

SABBATICAL LEAVE REPORT

PREPARED FOR

THE

Mt. San Antonio College Board of Trustees

By

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OVERVIEW

As stated in my request for a sabbatical, the purpose for my leave was to travel and visit community college programs for disadvantaged persons. Two things I will say from the outset is that (1) the phrase "culturally disadvantaged" does not fit either the majority of the people in these programs or the attitude of those persons administering the programs. To further explain this statement, it is often assumed that persons of color and of different cultural background are disadvantaged. This is a faulty assumption. As I see it, the biggest disadvantage facing people of different cultures or colors is a lack of necessary financial resources to move into the mainstream of society, and the reluctance of the majority to allow these persons the opportunity to participate in society as full partners.

No two programs were exactly alike and very few used the call letters "EOP". Most Program Directors did not like the stigma that has been attached to "EOP" so they had opted to drop the name for something more suitable. Some of the names found were:

College Readiness Program

T. A. L. L. (Tutor and Learn to Learn)

Learn Assistance Program

Special Programs

Upward Bound

Cooperative Learning Program

My travels through the California Community College system took me from small rural institutions, such as Reedley College, to large ones, such

as those within the Los Angeles Community College and Peralta Community College Districts.

In addition to the above, on several occasions I also visited the Chancellor's Office of the California Community Colleges. The main purpose of these visits were to give input from and for the EOPS Directors throughout the State on the new Title 5 Guidelines for EOPS programs. This information was gained from months of working with the Chancellor's Office Student Services Staff on these revised regulations. The suggestions I made were derived from interviews conducted with at least twenty EOPS Directors regarding these regulations. On July 22, 1977, a staff presentation was made to the Board of Governors of the California Community Colleges resulting in new Title 5 Regulations for EOPS. (See appendix A)

It appears that the problems we face as an institution, here at Mt. San Antonio College, are echoed throughout the state and nation. The thing that was unique for me was to see the varying ways in which people on the cutting edge attempted to solve these problems. At this point, I will site several of our institutional problems and then discuss some new and inovative ways I saw directors, coordinators, administrators, para-professionals and others trying to solve them. I hasten to add here that some institutions are not willing to give those persons working to alleviate these social shackles the necessary resources, equipment or additional support staff. Institutional support is essential if we are going to solve or even attack, with some degree of success, monumental problems of our society.

PROBLEM AREAS FOR EDUCATIONALLY DISADVANTAGED PERSONS

Low Reading Score - This problem is not only state-wide but nationwide. Most programs I visited started with a testing component to find out where the students were. It seems that the most difficult task is to find a reliable instrument for this purpose. The commonly used instruments are the Nelson-Denny, for college level students, and the Gates-McGinities Reading Test, for students reading at below college level. Another problem connected with the testing component is the anxiety level felt by the disadvantaged learner. Removing as much anxiety as possible is one of the major goals faced in this area. Creating an environment that is non-threatening seems to be most desirable for optimum test results. Finally, the problem of finding material is also of grave importance. These materials must be suited for college age students who are functioning at a below high school reading level. Many companies are busy developing this market. In the interim, however, most programs are developing their own. (See appendix B)

Building Self-esteem - Programs which were heavily populated with minority students had as one of their main objectives building student self-esteem. Consequently, the call letters EOP have been dropped from these program titles because of the negative stigma attached to the name. In order to bring about a better self-image, students are provided with a variety of counseling services (peer, para-professional, and professional). The student is given the kind of support service and directed to classes where skills building and personal growth is the main thrust (see appendix C). The program in the appendix reference was developed by the Mt. SAC Office of Special Programs and was augmented as a result of my sabbatical leave.

Retention - The bottom line to all of the programs I visited was how well do you retain your students. Retention, for most programs, was higher than that of the general student body. The reason for this high degree of perseverance was very obvious to me and the model is one that we in the MSAC Office of Special Programs subscribe to whole-heartedly. The formula is simple -- provide each student with the following support services:

Counseling

Peer (student to student)

Para-professional

Professional

Tutoring

One-to-one

In-class

Small group

Financial Aid

Covering educational costs such as books and supplies is the minimum we should provide.

Other aid depends on the student's needs and funds available.

THUMBNAIL SKETCH OF COLLEGES VISITED

San Jose City College: Has a cooperative learning program that is directed by Mr. Armando Moreno who is a certificated employee. The program began in 1969 and is under the administrative arm of the Instruction Office.

Programs and Services Offered

Credit for being tutored.

Testing for Reading Skills (using the Nelson-Denny Test).

Summer readiness for high school seniors.

Students programmed in block classes.

Program Problems and Needs

We need to remove the stigma, as best we can, from the educationally disadvantaged.

We need to do more follow-up on students who have gone through the program. (See appendix D)

Merritt College: Has a learning assistance program directed by Mr. Vester Williams, EOPS and Financial Aid Officer.

Programs and Services Offered

Pre-test for all students on the program (find out where they are).

Counseling is a number one priority.

All programs are self-paced -- no pressure.

Use audio tutorial program to a great degree, but also make good use of peer tutors with their audio tutorial programs.

Tutorial Center has several important components: drop-in; professional tutors (students with degrees); peer-tutors; EOPS supported tutors.

I found the people in this program to be most enthusiastic about what they were contributing, especially the peer tutors. (See appendix E)

Evergreen Valley College: They have a learning assistance and alternative program administered by Ms. Pat Salazar, a certificated employee. This program's number one priority is self-image.

Programs and Services Offered

TALL Program - Tutor and Learn to Learn.

Student is given credit for receiving tutoring - one to three units.

Student is given one unit of credit for training to be a tutor.

Individualized learning programs for reading and writing skills.

Persons responsible for this program feel that students function much better when financial aid is involved. (See appendix F)

Monterey Peninsula College: This college operates a Learning Center under the administrative direction of Dr. John River who is the Dean of Students.

Programs and Services Offered

Tutoring is the basis of this program.

No testing or grades are required.

Working towards a non-threatening atmosphere for students.

Uses a multi-sensory approach to learning.

They try to keep the tutor-to-tutee ration at one-to-three for optimum results.

Their proposed program for Vocational-Technical Learning resources seems interesting (Refer to the research data on several other learning centers within the California Community College system done by Monterey Peninsula College Learning Center staff. (See appendix G).

Reedley College: They have an Extended Opportunity Programs and Services (EOPS) program which is directed by Mr. John Williams, E.O.P.S. Director.

Programs and Services Offered

Students determine their own needs within the programs.

All students are on a contract.

Each student is assigned a peer counselor.

Recruitment is a major concern of the program.

High school Summer Readiness Programs in which students are recruited from the local high schools.

All students in the program are given a pre and post test.

EOPS funds pay for on-campus room and board for each student.

Major target population for recruitment are high school seniors and drop outs. (See appendix H)

Bakersfield College: The director of the Extended Opportunity Programs and Services project is Mr. Alan Zuniga.

Programs and Services Offered

Typical EOPS Program of tutoring; peer counseling; financial aid.

Program strength is follow-up. (See appendix I)

Sacramento City College: Operates an Office of Special Programs directed by Mr. William Smith, Jr., Coordinator of Special Programs. This was by far the most comprehensive program I visited.

Programs and Services Offered

College awareness

Extended Opportunity Programs and Services (E.O.P.S.)

Tutorial Center

Oak Park Education Center (Community Center)

Project Alpha (Ex Offenders Program)

A year-end report from Sacramento City College, describing these programs and their results, is in the appendix. (See appendix J)

VALUE OF SABBATICAL TO CAMPUS, COMMUNITY AND SELF

Campus: There were many new and innovative programs that could be of value to Mt. San Antonio College, but I believe that time and space prevent us from moving forward on all of them. Some programs being considered, as a result of my visits, is a Women's Educational Program and an Ex Offenders Program.

Community: New and broader regulations for E.O.P.S. eligibility raised the eligibility requirement from \$6,000 income per year for a family of four to \$7,500; and extended the program to part-time students (9 units and 14 contact hours) for eligibility which is down from the 12 unit requirement. Both of these new regulations will make it possible to serve a larger segment of our community.

Self: My sabbatical gave me the time that I would not otherwise have had to visit and assess programs throughout the state. As I stated before, I was privileged to see many very fine programs and dedicated people working to help educationally disadvantaged individuals within our society. The whole experience simply reinforced my basic commitment to my job here at Mt. San Antonio College and has helped me re-establish my life goal to be a very significant part of the educational experience and a more productive life style for educationally disadvantaged people.

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES

Date adopted: July 22, 1977
Date effective: August 22, 1977

Be it resolved by the Board of Governors California Community Colleges, acting under the authority of Sections 69648, 69652 and 71020 of the Education Code and implementing, interpreting and making specific Chapter 2, Article 8 (commencing with Section 69640 Part 42) Division 7 of the Education Code, and pursuant to the Administrative Procedures Act, regulations in Title 5 of the California Administrative Code are amended and added as follows:

First -- Chapter 2.5 (commencing with Section 56200) of Division 7, Part VI of Title 5 is added to read:

Chapter 2.5 Extended Opportunity Programs and Services

Subchapter 1. General Provisions

Article 1. Scope and Effect

56200. Implementation. The provisions of this chapter implement the provisions of Chapter 2, Article 8 (commencing with Section 69640), Part 42, Division 5, of the Education Code and govern the approval and funding of extended opportunity programs and services pursuant to the provisions of that article.

56201. Plans Without Funding. Plans prepared for the approval of the board without a request for funds shall be governed by the provisions of Subchapters 1, 2, 3, and 4 of this chapter.

56202. Plans With Funding. Plans prepared for the approval of the board and containing a request for funds shall be governed by the provisions of all of the subchapters of this chapter.

56203. Participation. Participation by a student in an extended opportunity program or service shall not preclude his participation in any other program which may be offered in the college.

56204. Effective Date. The provisions of this chapter shall govern all extended opportunity programs undertaken on and after November 10, 1969.

Article 2. Special Reports

56210. Annual Ethnic Survey. An annual ethnic survey of the student population, instructional staff, administrative staff, supportive staff, and noncertificated staff shall be conducted by each college and submitted through the district to the Chancellor.

56211. Evaluation. Each college or district having an approved plan shall evaluate the same annually and report the results thereof to the Chancellor. The results shall be reported in the format mandated by the Chancellor for each year that the program is in operation.

Article 3. Definitions

56215. Effect of Article. For the purposes of this chapter, the definitions given in this article shall apply.

56216. Chancellor. "Chancellor" means the Chancellor of the California Community Colleges.

56217. College. "College" means a public Community College established pursuant to laws of this state.

56218. Depressed Area. "Depressed Area" means a geographic region in which all of the following factors are present:

- (a) The rate of unemployment is substantially above the national rate.
- (b) The median level of family income is significantly below the national median.
- (c) The level of housing, health, and educational facilities is substantially below the national level.
- (d) The economy of the area has been dominated traditionally by one or two industries which are in a state of long-term decline.
- (e) The rate of outmigration of labor or capital or both is substantial.
- (f) The area is affected adversely by changing industrial technology.
- (g) The area is affected adversely by change in national defense facilities or production.
- (h) The indexes of regional production indicate a growth rate substantially below the national average.

The identification of these factors shall be based on official census publications of the U.S. Department of Commerce, U.S. Department of Labor, Employment Development Department, Department of Interior or other government census agencies.

56219. District. "District" means any school district in California that maintains one or more colleges pursuant to the provisions of the Education Code.

56220. Encumbrance. "Encumbrance" means an accounting procedure consisting of a request made to the Chancellor enabling colleges to extend the use of EOPS funds throughout the summer. Such a request must be made prior to the end of the fiscal year and will not be valid without approval of the Chancellor's Office.

56221. Extended Opportunity Program and Service. An "Extended Opportunity Program and Service" means a program or service undertaken by, or grants made by, a community college district or a college in the form and in accordance with the procedures prescribed by this chapter. Such a program or service shall be over, above, and in addition to, the regular educational programs of the college and has as its purpose the provision of positive encouragement directed to the enrollment of students handicapped by language, social, and economic disadvantages, and to the facilitation of their successful participation in the educational pursuits of the college.

56222. EOPS Student. An "EOPS Student" means a student whose eligibility to participate in programs and services offered under this chapter has been certified according to Section 56234 and Section 56235.1.

56223. Full-time Student. "Full-time Student," for the purpose of this article only, means a student who is enrolled in a minimum of 12 units in Community College courses or a combination of no less than 9 units in Community College courses plus sufficient additional hours in programs and/or services to total 14 weekly student contact hours and who is making continuous progress toward a goal, degree, or certificate as determined by the college.

56224. Governing Board. "Governing Board" means the governing body of a district.

56225. Ethnic Minority Groups. "Ethnic Minority Groups" means Afro American, Negro or Black, Mexican-American (including Chicanos, Latinos, Puerto Ricans, and other Spanish-surnamed individuals), Asian (including Chinese, and Japanese), Filipinos, American Indian, and other non-Caucasian peoples.

56226. Multicultural Studies. "Multicultural Studies" means separate organized courses of instruction which stress the cultural attributes and contributions of minority ethnic groups or that portion of other courses devoted to such material.

56227. Supplemental Educational Costs. "Supplemental Educational Costs" means student costs for other than the following: living costs, student fees, books, supplies, tools, equipment, instruments, uniforms, and transportation between home and college.

56228. Plan. "Plan" means the proposed scheme of extended opportunity programs and services submitted for approval by the board pursuant to subchapter 2 (commencing with Section 56240) of this chapter.

56229. Program. "Program" means a special pattern or method of instruction designed to facilitate the language, educational or social development of a student and increase his potential for success in the college. Any instruction in a program shall be provided by instructors approved by the governing board for the district maintaining the college in which the program is given.

56230. Services. "Services" means a program of assistance, including the making of grants designed to aid students with socio-economic handicaps to permit them to enroll and participate in the education activities of the college. Instruction must be provided by instructors approved by the governing board for the district maintaining the college in which the program is given.

56231. Special Projects. "Special Projects" means those projects which (a) would benefit all colleges, (b) have special merit, or (c) are submitted by new colleges admitting students for the first time.

56232. Student Personnel Workers. "Student Personnel Workers" include but are not limited to certificated student service personnel, counselors, placement directors, and student financial aid officers, or classified personnel working in one of these capacities as identified by the college.

56233. Target or High Priority Area. "Target or High Priority Area" means a depressed area with high total unemployment rates, high youth unemployment rates, and large numbers of minority youth in the college or in the community population served by the college.

56234. "Dependent Student Eligibility". To participate and receive financial assistance under EOPS, a dependent student shall meet all the following criteria:

- (a) Must be eligible under current Federal Supplemental Educational Opportunity Grant guidelines.
- (b) The family's (student's parents or legal guardians) previous year's gross income shall not exceed \$7,500 for a family of four with an additional \$900 for each additional dependent. A dependent student from a family of three would qualify if the family's previous year's gross income does not exceed \$6,600 and a family of two would qualify if the family's previous year's gross income does not exceed \$5,700. District student financial aid policies shall be followed for income verification.
- (c) Enroll as a full-time student at a Community College as per Section 56223 of this article. EOPS financial aid shall be withheld if the student drops below full-time status.
- (d) Those students receiving financial assistance from EOPS must also submit an application for the federal Basic Education Opportunity Grant Program and the college application for financial assistance. In those cases where an EOPS grant recipient student is not receiving a BEOG, the Community College must certify that the student is ineligible.

In instances where an applicant does not meet the criteria specified in this section, and/or the parents refuse to provide financial information, the student may not be considered for an EOPS grant or work study award. (See 56235, Subchapter (e)).

56235. Independent Student Definition. An "independent student" is one who meets one of the following criteria:

- (a) Has been determined to be self supporting prior to June 30, 1977, according to the procedures of the Community College from which he or she is currently receiving an EOPS grant.
- (b) Has not lived with either parent or legal guardian (for more than 2 consecutive weeks) or received financial assistance exceeding six hundred dollars (\$600) from either parent for three consecutive tax years prior to the academic period for which aid is requested, and has not been claimed as an income tax exemption for the same period of time by anyone other than self or spouse.
- (c) Has been a ward of the court in which case appropriate court documents shall be provided.
- (d) Is an orphan and not claimed as a tax dependent during the current tax year by any person other than self or spouse.
- (e) Has been a part of an extremely adverse home situation which is documented and supported by school or responsible community personnel such as a minister or social worker, which situation has led to estrangement from the family under circumstances where the student has not received a contribution in cash or kind from his family for the preceding 12 months. All Community Colleges shall develop a procedure to allow students to appeal decisions on whether the student has been part of an adverse home situation.

As per Education Code Section 69506, a Community College shall not consider the income of an applicant's parents in the determination of the applicant's financial need if the applicant is determined to be an independent student.

56235.1. "Independent Student Eligibility". To participate and receive financial assistance under EOPS, an independent student shall meet the following criteria:

- (a) Must be eligible under current Federal Supplemental Educational Opportunity Grant Guidelines.

Income which is derived from A.F.D.C. benefits are exempt from this provision.

- (b) Enroll as a full-time student at a Community College as per Section 56223 of this article. EOPS financial aid shall be withheld if the student drops below full-time status. (See section covering definition of full-time student.)

- (c) Those students receiving financial assistance from EOPS must also submit an application for the Federal Basic Educational Opportunity Grant Program and the college application for financial assistance. In those cases where an EOPS student is not receiving a BEOG, the Community College must certify that the student is ineligible.

In instances where an applicant does not meet the criteria specified in this section, the student may not be considered for an EOPS grant or work study award.

56236. Priority in Serving Students. An extended opportunity program or service shall benefit students in the following priority order:

- (a) First time or continuing freshman
- (b) First time or continuing sophomores
- (c) Other students in the college

56237. Eligibility of Second-Year Student. A student who has completed the freshman program shall be making progress toward his educational objective in order to be eligible to receive financial aid. What constitutes progress other than full-time status shall be defined by the college.

Subchapter 2. Procedure

Article I. Submission of Plans

56240. Submitted by District. An application for approval of extended opportunity programs and services, for funding, or for both, shall be submitted by each district for individual colleges within the district. Each college will be considered as an independent entity. Districts with multiple campuses may submit a district-wide application. Consortiums, exchanges, or cooperative inter-district endeavors are permitted.

In the case of a district-wide application, the district will be considered the entity submitting the application.

56241. Outline. Each application shall conform to the following outline:

- (a) Purpose
 - (1) Goals. These are the long-term purposes of the EOPS program.
 - (2) Objectives. These are the short-term purposes of the EOPS program.
- (b) Activities to be undertaken to accomplish the purpose.
- (c) Techniques and methods of evaluation stated in qualitative or quantitative terms.

(d) Budget

(e) Number of students projected to be served.

56242. New Colleges. New colleges that have admitted students for the first time may submit special projects or request minimal funds for planning grants. Requests for funds may be submitted any time during the year and will be subject to availability of funds.

56243. Deadline. All applications for approval of plans and requests for funds for plans for a given fiscal year shall be received at the Office of the Chancellor not later than the deadline date established by the Board for each fiscal year. Applications and plans received after that date shall be returned to the applying district without evaluation of consideration.

The provisions of the prior paragraph do not apply to the approval or funding of special projects. Requests for approval of special projects, funding of special projects, or both, may be submitted at any time.

56244. Long Range Plans. Each plan shall be designed for at least a five-year period. It shall reflect a commitment to the Statement of Policy, Goals, and Guidelines of Board of Governors, California Community Colleges for extended opportunity programs and services. The plan shall be revised and brought up-to-date in each year in which approval or funding of the plan is requested.

56245. Scope and Appropriateness. Consideration shall be given to the scope and appropriateness of the activities planned. These activities may include tutorial services, multicultural studies, recruitment services, counseling and admission services, inservice training programs, grants to meet direct and supplemental educational costs, and grants to meet the costs of a student for student fees, supplies, tools, equipment, instruments, uniforms, and transportation between home and college.

56246. Maintenance of Effort. If the plan contains a request for funds, it shall give assurance that funds granted pursuant to this chapter shall supplement and, to the extent practicable, increase the amount of district funds used by the college for extended opportunity programs and services. Exceptions to this section may be given in those unusual circumstances which could not be anticipated by the district. Such exceptions require approval by the Chancellor.

Article 2. Evaluation of Plans

56250. Effect. Each plan shall be evaluated on the basis of the criteria listed in this article.

56251. Program Review and Recommendations. All plans and requests for funding submitted on or before the deadline date shall be reviewed and evaluated by the Chancellor and his staff. They shall recommend plans or portions thereof for board approval and funding. The recommendation for funding shall include a specific amount.

56252. Action by Board. The board shall consider all of the plans and requests for funding and the Chancellor's recommendations thereon and shall approve such plans and grant funds for such programs and services as it finds are in the best interests of the state, the communities, and persons from depressed areas.

