

Chinook's Edge School Division

Olds College

Community Learning Campus Economic and Social Impact Study

*Final Report
October 15, 2007*

Prepared by:
Bruce Schollie, MBA, CMC
President, Schollie Research & Consulting

Elan Buan, B.Comm
Research Analyst, Schollie Research & Consulting



4603 50th Street
Red Deer, AB T4N 1X1
Ph: (403) 346-9849
Fax: (403) 346-7263
E-mail: info@schollie.com
Website: www.schollie.com

Executive Summary

The vision of the Community Learning Campus (CLC) is to create an environment that brings together high school and post-secondary education opportunities in one place and to bring education opportunities to communities throughout Central Alberta. This environment creates a seamless transition for students to enter the workforce, apprenticeship, college, or university. A major goal of the CLC is to encourage rural students to advance their studies in rural Alberta and remain there to live. On a broad level, the CLC is a model of rural development, helping to sustain and enhance rural Alberta.

The purpose of this study is to quantify and qualify the anticipated impacts the Community Learning Campus will have on the economic and social environment in Olds and the surrounding region.

To estimate the social and economic impact of the CLC, a blend of quantitative and qualitative methods were used. For the economic impacts, estimates of construction and start-up spending were gathered and run through Alberta Finance's economic impact model. The model calculated the economic spin-offs in terms the economic activity generated as a result of CLC spending in the 2006-2011 period. Personal interviews and a secondary data review were used to compile the other impacts expected as a result of the CLC.

The total economic impact of the CLC in Alberta will be approximately \$162.3 million and will create 996 person-years of employment over the 6-year construction and start-up period. The spending also generates a total of \$9.4 million in tax and royalty revenue at all government levels combined. After 2011, the annual economic impact is estimated to be \$9.3 million and support 81 person-years of employment.

Over the 2006 to 2036 period, the present value of the total economic impact of the CLC is expected to be \$286 million dollars. On a cost-benefit basis this represents \$5.17 in benefits for each dollar invested in the CLC by the provincial government.

The CLC will also have a significant impact on the quality of life in Central Alberta with enhanced opportunities in education, technology, recreation, health and wellness, and arts and culture.

The diagram on the next page highlights the economic and other impacts that the CLC will have on Olds and the surrounding area.

