



**SEE THE FUTURE - LEAD THE WAY**  
CLC - COMMUNITY LEARNING CAMPUS OLDS



The vision for the Community Learning Campus (CLC), located in Olds, Alberta, Canada began in 2003, when Chinook's Edge School Division received a \$6.8 million modernization grant from the provincial government to modernize Olds high School. In a bold move the parents requested the Board refuse the funding as they did not support the plan to modernize the existing building and cited a number of challenges including its location on a busy highway with playing fields across the highway.

What began as a concern turned into the CLC: a \$60 million project at its completion in 2010, involving the construction of four new facilities and a number of renovations integrated into the Olds College Campus. The project gained overwhelming support from many corners including municipal governments, community agencies, individuals and provincial government ministries. Most importantly, the CLC served as a catalyst to transform the way education is being delivered in Olds, to learners of all ages, and arguably has also impacted educational delivery in the province of Alberta.





The Community Learning Campus embodies a vision of the future of education and a commitment to see it realized. Its combined focus on students, the community, rural growth, and lifelong learning sets a new standard for the sustainability of small communities. It serves as a rural development model that is a benchmark for the province and throughout the world.

The project was not without its challenges. In fact, as you will read, there were a number of very large challenges that could have derailed everything. However, the commitment and passion for a new way of delivering education became the fuel that pushed us past challenges, and actually allowed us to transform them into opportunities.

THE SCOPE OF THE CLC WAS SIGNIFICANT. IT INVOLVED THE EXTENSION OF THE SOUTH PORTION OF THE CAMPUS AS WELL AS MULTIPLE ELEMENTS INTEGRATED THROUGHOUT THE CAMPUS.

**TRADES RENOVATIONS**

A series of small renovations were undertaken to more easily allow the high school students to access the extensive college trades facilities.



**FINE ARTS & MULTI-MEDIA CENTRE**

A vibrant, full scale performing arts centre, with a 390 seat theatre. It is also home to high school classes such as band, drama and cosmetology and is highly flexible to allow these classroom spaces to operate as back stage areas for cultural events.

**CAMPUS MASTER PLAN**

With the large expansion of the campus a plan was created to extend the central pedestrian quad to the south and develop a consistent feel to the campus so learner are at home anywhere on the main site.



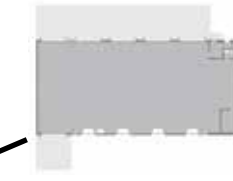
**BELL E-LEARNING CENTRE**

A 2500 m2 expansion attached to the existing Campus Learning Resource Centre / Alumni Centre. It serves as a technological hub, extending the learning network to 11 community engagement sites located throughout Central Alberta. It houses the Bell Canada Innovation Centre for distance learning.



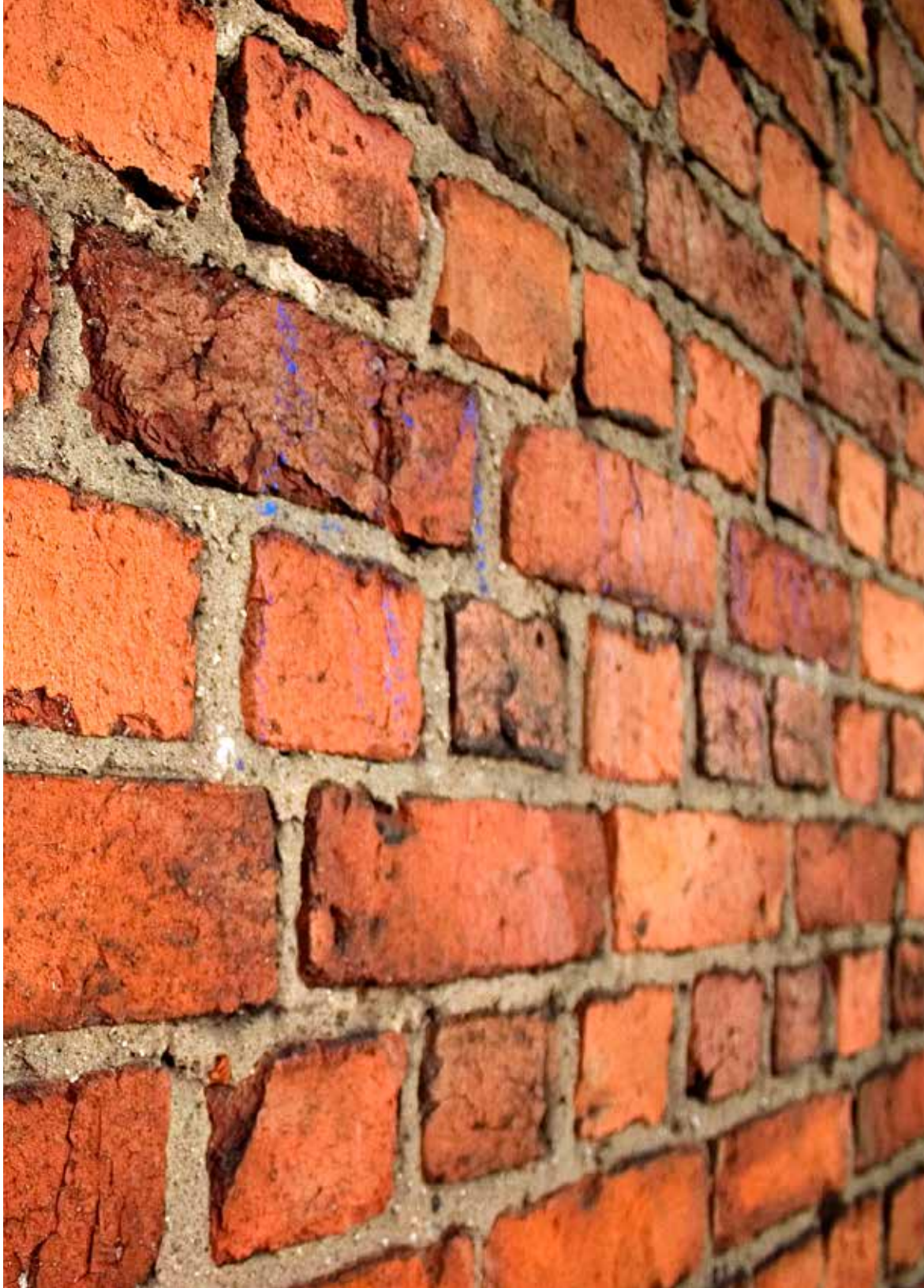
**RALPH KLEIN HEALTH & WELLNESS CENTRE / CORE HIGH SCHOOL**

The core high school serves as a base for high school students as they explore learning opportunities throughout the CLC. The Ralph Klein Health & Wellness Centre, with its many assets meets the wellness needs of high school and college students, as well as community members. It includes leased space with Child & Family Services and Alberta Health Services, and has an integrated Career Centre.



**BUS MAINTENANCE FACILITY**

Located centrally in Chinook's Edge to better serve the jurisdiction's schools. Its citing on the CLC allows opportunities for high school students pursuing heavy duty mechanics training.



## MORE THAN BRICKS AND MORTAR

Successful facilities are more than just bricks and mortar. The CLC is more than four new buildings and an expanded campus. The goal was to create more than a new high school; the goal was to create a new path for learning that would equip students with the skills to succeed. There was much more to consider than just building design. A holistic approach was required from the outset. The planning considered multiple factors that lead to success for the school.

- How education will be delivered
- How partnering organizations would need to change
- Measurement of deliverables
- Governance structure
- Engaging and empowering a community
- Obtaining required funding
- A view to long term operational sustainability

The success of the CLC was largely due to this holistic approach, and because of that the CLC is having a significant impact in the Olds community, and throughout the province of Alberta.

## HOW OUR JOURNEY BEGAN

Our transformational journey began in 2003 with the community refusal of a modernization. Chinook's Edge was looking for alternative site for a new high school, and for a pathway to government support. Within weeks, the jurisdiction had secured a major partner – Olds College – and formed the intention of building a high school on the college campus. They committed to work together to gain the necessary support from the provincial government and other funding sources Together they also gained support for the vision from key partners including the Town of Olds and Mountain View County.

The first step was the preparation of a \$40,000 business case which outlined a basic vision for the CLC. The partners were elated when this lead to the approval of \$500,000 to develop the schematic design and budget for the concept prior to full approval.

## SUCCESS...THE FIRST BIG CHALLENGE

With initial funding in hand we faced the first challenge which was two-fold. We were three months away from the provincial budget, when projects like the CLC are considered. The partners were in agreement that they needed to present the concept prior to this date while there was the "political will" for this type of project. In order to be considered for approval in the coming year, we needed to submit in 81 days (not work days, 81 total days). At this point, we were just at the beginning.

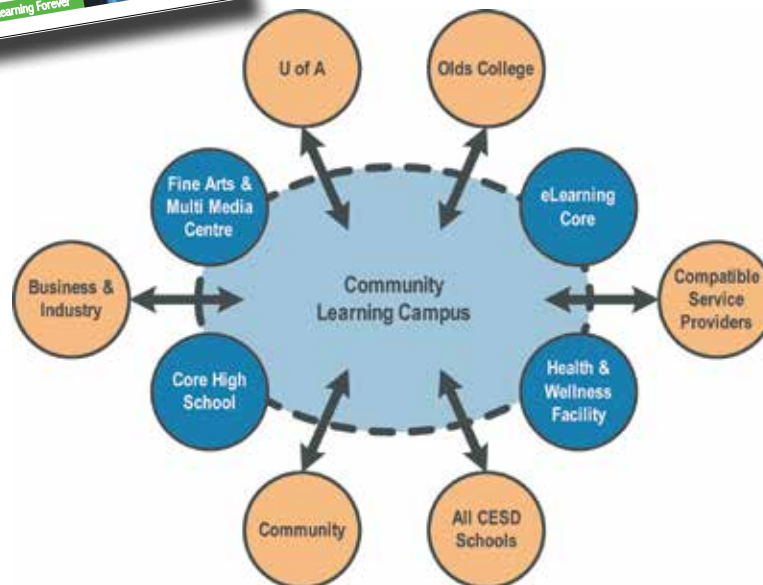
The second part of the challenge was that although the government only requested Schematic Design plans and a budget, we needed to develop the project partnerships, community support and Learning Plan as a foundation to the physical design. With only 81 days we needed to create a unique level of intense collaboration with hundreds of stakeholder in less than three months (described more fully in the "community engagement process" section of this submission), to create a solid vision for the CLC that would serve as its foundation through construction and on into operation.



Partners: Tom Thompson (Olds College President) and Jim Gibbons (CESD Superintendent)



Steering Committee: Board Chairs, Mayors, Staff and Students



Expanded Concept Diagram

## Within the 81 days we created a full report with these elements:

- Learning plan – describing how education would be delivered at the high school and college levels. This represented a significant change in pedagogy and delivery.
- A governance plan – describing how decisions would be made and by whom, to ensure the two different organizations could come together.
- Education framework that linked the CLC’s goals to multiple provincial policy priorities. This was key in gaining provincial approvals.
- Plan for a pilot program for co-articulation – allowing high school students to obtain high school and post secondary credit at the same time.
- Facility plan with full schematic designs for the four new CLC buildings, as well as for renovations to existing spaces, and a campus master plan.
- Technical plan outlining engineering solutions, project schedule and cost estimates for challenges.
- Partnership support structure with dozens of supporting letters from municipal government and community organizations.
- Commitment to raise \$5.7 million in funding.