56253. Approved Plan Required. No extended opportunity program or service, or any portion thereof, shall be funded unless the plan of which it is a part has been approved by the board.

56254. Matching Funds. No funds shall be granted on the condition that the college commit an equal amount of college or district funds.

56255. Priority in Funding. Programs and services will be funded in view of the following priority list:

- (a) Improvement or strengthening of programs or services.
- (b) Extension or expanding of programs or services.
- (c) Maintaining programs or services.
- (d) New programs or services.

56256. Adjustment After Funding. After the board has granted funds for a plan, the Chancellor may adjust the programs and services in the plan in view of the priorities established in Section 56255, if adjustment is necessary to correct an error or if there had been insufficient information at the time the programs and services in the plan were originally ranked by priority.

56257. Funding. Requests for funding shall be approved and funded in view of the following criteria:

- (a) Plans for districts or colleges in target areas as defined in Section 56233 of this chapter.
- (b) Plans for districts or colleges with highest percentage or number of students with gross family incomes of \$7,500 or less.
- (c) Plans for districts or colleges with the highest percentage of ethnic minority population in the community the college serves, the highest percentage of ethnic minority Community College students, and the highest number of ethnic minority Community College students.
- (d) Plans for districts or colleges that serve students from areas that have a high total unemployment rate or a high youth unemployment rate, or both.
- (e) Plans for districts or colleges that have the highest level of involvement of the total college and groups in the community in extended opportunity programs and services.
- (f) Plans for districts or colleges developing consortiums or cooperative ventures or projects which combine state and district funds with other sources of funds.

56258. Low Priority. Plans and projects limited to research shall receive a low priority.

56259. Effective Program Experience. Consideration for priority funding shall be given to plans from those districts or colleges which have demonstrated effective program experience.

Article 3. Evaluation of College EOPS Programs and Services

56270. Effect. Programs and services offered under EOPS shall be evaluated on the basis of the criteria listed in this article.

56271. Approved Programs and Services. Programs and services offered under EOPS must comply with the approved plan for that year as well as with State statutes.

56272. Record Keeping. The following records must be kept up-to-date by Colleges offering programs and services under EOPS:

- (a) Enrolled EOPS students for the current year under the following headings:
 - (1). EOPS support services only
 - (2). EOPS direct aid only
 - (3). EOPS support services and direct aid
- (b) All EOPS-eligible applicants.

56273. Participation of Other Groups. Programs and services offered under EOPS shall reflect student, faculty and community involvement.

56274. Advisory Committee. Each EOPS Program shall include an Advisory Committee, members of which shall serve without compensation, with the permissible exception of reimbursement for necessary expenses incurred in performing their duties and responsibilities. The advisory committee should include representation from the college personnel, student, community and business sector.

Subchapter 3. Financial and Budget Requirements

Article 1. General Provisions

56276. Scope. The provisions of this subchapter apply to the budget required as a part of an application for plan approval and for expenditures made on the basis of plans approved pursuant to this chapter.

56277. Necessity of Subchapter. The regulations in this subchapter are necessary to assure proper disbursement of, and accounting for, Federal, State, district, and foundation funds designated for extended opportunity programs, grants, and services.

56278. Separate Accounts. All funds designated for extended opportunity programs, grants, and services shall be placed in a separate account established for that purpose by each district.

56279. Accrual Basis. District accounting shall be on an accrual basis. Expenditures shall be charged to the fiscal year in which the services are rendered or the goods received. Under the written authority of the Chancellor, expenditures for special summer work-study projects, special summer inservice training projects, or other special student services projects made for the purposes of the extended opportunity programs and services may be considered expended in the fiscal year for which the State's obligation to the district is created. In this case, the State's expenditure will be recorded for that year.

56280. Subsidiary Accounts. The district shall maintain fiscal control for each approved project by setting up subsidiary accounts. Each approved project shall have its own appropriate income and expenditure accounts.

56281. Accounting Procedures. The rules and regulations for district accounting applicable by virtue of Section 84030 of the Education Code shall apply to budgets and accounts prepared pursuant to this chapter.

Article 2. Budget Structure

56282. State Sources. The funds granted under the provisions of Chapter 2, Article 8 (commencing with Section 69640) Part 42, Division 5, of the Education Code, shall be recorded as income from State sources. In this account shall be recorded that amount allowed for each approved project. At the close of the fiscal year and whenever a final fiscal report is made on any completed project during the fiscal year, this account shall be reduced by the amount received from the State for a project grant in excess of proper expenditures. The amount of the reduction shall be recorded as Account Payable, State.

56283. Other Sources. The funds from Federal sources and grants and gifts shall be recorded separately according to the source.

56284. Expenditures. Expenditures shall be recorded as direct and indirect expenses.

56285. Direct Expenses. Direct expenses shall be recorded under the following required subordinate classes for each approved project:

- (a) Certificated Salaries.
- (b) Classified Salaries.
- (c) Grant Payments.
- (d) Transportation.
- (e) Other Direct Expenses.

56286. Travel. Travel with EOPS funds is limited to EOPS personnel and only for EOPS related activities. Any other travel must be approved by the Chancellor's Office.

56287. Indirect Expenses. Indirect expenses shall be recorded under appropriate subordinate classes for each approved project.

56288. Purpose of Indirect Expense Account. The account for indirect expenses is established in order that all elements of cost necessary for the programs, grants, and services may be recorded. These are the costs which are of such nature that they cannot be readily or accurately identified as specifically related service costs but which must be estimated or prorated in some reasonable manner for the purpose of entering the charge against a particular project.

56289. Capital Outlay Expenditures. Capital outlay expenditures shall be recorded under the following required subordinate classes:

- (a) Buildings, leasing.
- (b) Equipment, rented.
- (c) Books.
- (d) Other Equipment, rental.

Article 3. Award of Funds

56290. Expenses Not Funded. Funds shall not be provided for the following expenses:

- (a) Salaries of existing positions.
- (b) Administrative salaries (assistant dean level and above).
- (c) Administrative support costs.
- (d) Costs of furniture.
- (e) Indirect costs (e.g., heat, light, power, janitorial service).
- (f) Costs of construction, remodeling, and renovation.

56291. Discretionary Funding. Funds may be provided for the following expenses:

- (a) Cost of instructional materials up to \$2,000 per year per college.
- (b) Consultant costs up to \$3,000 per year per college.
- (c) Total cost for curriculum development up to \$7,500 per year per college.
- (d) Rental or lease of space for the conduct of extended opportunity programs and services, up to \$200 per month.
- (e) Cost of equipment for EOPS up to \$3,000 per year per college.
- (f) Special cultural awareness activities and/or cultural enrichment events as submitted and approved in the EOPS plan.
- (g) EOPS grants to meet direct or supplemental educational costs, up to \$850 per fiscal year per student.
- (h) An EOPS eligible student may receive \$1,700 maximum annually from EOPS funds. If a student receives an EOPS grant, she/he may receive work study to meet supplemental educational costs up to the difference between the grant and \$1,700.

56292. Funding EOPS Personnel. Funds may be provided for personnel included in this section. In all personnel categories, funding provisions may not be used to support positions that have previously been supported by district funds.

- (a) EOPS Director. Funds may be provided for the full salary of the director in the first year in which support of the director is granted, for one-half of the salary of the director for the second and ensuing years in which support of the director is granted. For the purposes of this section, "director" means the person in the Community College with direct and specific authority for the administration and operation of extended opportunity programs and services in the Community College.
- (b) EOPS Program Assistant. Funds may be provided for the full salary of EOPS Program Assistants for up to three fiscal years, beginning with the year for which the position is first approved for funding, and for one-half salary in the fourth and ensuing years. For the purposes of this section, "EOPS Program Assistant" means a position in a community college which:
 - (1) Is specifically described in the college plan as essential to the attainment of EOPS program objectives,
 - (2) Is within the EOPS program and under the supervision of the EOPS director, and
 - (3) Is approved by the Chancellor's Office in the annual budget approval process.
- (c) Student Personnel Worker. Funds may be provided for one-half the salary of student personnel worker positions in EOPS as defined in Section 56232.
- (d) Clerical Staff. Funds may be provided for up to one-half the salary of clerical positions in EOPS.
- (e) Hourly Employees. Funds may be provided for hourly wages up to \$3.50 per hour. That portion of hourly wages which exceeds \$3.50 per hour may be paid by the college.

Article 4. Expenditure

56293. Period of Expenditure. Funds granted pursuant to this chapter shall be available for expenditure until June 30 of the fiscal year for which they were granted. The State shall allow only such expenditures for the fiscal year which have been committed by the district as of that date. Encumbrances for expenditures during the summer months shall be requested by the Colleges prior to June 30.

56294. Certification to Controller. The board shall certify to the Controller the amount and recipient for funds granted pursuant to this chapter.

56295. Claims. A district to which funds were granted for approved extended opportunity projects and services may submit an initial claim for an amount up to one-third of the funds granted and may submit quarterly claims thereafter until a final claim is made. Claims shall be made on forms provided by the Chancellor and shall be submitted to him for payment.

56296. Encumbered or Returned Funds. The Chancellor may recover unused, unencumbered or returned funds before the end of the fiscal year for which they were allocated and reallocate them to be encumbered during the same fiscal year.

Second--These regulations mandate no cost to local government within the meaning of Revenue and Taxation Code Section 2231.

Third--These regulations, as amended, shall be effective July 1, 1977.

Grade Scores - Vocabulary

Number Right on the Test	Your Grade Score is:
1	-
2	-
3	-
4	-
5	-
6	3.2
7	3.4
8	3.6
9	3.9
10	4.1
11	4.4
12	4.6
13	4.9
14	5.2
15	5.5
16	5.8
17	6.2
18	6.6
19	6.9
20	7.3
21	7.7
22	7.9
23	8.3
24	8.6
25	8.9
26	9.2
27	9.5
28	10.0
29	10.5
30	11.0
31	11.5
32	12.2
33	12.9
34	12.9+

Put your grade score in the upper right hand corner
of your test sheet where it says "Date of Birth."

Grade Scores - Comprehension

Number Right
on the Test

Your Grade
Score is:

1	-
2	-
3	-
4	-
5	-
6	2.6
7	2.7
8	2.8
9	2.9
10	3.1
11	3.2
12	3.4
13	3.6
14	3.7
15	3.9
16	4.1
17	4.3
18	4.5
19	4.6
20	4.8
21	5.1
22	5.3
23	5.5
24	5.8
25	6.0
26	6.2
27	6.5
28	6.7
29	7.0
30	7.2
31	7.4
32	7.6
33	7.8
34	8.0
35	8.2
36	8.4
37	8.6
38	8.9
39	9.2
40	9.6
41	10.0
42	10.4
43	10.9
44	11.4
45	12.1
46	12.9
47	12.9+

(Put your grade score in
the upper right hand
corner of your test
sheet where it says
"Date of Birth.")



DO NOT WRITE IN MARGINS

USE NO. 2 PENCIL ONLY

TEST SCORING SERVICE

Table with columns for student ID numbers (0-9) and social security or student ID numbers.

SOCIAL SECURITY OR STUDENT ID NUMBER

Large grid of bubbles for marking answers, organized by column and row.

LAST NAME INITIAL F M

FOR INSTRUCTOR USE ONLY

Table for instructor use with columns for TEST NO., COURSE NO., SECTION NO., SHEET TYPE, and GRAPH.

Answer key table with columns for question numbers (1-200) and answer options (T, F, 1-5).

INSTRUCTOR COURSE OTHER

GATES E-1 Voc.

Key



DO NOT WRITE IN MARGINS

USE NO. 2 PENCIL ONLY

TEST SCORING SERVICE

Grid for student identification with columns for last name, first name, and social security or student ID number.

SOCIAL SECURITY OR STUDENT ID NUMBER

Main grid for test answers, columns labeled with letters A through Z.

Columns for LAST NAME, INITIAL, TEST NO., COURSE NO., and SECTION NO.

FOR INSTRUCTOR USE ONLY

Large grid for instructor use, including columns for SHEET TYPE, GRAPH, and FORMS.

Table of test questions and answers, numbered 1 through 200, with columns for T and F.

INSTRUCTOR COURSE OTHER

GATES E-1 Comp.

Key

MT. SAN ANTONIO COLLEGE

EXPERIMENTAL/DEVELOPMENTAL

"CORE CURRICULUM PROGRAM"

EXHIBIT "A"
Project No. 76-60
Form 12 Part 4.23

MT. SAN ANTONIO COLLEGE
THE CORE CURRICULUM

The Core Curriculum establishes for students with inadequate academic preparation a "core" of classes designed to accomplish four objectives:

1. To provide concentrated instruction and practice in the basic skills of reading, writing, speaking, mathematics, and to assist in the formation of effective study techniques.
2. To engineer a more gradual, more effective entry into the mainstream of college-level work than has been previously available to such students.
3. To allow participants to earn enough units to qualify for financial aid and other benefits which are predicated on unit load, without the accompanying extreme and destructive pressures of carrying a full academic schedule. (It is an irony of our present aid system that the students whose needs are greatest are the very students who are least equipped to meet its requirements!)
4. To foster, in students who have heretofore experienced failure and rejection, a more positive feeling of Self and to facilitate a greater realization of their potential within a community college -- this to be achieved through a carefully-structured, carefully-taught sequence of fundamental skills, coupled with a gradual "weaning" process to encourage eventual entry into our more conventional class offerings.

Selection Procedure:

Students are selected for this program via counselor recommendation and the consent of the Learning Assistance Center.

The Core is made up of a combination of classes, all taken on a Pass/No Pass basis: (Course descriptions are attached.)

1. Skills Review Classes. These provide instruction in such skills as reading, composition, spelling, handwriting, speech, and arithmetic:

Skills Review: Reading (3 units/5 hours per week)

Skills Review: Writing (3 units/5 hours per week)

Skills Review: Arithmetic (2 units/3 hours per week)

2. Content Class. Students are also enrolled in a three unit academic class -- either History 50 or Psychology 50, depending upon the semester. Teachers who conduct these classes are chosen for their interest in, and sensitivity toward, the type of student who is selected for this program. The class is not open to general enrollment; only members of the Core may participate. Instruction is conducted at a level consistent with general college standards, but special attention is paid to each student's needs and progress. Small class size permits a great deal of individualization. Ideas are clearly and carefully taught and reviewed in both a teaching and a tutoring context. Student tutors attend class and participate in both the classroom learning activities and in regularly-scheduled tutoring sessions outside of class.

3. Additional Support. Supportive services are made available to Core students. These consist of individualized tutoring and counseling, and specific instruction in the effective use of study strategies and techniques:

- a. Tutoring: This is programed into the student's schedule as part of Skills Development 61, a one unit C. I. S. class which provides three hours per week of tutoring in the subject-matter class. One additional hour of tutoring is provided from a time surplus provided by Skills Development 63. There is no charge to the student. Students who require more help may sign up for Skills Development 62 (six hours per week), or Skills Development 63 (nine hours per week), if need be, and earn correspondingly more units.
- b. Counseling: From the outset, a counselor is assigned to work with Core students as they pursue their programs. He works with them in small groups (Guidance 50; Guidance 52) as well as counseling individually those students who evidence or express a need for help.

In all of these offerings, flexibility in accordance with student need is stressed. Classes are small in recognition of the special nature of our clientele; teachers are recruited in light of their special backgrounds and expressed interest in this sort of instruction.

Students may elect to participate in all or part of the Core offerings, signing up for a range of units which can vary from 1/2 to 15 1/2.

First SemesterSecond Semester

	<u>Units</u>		<u>Units</u>
Reading Skills Review 76	2	Fundamental Business Math 68 ABC	(1-3)
Skills Development 62#	2		
Skills Development 63#	3	English 67 or English 68	3
College Orientation	1/2		
Human Potential Seminar	1	Physical Education (Under 21)	1
Psychology 50	3	Study Techniques 71	3
Guidance 50	1/2	Human Potential Seminar	1
Physical Education (Under 21)	1	Optional (courses as per student and counselor - History 50; History 30A, 30B; History 40)	(3-6)

#Skills Development time totals
15 hours per week; divided as
follows:

Reading Lab, Supporting R.S.R. 76	= 3 hours
Writing	= 5 hours
Math	= 3 hours
Tutoring	= 4 hours

Third SemesterFourth Semester

*Skills Development 61, 62, or 63

*Skills Development 61, 62, or 63

*Skills Development may be taken for a range of from 1 to 6 units per semester depending upon the degree of individual assistance a particular student requires. Additional course work will be at the discretion of the counselor, instructor and student.

Each student's personal needs and abilities will be considered as his program is structured. These needs and abilities are assessed during an admitting interview performed by the assigned counselor, at which time relevant test data is assembled and analyzed, previous academic success evaluated, student goals explored, etc.

To encourage students to participate in regular classes, admission to this program remains open during the semester for any who elect to attempt some fraction of a more difficult traditional curriculum. If they find they have been too ambitious for their present level of ability, these students are allowed to "drop back" into the more appropriate Core Program without penalty. (The hourly requirement for Skills Development classes goes up as the semester advances, so as a practical matter students couldn't earn complete credit in all cases.)

Due to the nature of the learners involved in such a program as this, enrollment is kept small; no more than 15 students per group, with the realization that several of these will probably leave the program before completion.

MT. SAN ANTONIO COLLEGE

Teacher - Core Program

Definition:

Assume primary responsibility for all aspects of developing an experimental program of basic skills to be offered by Mt. San Antonio College, and to be known as "The Core Program". Assume diagnostic and instructional responsibility for Core students: a group of learners ranging in general size from 12 to 15. These students are motivated, but exhibit a significant disparity between ability and achievement, and require intensive learning activities. Provide intense, sequential classroom instruction and supervise individualized laboratory practice in such areas as fundamentals of reading and writing, and basic math. Job involves 30 hours of assigned time as follows:

Responsibility of Core Teacher To Develop:

Reading Skills Review Class - 5 hrs. per wk.

Writing Skills Review Class - 5 hrs. per wk.

Math Fundamentals - 3 hrs. per wk.

Study Techniques 71 - 3 hrs. per wk. (alternate semesters)

Support Time: Supervision of tutoring, informal counseling, inter-departmental liaison, material preparation, and general conduct of Core Program - 14-17 hrs. per wk.

Responsibility of Support Teachers

Psychology 50 (Fall)/ History 50 (Spring)

Guidance 50 (Fall)/ Guidance 52 (Spring)

Direct teacher's aids and student tutors in relevant classroom tasks. Assume responsibility for training, scheduling, and supervising such in-class assistants.

(Continued on page 2)

Present basic instruction in a creative, accepting, and supportive manner. Work with students on highly individualized programs best calculated to meet each person's instructional needs, and update these prescriptions in a systematic, continuous manner. Select from a vast range of materials those which are most appropriate in each case; create such material when necessary. Establish a lively and interesting learning environment while maintaining a focus on the development of fundamentals, relevant skills.

Position is of one year's duration only.

QUALIFICATIONS:

1. Hold a suitable California Teaching Credential.
2. Practical experience with educationally disadvantaged students will be weighted heavily.
3. Be able to demonstrate significant academic preparation in the field of learning disabilities and/or reading instruction.
4. Demonstrated ability to relate to a Multicultural, Multiethnic setting is highly desirable.

Skills Review: Reading (2 units) 2 hours lecture

Corequisite: Skills Development 61 (1 unit, 3 hours)

Prerequisite: Current enrollment. Consent of the Director of
the Learning Assistance Center, Study Skills

Course Description:

This subremedial course meets the needs of two types of students: those who lack the basic literacy skills necessary for effective participation in normal daily living, and those who wish to develop an adequate beginning base for subsequent pre-college and college level courses. The course emphasizes development of student competency in word recognition, word attack, word analysis, and fluency in the flexible, effective use of these skills with appropriate materials.

Class format features a highly-structured exposure to the essential sequence of basic reading principles, with ample opportunities to practice these skills on appropriate individualized material under the supervision of teaching and tutorial staff. May be repeated twice for credit.

The laboratory segment provides further opportunity to work under supervision in such areas as vocabulary, spelling development, the improvement of reading comprehension, and any homework assigned in the regular Reading Skills Review classes.

Skills Review: Writing (2 units) 2 hours lecture (Proposed)

Corequisite: Skills Development 61 (1 unit; 3 hours)

Prerequisite: Current enrollment. Consent of the Director of
Learning Assistance Center, Study Skills.

Course Description:

This course provides special assistance for students who need intensive work developing the ability to express themselves coherently in writing. It concerns itself with such mechanics as legibility, spelling, and punctuation, as well as encouraging completeness and effectiveness of expression. Emphasis is placed upon practical application of writing skills to life situations: Filling out forms, composing brief letters, notices, ads, and job requests which communicate the writer's intent. Not a course in theory. Students learn by performing a series of sequential, practical assignments under the close guidance of teaching and tutorial staff. Especially recommended for students taking other Skills Review classes. May be repeated twice for credit.

