

RECOMMENDED CRITERIA FOR EXPENDITURES OF THE LOTTERY DOLLARS

1. Primary emphasis will be on funding activities related to the classroom environment and student matriculation (assessment, orientation, counseling, etc).
2. Institutional needs identified through the College planning process accreditation process and discussions with College staff, should be reflected in the appropriation of funds.
3. Efforts should be made to assure that the largest good is achieved for the greatest number.
4. The Non-Credit division will receive funds in accordance with the ADA produced by that division.
5. Funding of instructional equipment will be limited because special funding was received for instructional equipment during the current year (approximately \$340,000) and has been budgeted for next year (approximately \$400,000). Thus, lottery money would not be used for that purpose.
6. The new building(s) projected for Santa Barbara City College, e.g., the LRC, should include funds for equipment and other resource needs. Lottery money will not be spent for items that should be obtained via that process.
7. Activities for which deferred maintenance funds can be used will not be funded from lottery income.
8. Recommended expenditures will be limited to lottery income anticipated prior to September 1986 (1985-86 income). Criteria for allocation of lottery income received after that time will be developed.
9. Expenditures should be for "one-time only" items.

(OVER...)

Santa Barbara Community College District

RECOMMENDED ALLOCATION OF LOTTERY FUNDS, 1985-86

	<u>Estimate</u>	<u>Recommended One-time Allocation</u>	<u>Total</u>
<u>Operations</u>			
*1. Postage rate change	\$ 13,500	\$ 13,500	
*2. Schedule of Classes/Catalog	16,500	25,250	
*3. Computer maintenance contract	10,000	10,000	
4. Project assistance (defin. specs, bid)	19,000	19,000	
5. Hillside clearing (supervision)	5,500	5,500	
6. Phone changes (Instr., Pers., D/M)	8,000	8,000	
7. Books - Rdg/Study Skills Center	1,500	1,500	
8. Tutorial budget augmentation	3,000	3,000	
English CAI lab (\$2,000)			
ESL/Essn. Skills (\$1,000)			
9. ADN Pediatrics - faculty training	2,000	2,000	
10. Early warn. component - Stu. Serv. (hourly consultant)	20,000	12,000	
11. Faculty - 1/2 year tenured, English		17,500	
12. Library - Dialog	5,200	5,200	
13. Travel/Conference - total District	20,000	15,000	
14. Capital campaign coord.		30,000	
15. Phys. Educ. Tech.		28,000	
16. Establishment of athletic teams		15,000	
17. Transfer Center - Project Assist.		<u>30,000</u>	
			\$ 240,450
<u>Equipment</u>			
1. Lotus 1-2-3 - Acctg. (2)	\$ 3,500	\$ 3,500	
2. HP 2392 terminal - Math 1	1,000	1,000	
3. D-Base III - Inst/Assessment	2,600	2,600	
4. Washer, dryer - P.E.	8,000	8,000	
5. Carpet cleaners (2)	5,000	5,000	
6. Storage cabinet (flammables) - Dupl.	528	528	
7. Admin. D.P. equipment		50,000	
8. Library system (conversion to OCLC)	100,000	50,000	
9. Anchor pads - Security	3,000	3,000	
10. Vehicle sweeper (parking ltos)	25,000	25,000	
11. Radio - Security	1,000	1,000	
12. Athletic equipment		10,000	
13. IBM copier, Model 60 (Dupl. Center)	28,000	<u>28,000</u>	
			\$187,628

*Items 1 and 3, and \$8,750 of item 2, will have to be incorporated as expenses in the 1986-87 budget. Other items represent one-time only expenditures.

RECOMMENDED ALLOCATION OF LOTTERY FUNDS, 1985-86

2.

