

GEORGIA INSTITUTE OF TECHNOLOGY
ENGINEERING EXPERIMENT STATION

PROJECT INITIATION

Date: July 28, 1975

Project Title: A Program to Increase Civic Understanding on Land Use Development Management for Greatest Energy Conservation & Maximum Productivity Through Use of Development Regulations
Project No.: B-453

Project Director: P. D. Koos

Sponsor: Georgia Community Continuing Education Service; Athens, Georgia 30602

Agreement Period: From June 9, 1975 Until May 31, 1976

Type Agreement: Grant-Letter dated 6/9/75 (Sponsor Proposal No. 75-008-013)

Amount: \$10,125* *Includes \$6,750 Federal Funds & \$3,375 EES Matching Funds

Reports Required: as appropriate

Sponsor Contact Person:
Mr. Bradley C. Courtenay
Training Coordinator
Georgia Community Continuing Education Service
University of Georgia
Athens, Georgia 30602
Phone: (404) 542-5382

Assigned to: Industrial Development Division

COPIES TO:

Project Director
Director, EES
Director, ORA/GTRI
Assistant Director
Division Chief
EES Accounting
Patent Coordinator

EES Supply Services
Photographic Laboratory
☒ Security-Reports-Property Office
General Office Services
Library, Technical Reports Section
Office of Computing Services
Project File

Other Sue Corbin; Bonnie Wettlaufer

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT TERMINATION

Date: August 30, 1976

Project Title: "A Program to Increase Civic Understanding on Land Use Development
Management for Greatest Energy Conservation and Maximum Productivity
Through Use of Development Regulations"
Project No: B-453
Project Director: P. D. Koos
Sponsor: Georgia Community Continuing Education Service; Athens, Georgia

Effective Termination Date: 5/31/76 (Grant Expiration)

Clearance of Accounting Charges: 5/31/76

Grant/Contract Closeout Actions Remaining:

☒ Final Invoice ~~and Closing Documents~~
☐ Final Fiscal Report
☐ Final Report of Inventions
☐ Govt. Property Inventory & Related Certificate
☐ Classified Material Certificate
☐ Other _____

Assigned to: Economic Development Laboratory (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director—EES
Accounting Office
Procurement Office
Security Coordinator (OCA) ✓
Reports Coordinator (OCA)

Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

COMPLETION REPORT
TITLE I (HEA) PROJECT ACTIVITY

1. Project Title:

A Program to Increase Civic Understanding in Land Use Development Management for Greatest Energy Conservation and Maximum Productivity Through Use of Developmental Regulations.

2. Location of Project:

Atlanta Waycross Milledgeville
Camilla Eastman

3. Primary Institution of Higher Education:

Georgia Institute of Technology

4. Cooperating Institutions of Higher Education:

None

5. Project Director (Name, Title and Address)

Philip D. Koos, Jr.
Assistant Branch Head
Engineering Experiment Station/EDL
Georgia Institute of Technology
Atlanta, Georgia 30332

6. Identify the Community Problem

I. Categorize the project in terms of problem area. (Check one)

<input type="checkbox"/> Government	<input type="checkbox"/> Crime/Law Enforcement
<input type="checkbox"/> Housing	<input type="checkbox"/> Health
<input type="checkbox"/> Poverty	<input type="checkbox"/> Economic Development
<input type="checkbox"/> Transportation	<input type="checkbox"/> Human Relations
<input type="checkbox"/> Environmental Quality	<input type="checkbox"/> Personal Development
<input type="checkbox"/> Youth Opportunities	<input type="checkbox"/> Education/School Systems
<input type="checkbox"/> Recreation	<input type="checkbox"/> Community Development
<input type="checkbox"/> Employment	<input checked="" type="checkbox"/> Land Use
	<input type="checkbox"/> Other

II. Describe the community problem. The description need not be lengthy but should be specific and clearly stated.

One of the nation's current goals of high priority is to achieve a management of planned land use at every state level so that a national land use policy reflecting maximum productivity and minimum energy usage can be effected. This goal is also included in many states' priorities. A growing and vital concern about land and other resource uses with associated productivity and energy conservation is apparent in Georgia today. Increasingly, citizens groups, professional and business associations, development interests, and others are speaking out, often in strong disagreement about the right way to develop land and control its uses so that the best possible benefits can be achieved. Similarly, contradictory pressures are being exerted upon both state and federal governments regarding their proper roles in the management of land use, and thus this filters down to local city and county government groups. The need, then, obviously exists to focus more attention both on the impacts of development and on the opportunities for more mutually acceptable participation by the private and public sectors in sound land use decision making. Only through such sharing of concerns and ideas can a broad-based consensus be reached about necessary involvement and desirable actions in this activity.

