



Victory Memorial School

ALTERNATIVE USES

Identifying and assessing scenarios for renovating the VMS

the st. clements group inc.

June 9, 2010

Part 1: Conestoga in Ingersoll

Part 2: VMS alternative uses

DRAFT
For Discussion Only

town of ingersoll





Preface

This report is the part 2 of a combined review of Conestoga's establishment of its power centre training facility (now renamed the Ingersoll Skills Training Centre¹) in Ingersoll and an assessment of alternative uses of a refurbished Victor Memorial School.

Part 1 of the report (packaged separately) looks at Conestoga's programming options, the market for renewable/sustainable energy education, program implementation, and how the Town might respond to the College and the students' needs.

At the time that this project started, Conestoga College had identified a possibility of expanding its presence in Ingersoll by either holding programs and courses in the

VMS or one of the other educational facilities (Westfield and Princess Elizabeth schools) scheduled for closure in the next year. With the opening of the power centre, Conestoga has noted that expansion is now not likely to occur in the foreseeable future, if at all. As a result, the Town is evaluating the possibility of renovating VMS, even without the active involvement of the College.

Part 2 of the report describes possible uses for VMS based on the community's aspirations, its recently completed strategic plan, and its economic development thrust. If the Town reaches the same conclusion as those reached in this investigation, a more formal quantitative business plan should be completed subsequent to this present engagement.

Though each part of the report can be read independently, the reader is encouraged to review both parts in order to understand the complete picture.

¹ In both part one and two of the reports, we refer to the Conestoga facility as the "power centre".





Alternative uses of the Victory Memorial School

Conestoga College recently opened the Ingersoll Skills Training Centre (often called the power centre) and is expecting its first cohort of 24 students in September 2010. At an earlier stage of the planning, there was discussion regarding using the Victory Memorial School as a possible site for an expanded Conestoga presence in the community. However, the College has since decided to tread more slowly, and possibly not expand its “footprint” in the community in the near future, if ever at all. As a result, it gives the Town an opportunity to look at a wider range of opportunities for the VMS.

A number of possible uses for the VMS have been identified. After discussions with steering committee members and other informants, three in particular have been identified for further investigation. These are:

- A centre for community services for people-at-risk
- A community cultural centre
- An educational centre

This project is a qualitative assessment of the three scenarios. A quantitative assessment (a business plan with financial projections) may be the subject of a future project if the Town feels it is warranted. The assessment of the scenarios is based primarily on an understanding of the community's needs and aspirations, its economic development strategy, the benefits and risks to different community stakeholders, examples from other communities and the ability of the scenarios to satisfy those needs, goals, and strategies.

Please note that this report is the second part of a wider investigation. The first part concerns Conestoga College's plans for the power centre and lays the foundation for this



part of the project. Readers are encouraged to read both parts (though this is not necessary for understanding the issues). Copies of the report's first part can be obtained by contacting Ingersoll's economic development department.

Over 40 individuals in Ingersoll, elsewhere in Ontario, and in the USA were involved in the assessment through interviews and workshops. Their views have formed the basis of the assessment. The views of another 40 participants of the part one report also informed the conclusions of this second part report.

The assessment rested on answering following questions:

- How well does the scenario meet the provisions of Ingersoll's strategic plan? (From that plan, "Ingersoll becomes a skills training, apprenticeship and educational hub for southwestern Ontario through the community strategy where education and educational opportunities are created.")
- How well does the scenario meet the needs of potential tenants?
- How well does the scenario meet the needs of the community's economic development goals?

- Are there a sufficient number of potential tenants of a similar sort so that the VMS has a focus to attract tenants and users?
- Does the scenario attract an increase in the number of users for the downtown?
- What are the benefits and risks of each scenario to different stakeholders?

Conclusions

The principal conclusions of the assessment are the following:

1. Community organization centre scenario
 - Ingersoll sits closely between two much larger centres (London and Woodstock) which means that many potential patrons of community service organizations are likely to travel to those centres.
 - Generally, branch offices of community service organizations are well established in their current locations and do not see a need to establish either a new office in Ingersoll or move from an existing location.
 - This scenario meets needs of community residents for more convenient services. It does not contribute substantially to the Town's economic development activities but is likely to increase foot traffic to the downtown marginally.



- There are an insufficient number of potential tenants. Some organizations that might locate or relocate to the VMS would vacate existing spaces.
2. Cultural organization centre scenario
 - Cultural organizations are generally small with few financial resources and so their lease obligations may need to be subsidized by the Town.
 - A number of exhibit and performance space are currently available in the community. VMS may duplicate some of these spaces.
 - This scenario meets several needs of the community for a stronger, more cohesive cultural sector. As a venue, it may increase foot traffic to the downtown but only periodically during events.
 - There are an insufficient number of potential tenants. Those organizations that relocate to the VMS may vacate existing spaces.
 3. Education and training centre scenario
 - Known as a “multi-institutional training centre” or MITC, this would bring together 4-6 college tenants who would deliver renewable/sustainable programs and courses. A “landlord”² would be responsible for the operations of the physical plant.
 - The MITC would house new “businesses” (the college tenants) to town and would not require

² This “landlord” may or may not be the Town and may be a third-party owner of the VMS.

them to vacate other town locations. The MITC contributes to the “sales pitch” to attract new power-related manufacturers and services providers.

- There are over a dozen Ontario colleges that currently offer renewable/sustainable energy programs and courses. These would be prime candidates for tenancies.

