APPLICATION FOR AN EXTENDED OPPORTUNITY PROGRAMS AND SERVICES PROJECT:

1.1 College Name and Address:
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

1.2 District Name and Address:
Santa Barbara Community College District (Santa Barbara County)
721 Cliff Drive
Santa Barbara, California 93101

<table>
<thead>
<tr>
<th>1.31 Total 1974-75 EOPS Budget Expenditures (see final claim EOPS Form #7)</th>
<th>1.32 Total 1975-76 EOPS Request for State Funds</th>
<th>1.33 Proposed 1975-76 EOPS District Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category A $</td>
<td>800</td>
<td>Category A $</td>
</tr>
<tr>
<td>Category B $</td>
<td>17,100</td>
<td>Category B $</td>
</tr>
<tr>
<td>Category C $</td>
<td>28,078</td>
<td>Category C $</td>
</tr>
<tr>
<td>Grand Total $</td>
<td>45,978</td>
<td>Grand Total $</td>
</tr>
</tbody>
</table>

1.41 Name and title of contact person responsible for application:
Name: Dr. Glenn G. Gooder
Title: Superintendent - President
Phone: (805) 965-0581

1.42 Name and title of Program Administrator:
Name: Mr. Gilbert Robledo
Title: EOPS Counselor/Director
Phone: (805) 965-0581 ext. 292

1.5 I certify on behalf of the Board of Trustees that funds requested herein will be expended in accordance with the provisions of Education Code Sections 25524 - 25528.7.
Signature of Superintendent/President of college or his designee:
Name: Dr. Glenn G. Gooder
Title: (if designee):
Signature: Date: 1-9-75
2.11 Number of students with annual family income of $6,000 or less.

Full-time 672 Part-time (if available) 321

2.12 Percent of students with annual family income of $6,000 or less as part of total full-time and total part-time enrollments.

Full-time 18 % Part-time (if available) 8 %

2.13 Check the source of this low-income data.

X College Survey Data (date) Fall, 1974
1970 Census Tract Data
X Financial Aid Applications
Other (explain)

2.21 Number of "ethnic minority" students enrolled full-time and part-time.

Full-time minorities 597 Part-time minorities 539

2.22 Percent of students in each ethnic group enrolled full-time and part-time during Fall 1974

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American or</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Spanish Surname</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal: Ethnic Minority</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Other White</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>Total: All Ethnic Groups</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

2.23 Source of data for Part 2.2 Fall, 1974 Racial and Ethnic survey for Office of the Chancellor, California Community Colleges

2.31 Total unemployment rate in community area served by college 5.6 %

2.32 Source of data for Part 2.31 California Employment Development Department, Santa Barbara Office

2.41 Unemployment rate of youth, age 16 to 21, in community area served by college 11 %

2.42 Source of data for Part 2.41 California Employment Development Department, Santa Barbara Office
2.51 Number of ethnic minority students enrolled in K-12 public schools located in community area served by the college 7,273

2.52 Percent of students in each ethnic group enrolled in K-12 public schools in community area served by the college.

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American or</td>
<td>22</td>
</tr>
<tr>
<td>Spanish Surname</td>
<td>%</td>
</tr>
<tr>
<td>Black</td>
<td>3</td>
</tr>
<tr>
<td>Asian</td>
<td>1.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>.4</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>.09</td>
</tr>
<tr>
<td><strong>Subtotal: Ethnic Minority</strong></td>
<td>27</td>
</tr>
<tr>
<td>Other White</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total: All Ethnic Groups</strong></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

2.53 Source of data for Part 2.52 Santa Barbara, Carpinteria, and Goleta School Districts 10/74 Ethnic Composition Report to HEW

2.6 Depressed areas served by college. See instructions for list of depressed areas. Justify using any unlisted areas.

Santa Barbara (depressed and high unemployment area)

2.7 Describe briefly any cooperative ventures between the college and other institutions or agencies which benefit disadvantaged students.

In the summer, 1974, we cooperated with the Neighborhood Youth Corps Program sponsored by the County Office of Education and provided a six week Summer Readiness Program. Fifty students were enrolled. We plan to continue this program in summer, 1975. We are currently in the process of possibly transferring the High School Equivalency Program (HEP) stationed at California Polytechnic State University, San Luis Obispo to Santa Barbara City College by fall, 1975.

2.8 How are funds from other sources used in cooperative projects. Specify how such funds relate to Vocational Education Act funds designated for disadvantaged students.

The District receives Federal and State funds for programs in CETA, apprenticeship and basic education for the disadvantaged in the non-credit Continuing Education Division. VEA funds in part B and F have been used for disadvantaged students in the non-credit program of the District and they have been coordinated with the above programs. EOPS in the past has recruited students from these programs to the credit college program and EOPS. In the future it is being planned to use VEA funds for disadvantaged students directly in the day credit program and specifically with the EOPS project.
Part 3. Compliance with the Education Code

3.1 Santa Barbara Community College District has accepted "the responsibility for extending the opportunities for Community College education to all who may profit therefrom regardless of economic, social, and educational status", by the establishment and development of:

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

(2) A learning Resources Center with a director and appropriate instructional staff to provide for both college-preparation (especially remedial English and Math) and regular academic courses. (1970) Expanded in 1974 to include self paced individualized English modules.

(3) A Tutorial Center with a full-time director, a secretary, and fifty (50) paid tutors, as well as volunteer workers. (1970) Expanded in 1974 to include over eighty (80) tutors covering a wide academic spectrum.

(4) A College Readiness Program in conjunction with the Neighborhood Youth Corps, providing summer school for High School Juniors and Seniors. (1970) Expanded in the summer of 1974 to include more high school seniors and potential EOPS freshman for fall, 1974.

(5) A Human Relations Program with two Human Relations assistants currently responsible for certain recruiting and retention functions with the counseling, peer counseling and EOPS programs, and for establishing and maintaining communication with the minority community. (1971)

(6) A Peer Counseling Program with sixteen (16) paid peer counselors who assist in the EOPS programs for recruitment and retention. (1971) In 1973 this was expanded to include several volunteer peer counselors under the supervision of professional counselors who assist students in the general campus community.

