APPLICATION FOR A CHILD DEVELOPMENT PROGRAM

Santa Barbara City College Children's Center

Marilyn Statucki, Acting Director

May 1, 1974
APPLICATION
FOR A CHILD DEVELOPMENT PROGRAM
California State Department of Education
Funding Period: July 1, 1974 - June 30, 1975

CERTIFICATION OF APPLICANT

I hereby certify that state and federal regulations applicable to the use of funds will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete; that the agency named herein as applicant has authorized me as its representative to file this application; and that such action is recorded in the official record of the applicant organization.

'Signature
(Superintendent or Executive Officer)
Date:

ASSURANCE OF COMPLIANCE

The applicant hereby assures the Superintendent of Public Instruction that: the control of funds and title to property derived therefrom shall be for the uses and purposes provided; and that the agency will administer such property and funds and apply them only for the purposes for which they are granted. The local agency will make an annual report and such other reports to the State Department of Education in such form and containing such information as may be reasonably necessary to enable the State Department of Education to perform its duties, and the local agency will keep such records and afford such access thereto as the State Department of Education may find necessary to assure the correctness and verification of such reports. The Assurance of Compliance (Form HSW 441) or court order or desegregation plan applies to this application.

The expenditures of State/Federal funds for Child Development Programs will not be used to supplant local financial effort.

'Signature
(Superintendent or Executive Officer)
Date:

SIGNATURE DESIGNATION

The signature of the executive officer, superintendent, or other designated individual is required on all claims for reimbursement. Please designate, with the appropriate signature, the individual who will sign reimbursement claims:

'Signature
(Superintendent, Executive Officer, or Person Designated)
Name
Applicant Agency
Title
Date

Send two copies of the application to:
State Department of Education
Child Development Programs
Support Unit
721 Capitol Mall
Sacramento, CA 95814
APPLICATION FOR A CHILD DEVELOPMENT PROGRAM
California State Department of Education
Child Development Programs Support Unit
Funding Period: July 1, 1974 - June 30, 1975

1 Legal Name of Applicant Agency:
Santa Barbara Community College District

Address
721 Cliff Drive
Santa Barbara, CA. Zip Code: 93109 Telephone Area Code 805 Number 965-0581

Name of Superintendent or Executive Officer Dr. Glenn G. Gooder, Superintendent-President
Name of Individual to call re this application Marilyn Statucki Number 965-6883
Name of Child Development Program Director Marilyn Statucki, Acting Director

2 (A) The applicant submitted previous application for a Child Development Program which was funded by the Department of Education during Fiscal Year 1973-74.
Yes [X] No [ ]
(Check One)

(B) The applicant operated a Child Development Program under contract with or sponsored by a county welfare department during Fiscal Year 1973-74
Yes [ ] No [X]
(Check One)

(C) The applicant operated a Child Development Program with more than one governmental funding source during Fiscal Year 1973-74
Yes [X] No [ ]
(Check One)

3 Legal Status of Applicant
Applicant agency is:

[ ] Public [ ] Proprietary [ ] Private Non-Profit

and is designated as:

[ ] School Dist. [ ] Co. Supt. [ ] Univ. Cal. or State U. [ ] Community College

[ ] City or Co. Gov't. [ ] Community Service Organ. [ ] Foundation

Other (specify)

State Department of Education Use Only

[ ] APPROVED:

[ ] Team Administrator

[ ] Unit Manager

[ ] Funding Source

[ ] PAGE 2

NOTE: Show CHILD (Rev. 3-76)
4 Applicant Agency will operate program:

If "no" complete following:

If the applicant agency designates another organization to operate the proposed program, complete pertinent information about the operating agency in appropriate spaces. If more than one operating agency will be delegated operational responsibilities, list each with pertinent information on another page.

<table>
<thead>
<tr>
<th>OPERATING AGENCY (Delegate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Name of Operating Agency:</td>
</tr>
<tr>
<td>Santa Barbara City College</td>
</tr>
<tr>
<td>Address: 721 Cliff Drive</td>
</tr>
<tr>
<td>Santa Barbara, California 93109</td>
</tr>
<tr>
<td>Telephone: (805) 965-0581</td>
</tr>
<tr>
<td>Name of Program Director: Marilyn Statucki, Acting Director</td>
</tr>
</tbody>
</table>

5 List the name and address of each facility where a child development program is to be conducted pursuant to this application. Use additional pages to provide required information for all facilities utilized:

<table>
<thead>
<tr>
<th>Name of Facility</th>
<th>Address</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Barbara City College</td>
<td>629 Corona Place</td>
<td>93101</td>
</tr>
<tr>
<td>Child Capacity</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td>Marilyn Statucki, Acting Director</td>
<td></td>
</tr>
<tr>
<td>Facility is owned</td>
<td>leased</td>
<td>donated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Facility</th>
<th>Address</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Facility</td>
<td>Address</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Telephone</td>
<td>Area Code</td>
<td></td>
</tr>
<tr>
<td>Child Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility is owned</td>
<td>leased</td>
<td>donated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Facility</th>
<th>Address</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Facility</td>
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<td>Area Code</td>
<td></td>
</tr>
<tr>
<td>Child Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility is owned</td>
<td>leased</td>
<td>donated</td>
</tr>
</tbody>
</table>
**Summary Statement of Program to be Operated Under this Application:**

The Santa Barbara City College Children's Center is a day care center which operates from 7:30 a.m. to 5:30 p.m., the year around with the exception of August and other college vacation periods. The Center serves the children of college students who meet the state mandated financial criteria and includes children ranging in age from two and a half to kindergarten entry. Primary educational objectives for the children focus on five major areas: physical development, emotional stability and mental health, social competence, creative self expression and cognitive growth. The area of multicultural education is particularly stressed. Parents are warmly welcomed and expected to participate in many ways ranging from illustrating the Newsletter to serving on our active Advisory Board. In addition, the Center offers work experience stations for the Nursery School majors attending the College—an arrangement which has proved to be an enriching experience for all concerned.

---

### Age Groups, Days and Hours of Operation - Funds Requested in this Application

A. Indicate in the appropriate age-group box an estimate of the number of children to be served by funds to be provided upon approval of this application.

<table>
<thead>
<tr>
<th></th>
<th>0-6 mo.</th>
<th>7-15 mo.</th>
<th>16-24 mo.</th>
<th>2-4 yrs.</th>
<th>5-14 Full Day</th>
<th>Extended Day Students Ages 5-14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>47</td>
<td>0</td>
<td>0</td>
<td>47</td>
</tr>
</tbody>
</table>

B. Operating dates: From **July 1, 1974** to **June 30, 1975**

C. Actual total number of days center will be open to children during funding period of this application

D. Daily operational hours: From **7:30 AM** to **5:30 PM**

---

### Age Groups, Days and Hours of Operation - Other Funds NOT APPLICABLE

A. Indicate in the appropriate age-group box an estimate of the number of children to be served by funds other than funds requested in this application.

