1. TITLE OF PROPOSAL

THE INSTITUTE OF COMMUNITY AFFAIRS

2. NAME OF INSTITUTION(S)

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

3. ADDRESS (Include number, street, city, State and ZIP Code)

721 CLIFF DRIVE, SANTA BARBARA, CALIFORNIA 93109

4. NAMES AND TITLES OF OTHER KEY PERSONNEL (If any)

DR. MARTIN M. BOBGAN, Administrative Dean, Continuing Education
DR. JOSEPH BACNALL, Assistant Dean, Continuing Education

5. TYPE OF INSTITUTION

XX TWO YEAR PUBLIC

6a. TYPE OF PROPOSAL

XX NEW

6b. IF CONTINUING, LIST PREVIOUS GRANT NUMBERS

8. FEDERAL FUNDS REQUESTED UNDER SECTION 106, TITLE I, HEA OF 1965
1st year — $73,430
2nd year — $72,653
Total: $145,483

7. DURATION OF PROJECT

FROM (Month and year) 7/1/76 TO (Month and year) 6/30/78

9a. INDICATE ESTIMATED NUMBER OF TARGET GROUP PARTICIPANTS

2,000

BY EDUCATIONAL LEVEL

XX COLLEGE BELOW BACCALAUREATE

XX BACCALAUREATE

XX GRADUATE OR PROFESSIONAL

BY AGE

XX UNDER 21

XX 21-35

NAME OF REPRESENTATIVE (Type)

Burton P. Miller

TITLE

Assistant to the Supt/Pres.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

GLENN G. GOODER

SUPERINTENDENT-PRESIDENT

OE FORM 1280, 3/74
PROPOSAL SUMMARY

Provide a single spaced statement (not to exceed 250 words) summarizing the project and its rationale, its methodology, special features and the reasons why it is worthy of support.

<table>
<thead>
<tr>
<th>BUDGET INFORMATION</th>
<th>1st YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. DIRECT FEDERAL COSTS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Salaries and Wages</td>
<td></td>
</tr>
<tr>
<td>a. Professional</td>
<td>$ 39,000</td>
</tr>
<tr>
<td>b. Consultant</td>
<td>$ 14,500</td>
</tr>
<tr>
<td>c. Clerical</td>
<td>$ -0-</td>
</tr>
<tr>
<td>2. Employee Benefits</td>
<td></td>
</tr>
<tr>
<td>$ 9,216</td>
<td></td>
</tr>
<tr>
<td>3. Participant Support</td>
<td></td>
</tr>
<tr>
<td>a. Stipends</td>
<td>$ -0-</td>
</tr>
<tr>
<td>b. Travel Costs</td>
<td>$ -0-</td>
</tr>
<tr>
<td>4. Operating Costs</td>
<td></td>
</tr>
<tr>
<td>a. Staff Travel</td>
<td>$ 600</td>
</tr>
<tr>
<td>b. Equipment</td>
<td>$ 775</td>
</tr>
<tr>
<td>c. Contractual (Floor space rental)</td>
<td>$ 2,400</td>
</tr>
<tr>
<td>d. Other (Supplies, printing, etc.)</td>
<td>$ 1,500</td>
</tr>
<tr>
<td><strong>5. TOTAL DIRECT COSTS</strong></td>
<td>$ 67,991</td>
</tr>
</tbody>
</table>

| **B. INDIRECT COSTS (Not to exceed 8% of line A5)** | $ 5,439 |

| **C. TOTAL FEDERAL FUNDS REQUESTED (Line A5 plus line B)** | $ 73,430 |

| **D. COST SHARING** |         |
| 1. Non-Federal Matching | $ 8,700 |
| a. Contribution of Applicant(s) |         |
| b. Contribution from other sources (Specify) | $ 1,500 |
| 2. Contribution of other Federal Programs (Specify) | $ -0- |
| **3. TOTAL COST SHARING** | $ 10,200 |

BUDGET NARRATIVE

Present biographical information on the project director and other key professional personnel (if any) engaged in the project. Describe their duties in relation to the project and state the percentage of time each will devote to it. List organizations, cooperators and consultants who will work on the project along with a short description of the nature of their effort or contribution. Also explain amounts for direct cost categories that may appear to be out of the ordinary.