(7) An in-service training program for peer counselors conducted by members of the professional counseling staff. (1971) Expanded in Spring, 1974 to provide one
class for the volunteer peer counselors taught by two professional counselors and another separate class for the paid peer counselors taught by the EOPS Counselor/Director and another professional counselor.

(8) A series of Personal Development courses taught by members of the professional counseling staff including topics such as study skill, career testing and self appraisal. (1964)

(9) An American Ethnic Studies Division with courses in history, literature, culture, and language related to the Native American, the Afro-American and the Chicano (Mexican-American) taught by an instructional staff of six persons. (1972)

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

(11) English-as-a-Second Language (ESL) classes with tutors, pre and post diagnostic examinations and individualized instruction. (1973)

(12) A Career Development Facility operated by the professional counseling staff providing tests, counseling and information about future careers. (1973)

(13) A Child Care Center authorized to accommodate forty-five (45) children of SOCc students who are past, present or future recipients of Welfare. (1972)

(14) A Veterans Office manned by a counselor and two representatives from the Veteran's Administration and a full time secretary provided by the District. (1974)


(16) The employment of a full-time minority Affirmative Action Officer/Personnel Director in Fall, 1974.
A collective effort on the part of the Vocational-Technical Division and EOPS staff to develop and recruit minorities and low income students to three new programs: Cosmotology, Interior Design and Community Health Technician. (1974)

An effort on the part of EOPS to recruit and retain minority and low income ex-offenders from nearby State and Federal Correctional Institutions. (1973)

3.2 Santa Barbara Community College has "established and developed programs for identifying those students that are affected by language, social and economic handicaps" in the following manner:

(1) In the registration process through student self identification.

(2) Through the student's application for financial aid.

(3) Referrals from the local high schools and local low income minority community to the Human Relations assistants and the Peer Counselors.

(4) Referrals from instructors, counselors, the tutorial director, and the Veteran's Office.

(5) Articulation with the District's Continuing Education Division.

(6) Identification by the EOPS Counselor/Director and staff.

(7) From high school visitations by counselors, the financial aids officer and the EOPS staff.

3.3 Santa Barbara Community College has "established and developed services, techniques and activities directed to the recruitment and retention of the students identified in part 3.2 with the following methods:

A. Recruitment

(1) Use of the counseling center's contacts in the local high schools.

(2) Human Relations assistants and Peer Counselors contact those minority seniors at local high schools who participate in the free lunch program.
(3) Human Relations assistants and Peer Counselors visit and participate in low income and minority community organizations.

(4) Students from the NYC and Upward Bound programs are recruited.

(5) Students in Continuing Education classes such as G.E.D., bilingual and ESL are recruited.

(6) Disadvantaged students are also referred from the Veteran's Office and other campus departments.

(7) Ex-offenders are recruited from nearby State and Federal Correctional institutions, or referred from probation and parole authorities.

B. Retention

(1) Courses that relate to the student's Ethnic and cultural heritage are provided through the American Ethnic Studies Division.

(2) The Learning Resource Center provides remedial and developmental courses in the area of Math and English.

(3) The Counseling Center provides courses in Personal Development in the areas of study skills, personal appraisal and career testing.

(4) The Career Development Facility provides testing and counseling to give students direction for possible courses and future careers to pursue.

(5) The Tutorial and English lab provide individual assistance in writing and practically all academic areas of the College.

(6) ESL (English-as-a-Second Language) courses provide self-paced, individualized instruction in learning to read, write and speak English.

(7) The EOPS, Human Relations assistants and Peer Counselors provide a program of intensive individual counseling to assist the student in obtaining his academic goal.
(8) Evaluations are obtained from the instructors twice a semester to assess the students' progress and to give assistance where needed.

(9) The Financial Aids and Placement Office provides direct grants, part time work and loans to needy students who are enrolled in at least twelve verifiable units.

(10) Referrals of EOPS students are made to other campus and community supportive services to alleviate problems that prevent the student from pursuing his educational goals.

3.4 As a result of the coordinating efforts made by the EOPS Director and staff, the College has a policy of providing the above cited services to low income and minority students with first priority.

3.5 The following are the methods and techniques that the Santa Barbara Community College District will use in evaluating EOPS:

   (1) By participating in the statewide EOPS, EDP or cost effectiveness evaluation study.

   (2) By participating in the EOPS end of the year report to the Board and the Chancellor's Office.

   (3) By establishing a continuing evaluation through the monthly EOPS advisory committee meetings.

   (4) The EOPS Director will conduct a product evaluation of the student's progress at the end of each semester (units completed and GPA attained)

   (5) A process evaluation of components of the entire project will be conducted by the Assistant to the President of the College.

   (6) An evaluation of the project in terms of the goals and objectives established for the EOPS project will be conducted by the Administrative Dean, Student Services and Activities.
### Measurable objectives and supporting activities
To serve 672 students by providing during the grant period personnel, funds, equipment and supplies to adequately develop and maintain the EOPS Project.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2* Year for Activity</th>
<th>3 Proposed Budget for each activity planned for this year</th>
<th>4 Revised Budget for each activity planned for this year</th>
<th>5 Revised Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOPS Counselor/Director</td>
<td>M M M</td>
<td>$ 16,500</td>
<td>$ 16,500</td>
<td></td>
</tr>
<tr>
<td>Human Relations Assistants (2)</td>
<td>M M M</td>
<td>$ 22,000</td>
<td>$ 22,000</td>
<td></td>
</tr>
<tr>
<td>Indistrict mileage for above personnel</td>
<td>M M M</td>
<td>$ 590</td>
<td>$ 590</td>
<td></td>
</tr>
<tr>
<td>Clerk-typist-receptionist</td>
<td>M M M</td>
<td>$ 7,000</td>
<td>$ 7,000</td>
<td></td>
</tr>
<tr>
<td>Travel and conference for Director, Human Relations assistants, and Peer Counselors</td>
<td>E I I</td>
<td>1,000</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Supplies, equipment, printing and duplicating</td>
<td>M M M</td>
<td>500</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Employee benefits</td>
<td>M M M</td>
<td>7,000</td>
<td>$ 7,000</td>
<td></td>
</tr>
<tr>
<td>Two EOPS student clerical help</td>
<td>M M M</td>
<td>$ 2,160</td>
<td>$ 2,160</td>
<td></td>
</tr>
</tbody>
</table>