## WHILE WAITING FOR APPROVAL, WE KEPT COLLABORATING

The provincial government took eight months to give its full approval. This challenge was an opportunity. It turned out to be a great benefit to the project because the exciting collaboration that started to put the proposal together continued while waiting. (This is further described in the community engagement process section of this submission). These discussions were definitely not driven by building design; rather, they were more holistic. They were focused on how education could be delivered differently from before, and what would be required to make that happen. How could we finance the ongoing operations? This work built trust and set the stage for more significant organizational change.

## THE NEXT CHALLENGE: RECORD SETTING INFLATION AND PARTIAL FUNDING

All of the team members who had worked so hard to prepare the submission by the provincial budget day, were thrilled when the provincial government granted full approval. However, this success brought another challenge. The government funding did not cover the leased spaces or any portion of the Municipal library, so not all of the funds were in place for the project.

This was just an opportunity in disguise and the team committed to finding a way to have the project move forward. At the same time, there was historically high construction inflation, driving project costs up by about 2 per cent each month. Rather than just ask for more money to cover these costs and risk the project, the bold decision was made to dramatically revise the plans to find a solution that did not rely on additional funding.

The result, we re-imagined how we could deliver education in some areas reducing our project area by over 17 per cent of the total area. This was accomplished without reducing the student capacity of the facility by working with the staff and community to rethink every aspect of the plan including educational delivery. The final plans met budget expectations and were received by all as an overwhelming success in achieving the ideals of the CLC.





*"The CLC has taken government policies and developed them in a form that has captured the imagination of the public. They can see the benefits for their children and their community and themselves."*

*– Design Team Member, Community Learning Campus*



Public Working Session: Over 300 people braved a blizzard to attend.

## **ANOTHER CHALLENGE: NO FINANCIAL SUPPORT FOR SUSTAINABILITY**

Our original design was reflective of the commitment of the community and partnering organizations to sustainability. We had intended the CLC to achieve a LEED Gold standard, and our anticipated cost premium for this was \$1 million. We did not receive any of our requested budget for sustainability in our approval.

Although we lacked resources, we did not give up on our commitment. We just knew we'd need to become more innovative. We used the challenge as something that would bring the team together. We developed a view that any space we did not build would bring significant savings in construction and on-going operational costs over the life cycle of the facilities. In the end we challenged ourselves to be more efficient and we significantly reduced the area and yet we improved programming.

## **FINDING THE SILVER LINING**

Our holistic approach to design was critical to our success with the CLC. We looked at the buildings as more than bricks and mortar, but rather as an opportunity to change the way education was being delivered, and truly to change organizational cultures. Because of this perspective, we were able to view challenges that came our way in the proper context. Each challenge became a rallying point to galvanize stakeholders. Each challenge came with a silver lining, and brought us one step closer to ultimate success.

## A PLACE THAT TRANSFORM EDUCATIONAL DELIVERY

In the end, the facilities were constructed a combination of new buildings, renovations and additions throughout the campus. Together with the existing facilities they provide an engaging and inspiring environment for learners; described more fully in the physical environment section of this submission. The project was truly unique for a variety of reasons. The campus concept distributes learning allowing all learners whether from the high school, college or community to access advanced learning environments and resources.

## THE CLC VISION

After the work of various committees, and extensive collaboration with community and stakeholders, we were able to formalize our mission (enduring purpose) to be:

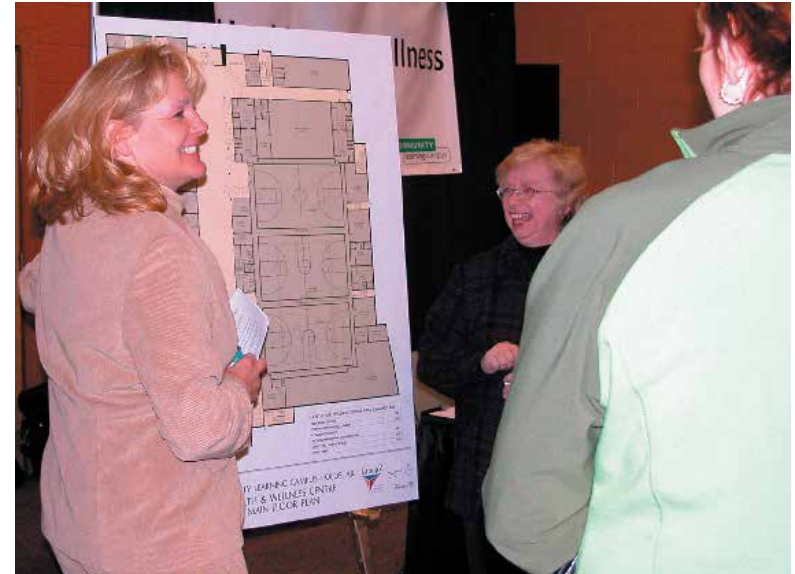
**“To create a universally recognized model for enhancing rural community capacity, through meaningful partnerships, that ensures seamless, quality, accessible and innovative education for all learners.”**

When we considered the future, we set our vision, for the CLC to become:

“Indisputably recognized as a leading educational environment, in personalized success for all learners in their community.”

Further, we set intended outcomes for the CLC. We aimed to have the CLC:

1. Provide reciprocal and seamless transfer between high school, post-secondary and community
2. Personalize learning to meet diverse needs
3. Create a campus that encompasses sustainability
4. Advance rural community development



Teacher presenting design information to the public.



Visioning work shop

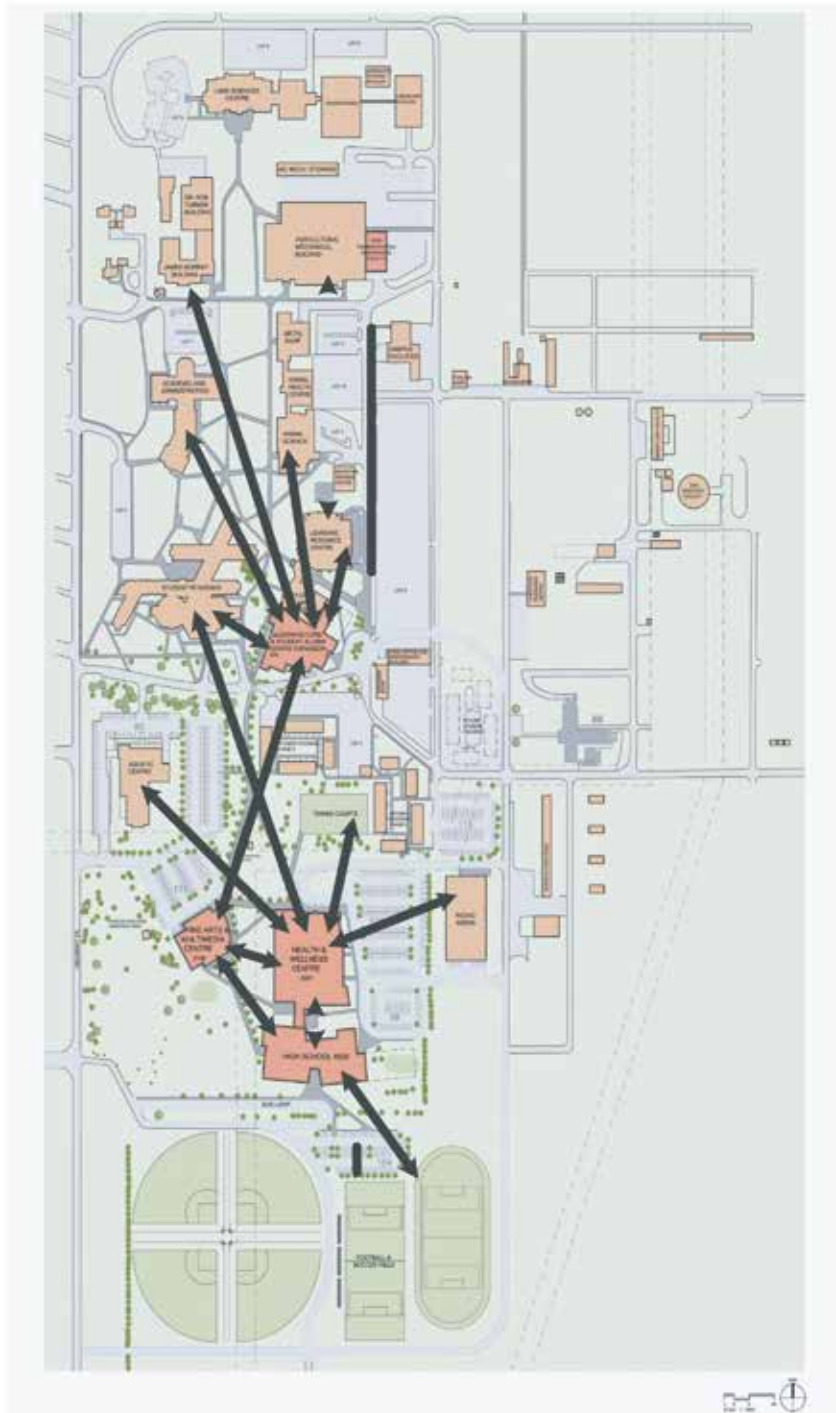


Figure 1. Interaction among learning settings for high school, college, and community learners on the physical campus of the CLLC.

## A SEAMLESS TRANSFER FROM HIGH SCHOOL

A provincial priority as well as in Chinook’s Edge is to increase the number of students completing high school. Having students successfully make the transition from school to either post-secondary studies or into the work force is another goal.

The CLC aimed to help achieve these goals by ensuring students would have educational experiences that were highly relevant to their interests and potential future careers. The intention of the CLC was to allow students to have a home in the core high school facility, but as they moved up through the grades to give them increasingly more opportunities to venture onto the College campus and take in college level courses.

## PERSONALIZING LEARNING

One of the most important discussions that occurred leading up to the submission for funding, and during the months following, was how educational delivery could best meet the needs of students. The process of creating a new facility was a catalyst for this exciting discussion. The result was a dramatic change from a more traditional, industrial based, “one size fits all” model to highly engaging, flexible and personalized delivery.

## SUSTAINABILITY

The original partners were committed to the idea of sustainability right from the beginning. Each wanted a final product that would reduce construction and operational costs, and contribute to the overall health and wellness of the facilities’ users.