Even though many communities are aware of and sensitive to this need and its associated facets of control, proper emphasis is not placed on meeting such need. This is often the case because community leaders and the public in general are not educated to the problems involved in providing controls that will assure maximum benefits for all the parties with a wide spectrum of interests. Also little can be found that has been done to address itself to these particular aspects presented herein.

Utilization and enforcement of certain basic land use controls are directly related to the problems of land use management, energy constraints and usage, and the productivity concerns of the current era. Many of these problems currently confront every city and county government of our state, yet little is available to help them arrive at solutions. Selection of effective land development controls and understanding of pros and cons of such controls is the only means through which best utilization of the total resource base can be done.

7. Describe the Specific Objectives of the Project:

The relationship of the objectives to the problem must be shown and the achievement of these objectives must be measurable.

Objectives of the activity described herein are (1) to acquaint local governmental leaders, community leaders, and lay personnel with the various effective land development management controls that are available, (2) to provide these leaders with the necessary information on the many questions that will confront them prior to their adoption of a given set of controls,

(3) to aid these leaders in the decision-making process that they must use in the adoption of adequate land controls for current and future resource management, (4) to aid these leaders in developing a plan of implementation for their desired objectives of a land control program, (5) to promote maximum productivity through best possible land use policy, and (6) to examine and develop the appropriate roles for the general public, local and state governments, and industry and private sectors to assume in accomplishing rational and reasonable land use development.

Each of the above objectives relates directly to the problem in that accomplishment of them will lead to the solving of land use problems at the local level. Each objective consist of a step that will lead to best possible land use and when this is achieved, then a successful master plan can be done.

8. Project Operations

I. What was the primary type of activity? (Check one)

- | | |
|--|---|
| <input type="checkbox"/> Course | <input type="checkbox"/> Mass Media |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Radio |
| <input checked="" type="checkbox"/> Workshop/Seminar | <input type="checkbox"/> Television |
| <input type="checkbox"/> Research | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Technical Assistance | <input type="checkbox"/> Information Dissemination |
| <input type="checkbox"/> Counseling (Personal) | <input type="checkbox"/> (i.e. publications, pamphlets manuals) |
| | <input type="checkbox"/> Other (specify) |

II. Describe the project content, method, and materials employed, the personnel involved, and where applicable, the frequency of duration of the sessions.

The project content consisted of a number of topics for presentation. Topics included those listed in Appendix I in the program. In addition, each APDC presented their proposed land use plan for a first viewing.

An initial meeting was held here at the institution. Executive Directors Planning Directors, local government officials and other institution personnel were in attendance. A general overview of the proposed activity to be done on this topic was given. At this meeting, members from each substate district were delegated to go back and talk to their constituency in order to ascertain specific problem areas related to the subject. When this had been done, these ideas and thoughts were what the seminar was built around.

Seminars were then scheduled to deal with the subject matter in a general manner, and two or three specific problems peculiar to the area were discussed. The local APDC plan was presented and then an open discussion on this and its relation to the seminar was held.

Follow up consisted of two items. First TA was rendered throughout the project as the needs arose. Secondly, a follow-up visit was held with each participating agency to determine where they would fit this subject into their regular range of services. The first item (TA) was done on a call basis and consisted of telephone transactions and visits by participants to this office. The second part consisted of discussions on what, where, when and how this information could be fitted into the APDC's regular program.

Methodology consisted of oral presentations and give-and-take sessions. Materials consisted of lectures, check-off sheets, hand-outs obtained from various sources, overhead opaques and full-scale map presentation of the APDC land use plans with accompanying text. Personnel included persons from two branches in EDL, persons from PTAL, and APDC professional staff persons.

9. Project Accomplishments

A. Evaluation

- I. Discuss the nature and the findings of the program evaluation. Include an assessment of the project's success in meeting its specific objectives (see #7). In addition, comment on what you see as the reasons for the success or failure of the project. Did the project reach the anticipated target group? Was the level of participation as high as was projected? What outcome is most worthy of dissemination to other states and institutions of higher education?