Figure 1: Community Learning Campus (CLC) Impacts

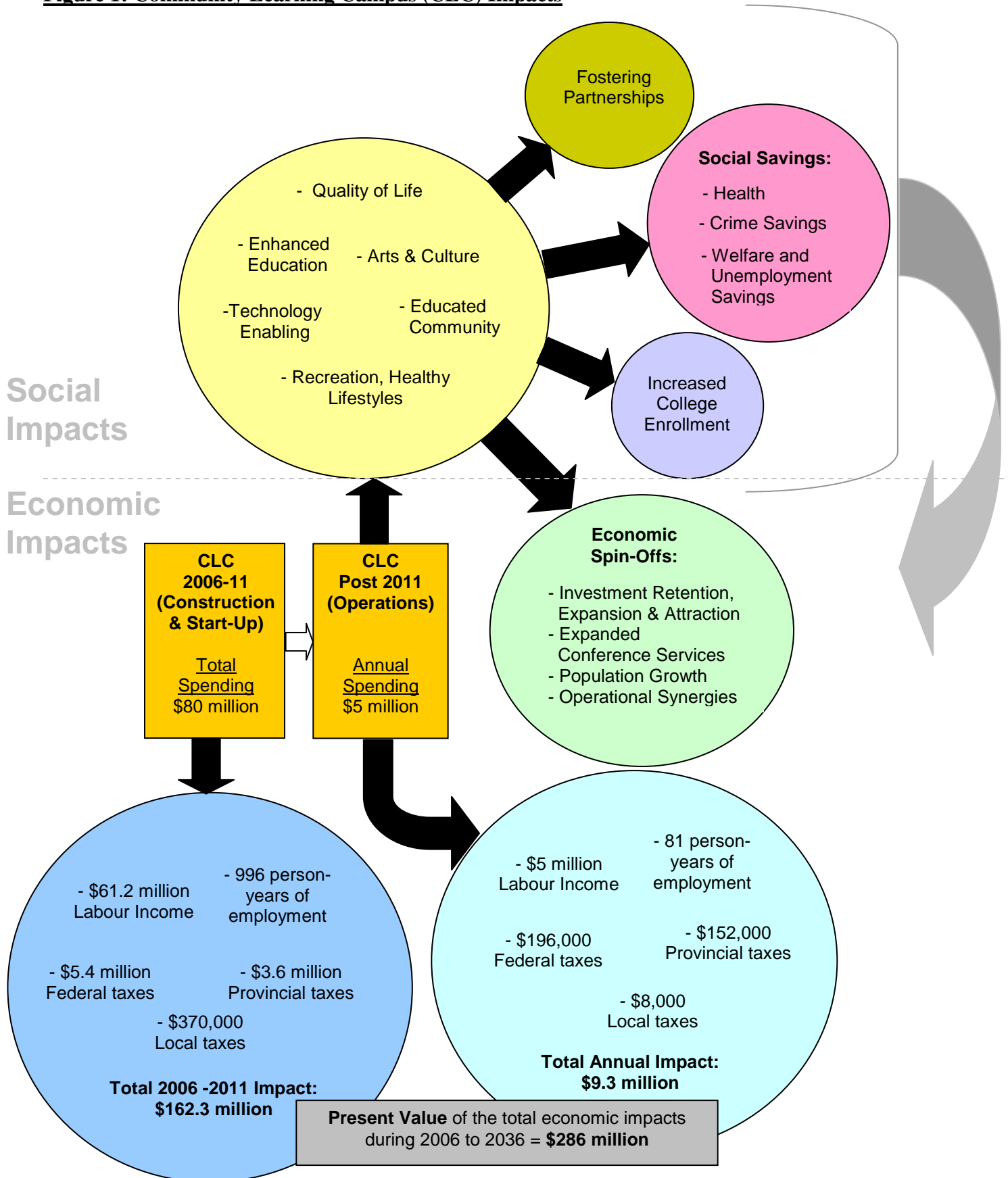


Table of Contents

A. Project Background and Objectives	4
B. Study Method	5
B.1. Economic Impact	5
B.2. Social Impacts	5
C. Economic Impact of CLC Spending	6
D. Other Impacts of the Community Learning Campus	7
D.1. Social Benefits	7
D.2. Sustainable Community	8
D.2.1 Educational Opportunities	8
D.2.2 Increased College Enrollment	9
D.2.3 Improved Recreational and Athletic Programming	10
D.2.4 Technology Enabling	10
D.2.5 Educated Community	11
D.2.6 Improved Quality of Life	12
D.3. Economic Spin-offs	13
D.3.1 Improved Marketability of Olds	13
D.3.2 Increased Meeting and Convention Travel	14
D.3.3 Operational Synergies	14
D.3.4 Other Economic Spin-offs	14
D.4. Fostering Partnerships	15
E. Summary	16
Appendix A: CLC 2006-2011 Spending Estimates.....	18
Appendix B: References	21
Appendix C: Study Contacts	22

A. Project Background and Objectives

The Community Learning Campus (CLC) is a partnership between Olds College and the Chinook's Edge School Division in collaboration with Mountain View County, the Town of Olds, the University of Alberta, and others. The vision of the CLC is to create an environment that brings together high school and post-secondary education opportunities in one place and to bring education opportunities to communities throughout Central Alberta. This environment creates a seamless transition for students to enter the workforce, apprenticeship, college, or university. A major goal of the CLC is to encourage rural students to advance their studies in rural Alberta and remain there to live.

The facilities comprising the Community Learning Campus are located on the Olds College Campus with the exception of the Community Engagement Sites which will be located throughout Central Alberta.

Table 1: Community Learning Campus (CLC) Components

Facility	Description	Opening Date
The Bell e-learning Centre	<ul style="list-style-type: none"> A technology hub for e-learning and for connecting learners throughout the province. 	Fall 2007
Olds High School	<ul style="list-style-type: none"> Replacement of existing high school. Will incorporate alternative teaching/ learning methods. High school programming will occur at both the high school building at other CLC facilities as listed in the left column. 	Fall 2009
Health and Wellness Centre	<ul style="list-style-type: none"> Provides physical education for the High School, leisure facilities, and programming for the College, town and surrounding communities. Includes 3 gymnasiums, a running track, a fitness centre, and linkages to outdoor amenities. 	Fall 2009
Fine Arts & Multimedia Centre	<ul style="list-style-type: none"> 350+ seat theatre for the High School, College, and community theatre and education. Other programs such as theatre management and cosmetology. 	Fall 2009
Community Engagement Sites	<ul style="list-style-type: none"> Community 'service hubs' established in existing schools in 12 communities to provide community access to broadband technology. Technology will give access to courses and other services through the CLC. 	Fall 2008-11
Bus Maintenance Facility	<ul style="list-style-type: none"> A modern, central bus maintenance facility. Includes a wash bay, and parking space for buses waiting for repairs. 	2007

The purpose of this study is to quantify and qualify the anticipated impacts the CLC will have on the economic and social environment in Olds and the surrounding region.

B. Study Method

B.1. Economic Impact

To estimate the social and economic impact of the CLC, a blend of quantitative and qualitative methods were used. Two timeframes were chosen for measurement; the 2006 to 2011 period which incorporates the schedule for construction and full start-up of all of CLC elements; and the post 2011 period. The annual economic impact of the post-2011 period is conservatively estimated by using the 2011 economic impact figure. The present value of the economic impacts is also estimated to encompass both the 6-year startup period and a 25-year operations period.

Economic impact is based on the spending to construct and operate the CLC. Spending data includes construction, furnishings and equipment, operations and maintenance, and incremental staffing. The reader should be aware that spending estimates are a blend of actual and anticipated amounts which may be subject to changes in plans or funding approvals. Spending detail is shown in appendix A.

Alberta Finance was contracted to perform a custom economic impact analysis based on the 2006-2011 spending estimates. Alberta Finance, Statistics maintains an Input-Output model for 2002 that covers 114 industries and 477 commodities. The central idea behind economic impact is that a dollar spent has an impact far greater than the initial spending. The impact of the initial change in spending is 'multiplied' through the economy in the form of direct, indirect, and induced impacts.

- Direct Impacts: Result from the initial spending.
- Indirect Impacts: Result from the second and subsequent rounds of spending.
- Induced Impacts: Result from spending by employees of firms impacted above.