#### Number of students to be served
(Unduplicated total) 672

#### TOTAL BUDGETED AMOUNTS
$ 1,500 $ 55,700

#### Number of students to be served

* Use these letters to describe status of each activity: N = New M = Maintaining E = Extend or expand R = Reduction
**Measurable objectives and supporting activities**

To improve the academic performance of EOPS students each semester by providing bilingual tutors in direct proportion to need, and tutorial services for both remedial and regular curricula in the next three years.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Year for Activity</th>
<th>EOPS Requested</th>
<th>District Sources</th>
<th>EOPS Allotted</th>
<th>District Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{2}) of the Tutorial Director's salary</td>
<td>M M M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutor clerical supervision by placement office</td>
<td>M M M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35 paraprofessional tutors @ $2.50 per hour</td>
<td>E E E</td>
<td>22,500</td>
<td>30,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15% tutorial center secretary salary</td>
<td>M M M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 tutors for summer readiness program (to work with 50 new EOPS students)</td>
<td>N N N</td>
<td>1,125</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number of students to be served**: 400

**Total budgeted amounts**: $23,625

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*Use these letters to describe status of each activity: N = New, M = Maintaining, I = Improve or strengthen, R = Reduction, E = Extend or expand.*
<table>
<thead>
<tr>
<th>Activity</th>
<th>1975</th>
<th>1976</th>
<th>1977</th>
<th>EOPS Requested (000's)</th>
<th>District Sources</th>
<th>EOPS Allotted (000's)</th>
<th>District Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable objectives and supporting activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To recruit and increase the rate of persistence to 79% of EOPS students each semester by providing professional and paraprofessional counseling for the next three years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40% of three professional counselors who counsel EOPS students and provide inservice training for peer counselors</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>$ -</td>
<td>$ 22,939</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>8 EOPS student peer counselors</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>2,400</td>
<td>9,600</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14 paraprofessional peer counselors</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>6,000</td>
<td>15,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4 Veteran peer counselors</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>-</td>
<td>1,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5 peer counselors for summer Readiness (to work with 50 new EOPS students)</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>1,125</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Office space for 26 peer counselors</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>-</td>
<td>10,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1 full time classified employee to work in the Career Development facility to provide career counseling, testing and placement for EOPS students</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>4,500</td>
<td>4,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A week orientation for peer counselors prior to fall registration and consultants</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>700</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Orientation for high school students</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>500</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Testing and career material in Spanish for EOPS students to be located in the Career Development Facility</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>200</td>
<td>300</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Number of students to be served:** 672

**TOTAL BUDGETED AMOUNTS:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1975</th>
<th>1976</th>
<th>1977</th>
<th>EOPS Requested (000's)</th>
<th>District Sources</th>
<th>EOPS Allotted (000's)</th>
<th>District Allotted</th>
</tr>
</thead>
</table>

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Complete columns 1-3 for application. Retain two copies for college/district use.

<table>
<thead>
<tr>
<th>Measurable objectives and supporting activities</th>
<th>Year for Activity</th>
<th>Proposed Budget for each activity planned for this year</th>
<th>Revised Budget for each activity planned for this year</th>
<th>Revised Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide instruction and materials pertaining to cultural heritage, ESL, bilingual and bicultural curriculum comprehension and study skills and behavior modification to help retain at least 79% of EOPS students at the end of each semester.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. American Ethnic Studies Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) 35% of the Ethnic Studies Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Curriculum development for Chicano Studies 3 in Spanish</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>3,750</td>
</tr>
<tr>
<td>c) Teaching materials for Chicano Studies 3 in Spanish</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>100</td>
</tr>
<tr>
<td>d) One hourly instructor to teach one course of Chicano Studies 3 in Spanish</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>1,122</td>
</tr>
<tr>
<td>2. ESL Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Teachers’ aids used in ESL instruction</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>6,000</td>
</tr>
<tr>
<td>b) Curriculum development for more advanced ESL courses</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>3,750</td>
</tr>
<tr>
<td>c) Teaching materials for new ESL courses</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>500</td>
</tr>
<tr>
<td>d) One hourly instructor to teach two hourly ESL classes</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>1,260</td>
</tr>
<tr>
<td>3. Bilingual/Bicultural Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) 20% of Spanish department</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>18,659</td>
</tr>
<tr>
<td>b) Curriculum development for bilingual aid program and Spanish for Health Occupations program</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>3,750</td>
</tr>
<tr>
<td>c) Teaching materials for above courses</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>300</td>
</tr>
<tr>
<td>d) One hourly instructor to teach one course of introduction to Medical Spanish</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>1,122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students to be served</th>
<th>TOTAL BUDGETED AMOUNTS</th>
<th>Number of students to be served</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
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<tr>
<th>Measurable objectives and supporting activities</th>
<th>1975-76</th>
<th>1976-77</th>
<th>1977-78</th>
<th>Proposed Budget for each activity planned for this year</th>
<th>Revised Budget for each activity planned for this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Comprehension and Study Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) 40% of the Learning Resource Center</td>
<td>N M</td>
<td>M M</td>
<td>M M</td>
<td>35,692</td>
<td></td>
</tr>
<tr>
<td>b) Curriculum development for a comprehension and study skills course for EOPS students</td>
<td>N E M</td>
<td>3,750</td>
<td>3,750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Teaching material for above course</td>
<td>N E M</td>
<td></td>
<td></td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>d) One hourly instructor to teach two hourly classes of the above</td>
<td>N E M</td>
<td>1,122</td>
<td>1,122</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Motivational and Behavior Modification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) 10% of counselor courses and contacts for self-awareness</td>
<td>M M M</td>
<td></td>
<td></td>
<td>22,700</td>
<td></td>
</tr>
<tr>
<td>b) Curriculum development for a motivational and behavior modification course for EOPS students</td>
<td>N E M</td>
<td>3,750</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Teaching materials for above course</td>
<td>N E M</td>
<td></td>
<td></td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>d) One hourly instructor to teach two hourly classes of the above</td>
<td>N E M</td>
<td>2,244</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) One hourly instructor to teach one hourly class of the above during the summer</td>
<td>N E M</td>
<td>1,122</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of students to be served: 400