The evaluation form used for this project is included in Appendix 2 . This form has been standardized and used in several of the projects. Results of the evaluation are listed on the sheet by percentage of respondents.

The objectives as listed in item 7 were met through lecture content. Local professionals (APDC staff), leaders of government and community leaders were informed of the various developmental management controls for land use that are currently available in the state and that are available in other places. Possible questions that will face the local government prior to adoption of controls were posed and discussed, and items that would aid these leaders in this move were presented. The relationship of land use regulation with emphasis in promotion of maximum productivity and energy conservation in development of any future land use schemes.

A major success of the project resulted in the amount of professional staff personnel that attended each session. These staffers were afforded the opportunity to take notes and to talk (many times on a one-to-one basis) with those putting the session on, thus the activity of this seminar has become a regular part of each APDC staff's offerings of TA.

The major weakness was attendance. Here the problem was one of an overabundance of meetings in each locale. Consequently, Meetings in the local area and in Atlanta that we were unaware of when scheduling, precluded a number of local officials from attending.

The project did reach the target group of professionals directly. The second target group of local government officials, community leaders, lay public, etc., will be reached by the local professionals carrying the program to them.

Appendix 3 presents evidence of the intent to continue this program on the part of the APDC's involved.

There are perhaps two things of paramount importance for dissemination to other states and institutions. The first is the need for information on land use when the elements of productivity and energy are considerations. The second would be to use the approach of training one professional so that greater dissemination can be assured. Finally, when presentations are done that involve land use, the local substate planning district and/or other planning units serving locally should be a part of the presentation as this affords them a situation where they can present their proposed land use with outside expertise present.

- II. Will the program itself continue beyond this period of Title I funding? If so, under what sponsorship or support? (Check one)

<input type="checkbox"/> Continued under Title I	<input type="checkbox"/> Accomplished purpose, no further plans
<input type="checkbox"/> Continued with other Federal funding	<input type="checkbox"/> Unsuccessful, no further funding
<input type="checkbox"/> Continued with non-Federal funds	<input checked="" type="checkbox"/> Other (specify)

This program will become a part of our ongoing repertoire of TA to local governments and substate planning districts.

B. Relative to Institutions of Higher Education

Indicate the impact of the project upon on-going program(s) of participating colleges and universities. Have changes occurred, or are they anticipated, in the organization, curriculum, budget, community service program, or other aspects of the institution(s)? Describe any planned or unexpected "spin-offs" involving additional funds or activities generated:

This project has enabled the institution to put together another important element in its total energy program for substate planning districts and local governments. There are now a wide variety of services that can be provided in the energy and productivity area, and each of these elements has been a result of the initial venture being backed by Title I.

C. Relative to the Community

Specify the extent and the nature of the involvement in the project of community leaders, citizens, public and private agencies, and state and local government. Were they, for example, involved in the initiation of the proposal and/or the planning and development of the project? Have

The initial proposal had input from six substate planning districts. Input was furnished by staff personnel of both the planning and development sections, and they had in turn obtained input from community leaders in both the governmental and private sectors.

10. Geographic area served by the Project (Check one)

11. Prior History of the Project (Check one)

12. Faculty Involvement (List the faculty members involved in the project, the nature of their activity, their academic discipline, and the percentage of their time spent on the project.)

13. Student Involvement (If applicable, indicate the nature of student involvement in the project as well as the number of students engaged in each activity.)

-6-

14. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age, education and occupation. In addition, a brief narrative of the general characteristics of the participants should be included (i.e. were they city councilmen, upper level managers, housewives, etc? Were they the group for whom the project was intended?)