Economic impacts are typically measured in terms of the number of jobs, income, and tax revenues. The impact of spending is often summarized using economic 'multipliers.' Multipliers quantify the impact based on the initial change in spending. For example, if spending \$100 translates into an impact of \$180 the multiplier would be 1.80.

B.2. Social Impacts

The social impacts of the CLC were assessed by reviewing newsletters and articles written about the CLC, proposals written by the CLC, and by interviewing community leaders, CLC administrators, and other stakeholders. Interviewing was done with individuals from the following organizations:

- Olds College and Olds School of Innovation
- Chinook's Edge School Division No. 73
- Alberta Employment, Immigration & Industry
- Alberta Children's Services
- Town of Olds
- Mountain View County
- Town of Carstairs
- Olds Institute for Community and Regional Development
- Olds Chamber of Commerce
- Bell Canada

Interview topics revolved mainly around the stakeholders' anticipated impact of the CLC on their respective organization and/ or community.

C. Economic Impact of CLC Spending

Over the 6-year construction and start-up period (2006-2011) just over \$80 million has or will be spent constructing and operating the Community Learning Campus. In this period it is also expected that nearly 179 person-years¹ of employment will be created in Central Alberta. After the construction and start-up period the CLC is expected to maintain 47 positions and inject \$4.9 million in payroll and operations spending into the regional economy.

Table 2: Spending to Create/ Start-up the Community Learning Campus (CLC)

Spending Category	Spending (in thousands except for employment)	
	During 2006-2011 Period	Post 2011 Annual
Construction	\$59,209	\$0
Furniture and Equipment	\$4,096	\$0
Operations and Maintenance	\$3,789	\$1,513
Payroll	\$13,436	\$3,383
Total	\$80,530	\$4,955
Employment Created	178.75 person-years	46.5 positions

Adding in the economic spin-offs generated from the above spending, the total economic impact in Alberta will be approximately \$162.3 million and will create 996 person-years of employment over the 6-year construction and start-up period. The overall economic multiplier for spending on the construction and start-up period is 2.1. That is, for every dollar spent another \$1.1 in additional economic activity is created. This spending also generates a total of \$9.4 million in tax and royalty revenue at all government levels combined. The annual economic impact after 2011 is estimated to include \$9.3 million and the support of 81 person-years of employment. The economic multiplier for the post 2011 spending is 1.942.

Table 3: Economic Impact of the Community Learning Campus (CLC)

Impact Category	Economic Impact (in thousands except for employment)	
	During 2006-2011 Period	Post 2011 Annual
Total economic impact	\$162,257	\$9,257
Labour income	\$61,172	\$5,019
Federal taxes (including CPP/EI)	\$5,404	\$196
Provincial taxes	\$3,643	\$152
Local taxes	\$370	\$8
Person-years of employment ¹	996	81

Source: Alberta Finance, Statistics, August 2007

Note 1: 996 person-years of employment include the 178.75 shown in table 2.

¹ 1 person year = 1 person working full-time for 1 year.

Over the construction and start-up period, and during a 25-year operations period, the present value of the total economic impacts of the CLC is expected to be \$286 million dollars. On a cost-benefit basis this represents \$5.17 in benefits for each dollar invested by the provincial government.² The majority of employment created by the CLC is in construction (297 person-years) followed by retail (87), professional services (56), and accommodation /food services (39).

D. Other Impacts of the Community Learning Campus

In addition to the economic impacts outlined above, the Community Learning Campus is going to have a significant impact on the social and economic infrastructure in the Central Alberta region. It is beyond the scope of this study, and impossible in many cases, to quantify these impacts. However, that these impacts will be felt is indisputable as they will enrich the social fabric of Central Alberta.

D.1. Social Benefits

Higher education, both through increased high school completion and post-secondary education, is statistically correlated with a variety of lifestyle changes that generate social savings.³ These social savings represent avoided costs that would have otherwise drained public resources in the absence of the education provided by Olds College and the Community Learning Campus. Social benefits accrue in three main categories:⁴

- 1) Health savings – includes avoided medical costs associated with reduced absenteeism and fewer incidents of alcohol and tobacco abuse.
- 2) Crime savings – includes the sum total of avoided police, incarceration, prosecution and victim costs.
- 3) Welfare and unemployment savings – includes avoided costs due to the reduced number of social assistance and unemployment insurance claims.

Future earnings of graduates are expected to increase which become taxable income.⁵

² The total economic impact over the 2006 to 2036 period is \$393.7 million. To account for the time-value of money (money received in the future has a lower value today because of interest), the present value of the economic impact is used. The present value is calculated by discounting the total economic impact in table 3 for the 2006 to 2036 period using a 4% discount rate. The provincial government investment amount is \$55.4 million.

³ Robison, Henry M., Kjell A. Christophersen of CCBenefits Inc. "Economic Contribution of Olds College: Analysis of Investment Effectiveness and Economic Growth" Volume 1: Main Report, April 30, 2007; p.16.

⁴ Ibid; p.16-20. This study quantifies health, crime, and welfare/unemployment savings based on education.

⁵ Mount Royal College (MRC) estimates increased earnings of \$71 for each credit earned. See: MRC, Office of Institutional Analysis & Planning "The Economic Impact of Mount Royal College on the City of Calgary 2003/04" Apr. 05.

