Supplies 4,800

5. Equipment (purchase or rental) 6,000

6. Production (printing: $1,000; reproduction: $750; audio visual: $3,250 5,000

B. Indirect Costs:

Total $187,800
APPENDIX 1

BACKGROUND INFORMATION

The College

Santa Barbara City College is a two-year (freshman and sophomore years) community college concerned with the educational needs of the youth and adults of southern Santa Barbara County. To fulfill these needs, the college offers occupational training, lower division transfer curricula, developmental classes and general education courses for the enrichment of the student's personal and community life.

Philosophy

Total commitment to the democratic way of life.
Recognition of individual man as a being of the highest order in the world and universe.
Dedication to the policy of granting the individual man the maximum amount of freedom, personal initiative and adventure with equal opportunities on the part of his fellows.
Adherence to a policy of providing post-high school education which meets the needs of all the youth and adults of the college's district.

Purposes

Transfer Education: To provide lower division instruction for students planning to transfer to four-year collegiate institutions.
Vocational Education: To provide (a) pre-employment training for persons desiring to enter an occupation; (b) trade extension and courses designed for retraining or occupational advancement for persons already employed; and (c) specific basic preparation in theory and techniques essential to serving in one clinical area of the health occupation field.
Preparatory and Developmental Education: To provide each individual who can profit from instruction the opportunity to make up scholastic or subject deficiencies in his educational background.
General Education: To provide (a) indirectly in all courses, and (b) directly in specific courses, experiences which will lead to the development of a broadly educated person who has a grasp of the interrelationship of knowledge fields; and who is able to think effectively, communicate thought, make relevant judgments, discriminate among values, and make appropriate applications.
Continuing Education: To provide through credit and noncredit courses, opportunities to enrich community living; to increase and improve the participation of citizens in the affairs that affect them; to release the full potentialities of adults as wage-earners, as creative beings, as social individuals; and to contribute to the development of individual excellence.
Counseling and Guidance: To interpret the programs of the college for the students; to encourage students to select goals and undertake academic programs consistent with their abilities; to be responsible for the mechanics of testing and programming; and to counsel students who need help with academic or personal problems.
1. Applicant Name and Address:
   Institution or Agency: Santa Barbara Community College District
   Street Address: 721 Cliff Drive
   City: Santa Barbara, State: California, Zip: 93109

2. Project Director and Address:
   Name: Dr. Donald K. Sorsabal
   Telephone No.: 965-0581, ext. 357
   Title: Administrative Dean, Business Services
   Institution: Santa Barbara Community College District
   Street Address: 721 Cliff Drive
   City: Santa Barbara, State: California, Zip: 93109

3. Proposal Title: "A Proposal for the Development and Implementation of an Educational Planning and Management System"

4. Brief Abstract of Proposal: It is essential that more effort and efficient methods be developed and implemented for the educational planning and resource allocation process. Through the implementation of needs assessment, goal setting and development of a systematic approach to educational planning, data collection and reporting, rational decisions affecting policy, programs and resource allocation can be made. This project is proposed to develop skills, knowledges and attitudes among in-house personnel which are essential to the redirection of the institutional efforts in accomplishment of its mission.

5. Duration Dates: 1st year February 1, 1974 - June 30, 1975
   Number of Continuing Years: Three (3)


7. Authorizing Official: Name, Title and Signature
   Superintendent-President
   Santa Barbara Community College District
   December 13, 1973
   (Date)
A. STATEMENT OF THE PROBLEM

Today, as never before, community colleges and other institutions of higher education are faced with many diverse problems, not the least of which is the efficient and effective use of the available resources. This dilemma is compounded when the community colleges are confronted with the ever increasing need to revitalize its offerings and to be more responsive to community needs. Additionally, most administrators and Boards of Trustees attempt to secure the broadest possible input from faculties and students before major decisions are made. These instances and many more require the development of a system of educational planning and management which will assist the decision makers in deriving all relevant data upon which final actions are based.

During the decade of the 60's and in the initial years of the 70's, much has been written but little implemented concerning educational planning and management systems. These efforts have resulted in the development of the Planning, Programming, Budgeting System (PPBS). This system has not developed as was once hoped. In fact, in the November, 1973, issue of College and University Business, it is revealed that "A study just completed makes clear that PPBS has not been as rapidly nor as widely adopted as was earlier anticipated." It is very apparent that most efforts in this field have been devoted toward an improved system of cost accounting, rather than the development of a complete educational planning and management system.

Even though much has been written on educational planning and management but little implemented, the basic research has been done. What is needed now is to apply the findings from the various studies to the planning and management process at the Santa Barbara Community College District. It is assumed that through the development and implementation of a new planning and management system, the District will be able to accomplish its mission in a more efficient manner.

