Alternate Semester Co-operative Education

This project will provide the basis for the development, over five years, of an alternate semester co-operative education program reaching all academic departments.
**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**  
**Office of Education**  
**Washington, D.C. 20202**

**APPLICATION FOR COOPERATIVE EDUCATION PROGRAMS**  
(Funds to be expended September 1, 1979 through August 31, 1980)

**NOTE:** Submit a separate application for each program (1) Administrative, (2) Training, or (3) Research.

## PART I - APPLICATION SUMMARY SHEETS

### SECTION A - COOPERATIVE EDUCATION PROGRAM - TYPE OF PROPOSAL

1. **TYPE OF PROGRAM** (Check one)
   - a. [ ] EXISTING
   - b. [X] NEW

2. **TYPE OF PROPOSAL**
   - a. [X] ADMINISTRATION
     - (1) [ ] PLANNING
     - (2) [X] IMPLEMENTING
     - (3) [ ] STRENGTHENING
     - (4) [ ] EXPANSION
   - b. [ ] TRAINING
   - c. [ ] RESEARCH

## SECTION B - PROPOSED BUDGET FOR COOPERATIVE EDUCATION

### PROPOSED BUDGET - SEPTEMBER 1, 1979 - AUGUST 31, 1980
(Supporting budget detail applicable to each line item should be attached) (See instructions)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>TITLE VIII</th>
<th>NON-TITLE VIII</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>41,650</td>
<td>25,279</td>
<td>66,929</td>
</tr>
<tr>
<td>(2)</td>
<td>4,775</td>
<td></td>
<td>4,775</td>
</tr>
<tr>
<td>(3)</td>
<td>1,500</td>
<td>500</td>
<td>2,000</td>
</tr>
<tr>
<td>(4)</td>
<td>47,925</td>
<td>25,779</td>
<td>73,704</td>
</tr>
<tr>
<td>(5)</td>
<td>3,834</td>
<td></td>
<td>3,834</td>
</tr>
<tr>
<td>(6)</td>
<td>51,759</td>
<td>25,779</td>
<td>77,538</td>
</tr>
</tbody>
</table>

### SECTION C - PROGRAM RELATED DATA
(12 month period, September 1 - August 31)

<table>
<thead>
<tr>
<th>1. COOPERATIVE EDUCATION FUNDS RECEIVED OTHER THAN HEA, TITLE VIII (Sept. 1978 - Aug. 1979)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. FEDERAL FUNDS</td>
</tr>
<tr>
<td>(1) DEVELOPING INSTITUTIONS, BASIC AND ADVANCED (HEA Title III)</td>
</tr>
<tr>
<td>(2) COLLEGE WORK-STUDY PROGRAM (HEA Title IV-C)</td>
</tr>
<tr>
<td>(3) OTHER (Specify)</td>
</tr>
<tr>
<td>TOTAL (Sum of lines (1), (2), and (3))</td>
</tr>
<tr>
<td>b. FOUNDATIONS</td>
</tr>
</tbody>
</table>

### SECTION D - DESCRIPTION OF EXISTING COOPERATIVE EDUCATION PROGRAM, SEPTEMBER 1977 - AUGUST 1978

1. **IS PARTICIPATION IN COOPERATIVE EDUCATION PROGRAM A DEGREE REQUIREMENT?**
   - No program now exists
   - a. [ ] YES  
   - b. [ ] NO

2. **IF A DEGREE REQUIREMENT, IS CREDIT ADDITIVE OR NON-ADDITIVE?**
   - a. [ ] ADDITIVE  
   - b. [ ] NON-ADDITIVE

3. **NUMBER OF COOP PROFESSIONAL PERSONNEL ADMINISTERING THE PROGRAM**
   - a. FULL-TIME
   - b. PART-TIME (FTE)
   - c. TOTAL (FTE)

4. **AVERAHE EARNINGS OF COOP STUDENTS WHO COMPLETED WORK ASSIGNMENTS**

5. **AGENCIES OR ORGANIZATIONS INVOLVED IN COOP EMPLOYMENT**
   - a. NUMBER OF EMPLOYERS
   - b. NUMBER OF STUDENTS PLACED
Budget Detail (See Budget Narrative attached)