(Attach necessary pages)
PROPOSAL SUMMARY

Provide a single spaced statement *(not to exceed 250 words)* summarizing the project and its rationale, its methodology, special features and the reasons why it is worthy of support.

<table>
<thead>
<tr>
<th>BUDGET INFORMATION</th>
<th>2nd YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. DIRECT FEDERAL COSTS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Salaries and Wages</td>
<td></td>
</tr>
<tr>
<td>a. Professional</td>
<td>$39,000</td>
</tr>
<tr>
<td>b. Consultant</td>
<td>$15,000</td>
</tr>
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<td>c. Clerical</td>
<td>$-0-</td>
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<tr>
<td>2. Employee Benefits</td>
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<tr>
<td>3. Participant Support</td>
<td>$-0-</td>
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<tr>
<td>a. Stipends</td>
<td></td>
</tr>
<tr>
<td>b. Travel Costs</td>
<td>$-0-</td>
</tr>
<tr>
<td>4. Operating Costs</td>
<td></td>
</tr>
<tr>
<td>a. Staff Travel</td>
<td>$600</td>
</tr>
<tr>
<td>b. Equipment</td>
<td>$-0-</td>
</tr>
<tr>
<td>c. Contractual</td>
<td>$2,400</td>
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<tr>
<td>d. Other <em>(Supplies, printing, etc.)</em></td>
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<td><strong>5. TOTAL DIRECT COSTS</strong></td>
<td><strong>$66,716</strong></td>
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<td><strong>B. INDIRECT COSTS</strong> <em>(Not to exceed 8% of line A5)</em></td>
<td><strong>$5,337</strong></td>
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<td><strong>C. TOTAL FEDERAL FUNDS REQUESTED</strong> <em>(Line A5 plus line B)</em></td>
<td><strong>$72,053</strong></td>
</tr>
<tr>
<td><strong>D. COST SHARING</strong></td>
<td></td>
</tr>
<tr>
<td>1. Non-Federal Matching</td>
<td></td>
</tr>
<tr>
<td>a. Contribution of Applicant(s)</td>
<td>$8,700</td>
</tr>
<tr>
<td>b. Contribution from other sources <em>(Specify)</em></td>
<td>$1,500</td>
</tr>
<tr>
<td>2. Contribution of other Federal Programs <em>(Specify)</em></td>
<td>$-0-</td>
</tr>
<tr>
<td><strong>3. TOTAL COST SHARING</strong></td>
<td><strong>$10,200</strong></td>
</tr>
</tbody>
</table>

BUDGET NARRATIVE

Present biographical information on the project director and other key professional personnel *(if any)* engaged in the project. Describe their duties in relation to the project and state the percentage of time each will devote to it. List organizations, cooperators and consultants who will work on the project along with a short description of the nature of their effort or contribution. Also explain amounts for direct cost categories that may appear to be out of the ordinary.

*(Attach necessary pages)*
PROPOSAL SUMMARY

Provide a single spaced statement (not to exceed 250 words) summarizing the project and its rationale, its methodology, special features and the reasons why it is worthy of support.