B. DESCRIPTION OF THE OBJECTIVES

The main purpose of this project is to improve the effectiveness of teaching and learning through the participation of faculty, staff, students and community members in the total planning and resource re-allocation process.

This project should provide the Santa Barbara Community College District with the capability to:

(1) Identify its goals, needs and develop programmatic objectives to measure the effectiveness of satisfying known needs and meeting stated goals;

(2) Develop a systematic approach to educational planning and resource allocation;
(3) Develop data collection systems relevant to the decision-making process;

(4) Develop a reporting system through which a rational allocation of resources can be made;

(5) Evaluate and revise programs.

C. HOW OBJECTIVES ARE TO BE ACCOMPLISHED

To ascertain the goals, needs and develop programmatic objectives, the District developed a survey instrument of the "is" and "ought" type and selected the clientele to whom it was directed from a random sample of the four constituencies, i.e., community, faculty, students, and administration. Once tabulated, a planning committee was established to review the results.

Additionally, seven "program committees" were established to identify the appropriate system-wide objectives. These committees pursued the topics of Liberal Arts Credit programs, Liberal Arts Non-Credit programs, Occupational Education, Student Support Services, Facilities, Finances and Organization.

The recommendations of these committees were reviewed by the faculty, staff, and Board of Trustees for implementation plans.

Now assistance is needed. To develop a systematic approach to educational planning and resource allocation, the Division Chairmen, Representative Council of the Academic Senate and the Budget Review Committee, together with the representatives of the Administrative Staff will cooperatively develop a system utilizing the key workable elements of PPBS, Management by Objectives, and Management Information Systems. This will entail the development of a training program utilizing outside consultants together with existing personnel.

Known reputable consultants in the fields of educational planning and management systems will be used to develop the data collection and reporting systems and to train existing personnel in these techniques.

Once trained in the skills and knowledges necessary to these efforts, District personnel should be able to continue and to improve this educational planning and management system design. It is anticipated that from the trained personnel, a planning and training team will be locally developed to conduct the evaluation and program revision process in future years.

D. LONG-RANGE OUTCOME

(1) It is hoped that by the 1977-78 college year, there will be developed an integrated educational planning and management system to assist the Board of Trustees in its decision-making plans.

(2) Further, by 1975-76, it is assumed that there will have been developed a cadre of key personnel sufficiently trained in educational planning and management system techniques to carry on the training program in future years.

(3) Because the main purpose of this project is to improve the teaching-learning process in the Santa Barbara Community College District, it
is anticipated that measurable changes in the affective as well as cognitive areas will be noted by 1975-76 and will continually improve.

(4) Additionally, it is assumed that the annual struggle for allocation of resources will be reduced, thereby minimizing the stress between the many factions of the college vying for the available resources and thus creating a more effective learning environment.
BUDGET
1st Year Only

BUDGET ITEM

A. Direct Costs:
   1. Salaries & Wages
      a. Professional* $13,000
      b. Consultant* 10,000
      c. Clerical 8,000
   2. Employee Benefits 4,500
   3. Travel* 2,500
   4. Materials & Supplies 500
   5. Equipment (Purchase or Rental)* 0
   6. Production (Printing, Reproduction, Audio-visual)* 700
   7. Other* 500

B. Indirect Costs: 8,520

TOTAL $48,220

Institutional Support (1st year total) $18,200

* 1a. Fifty per cent release for Administrative Dean to coordinate the project.
* 1b. Employment of consultants for 100 days @ $100.00 per day.
* 3. Travel allowance for personnel to attend seminars, conferences and exemplary projects as part of the training project. Seminars conducted by WICHE will be focal point.
* 7. Books and periodicals will need to be purchased as reference materials for personnel.
BUDGET
2nd Year Only

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages
   a. Professional*  $13,000
   b. Consultant*  10,000
   c. Clerical  8,000

2. Employee Benefits  4,500

3. Travel*  1,500

4. Materials & Supplies  500

5. Equipment (Purchase or Rental)*  700

6. Production (Printing, Reproduction, Audio-visual)*  500

7. Other*  500

B. Indirect Costs:  8,520

TOTAL  $47,220

Institutional Support (2nd year total)  $18,200

* 1a. Fifty per cent release for Administrative Dean to coordinate the project.

* 1b. Employment of consultants for 100 days @ $100.00 per day.

* 3. Travel allowance for personnel to attend seminars, conferences and exemplary projects as part of the training project. Seminars conducted by WICHE will be focal point.