In addition to the three categories listed above, recreational opportunities (realized through the Health and Wellness Centre) and arts and culture (realized through the Fine Arts and Multi-Media Centre) are generally recognized as generating the following social benefits:

- Reduces alienation, loneliness, and self-destructive/anti-social behaviours
- Builds self esteem and positive self image
- Enhances individual and collective quality of life
- Helps to build strong communities and strong families
- Nurtures children and youth's physical and mental development
- Provides opportunities for community involvement, shared management and ownership of resources
- Fosters leadership

D.2. Sustainable Community

D.2.1 Educational Opportunities

The CLC will provide a seamless transition for students going from high school into work, apprenticeship, and post-secondary education. First, students can begin their college courses in high school and get a general feel for the College, both academically and socially/physically. This 'easing into' the post secondary experience may remove perceptual barriers students might have about post-secondary education. This concept will make high school more relevant for many students and it is expected to increase both high school completion rates and post-secondary transition rates.⁶

The CLC concept will allow high school students to be exposed to more programming and will provide high school graduates with a higher level of training than they would have otherwise received. Additionally, by accessing college courses in high school, students' accelerated standing will allow them to shorten the time period in post-secondary education/training and consequently they will not have to spend as much money on tuition.⁷

The CLC concept addresses the 'whole picture' around how to retain youth in rural communities by getting them to stay in school, and by linking them to a future job/career.⁸ Locally trained people are more likely to stay local. Subsequently, not only does the student benefit, but so does the community in terms of attracting and obtaining a young, educated workforce.

If we can show students how to be successful in careers right here in Central Alberta, it will make our communities stronger.⁹

⁶ Pat Bidart and Kevin Mooney interviews.

⁷ "Preparing Students for Life After Graduation" Community Learning Campus Newsletter, October 2006.

⁸ Dawna Allard interview.

⁹ Pat Bidart, Associate Vice President, Academic Services, Olds College. Quote excerpted from "Preparing Students for Life After Graduation" Community Learning Campus Newsletter, October 2006.

Having the High School located on the College campus allows high school students to access additional resources such as library resources normally available only to post-secondary students. In addition, students will be able to access a practical arts lab in the Olds College Agriculture Mechanics Building for the Career and Technology Studies courses in Construction and Fabrication,¹⁰ and there may be access to the Bus Maintenance Facility for students studying heavy equipment mechanics. The Olds College School of Innovation can also provide an opportunity for higher academic students to engage in applied research.

D.2.2 Increased College Enrollment

The CLC concept is anticipated to increase the number of local students attending Olds College.¹¹ It will help to keep students in the area that typically leave for training and education elsewhere. Rather than move to another institution after high school, students who have started their program through Olds High School and Olds College, may decide to continue it there. They may choose to take their first year of university through the College and transfer their program to the University of Alberta.¹²

Oddly, many local students don't know the incredible opportunities available at Olds College and these types of activities will certainly change that situation.¹³

The CLC with its Bell e-learning Centre may allow the College to put together a package which would attract more international students which, in turn, would increase the cultural diversity in the community. High school students could come to Olds, take their ESL (English as a Second Language) through Olds College and then transfer to the College when they have completed their high school requirements.¹⁴

To the extent that the CLC makes the town of Olds and surrounding area more attractive for new families, the CLC may help in sustaining rural population. Nearby communities like Didsbury and Carstairs are already seeing a number of families from the fast-paced, increasing expensive, and rapidly growing cities of Calgary and Airdrie.

The presence of the Horizon Alternative Program (a specialized school program for students with developmental disabilities) in Olds is said to specifically attract a small number of families to the community. Likewise, the unique concept of the CLC may attract a number of new families.

The Health and Wellness Centre provides an opportunity for expanded athletic programming at Olds College. Consequently, the College will be more attractive to athletic students and it will have the opportunity to recruit students/ athletes to the facility that would otherwise have gone to other colleges or universities.¹⁵

¹⁰ "The dream... one step closer to reality" Community Learning Campus Newsletter, May 2006.

¹¹ It is estimated that Olds College enrolment will increase as a result of the CLC by 20 students in 2008 and 30 students per year in 2009 to 2011. See Olds College 2007-2011 Business Plan, p.39.

¹² Pat Bidart interview.

¹³ Gayleen Roelfsema, Vice Principal Olds High School. Quote excerpted from "High School Students on College Campus" Community Learning Campus Newsletter, Spring 2007.

¹⁴ Pat Bidart interview.

¹⁵ Pat Bidart and Greg Lendvay interviews.

D.2.3 Improved Recreational and Athletic Programming

The Health and Wellness Centre allows Olds College to generate new curriculum, community linkages, and competitiveness. The facility also allows the College to develop innovative recreational and athletic programs. Examples include:

- Coaching in a centre of excellence
- Leadership, active living, lifestyles, and wellness programs
- Steve Nash Youth Basketball Program
- Elite training programs
- “Be Fit for Life” Centre¹⁶
- “Creating Sustainable Active Leadership (CSAL)” Project (described under section D.2.5 “Educated Community”)
- Adding some fitness components to its current academic programs (e.g. Equine Science, Arboriculture)

In offering elite training programs, the CLC could become a regional training centre that would attract students who wouldn't normally get the chance to participate in a premium training program unless they could go to Calgary or Edmonton. The CLC would help to remove some of the barriers to their participation and equal the playing field for these students.

Olds College has partnered with Basketball Alberta to create Alberta's first Rural Regional Training Centre. The College has implemented the Junior Broncos basketball program which targets grade 6-12 students.