	Estimate	Recommended One-time Allocation	Total
Renovation/Improvements			
1. Replace Grounds sheds	\$ 5,000	\$ 5,000	
2. Lighting improvements	35,000	10,000	
3. Mail room renovation	3,500	3,500	
4. Window shades - Humanities	8,000	8,000	
5. Classroom renovation - PS-101	20,000	20,000	
6. ESL classrooms - ventilation	25,000	25,000	
7. Classroom chalkboards	1,300	1,300	
8. Remodel R-2 - Assessment operations	1,800	1,800	
9. Art Dept. - shed	1,100	1,100	
10. Music lab - exhaust fans	800	800	
11. Faculty offices - exhaust fans	1,200	1,200	
12. Shelving - Electronic music lab, instrument storage room	1,000	1,000	
13. H-204, 220, 221 - darkening curtains	2,800	2,800	
14. West Campus entrance - right turn (LRDP)	30,000	30,000	
15. Earthquake consultant	10,000	10,000	
16. Personnel - shelving	600	600	
17. Painter - campus projects	15,000	15,000	
18. Paint/refurbish classrooms - LSG, PS	20,000	<u>20,000</u>	
			\$ 157,100
Continuing Education			
List on reverse side.		\$ 91,000	\$ 91,000
<u>Additional Considerations:</u>			
a. Matriculation - Programmer to develop software.		35,000	
b. Management Info System - Programmer to develop the system (per Accreditation report)		35,000	
c. Science Enhancement project		10,000	
d. High school relations - Faculty - Math, English		<u>60,000</u>	
			\$ 140,000
GRAND TOTAL:			<u><u>\$ 816,178</u></u>

PRM:mr
2/5/86

(OVER...)

CONTINUING EDUCATION DIVISION
SANTA BARBARA CITY COLLEGE
310 W. Padre St.

ONE TIME ONLY REQUESTS IN PRIORITY ORDER

1. Heaters, Rooms 19 and 20 - Schott Center	\$ 5,000
2. Computer programming and/or software for database and reporting	60,000
3. Computers, printers and software for student body, main office and program planning assistants	43,000
4. Evening High School curriculum revision (hourly certificated)	1,500
5. Miscellaneous office equipment and shelving - Schott Ctr.	3,500
6. Classified hourly - microfilm and organize past student files and registration materials	1,000
7. Remodel food lab - Wake Center	3,000
8. Remodel Room 18 from lab to regular classroom - Wake Ctr.	2,000
9. Remount blackboards to adult height and replace seven damaged blackboards - Wake Center	3,000
10. Replace and/or repair backout curtains in 14 classrooms - Wake Center	6,000
11. Carpeting in administrative offices at Schott and Wake Centers	6,000
12. Remodel Rooms 5 & 6 for joint use of Computers - Wake Center	2,000
13. Padded chairs - Schott Center auditorium	2,500
14. Lighting along access road to rear parking lot at Wake Center	6,000
15. Photo copy machine - Schott Center	8,000
16. Construct storage sheds - Rooms 1, 9 and 10 - Wake Center	<u>5,000</u>
TOTAL	\$157,500

2/3/86

CALIFORNIA COMMUNITY COLLEGES

1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752



FISCAL SERVICES ADMINISTRATOR MEMO 86/004

February 6, 1986

TO: Superintendents/Presidents
District Chief Business Officers
County Chief Business Officers

FROM: Joseph P. Keating, Assistant Chancellor
Administration and Finance

SUBJECT: State Lottery Proceeds and Expenditures

SANTA BARBARA CITY COLLEGE

RECEIVED

FEB 10 1986

Community college districts have received their first allocation of proceeds from the State Lottery (approximately \$51 per 1984-85 ADA including nonresidents. The purpose of this memo is to provide clarification on the revenue allocation process, revenue and expenditure accounting procedures, and 1985 Budget Act reporting requirements.

