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
   Telephone No. (805) 965-0581
   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
   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:

   [Signature]
   Glenn G. Gooder
   Superintendent-Presdent
   Santa Barbara Community College District
   March 15, 1974
THE PROBLEM

In recent years, considerable attention has focussed on the community college as an important institution of community education and service. The Carnegie Commission on Higher Education, in its report entitled The Campus and the City, 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 contributions to the educational needs of the nation's urban communities. However, if community colleges are to fulfill this promise and realize their potential contribution to the progressive development of the urban areas, they must increase the involvement of the college community with the concerns of the greater community which they serve, and must introduce a wide range of innovative programs and projects.

Within the Santa Barbara Community College District, if the College is to improve and increase its contribution to the development of the community, it needs to:

1. Provide opportunities for students to engage in experience-centered education in the community, thereby creating a bridge between the classroom and the "real world".
2. Tap the rich reservoir of talent and expertise that resides in the greater Santa Barbara community.
3. Increase interaction between the students and faculty of the College, and leaders of the community, members of community organizations and groups, and staffs of governmental and community agencies.
4. Promote rigorous and disciplined data gathering and analysis.
5. Become a catalyst and a resource for action-oriented programs and decision-making processes of the community.

Through such involvement the College will better meet its obligation to develop student awareness of community problems and to promote a spirit of involvement in the processes through which these problems are met. It will also help the College to become a more vital force in the community it serves, bringing its own store of talent into the arena of community affairs, in a direct and formal manner.

In the past, many SBCC staff members and students have been active in the community. However, for the most part they have done so as private citizens, and usually in very specific areas that were of interest to them at the time. There has been no structure for institutional involvement and no means of insuring continuity to their involvement.
DESCRIPTION OF THE PROJECT

The Project: The Santa Barbara Community College District proposes to meet the above challenge through the establishment of an Institute of Community Affairs within the regular structure of the College. This Institute will be the formal vehicle through which the College can provide meaningful, experience-centered educational opportunities and to contribute to the healthy development of the community and the resolution of community problems and issues. The 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 government agencies, community service organizations, civic groups, local industry, professional and trade associations, and ad hoc groups concerned with current problems. It will provide a channel through which students and faculty can engage in regular, purposeful interaction with the community.

The Institute can also serve as a clearinghouse for the collection and exchange of data on many aspects of community development. Such information-gathering is, at present in Santa Barbara, quite diffused throughout the community, there being no single agency, governmental or private, which has the facilities and personnel to integrate this vital function.

Objectives: The immediate objectives of the Institute of Community Affairs are:

- To establish a structure within the existing College organization that will be capable of effecting innovative interaction with appropriate community agencies and organizations.

- To select a significant, although well-defined and limited area of concern for initial involvement, and to define the appropriate role of the Institute in that specific concern.

- To develop methods whereby students can not only gain the meaningful experiences offered by the Institute, but can also receive academic credit useful to the attainment of their educational objectives.

- To find effective methods by which faculty members can be freed of the usual constraints of departmental structure, calendar, teaching load formulas, etc., to become available and motivated for involvement in the activities of the Institute.

While these are necessary prerequisites to the success of the Institute, the ultimate effectiveness of the Institute depends upon the degree to which it, in fact, becomes a vital element in the community and the influence it has on the attitudes, motivations, and awareness of the students involved.
The following, then, are the ultimate objectives of the Institute of Community Affairs:

- To increase the community awareness and understanding of the students and faculty of the College.

- To contribute in new ways to the identification, study, analysis, and resolution of community problems and issues.

- To facilitate cooperation and meaningful interaction between the College and other community organizations and institutions.

- To improve student learning, experience, academic performance, and career choices.

Significant achievement in all of these areas is expected. This Institute is seen as a prototype of others and could expand in increments to include a comprehensive pattern of College and community interaction and cooperation. Possible additional institutes that are foreseen would be in such fields as Technology, the Arts, Business, Health Services, and Communications. It is possible also that a combination of traditional study and institute study would better suit the needs of many students. Such a pattern of institutes could make it possible for every student to work out a program of combined traditional and institute study, if desired. Clearly, also, these institutes could be used as the archetypes of similar College-community cooperative ventures elsewhere.

Implementation: The Institute will be created through the provision of personnel, facilities, and material resources by the Santa Barbara Community College District. Initial outside funding is needed to finance its establishment. Funding, to cover the initial three years of operation, is needed because of the innovative nature of the concept. District funds, always in short supply, are required to support the on-going programs of the District and very little is available for experimental programs of this type. Once the experimental stages of the project are over and the Institute has been critically evaluated, it is anticipated that on-going operation will be underwritten by the College District.

The Institute will be established under the leadership of a full-time director. This must be a person with demonstrated abilities in administration who is thoroughly familiar with the dynamics of community organizations. The director will be assisted by the equivalent of one full-time research assistant and one full-time secretary. This will constitute the regular staff of the Institute. Members of the faculty will be engaged on an ad hoc basis for specific assignments. Outside consultants, generally from the immediate community or the nearby campus of the University of California will be brought in as appropriate for specific projects. An Advisory Board,
consisting of leaders of the community and key members of the College staff, will be established to help channel the initial efforts of the Institute into the most fruitful directions and to provide community feedback as it continues.

