[MS 0087.005.012.001]

A PROPOSAL SUBMITTED TO THE U.S. COMMISSIONER OF EDUCATION FOR SUPPORT THROUGH THE EDUCATIONAL TALENT SEARCH PROGRAM

(P.L. 89-329, Title IV A, Section 408 as amended by P.L. 90-575)

TITLE:	Community Opportunity Programs in Education (COPE) for San Diego County
PROPOSER:	Community Opportunity Programs in Education via San Diego State College Foundation San Diego, California 92115 714-286-6304
PROPOSAL SUPERVISOR:	Mrs. Geraldine Rickman, Director 5164 College Avenue, #9 San Diego, California 92115 714-286-8383
PROPOSED DATES OF ACTIVITY:	June 1, 1969 to May 31, 1970
TOTAL FEDERAL FUNDS REQUESTED:	$97,191
AUTHORIZING OFFICIAL:	Ernest B. O'Byrne, Vice President San Diego State College Foundation San Diego, California 92115 714-286-6817
FISCAL OFFICER:	Mr. William Erickson, Manager San Diego State College Foundation San Diego, California 92115 714-286-6304
DATE OF TRANSMISSION:	March 14, 1969

ABSTRACT

COMMUNITY OPPORTUNITY PROGRAMS IN EDUCATION (COPE) FOR SAN DIEGO COUNTY

NEEDS BEING ADDRESSED IN TERMS OF GEOGRAPHIC LOCATION AND TARGET POPULATION

The geographic area being served by COPE is the southwestern most county of the United States which encompasses the second largest school district in California. San Diego City has the largest minority population in the county (Mexican-American: 10.3; Black: 9.2%; Other: 2.8%), although a growing segment of the South Bay is Mexican-American and the eastern county includes many Indians. Education is rapidly becoming San Diego's largest "industry" and almost one out of every four persons is enrolled in school (from kindergarten through grade 12.) Ironically, in a county that has a growing higher educational complex (3 universities, 1 4-year college with graduate schools and 7 community colleges), less than 5% of the total higher educational enrollment is minority.

SPECIFIC OBJECTIVES

1. To actively recruit students for postsecondary educational opportunities (talent searching) using a combination of means for reaching minority and low-income students who otherwise would not be reached through traditional methods or who have not been informed of the opportunities available to them re admission to college, financial aids available, counseling that considers individual needs and background and contacts with persons in the educational hierarchy who can get action in the students' behalf (red-tape cutting).

   Student clientele includes potential secondary or college dropouts, students with college potential who would probably NOT go on to higher education without motivational counseling, academic and/or financial assistance; students who have written off higher education for themselves but who are taking another look at their goals in light of newly discovered self-esteem and pride.

2. To disseminate information about educational opportunities throughout the county and the state; about financial aid (in Spanish as well); about programs of assistance re higher education not normally filtered to the population COPE serves, and general educational information re fee waivers, admissions deadlines, etc., not normally provided directly to minority/low income students and/or their families.

3. To coordinate information about programs providing educational opportunities and educational support so that persons in the community wishing to participate in tutoring, advising and counseling, or to provide funds for student aid can make the proper contacts and avoid duplication of effort, unnecessary waste of funds and time, and avoid frustrations which come with not obtaining proper information or direction to the right person.

4. To work for institutional change insofar as it directly affects getting more minority and low-income students into higher education. Institutions for which Talent Search students are recruited need guidance in preparing programs for these students, in developing liaisons in the community (NOTE: COPE is not an agency that takes the place of the higher educational institution's recruitment program, but one that fosters a more realistic and agressive program on the part of the institution.), in making constructive educational changes so that eventually educational institutions will function properly in the interest of ALL members of society.

COOPERATING INSTITUTIONS, AGENCIES, ETC.

