RETENTION OF DISADVANTAGED STUDENTS
AT SANTA BARBARA CITY COLLEGE

(CONTINUING PROGRAM)

Under the
Vocational Education Amendments of 1968
P.L. 90-576, Part A, Section 102(b)
Programs for Disadvantaged Persons
Fiscal Year July 1, 1976--June 30, 1977

Submitted by Melvin J. Elkins
Santa Barbara City College

I certify that: All programs, services and activities covered by this application will be operated in accordance with the Act, Regulations, Statement of Assurances, and the California State Plan for Vocational Education, except as noted* No Exceptions.

(Signed) __________ Date __________

District Superintendent
Dr. Glenn G. Gooder

Contact Person: Melvin J. Elkins
Title Assistant Dean, Occupational and Career Education
Phone (805) 965-0581

FOR STATE USE ONLY

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*If no exceptions, so indicate
The Santa Barbara Community College District hereby gives the following assurances:

1. All programs, services, and activities covered by this application will be operated in accordance with the Act, Regulations, and the California State Plan for Vocational Education.

2. The assurance of compliance with Title VI of the Civil Rights Act of 1964, dated and filed February 18, 1965 applies to this application.

3. Each occupation-centered curriculum will be established and maintained with the advice and cooperation of a representative advisory committee. Minutes of advisory committee meetings will be maintained along with an up-to-date list indicating the name, title, and address of each committee member.

4. Instruction will provide effective learning situations and will duplicate as nearly as possible conditions in the occupation itself.

5. Curriculum guides, course outlines, and/or courses of study are on file and indicate the educational and performance objectives.

6. Training for an occupation will be carried to the point of developing marketable skill, abilities, understandings, attitudes, and work habits sufficient to enable the trainee to secure and hold a job in that occupation or to prepare the trainee for advanced vocational education programs of less than a baccalaureate degree.

7. The instructional program is directly related to existing or anticipated employment opportunities, and there is reasonable expectation of employment opportunities at the completion of training as verified by advisory committees, the California State Employment Development Department, and other sources.

8. Vocational guidance—including effective selection, placement, and follow-up of students—will be provided as a continuing part of the vocational program.

9. Instructional personnel possess adequate professional qualifications for teaching and are occupationally competent in the subject area of instruction. Personnel qualifications showing the credential held and occupational experience are on file.

10. Expenditures of state and district funds for vocational education during the school year ending June 30, 1975, were not less than those for the school year ending June 30, 1974, except None.*

11. Federal funds requested in this application under Part B of the Act will not supplant or replace state or district funds.

12. The necessary records will be maintained to document total vocational education expenditures, programs, services, and activities set forth in this application. These records will be available for use in the preparation and submittal of annual reports as required by the state, and for the regular post-audit of the district.

13. Due consideration has been given by the district to the development of vocational education programs for the handicapped and for the disadvantaged as defined in the State Plan and the Act.

14. This application includes all vocational education activities of the district under Part B of the Act that qualify under the State Plan.

*Indicate any exceptions by an "X" and fully explain in an addendum. If no exceptions, write "None."
Form VE-1.1f
APPLICATION FOR FUNDS UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968 (P.L. 90-576)
PART F, CONSUMER AND HOMEMAKING EDUCATION
School Year July 1, 1976 - June 30, 1977

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DISTRICT: SANTA BARBARA COMMUNITY COLLEGE
ADDRESS: 721 Cliff Drive, Santa Barbara, CA 93109
SUPERINTENDENT: Dr. Glenn G. Gooder


I certify that: All programs, services, and activities covered by this application will be operated in accordance with the Act, Regulations, Statement of Assurances, Form 1.2f, and the California State Plan for Vocational Education, except as noted* No Exceptions.

and

I certify that: The amount of funds available will be fully expended according to stated requirements in the letter of notification, except the release of the following amounts:

**Funds Released**

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(Signed) District Superintendent: Dr. Glenn G. Gooder

Person preparing this application: Melvin J. Elkins

Assistant Dean, Occupational and Career Education

Phone (805) 965-0581

<table>
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<tr>
<th>WHEN APPLICABLE:</th>
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<td>--- Chamber of commerce</td>
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*If no exceptions, so indicate.
Form VE-1.2f

STATEMENT OF ASSURANCES
FOR
CONSUMER AND HOMEMAKING EDUCATION

The Santa Barbara Community College district hereby gives the following assurances:

1. The programs, services, and activities covered by this application will be operated in accordance with the Act, Regulations, and the California State Plan for Vocational Education.

2. All activities covered by this application are in compliance with titles VI and VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30) of Division 1 of Title 5, California Administrative Code. A statement of compliance with Title VI of the Civil Rights Act of 1964 was dated and filed with the California State Department of Education February 18, 1965.

3. The Consumer and Homemaking Education program shall meet the following minimum standards:
   (a) The program is based on the social and cultural conditions of the community and needs of youth and families as identified and stated in the District Plan for Vocational Education.
   (b) The program is planned and evaluated with the advice and involvement of the students, parents, administrators, and representatives of community groups and agencies.
   (c) The program is giving primary emphasis to consumer aspects in each of the following: management of finances, resources, and services; child development and family relations; housing and home furnishings; foods and nutrition; clothing and textiles.
   (d) The program is designed to prepare youth and adults for the role of homemaker, including management techniques for homemakers who are employed outside the home.
   (e) Teachers of Consumer and Homemaking Education are participating in state and/or local inservice education activities and/or other ancillary activities related to identified needs for developing and strengthening the instructional program.
   (f) Instruction in Consumer and Homemaking Education is being given by a qualified teacher who holds a valid California credential which authorizes teaching in the subject assigned.
   (g) Provision will be made for Future Homemakers of America—Home Economics Related Occupations (FHA-HERO) activities whenever and wherever possible to extend and expand the consumer and homemaking education program. Activities of the organization are an integral part of the instructional program and shall be supervised by teachers of consumer and homemaking education. All necessary arrangements for supportive assistance are considered to be appropriate expenditures of federal vocational education and district funds.

4. Due consideration is being given by the district to the development of programs for individuals and families in economically depressed areas or areas with a high rate of unemployment.

5. Expenditures of state and district funds for vocational education during the school year ending June 30, 1975, were not less than those for the school year ending June 30, 1974, except ___None___.

6. Federal funds requested in this application under Part F of the Act will not supplant state or district funds.

7. The necessary records consistent with those suggested on page 9 will be maintained to document total vocational education expenditures, programs, services, and activities set forth in this application. These records will be available for use in the preparation and submittal of annual reports as required by the state, and for the regular post-audit of the district.

8. This application includes all vocational education activities of this district under Part F of the Act that qualify under the state plan.

*Indicate any exceptions by an "X" and fully explain in an addendum. If no exceptions, write "None."
Form VE-1.1a
Vocational Education Project
Application for Funds

UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968
P.L. 90-576, PART A, SECTION 102(b)
PROGRAMS FOR DISADVANTAGED PERSONS
FISCAL YEAR JULY 1, 1976—JUNE 30, 1977

Santa Barbara Community
School district Code Z County Santa Barbara Code 42
District address 721 Cliff Drive, Santa Barbara, CA 93109
Superintendent Dr. Glenn G. Gooder
Project title Retention of Disadvantaged Students at Santa Barbara City College

The attached Budget Summary and Statement of Assurances, plus the District Plan for Vocational
Education dated March 12, 1976, constitute a firm request for assistance from funds
available through the Vocational Education Amendments of 1968, Public Law 90-576, Part A, Section
102(b), Programs for Disadvantaged Persons.

