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THE EVERGREEN STATE COLLEGE
DEAN, DIV. OF DEVELOPMENTAL SERVICES

THE EVERGREEN STATE COLLEGE

January 6, 1972

MEMORANDUM

To: Dave Brown
Joe Shoben
Larry Stenberg ✓

From: Charles McCann

Subject: Aide-memoire - Presentation of proposal by Delgado, Esquivel
and some Chicano and Indian students

I agreed to set up a task force this week to look into ways to solve the problem of Chicano and Indian recruiting and counseling.

There was no agreement on budget and it was understood that appointments, if any, would be the responsibility of Dave Brown, Larry Stenberg, and Joe Shoben, but naturally you would consult to make sure people appointed were acceptable to Chicanos and Indians.

This group will furnish me with names of about four people to serve on the task force.

CJM:

cc: Les Eldridge

COPY

III - MEETINGS

THE EVERGREEN STATE COLLEGE

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THE EVERGREEN STATE COLLEGE
DEAN, DIV. OF DEVELOPMENTAL SERVICES

MEMORANDUM

To: - Dave Brown-1
- Les Eldridge-III
- Cruz Esquivel-
- Jesse Farias-II
- Walter Fitzgibbon-III (CHAIRMAN)
- Darrell Phare-II
- Jas Rodrigues-III
- Larry Stenberg-III
- Francisco Tell-III
- ~~ARTURO GONZALES~~-1

From: Charles McCann
MEDARD DELGADO-1

I appreciate your willingness to serve on a DTF to make recommendations for the improvement of Chicano and Indian student recruiting and counseling.

I would take the report, "A Proposed Chicano-Indio Recruitment Program Submitted to The Evergreen State College" dated January, 1972," as outlining ways realistically desirable at some time. I would like to see the DTF not repeat that ground but rather to make recommendations for what we can act on, now. You should keep in touch with the admissions DTF which Don Humphrey got together, which (if I'm not mistaken) is moderated by Cruz Esquivel.

Please choose your own chairman. For the purposes of getting started, I'm asking Larry Stenberg to call your first meeting.

Since admissions is getting into full swing, I think student recruiting and counseling should be your main concern. I'd appreciate, however, whatever concrete arises from your discussion with regard to recruitment of Chicano and Indian staff.

CJM:rb

cc: RQ Nichols
DG Humphrey
EJ Shoben

A PROPOSED
CHICANO-INDIO RECRUITMENT PROGRAM
SUBMITTED TO
THE EVERGREEN STATE COLLEGE
JANUARY, 1972

A PROPOSED
CHICANO-INDIO RECRUITMENT PROGRAM

It is apparent at The Evergreen State College that recruitment efforts in behalf of the Chicano and Indio (Native American) communities, both in and out of the State of Washington, have been grossly inadequate regarding students, faculty and staff. The reasons therefor, are also apparent:

(1) No Chicano or Indio participation was included in the planning;

(2) No Chicano or Indio staff was hired in the areas of recruitment and admissions;

(3) T.E.S.C.'s reaction to the crisis in higher education as it pertains to disadvantaged ethnic minorities is typical of the philosophy of all institutions of higher education in this country.

Prior to the Civil Rights Movement, there was no doubt that the majority of colleges and universities had worked mainly towards the selecting of advanced students. The emphasis had been to select students of high potential for immediate success, thus neglecting many minority group members who may have greatly benefited from an appropriately designed college or university environment. However, since the inception of the Civil Rights Movement, the tendency of all institutions of higher education in the Country has been to over-react by throwing open its available admissions openings (usually 2% of special admissions openings which historically remained for super-star athletes) before all ethnic minorities with the conspiritous hope that in the scramble, they would somehow

grind themselves out of existence; i.e., "casting pearls before swine," as it were. But, instead, a new awareness has permeated and effected the birth of a new consciousness among the ethnic minorities: the realization that any conspiritous hope of dividing and conquering oppressed peoples is for naught and as outmoded as ineffective revolutions.