<table>
<thead>
<tr>
<th></th>
<th>Title VIII</th>
<th>Non-Title VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Certificated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Assistant Dean</td>
<td></td>
<td>740</td>
</tr>
<tr>
<td>2. Director, Co-op. Work Experience</td>
<td></td>
<td>21,193</td>
</tr>
<tr>
<td>3. Job Developer/Counselor</td>
<td>18,000</td>
<td></td>
</tr>
<tr>
<td>4. Released time for faculty</td>
<td>7,290</td>
<td></td>
</tr>
<tr>
<td>Total Certificated</td>
<td>$25,290</td>
<td>$21,933</td>
</tr>
<tr>
<td>B. Classified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Intermediate Typist-Clerk</td>
<td>9,306</td>
<td></td>
</tr>
<tr>
<td>Total Classified</td>
<td>$9,306</td>
<td>-0-</td>
</tr>
<tr>
<td>C. Consultant Fees</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Total Consultant Fees</td>
<td>$700</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>II. Benefits</strong></td>
<td>6,354</td>
<td>3,346</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL (INCL. BENEFITS)</strong></td>
<td>$41,650</td>
<td>$25,279</td>
</tr>
<tr>
<td><strong>III. Travel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Job Development, Employer Coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Trips to Texas/Louisiana</td>
<td>2,335</td>
<td></td>
</tr>
<tr>
<td>2. Trips within California</td>
<td>1,250</td>
<td></td>
</tr>
<tr>
<td>Total Job Development Travel</td>
<td>$3,585</td>
<td>-0-</td>
</tr>
<tr>
<td>B. Conferences/Training Institutes</td>
<td>750</td>
<td>-0-</td>
</tr>
<tr>
<td>C. Consultant Travel</td>
<td>440</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>TOTAL TRAVEL</strong></td>
<td>$4,775</td>
<td>-0-</td>
</tr>
<tr>
<td><strong>IV. Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Promotional Materials, Supplies, Duplicating</td>
<td>1,500</td>
<td></td>
</tr>
<tr>
<td>B. Postage, Telephone</td>
<td>---</td>
<td>500</td>
</tr>
<tr>
<td><strong>TOTAL OTHER</strong></td>
<td>$1,500</td>
<td>500</td>
</tr>
<tr>
<td><strong>TOTAL DIRECT COST</strong></td>
<td>47,925</td>
<td>25,779</td>
</tr>
<tr>
<td><strong>INDIRECT COST (8%)</strong></td>
<td>3,834</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROJECT COST</strong></td>
<td>$51,759</td>
<td>$25,779</td>
</tr>
</tbody>
</table>
Budget Narrative

I. Personnel

A. Certificated

1. It is assumed that administration of the project will require about 2 percent of the time of the Assistant Dean, Educational Planning and Development. This is included as non-Title VIII funding.

2. The Director, Cooperative Work Experience will be directly responsible for this program and during the first year will devote approximately 15 percent to direct activities such as involving other student service offices in the program. The remainder of her time will be devoted to coordinating this alternate semester program with other work-study programs on campus. In future years, it is expected that the proportion devoted to the alternate semester program will gradually increase to about 80 percent. The total salary is shown as non-Title VIII.

3. Job-developer/counselor is 100 percent Title VIII funded.

4. Released time is assumed at 40 percent during the Fall semester and 20 percent during the Spring semester for one person from each of three academic departments. Costs are calculated at $15 per hour over two 18-week semesters. Thus we have

\[
\begin{align*}
.40 \times 15 \text{ hrs/wk} & \times 18 \text{ wks} \times 3 \text{ depts} \times $15 = $4,860 \\
.20 \times 15 & \times 18 \times 3 \times 15 = 2,430 \\
\text{Total} & \quad $7,290
\end{align*}
\]

B. Classified

1. Intermediate typist-clerk is full-time and charged to Title VIII.

C. Consultant fees are based on 7 days at $100 per day.

All personnel salary data are based on rates which are 10 percent greater than 1977-78 base.