** Use these letters to describe status of each activity: N = New  I = Improve or strengthen  R = Reduction  M = Maintaining  E = Extend or expand

TOTAL BUDGETED AMOUNTS: $28,642 $110,776
### Measurable objectives and supporting activities

To reduce by 50% the number of EOPS students not completing each semester by providing additional services to meet their needs.

<table>
<thead>
<tr>
<th>1. Child care for EOPS students</th>
<th>2* Year for Activity</th>
<th>3 Proposed Budget for each activity planned for this year</th>
<th>4 Revised Budget for each activity planned for this year</th>
<th>5 Revised Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1975</td>
<td>1976</td>
<td>1977</td>
<td>1978</td>
</tr>
<tr>
<td>2. EOPS Newspaper</td>
<td>G</td>
<td>E</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>a) Printing</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>b) Equipment and supplies</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>3. Multicultural Facility</td>
<td>G</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>a) Lease a bungalow</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>b) Materials for facility</td>
<td>N</td>
<td>E</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>c) Student help to man facility</td>
<td>N</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

Number of students to be served: 672

**TOTAL BUDGETED AMOUNTS**

- $27,532
- $21,728

- (Complete columns 4-5 after EOPS fund allocation. Retain two copies for college/district use.)

*Use these letters to describe status of each activity: N = New, M = Maintaining, I = Improve or strengthen, R = Reduction, E = Extend or expand.*
### Measurable Objectives and Supporting Activities

To provide financial assistance for all students on EOPS to allow them to obtain their educational goals.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Year for Activity</th>
<th>Proposed Budget for each activity planned for this year</th>
<th>Revised Budget for each activity planned for this year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1975-76</td>
<td>1976-77</td>
<td>1977-78</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Grants</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Fees, books, supplies</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Transportation</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Work Study</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Loans</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Other direct payments</td>
<td>E</td>
<td>I</td>
<td>M</td>
</tr>
</tbody>
</table>

**Number of students to be served:** 672

**TOTAL BUDGETED AMOUNTS:**

- $254,880
- $584,060

**Number of students to be served:**
Part 5.1 Budget Verification: Category A - Program Development and Maintenance
(Use additional sheets if required)

<table>
<thead>
<tr>
<th>Category Sub-Item</th>
<th>Number of Persons</th>
<th>Rate of Pay or Average Grant</th>
<th>EOPS Funds Requested</th>
<th>District Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>1</td>
<td>$16,500</td>
<td>$16,500</td>
<td></td>
<td>$16,500</td>
</tr>
<tr>
<td>EOPS Students</td>
<td>2</td>
<td>$2,00 per hr</td>
<td>2,160</td>
<td></td>
<td>2,160</td>
</tr>
<tr>
<td>Other Paraprofessional</td>
<td>2</td>
<td>11,000</td>
<td>22,000</td>
<td></td>
<td>22,000</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>4</td>
<td>1,750</td>
<td>7,000</td>
<td></td>
<td>7,000</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>7,000</td>
<td>7,000</td>
<td></td>
<td>7,000</td>
</tr>
</tbody>
</table>

SUBTOTAL of Personnel Expenses: $0 $54,660 $54,660

5.12 ALL OTHER EXPENSES - Administration

<table>
<thead>
<tr>
<th>Category Sub-Item</th>
<th>Quantity</th>
<th>Cost Per Unit</th>
<th>EOPS Funds Requested</th>
<th>District Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and conference</td>
<td>6</td>
<td>191.67</td>
<td>$1000</td>
<td>$150</td>
<td>$1150</td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td>4</td>
<td>200.00</td>
<td>500</td>
<td>300</td>
<td>800</td>
</tr>
<tr>
<td>Printing and Duplicating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indistrict mileage</td>
<td>3</td>
<td>196.67</td>
<td></td>
<td>590</td>
<td>590</td>
</tr>
</tbody>
</table>

SUBTOTAL - All Other Expenses of Administration: $1500 $1040 $2540

Total Category A Funds Requested:
$1500 * $55,700 * $57,200

*Total EOPS and District funds must equal Parts 1.32 and 1.33, Category A amounts
Part 5.2 Budget Verification: Category B - Student Services
(Use additional sheets if required)

