1. THIS APPLICATION IS BEING SUBMITTED TO THE COMPREHENSIVE PROGRAM.

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

3. Project Director Name and Address:
   Name: Peter O. Haslund
   Title: Asst Professor, Political Science
   Institution: Santa Barbara City College
   Tel.: (805) 965-0581
   Street Address: 721 Cliff Drive
   City: Santa Barbara State: California Zip: 93109

4. Do you agree to participate in the experiment in Field Advising?
   Yes [x] No [ ] (See Section IV for explanation)
   (Areas of expertise are Political Science and use of videotape in classroom)

5. Institutional Information (If applicable): Highest Degree Offered A.A. and A.S.
   Type of Institution: Private [x] Public [ ]
   Approx. Total Enrolled: 8,000

6. Budget and Duration: Starting Date: July 1, 1975 Ending Date: June 30, 1976
   1st Yr. $50,000 2nd Yr. $31,000 3rd Yr. Total:

7. Proposal Title: Variable Modular College Calendar

8. Brief Abstract of Proposal: This proposal would implement a ten-module per year calendar concurrently with a traditional two-semester and summer session calendar on an experimental basis in order to evaluate the concept and to resolve the administrative problems of a hybrid calendar.

9. Authorizing Official: Name: Glenn G. Gooder
   Title: Superintendent/President
   Date: [Signature]

*If applicable

Enc. 4
5.2-f
1/9/75
VARIABLE MODULAR COLLEGE CALENDAR

Statement of the Problem

The semester calendar, currently in use at Santa Barbara City College, and many other institutions, has features which are both advantageous and disadvantageous. Many alternatives have been considered and each offers certain improvements while at the same time requiring sacrifices of some of the assets of the others. The "lame-duck" post-Christmas session of the conventional semester calendar can be eliminated by an early start in the Fall but only by conflicting with summer employment and vacation plans of students and by sacrificing a good "mesh" with local high school calendars. The 4-1-4 calendar solves many of the problems of the traditional semester calendar but also requires an early Fall start. The quarter system has been used with varying success elsewhere, but it still suffers from not synchronizing well with high school calendars, and it has been criticized for the trend to intensification while still involving several simultaneous courses.

Any of these plans must, for practical purposes, be adopted by the entire College; and, therefore, whatever advantages are gained are offset by concomitant losses so that the result is always a compromise.

Many courses are ideally taught under one form of calendar, while others are more suited to another calendar. Thus, where instruction may be improved in some areas by a change in calendar, it is likely to be degraded in others. The adoption of one calendar usually implies the rejection of all others. As a consequence, material in many courses may be either compressed or extended to meet calendar constraints rather than to optimize the learning process.

One concept that has been proposed offers the flexibility to accommodate to any of these plans and may be used concurrently with any of them. This plan
is referred to here as the Variable Modular College Calendar. Under this plan, the academic year is divided into ten four-week "modules." Intensive courses could be presented during a single module or, with less intensity, could be spread out over two, three, or four modules, with the student taking one, two, three, or four courses at a time, depending on their intensity.

This proposal envisions implementing such a plan on an experimental basis for two years. The grant monies will be spent to conduct preliminary research, to provide instructor released time to permit restructuring of the courses involved, to define and implement the additional record-keeping required, and to evaluate the impact and long-term potential of the concept in the community college environment.

Expected Outcomes

The direct outcome of the proposed project would be an evaluation of the feasibility and the advantages and disadvantages of such a concept in a two-year community college. It is anticipated that much will be learned of the overall effect of such a mixed calendar arrangement upon the various academic programs, upon the budget, data processing and records, and the difficulties of articulating with high schools and with other colleges and universities. Certain programs, such as biology or geology, for example, can be greatly enhanced by extended field trips, but such trips would now interfere with other courses and must be confined to weekends or other brief periods.

Another effect may be to attract new students who are engaged in seasonal work, or the person whose interest is limited to only one or two courses. This would tend to increase even further the diversity of students in the community college, and the diversity of possible course and program offerings.

A third outcome is the possibility that the College can better serve community needs by arranging to offer one-month (single module) intensive credit.
or non-credit, courses for local employers who might wish to send groups of employees for special in-service training. Similarly, the College could organize one-month institutes or mini-courses in areas of topical interest to the community in general.

The specific objectives of the project are:

-- To evaluate the effects of a hybrid calendar in a community college in terms of its potential for course improvement.