<table>
<thead>
<tr>
<th></th>
<th>0-6 mo.</th>
<th>7-15 mo.</th>
<th>16-24 mo.</th>
<th>2-4 yrs.</th>
<th>5-14 Full Day</th>
<th>Extended Day Students Ages 5-14</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Operating dates: From **_** to **_**

C. Actual total number of days center will be open to children during funding period of this application

D. Daily operational hours: From **_ AM** to **_ PM**
## Account Classification

### EXpenditures By Object

<table>
<thead>
<tr>
<th>Object</th>
<th>Description</th>
<th>Proposed Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Certified Salaries</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Teachers' Salaries</td>
<td>34,607</td>
</tr>
<tr>
<td>1200</td>
<td>School Administrators' Salaries</td>
<td>XXXXX</td>
</tr>
<tr>
<td>1300</td>
<td>Supervisors' Salaries</td>
<td>10,175</td>
</tr>
<tr>
<td>1400</td>
<td>Librarians' Salaries</td>
<td></td>
</tr>
<tr>
<td>1500</td>
<td>Guidance, Welfare, and Attendance Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>1600</td>
<td>Physical and Mental Health Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>1700</td>
<td>Superintendents' Salaries</td>
<td>XXXXX</td>
</tr>
<tr>
<td>1800(190)</td>
<td>Other Certificated Salaries of District and County Administrative Personnel</td>
<td></td>
</tr>
<tr>
<td>1900(214)</td>
<td>Other Certificated Salaries</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Classified Salaries</td>
<td></td>
</tr>
<tr>
<td>2100(221)</td>
<td>Instructional Aides for Direct Teaching Assistance Salaries</td>
<td>240</td>
</tr>
<tr>
<td>2200</td>
<td>Classified Salaries of County Superintendents' Offices and District Administrative Personnel</td>
<td></td>
</tr>
<tr>
<td>2300</td>
<td>Clerical and Other Office Personnel Salaries</td>
<td>4,105</td>
</tr>
<tr>
<td>2400(720-620)</td>
<td>Maintenance and Operations Personnel Salaries</td>
<td>4,586</td>
</tr>
<tr>
<td>2500(910-920)</td>
<td>Food Service Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>2600(520)</td>
<td>Transportation Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td>2700(222-690)</td>
<td>Other Classified Salaries</td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>3100(810)</td>
<td>State Teachers' Retirement System Annuity Fund</td>
<td>801</td>
</tr>
<tr>
<td>3200(820)</td>
<td>Public Employees' Retirement Fund</td>
<td>2,538</td>
</tr>
<tr>
<td>3300</td>
<td>Old Age, Survivors, Disability, and Health Insurance</td>
<td>2,257</td>
</tr>
</tbody>
</table>

*Please refer to the California School Accounting Manual, School Business Administration, Publication No. 6, 1973 Edition for assistance in determining which expenditures should be included in the various budget categories. (See Appendix).*
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td>Employee Benefits (Continued)</td>
<td></td>
</tr>
<tr>
<td>3400(830)</td>
<td>Health and Welfare Benefits</td>
<td></td>
</tr>
<tr>
<td>3410</td>
<td>Health and Welfare Benefits for Teachers and Instructional Aides</td>
<td>4,095</td>
</tr>
<tr>
<td>3420</td>
<td>Health and Welfare Benefits for All Other Employees</td>
<td>963</td>
</tr>
<tr>
<td>3500</td>
<td>State Unemployment Insurance</td>
<td></td>
</tr>
<tr>
<td>3510</td>
<td>Unemployment Insurance for Instructional Aides</td>
<td></td>
</tr>
<tr>
<td>3520</td>
<td>Unemployment Insurance for All Other Employees</td>
<td></td>
</tr>
<tr>
<td>3600</td>
<td>Workmen's Compensation</td>
<td></td>
</tr>
<tr>
<td>3900(890)</td>
<td>Other Benefits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal of 3000 Category</td>
<td>346</td>
</tr>
<tr>
<td>4000</td>
<td>Books, Supplies and Equipment Replacement</td>
<td></td>
</tr>
<tr>
<td>4100(1261)</td>
<td>Textbooks</td>
<td></td>
</tr>
<tr>
<td>4200(240)</td>
<td>Other Books</td>
<td>375</td>
</tr>
<tr>
<td>4300(291)</td>
<td>Instructional Supplies</td>
<td>2,000</td>
</tr>
<tr>
<td>4400</td>
<td>Instructional Media Materials and Supplies</td>
<td></td>
</tr>
<tr>
<td>4500(292)</td>
<td>Other Supplies</td>
<td></td>
</tr>
<tr>
<td>4600(550)</td>
<td>Public Transportation Supplies</td>
<td>120</td>
</tr>
<tr>
<td>4700</td>
<td>Food Services</td>
<td></td>
</tr>
<tr>
<td>4710(930)</td>
<td>Food</td>
<td>8,500</td>
</tr>
<tr>
<td>4720(930)</td>
<td>Meals for Needy Pupils</td>
<td></td>
</tr>
<tr>
<td>4790(990)</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>4800(750)</td>
<td>Equipment Replacement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal of 4000 Category</td>
<td>10,995</td>
</tr>
<tr>
<td>5000</td>
<td>Contracted Services and Other Operating Expense</td>
<td></td>
</tr>
<tr>
<td>5100(292)</td>
<td>Contracts for Personal Services</td>
<td>713</td>
</tr>
<tr>
<td>5200(190)</td>
<td>Travel, Conference and Other Expense</td>
<td>915</td>
</tr>
<tr>
<td>5300</td>
<td>Dues and Membership</td>
<td></td>
</tr>
<tr>
<td>5400</td>
<td>Insurance</td>
<td></td>
</tr>
<tr>
<td>5410(190)</td>
<td>Property Insurance</td>
<td></td>
</tr>
<tr>
<td>5420(190)</td>
<td>Liability Insurance</td>
<td></td>
</tr>
<tr>
<td>5430(190)</td>
<td>Fidelity Bond Premiums</td>
<td></td>
</tr>
<tr>
<td>5440(190)</td>
<td>Pupil Insurance</td>
<td></td>
</tr>
<tr>
<td>5500(690)</td>
<td>Utilities and Housekeeping Services</td>
<td>1,500</td>
</tr>
<tr>
<td>5600(892)</td>
<td>Contracts, Rents, and Leases</td>
<td>8,400</td>
</tr>
<tr>
<td>5700(191)</td>
<td>Legal, Election and Audit Expenses</td>
<td></td>
</tr>
<tr>
<td>5800(190)</td>
<td>Expense for Administrative District-wide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Operation and Other Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal of 5000 Category</td>
<td>11,528</td>
</tr>
<tr>
<td>6000</td>
<td>Sites, Buildings, Books and Media, and Equipment</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>6300</td>
<td>Books and Media for New or Expanded School Libraries</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>6410(240)</td>
<td>Library Books</td>
<td></td>
</tr>
<tr>
<td>6320(291)</td>
<td>Library Materials</td>
<td></td>
</tr>
<tr>
<td>6400</td>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>6410(1269)</td>
<td>Audiovisual Equipment</td>
<td></td>
</tr>
<tr>
<td>6420(1269)</td>
<td>Library Equipment</td>
<td></td>
</tr>
</tbody>
</table>
### Computation of Hourly Cost Per Child Hour of Attendance Based on Proposed Budget

A. Number of children to be provided child care each day \( \text{47} \)
B. Average number of hours each child will be in attendance each day \( \text{7.5} \)
C. Total number of days center will be in operation through June 30, 1975 \( \text{209} \)
D. Total budget amount (see above) \( \$88,236 \)
E. Cost per child hour of attendance \( \text{1.20} \)

\[ \text{Total Budget} = \text{D} \times \text{E} \]