Revenue Allocation Process

The lottery proceeds are, by statute, to be allocated based on ADA and disbursed by the State Controller's Office on a quarterly basis. The Lottery Commission's projection of 1985-86 net lottery proceeds for public education is to be between \$537 and \$601 million. <Community college districts would be entitled to between \$64 and \$72 million (approximately 12% of the total and approximately \$100 to \$115 per ADA) of this amount.>

Allocation will be based on each district's prior year's reported annual ADA plus a computation of nonresident ADA (see attachment). The allocation will be adjusted in each subsequent fiscal year based on actual annual ADA figure as adjusted. Warrants will be sent to the appropriate county treasurer on behalf of the district approximately six weeks after the end of each quarter. <The issue as to whether the fourth quarter payment should be accrued as of June 30, is still under discussion with the State Controllers Office. This decision would clearly affect the level of revenues accounted for in 1985-86. It is our understanding that the estimate of 1985-86 net proceeds, quoted above, is based on lottery proceeds to be collected by the State as of June 30.>

Accounting Procedures

Chapter 1517, Statutes of 1985, requires a separate account for the receipt and expenditure of lottery proceeds. The funds shall be accounted for in the district's General Fund.

(over)

The revenue shall be accounted for as State Revenues: Other State Revenues (CA 8690), subordinate classification: State Lottery Proceeds.

The Expenditures shall be separately accounted for in the General Fund, Part A - Unrestricted Chapters 872 and 1052, Statutes of 1985. Expenditures from lottery proceeds are not subject to further control by the State. Use is solely at local discretion with the exception that the moneys shall be exclusively for the education of pupils and students and [that] no funds shall be spent for acquisition of real property, construction of facilities, financing of research or any other non-instructional purposes.

Since lottery proceeds are to be available at local discretion and due to the fact that Education Code Section 84362 (50% law) affects local discretion, a conflict could exist. Therefore, expenditures from lottery proceeds (based on the above interpretation) are excluded from the Current Expense of Education as well as from the Salaries of Classroom instructors for the purpose of determining compliance with the 50% Law (ECS 84362) and calculation of nonresident Tuition (ECS 76140).

While the use of lottery proceeds is basically at the discretion of each district, it is our belief that they may only be used for expenditures (excluding those prohibited by law) related to instructional/institutional support activities. For further information on this, we suggest that you refer to Department of Education Fiscal Management Advisory 86-01 dated January 10, 1985 (attached).

Any balance remaining in the separate account as of June 30 must continue to be separately accounted for in the next fiscal year.

Reporting Requirement

Control language in the 1985 Budget Act (Section 24.60) requires districts to report to the Legislature through the Chancellor, by September 1, 1986 (we are trying to amend this date to November 1, 1986, if possible). The report must contain the amount of lottery funds received and the purposes for the which the funds were expended in 1985-86 and the proposed expenditures and purposes for expenditures for 1986-87.

Attached is a draft of the reporting form for your information. As current required, all district must submit the form by August 1. As indicated above we have requested that the reporting date be changed to November 1, 1986. We will inform you of any changes in this requirement.

Attachments

cc: Joshua L. Smith
Gus Guichard
Joseph Keating
Joseph Freitas

California Community Colleges
Average Daily Attendance
Annual Report - Fiscal Year 1984-85
(For Purposes of the California Lottery)