I certify that:
All programs, services, and activities covered by this application will be operated in accordance with the
Act, Regulations, Statement of Assurances (Form VE 1.2a), and the current California State Plan for
Vocational Education.

(Signed) Dr. Glenn G. Gooder
Date
(One copy must have original signature.)

Person administering program:
Name Melvin J. Elkins Title Assistant Dean, Occupational and Career Education
Phone (805) 965-0581
Area code Number

Check appropriate space: Previous years of funding:
New program 1975-76 $ 18,000
Expanding program 1976-77 $
Continuing program 1976-77 $
Form VE-1.2a

Statement of Assurances

The Santa Barbara Community College district gives the following assurances:

1. All programs, services, and activities covered by this application will be operated in accordance with the Act, Regulations, and the California State Plan for Vocational Education.

2. All activities covered by this application are in compliance with the California Fair Employment Practices Act and Titles VI and VII of the Civil Rights Act of 1964, as amended. A compliance statement was dated and filed with the State Department of Education on: February 18, 1965

3. Each project will be established and maintained with the advice and cooperation of a representative advisory committee. Minutes of advisory committee meetings will be maintained along with an up-to-date list indicating the name, title, and address of each committee member.

4. Federal funds requested in this application under Part A, Section 102(b), of the Act will not supplant state or district funds.

5. The accuracy of the financial information contained in this application has been reviewed by the fiscal office of this district.

6. The necessary records, consistent with those suggested in the subsection entitled "Files and Documentation" of the "Instructions for Preparing and Submitting Application for Funds under the Vocational Education Amendments for 1968, P.L. 90-576, Part A, Section 102(b)," will be maintained to document vocational education expenditures, programs, services, and activities set forth in this application. These records will be available for use in the preparation and submission of annual reports as required by the state and for the regular post-audit of the district.

7. In cases involving the joint participation of students enrolled in this district and those enrolled in private nonprofit schools for the purposes of this project, provisions have been made to avoid forming classes that are separated by school enrollment or religious affiliation.

8. The responsibility for the supervision and evaluation of this project will remain with this school district regardless of subcontractual agreements with private nonprofit schools.

9. Services which may be provided under this project for students of private nonprofit schools are not being offered at the schools which these students normally attend.

10. Federal funds made available to this project will not be commingled with state and local funds so as to lose their identity as federal funds, and a separate accounting system will be maintained to identify expenditures for students from private nonprofit schools.

11. Students served by this project shall be in need of some special program, service, or activity that is especially designed to overcome a handicapping condition that keeps them from succeeding in a regular vocational education program, and such supporting evidence shall be on file and subject to audit.
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B. FORMS

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C. APPENDIXES

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1. NEEDS

Three urgent needs have been identified on the Santa Barbara City College Campus: the recruitment and retention of disadvantaged persons into the regular vocational program and their subsequent placement into meaningful employment.

Retention:

During the 1974-75 school year an intensive and successful effort was made to develop a retention procedure to assist disadvantaged students who were not succeeding in the regular vocational education program. Utilizing an EOPS counselor, peer-counselors, a student services para-professional, clerical staff, and tutorial services - disadvantaged students were identified, contacted, and assisted in overcoming difficulties that were not allowing them to succeed.

During the 1976-77 school year it is felt that more effort should be spent on making available more career information to EOPS disadvantaged students who are desirous of choosing an occupation, plus making available peer-counselors and tutors who would be assigned specifically to some 60 pre-vocational or vocational students (20% increase over 1975-76).

Recruitment:

Santa Barbara City College has and will continue the recruitment program which is geared to serve some 260 disadvantaged students during the 1975-76 school year; however, plans are to serve upward to some 312 students during the 1976-77 school year.

Santa Barbara City College will continue its use of two full-time Human Relations assistants to perform this function.

Placement:

Santa Barbara City College has and will continue its efforts in job placement during the 1976-77 school year. Some 2,240 students received part and full-time employment through this function during 1974-75.

2. GOALS

By the use of a half-time career technician, one Student Services Director, two Human Relations assistants, a secretary, and approximately twelve tutors and twelve peer-counselors, this project is meant to operate on two very distinct but important levels.

A. The continued retention of disadvantaged persons who are not succeeding in the regular program of vocational studies because of either academic disadvantages due to language, reading and/or writing, and computational deficiencies; or socioeconomic disadvantages due to hostile or apathetic
attitudes. The goal is to continue the retention program developed this past year by identifying, contacting, and following-up on each disadvantaged person to assure their continuance and success in the regular program.

B. Recruitment:

1. On-campus recruitment of disadvantaged students who are undeclared: Students who have been culturally, socially, or linguistically isolated from employment and/or educational opportunities will be recruited to enter realistic and meaningful vocational programs, such as Licensed Vocational Nursing, Registered Nursing, Inhalation Therapy, Secretarial/Clerical, Auto Mechanics, Cosmetology, Marine Technology, Corrections, Interior Design, and Nursery School.

2. To expand an intensive off-campus program for disadvantaged students who probably will not succeed in a regular program because of the effects of the following disadvantaging conditions: members of ethnic minority groups which have been discriminated against; persons who have been isolated from cultural, educational and/or employment opportunities; persons who, because of a combination of environmental, cultural and historical factors, lack motivation for obtaining an education or a job skill. Follow-up will be made on these recruited disadvantaged students to assure that they are making successful progress in the regular vocational programs.

3. To develop and publish media in Spanish indicating all of the vocational programs offered at Santa Barbara City College. By this means, those disadvantaged persons suffering from linguistic isolation will be able to more easily approach the college and enroll in appropriate vocational programs.

4. To assist the Dean of Occupational and Career Education in studying different program options which could be adopted at Santa Barbara City College. By developing alternative ways of completing vocational programs, disadvantaged persons who are unemployed or underemployed can be more easily recruited into a vocational program and thereby be able to have vocational skills that will render him employable within a short period of time.

3. MEASURABLE PERFORMANCE OBJECTIVES (for Retention)

A. All disadvantaged students (approximately 60) who have indicated an occupational goal will be identified, contacted, and counseled. Appropriate referrals will be made depending upon their disadvantaging condition.

The evaluation procedure will be the documentation of these disadvantaged persons, identified, contacted, and referred. See Appendixes j and k.

This objective will be completed each semester this project is in operation. The total number of students to be contacted in the 1976-77 school year is 260. By referring them to the appropriate supportive service,
what is hoped for is the overcoming of the disadvantaged conditions by the utilization of appropriate supportive services. See Appendix h 8.2; economic/financial aids; total Spanish speaking persons/conversational English classes for the Spanish speaking; personal or family counseling in the Student Services; academic difficulties counseling/tutoring in the Learning Center.