-- To determine the effect of a hybrid calendar on diversification of both course offerings and on the student enrollees.

-- To measure the degree of student/faculty satisfaction with the added flexibility.

-- To determine the administrative implications of a hybrid calendar.

-- To work out the mechanics of implementing a hybrid calendar in a community college.

-- To provide a potential model for use by other similar colleges across the country.

**How the Objectives Are to Be Accomplished**

During the Fall semester, 1975, the preparations will be made to inaugurate the Variable Modular College Calendar in Spring, 1976. Partial released time will be provided for up to twenty interested faculty members who wish to restructure courses to take advantage of the optional, more intensive format.

During this period, additional effort will be needed to identify the special requirements for record-keeping and data processing imposed by the institution and the state, and the practical problems of scheduling and articulation with other courses and programs which are still geared to the semester calendar. The methods of handling these problems will be worked out
so that the experiment can be started in the Spring semester, with the introduction of several restructured courses.

In the Spring, those instructors who have stated their desire to participate in the experiment will begin offering courses over periods of one or two modules. This will continue through the Summer session, composed of two modules, and the Fall, 1976, semester. The program will continue through the Spring semester, 1977, during which an evaluation will be conducted.

Evaluation of the Variable Modular College Calendar will be partly subjective and partly quantitative. The numbers of students and faculty members showing interest, the degree of restructuring of courses and administrative procedures, and the difficulties encountered with scheduling and articulation will be evaluated. A major factor in the evaluation will also be the number and diversity of new course offerings generated under the plan. Subjective measures will be the degree of satisfaction with the project on the part of students and instructors as measured by questionnaires and opinionnaires.

Project Impact Beyond Institution

It is believed that this proposed project is the first attempt to implement a fully flexible modular plan in a community college, and indeed may be the first attempt in any institution of postsecondary education. While modular arrangements are known to have been tried successfully elsewhere, they usually supplant, rather than supplement, the more traditional calendar, and their implementation requires a major restructuring of all college programs. The proposed concept is responsive to the student and instructor who may need or desire to work within a more traditional framework, but allows a maximum of diversity of choice.

Thus, the proposed project will serve as a model for other community colleges. A final evaluation report will be made available to any college which may be investigating the potential for such a plan on its own campus.
**Budget**

The budget for the first year includes released time for a half-time director who will teach the other half-time and one-fifth released time for up to twenty instructors to restructure courses, a total of $37,500. An additional records clerk will be needed to handle the added load in the Records Office, and it is estimated that a system analyst will be engaged half-time for one semester to determine the procedures and data processing requirements. Other items are a trip for one week to observe the manner in which the modular system works at Colorado College, and a modest amount for materials, supplies, and publications.

In the second year the half-time director and records clerk continue, and one-fifth released time is allowed for a committee of ten instructors to do a thorough evaluation.
1. THIS APPLICATION IS BEING SUBMITTED TO THE COMPREHENSIVE PROGRAM.

2. Applicant or Agency: **Santa Barbara City College**
   
   Street Address: **721 Cliff Drive**
   
   City: **Santa Barbara**  State: **California**  Zip: **93109**

3. Project Director Name and Address:
   
   Name: **Pablo G. Buckelew**  Title: **Director, Tutorial Center and Asst Prof., Foreign Languages**
   
   Institution: **Santa Barbara City College**  Tel. **(805) 965-9381 (Ext. 298)**
   
   Street Address: **721 Cliff Drive**
   
   City: **Santa Barbara**  State: **California**  Zip: **93109**

4. Do you agree to participate in the experiment in Field Advising?
   
   Yes  No (See Section IV for explanation)

5. Institutional Information (if applicable): Highest Degree Offered **A.A. and A.S.**
   
   Type of Institution: **Public**  Approx. Total Enrolled: **8,000**

6. Budget and Duration: Starting Date **July 1, 1975**  Ending Date **June 30, 1976**
   
   1st Yr. **$80,000**  2nd Yr. **$70,000**  3rd Yr. **$50,000**  Total **$200,000**

7. Proposal Title: **REACH (Realizing Educational Advancement in the Community and the Home)**

8. Brief Abstract of Proposal: This project will take counseling and tutorial services to the educationally disadvantaged adult. By offering counseling, diagnostic testing, and self-paced training in English and mathematics, these adults, who have left school before the ninth grade, will be helped to formulate personal educational goals, to be motivated to pursue them, and to develop the necessary basic skills to enable them to succeed.