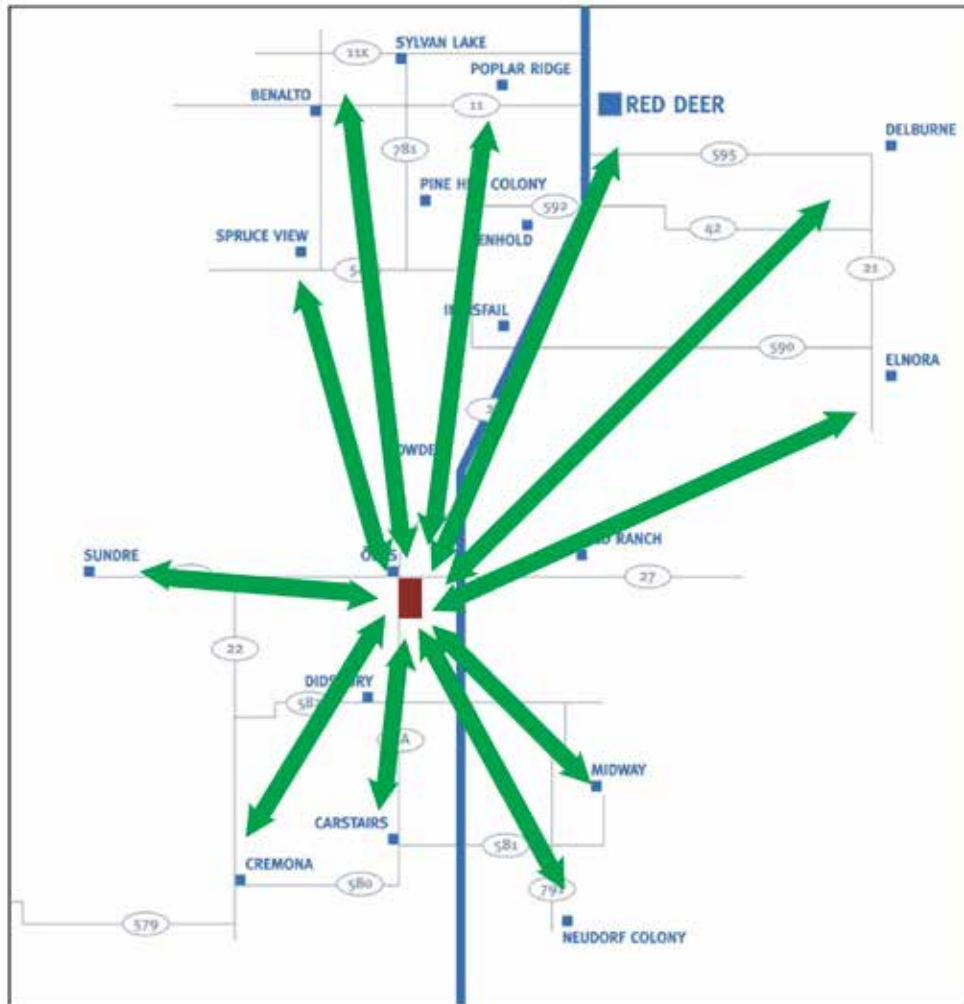


Figure 2. Interaction among learning settings for high school, college, and community learners on the virtual campus of the CLC. (Note that the boundaries are permeable and interactions may expand to the provincial, national, and internationally levels as needed by learners).

## ADVANCE RURAL DEVELOPMENT

One of the challenges in rural Alberta is that learners in larger municipal centers have had greater access to opportunities such as post secondary institutions, and specialty offerings at high schools. One of the intentions of the CLC was to increase opportunities to rural learners of all ages, and not just to those physically located in Olds where the CLC was placed. This idea resulted in the establishment of 11 community engagement sites, linked to the CLC through video conferencing technology.

## ADDRESSING COMMUNITY CHALLENGES

At the time of the CLC's inception, the Town of Olds had been experiencing a migration of youth to urban centres. The shift was starving this rural town of the physical and intellectual resources needed to sustain itself.

The CLC set out to provide learners in Central Alberta with the opportunities that were only available in Alberta's larger cities. A Centre of Learning Excellence, the CLC fosters partnership with industry, government and individuals, igniting regional cooperation essential to economic success.

*"In conclusion, the Olds Community Learning Campus goes far beyond the Town of Olds and surrounding area. This innovative approach to education has the potential of showing the rest of the world that Alberta continues to be a leader."*

*– Alberta Kemmere, Reeve*



## ALIGNING GOALS

The goals set by the CLC were powerful not only because they would impact local students and community members, but also because they advance provincial policy priorities. The “Go Alberta Strategy”, “Rural Development Initiative” and “Campus Alberta Goals” all aligned with the CLC vision, and the basic ideas of “life-long learning and seamless transitions”.



From Left to Right: Tom Thompson (President and CEO Olds College), Dave Hancock (Advanced Education Minister), Dr. Rod Fraser (President of the University of Alberta)



Exterior Fine Arts and Multi Media Centre



Exterior Bell e-Learning Centre

## BUDGET

The final cost for the project was \$60 million. The provincial portion of the funding was \$47 million. Local support for the capital development originally targeted to be \$5.7 million dollars rose to \$9.1 million. Supporters included: Olds College Student Association, local businesses, service clubs and private donors. This was evidence of the incredible momentum and excitement in the community for this project. We were also able to partner with corporations, community service agencies and government departments, which provided financial support for ongoing operational costs, or equipment and expertise. Ongoing long term leases with three provincial departments provide ongoing revenue to fund operating expenses. As well, over \$3.5 million in operational funding came from partnerships with Bell Canada and The Royal Bank of Canada to support innovative programming.

### Project completion date:

Phased Completion by building from 2008 to 2010.

*Jaye Bainbridge*

As previously described, our challenge at the start of the project was trying to develop a design for four facilities, as well as a governance plan, a framework linking the project to provincial government priorities, and a learning plan to describe how education would be delivered differently – all in 81 days.

The only way this would have been possible was through extensive community engagement. Exceptional team effort involved more than 15 consultants and 40 committee members, and was unparalleled. It resulted in:

- 44 design meetings, including six teams, running concurrently on a single day every week
- 4 full day workshops developing the mission vision and learning plan
- 12 learning plan meetings
- 4 governance team meetings
- 2 public open houses
- 1 community presentation
- 4 newsletter publications to the community and government updating on progress

## Stakeholders

Twenty-seven individuals on the CLC Steering Committee signed the Learning Plan section of the report that went forward to government. These individuals represented Olds College, Chinook's Edge, Town of Olds, Mountain View County, parents, students and Child and Family Services. Although not signatories, Alberta government officials also attended meetings to provide support and input. Along with this group, hundreds of people from the community, Olds College and Chinook's Edge were involved in design meetings.

Community engagement helped shape the CLC concept through participation in visioning sessions, design charrettes and public meetings that captured the imagination of the community and government. The result was a series of program enhancing formal partnerships with the Town of Olds, Mountain View County, and the University of Alberta, to create a foundation that attracted private industry, voluntary community and health organizations and children's services.

*Jim Gibbons*

Jim Gibbons, Superintendent and CEO

*Doug Wagstaff*

Doug Wagstaff, Member, Board of Trustees  
Chinook's Edge School Division and Campus



Small group working on vision for teaching.



CLC Director showing model of campus expansion.



## ONGOING COLLABORATION DURING THE WAITING PERIOD

As previously described, the provincial government took eight months to approve the Learning Plan and Schematic Design. This turned out to be a blessing in disguise, and was critical to the success of the project.

During this waiting period, the committees kept meeting. Educators and administrators continued to work on how this new concept would impact teaching and learning on a day to day basis. Programs were evaluated and teams grew together. This time allowed many individuals to become more comfortable with change and news ideas. There was time for people to come to embrace the concept and consider even more dramatic change.

## GETTING RE-STARTED

The formal design process began again in December 2005, after receiving partial government funding with a series of education focused workshops that honed in on preparing students with the skills to be successful. A second series focused on how to position the CLC to be an operational success. Facility design began later as a complement to that vision. The process focused on how and what students would learn and flexible innovative environments would support the vision.

More than 400 meetings were held **in addition** to the early visioning meetings for the project's first phase and the traditional design development meetings for facilities. These meetings occurred starting in 2005 with some groups continuing to meet today.

- o Governance Team = over 50 meetings from 2005 to today
- o CLC Executive Committee = 122 meetings from 2005 to today
- o CLC Budget Working Group = 17 meetings from 2007 to 2012



Community engagement in a variety of settings.





Students, staff, and community leaders working together.

- CLC Business Development = 24 meetings from 2006 to 2011
- CLC Communications Committee = 20 meetings from 2006 to 2009
- CLC Facility Use = 29 meetings from 2009 to 2010
- CLC Furniture and Equipment = 55 meetings from 2007 to 2010
- CLC Programming = 19 meetings from 2006 to 2008
- CLC Joint Venture Technology Working Group = 20 meetings from 2006 to 2010
- CLC Applied Science Working Group = 25 meetings from 2006 to 2010
- CLC Site Construction = 76 meetings from 2007 to 2010
- South Central Rural Alliance = 8 meetings from 2008 to 2010
- Community Engagement Sites = 15 meetings from 2009 to 2010
- CLC Sustainability = 5 meetings from 2005 to 2006

*“On behalf of Town of Olds Council and the citizens of Olds, I commend the process that was provided to the community; as well pay tribute to the dedicated individuals who participated in developing the learning plan. Thank you for catching the SPIRIT.....your commitment to deliver enhanced education to our rural community families and all learners remains superior in quality; it is my hope that through meaningful partnerships within our community and region, we can make this work.”*

*– Judy Dahl, Mayor, Town of Olds*



## COMMUNITY VISION – COMMUNITY BUILDING

In addition to hundreds of meetings, in which community members were a part of, we held numerous presentations, workshops and open houses. The vision was established with the community these sessions were held to ensure that as the project developed it was built with the community. These included:

- Design Charettes (students, teachers, parents and the community)
- Safety and security
- Site design and Green Space
- Value Engineering
- Impact on surrounding communities without Boundaries
- Facility use and booking
- Community information sessions

Numerous newsletters and media releases were distributed in an effort to communicate to external and internal audiences. Brown bag lunches were held at Olds College for staff and several input sessions were held at Olds High School for students, teachers, staff and the community, Presentations were given for Mountain View County, the Town of Olds, Olds Chamber of commerce, service organizations, Olds College and Chinook's Edge School Division Board, Alberta government ministries, and numerous visiting delegations. A website was developed to house project information and provided a place for the public to submit questions.

## UTILIZING COLLABORATIVE TEAMS TO RESPOND TO FUNDING CHALLENGES

As describe in the scope of work section of this submission, one of the challenges was a smaller amount of government funding for the project as we had hoped and high construction inflation. Our collaborative teams were tasked with the assignment of finding reductions in space – or in other words they were asked to rethink the entire project. At the same time they focused on avoiding any negative impact to programming – therefore protecting the project’s vision. In order to achieve these significant challenges, we relied on a large amount of collaboration.

Instead of asking whether people could share space, the President of Olds College and Superintendent of Chinook’s Edge took the bold step of indicating to their organizations that it would be assumed that people would share facilities and spaces, and if sharing would not be possible a formal request could be made to be considered separately. Establishing the assumption of sharing opened the door for some exciting synergies.

The change between the original project plans and final plans, as a result of this ongoing collaboration and thinking time, is quite amazing. Each of the four CLC facilities changed dramatically for the better. More spaces were shared. Departments integrated and learning opportunities were enhanced. At the same time we reduced area by 17% and saved over \$8.5 million dollars.



Re-thinking the facility designs.