Skills Review: Math (2 units) 2 hours lecture; 1 hour laboratory

Prerequisite: Current enrollment. Consent of the Director of
the Learning Assistance Center, Study Skills.

Course Description:

An intensive, remedial review of the basic mathematical operations for students who have not effectively mastered these skills. Application to practical life experiences stressed: how to balance a checkbook, budget expenditures, computation of interest charges and discounts, etc. Drill to develop speed and accuracy of manual computation. Introduction to work problems and basic formulas. Use of electronic calculators taught as a practical aid. An opportunity for students to work at their own rate on material appropriate to their needs under the close supervision of teaching and tutorial staff. Especially recommended for students taking other Skills Review classes. May be repeated twice for credit.

Psychology 50: Psychology of Human Relations (3) Semester Fall and
Spring 3 hours lecture

Course Description:

This course is designed to develop a student's understanding of himself and his social relationships. Emphasis is placed on the following: self-evaluation, experience in small groups, becoming sensitive to one's own feelings and to the feelings of others, and the contributions of the behavioral sciences as resources for effective living.

History 50: Twentieth Century America (3) Semester Fall and Spring
(May be taken for option of letter grade or Credit/No
Credit). 3 hours lecture

Course Description:

This course deals with the major problems facing the United States in the 20th century and their historical origins. Topics selected for study will be those which seem more relevant, but may include minority groups, poverty, women's liberation, changing attitudes toward sex and religion, prison reform, foreign policy, and the arts. This course satisfies the history requirement for graduation but is not intended for transfer.

History 30A - 30B: History of the Black American (3-3) Year

Course Description:

Three hours lecture, a survey of the History and culture of Black Americans since 1919. First semester will deal with the impact of American Historical development on the Black minority from 1619 to the Civil War. In the second semester special attention will be given to the quest for equality in the last century and to the Black contributions to the American way of life. History 30A satisfies the United States History requirement; History 30B satisfies the American Institution requirement.

History of the Mexican American 40: (3) 3 hours lecture; Semester
Fall and Spring

Course Description:

A general survey of United States History with a special focus on the History and culture of Mexican Americans and their contributions to the American way of life. Emphasis will be placed on the impact American Historical development has had on this minority, especially in the twentieth century. This course satisfies the United States History requirement.

Skills Development 61, 62, 63 (1-2-3):
(May be taken for Credit/No Credit Only)

- 1 unit equals 3 hours laboratory
- 2 units equal 6 hours laboratory
- 3 units equal 9 hours laboratory

Prerequisite: Current enrollment, Day; Consent of
Development Specialist

Course Description:

This course provides the opportunity to select a specific skill for intensive remedial or developmental work in communications or numbers. Teaching and tutorial assistance will be given in conjunction with the use of multi-media materials. Emphasis will be given to application in subject area fields. Flexibility in structure of this course permits registration during the semester until the 13th week. One unit requires a total expenditure of 48 hours in class; 2 units require 96 hours in class; 3 units require 144 hours in class. Time to be arranged.

Career Guidance 50: ($\frac{1}{2}$) Meets 9 times, either twice a week for $4\frac{1}{2}$ weeks, or once a week for 9 weeks. May begin either the first week or the 10th week of the semester, Fall and Spring.

Course Description:

This group guidance course is required of new day students and includes presentations and class activities to assist students in their (1) adjustment to college, (2) evaluation of interests and abilities, (3) determination of realistic vocational goals, and (4) development of effective educational plans.

Human Potential Seminar: (1) Nine week course, begins the first and tenth week of each semester.
(May be taken for Pass/No Pass only.)
(May be taken four times for credit.)
Two hours lecture

Course Description:

Designed to help students develop attitude toward themselves so that they will become self-motivated to succeed. This seminar is structured and takes a positive approach. Students will explore personal value systems, acknowledge personal strengths and achievements, receive feedback from the group, and be responsible for achieving short-term goals they have set for themselves.

Study Techniques 71: (3) Semester Fall and Spring; Three hours lecture
(May be taken for Pass/No Pass only.)

Prerequisite: Student must score satisfactorily on standardized reading test administered in Study Skills Center.

Course Description:

This sequence of short-term courses is designed to provide intensive assistance for students who wish to improve in the following skills areas:

Study Techniques I: Study Management; Becoming a More Effective Student.
Study Techniques II: Effective Listening; Notemaking and Informal Outlining.
Study Techniques III: How to Read a Textbook.
Study Techniques IV: Memory Improvement Principles; Test Taking.

Study Techniques 71:

Course Description (Cont.):

Students may enroll during the semester for any combination of these specific short-term courses, and credit will be granted on a basis of $\frac{1}{2}$ unit per four-week module completed. Students who elect to take all four of the short-term courses may earn a maximum of 2 units. No individual course may be repeated for credit.

Fundamental Business Mathematics 68A, 68B, 68C (1-1-1): Semester
Fall and Spring
(May be repeated until three units of credit are earned.)
Three hours lecture.

Course Description:

This course provides the opportunity for individualized instruction in Fundamental Business Mathematics 68 (refer to Fundamental Business Mathematics 68 for content). Because students proceed at their own rate of learning, only one unit per semester will be counted toward the student's study load for purposes of determining eligibility for financial aid, veterans' benefits, athletics, etc.

2100 Moorpark Avenue
San Jose, California 95128
(408) 298-2181

San Jose Community College District
Board of Trustees
John R. Brokenshire
Gael Douglass
Dr. John E. Marlow
Virginia Sandoval
Yancy L. Williams

Otto Roemmich
District Superintendent

SAN JOSE CITY COLLEGE

Dr. Theodore I. Murguia
President

To: High School Counselors
From: Armando M. Moreno
Director; Cooperative Learning Program SJCC
Re: Open House for High School Counselors
Date: April 29, 1976

Welcome to San Jose City College.

Enclosed you'll find a class schedule for the Cooperative Learning Program College Readiness Program for the Summer Session.

The Cooperative Learning Program is a service organization designed to help disadvantaged students. We are primarily funded through the State by Senate Bill 164 and known as Extended Opportunity Programs and Services (E.O.P.S.)

We are also funded by the San Jose Community College District. Through these funds we have developed a coordinated tutorial program for all departments on campus.

Services offered by the Cooperative Learning Program include tutorial assistance, job placement, counseling, peer counseling and counseling referrals, financial assistance, recruitment, courses for credit for tutors and tutees, and general assistance in applying for admissions.

ELIGIBILITY REQUIREMENT

In order to qualify for the Cooperative Learning Program a student must meet the following requisites;

1. Be enrolled in school full time (12 units or 14 WSCH's)
2. Gross family income of \$6,000 for a family of four and \$750 for each additional dependent.
3. Be eligible for BEOG.

We would like to encourage you to refer students to us that you feel are qualified for our program.

If we can be of any future assistance to you in providing a better service for your students, please do not hesitate to contact us at (408) 298-2181 ext.'s 376-377. We are located in room 301.

Thank you.

AMM/av

SAN JOSE CITY COLLEGE
COOPERATIVE LEARNING PROGRAM
COLLEGE READINESS PROGRAM
1976
SUMMER SESSION SCHEDULE

Subject Course No.	Course Title	Units	Hrs.	Days	Room	Instructor
92	Fundamentals of Composition	3	8-10	MTWTH	110	Regua
320	Improvement of Reading	*3	8-10	MTWTH	46	L. Davis
330	Improvement of Writing	*3	10-12	MTWTH	110	Regua
10	Genral Psychology	*3	8-10	MTWTH	S-1	F. Ciena
10	Intro. to Sociology	3	10-12	MTWTH	S-1	M. Chavez
*97	Intro. to College	*1	9-12	F	201	Washington

*Individual counseling by appointment daily.

**Designed for C.L.P. Students. For information call CLP offices 298-2181, ext.'s 376-377.

Book grants available for CLP students who qualify.

Part-Time jobs for tutors and teacher aides.

Transportaion provided for CLP Students

Personal Counseling

Individualized tutoring

Pot-Luck Parties!

Director: Armando M. Moreno
 Asst. Director: Robert B. Evans
 Secretary: Alice Villa
 Clerk-Typist: Sally Donato

Room 301
 Phone - (408) 298-2181
 Ext.'s 376-377

AMM/av

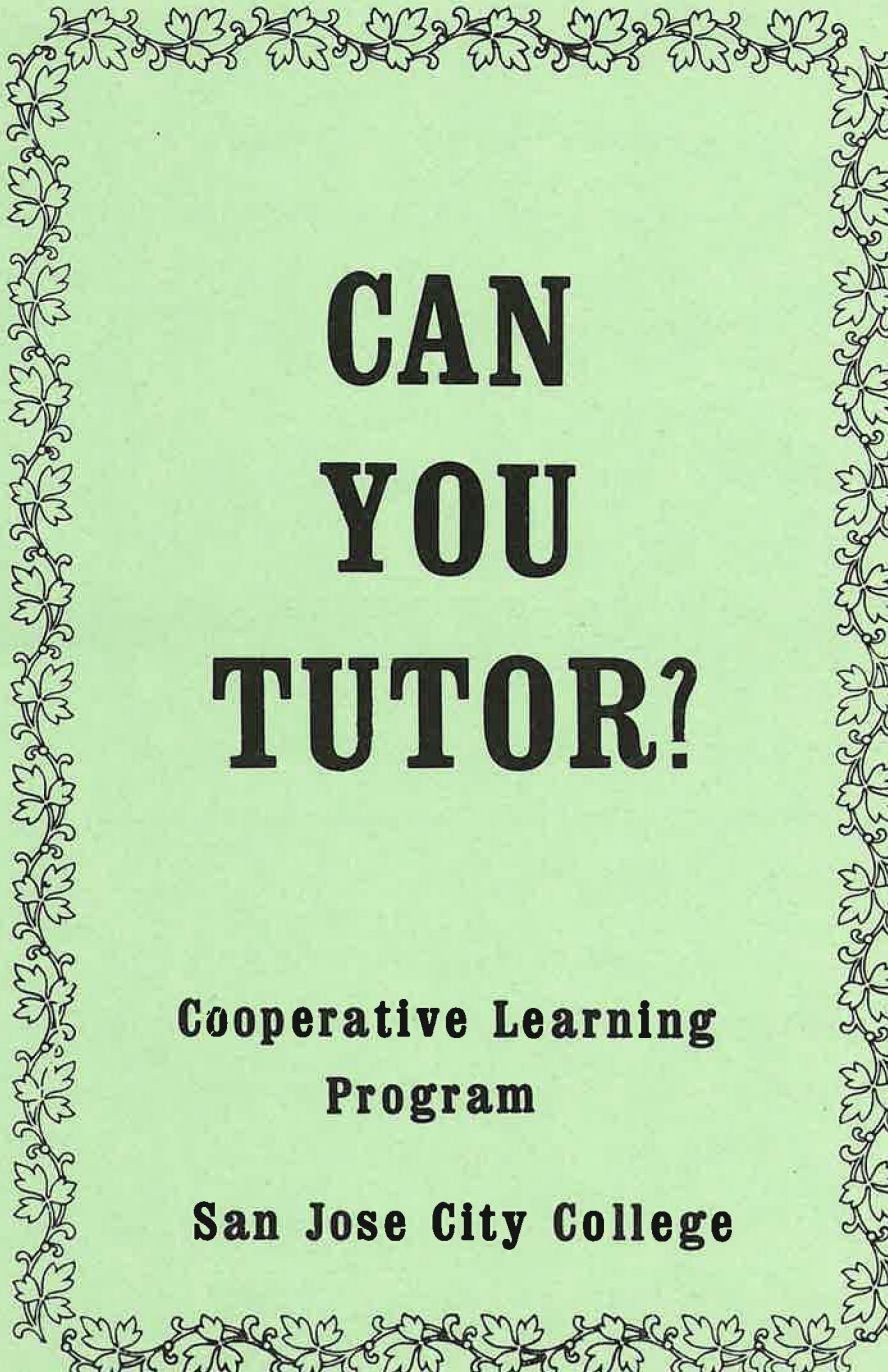
Above all, be honest. If you are unable to answer questions, say so and make it a point to find out. Do not hesitate to ask for help from the staff at the Tutorial Center, instructors or counselors who are also committed to the success of this program.

You may earn one to three units of credit for tutoring. (CLP 90)

You may also earn one unit to three units of credit for Tutorial Training (CLP 91).

For further information, contact:

Cooperative Learning Program
Room 301, Ext. 317 or 328

A decorative border of small, stylized flowers and leaves surrounds the right page of the flyer.

CAN YOU TUTOR?

**Cooperative Learning
Program**

San Jose City College

Nelson-Denny Form A

Grade Scores - Vocabulary

Number Right
on the Test

Your Grade
Score is:

6	.....	7.0
7	.....	7.3
8	.....	7.5
9	.....	7.7
10	.....	7.9
11	.....	8.1
12	.....	8.3
13	.....	8.5
14	.....	8.8
15	.....	9.0
16	.....	9.2
17	.....	9.4
18	.....	9.6
19	.....	9.9
20	.....	10.1
21	.....	10.4
22	.....	10.7
23	.....	11.0
24	.....	11.3
25	.....	11.6
26	.....	11.9
27	.....	12.2
28	.....	12.3
29	.....	12.4
30	.....	12.5
31	.....	12.6
32	.....	12.7
33	.....	12.9
34	.....	13.0
35	.....	13.1
36	.....	13.2
37	.....	13.3
38	.....	13.5
39	.....	13.6
40	.....	13.7
41	.....	13.8
42	.....	13.9
43	.....	14.0

Put your grade score in the upper right hand corner of
your test sheet where it says "Date of Birth."

Nelson-Denny Form A

Grade Scores - Comprehension

Multiply the number you got right by 2

If you got 12 right	12
	x2
Your corrected score is	<u>24</u>

If your corrected score is:

Your grade score is:

16	.....	7.0
18	.....	7.5
20	.....	7.9
22	.....	8.4
24	.....	8.9
26	.....	9.3
28	.....	9.8
30	.....	10.2
32	.....	10.7
34	.....	11.1
36	.....	11.9
38	.....	12.4
40	.....	12.7
42	.....	13.1
44	.....	13.5
46	.....	13.8

Put your grade score in the upper right hand corner of your test sheet where it says "Date of Birth."



TUNE IN

TO GOOD STUDY HABITS



LAAP

LEARNING
ASSISTANCE AND
ALTERNATIVES
PROGRAM

LET LAAP HELP YOU
DEVELOP GOOD STUDY SKILLS

EVERGREEN VALLEY COLLEGE SPRING 1976

EARN 1/2 to 5 UNITS OF CREDIT for developing your study skills.

IMPROVE YOUR: Memory, Goal Setting, Time Scheduling, Notetaking,
Vocabulary, Punctuation, Concentration, Motivation,
Grammar, Spelling, Reading, Listening, Mathematics,
and get rid of the Exam and Term Paper Blues!

INDIVIDUAL COUNSELING for your specific study problems!

M-Th 8:00 AM - 9:00 PM
F 8:00 AM - 4:30 PM

Cluster Roble
Room 3-314

TUTOR AND LEARN TO LEARN (TALL)

GUIDELINES FOR TALL 90:
Directed Experience in Tutoring

1. TALL 90 is considered a course in itself. The units and grades earned relate to the tutor's participation in TALL 90 and not to the course in which the student is tutoring.
2. All tutors are required to meet the following requirements to receive credit and grades in TALL 90:
 - a. Attend the required weekly seminars.
 - b.

<u>1 Unit of Credit:</u>	<u>2 Units of Credit:</u>	<u>3 Units of Credit:</u>
22 to 24 hrs. = A	46 to 48 hrs. = A	70 to 72 hrs. = A
19 to 21 hrs. = B	43 to 45 hrs. = B	67 to 69 hrs. = B
16 to 18 hrs. = C	40 to 42 hrs. = C	64 to 66 hrs. = C
13 to 15 hrs. = D	37 to 39 hrs. = D	61 to 63 hrs. = D
3. If you decide to drop TALL 90, you must submit a drop card to the Records and Admissions Office, just as you would for any other class; the drop cards are available through the TALL Assistant Director, Pat Salazar. If the drop card is not submitted, the student automatically receives a WN grade at the end of the semester. The deadline for dropping TALL 90 is the same as for other courses.
4. Units are determined by the hourly participation, and the grade is based upon attendance at required seminars and the total hours in which tutoring is done, in accordance with the above schedule.
5. All tutoring is done in the TALL center unless other arrangements are made with Pat Salazar. When you come into TALL, you and your tutee check in; when you are finished, you check out. Someone in the center will be in charge of the book to help you with this. Attendance is recorded in accordance with this master time log.
6. If you enroll late in the course, you are required to make up the hours of participation in order to be eligible for the unit(s) of credit.
7. If at anytime you have a question about the procedures or your participation in TALL 90, please contact one of the following staff members to discuss your concern. We will be happy to help you!

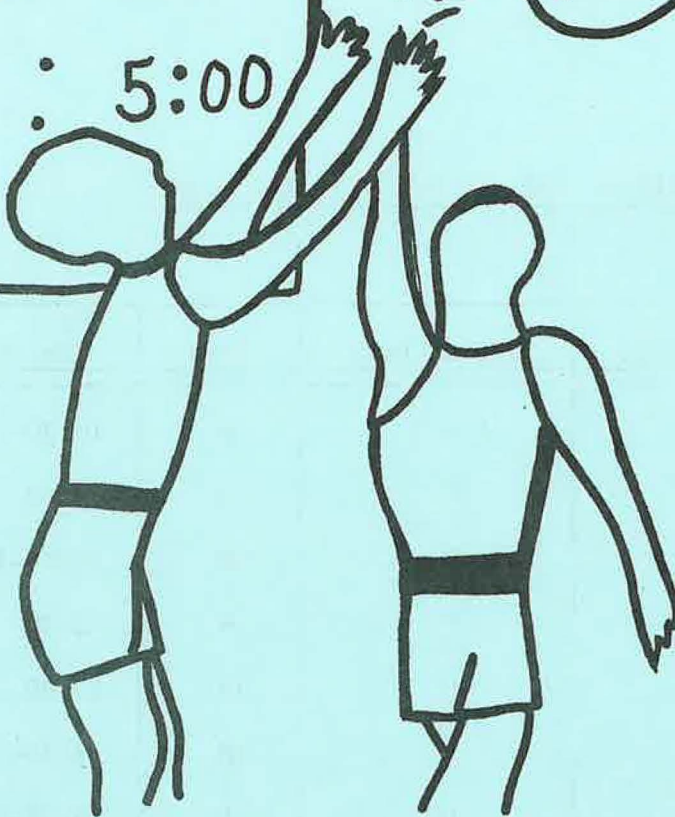
Ms. Pat Salazar, Assistant Director of TALL
Mrs. Margaret Butler, Learning Specialist
Ms. Sharon Jackson, TALL Clerk-Typist

EVERGREEN VALLEY COLLEGE

SPRING 1976

8:00 : 5:00

TALL



TUTOR AND LEARN TO LEARN

The TALL (Tutor and Learn to Learn) Program at EVC offers both individual assistance by a qualified tutor in most academic areas and also the opportunity for some students to either earn money or college credits while tutoring a fellow student.

Students who need a tutor may register for one of the regular seminars listed under TALL 91 on the reverse side of this paper. Basic study skills are discussed and group experience and participation are encouraged. The tutee is promptly matched up with a tutor qualified in the particular subject and the two select a mutually convenient time to meet in the TALL center.

Tutors also register for weekly seminars to discuss problems and ideas on tutoring and to exchange information. Both tutors and tutees receive college credit, and some tutors are paid for their participation.

If you need a tutor, or would like to be a tutor, please visit the TALL center in Cluster Roble, Room 3-323.

Free Tutoring . . . Possibly a Tutoring Job
Assistance in Obtaining Financial Aid . . .
Peer Counseling . . . and . . . 1-3 units of Credit
(over) . . . OO . . . →

TUTOR EVALUATION OF THE TALL PROGRAM

In order to improve our Tutoring Center we need your assistance in filling out this evaluation form. Please answer the following questions as honestly as possible and then check your name off the master list once you have completed this form and placed it in the box.

	POOR	FAIR	GOOD	VERY GOOD
1. My experience gained with my tutor was: 1.				
2. My tutor's attendance was: 2.				
3. The atmosphere in the Tutoring Center in regard to studying was: 3.				
4. The helpfulness of the TALL Center was: 4.				
5. My tutor's contact with my teacher was: 5.				
6. The assistance I received from my tutor was: 6.				
7. The help and information I received from the seminars was: (a)				
(a) Seminars by Stephen Blades				
(b) Seminars by Margaret Butler (b)				
8. The assistance I received from the Tutor Coordinator (Pat Salazar) was: 8.				
9. The assistance I received from the Clerk-Typist (Sharon Jackson) was: 9.				
10. The opportunity to always know my total hour progress by the weekly printout was: 10.				
11. The attitude of my tutor towards helping me was: 11.				