<table>
<thead>
<tr>
<th>BUDGET INFORMATION</th>
<th>TOTAL (2 Years)</th>
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</thead>
<tbody>
<tr>
<td><strong>A. DIRECT FEDERAL COSTS</strong></td>
<td></td>
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<tr>
<td>1. Salaries and Wages</td>
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<tr>
<td>a. Professional</td>
<td>$78,000</td>
</tr>
<tr>
<td>b. Consultant</td>
<td>$29,500</td>
</tr>
<tr>
<td>c. Clerical</td>
<td>$-0-</td>
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<tr>
<td>2. Employee Benefits</td>
<td>$18,432</td>
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<tr>
<td>3. Participant Support</td>
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</tr>
<tr>
<td>a. Stipends</td>
<td></td>
</tr>
<tr>
<td>b. Travel Costs</td>
<td>$-0-</td>
</tr>
<tr>
<td>4. Operating Costs</td>
<td>$1,200</td>
</tr>
<tr>
<td>a. Staff Travel</td>
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<tr>
<td>b. Equipment</td>
<td>$4,800</td>
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<tr>
<td>c. Contractual</td>
<td>$2,000</td>
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<tr>
<td>d. Other (Supplies, printing, etc.)</td>
<td></td>
</tr>
<tr>
<td>5. TOTAL DIRECT COSTS</td>
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<tr>
<td><strong>B. INDIRECT COSTS</strong></td>
<td>$10,776</td>
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<tr>
<td>(Not to exceed 8% of line A5)</td>
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</tr>
<tr>
<td><strong>C. TOTAL FEDERAL FUNDS REQUESTED</strong></td>
<td>$145,483</td>
</tr>
<tr>
<td>(Line A5 plus line B)</td>
<td></td>
</tr>
</tbody>
</table>

**D. COST SHARING**

1. Non-Federal Matching
   a. Contribution of Applicant(s) | $17,400 |
   b. Contribution from other sources (Specify) | $3,000 |

2. Contribution of other Federal Programs (Specify) | $-0- |

3. TOTAL COST SHARING | $20,400 |

**BUDGET NARRATIVE**

Present biographical information on the project director and other key professional personnel (if any) engaged in the project. Describe their duties in relation to the project and state the percentage of time each will devote to it. List organizations, cooperators and consultants who will work on the project along with a short description of the nature of their effort or contribution. Also explain amounts for direct cost categories that may appear to be out of the ordinary.

(Attach necessary pages)
A. THE PROBLEM

The South Coastal region of Santa Barbara County, from the Ventura County line to Gaviota Pass, and from the Pacific Ocean to the Santa Ynez Mountains, has in recent years developed into a distinct "community of interest." Economic development and population growth have created an urban continuum encompassing a population of nearly 200,000 people. This community, by virtue of the geology of the region, has developed common interests in terms of such problems as transportation, water resources, police and fire protection, coastal protection, education, waste disposal, air pollution, and land use planning, and is, in a very real sense, separated from the rest of the county and from adjoining counties.

The region is served by a complex network of local jurisdictions and overlapping special districts. The Santa Barbara Community College District is the only jurisdiction which serves essentially all of the region and only this region, and it is in a unique position to serve the people of the area by applying its educational resources to the solution of problems which are area-wide, particularly those related to the economy, the environment, area growth, resources, crime, housing, and transportation, for example.

Many people feel that there is a need in today's complex society for a new element in the local political decision-making process -- not to supplant, but to supplement more traditional processes. The need arises because decision-makers are faced with highly complex issues and they must rely more and more on advice and opinion from expert consultants. The usual approach, involving the pitting of opposing political factions against one another in official hearings often results in the presentation of contradictory "facts." Thus, the process of advocacy which usually dominates public hearings and political campaigns does not always establish a basis for rational and dispassionate decision-making. The new element needed will recognize this and, also, that the general public is frequently foreclosed from an effective voice in decision-making, either by the complexity of the issues which it does not understand, or by the confusing array of conflicting arguments. As a result, the public falls into apathy and loses faith in the institutions which have been set up to make public decisions.