Catholic Diocese Office of Education, Chula Vista City Schools, Citizens Interracial Committee, City of San Diego, Community Welfare Council, Coronado School District, Council of Latin American Clubs, Dept. of Education for San Diego County, Dept. of Public Welfare, San Diego County, Economic Opportunity Commission, Emercon Community Action Council, English as a Second Language Center, Grossmont College, Grossmont Union High School District, IMPACT (Involvement of Mexican-American People in Active Community Tasks), KFMB-TV, KOGO-TV, Market Street Service Center, Memorial Adult Center, METRO, Mexican-American Advisory Committee, National Conference of Christians and Jews, Neighborhood House Association, Ninth District PTA, Normal Heights/City Heights Community Action Council, Pacific Telephone Company, Palomar College, Palomar Community Action Council, San Diego City College, San Diego Labor Council, San Diego Jr. Colleges Central Administration, San Diego Management Council for Merit Employment, San Diego Mesa College, San Diego State College, San Diego Unified School District, San Diego Urban League, Southwestern College, University of California, San Diego; University of San Diego College for Men, University of San Diego College for Women, U.S. International University, Walker-Scott Company, Women Extraordinaire, YMCA and YWCA.

SHORT NARRATIVE DESCRIPTION OF THE ACTIVITIES TO BE CARRIED OUT

COPE is requesting a renewal and has nine months of activity behind it. COPE will continue to actively and aggressively recruit talent for postsecondary education. A communitywide commitment backed up by collective action of all segments of the community will continue to achieve an effective utilization of human talent. The identification of minority and low-income talent, development of better means of communicating available and newly developing educational opportunities and financial and academic assistance programs, and the opening up of more "slots" for minority and low-income persons as well as developing new sources of financial assistance to complement and extend the impact of federal financial aid will continue to be the chief activities of COPE.

Merely opening the doors for persons outside the mainstream of education is not sufficient. Education must be related to these persons in new and effective ways. In order to continue to work for this accomplishment, supportive programs will be necessary at every level of the educational system, aided by community groups and agencies, business organizations, and educational institutions themselves.

As an educational opportunities consortium, COPE brings together all of the resources and personnel of the educational and community systems of San Diego County in a program designed to produce results: increased representation of the minority and low-income persons of San Diego on the campuses of this county and in the state, and assistance in developing ever more ways of providing financial assistance to those individuals who need it most in order to be able to maintain themselves and stay in college once admitted.

COPE is an integrated community effort to encourage and enable youths and adults, especially minority and low-income persons, to undertake and continue postsecondary education.

COPE has recruited and placed over 300 students in San Diego higher educational institutions in the first nine months of its operation. It will continue in this path and increase this number significantly in the coming year.

WITH WHOM DOES COPE WORK? WITH WHOM WILL IT WORK?

COPE works with the Mexican-American population (hereinafter described as Chicanos), the Blacks, Asiatic-Orientals and has helped low-income Anglos. COPE will continue to work with these populations. Though the program and efforts of the consortium extend to the county, the majority population to be served does, in fact, exist in the City of San Diego...circa 90% of the Blacks, 50% of the Chicanos, and 85% of the Asiatic-Oriental populations. There will be an intensified effort in the Sweetwater Union High School District which has a very significant Chicano population that is growing in awareness and in its vocal demands for educational opportunity at all levels. San Diego is a "model Cities" target area and has a program that is being developed and planned to serve an area that is 82% minority. The area of San Ysidro is heavily Chicano."The Model Neighborhood area includes 57,000 people residing in approximately 20,000 dwelling units. The minority population of San Diego is concentrated largely in this neighborhood. This results in a multitude of problems affiliated with segregation and poverty. The area is characteristic of many human problems amid a deteriorated urban environment of such character and extent to meet the basic criteria of the Model Cities Program. The environment can be described as cluttered, disorganized, unkept, depressed - adjectives associated with poverty. Physical deterioration of residential, commercial and industrial buildings sets a drab tone; obnoxious industry intrudes upon residential areas; freeways sever residences from nearby community facilities; streets remain unpaved; sidewalks end abruptly; litter and abandoned automobiles are ever present."[1/]

Community agencies, high schools, churches, clubs and other groups serving this target population will continue to be deeply involved with COPE in searching out human talent from these communities. Educational needs must be met and the present schools and their programs are not adequately preparing students to meet the challenges of today, much less the challenges of the 21st century.

1/ San Diego Model Cities Program, February 1969, Program Information Brochure

WHY WILL COPE CONTINUE TO WORK WITH THE TARGET POPULATION?