It is therefore recommended that The Evergreen State College break from the typical and grossly inadequate admission philosophy of other institutions of higher education in this country and institute a Chicano-Indio Recruitment Program that will adequately and successfully fulfill the needs of the members of the Chicano and Indio communities. The success of this Program will depend largely upon the assistance given this Program by the College, and upon the input of the Chicanos and Indios in particularly. It is important to win the confidence of the Chicano and Indio Community leaders in all regions of the State and, where feasible, outside the State. This confidence is relevent to both recruitment and admission of Chicanos and Indios to the Evergreen State College, and to the counseling of Chicanos and Indios for and by the Evergreen State College. Thus there is need for both recruiters and counselors in this Program. We recommend that Evergreen implement the above mentioned program with the following personnel as soon as possible:

A. RECRUITER:

In the past few years there has been a growing awareness in the colleges that Minority Students must be encouraged to attend

College. We feel that Everbreen should have a Chicano and Indio Recruiter, that is a person whose job will be to keep in contact with the Chicano and Indio students throughout the State, and, where feasible, outside the State, to encourage them to attend an institution of higher learning. We feel that Evergreen should endeavor to assume a leadership role in this field. As there is no real organized effort to recruit minority students, this person's job will be to do so. The Recruiter should be "aware" of the socio-economic life of the individuals he wishes to serve. MECHA and the United Native American organization should have the final say on the selection of this individual.

B. STUDENT RECRUITER HELPER:

The Student Recruiter Helper should be familiar with the ethnic groups from which he will be recruiting. He must also be familiar with the social, economical and educational complications of such groups. The Student Recruiter Helper will be given training in counseling and may be asked to serve in the area of counseling.

It is important that the Student Helper become familiar with procedures in admissions because the admissions office in a College is orientated to serve a specific group. It will be important that such Student Recruiter Helper recognize the group he is to aid upon the absentee of the recruiter.

Equally important, the Student Recruiter Helper must also be encouraged to learn about financial aid, i.e., Grants, Scholarships, Federal Loans, etc.

Most important, the Chicano and Native American Student Re-

cruiter should be bilingual and have lived the Chicano or Native American (Indio) experience.

Again, MECHA and the United Native American organization should have the final decision in selecting the individual to fill this position.

C. COUNSELOR:

Due to the structure of any college or institution of higher learning, it is felt that the Counseling staff of Evergreen is not adequate for the needs of the Chicano and Indio students. For the present enrolled Chicano and Indio students and for the future recruited Chicano and Indio student, we ask that a Chicano and Indio counselor be added to the staff. These individuals should be bilingual and should have lived the Chicano or Indio experience in order that they each be aware of the problems and not just have a Spanish or Indio surname. We ask that the normal academic requirements be waived, i.e., MA or PHD. It is felt that MECHA and the United Native American Organization should have the final say on the selection of the individuals in this matter. We would then be sure we had someone who is aware of us. Granted, he may have to work with other students, but his main concern will be with the Chicano and Indio students.

BUDGET
for
CHICANO-INDIO RECRUITMENT PROGRAM

4 Full Time Positions -----	\$40,000.00
2 Recruiters @ \$10,000.00	
2 Counselors @ \$10,000.00	
2 Secretaries @ \$5,000.00 -----	10,000.00
14 Part Time Student Recruiter Helpers	
Maximum of 15 hrs./week for each student	
at \$1.85/hr:	
14 students/one week -----	\$388.50
14 students/50 weeks -----	19,425.00
Supplies @ \$300.00 per full time position -----	1,200.00
Equipment -----	1,000.00
⊗ Travel -----	2,200.00
TOTAL COST PER YEAR	<u>\$73,825.00</u>

FUTURE RECOMMENDATIONS

It is recommended that a task force, to consist of MECHA, UNA and TESC decision-making individuals, be developed for the implementation of Chicano-Indio affairs.