B. To contact an estimated (based upon prior years) twelve students who will be on academic probation (below 2.0 GPA). To assure their success in school by tutoring and remediation and counseling, financial aids for these students and their re-enrollment into the college (where applicable). This objective will take one year.

4. DURATION

The Retention project through EOPS peer-counseling and tutorial service are to be expanded during the 1976-77 school year. Expenditures will take place from September 1, 1976, through June 10, 1977.

5. PLAN OF OPERATION

A. The EOPS director will continue overall administrative responsibilities for student progress, records, etc; the Tutorial Center director will continue overall administrative responsibilities for selection of tutor, tutor training, accountability of students learning, and diagnostic testing; also including the Human Relations assistants all will be involved in making referrals; and resolving student personal problems. See Appendix k.

The Career Education Technician (full-time - of which 1/2 is to be paid from this project) will disseminate information on careers for those students who desire to pursue some occupational program.

B. Location:

The new location for our Tutorial Center (in Campus Center building) will house tutorial and basic education functions; the EOPS office, Human Relations assistants' offices, and the Career Education Center will be housed in the Student Center building. The implementation of this project will mesh with and be complementary to existing supportive services on the campus.

C. Methods to be Used:

Peer-counselors will be employed to recruit and retain disadvantaged students. The peer-counselors will be required to have successfully completed a peer-counselor training program and to be enrolled in a practicum for continued in-service training in their helping skills. The peer-counselors will be under the direct supervision of the counselor assigned to the project and the EOPS director.

This project calls for time to be set aside for the translation of college materials for students into Spanish.
The Tutorial Center, Counseling Center, Career Information Center, Financial Aids, Veterans Center, EOPS and other resources will continue to be utilized in referring disadvantaged students. These resources are set up to help overcome the disadvantaging effects of these students.

Special diagnostic testing and counseling will continue to be used. See Appendix J. An attempt is being made to provide for special registration periods.

Special procedures developed for this project will continue to be used for the helping of disadvantaged students in completing financial aids applications and scholarship applications.

In the area of job placement, special help will continue to be made available to assist disadvantaged students to write their resumes and complete job applications.

In the areas of specialized and oversubscribed vocational programs: Marine Technology, LVN, RN, Radiologic Technician and Nursery School, students recruited and assisted by this project will be called to the attention of the screening committees. Follow-up on these students admitted will be of utmost importance because of the nature and difficulty of these programs.

D. Implementation of objectives stated in Section 3:

1. Retention:

Disadvantaged vocationally oriented students who are on probation or not succeeding in the regular program because of academic disadvantages (language, reading/writing, and computational deficiencies) or are not succeeding because of socioeconomic disadvantages (hostile or apathetic attitudes) or because of financial difficulties, will continue to be identified, contacted and referred appropriately by the students services specialists and the peer-counselors. Follow-up will be made to ensure that the student reaches the referral point and is serviced. Please refer to Appendix J.

6. PERSONNEL QUALIFICATIONS

Requirements for the program planned for 1976-77 will include the following:

A. Time commitment of at least 5 hours per week for a counselor now a member of the Santa Barbara City College staff. Duties to include the following:

1. Liaison with counselors and students at high schools in the service area.
2. Liaison with community groups, business and industry.

3. Provide counseling services for students involved in the program as part of recruitment, retention and follow-up.

4. Assist in the development of reports and program evaluation.

5. Demonstrated ability to work with disadvantaged and/or minority students. See Appendixes a and b.

6. Demonstrated ability to organize and work with students on a variety of college related projects including the training of peer-counselors. See Appendixes a and b.

7. Understanding and awareness of all college resources that could be used as part of a program for the disadvantaged such as the Tutorial Center or project REACH. See Appendix b.

B. Employment of ten peer-counselors who, under the direction of the EOPS counselor will:

1. Provide peer-counseling for students recruited for the program.

2. Assist in the identification, recruitment and retention of disadvantaged students.

3. Assist in program evaluation.

Projected qualifications to include the following:

4. Bilingual or bicultural desirable.

5. Completion of thirty units of college work or equivalent.

6. Successful completion of a peer-counseling training program.

C. Employment of ten student tutors who under the direction of the director for the Tutorial Center will:

1. Administer program; i.e., research, evaluation, etc.

2. Insure qualifications of student tutors. See Appendix c.

3. Peer tutoring.

D. Time commitment of at least six hours/week from the director of the Tutorial Center (Personal qualifications are included in Appendix a).
7. DISADVANTAGED TO BE SERVICED

A. Those disadvantaged persons who are on campus will be identified as disadvantaged by means of:

1. Probationary status due to academic deficiencies or socioeconomic barriers.

2. GPA below 2.0.

3. Student is undeclared and test scores indicate that student needs remediation in basic English skills and computational skills.

4. Student withdrew from school due to academic difficulties or economic problems that did not allow student to continue or succeed in the regular program.

5. Financial Aids Referrals: Disadvantaged persons in need of supportive services (academic or counseling).

6. Disadvantaged not EOPS, but who are disadvantaged under VEA regulations.

7. Tutorial Center Referrals: Students who cannot succeed because of personal, socioeconomic difficulties.

B. How the nature of the disadvantaged condition will be identified:

The nature of the disadvantaged condition will be identified along the following categories:

1. Academically disadvantaged - these individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

2. Language (speaking/comprehension) deficiency.

3. Reading and/or writing deficiency.

4. Computational deficiency: These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational program. Persons in this category may have one or more of the following characteristics: serious difficulties in comprehending concepts, insufficient computational skills to compete effectively with peers.

5. General education deficiency: Individuals in this group have educational deficiencies which are principally responsible for their inability to succeed. Some indicators are: low achievement scores, poor attendance records, school dropout or potential school dropout, unaware of educational procedures and/or opportunities, lacks parental support and guidance because of parent's own lack of education.

-6-
6. Socioeconomic or other nonacademic effects: These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform a successfully executed vocational program: hostile or defiant attitudes, passive or apathetic attitudes. See Appendixes e and g.

7. Economically disadvantaged: Individuals in this group are not succeeding or cannot succeed in a regular program for one or more economic reasons. These individuals may be geographically isolated, need economic assistance, be unemployed or underemployed. See Appendix e, "Use of Financial Statement."

The nature of the disadvantaging condition (according to the aforementioned categories), will be identified by the Counselor or Human Relations Assistants after counseling with the disadvantaged person.

If the nature of the disadvantaging condition is that the student had to withdraw from school to support his family, then the condition would be determined as economic. If because of motivational difficulties that would not allow him to succeed, then his disadvantaging condition would be determined as motivational. Communication problems will be determined by placement on the English Placement Test. Inability to communicate in English because the person is strictly Spanish speaking would be determined as linguistic isolation.

If the disadvantaged persons are not approaching the college and applying for admission because of cultural or linguistic isolation from the community, this would be the determination of the condition.

C. The district intends to overcome these disadvantaging conditions by doing the following:

1. Assist in breaking down the cultural or linguistic barriers by outreach into the community and facilitating the admissions and registration process.

2. Place and support those disadvantaged students with academic handicaps in appropriate classes, and assist them in contacting tutors and the Learning Resource Center.