II. Benefits are calculated at current rates for 1978-79.
Budget Narrative (continued)

III. Travel

1. 3 trips to Texas/Louisiana for job development/
   2 of these involve 2 persons for 3 days each time
   1 of these involves 1 person for 3 days
   Airfare    $272 x 5 = $1,360
   Per diem   50 x 15 = 750
   Local auto 25 x 9 = 225
   $2,335

2. 10 trips within Central and Southern California
   Average transportation, $50 per trip x 10 = $ 500
   Per diem $50 x 15 person-days = 750
   $1,250

3. Conferences/Training Institutes
   Average transportation, $50 per trip
   x 5 person-trips = $ 250
   Per diem $50 x 10 person-days = 500
   $ 750

4. Consultant Travel
   3 trips from Los Angeles area
   Transportation $30 x 3 = $ 90
   Per diem $50 x 7 person-days = 350
   Total Travel
   $ 440

IV. Other

Amounts estimated for materials, supplies, duplicating, and communications are based upon past experience with other projects.
SECTION E - ACADEMIC DISCIPLINES IN WHICH COOPERATIVE EDUCATION STUDENTS ARE PLACED
(12 month period, September - August 1977 and 1978)

<table>
<thead>
<tr>
<th>ACADEMIC DISCIPLINES IN COOPERATIVE PROGRAM</th>
<th>NUMBER OF STUDENTS PLACED</th>
<th>ACADEMIC DISCIPLINES IN COOPERATIVE PROGRAM</th>
<th>NUMBER OF STUDENTS PLACED</th>
<th>ACADEMIC DISCIPLINES IN COOPERATIVE PROGRAM</th>
<th>NUMBER OF STUDENTS PLACED</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td></td>
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<td></td>
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<tr>
<td>d</td>
<td></td>
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<td></td>
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<tr>
<td>e</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (sum of lines a-m, all disciplines)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

PART II - PROGRAM NARRATIVE

THE NARRATIVE DESCRIPTION IS THE CENTRAL, SUBSTANTIVE PART OF THE APPLICATION, SINCE ITExplains Why Federal Funds Are Needed, and What Is Planned to Do With Them. The Proposal Should Therefore Be Complete, and Should Be Stated with Care and Precision. Read Carefully the Instructions and the Funding Criteria, Begin the First Page of Your Narrative in the Space Below and Complete by Adding No More Than Nine (9) Additional Pages, Consecutively Numbered, and in Double-Spaced Type.

PROGRAM NARRATIVE AS FOLLOWS:

The Problem

Santa Barbara City College is a comprehensive community college offering a wide variety of two-year transfer and vocational programs leading to the Associate degree. The College's 8,000 credit students are drawn mostly from a local population of 170,000 persons.

Recent data indicate that two-thirds of these students aspire to transfer to a four-year institution. Yet, the public four-year college systems in the state report that approximately six percent actually transfer to the state-supported systems (recipients of most of our transfers) in a given year. One significant reason for the discrepancy between students who eventually transfer and those who aspire to do so is a lack of focus of career goals. The result is a loss of motivation, and attrition. Cooperative education is well-known as an effective tool in focusing career goals and motivating students.

Since Fall, 1970, the College has offered a program of cooperative work experience. Although the program has been mainly a parallel program, distributive and vocational education majors have regularly been placed in local jobs related to their fields of study.

In 1975, the Board of Trustees authorized the hiring of a full-time Director of Cooperative Work Experience to administer the existing program and to broaden the availability of such programs to all students, including academic majors. A new district plan was written and approved by the Board. The plan included requirements whereby students must develop written measurable learning objectives and must attend mandatory weekly one-hour class meetings.
In Spring, 1976, the college Curriculum Committee, representing all academic disciplines, approved experiential learning offerings in all academic departments. Approximately 40 students have enrolled each semester since that time. Among these are students in such diverse fields as Art, Theater Arts, Psychology, Sociology, Political Science, Administration of Justice, Life Science, and Engineering.

In Spring, 1978, academic credibility for these offerings was established when elective transfer credit in the students' major field was granted by the University of California (UC) and the California State University and Colleges (CSUC).