I. Demographic Summary:

	Males	Females
<u>A. Age</u>		
Under 21:	<u>0</u>	<u>0</u>
21-35:	<u>17</u>	<u>1</u>
36-55:	<u>13</u>	<u>1</u>
Over 55:	<u>3</u>	<u>0</u>
<u>B. Educational Level</u>		
Elementary:	<u>0</u>	<u>0</u>
Junior High School:	<u>0</u>	<u>0</u>
High School:	<u>2</u>	<u>1</u>
College below baccalaureate:	<u>0</u>	<u>0</u>
Baccalaureate:	<u>16</u>	<u>0</u>
Graduate or Professional:	<u>15</u>	<u>1</u>
<u>C. Occupational Classification</u>		
Professional:	<u>31</u>	<u>1</u>
Semi-Professional:	<u>1</u>	<u>0</u>
Skilled:	<u>1</u>	<u>0</u>
Semi-Skilled:	<u>0</u>	<u>0</u>
Unskilled:	<u>0</u>	<u>1</u>
Other (specify):	<u>0</u>	<u>0</u>
<u>D. Number of Participants by Ethnic Minority Served:</u>		
a. American Indians	<u>0</u>	
b. American Orientals	<u>0</u>	
c. American Negroes	<u>1</u>	
d. Mexican Americans	<u>0</u>	
e. Cubans	<u>0</u>	
f. Puerto Ricans	<u>0</u>	

II. Narrative Description:

The group consisted in large part of professionals at junior and intermediate grade levels of service. In addition, there was one housewife and activity of these individuals ranged from councilman through city engineer, planner and inspector in the local government category. Professional staff members from substate districts included Executive Directors, Planning Directors, senior and junior level planners, development specialists and governmental services persons.

15. Major Evaluation Procedure:

- ☒ a. Participant reactions
- ☐ b. Administration of pre and post tests to participants
- ☐ c. Staff appraisal of changed group practices
- ☐ d. Other (specify)

16. Project Materials (Describe the materials produced for and by the project (i.e. curriculum materials, films, etc.) and indicate whether copies are available for dissemination.)

Materials consisted of outlines, suggested invitation materials, some overhead projector films, and xeroxed article handouts.

At present, none of these materials are available for dissemination.

17. Express your judgement on the relationship of this project to the overall State program of Community Service and Continuing Education. (Title I, HEA)

The content and thrust of this project is an integral element of community services as outlined in the State's overall program. Land use is an item of paramount importance to every citizen and every level of government unit, especially now when Federal HUD requirements call for land use plans (even at a state level) by 1977. Such plans must be completed or no federal support funds for a myriad of projects (water and sewer for one) will be available. Also, the state and the substate districts are currently involved in preparation of land use plans and the government officials, local leaders, and citizens have more of a need than ever before to know about land use and to know about the energy and productivity ramifications associated with various development schemes.

APPENDIX I

TITLE I LAND USE WORKSHOP

1:00 - 1:30	Registration
1:30 - 1:40	Opening Remarks
1:40 - 2:10	Future Land Use Considerations
2:10 - 2:30	Ant Energy Impact
2:30 - 3:00	Land Use - Development (Impacts)
3:00 - 3:15	Break
3:15 - 4:00	The APDC Land Use Plan
4:00 - 4:20	Open Discussion
4:20 - 4:30	Evaluation

APPENDIX II

LAND USE DEVELOPMENT MANAGEMENT
"PRACTITIONER WORKSHOP"

WORKSHOP EVALUATION

Did the contents of the workshop meet your objectives in attending the workshop?

Yes 95.8 No 4.2 If no, why? _____

Did you learn what you wanted to learn from the workshop?

Yes 91.6 No 8.4 If no, why? _____

Do you feel that your participation in this workshop made you more qualified professionally?

To a great extent 45.8 Somehow 50.0 No 4.2

Did you find the workshop relevant to the situation in your area?

Very relevant 41.7 To some extent 58.3 No 0

Do you think that you could use the acquired knowledge in your agency and area?

Yes 100 No _____

What was the level of the workshop?

Too theoretical 8.3 Good combination of theoretical and practical aspects 83.4

Inadequate on the theory side 0 Inadequate on the practical side 8.3

Entirely inadequate 0

Did you have sufficient time for a professional exchange of views?

a. with lecturers Yes 100 No _____

b. with fellow participants Yes 100 No _____

Did you benefit from the exchange?

a. with lecturers Yes 100 No _____

b. with fellow participants Yes 100 No _____

How would you rate the whole workshop, in general?

Excellent 33.3 Good 66.7 Poor 0

Other comments:

APPENDIX III

SOUTHEAST GEORGIA
AREA PLANNING & DEVELOPMENT COMMISSION

CHAIRMAN
LISTON ELKINS

EXECUTIVE DIRECTOR
ED BODENHAMER

June 14, 1976

Mr. Philip D. Koos
Industrial Development Division
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia 30332

Dear Phil:

I want to thank you for coming down and meeting with our staff and presenting the workshop programs on land use and productivity.