COPE will continue to work with the target population and will, in fact, expand its efforts, because the postsecondary population of campuses in San Diego County does not begin to reflect that proportion of the people who are minorities, nor does it reflect significantly people who are from low-income backgrounds regardless of race. Less than 5% of the total student enrollment on campuses in San Diego County is minority, for example. San Diego State College, the largest institution of higher education in San Diego County has a total student enrollment of approximately 24,500; approximately 2½% of its student enrollment is minority. It is difficult to determine accurately the student population that is low-income regardless of race, but recent studies in California indicate that this population is also grossly underrepresented in higher education and often coincides--in fact more often than not--with the underrepresentation of minorities.

Experience over the past year indicates that there is much work to be done to influence secondary schools and also higher educational institutions in establishing more aggressive outreach programs for students who have potential but who are now being overlooked (for whatever reason), misinformed or not informed at all about educational opportunities, or who do not conform to white middle class standards as regards "the ideal student" where postsecondary education is concerned. COPE must intensify its efforts in behalf of these atypical individuals because there are not enough agencies or persons engaged in this effort. COPE recruiters and community liaison personnel will continue to go anywhere to seek out and help motivate students: street corners, teen posts, corner lots--all these yield unusual minds who have unfortunately considered themselves "written off" by society. COPE will continue to work with these individuals and show them their opportunity and the way to seize it.

COPE will extend itself even more to develop better communications tools to reach the target population. Traditional methods (school announcements, notices on bulletin boards, etc.) simply do not reach most of the minority and low-income students COPE is concerned about. Moreover, inherent in the process of developing new ways of community communication is the necessity for aiding educational personnel in changing their way of "doing business."

Publicizing existing forms of financial aid--from all sources, including federal funds--is important, but more important is the language used to describe this information. COPE personnel have found that the language of financial aid can be simplified significantly so that not only the students can understand it, but the parents can become more aware.

Many of the young people in the target population are returning veterans. They are seeking better avenues for themselves and are reoienting their goals. Many are school dropouts who found the service a way "out" of the ghetto; in the process many have found the service a way "in" to a better future. Encouraging these individuals to seek postsecondary education is very important especially in light of their dissatisfaction with most of our social institutions. They want to change society and given an opportunity, they will choose to do so through use of brainpower which requires the highest degree of education they can obtain. If that option does not exist, other ways will be found to get their "piece of the action."

COPE will continue to serve as an advocate for the minority and low-income student. The need for such advocacy is apparent in the underrepresentation of these individuals in higher education. Getting to know the "system," learning how to best make the "system" work for you, learning how to cut unnecessary red tape: in general, learning "where it is" is critical to the target population being served. If not COPE, then who will do it? Certainly not the educational systems as presently structured. COPE fills a need. That is why COPE will continue to serve these individuals.

WHAT COPE HOPES TO ACCOMPLISH - THE OBJECTIVES

1. Significant increase of minority and low-income persons on the campuses of postsecondary institutions in San Diego County, and where it is the person's choice, to aid in getting them to institutions in other parts of California.

2. Continued development of "information exper:s" through cooperation with community agencies who can effectively convey to students what educational opportunities are available. It is recognized that the financial constraints of Talent Search will not produce the required staff personnel to be all things to all people, but COPE recognizes

its responsibility to make as many people as possible aware of the opportunities available, the financial aid and academic assistance programs, and the "doers" available to make reaching as many persons as possible a reality. These "information experts" (or educational opportunities disciples) are important to Talent Search programs, for experience has indicated that persons often come to the threshhold of higher education through very circuitous routes: welfare agencies, manpower development training programs, church groups, half-way houses, to name a few. The problems of academic achievement are not simple, but when dealing with minority and low-income persons, very complex. The methods used to reach these persons are, therefore, not often simple. There are many indigenous persons working in community action councils who interact with those less fortunate. They should be able to convey with sincere concern why postsecondary education is of benefit to persons who should be "doing better." Many of these "information experts" have themselves returned to college or begun anew.

3. Collect, organize and disseminate information throughout the county about educational opportunities on the postsecondary level, including details about financial aid, counseling, advising, "where to go." This information is made available to institutions, agencies, families, individuals, counselors--anyone!! Bilingual presentations are a must in San Diego. The aid of organizations designed to reach the grass roots will continue to be enlisted and supported (e.g., Mexican-American groups, the newly organized Chicano Federation, various community action councils, community service centers, Neighborhood House).