THE EVERGREEN STATE COLLEGE

February 3, 1972

M E M O R A N D U M

TO: President's Council

FROM: Dave Brown Jas Rodrigues
Les Eldridge Larry Stenberg
Cruz Esquivel Francisco Tello
Jesse Farias Arturo Gonzales
Walter Fitzgibbon Medard Delgado
Darrell Phare

SUBJECT: Proposal for Chicano-Native American Student Recruiting

The following recommendations are submitted to the President's Council from the Chicano-Indio DTF. The DTF has met on several occasions, and after various arguments and several deviances from our plan of action, we arrived at a general consensus regarding what should be done to implement the proposal. Members of the DTF urge the President's Council to look at our recommendations favorably. These recommendations should be given serious thought, as in the past we have received from other sources just a nod of heads followed by the statement, "We understand the problem." We recommend, nay we urge, that the President's Council do whatever necessary to put these recommendations into effect as soon as possible.

It is most evident that The Evergreen State College's minority representation in staff positions as well as student body has been primarily limited to one minority--Black. Few Chicanos, Indians and Orientals are represented at the present time. To compensate for this gross lack of planning on the part of Evergreen, the following recommendations are presented to the President's Council. These recommendations are supported by M.E.C.H.A. and United Native Americans of Evergreen.

1. We recommend that a Chicano or Native American be hired as an admissions counselor and that this position be filled within 30 days after presentation of these recommendations to the President's Council. The salary for the remainder of this year should be pro-rated on the basis of a minimum \$10,00 annually. This person should be aware of the socio-economic situation of the people he or she is to serve. Anyone hired for this position should hold a bachelor's degree and preferably have had previous experience in Financial Aid and Admissions' work. The person hired should be a full-time staff member and receive the aforementioned minimum salary. Since this individual may need to serve as a recruiter and counselor, he or she may need to be administratively responsible to the Admissions and Counseling offices. Besides performing the usual functions of an admissions counselor, this person will place special emphasis on recruiting and advising Chicano and Native American students.

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2. We recommend that three student recruiters be hired through work-study funds to assist in minority recruiting. These recruiters should be Chicano and Native Americans as recommended in the original Chicano-Indio proposal. They should be paid at a rate of \$1.85 an hour and be assured a minimum of 10 hours per week.
3. We recommend that a Chicano or Native American be hired as a financial aid counselor beginning with the second year of this biennium. This person should be hired with a minimum salary of \$10,000 per year. This additional staff member should also be aware of the socio-economic situation of the people he or she is to serve. Anyone hired for this position should hold a bachelor's degree and have had previous experience in financial aid.
4. The Chicano and Native American members of the Evergreen community should be involved in the selection and hiring of the above-mentioned positions.

This proposal will only represent an institutional commitment if identifying, recruiting and enrolling more Chicano and Native American students is matched by hiring more faculty and staff members of similar backgrounds and further developing such supportive services as the Learning Resources Group. If you would like to have any further clarification regarding these recommendations, we will be pleased to meet with you at any time.

LRS:sgk

See Attachments

cc: Dave Brown, Admissions
Les Eldridge, Financial Aid

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The final copy has some additional corrections

RECRUITING AND SELECTION OF STUDENTS

Being that the two concepts are interconnected as well as diverse, I have used them conjointly in the title, but will treat them as separate in my discussion. Each is extremely important within its own right, since each involves the hopes and future of students as well as the entire atmosphere found within the student body at The Evergreen State College. Above these, this is the student's first contact with Evergreen and through this contact he establishes his ideas of the "system" which Evergreen is to represent. Also students presently enrolled on campus have feelings on these two concepts because it involves their friends, relatives, and high school or college from where they came. All together the recruiting and final selection of students is ultimately involved in some sort of inseparable mystique amalgamation called in conjunction with the faculty and staff "The Evergreen Community."

RECRUITING

Recruiting can be divided into four main sections which are again inter-mixed yet separate. First would be process which involves selecting, contacting, scheduling, timing, and visitations to high schools. Secondly to be considered are the types of schools visited which include the concepts of rural, urban, small, large, strict, free, modern, old. Third would be the type of student body to be found in the school and in particular the racial mix of the school which includes Asian, Indian, Black, Chicano and white. The fourth consideration would be that of geographical area covered which can be divided into Eastern, Western, Northwest, Northeast, Southwest, Southeast and Central Washington or more specifically and explanatory in our state would be traveling along the Coast, to the Basin, in the Valley, in Seattle, around the Palouse, on the Islands, around the Peninsula, in God's country, around the Sound, in the Tri-cities, or in the Banana belt.