District	<u>Total</u>	District	Total
Allan Hancock	5,728	Palomar	9,268
Antelope Valley	3,509	Palo Verde	335
Barstow	861	Pasadena	14,299
Butte	6,068	Peralta	15,400
Cabrillo	6,271	Rancho Santiago	15,670
Cerritos	12,121	Redwoods	4,311
Chaffey	6,630	Rio Hondo	7,524
Citrus	5,480	Riverside	7,890
Coachella Valley	3,650	Saddleback	12,859
Coast	27,332	San Bernardino	8,572
Compton	2,786	San Diego	32,301
Contra Costa	18,667	San Francisco	31,208
El Camino	14,304	San Joaquin Delta	9,798
Foothill-De Anza	22,649	San Jose	10,042
Fremont-Newark	4,562	San Luis Obispo	3,464
Gavilan	2,315	San Mateo	14,900
Glendale	7,854	Santa Barbara	<u>8,596</u>
Grossmont	9,200	Santa Clarita	1,991
Hartnell	4,188	Santa Monica	11,607
Imperial	2,312	Sequoias	4,859
Kern	9,161	Shasta-Te-Tr	4,962
Lake Tahoe	495	Sierra	5,204
Lassen	1,972	Siskiyou	1,562
Long Beach	14,829	Solano	4,650
Los Angeles	55,455	Sonoma	11,445
Los Rios	24,230	South County	9,576
Marin	6,082	Southwestern	6,990
Mendocino	1,172	State Center	11,256
Merced	5,545	Ventura	14,367
Mira Costa	4,017	Victor Valley	2,403
Monterey	5,083	West Hills	1,110
Mt. San Antonio	13,297	West Kern	710
Mt. San Jacinto	1,498	West Valley	11,929
Napa Valley	3,859	Yosemite	8,333
North Orange	24,116	Yuba	5,171
		Statewide	661,860

Source: Annual CCFS-320 Apportionment
Attendance Report, Fiscal
Year 1984-85

Fiscal Services 12/12/85 HS:vb
Rev. 1/14/86 HS:vb

California Community Colleges
 Receipt and Expenditure of Lottery Proceeds
 Community College District

Budget FY 1986-87

	Instruction Activities 0100-5900 5	Instruc. & Insti. Supp. Act. 6000-6800 6	Other* 7	Total (Col. thru 7) 8
1. Beginning Balance	\$ _____	\$ _____	\$ _____	\$ _____
2. State Lottery Proceeds	\$ _____	\$ _____	\$ _____	\$ _____
Expenditures:				
3. Salaries & Benefits (Obj. 1000-3000)	\$ _____	\$ _____	\$ _____	\$ _____
4. Supplies & Mater. & Other Operating Exp. & Svcs. (Obj. 4000-5000)	_____	_____	_____	_____
5. Capital Outlay				
a) Lib. Books (Obj. 6300)	_____	_____	_____	_____
b) Equip. (Obj. 6400)	_____	_____	_____	_____
6. Other (Specify):				
a) _____	_____	_____	_____	_____
b) _____	_____	_____	_____	_____
c) _____	_____	_____	_____	_____
7. Total Expenditure (Lines 3 thru 6)	\$ _____	\$ _____	\$ _____	\$ _____
8. Ending Balance (Lines 1 & 2 less 7)	\$ _____	\$ _____	\$ _____	\$ _____

*Attach separate sheet and describe activity.

California Community Colleges
 Receipt and Expenditure of Lottery Proceeds
 Community College District

Actual FY 1985-86

	Instruction Activities 0100-5900 <u>1</u>	Instruc. & Insti. Supp. Act. 6000-6800 <u>2</u>	Other* <u>3</u>	Total (Col. thru 3) <u>4</u>
1. Beginning Balance	\$ _____	\$ _____	\$ _____	\$ _____
2. State Lottery Proceeds	\$ _____	\$ _____	\$ _____	\$ _____
Expenditures:				
3. Salaries & Benefits (Obj. 1000-3000)	\$ _____	\$ _____	\$ _____	\$ _____
4. Supplies & Mater. & Other Operating Exp. & Svcs. (Obj. 4000-5000)	_____	_____	_____	_____
5. Capital Outlay	_____	_____	_____	_____
a) Lib. Books (Obj. 6300)	_____	_____	_____	_____
b) Equip. (Obj. 6400)	_____	_____	_____	_____
6. Other (Specify):	_____	_____	_____	_____
a) _____	_____	_____	_____	_____
b) _____	_____	_____	_____	_____
c) _____	_____	_____	_____	_____
7. Total Expenditure (Lines 3 thru 6)	\$ _____	\$ _____	\$ _____	\$ _____
8. Ending Balance (Lines 1 & 2 less 7)	\$ _____	\$ _____	\$ _____	\$ _____

*Attach separate sheet and describe activity.