## Examples

### ***Computer spaces spread throughout the campus***

Originally designed with an extensive computer commons, the final concept of the e-Learning Centre morphed to include small computer access areas spread throughout the campus. This enhances program delivery, as technology is more connected to learning in a variety of subject areas. Also, it reduced the size of the building.

### ***Shared library spaces***

The original design for Olds High School included a library. With the focus on shared spaces, stakeholders were ready to support our suggestion of sharing ‘library’ space with Olds College. Now, the CLC’s Bell e-Learning Centre is a hub for learning, providing access to cutting edge technologies for distance learning.

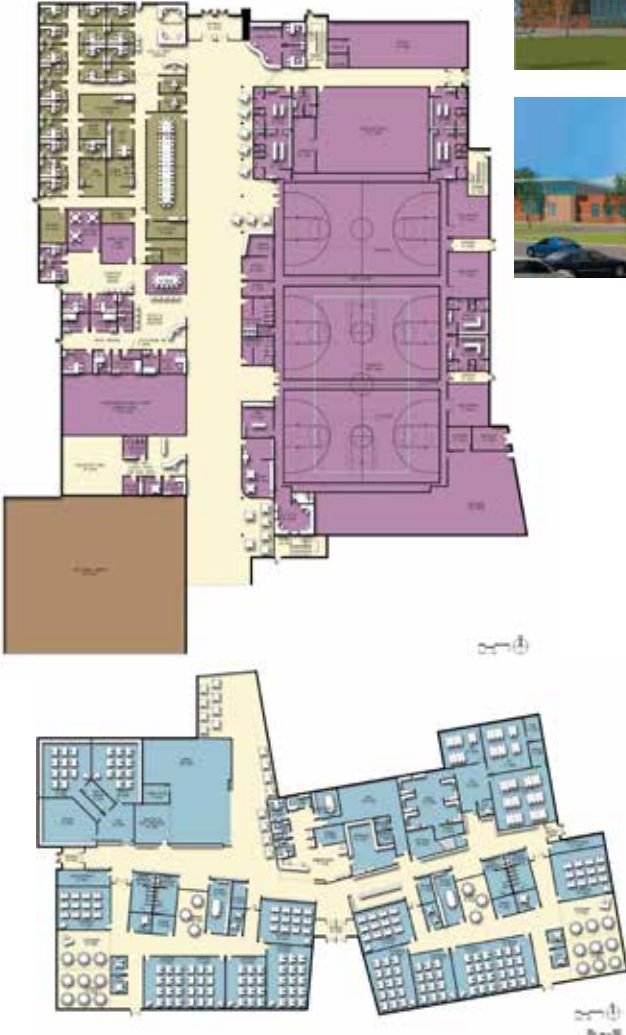
### ***Sharing performing / instruction spaces***

The original design called for a 350 theatre. The new design eliminated some circulation space, and as a result the constructed facility is a 390 seat theatre. The facility is also highly flexible, welcoming drama, music, cosmetology and band students into its walls each day. Instead of constructing these spaces in the high school, they were included in the Fine Arts Facility which also then has performing arts capacity not previously available in the community.

The funding challenge was transformed into an opportunity for collaboration and leadership; the spirit of the CLC. Because we were pushed to rethink everything, the result was much stronger: a smaller facility that met all of our program goals – and the focused collaboration resulted in many synergies that enhanced program offerings and strengthened project outcomes.



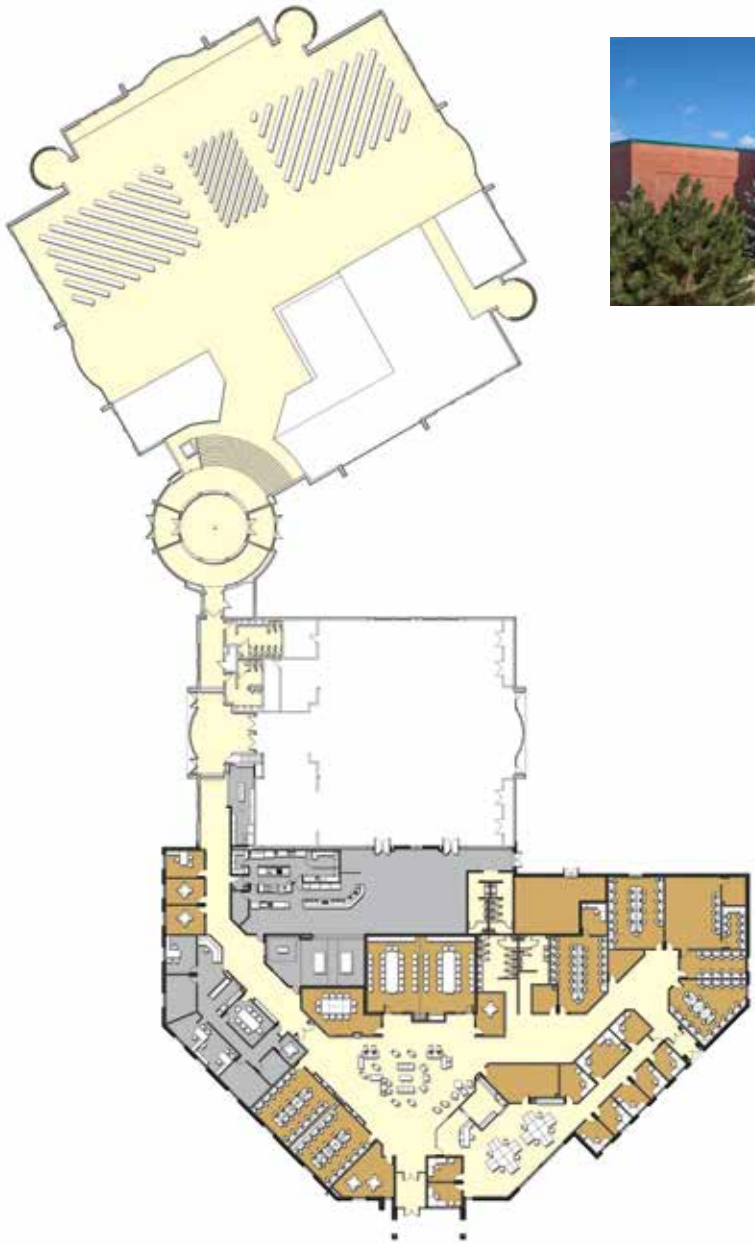
RALPH KLEIN HEALTH & WELLNESS CENTRE / HIGH SCHOOL



Original concept

Final plan reduced by 13%

BELL E-LEARNING



Original concept

Final plan reduced by 31%

## PUTTING THE CLC VISION INTO PRACTICE BEFORE CONSTRUCTION

At some of the early collaborative sessions with parents, a concern came forward to us that students who were then currently enrolled in the high school would not benefit from the CLC, because they would have already graduated by the time it was built. This concern pushed us to consider how we could take the ideas and vision of the CLC, and apply them right away. We would showcase the future today.

Exciting opportunities developed, including a group of high school students who were mentored by the architectural firm during the design phase of the project in a series of individually developed courses. These allowed students to experience architecture and engineering first hand helping to shape the new facilities with professionals.

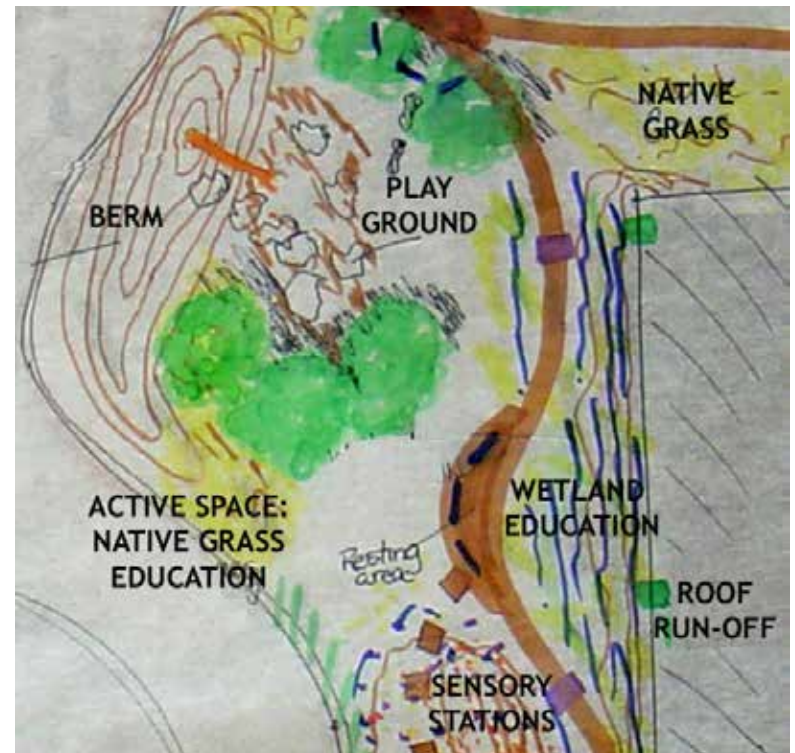
The consultants worked with the Olds College horticulture staff and students to create a series of community workshops that brought together high school students, community members, college students and professionals to collaboratively create a series of landscaping solutions for different areas of the campus. The consultants helped guide the college horticulture students who lead the sessions and gained firsthand experience with both design and community engagement. The concepts were further developed with the assistance of their instructors and the consultant team. During the workshops the high school students presented group concepts to the 70 plus participants. The result was a remarkably creative set of concepts and a preview of the power of combined opportunities for learning among all groups of learners.