Each of the above will be discussed in some length or brevity, but without real statistical validation of the importance of each in relationship to the other I will begin with one of the most difficult to explain, yet probably the most important when trying to have a student body at Evergreen representative of the world and real life outside the legal boundaries of the campus land. By this I am talking of area three and in particular the aspect of reaching the minority population within this state.

RECRUITING MINORITY STUDENTS

Until recently most colleges, except those colleges and universities set "aside" by the dominant society in the United States to handle "such" students, have totally neglected the racial minority and disadvantaged student. Now with the availability of governmental funds there has been the advent of so many "special" efforts to obtain or attract minority and disadvantaged students to their campuses groups of young people look with a skeptical eye at the supposed "good" will and help to be found within the various special programs "just for them." This is evident in many verbalizations and written papers such as the quote from a recent article written by Jim Breiler of our school for the Indian Culture Club publication Smoke Signals printed at Lake Roosevelt High School.

You will get many people from many different colleges trying to persuade you to their college. Think of them as you want, but chances are they want Indian students in their school for more federal funding or to be used as status symbols or even political pawns such as "We have 22% minority students enrolled..."

I am an Indian student from Colville Reservation of the Okanogan and Flathead Tribes attending Evergreen. Of all the sale pitches I have heard to attend someone's college, Evergreen was the only one that was sincere in its interests...

We are lucky to have Jim here and even more lucky that he believed us, for there are many other minority students who do not and will not until they have heard directly from one of their brothers what is happening here. Remarks from Randy Tulee like "Your concept of education sounds fantastic, really exciting...but I just don't believe it..." or Kenie St. Paul asking if we can have an Indian faculty member or student attend Chief Joseph days or a council meeting or an open tribal meeting so students and parents can have contact with an Indian brother even though he is so interested in Evergreen he is planning on attending himself through the use of contracts because he is presently the Indian counselor at Lapwai.

Washington has a small racial minority population but we are lucky to have a diverse population with substantial numbers in all major groups. But in order to obtain students out of each group we must maintain steady and believable contact with prospective students until such time as this is no longer necessary. This in turn means involvement of minorities in the recruiting process, and especially in the pre and post periods.

Using minority students in admissions

Prerecruitment involves many contacts and knowledges of minority groups and public relations work that is best done by minority students with their own people. Before visiting an area or high school with a significant minority population, organizations, minority counselors and students must have advance notice of the proposed visitation. This does not necessarily happen and in most instances when only the head counselor is contacted the minorities are "not" present at the meeting. Examples are when talking to Franklin, a school with a large minority population only two minority students were in our meeting, or at Omak - none and at Moses Lake, not a Chicano at our meeting. Therefore more precontact work must be done. And as stated before this is best done by minority personnel.

The coordination of all these efforts must be done from the Office of Admissions, which is the unit responsible for reaching and selecting prospective students. There must also be a continual flow of information between all groups within and outside the college to assure maximum contact with future students.

The recruiting process involving high school or community college visitations where there are large numbers of minority students in attendance should be attended by minority students within the Office of Admissions or an appropriate substitute for that student should go when geographical location or maximal contact necessitates. Also for one day trips to schools like Tacoma Community College or Franklin several minority students should become involved. However, again all of this should be coordinated by the students working in the Office of Admissions.

Post visitation involves continual follow-up and contact work with counselors and students we have seen who showed an interest in Evergreen. This means heavy correspondence and phoning as well as articles to be written for student publications.

Other activities that definitely involve minority students or faculty would be basketball tournaments for Indians, regional meetings for minority counselors, tribal meetings, education conferences and many other too numerous to mention.