### Computation of Hourly Cost Per Child Hour of Attendance, Estimate, Based on Total of All Available Funds

A. Specify source(s) of all anticipated funds for FY 1974-75:
   
   Funding Source | Estimated Amount
   --- | ---
   (a) Department of Education | \( \$66,177 \)
   (b) Permissive Override | \( \$22,059 \)
   (c) | \( \$ \)
   (d) Total Budget Amount: | \( \$88,236 \)

B. Number of children to be provided child care each day \( \text{47} \)
C. Average number of hours each child will be in attendance each day \( \text{7.5} \)
D. Total number of days center will be in operation through June 30, 1975 \( \text{209} \)
E. Cost per child hour of attendance \( \text{1.20} \)

\[ \text{Total Budget} = \text{A(e)} \times \text{BxD} \]

### Child Development Tax Information (Applies only to School Districts and Community Colleges)

A. Was a \( \text{Y or X} \) tax levied in your school district in FY 73-74? \( \text{No} \)
   1. How many cents were levied per $100 of assessed valuation in FY 73-74? \( \text{.006} \)
B. If yes, what was the total amount derived from the tax? \( \text{\$27,562} \)
C. Do you anticipate that a \( \text{Y or X} \) tax will be levied in FY 74-75? \( \text{No} \)
   1. How many cents will be levied per $100 of assessed valuation in FY 74-75? \( \text{.005} \)
   2. If yes, what amount will be derived from the tax? \( \text{\$22,059} \)
REQUEST FOR APPROVAL OF INSTRUCTIONAL EQUIPMENT EXPENDITURES

Project Number: (leave blank)
Applicant Agency: Santa Barbara City College
Address: 721 Cliff Drive
Santa Barbara, California  Zip Code 93109
Contact Person: Dr. Joanne Hendrick
Telephone 965-0581 Area Code 805

List items here. Attach additional sheets as needed.

<table>
<thead>
<tr>
<th>Item</th>
<th>Unit Cost</th>
<th>Total Cost</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round outdoor table with bench</td>
<td>$161.86</td>
<td>$161.86</td>
<td>Center has no permanent outdoor tables—constant carrying of tables in and out is exhausting.</td>
</tr>
<tr>
<td>4-in-1 ply house kitchen unit</td>
<td>159.00</td>
<td>159.00</td>
<td>Needed to provide housekeeping activity in two-year-old room—equipment not available for this purpose at present time</td>
</tr>
<tr>
<td>3-way metal mirror</td>
<td>45.00</td>
<td>45.00</td>
<td>Needed for self concept work with children—glass is too dangerous</td>
</tr>
<tr>
<td>Unpainted chest</td>
<td>25.00</td>
<td>25.00</td>
<td>Needed to store doll clothes and small costume items—no place to store these at the present time.</td>
</tr>
</tbody>
</table>

Total: $430.86

Total Amount of Instructional Equipment Requested: $
ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Santa Barbara City College Children's Center (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964
(P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of
the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant
to that title, to the end that, in accordance with title VI of that Act and the
Regulation, no person in the United States shall, on the ground of race, color,
or national origin, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity
for which the Applicant received Federal financial assistance from the Depart-
ment; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures
necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid
of Federal financial assistance extended to the Applicant by the Department,
this assurance shall obligate the Applicant, or in the case of any transfer of
such property, any transferee, for the period during which the real property
or structure is used for a purpose for which the Federal financial assistance
is extended or for another purpose involving the provision of similar services
or benefits. If any personal property is so provided, this assurance shall
obligate the Applicant for the period during which it retains ownership or
possession of the property. In all other cases, this assurance shall obligate
the Applicant for the period during which the Federal financial assistance is
extended to it by the Department.

This assurance is given in consideration of and for the purpose of obtaining
any and all Federal grants, loans, contracts, property, discounts or other
Federal financial assistance extended after the date hereof to the Applicant
by the Department, including installment payments after such date on account
of applications for Federal financial assistance which were approved before
such date. The Applicant recognizes and agrees that such Federal financial
assistance will be extended in reliance on the representations and agreements
made in this assurance, and that the United States shall have the right to
seek judicial enforcement of this assurance. This assurance is binding on
the Applicant, its successors, transferees, and assignees, and the person or
persons whose signatures appear below are authorized to sign this assurance
on behalf of the Applicant.

Dated

Santa Barbara City College
(Applicant)

By

(President, Chairman of Board, or
comparable authorized official)

721 Cliff Drive

Santa Barbara, California 93109
(Applicant's mailing address)

HSS-441
(12-64)
A NOTE OF EXPLANATION:

Although there is no spot for this Objective on the form, we would like to mention that a primary task of the City College's Children's Center staff this coming year will be the design and construction of a new facility to replace the current building which does not meet the requirements of the Field Act.
<table>
<thead>
<tr>
<th>NEEDS ASSESSMENT</th>
<th>GOALS STATEMENTS</th>
<th>OBJECTIVES</th>
<th>MAJOR ACTIVITIES AND RESOURCES</th>
<th>EVALUATION CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Conditions</td>
<td>Identiﬁed Needs</td>
<td>Cognitive component should be presented more systematically with the skills of language development, auditory development, and problem solving emphasized.</td>
<td>Each child will continue to participate in multiple kinds of cognitive experiences including matching, classifying, ordering, and perceiving common relations with an added emphasis on language development, auditory development, and problem solving skills presented on a regular basis.</td>
<td>After 7 months of program participation, 75% of the children will have been observed 7 or more times to be engaged in the activities related to the development of language, auditory skills, and problem solving skills.</td>
</tr>
<tr>
<td>NEEDS ASSESSMENT</td>
<td>GOALS STATEMENTS</td>
<td>OBJECTIVES</td>
<td>MAJOR ACTIVITIES AND RESOURCES</td>
<td>EVALUATION CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Current Conditions</td>
<td>Identified Needs</td>
<td>Student teachers</td>
<td>Better method of informing student teachers of specific emotional needs</td>
<td>Each student teacher will keep anecdotal records on 2 children throughout the year. Staff will participate in large and small group discussions about particular children.</td>
</tr>
</tbody>
</table>

Affective Domain

Develop a means of informing student teachers of children's emotional needs.

Each student teacher will maintain anecdotal records on 2 children. These records will be available to staff and other student teachers who require the information to deepen their understanding.

On the basis of this record, the student teacher will be asked to determine an emotional need of each child she is recording and decide how to meet it.

The student teacher will familiarize herself with the results of the Social Emotional Competence Scale filled out for each child by his teacher.
### Needs Assessment

<table>
<thead>
<tr>
<th>Current Conditions</th>
<th>Identified Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey indicates the children are making satisfactory growth in this area but we want to increase work in the perceptual motor area.</td>
<td>Continue current curriculum with additional emphasis on perceptual motor skills.</td>
</tr>
</tbody>
</table>

### Goals Statements

- Each child will participate in a variety of psychomotor activities.

### Objectives

- After 7 months of participation, 80% of the children will meet developmental standards appropriate for their age.

### Major Activities and Resources

**Example:** A child will have many opportunities to use the balance board: he will be encouraged to walk forwards, backwards, sideways, execute turns and use his hands for balancing in different positions.