3. Refer and secure financial assistance for those whose disadvantaging condition is economic.

4. Place in ESL (English as a Second Language) classes those students whose disadvantaging condition is linguistic isolation.

5. Referral to jobs, those students who are ready to compete in the job market to remedy an economically handicapping condition.

6. Refer to counseling and counsel those disadvantaged students whose disadvantaging conditions are due to cultural or social conditions, or motivational difficulties.

7. Counsel faculty that deal with disadvantaged students so that they can assist these students in overcoming their disadvantaging conditions.
D. Required Statistical Information:

1. Estimated number of students enrolled in regular vocational educational programs - 1,423.

2. Estimated number of disadvantaged persons, as defined, enrolled in vocational education - 107 (83 in 1975-76).

3. Estimated number of disadvantaged students, as defined, from non-profit private schools who will participate in this project - 5.

4. Estimated rate of youth unemployment - 16-21 years of age is 11% - Minorities estimated to be 16%.(1)

5. Estimated current rate of school dropouts of 23%. (Reflects attendance records at Santa Barbara City College.)

6. Estimated number of disadvantaged persons, as defined, that the proposed project will serve will be 360.

8. INVolVEMENT OF PRIVATE NONPROFIT SCHOOLS

Community liaison and recruitment involving the counselor assigned and the Human Relations Aid that will include contacts at private parochial high schools in the college service area are:

Bishop Diego
Laguna Blanca

9. INVolVEMENT IN THE COMMUNITY

Some formal involvement with the community has been established at Santa Barbara City College. Also, much rapport has been established between our campus EOPS department and the community. Specific communication has occurred with Casa De La Raza, El Concilio De La Raza, NAACP organizations, and Indian Council.

Further, several community representatives do serve on our eighteen member EOPS Advisory Committee. See Appendix f.

10. EVALUATION

The evaluative methods to be used in the determination of the success of this project will be the keeping of logs and folders on the disadvantaged students recruited, contacted, and serviced. Computer studies will be devised and run every semester to determine academic performance, withdrawal rates, enrollments, etc.

In each of the areas of performance objectives, the advisory group will be given monthly progress reports. The advisory group will be invited to review the logs, documentations and computer studies whenever they decide to see such materials. At all times the advisory community group will be asked to contribute suggestions and input as to the execution of this project. Their suggestions, comments, and ideas will be taken into consideration and, as much as possible, incorporated into the project.

(1) EDD figures.
A. For Retention Specifically:

1. In the contacting and referring of the approximately 60 occupational disadvantaged students, monthly reports will be made as to the progress in contacting and referring of these students. At the end of each semester, computer studies will be made as to the progress of each of these disadvantaged students and to the addition of any new disadvantaged students in the probationary lists. Any new students will be contacted and serviced.

2. On any disadvantaged students that withdrew from school, logs will be kept as to the contacts and re-enrollments. The re-enrollments of these students will be handled in a specialized way so that counts can be taken as to how many of these students re-enrolled for the following semester. Monthly reports will be made as to the progress of this operation.

3. In the contacting of the 60 disadvantaged vocational students who are below a 2.0 GPA, logs and folders will be kept to determine services rendered. Monthly progress reports will be made to determine progression of this objective. Each semester computer studies will be made to chart academic growth and increase of GPA of these students.

11. RELATIONSHIPS WITH PART B SET ASIDE FUNDS

A. Programs which we have developed with specific intent to pre-screen and accept economically disadvantaged students; i.e., Cosmetology, Nursery School, and Community Health Technician programs. We hope to tie directly the EOPS and Tutorial functions together.

B. With future programs planned; i.e., Landscape Horticulture and Metals Fabrication, we also hope to tie together disadvantaged students training and support service needs.

C. With the expansion of our Cooperative Work Experience program (new Director's position), we hope to serve more disadvantaged students through work station placement in the community.

12. DOCUMENTATION OF ACHIEVEMENT IN PREVIOUSLY FUNDED PROJECTS

Santa Barbara has received VEA Part A funds in the amount of $18,000 for 1975-76. Also, we have received the following sums through State EOPS projects:

- 1973-74 - $28,351
- 1974-75 - $45,978
- 1975-76 - $62,200

Retention and progress statistics for previous years are listed in Appendix d.

13. COST FACTORS

All costs projected for the program will be directly related to the identification, course placement, support and follow-up of the disadvantaged
persons who might be interested in vocational programs at Santa Barbara City College.

The cost per student for the 1976-77 year as reflected in the proposed budget and the number of projected persons to be served will be approximately $747.01.

A. Projected Budget for the 1976-77 School Year:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>One EOPS Director full-time (16% x 19,999)</td>
<td>$3,199.00</td>
</tr>
<tr>
<td>One Tutorial Director full-time (20% x 13,405)</td>
<td>2,681.00</td>
</tr>
<tr>
<td>Two Human Relation Assistants full-time (16% x 23,375)</td>
<td>3,740.00</td>
</tr>
<tr>
<td>One Career Technician full-time (50% x 10,000)</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Twelve Peer-Counselors</td>
<td>11,664.00</td>
</tr>
<tr>
<td>One Secretary - hourly</td>
<td>386.00</td>
</tr>
<tr>
<td>Twelve Peer Tutors</td>
<td>17,496.00</td>
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<tr>
<td>Office Supplies</td>
<td>302.00</td>
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<tr>
<td>Travel Mileage</td>
<td>200.00</td>
</tr>
<tr>
<td>Conference Expenses</td>
<td>153.00</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$44,821.00</strong></td>
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</table>

**NOTE:** The aforementioned budget is a complete budget required to support the retention activities involving some 60 students enrolled in our occupational programs. Only a portion of these costs are reflected in the request for supplemental monies. See Schedule A.1.
### Proposed Expenditures — Part A, Section 102(b), of the Vocational Education Amendments of 1968

**Programs for Disadvantaged Persons**

**Fiscal Year Ending June 30, 197_**

<table>
<thead>
<tr>
<th>REGION</th>
<th>SOUTHERN</th>
<th>CODE</th>
<th>COUNTY</th>
<th>SANTA BARBARA</th>
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#### VOCATIONAL EDUCATION PROGRAM (EXPENDITURES ROUNDED TO NEAREST DOLLAR)

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<tr>
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<tr>
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<td>4500—Other expenses of director</td>
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<td>4300—Other expenses of instruction</td>
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<td>5100—Miscellaneous expenses</td>
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<tr>
<td>Less: Anticipated income</td>
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</table>

*Community colleges number from Budgeting and Accounting Manual, California Community Colleges, 1974*
### Form VE-3.1a

**Proposed Expenditures** – Part A, Section 102(b), of the Vocational Education Amendments of 1968

**Programs for Disadvantaged Persons**

Fiscal Year Ending June 30, 1977

Supplementary Schedule of Code 00 ("Other")

<table>
<thead>
<tr>
<th>REGION</th>
<th>SOUTHERN</th>
<th>CODE</th>
<th>COUNTY</th>
<th>SANTA BARBARA</th>
<th>CODE</th>
<th>DISTRICT</th>
<th>CODE</th>
<th>SPECIAL CODE</th>
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<tbody>
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<td></td>
<td>SANTA BARBARA COMMUNITY COLLEGE</td>
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<td>69294</td>
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**BREAKDOWN OF EXPENDITURES LISTED UNDER CODE 00 ("OTHER") ON FORM VE-2.1a**