Throughout this evolutionary period one concern has become quite significant. Whereas a large proportion of SBCC students must work to support themselves while in college, local opportunities for work related to academic (transfer) majors are minimal. Santa Barbara is characterized as a university town, a retirement haven, and a tourist mecca. Available work opportunities for students are mainly in retail business and in motel/restaurant positions which are usually unrelated to the students' academic field of interest. Thus, the development of a locally-based parallel cooperative education program has been hindered by a lack of suitable job positions.

It has become apparent that any expansion of opportunities for students, especially in the transfer majors, will require development of job positions outside the immediate community. This, in turn, must lead to the development of an alternate semester plan of cooperative education at this college.

In Spring, 1978, the Curriculum Committee was presented a plan, which it approved, to implement alternate semester cooperative education in any academic discipline, subject to individual departmental approval. A revised district plan, including this feature, was approved by the Board of Trustees.

Since Spring, 1978, we have enrolled four Marine Technology students in cooperative type summer work experiences related to their field of study. In Spring, 1979, the Earth Science Department expects to place five or six students on a bonafide alternate semester program. These tentative steps are a small but significant beginning in the process of introducing the option of alternate semester cooperative education programs.
in all of our academic disciplines on campus.

The thrust to implement the alternate semester plan has also received great impetus during the past semester with the hiring of Dr. David Mertes as Superintendent/President of SBCC. Dr. Mertes comes from the College of San Mateo where he also served as President. San Mateo has a well-developed cooperative education program, considered in many circles to be a model. Dr. Mertes has, since assuming office here in September, 1978, frequently expressed a desire to see SBCC develop a vigorous program available to all students who seek it. Throughout the past year, discussion and planning for alternate cooperative programs have been taking place with three academic departments - Earth Science, Administration of Justice, and Electronics. In the case of the first two departments, the primary motivation for the alternate plan is the lack of local opportunity for paid work in the fields.

The college is submitting this proposal to provide the funds necessary to fully develop cooperative education programs in Earth Science, Administration of Justice, and Electronics during the first year of what is envisioned as a five-year expansion plan.

The Plan

During the 1979-80 academic year, it is planned to implement the basic machinery for a broad-based alternate semester cooperative program and to begin the program in three academic areas with a total of fifty students. In subsequent years, the target will be to extend the program to all transfer disciplines and to double the number of students each year until, in 1983-84, the number reaches 800, or about 10 percent of the total college enrollment.

The basic machinery to be set up in the first year will be the creation of a full-time staff consisting of a job developer/counselor and a secretary, part-time administrative support from the Director, Cooperative Work Experience and the Assistant Dean, Educational Planning and Development; the formation of an Advisory Committee, and the establishment of procedures.
During the first year, the job developer/counselor will, under the direction of the Director, Cooperative Work Experience, co-ordinate the entire alternate semester program. With cooperation from department faculty, he/she will contact employers throughout Southern California and in some cases outside the state, to locate suitable employment opportunities. He/she will work with employers and faculty to set up mutually agreed upon work schedules and procedures for monitoring and evaluating student progress and assuring educational quality of the experiences gained during the students' work cycle. The job developer/counselor will also counsel and supervise students, articulate the program with high schools and four-year post-secondary institutions, take responsibility for fiscal accountability of the program, supervise its evaluation, and chair the advisory committee.

The secretary, in addition to doing routine office work, will aid in the development of promotional and instructional materials, and maintain records required for operations and evaluation.

The Advisory Committee will be formally convened as soon as notification of a grant award is received. Actually, such a committee exists now as an informal group which has been involved over the past year in occasional discussions of the advisability of an alternate semester plan and the inter-relationships of several existing campus offices in the implementation of such a program. The committee will consist of the job developer/counselor as chairman, and a representative of each participating academic department, the Assistant Dean, Educational Planning and Development, the Director, Cooperative Work Experience, and representatives from each of the following campus offices that have related programs: Placement, Career Education, Handicapped Student Programs, Essential Skills, Extended Opportunities Programs and Services (EOPS), and Counseling. From the community, representatives of local branches of corporations committed to cooperative education (for example, General Motors and Burroughs) and the National Alliance of Business will be invited to serve on the committee. In particular, representation on this committee from EOPS, Handicapped Student Programs, and Essential Skills, will assure that economically and educationally disadvantaged and physically
handicapped students will be counseled about this program and its possibilities for them.