The Santa Barbara Community College District is unusually well-suited to establish a model Institute of Community Affairs as proposed herein. Serving a predominately urban area of 165,000 population, it has well-established transfer, occupational, and general education credit programs of considerable quality and an extensive and comprehensive continuing education, non-credit program of national renown. There is a long-standing commitment in the College to the concept of independent study and procedures have been established for independent study and individual student projects. The faculty is one of great creativity and dedication to the search for new procedures and innovative approaches to undergraduate education.

Coupled with this, the College serves a community of excellent understanding, appreciation, and support. It is a community of diverse cultural, environmental, and educational assets, with open communication and cooperation and mutual respect among the various institutions. Social, cultural, and economic concerns are broad enough to pose a potential threat and to require considerable effort to establish and maintain a life of quality for its citizens, yet there is a very real feeling of community and an exceptional level of citizen involvement.

Several faculty members of the College have contributed to discussions which have helped to formulate the proposed concept. All have been excited about the possibilities. A number of community leaders also have discussed the concept and have been equally enthusiastic. It is felt, both on the campus and in the community, that this project has an excellent chance to succeed in making a material contribution to the improvement of the community and to the educational advancement of students.

The initial step in the implementation will be the formation of an Advisory Board of 20 to 25 members. This Board's first function will be to define the initial area of concern of the Institute from among the many concerns then prevalent in the community. Typical of the most significant issues at the present time, and likely areas of concern for the Institute are the following:

1. The local environment. The tragic 1969 oil blowout in the Santa Barbara Channel catapulted Santa Barbara to worldwide prominence as a symbol of the fight to preserve the environment. However, Santa Barbara has a very long history of environmental awareness.

There are at present many governmental agencies and citizens' groups whose primary concern is the environment. These include County and City Environmental Hearing Officers, City Environmental Quality Advisory Board, City and County Planning Departments and Commissions, a very active branch of the Sierra Club, Get Oil Out, Inc., and others.
(2) Local agency formation. Extensive areas of unincorporated urban development within the College District are currently considering the various options for effecting local governmental control through annexation, incorporation, or special districts. A number of ad hoc citizens' groups have formed in the city and in suburban areas to promote one or another plan, and the Santa Barbara City Goals Committee has made this its major concern.

(3) Land use planning. The entire area is undergoing a great deal of study and analysis to determine the type of development it wants for the future, the proper balance between esthetic and economic considerations, and the methods for controlling both the nature and rate of future development. This activity is taking place both in governmental agencies, such as the Planning Commission and Redevelopment Agency, and in many independent citizens' groups. Santa Barbara County has engaged the firm of Livingston and Blayney to do a $400,000 re-study of the County General Plan, and the City of Santa Barbara is involved in a $100,000 study of options for the redevelopment of its Central Business District.

(4) Water resources. The very rapid population growth of the decade of the sixties has taxed the available supply of water so that the entire region is faced with a need to develop new sources of water or equitable measures for conservation and allocation of the present supply.

The above examples are just some of the possibilities. They are closely inter-related, and it may be that the Institute should become involved in all of them, if it can do so in a way that will not overextend its resources. This will be a matter of urgent consideration for the Advisory Board. It is therefore necessary that this Board be comprised of persons who are sufficiently involved in the affairs of the community to fully appreciate the extent and dimensions of these problems and others which may be appropriate to consider.

The Santa Barbara Community College District is fortunate to have a large reservoir of such citizens, and has in the past been able to form such committees and boards without difficulty. Most notable, perhaps, is the Citizens' Adult Education Advisory Committee which has served as a vital element in the development of the extensive and dynamic adult education program of the District. The interest exhibited among citizens to date indicates that it will be possible to form a representative and active Advisory Board and have it functioning in a short time.

Another immediate task of this Board will be to assist in the selection of an Institute director, who, in turn, will select the remainder of the staff.
Once the initial dimensions of the Institute have been founded and the permanent staff has been assembled, the director will consult with appropriate community agencies and organizations to inform them of the existence and purposes of the Institute, and to lay the foundations for a well-coordinated Institute-community liaison.

The precise methods and schedule for carrying out the work of the Institute cannot be established at this time. It can be foreseen, however, that there will be workshops, seminars, panel discussions, and lectures at the College and at other locations throughout the District. These will include, when appropriate, eminent authorities in the fields of interest. Many of these will follow the pattern of and make use of the experience gained in recent Adult Education series offered by the District in some of the fields listed above.

Another activity, typical of those the Institute will engage in, is the use of students, under the direction of a professor, to gather data and perform data reduction and analysis associated with a community research project. One typical such project is a population impact study currently underway by a local team seeking to develop models to show the effect of different rates of population growth in the metropolitan area of Santa Barbara.

As a third function, the Institute will serve as a central repository for resource material—articles, reports, books, clippings, and audio-visual materials—in its area of interest.

Commitment To Project

It has been previously noted that faculty members and community leaders have expressed enthusiasm for the concept proposed herein. Members of the Board of Trustees of the College also have endorsed the Institute of Community Affairs.