Please write below any further comments or possible suggestions you have about the TALL Center. Thank you

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

INTRODUCTION

Everyone wants to be a good reader. Yet, most people do not read as well as they feel they should. But, something can be done about that. You have already taken the first step necessary; that is, you have decided to improve your reading. And to prove it, you have enrolled in a course. Many people never do what you have done; so, you have made a real commitment to yourself, one that will pay off almost immediately. By the time you finish this study module you will be a better reader and speller.

What does it take to become a better reader? That's a good question. First of all, a good reader enjoys reading. Reading is a skill which can be developed just like any physical sport. And, just like any sport, the better you play the game, the more you begin to enjoy it. So, reading must be practiced and practiced. In this module you will do lots of exercises. All of them were chosen because they have worked for many other students in the past, and, hopefully, they will also work well for you.

Before you begin, there are several things you should know: one, don't hesitate to ask a teacher or a tutor to help you with any exercises you do not understand; two, we're not as concerned with how fast you learn something as we are with how well you understand what you have learned; three, tell us if you feel that the module isn't helping you.

In conclusion, you can't become a dynamite reader overnight, but you can become a more satisfied reader rather quickly. And, slowly, as your skills improve, you will be able to read and to understand more of the countless books that surround you.

Now, please turn to the Learning Activities.



MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT

MEMORANDUM



We need to discuss recruitment math tie-in
Counseling referrals

TO: Dr. John H. Rivers

DATE February 25, 1976

FROM: Anne Bradley & David L. Winter

SUBJECT: Proposal for the funding of Project Bridge, a Vocational-Technical Learning Resources Program.

also- Annotations indicate further development of Phase One, Summer 1976. March 6, 1976

RATIONALE

Historically, MPC students have been transfer-oriented; yet, over the past several years, more and more students have been pursuing programs of study in the Vocational-Technical areas. Most students have experienced success; that is, they have completed their course of study without having experienced too many problems along the way. However, many other students need to tackle one obstacle after another before they can achieve even minimal success. *JUST how true is this?* nevertheless, *how many?* they still make it. After having completed the program, their success then affords to them more options from which to choose; either they can enter the job market or they can continue at another institution. What we need to focus our attention on at this time is whether or not something can be done to prepare more students to enter Vocational-Technical programs at MPC. We feel that not only can something be done, but that something should be done. In order to successfully do this, an educationally sound program needs to be developed. Such a program should deal with a number of very specific problems, such as: Why are some programs conspicuously lacking minority students? Why do certain students succeed once they've entered a program? Why do others fail? Can students be taught supportive skills which would build their chances for success? What do they need to know how to do before they enter a program? What must they be able to do before they can complete a program? These are very legitimate

transcribe

questions which require close evaluation.

Preliminary research, specifically contact with Dorothy Cox of the Dental Assisting Program and Margaret Horsbaugh of the Medical Assisting Program, reveals that students, especially minority students, who drop out of these programs do so primarily because they lack basic literacy skills that are essential to success in these programs and to success in their chosen field; these students need to improve their reading, writing, spelling and study skills.

Based on college catalog + handouts, we project ET needs for math, physics, chemistry background. Right?

In fact, it was for just this purpose that the Learning Center was created; however, while the Center has many excellent learning resource materials, no coherent program has yet been implemented whereby students who wish to prepare for specific Vocational-Technical fields can get skills improvement that is of a practical nature, skills that are important "on the job." In attempting to facilitate this process, the authors of this project will set forth, in usable study guide form, student guides to self-instructional materials that will provide both individualized instruction and practice of skills that the instructors in individual Vocational-Technical departments have recommended.

Also materials + other colleges where they're doing good things...

MAJOR PROGRAM OBJECTIVE: To develop a pilot program and a methodology of instruction which will strengthen a prospective Vocational-Technical student's ability to demonstrate adequate language skills and process thinking/learning skills to: PREP one, enter a Vocational-Technical program of their choice; SUPPORT two, insure their success in the program; Continuing Education and three, enhance their prospects of success in the field after having completed their program of study at MPC.

PROGRAM AND IMPLEMENTATION

Generally, five basic English skills improvement modules will be developed and implemented as part of the 1976 Summer Readiness Program in the Learning Center: I. Phonics/Morphology, II. Syntax, III. Paragraph and Essay Writing, IV. Reading Speed and Comprehension, and V. Study Skills. In addition, a sixth unit will develop thinking/ process skills. These modules will attempt to bring unity and a holistic approach to learning a multitude of specific language skills.

Students will be diagnostically pretested for placement into the modules themselves, and then again specifically pretested to determine individual placement within each sequential subject area. This process should enable the student to concentrate on specific study that will take him or her as rapidly and purposefully as possible from where he or she is to where he or she wants to go.

A printed booklet-form study guide will be provided to guide students through the learning materials of each module/area of study. Each study guide will consist of rationale/introduction, specific learning objectives, diagnostic pretesting, study questions that relate to the appropriate learning materials, and a flowchart illustrating sequential skills development. At the completion of the recommended learning exercises, the students will be posttested to assure either mastery or appropriate further instruction and practice.

In cooperation with teachers and chairpersons of the Medical ^① Assisting, ^② Dental Assisting, Electronics and ^③ Engineering programs, specific career-oriented learning materials involving appropriate English skills will be developed. Such learning materials will consist of specific vocabulary exercises, specific reading comprehension exercises, specific writing skills exercises, specific study skills. In addition, a study guide will be developed for each of these four programs again including rationale/introduction/discussion of the field, learning objectives, and an outline coordinating all of the specific learning materials for each particular field.

METHOD OF INSTRUCTION

Basically, a "Personalized" method of instruction will be utilized. Students will individually "contract" with the instructor to complete agreed on sets of materials/modules. Instruction will then proceed on a mastery-learning, self-paced basis. Students will have access to many modes of learning: individual, one-to-one tutoring, clustering and small group instruction. Materials will consist of printed minicourses and study guides, audio-cassette programs, sound-on-slide programs, cassette-film loop programs, and possibly videotape and computer assisted instruction.

Most important to a "Personalized" method of instruction, both for a student and for instructor, is the close support and feedback provided by selected, trained tutors. Since a tutorial system is at its best when the tutors are worked into the program on an internship basis, tutors will be selected far enough in advance so that they can have already "worked through" the materials.

METHODOLOGY

1. We will set forth a specific proposed program model in outline form.
2. We will conduct research as discussed below.
3. We will subsequently submit modified outlines and reports to Dr. Rivers in response to what we discover in our research.

RESEARCH

Research will be conducted in four basic ways. First, we will talk with students who are either currently enrolled in a Vocational-Technical program of study or who have just completed one. They would have many valuable suggestions to offer about the program content as well as about the learning process.

Second, we will talk with instructors and chairpersons to find out their needs; they are most knowledgeable of program goals, and they are closest to the specific needs of the students enrolled in their program. Then, we will visit other existing programs within the California Community College system. This exposure to other existing programs should provide valuable insights into what is and what is not working at other colleges in California. Finally, we will consult with experts in the areas of both learning styles and instructional strategies.



MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT

MEMORANDUM



TO: Dr. John H. Rivers

FROM: Anne Bradley/David Winter

SUBJECT: Research Report #5: West Los Angeles and East Los Angeles
Community Colleges

DATE April 15, 1976

We visited East LA and West LA on Friday, April 9, 1976. We chose these schools because we heard they had good voc/tech programs in effect.

At West LA, we first visited the Programmed Instructional Center. While their Center is quite unattractive physically, the instructor, aide, and tutors were quite personable and helpful. Visitors and new students are introduced to the Center, its materials and services, via a sound/slide (Caramate) orientation module. We thought this was an excellent idea and plan to produce a similar orientation for our own Center.

West LA's PIC offers a sophisticated array of technology. They have a 3" thick catalogue of audio programs available through an audio-access retrieval system. They offer, in addition to commercially packaged programs on every subject possible, such things as instructor's lectures, instructor's introduction to courses, and other video programming.

At West LA, the Learning Center basic skills materials are used only as backup to regular classwork; therefore, they have no standard diagnostic-prescriptive setup. The instructor on duty, Andy Meyer, was most cooperative in sharing with us lists of resources, many of which are sound/slide or filmloop-cassette basic skills materials; we will order several of the programs he recommended.

Next, we visited the Career Education Center. The coordinator, Dr. Drummond, explained that her department's function was to counsel and inform students of local career opportunities rather than to provide them with basic skills training to prepare them for these jobs. She was excited about our project, however, and took us to the Language Arts division office where she introduced us to the division chairperson, herself a basic skills instructor, and to Clare Adams, another basic skills instructor.

In our conversation with these two women, we found the most meaningful advice and information that we have yet encountered in our research, and lots of validation. In the first place, they are experimenting with Helen Mills' Commanding Sentences as their key basic skills text. As a result of this conversation, we realized that we are on the right track, that no other school (so far as we have seen or heard) has a sure-fire method of dealing with teaching basic skills.

Second, Clare Adams told us that she set up a "prep" program almost identical to the one we are planning six years ago in Boston. At the end of the conversation, she told us that "frankly, (she) disapproved of such programs." When we asked her why, she said that in her opinion summer prep programs are "bandaid" courses and as such useless and even harmful. When we explained our diagnostic-prescriptive procedures, our content-oriented specific reading and writing skills approach, our holistic philosophy, our sequential skills development, and our mastery learning criterion, she was delighted. She felt that we were exactly on the right track and offered not only ideas about why teachers, etc. are so reluctant to "prep" students, but some sound advice: students must not only learn the skill (reading, logic, etc.)

but be able to recognize when the skill is needed/applicable. She felt that our idea of taking skills exercises/post tests from actual textbooks used in the course or on the job was sound and would insure this type of transferrability.

EAST LOS ANGELES COMMUNITY COLLEGE

We then went to East LA where we had heard they have a large ethnic population (Chicano) and also extensive voc/tech programs.

At their Learning Center, a most agreeable tutor showed us the procedures and materials they used. They combine a strong tutorial approach with a heavy instructional-tie-in system that results in a nice synthesis of people, programs, and interaction. One really good procedure they use is to assign a tutor to each student and they are expected to meet once weekly.

We were then referred to Clare Grey, of their Career Counseling and EOP office. She told us that a program such as we are developing was researched a few years ago, but failed. She gave two possible reasons for the failure. First, it was set up to be administered through the Learning Center which was too small and too disorganized. Second, the students themselves were resistant; they felt that they were prepared to enter voc/tech programs. We felt that possibly it had failed also because of lack of instructional support or specific followup. She also told us that the nursing assisting program required successful completion of chemistry and microbiology as criteria for entrance to the program.



MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT

MEMORANDUM



TO: Dr. John H. Rivers
FROM: David Winter/Anne Bradley
SUBJECT: Research Report #2

DATE 4/3/76

CONTRA COSTA'S LEARNING CENTER

Contra Costa College has allocated a tremendous amount of money to their Center for the purchase of hardware, which, I believe, can be a one-way street. Naturally, certain companies that market "teaching equipment" have also developed software to accompany their products. The software may work; however, ususally, it only works with their equipment, and, oftentimes, their equipment breaks down. When it does, you're stuck with a program which you can no longer use.

The staff at CC has done very little in the way of "in-house" development of materials; they have relied primarily upon "packaged" ones. So, they are able to help most learners, but they are not equipped to specifically deal with the problems of students with specific learning disabilities. Also, they do not use tutors.

They have started to develop a diagnostic procedure; however, again, I feel that they are overlooking the learner with special problems. Consequently, whatever they develop will exclude the identification and remediation/correction of specific learning disabilities.

Yet, the staff at Contra Costa does have a lot going for it. They're a warm group of people who try to stay as close as possible to the needs of the students which they serve. Also, they do a very good job of dealing with all of the machinery which they have.

SIGNIFICANT INSIGHTS

What I found most interesting at CC was how they score exams, sign out materials to students and log time. Although I didn't really care for the physical atmosphere of the Center, I was impressed with they way they maintain records. Since visiting CC, I have talked with a representative from Scantron. Starting May 1, we will be trying out a new method of exam-scoring. It may not appear to be a significant discovery; yet, the accurate scoring of exams is essential. We give over 2,000 pre and post tests each semester, and it is very important to the students as well as the staff that we be as accurate as possible. Students pay very close attention to their scores; so, we have a responsibility to them to be as careful as we can be.

Good things have happened at CC in their English department. Mr. Ross has developed and published a text and a study-guide called Words for Work, which he uses in a course which presents writing fundamentals for Voc/Tech majors. We have subsequently ordered the book for review; perhaps we may be able to use it here. Also, we discovered another good book for Voc/Tech students called Clear Technical Writing, by Brogan.

In conclusion, the trip to Contra Costa was well worth it; it gave us the opportunity to see what's happening elsewhere and to talk with people who are excited about teaching different kinds of English language skills.



MONTEREY PENINSULA JUNIOR COLLEGE DISTRICT
MEMORANDUM



TO: Dr. John H. Rivers
FROM: Bradley/Winter
SUBJECT: Research Report #3, San Diego Mesa College

DATE April 15, 1976

David and I visited the San Diego Mesa College's Learning Center on March 31, 1976. We went to Mesa on the advice of MPC's Medical Assisting instructor, Mrs. Margaret Horsborough. She had told us previously that in her opinion, Mesa had the best Medical Assisting Learning Center component in the state.

Mesa's "Independent Learning Center" is basically a programmed materials center dealing with teacher-recommended audio-visual content materials. All remedial work is done in satellite reading and writing centers elsewhere on campus. We were not too impressed with the remedial labs from any perspective. We felt that the conspicuous lack of tutors/instructors available, the heavy emphasis on workbook-type materials, and the relative lack of quality or variety of the materials used added up to a program that we would not wish to imitate.

One English instructor that we talked to, however, (Jerry Howard) was quite enthusiastic about their own teacher-made functional grammar modules; these are similar to the study-guide/pamphlet materials that we will be developing for our own modules. Mr. Howard also referred us to Chabot's reading program which he feels is an excellent model of specific reading skills integrated into content oriented programs.

Our primary interest in Mesa, however, was their Medical Assisting Learning Center materials. We reviewed their three sets of materials that dealt with Medical Terminology.

Our first interest was their basic Medical Terminology program. Mrs. Horsbaugh had told us that Mesa had an excellent filmstrip-cassette program for Medical Terminology. Actually, we found that they use the Westinghouse series: Medical Terminology: An Individualized Approach. This is a commercial audio-only program consisting of 22 cassette tapes and several workbooks. Students preview the pronunciation of the new vocabulary which is arranged into several specific content areas; then they complete exercises that relate the terminology to diagrams of various parts of the body. Pending Mrs. Horsborough's approval, we will order this program for use in our Learning Center beginning Summer 1976.

The second set of medical-related materials we viewed was a Human Anatomy & Physiology Study Guide by John Eads, University of Arizona, Harper & Row. This is a filmstrip-cassette-workbook program that breaks down into 16 modules. From any perspective, this appears to be an excellent program. It was interesting both in regards to the material being presented and for the quality of its conception and production. It blended background music, graphics and diagrams, and narration most effectively. One interesting technique was the use of several concepts combined into one visual, and the visuals seemed very well chosen. We feel that this program would not only be very useful to Mrs. Horsborough's Medical Terminology students but to the MPC Anatomy & Physiology classes as well. Again, pending Mrs. Horsborough's approval, we will order this program on an "on approval" basis for the Center.

The third set of medical-assisting related materials consisted of two sets of teacher-made vocabulary tapes. The first of these sets was a series of 3 cassette tapes for Advanced Medical Terminology produced by Mesa instructor Sally Murdock. Ms. Murdock divided her

vocabulary into 3 areas: I. Oncology, II. Surgery, III. Ob/Gyn. She then pronounced each word carefully on the tape, allowing several seconds to elapse before going on to the next word. These tapes are played on a special Audio-Active Wollensak tape player; this allows the student to hear his/her own pronunciation of the word as he/she repeats the word after the instructor. The printed study guides/sheets for these tapes are obtained from the classroom situation; they are not available from the Independent Learning Center.

Another advanced medical terminology program made by another instructor (Boley) covers specific areas of Elementary Anatomy through Dermatology. Apparently this instructor provides his/her students with illustration sheets to accompany the tapes. These tapes, however, provided another kind of lesson for us. The quality of the content and presentation was very poor; the narrator (a commercial program?) tried to make his point using too cute, too contrived humor. This program was consistent, however, with the other three programs in one important way -- the format of all four of these programs emphasised the importance of close, careful attention to the spelling and pronunciation of medical terms and concepts.

Mesa's ILC had several other life science components that we felt were very effective and a good application of the potential of audio-visual media. One impressive program featured a biology teacher explaining visuals of various types of cells in an informal yet effective way on sound/slide using the Singer Caramate. Another effective component features a physics teacher explaining some particularly difficult physics problems/exercises using the 3M Sound/Page.

Finally, the Mesa technician showed us a brochure for a sound/slide Medical Assisting Procedures program available from

the Hoffman Educational Systems Company. Again, we will consult with Mrs. Horsborough on her possible interest in reviewing such a program.

In conclusion, we agree with Mrs. Horsborough that Mesa College does indeed offer an excellent Medical Terminology component through its ILC. We picked up many good tips and ideas on ways to develop our own materials from visiting their center. Two important findings stand out from our visit to Mesa. One, programs that are instructional tie-ins to a central campus Learning Center depend heavily on the interest of the content instructor. Two, absolutely no effort (as yet) has gone in to helping disadvantaged students prepare themselves to enter these career programs. In fact, at Mesa, entrance to the Medical Assisting program depends on completion of Anatomy & Physiology with a grade of "C" or better.

STATE CENTER COMMUNITY COLLEGE DISTRICT
INTER COLLEGE OR INTRA DISTRICT COMMUNICATION

TO: All Staff

DATE: October 29, 1975

FROM: John Williams *JW*

REGARDING: FOR YOUR INFORMATION

For many years, Junior Colleges were not responding to the academic and cultural needs of the community and did not provide opportunities for students with educational handicaps. A significant number of college age students throughout the state were not enrolling in colleges because of language, social or economic handicaps.

Prior to the passage of SB 164, entitled, "Extended Opportunity Programs and Services the additional funds needed for student aid and special curricula development was lacking. Funds were needed to implement a program with the mission to broaden opportunities for disadvantaged students to attend college. This did not become a reality until 1969 when California's Legislature passed SB 164.

The additional funds opened opportunities for disadvantaged students to attend college, opportunities which should have been part of the college system from the beginning. Community Colleges throughout the state at this time, changed their philosophy on educational programs and services to philosophies which are similar to our own District's philosophy --- to provide for students those educational opportunities and services which are deemed significant and necessary by the requirements and laws of a free society, by the common standards of higher education, and by the social and economic demands of the community. The District has clearly accepted the responsibility of showing the concern for the needs of disadvantaged persons and feels that problems faced by these persons and therefore, by the society of which they are a part, can best be met by appropriate programs of relevant educational opportunities and services.

It is now the opinion of many legislators, educators and lay people that EOP and other financial aid programs are no more than welfare programs, that the students are only enrolled in remedial classes, show no progress and that these programs are a waste of tax dollars; they therefore, should be terminated. Having examined representative literature and having studied the Reedley College program for a period of time, I have discovered the following: (1) there are EOPS programs that start their students off in remedial classes, however as their skills improve, they are moved into the regular college curriculum, (2) the remedial classes at Reedley College are limited to Math, English and Reading; it is almost impossible for a student to be enrolled in only remedial courses, (3) overall, EOPS students at Reedley College show progress in achieving their goals and objectives; however, it takes them from one to two semesters longer, (4) EOPS intensive high risk students tend to have a higher grade point average at Reedley College than that at their local high school, (5) the retention rate for EOPS students was an unbelievably high of 78.1%.

The overall history of the EOPS programs in California is one of success for students. Academically "unqualified" poor participative students in all segments of higher education have proven repeatedly that they were capable of mastering the academic challenge. Unfortunately, the EOPS programs have been plagued by myths, most of them generated by vested interest groups and individuals whose values, traditions, institutions and organizations are apparently threatened by a program that broadens opportunity in high education for disadvantaged students.