DIVISION CHAIR COUNCIL
BREAKDOWN OF RECOMMENDED EQUIPMENT REPLACEMENT ALLOCATION
FALL 1985

SUMMARY

<u>Division Dean Area</u>	<u>Allocation</u>	
Applied Sciences/ Business Education	\$ 35,146	32
English/ Fine Arts/Communication	5,930	5
Health Technologies/ P. E./Athletics/ Sciences	35,324	33
Social Sciences/Foreign Language/ Math/Computer Science	21,700	20
Instructional Support	<u>10,900</u>	<u>10</u>
TOTALS	\$109,000	100

SANTA BARBARA CITY COLLEGE

February 11, 1986

TO: College Planning Committee

FROM: Pope Freeman Ron Alex
 Artistic Director Managing Director

RE: Proposal for the Establishment of the Santa Barbara City College
 Garvin Theatre Center

The attached proposal is submitted for consideration. The full establishment of the Garvin Theatre Center will be presented through the regular District procedures for consideration of resource allocation.

We are requesting at this time that the College Planning Committee consider a one-time-only allocation of \$24,000 from Lottery funds as seed money for the hiring of a half-time publicist, half-time marketing director and half-time grants person.

It is our intent that the responsibilities to be assumed by these individuals will yield revenues to fully implement the Garvin Theatre Center concept during the Summer 86 season and to carry over this momentum in to the full 1986-87 season.

JR/lp

Attachment

SANTA BARBARA CITY COLLEGE

PROPOSAL FOR THE ESTABLISHMENT
OF THE
SANTA BARBARA CITY COLLEGE
GARVIN THEATRE CENTER

1/28/86
DSK 116/31-sw

DESCRIPTIVE OVERVIEW

In the language of the theatre, Santa Barbara City College, its Board of Trustees, the Superintendent-President, and the appropriate administrative deans would be the executive producers of the Garvin Theatre Center, which would house an educational program in theatre consisting of two branches: a two-year Associate in Arts degree program with an emphasis on either acting and directing or technical theatre and a three-year professional Conservatory training program consisting of two years of classes and practicums and one year of full-time internship with the professional production arm of the program. Students who complete the Conservatory program would be prepared to transfer into advanced training programs at some of the finest educational institutions in America or intern with major professional theatre companies.

Two distinct performance groups would present works primarily by American playwrights at the Center. Alhecama Productions would remain primarily a student/community production program. Santa Barbara Group Theatre (SBGT), would be the professional arm of the educational program and would accept student interns to work with experienced professionals. During the summer season, SBGT would present a festival of American theatre, which would include the production of both musicals and non-musicals and theatre for young audiences. During the season SBGT would present professional showcase productions and possibly take part in joint ventures with other professional companies.

A theatre board of directors would help guide the development of the program, seek out supplemental funding sources, and provide the necessary liaison for broad-based community support. An adequate staff for publicity, marketing, and fund raising would bring about a substantial increase both in the earned and unearned income.

Theatre education at SBCC, enhanced by Conservatory classes and promoted by a well-developed outreach and recruitment effort, would enjoy a substantial increase in enrollment. By Fall 1988 approximately 75-80 full-time conservatory students would be participating for a minimum of eight hours per day each in formal classes and practicums.

The establishment of the Garvin Theatre Center has the potential for significant community recognition and involvement. Even at this preliminary stage of discussions, the concept of a high quality educational/professional

theatre program has been received with enthusiasm by civic leaders such as city councilmen Hal Conklin and Tom Rogers, Bonnie Bricker, city staff liaison for the arts, Patrick Davis, member of the City Art Advisory Board and Charlene Nagel, General Manager of the Biltmore Hotel and Chamber Tourist Advisory Board Chairperson.

Many influential residents have expressed interest in supporting the Garvin Theatre Center or in serving on the Board of Directors. Among these are William Wayne, David Hull, Wayne Siemens, Eric Frieden and well-known artists Eva Marie-Saint, Jeffrey Hayden, and Karl Malden.