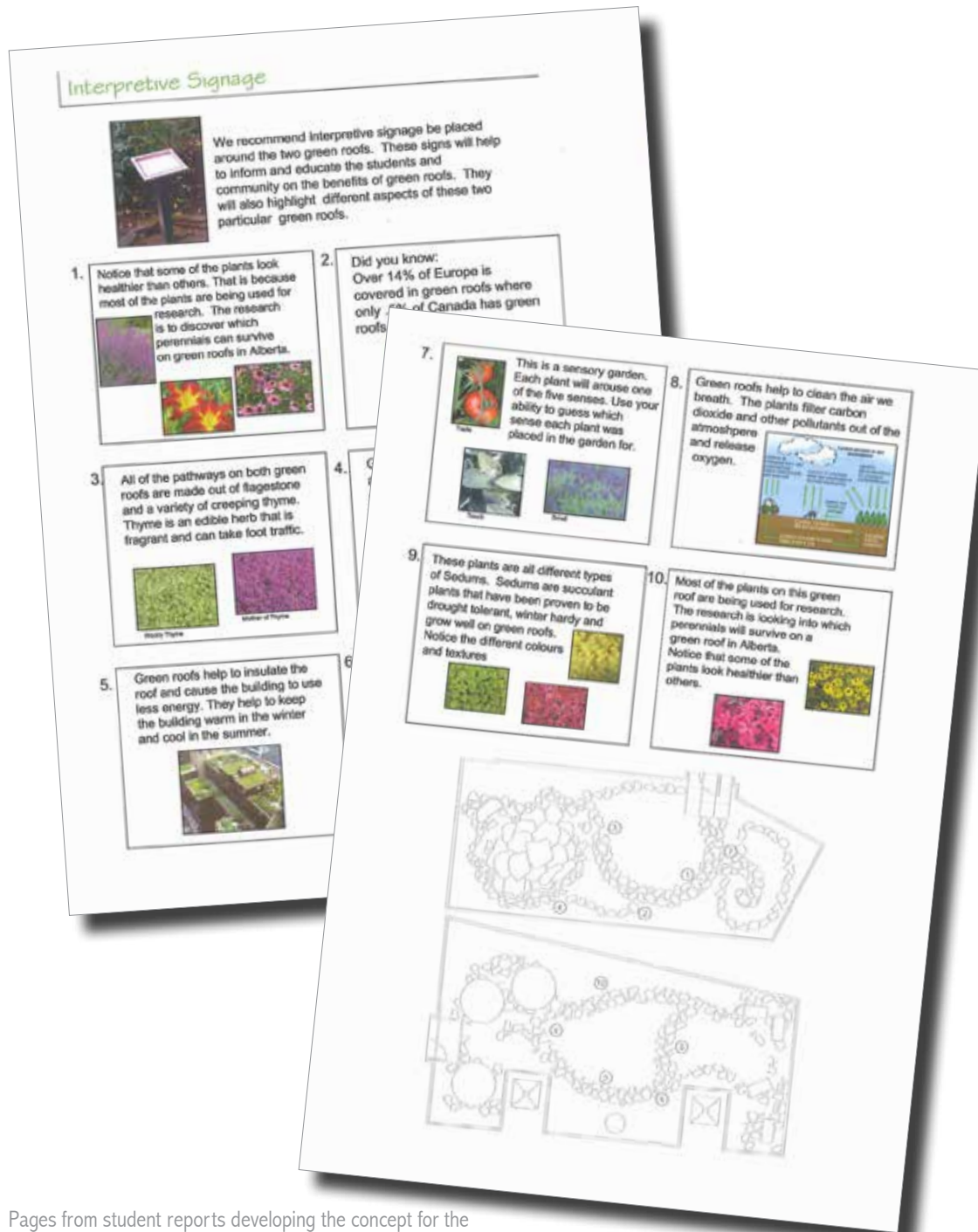
*The CLC has already created a new spirit of collaboration. We are ready and excited to see teh possibilities unfold.*

- Parent



Landscape Charette Workshops





As we scaled back our early concepts for green roofs to meet budgetary constraints we looked for ways to extend the educational impact of what remained. The result was a collaborative effort lead by the teams of students from the Bachelor of Applied Science Landscape Management program who worked with the professional team and their instructor to develop a separate set of research trials for each of the remaining two green roofs. The research focused on green roof plant material and various plant mediums (various material, depths, and wind exposure). This was an important research project, as little of the existing research about green roofs material related to our local climate and conditions but rather related to other geographical regions of Canada, United States or Europe. The students also developed design concepts for each area that included interpretive signage, all planting design and furniture.

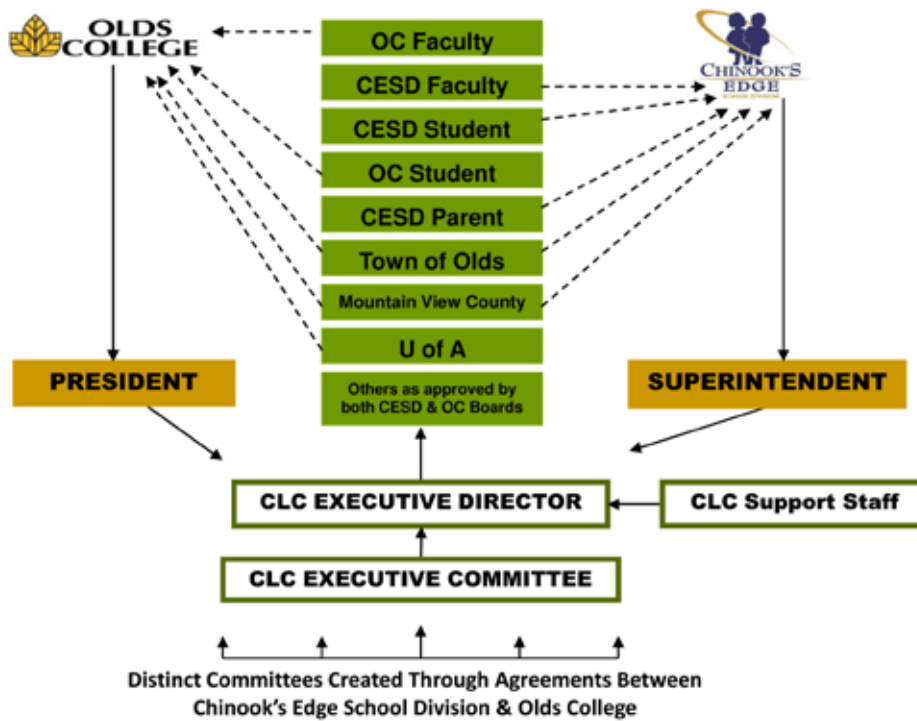
This level of involvement not only aligned with the CLC's emphasis on providing individualized project based, collaborative learning opportunities, it also reduced project costs. As well it ensured current students would have the opportunity to experience the benefits of the new learning culture that was being created.

## GOVERNMENT INTEREST

Several other government departments had also joined the discussion during this highly collaborative period of time, as the CLC vision and design evolved. These departments included Alberta Employment and Immigration, Child and Family Services, Alberta Infrastructure, Alberta Arts and Culture, and Alberta Health. In the end, Alberta Health, Child and Family Services and Alberta Employment and Immigration chose to co-locate services in the CLC Health & Wellness Facility. Of note, the level of involvement of Alberta Employment and Immigration was significant; more than a co-location, but rather an integrated approach with employment counselors set up to provide services to high school and college aged students from the same offices.



## GOVERNANCE STRUCTURE

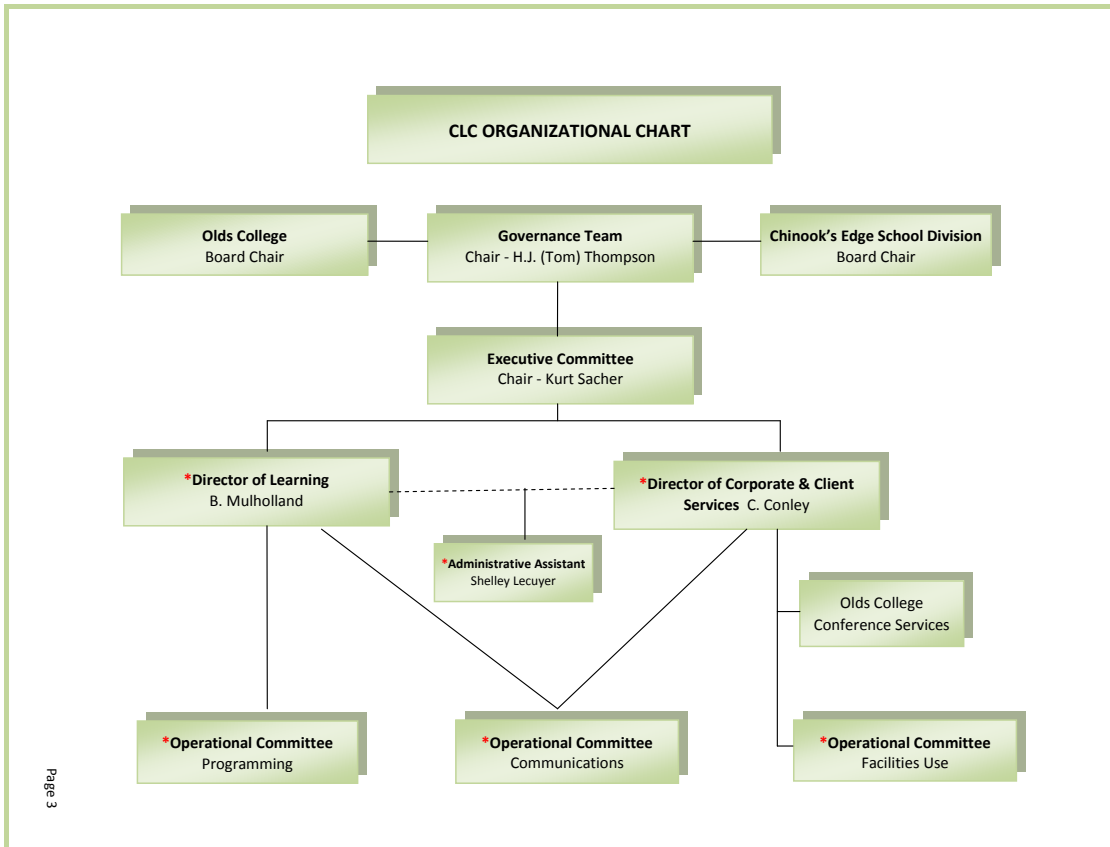


### STRONG GOVERNANCE A CRITICAL FACTOR

One of the keys to the successful functioning of the many committees, and to the vision coming to fruition, was the governance structure that brought the two founding educational organizations together. Having such a structure helped the two organizations know how to 'play in the sandbox' together well.



Touring staff and media during construction.



The governance structure, along with an executive committee, is still in place today. The group meets monthly, tasked with the responsibility of moving the vision of the CLC forward, and enabling the two differing organizations to work together in a way that benefits students. Although some of the original collaborative groups – such as those that gave input into the facility design– are finished their work, the collaborative spirit continues today. The two founding institutions each find a great benefit in their partnership, and those benefits are brought to the forefront through the ongoing efforts of the governance team.

*“The Chamber sees the opportunity for the communities of Olds and District to grow. Initially this concept will greatly benefit the students, however in the long run the business communities will benefit the most. This is definitely a community builder.”*

*– Vic Wolchansky, President, Olds & District Chamber of Commerce*



Grand Opening of Fine Arts and Multi Media Centre

*"As Canada's leader in Information and Communication Technology innovation, this investment reinforces Bell's commitment to Alberta and to our partnership with the Alberta Government in building the SuperNet. In addition, we plan to interconnect the management and operational component of the Bell e-Learning Centre with Bell's 10 Innovation Centres across the country to provide access to the latest Bell-developed research and development solutions. The CLC is the first academic institution in Canada we have connected in this special way!"*

*– Charles W. Brown, President, Bell, Western Canada*

## COMMUNITY ENGAGEMENT LEVERAGES PARTNERSHIPS

As excitement for the CLC project grew throughout Central Alberta and the province, one of the results was that the CLC was able to form new partnerships which aligned with their intended outcomes. These partners were able to provide support in the following ways:

- Funding for pilot projects
- Partnerships which provide revenue to fund operations once the CLC opened
- Partnerships which provide equipment
- Partnerships which provide mentorship and expertise for student / community development

Partnerships extended into the corporate world, community service organizations, and government agencies. Some examples of important CLC partners include:

- Bell Canada – which provided equipment and expertise to expand the reach of the e-Learning Centre. The CLC became one of Bell Canada's 10 "Canadian Centers for Innovation".
- Town of Olds, Olds College Students Association, Royal Bank of Canada and Kiwanis Club were also contributors.