<table>
<thead>
<tr>
<th>California Community College</th>
<th>Santa Barbara City College</th>
<th>Project No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong> Category Sub-Item</td>
<td><strong>2</strong> Number of Persons</td>
<td><strong>3</strong> Rate of Pay or Average Grant</td>
</tr>
<tr>
<td>Professional</td>
<td>1</td>
<td>7,580</td>
</tr>
<tr>
<td>EOPS Students</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Other Paraprofessional</td>
<td></td>
<td>23,625</td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td>8,150</td>
</tr>
<tr>
<td>Subtotal Tutorial</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Professional</td>
<td>3</td>
<td>7,646</td>
</tr>
<tr>
<td>EOPS Students</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Other Paraprofessional</td>
<td></td>
<td>7,125</td>
</tr>
<tr>
<td>Full time Classified Student</td>
<td></td>
<td>4,500</td>
</tr>
<tr>
<td>Personnel Workers</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Subtotal Counseling</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td>4,219</td>
</tr>
<tr>
<td>EOPS Students</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Other Paraprofessional</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Subtotal Instruction</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Professional</td>
<td>2</td>
<td>2.00</td>
</tr>
<tr>
<td>EOPS Students</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>Other Paraprofessional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal Other</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>5.25 ALL OTHER EXPENSES - Student Services</strong></td>
<td><strong>5.24 OTHER SERVICE</strong></td>
</tr>
<tr>
<td>Category</td>
<td>Item</td>
<td>Quantity</td>
</tr>
<tr>
<td>Tutorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Orientation</td>
<td>231</td>
</tr>
<tr>
<td>Testing &amp; Career Material in</td>
<td>Spanish</td>
<td>125</td>
</tr>
<tr>
<td>Instruction</td>
<td>Teaching Space</td>
<td>420 sq. ft.</td>
</tr>
<tr>
<td>Other</td>
<td>Child Care</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>EOPS Newspaper</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Multi-cultural Facility 1</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Category B Funds Requested: $95,224 * $243,118 * $338,342

*Total EOPS and District Funds must equal Parts 1.32 and 1.33, Category B amounts
Part 5.3 Budget Verification: Category C - Direct Payments to Students  
(Use additional sheets if required)

<table>
<thead>
<tr>
<th>1 Category Sub-Item</th>
<th>2 Number of Persons</th>
<th>3 Rate of Pay or Average Grant</th>
<th>4 EOPS Funds Requested</th>
<th>5 District Funds</th>
<th>6 Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.31 Grants</td>
<td>672</td>
<td>150</td>
<td>$100,600</td>
<td></td>
<td>$100,600</td>
</tr>
<tr>
<td>5.32 Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.33 Fees, Books, Supplies</td>
<td>672</td>
<td>50</td>
<td>$33,600</td>
<td></td>
<td>$33,600</td>
</tr>
<tr>
<td>5.34 Transportation</td>
<td>672</td>
<td>90</td>
<td>$60,480</td>
<td></td>
<td>$60,480</td>
</tr>
<tr>
<td>5.35 Work Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOPS (Not included in Categories A or B)</td>
<td>100</td>
<td>600</td>
<td>$60,000</td>
<td></td>
<td>$60,000</td>
</tr>
<tr>
<td>Federal (CWS)</td>
<td>350</td>
<td>700</td>
<td></td>
<td></td>
<td>245,000</td>
</tr>
<tr>
<td>5.36 Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency</td>
<td>30</td>
<td>50</td>
<td></td>
<td></td>
<td>1,500</td>
</tr>
<tr>
<td>Federal (NDSL)</td>
<td>30</td>
<td>500</td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.37 Other Direct Payments</td>
<td>672</td>
<td>480</td>
<td></td>
<td>$322,560</td>
<td>$322,560</td>
</tr>
</tbody>
</table>

Total Category C Funds Requested: $254,880 * $584,060 * $838,940

*Total EOPS and District funds must equal Parts 1.32 and 1.33, Category B amounts
WHEREAS, there is an increasing need for the extension of special opportunities for higher education to disadvantaged persons and persons of color in all communities; and,

WHEREAS, it is recognized that nearly two-thirds of the students in community colleges have parents whose yearly income is less than $10,000, as contrasted with two-thirds of the University of California students whose parental income is over $10,000; and,

WHEREAS, it is recognized that the majority of all students of color and disadvantaged students enroll in community colleges if they enter higher education at all; and,

WHEREAS, the community college exists to provide the most comprehensive services and programs truly to reflect the needs of its local community,

THEREFORE BE IT RESOLVED, that the Board of Trustees of the Santa Barbara Junior College District shall support the application for all funding that may enable the college to further extend opportunities to the disadvantaged, while at the same time committing the College to providing all necessary local resources to assure that the extension of opportunities shall be recognized and accepted as a fundamental commitment for the Santa Barbara Junior College District.

GOVERNING BOARD OF
SANTA BARBARA JUNIOR COLLEGE DISTRICT

W. L. Fillipini  President
(signed)

Dorothy Reins  Vice-President
(signed)

Kathryn O. Alexander  member
(signed)

Benjamin J. Wells  member
(signed)

Sidney R. Frank  member
(signed)

James R. Garvin  member
(signed)

Dated this 12 day of March 1970
Board Resolution #15

WHEREAS, the need for direct student financial aid continues to grow as we are able to attract new students to higher education; and,

WHEREAS, the expanding program in multicultural studies is being supported by the faculty, students and administration of the College; and,

WHEREAS, human relations activities on campus and in the community are developing as a positive and meaningful force to bring college and community closer together; and,

WHEREAS, the Board has made a prior commitment to providing all necessary local resources to assure that the extension of opportunities shall be recognized and accepted as a fundamental commitment for the Santa Barbara Junior College District;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of this district reaffirm its commitment to the disadvantaged, and endorse fully the continued application for funding under the provisions of Senate Bill 164. At the same time, the Board reaffirms its commitment to seeking all available resources to further develop and support programs and services to the disadvantaged.

(signed) W. L. Fillipini
(signed) Dorothy Meina
(signed) Kathryn D. Alexander
(signed) Benjamin J. Wells
(signed) Sidney R. Frank
(signed) James R. Garvin

Dated this 11th day of February, 1970
7.1 **The Community**

There are representatives from three minority community organizations on the EOPS Advisory Committee. These are, the local chapter of the NAACP, El Concilio de La Raza and the local chapter of the Association of Mexican American Educators. These representatives had input into the preparation of the entire application.

7.2 **The College EOPS Advisory Committee**

This committee is composed of three community representatives, two EOPS students, two Peer Counselors, two classified employees, two faculty members, three administrators and three counselors. In the last two months this committee has met on a weekly basis and has assisted in the preparation of the entire application.