In a recent election to seat three Directors of a water board in the community, the campaign consisted mainly of charges and counter-charges among the candidates. The six candidates readily formed into two "slates" which were characterized simply as pro-growth or anti-growth. Ultimately a voter turn-out of about forty percent decided the results. The real issues of whether and how to increase the water resources of the area -- issues which were economically and technologically very complex -- were hardly developed during the campaign. Whatever the outcome of the election, however, it would inevitably have profound effect upon the future of the area since the availability of water resources is the primary factor controlling the rate of growth in the area.
Earlier in 1975, a campaign for three city council seats in Santa Barbara drew a turn-out of about 50 percent of the registered voters. Major issues of community development were submerged in broad generalizations that failed either to enlighten the public or to untangle some of the complex interrelationships between issues. This has been further borne out by a recent door-to-door survey by a volunteer citizen group which has shown an appalling ignorance about many of the significant issues of local importance.

These are but two of many possible examples of the difficulties that prevent effective citizen participation in important decisions affecting their lives. The result is apathy and, eventually, alienation. The problem is not confined to Santa Barbara, but exists in virtually all urban areas of the nation. This project is proposed as one model solution to the problem.

There are several reasons why the Community College is an appropriate agency to address this problem.

- The problem is basically an educational problem. Both the community leadership and the general public need an opportunity to get beyond the rhetoric of political campaigns and public hearings, where the objective is to win votes or to advocate positions. They need an opportunity to examine facts in as dispassionate an environment as possible and to become aware of the complex inter-relationships between issues, problems, and solutions.

- The Community College movement is unique in its sensitivity to the educational needs of the adult population of the community. It is a dynamic and flexible institution in most communities, ready to meet the special educational needs of all segments, and is noted for the diversity of the modes of delivery of its services.

- The Community College has close ties with the community through advisory committees and through various forms of inter-action with other community agencies and institutions.

In the Santa Barbara Community College District, there are additional reasons why the College is especially appropriate.

- The almost exact correspondence between the district boundaries and the "community of interest" along the county's south coast. This community is served by no other single jurisdiction but by two municipal governments, the county government, and by numerous overlapping school, water, sanitation, park, and other special districts.

- The existence of a vigorous and diverse Continuing Education program administered by Santa Barbara City College. This program provides a broad range of adult education services including current events, fine arts, language arts (including ESL), science, technology, adult basic education, and vocational training.
A broad-based community Adult Education Advisory Council. This council consists of forty persons representing all income groups and a broad range of political philosophies and includes many people who serve the community as leaders in other agencies and organizations and are in close touch with community needs.

On July 30, 1975, Dr. Glenn G. Goode, District Superintendent and President of Santa Barbara City College, proposed the establishment by the District of an Institute For Community Affairs to serve four functions.

1) Establish a structure through which all the people of the community can articulate and discuss and come to agreement about critical issues and common concerns.

2) Promote communication and understanding among people of the community and among local government agencies, community service organizations, civic groups, local industry, professional and trade associations, and ad hoc groups.

3) Serve as a clearing-house for the collection and exchange of data on aspects of community development and issues of common concern.

4) Provide a channel through which students and faculty of all the educational institutions within the community can engage in regular, purposeful interaction with the community.

Dr. Goode proposed three ultimate goals for the Institute:

1) Achievement of a common understanding of dangers to our liberties.

2) Revival and revitalization of the idea of citizenship.

3) Development of a sense of community among the people of the south coast of Santa Barbara County.

The proposal received generally favorable reaction throughout the community, although at this point the specific objectives of the Institute and its method of operation were still undefined and many in the community took a "wait-and-see" attitude. The local daily newspaper editorialized, "It's a large order and broad concept...Goode envisions a permanent and running dialog on the state of the community which could generate the new thinking and new dedication essential to creative problem-solving... (the) plan is innovative, to say the least, and we await the next and more definitive steps with interest."

A series of discussions among members of the College staff and community leaders ensued. These discussions defined several issues of immediate local concern and the procedures which could be followed to carry out the functions of the Institute. Among the concerns and issues which came out of these discussions were:
1) Housing, especially for low and moderate income families and senior citizens.

2) Crime prevention and rehabilitation.

3) Land use planning, population growth, and resources.