(Continued)

The prevalent myths, asside from the early racist labels attached to the disadvantaged and youth of color have centered on the lowering of academic standards, the association of EOP students with campus disorder, the padding of grades, and the involvement of EOPS students in the Revolutionary Third World Movement. There has been sound research to prove that they are indeed myths. The Kitano-Miller Report, the Department of Finance Report on the EOPS Program at California State, Los Angeles, and San Fernando Valley State, and the report of the Legislature's Education Committee on Fresno State, all produced in 1970 has shown that EOPS students are rarely involved in campus disorders; their grades are generally above average and they certainly do not lower, but probably raise academic standards by provoking a more critical analysis of the disciplines traditionally used to examine their cultures. Finally, with regard to the Third World Revolutionary activity, the best example of free-reined minority run education infused with the "revolution" is Nairobi College of East Palo Alto, where people are busy preparing for professional careers as teachers, administrators, doctors and community services agents, who will remain in and build their own community. If this is "revolution" then --- so be it.

STATE CENTER COMMUNITY COLLEGE DISTRICT
INTER COLLEGE OR INTRA DISTRICT COMMUNICATION

TO: Maria Alvarado

DATE: 3/3/76

FROM: John Williams

REGARDING: EXIT INTERVIEW FOR EOPS STUDENTS

In order for our office to do follow-up research on EOPS students and to assure that all EOPS students are aware of job opportunities and resources available at four year institutions, I would like for you to conduct an exit interview for all EOPS students who are near transfer or graduation status. The purpose of this interview is to:

1. find out the intentions of our students.
2. provide them with a description of services available at four year institutions.
3. assist them with letters of recommendations
4. obtain an address for follow-up.

This information is to be forwarded to me at the end of each semester. Report SR3770 (on file in the EOPS office) will be helpful in obtaining this information.

cc: John Hiatt

Dear E.O.P.S. Student,

So there will be no misunderstanding, I want to review the procedure that will be used this year regarding E.O.P.S. checks. The following steps must be completed in order for you to be eligible to receive your check.

1. Before the 10th of each month you must come to the E.O.P.S. Office and sign a roll sheet. The checks will be typed from this roll sheet. Therefore, if you do not sign it you will not receive a check for that month. You cannot have any other student sign for you.
2. When you sign the roll sheet, ask for your unit verification slip. You should complete your part of the slip so that the classes and the number of units you are taking can be easily read. Only your instructors should sign your verification slip. (For those of you who are new to the program there is a sample form in the E.O.P.S. Office showing how these slips are to be filled out.)
3. Checks will be ready on the 14th of each month. At that time, you should return your completed verification slip to me and pick up your authorization form. Without this form you will not be able to obtain your E.O.P.S. Check and only you can receive your check.

To those of you who have a peer counselor or are assigned to a tutor, I remind you that failure to meet with your peer counselor or your tutor at the specified times is a violation of your E.O.P.S. contract and may result in your being dropped from the program.

For those of you who are undecided about your major, a Career Education Counselor is available to you through the E.O.P.S. Office.

If you have any questions, or if there is anything that you would like to discuss, feel free to come to my office and see me.

I wish success to each of you in this semester.

Sincerely,



Alan D. Zuniga, Director
Extended Opportunity Program
and Services

SPECIAL PROGRAMS

1975-76

ANNUAL REPORT

STAFF

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College Awareness Program

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Kathi Strong, Student Co-Supervisor
Tutorial Center

Los Rios Community College District
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SPECIAL PROGRAMS STUDENT STAFF

COLLEGE AWARENESS PROGRAM

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SPECIAL PROGRAMS OFFICE RECEPTIONISTS

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Lynda French
Isabel Juarez
Sherry Padgett
John Paredes

Patricia Payton
Mary Tavares
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Rosa Villanueva
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EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

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AN OVERVIEW

Special Programs was designed to serve the needs of the atypical student at Sacramento City College. In seven years it has grown. State funding has stabilized, while district contribution has been maintained at approximately the same level, as indicated below:

Year	ALLOCATIONS			% OF INCREASE OVER 1969-70		
	C.A.P	Oak Park	E.O.P.S.	C.A.P.	Oak Park	E.O.P.S.
1969-70	30,000	30,000	43,347	---	---	
1970-71	30,000	30,000	100,006	---	---	131%
1971-72	30,000	30,000	64,000	---	---	48%
1972-73	30,000	30,000	100,800	---	---	133%
1973-74	30,000	30,000	121,232	---	---	180%
1974-75	30,000	30,000	137,698	---	---	218%
1975-76	32,000	32,000	137,698	7%	7%	218%

However, the internal operation has been refined and consequently become more effective. The programs have been responsible for recruiting hundreds of students to the campus and provided an open door to those who would not have ordinarily enrolled. Once recruited, the supportive services provided by, and coordinated through, the programs have been responsible for retaining many.

Though the programs have been directly and indirectly responsible for curriculum changes campus wide, deficiencies still exist which need to be vastly improved.

The concept of using peer assistants in aiding other students has also been expanded. Special Programs, as well as other areas on the campus, utilized more student assistants during the year than in any previous year. These peer

assistants continue to be the heart of Special Programs. Generally, the entire Special Programs staff has done an outstanding job in providing a "helping hand."

Ironically, one of the major problems of the year was an increase in funding. While an EOPS augmentation was allocated by the legislature, these funds did not become available until the spring semester. Therefore, advance planning could not be made; consequently fewer students were served and those students were served less effectively. Attendant problems to this late funding were budgeting, stipend allocation and the hiring of supportive student staff.

The problem of space is continuing. Tutorial services at the college need to be better coordinated, and the Special Programs Tutorial Center needs a more appropriate facility. The present location is cramped and extremely hot in the summer and cold in the winter because of the idiosyncratic heating system in the library building. This is not conducive to an ideal learning situation.

As alluded to earlier, there needs to be an increase in services from all campus resources, as well as the development of a curriculum that more realistically serves the students enrolled. Additionally, faculty also needs to be made more aware of cultural differences and the type of student that now makes up nearly fifty per cent of the student population. Attitudes have to change.

Summarily, the college must more fully recognize the need to change for changing students.

P R O J E C T A L P H A

ALPHA STUDENT PROFILE

The typical Alpha Student is approximately 24 years old, an ethnic minority male who graduated from high school. He comes from a family with annual income in the \$5,000-\$7,000 range. He has a criminal background of property crimes and drug abuse. He has spent approximately four (4) years incarcerated in the state correctional system as a youth and adult, and is still on parole. He enrolled in 13.1 units in the Spring and completed 9.2 of those with a G.P.A. of 2.76 and an academic status of good standing. He is interested in the Social Science field. He appears to have a concern with major social problems.

INTRODUCTION

The institutions traditionally used to reduce crime and rehabilitate the criminal have obviously failed. The National Advisory Commission on Criminal Justice Standards and Goals lends support to this by stating that:

The failure of major institutions to reduce crime is incontestable. Recidivism rates are notoriously high. Institutions do succeed in punishing but they do not deter. They protect the community, but that protection is only temporary. They relieve the community of responsibility by removing the offender, but they make successful re-integration into the community unlikely. They change the committed offender, but the change is more likely to be negative than positive.¹

Moreover, given the circumstances that surround and intensify the negative qualities, the situation is not subject to change in the near future. Rather than presenting alternatives to correctional institutions, Project Alpha directs itself toward the projected immediacy of altering the imposed negative traits. Due to the debilitating effects of incarceration, very few ex-prisoners will make it through the transitional period of social re-entry. It is during this crucial period, the first six months of release, that the foundation for success will or will not occur. If this period is reinforced with external support and internal success, the ex-prisoner will be in an excellent position for successful re-integration. But, if this period is marked by continual rebuffs from the community and internal failures it is assured that the ex-prisoner will revert to previous behavior.

There are many programs working in the community to provide assistance to ex-offenders; however, the majority of them operate on a singular component

1. National Advisory Commission on Criminal Justice Standards and Goals, Corrections - Washington, D. C.: Government Printing Office, 1973, p.1 & p.430

approach (e.g., job development, drug counseling, etc.), even though the multi-component approach works better and costs less. Re-integration of the ex-offender is dependent upon recreating a support system that was lost in prison, or never possessed. It is from this base that the ex-prisoner can re-learn and re-assert his/her will to live, enjoy, and produce.

In a study conducted by Western Behavioral Sciences Institute in 1972, it was found that the priority needs of parolees were education, money, and employment. The research also revealed that the education need was a constant:

A rank-order correlation co-efficient was performed to measure the amount of agreement between the needs of those just released (new parolees) and those who have been out an average of two years (original sample). The rank order of needs did not change over time and there was a high correlation (.71) between the needs of the minority and the white parolees. The high priority given education is accounted for by the fact that education was ranked first by both blacks and browns, and second by whites. The educational level of the blacks and browns is only slightly higher (10.6 years), but the minorities apparently experience the shortcomings of a lower level of education to a greater extent than do the whites.²

This high priority need for education was recognized and began to be met in the early 1970s. Since 1968, the growth of post-secondary education within the institutions have given rise to a corresponding growth in ex-offender educational programs on the outside. In that the community college system offers the ideal environment for such programs, including the flexibility for the multi-component approach, it is presently the most advantageous method society can utilize to enhance the re-integration process that will ultimately reduce recidivism. Adams and Connally address themselves to the positive

2. Paroled But Not Free, Human Sciences Press, Erickson, Crow, Zurcher, and Connett, 1973, p. 68.

qualities inherent in the community college system and posit that:

Many characteristics of community colleges make them especially suited to conduct educational programs for prisoners, probationers, and parolees. Most public institutions are 'open door' so admissions problems are few. Their offerings range broadly, for the purely vocational to the primarily intellectual and esthetic. The occupational curriculums are varied and can accommodate a wide array of students needs, interests, and abilities. The colleges are relatively experienced in meeting the special requirements of disadvantaged persons. They are ubiquitous, and therefore, readily accessible to most of the nations correctional facilities. Finally, community services and adult education are both major functions of the community college, and a co-operative prison educational program falls into either of these categories.³

Project Alpha is the end result of much hard and unpaid work by ex-offender students with the support of the Special Programs staff at Sacramento City College. Project Self-Help, the original name, was initiated in 1969 as a component of the Special Programs effort and at its inception, it was staffed by two work-study students who were ex-offenders. The demand for Self-Help services increased steadily and culminated in 1974 with a grant proposal to the Office of Criminal Justice Planning. The proposal was approved in the summer of 1975.

The essential concept of the Project is that only through a combined effort of trained ex-offenders and non-offenders, could the Project objectives be realized. The objectives of the Project are:

1. Recruit 50 ex-offenders per semester, (100 in the first year) into Sacramento City College as full-time students.

3. Stuart Adams and John J. Connally "Role of Junior Colleges in the Prison Community" - Junior College Journal, Vol. 41, No. 6, March 1971, p. 94.

2. To retain 50% of those recruited as full-time students.
3. To provide clients with remedial and tutorial instruction, Financial Aid if needed, referral, placement, and education.
4. To conduct extensive evaluation to determine the feasibility of implementing similar projects on other community college campuses.

There are certain basic factors, credibility (with clients and community), role models, and social awareness, which any re-entry program would need to operate successfully. To insure that these factors become operational, any program dealing with ex-offenders must have reintegrated ex-offenders involved in the administration. Additionally, in a learning process, inherent in productive social programs, different perspectives are essential and the committed non-offender can provide this much needed dimension. To exclude either would reduce the success factor. The philosophical thrust of Project Alpha is concerned with creating an awareness in the minds of the offender population that a police record is not a lifetime handicap, and that the behavioral results of incarceration can and should be modified.

The majority of ex-offenders once having made a decision to re-direct their lives share several qualities which, in addition to their criminal record, make it very difficult to adjust to the outside world and/or a college program. These qualities include:

1. Lack of Family Support

The ex-offender usually has been involved in criminal behavior for several years and has lost the positive family support taken for granted by the non-offender.

2. Poor Academic Performance in the Past

It has been well documented that criminal behavior begins, in most cases, during the adolescent years. This involvement tends to reduce positive involvement with the educational system during the pre-adult period.

3. Lack of Awareness That College is a Viable Option

The structure of the Criminal Justice System effectively screens out the middle and upper class offender before they reach the point of incarceration. Consequently, the offender who reaches prison and/or jail is the poor and disadvantaged. To this group, college is not viewed as an option. Prison is perceived much more as a real future than college.

"One out of 26 Black men between the ages of 25-34 was either in jail or in prison on an average day in 1960, compared to one out of 163 white men in the same age group."

4. A Basic Insecurity Concerning Their Ability to Cope With The Educational and Social Aspects of College Life

The ex-offender having passed through the process of stigmatization and dehumanization inherent in the Criminal Justice System, is basically insecure about any involvement with the established system.

As a result of these qualities, intrinsic to the ex-offender she/he views college as being reserved for the affluent and "intelligent" and they generally feel that they will stand out in their poverty and "ignorance." Moreover, it is assumed that the college will be hostile or indifferent to their academic/social needs. It is further assumed that coming from a disadvantaged background they will be stigmatized and rendered ineffective in relating to other students as well as teachers.

These qualities become a formidable obstacle in the mind of the ex-offender student. The behavior patterns learned through inter-action with the Criminal Justice System tend to develop a general failure prones which hinders the academic process; for they have learned ways of interacting which are only appropriate within the offender sub-culture. However, the campus environment can offer a place where individuals can meet on both a group and individual basis, sharing common interests, and a relatively pressure free

4. Politics of Punishment, Harper/Colophon Books, edited by Erik Olin Wright, 1973, pp. 31-32

setting as opposed to the outside world of work and/or street hustle. The pressure will increase as the ex-offender penetrates further into the educational system but the first few semesters, successfully completed, will build a foundation of confidence and ability which will carry him/her through.

STAFF HIRED

During the month of September, three (3) full-time staff and nine (9) part-time staff were hired. The staff represented a diversity of views, background and training felt to be fundamental to project success. Six (6) of the total staff were ex-offenders, seven (7) were females, three (3) were Black, two (2) were Mexican-Americans and seven (7) were caucasian. In addition, the educational and training levels were varied.

Two (2) staff were working on doctorates, two (2) doing masters work, and one (1) had a B.A., and seven (7) were undergraduates. While many of the staff had experience in some capacity with ex-offenders, none had prior experience administering or counseling with an ex-offender program. Consequently the first three months, September 1975 - December 1975 were spent developing office procedures, staff development and student recruitment. This period was also occupied in attempting to deal with the academic and personal needs of some sixty (60) ex-offender students who had enrolled in City College in anticipation of the Project services being available.

The Project staff, inspite of the handicaps, was able to provide some service to this group. With the minimal program involvement available 33% of this group completed the academic year with an average G.P.A. of 2.70, with 65% attaining an academic status of 'good standing' or better (15% with honors). Other information gathered from this initial group of 60 revealed a high percentage of minorities (68.4%) an average age range of 26-35.

Most (73.4%) of this group were either property or drug offenders, 37% had a history of heroin addiction and 95% were under some form of correctional supervision (parole or probation). The average reported income was \$80.00 a month.

SPRING SEMESTER

By January, 1976, the Project had permanent office space, staff had become trained and assimilated into the campus. Most important, the intake process had been structured to accommodate forty-nine (49) new students who were recruited during the fall. The results of this semester are encouraging. Twenty-seven (27) or 55.1% finished the semester with an average G.P.A. of 2.72 and 66.7% attained academic status of 'good standing' or better, (15% with honors).

COLLEGE ENVIRONMENT

The Project, in conjunction with the campus, provided an environment conducive to success for a group whose past involvement with the system had been negative.

The college campus is a significant phase of pre-adult socialization for the non-offender. It provides a continuance of the familial function while encouraging the independency needed for adult contact with the "outside" world. Through extended contact with the higher educational system, the pre-adult comes into contact with a diversity of social groups and consistent external stress stimulating self discipline. This process, complete with short term rewards, to encourage progress, can bridge the pre-adult period with minor difficulty. College is the place where personhood is tested in a relatively sanction free atmosphere. The range of acceptable behavior is much

wider on the college campus than in the "ordinary" world.

The ex-offender generally comes from a background of familial fragmentation, self-destructive behavior and social ostracization. Traditionally, his involvement was with the street/prison subculture, not campus life. Long term exposure to this subculture creates its own peculiar patterns of social intercourse, not generally appropriate or practical in the dominant culture. For the ex-offender motivated to transition into mass society, there are many obstacles, first of which is society's general distrust and rejection of him. This stigmatization process has disastrous effects upon the ex-offender who operates under the assumption that he has paid his debt to society.

To successfully re-enter the mass society, the effects of stigmatization must be understood and new skills learned. The primary skill needed is vocational.

The Program proposed the assumption that exposure to a non-coercive institution of education and socialization would have a beneficial effect on the re-entry process of the target population. This involvement would eventually increase employment potential and the attendant social skills to develop that potential, generally considered a major rehabilitative factor.

The method formulated to enhance this environmental impact upon the ex-offender is a combination of peer counseling, academic involvement and re-socialization.

RESOCIALIZATION

Resocialization is defined as that process wherein the individual learns (or relearns) the social requirements that make him/her a productive member of society. Resocialization occurs primarily through a combination of work which

challenges mental and emotional needs, and exposure to an appropriateness of social interaction accepting of client uniqueness. When the ex-offender makes a decision to re-direct their life, they encounter several obstacles arising from their own past behavior and societies reaction to it. The community generally stigmatizes the ex-offender due to past criminal involvement. The community continually punishes the ex-offender through a process of social ostracization and occupational restrictions.

As a result of involvement in the Criminal Justice System and continuing punishment on the outside, the ex-offender arrives on campus 'prepared' for a negative experience. Without technical and moral support based on insight into this dynamic, the negativity can become a reality.

The Program staff, many being ex-offenders, themselves have re-defined their lives via a college education, become a new and positive reference group for the student. Alpha encourages student involvement in on-and-off campus activities. Additionally, through a combined effort of students and staff, an ongoing series of meetings which focuses on specific issues and which have an impact upon the lives of ex-offenders, were implemented. Examples of issues are: occupational disabilities, social service agencies, and peer counseling techniques. Further, two classes, one credit, one non-credit were developed to begin in the Fall Semester 1976. (Attachment A - Risk Taking Social Survival)

COUNSELING

The counseling, while often requiring strenuous and emotionally draining contact, generally functions as a resource to the student attempting to cope with the unfamiliar rules, regulations and mores of the 'outside' world. Each counselor was assigned approximately 6-8 new students. They were further

responsible for assisting with the registration process, class scheduling and tie-in with other campus facilities such as tutoring.

A student survey, conducted during the Spring Semester reported a positive attitude toward Project staff, particularly the staff's ability to 'react to' their unique situation. This is the significant function of the peer counselor. The staff's ability to interact with students is fundamental to Project success.

A survey conducted among the campus staff (faculty and classified) showed a marked increase in awareness and support of the Project's objectives over the academic year.

STUDENT ADVISORY COMMITTEE

In addition to the emphasis on peer counseling, a Student Advisory Committee was formed which provided direct student input to the staff. Though this Committee met formally on an irregular basis, the informal relationships which occurred resulted in a clarification of the Project purpose to clientele. This clarity appears to be significant, particularly to a group traditionally acting within an institutional setting which operates arbitrarily and in obscurity.

CAMPUS"

The Project was additionally enhanced by the strongly supportive nature of the campus itself. Much innovation occurs within the Student Personnel Services area, particularly Special Programs which is ALPHA's operational base. Special Programs is structured entirely around the needs of the non-traditional students and functions as a close supportive environment to the Project clientele. Other areas of the college, particularly Financial Aids, Admissions

and Counseling, all of which are part of the Student Personnel function, provide highly significant support to the clientele. Experimental College, an instructional component of the campus offering a non-traditional method of delivering general education, impacted positively upon the clients.

SUMMARY

A summary of the first full semester of operation indicates that, given comparable support systems, the ex-offender student performs well in the academic setting. Criminal and anti-social behavior appears to be significantly reduced during the Program involvement. A foundation is built which can result in the acquisition of vocational and professional skills and the social maturation needed to market those skills. A majority (89%) of students were involved in general education, with a few (11%) involved in vocational training. There is a tendency toward the Social Sciences, particularly the Criminal Justice System. With the emergence of emphasis on consumer involvement in social agencies, this trend is encouraging.

FIRST GRADUATE

Alpha had its first graduate in June 1976. J.J. came to Alpha after six (6) years of incarceration in Folsom Prison. He is 34 years old, Black and wants to teach. His crime was robbery. He left Sacramento City College with a G.P.A. of 3.16 and was accepted in the University of California at Davis for the Fall of 1976. Additionally, J. had some writing published in an anthology of prison writings during June of 1976. J. will be working at Alpha during the academic year to assist other students to make the transition he made so well.

C.W. was another Alpha student whose success is significant. C. is 39 years old, Black and recently released from Vacaville. C. had not been in

school for 19 years. He had spent several years in prison and was considered by the Criminal Justice System as having a 'high potential' to return to prison. C. registered in general education with some remedial courses. During the first month he became so frustrated at the difficulty in trying to relearn skills forgotten years ago that he almost withdrew from school. He was referred to the tutoring department and encouraged to 'stick it out.' He did and finished the semester with a 3.0 G.P.A.

