PROJECT APPLICATION

State Department of Education Priority Program Title: San Marcos High School-
San Marcos Parent-Child Workshop Model Program for Parent Education

THE ORIGINAL COPY OF THIS APPLICATION MUST BEAR AN ORIGINAL SIGNATURE ON THE COVER AND ON ALL
ASSURANCES.

Check One: Parenting Education

Check One: Intergenerational Program

Check One: Replication

Check One: New Idea

CERTIFICATION

It is hereby certified that state and federal rules, regulations and assurances applicable
to the use of Education Consolidation Improvement Act, Chapter 2 Funds will be observed;
that, to the best of my knowledge, the information contained in this application is correct
and complete; that the agency, organization, or institution named below has authorized

Print name and title: Beatrice B. Hamlin, Parent Education Teacher

as its representative to file this application for:

NAME OF APPLICANT Santa Barbara Community College District
(Agency, organization or institution)

APPLICANT ADDRESS 721 Cliff Drive, Santa Barbara 93109
(Number and Street) (City)

PROJECT DIRECTOR Beatrice B. Hamlin, Parent Education
(Contact Person) (Title/Teacher)

PROJECT TITLE San Marcos High School- San Marcos Parent
Child Workshop Model Program for Parent Education

Enter the Total Amount
of Funds Requested: $8,400.00

DATE received Time Initial Date notified Initial

DEADLINE: January 14, 1983, 4 p.m., received in Sacramento

Submit an ORIGINAL and THREE copies to:
Parent Involvement and Education Project
California State Department of Education
721 Capitol Mall, 5th Floor
Sacramento, CA 95814
(916) 322-2383

Enc. 3
PRIVATE NONPROFIT SCHOOL PARTICIPATION

INSTRUCTIONS: This page must be jointly prepared by public and private nonprofit school personnel. All applicants must check one of the following boxes whether or not students are to be involved.

If there is private nonprofit school involvement, continue to complete the "Joint Planning Agreement" (In most instances the Joint Planning Agreement" will require more than a single page. Be sure to include all items outlined in agreement.)

CHECK ONE OF THE FOLLOWING:

☒ There are no private nonprofit school students to be involved and this is verified in the Planning Section by letters and names of people who can verify that there are no eligible students or that the private nonprofit school declines involvement.

☐ There are private nonprofit students to be involved in this project and an agreement has been prepared. (Complete the "Joint Planning Agreement" below.)

JOINT PLANNING AGREEMENT

Name of the Private Nonprofit schools that are directly or indirectly participating (additional pages may be added)

Above schools are participating in a project entitled:

A. No. of Private Nonprofit schools in the district:

B. No. of Private Nonprofit students to be involved in project:

C. Locations and Dates of Meetings Conducted with Private Nonprofit Staff. (additional pages may be added)

1.

2.

3.

D. Describe how the private nonprofit school personnel were informed that a project was being written:

E. Describe how it was determined that the number of students identified in B. above would be involved in the project:

F. To serve the students, participation of the private nonprofit school shall include the following: (Note the Administration of the program is the responsibility of the public school. Commitments by the private nonprofit school are voluntary and not dependent upon fiscal contribution.)

<table>
<thead>
<tr>
<th>PUBLIC SERVICES</th>
<th>PRIVATE NONPROFIT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Authorized Agent for Project</td>
<td>Signatures of Private Nonprofit Administrative Staff who are a part to this agreement</td>
</tr>
</tbody>
</table>
The cooperative relationship between San Marcos High School and the San Marcos Parent Child Workshop can serve as a model throughout the state as a successful program for fostering parent education in high school students. A unique laboratory exists in which high school students can work with youngsters 2½ to 5 years of age and with their parents in a setting which is sponsored jointly by the Santa Barbara High School District and the Santa Barbara Community College District.

The high school students will be enrolled in an academic child development class unique in that the high school houses a preschool where parenting concepts can be put to immediate application. Classroom discussion can enhance the knowledge gained by the students through association with the preschool children. This cooperative relationship will provide an opportunity for high school students to:

1. Observe both fathers and mothers with young children. Observation of parents and children in a nurturing environment provides high school students with positive role models for their own needs as future parents. Sharing experiences provide opportunity for communication on family interaction.

2. Observe young children in a stimulating, nurturing environment and gain a realistic view of child growth and development theory.

3. Work with young children in a relaxed, professionally directed setting and practice skills in child guidance, often on a one-to-one basis.

4. Grow in the confidence of an ability to communicate with children and parents, an ability to identify problems and means for solutions, and an ability to be an effective teacher of young children.