4) Environmental protection and the local economy.

5) Annual report on the state of the community.

6) Education and follow-up on recommendations of county grand juries.

7) Relationship between profits and employment.

8) Tax reform.

It is clear that these issues and others that may be defined in the future, are inter-related and overlapping. Within the functions of the Institute should be the definition and clarification of such inter-relationships.

B. OBJECTIVES

The fundamental objective of the Institute of Community Affairs is the establishment of the structure by which the above four functions can be fulfilled on a continuing basis. This structure, to become a part of SBCC's Continuing Education Division, will use many of the formats -- lecture series, forums, workshops -- that have proven highly successful in the regular Continuing Education programs. It will also use new methods to involve students and faculty of the regular credit program, and will provide the only comprehensive Community Affairs data bank in the region.

First-year objectives for the Institute are the following:

- To hire a staff consisting of a Director, a Research Associate, and a Secretary, and to acquire (by lease or donation) sufficient floor space to serve the administrative needs for the Institute and to provide facilities for a community affairs reading room and data bank.

- To form a Citizens Advisory Committee consisting of 25 to 30 community leaders representing a broad range of political viewpoints, professional or business interests, and community agencies.

- To select at least two concerns of major interest for a first-year program of study and dialog. These concerns may be drawn from the above list or may be drawn from other concerns suggested by the Advisory Committee.
To conduct a program of education and dialog among community leaders in each of the two fields of concern selected. This program will provide opportunities for leaders who may be expert in some areas to become acquainted with related principles and current knowledge in other areas. It will also provide opportunities for rational discussion of problems in situations free from the need for advocacy. This program will consist of a minimum of eight all-day invitational workshops conducted by the Director of the Institute or an outside consultant. Each workshop will involve between 20 and 30 participants.

To conduct a program of public education in the selected fields of concern. This program will consist of at least three lecture-forum series in each field, meeting on a weekly basis for four to six sessions each, and involving invited guest speakers interacting with local leaders and the public. Attendance goal at each session is 300 minimum with as many as 700 at some sessions.

To prepare for wide public dissemination a prototype report on the state of the community. This report, intended as a model for an annual report, will review the changes that have taken place in the past year, the accomplishments in furthering solutions to community problems, and current problems that are being addressed or are in need of attention by the community.

To establish and develop a comprehensive data base on matters of community concern and a reading room where members of the community can come to study matters of community concern of interest to them. Among the items in the data bank will be current reports or studies conducted by or for public agencies and governments (e.g., Downtown Redevelopment Plan, County General Plan elements, Impacts of Growth study).

Through these means it is expected that rational viewpoints on all sides of complex, and sometimes emotional, issues will be aired, that better understanding of assumptions and premises underlying opposing arguments will be achieved, and that solutions may be found which are in the interest of the entire community rather than narrow special interest groups. It is, also, expected that the public will be better able to sort out the maze of factual data, and the relative merits of various feasible solutions, and therefore better able and more inclined to take an active role in the decision process.

Of course, to reach community consensus on solutions, there must first be consensus on goals and objectives and on the nature of the problems obstructing progress toward them. The procedures used by the Institute will work toward that consensus through the involvement of the public, both on the Advisory Council and in the forums.
C. PROCEDURES

(1) Project Design

The Institute For Community Affairs will operate with a minimal staff consisting of a Director, Research Associate, and a Secretary. All activities of the Institute will be coordinated by this staff which will be augmented from time-to-time by Santa Barbara City College faculty and students, by local experts in the fields of interest, and by occasional use of outside consultants. The staff will be administratively within the Continuing Education Division of the College.

As noted above, in its first year of operation, two major areas of concern will be taken up by the Institute. Although details of each of these components will have to be worked out during the execution phase, certain broad patterns of activity can be described for each at this time.

a. Workshops
b. Lecture/forum series
c. Research on community problems
d. Publication of background papers
e. Publication of a report on the state of the community
f. Development of a data bank

The first step will be the formation of a nucleus Advisory Committee of College faculty and citizens. This nucleus Advisory Committee will assist in the screening of applications for the three staff positions.