The extensive community engagement work not only ensured we developed facilities that had the support of the community they resulted in a high level of ownership. The community felt they were a part of what was created. It brought people together, strengthening the community and creating enthusiasm for the future.



Top: student collaboration in one of the learning quads



Side: Foods lab in the Core High School

## AVAILABLE ASSETS

- A strong partnership between Olds College & Chinook's Edge
- Available space on Olds College Campus
- A commitment in both organizations to addressing a variety of learning needs
- Alignment of CLC goals with provincial priorities in education, rural development and community development. This helped us gain provincial attention and funding approval
- Leaders of each organization that had the mindset of the assumption of shared spaces. This led to some incredible synergies
- Time between application for provincial funding and funding approval, which allowed additional time to collaborate. As a result, educators were more willing to embrace significant change
- Educators that were willing to embrace change
- Educators at the college and high school level that were willing to work together, despite organizational differences
- Governance structure that mapped out how each organization would work with the other
- Strong community engagement process and overwhelming community support. We raised \$9.1 million from the local community, and a variety of partners.

The CLC Learning Plan is one of the most innovative approaches to education in the world. Through college and community partnerships, it has helped high school students make a seamless transition to the workplace, trades, apprenticeships, college or university. It was designed to allow high school students, adult learners, small business owners, entrepreneurs and community members the opportunity to experience enriched education that is traditionally reserved for people living in large urban centres.

The design and construction of the CLC was the catalyst for monumental change in the approach to education. Olds High School was previously delivering education in a traditional, 20<sup>th</sup>-century, industrial based manner. The design process spurred huge change: a shift to a 21<sup>st</sup> century approach, where learning is created and designed by and for each student, under appropriate teacher supervision.

The goals that came out of these discussions and drove the design of the facility include:

## 1. Learning themes

These govern how students would interact with college opportunities, and prepare for their adult lives.

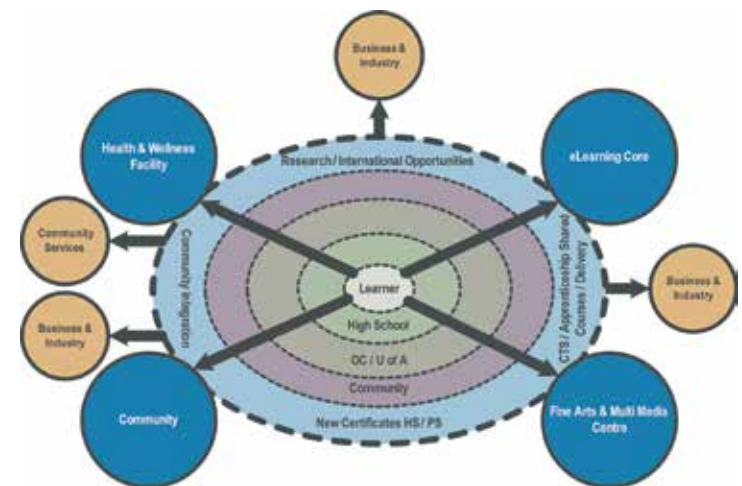
- a. Grade 9: "Who Am I?"
- b. Grade 10: "Where am I going?"
- c. Grade 11: "What do I need?"
- d. Grade 12: "Do I have what I need?"

## 2. Learning Communities

This involved the organization of students into four learning communities or quads, starting at grade 10, supported by interdisciplinary team of core academic teachers working with a fixed group of students. Each quad (approximately 35 students) has a team of three teachers. These teachers 'loop' with the students, meaning students have the same teacher for each academic subject for four years. This is to allow the teacher to come to understand students better and personalize their delivery to meet individual student needs. In this format, team teaching is intended to be the norm.

## 3. Dramatic timetable shift

As collaborative discussions about educational delivery developed the vision for the CLC, one of the highly transformational ideas was that of a time table change. Although a first that might sound simple, the idea drove some far-reaching architectural changes. Because traditional 50-70 minutes class blocks would not easily allow students to take advantage of the open integrated



Learning Pathways

college training, a super block was created. This superblock runs for a full morning or afternoon. Each student is scheduled to have his/her superblock at the same time as other students in their grade (or 'house').

The result of this timetable shift was better learning opportunities for students. Another result is that one quarter of the total student population is in learning settings outside of the core high school – but still on the CLC / College Campus – during each superblock period. As a result, the number of classrooms that were required to accommodate a student population of 750 is reduced significantly. Instead of traditional classrooms, additional learning areas such as break out rooms and resources rooms were developed throughout the facility, creating a highly flexible environment.

#### 4. Flexibility

The CLC offers a highly flexible approach to high school learners, where students can access the expertise of high school and college level instructors and other resources. Students also have 'flex' time each day to accommodate self-directed project time, facilitated by teachers.

#### 5. Personalization

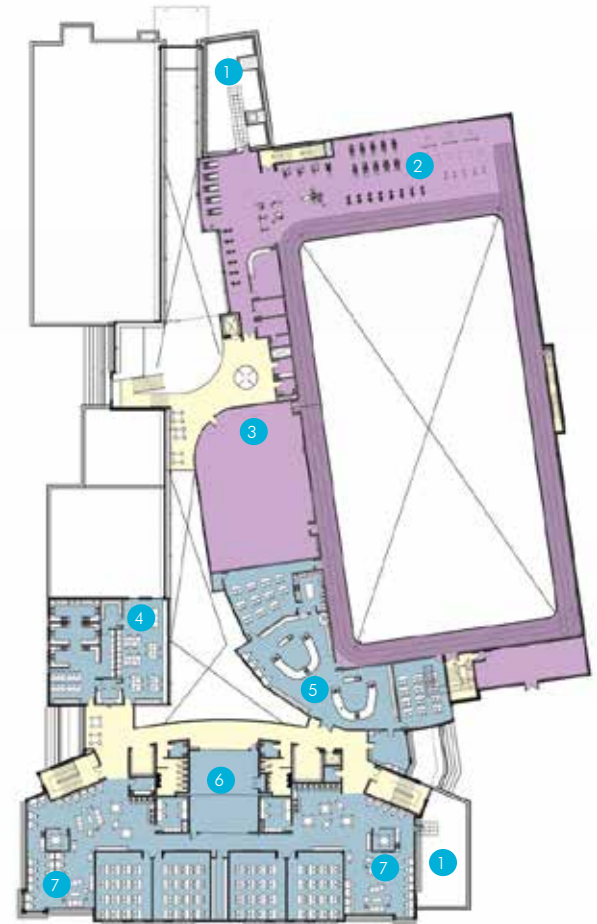
A focus on personalized learning plans, learning supports and access to high end technologies, so students have significantly more support and opportunities. Having a group of teachers working collaboratively with students for multiple years allows customized solutions that work with and build individual student skills.

#### 6. Project based learning

Educators shifted thinking to incorporate more project based learning opportunities. These can cut across traditional course curriculum and present real world scenarios that challenge students to develop critical thinking and problem solving skills.

#### 7. Dual Credit opportunities

Allowing high school students to earn credits in high school and college at the same time, assists with a number of intended outcomes such as improving high school completion, making the transition to post secondary / work seamless, and it also makes learning more relevant (see comments from parents and students in the 'results' section). Providing students with the opportunity to gain dual credit enables them to partially or even fully complete post secondary requirements before graduating from high school. Even before the facilities started construction, a pilot project for high school students began.



Ralph Klein Health & Wellness Centre and Core High School  
Second Floor Key Plan

- 1 Green Roof Research Area
- 2 Fitness and Running Track
- 3 Clinical Health Area
- 4 Food and Fashions
- 5 Science Park
- 6 Flexible Learning Area
- 7 Learning Neighbourhoods



Learn quad (student lunch area to the left, quad breakout room featured with blue walls.



Shared seminar room.



One of four core learning quads

## SUPPORTING THE NEW WAY OF LEARNING

The facilities were developed to support the learning. The spaces do not conform to provincial education specifications but to a way of teaching and learning. Many of the features of a traditional high school are not even present in the core high school, because they are spread throughout the other CLC facilities. For example:

- The gymnasium and fitness spaces are in the Health & Wellness Centre, which can also be accessed by the public during times when the school is not using it.
- There is no library area in the core high school. For learning resources, students / educators can either access it digitally within the core high school, or use higher end equipment (as well as traditional paper based resources) at the college Learning Resource Centre.
- Drama, band, art and cosmetology which are integral to the Fine Arts and Multi Media Centre.

What remains is built around four core learning communities that are anchored by a collaborative open learning environment for students (The Quads) and a collaborative teacher's core for the team of instructors. The Quads allow areas for self-directed student study as well as collaborative project based inquiry. The team space for teacher encourages the opportunity to collaborate on personalized instruction and projects that respond to individual strengths and weaknesses. This process is enhanced by having the teachers loop with the same group of students for multiple years enabling the development of more challenging tailored projects and instruction.

The concept of super blocks enabled students to move to specialized learning environments in the high school or around the campus allowing a small number of classrooms and a wider variety of flexible learning support spaces such as seminar rooms and breakout rooms to be created in the high school and all the other facilities as well. Having these resources spread throughout the campus supports the project goals of having an educational environment that is integrated with the college and the larger community.



**Period 1** - Research project for Chemistry at the Science Park



**Period 2** - Group work for Media Studies at the video production studio at the Bell e-Learning Centre



**Period 3** - Share lessons in language and culture with a partner school in Mexico every week, along with Community Engagement Site in Bowden

## WHAT DOES THIS LOOK LIKE IN ACTION?

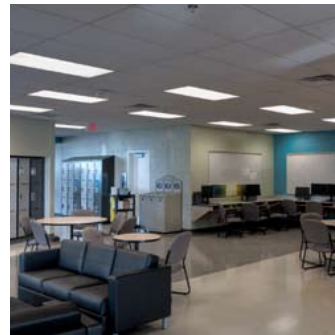
When you attended high school, what did a typical day look like for you? Compare that against a typical day for a student at the CLC. You'll see how the ideas and goals we just described have filtered down into a student's experience.



**Lunch** - Basketball practice at the Ralph Klein Health & Wellness Centre



**Period 4** - Drama class in the Fine Arts & Multi Media Centre



**Period 5** - Discuss poetry for English in your learning neighborhood.



## How the educational environment supports the project's goals

- **Students advance their careers.** The location of the four CLC buildings on Olds College campus provides incredible opportunities for students. It allows students to explore their strengths and experience possible careers. Depending on the subject area, students may also gain post-secondary credit, advancing their career goals significantly.
- **Opportunity for shared resources extends its reach.** The governance structure laid the foundation for sharing, has enabled shared expertise. This enriches learning opportunities for students, making learning more engaging and relevant from a student perspective. This expertise extends throughout Chinook's Edge School Division; teachers in other municipalities and schools can access CLC resources to meet the needs of their students.
- **21<sup>st</sup> century learning established.** The design of the core high school reflects 21<sup>st</sup> century learning styles: learning quads, project based learning, and personalized learning plans. There are large circulation areas where students can research and study, either individually or collaboratively, as well as space for discussion. They are designed to allow appropriate guidance from instructors as well as convenient access to technology.
- **The concept of collaboration is modeled for students.** One of the key skills that educators at the CLC strive to help 21<sup>st</sup> century learners develop is the ability to be collaborative. Because the world is changing, today's students must be prepared to work with future colleagues in a collaborative manner. They need to be comfortable and adept in this area.