The high school students in the program are directed by a Home Economics teacher. Their participation in the preschool workshop will be guided by the assistant teacher. This permits small group participation, active interaction with children while under supervision, and evaluation in both the classroom and in the preschool.
Project Title: San Marcos High School-San Marcos Parent-Child Workshop Model Program for Parent Education

Project Director: Beatrice B. Hamlin, Parent Education Teacher

District: Santa Barbara Community College District

Address: 721 Cliff Drive
Santa Barbara, CA 93109

Phone: (805) 967-8994

The objective of this proposal is to aid in extending an effective program that integrates parent education for secondary students with education for preschool children and their parents. Funds will be used to enable an assistant teacher to work with high school students as they develop skills in child guidance and grow in confidence in interacting with young children through participation in a parent-child cooperative preschool located on the high school campus. Students will acquire a realistic understanding of growth and development through practical application of classroom theory in the preschool. Students will also gain knowledge of the role they will play as parents in the growth of their own future children through utilization of the preschool parents as classroom speakers. Evaluation of the process will be through student writing, testing, and through direct observation and evaluation of the students by the assistant teacher. The value of this program is extended beyond the direct benefits to high school students to benefits obtained by preschool children in a nurturing environment enriched by professionals, parents and high school students. The parents of the preschool children benefit by education and practice with their role as parents and by regular contact with teen-age students who can provide insights into the future. Curriculum materials will be developed and made available as a model for other schools.
The intent of this page is to meet criterion: Provides evidence that the persons involved are committed to the implementation of the program.

MEANS AND METHODS TO OBTAIN STAFF AND COMMUNITY INVOLVEMENT

Describe the means (what) and methods (how) used to obtain commitment from staff and community to support implementation of this application. What activities did you initiate to insure that if funded, this program will be successful and become a part of the regular school program? Give particular attention to describing involvement of private nonprofit schools in the planning.

The program is sponsored jointly by the Santa Barbara High School District and the Santa Barbara Community College District. The high school district is committed to providing space, support services, the classroom teacher, and students. The community college district is committed to providing the laboratory school director, a continuing education class, media materials (film rentals), and other supplies.

The high school Home Economics teacher will be responsible for the academic Child Development class for students. The preschool director will serve as the parent education teacher for parents involved in the Santa Barbara Community College Continuing Education Class. The assistant director to be funded by the grant will be responsible for preschool curriculum and coordination and evaluation of high school students in the preschool.

Community commitment is strong through the parents enrolled in the continuing education class and organized as a cooperative. Each parent attends a weekly evening class, participates a morning a week in the preschool, and takes part in facility maintenance, committees and fund-raising. Parents serve as their board of directors and administer the preschool. Parents pay tuition that directly supports the children’s part of the program. Parents regularly speak on parenting in the academic class and share infant and toddler siblings with the class. Parents have made strong efforts to make the program available to minority, low income, and single-parent families and some scholarships are available.
A Consumer-Homemaking Survey was taken in 1976 and updated in 1980 of all students grades 7 to 11, male and female, in the high school district. The survey was run to meet requirements of the Vocational Education Act, Subpart V. The original survey and the update show a continued interest from students at San Marcos High School and its two feeder junior high schools in classes that deal with exploring childhood and being a good parent.

Student demand for actual enrollment in the class remains consistent, with a first-choice request from 91 students in the Spring of 1983. This is the equivalent of three class periods. This is exceptional demand for an elective.

Students regularly continue in college or university level courses in early childhood education. No count or survey has been taken to verify numbers.

Learning comes from an integration of experience, knowledge, and reflection. Continued experience with young children is an essential part of the learning process in parenting education. Knowledge in isolation does not allow the circle to be completed. In addition, an interesting and useful experience allows students to develop their own sense of self, to grow with their own feelings of competence, and to have some real successes. The same experiences, in turn, give both the preschool children and their parents their own growth in sense of self, competence and sharing of success.
EXPECTED STUDENT OUTCOMES

State your student performance outcome(s) for this project:

How will students be different because of this project?

Students will determine the role and commitment of parents by observing, listening and questioning. Students will evaluate a readiness for parenting by interaction and self examination and recognize the changes in life style that children make.

Students will organize information on physical, mental, social and emotional growth and development of children from infancy through age five through observation, reading, sharing and discussion with parents.

Students will identify verbal and non-verbal ways of handling children that block communication and will recognize and apply techniques that open communication and respect an individual's self-esteem.

Students will explore through writing and discussion their own childhood, the values and traditions of their own families, and the role of their own parents as seen in perspective against their active involvement with the parents and children of the preschool.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students to be in program</th>
<th>Number of staff to be involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public</td>
<td>Nonpublic</td>
</tr>
<tr>
<td>10-12</td>
<td>130</td>
<td>47</td>
</tr>
<tr>
<td>*preschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enc. 3
Instructions:

Program Description

Column D. State in Column D the objectives designed to achieve the desired level of support in each of the instructional support components, such as staff development, instructional materials, community involvement, parent involvement, etc.

Column E. Describe in Column E the major solution procedures.

Column F. Place an "X" in the column for the month during which an activity critical to the solution procedure/activity will occur. More than one event may be required for each procedure or a procedure may occur over a period of time. If the procedure is ongoing, mark an "X" for the starting and ending months for each procedure and draw a line connecting the two.