### Evaluation Criteria

- Developmental Standards
<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>Goals Statements</th>
<th>Objectives</th>
<th>Major Activities and Resources</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Conditions</td>
<td>Provide choices for parents of ways to participate, but expect each parent to participate in 2 activities per month.</td>
<td>Each parent will participate in 2 Center sponsored parent education or involvement activities per month.</td>
<td>At the end of each month 75% of the parents of enrolled children will have participated in at least 2 parent education or involvement activities of their choice as documented by sign-in sheets and other records.</td>
<td>Each parent will be encouraged to choose any two activities from the following list each month: 1. One hour—field trip or classroom participation. 2. One hour—parent education meeting or film. 3. One hour—social activity (picnic, potluck, holiday party, Open House). 4. One hour—Advisory Board, Newsletter, work project, teacher or director conference, fundraising event.</td>
</tr>
</tbody>
</table>

Parent participation is adequate on the whole, but some parents participate very frequently while others participate much less.
<table>
<thead>
<tr>
<th>NEEDS ASSESSMENT</th>
<th>GOALS STATEMENTS</th>
<th>OBJECTIVES</th>
<th>MAJOR ACTIVITIES AND RESOURCES</th>
<th>EVALUATION CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Conditions Identified Needs</td>
<td>Each staff member will increase her knowledge and understanding of the social, emotional and health needs of parents, children and student teachers by attending the inservice workshops.</td>
<td>By the end of the fiscal year, 100% of the regular teaching staff will have participated in 20 hours of planned inservice.</td>
<td>Lecture, discussions and reading.</td>
<td>Signup sheets for inservice and summaries of conferences with the psychologist.</td>
</tr>
</tbody>
</table>

Staff has requested additional inservice training on affective development, parent education and involvement, and health.
<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>Goals Statements</th>
<th>Objectives</th>
<th>Major Activities and Resources</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
</table>
| Current Conditions | Identified Needs | The Center will continue to provide a variety of health services including dental checks, vision tests, trained first aid care, hearing tests as required, and will provide information to parents on referral sources. | By the end of the College spring semester, the medical records of 90% of the 4-year old children enrolled six months or longer, and as many 3-year olds as are able to cooperate, will indicate that they have received dental checks, vision tests and a physical examination as documented by up-to-date medical records. Referral source lists will be provided. | 1. Provide listing to parents of all available doctors and dentists who take Medi-Cal patients.  
2. Explain through the Center newsletter poorly understood Medi-Cal regulations.  
3. Arrange health in-service for staff, parents, and student teachers. | Medical Records  
Referral lists  
Sign-in sheets from health in-service. |
<table>
<thead>
<tr>
<th>Current Conditions</th>
<th>Identified Needs</th>
<th>Goals Statements</th>
<th>Objectives</th>
<th>Major Activities and Resources</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services available are adequate, but we would like to offer additional parent counseling.</td>
<td>Additional parent counseling.</td>
<td>Provide more contact between the Center consulting psychologist and the parents.</td>
<td>At least once a month for 7 of 9 months, the psychologist will meet with the parent group, and will also meet with individual parents on request.</td>
<td>Discussion, lecture, suggested readings.</td>
<td>Sign-in sheets.</td>
</tr>
<tr>
<td>HRAAS ASSESSMENT</td>
<td>GOALS STATEMENTS</td>
<td>OBJECTIVES</td>
<td>MAJOR ACTIVITIES AND RESOURCES</td>
<td>EVALUATION CRITERIA</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Current Conditions</td>
<td>Identified Needs</td>
<td></td>
<td></td>
<td></td>
<td>Program Needs Assessment and Evaluation Survey</td>
</tr>
<tr>
<td>Center food is satisfactory.</td>
<td>Better morning nutrition.</td>
<td>Improve home eating pattern.</td>
<td>Change parent's behavior so that more parents will provide breakfast for their children. Reduce by 1/2 the number of parents reporting breakfast as an unmet need on the next Needs Survey.</td>
<td>Provide parent education on the importance of adequate morning nutrition (bulletin boards, discussion with nutritionist).</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY: PROGRAM NEEDS ASSESSMENT AND EVALUATION
SURVEY: Parent Evaluators

I. Educational Component

A majority of parents feel that the current format of including cognitive skills in the Center curriculum is adequate and that the degree to which they are currently emphasized should remain the same.

Cognitive skills which parents would like emphasized are language development and auditory development.

Among parent comments on cognitive development were the following:

"[which cognitive skills should receive the most emphasis] depends on child"

"Verbalization skills have improved extensively throughout year."

"Cognitive skills can only be developed fully if other mental health is not taken care of--this should come first and later the cognitive development"

"I feel that an adequate job in the area of cognitive teaching is being fulfilled. Pushing too much would not be beneficial."

"I feel if these skills [problem-solving skills and auditory development] are emphasized, the pre-reading and language development will come easier later on."

"I feel my child is capable of grasping more than she is learning."

The objectives for affective development which most parents would like to see emphasized in the Center program are: positive self concept, the recognition and acceptance of the feelings of self and others; and respect for the rights of self and others.

Only a few parents felt that any of the Center's affective objectives were not being sufficiently emphasized at present. Those which at least three parents felt were under-emphasized now are: recognition/acceptance of feelings of self/others; respect rights of self/others; channel agressive drives.
Parents identified the child's own teacher as being the most significant element in affecting positive emotional development of children at the Center, but felt that the child's relationship with other children was almost equally important. The child's relationship with the student teachers was considered the least important and most parents indicated that they did not know whether student teachers were adequately informed about each child's emotional needs to sufficiently encourage children's growth.

Among parent comments on affective development were the following:

"[tolerate separation] was particularly difficult for my child, and I was really pleased with the way the Center handled it."

"[which affective objectives should be emphasized] depends on individual problems. In our case [my child] needed help adjusting his aggressive drives into socially acceptable behavior."

"[ranking these affective objectives in order] is very difficult because everything listed is important in a whole person; it seems they would grow in this direction and feel good about themselves and therefore be able to share attention with others."

"[student teachers are sufficiently informed about each child's emotional needs... ] after a 1/2 semester of being with the children."

"Have found some of the student teachers are insensitive."

Parents ranked all the psycho-motor objectives (large-motor skills, small-motor skills, perceptual-motor skills and coordination) very closely together. Many parents felt that perceptual-motor skills and coordination should receive a slight emphasis in the Center program. Five parents felt that the Center did not sufficiently emphasize perceptual-motor skills in this year's program.

Among parent comments on psycho-motor development were the following:

"I feel that the availability of time, equipment, and examples are the important consideration, if "affective development" is successful."
"I think the schools program has been excellent in this area."

"I have seen puzzles, boards for walking on (balancing), children cutting—they seem to be doing all these things important for psycho-motor development."

"My child has learned to pedal a bicycle, begin to cut with scissors and does much better with puzzles since he began."

"[I am] pleased with small motor games and coordination games and toys."

"[which psycho-motor abilities should be emphasized] is hard to answer due to the difference of each child's maturation level."

In their overall assessment of the Educational Development Component, parents agreed that it appeared the Center was meeting its objectives. Some comments made were:

"All objectives are met; teachers concentrate on individual needs."

"I feel it is meeting its objectives; however, I also feel there is more that could be done."

"Yes, I am very pleased with the new ideas my child brings home."

"Yes. I feel that the objectives at the Center are being met with the variety of activities for the children."

"Yes! I am very pleased and impressed with this school."

"Yes, it is. I would very much like to see more minority children benefit from programs like this who are receptive to their needs."

"[Yes] as well as to be expected with the semester changes as they are."

"I feel the program is very good in every way."

"Yes, seeing the progress each day of my child convinces me."

"Yes...I feel the Center is giving the child a rounded education for his development."

"As far as I can tell—however, I am a new parent and don't yet know all the workings of the program."