The College, if granted funds, will supply faculty (through released time), administrative and counseling support, floor space and utility services, and will extend the use of its facilities for other functions of the Institute.

If the Institute is determined to be successful, it is anticipated that it will continue under funds appropriated from the regular District budget.

EVALUATION

It is recognized that it will be difficult to evaluate the effectiveness of the Institute in easily quantifiable terms. Of course, achievement of the short-term objectives listed above will be apparent when they occur. Certain measurable quantities come to mind, such as the number of students and teachers participating, the number of requests for use of resource materials, attendance at workshops, seminars, etc., and the number of such events held. These are important measures of the impact of the Institute.
on the College and the community, but they cannot serve entirely to
evaluate the success or failure of the Institute relative to its ulti-
mate objectives. This will be done through the enthusiasm with which
the community accepts the concept and the extent to which the Institute:

1) Increases student and faculty awareness of the
   community and its problems.

2) Contributes to the solution of community problems.

3) Facilitates interaction between College and com-
   munity.

4) Improves learning experience.

These criteria are much more subjective but are capable of measure-
ment in terms of opinion. Opinion and shifts of opinion can be measured
in terms of the reactions of the three main constituencies involved —
community, students, and faculty.

It is proposed to maintain objectivity in the evaluation of this
project by forming an independent evaluation committee at the end of the
first year. The evaluation committee will be comprised of persons who
have not been directly involved with the Institute as participants, staff,
consultants, or advisors. Composition of the committee will include two
representatives each from the Student Senate and Faculty Academic Senate
and an equal number of community representatives. This committee will be
asked to investigate all activities of the Institute during its first
year of operation and to determine:

1) Whether the Institute has made a contribution to
   the campus and the community.

2) Whether this contribution could as well or better be
   made in other ways.

3) In what areas the future work of the Institute could
   be more effectively carried out.

The committee will be asked to prepare a comprehensive report to the
District Board of Trustees, who will then determine whether or not to con-
tinue the Institute or modify it.

Assuming that the Institute continues, at the end of the second year
the committee will be reconvened, to conduct another similar evaluation.
It is anticipated that both of these evaluations will be conducted by
volunteers with assistance from the College Research Office. The only
direct cost will be the cost of typing and reproduction of the reports.
BUDGET
(First Year)

BUDGET ITEM

A. Direct Costs:

1. Salaries and Wages:
   a. Professional $40,000
   b. Consultants 10,000
   c. Secretarial 8,000

2. Employee Benefits 6,000

3. Travel and Conferences 2,000

4. Materials and Supplies 1,000

5. Equipment (Purchase or rental)

6. Production (Printing, Reproduction, Audio-visual) 5,000

7. Other 8,000

B. Indirect Costs:

Total (First Year)...$ 80,000

Institutional support (First year total) $ See budget narrative
BUDGET
(Second Year)

BUDGET ITEM

A. Direct Costs:

1. Salaries and Wages:
   a. Professional $ 40,000
   b. Consultants 10,000
   c. Secretarial 8,000

2. Employee Benefits 6,000

3. Travel and Conferences 2,000

4. Materials and Supplies 1,000

5. Equipment (Purchase or rental)

6. Production (Printing, Reproduction,
   Audio-visual) 5,000

7. Other 8,000

B. Indirect Costs:

Total (Second Year)....$ 80,000

Institutional support(Second year total) $ See budget narrative
BUDGET
(Third Year)

BUDGET ITEM

A. Direct costs:

1. Salaries and Wages:
   a. Professional $40,000
   b. Consultants 10,000
   c. Secretarial 8,000

2. Employee Benefits 6,000

3. Travel and Conferences 2,000

4. Materials and Supplies 1,000

5. Equipment (Purchase or Rental)

6. Production (Printing, Reproduction, Audio-visual) 5,000

7. Other 8,000

B. Indirect Costs:

   Total (Third year) .......$ 80,000

Institutional support (Third year total) $ See budget narrative
Budget Narrative

1. Salaries and Wages:

a. Professional. Personnel will include a full-time Institute Director at an annual salary of $22,000, and the equivalent of one full-time Research Assistant at a total annual salary of $18,000. The latter may be two or more part-time persons, but these people will be experienced researchers who are capable of research design, data gathering, analysis, and reporting on the results.

b. Consultants. The budget includes $10,000 for consultants. This will be used to hire outside persons to conduct seminars and workshops and to pay for speakers at public lectures.

3. Travel and Conferences. A modest amount ($2,000) has been included to cover staff attendance at nearby conferences which appear to be worthwhile and relevant to the field of interest of the Institute.

6. Production. Included here are printed materials for workshops, reports (including the evaluation reports), public information brochures, and films, slides, and tapes for use in workshops and seminars. All public lectures and panel discussions will also be recorded to maintain a file for future use by the community and College.

7. Other. This includes $4,000 per year for the extra expenses of organizing and conducting workshops and seminars, $3,000 per year for the rental of community facilities, and $1,000 for long distance and conference telephone service.