7.3 **The Faculty**

The two faculty members on the EOPS Advisory Committee and other faculty members contributed to the application, especially part B, Instruction Services.

7.4 **The Students**

The two EOPS students and two Peer Counselors on the Advisory Committee and other students from the BSU, Union de Estudiantes and the Student Senate contributed to the entire application, especially part B, Tutorial, Counseling and other services sections.

7.5 **Other Groups**

The Tutorial Center Director, the Financial Aids and Placement Center Director, the Assistant Dean of Vocational-Technical Instruction, the Administrative Dean of Student Services and Activities and the Head Counselor had input into the entire application, especially part B, Tutorial, Counseling, Instruction and other services sections; and part C, direct payments to students.

Minority staff organizations, the Black Caucus and the Chicano Junta also had direct input into the preparation of the 1975-76 application, especially in the Tutorial, Counseling and Instruction services section of part B.
December 17, 1974

Dr. Glenn G. Gooder
Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

Dear Dr. Gooder:

On behalf of the Santa Barbara Chapter of the Association of Mexican-American Educators, I wish to express my total support for the new EOP application.

Mr. Gilbert Robledo, your EOP counselor, has obtained significant community input into the formulation of the objectives of the proposal. We are pleased to have had the opportunity to discuss ideas and seek solutions with the EOP Advisory Committee.

Sincerely,

Pablo G. Buckelwe
Executive Committee,
Association of Mexican American Educators
Santa Barbara Chapter

PB/te
December 20, 1974

Dr. Glenn G. Gooder
Superintendent/President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California  93105

Dear Mr. Gooder:

Catholic Social Service in Santa Barbara has seen with satisfaction the continued development of the Extended Opportunities Program at Santa Barbara City College over the past six years.

It has been our experience that these programs are being utilized by many citizens especially from the disadvantaged population with whom this Agency works extensively. We have taken advantage of the opportunity to discuss with the program director various aspects of the program's functioning. Because of the needed service that is being provided through this program, we endorse the efforts and plans of the proposal being submitted for the 1975-76 academic year and readily recommend its being given prompt and favorable consideration.

Very truly yours,

CATHOLIC SOCIAL SERVICE

By  

David Vasquez M.S.W.

DV/LC
December 19, 1974

Dr. Glenn Gooder
Superintendent-President
Santa Barbara Community College District
721 Cliff Drive
Santa Barbara, California  93105

Dear Dr. Gooder:

As you know, members of El Concilio de la Raza are actively involved in community work and, accordingly, are interested in those educational developments affecting low-income students at Santa Barbara City College.

One of our members has been participating in the Extended Opportunity Programs and Services (EOPS) Advisory Committee and we are pleased to hear of the continuing expansion of EOPS since its inception in 1969.

The administrative support of this essential program is heartily appreciated. Our organization obviously encourages such endeavors and is eager to provide input from the community level at all times.

We shall continue to support those and other programs which positively respond to the needs of our community.

Respectfully yours,

George Guzman
President
El Concilio de la Raza
EOPS Advisory Committee  
December 19, 1974

Dr. Glenn Gooder  
Superintendent-President  
Santa Barbara City College  
Santa Barbara, Ca. 93109

Dear Dr. Gooder:

As a member of El Concilio de La Raza and as a Santa Barbara County Probation Officer I would like to express my appreciation to those responsible for seeking out and securing community involvement in the internal affairs of Santa Barbara City College, specifically EOPS. Programs such as this are essential in improving our society by helping to produce well rounded citizens from all areas of the community spectrum.

It is all too obvious to those knowledgeable in Human Services that the educational system and other public agencies, must respond to the needs of the community in providing supportive services to its citizens. Our increasingly complex society with its accompanying endless problems eagerly awaits for positive responses from its public servants. EOPS is such an answer.

The various members of the EOPS Advisory Committee, representing diverse educational and community organizations, participated in evaluating and providing input in the EOPS annual funding application, 1975-76. This application is submitted with the committee's complete endorsement for approval and funding. Your continued cooperation in this matter is appreciated.

Yours very truly,

[Signature]

Arthur Jimenez  
Chairman, EOPS Advisory Committee
Academic Senate
December 19, 1974

Dr. Glenn Gooder
Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, Ca. 93109

Dear Dr. Gooder:

The Academic Senate supports the principle of EOPS as a program designed to serve segments of the community which had not been reached before. It has implemented this support by appointing faculty members to the EOPS Advisory Committee.

As the orientation of the Senate is toward instruction, it fully endorses the application of EOPS for State funds for the academic year 1975-1976 to strengthen the instructional aspect of the EOPS program.

Sincerely,

[Signature]
John Forsyth
President, Academic Senate
Memorandum

To: Dr. Glenn Gooder, Superintendent-President
Gilbert Robledo, E.O.P.S. Counselor

From: Glenn Gaston, Black Caucus Chairman

Subject: Santa Barbara City College E.O.P.S. Project

Date: December 19, 1974

The Black Caucus wishes to express its support for the E.O.P.S. project at Santa Barbara City College and endorse the project application for the next budget year. The Caucus has been involved with the E.O.P.S. project since its inception at Santa Barbara City College and enthusiastically endorses it current direction. We perceive that direction as being one of focusing on early identification of E.O.P.S. students and concentrated efforts to get such students in touch with support services that exist on campus. The Caucus' view is that the E.O.P.S. program has made remarkable progress in initiating and maintaining contact with its target population with the result that low-income and minority students are making improved progress towards attaining their educational objectives. Caucus members have been involved in developing the current application for funding, and we enthusiastically anticipate the continued development of the E.O.P.S. program.
Dr. Glenn Goodar
Superintendent - President
Santa Barbara City College

As the representative of the Chicano Junta at Santa Barbara City College, I take this opportunity to fully endorse the EOPS proposal. The Junta is composed of instructors in Chicano Studies as well as of College Chicano personnel who work closely with the department.