The Advisory Committee will assist in assuring that all the resources of the campus are integrated with the program, and will participate in job development and in formative evaluation of the program.

This proposal, in addition to providing for funding of the two full-time positions above, provides released time for faculty in the participating departments to effect the necessary curriculum revisions and to work with employers to work out criteria for work assignments that serve both the educational needs of the student and the needs of the employer. This released time will be 40% FTE for each involved department in the Fall semester and 20% in the Spring.

The schedule plan for alternate semester cooperative education must take into account that the college typically has these students for only two years, before they transfer to four-year schools. However, it is unlikely that many students will be able to perform much of use to an employer without some training. We therefore envision an expansion to three years for the cooperative student. During the first year all students would spend both Fall and Spring semesters in a structured one-year program in their major (24-30 units) before being placed in a work assignment.

The entire 3-year cycle would look like this (S=school, W=work):

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Sprng.</td>
<td>Summer</td>
</tr>
<tr>
<td>Student A</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Student B</td>
<td>S</td>
<td>S*</td>
</tr>
</tbody>
</table>

*Optional school period, if needed, to complete academic requirements.

Each student will complete four semesters of school (plus one optional summer session) and will experience two six-month work periods. No immediate changes in the college calendar are required.

In the second year (for which no funding is requested in this proposal), it is planned to expand the program into the Business Administration department and the Social Sciences, and to double the number of students to 100. A major responsibility
of the job developer/counselor during the period of this grant will be to make the
employer contacts that will permit this to happen. In subsequent years, it is planned
to continue doubling the number of students involved until at least 10 percent of all
students are involved, and to expand the program to all academic disciplines. As this
expansion occurs, the Director, Cooperative Work Experience, will increase from about
15 percent involvement in this program to 80 percent.

The vast majority of cooperative education programs at community colleges in Calif-
ornia offer the parallel option with little opportunity for alternate semester education/
work cycles. We would like to create a model for the state in alternate cooperative
education programs that could be adapted to other two-year institutions. Information
describing the program’s evolution, operation, and mechanics will be made available for
dissemination to interested institutions.

Objectives

The project will focus on the following objectives:

A. Phase One (first year)

1. Develop a job description for a job developer/counselor, advertise the
opening and appoint an individual well qualified in job development and coun-
seling and with an understanding of and empathy for cooperative education.
2. In conjunction with the Personnel Office, create a job description for
secretarial support for the project. The job opening will be advertised and
the appointment made according to a timeline to be established.
3. Create an advisory committee and develop procedures so the committee may
assist in providing direction to the project and assist in the development of
cooperative education.
4. Develop procedures whereby the job developer/counselor in conjunction with
departmental faculty contacts employers within and outside the State of Calif-
ornia for suitable and compatible employment opportunities.
5. Design a student evaluation system that will describe procedures for super-
vision and evaluation of the student involved in cooperative education.
6. Establish a referral service for women, minority and handicapped students that will encourage their participation in cooperative education.

7. Develop promotional materials describing the program.

8. Schedule faculty in-service activities on campus and offer three cooperative education information sessions during the project year.

9. Create a clearinghouse for Alternate Cooperative Education at two-year institutions in California.

10. Contact and meet with at least ten additional departments on campus and develop a tentative program for 3-5 departments for the second year.

11. Place at least 50 students in the areas of Geology, Electronics, and Administration of Justice in cooperative education job assignments.

B. Phase Two (second year)

Although this proposal does not request funding at this time for a second year project, the intent is to develop a comprehensive cooperative education program at this institution. Therefore, planning at SBCC must necessarily include the second year in some detail and successive years in broader terms.

1. Expand the program by increasing the numbers of departments involved in cooperative education at SBCC from 3 to between 6 and 8, and the number of students by a factor of two.