The design of the CLC's individual buildings, as well as the layout of the facilities on the college campus, is highly supportive of the development of these skills. For example, band and cosmetology students see how their music room in the Fine Arts & Multi Media Centre becomes a backstage work area for theatre productions. Another example is how the timetable moves 25 per cent of the student body out of the core high school each morning and afternoon. As these students each experience opportunities found throughout the college campus including in CLC and College facilities, they also see the sharing of space in their own school. In this way, the physical facilities of the CLC serve as a model of cooperation and collaboration, instilling its importance in students.

- **Flexibility** is evident throughout the design. Spaces were designed to accommodate students during daytime hours, but community members as well. Residents can access fitness facilities, theatre, and employment services (at the e-Learning Centre) for instance. Flexibility is also evident in the core high school, with learning spaces that can be easily altered with folding partitions.



Student actors use Fine Arts Studio as backstage area during a performance.



Theatre used for a conference with seating retracted.

## DUAL CREDIT PROJECT

The dual credit project is one of the exciting opportunities that came with the CLC. As previously referenced, it involves the chance for students to earn high school and college credit while enrolled in a single class. This furthers their transition into post-secondary or work, and it makes school more relevant.

The first dual credit offerings included welding, meat cutting, and equine sciences. These were offered as a pilot program, with a final report to the province in 2011 which indicated the program had resulted in successful course completion, positive feedback from students, parents and staff. All eleven high schools in Chinook's Edge have had students involved in the project. From February 2009 to June 2011, 139 students had completed dual credit courses.

Since the program's inception, even more opportunities have been opened. These include fashion marketing, office administration, carpentry, agricultural equipment technician, heavy equipment technician, and landscape gardener. Some courses are more geared towards giving the student a taste of a career or post-secondary option (while gaining credit), while others give students a head start on apprenticeships.

The CLC continues to offer dual credit options to students, knowing the impact is significant (see student, parent and staff comments in the 'results' section of this submission).



Dual credit trades program.



## COMMUNITY ENGAGEMENT SITES

Community Engagement Sites link surrounding communities with the technology, learning applications, support and culture of the CLC. Some people use the Community Engagement Sites to take a class for pleasure, while others have built their professional skills through post-secondary courses for credit. The sites in 11 communities also support business applications and video conference capabilities for small businesses.

This concept also provides teachers and students with access to more options; unique courses that students from around the jurisdiction can enroll in with a passionate instructor that maybe at any one of the CESD schools.



Interior street of the Ralph Klein Health & Wellness Centre / Core High School

## THE COMMUNITY LEARNING CAMPUS DESIGN

The CLC is a ground breaking approach to learning. Integrated with the Olds College Campus, the facilities of the CLC - Fine Arts & Multi Media Centre, Bell e-Learning Centre, Ralph Klein Health & Wellness Centre/Core High School and the Chinook's Edge bus maintenance and mechanics training facility along with numerous College facilities such as the Trades training shops, research labs, and the Learning Resource Centre, provide the physical framework to build opportunities for learners of all ages.

Such a ground breaking approach to learning required a ground breaking physical environment. The new elements that created the CLC were purposely separated creating an extension of the Olds College campus plan allowing a sense of identity but encouraging functional integration. Separate structures create a true campus model and blur the boundaries of where learning happens. Because the CLC facilities are spread throughout the campus, high school students experience what it is like to move around on campus and they are able to become comfortable with this learning style.

The physical design creates a series of centralized street connections creating a walkable cold climate campus as students get a true feel of post-secondary education. Synergies create opportunity and every aspect of a high school is re-imagined to amazing results. Students can access the College Learning Resource Centre and trades area; therefore no library is required which allowed the capital investment to be reallocated toward integrated career centres. These support individualized learning plans and the Bell e-Learning Centre that provides the technological hub and industry partnerships to link Olds and 11 other communities to a world network of distributed learning.



## Key Plan

- 1 Student Leadership Area
- 2 Olds College Students Association
- 3 Video Conferencing/Collaboration Rooms
- 4 Technology Commons
- 5 CLC - Center for Innovation - links to business and link to international distributed learning network
- 6 Media Studies

## BELL E-LEARNING CENTRE

The Bell e-Learning Centre, the technological hub of this learning network, extends its learning network throughout Central Alberta with 11 community engagement sites. This 2500m<sup>2</sup> expansion is attached to the previously existing Campus Learning Resource Center/Alumni Center. It includes a student leadership center and houses the Bell Canada Innovation Centre for Distance Learning along with numerous computer labs, a media studies facility, extensive administration area focused on developing programming for distance educations.

The collocation of these flexible learning resources has created a dynamic and fluid teaching and learning environment that can facilitate events from a large conference to a single individual accessing a lesson via the distance education network. This facility strengthens educators' ability to deliver 21st century learning.

Students' educational experience is expanded and heightened by providing a broader sharing and access to facilities, programming and instruction that also extends to local industry and government.



Bell Centre for Innovation.



Clockwise from top left: Students working on a collaborative project; media studies lab, central learning commons; advanced computer lab

## FINE ARTS AND MULTI MEDIA CENTRE

The 1,870 m<sup>2</sup> Fine Arts and Multi Media Centre is designed to provide a full scale, vibrant performing arts centre. Housing a 390 seat theatre, the Centre takes advantage of programmatic and facility synergies. By creating flexible space that can serve multiple functions, it achieves significant utilization. The stage area acts as a day to day instruction space for drama classes as well as providing a performance venue for the community.

The facility includes retractable seating in the theatre space to allow the transition from traditional theatre events to multiple other required uses such as banquets, receptions, conferences and tradeshow. The band room, practice rooms, cosmetology area, and fashion lab, while used as teaching facilities during the day, provide an outstanding back of house to significant performances, allowing warm up areas, change rooms, and makeup areas to be utilized within the flexible teaching space. The facility is a hub of community activity and programming, enhancing education and culture.

Events such as the Olds Kiwanis Concert Series, Olds Fashioned Festival of Trees and the Olds and District Kiwanis Music Festival, Banff Mountain Film Festival Tour are some of the community events are hosted in this facility. In addition, a neighboring high school makes use of the facility for concerts. Also, Chinook's Edge hosts a "Young Song Writer's Intensive" annually here.



Theatre (lower seats can retract)



### Key Plan

- 1 Stained Glass Studio
- 2 Band
- 3 Performing Arts
- 4 Visual Art
- 5 Cosmetology
- 6 Performing Arts Control Room



Clockwise from top left: cosmetology; main lobby; band room; fine arts studio



## RALPH KLEIN HEALTH & WELLNESS CENTRE AND CORE HIGH SCHOOL

The 11,950 m<sup>2</sup> Health & Wellness and Core High School originally were designed as two separate facilities joined by a walkway. In the final design, they are fused as a single multi-use community facility. Together, they provide a base for high school students, as the students explore different educational experiences. Key components within the facility are the high school administration and science park. The core high school is highly flexible, emphasizing collaborative learning spaces, seminar rooms and breakout spaces over classrooms. This allows educators to deliver project based learning that is designed around the needs of individual students.

In the Health & Wellness Centre, students and community members have access to a fitness centre, a three-lane running track, three-station gymnasium, wrestling room, two multi-purpose spaces, a child-minding area, food kiosks and leased space which includes Child & Family Services, Integrated Career Centre (ICC) serving the high school, college and Town of Olds and space for a medical clinic space to be developed by Alberta Health. The Health & Wellness Centre not only addresses the needs of high school and college students, it also reaches out to the community, providing an asset that was not previously available.



Clockwise from top left: fitness area; track; multi purpose room; triple gym





## BUS MAINTENANCE FACILITY

Chinook's Edge Bus Maintenance Facility is situated on the Community Learning Campus in Olds, AB. The facility is centrally located within Chinook's Edge School District and provides a facility for bus maintenance.

Its siting on the Community Learning Campus also allows for a synergy with the High School, where high school students are provided access to the building to pursue learning opportunities in Heavy Duty Mechanics. The building is a pre-engineered structure with shop space that includes four bays large enough to accommodate buses, as well as a wash bay, washrooms, coffee area and office space.

## LEARNING FOR ALL

What is highly exciting about these facilities is their ability to respond not only to the needs of traditional learners (high school and college aged students), but also their ability to meet the needs of the community – whether for cultural presentations, to access fitness facilities, or government provided services such as through Child and Family Services.



Clockwise from top left: learning quad; science park; bus maintenance facility



Student leadership event hosted at Fine Arts and Multi Media Centre

## RESULTS

When considering the four major goals of the CLC: 1) a seamless transfer from high school, 2) personalized learning, 3) a sustainable campus, and 4) advanced rural development, the CLC has been very successful. The impact from the CLC is being felt by learners in Olds, throughout the region, and throughout Alberta. Some of the results of our work were what we anticipated; greater success for learners of all ages connected to this environment. The other major result was discussed often: **the power of leadership**. This was important to both model to learners and mentor in learners but we did not fully anticipate the influence leading the way to the future of education would have beyond the CLC itself. The CLC has become a catalyst for change influencing government programs, the delivery of education in other school jurisdictions and even the ideas of post-secondary institutions.

We've organized this next section according to the four CLC goals – showcasing our intended results as well as the impact we are having by “Leading the Way”.

*“Clearly there is an urgent need for creative answers to the challenges facing educational services delivery and skills training in rural areas. Approaching these challenges by connecting academics with industry learning and post-secondary opportunities is an excellent vision.”*

*- Design Team Member, Community Learning Campus*

## A SEAMLESS TRANSFER FROM HIGH SCHOOL

One of the major project goals was to help high school students more successfully transition from high school to post-secondary or to the world of work. Some of the facts that indicate the CLC is inspiring this change include:

- A decrease in the high school dropout rate. It was 3.2% before the construction of the CLC. By 2012 it had dropped to 1.8%.
- An increase in the high school completion rate (tracked for 3 years after grade 12 year) from 84.8 in 2006/07 to 85.2 in 2010/11.
- Diploma Exam results are up from 95.2% of students achieving an acceptable standard in 2006/07 to 97% in 2011/2012.
- The number of students achieving the level of excellence on Diploma Exams is also up from 19.8% in 2006/07 to 24.6% in 2011/2012.

Although the shift in some of these numbers may appear to be small, they are actually very significant. Before the construction of the CLC, Olds High School was already one of the jurisdiction's highest performing high schools. Because its results were already high, and students were already successful, achieving an improvement was more challenging.

If you look at the Diploma Exam results, you'll see that 95% of students had already been achieving acceptable scores (passing). To raise the bar to 97% means that of the portion that previously were not passing, there has been an increase of almost 50%.

When you consider the standard of excellence, it is important to note that there are only a certain percentage of the province's students that can achieve that. While all students might achieve acceptable which is a passing mark, the score for the standard of excellence is different each year, and is only awarded to a finite percentage of students. School jurisdictions throughout the province struggle to impact this area, sometimes striving for years for any kind of growth. To see a shift of almost five percentage points is a substantial achievement.