Institutional Support. Santa Barbara Community College District will absorb the cost of salaries for faculty members participating in the activities of the Institute. This is estimated to average approximately one-half of one full-time equivalent (FTE) senior faculty member, or about $8,500. In addition, the District will supply related administrative support and counseling and other student services.

The District will supply office space and general office equipment (desks, chairs, tables, file cabinets, bookcases, typewriter, etc.) and additional floor space to house a central collection of resource materials for use by the staff and community agencies. It is not possible to place a meaningful dollar value on these contributions.

The District will also make available its own facilities for workshops, seminars, etc., when appropriate.
March 13, 1974

Dr. Glenn G. Gooder
Superintendent-President
Santa Barbara Community College District

Dear Dr. Gooder:

In my opinion, the Institute for Community Affairs is a singularly appropriate project for a community college. The community college is designed to serve the community, and, therefore, any program which enlarges the area of communication and interaction between the school and its constituents facilitates the actualization of the mission to which the school is dedicated. Further, the Institute can be used as a model for the development of additional collaboration among the various segments of the community and the college.

John Forsyth
President, Academic Senate

JF:emb
March 12, 1974

Dear Friends:

There probably is no greater need in our community today than a program such as that submitted here, for an Institute of Community Affairs.

Meshing of programs designed to bring about a better life for man, within a framework that will protect and preserve our precious environment, is a singular challenge for our citizens and we must help them to cope effectively with these problems.

The whole concept of local government, its relationship to regional, national, and even international environmental concerns, calls for an informed citizenry and leadership as never before. I have seen these needs from the vantage point of the Planning Commission of the City of Santa Barbara, from the point of view of the Citizens Goals Committee for the General Plan, and as a member of our Advisory Committee on Adult Education.

Support of this program will help to set a standard of performance in this community and bring about a more orderly advance in government and community affairs, and it can serve as a bellwether for other communities in our state and nation.

We will be most grateful for your favorable consideration of this request.

Sincerely yours,

Emily Claire Davis

Department of Health, Education and Welfare
Washington, D.C.
March 14, 1974

TO WHOM IT MAY CONCERN:

I strongly endorse the Institute for Community Affairs. This proposal is uniquely suited to inter-relate the Social Science curriculum offered at Santa Barbara City College to the needs of the community it serves.

I have discussed this project with a number of my colleagues and they support the proposal enthusiastically.

Sincerely yours,

George E. Frakes, Ph.D.
Professor of History
Chairman, Social Science Division

GEF:emb
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 G. BUCKELEW
Telephone: (805) 965-0581 Ext. 208
Title: ASSISTANT PROFESSOR, FOREIGN LANGUAGES/ETHNIC STUDIES and DIRECTOR, TUTORIAL SERVICES
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: This project is planned to reach adult members of the minority and economically disadvantaged communities of greater Santa Barbara to help them to overcome the barriers that prevent them from availing themselves of opportunities for higher education. This will be done through community-based, peer oriented educational experiences to provide opportunity and motivation.

5. Duration Dates: 1st year: SEPTEMBER 1, 1974 to AUGUST 31, 1975

          No. of Continuing Years: three (3)

6. Funding Request: 1st year: $85,150  2nd year: $81,650  3rd year: $81,650

          Total: $248,450

7. Authorizing Official:

GLENN G. GOODER,
Superintendent-President
Santa Barbara Community College District

Date: March 15, 1974
Problem Diagnosis

The Santa Barbara Community College District serves the South Coast region of Santa Barbara County, California, an area housing about 165,000 persons. Primarily supported by state and local funds, it is tuition-free and open to anyone who is a high school graduate or over 18 years of age who can reasonably expect to profit from the educational experiences offered. It offers a wide range of credit courses at the Freshman and Sophomore level which are transferable to most four-year institutions and of non-transferable vocational courses providing two-year certificate and Associate Degree programs in many occupational fields. In addition, the district has a very diverse non-credit program of general education and apprentice training in many skilled trades.

According to 1970 census data, the district was 18 percent Spanish-surnamed or Chicano, 2 percent black, and 2.7 percent American Indian or Oriental. About 17 percent of families in the county have incomes below $5,000, and 7.6 percent are below the federal poverty level. Currently the unemployment rate stands at 5.5 percent. About 19 percent of the total labor force is engaged in farm labor or menial service-oriented occupations.

Santa Barbara census tracts 8, 9, and 10, which constitute one of the principal target areas of this project, is about 40 percent Mexican-American and about 9 percent blacks. Of these, over 50 percent of the Mexican-American adults and about 35 percent of the black adults have less than 8 years of schooling.

Lack of Information About College Opportunities. In recent years, under such programs as Upward Bound and the Neighborhood Youth Corps, the college has actively sought out promising young men and women from economically disadvantaged or culturally different communities in the district, to inform them of the opportunities available to them through the various programs of the district. These programs have been highly successful in introducing large numbers of such young people to educational possibilities and opportunities, and many are now students at Santa Barbara City College, several supported by one of financial aid programs available to them. Many are also receiving supplementary services in the form of tutoring or peer counseling. A recent study covering the five-year period 1968-1972 disclosed that, while Caucasian enrollment at SBCC increased 91 percent, the minority enrollment nearly tripled.