* 7. Books and periodicals will need to be purchased as reference materials for personnel.
### BUDGET

**3rd Year Only**

#### BUDGET ITEM

**A. Direct Costs:**

1. **Salaries & Wages**
   - a. Professional*: $13,000
   - b. Consultant*: $10,000
   - c. Clerical: $8,000

2. **Employee Benefits**
   - 4,500

3. **Travel***
   - 1,000

4. **Materials & Supplies**
   - 500

5. **Equipment (Purchase or Rental)***
   - 0

6. **Production (Printing, Reproduction, Audio-visual)***
   - 700

7. **Other***
   - 500

**B. Indirect Costs:**

- 8,520

**TOTAL**

- $46,720

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**Institutional Support (3rd year total)**

- $18,200

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* 1a. Fifty per cent release for Administrative Dean to coordinate the project.
* 1b. Employment of consultants for 100 days @ $100.00 per day.
* 3. Travel allowance for personnel to attend seminars, conferences and exemplary projects as part of the training project. Seminars conducted by WICHE will be focal point.
* 7. Books and periodicals will need to be purchased as reference materials for personnel.
FORM 0001 (ASE)

Application Log # (do not fill out)

Program category: A. Comprehensive Program
                 B. Competency Learning
                 C. New Incentive Structures

TITLE PAGE

1. Applicant Name and Address:
   Institution or Agency: SANTA BARBARA COMMUNITY COLLEGE DISTRICT
   Street Address: 721 CLIFF DRIVE
                   SANTA BARBARA, CALIFORNIA 93109

2. Project Director and Address:
   Name: PABLO BUCKELEW
   Telephone: (805) 965-0581 Ext. 204
   Title: ASSISTANT PROFESSOR, SPANISH/CHICANO STUDIES/ESL
   Institution: SANTA BARBARA CITY COLLEGE
   Street Address: 721 CLIFF DRIVE
                   SANTA BARBARA, CALIFORNIA 93109

3. Proposal Title: REACH (Realizing Educational Advancement through the Community
   and the Home)

4. Brief Abstract of Proposal: To reach, orient, and provide community-based,
   peer-oriented educational experiences to develop basic skills and to provide opportunity
   and motivation for learning to educationally and economically disadvantaged adults.

5. Duration Dates: 1st year: JULY 1, 1974 to JUNE 30, 1975
                   No. of Continuing Years: three (3)

6. Funding Request: 1st year: $80,000 2nd year: $80,000 3rd year: $80,000
                   Total: $240,000

7. Authorizing Official:
   GLENN G. GOODER,
   Superintendent-President
   Santa Barbara Community College District
   Date: December 13, 1973
A. STATEMENT OF PROBLEM

Santa Barbara Community College is a tuition-free, non-profit, local and State supported educational institution. The college is open to anyone who is a high school graduate or who is 18 years of age or older and who may profit from instruction. Many adults (18 yrs. and over) who could avail themselves of postsecondary educational opportunities do not do so for a variety of reasons:

1. Lack of information. Many adults, particularly people from educational and economically disadvantaged groups do not often possess necessary information regarding the availability of educational opportunities and services. Moreover, educational institutions are often seen as alien to the life style and culture of the disadvantaged. Although many colleges have actively recruited disadvantaged persons from local high schools, little has been done to inform disadvantaged older members of the community of the availability of postsecondary educational opportunities. The mission of Santa Barbara City College can be more fully realized if efforts are made to inform all persons who can profit from educational services of the opportunities of postsecondary education.

2. Lack of skills. If formerly excluded persons are to profit from postsecondary educational opportunities, clear and concrete attempts must be made not only to disseminate information but also to provide the necessary services to develop the basic skills which will enable people to expand their educational and occupational options.

Deficient English language skills are a primary cause of many adults not participating in postsecondary education. For example, the Association of Teachers of English as a Second Language points out that a person who scores below 80% on TOEFL English language tests probably will not be able to succeed in most regular, postsecondary academic courses. Therefore, basic language skills must be developed to a level which will indicate a reasonable chance for academic success before a person is able to avail himself/herself of educational services.

Traditional programs designed to improve language skills have not been adequate, particularly with regard to the culturally different or academic and economically disadvantaged. Many of these programs do not allow a student to progress at a pace commensurate with his own ability, needs and interests.
B. OBJECTIVES

1. To develop a structure which will reach and orient persons in the community who do not have the necessary skills to avail themselves of the opportunities of postsecondary education.

2. To develop materials appropriate to the personal and diverse needs of the target group(s).

3. To provide training for para-professionals as program and learning facilitators.

4. To develop an intensive publicity campaign specially designed to reach the target population.

5. To contact no less than two hundred persons of the target population an average of at least two hours per week for a one-year period or until the completion of the person's educational objectives.

6. To evaluate the program's achievements in order to enhance its continued improvement and to make such information available to interested parties.

C. OBJECTIVES AND CRITERIA FOR EVALUATION

1. To develop a structure which will reach and orient persons in the community who do not have the necessary skills to avail themselves of the opportunities of postsecondary education.

1.1 The project director will:

a. Contact at least 6 community organizations frequented by target group persons in order to recruit and hire 20 persons for paraprofessional positions.

b. Require each paraprofessional to recruit at least 10 persons from the target population in need of service.