The EOPS Program has been particularly beneficial to Santa Barbara City College since its inception. It has allowed students who would not otherwise attend or succeed in school to be given an opportunity by providing financial assistance as well as other needed supportive services. In particular, the Peer Counseling Program allows students to have individual attention given him or her by a peer. It has also stimulated students to develop a newspaper to express their views and provide needed items of information. These type of endeavors stimulate growth in students and are a credit to the program.

We who teach in Ethnic Studies have many of these students in our class and recognize the value of continuing the program. In addition, the items added in the proposal such as the development of Spanish materials and methodologies are very needed. The expansion of EOPS will add more needed services.

John C. Eggler
Assistant Professor, History
Chairman, Chicano Studies
Date: December 11, 1974

To: Dr. Glenn Gooder, President
Santa Barbara City College

From: L. Dwight Anderson
Head Counselor

Re: Educational Opportunity Program

This comes basically as an expression from the counseling staff of our appreciation of what is being done through the Educational Opportunity Program here at Santa Barbara City College. Under the leadership of Gil Robledo, the EOP has been of great assistance to us.

From the beginning, Gil has been desirous of working closely with counseling, and this he has done. He makes every effort to meet with us at our staff meetings and his input has given us much food for thought and action as counselors.

The paid peer counselor program is yielding fine results and the efforts of those young people have done much to reduce the burden on the counseling staff. It has been wonderful to see how the work of these peer counselors has been of great encouragement to the students they are serving.

Finally, the counseling staff has been given places on the EOP Advisory Board. The chance to give input and direction to EOP is a valuable experience and opportunity for which we are also thankful.

Sincerely,

L.D. Anderson
Memo to: Dr. Glenn G. Gooder

From: Melvin J. Elkins, Asst. Dean, Vocational Education

Re: EOPS Advisory Committee

December 13, 1974

I want to bring to your attention the fact that I have been serving on our campus EOPS Advisory Committee during this past year. As a result of this closer involvement, I believe Occupational Education will be able to do a better job in serving special students.

As you probably know, Gilbert Robledo is in the midst of preparing an application for funds to support our EOPS Program for the 1975-76 school year. Because these funds could go a long way in serving students through activities including, but not limited to, pre-occupational counseling, assistance in personal services, and tutorial help, I strongly solicit your support of this application and Mr. Robledo's effort.

Sincerely yours,

Melvin J. Elkins
Asst. Dean, Vocational Education

MJE/hal

cc: Robledo
    Huglin
Dr. Glenn G. Gooder, Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109

Dear Dr. Gooder,

On behalf of the EOPS Peer Counselors at Santa Barbara City College, we would like to express our support and endorsement for the EOPS Program.

Due to the growing number of low-income disadvantaged students in our program, it has become necessary for us to request funding for the support of our program. The Peer Counselors are of the opinion that the EOPS Program is very definitely serving the needs of our students, but as the number of students increase, their needs will also increase. The application for funding outlines and describes these needs and we have been instrumental in developing the justification for these needs through our representatives on the EOPS Advisory Committee.

Needless to say, we fully endorse the EOPS Program and we request that funding be allocated for its continued success.

Sincerely,

Grace Carrasco
Peer Counselor Representative
EOPS Advisory Committee

Lynelle Williams
Peer Counselor Representative
EOPS Advisory Committee

EOPS Peer Counselors:
Elizaheth Araluca
Beryl Bransky
Lino Cello
David Campos
Lino Cello
Victor Contreras
Brian Evans
Samuel Parens

Laurencio Fragoso
Pedro Garcia
Ruben Gutierrez
Cynthia Lopez
David Ponce
Miguel Sanchez
John Sano
Dr. Glenn G. Gooder  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, Ca. 93109

Dear Dr. Gooder:

Representing the Santa Barbara City College Black Student Union, as chairman, I strongly believe that it is quite feasible to continue the now stable EOPS (Extended Opportunities Programs and Services) program. The EOPS program assists minority students in maintaining uniform knowledge of the current events involved in both academic and financial areas. It exists as a valuable source from which the students can extract needed and necessary information in the realm of academic peer counseling, attendance at four-year institutions, financial assistance and job opportunities. The BSU presently has a representative on the EOPS Advisory Committee. This representative finds the EOPS program considerably useful and a valuable asset to the BSU.

The EOPS program, in all honest opinion, should continue to aid minority students attempting to execute a higher education, and maintain intellectual abilities. If the EOPS program is to be altered in any way, it should be done only in a manner which institutes a better system by which to run the program - increasing the output of available material and availability of EOPS faculty members to the students.

Sincerely,

Stephen Crayton  
Chairman, BSU
Union De Los Estudiantes
December 19, 1974

Dr. Glenn G. Gooder
Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, Ca. 93109

Dear Dr. Gooder:

The Union De Los Estudiantes is a newly formed organization composed of Mexican and Chicano students at Santa Barbara City College. Many of our members are EOPS students and have benefited greatly from the project.

The Union has had direct input into the preparation of the 1975-76 EOPS application through its representative on the EOPS Advisory Committee. In addition many of the members have given their ideas directly to the Director who has incorporated them into the application.

The Union endorses the project and the new application and hopes that the program will be expanded to meet the unmet needs of many more Mexican and Chicano low income students at Santa Barbara City College.

Sincerely,

[Signatures]

Ruben G. Gutierrez
Co-chairperson

Gracie M. Carrasco
Co-chairperson
Dr. Glenn G. Gooder  
Superintendent-President  
Santa Barbara City College  
Santa Barbara, Ca. 93109

December 19, 1974

Dear Dr. Gooder:

After witnessing the positive progress of the EOPS project under the auspices of Mr. Gilbert Robledo, I must unequivocally endorse the continuation and expansion of this highly worthwhile project.

Due to the fact that the Student Senate allocated funds for the EOPS project for this year, we felt an accountability responsibility to the Student Body. We have observed a dynamic forward moving emphasis in the EOPS project.

Individual members of the Student Senate have had input into the development of the 1975-76 EOPS application through informal meetings with the Director.