Many older adults, however, and particularly people from disadvantaged groups, often do not have access to information regarding the availability of educational opportunities and services which could benefit them. The above programs, usually carried out through the high schools, cannot reach them. New methods and approaches are needed whereby these older persons (at least a few years beyond high school) can be informed of the range of opportunities open to them. Through these new methods, a new segment of the community, not now served by the college, will be reached. Through that contact, the mission of
Santa Barbara Community College District to be a truly community college will be more fully and effectively realized.

**Lack of Requisite Skills.** If the groups described above, formerly excluded from post-secondary education, are to profit from the college experience, it will be necessary not only to disseminate information about the college, but also to assist many of them in the development of certain basic skills. One of the most fundamental of these is the ability to communicate effectively in English. Deficient English language skills are a prime cause of many adults not participating in post-secondary education. The Association of Teachers of English as a Second Language has pointed out that a person scoring below 80 percent on TOEFL English language tests will probably not succeed in most regular post-secondary academic courses. In many homes of the district, the principal language spoken is Spanish, and for many of the adults it is virtually the only language. Therefore, it is apparent that development of basic skills in English is pre-requisite to a reasonable expectation of success in the post-secondary academic environment.

Traditional programs designed to improve language skills have often been inadequate, particularly with regard to the culturally different or academically or economically disadvantaged. Many of these programs fail to accommodate wide differences in ability, need, interest, and background, and do not allow the student to progress at his own pace.

**Fear of an Alien Environment.** Many older adults, viewing the college campus as a habitat for youngsters, feel that they would be out of place and uncomfortable attending classes in a college environment. Even though they may know of the College and are at least somewhat aware of its programs, they are hesitant to re-enter a world they feel they have grown beyond.

Still others, from economically disadvantaged communities, see the academic world as middle-class and are hesitant to move into that world from one where they are culturally secure. It is not sufficient merely to inform these groups that the college exists, ready to serve them. If they feel that they would have to enter an alien and perhaps hostile environment to take advantage of it, few will step forward.

**Concept of REACH**

The proposed program envisions responding to the above deficiencies and fears by Realizing Educational Advancement through the Community and the Home (REACH). Through the program, the college will literally "reach out" to these adults, taking the college into their communities and homes, using the media they are familiar with and the places where they congregate to introduce them, to the possibilities that post-secondary education offers, what it can mean to them, and how these possibilities can become realities.

**Description of Project**

REACH is conceived as a means of contacting a large, virtually untapped segment of the community to create in that segment an awareness of educational opportunities offered by the college, and to assist them in formulating and realizing personal educational goals. The goals of the project are to overcome the reluctance and to supply the information and skills needed for them effectively and realistically to formulate
personal objectives and successfully to pursue them.

The Santa Barbara area has certain advantages for conducting a program of this type in that it is an essentially urban-suburban area with most of the characteristics of such areas, yet it is small enough to permit good control of the project. Also, the district still has a significant rural population which has a substantial number of people in the target class. This project could thus be considered to be a pilot attempt to accomplish, on a manageable scale, something that could later be applied as well to other communities. Adjacent community college districts in Santa Maria and Ventura have nearly the same population characteristics as Santa Barbara and could make good use of the experiences gained on this project. These districts, one slightly more urban and the other slightly more rural than Santa Barbara, could perhaps also serve later to bridge the differences between the Santa Barbara experience and the needs that exist in more homogeneous areas elsewhere in California and throughout the Southwest. In the Southwest, this program would be particularly suited to the dominant minority groups, the Spanish-speaking (constituting a group of about 8 million people), the American Indian, and the Black.

Such a project as this will clearly have long-range effects on the College and the community. Most notably, it will tend to diversify the student population by including greater numbers of over-twenty, or even thirty to forty-year old students, and a greater percentage of minority students than at present. It will also introduce a greater mix of economic classes in the College. This diversification will require increased support in the area of student services--financial aids, counseling, job placement, and tutoring. These services will be provided by the College separate from the REACH program. In addition, the REACH program will involve the College in a new level of off-campus, community involvement.

The impact in the community will be a drop in unemployment and increased job mobility. The REACH program will enhance opportunities for its participants to compete for job openings covered by Santa Barbara's Affirmative Action Program.

The program's experiences will be fully shared with adjacent community college districts. The three colleges (Allan Hancock, Ventura, and Moorpark) in contiguous districts have joined with Santa Barbara City College in a consortium of supportive services (EOPS) staffs to facilitate communications and exchange of ideas. The REACH objectives and format could, at a future date, form the basis for a broad-based coordinated effort, and could even serve as a model for state-wide efforts to reach the described target population.

**Objectives**

The objectives of the REACH project are--

- To recruit and train a group of 20 paraprofessional persons, specially selected from minority communities to conduct the project as program and learning facilitators.

- To contact at least 200 persons from the target population for average periods of 2 hours or more per week over a one-
year interval, for purposes of helping them formulate and execute plans to realize personal educational objectives.

- To develop an effective method of disseminating information about the REACH program to the target population in order to recruit prospective participants.