(ROUNDED TO NEAREST DOLLAR)

<table>
<thead>
<tr>
<th>Classes of expenditures</th>
<th>Vocational guidance and counseling 90.01</th>
<th>Evaluation 90.02</th>
<th>Professional development 90.03</th>
<th>Research 90.04</th>
<th>Work experience education 90.05</th>
<th>Other ancillary 90.06</th>
<th>Total (Other) 00</th>
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</thead>
<tbody>
<tr>
<td>Administration of vocational education</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>1800—Director’s salary</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>2000—Classified salaries</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>4500—Other expenses of director</td>
<td></td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
</tbody>
</table>

**Instruction**

| 1300 (1200*)—Supervisors’ salaries                |                                          |                  |                                |                | 17,496                         | 34,160               |                  |
| 1100—Teachers’ salaries                           |                                          |                  |                                |                |                                 |                      |                  |
| 1900 (1400*)—Other certificated salaries          |                                          |                  |                                |                |                                 |                      |                  |
| 2000—Classified salaries                          | 16,664                                   |                  |                                |                |                                 |                      |                  |
| 4100—Textbooks                                    |                                          |                  |                                |                | 17,496                         | 34,160               |                  |
| 4300—Other expenses of instruction                |                                          |                  |                                |                |                                 |                      |                  |
| 5100—Miscellaneous expenses                       |                                          |                  |                                |                |                                 |                      |                  |
| Contracted instruction                             |                                          |                  |                                |                |                                 |                      |                  |

**Proposed direct expenditures**

| 13                                           | 16,664                                   |                  |                                |                | 17,496                         | 34,160               |                  |

**Indirect expenditures**

| 14                                           | XXX                                      | XXX              | XXX                            | XXX            | XXX                            | XXX                  | XXX              |

**Total proposed current expenditures**

| 15                                           |                                          |                  |                                |                |                                 |                      |                  |

**Capital outlay**

| 6400—Vocational education equipment             |                                          |                  |                                |                |                                 |                      |                  |
| 6000—Other capital outlay                      |                                          |                  |                                |                |                                 |                      |                  |

**Total proposed program expenditures**

| 19                                           | 16,664                                   |                  |                                |                | 17,496                         | 34,160               |                  |

**Less: Anticipated income**

| 21                                           | NOT APPLICABLE                           |                  |                                |                |                                 |                      |                  |

**Expenditures above income**

| 22                                           | 16,664                                   |                  |                                |                | 17,496                         | 34,160               |                  |

*Community colleges number (from *Budget and Accounting Manual, California Community Colleges, 1974*)
### Schedule A.1

Analytical Statement of Proposed Program Expenditures on Forms VE-2.1a and VE-3.1a

<table>
<thead>
<tr>
<th>REGION</th>
<th>SOUTHERN</th>
<th>CODE</th>
<th>COUNTY</th>
<th>SANTA BARBARA</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT</td>
<td>SANTA BARBARA COMMUNITY COLLEGE</td>
<td>CODE</td>
<td>69294</td>
<td></td>
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</tr>
</tbody>
</table>

**ANCILLARY - TUTORIAL** Program

<table>
<thead>
<tr>
<th>Account number</th>
<th>Computation</th>
<th>Expenditures reported on VE-2.1a &amp; VE-3.1a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4500</td>
<td></td>
<td></td>
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<tr>
<td>1300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1200*)</td>
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</tr>
<tr>
<td>1100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1400*)</td>
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</table>

*Community colleges
<table>
<thead>
<tr>
<th>Account number</th>
<th>Computation</th>
<th>Expenditures reported on VE-2.1a &amp; VE-3.1a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>3 hours/week x 60 students x $2.70 x 36 weeks = $17,496</td>
<td>$17,496</td>
</tr>
<tr>
<td>4100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6400</td>
<td>It is not necessary to itemize; however, equipment costing $300 per unit or more should be reported on Schedule D.</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less:</td>
<td>Anticipated income: NOT APPLICABLE</td>
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</table>

Occupational program according to *Vocational Education and Occupation* Bulletin OE-80061

<table>
<thead>
<tr>
<th>Code number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.06</td>
<td>Ancillary - Tutorial</td>
</tr>
</tbody>
</table>

For departmental use only

R.S.  
B.C.  
U.C.  

-13(a)-
# Schedule A.1

Analytical Statement of Proposed Program Expenditures on Forms VE-2.1a and VE-3.1a

<table>
<thead>
<tr>
<th>REGION</th>
<th>CODE</th>
<th>COUNTY</th>
<th>CODE</th>
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<tbody>
<tr>
<td>SOUTHERN</td>
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<td>42</td>
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<tr>
<td>DISTRICT</td>
<td></td>
<td>SANTA BARBARA COMMUNITY COLLEGE</td>
<td>69294</td>
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GUIDANCE AND COUNSELING (EOPS) Program

<table>
<thead>
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<th>Computation</th>
<th>Expenditures reported on VE-2.1a &amp; VE-3.1a</th>
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</thead>
<tbody>
<tr>
<td>1800</td>
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<tr>
<td>2000</td>
<td></td>
<td></td>
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<tr>
<td>4500</td>
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<tr>
<td>1300 (1200*)</td>
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<tr>
<td>1100</td>
<td></td>
<td></td>
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<tr>
<td>1900 (1400*)</td>
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*Community colleges
<table>
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<th>Account number</th>
<th>Computation</th>
<th>Expenditures reported on VE-2.1a &amp; VE-3.1a</th>
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</thead>
<tbody>
<tr>
<td>2000</td>
<td>a. 1/2 contractual salary for (Spanish speaking) Career Education Technician. (.5 x $10,000)</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>b. 2.0 hours/week x 60 students x $2.70 x 36 weeks = $11,664</td>
<td>11,664</td>
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<tr>
<td>4100</td>
<td>NOTE: These costs provide for twelve Peer Counselors.</td>
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<td></td>
<td>TOTAL: $16,664</td>
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<tr>
<td>4300</td>
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<td>5100</td>
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<td>6400</td>
<td>It is not necessary to itemize; however, equipment costing $300 per unit or more should be reported on Schedule D.</td>
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</table>
VITA

Pablo G. Buckelew
2026 Bath Street
Santa Barbara, California
963-2395

DIRECTOR, TUTORIAL SERVICES

Personal Information

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

Educational Background

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

Degrees Received

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

Professional/Honorary Organizations

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

Teaching and Related Experiences

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

Related Interests

1971-1972 Chairman of the Learning Resources Committee
1973-present Member of the Santa Barbara City College committee on Interdisciplinary Education
1971-1972 Member of original Steering Committee of La Casa de la Raza
(community cultural center).
Appendix b

VITA

Gilbert Robledo
1422 Valerio Street
Santa Barbara, California
966-1959 (Home)
965-0581, Ext. 242 (Work)

DIRECTOR, EOPS

Personal Information

Name: Gilbert Robledo
Birthplace: Santa Paula, California
Birthdate: September 1, 1940

Marital Status: Married
Children: Daughter, Maya
Health: Excellent

Education


B.A. in sociology, University of California at Santa Barbara, 1964. Major emphasis on social disorganization and criminology.