9. Authorizing Official: **Name:** **Glenn G. Cooder**
   
   **Title:** **Superintendent/President**
   
   **Date**

   *(Signature)*

*If applicable*
REACH
(Realizing Educational Advancement in the Community and the Home)

STATEMENT OF THE PROBLEM

Recent studies have shown that there is a substantial population of adults in the Santa Barbara metropolitan area who have completed fewer than eight or nine years of formal education. Many of these adults are Spanish-speaking with little or no fluency in English. Aggravating the problem are many who are literate in neither Spanish nor English. As might be expected, these persons are engaged mainly in farm work or menial service occupations. They have no job mobility and are chronically unemployed.

One study*, covering census tract 8 in south-central Santa Barbara, found that about 85 percent of sampled adults had had eight years or less of formal schooling. Almost 70 percent of these had never heard of adult education classes offered by Santa Barbara City College, and many said that they would attend such classes if they knew more about them.

Although the programs of the College are open to any person over 18 who can reasonably expect to profit from attending, it is evident that many do not take advantage of the available opportunities. There are three basic reasons for this failure. The proposed project addresses each of these barriers. They are:

- Lack of information about available educational opportunities.
- Lack of required basic skills, particularly in reading and mathematics, to take advantage of educational opportunities.
- Fear of an alien environment.

Lack of information — Many older adults, and particularly people from disadvantaged neighborhoods, do not have access to information regarding the availability of educational opportunities and services. Existing programs for disseminating such information are carried out through the high schools and do not reach them. New methods and approaches are needed whereby these older persons can learn of the range of opportunities open to them.

If the adult residents of the lower-income neighborhoods can be provided with information about educational opportunities, a new segment of the community, not now served by the College, will be reached. The mission of Santa Barbara Community College District to be a truly Community College will then be more fully and effectively carried out.

Lack of Required Skills — If the groups described above, formerly excluded from postsecondary education, are to profit from the college experience, it will be necessary not only to disseminate information about the College, but also to assist many of them in the development of certain basic skills. Many of these adults speak only Spanish, and a sizeable percentage of these are functionally illiterate in both Spanish and English. Deficient English language skills are a primary cause of many adults not participating in postsecondary education. Bailon’s data indicate that as many as 24 percent of the adults who were unaware of Adult Education programs would like to improve their English language skills. The Association of Teachers of English as a Second Language has pointed out that a person scoring below 80 percent on TOEFL English

language tests will probably not succeed in most regular postsecondary academic courses. It is therefore apparent that development of basic English language skills is pre-requisite to a reasonable expectation of success in the postsecondary academic environment.

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

Fear of An Alien Environment - Many older adults perceive the College as a place for youngsters, and they feel they would be out of place and uncomfortable attending classes in a college environment.

Others, from economically disadvantaged communities, see the academic world as middle-class and are hesitant to move into such a world which they perceive as somewhat alien.

EXPECTED OUTCOMES

This project responds to each of the above barriers. Through this concept - Realizing Educational Advancement in the Community and the Home (REACH) - the College will literally "reach out" to these adults, taking the College into their communities and their homes. It will use the media they are familiar with, the places where they normally congregate, and the organizations and institutions that they are familiar with, to introduce them to the possibilities that postsecondary education offers, what it can mean to them, and the ways in which these possibilities can become realities for them.

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

The participants will receive advice on the opportunities that are available for adults to resume or continue their education and the advantages that can accrue to them. Tests will be administered to determine their present level of capability in basic areas such as reading and computation, and training will be provided as needed to correct deficiencies. The REACH project will also provide counseling to the participants to assist them to arrive at realizable objectives and to show them how to pursue these objectives. Follow-up will be conducted on each participant to provide continuing counseling and evaluation of progress.

Specific objectives of the REACH project are:

- To recruit and train a corps of ten paraprofessionals from the target communities, who will in turn recruit participants, administer diagnostic tests, counsel adults on educational benefits and opportunities, and tutor in basic language and mathematical skills.

- To develop and/or acquire materials needed to conduct an educational deficiency evaluation program and to provide basic skills training with emphasis on English language skills.

- To recruit from target communities as a pilot group of 120 adults who wish to improve their employment prospects and enrich their lives through education.
To conduct small group and individual testing and counseling sessions leading to establishment of educational goals by at least 100 of the participants.