"Yes! Highly motivated staff."

"I am very pleased with the way the Center is run and I feel it's very adequate in its program."
Answers to the question as to whether one element of the educational component should be emphasized over the others revealed that a majority of parents felt an equal balance should be maintained. Comments included the following:

"I have every reason to feel that all of the programs are being equally represented at each level."
"No. It's very hard to emphasize one for all children."
"No. If anything, more on all."
"All of these elements are being emphasized equally in my opinion and should remain so.
"I feel a balance between all three is essential to each particular age group."
"I believe all are pretty equally important for each child's development."
"I feel if you can emphasize anything, you get a better response."
"Same emphasis"
"I think it is well balanced as is."
"No, evenly distributed"
"I think it's really adequate."

"Cognitive elements such as multi-cultural exposure of meaningful objects related with culture should be related."
"I would like the cognitive stressed only because it's important and I don't really know how to approach it myself."
"Cognitive"

"I think that at the age my child is now, she could use more emphasis on the affective component."
"If affective development is emphasized, cognitive and psycho-motor should be enthusiastically and naturally developed in this setting."
"affective"
"more affective"
"More should be placed on affective and less on cognitive."

"I feel that more emphasis should be placed on the child's psycho-motor."
"Psycho-motor: perceptual-motor skills as noted above."

Parents felt that the most significant basis for their assessment of the educational development component was their own observation of the program and children, with teacher conferences and informal contacts with the staff being next in importance.
Additional comments on the Educational Development Component were:

"I don't feel I know enough about the workings of the program to intelligently answer all [these] questions."

"I feel this Center is the best I've seen!"

"I am extremely grateful and pleased with the City College Nursery Program. Both myself and my daughter are very grateful for the tremendous chance for education."

"Also Center program makes attempts at health lectures, an opportunity which is an extra bonus for children and parents."

II. Parent Education/Involvement Component

Most parents felt that there has been enough parent participation and interest in activities planned for them. Several parents commented on the need for "more interaction in specific activities with children" and others mentioned busy schedules which made time for parent participation difficult.

A large majority of parents have at least one to three hours per month which they could spend in activities at the Center. Afternoons are the best time for most parents and most would like to see the same or slightly more parent activities offered each month next year--either one or two each month.

Seventy-five percent of the parents believe that the amount of participation in the program should be "as much as [parents] possibly can" and "what's good for the parent". Those parents who specified a certain amount of time mentioned figures which varied from "one or two hours per week" to "one to three hours per month" to "three to six hours per semester".

The parent involvement activities which parents rated as most useful were: the Center newsletter, planning sessions on the program, classroom participation, and social events like the holiday parties, potlucks and picnics.

Parent education activities rated highest in usefulness and interest were: parent-teacher conferences, parent workshops with psychologist, parent visits to the classroom, and parent meetings on the topics of health and nutrition.

This year's parent participation was mostly in the form of conferences with teachers and the director, attendance at parent meetings and participation in social events and workshops.
Comments on the Parent Education/Involvement Component were as follows:

"The more time spent, the better the parent-program relationship; however many times I do have the time or sometimes even the energy but I do enjoy it when I am able to participate."

"Parent meetings are good and available--I wish I had time to participate more."

"[Parent program] 1. has given me tremendous amount of insight, 2. feel it should continue, 3. should not require parents for any specific number of hours. Must do according to own enthusiasm."

"The parent is involved with their own child 24 hours a day when they are trying to continue their Education. It is important that they are able to do this without being obligated to donate their time."

"No comment [on this component] except that it is very versatile and complete."

"I think it would be nice to have more frequent contact, maybe once a month, with a child psychologist and maybe have more than one psychologist so as to have at least a few varied opinions."

"I feel there should be as many [parent activities] as necessary rather than a preprogrammed number."

"I only wish I had the time because when my children return home I sometimes don’t have the ability to continue the development I would like."

"I appreciate the staff organizing or suggesting specific parent contributions. I appreciate suggestions offered in the newsletter."

"Lectures by psychologists, dentists, etc. are very informative."

"To honestly evaluate this program, a parent-student does not have such a close contact with the program."

"I wish I had a few [suggestions]! Maybe one suggestion could be that possibly one could schedule the daytime parent involvement component at different times and on different days rather than on the same days Monday/Wednesdays every time."
"I feel the way to learn about your child is to observe his interactions with other children and to work with him in the classroom. This gives him the opportunity to know you are interested in what he's doing and see how others handle your child and how he responds to teachers and peers."

"Furthering education and questions about child discipline are nicely answered by psychologist and parent-teacher meetings. These have been very beneficial for me. If I had to allocate two hours a week or a month that I knew was a time to spend just with [my child] and his class perhaps I would be able to help in an activity or think of an activity. A sign-up sheet perhaps once a month."

"I feel that each parent should participate in workshops to get a fuller understanding of what their child is doing each week and maybe take a few ideas to use at the home during the week-end."

III. Staff Development Component

Parents rated teaching staff as "very good" in their ability to: motivate children; diagnose children's problems; prescribe methods for implementing solutions to problems; utilize effectively time and skills of student teachers; and implement multi-cultural approaches into the curriculum.

Staff attitude toward children, the program, student teachers and other staff was also rated as "very good". Attitude toward parents was rated as just below "very good".

The in-service which parents felt teaching staff would benefit from most was in-service on the affective development of children and in-service on parent education techniques.

Comments on the Staff Development Component were as follows:

"All the staff seem friendly, efficient and well-qualified."

"An amazingly wonderful staff"

"My only comment is that I am satisfied with everything."

"Staff development seems good as far as I know."

"On the staff I would like to see a bi-lingual teacher."
IV. Health Service Component

Parents rated the effectiveness of the following health services provided by the Center as "very good": general health care; dental health checks; vision checks; hearing checks; psychological consultations; health education through parent meetings and bulletin board displays.

Although most parents felt the current referral and follow-through procedures are adequate, quite a few parents indicated that they didn't know or had no opinion.

A large majority of parents rely on Medi-cal provided health services as their major source for health care and health information. Some parents depend on private health care, the Children's Center or the Freedom Clinic for health care. No parent indicated that the College Nurse provided any health service to them.

Suggestions and comments on the Health Service Component were as follows:

- Measures which would improve general health of all enrolled children:
  - "More knowledge of each child's personal health problems."
  - "Improved nutrition, no snacks, tooth-brushing at school."
  - "Emergency First Aid [information] for student teachers."
  - "Instill certain hygiene material to the parent; and remind children to cover their mouths when they cough or sneeze."
  - "Maybe a vitamin supplement for the child during the day."
  - "more health education"
  - "The bathrooms need to be kept more sanitary."
  - "Perhaps greater frequency of health checks."
  - "Simply follow the rules of good nutrition for snacks and lunch and keep the children from hurting each other."
  - "Improve quality of food"
  - "Make kids keep warm and well-dressed outdoors; not remove shoes and socks in sand in winter months."
  - "Perhaps have a list of doctors and dentists that will take low-income, Medi-cal patients."
  - "More of an in-depth study of nutrition."
Services which parents mentioned as ones not available to them now from any source and which they would like added to the Center's health program were:

"Dental - Eyes"
"Allergy detection"

Other comments were:

"Health program is very well rounded."
"Excellent, extensive program"
"I think they are doing now everything possible"
"I think the throat checks children have every morning are adequate - also the dental check, and they receive really nutritionally adequate meals."