The technical assistance staff here at Southeast Georgia APDC has been committed by our board to an extensive work program for the coming fiscal year and a large portion of their efforts will be directed at improving and strengthening management and productivity at all levels of local government operations. In order to accomplish our objectives we intend to draw heavily on the experience and expertise of the Economic Development Laboratory at Georgia Tech.

As I have already told Bob, the productivity workshop that Marvin Hurst and I attended in Atlanta, January 28 and 29 was one of the most valuable programs I have attended in years. Your presentation in Waycross last month was equally well received by our staff.

Your continued support is essential to our success.

With kindest personal regards and best wishes, I am

Sincerely,

Ed Bodenhamer
Executive Director

EB/slk



HEART OF GEORGIA
planning & development commission
P.O. Box 667 — EASTMAN, GEORGIA 31023 — (912)374-4771

June 2, 1976

Mr. Philip D. Koos, Jr.
EES/EDL
Georgia Institute of Technology
225 North Avenue
Atlanta, Georgia 30332

Dear Phil:

The session on land use management for energy conservation and maximum productivity that you presented on April 29th here in Eastman was greatly appreciated by our staff.

Our rural areas are slowly but surely becoming aware of the importance of efficient land use management and their role in the implementation process.

We hope that you will continue to keep us informed on the latest material and ideas on this subject as it pertains to our nine county area.

Best regards.

Sincerely,

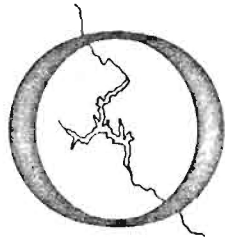
Davis Richey
Assistant Executive Director

DR/jt

Attachment (1)

OCONEE AREA

JIM GENTRY
EXECUTIVE DIRECTOR



planning & development commission

P.O. BOX 707 MILLEDGEVILLE, GA.
104 E. HANCOCK ST. 912-453-5327

June 11, 1976

Mr. Philip D. Koos, Jr.
Economic Development Laboratory
Georgia Institute of Technology
Atlanta, Georgia 30332

Dear Phil:

The Oconee Commission extends its thanks to you, Bob Collier and Bob Kutas and the Economic Development Laboratory for initiating and conducting the two workshops in Milledgeville for the benefit of the Oconee APDC staff and interested local officials and citizens.

The two workshops designed to help improve government productivity through technology and to increase civic understanding of land use development management for greatest energy conservation and maximum productivity through use of developmental regulations were most informative to those attending. While most of the comments and issues that were made and discussed are not new to anyone, the present day application of governmental productivity, energy conservation, land use development controls and other items have to be given consideration due to prevailing economic and developmental conditions. Old and new concepts, ideas, and solutions must be utilized in light of dwindling natural resources and rising costs of goods and services.

Planners and planning organizations must keep abreast of what is going on as well as plan for what is going to go on. Therefore such workshops are valuable to planners and other local constituents because they focus on issues, both present and future. Solutions to satisfy most issues can be found. Implementation of these solutions depends on local government officials - their acceptance and actions.

The workshops were most informative, particularly in refreshing the staff of the sideline issues that are sometimes forgotten because an immediate crisis is not the issue of the day. It was evident that the EDL staff had done their homework and invested considerable time in preparing the workshops presentations. We were glad to learn of available assistance that can be obtained from Georgia Tech and other sources.

- 2 -

As in the past, the Oconee Commission will take advantage and participate in like workshops whenever possible. We also encourage the EDL staff to hold more workshops in the Oconee Area no matter what the subject.

Thanks again for the cooperative spirit and assistance that the EDL staff provides to the Commission.

Sincerely

Benjamin T. Layton
Assistant Executive
Director for Planning

BTL:vh



Southwest Georgia

Planning & Development Commission

POST OFFICE BOX 346 - CAMILLA, GEORGIA 31730 - PHONE 912-336-5616-5617

June 4, 1976

Mr. Phil Koos
Community Development Branch
Industrial Development Division ;
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia 30332

Dear Phil:

This is to certify that the seminars on Land Use Planning which was held in March, 1976 and co-sponsored with your organization is certainly consistent with the Commissions long-range planning program.

Land Use Planning, has been in the past, and will continue to be, one of the major components of our Commission's total program.

Sincerely,

Wayne Williams
Research Specialist

EWV/ddj