To increase participants' scores on English language and reading comprehension tests, computational tests and vocabulary tests by an average of at least 15 percentile points.

To counsel and assist at least 80 such participants to enter a level of formal education consistent with their goals and abilities.

To follow these adults as they pursue their formal education in order to evaluate their success and to provide continuing counseling and encouragement.

HOW THE OBJECTIVES ARE TO BE ACCOMPLISHED

There are two key elements in the REACH concept: (1) the use of carefully selected members of the target communities in a paraprofessional capacity under the direction of a certificated teacher-counselor, and (2) the use of homes, churches, and community centers in the target communities. The paraprofessionals, because of their own cultural backgrounds will be sensitive to the needs and problems of the adults being served and will lessen the inherent feelings of cultural alienation between the participants and their teachers. To further facilitate the transition to the world of education, counseling, testing, and tutoring will be done first in the homes of participants and then in their community gathering places, where they are comfortable and confident.

Paraprofessionals will be given one week of intensive pre-service training, followed by 80 hours of in-service training in skill diagnosis, individualized instruction, teaching of language skills, evaluation of learning, etc. Methods of training will parallel those now successfully used on the College campus for peer counselors and tutors. Over the past few years, over 250 such paraprofessionals have been trained by the Santa Barbara City College Learning Resources Center staff to provide instructional support for nearly every academic subject offered by the College, and particularly in basic skills such as reading, language development, and basic mathematics.

Testing instruments will include those which have been successfully used on the campus, such as the Nelson-Denny Reading Test, SR/SE Study Skills Survey Test, Gilmore Oral Reading Test, and the Wide Range Achievement Test.

For Spanish-speaking adults, materials such as the Lado English Series, with minor modifications, will be used, along with Spanish readers for those who cannot read Spanish. A new technique known as Formula Phonics, which has been successfully used on campus, will also be used to teach reading to the illiterate English-speaking adult. "Situational modules" will be developed to supplement these basic materials. These packets will contain vocabulary builders in English which are based on specific occupations or situations. A person aspiring to work in a trade, for example, would use a module which is rich in words describing tools, machines and skills with which that trade is concerned.

The project will be assisted throughout by a Community Advisory Council consisting of representatives of minority community organizations. The organizations and agencies which have been invited to participate as of this writing are the following:
La Casa de la Raza
El Concilio de la Raza
National Association for the Advancement of Colored People
Association of Mexican-American Educators
Quabajai Chumash Association (American Indian)
Native American Awareness
Alianza Cultural Mexicana
Community Relations Department, City of Santa Barbara
Community Action Commission
Catholic Social Services
Santa Barbara Urban Tribal Program

In addition to advising the staff, the Council will assist the project by helping in the recruitment of paraprofessionals and participants, in supplying floor space for conducting classes, seminars, and counseling or testing sessions. The Council will meet at least monthly with the Project Director to advise him of the impact of the project in the community and on how it might be made more effective.

EVALUATION

Although there will be on-going evaluation of the project throughout its life with feedback during in-service training sessions, the entire project will undergo a formal evaluation at the end of the year. This evaluation will be coordinated by the campus Office of Institutional Research, assisted by an evaluation committee formed from members of the Advisory Council, and will consist of several components.

1. Quantitative test results - The instruments used for diagnostic testing at the beginning of the project will also be applied as post-tests to evaluate participants' progress.

2. Analysis of statistics on numbers of people initially contacted, number eventually recruited, attrition rate, attendance at scheduled sessions, number who eventually achieve educational objectives or enter formal education elsewhere.

3. Questionnaires to be designed by the evaluation committee and distributed to the Community Instructors and participants. These questionnaires will evaluate attitudes and measure the first-hand observations of those most immediately involved in and affected by the project.

The committee will be asked to submit a report to the full Advisory Council and the College Board of Trustees at the end of the first year, including recommendations for improvement of the program.

PROJECT IMPACT BEYOND THE INSTITUTION

The REACH Project, in addition to opening up possibilities for a better future for its participants and introducing a new clientele to the College, can act as a model for the accomplishment of similar objectives elsewhere. In particular, the adjacent college districts of Allan Hancock College in Santa Maria to the north, and Ventura and Moorpark Colleges to the south of Santa Barbara, serve metropolitan areas that are quite similar to that in Santa Barbara.