One of the objectives for the Centre is to develop linkages to existing community sports teams and organizations. Already, the College hosted a community futsal league and created a partnership with Olds and Sundre Minor Hockey Associations.

D.2.4 Technology Enabling

The Bell e-learning Centre is intended to consolidate information technology (IT) infrastructure and enable the distribution of distance learning to Olds College and Chinook's Edge School Division students using the SuperNet backbone. Courses can be distributed to learners worldwide. In addition, the relationship with Bell Canada will provide expert advice in the most advanced and appropriate technologies and learning applications.

The Bell e-learning Centre in Olds is one of only two Bell Innovation Centres in Western Canada and it is the only Innovation Centre to be located in a rural community. The Innovation Centre will allow Bell to:¹⁷

- Demonstrate technology in action to the public,
- Combine different communication technologies and learning pedagogies,
- Develop new commercial products and services for rural constituents to be sold throughout Canada.

¹⁶ See: www.provincialfitnessunit.ca

¹⁷ Brian Cooper interview.

The facility provides improved rural access to broad band technologies such as video conferencing through the SuperNet. Community Engagement Sites in other rural communities will be linked to the e-learning Centre through the SuperNet. The other rural communities include:

- Bowden
- Carstairs
- Cremona
- Delburne
- Didsbury
- Elnora
- Innisfail
- Penhold
- Red Deer
- Spruce View
- Sundre
- Sylvan Lake/ Benalto

Wireless high speed internet is available in a number of rural communities, but it has limitations. Community Engagement Sites will improve technological capacity and reliability in rural areas. By blurring the distinctions between rural and urban communities, the Bell e-learning Centre and Community Engagement Sites will help create a sustainable economic future for Olds and area.

These facilities and their associated technologies will help to attract and retain a rural workforce. The enhanced technologies improve access to education at all levels from basic education to post-secondary programs, skills development, and ongoing professional development and learning opportunities. High school students and community members will be able to link to programs through the Community Engagement Sites, which will have on-site technical support, without having to leave their school or community.

Having the technological infrastructure in place allows Olds and surrounding communities to better attract small to medium based businesses and respond to the local business community's needs.

D.2.5 Educated Community

The CLC will help the community to have a capacity for a more skilled workforce. It is expected that the number of high school graduates will increase and that there should be an increased number of students going into technical and post-secondary education. A more skilled workforce helps the community attract a higher level of business investment and target the type of industry investment they would like.¹⁸

The Community Business Development Centre within the Bell e-learning Facility will provide some leadership growth by providing professional development activities for faculty, teachers, staff, industry, business and government. Additionally, the associated Community Engagement Sites provide access to the same equipment, technologies and applications as urban Alberta. This access will help to increase the level of technology expertise in Olds and the communities in which the Community Engagement Sites are located.¹⁹

A project called "Creating Sustainable Active Leadership (CSAL)" has been proposed with Olds College, David Thompson Health Region, Chinook's Edge School Division, and the Town of Olds. The project illustrates one way in which leadership opportunities will be developed. The project informs rural students in Chinook's Edge School Division about a variety of healthy community wellness ideas, activities, and initiatives to address the issues of active living, healthy eating, and positive social environments. The project will enable the students to become Youth Wellness Leaders so they can share their knowledge and take learning opportunities back into the community.

¹⁸ Dawna Allard and Stirling McLeod interviews.

¹⁹ Dawna Allard interview.

The partnership afforded through the Health and Wellness Centre also provides good opportunities for development of coaching and mentoring skills even at a high school level. Leadership skills may be groomed such that college students are coaching high school age students, who are in turn, coaching or helping to coach elementary students.

The CLC concept helps and supports the rural economy which is largely farming-based. Many farmers need a secondary income and the services and programs offered through the College and CLC help farm families to increase their skills, particularly in the area of trades.²⁰ Trades, such as agriculture, heavy equipment technicians and welding, complement farming activities. Steven Jole, a Chinook's Edge School Division student who participated in the Pre-Employment Welding Program, says:

*I've done some welding in shop class at school, but this is a little different. This is a skill that I can always use, even if it is just out on the farm.*²¹

D.2.6 Improved Quality of Life

The addition of facilities like the Fine Arts and Multi Media Centre, the Health and Wellness Centre, the Bell e-learning Centre, and the expanded educational opportunities enhance the quality of life for citizens in the community and college students.

The social impacts of the Health and Wellness Facility should be strong for the community. The Health and Wellness Facility will provide students and citizens with access to three gymnasiums, an indoor running track, a fitness centre, and multipurpose areas for dance, aerobics, gymnastics, wrestling, etc. In addition to access to the facilities, numerous programs are expected to improve the quality of life for students and citizens and ultimately instill a commitment to physical activity and healthy lifestyle. For example:

- Programs that will develop leadership skills, athletic skills, active living, wellness, and healthy attitudes.
- Specialized fitness programs.

The Fine Arts and Multi Media Centre will create a stronger cultural presence in the community. The facility will provide the community with a bona fide venue for local dance, bands, choir, theatre groups etc. There are a number of local fine and performing arts groups that could make use of this facility. The 350 seat theatre also presents an opportunity for the community to attract performances, speakers, and events that wouldn't otherwise appear in a community the size of Olds (population under 10,000). The lobby of the Fine Arts Centre will become an art gallery providing both a venue for local artists to display their work and for the community to view artwork.