1.2 The paraprofessionals will:

a. Encourage each of the target group participants to publicize the project among friends and family through the "incentive program". The "incentive program" pays project participants for the use of their home as a learning center. The "rent" is based on the number of persons the participant is able to recruit to his home.
b. Offer the project's services wherever (homes, church halls, etc.) and whenever (day, evening, weekends) target population is able to attend.

c. Provide instruction and/or counseling in an informal, familiar environment.

Structure:

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      1
    / \   \
   20   200
  /     /   \
Project Director Paraprofessionals Project Participants
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2. To develop materials appropriate to the personal and diverse needs of the target group(s).

2.1 These materials will include:

a. Language skills diagnosis.

b. Career interest diagnosis.

c. Referral information regarding existing educational services within Santa Barbara County.

d. A variety of instructional materials designed to prepare a student to enter both academic and occupational programs.

e. Provisions for a student to progress at a rate commensurate with his own ability, needs, and interests. The paraprofessional will serve as a "facilitator" or guide for the largely self-instructional materials.
3. To **provide training for 20 paraprofessionals as program and learning facilitators.**

3.1 The project director will:

a. Provide at least 30 hours of pre-service training for the paraprofessionals. This pre-service shall familiarize the paraprofessionals with the content of the learning materials as well as with the philosophy and methodology of self-instruction.

b. Provide at least 80 hours of inservice training each year the project is funded. The inservice will allow both project director and paraprofessionals to evaluate individual problems as well as overall program success.

4. To **develop an intensive publicity campaign specially designed to reach the target population.**

4.1 The project director will arrange to:

a. Advertise a minimum of 5 hours on radio and T.V. in English and Spanish.

b. Utilize billboards, fliers, newspapers to advertise the project.

c. Advertise in Spanish and English.

5. To **contact no less than 200 persons of the target population an average of at least two hours per week for a one-year period or until the completion of the person's educational objective.**

5.1 The paraprofessional will:

a. Meet in the community, at homes, churches, or wherever people feel comfortable to congregate. The paraprofessional will work with individuals and/or small groups.

b. Provide a diagnosis of participant's need(s).

c. Set educational objectives for each participant.

d. Provide pertinent referral information.

e. Provide and assist with necessary materials and instruction.

f. Evaluate participant's progress toward educational objective.
6. To evaluate the program's achievements in order to enhance its continued improvement and to make such information available to interested parties.

6.1 The project director will:

   a. Prepare, in conjunction with an external consultant, a written evaluation upon the first year of the program.

   b. Form an advisory board which will include representation from the various community organizations utilized as vehicles for paraprofessional recruitment and participant contact.

   c. Prepare an abstract of the objectives and nature of the project.

   d. Send copies of abstract of project to interested parties.

D. POTENTIAL LONG RANGE OUTCOMES

1. The adult disadvantaged communities will become more informed of the educational services and opportunities which exist. The general attitude within the disadvantaged community toward postsecondary education will improve.

2. The number of disadvantaged adults availing themselves of post-secondary education will increase.

3. An innovative structure (reach and teach pyramid) will be evaluated as a possible model for support service programs.

4. Urgently-needed individualized instructional materials will be developed which will be of a lasting importance to the community. These materials may also well serve as a model for the development of similar materials in the future.

-5-
PROGRAM BUDGET FOR INITIAL YEAR

Teacher-coordinator (1/2 time) $ 10,000
Paraprofessional salaries 50,000
Consultants 3,000
Learning site rentals 2,000
Advertisement & recruitment 10,000
Materials: Printing, duplicating, supplies 5,000

Total: $ 80,000
The following statistics are taken from the 1970 census and from the article "Santa Barbara City College Five-Year Comparison of Student Characteristics 1968-1972" written by Dr. Thomas J. MacMillan, December 11, 1972 (Research Memo #18-72).

INCOME - Median income for families (and unrelated individuals) in Santa Barbara in 1969:

- Black: $5,338
- Spanish surname: $6,845
- Entire population: $9,514

EDUCATION - Santa Barbara elementary schools ethnic distribution as of 10-2-72:

- Black: 6.2%
- Spanish surname: 38.1%
- Oriental: 1.3%
- American Indian: .3%
- Other: 54.2%
- Combined minority: 45.8%

Santa Barbara Community College District (estimate):

- Black: 1.9 - 3.5%
- Spanish surname: 19 - 25%
- Oriental & Indian: 2.7 - 3.5%
- Other white: 68 - 76.4%

Santa Barbara City College enrollments (1972): (number of students):

- Black: 190
- Mexican-American: 805
- Other minority: 161
- Caucasian: 5,469

% of population in Santa Barbara who have completed 4 years of school or less:

- Spanish surnamed adults: 30%
- White: 2.6%
- Non-white: 16.1%

*1960 census