4. Community education workshops will continue to be held to provide information to parents and students (in churches, schools, homes--wherever it will be convenient to reach the target population). In areas where parents speak only Spanish, the aid of interpretors is sought to communicate the benefits of higher education, thus helping to alleviate a present barrier to higher education for Chicano students: parental objection through lack of information.

5. Use of community centers as field "stations" for COPE community liaison will be strengthened. Approval to use space in community action centers, service centers and other community agencies has already been received. COPE personnel will have established schedules in the target communities and their presence will be properly publicized in community "organs" and by other means. The establishment of regular "outreach" days in these offices will strengthen the involvement with information experts from the indigenous community and will also establish COPE's identity with the communities being served... in a more effective manner.

6. Continue already established liaison with the California Council for Educational Opportunity, College Entrance Examination Board, other 408 projects. As often as is feasible, continue to support the statewide network dedicated to increasing educational opportunity for minority and low-income persons.

7. Continue to work closely with the San Diego State UPWARD BOUND and with the University of California, San Diego developing urban affairs program. Strengthen the already good ties with the EOP at San Diego State, UCSD, and the developing programs at U.S. International University.

8. Continue to serve as a central agent for College Board fee waivers and as a source of aid and assistance for those persons who need money in order to be able to take necessary entrance exams and/or need funds for admissions fees (where not waived). Such aid will continue to come from community/proposer contributions to the COPE effort.

9. Develop (finally) a newsletter that will have widespread distribution for the purpose of keeping a broadly based group advised of the importance of advancing educational opportunities for minority and low-income persons. This type of communication makes it much easier to call upon individuals, business and/or industrial persons when aid for students is required, especially in the way of contributions of money. COPE has use other means of communicating with superintendents, councilmen, educators in general, community "leaders", etc., but a formal "house organ" has been indicated as a need and will be developed.

10. Continued active involvement with all institutions of higher education, community agencies, secondary schools. This coordination and involvement is essential to providing the best possible services for the persons COPE is seeking out and helping to motivate toward postsecondary education. COPE will continue to work with schools, for example, in speaking to students in groups, in helping to coordinate visits to campuses for students at the secondary level--and more importantly--not just visits to buildings, but visits to classrooms.

11. Continued involvement with student organizations. COPE has actively involved itself in programs being established by Black Student Councils, Mexican-American Youth Associations. These students also aid greatly in COPE's recruiting effort. Students, are in fact, employed by COPE and form a essential "core" in COPE's work.

NOTE: These objectives are by no means listed in order of importance, for they are ALL important.

HOW WILL COPE ACCOMPLISH THESE OBJECTIVES AND CARRY OUT ITS PROGRAM?

The COPE professional staff (which includes students) will continue to work from month to month by regular field visits to community agencies, to schools, to groups of interested parents and students, to churches. On a regular and continuing basis, students and prospective students will be counseled, referred to other agencies where their personal needs dictate, assisted in making contacts in higher education institutions at the level where they can get some action.

COPE staff will continue to meet with administrators at all levels in colleges/universities in preparing the way for more minority and low-income students. These meetings are not always called per a schedule but many occur on an ad hoc basis in response to an immediate but unforeseen circumstance. Consequently, determining how often such meetings will take place over the life of the renewal contract is impossible. Suffice it to say that they will be sufficiently frequent if COPE is to get its job done.

Early in this proposal a list of cooperating groups and agencies was provided. These agencies and institutions are committed to "doing" something to make higher education a reality in the lives of many more minority and low-income persons. They are committed to ACTION not just to talk. Their assistance in carrying out COPE's objectives is absolutely essential. Involvement and interaction will continue to take place with these agencies, groups and institutions.

Any grand design is subject to change when dealing with human beings, especially when dealing with people on an individual and not a mass basis. The goal, however, is ever in mind: to get more minority and low-income students into postsecondary education. The month-to-month work of COPE will be supportive of--and ever mindful of--that goal.

Mrs. Geraldine Rickman - Director

Attended Manhattanville College of the Sacred Heart, Purchase, New York; has served as Educational Opportunity Program Director, San Diego State College; education and public information consultant, Citizens Interracial Committee (San Diego County Human Relations Agency); former assistant to the chancellor of the University of California, San Diego; active in community efforts in San Diego; highly regarded and effective in minority and majority communities; possesses strong background of special skills re budget preparation, conference planning, office management, public relations and academic administration. Has established effective relations with community groups, academic institutions, public schools. Recently honored as an outstanding young woman of America for 1968.