Through the establishment of the Garvin Theatre Center, Santa Barbara City College would not only be in the forefront of educational theatre but would make an even more significant contribution to the quality of life in the South Coast community.

P R O G R A M O B J E C T I V E S

The Garvin Theatre Center is a realistic possibility for the College and community. In order to make this concept a reality, the following objectives have been established:

1. To promote and increase the visibility of Santa Barbara City College in Southern California and beyond as the executive producer of the entire project and to attract and recruit students into the Santa Barbara City College Theatre Arts Associate Degree and Conservatory programs.
2. To recruit and enroll 130 full-time students for the Summer 86 program.
3. From the summer students and others, to obtain a minimum enrollment of ten full-time Conservatory students for the Fall 86 semester.
4. To increase enrollments in technical theatre courses.
5. For the Summer 87 season, to expand the program from eight to ten weeks and to enroll 150 students.
6. To admit thirty full-time Conservatory students for the Fall 1987 semester and thirty additional full-time students (fifteen in acting/directing and fifteen in technical theatre) thereafter.
7. To promote an outreach program for elementary, junior high school and high school aged students that will expose them to theatre and the Garvin Theatre Center.
8. To sell at least 66 percent of seats for performances of the Summer 86 through June 87 season (29,040 total tickets). This will be approximately a doubling of current ticket sales.
9. To develop new and potential audiences through special projects and educational programs.
10. To promote an accessible theatre program for the handicapped which makes it possible for talented handicapped students to obtain training and to perform.
11. To promote and solicit support for the professional training program and for the professional company from among those working in the commercial theatre, film and television industry.
12. To develop and support fundraising efforts by the board of directors.
13. To develop a program with the Spanish-speaking community to produce bilingual theatre.
14. To promote SBCC's association with regional professional theatre in this country in order to develop internships for students and to encourage an exchange of teaching and artistic personnel.

GARVIN THEATRE CENTER ARTISTIC STATEMENT

Theatre, at its best, is a marvelous form of communication. It offers the individual the opportunity of seeing him/herself in the most immediate and personal of ways. Theatre is both an entertaining and involving experience which provides profound insights into the human condition. Being an eclectic and communicative art, good theatre is necessarily an effective collaboration between a cohesive unit of skilled, trained practitioners and a receptive, responsive audience. Good theatre will open the mind, release the emotions, modify behavior, provide food for the soul and in so doing enhance the quality of life. The cornerstone of our artistic goals is a conviction that theatre should exist and flourish in any community that is capable of consistently producing an audience.

Although we believe that Santa Barbara and its visitors desire and will support theatre of the highest quality, our goals go far beyond this. We dedicate ourselves to the education and development of the theatre practitioners and audiences that make possible excellent theatre. We desire to cultivate and maintain a community of the finest artists, artisans and technicians who will serve as resident and visiting professionals dedicated to excellence in the production of worthy classical, musical and contemporary drama and to the development of new theatrical forms and literature; the professionals will be individuals who are capable of producing theatre at its best. They will, by example and by instruction, pass on their skills and insights to a new generation of theatre artists, artisans, managers and technicians.

We propose an environment where classroom theory becomes a demonstrated reality, where students study with, apprentice under, and gain experience from professionals, and where audience development begins at the earliest possible age and continues throughout a lifetime.

Once an ever-emerging generation of practitioners have completed their work here they will be prepared to continue as interns with other professional companies or move on to institutions of higher learning; but above all, we hope to have instilled in them an obligation and a responsibility to champion in other communities the goals set here. We believe the health and well-being of live theatre and dramatic art are dependent upon dedicated theatre practitioners and enlightened audiences who will establish and support at our colleges and universities professional theatre companies, professional theatre training and theatre education for audiences.