The experience of the REACH project here could easily be carried over to these Colleges and to many of the other community colleges throughout California, the Southwest, and perhaps the United States.
BUDGET

Of the estimated $80,000 first-year expenses of the project approximately $65,000 will be for salaries of a professional director and ten paraprofessional instructors. The remainder will cover employee benefits, clerical help, development of instructional materials, and general office expense.

In subsequent years, the cost of material development will be considerably less, and the Project Director is expected to be required less than full-time. Thus, budget for the second and third years is reduced. Further, in the third year, it is expected that the College will assume the entire salary of the Project Director and all incidental expenses of the project.
1. This application is being submitted to the Comprehensive Program.

2. Applicant Institution
   Name and Address: Santa Barbara Community College District
   Street Address: 721 Cliff Drive
   City: Santa Barbara State: California Zip: 93109

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

4. Do you agree to participate in the experiment in Field Advising?
   Yes X No

5. Institutional Information (if applicable): Highest Degree Offered: A. A.
   Type of Institution: Private X Public Approx. Total Enrolled: 8,000/12,000 Credit/non-credit

6. Budget and Duration: Starting Date: July, 1975 Ending Date: January, 1978
   1st Yr. $23,850 2nd Yr. $18,000 3rd Yr. $2,600 Total: $44,450

7. Proposal Title: Developing Voluntary Support for California Public Community Colleges

8. Brief Abstract of Proposal: The Santa Barbara Community College District proposes
   a program of in-service training in the form of workshops and institutes related
   to the development of voluntary support for California public community colleges.
   It is expected that representatives from at least 70 colleges with an enrollment
   of 800,000 students will participate in the project. The services of professional
   experts in the fields of voluntary support development, public relations, fund-
   raising, and investment will be utilized. Provision will be made for the exchange
   of information and expertise by the participants. Expected outcomes will include:
   (1) trained personnel at minimal cost; (2) significant increases in voluntary
   support for California community colleges during the next three years; and (3)
   the demonstration of effective development programs for public community colleges.

9. Authorizing Official: Name: Glenn G. Gooder
   Title: Superintendent-President

   Date: January 10, 1975
   ____________________________ (Signature)
Santa Barbara Community College District proposes a program for Developing Voluntary Support for California Public Community Colleges

The Santa Barbara Community College District proposes a program of in-service training in the form of workshops and institutes related to the development of voluntary support for California public community colleges. It is expected that a minimum of two representatives from at least 70 colleges with an enrollment of 800,000 will participate in the project.

A. Statement of the Problem

Rapid growth in enrollments in the public community colleges of California has continued during a time when California taxpayers have balked at recommended increases in state or local support for education. While other systems of higher education have taken advantage of philanthropic support or private support, California public community colleges have been, for the most part, slow to seek such support.

The fact has been recognized that the economic pressures of public institutions of higher education might be relieved somewhat by means of organizing financial campaigns with staffs of public relations, publicity, and fund-raising personnel. Indeed, the appeal to the taxpayer, the administrator, and the legislative branches of government may be that stimulating such gifts will provide for a "margin of excellence" not likely to be sustained otherwise.

Currently there are over 100 "open door" public community colleges in California with a total enrollment of 1,025,000 students. In a recent study forty-three colleges reported being served by an affiliated non-profit foundation established for the purpose of soliciting and receiving voluntary support in behalf of the colleges. Thirty-seven colleges not served presently by affiliated foundations indicated considerable interest in the foundation concept, and eighteen of them revealed they were in the process of establishing such foundations.

While a few foundations affiliated with California community colleges have been relatively successful, there are indications that existing foundations have not provided for complete development programs. The programs might include, but not be limited to, a development office, program goals and objectives, public relations activities and publicity, an active alumni association, membership in organizations concerned with development, volunteer groups with specific assignments, provisions for annual programs of fund-raising and periodic major campaigns, and procedures for consulting with and serving the needs of prospective donors.

There is evidence of need for in-service training, workshops, and institutes related to development programs for those college staff members who may have responsibility for or interest in such programs. Development programs affiliated with public community colleges in other parts of the United States have been served well by such workshops and institutes. However, such programs, when presented by commercial or private organizations are nearly prohibitive in cost and are often not directly related to the concerns and interests of public community colleges.