²⁰ Doug Plamping interview.

²¹ Quote excerpted from "Opportunity for Rural Students" Community Learning Campus Newsletter, No date/initial publication.

Arts and culture increases quality of life in the following ways for individuals:²²

- Offers enjoyment
- Stimulates creative thinking
- Increases cultural understanding
- Encourages creativity
- Provides time to socialize

Arts and culture increases quality of life in the following ways for the community:²³

- Contributes to the education and development of children
- Preserves cultural heritage
- Increases connections to the community

In addition to the above, Olds College students will have access to another library in the new high school; they can now access materials not typically available in a college library such as novels.

D.3. Economic Spin-offs

D.3.1 Improved Marketability of Olds

“The CLC is one of the most innovative approaches to college, high school, and community education in the world” writes Greg Lendvay.²⁴ As such, the CLC will create educational opportunities which will bring intellectual wealth to the town. There are businesses, families, and individuals that will want to be associated with that.²⁵ The CLC will be a model which other organizations and communities will strive to build.

Olds will further its reputation as being a centre of innovation and excellence, and establish a reputation for having high technology capacity in a rural environment. The community can use these concepts to “brand” itself when it comes to investment attraction.

The CLC will provide Olds with a higher profile in terms of investment attraction. It will increase the confidence of employers that there is a ready and able workforce; it broadens the types of workers available. The College and High School can align training needs to the needs of industry. As a local business, there is more capacity to do some very hands on learning for their workers.²⁶

²² Koczynski, Mary and Mark Hager “The value of performing arts in five communities” Prepared for the Performing Arts Research Coalition, Washington, January 2004.

²³ Ibid.

²⁴ Lendvay, Greg “Olds College Building Toward Future ACAC Involvement With New Health and Wellness Centre” Outlook, The Newsletter of the ACAC (Alberta Colleges Athletic Conference), Tuesday, October 31, 2006.

²⁵ Stirling McLeod interview.

²⁶ Dawna Allard interview.

D.3.2 Increased Meeting and Convention Travel

Another area for additional economic spin-off is Conference Services at Olds College. The Conference Services package at Olds College includes accommodation, special catering, cafeteria dining, meeting rooms, recreation facilities and large banquet and entertainment rooms. The CLC increases the offerings and flexibility of the package Conference Services can provide to clients. In the past, Conference Services were basically limited to one big hall. Now they have three gymnasiums, a theatre which can be adapted to different needs, high school classrooms, and more common areas.

The additional facilities provide an opportunity to target different Conference Services users.²⁷ To date, most of their services have been student and/or athletic groups. With the Bell e-learning Centre, they may be able to offer the video conferencing services and target more business conferences. The addition of hotels in the town of Olds should provide increased opportunity in terms of attracting a broader range of clientele and more clientele. Accommodation is a major limitation for Conference Services.

In addition to Conference Services, the Health and Wellness Centre will allow Olds to attract some larger scale sporting events and activities.²⁸ Currently, consideration is being given to hosting a 40 team basketball tournament. A 40 team tournament translates into 400 athletes, parents and coaches that need places to eat and stay. The Health and Wellness Centre may also allow Olds to attract regional, provincial, and/or national camps, tournaments, championships, and games.

D.3.3 Operational Synergies

Consolidating and integrating the CLC components on the Olds College campus will create some operational savings as overhead, maintenance, parking and other infrastructure is shared. For example, security services, grounds maintenance, building maintenance will now be shared. Similarly, locating government offices in the Health and Wellness Centre will likely lower occupancy costs for these groups. Locating the Bus Maintenance Facility on the Olds College Campus will also bring these benefits as well. Olds will be a more central location for bus services in the Chinook's Edge School Division.

D.3.4 Other Economic Spin-offs

Space will be allocated in the Health and Wellness Facility for health care professionals to provide services such as family medicine, physiotherapy, or massage therapy (130 m² and 200 m²). Space (75 m²) for a cafeteria or food service business will be leased out and create some additional direct, indirect, and induced spending.

There will likely be some economic spin-off from the sale of the former Olds Jr. Sr. High School grounds (and building) which is zoned highway commercial. With over 12.5 acres of land on both sides of the highway, the potential economic spin-off could be substantial.

²⁷ Shelly Gingrich interview.

²⁸ Greg Lendvay interview.

The Alberta Employment, Immigration & Industry offices and Child & Family services are relocating to the Community Learning Campus from their current downtown location. That will free up some prime office space in downtown Olds which could spark some new investment and retail expansion.

The CLC and its many components help to make a rural community sustainable in terms of population. To the extent that the CLC stimulates some population growth, it will help sustain residential real estate markets, retail sales, improve the tax base, and create other spin-offs. More families and more housing make for a larger tax base. Since property taxes are a function of property values and the number of houses, more tax revenues will be generated which in turn help the community to prosper.²⁹

D.4. Fostering Partnerships

Alberta Child & Family Services and Employment, Immigration & Industry, will relocate their offices to the Health and Wellness Facility at the CLC. The close proximity and shared venues will foster partnerships between these organizations and other community partners.