These are two of many students whose initial involvement in the college system indicate a motivation and commitment that will eventually result in successful reintegration.

FUTURE WORK

With the addition of a consultant during the summer, several important areas are being researched to further enhance re-socialization. The following is the report submitted by the Task Force working under the consultant. It should be noted that the Task Force was composed of recently released ex-offenders who expressed a desire to work on a volunteer basis.

RESOURCE DEVELOPMENT WITHIN ALPHA By Mr. Newman Strawbridge

We have sought to do six (6) things:

1. To collect information on and develop a strategy around the continuing character of punishment suffered by our people, especially that regarding employment.
2. To develop information about and describe the legal "circumstances" within which the ex-offender lives.
3. Investigate the major federal social legislation to identify and move toward practical and substantive additional services.
4. To collect information on education offered to prisoners and ex-prisoners.
5. To review introduced and/or known contemplated legislation affecting Alpha and/or Alpha clients and develop a capacity for legislative monitoring and writing.
6. To review redemptive remedies - both civil and criminal - useful in affirmatively effecting the non-penal affects of conviction(s).
7. To attract additional talented, experienced, and committed staff and provide the skills necessary for use of the above characterized information and for continued inquiry necessary for program construction.

The following is a short lay-termed review of the preliminary inquiry and research completed by the Task Force. This work should be viewed as an effort to, in a substantive manner, identify areas of productive work rather than the completion of our work in the identified areas. It should be understood that this work was carried forth with a commitment to the necessity of staff training which has affected the actual rate of production.

Employment

We have attempted to look with a realistic eye at the circumstances within which the ex-offender and ex-prisoner lives. The most unjustified, frustrating and injurious of those circumstances is the continuing punishment suffered. This was judicially noted by the Supreme Court when it held that "completion of formal punishment does not render a pending appeal from a conviction moot." The ex-prisoner and ex-offender face and must struggle against discrimination at every juncture and with every effort. This discrimination is both individual in character and institutionalized and affirmed in laws. Especially prevalent and problematic is the discrimination against the "Ex" when s/he attempts to obtain employment. There are ninety-six (96) regulated areas of work in the private sector alone in which the "Ex" is either proscribed or additionally and especially burdened with administrative hearings wherein they must prove "rehabilitation." The Community College system provides training in the majority of these areas, nineteen (19) are trained by the Los Rios Community College District. Our research indicates that, in effect, we can agree with our people that if they place themselves in a position to seek employment of their choice, we can protect their fourth amendment right to that "liberty." For a strategic perspective on employment disabilities in the private sector, please refer to "Employment Disabilities: Tactical Opinion" and "Employment Disabilities in the Private Sector: Memorandum of Law." Summarily, I feel that Alpha is in a productively unique position to "make the law work", at least regarding statutorily regulated occupations, vocations, and professions in the private sector. The remedy requires extensive review of client records, knowledgeable curriculum planning, further legal research on "relatedness", pure and evaluative

research on "rehabilitation." A master file has been produced which includes all regulated occupations, the applicable code sections, administrative code sections, evidentiary opinions, memorandum on the effect of pardons, limitations on the use of arrest and conviction records, sample pleadings, memorandum of law, tactical opinion, contact people, information on the various licensing boards, and pending legislation affecting regulated occupations. The file is designed for practical use by resource development and counseling staff. A resource development staff person is being trained and is quickly developing a capacity to handle the constitutional issues, the necessary evidentiary inquires, and the administrative procedures required to implement this service.

Records

The less institutionalized and more personal the operational prejudice, the more difficult redress becomes. Notice to other significant persons is the problem and as long as records remain available, there is no direct remedy for irrational discrimination, since proof is usually insufficient.

We have, therefore, reviewed the possible redemptive remedies for affecting the records themselves and their availability. Limited groupings of Alpha clients can make use of established civil and criminal procedures to lower the discriminatory impact of their record by sealing, expunging or dismissing from the record prior conviction(s). An Alpha resource development staff person was trained in this area and files have been developed explaining the procedures and applicable principles of substantive law. A systematic process should be established to facilitate utilization of available procedures.

Pardon (Status)

Furthering our attempt to decrease the continuing discriminatory effects of prior convictions, we have reviewed methods of changing the legal status which continues the punishment. We have, therefore, researched the pardoning process. Our files reflect the applicable principles of law, a step-by-step practical approach in lay terms, the effects and limitation of a pardon, the conditions precedent to a pardon and areas of practical and needed reform. Our work has indicated openness among the membership of relevant legislative committees and Governor's Office to a more comprehensive, less encumbering, more efficient and therefore effective procedure.

We have made contact with the Governor's Office and the local public Defender's Office which, at present, serve as a jumping-off point for obtaining a pardon. Even though a pardon is cumbersome to obtain and provides a limited effect, we should systematize our application process since the change in status does constitute a "final entry" on the record and thereby affirmatively impacts upon the continuing disabling effects of prior conviction(s).

Legal Status

In an effort to develop a useful internal educative impact and assuming that awareness can cause caution, we have reviewed the law of parole and probation. We have researched both the general principles of constitutional and statutory law applicable to our clients and the rules, regulations, procedures and practices of the California System. The Parole Board Rules' (P.B.R.'s) have been interpreted in lay terms. A review of the file and a reading of the Rules will put the staff in a knowledgeable position to counsel. The product

of this work is designed for inclusion in Alpha's Survival Skills class.

Legislative Review

Since the legislature, and especially the Criminal Justice Committee under the leadership of Assemblyman Sieroty is reviewing many of rules, regulations, and standards that affect and define our clients' lives, we have begun a legislative review process. We have files reflecting the work of the relevant committees and the political history of the individual members. All bills significant to Alpha and/or Alpha clients are filed, reviewed and calendarized. To date, we have limited our activity in this area to one bill, A.B. 4217, which allocates a quarter of a million dollars (\$250,000.00) for the support, expansion and development of programs like Alpha. Alpha's past work and record put it in a good position to take advantage of these funds. Our work this summer improved that position and we can now report that to some extent we have been asked to help guide the use of these funds. Two (2) resource development staff persons are being trained and to a limited extent are developing a capacity in legislative research and monitoring techniques. This component will not be functioning to its full capacity until the next session. The training is difficult and the job sensitive.

Education Within The Correctional System

Understanding that our clients do not start their educative endeavors with Alpha and desiring to objectify and concretize our relations with and within the correctional institutions, we have reviewed the educational offerings of the institutions within the Department of Corrections and the

Youth Authority. These files describe the offerings on the inside and programs run in conjuncture with the community colleges.

Other Ex-Offender Programs

We have reviewed and filed information on some of the identifiable Ex-offender Programs in the State. We have done this in order to make knowledgeable referrals when circumstances merit.

Voting Rights

The already existent file has been updated to reflect recent changes.

Welfare Component

We have, in a limited manner, reviewed social service and welfare law. We have researched and developed files on areas which could potentially affect the financial circumstances of our clients. We have reviewed the legislative mandates and executive regulations for General Assistance, Aid for Dependent Children, Food Stamps, Unemployment Compensation, Employment Development, Veterans, Social Security, Financial Aid, Legal Services, Medical, Victims Insurance and the Department of Rehabilitation.

A staff person has been trained and is knowledgeable in each of the above areas. This staff person is establishing a liaison with persons working in community based organizations and within the department system. Alpha clients with other than clear and/or minor problems will be referred to these persons. The resource development staff person responsible for this area will continue to train in order to develop the capacity to responsibly handle problems within this area without the necessity to make referrals externally.

In addition, we have developed a packet detailing and explaining the purposes of the various programs, conditions of eligibility, amount and kinds of assistance and the responsibilities incumbent upon eligibility. Along with this component packet, we have developed a "Needs Assessment Form" to be completed by the clients and reviewed by the welfare assistance resource person.

Social Legislation: Additional Services

Reviewing the process and problems of our first year, it is apparent that the closer we get to a full support system the better. With this in mind, we began to search through federal legislation for assistance in expanding the practical and substantive services offered by Alpha. We reviewed the Comprehensive Employment and Training Act of 1973, Regulations of the U.S. Department of Labor Governing Programs under the Comprehensive Employment and Training Act, Emergency Employment Act of 1971, Community Services Act of 1974, Social Security Act - Part C of Title IV, Regulations of the U.S. Department of Labor Governing the Work Incentive Program, Rehabilitation Act of 1973, Vocational Education Act of 1963, Regulations of the U.S. Department of Health, Education and Welfare Governing State Vocational Educational Programs, the Wagner - Peysen Act, Regulations of the U.S. Department of Labor on Equal Employment Opportunity in Apprenticeship and Training, and the Housing and Urban Development Act of 1974.

Based on this preliminary review, we researched more specifically and functionally the Comprehensive Employment and Training Act of 1973 and the Housing and Urban Development Act of 1974.

Comprehensive Employment and Training

As stated, we have researched the developing law and regulations pursuant to the Comprehensive Employment and Training Act of 1973, under which over fifteen million dollars (\$15,000,000.00) is spent in the Sacramento-Yolo County Area annually. We have designed plans pursuant to which Alpha Staff can be expanded by application for CETA slots through the Employment Development Department (EDD). We have the necessary research and are designing a proposal under which Alpha clients could receive subsidized work experience while training.

A resource development staff person has been trained in CETA specifically and is developing a capacity to review, interpret, and apply complicated social legislation. Given the political probabilities of national leadership, this capacity is particularly useful for programs such as Alpha.

Housing

Subsistence on a very limited income is a major problem frustrating the efforts of the ex-offender. Decent housing is very important--especially for the ex-prisoner -- and for the most part is outside the scope of their budget.

In an effort to develop our service in this area, we functionally researched the Housing and Urban Development Act of 1974. Pursuant to this federal legislation and the State counterpart, we have entered into negotiations with officials representing the Department of Housing and Urban Development and informal commitments have been made to provide Alpha clients with modern subsidized apartment dwelling by the 1977-1978 academic year.

T A B L E O N E

NEW STUDENTS (JANUARY - JUNE, 1976)
TOTAL POPULATION: FORTY-NINE (49) STUDENTS

I. PERSONAL DATA:

<u>SEX:</u>	NO.	%	<u>AGE:</u>	NO.	%
Male	41	83.7%	18 - 25	28	57.1%
Female	8	16.3%	26 - 35	17	34.7%
<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>	36 - 42	4	8.2%
			<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>

<u>ETHNICITY</u>	NO.	%	<u>PARENTAL INCOME:</u>	NO.	%
Caucasian	22	44.9%	0 - 6,000	24	49.0%
Mex. Amer.	13	26.5%	6 - 10,000	5	10.2%
Afro Amer.	11	22.4%	over 10,000	7	14.3%
Amer. Indian	3	6.2%	unknown	13	26.5%
<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>

II. CRIMINAL JUSTICE DATA

<u>INSTITUTIONAL INVOLVEMENT:</u>	NO.	%
State (Adult-Youth)	35	71.4%
Local (County)	14	28.6%
<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>

<u>YEARS OF INCARCERATION:</u>	TOTAL	AVERAGE	MEDIAN
State	135 yrs.	3.9	3.5
Local	4.8 yrs.		

<u>TYPE OF CRIME:</u>	NO.	%	<u>DRUG ABUSE HISTORY</u>	NO.	%
Property	25	51.0%	*Yes	14	28.6%
*Drugs	16	32.7%	No	35	71.4%
Homicide/Assault	5	10.2%	<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>
Sex Offense	3	6.1%			
<u>TOTALS</u>	<u>49</u>	<u>100.0%</u>			

* Discrepancy accounted for by 'drugs' includes marijuana possession or sales.
Drug abuse is only hard drugs (i.e. heroin, barbituates)

TABLE ONE (Cont'd)

<u>CURRENT CORRECTIONAL STATUS:</u>	NO.	%	<u>BREAKDOWN (Parole)</u>	NO.	%
Parole	30	65.2%	Adult Authority	22	44.9%
Probation	14	28.6%	Youth Authority	8	16.3%
Discharged	5	10.2%	<u>TOTALS</u>	30	65.2%
<u>TOTALS</u>	49	100.0%			

III. ACADEMIC DATA

<u>HIGH SCHOOL OR EQUIVALENT:</u>	NO.	%
Yes	29	59.2%
No	20	40.8%
<u>TOTALS</u>	49	100.0%

FINANCIAL AID SUPPORT

Total Awarded	\$43,954.00
Average Award	897.00
Per Mo.. Average (4 Mo.)	224.25

T A B L E T W O

PERSONAL DATA

<u>COMPLETED</u>			<u>DROPPED</u>		
I.					
<u>SEX:</u>	NO.	%	<u>SEX:</u>	NO.	%
Male	24	88.9%	Male	17	77.3%
Female	3	11.1%	Female	5	22.7%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>
<u>ETHNICITY:</u>	NO.	%	<u>ETHNICITY:</u>	NO.	%
Caucasian	10	37.0%	Caucasian	12	54.5%
Mex. Amer.	8	29.6%	Mex. Amer.	5	22.7%
Afro Amer.	7	26.0%	Afro Amer.	4	18.3%
Amer. Indian	2	7.4%	Amer. Indian	1	4.5%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>
<u>AGE:</u>	NO.	%	<u>AGE:</u>	NO:	%
18 - 25	15	55.6%	18 - 25	13	59.1%
26 - 35	9	33.3%	26 - 35	8	36.4%
36 - 42	3	11.1%	36 - 42	1	4.5%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>
<u>PARENTAL INCOME:</u>	NO.	%	<u>PARENTAL INCOME</u>	NO.	%
0 - 6,000	17	63.0%	0 - 6,000	7	31.8%
6 - 10,000	2	7.4%	6 - 10,000	3	13.6%
over 10,000	3	11.1%	over 10,000	4	18.2%
unknown	5	18.5%	unknown	8	36.4%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

The caucasian student dropped at a significantly higher rate than the minority student. Out of 27 minority students beginning the semester, 17 completed, or 62.9%, whereas of 22 caucasian students only 10 completed or 45.4%. This correlates to a previous study conducted by Western Behavioral Sciences Institute in 1972 on a group of parolees which concluded that the minority parolee placed a high priority on education. This appeared to be due to the minority person "experiencing the shortcomings of a lower level of education to a greater extent than do the whites." ¹

1. Paroled But Not Free, Human Sciences Press, Erickson, Crow, Zurcher and Connett, 1973 p.68

TABLE THREE
CRIMINAL JUSTICE DATA

COMPLETED

DROPPED

II.

<u>INSTITUTIONAL INVOLVEMENT:</u>	NO.	%
State (Youth and Adult)	20	74.1%
Local (County Facility)	7	25.9%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>

<u>INSTITUTIONAL INVOLVEMENT:</u>	NO.	%
State (Youth and Adult)	15	68.2%
Local (County Facility)	7	31.8%
<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

<u>YEARS OF INCARCERATION:</u>	TOTAL	AVERAGE	MEDIAN
State (Youth & Adult)	84 yrs.	4.2 yrs.	3.8 yrs.
Local	7 yrs.	1.0 yrs.	

<u>YEARS OF INCARCERATION:</u>	TOTAL	AVERAGE	MEDIAN
State (Youth & Adult)	55 yrs.	3.6 yrs.	3.7 yrs.
Local	2.8 yrs.	4.0 yrs.	

<u>CURRENT CORRECTIONAL STATUS:</u>	NO.	%
Parole	16	59.2%
Probation	7	25.9%
Discharged	4	14.9%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>

<u>CURRENT CORRECTIONAL STATUS:</u>	NO.	%
Parole	14	63.7%
Probation	7	31.8%
Discharged	1	4.5%
<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

<u>BREAKDOWN (Parole):</u>	NO.	%
Adult Authority	12	44.3%
Youth Authority	4	14.9%
<u>TOTALS</u>	<u>16</u>	<u>59.2%</u>

<u>BREAKDOWN (Parole):</u>	NO.	%
Adult Authority	11	50.0%
Youth Authority	3	13.7%
<u>TOTALS</u>	<u>14</u>	<u>63.7%</u>

<u>TYPE OF CRIME:</u>	NO.	%
Property	11	40.7%
Drugs	11	40.7%
Homicide/Assault	3	11.1%
Sex-offense	2	7.5%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>

<u>TYPE OF CRIME:</u>	NO.	%
Property	14	63.6%
Drugs	5	22.7%
Homicide/Assault	2	9.2%
Sex-offense	1	4.5%
<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

T A B L E F O U R

ACADEMIC DATA

<u>COMPLETED</u>			<u>DROPPED</u>		
III.					
<u>HIGH SCHOOL OR EQUIVALENT:</u> NO. %			<u>HIGH SCHOOL OR EQUIVALENT:</u> NO. %		
Yes	19	70.4%	Yes	10	45.5%
No	8	29.6%	No	12	54.5%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>
 <u>FINANCIAL AID SUPPORT:</u>			 <u>FINANCIAL AID SUPPORT:</u>		
Total Awarded	\$25,319.00		Total Awarded	\$18,635.00	
Average Award	937.00		Average Award	847.05	
Per Mo. Average (4 mo.)	234.44		Per Mo. Average (4 mo.)	211.75	
 <u>UNITS ATTEMPTED:</u>			 <u>UNITS ATTEMPTED:</u>		
Total	354		Total	187	
Average	13.1		Average	8.5	
 <u>UNITS COMPLETED:</u>			 <u>UNITS COMPLETED:</u>		
Total	251		Total	3	
Average	9.2		Average	.15	
 <u>GRADE POINT AVERAGE: (total group)</u>			 <u>GRADE POINT AVERAGE: (total group)</u>		
	2.76			below 1.0	
 <u>ACADEMIC STATUS AT END OF SEMESTER:</u>			 <u>ACADEMIC STATUS AT END OF SEMESTER:</u>		
	NO.	%		NO.	%
Highest Honors	1	3.7%	Dismissed	3	13.6%
Honors	3	11.1%	Withdrew	6	27.3%
Good Standing	14	51.9%	Incomplete	4	18.2%
Subject to Probation	4	14.8%	Leave of Absence	2	9.7%
Probation	5	18.5%	No Credit	7	31.2%
<u>TOTALS</u>	<u>27</u>	<u>100.0%</u>	<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

It is significant that the G.P.A. was comparable to the Sacramento City College average of 2.82. Also 66.7% finished above average in academic standing.

T A B L E F I V E

REASONS FOR DROPS

	NO.	%
Incarceration	2	9.1%
Financial	2	9.1%
Personal	16	72.8%
Medical	1	4.5%
Full-Time Employment	1	4.5%
<u>TOTALS</u>	<u>22</u>	<u>100.0%</u>

Personal includes: drug abuse, unknown, and difficulty with academic schedule.

COMMENTS

This being an internal evaluation, some objectivity is necessarily sacrificed. All academic data was generated from school transcripts with personal data coming from self reported information contained in the program files.

The slight discrepancy between figures in this report and previous figures is accounted for by two (2) ex-offenders who were accepted on the program without registration verification and some confusion concerning defining continuing students as 'new' students during the Spring Semester.

Additional confusion arose concerning reasons for drops. The staff generally accepted the 'personal' reason without defining it. A better method of clarifying what 'personal' is has been developed. For the purpose of this report, personal includes return to drug abuse, lack of interest and unexplained disappearances.

SPECIAL PROGRAMS RISK-TAKING WORKSHOP

WHAT IS RISK-TAKING? Risk-taking is a little-emphasized but highly influential aspect of virtually every human activity. The willingness to take a chance, to step beyond the limits of safety, can have dramatic effects in your life. Risk-taking can build confidence, allow you to attack problems rather than passively accept them, and significantly improve thinking skills.

WHAT CAN YOU EXPECT FROM THE WORKSHOP? The workshop will consist of several phases, the foremost of which will deal with general effects of risk-taking along with a series of exercises designed to develop risk-taking ability. From this point we will launch into a general program of problem solving skills which are applicable to academic and non-academic activities. If you are willing to actively participate in the workshop, you should come away with more confidence, a more efficient memory, and the skills to deal effectively with such diverse problems as how to change a tire when the jack is broken or how to answer that essay question on your history exam.

The workshop will run through the Fall semester, lasting the full 18 weeks. THIS IS A NON-CREDIT WORKSHOP. However, arrangements may be made with the Psychology Department for special credit through independent study.

Two sections of the workshop will be offered, with enrollment in each section limited to 25 students. The sections are scheduled as follows:

Section 1: Tuesday & Thursday, 11-12:15, Room B108

Section 2: Tuesday & Thursday, 1-2:15, Room B108

To register for the workshop, go to the Special Programs Office, Library 2.

The workshop coordinator, Ray Berrian, is a psychologist from UC Davis who has spent several years studying principles of mental activity. He has published research articles on aspects of memory and conceptualization, and has accumulated substantial evidence which indicates that risk-taking has such widespread effects as enhancing confidence and self-esteem to producing significant increases in measured intelligence. He has successfully communicated the principles contained in this workshop to several groups.