2. Continue employer contacts in areas appropriate to disciplines available on campus.

3. Set up a visitation and supervision schedule and an evaluation scheme for students and faculty involved in the project.

4. Increase visibility for the project by exposing the Coordinator of the project on and off campus at selected locations such as conferences, meetings, etc., involving business firms and other agencies that appear to be potential project employers in the future.

C. Phase Three (3-5 years)

1. Increase departmental participation in cooperative education on campus.
2. Increase employer contact and job opportunities.
3. Consider possible need for an increase in the cooperative education staff.
4. Bring employers on campus for visit and in-service activities.
5. Increase the number of students involved in cooperative education experiences to 800 or 10 percent of the student body.

Evaluation

The evaluation component of the project will be designed in three components. During the first, a formative evaluation design will be developed by the Coordinator. This design will be developed in conjunction with the Office of Instruction involving the Assistant Dean and the advisory committee. The second component will involve informal evaluation by the Assistant Dean, and the third will involve a formal summative evaluation by an outside person. Component one will be accomplished prior to mid-September, two by mid-January, and three will be scheduled for the latter part of April.

Although it is our intent to have an ongoing evaluation process through the first year, components one and two will be informal. The formal evaluation will be conducted during March and April, 1980, with emphasis on the quality and effectiveness of outcomes. Desired outcomes are appropriate job opportunities articulated with academic study, effective supervision of students, involvement of minorities, women, and handicapped, project visibility, and a five-year plan.

The formal appraisal will be conducted by an outside person well-versed in cooperative education. Our intent is to contact the Southwestern Center for Cooperative Education at California State University, Fullerton, and request the name(s) of personnel qualified to assume an evaluator role for our project. The evaluation will match specific evidence developed (information sheets, designs, models, specific plans, etc.) by the Coordinator with the desired outcomes stated for the project during the first year. This procedure should ascertain program effectiveness during the initial year of the project.

Particular attention will be directed by the evaluator to the plan created for the second year. This aspect of the evaluation will ensure that the project has involved three departments, at minimum, and a representative number of students totaling
approximately 50. A clear and definite plan must exist defining relationships between students, employers and the institution.

Another aspect of evaluation to receive particular attention is the effectiveness of the promotional materials developed and their dissemination for replicability purposes.

Results of the evaluation will be prepared by the outside evaluator in four parts. Part one will include a summary describing the type of evaluation conducted and the means employed to verify data. Part two will include evaluator findings organized in two categories: 1) achieved outcomes with narrative describing the extent of achievement, and 2) areas of expected outcomes not achieved with a detailed description stating why selected outcomes were not achieved according to evaluator findings. Part three will include a summary of the total evaluation with appropriate suggestions and recommendations. The final part will involve a critical analysis of the master plan for cooperative education with suggestions for improvement.

The evaluator will meet with the Assistant Dean, the Director, Cooperative Education, the Coordinator of the Alternate Semester Program, and the advisory committee to discuss results. Findings will be reviewed and those recommendations designed to strengthen the project will be incorporated in the overall design of the project with particular emphasis on the following year.
NAME OF APPLICANT

PART III – ELIGIBILITY, ASSURANCES, AND CONDITIONS

INSTRUCTIONS: INSTITUTIONS OF HIGHER EDUCATION MUST FILL OUT ALL SECTIONS. ORGANIZATIONS AND AGENCIES, AND BUSINESS ENTITIES COMPLETE ONLY SECTION C. THE UNDERSIGNED APPLICANT HEREBY ASSURES THE U.S. COMMISSIONER OF EDUCATION THAT IT IS ELIGIBLE FOR SUPPORT BY MEETING REQUIREMENTS AS LISTED UNDER APPLICABLE SECTIONS BELOW.