Staff hiring will follow the Affirmative Action Plan adopted by the Board of Trustees. After the Director is hired, the Advisory Committee will be augmented to its full size and, in conjunction with the Director, will begin planning the year's activities.

(2) Instructional Plan

There will be various forms of instruction used for different target groups, as follows.

a. Workshops. The workshops will be conducted for community leaders who will be invited in groups of 20 to 30 at a time for one-day or two-day meetings. Participants will be drawn from among elected officials, staff members of public institutions and governmental agencies, business and professions, appointed commissions and boards, or any other segment of the South Coast decision-making structure.

The purposes of these workshops are two-fold. It is assumed that most of the decision makers of the community have a greater than average level of expertise and sophistication in some areas of public concern, but are quite likely to be very poorly informed in others and that good decisions often require a high degree of technical knowledge that the decision maker may be lacking. Then the first purpose of the workshops is to inform and/or educate leaders on technical aspects of their concerns and possible inter-dependencies that need to be taken into account. This can be done in two ways: 1) Bringing in outside experts to
conduct the workshop and permitting interplay between the local leaders and outside expert, and 2) Using the expertise within the local decision-making group to broaden the knowledge and understanding of all through formal presentations and dialogues.

The second purpose stems from the premise that most of the more destructive conflicts that arise between decision makers occur not so much from conflicting self-interests or from irrationality on the part of one or both antagonists, but from a failure to recognize one's own and the other's underlying assumptions about the way things are. The constraints of time and/or format that govern official public hearings do not normally permit much philosophical discourse to take place.

While it is no doubt somewhat idealistic to believe that self-interest (or constituency-interest) does not play a very important role in generating conflict among decision-makers, it is not unreasonable to expect that an exchange of views in the more relaxed atmosphere of a workshop might develop more mutual respect, better communication, and the possibility of a greater willingness to compromise.

The workshops will thus serve also as an environment where leaders of differing backgrounds and differing socio-political philosophies can "let down their hair" and get to know and respect one another, and to understand better how one another's positions were reached. Through this process it is hoped and expected that the merits of opposing views will be seen and compromises in the interests of the whole community can be facilitated, replacing power plays and publicity campaigns in the machinery of public policy making.

b. Lecture/Forum Series. It is necessary that, not only community leaders, but also the general citizenry understand the complexity of local and regional issues in order that they might have an effective and intelligent voice in public decision making. While this might be accomplished in a number of ways (notably the local press and electronic media), there seems here to be a natural role for the Continuing Education Division of the College. Indeed, over several years, the Division has had numerous forums, lectures, and classes on topics of local concern, and these have been well-attended.

For example, in the last two years, single meetings or series have been conducted on the following: Regional/Local Government, Annexation of Suburbs to Santa Barbara, Crime Prevention, Restoring Faith in Government, Community Values and Law, The Grand Jury, Santa Barbara: Portrait of a Unique Community, Campaign Reporting Requirements, Candidate Forums, Sex Education in Schools, and Senior Citizen Leadership, and others.

What is proposed here is that courses and programs of this type be conducted in very close cooperation with the Institute's other activities and that they draw upon the resources of the Institute -- research, data bank, outside speakers, etc. The programs will be developed to be timely with respect to scheduled hearings, elections, or decision deadlines, interesting and challenging, and informative without being pedantic. The programs will attempt not to promote particular positions, but to present all sides responsibly and intelligently.
The formats of these programs will vary, but will involve lectures, panel
discussions, multi-media presentations, debates, and audience participation and
exchange of views with guest speakers and local leaders.

c. Research on Community Problems. One of the purposes of the Institute is to
provide a channel through which students and faculty of educational institutions
in the community can interact with the community. Another is to serve as a clear-
inghouse for collection and exchange of information on issues of community in-
terest and concern.