In final analysis it just makes more sense to have someone names Alfonso Santos write or call Jesus Moreno, head of MECHA, concerning contacting Chicano

students within his school rather than Lester Smith making the contact. It makes more sense in terms of immediacy of response, openness and cooperation. And it makes more sense in terms of reaching students.

These are only a few of the ideas to be considered in minority recruitment and are certainly open for criticism and change; however, below I would like to formulate a more exacting description of a program involving minorities in recruiting.

Tentative program

After pondering on the number of students that should be involve, I have selected the number five for the future and three or four for the present. The five figure would mean one representative each who is Black, Indian, Chicano Oriental, Filipino. For the present we should have one Black, Chicano and Indian. The last two I did not necessarily include or exclude because I do not know the availability of appropriate students from the latter two groups. More than five becomes unwieldly and ineffective and communication faltars.

The working time in the office would be approximately 15 hours per week divided into the five working days.

The students selected should definitely have skills in writing and speaking. This also means speaking to students and counselors who are not of his culture. The Office of Admissions should actively seek names from among the minority students on campus for these positions.

A realization

It should be realized that actual visitations to high schools and community colleges is the shortest part of the recruiting schedule when talking of minority students, though the time during this period far exceeds the 15 hours per week. It is in the pre and post contact phases where most time will be spent and this is where we will gain and loose the students we want.

Faculty Involvement in Minority Recruiting

Faculty should be involved in the recruiting process and should be urged to accompany admissions personnel or go on their own when coordinated through the Office of Admissions, whether this be for a day or several. This is especially true in the recruiting of minority students where identification plays a definite role in the process of college selection by the prospective student.

Another advantage of having a faculty member is that he is involved in the academic planning--past, present and future and has at his disposal an entire repertoire of knowledge derived from meetings where admissions personnel are normally not in attendance. And yet another benefit is for the faculty member since he will gain a better understanding of the operation of the Office of Admissions within the Evergreen Community.

As for funds, I personally suggest that each program use some of its own for the specific purpose of recruiting or that a general fund be created from which expense money can be drawn. One such idea might be that each program would place 1% of its budget in a common account for this purpose since this benefits all.

Full time personnel for minority recruiting

The Office of Admissions presently has two whites and one black working full time as either the director or as admissions counselors. As the office expands, it is my suggestion that the next admissions counselor be either Indian or Chicano. Having a staff consisting of representatives from several racial minority groups creates the balance necessary for a broad program of recruitment and facilitates maximal dissemination of information to all sectors in the State of Washington.

Budget - present and future

For a full description of the breakdown of hours in various areas of responsibility with the estimation of cost you should see the first two pages in the Appendix.

Since it would be an immediate benefit to utilize students in the admissions area this year for post contact work and further communication with minority groups around the state setting up relationships for next year, this has also been projected in a budget addition for this year.¹

Many aspects have not been included such as the differences in recruiting at Garfield in Seattle vs. recruiting in the Valley vs. recruiting at Inchelium, and is it better to have a member of the Yakima nation visit White Swan than the particular student working in admissions from another tribe.

¹See page two in the appendix

These are detail questions that cannot be answered outside of meetings with the selected people to aid in reaching minority and disadvantaged students around the state. The important decision now is how to implement this program and where to obtain the resources for salaries.

It is my belief that with the coordination of efforts we will be able to locate, contact and recruit minority and disadvantaged students appropriate for our system of education. It is also my belief that with saturation of the minority communities in the state we will never have to do what so many other institutions do--recruit minorities for sheer numbers or political or status games giving no regard as to the suitability of student to the institution and vice versa. To recruit sheer numbers or for status is gross and totally indefensible.

PROCESS OF RECRUITING

As stated earlier, this involves selecting, contacting, scheduling, timing and the actual visitation to the high schools within the state. From the experience we have had this year, this is a part of the admissions procedure that works efficiently and with little confusion.

Contacting

The schools are contacted by a letter sent to them approximately one month before the planned date of the visit.¹ The purpose of the letter is for general introduction and indication of the planned visit.

Timing

Enclosed in this letter is a card giving the time and date of the proposed visit.² The school then has the option of granting us the date and time suggested on the card or suggesting another which is more appropriate for their schedule. They also have the option of denying us the opportunity of entering their school, which a few schools did.