- To repeat the program a second and third year after incorporating improvements resulting from experiences of the previous years.

**Approach to be Taken**

Prior to making any direct community contact it will be necessary to gather together or develop a set of learning and counseling materials suitable for use by paraprofessional personnel with the target population. These materials will include provision for evaluation and diagnosis of language skills problems and measurement of career interests and aptitudes. Referral information regarding existing educational services within the county will be included. The remainder of the instructional materials will be largely self-instruction packages to improve the participants' basic skills in language and computation to a level that will provide reasonable assurance of success in the academic or vocational pursuit that he or she selects. This material will draw upon the very substantial amount of like material developed for the younger students from these same communities, but new materials will be needed to supplement these and to meet the special needs of older participants. Preparation of these materials will be done with the assistance of an outside consultant.

Initial community contact will be made through a number of community groups and organizations whose memberships consist mainly of members of the target population. These organizations will be asked to appoint representatives to a REACH Advisory Council which will meet regularly with the Project Director to advise him of the impact of the project in the community and ways in which the project could be more effective. These people will also be liaison persons between the project and their respective organizations. Typical of the organizations in the Santa Barbara area which will participate in this manner are:

- La Casa de la Raza
- El Concilio de la Raza
- National Association for the Advancement of Colored People
- Association of Mexican-American Educators
- Chumash Association (American Indian)
- Community Union
- Chicano Positive Movement
- Native American Awareness
- Alianza Cultural Mexicana

It is noteworthy that the REACH concept germinated from discussions among members of several of these groups. Faculty members of Santa Barbara Community College District, who were also members of these groups, continued the development of the concept to the stage of this proposal.
The above organizations and other groups, churches, and local government agencies concerned with minority services will be contacted to recruit a corps of 20 persons to be trained as paraprofessional community instructors under the direct supervision of the Project Director and a Teacher-coordinator. Job descriptions of the Director, Teacher-coordinator, and Community Instructor are appended to this proposal. Thirty hours or more of pre-service training will familiarize these paraprofessionals with the learning and diagnostic materials to be used and the philosophy and methodology of counseling and of self-instruction. Included also in this pre-service training will be intensive coverage of all of the educational options that are available to people in the area.

Specific topics to be covered in the pre-service training sessions are:

1) Diagnosis of language and basic skill deficiencies
2) Basic concepts of individualized instruction
3) Setting behavioral objectives
4) Expectations of the paraprofessional
5) Teaching language/basic skills
6) Motivation
7) Reinforcement
8) Referrals--additional services available in the community
9) Evaluation of learning
10) Educational goals and options

Each of the paraprofessionals will participate in 80 hours of subsequent in-service training each year. This training will permit continual feedback evaluation of the program, review of individual problems, and in-process improvement of the program. It will also provide additional development of the counseling and facilitating skills of the paraprofessionals.

Recruitment of the participants for the project will be primarily the responsibility of the paraprofessionals, each of whom will be asked to recruit at least 10 persons from the target population. While 10 is perhaps the greatest number that can effectively be assisted by one paraprofessional, a few more will be recruited to account for expected attrition.

To assist in the recruitment effort, the project will use three promotional approaches.

1) The organizations represented on the Advisory Council will be asked to publicize the project to their memberships through newsletters and by inviting representatives of the project to appear at meetings to explain the project, its purposes, and approach.

2) Local radio and television stations and the press will be asked to provide publicity in the form of community service spot "commercials" or public announcements in both English and Spanish. Extensive distribution of brochures or "fliers" in both English and Spanish is also anticipated.
3) Participants themselves will be encouraged to publicize the project among friends and family and, in particular will be motivated by use of an "incentive" program. The incentive program offers the participant a small stipend or "rent" for the use of their home as a learning center for initial stages of the project. The "rent" will be based on the number of other participants the participant is able to recruit.

The use of participants' homes as learning centers is mainly to provide an informal, familiar and non-threatening environment for initial counseling and explanation of the project. Later, as the participants become more involved in the project and convinced of its worth, it is planned to move out to satellite locations--community centers and churches, or to one of the satellite learning centers now operated by the college under its Continuing Education program.

The Community Instructors will meet with the participants in homes or churches to describe the program to prospective participants. Those who wish to continue their participation will then be given diagnostic and evaluative tests and interviews to determine their needs and preferences, and to establish where they are with respect to academic achievement and to establish at least roughly what might be their reasonable expectations. The Community Instructor and participant, on a one-to-one basis, will then set individualized educational objectives consistent with the needs, desires, and abilities of the participant.

The participant will then be advised about the available educational resources in the community, and how he or she can make use of them. He will be advised of where to go, whom to see, what preparations are needed, and will have transportation arranged, if necessary.

For those exhibiting special needs in basic areas such as English language skills, special individual and class instruction periods will be scheduled to be held in the community of the participant. All necessary materials will be provided by the college through the REACH program.

Each paraprofessional will be responsible to follow the progress of each of his 10 participants, to make frequent evaluations of that progress relative to the individual's objectives, and to have regular evaluation counseling sessions. If necessary or advisable, the individual's objectives will be modified along the way. In all cases the speed of progress will be tailored to the capabilities of each individual.