HUMAN DEVELOPMENT 1-----SOCIAL SURVIVAL SKILLS

2-2:50 MWF 4427-02
3 units Rm B238
William A. Smith, Jr.
Pamela C. Placencia

ABOUT SOCIAL SURVIVAL

Social survival is the result of the awareness about and a feeling of confidence when dealing with our societal structure; confidence in our needs and abilities and with our goals. It brings a feeling of assurance that you have gained the tools necessary to utilize the resources available to you and to make those tools work for you.

ABOUT THE CLASS

The class is divided into three sections, each involving a task-oriented and problem-solving approach.

A. Social Survival Skills

---A practical and experiential approach to the understanding of our values and needs, including how they affect our interactions with others. This section will include information on socialization, stereotyping, clarification of personal values, and assertiveness.

B. Community and Social Survival

---A practical and experiential introduction to available resources, with emphasis on utilizing those resources in the most effective way for you. This section will include information on legal rights, banking, income tax, voting, leisure resources and consumerism.

C. Career Survival

---Various exercises will be used to give you insight regarding your skills and goals as they relate to employment. Employment preparation skills will be discussed, as will any exceptional problems found in the employment world.

August 16, 1976

ALPHA ADVISORY COMMITTEE

1. Mr. Richard Deal
Consultant to
Assembly Select Committee on Corrections
State Capitol
Sacramento, California 95814
2. Ms. Elaine Duxbury
Director Runaway Youth Project
California Youth Authority
1825 16th Street
Sacramento, California 95814
3. Ms. Delores Frazier
Parole Agent
Department of Corrections
3601 52nd Avenue
Sacramento, California 95823
4. Ms. Felicity Nitz
2204 H Street #3
Sacramento, California 95816
5. Mr. Elwood Peterson
Exotic Plants Ltd.
4536 Freeport Blvd.
6. Mr. Mike Peterson
Manager, Bank of America
401 Locust Street
Knights Landing Office
Knights Landing, California 95645
7. Mr. Les Pogue
EOPS Director
Yuba College
2088 N. Beale Road
Marysville, California 95901
8. Ms. Gloria Reynolds
Director, Woman Power
818 19th Street
Sacramento, California 95814
9. Mr. Jerry Warner
Vice President
River City Bank
1010 J Street
Sacramento, California 95814

ALPHA ADVISORY COMMITTEE

10. Mr. Ed Turner
Professor
Department of Psychology
Young Hall
UCD
Davis, California 95616
11. The Honorable Earl Warren, Jr.
Judge
720 9th Street
Sacramento, California 95814
12. Mr. Roy Wolters
Sheriff's Department
711 G Street
Sacramento, California 95814

COLLEGE AWARENESS PROGRAM

Introduction

For the College Awareness Program, the 1975-76 school year was an eventful and successful one. Diversified and expanded, the program's true intent in assisting the students was attained with dedication on the part of the College Awareness counselor-aides. Assuming the responsibility for the objectives of such a program resulted in the constant striving for improvement and innovation.

The restructuring of the College Awareness Program brought about not only office responsibilities, but the evaluation and "overhaul" of existing CAP services. The college catalog library was updated, alphabetized, cross-indexed, and letters of request for transfer program information and applications were sent out to all California State Colleges and Universities and the University of California institutions.

Recruitment

EOPS recruitment packets were designed, printed and compiled by CAP for distribution to prospective SCC students, both for fall and spring, as well as to individuals, organizations and colleges expressing an interest in SCC's EOPS program.

Conference

Preparation for, and attendance of, the Sixth Annual California Community Colleges Extended Opportunity Programs and Services Association (CCCEOPSA) Conference took place in October. College Awareness was represented at that conference.

Visitations

The CAP staff was in charge of detailed preparation of Special Programs for the visitation of the Accreditation Team of the Western Association of Secondary Schools and Colleges. This included setting up a display window in Student Activities, and the gathering of all necessary Special Programs-related information for a display in the Counseling Center.

Survey

In serving the needs of students, it has come to the attention of CAP that no measurement has ever been made to assess students' needs. In order for CAP to be geared toward the services, a determination of needs would be in order, and the development of a Student Services Survey took place in late November. Meetings with both the Student Educational Services and Student Services Committees brought together constructive and viable comments, both in the construction of the product and in its implementation. Further research and professional consultation precluded administration of the survey, but overwhelming interest, necessity and support will make this survey a reality in the near future for Student Personnel Services and the College Awareness Program.

Information Center

Through input from students complaining of getting the "run around" in searching out information, and through investigation by the College Awareness staff, it was found that the SCC campus has no centralized campus information center. The staff investigated further the possibility of establishing a central campus information center as a support program of the College Awareness

COLLEGE AWARENESS PROGRAM STATISTICS

As the College Awareness Program maintains a "middle-man" function, contact statistics are substantiated under three individual categories:

Table I Referrals TO College Awareness: Students and community members are referred to the College Awareness Program from a community agency or another service center on the Sacramento City College campus.

Table II Referrals FROM College Awareness: Students and community members need services beyond or in addition to the services offered by the College Awareness Program.

Table III Contacts - General/How: Indicates the total number of contacts for each month during the academic/service year, and in turn, the annual total.

TABLE I

REFERRALS MADE TO THE COLLEGE AWARENESS PROGRAM

	September	October	November	December	January	February	March	April	May/June	TOTAL	%
From Campus-at-Large	532	386	494	219	363	545	531	642	711	4423	94.1
S.P. full-time staff	43	20	4	1	20	4	0	0	0	92	2.0
EOPS Staff	5	13	2	8	12	0	0	0	0	40	.9
Counseling Department	23	12	2	0	2	0	0	0	0	39	.8
Job Placement office	0	13	6	20	0	0	0	0	0	39	.8
Financial Aids office	9	24	5	0	0	0	0	0	0	38	.8
Project Alpha Staff	7	11	0	4	0	0	0	2	0	24	.5
Student Development office	2	0	0	0	0	0	0	0	0	2	.04
Enabler Center	1	0	0	0	0	0	0	0	0	1	.03
Excess	0	1	0	0	0	0	0	0	0	1	.03
TOTAL	622	480	513	252	397	549	531	644	711	4699	100.0

TABLE II

REFERRALS MADE FROM THE COLLEGE AWARENESS PROGRAM

	September	October	November	December	January	February	March	April	May/June	TOTAL	%
Job Placement office	37	23	32	17	34	118	26	54	45	456	9.
EOPS Staff	81	48	70	0	48	35	40	59	63	444	9.
Full-time Staff	66	61	68	21	68	43	26	44	45	442	9.
Project Alpha Staff	26	68	77	25	24	15	23	32	36	326	7.
Financial Aids office	33	17	16	6	0	0	0	58	48	178	3.
Counseling Department	1	21	6	5	0	0	3	26	26	88	1.
Student Development office	14	0	5	6	0	0	7	15	26	73	1.
Welfare Department	4	4	6	2	1	9	2	12	27	67	1.
Housing	11	2	0	4	24	19	0	0	0	60	1.
Registrar's office	0	1	5	0	0	0	5	14	30	55	1.
Tutorial Center	0	3	6	2	6	10	1	0	0	28	0.
Health office	1	0	0	0	0	0	24	0	0	25	0.
Food Stamps office	0	4	0	1	3	6	0	0	0	14	0.
ncilio	0	4	0	0	0	0	0	0	0	4	0.
Express	0	4	0	0	0	0	0	0	0	4	0.
Veteran's Center	0	0	1	1	0	0	0	0	0	2	0.
Library	1	0	0	0	0	0	0	0	0	1	0.
Employment Dev. Dept.	1	0	0	0	0	0	0	0	0	1	0.
Suicide Prevention	1	0	0	0	0	0	0	0	0	1	0.

Those referrals made to the College Awareness Program and were able to be serviced without further referral:

Handled by CAP Staff	345	220	221	162	189	224	374	330	365	2430	51.7
TOTAL	622	480	513	252	397	470	531	644	1041	4699	100.

TABLE III

CONTACTS - GENERAL/HOW

	September	October	November	December	January	February	March	April	May/June	TOTAL	%
TOTAL	622	480	513	252	397	549	531	644	711	4699	100.0
In person	561	322	436	181	350	359	461	579	688	3937	83.7
By phone	47	120	47	44	40	34	13	23	21	389	8.3
By letter	14	38	30	27	7	156	57	42	2	373	8.0

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

The fall '75 semester began in the middle of August with an orientation for the EOPS staff. This orientation was designed to better acquaint the staff with EOPS and its purpose, job specifications and personnel procedures, and to make the necessary counselee assignments to counselor-aides. Immediately following this activity, an orientation was conducted for incoming EOPS students. This orientation included explanations of campus resources, student responsibilities to the program, and evaluations of the students' vocational interests, reading skills, and study skills. Following these evaluations, the counselor-aides helped counsees plan their schedules. The counselor-aides then assisted EOPS students with registration for classes on August 22. The semester's classes began in early September.

Conference

In late October four EOPS counselor-aides, the EOPS student supervisor, other Special Programs student staff, and full-time staff attended the California Community Colleges Extended Opportunity Programs and Services Association (CCCEOPSA) Conference held in Monterey from October 29 to November 1. There were many workshops and functions of interest. Those who attended then wrote reports on the workshops in which they participated and upon returning presented them to the staff who had not been able to attend.

Selection and Orientation--Spring '76

October 31 was the EOPS application deadline for spring '76. At that time, the processing of 151 new applications was begun. Of these 151 applicants, 100 new students were selected to receive the services of the program.

There were 89 students continuing from the fall '75 semester for a total of 189 students beginning the program in spring '76. To provide support services for these students, there were 12 continuing counselor-aides and 12 new, for a total of 24 counselor-aides and a new student supervisor. The spring semester began with an orientation for new staff on January 19 and an orientation on January 19, 20, and 21 for incoming EOPS students. EOPS student orientation included such topics as student responsibilities, discussion of curriculum, planning student schedules, a reading skills test and a tour of the campus. With this preparation, the counselees were ready to begin the spring semester.

Registration and Evaluation

EOPS students were assisted with the inevitable problems of registration. In late February, with registration and most class changes out of the way, a review of all counselees' files was begun. At that time, an evaluation of the students' progress was made to pinpoint problems and how best they could be resolved. On March 24, an Open House was held for the campus community. A large number of students and college staff received hospitality and information about Special Programs.

During April, a process of staff evaluation of the program was begun. For the purposes of these evaluations, counselor-aides were asked to evaluate their supervisors and other full-time staff, supervisors were asked to evaluate their staff, and counselees were asked to evaluate their counselor-aides. These evaluations were for the use of those being evaluated and have hopefully provided food for thought for everyone. Data was also collected about preregistration from EOPS counselees. This data is being used to document the necessity of preregistration for all counselees.

Evaluation

End-of-semester evaluations on all continuing EOPS students was completed. The purpose of these evaluations was to assess the counselees' progress throughout the semester and make recommendations for their continuance on the program.

On May 20, Special Programs participated in the campus-wide People's Day. A booth was maintained throughout the day. Over \$100 was earned, and was divided among the various programs. All who were involved enjoyed the day and its festivities.

At the end of May, joint interviews were held to fill the two student supervisor positions being vacated by Diane Tomoda of C.A.P. and Rich Hanna of EOPS. Mary Ann Barber of C.A.P. was selected to fill the C.A.P. position and Rosa Villaneuva of EOPS was selected to fill the EOPS position.

During the first of June, combined interviews for counselor-aides were held to fill several positions in the EOPS and C.A.P. programs. Charles Alford, Katherine Bangs, Kathi Barber, Rosie Chacon, Stephanie Chacon, Bret Chadwick, Kathie White, Rosemary White, and Tamara Winford were selected as new EOPS counselor-aides, beginning in fall '76. As the wind-up to a busy semester, a program evaluation workshop was held during the middle of June. This workshop was attended by terminating, continuing and new counselor-aides, as well as full-time Special Programs staff. Its purpose was to evaluate program performance during the past year, to develop new areas and revamp old aspects of the program for the coming school year. All present contributed their energy to the task, and when finished, an impressive list of areas to be improved and new projects to be implemented was drawn up.

During the summer months, eight students will be working in EOPS as half-time staff to work on many of the suggestions developed in the workshop and in general to get things ready for the coming year. Governor Brown has signed into law an \$11.5 million budget augmentation for statewide EOPS programs. A substantial budget increase has been allotted our campus. Next year will be an important year for Special Programs.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
Statistical Evaluation

1975-76

Total number of students served for fall and spring -- 240

The total number served for fall and spring is an unduplicated number. These figures include those students who are currently on the program, those who have left the program and those who have received services only.

TABLE I

Sexual Breakdown of EOPS Students	<u>Number</u>	<u>Percent</u>
Female	125	52.1%
Male	<u>115</u>	<u>47.9%</u>
	240	100.0%

TABLE II

Ethnic Breakdown	<u>Number</u>	<u>Percent</u>
Asian	25	10.4%
Black	93	38.7%
Chicano	70	29.2%
Native American	4	1.7%
White	34	14.2%
Other Non White	<u>14</u>	<u>5.8%</u>
	240	100.1%

TABLE III

Age Range of EOPS Students	<u>Number</u>	<u>Percent</u>
17 or under	9	3.7%
18 - 29	77	32.1%
20 - 24	92	38.3%
Over 24	<u>62</u>	<u>25.9%</u>
	240	100.0%

TABLE IV

Marital Status	<u>Number</u>	<u>Percent</u>
Single Dependent	77	32.1%
Single Independent	133	55.4%
Married	<u>30</u>	<u>12.5%</u>
	240	100.0%

TABLE VNumber of Children Dependent
on Parents

	<u>Number</u>	<u>Percent</u>
None	71	29.6%
1 - 2	57	23.8%
3 - 4	34	14.2%
5 - 6	13	5.4%
Over 6	12	5.0%
Not given/unknown	53	22.0%
	<u>240</u>	<u>100.0%</u>

TABLE VI

Family Income

	<u>Number</u>	<u>Percent</u>
Less than \$4,000	72	30.0%
\$4,000 - \$5,000	22	9.1%
\$5,001 - \$6,000	16	6.7%
\$6,001 - \$6,999	11	4.6%
\$8,000 - \$9,999	3	1.3%
\$10,000 or more	4	1.7%
Not on file	112	46.6%
	<u>240</u>	<u>100.0%</u>

TABLE VII

High School Graduation

	<u>Number</u>	<u>Percent</u>
High School Graduates	166	69.2%
Non-Graduates	74	30.8%
	<u>240</u>	<u>100.0%</u>

TABLE VIII

High School GPA

	<u>Number</u>	<u>Percent</u>
Less than 2.0	19	7.9%
2.0 - 2.49	98	40.8%
2.5 - 2.9	60	25.0%
Over 3.0	12	5.0%
No GPA on file	51	21.3%
	<u>240</u>	<u>100.0%</u>

TABLE IX

This table is a statistical analysis of the students (unduplicated number) who received program services during the school year.

	<u>Number</u>	<u>Percent</u>
*Students who have completed the school year on the program	80	33.3%
Students who graduated from the program or who were dropped during the school year	<u>160</u>	<u>66.7%</u>
	<u>240</u>	<u>100.0%</u>

* (6 students received services only--no stipend)

TABLE X

Students who graduated from the program or who were dropped.

<u>Ethnic Breakdown</u>	<u>Number</u>	<u>Percent</u>
Asian	10	6.3%
Black	65	40.6%
Chicano	48	30.0%
Native American	3	1.9%
White	28	17.5%
Other Non-White	<u>6</u>	<u>3.7%</u>
	<u>160</u>	<u>100.0%</u>

TABLE XI

Reasons for EOPS Student Attrition

<u>Reason</u>	<u>Number</u>	<u>Percent</u>
Graduation from Program	14	8.8%
Poor or non-attendance of classes	73	45.6%
Personal or family problems	20	12.5%
Financial Aid problems	7	4.4%
Incarceration	5	3.1%
Moved from district	8	5.0%
Health Reasons	16	10.0%
Full-time employment	13	8.1%
Financial status improved	1	.6%
Unknown reasons	<u>3</u>	<u>1.9%</u>
	<u>160</u>	<u>100.0%</u>

TABLE XII

This table is a statistical analysis of all students (unduplicated number) who received services during the school year, including reasons for student attrition.

	<u>Number</u>	<u>Percent</u>
Students who have completed the school year on the program	80	33.3%
Students who graduated from the program or who were dropped during the school year, with reasons		
Graduation from program	14	5.8%
Poor or non-attendance of classes	73	30.4%
Personal or family problems	20	8.3%
Financial Aid problems	7	2.9%
Incarceration	5	2.1%
Moved from district	8	3.3%
Health reasons	16	6.7%
Full-time employment	13	5.4%
Financial status improved	1	.5%
Unknown reasons	3	1.3%
	<u>240</u>	<u>100.0%</u>

TABLE XIII

Academic standing of EOPS students for 1975-76 school year

Average number of units attempted	10.7
Average number of units completed	9.4
Average GPA	2.6

SCC GENERAL POPULATION STATISTICS

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

Full-time minorities	3,561
Part-time minorities	1,650

Percent of students in each ethnic group enrolled full-time during fall, 1976 (day and night).

	<u>Number</u>	<u>Percent</u>
Mexican-American	970	11.9%
Black	1,392	17.1%
Asian	992	12.2%
Native American	207	2.5%
Other Non-white	n/a	n/a
Sub-total: Ethnic Minority	<u>3,561</u>	<u>43.7%</u>
Other white & Other non-white	<u>4,581</u>	<u>56.3%</u>
Total: All ethnic groups	<u>8,142</u>	<u>100.0%</u>

Percent of students in each ethnic group enrolled part-time during fall, 1976 (day and night).

	<u>Number</u>	<u>Percent</u>
Mexican-American	451	8.5%
Black	636	11.9%
Asian	487	9.2%
Native American	76	1.4%
Sub-total: Ethnic Minority	<u>1,650</u>	<u>31.0%</u>
Other white & Other non-white	<u>3,671</u>	<u>69.0%</u>
Total: All ethnic groups	<u>5,321</u>	<u>100.0%</u>

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
Statistical Analysis
 Fall, 1975 - Spring, 1976

The following information represents a statistical breakdown according to fall, 1975, semester and spring, 1976, semester.

Please be aware of the fact that the total number of EOPS students served for fall and spring is an unduplicated number.

		<u>Fall</u>	<u>Spring</u>	<u>1975-76 Year</u>
A. SEX				
	Female	80	45	125
	Male	<u>76</u>	<u>39</u>	<u>115</u>
	TOTAL	<u>156</u>	<u>84</u>	<u>240</u>
B. AGE				
	17 or under	6	3	9
	18 - 19	56	21	77
	20 - 24	54	38	92
	Over 24	<u>40</u>	<u>22</u>	<u>62</u>
	TOTAL	<u>156</u>	<u>84</u>	<u>240</u>
C. MARITAL STATUS				
	Single Dependent	60	17	77
	Single Independent	76	57	133
	Married	<u>20</u>	<u>10</u>	<u>30</u>
	TOTAL	<u>156</u>	<u>84</u>	<u>240</u>
D. RACIAL AND ETHNIC CATEGORY				
	Asian	15	10	25
	Black	61	32	93
	Chicano	44	26	70
	Native American	2	2	4
	White	23	11	34
	Other Non-White	<u>11</u>	<u>3</u>	<u>14</u>
	TOTAL	<u>156</u>	<u>84</u>	<u>240</u>

E. NUMBER OF CHILDREN DEPENDENT ON PARENTS	1975-76		
	Fall	Spring	Year
None	49	22	71
1-2	29	28	57
3-4	21	13	34
5-6	5	8	13
Over 6	5	7	12
Not on file	47	6	53
TOTAL	156	84	240
F. FAMILY INCOME			
Less than \$4,000	35	37	72
\$4,000-\$5,000	12	10	22
\$5,001-\$6,000	13	3	16
\$6,001-\$7,999	3	8	11
\$8,000-\$9,999	0	3	3
\$10,000 or more	0	4	4
No information on file	93	19	112
TOTAL	156	84	240
G. HIGH SCHOOL GRADUATION			
High School Graduates	110	56	166
Non-Graduates	46	28	74
TOTAL	156	84	240
H. HIGH SCHOOL GPA			
Less than 2.0	11	8	19
2.0-2.49	56	42	98
2.5-2.9	35	25	60
Over 3.0	6	6	12
No GPA on file	48	3	51
TOTAL	156	84	240

OAK PARK EDUCATION CENTER

The incorporation of ethnic studies programs into the academic mainstream has made an easily observable and significant impact on both the academic and broader community populace by providing an educational bridge into minority America. More specifically, much of the mystery surrounding the heretofore "invisible Americans'" lifestyle has been greatly reduced by simple examination of the multiple cultures, including the great variety of nuances, that interface the dominant culture. The Oak Park Education Center has played a central role in creating an environment, establishing a process, and developing adequate educational content for implementing and maintaining this non-traditional approach. From the inception of the Oak Park outreach program, emphasis has been focused on Afro-American studies and culture via curriculum, special lectures, symposia, slide shows, dramatic readings, musical performances and workshops. While the satellite campus attempts to address the multiple needs of the non-traditional, re-entry student, it is also concerned with academic excellence, student retention, and general initiation of educational interests that will motivate students to transfer to the parent campus. Consequently, this report constitutes an overview of emerging trends and the effort expended in meeting the stated Oak Park Education Center objectives.