Scheduling

The school is considered scheduled when we receive the card back in the

¹See the example copy in the appendix.

²See the example copy in the appendix.

mail. If there is a change, the school is then contacted and the new date and time confirmed. This is printed on a calendar and distributed to all interested parties.¹

Selecting

This is the most difficult and this year has been done on an individual choice of the person visiting a given area. Some schools were not visited which should have been and others that were should have not. Some schools are only necessary to contact once every two years and others twice a year. Some schools will need practically an entire morning to insure adequate contact with the students and still others can be handled by a phone call, and should be.

All of this will be further discussed in the reports handed in on each school contacted, which will also contain suggestions on how to improve coverage of the schools selected in a given area. This report will be available in March.

Visitation

When visiting high schools I have found some meetings advantageous and others not so. The type of meeting is important since it is here that all the preplanning will either work or fail. Another aspect of the visitation is many students and schools have asked about their students at Evergreen. I believe that many times it would be best to have students accompany admissions personnel on the trip. These two concepts are discussed below.

The modular schedule is a very poor schedule to try and hold meetings around. Students come and go and many leave with only partial information. One finds himself repeating and repeating as new students arrive and then not covering many aspects in full enough detail before others leave. When scheduling a school with a modular system, we should ask for a set time when all students will come and leave.

The luncheon meeting is another type that generally does not produce the best results. Students held up in lunch line or students forgetting as they

¹See sample calendar copies in the appendix.

become involved in lunchroom conversations as well as slow eaters are all interfering factors. Also many lunch hours are not hours but half hours which do not afford appropriate time for discussion and questions.

The activities period meeting is another less preferred type due to other "required" activities during their "free" time. This alone eliminates some of the best students from the meeting.

The sign-up-one-period-captive-audience meeting is one of the better ones. The students are there by choice and have some interest in what is being discussed. It is true there are some who do not sign up or do not hear about us coming, yet the students are there and for an adequate length of time. The main failure of this type of meeting rests in the prepublication of our visitation.

Probably the best meeting is one where it has been well advertised, not only that day but for several days with some pre information given, then have a sign-up audience for one meeting and a follow-up meeting immediately afterwards with those students specifically interested in Evergreen. This same procedure works with a small high school where one talks to juniors and seniors and then separates the seniors for additional information and then a final separation for the most interested students. Again this is true when talking to a group and then separating them into a special purpose group such as Indian students after the general meeting.

General student involvement

Taking students with me has proven to be a valuable aid and this should be expanded. When going for one day visitations students from the schools visited on a given day should be allowed to accompany admissions personnel to their former high school and in the case of visiting high schools where the minority population is great several minority students should be used.

The benefit is fourfold. First is that the student gains knowledge of the admissions office and its operation, thus becoming more sensitive to the aspects of precollege guidance. Second is that the students in the high school see and identify with their former schoolmate. Third is that the student gains further pride in being part of The Evergreen Community. And fourth the student offers an immediate feedback on student life.

This can be done by posting a schedule where students can see what days and what schools they can visit and then come see the person going.

Students partaking in this privilege should be responsible for their own lunch and snacks. Also students going should make themselves available to the person with whom they are traveling for a short discussion of admissions procedures and policies.

TYPES OF SCHOOLS

This is ~~as~~ varied as there are administrators to run them and it is difficult if not impossible for me to judge whether a school will be a good one to contact based on smallness or largeness, openness, rurality, or any other determining factor in its makeup.