M.A. in sociology, California State University, San Diego, 1968. Maintained grade point average of 3.5. Studied under prominent urban sociologist, demographer and criminologists. Masters Thesis Title: "Residential Mobility and Juvenile Delinquency."


Work Experience

1965-1966 Research Assistant, part-time, Sociology Department, California State University, San Diego, while in Masters program.

Oct. 1966 to Feb. 68 Assistant Probation Officer, Santa Barbara County Probation Department, at Santa Maria, California. Casework counseling with male and female, 18 years of age and older.

Feb. 1968 to Aug. 69 Deputy Probation Officer II, San Diego County Probation Department in the Adult Services. Intensive casework and group counseling with predominantly Chicano, Black and low-income Anglo probationers, misdemeanor and felony offenders.
Sept. 1969  Sociology and Chicano Studies Instructor, San Diego City College.  
Courses taught: Introduction to Sociology; Introduction to  
Chicano Studies, two semester sequence; Chicano History in the  
United States; Chicano History in California; and Community  
Development and the Chicano, two semester sequence. The first  
year I also worked 2/5's time as an advisor/counselor to Chicano  
and other students in the Counseling Department. I served on  
numerous campus committees, developed the Chicano Studies cur-  
riculum and established the permanent Chicano Studies Department.  
I served as faculty member on the S.B. 164 Student Special Ser-  
vices Advisory Committee and actively implemented the recruitment  
and supportive services component for all minority and low income  
students on campus. I also helped in preparing the proposal for  
La Raza Consortium, a community based supportive services project  
for Spanish speaking students at five Community Colleges in the  
San Diego area, funded by HEW.

Sept. 1971  Assistant Professor of Mexican-American Studies, California  
State University, San Diego. Courses taught: Mexican-American  
in Transition (Social Problems); Contemporary Problems in the  
Barrio, upper division; Field Studies, both lower and upper  
division; Special Study; and team taught an urban semester 15-  
unit block class in the community.

July 72  Associate Director, Chicano Federation of San Diego County,  
funded by the United Way of San Diego. I assisted in administrating  
a county-wide operation of advocacy and direct services for the  
economic and social betterment of Chicanos. I was second in  
command of this community based organization and was responsible  
for the internal operations of the physical plant which included  
several components. I substituted for the Executive Director  
and served as the official spokesman and representative of the  
organization in his absence.

Mar. 73  Coordinator, Graduate Minority Program, Office of Graduate Studies  
and Research, University of California, San Diego. In charge  
of establishing a program of recruitment and retention of graduate  
minority students that will pursue doctoral programs at UCSD. The  
basic thrust of the program is to recruit Native American, Black,  
and Chicano College graduates from California. I provided gui-  
dance and counseling of students in the area of graduate schools,  
career plans, financial aid, housing, employment of spouses and  
maintained casework files on each prospective applicant. I  
worked in conjunction with the Graduate Minority Program Advisory  
Committee, composed of minority faculty and graduate students  
and some majority faculty also. Coordinated closely with existing  
campus departments such as EOP, financial aid, affirmative action,  
personnel, student affairs, medical school minority recruiter,  
undergraduate counselors and many other campus groups. In  
addition, I worked closely with 19 different department chairmen  
and departmental graduate admissions committees.

Sept. 73  EOPS Counselor, Santa Barbara City College.  
to present

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Community Activities

Past Involvements:

American G.I. Forum, past member of Santa Barbara, Santa Maria, and San Diego Chapters, (Mexican American Veterans organization); Ad Hoc Committee for the Improved Education of the Mexican American in the San Diego Unified School District, 1968-69; Adult Advisory Board, San Ysidro Teen Post, 1968-69; Adult Advisory Board, San Ysidro Teen Post, 1968-69; San Diego County Urban Coalition, Law & Justice Task Force, 1968; Delegate, Chicano Federation of San Diego County, 1969-70; Faculty Advisor, MECHA, San Diego City College, 1969-71; Member, MECHA, California State University, San Diego, 1971-72; Member, Board of Directors and Executive Committee, Legal Aid Society of San Diego County, 1971-72; Trustee, San Diego County Bail Fund Committee, 1971-73; Secretary, Board of Directors, Model Ex-Offenders, Inc. San Diego, 1972-73; Trabajadores De La Raza, San Diego Chapter, 1972-73, (A Chicano social workers organization); Ad Hoc Committee for planning long-range housing needs for minorities in La Jolla, California, 1972-73.

In the summer of 1971 at the request of a segment of the Mexican American community I was a candidate for Mayor of the City of San Diego. It was a "grass roots" campaign and out of a field of 14 candidates we placed sixth.

Association of Mexican American Educators, Santa Barbara and San Diego Chapters; Ad Hoc Committee for Chicano Civil Rights (Immigration); Member, MECHA, UCSD; Chicano Studies Committee, MECHA, UCSD; La Raza Faculty Association, CCC; California Community Colleges Expanded Opportunity Programs and Services Association, Member Executive Committee, 1975.
JOB DESCRIPTION
Tutor

I. Definition:
Tutor works with individual students in specific vocational subjects under the direct supervision and guidance of a certificated member of the staff. This work will encompass:

1. Subject matter competence.
2. Basic study skills, note taking, previewing text books, test taking, scheduling of time, vocabulary building, the use of the library and other institutional resources.

II. Duties and Responsibilities:
1. Under supervision initiates contact and arranges meetings with individual study-partners; assesses specific problems and needs; aids, instructs and encourages study-partner in regular one-to-one tutoring sessions.
2. Keep instructors informed of student progress in tutoring sessions.
3. Attend regular in-service training meetings.
4. Meet with study-partner both in lab situations and for individual tutoring with consistency and punctuality.
5. Keep all required records; time cards, progress reports, and study-partner applications.
6. Keep instructor(s) informed of student(s) progress. Make reports as requested by instructor(s).

III. Employment Standard:
1. All tutors will be classified as probationary tutors for a period of six months.
2. No applicant will be discriminated against on the basis of race, color, religion, sex, age or ethnic background.

IV. Education and Experience:
1. Applicant must meet specific minimum requirements set by the supervisory staff and a teacher in the applicant's subject area.
2. Previous experience as a tutor would be helpful but not necessary.
Education and Experience (continued)

3. College background and academic degrees are useful and will be considered by screening committee, but other factors such as a demonstrated working knowledge of the subject to be tutored and demonstrated ability to communicate it to others will be of primary importance.

V. Knowledge and Abilities:

1. Indicate the ability to communicate on a one-to-one basis with individuals of varied backgrounds including bilingual and bicultural students.