SECTION A – NAME AND ADDRESS OF APPLICANT

A. NAME AND TITLE

Santa Barbara Community College District

B. ADDRESS (include number, street, city, State, and ZIP code)

721 Cliff Drive, Santa Barbara, CA 93109

SECTION B – ELIGIBILITY REQUIREMENTS, INSTITUTIONS OF HIGHER EDUCATION (Check the appropriate items)

1 ☒ ADMITS AS REGULAR STUDENTS ONLY PERSONS HAVING A CERTIFICATE OF GRADUATION FROM A SCHOOL PROVIDING SECONDARY EDUCATION OR THE RECOGNIZED EQUIVALENT OF SUCH A CERTIFICATE:

2 ☒ IS LEGALLY AUTHORIZED WITHIN ITS STATE TO PROVIDE A PROGRAM OF EDUCATION BEYOND SECONDARY EDUCATION:

3 ☒ PROVIDES AN EDUCATIONAL PROGRAM FOR WHICH IT AWARDS A BACHELOR'S DEGREE, OR PROVIDES NOT LESS THAN A 2-YEAR PROGRAM WHICH IS ACCEPTABLE FOR FULL CREDIT TOWARD SUCH A DEGREE:

4 ☒ IS A PUBLIC OR OTHER NONPROFIT EDUCATIONAL INSTITUTION:

5 ☒ MEETS ONE OF THE THREE (3) FOLLOWING ACCREDITATION REQUIREMENTS:

☒ IS ACCREDITED BY THE FOLLOWING NATIONALLY RECOGNIZED ACCREDITING AGENCY OR ASSOCIATION

NAME
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

OR ☐ HAS A RECOGNIZED PRE-ACCREDITATION STATUS WITH THE FOLLOWING NATIONALLY RECOGNIZED ACCREDITING AGENCY OR ASSOCIATION

NAME

OR ☐ THOUGH NONACCREDITED IT IS CERTIFIED BY THE U.S. OFFICE OF EDUCATION, WITHIN THE 2 YEARS PRECEDING THE DATE OF APPLICATION, AS BEING AN INSTITUTION WHOSE CREDITS ARE AND HAVE BEEN ACCEPTED ON TRANSFER BY NOT LESS THAN THREE (3) INSTITUTIONS WHICH ARE SO ACCREDITED, FOR CREDIT ON THE SAME BASIS AS IF TRANSFERRED FROM AN INSTITUTION SO ACCREDITED.

6 ☒ IS A SCHOOL WHICH PROVIDES NOT LESS THAN A 1-YEAR PROGRAM TO PREPARE STUDENTS FOR GAINFUL EMPLOYMENT IN A RECOGNIZED OCCUPATION AND WHICH MEETS THE PROVISIONS OF ITEMS 1, 2, 4, AND 5.

SECTION C – ASSURANCES AND CONDITIONS (Check appropriate items)
(To be completed by all applicants including cooperating institutions, organizations, and agencies.)

THE INSTITUTION/AGENCY HEREBY ASSURES THE U.S. COMMISSIONER OF EDUCATION THAT IT:

1 ☒ HAS COMPLIED WITH FEDERAL CIVIL RIGHTS LEGISLATION INCLUDING TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 (NEW Form 441).

2 ☒ AGREES TO CONDUCT THE PROJECT IN ACCORDANCE WITH THE HIGHER EDUCATION ACT OF 1965 (P.L. 89-329) AS AMENDED, AND INSTRUCTIONS AS THE COMMISSIONER MAY ISSUE FROM TIME TO TIME.

3 ☒ AGREES TO SUBMIT REPORTS IN SUCH FORM AND CONTAINING SUCH INFORMATION AS THE COMMISSIONER MAY REQUIRE.

4 ☒ AGREES TO MAINTAIN ADEQUATE AND SEPARATE ACCOUNTING AND FISCAL RECORDS ON FUNDS RECEIVED UNDER EACH AWARD AND WILL MAKE AVAILABLE FOR AUDIT TO REPRESENTATIVES OF THE COMMISSIONER SUCH RECORDS AND ACCOUNTS AT ANY REASONABLE TIME.

5 ☒ AGREES, IF AN INSTITUTION OF HIGHER EDUCATION, TO EXPEND DURING THE FISCAL YEAR NOT LESS THAN WAS EXPENDED FOR COOPERATIVE EDUCATION DURING THE PREVIOUS FISCAL YEAR.

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