(Use additional pages if needed)

<table>
<thead>
<tr>
<th>Program objectives (D)</th>
<th>Major solution procedures/activities (E)</th>
<th>Time line (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Assistant teacher works with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Students participate in preschool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Parents contribute to classroom curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Evaluation of student growth and progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Assemble curriculum materials</td>
<td></td>
</tr>
<tr>
<td>2. Develop curriculum materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program objectives (N)</td>
<td>Major solution procedures/activities (E)</td>
<td>Time line (F)</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>
A. Operational plan for the project.
   1. Enroll high school students
   2. Enroll parents in Continuing Education Class
   3. Enroll children in preschool
   4. Prepare evaluation form for use in student evaluation
   5. Develop and assemble curriculum materials
   6. Employ assistant teacher

B. Identify principal project staff and their responsibilities for the project.

   Jean Reiche, San Marcos High School Home Economics teacher, will be responsible for teaching the high school Child Development class, developing curriculum, and preparation and assembly of packets of curriculum materials for use as demonstration projects.

   Beatrice Hamlin, Santa Barbara Community College Continuing Education teacher, will direct the preschool and conduct the Parenting Education class for adults.

   Norma Marotto, San Marcos Parent-Child Workshop assistant teacher, will prepare preschool curriculum and coordinate interaction between the high school students and the preschool. She will also be responsible for supervision and evaluation of high school students during their involvement in the preschool. Donna Glenn, Chairperson of the Board of Directors, will ensure parent participation, cooperation, and active involvement of parents participating in the program.
A. Headquarters, site(s), and location(s) of the project activities.

The high school classroom is adjacent to a specifically designed laboratory preschool, which features a one-way observatory mirror, floor space to accommodate 24 children and a large, well-equipped play yard. It is located in the Family Life Building on the San Marcos High School campus, at 4750 Hollister Avenue, Santa Barbara, California 93110.

Administration of the project will take place at this location.

B. Description of how locations and facilities were selected.
A. In-house formative and summative evaluation methods to be used.

The formative evaluation will consist of:

1. The satisfaction of participants in the program
2. Continuing interaction and process evaluation by the principal project staff

The summative evaluation will consist of:

1. Individual student evaluation by the assistant teacher and by parents through observation
2. Self-evaluation through student journals
3. Essay evaluation by students

B. Methods to be used in treating evaluation data.
# APPLICATION BUDGET SUMMARY

## BUDGET SUMMARY *

<table>
<thead>
<tr>
<th>Classifications</th>
<th><strong>Local Funds</strong></th>
<th>Funds Requested to 6-30-83</th>
<th>Funds Requested to 6-30-84</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100 Teachers' salaries</td>
<td>$30,240</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>1900 Other certificated salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Assistant teacher's)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2100 Instructional aides' salaries</td>
<td></td>
<td>2,400</td>
<td>6,000</td>
</tr>
<tr>
<td>2300 Clerical salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2900 Other classified salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000 Employee benefits</td>
<td></td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>4300 Instructional materials supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4400 Media materials and supplies</td>
<td></td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>4500 Other supplies</td>
<td></td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>5100 Contracts for personal services</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5200 Travel and conference expense</td>
<td></td>
<td>in kind</td>
<td></td>
</tr>
<tr>
<td>5600 Contracts, rents, leases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total expenditures</td>
<td>34,665</td>
<td>2,400</td>
<td>6,000</td>
</tr>
</tbody>
</table>

*Allowable costs are those listed above. *(See School Accounting Manual for descriptions.)*

**Itemize any local funds, if any, that may be used to supplement the project.
FOR USE BY INSTITUTIONS OF HIGHER EDUCATION, AND OTHER PUBLIC AND PRIVATE AGENCIES, ORGANIZATIONS AND INSTITUTIONS ONLY

APPLICANT'S SUPPORT SERVICE AND LINKAGE WITH PUBLIC SCHOOL DISTRICTS

The information below is to be submitted by institutions of higher education, and other public and private agencies, organizations and institutions which are the applicant shown on the front cover page of this application. Private nonprofit schools may apply for services through the public school district serving their general attendance area or through other applicants listed above.

1. The authorized agent for the public school district must certify in the statement below support service and linkage with the applicant. The authorized agent's signature for each public school district is required in order for the application to qualify for the review process.

STATEMENT:

I certify that Beatrice B. Hamlin who represent
(name of staff representatives)
Santa Barbara Community College District
(name of applicant, see list above)

has (have) worked satisfactorily with my staff in preparing this application, and if funded, my staff intends to implement, with dispatch, this proposed plan which I now approve.

Mary Gleason
(Typed name of Authorized Agent)
Telephone (805) 963-4331

(Signature of Authorized Agent)

Date 1/7/83

NAME OF PUBLIC SCHOOL DISTRICT Santa Barbara High School District
ADDRESS 723 Santa Barbara Street
CITY Santa Barbara ZIP 93103 COUNTY Santa Barbara

2. While it is recommended that indirect cost charges be waived for this project because of the limitation of funds, the applicant may levy such charges. If indirect costs are to be levied, state the percentage here: _____%.