2. Indicate flexibility and the ability to adapt to a wide variety of students' needs.

3. Indicate willingness and ability to cooperate with other tutors from a wide variety of backgrounds and viewpoints. The desire of the Tutorial Center is to build a climate of cooperation and close interpersonal relationship among its staff.
### SANTA BARBARA CITY COLLEGE EOPS STUDENT PROGRESS EVALUATION

**Academic School Year 1973 - 1974**

<table>
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<tr>
<th>CHARACTERISTICS</th>
<th>FALL '73</th>
<th>SPRING '74</th>
<th>FALL '74</th>
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<td>Students Served</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>TOTAL</td>
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<tr>
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<td>47</td>
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<tr>
<td>TOTAL</td>
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<td>Black</td>
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<td>Indian</td>
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<td>with GPA of 2.00 - 2.49</td>
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<td>Black</td>
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<td>6</td>
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</tr>
<tr>
<td>Chicano</td>
<td>10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Indian</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other minority</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>28%</td>
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<tr>
<td>Students Completing 12 units or more</td>
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<tr>
<td>Black</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Chicano</td>
<td>28</td>
<td>42</td>
<td>56</td>
</tr>
<tr>
<td>Indian</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>Other minority</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>70%</td>
<td>60</td>
</tr>
</tbody>
</table>

Appendix d

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REFERENCE: MANPOWER PROFILE. Santa Barbara East Side, Santa Barbara County U.S. Department of Labor, Manpower Administration, Lawrence Berkeley Laboratory, 1972.

The total population of Census Tracts 8 and 9 located in the Santa Barbara East Side at the 1970 Census totaled 10,979 persons. The ethnic composition of the population reveals that the Spanish speaking segment is a majority with 46.4% and 12.3% listed as Black. The total ethnic population totals approximately half of the total population.

While the median age for the total population is 29.3 years old, the Black and Spanish speaking groups age median is 20.0 and 22.0 years old respectively. Basically, the ethnic group is composed of relatively more young people.

Of the total population one-half have less than a high school education and while the median educational attainment for Whites is 11.4 years of education, the Blacks is 11.0 years and the Spanish speaking have only 9.3 years.

Dividing the population into occupational groups reveals that the Spanish speaking and the Blacks compose the largest number of those in low pay and low status jobs. The figures show that 31.3% of the Whites are employed in defined low pay and low status occupations compared to 44.9% of the Blacks and 45.0% of the Spanish speaking.

Relative to income the number of persons in Tracts 8 and 9 listed as in poverty state equaled 24.7% of all persons. The "near poor" with income less than 125% of poverty level totaled 32.2% of all persons and 14.6% represent the "poor poor" or those with less than 75% of poverty level.

In summary, the statistics describe the majority of residents in Census Tracts 8 and 9 as an ethnic minority, in his early twenties, with less than a high school education employed or eligible for a low paying and low status occupation.
1975-76 MEMBERS OF EOPS ADVISORY COMMITTEE

Voting Members:

Abdul Akoni - Lecturer/Faculty Representative

Elvira Tafoya - Instructor/Faculty Representative

Kathleen Goebel - Student Representative

Tanya Wright - Student Representative

Arthur Jimenez - Probation Officer, County of Santa Barbara
              Community Representative

John Dyson - Community Representative

Resource Individuals:

Alicia Abesilla - Human Relations Assistant

Kevin Jeter - Human Relations Assistant

Melvin J. Elkins - Assistant Dean, Occupational and Career Education

Al Silvera - Administrative Dean, Student Services and Activities

Gilbert Robledo - EOPS Director/Counselor
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 post-secondary 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


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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 post-secondary 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.
o To conduct small group and individual testing and counseling sessions leading to establishment of educational goals by at least 100 of the participants.

o 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.

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

o 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:
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.
Part 8 ABSTRACT

California Community College Santa Barbara City College

8.1 Summary of Grand Total Budget Expenditures (Part 1.3)

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<th>Application Request</th>
<th>Allocated (For State Use)</th>
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<tbody>
<tr>
<td>8.11 1975-76 Grand Total EOPS Funds (Part 1.32)</td>
<td>$351,604</td>
</tr>
<tr>
<td>8.12 1975-76 Grand Total District Funds (Part 1.33)</td>
<td>$862,978</td>
</tr>
<tr>
<td>8.13 Number of Students Served (Part 4.1)</td>
<td>672</td>
</tr>
<tr>
<td>8.14 Cost Per Student (line 8.11 ÷ 8.13)</td>
<td>$523.22</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 16% full-time and 321 or 8% part-time students with annual family income of $6,000 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 10 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, $254,000 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.
**FAMILY FINANCIAL STATEMENT (FFS) 1975-76**

**THE AMERICAN COLLEGE TESTING PROGRAM**

TO THE APPLICANT: You are completing the Family Financial Statement (FFS) as part of the process of applying for financial assistance for postsecondary education. ACT will process the information you provide and report it to you and the institutions and agencies of your choice. All information will be treated confidentially. Send your completed FFS and the correct fee (see page 4) to ACT in the envelope provided. DO NOT fold this document. DO NOT send any other documents to ACT unless told to do so.

To avoid delay in the processing of your FFS, you should read and follow instructions carefully. Every item is important. Also, to ensure prompt delivery of your STUDENT FINANCIAL AID REPORT (SFAR), enter below the address where you will receive mail from now until the time financial assistance would begin. If you change address, be sure to report a forwarding address to your local post office.

**INSTRUCTIONS:**
- Use a soft (No. 2) lead pencil.
- Respond to every item.
- Mark your answer in each space with a single stroke of the lead pencil. Do not cut off the ends of the pencil lead.
- Fill in the correct square in each box and grid (blacken) the correct response listed below.
- Leave one box blank between words.
- Grid (blacken) the correct oval beside each response. Leave one box blank between responses.
- Leave one box blank.

**EXAMPLE:**

1. 3
2. 4
3. 5

**IMPORTANT:** DO NOT FOLD, STAPLE, OR ATTACH TAPE TO THIS FORM.

---

### STUDENT APPLICANT'S NAME

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT APPLICANT'S ADDRESS (From Now Until Aid Would Be Received)

<table>
<thead>
<tr>
<th>House Number</th>
<th>Street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### STUDENT APPLICANT'S CITY

<table>
<thead>
<tr>
<th>City</th>
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<td></td>
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</tbody>
</table>

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### STATE CODE

<table>
<thead>
<tr>
<th>State Code</th>
<th>Zip Code</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

### DATE OF BIRTH

<table>
<thead>
<tr>
<th>Year Born</th>
<th>Month</th>
<th>Day</th>
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</thead>
<tbody>
<tr>
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### APPLICANT'S SOCIAL SECURITY NUMBER

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
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<td></td>
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</tbody>
</table>

### APPLICANT'S EDUCATIONAL LEVEL FALL 1975

<table>
<thead>
<tr>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### APPLICANT'S CLASS STANDING FALL 1975

<table>
<thead>
<tr>
<th>Standing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### WHEN DOES APPLICANT WANT FINANCIAL ASSISTANCE? MARK ONE

- Summer term 1975 only
- Summer term 1975 through May 1976
- Sep.-Nov. through May 1976
- Sept.-Oct., through August 1976
- Fall term 1975 only
- Fall term 1975 through May 1976
- Spring term 1976 only
- Summer term 1976 only
- Summer term 1976 through May 1977
- Other