The Institute can be used as an effective vehicle for providing opportuni-
ties for students to gain experience at gathering, sorting, and evaluating data
in many fields -- e.g., biology, geology, sociology, political science, economics,
the arts, health. In most areas of community concern, several of these fields
interact to make issues very complex and confounding. Students, under the direc-
tion of their instructors can gain valuable educational experiences by assisting
in the compilation of data, gathering of statistics, collecting (and perhaps summarizing) reports, and conducting surveys. In addition to Community College
students, upper division and graduate students from other local institutions
(UCSB and Westmont College) will be invited to be involved in this research ef-
fort.

The results of this kind of research, which will be coordinated by the Re-
search Associate, will be available to the public in a reading room where any
member of the public can come and peruse materials. They will also be used for
resource material for the workshops described above.

d. Publication of Background Reports. The Institute will be able, through its
research and the data bank described below, to prepare background papers from time
to time. Such papers might be used, for example, as the basis for workshops or
for general education of the public. They might also form the basis of news-
paper articles.

e. Publication of a Report on the State of the Community. During the first
year of the project it is planned to prepare and publish a comprehensive report
on the State of the Community. This report will review the problems and issues
that were paramount at the beginning of the year, activities that were under-
taken to solve or resolve them, progress made, changes that occurred during the
year, and problems and issues that remain or have arisen during the year. This
report is seen as a prototype of an annual report to the community. Its pur-
pose will be to present facts in an easily digestible manner, to develop a com-
munity and public perspective about the concerns and problems of the community,
and to generate interest and active involvement of more people in seeking solu-
tions.

The report will be published as a supplement to the local newspaper and dis-
tributed with a regular edition of the paper on the South Coast. Copies will
also be made available to the public through the office of the Institute.

f. Development of a Data Bank. There is no single repository on the South
Coast for collecting data, studies, reports, and other references on all aspects
of public concern. Perhaps this is because there is virtually no practical li-
mit to the amount of such information that might be collected.

-8-
The only places where such items are collected are places having somewhat restricted areas of interest. For example, Planning Departments have land use and demographic and some economic data, the Regional Coastline Commission staff collects data related to coastline matters, the Chamber of Commerce collects economic data, and so on. Any person interested in a topic which encompasses two or more of these fields must contact several agencies and often the data sought are not readily available to the public because of facility, staff, or financial restrictions.

It is planned to develop such a central repository for information relating to major community concerns, and to catalog the information for easy access. Citizens and students will be welcome to use the files to research topics of interest to them and a reading room will be available so that materials will not have to be taken from the premises.

The data bank and reading room will be under the direct supervision of the Research Associate, assisted by the staff secretary, possibly supplemented later by student help if demands warrant it.

(3) Target Groups

Each of the above methods of instruction will be geared at special target groups.

a. Workshops are to be designed mainly to meet the needs of community leaders and decision-makers for the purposes discussed above. Each one will be limited in attendance to permit lively general discussion and will normally be by invitation to assure a good cross-section of participants representing differing areas of interest and knowledge.

b. Lectures/Forums will be open to the public and widely advertised. They will generally be restricted to persons over 18 years old and will be designed for those who wish to become more actively involved in the community, those who wish to make their involvement more informed, and those who merely wish to become better informed voters.

c. Research is to be done for all groups to support the data bank. Its primary instructional value will be for the college students who participate in the research projects by training them in the methods of rigorous and disciplined data gathering and analysis.

d. Background Reports will also help in the education of students who assist in their preparation and will be used as supplementary material in the conducting of workshops.

e. The report on the state of the community is directed at all citizens.

f. The Data Bank is to be available as a resource to any citizen. It will be of primary use, however, to the actively involved citizen and the decision-maker.