SITUATIONAL OVERVIEW:

Since the Los Rios Community College District has catalogued a variety of ethnic studies classes, the emphasis has been on rotating those available rather than developing new ones. Seemingly, student interest in course offerings is correlated to popular politics. For example, enrollment in the

Human Development I (Black Female Experience in America) class during the initial semester (Fall '75) was 34 as opposed to 14 the following semester. One could speculate that interest was derived from the popularity of the Feminist movement and the commensurate low-visibility of the Black females' involvement. However, since the Student Personnel Assistant usually maintains close surveillance of all new classes, general observation would suggest the additional factor of unrealistic expectations from the students. The students appeared to have been more concerned with "rap sessions" than academics; therefore, many were disillusioned with the reality of studying the documented information. However, it may also be reasoned that the decline in enrollment reflected a trend in the Black community which, in effect, does not separate the male experience from the female experience. Another example can be seen in the accelerating interest in African history as the popularity of African politics captures the attention of the media.

Indeed, there are also failures when attempts are made to capitalize on popular interest. Such an experience occurred during the Fall '75 Semester with the Psychology 35 (Psychological Aspects of the Afro-American Experience) class. It was reasoned that the generally increasing interest in Psychology would be a motivating factor for studying the variables of a sub-cultural lifestyle that has so tremendously altered the American social order. Unfortunately, lack of enrollment proved that the assumption was either incorrect or that other priorities were more important.

Although the existing Los Rios curriculum has proven adequate in meeting the Oak Park Education Center's purpose and objective, there is a continuing

need to maintain a close working relationship with the adult education programs. Since it is popular knowledge that the general public has a reading and writing problem, it can be logically assumed that many Oak Park students will have those deficiencies. Consequently when students are seeking information about school, it is easy to detect the need for adult education rather than college. When direct referral to a more suitable program can be made, the possibility of losing the potential college student is tremendously decreased. Also, the Student Personnel Assistant maintains contact with EOP staff at U.C., Davis and CSU, Sacramento for the purpose of assisting transferring students.

PROBLEM AREA:

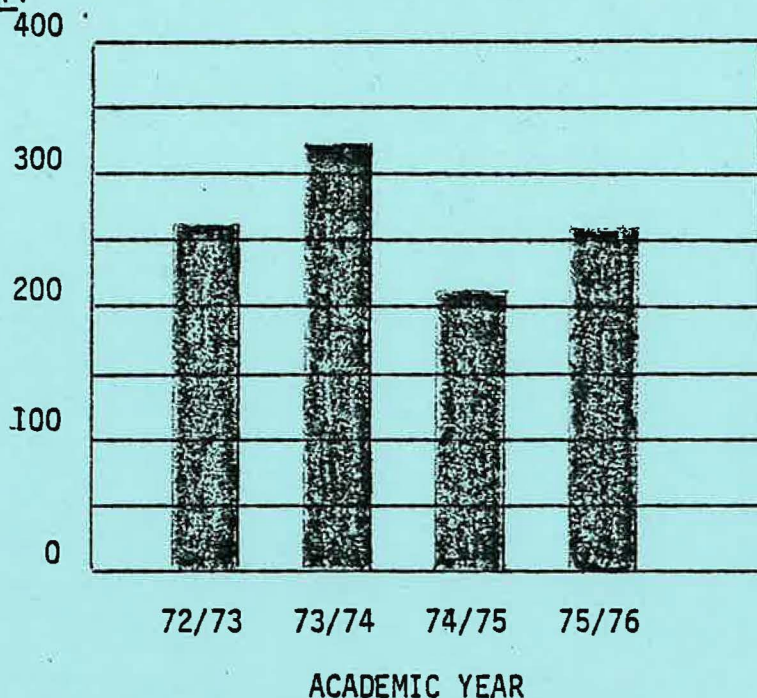
The Sacramento Medical Center, Division of Mental Health, conducted a survey of the Oak Park area during the months of October, November and December, 1975. It was a random sample survey of "930 dwellings" with "363 completed interviews," "203 refusals" and the remainder could not be contacted in the allotted time. The survey revealed a significant advertising problem for the Oak Park Education Center in that 89% of those responding did not know where the Center was located. The overall results were as follows:

		<u>YES</u>	<u>NO</u>
1.	Do you know what services this agency provides?	16%	84%
2.	Do you know where this agency is located?	11%	89%
3.	Have you ever used this service?	2%	98%
4.	How positive or negative do you feel about this agency?		
	POSITIVE		NO OPINION
	17%	NEUTRAL	24%
		53%	
		NEGATIVE	
		6%	

(information extracted from University of California, Davis letter, dated April 23, 1976.)

As a result of this much needed information, advertisement (by fliers and posters) will be tremendously increased during the 1976-77 academic year in an attempt to ensure that the Oak Park citizenry is at least aware of the location of the facility and the services that are available.

ENROLLMENT:



As reflected in the above graph, enrollment has remained fairly constant over a four-year period, climbing from 265 students in 72/73 to a peak of 329 during academic year 73/74, declining to 222 during 74/75 and leveling off again at 251 for this reporting period. To account for the peak and low enrollment periods is difficult. However, a number of situations and circumstances may be suggested. The Student Personnel Assistant was hired in November, 1972 and much time and energy was devoted to public relations and advertising for the following academic year. Also, the Music 8 class was

offered at the Center for the first time during that period, with an initial enrollment of 56 students. These two variables, combined with high motivation level of the student populace and the interest of the faculty and staff may explain the enrollment apex. Likewise, the tremendous decrease during the following academic year may be attributable to a number of external problems, including shifts and changes in the economic stability of the target population. The mosaic nature of such socio-economic phenomena often demands rearranging priorities to meet immediate and more pressing survival needs. Also the U.C., Davis survey (mentioned above) reflects a very real need for increased publicizing of the facility and the services provided. However, it can be logically assumed that with intensified advertising, and close surveillance of educational trends, the student enrollment will remain fairly constant.

SPECIAL EVENTS AND ACTIVITIES:

FOCUS ON CRIME SYMPOSIUM

The symposium was held on Friday, October 10, 1975 with guest speakers from the Administration of Justice Department at CSU, Sacramento and U.C., Davis, a Psychologist, and a representative from the Sacramento County Sheriff's Department and a local newspaper. The panel members provided the audience with an intense lecture/discussion period which culminated with a number of suggestions for crime prevention and reduction.

SICKLE CELL ANEMIA PRESENTATION:

Mrs. Delores Geiger, Sacramento County Health Department, delivered a Sickle Cell anemia lecture/slide-show presentation on October 21, 1975. The presentation was designed to dispell the mounting erroneous information

that has been disseminated about a disease that mainly affects Afro-Americans. Although Mrs. Geiger was invited to address the Sociology 3 and Psychology 35 classes, the general public was invited and was adequately represented.

STATE DEPARTMENT OF CONSUMER AFFAIRS PRESENTATION:

Ms. Eddie Irving, Counselor-Aide at the Oak Park Education Center, arranged for Mr. Chet Johnson, State Department of Consumer Affairs, to address the Sociology 3 class on October 23, 1975. Mr. Johnson delineated the various functions of the Department which covers a broad spectrum of responsibilities ranging from legislation to licensing to education, and complaint mediation. In addition, he explained the active role required of the citizenry in eliminating consumer problems, the principles of shopping that should be observed, and some of the common pitfalls of credit purchasing.

MISCELLANEOUS:

Ms. Bolton is to be commended for her effort in exposing her students to such a wide variety of guest speakers. The initial group included female representatives from the various labor unions in the Sacramento area. They shared information about the evolution of labor unions in this country, including the purpose and objectives, the role of females within the labor force, and current job prospects both locally and nationally. The group also discussed some of the problems they encounter organizing and unionizing the work force commonly entitled laborers.

Another experience was shared with the students on October 28, 1975 when Ms. Jayne Cortez, Poet/Playwright, discussed her role, purpose, and objectives as a female artist. The discussion also centered on her growth and the development of required interest and discipline inherent in becoming a

widely published writer.

On January 8, 1976, the Human Development class received the Bay Area Third World Women's Alliance as guests. They explained how the nucleus of their coalition emerged as a response to community needs. Also, the group discussed the fact that they are basically project oriented and had actively participated in the planning and building of a housing complex for aging Filipinos in the Delano area.

On February 24, 1976, Mr. Mel Edwards, distinguished sculptor and Professor of Art at Rutgers University delivered a two-hour lecture and slide-show presentation to a packed house which represented a considerable cross-section of the Oak Park community. The evening culminated with an intense question and answer session which examined a variety of Africanisms that remain highly observable and tend to enhance or inhibit the continuing acclamation and adaptation process of Afro-Americans.

The evening of March 25, 1976, Dr. Fred Berry, with the assistance of a jazz combo, delivered a two-hour lecture/performance entitled "The Evolution of Afro-American Music." Dr. Berry highlighted the significant transitional musical periods, both in Europe and America, while interpolating the Afro-American musical experience. He also provided the students/audience with some of his personal experiences and resultant insights about the activity surrounding the glamorous facade of the musicians' life.

THE HENRY DUMAS CREATIVE WRITING WORKSHOP:

The Oak Park staff sponsored a book party on May 11, 1976 for Keith Jefferson, the first member of the Henry Dumas Creative Writing Workshop to be published. Mr. Jefferson's first book of poetry, Hyena Reader, was

published in March; he also published poems in Black World and Obsidian.

On May 14, 1976, the Workshop members delivered a reader's theater presentation compiled from the works of Henry Dumas and enhanced by a drummer and dancer. Also included were special readings and discussions designed to accentuate the significance of the works of Henry Dumas.

OTHER ITEMS OF INTEREST:

A meeting was held at the Oak Park Education Center on January 29, 1976 to discuss and analyze various methods that may be utilized for recruiting minority students into the internship programs already established with the Department of Motor Vehicles. In attendance were representatives from the Department of Motor Vehicles, Sacramento City College, Cosumnes River College, California State University, Sacramento, and the Oak Park Center. Subsequent to the meeting, those in attendance were used as contact persons by the DMV representative when positions became available.

Due to increased inquiries about rights and responsibilities of welfare recipients, a meeting was held at the Oak Park Education Center on February 3, 1976 with representatives from the Department of Social Welfare, Sacramento Area Health Department, Project Alpha (SCC), students, and the Oak Park staff. The Social Welfare representatives explained the rights and responsibilities inherent in the General Assistance (GA), Aid to Families with Dependent Children (AFDC), and the Supplemental Security Income (SSI) programs. Their presentation included information about eligibility, grant maintenance, absent mothers, income reports, other mandatory requirements, and computation of grants.

The Oak Park Education Center and the Sacramento City College Women's

Center combined their effort with the Community Services Office to sponsor two campus readings by Poet/Novelist Alice Walker on April 8, 1976.

The following letter, dated June 24, 1976, was received from a student at the Oak Park Education Center:

Marie Collins
Oak Park Education Center
3639 4th Avenue
Sacramento, California

Dear Marie:

Last September I entered a classroom where a very pleasant looking professor stood behind a podium, studying a pile of papers. He looked up and addressed the class, "Good Evening." A very strong and penetrating voice filled the classroom. The voice belonged to Dr. James Fisher who teaches History of the United States, Afro American emphasis. I completed History 14 and 15 under the instructions of Dr. Fisher, who was my first Black instructor. This was the first class that I took that was geared toward Black Ethnic Studies. It was an opportunity to be exposed not only to the history of my people, but to experience a present situation that allowed me to be a part of an enriched learning situation. In doing so I touched the lives of many connected with the Center, personnel, staff, and students.

I would like to thank everyone at your Center for the courtesy shown at all times, their willingness to help whenever help was needed and most of all, for the experience and total blackness that I will not forget!

Sincerely,

(signed)

Claudean L. Clifford

TUTORIAL CENTER

Introduction

"A free service...provided by students for students" continued to be the Tutorial Center's motto during its seventh year of operation. This student-run, student-staffed portion of Special Programs consists of two basic elements: the Incenter program and the Outreach program. Between these two components, tutoring is available in nearly every subject taught on the SCC campus. In addition, the Center offers several other services to students and the community.

Incenter Program

The Incenter half of the Tutorial Center underwent several changes during the year. Primary among these was the move from Library room 2 to Library room 6. General use of the Center dropped during the year in comparison to 1974-75; we attribute much of the cause of this drop to that move.

New Center procedures were drawn up during August, 1975. Several changes were made to allow for the move to L6 (i.e. staff signing in and out to compensate for the loss of the time clock). Other minor changes were made in order to better monitor our services.

Outreach Program

The Outreach program operated on about half the staff of the previous year. Twelve people worked as outreach tutors and four worked both incenter and outreach.

We established more contact with instructors at the beginning of the year. With the additional procedure of having the instructor sign the tutors' folders after each tutoring session, efficiency of the program

increased and we were able to monitor the program more effectively.

Other Services

Nearly 400 papers were typed by the receptionists this year as part of our free typing service, indicating again the value of this important service. Student use of the Center's manual typewriters amounted to over 900 hours--lower than last year's 1010 hours, but still quite high. The adding machines and HP 45 calculator were used nearly 100 hours.

Evening Program

Evening use of the Center also dropped slightly. Not many tutors were available to work evenings, thus cutting back our potential. Due to this lack of use, it was necessary to close earlier on several occasions.

Modifications

In addition to the move to L6, several procedural changes were made to improve the Center's operation.

Tutors were required to sign in at the receptionist's desk at the beginning of each hour worked, and stricter attention was paid to recording of appointments in individual tutors' folders. Tutors were paid according to hours listed in the folders. Receptionists also utilized a sign-in, sign-out procedure to record their hours.

The first orientation workshop held specifically for Tutorial Center staff took place in October. A tutor's handbook compiled by us was utilized during the workshop and by several tutors after the workshop. Areas covered included tutoring tips, the helping relationship, resource areas on campus, and Center procedures. Both the handbook and the orientation need revision, but we feel they were a step in the right direction.

RECOMMENDATIONS

The following is a list of things we feel should be considered in future operation of the Tutorial Center.

Publicity

A larger effort should be made to publicize the Center and its services. The publicity should be handled in cooperation with other tutoring areas on campus. It should also be more campus-wide, with posters, flyers, brochures, articles in the Express, etc.

Space

To function more effectively, the Center requires a larger area. As it is now, the Center is hard pressed to accommodate handicapped students. Also, we could handle a larger number of students if there was more space. Even though the room has soundproofing tiles on the walls, during peak hours the noise reaches levels that hinder tutoring.

Evening Tutoring

Although our evening program is not as efficient as the day program, we feel it is an important service. Evening instructors have told us that they do not maintain office hours, so if a student needs additional help, the Tutorial Center is the only place available to give that help.

However, more publicity needs to be done. Evening instructors should be informed of our hours and services so that they may inform their students.

Leadership

We feel it is important that an ongoing position be created that would provide continuity from year to year in the Center. Long-range goals are next to impossible to achieve without this continuity. It would be beneficial

if this person was able to teach tutoring techniques to staff members and be aware of tutoring systems throughout the state and/or country.

Reorganization

Reorganization of the tutoring services on this campus has recently been considered.

We feel it would be more beneficial to the students at large for us to work more closely with other tutoring areas. If funding permits, placing our tutors in these areas would facilitate this cooperation. However, at this time we feel only the Math Lab and Reading and Writing Lab have a high enough demand and efficient enough organization to properly utilize our tutors.

In any case, we feel that a central location is vital to the Center's efficiency. Other divisional areas on campus do not have a high enough demand to efficiently support a tutoring station.

Additional Comments

This past year has been a transitional period for the Tutorial Center. Many changes took place, and more will certainly follow. Although we have operated with a comparatively small staff, that staff was outstanding. They worked well as a team and individually. Our thanks to them all for a good year.

Kathi Strong
Mark Ralph
Supervisors

YEARLY STATISTICAL REPORT

July, 1975 through June, 1976

Tutorial Staff Hours

	Hours	Percent
Paid by Tutorial:	10,646.5*	92.7*
Receptionist	1,961.0	18.4
I.C. Tutors	5,792.0	54.4
O.R. Tutors	2,893.3	27.2
Paid by C.W.S.:	818.2*	7.1*
Receptionist	0.0	0.0
I.C. Tutors	264.6	32.3
O.R. Tutors	553.6	67.7
Paid by V.E.A.:	17.6*	0.2*
Receptionist	0.0	0.0
I.C. Tutors	17.6	100.0
O.R. Tutors	0.0	0.0
Total:	11,482.3*	100.0*

Tutoring Staff

	Hours Paid	% of Total	% Tutoring
Tutors I.C.:	6,074.4*	63.8*	79.5
Tutorial Paid	5,792.2	95.4	79.9
C.W.S. Paid	264.6	4.4	75.1
V.E.A. Paid	17.6	0.3	
Volunteer	0.0	0.0	
Tutors O.R.:	3,446.9*	36.2*	
Tutorial Paid	2,893.3	83.9	
C.W.S. Paid	553.6	16.1	
V.E.A. Paid	0.0	0.0	
Volunteer	0.0	0.0	
Total:	9,521.3*	100.0*	

I.C. Appointments

	Day		Evening		Total	
	Hours	%	Hours	%	Hours	%
Made:	4442		446		4888	
Kept:	3364	75.7	336	75.3	3700	75.7
Canceled:	1078	24.3	110	24.7	1188	24.3

Other Services

No. of papers typed: 387
 Total No. of pages: 2506

Hours of usage:
 Adding Machine: 54.0
 H.P. 45: 33.0
 Typewriters: 929.9

Number of Tutees in each Ethnic Group

<u>Group</u>	<u>In Center</u>	<u>%</u>	<u>Out Reach</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Black/Afro-American	242	17.8	121	5.1	363	9.7
Brown/Mexican-American	210	15.5	87	3.7	297	8.0
Brown/Central&South American	5	0.4	3	0.1	8	0.2
Red/Native-American	58	4.3	0	0.0	58	1.6
White/Eurp-American	452	33.3	1,240	52.3	1,692	45.4
Yellow/Asian-American	244	18.0	268	11.3	512	13.7
Other	34	2.5	21	0.9	55	1.5
None	112	8.3	632	26.6	744	20.0
Total	1,357	100.0	2,372	100.0	3,729	100.0

Number of Tutees in a Special Program

<u>Program</u>	<u>In Center</u>	<u>%</u>	<u>Out Reach</u>	<u>%</u>	<u>Total</u>	<u>%</u>
Alpha	29	2.1	0	0.0	29	0.8
Enabler	13	1.0	1	0.0	14	0.4
E.O.P.S.	90	6.6	21	0.9	111	3.0
Vets.	90	6.6	506	21.3	596	16.0
Women's Re-entry	5	0.4	0	0.0	5	0.1
None	1,130	83.3	1,844	77.7	2,974	79.8
Total	1,357	100.0	2,372	100.0	3,729	100.0

SUBJECT AREAS TUTORED IN CENTER

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	<u>Day</u>		<u>Evening</u>		<u>Total</u>	
	<u>Hours</u>	<u>%</u>	<u>Hours</u>	<u>%</u>	<u>Hours</u>	<u>%</u>
Business	392	8.2	110	20.4	502	9.5
English	509	10.7	50	9.3	559	10.6
Foreign Language	1822	38.3	36	6.7	1858	35.1
Mathematics	1336	28.1	266	49.4	1602	30.3
Science	545	11.5	72	13.4	617	11.7
Social Science	90	1.9	0	0.0	90	1.7
Other	58	1.2	4	0.7	62	1.2
Total	4752	100.0	538	100.0	5290	100.0

SUBJECTS TUTORED OUT REACH

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	<u>Hours</u>	<u>%</u>
Aeronautics	711	20.2
Art	115	3.3
Auto-mechanics	209	5.4
Biology	216	6.1
Chinese	40	1.1
Electronics Repair Technology	310	8.8
French	16	0.5
Geography	72	2.0
German	99	2.8
Graphic Arts	502	14.2
Japanese	74	2.1
Machine Shop	133	3.8
Music	146	4.1
Photography	884	25.1
Total:	3527	100.0