Speaking as a representative of the Student Senate, I feel I can state a consensus of opinion strongly endorsing this highly relevant project.

Sincerely,

Abelino E. Segura  
President, Associated Student Body
8.1 Summary of Grand Total Budget Expenditures (Part 1.3)

<table>
<thead>
<tr>
<th></th>
<th>Application Request</th>
<th>Allocated (For State Use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.11 1975-76 Grand Total EOPS Funds (Part 1.32)</td>
<td>$351,604</td>
<td>$</td>
</tr>
<tr>
<td>8.12 1975-76 Grand Total District Funds (Part 1.33)</td>
<td>$602,878</td>
<td>$</td>
</tr>
<tr>
<td>8.13 Number of Students Served (Part 4.1)</td>
<td>672</td>
<td>$</td>
</tr>
<tr>
<td>8.14 Cost Per Student (line 8.11 ÷ 8.13)</td>
<td>$523.22</td>
<td>$</td>
</tr>
</tbody>
</table>

8.2 Summary of the community and college/district needs as reported in the statistics in Part 2.

Community and College/District Needs

There are a total of 7,273 ethnic minority students enrolled in K-12 public schools in the community served by Santa Barbara City College and they comprise 27% of all students in K-12. The City of Santa Barbara is listed as a "depressed and high unemployment area" by the Chancellor's Office. It currently has a total unemployment rate of 5.6% and a youth unemployment rate of 11%.

Santa Barbara City College has 672 or 18% full-time and 321 or 8% part-time students with annual family income of $4,000 or less. The campus has 597 or 16% full-time and 539 or 13% part-time minority students.

8.3 Summary of the college/district compliance with the Education Code as reported in Part 3.

College/District Compliance with Education Code

The Santa Barbara Community College District has established, developed and institutionalized over 18 distinct programs and services, since 1964 to the present, to extend opportunities to all students regardless of economic, social and educational status. The District has developed programs and services to identify, recruit and retain EOPS students through the expansion of existing District programs and with the cooperation of the EOPS project. These efforts are above and beyond the regular program offered to all students, since through the EOPS program the College has a policy of providing special services on a first priority basis to low income and minority students. The District provides that the EOPS project will be evaluated on an ongoing basis by participation in the evaluations by the Chancellor's Office, by the local EOPS Advisory Committee, by the EOPS Director, by the Assistant to the College President and by the Administrative Dean, Student Services and Activities at Santa Barbara City College.
8.4 Summary of the college/district Extended Opportunity Programs and Services as reported in Part 4.

In Category A, Program Development and Maintenance, only $1,500 is requested from EOPS for travel and conference, supplies, equipment, printing and duplicating. The District will be funding the four full-time positions of Director, two Human Relations Assistants and Clerk-typist plus indistrict mileage and benefits for these employees.

In Category B, Tutorial Services, $23,625 is requested from EOPS to continue and expand the tutorial program for EOPS students during the regular and summer sessions. In Counseling Services $15,425 is requested to continue and expand the Peer Counseling Program, to provide half the salary of a full-time classified employee to work in the Career Development Facility, to provide services for EOPS students, to provide testing and career materials in Spanish for EOPS students and to provide orientation for Peer Counselors and high school students. For Instruction Services $28,642 is requested to provide special classes for EOPS students in Ethnic Studies, ESL, Bilingual/Bicultural curriculum, comprehension and study skills courses and classes in motivation and behavior modification. A request of $27,532 was made for Other Services, such as Child Care services for EOPS students with children, printing, equipment and supplies for the EOPS newspaper, and funds to lease a temporary bungalow from the District for a multicultural facility with materials and student help.

In Category C, Direct Payments to students, $254,880 is requested from EOPS to provide financial aid for 672 EOPS students. From the Federal government and the District, $584,060 is requested to supplement EOPS funds to these same 672 students.

8.5 Summary of the community and college/district involvement in planning EOPS as reported in Part 7.

The EOPS Advisory Committee is composed of three community representatives, two EOPS students, two Peer Counselors, two classified employees, two faculty members, three administrators and three counselors. This committee had meaningful input into the entire 1975-76 application. In addition to the individuals in this committee, other community and campus groups and individuals have had direct input into the application through conversations with the EOPS Director.
Part 9 CHECKLIST OF REQUIRED EOPS APPLICATION FORMS

Part 1 Cover Page -- form EOPS #10, Items 1.1-1.5

Part 2 Statistics -- form EOPS #11, Items 2.1-2.8

Part 3 Compliance with Education Code
   Written description of EOPS plans for:
   X 3.1 Acceptance of responsibility for EOPS
   X 3.2 Identification of EOPS students
   X 3.3 Recruitment and retention of EOPS students
   X 3.4 Uniqueness of EOPS services
   X 3.5 Evaluation of EOPS

Part 4 Objectives and Activities
   Six EOPS #12 forms for EOPS areas:
   X 4.1 Category A: Program Development and Maintenance
   X 4.21 Category B: Tutorial Services
   X 4.22 Category B: Counseling Services
   X 4.23 Category B: Instruction Services
   X 4.24 Category B: Other Services
   X 4.3 Category C: Direct Payments

   Retain two copies of each of the six forms. They will be used in the budget revision and year-end evaluation reporting.

Part 5 Budget Verification
   Three forms document budget request
   X 5.1 Program Development Funds, form EOPS #13A
   X 5.2 Student Services Funds, form EOPS #13B
   X 5.3 Direct Payments Funds, form EOPS #13C

Part 6 Documentation
   Local documents of governing board's commitment and involvement in EOPS (no EOPS forms)

Part 7 Local Involvement
   Documents of local groups involved in EOPS

Part 8 Abstract, form EOPS #14, items 8.1-8.5

Mail three complete sets of application forms and documents to:

Mr. Ralph Matthews
Dean of Student Personnel Services
California Community Colleges
1530 Capitol Avenue
Sacramento, CA 95814