In our opinion, advocacy of first class theatre is one of the most valuable contributions we can make to this art, for only in this way will many other communities ultimately have an opportunity to experience--as their own and on a consistent basis--live theatre at its very best.

Production Philosophy

With the growth of American regional theatres and Shakespearean festivals, world drama has become of significant part of the American repertory. Without excluding the great playwrights of the world, however, we propose to emphasize production of American dramas, comedies, and musicals. We believe that every theatregoing American should be both aware and extremely proud of the tremendous contributions American playwrights and theatre practitioners have made to dramatic art. We think that a celebration of American drama is a worthy occupation for any serious theatre company. American playwrights, past and present, have produced a wealth of material. Our repertory will certainly include works by well-known American master artists, such as O'Neill, Sherwood, Wilder, Miller, Hellman and Williams, as well as those of popular, contemporary playwrights, such as Simon, Shepard, Wasserstein, Valdez, and Hemsley.

We will also revive the works of lesser known--sometimes overlooked and underproduced--but important playwrights from American theatre history, and we will seek to provide an outlet for new and original plays by future American playwrights. Of course, our repertory will often include productions of musicals whose development has been a significant and unique American contribution to world theatre. With the assistance of American theatre historians, specialists, and practitioners, we propose an ongoing Festival of American Drama.

S.B.C.C. CONSERVATORY

PROFESSIONAL THEATRE TRAINING AT S.B.C.C.'S GARVIN THEATRE CENTER

As a backdrop to the proposals that follow, it is of interest to note that Charles D. Coburn, one of the last significant American actor-managers, focused attention on the dearth of trained professional actors in this country during his day and attempted, through the time-tested apprenticeship method, to establish a professional training program at Union College in New York in the late 1930's. At that time, Coburn was presenting a repertoire of plays not unlike what might be found in America's regional theatres today.

In "Adding Style to Substance: The American Actor Finds a Voice," John Harrop traces the comparatively recent development of professional training programs in this country and points out that today several exist at some of America's most prestigious colleges and theatre schools. The League of Professional Theatre Training Programs consists of eleven members and each of these member schools, as Harrop notes, either runs its own professional company or is associated with a regional repertory theatre.

The overall goal of the SBCC Conservatory training program is to develop the actor's tools (i.e., voice, body and analytical ability) and to provide the student with a way to apply those tools to almost any theatrical situation. We recognize that the production of world and period drama demands an understanding of style. We will include style in our curriculum and will strongly encourage students to seek advanced training through transfer to the appropriate institutions of higher learning or to advanced training conservatory schools.

As an adjunct to the Associate degree programs in Acting and Technical Theatre now offered at SBCC, we propose to establish a professional training program for actors and technicians. Consisting of three years, the first two years of this program would be a combination of formal classroom training and practicums in the emphasis area. The third year would be primarily an internship with SBCC's professional company.

The first two years of the Conservatory program would be designed to prepare actors and designer technicians for an internship with the local professional company or with other regional professional programs or for transfer to the growing number of professional training programs that now exist at many institutions of higher learning.

M A R K E T F E A S I B I L I T Y

Twelve productions would be planned for the 1986-87 season which would begin in July, 1986 and conclude in June, 1987. This season would provide approximately 44,000 seats and our objective is to sell at least 66 percent (29,040) of these seats.

The seating capacity for the 1985-86 Santa Barbara City College Repertory Theatre/Alhecama Production season was 36,340. The proposed 1986-87 season for Alhecama and Santa Barbara Group Theatre Productions is an increase of approximately 8,000 seats. Our objective 1986-87 will yield a sale of approximately 16,000 more sold seats than in 1985-86. This objective should be achievable according to a report prepared by Bailey Consulting Associates for Santa Barbara's Redevelopment Agency. Suggesting that the addition of another 300-seat theatre in Santa Barbara could be supportable, the Bailey study concluded that:

"Our examination of Santa Barbara's performing arts market suggests that there are some 240,000 annual attendances at professional quality events in the city. This is very close to what might be predicted using demographic indicators. The addition of a small performing venue of 300 seats would require some 38,000 local attendances, presuming 200 performance nights at 75 percent capacity and a visitor component comprising 16 percent of the audience. This is (sic) would necessitate a 16 percent increase in annual attendances. It is our view that such a level of market expansion is achievable, even in the short term, given quality programming and and effective marketing."(1)

No "new" theatre (or venue) will open in Santa Barbara in 1986-87, but we propose to present our program as "new" and, with the help of an active Advisory Board, we agree with Bailey that as many as 38,000 additional seats can be sold in our community.