B. Description of Expected Outcomes of the Project

Expected outcomes for the project include, but may not be limited to, the following:

1. A minimum of two representatives from at least 70 California public community colleges will have received six days of in-service training in the area of development of voluntary support.

2. Information and experience will have been provided to each participant regarding
   a. development programs
   b. program goals and objectives
   c. public relations activities and publicity
   d. alumni associations
   e. membership in organizations concerned with development
   f. volunteer groups with specific assignments
   g. programs of fund-raising and major campaigns
   h. procedures for consulting with and serving the needs of donors

3. Literature and printed reference materials related to the project will have been furnished to all participants.

4. Training and assistance in the establishment of affiliated non-profit foundations will have been provided to those colleges interested in having such foundations.

5. Significant increases in voluntary support for California public community colleges based upon data to be collected and evaluated as part of the project.

6. The project will have provided a demonstration of effective development programs for public community colleges.

7. A final written report of the project will have been furnished to all participants and to the funding agency.

C. Description of How the Objectives Are to be Accomplished

All California public community colleges (over 100) will be contacted by means of letter and accompanying literature on the proposed workshops. Tentative programs for the workshops would be included. The colleges would be asked to
indicate whether or not they have an interest in the training workshops. Those indicating an interest in the workshops would be asked to identify two representatives (not more than three) from each institution and to agree to pay for travel, room and meals for their own representatives. Participants in the workshops are expected to be those who have the capability of returning to individual campuses to implement what they have learned. Once satisfactory commitments to the workshops were obtained, the program for the workshops would be finalized. Professional experts and consultants would be retained to provide the training itemized in Section B of this narrative. The consultants selected would be chosen for their eminence in their respective fields and for the abilities to instruct and motivate.

It is likely that three workshops would be conducted during the initial year. The first workshop would be a one-day session for those colleges wishing to take the first steps in establishing a nonprofit foundation which would be affiliated with the college. This workshop would likely take place in late November, 1975, at Santa Barbara, California.

A four-day workshop—the main thrust of the project—would be conducted in mid-January, 1976, and would include all participants. This workshop will be held in Santa Barbara, California.

Four one-day review and evaluation workshops would be conducted on a regional basis throughout the State in the late Spring. These workshops would provide opportunity for completing data reports, review and evaluation of the project and the development programs of the individual colleges.

For those wishing to receive graduate credit for participation in the project, arrangements will be made with one or more of the graduate schools in California to provide this on an optional basis, the expense to be borne by the individual participants desiring the credit.

Workshop programs for the second year of the project would be largely the outgrowth of the needs and interests expressed in the evaluation workshops of the initial year. Visits to individual colleges to provide assistance with specific problems or concerns could be anticipated for consultants and/or the project director.

The third year of the project will be primarily for collecting data and writing a final evaluation. This work will be done by the project director with some assistance.

D. Description of the Project's Impact Beyond the Institution

The Santa Barbara Community College District is proposing this project not only to serve its own interests and its own constituency, but also to serve the needs and interests of the largest network of postsecondary education in the free world. Once completed, the demonstration of effective development programs for public community colleges may serve the needs and interests of other colleges throughout the United States.
Funds derived by efforts which have been encouraged as a result of this project may serve students and communities well into the future. Funds would be used for such purposes as student scholarships, student financial aid, books and manuscripts, buildings and equipment, general operation, and unrestricted use.

Appendix A is a letter from the Office of the Chancellor, California Community Colleges, in support of this project.
Program Budget For Initial Year

1. Professional Expert and Consultant Fees $7,200
   \[8 \times \$180 = \$1,440 \times 4 \text{ days} = \$5,760\]
   \[4 \times \$180 = 720 \times 2 \text{ days} = \$1,440\]
   \[\frac{\$7,200}{\$7,200}\]

2. Project Director (coordination, research, evaluation) 1,200
3. Coordination Assistance 2,400
4. Clerical Assistance 1,800
5. Consultant Transportation 2,600
6. Per Diem Expenses (Consultants) 1,200
   \[8 \times \$30 \text{ per diem} = \$240 \times 4 \text{ days} = \$960\]
   \[4 \times \$30 \text{ per diem} = 120 \times 2 \text{ days} = \$240\]
7. Project Director, travel and per diem 1,200
8. Printing and duplicating 4,250
    \[
    \$25 \text{ per participant} \times 170 \text{ participants}
    \]
9. Supplies 1,000
10. Facilities rental 1,000

\[\$ 23,850\]