As the program progresses, some, though surely not all, of the participants may be expected to aspire to enroll in regular college credit classes. These people will be advised how to make use of the professional counseling services of the college, and of the various programs, vocational and academic, available through both day and evening programs of the college. While enrollment in the regular college program or the effective realization of some other educational goal will essentially terminate the participant's relationship with REACH, it is anticipated that there will still be follow-up contact on the part of the paraprofessionals to learn of possible suggestions for improving the program and to provide continuing encouragement, and it is hoped that prior participants will be effective recruiters for subsequent years of the program.
It is proposed to carry on this program under grant funding for a period of three years. This will permit a reasonable amount of evaluation and modification and will provide sufficient time for the program to stabilize.

After that time, if the program is deemed successful or capable of modification to correct deficiencies, it is planned to make it a part of the college Continuing Education program, funded out of the regular budget of that program.

In summary, the REACH project offers a unique combination of elements to meet a need that the Community College is especially well-equipped to meet.

- REACH offers individualized instruction, paced to meet the varied needs of the clientele and diverse to meet a wide range of personal objectives.

- REACH is targeted to meet the needs of a new student clientele, not now involved in post-secondary education in significant numbers. This is the post-college age to middle aged adult from an economically disadvantaged background and/or a cultural or ethnic minority group.

- Recruiting and public information promulgation will make use of the organizations and community structures existing in the target communities and will recognize through bi-lingual advertising, that language difficulty is one of the main handicaps which have previously foreclosed these persons from post-secondary education.

- Educational opportunities will be taken to the people in their homes, churches, community centers, or other places where they will not feel alienated.

Evaluation of the Project

At the end of each year of operation the project will undergo a thorough evaluation. In order to insure objectivity, the evaluation will be conducted by an outside consultant who will be assisted by an evaluation committee formed from the membership of the Advisory Board. The principal measures of performance that will be used are:

1) Number of persons personally contacted regarding program
2) Number of participants recruited
3) Attrition rate
4) Number of participants who eventually achieve educational objective
5) Number of participants enrolling in regular offerings of the College (credit or non-credit)
6) Measured improvement among participants in language and basic skills
7) Ability to adapt the model to other communities

It is recognized also that certain subjective measures must be used to evaluate the project. The evaluation committee with the help of the consultant will formulate appropriate questionnaires to be used with the Community Instructors and with the participants. The questionnaires will
be designed to evaluate attitudes and to measure the first-hand observations of those most immediately involved in and affected by the project.

The committee will be asked to prepare a report to the Board of Trustees on each year's operation including recommendations for improvement of the program.

The cost of this evaluation will be essentially the fee paid to the consultant, estimated at $1,000 each year.
Job Description

Project Director

(Approx. 1/3 time - $5,000/yr.)

Duties and Responsibilities

a. Initiates contacts within community organizations and develops Community Advisory Board.

b. Interviews and hires, in conjunction with Community Advisory Board, the Project Teacher-Coordinator.

c. Interviews and hires, in conjunction with Advisory Board and Teacher-Coordinator, the paraprofessional Community Instructors.

d. Plans and coordinates the preparation of special diagnostic and instructional materials.

e. Directly supervises Teacher-Coordinator.

f. Chairs meetings of the Advisory Board.

g. Provides for and coordinates the preparation of the project's evaluation report by serving the evaluation committee as a resource person.
Pablo G. Buckelew  
2026 Bath St.  
Santa Barbara, California  
963-2395

RESUME

PROJECT DIRECTOR

Personal Information

Name: Pablo G. Buckelew  
Birthplace: National City, California  
Birthdate: October 22, 1946  
Marital status: Married  
Health: Excellent

Educational Background

University of Arizona, Guadalajara, Mexico  
University of California, Berkeley  
University of Madrid, Madrid, Spain (EAP)  
University of California, Santa Barbara  
University of Arizona, Douglas, Arizona  
Summer, 1964  
1964-1968  
1966-1967  
1968-1970  
Summer, 1973

Degrees Received

Diploma de Estudios Hispanicos, 1967, University of Madrid  
B.A. in Spanish (history minor), 1968, University of California, Berkeley  
M.A. in Spanish, 1970, University of California, Santa Barbara

Professional/Honorary Organizations

Alpha Mu Gamma - Honors students foreign language society  
La Raza Faculty Association of California Community Colleges  
Association of Mexican-American Educators (Board of Directors, 1973-present)

Teaching and Related Experiences

1965-1966, 1967-1968 Community organizer for "Educacion para Adelantar" (ESL program for adults in Oakland, California)  
1967-1968 Research Assistant, University of California, Berkeley  
1968-1970 Teaching Assistant (1/2 time), University of California, Santa Barbara  
1970-1973 Spanish Instructor, Santa Barbara City College  
1973-present Assistant Professor, Foreign Language/Ethnic Studies  
1971-1972 Coordinator, Chicano Studies Program  
1972-1973 Cochairman, American Ethnic Studies Division, SBCC  
1973-present Director, Tutorial Services, SBCC

Related Interests

1971-1972 Chairman of the Learning Resources Committee  
1973-present Member of the SBCC committee on Interdisciplinary Education  
1971-1972 Member of original Steering Committee of La Casa de la Raza (community cultural center).
Job Description
Teacher-Coordinator
(Full-time - $10,000/yr.)