Mr. Walter Porter - Assistant Director (Black)

Sociology graduate from Pepperdine College, Los Angeles; worked in vocational rehabilitation for State of California motivating clients to seek employment; has owned and operated business servicing commercial buildings in Los Angeles; employed on summer staff of Loyola University in Human Relations Workshop; staff writer on human relations for community newspaper; been an active volunteer in Los Angeles ghetto community: "big brother" program, D.A. civilian council; was an intern for L.A. County Commission on Human Relations; is an intergroup relations specialist; completed PEDR Urban Executive Leadership Program Seminar (supported by Carnegie Corporation).

Assistant Director (position open; recruitment in progress) - Chicano

Frank Saiz, who held position briefly, is going to higher paying post at UCSD.

Leonard Mitchell - Recruiting Officer

Attended Rutgers, University of Nebraska, San Diego State; did special athletic recruiting (football) for minority students for Purdue, Taft College and Florida A & M; has held platform supervisor posts at Yale Transport Company and Davidson Transport Company; very effective presentor of educational opportunities programs with heads of institutions; knows college "scene" well and very aware of financial aid needs of minority and low-income students.

Has held a variety of business and "hard" labor jobs in order to make it. Has excellent rapport with student prospects.

Community Representatives (recruiter-counselors)

Student posts; mature, upper division students are sought to fill these slots. Some of these students may work part time and others will work via the work-study program. These are paraprofessional assignments and require "homework" and a knowledge of the community. These posts are critical to COPE's aggressive recruitment effort and to the "identification" process. COPE seeks individuals who have had to struggle for educational opportunity and who can talk with minority and low-income about what to do to obtain postsecondary education from first-hand experience. Community representatives are Chicano and Black.

Rosalia Valderrama - Office Manager

Attended San Diego City College; excellent experience in office management; background in record keeping; has excellent rapport with people (regardless of difficulty often encountered when persons are impatient or frustrated); is able to provide direction to persons seeking information about specific community programs whether they relate to educational opportunities or not; speaks and writes Spanish. Is responsible for supervision of work-study clerical support staff and for the supervision of the Neighborhood Youth Corps trainee. Is responsible for work flow and direction of office "traffic."

BUDGET SUMMARY

PROPOSER: Community Opportunity Programs in Education (COPE) - San Diego State College Foundation

From June 1, 1969 to May 31, 1970

CATEGORY	Federal Funds Requested	Proposer Contribution	Other
A. DIRECT COSTS:			
1. Personnel			
Project Director	$16,044		
Assistant Director	11,400		
Assistant Director		$10,356	
Recruiting Officer	10,284		
Community Representatives (4)	5,000		$ 5,000
Office Manager	6,672		
Secretaries (2)	5,352		5,352
Neighborhood Youth Corps Trainee			2,500
Employee Benefits (counselors -.05%) (others - 17%)	8,481	1,761	935
2. Space Rental, Equipment, Supplies			
a. Space rental	0		
b. Equipment	500		1,500
c. Supplies	1,500		1,500
3. Communications and Utilities			
a. Telephone	2,000		1,000
b. Postage	0		3,000
c. Utilities	0		
4. Travel			
a. Staff Travel	3,000		1,000
b. Consultants			500
c. Students	1,000		
5. Services			
a. Consultants			1,000
b. General Publications, reproduction, etc.			4,000
c. Use of public communications media			2,000
TOTAL, DIRECT COSTS	$71,233	$12,117	$29,287
B. INDIRECT COSTS (47.42% of Salaries - exclusive of benefits)	25,963	4,911	
C. TOTAL COSTS	$97,196	$17,028	$29,287

NOTE: The funds budgeted in the OTHER column are anticipated contributions from local sources; however, at the present time no firm commitments have been received by the San Diego State College Foundation.