V. Social Services Component

Social Services which were rated as most important by parents were: Parent Counseling and Psychological Consultation for children. Referral services and speech therapy were considered less important needs for Children's Center families.

Of services offered this year, most parents had taken advantage of the parent counseling through meetings with the consulting psychologist and of the social services information available in the monthly Center newsletter. These were also the two services which parents felt were the most effective of the ones offered, although many parents felt that the bi-lingual Children's Center brochure and the information about and visits to the School District Children's Center programs had been effective services.

Parents either felt that the current referral and follow-through procedures in the social services component were adequate or indicated that they weren't sure.

Center families' major sources for social services are:
1. Welfare Department, 2. Children's Center, 3. S.B.C.C.

Comments on this component were as follows:

"None of the above [sources for social services] are adequate."

"I feel it would be nice for more speakers to be offered on various subjects."
VI. Nutritional Service Component

A large majority of parents felt that children's nutritional needs were being met both by meals at home and at school. If any meal was considered inadequate in nutrition, it was breakfast. Remarks included the following in interpreting why:

"Rushed student parents"
"Get up too early and aren't hungry"
"Most children don't eat good breakfast because of the early hour that it is fixed."
"I know a lot of children don't get breakfast before they come to school."
"Cereals don't have much protein."

One parent, who felt that lunch provided inadequate nutrition for most children, commented: "poor quality food from cafeteria". Another parent, who felt she didn't know whether any meal was inadequate in nutrition, said that her daughter "eats less at home than she used to."

The nutritional value of all meals and snacks provided by the Center was rated good/excellent by all but a few parents. Some comments on Center food were:

"Too many processed foods, old food"
"Too much starchy stuff--food seems very rich at times."
"I don't feel pasteurized milk should be served."
"Breakfast cereal"
"Would like to know more about menu to evaluate it."
"Shouldn't be eating sugary things or white flour things."
"I think the lunches and snacks provide most of the daily vitamins."

Both the lunch and snack menus were considered suitable for young children by most parents. Comments on their suitability included these:

"Morning snacks could be something other than cereals and porridge as most kids, I assume, have had breakfast."
"[lunch menus] suitable by traditional standards."
"I think they could be served simpler food combinations [for lunch] without so much sauces and gravies -- less refined foods."
"I think it's good to give them juice bars, carrots, cottage cheese, etc. [for snack]."
"I'm not that familiar with the lunch menus"
"Very good snacks"
"Children find menu appetizing and varied with exposure to new foods."
"Raw fruits and vegetables are most important need of children and could be served more often in place of some snacks."
"[snack menus] seem to be very nutritional"
"The variety of snacks introduces children to different foods they many not get a chance to try at home."
"Both snacks should be nutritionally balanced. All foods used should contain nutritional elements."
"My children have widened the varieties of food eaten."
"[My daughter] has learned to enjoy her vegetables since the other children eat them too."
"Favor the idea of fruit over "useless" sweet foods."
"She has learned more in this department and has retained her knowledge at home -- used it."

Parents rated the children's involvement in food preparation experiences at the Center as good/excellent.
An Analysis and Summary of a Survey of Child Care Needs and Child Care Services Available on California Community College Campuses as of March, 1974.

Joanne Hendrick, Ph.D.
Santa Barbara City College

Prepared under the auspices of the Ad Hoc Committee for Campus Child Care of the California Association for the Education of Young Children, Vera Taylor, Chairman, in cooperation with the Trade-Technical Division of Santa Barbara City College.
The Need For Such Services

Many students who attend junior colleges in California have young children and would use child care services if these were available. For example, using very conservative figures, the data reveals there are 10,192 preschool children of college students whose families would use this service if it existed (the number is probably closer to 20,000 such youngsters—see attached data). At present, child care services are growing rapidly (see attached data). Out of 92 community colleges who replied to the survey, 46 offer some form of campus child care serving a total of 2,555 different children every week. However, only 25% of the preschool children who need care are receiving it under junior college auspices. The kind of care ranges from California Campus Children's Centers, through laboratory schools and parent cooperatives to volunteer student operations, and quality varies widely between services.

Individuals Not Included

It is also vital to take into account what this survey does not reveal. The survey of need only reached students who were already enrolled in college. Thus, we could not find out what may be the most important statistic of all—how many more people would enroll were such care available for their youngsters. The only data available from the survey which bears on this question is the fact the spouses of 2 out of 3 people responding were not enrolled in college. Would some of these people attend if they had care for their children? We do not know. Nor do we know how many low income families who cannot pay for care or arrange it within the family would come to school and increase their earning power if child care could be provided.

Analysis of Some More Specific Needs and Findings

In terms of time of day such service is requested, part day appears to be the greatest need, although full day is also much requested. It should be noted, however, that our experience on the Santa Barbara campus has taught us that although students express a need for half day care, in actuality full day has turned out to be much more popular when both are available. (This information is based on service to families with incomes below $3,000 only. It might be that the need for full day care is particularly pressing for those poverty level families who often eke out their incomes with part time work while attending college. Whether it would hold true for families with higher incomes is hard to say.)

Evening care represents another area of unmet need. This service is presently offered by only three campuses. In this regard it should also be noted that very

* Survey conducted under the auspices of The California Association for the Education of Young Children.
few evening college students were surveyed. Had more individuals in this category been contacted, the number in this category would most likely be much larger. In addition, there are many requests for infant care, a service which is offered on 8 campuses at the present time.

The data on income level were particularly interesting. Although many families who attend community colleges appear to be quite well to do, over half of the respondents have incomes of less than $10,000 a year, and approximately one third of these (4,018 families) fell below the poverty line of $3,600. Even if we assumed that the colleges now included only these poverty level families in the child care services (which is not the case in actuality) campus child care would only be serving a bit more than half of the children who need it most—not only in regard to physical care, but also in terms of supportive, compensatory education.

A final interesting bit of information is that the child care movement in community colleges seems to be going hand in hand with vocational training in early childhood education. At last count (November, 1973) 72 of the 98 colleges offered this major. There is often a close bond between these programs and the child care centers since many of them utilize the centers on their campuses as laboratory experiences for the nursery school majors (34 of 42 centers reported this to be the case). Such cooperation between student services and the educational component of the college has the desirable effect of making dedicated, trained student teachers available for participation and helps assure quality care for the children in many, though by no means all, instances.

A Groundswell of Student Opinion

Although the sample is obviously skewed since filling out the survey was a matter of choice, the overwhelming support from the respondents concerning the importance of child care should be noted. Only 1 in every 20 people felt child care was "unimportant". 19 out of every 20 people surveyed felt that campus child care was either "important" or "very important". This response represents an important force in campus opinion and probably accounts for the rapidly increasing, though still markedly insufficient, amount of child care services available on community college campuses.

An Important Point to Keep in Mind

This survey has revealed many pressing needs for various kinds of child care on community college campuses, as well as documenting services which are presently available.

But the needs it represents are the needs of the families as seen through the eyes of their adult, college student parents. Yet, there is another even more vital point to remember. When planning child care, we must also keep what is best for the children very firmly in mind. This means that we must not fall prey to the idea that any child care is better than no child care. This is a patent untruth and potentially very dangerous to young children. Therefore, when working toward the provision of more adequate child care services, we must do our best to insist on standards of quality which will benefit the children as well as assist their families to remain in school.
CALIFORNIA COMMUNITY COLLEGE CHILD CARE SURVEY

HIGHLIGHTS OF THE CHILD CARE NEEDS ASSESSMENT SURVEY

Note that this survey only polled individuals currently enrolled in community colleges. Therefore, it does not reflect the large number of people who are not now attending college because they could not arrange some form of child care.