Using the Community Engagement Sites, Alberta Employment, Immigration & Industry (AEII) can provide better outreach and services to communities in which they do not currently have good access. AEII proposes having mini versions of Labour Market Information Centres in these communities. Materials will be on display, clients will have full access to ALIS (Alberta Learning Information Service)³⁰, phone and fax. Community Engagement Sites will also allow citizens in these rural communities to access e-learning opportunities which will continue to grow and increase. Some other examples of the CLC fostering partnerships include:

- Olds College has extensive experience working with industry and educational partners in more than 30 countries. The Bell e-Learning Centre will allow for international delivery of programs via new technologies. For example, Video conferencing services may allow the College to offer courses to their partners in the Dominican Republic, Mexico, and China.
- A partnership between Olds College, Chinook's Edge School Division, and Alberta Apprenticeship has made it possible for high school students to take the Pre-Employment Welding Program – the first period of their welding apprenticeship training. Other pre-employment and applied research programs and opportunities are currently or are being made available.
- Chinook's Edge School Division, in partnership with the Olds College School of Innovation, is piloting the use of biodiesel in 2-3 buses. Having the bus maintenance facility on-site makes the connection easier.
- The Bell e-learning Centre and Community Engagement Sites are supporting aboriginal education through a partnership with the Sunchild e-learning Community.
- The bus maintenance facility will provide an opportunity for students to access heavy equipment if RAP (Registered Apprenticeship Program) students are taking agriculture and heavy equipment courses.

²⁹ South Central Rural Alliance "Finishing the Dream – A Proposal to Rural Alberta's Development Fund", April 30, 2007; p.41-42.

³⁰ The ALIS website provides information to help Albertans with career planning, post-secondary education and training, educational funding, job search, labour market trends, and workplace issues. See: www.alis.gov.ab.ca

- In addition to the Bell e-Learning Centre, the CLC has fostered another corporate sponsorship with RBC Financial Group who invested \$250,000 towards the Health and Wellness Centre.

We recognize that a community's prosperity isn't just limited to its economic outlook. RBC's vision of 'building prosperity together' also means we pay attention to the well being of our communities by supporting local education, health and wellness initiatives.³¹

E. Summary

The Community Learning will create an estimated \$286 million in economic impacts in the 2006 to 2036 period including hundreds of jobs, labour income, tax revenue, and many other economic benefits. The CLC is one of the biggest, if not the biggest, single investment in the history of the Town of Olds.

The social benefits of the CLC are also significant. These include improved education opportunities and outcomes, enhanced quality of life, and more technology-connected communities. Economic spin-offs include raising the investment attraction profile and brand for Central Alberta paving the way for further investment and economic development.

Underpinning the benefits of the CLC is the economic development of rural Alberta in a way that is sustainable. This innovative, partnership-based approach will likely serve as a model for rural development in other parts of Alberta and Canada.

³¹ Doug McLean, Regional Vice-President for RBC's Alberta Central Market. Quote excerpted from: Olds College News "RBC supports community participation at Health and Wellness Facility" April 27, 2007.

Appendix A: CLC 2006-2011 Spending Estimates

CLC 2006-2011 Spending Estimates

	2006	2007	2008	2009	2010	2011	Totals
1. The Bell e-learning Centre							
a. Construction (1)	800,841	5,191,624	665,828	-	-	-	6,658,293
b. Furnishings and Equipment (2)			537,384				537,384
c. Operating and Maintenance (3)		81,914	163,828	163,828	163,828	163,828	737,227
Subtotal	800,841	5,273,538	1,367,040	163,828	163,828	163,828	7,932,904
2. Core High School/ H&W Facility							
a. Construction (1)	149,877	5,359,969	12,186,814	10,007,500	3,777,840	-	31,482,000
b. Furnishings and Equipment (2)			1,980,826				1,980,826
c. Operating and Maintenance (3)				258,401	775,281	775,281	1,808,963
d. Staffing (H&W) (4)				100,000	140,000	180,000	420,000
Subtotal	149,877	5,359,969	14,167,640	10,365,901	4,693,121	955,281	35,691,789
3. Fine Arts & Multi-Media Centre							
a. Construction (1)	232,243	4,117,793	3,307,017	-	-	-	7,657,053
b. Furnishings and Equipment (2)			330,099				330,099
c. Operating and Maintenance (3)			40,396	121,201	121,201	121,201	403,998
Subtotal	232,243	4,117,793	3,677,512	121,201	121,201	121,201	8,391,150
4. Bus Maintenance Facility							
a. Construction (1)	335,156	412,636	-	-	-	-	747,792
b. Furnishings and Equipment (2)			22,434				22,434
c. Operating and Maintenance (3)		13,258	39,773	39,773	39,773	39,773	172,349
Subtotal	335,156	425,894	62,207	39,773	39,773	39,773	942,575
5. Community Engagement Sites							
a. Capital Costs (1)			2,207,385	2,715,586	1,697,313	58,834	6,679,118
b. Furnishings and Equipment (2)			456,600	446,600	321,600	-	1,224,800
c. Operating and Maintenance (3)			25,000	84,600	144,200	412,800	666,600
d. Staffing (5)			324,000	454,000	574,000	360,000	1,712,000
Subtotal	-	-	3,012,985	3,700,786	2,737,113	831,634	10,282,518
6. Site Work							
a. Construction (1)	3,966,534	2,018,274					5,984,808
Subtotal	3,966,534	2,018,274	-	-	-	-	5,984,808
7. Incremental Staffing (all buildings)							
a. Staffing from CLC proposal (6)			1,926,020	2,888,882	2,633,200	2,613,200	10,061,302
b. Conference Services Staff (7)				45,000	45,000	45,000	135,000
c. Executive Director and Staff (8)	159,006	209,958	184,632	184,632	184,632	184,632	1,107,492
Subtotal	159,006	209,958	2,110,652	3,118,514	2,862,832	2,842,832	11,303,794
Grand Totals							
a. Construction/ capital	5,484,651	17,100,296	18,367,044	12,723,086	5,475,153	58,834	59,209,064
b. Furnishings and Equipment	-	-	3,327,343	446,600	321,600	-	4,095,543
c. Operating and Maintenance	-	95,172	268,997	667,803	1,244,283	1,512,883	3,789,138
d. Staffing	159,006	209,958	2,434,652	3,672,514	3,576,832	3,382,832	13,435,794
Grand Total	5,643,657	17,405,426	24,398,036	17,510,003	10,617,868	4,954,549	80,529,539
e. Number of Staff (9)	2	2	28.25	50.5	48.5	46	