---

### APPLICANT IS A U.S. CITIZEN OR NATIONAL

- Yes
- No

### APPLICANT IS A VETERAN

- Yes
- No

### APPLICANT IS A HIGH SCHOOL OR OTHER HIGH SCHOOL GRADUATE

- Yes
- No

---

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### Student Applicants' 1974 U.S. Income Tax Information

**Estimate Income for Both Applicant and Spouse in Item 8.** See Instructions.

**INSTRUCTIONS:**

1. **TAX EXEMPTIONS:** Enter total exemptions claimed (to be claimed) on applicant's 1974 U.S. Income Tax Return.
2. **ADJUSTED GROSS INCOME:** Enter Adjusted Gross Income as it appears (will appear) on applicant's 1974 Return.
3. **SMALLER INCOME:** Enter the smaller Adjusted Gross Income if the incomes of both husband and wife are reported.
4. **FEDERAL INCOME TAX:** Enter Income Tax as it appears (will appear) on applicant's 1974 Return. Do not enter amount withheld on W-2 Form or balance sent to the Internal Revenue Service when the Return was filed. **OTHER INCOME:** Enter other income received (to be received) in 1974.

### Student Applicants' Current Asset Information

#### SAVINGS AND INVESTMENTS:

Enter the total market value of all savings and investments. Include the sum of current savings, checking accounts, stocks, bonds, and real estate. Do not include the market value of applicant's home if it was listed under Home Value. **BUSINESS OR FARM UNTIL:** Enter the present unpaid mortgage on applicant's home.

**DEBT AGAINST INVESTMENTS:** Enter the sum of debts against the investment, listed under Savings and Investments.

**BUSINESS OR FARM:** Enter the current market value of applicant's business.

**SHARE OF OWNERSHIP:** Enter applicant's share of ownership of business or farm.

**EXAMPLES:**

- **100%** = 100
- **50%** = 50

### Financial Questions

- **Did (or will) applicant live in parents' (guardians') home for more than two consecutive weeks during 1974?**
- **Did (or will) applicant receive 50% or more in financial assistance from parents or guardians during 1974?**
- **Did (or will) parents or guardians claim applicant as a dependent for Federal Income Tax Exemption in 1974?**

**IF ANY ANSWER IN BLOCK P IS YES, PARENTS' SECTIONS MUST BE COMPLETED.**
THE WORD PARENT(S) MEANS THE PERSON(S) PROVIDING FINANCIAL SUPPORT FOR THE APPLICANT.

**PARENTS: MOST RECENT U.S. INCOME TAX INFORMATION**

Most items in BLOCK O request information from parents' most recent U.S. Income Tax Return. If parents' income tax information appears inconsistent with published U.S. Income Tax tables, ACT will ask the applicant to check for and correct mistakes. Delay and expense can be avoided by using parents' most recent Return and following instructions carefully.

- **IF PARENT(S) DID NOT FILE A U.S. INCOME TAX RETURN FOR 1973 AND WILL NOT FILE FOR 1974, complete item (5) for 1974. Grid 4 for all other items in this block. See Instructions (5) and (8).**

- **IF PARENT(S) DID NOT FILE A U.S. INCOME TAX RETURN FOR 1973, BUT WILL FILE FOR 1974, estimate items (1) through (7) for 1974. Estimate 1975 income in item (8). See Instructions.**

**INSTRUCTIONS:**

1. **TAX EXEMPTIONS:** Enter total exemptions claimed on parents' most recent U.S. Income Tax Return.
2. **ADJUSTED GROSS INCOME:** Enter Adjusted Gross Income as it appears on parents' most recent Return.
3. **SMALLER INCOME:** Enter the smaller Adjusted Gross Income if the income of both husband and wife are reported.
4. **FEDERAL INCOME TAX:** Enter U.S. Income Tax from parents' most recent Return.
5. **DID OR WILL PARENTS FILE A JOINT RETURN?** Yes, No
6. **OTHER INCOME:**

**EXAMPLE:** Enter $560.00

**PRESENT VALUE OF ITEMS APPLY**

- **LAST TAX RETURN FILED**
  - Grid One
  - 1973
  - 1974
  - Did not file for 1973 and will not file for 1974
  - Did not file for 1973, but will file for 1974

**PARENTS' CURRENT ASSET INFORMATION**

- **ANSWER EACH ITEM:**
  - If item does not apply grid.
  - If parents are not home, business, or farm owners, complete items (3) and (4) and grid for other items. See Instructions (3) and (4).

**INSTRUCTIONS:**

1. **HOME VALUE:** Enter the market value (saleable value) of parents' home.
2. **HOME MORTGAGE:** Enter the present unpaid mortgage on parents' home.
3. **SAVINGS AND INVESTMENTS:** Enter the total market value of parents' savings and investments. Include the sum of current savings and checking accounts, stocks, bonds, and real estate other than home, farm, or business.
4. **DEBTS AGAINST INVESTMENTS:** Enter the sum of debts against the investments listed under Savings and Investments.
5. **BUSINESS OR FARM VALUE:** Enter the current market value of parents' business or farm.

**EXAMPLES:**

- **100%**
  - 100
  - 50%
RETENTION OF DISADVANTAGED VOCATIONAL STUDENT

Human Relations Asst. Peer-Counselors Recruitment

Disadvantaged Student Seeking Vocational Major

EOPS Input

Outside Agencies
- EDD
- Voc. Rehab.
- Probation
- NYC

Admissions & Records
- Petition of grades
- Petition for reinstatement
- Residence problems

Learning Resource Center
- Remediation
- Tutoring
- Conversational English
- Learning Skills

Counseling Center
- Personal Counseling
- Academic Counseling
- Vocational Counseling
- Priority Registration
- Testing

Financial Aids
- Loans
- Grants
- Work Study
- Scholarships

Cooperative Career Education
- Job information
- Work experience
- Job placement

Student with Remaining Deficiencies

EOPS Follow-Up

Enrollment in Regular Voc. Program

Student Job Placement
MEMO TO: EOPS Office, Gilbert Robledo
From: EOPS Counselor
Date: Confidential Report

MAY WE HAVE THE FOLLOWING INFORMATION ON THE ABOVE-NAMED STUDENT. PLEASE RETURN AS SOON AS POSSIBLE, BUT NOT LATER THAN NEXT WEEK.

1. Is student enrolled in your class? Yes ___ No ___ Don't know ___

2. Approximate grade to date: A ___ B ___ C ___ D ___ F ___ Don't know ___

3. Application in class: Excellent ___ Above average ___ Average ___ Poor ___ Don't know ___

4. Assignments completed: 100-90% ___ 75% ___ 50% ___ 40-0% ___ Don't know ___

5. Attitude in class: Excellent ___ Good ___ Poor ___ Don't know ___

6. Attendance: All the time ___ Most of the time ___ Average ___ Don't know ___

Are there any suggestions you may have for improvement of this student? If so in what areas:

a. Study skills -
b. Comprehension skills -
c. Writing skills -
d. Verbal/speech skills -
e. Participation -
f. Additional tutoring/counseling -

Comments: (for example, this student will successfully complete the course; he/she should drop this course and take independent studies, etc.)