A conservative projection for the 98 community colleges reveals that:

10,094 families would use campus day care if it were available.
20,580 young children would use child care services on community college campuses if it were available:
4,410 infants would use this care.
10,192 children aged 2-5 would use this care.
5,488 school age children would use this care.

The need for kind of service varies considerably:
7,938 children would need part day care.
4,508 would require full day care.
5,390 would require extended day care (after school care).

Families from all ranges of income would use such services were they available:
4,018 families with incomes of less than $3,600 would use the service.
7,840 families with incomes ranging from $3,600 to $10,000 would use the service.
9,800 families with incomes above $10,000 would use the service.

Only a relatively small number of these families (3,430) are current recipients of welfare.

19 out of every 20 students who replied considered campus day care important:
1,078 considered it to be unimportant.
7,840 considered it to be important.
11,172 considered it to be very important.
Of the 92 community colleges who replied to the original survey request as of January, 1974:

46 offer some form of campus child care. This ranges from California Campus Children's Centers, through laboratory schools and parent cooperatives to volunteer student operations. There appears to be a wide range of quality of care according to voluntary remarks included on the questionnaires.

At least five colleges (Barstow, Cerritos, Los Angeles Valley, Mount San Antonio and Sierra) report that they are planning to begin or to extend their present services.

4 of the 46 facilities failed to supply additional information so it should be borne in mind that the following statistics only reflect data gathered from 42 child care facilities.

2,012 children are cared for in these centers daily.

2,555 children are included when total enrollment is calculated. (Some children only come a few times a week)

161 professional teachers are involved.

---a great many additional adults, (more than 1,566), including para-professionals, student teachers, parents, volunteers, secretaries, cooks and custodians also contribute their talents.

24 of these facilities use them to provide student teaching opportunities for early childhood majors, psychology students, and so forth. 7 commented specifically that they did not, the remainder failed to comment.

14 are associated with the California Children Center program, usually as Campus Children's Centers.

4 receive at least partial funding from Head Start.

3 offer drop-in service.

8 offer infant care.

24 offer full day care.

3 offer evening care.
CALIFORNIA COMMUNITY COLLEGE CHILD CARE SURVEY

INFORMATION ON DATA COLLECTION - CHILD CARE NEEDS PORTION

The following campuses participated in this Needs Survey, or contributed information from surveys conducted previously on their own initiative:

Allan Hancock
Barstow
Butte
Chaffey
Cuesta
East Los Angeles
El Camino
Fresno
Fullerton
Pierce
Los Angeles Valley
Moorpark
Rio Hondo
Santa Barbara
San Bernardino
San Mateo
Sierra College
College of the Siskiyous
Victor Valley
Yuba City

I certainly thank them all for their cooperation.

Please note that the number of colleges replying varies from item to item. This is because some colleges had conducted their own surveys prior to this one and generously made this information available. Where their findings fit the questions of this survey, the information was included.

The estimate for the 98 colleges in the next to last column should be regarded as being very conservative because most of the surveys appeared to reach between only a third or half of the actual student body. Surveys were typically distributed by making them available to students as they passed through the registration line. It is this conservative projection which is used in the foregoing discussion rather than the extended one in the farthest right hand column.

The Conservative Projection was obtained by multiplying the average for the reporting colleges by the total number of community colleges in California (98). The Extended Projection was obtained by multiplying the conservative data by a factor of 2 in order to compensate for the fact that, in general, less than half of the student body was exposed to the survey.
### SUMMARY OF CAMPUS CHILD CARE SURVEY

Santa Barbara City College -- January Registration, '74

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<th>Number of children reported</th>
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<td>Not using day care</td>
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<tr>
<td>Cost per month</td>
<td>(no cost to $210.00)</td>
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### Income range

| Below $3,600 | 43 |
| $3,600-$10,000 | 35 |
| over $10,000 | 51 |

### Current recipient of Welfare?

| Yes | 26 |
| No | 87 |

### Would you use campus child care if available?

| Yes | 83 |
| No | 20 |
| For infants | 26 |
| Preschool | 55 |
| School age (K-age 12) | 42 |

### I consider campus child care--

| Unimportant | 2 |
| Important | 37 |
| Very important | 70 |
CALIFORNIA COMMUNITY COLLEGE CHILD CARE SURVEY

Information on Data Collection

The list of campuses offering child care and the names of facility directors was originally obtained from the Deans of Instruction of all community colleges in California. 92 Deans replied. Following this, each facility was contacted by letter and information requested. Those who failed to reply were contacted a second time by letter. Of the 46 child care centers, only 4 ultimately did not send the requested information.

Several colleges replied that their services are in the planning or expansion stage. These included Barstow, Cerritos, Los Angeles Valley, Mount San Antonio and Sierra. It may well be that there are other projects germinating of which I am not aware—if so, I hope to be informed about them as they arise.

When more than one number was included for a given heading (for example, a few people listed "35-40" under "children attending"), the smaller of the two numbers was entered as data, so the final results should be viewed as representing minimum number of children served. Individual totals were not compiled for number of parents, paraprofessionals and volunteers because some respondents lumped these all together and some sorted them out according to category, making information from such tallies unreliable.

I certainly want to thank all the colleges who participated in this part of the survey and I also want to thank my clerk, Bonnie Keyser, who bore the brunt of tallying the information as it arrived. Harriet Leckie, Edna Arnold and Dorothy Rogers were the secretaries and clerk who patiently converted handwritten chaos into orderly, useful charts and information. I particularly want to thank Melvin J. Elkins, Assistant Dean, Trade-Technical Division of Santa Barbara City College, for his enlightened support of this survey which made mailing and secretarial service possible.

Let us hope this data may be useful to those interested in fostering the well being of young children and their hardworking college attending parents.
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<th>Name of College</th>
<th>Name of Respondent</th>
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<th>Child's Center</th>
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<th>Full Day Care</th>
<th>Drop In Care</th>
<th>Infant Care</th>
<th>Head Start</th>
<th>Evening Care</th>
<th>Other Care</th>
<th>College Departments Using Facility</th>
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*Survey conducted under the auspices of the California Association for the Education of Young Children

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<td>Judith Isaksen</td>
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42 Colleges replied
4 Colleges did not reply
COMMUNITY COLLEGES OFFERING EARLY CHILDHOOD EDUCATION PROGRAMS, November 1973

This information was gathered by asking every Dean of Instruction to supply the name of the teacher or department chairman involved with Early Childhood Education.