Spending Estimate Data Table Sources and Notes:

- (1). Shunda Consulting Cash Flow Projection Summary; Community Engagement Sites Proposal, April 30, 2007, p.154.
- (2). Project summary sheet; Community Engagement Sites Proposal, April 30, 2007, p.153; Bus Facility amount estimated.
- (3). Based on Operating and Maintenance grant of 75% of \$86.51 per square meter; Community Engagement Sites Proposal, April 30, 2007, p.156.
- (4). Based on interviews with project staff: (conservative estimates) 2 staff in 2009, 3 in 2010, and 4 in 2011. Health and Wellness grant to fund one staff person in 2009-2011 (Creating Sustainable Active Leadership Project).
- (5). Community Engagement Sites Proposal, April 30, 2007, p.153 & 156. Includes Professional development. 4.25 staff in 2008, 6.5 in 2009, 8.5 in 2010, and 6 in 2011.
- (6). Community Learning Campus Proposal p.13. 22 staff in 2008, 39 in 2009, 34 in 2010, and 34 in 2011.
- (7). Based on interviews with project staff: 1 staff in 2009-2011.
- (8). Based on budget for Executive Director's office.
- (9). Represents the total number employed at the CLC in each of the years.

Appendix B: References

Kopczynski, Mary and Mark Hager "The value of performing arts in five communities" Washington: Prepared for Performing Arts Research Coalition, January 2004.

Mount Royal College, Office of Institutional Analysis & Planning "The Economic Impact of Mount Royal College on the City of Calgary 2003/04" April 2005.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "Economic Contribution of Olds College: Analysis of Investment Effectiveness and Economic Growth" Volume 1: Main Report, April 30, 2007.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "Economic Contribution of Olds College: Analysis of Investment Effectiveness and Economic Growth" Volume 2: Detailed Results, April 30, 2007.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "Economic Contribution of Olds College: Analysis of Investment Effectiveness and Economic Growth" Volume 2: Detailed Results, November 5, 2002.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "The Economic Contribution of Canada's Community Colleges and Technical Institutes: An analysis of Investment Effectiveness and Economic Growth" Volume 1: Main Report, Prepared for the Association of Canadian Community Colleges, February 13, 2006.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "The Economic Contribution of Canada's Community Colleges and Technical Institutes: An analysis of Investment Effectiveness and Economic Growth" Volume 2: Detailed Results, Prepared for the Association of Canadian Community Colleges, February 13, 2006.

Robison, Henry M., Kjell A. Christophersen of CCbenefits Inc. "The Socioeconomic Benefits Generated by 16 Community Colleges and Technical Institutes in Alberta: Executive Summary" Prepared for the Association of Canadian Community Colleges, January 8, 2003.

Wilson Boulton, Glynis, Joyce Ganong, Paul Boulton, Gordon Ganong "The Economic & Social Benefits of Arts, Culture, and Heritage in Red Deer, Alberta" Prepared for Culture Link, June 14, 2004.

Appendix C: Study Contacts

Name	Title/ Area	Organization
Dawna Allard	Director, Red Deer Regional Office	Alberta Employment, Immigration & Industry
Pat Bidart	Associate VP Academics	Olds College
Brian Cooper	Technology Chair	Bell Canada
James Gibbons	Superintendent of School	Chinook's Edge School Division No. 73
Shelly Gingrich	Director Business Services	Olds College
Charlotte Hogarth	Chair, Community Facility Needs Assessment Committee	Olds Chamber of Commerce
Greg Lendvay	Director Health and Wellness	Olds College
Stewart MacNabb	VP Student and Support Services	Olds College
Carl McDonnell	CAO	Town of Carstairs
Stirling McLeod	Treasurer	Olds Institute for Community & Regional Development (OICRD)
Bruce Moltzan	Associate Superintendent	Chinook's Edge School Division No. 73
Kevin Mooney	Area Manager (Red Deer, Rocky Mountain House, Drayton Valley, Olds), Red Deer Alberta Service Centre	Alberta Employment, Immigration & Industry
Dot Negropontes	Executive Director	Community Learning Campus
Doug Plamping	CAO	Mountain View County
Livia Sidam	Manager of Preservation & Protection South Zone (Olds, Stettler, Drumheller, Didsbury) Olds District Office	Alberta Child & Family Services
Tom Thompson	President & CEO	Olds College
Robert Wilson	VP Academics and Research	Olds College School of Innovation
Dale Withage	CAO	Town of Olds