(4) Data and Instrumentation

It is difficult to be definitive about the data to be accumulated since
priority will be given to data that are particularly relevant to the selected concerns for study in the first year. However, examples of data that will typically be collected for the data bank are as follows:

a. Demographic data such as population, population growth rates, population geographic distribution, ethnic composition, age distribution, sex, income distribution, birth/death data.

b. Land use data such as proposed city and county general plans, downtown redevelopment plans, zoning maps, geologic data.

c. Economic data -- employment figures, industrial, business, agricultural, tourist, and other income levels, economic trends and studies.

d. Crime data

e. Special reports -- water resource analysis, impacts of growth study, Coastal Plan, transportation studies.

D. FACILITIES

The project will require very little in the way of permanent facilities. For the first year or so, it is planned to use leased floor space, centrally located, for an office for the staff, data bank files, a reading room, and a small conference room.

The Continuing Education Division currently holds classes and lecture/forum series at nearly 100 locations throughout the District. Most of these locations are available at no cost or at very nominal fees based on hourly or per use rates. In addition to the facilities of the College itself, it is expected that the Institute will make use of auditoriums at the Museum of Natural History, and Santa Barbara High School, and the Lobero Theater in downtown Santa Barbara.

For workshops, the requirement is for a place where participants can get away from interruptions and where a reasonably quiet and serene atmosphere will be conducive to honest and open exchanges. For this purpose, the community is fortunate to have a retreat/conference center, La Casa de Maria, in the Montecito foothills.

E. DURATION OF PROJECT

The Institute for Community Affairs is envisioned to be a continuing project and may also be the archetype for a number of other Institutes sponsored by the College, e.g., Institute of the Performing Arts, Institute of Health Services, etc. The project proposed for Title I funding is expected to continue with partial grant support for a period of 24 months. This is deemed to be a sufficiently long period to get a good evaluation of the project and a measure of its impact on and acceptance by the community.
In the first year, it is expected that hiring of a Director will take six weeks, after which active planning will begin. The Advisory Committee and the Director will select the two issue areas that will be the primary focus of Institute activity for the first year. They will also outline the program of workshops and lecture series, and, with the participation of college faculty members, they will outline a program of research to be carried out with student assistance.

Assuming the announcement of a grant award by July 1, it is expected that the first lecture series would begin about mid-October and continue until early December. The first workshop would be scheduled for early October. Additional lecture series will follow the Continuing Education calendar which has three quarters per year -- Fall, Winter, and Spring -- ending in late May. Additional workshops will be held about each month throughout the year.

F. INDEPENDENT EVALUATION

Although no agency has been selected as a third party to conduct an independent evaluation of the Institute, the general approach to such an evaluation can be outlined.

One of the purposes of the workshops and lecture series, in addition to informing the participants, is to bring about affective change, i.e., to broaden the perspectives of decision-makers, to improve communication between them, to heighten awareness of the public, and to increase public involvement in seeking solutions. In order to measure these affective results, the evaluation will entail distribution of instruments to each workshop participant and each lecture series attendee, soliciting reactions relevant to the key purposes of each session. These will be supplemented with interviews with a selected sample of participants.

The effectiveness of the data bank will be measured by the amount of public and Institute use of its resources. A log will be maintained showing its use during the first two years, and users will also be encouraged to offer suggestions for improvement.

G. DISSEMINATION PLAN

Much of the dissemination of material has been described above. The background reports will be disseminated at workshops to the workshop participants and will be available to the public on request (possibly for the cost of reproduction and mailing).

The report on the State of the Community will be disseminated as a supplement to the local newspaper, having a South Coast circulation of about 50,000. Copies will also be available on request at the Institute offices.

The evaluation report, which will describe the concept of the Institute, will be submitted to the California Postsecondary Education Commission, the California Community Colleges Chancellor's Office, the Adult Education section of the State Department of Education, and the Training and Program Development Branch, Community Services and Continuing Education Section of OE's Bureau of Postsecondary Education. It will also be submitted to appropriate clearinghouses of the ERIC system for wider dissemination.