* * * * * * * *

Ms. Joanne Wilson
Allan Hancock College
800 S. College Dr.
Santa Maria, CA 93454

Mr. Gene Dolan
American River College
4700 College Oak Dr.
Sacramento, CA 95841

Ms. Betty Belman
Antelope Valley College
3041 W. Avenue K
Lancaster, CA 93534

Ms. Barbara Hoyt
Bakersfield College
1801 Panorama Dr.
Bakersfield, CA 93305

Mr. Joseph Andreason
Barstow College
2700 Barstow Rd.
Barstow, CA 92311

Ms. Nancy Andreason
Cabrillo College
6500 Soquel Dr.
Aptos, CA 95003

Ms. Eileen Smith
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061

Ms. Gwenn Morgan
College of the Canyons
25000 W. Valencia Blvd.
Valencia, CA 91355

Ms. Geraldine Frieds
Cerritos College
11110 E. Alondra Blvd.
Norwalk, CA 90650

Ms. Dorothy Pest
Cerro Coso Comm. College
Ridgecrest, CA 93555

Ms. Yvette Lehman
Chabot College
2555 Hesperian Blvd.
Hayward, CA 94545

Ms. Beverly Benjamin
Chaffey College
5885 Haven Ave.
Alta Loma, CA 91701

Mr. Glen Gulberg
Citrus College
18824 E. Foothill Blvd.
Azusa, CA 91702

Ms. Barbara Painter
Columbia Junior College
P.O. Box 1849
Columbia, CA 95310

Dr. Charlene Palmer
Compton Community College
1111 E. Artesia Blvd.
Compton, CA 90221

Ms. Chizo Liyama
Contra Costa College
2600 Mission Bell Dr.
San Pablo, CA 94806

Ms. Carol Scott
Cuesta College
P.O. Box J
San Luis Obispo, CA 93401

Ms. Dorothy Hamlin
De Anza College
21250 Stevens Creek
Cupertino, CA 95014

(continued)
Mr. Charles Palmer  
College of the Desert  
43-510 Monterey Ave.  
Palm Desert, CA 92260

Ms. Beverly Reardon  
Diablo Valley College  
321 Golf Club Rd.  
Pleasant Hill, CA 94523

Ms. Anita Reith  
El Camino College  
16007 Crenshaw Blvd.  
Via Torrance, CA 90506

Mr. Fred Critchfield  
Foothill College  
12345 El Monte Rd.  
Los Altos Hills, CA 94022

Ms. Joan Tanner  
Fullerton College  
321 E. Chapman Ave.  
Fullerton, CA 92634

Ms. Hilda Paxton  
Gavilan College  
5055 Santa Teresa Rd.  
Gilroy, CA 95020

Mrs. Daisy Stoney  
Glendale College  
1500 N. Verdugo Rd.  
Glendale, CA 91208

Miss Connie Eien  
Grossmont College  
8800 Grossmont College  
El Cajon, CA 92020

Ms. Katherine Wheldon  
Hartnell College  
156 Homestead Ave.  
Salinas, CA 93901

Ms. Dolores Fagan  
Imperial Valley College  
P.O. Box 158  
Imperial, CA 92251

Ms. Grace Mitchell  
Indian Valley Colleges  
Kentfield, CA 94904

Mr. Tom K. Harris  
Long Beach City College  
4901 E. Carson St.  
Long Beach, CA 90808

Ms. Lucille Lanz  
Los Angeles City College  
855 N. Vermont Ave.  
Los Angeles, CA 90029

Ms. Marilyn Brock  
Los Angeles Harbor College  
1111 Figueroa Place  
Wilmington, CA 90744

Mrs. Evelyn Zager  
Los Angeles Southwest College  
11514 Southwestern Ave.  
Los Angeles, CA 90047

Ms. Bea Stern  
Los Angeles Valley College  
5810 Fulton Ave.  
Van Nuys, CA 91401

Ms. Harriet Shaffer  
Mr. Robert Zavala  
Los Medanos College  
321 Golf Club Rd.  
Pleasant Hill, CA 94523

Ms. Jean Ansley  
College of Marin  
Kentfield, CA 94904

Mr. Cletus Fitzer  
Merced College  
3600 M Street  
Merced, CA 95340

Ms. Antoinette Lenaham  
Merritt College  
12500 Campus Dr.  
Oakland, CA 94619

Ms. Dorothy Hulst  
Modesto Junior College  
College Ave.  
Modesto, CA 95350

Ms. Jacqueline Bunches  
Monterey Peninsula College  
980 Fremont Blvd.  
Monterey, CA 93940

(continued)
Mrs. Dolores Deutsch  
Moorpark College  
7075 Campus Dr.  
Moorpark, CA 93021

Dr. Dennis Mayer  
Mt. San Antonio College  
1100 N. Grand Ave.  
Walnut, CA 91789

Ms. Beverlie Burgard  
Mt. San Jacinto College  
21-410 Foothill Rd.  
P.O. Box 248  
Gilman Hot Springs, CA 92340

Ms. Dana Rivenes  
Chilone College  
P.O. Box 909  
Fremont, CA 94537

Ms. Glenda Riddick  
Orange Coast College  
2701 Fairview Road  
Costa Mesa, CA 92626

Ms. Ruth Clothier  
Palomar College  
1140 W. Mission  
San Marcos, CA 92069

Ms. Ethel Roberts  
Pasadena City College  
1570 E. Colorado Blvd.  
Pasadena, CA 91106

Ms. Alice Moore  
Porterville College  
900 S. Main St.  
Porterville, CA 93257

Ms. Karey Olson  
Reedley College  
995 N. Reed Ave.  
Reedley, CA 93654

Ms. Roxy Lyppes  
Rio Hondo College  
3600 Workman Mill Rd.  
Whittier, CA 90605

Ms. Jane Washington  
Riverside City College  
4800 Magnolia Ave.  
Riverside, CA 92506

Ms. Berneice Clayton  
Sacramento City College  
3835 Freeport Blvd.  
Sacramento, CA 95822

Mr. R. L. Platt  
Saddleback College  
28000 Marguerite Parkway  
Mission Viejo, CA 92695

Ms. Ether Gordon  
San Bernardino Valley College  
701 S. Mt. Vernon Ave.  
San Bernardino, CA 92403

Ms. Alice Harris  
San Joaquin Delta Community College  
3301 Kensington Way  
Stockton, CA 95204

Ms. Carol Pereitas  
San Jose City College  
2100 Moorpark Avenue  
San Jose, CA 95114

Mr. Marvin Alexander  
College of San Mateo  
1700 West Hillsdale Blvd.  
San Mateo, CA 94402

Ms. Elizabeth Lewis  
Santa Ana College  
17th at Bristol Streets  
Santa Ana, CA 92706

Dr. Joanne Hendrick  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, CA 93105

Ms. Meredith Grubbe  
City College of San Francisco  
50 Phelan Avenue  
San Francisco, CA 94112

(continued)
Ms. Elizabeth Hiteschew
Santa Monica Junior College
1815 Pearl Street
Santa Monica, Ca 90405

Ms. Terri Isaac
Santa Rosa Junior College
1501 Mendocino ave.
Santa Rosa, Ca 95401

Ms. Betty Anthony
College of the Sequoias
915 S. Mooney Blvd.
Visalia, Ca 93277

Ms. Holly Stevenson
Shasta College
1065 N. Old Oregon Trail
Redding, Ca 96001

Mrs. Roselene Kelley
Sierra College
5000 Rocklin Road
Rocklin, Ca 95677

Ms. Patricia Erickson
Skyline College
3300 Skyline Dr.
San Bruno, Ca 94066

Ms. Judy Isakson
Solano College
P.O. Box 246
Suisun City, Ca 94585

Ms. Rosanne Holliday
Southwestern College
900 Otay Lakes Road
Chula Vista, Ca 92010

Chairman, Nursery School Program
Ventura College
4667 Telegraph Road
Ventura, Ca 93003

Ms. Joanne Eccleston
Victor Valley College
18422 Bear Valley Road
Victorville, Ca 92392

Mr. Warren McClintock
West Hills College
300 Cherry Lane
Coalinga, Ca 93210

Ms. Penny McGee
Yuba College
2088 N. Beale Road
Marysville, Ca 95901