BUDGET JUSTIFICATION

Based on experience, certain costs have been increased to meet the goals and objectives of COPE. Travel has been increased significantly to meet the reality of working in a county where bus transportation is totally inadequate, where there are great distances to be traveled in the conduct of business and where staff must also be involved in travel in other areas of the state. Professional involvement with Educational Opportunity Program directors, other talent search directors, and educational institutions outside the county are of direct benefit to the students. The personal contact made by COPE professional personnel with directors of admission, financial aid officers in San Diego as well as outside the county makes the difference, often, in whether or not a student is able to exercise an option to go to school in other parts of the state. While the great concentration of effort and time is in the San Diego area, it is clear that the higher educational institutions here cannot realistically (especially in terms of financial aid) support all of the students wishing to benefit from higher education. COPE continues, by its activities, to generate more students. Consequently, the familiarity with other institutional personnel in California required to "get the job" done becomes even more important. Finally, mileage alone for San Diego is a prohibitive cost.

SPACE

Covered in the overhead rate in the contract. No cost is shown for space.

EQUIPMENT

As of this writing, additional equipment foreseen will include the following:

5 desks	$500	2 typing stands	$ 66
5 desk chrs.	150	3 working tables	120
2 typewriters	336	Balance in miscellaneous as required	

Note that $1500 will come from proposer contribution. COPE presently does not have enough desks and chairs for staff. $500 is being requested from Federal funds.

SUPPLIES

Desk-top supplies will be required for five desks. Rough estimate of costs = $150. Consumable items will cover the balance of the requested budget. Paper costs will constitute the largest consumable area, though pencils, typewriter ribbons, pens, index cards, binder covers, and other general office supplies will be used in quantity.

COMMUNICATIONS

Two more instruments will be added to the telephone system of COPE. This will not necessitate any additional line installations since the initial equipment installed provided for instrument expansion.

Experience during 1968-69 has indicated that initial estimated costs for telephones was underbudgeted by $700. The budget requested for 1969-70 more accurately reflects the costs for telephones for COPE. The monthly rental rate plus connection charges for the two (2) additional instruments for 1969-70 is projected to run $1300. Cost for toll calls is projected at $1700.

UTILITIES

Included in overhead costs.

TRAVEL

Staff mileage is estimated for 1969-70 to run a total of 30,000 miles (minimum). Based on the experience of this present year, that is a conservative estimate. Add to that the projected two trips to Washington (2 people each trip) and at least four California conferences at which staff people will be present, and the total projected travel budget ($3000 Federal and $1000 proposer contribution) is already inadequate. The $1000 for student travel will be expended in bus trips to campuses for prospective candidates for higher education and to motivate younger high school students. The projection for these trips is for them to occur on an average of once a month. Allowing for Christmas and Easter breaks and summer, there should be two trips in some months. The projection for final costs for travel for COPE for the present year is $4000; the ceiling placed on the Federal portion funded for Talent Search to each program dictates the present conservative estimate, but it is evident that some adjustment will be required in the travel budget before the renewal contract year is ended. Consultant travel is projected from proposer contributions.

BUDGET JUSTIFICATION

All of the SERVICES category (i.e., consultants, general publications, reproduction costs and use of communications media)are projected from proposer contribution.

APPENDIX IV

CHECK LIST — MUST BE COMPLETED

Proposer:
San Diego State College Foundation - for Community Opportunity Programs in Education
Name

Address
San Diego, California 92115
Zip Code

714-286-6304 & 714-286-8383
Phone (Include Area Code)

Thirty-Seventh (37th)
Congressional District

5164 College Ave., San Diego, Calif.
Place of Project Activity

Civil Rights Compliance No.

Total Request: $

Type of Application:

[ ] Initial Request

[X] First Renewal Request

[ ] Second Renewal Request

[ ] Third Renewal Request

If a renewal request, please give the current Office of Education contract number:

OEC-0-8-000042-3773(091)

Category of Applicant:

[ ] Two Year Institution of Higher Education

[ ] Four Year Institution of Higher Education

[X] Consortium of Institutions

[ ] Private, Nonprofit Agency

[ ] Public State Agency

[ ] Public Local Agency

[ ] Private For-profit Agency

Characteristics of the Target Population: Check those which apply

[ ] Anglo Saxon

[X] Mexican American

[ ] Puerto Rican

[X] ~~Negro~~ Black

[ ] Indian American

[ ] Migrant

[ ] (Explain)

[X] Other
Asiatic-Oriental

[XX] Urban — Core

[ ] Urban Plus Environs

[ ] Rural/Regional

[ ] Statewide

[X] Model Cities Target Area

[ ] [ ] [ ]
OE Number Assigned
(For OE Use Only)