## LEADING THE WAY: DUAL CREDIT - THE POWER OF A GREAT IDEA

One of the greatest successes of the CLC is the dual-credit program. This program allows students to gain college and high school credit while being enrolled in one course. Its intent is to help students experience a career option, and in some cases even get a head start on accreditation requirements. What started as a pilot program in 2006 with six welding students who in enrolled in college level welding courses, receiving credit at both Olds High School and Olds College has spread across the province. The CLC was asked to present on its dual credit project at the "Alberta Dual Credit Symposium" in 2010. Today programs run province wide in various institutions impacting thousands of students.

It aligns with CLC goals to personalize learning, making education student-centered. Feedback from students, parents and staff is extremely positive. The program is helping students see the relevance of school, and helping them want to complete their schooling so they can transition to a career successfully.

Here is a sampling of comments regarding the dual credit program:

*"My son's outlook towards post-secondary education is much different and more positive." – Parent*

*"Having to be there (at all college classes) made me have a better work ethic and I went to my high school classes more often." – Student*

*"I think dual credit builds the bridge for the student who previously thought they could not consider post-secondary education." – Olds College instructor*

*"It (the trades course) showed me how I need my math and other courses to do that work." - Student*

*"It helped me realize that getting a minimum 70 average isn't as hard as I thought. So therefore gives me confidence to get better grades in high school." - Student*

*"I think that this program was excellent as it was exactly what my son needed. Thank you very much." - Parent*

*"It lets me experience more than just a welding class in high school. I learned more safety and find myself wanting to learn more." I definitely see myself coming back to the college and taking the welding course." – Student*

*"It (taking the dual credit course) makes me want to try harder in school so I can get a good job so I can have a good future." – Student*





Students using the Fine Arts Studio

### PERSONALIZING LEARNING.

The goal to focus on individual learners has paid significant dividends. The satisfaction of staff, students and parents is improved.

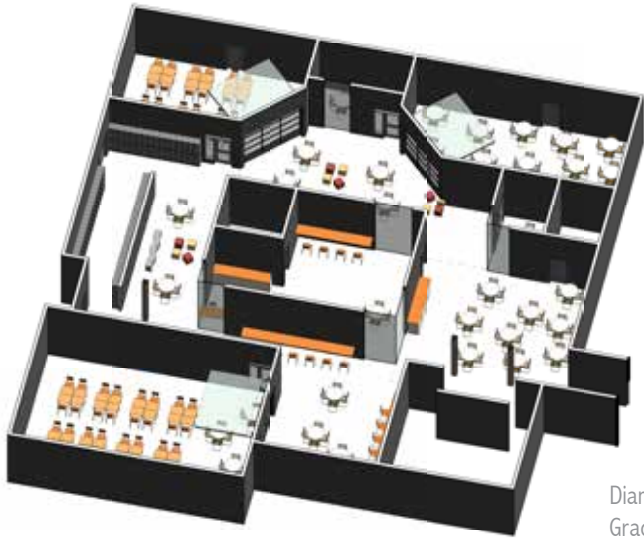
- More students are reporting satisfaction with the education they are receiving: 89% in 2007/08 to 93% in 2011/12.
- More students are reporting satisfaction with the quality of teaching at Olds High School: 81.7% in 2007/08 to 85% in 2011/12.
- Parents are also more satisfied. 86.3% now say they are satisfied with the quality of education (compared to 81% in 2007/08).

*"This has been a great opportunity; my son is so much happier and has a positive outlook towards schooling now. I could never get him to study before, now he comes home and will spend hours studying and doing homework, and enjoys it." - Parent*

*"My daughter has become so focused at school right now and taking this course has been a lot of work for her but she has enjoyed every minute of it. It has shown her a whole new world and now she can't wait to go to college and knows what she wants to do for the rest of her life." - Parent*

*"I have a better understanding of what skills I have." - Student*

*"The course helped me decide what I want to do so I know what I need to reach there." - Student*



Diamond Willow School  
Grade 5/6 Pod



Ponoka Composite High School  
Humanities Learning Commons

### LEADING THE WAY: IF YOU BUILD IT THEY WILL COME

One of the significant impacts of the CLC has been as a catalyst for educational reform. Several other school jurisdictions from around the world have toured the CLC to gather ideas about how educational delivery can be transformed. Within the province it has directly influenced numerous schools that have gained the confidence to move to the student centered personalized model based on what they have witnessed at the CLC.

- Rocky View School Division based in Airdrie, Alberta has developed its two latest high schools based on the model of the CLC after touring the facility extensively.
- Designs for Ponoka Composite High School, Ponoka Middle School and Ponoka Elementary School were directly influenced by the CLC. Wolf Creek Public Schools staff again toured the facility and engaged with educators inspiring them to focus on 21<sup>st</sup> Century Learning styles and transform their learning environments.
- The CLC was toured by the Dean and various staff from the University of Calgary's Faculty of Education. it became a transformational force as they redevelop the Faculty of Education with a goal to prepare teachers that will be leaders in education.

## SUSTAINABLE CAMPUS

One of the CLC's foundational commitments was to sustainability and we had originally intended to have each of the CLC buildings be designed to a LEED Gold standard. As described previously (in the Scope of Work section of this submission), we were disappointed that we did not receive provincial funding to support this goal. However, similar to the other challenges we faced, we were not prepared to give up on our vision, and our collaborative efforts paid off again.

One of the options considered was to design one of the CLC facilities as LEED Gold, but our stakeholders didn't like the idea of 'doing a token solution'. As a result, we challenged ourselves to think outside the box. Our collaborative efforts allowed us to maintain our commitment to sustainability.

We incorporated significant improvements in energy use, developed green roofs, reduced water consumption and developed naturalized landscaping. We utilized heat recovery, improved insulation, reduced construction waste and developed ongoing recycling programs. One of the most significant themes, however, was to "build better" build only what we need no excess no wasted space. By reducing overall space, we would save materials, transportation impacts, capital costs and long term operating costs, thus increasing the long term viability and sustainability of the CLC. By sharing space and rethinking operations we greatly reduced area. In specific we:

- Reduced area in the Bell e-Learning Centre by 31%
- Reduced area in the Fine Arts & Multi-media Centre by 21%
- Reduced the area of the Ralph Klein Health & Wellness Centre / Core High School by 13% - while increase from a double to triple gymnasium

As a result CLC has achieved a remarkable level of sustainability and moved the bar on sustainable thinking. Building less reduces consumption of energy for generations.

- The 38% improvement in energy use we achieved through design improvements increases to a 49% improvement when you adjust for 17% of the building not constructed (that portion would be 100% efficient)
- 17% reduction in the cost of building materials, an overall savings of \$9.5 million in construction costs
- 17% less operations and maintenance for the life of the project
- 17% less future repairs and modernization costs
- 17% less material required to be dealt with at the end of the building life cycle



## ADVANCE RURAL DEVELOPMENT

As a model for rural development the CLC has a number of significant impacts. It directly impacts the Town of Olds, with a population now of over 8,000 is a growing and thriving community. The CLC not only provides significant assets that were not previously available. It provides opportunities for learners of all ages. Venues for fitness, wellness, fine arts and culture came with the CLC that are regularly used by town and county residents.

In addition an Economic and Social Impact Study was completed by Schollie Research and Consulting which placed the total economic impact of the CLC in the first six year construction and startup period at \$162.3 million. Over a 30 year period the total economic impact rises to \$286 million dollars. This represents \$5.17 in benefits for every dollar invested in the CLC by the provincial government.

In addition the CLC has expanded opportunities across the region

- Community Engagement Sites have successfully delivered programming to 5,200 learners by 2010. These include health, science and technology, business, arts, high school and continuing education courses. Professional development throughout Chinook's Edge also occurs through the Community Engagement Sites.
- CLC has created strong relationships between professional staff at the college and high school levels. Both organizations benefit from shared expertise, as does all of the schools within Chinook's Edge. Recently, the CLC developed documents that show links between provincially mandated curriculum at each grade and the potential Olds College related programs.
- Chinook's Edge's high school completion rates across the entire division have continually climbed over the last several years and are now above provincial average. Although many factors would have influenced this result, a recognized factor is the CLC.
- Dual credit opportunities are now offered throughout the jurisdiction through the CLC, making school more relevant for students.

## LEADING THE WAY: INNOVATIVE THINKING CONTINUES

The innovative thinking and spirit of excitement that influenced the development of the CLC vision, is alive and well at Olds College. A visit to Olds College campus today reveals a significant effort to make learning relevant to learners. Incoming students are now required to provide their own ipads, in what is being called the 'gamification' of learning. See <http://bit.ly/Y6FH0L>. Olds College's idea is that today's learners are increasingly comfortable in the digital world, and with gaming interfaces. Starting in December 2012, Olds College announced it is developing courses that incorporate gaming technologies to support learning. It plans to make these available in September 2013 with some of the first applications focusing on the development of entrepreneurial skills and thinking.







### OTHER ACCOLADES

- Olds High School was chosen as one of two high schools in the world to be included in an Innovative Learning Environments study by the Organization for Economic Cooperation and Development (OECD), and delegates from Insert location around the world toured the CLC in October 2011.
- The CLC became one of Bell Canada's 10 "Canadian Centers for Innovation".
- CLC was selected as one of five official Alberta Arts Days celebration sites in 2009.
- The CLC received an award from the Calgary Educational Partnership in the category of School to Work Transition – for its dual credit project.

### LEADING THE WAY: INFLUENCING EDUCATION ON THE WORLD STAGE

*"We were particularly attracted to its approach to combining high school, post-secondary, and community education through a mix of face-to-face and virtual learning," said David Istance, Senior Analyst in OECD's Centre for Educational Research & Innovation based in Paris. "This research is being used in the international community to help shape policy-making and practice towards approaches appropriate for 21st Century learning agendas. We want to show what is possible if you have vision and imagination, are ready to strive to very high levels, and work closely with the community. These things are all in place at the Community Learning Campus in Olds."*

*"This institution was chosen to represent one of the most innovative learning environments," said Dr. Dorit Tubin, Department of Education at Ben-Gurion University in Israel. "It is an amazing facility and I am interested in how it is supporting learning so successfully. It is fantastic."*



## CONCLUSION

What started as community concern over an aging facility and inadequate high school site, has turned into four magnificent facilities, all built around a unique vision for educational delivery. This occurred through a thorough and comprehensive planning process, which was highly collaborative, and based on a strong vision that described how education would best assist learners. The transformation in educational delivery is measurable and exciting!

As we described, this project was not without its challenges. In fact, there were major challenges. But, our commitment and passion for our vision drove us forward, allowing us to turn those challenges into opportunities.

When considering the CLC's original goals: to provide a seamless transfer from high school, to personalize learning, achieve sustainability, and advance rural community development, there is significant evidence of success. Ongoing collaboration, a strong governance structure and organizational commitment to the CLC will ensure the CLC continues providing opportunities for rural learners of all ages, well into the future. Truly the CLC fulfilled its quest to "see the future; lead the way."