Duties and Responsibilities

a. Works with community organizations and community Advisory Board.

b. Participates in the selection of paraprofessional Community Instructors.

c. Provides pre-service and in-service training for Community Instructors.

d. Carries out the development and preparation of special diagnostic and instructional materials.

e. Prepares and disseminates information regarding the program in the minority communities.

f. Supervises Community Instructors.

g. Assists in the preparation of the evaluation report by preparing the gathering information as required.

Education and Experience

a. Bachelor of Arts degree in Education, ethnic studies, sociology or social work, or equivalent.

b. Experience in curriculum development and teaching, with special emphasis on the teaching of English basic language skills or English as a second language (ESL).

c. Knowledge of minority community characteristics and organizations.

d. Ability to establish rapport and trust among members of minority and economically disadvantaged communities.
Job Description

Community-Instructor

(1/2 time - $3.00/hr.)

Duties and Responsibilities

a. Initiates contacts and arranges meetings to recruit ten or more individuals from the target population to participate in the program.

b. Disseminates information regarding educational opportunities among the participants.

c. Conducts diagnostic testing to determine participants' interests and skills.

d. Assists in formulating educational objectives for each participant.

e. Disseminates educational materials to participants and instructions on their use.

f. Attends pre-service and in-service training sessions conducted by Teacher-Coordinator.

Education and Experience

a. High school diploma or equivalent.

b. Demonstrated proficiency in English language skills.

c. Ability to communicate and establish rapport with members of ethnic minority and economically disadvantaged individuals and to build a base of trust among these people.

d. Knowledge of minority community characteristics and organizations.
BUDGET
(First Year)

BUDGET ITEM

A. Direct Costs:

1. Salaries and Wages
   a. Professional $15,000
   b. Consultants 2,000
   c. Clerical 3,000
   d. Paraprofessionals 50,400

2. Employee benefits 5,750

3. Travel 2,000

4. Materials and Supplies 1,000

5. Equipment (Purchase or rental)

6. Production (Printing, reproduction, and audio-visual) 4,000

7. Other 2,000

B. Indirect Costs: $85,150

Institutional support (1st year total) $(See budget narrative)
BUDGET
(Second Year)

BUDGET ITEM

A. Direct Costs:

1. Salaries and Wages
   a. Professional $15,000
   b. Consultants 1,000
   c. Clerical 3,000
   d. Paraprofessionals 50,400

2. Employee benefits 5,750

3. Travel 2,000

4. Materials and Supplies 1,000

5. Equipment (Purchase and rental)

6. Production (Printing, reproduction, and audio-visual) 1,500

7. Other 2,000

B. Indirect Costs: $81,650

Institutional support (2nd year total) $(See budget narrative)
BUDGET
(Third Year)

BUDGET ITEM

A. Direct Costs:

1. Salaries and Wages
   a. Professional $15,000
   b. Consultants 1,000
   c. Clerical 3,000
   d. Paraprofessionals 50,400

2. Employee benefits 5,750

3. Travel 2,000

4. Materials and supplies 1,000

5. Equipment (Purchase and rental)

6. Production (Printing, reproduction, and audio visual) 1,500

7. Other 2,000

B. Indirect Costs: $81,650

Institutional support (3rd year total) $ (See budget narrative)
Budget Narrative

1. a. Professional salaries include $5,000 for a Project Director who will devote one-third time to this project and $10,000 for a full-time Teacher-Coordinator.

   b. Consultants. This includes $1,000 per year for a consultant to conduct an independent evaluation and $1,000 during the first year to hire a consultant to assist in development of diagnostic and self-study materials.

   c. Paraprofessionals are assumed to be paid $3.00 per hour for 84 hours per month, 10 months per year.

3. Travel. This is on-the-job transportation, to cover personal automobile expenses for the paraprofessionals and the Teacher-Coordinator. This has been estimated on the basis of 50 miles per month for each paraprofessional at 15 cents per mile over a ten-month period each year, or $1,500, plus $500 per year for the Teacher-Coordinator for local travel and occasional trips into the Los Angeles metropolitan area and adjacent Community College Districts.

6. Production. A total of $4,000 has been budgeted the first year to cover the costs of producing the learning materials packages and publicity brochures and fliers. In the subsequent years, only $1,500 is budgeted on the assumption that much of the preparatory labor (graphics, etc.) will not have to be re-done, and that much of the material will be re-usable.

7. Other. This item covers rental costs for use of private residences as learning centers under the incentive plan for recruitment. It is assumed that each of 20 people will be paid 10 dollars per month over a ten-month year.

Institutional Support. The College will provide office space and office equipment for the Project Director and Teacher-Coordinator. It will also provide space for pre-service and in-service training of the paraprofessional Community Instructors, and, when the project moves out of the homes into satellite centers the College will make available space in its several centers of Continuing Education.