Specifically, this has been discussed in the reports made after each school^{is} contacted and is best obtained from that report; however, generally these things stand out. When a school exhibits silence and little wall work or posters, few students in the hall, fast routines in passing between classes, the meeting for Evergreen will many times be stilted. Also when the^{is a} counselor who has "hand picked" the best students for Evergreen^{at the} remains, ^{for the meeting,} the students will be closed and not ask many questions. These are impressions I have gained. For a full discussion, one should read the ^{final} report on school visitations ^{referred to above in March.}

GEOGRAPHICAL AREA

^{the} scheduling ^{of} recruiting trips ~~this~~ poses a problem in this state. Nearly 3/4 of all the land area lies in Eastern Washington and the Olympic Peninsula, yet almost 3/5 of all the people in the state live in King and Pierce County. This becomes a ~~damned~~ if you do and don't situation since it takes a larger amount of time to cover the area of Eastern Washington for fewer students per acre of visitation ^{times} ~~than~~ recruiting ^{mainly} in the metropolitan areas around Puget Sound for the maximum amount of student response in the largest high schools, ^{or} ~~and~~ ^{ting} let the ~~rest go to~~ fend for themselves ^{since} when the schools in King and Pierce County are pretty knowledgeable about Evergreen and its concepts in the first place. If you don't go to either one you are losing a valuable input into Evergreen and it makes me feel sad to know we have obtained applications from little schools like Twisp ^{and others} and no one has even gone there ^{due to its} ~~and remoteness~~

One solution ~~is~~ to evolve a teletape or slide show which can be coordinated with a tape for viewing in the smaller out-of-the-way high schools with a follow-up phone call from the office of Admissions. This should be done before next year. ^{Another is expansion of the admissions staff.}

IN SUMMARY

In the preceding I have attempted to outline some of the procedures and concerns for the future and of the present. Presenting information about Evergreen to the largest number of people and in the most accurate way is of prime concern for the Office of Admissions.

It is hoped that greater student involvement will lead to an even more meaningful relationship with the various schools and communities around the state and a creation of a better understanding and more viable community at Evergreen by sharing responsibilities and ^{with a fuller} ~~full~~ utilization of the resources available within our institution.

~~In my opinion the Office of Admissions has contacted an amazing number of people considering the almost unbelievable~~

Students for Evergreen is everyone's concern, co-ordinated through the Office of Admissions. ^{sp?}

The next section concerning selection of students ~~is also~~ will be forthcoming in the near future;

~~however~~

Breakdown of Student Time Based on a 15 Hour Week

Precontact work - - - - - 5 hours average per week

- A. Writing articles for school and student organization papers.
- B. Phone contact with leaders of Chicano, Black and Indian organizations at schools.
- C. Written correspondence with MECHAS, NASAS and BSU's.
- D. Contact with minority counselors in respective schools.

Postcontact work - - - - - 5 hours average per week

- A. Follow-up on slow applications and student questions.
- B. Co-ordination of field trips to Evergreen from high schools visited.
- C. Co-ordination with financial aides on students in need.
- D. Talking with parents about Evergreen

Inservice training and staff meetings - - 2 hours average per week

- A. Discussion of past, new and present policies.
- B. Discussions about changes within Evergreen that change admissions procedures
- C. Sharing information concerning minority recruiting with other staff members

Field recruiting - - - - - 3 hours average per week

- A. Traveling to and from high schools.
- B. Talking to various organizations about Evergreen

*. Most of the times above will be done in segments of concentration rather than true averages. Thus precontact work might entail 12 hours per week before a field recruiting trip. The trip might entail up to 40 hours of time and then post contact work will be concentrated on after the trip. This also points to the fact that some weeks will entail more than 15 hours while others less.

Cost breakdown based on 22 working weeks between October and April.

	hours	pay rate	per week	per year	cumulative
1	15	1.85	27.75	610.50	
2.	15	1.85	27.75	610.50	1221.00
3	15	1.85	27.75	610.50	1831.50
4	15	1.85	27.75	610.50	2442.00
5	15	1.85	27.75	610.50	3052.50

Needs for this Year

For post contact work with students and correspondence with student organizations, it would be very helpful to employ three students for either a 12 or 8 week period, beginning in February.

The cost based on the former rate of pay and time per week would be 222.00 dollars per student for an 8 week period or 333.00 for a 12 week period.

This would necessitate a total expenditure of 666.00 to 999.00 dollars for this year.

The funds should be sought from other sources such as programs and developmental services since additional funds for salaries are not available within the already too tight budget of the Office of Admissions