Bailey's study also concluded that theatre was the most preferred of the attended arts (2) and that:

a long-term objective should be the establishment of a high quality repertory theatre for the city. We believe that a professional quality theatre company is viable in the longer term and would attract significant numbers of visitors to the community."(3) (See Appendix IV for responses).

- (1) "Santa Barbara Cultural Inventory and Assessment"; Bailey Consulting Associates, Part IV, p. 5.
- (2) Santa Barbara Cultural Inventory and Assessment"; Bailey Consulting Associates, Part II, p. 25
- (3) Ibid; Part V, p. 3

We believe that all of the ingredients necessary for a feasible, successful and mutually beneficial marriage between educational and professional theatre now exist in this community.

The following objectives would be implemented as part of the total marketing plan:

1. Increase direct mailings.
2. Increase newspaper advertising to include local and other tri-county papers as well as the News-Press.
3. In addition to public service announcement, develop a radio and television marketing plan, to include a recognizable musical logo that would be played under all radio and television advertising.
4. Deploy telemarketing to increase season and individual ticket sales.
5. Increase the distribution of fliers and handouts in motels, hotels and restaurants in the tri-county area.
6. Encourage local businesses to mail information about our program to their customers.
7. Develop storefront displays wherever stores will permit.
8. Develop cooperative discounts and specials with local businesses.
9. Encourage businesses to purchase large blocks of tickets as a benefit for their employees.
10. Promote group sales among churches, schools and businesses, and encourage theatre parties among individuals.
11. Develop consistency in advertising by incorporating the entire program under a new comprehensive name: the Santa Barbara City College Garvin Theatre Center, which would include Santa Barbara Theatre Group productions and Alhecama Productions.
12. Develop a descriptive logo that would appear on all credits and advertising.

B U D G E T S U M M A R Y
ALHECAMA THEATRE CENTER PROPOSAL
SUMMER 85 - SPRING 88

1985-86 ACADEMIC YEAR

Total Operating Budget		412,888
SBCC General Fund	371,305*	
Community Theatre	41,583	
 Production Earned Income		 148,709
Summer 85 and Benefits	50,408	
Fall/Spring Season	98,391	
 <u>Total Projected ADA</u>		 233
Summer 85	73	
Fall/Spring Season	160	
 Total Projected ADA Income		 561,071
Summer 85	175,951	
Fall/Spring Season	385,120	
 Projected External Fund Income		 11,500
Grants	5,000	
Donations	6,500	
 <u>One Time Only Request for Allocation</u>		
<u>from Lottery Funds</u>		24,000
- Publicist	6,000	
- Marketing Director	9,000	
- Grantsperson	9,000	

* Includes Summer TLU's and 64,128 allocated to the Music/Drama Cost Center.

Dear John,

I have been told to expect a cut in tutoring hours for art history and appreciation classes this semester. It has become increasingly difficult to run the program with the number of hours available; in Art I alone we have already been reduced, in the last 4 yrs, from 19½ to 10 hrs of tutoring for 150+ students. A further cut will make the plus hour requirement a joke. If there are not sufficient funds to adequately support the tutoring program, I strongly recommend that we drop the plus hour requirement in all art history and art appreciation classes this semester. I would appreciate an immediate response as I do not know what to tell my students about this and the semester is already launched!

Thank for your attention

Diane Handloser

Art Dept.