Recommendations

1. **Use VMS as a MITC** — Given the Town’s strategic planning goals, economic development thrust, and the views of interviewees about the welfare of the community, we recommend an educational use for the VMS focusing on renewable and alternative energy programs and courses.
4. **A single landlord manages and operates the facility** — The “landlord” would be responsible for managing the physical plant, leasing space, operating the common services (see recommendation 3 below), financial sustainability, and perhaps the initial capital cost.
5. **The MITC’s main components should be educational facilities, student-related services, and complement community services** — We recommend



that the VMS power centre be made up of the following main components: education facilities including lecture space, administrative offices; student services operated by third-parties including food services; complementary community services such as employment, wellness, and counseling services available to students as well as residents and businesses also operated by either the landlord or third parties; an incubator for energy-related start-ups; and typical back-of-house services such as carpentry and electrical shop, security, and computer/IT services.

6. **The sales pitch to attract college tenants should be a combination the renewable/sustainable energy focus and low entry cost and risk** — The key features to attract college tenants include: allowing colleges to focus on doing what they do best which is teaching; a relatively low cost to enter the southwest Ontario market which is a “hotbed” of renewable/sustainable energy manufacturers and services; an opportunities to collaborate with others in the same field for programming, course development, any research, events, corporate training, and continuing education; and being part of a “centre of renewable energy training excellence”.
7. **Ensure that Ingersoll's relationship with Conestoga's skills training centre is uninjured by the entry of potential competitors** — It is important that the Town protect its relationship with the College and to the extent possible protect Conestoga from injury from the newly competing VMS colleges.
8. **Ensure that the VMS's energy focus is an integral part of Ingersoll's economic development branding** — The VMS power focus contributes to the Town's emerging branding strategy. VMS' other benefits include: making staff training available locally; an incubator facility for spin-off businesses; lower cost for staff training; and the emergence of a “centre for excellence” in power (such as Silicon Valley is computer software).
9. **Plan for the first cohort of students to enter the renovated VMS in September 2014** — During 2010-2013: preparing financial projections, approvals, capital funding, completing renovations, and tenants will be the focus. Continuing education and corporate training programs and courses begin in mid-2014 with the first full time students entering in September 2014. “Go/no go” decision points are at mid-2010, early 2011, and mid-2012.



10. **Develop a detailed MITC business plan before proceeding further** — Before proceeding further, we recommend the preparation of a detailed business plan. The business plan should cover the following issues: more detailed examination of the market; physical plant design and required improvements; capital and funding plan; operating plan; five-year capital and operating financial projections; and economic impact on the community.

Next steps

Exhibit ES1 shows the next steps to complete a more detailed business plan for the MITC.

Exhibit ES1
Next steps

Steps	Leader	Timing
1. Study steering committee approves report for presentation to Council	Committee	June 2010
2. Senior municipal staff prepares accompanying staff report for Council meeting	Municipal staff	June 2010
3. Staff report circulated to steering committee to study for information and comments.	Committee	July 2010
4. Staff report and report presented to Council	Municipal staff	August 2010
5. Council receives report for information and direct municipal staff for report with financial and organizational recommendations	Council	August 2010
6. Develop council report along with a small operating allocation for project steering committee's work and approval to seek funding for preparation of business plan	Municipal staff	September 2010
7. Prepare business plan	St. Clements Group Inc./Committee	February 2011



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Victory Memorial School Alternative Uses

The St. Clements Group Inc. recently completed part one of the investigation of Conestoga College's establishment of the power centre (now renamed the Ingersoll Skills Training Centre)³ in Ingersoll. This included a review of possible renewable/sustainable energy programs, the market for these offerings, implementation and the impact of the new facility on Ingersoll.

At an earlier point, the Town of Ingersoll and Conestoga College had mooted the possibility of the College becoming the primary tenant of a refurbished Victory Memorial School (VMS) along with other complementary tenants. Since then, the College has expressed a view that it does not currently, and perhaps may never, need to

expand beyond the power centre. As a result of the College's position, the Town has requested the consulting team to shift its focus from identifying the changes to the VMS needed to accommodate Conestoga to identifying alternative uses for the facility. This is the focus of this second part of the engagement and the subject of this document.

The reader is invited to review the part one report (concerning Conestoga's plans for the power centre) which is available through the economic development office of the Town of Ingersoll. It is not necessary, however, to review the first report in order to understand the provisions of this second report.

I.1 Purpose of the engagement

The College's decision to tread slowly in the expansion of its power centre programs gives the Town an opportunity

³ Both parts one and two of this report continue to use the term "power centre" to refer to the Ingersoll Skills Training Centre.



to look at a wider range of options for the VMS. (We understand that a decision has not been made regarding the disposition of Princess Elizabeth and Westfield schools which may become available for the Town's use. As those decisions are still under discussion, this report focuses on the VMS.) To complete this assessment requires an understanding of the community's needs and aspirations, identification of alternative scenarios that may satisfy those needs, and an evaluation of the scenarios with a recommended course of action.

Exhibit 1 on the following page shows a workflow to evaluate potential opportunities for the VMS. See section 4 for an explanation of the scenarios evaluated. The workflow is split into a **qualitative** assessment of opportunities (which would complete our current agreement with the Town) and a quantitative assessment with detailed business, costing, and implementation plan of the selected alternative. This would be the subject of a subsequent agreement (assuming the Town agrees with the conclusions and recommendations of this report).

I.2 Activities Undertaken

Over 40 individuals and organizations participated in the preparation of the assessment of possible uses for the

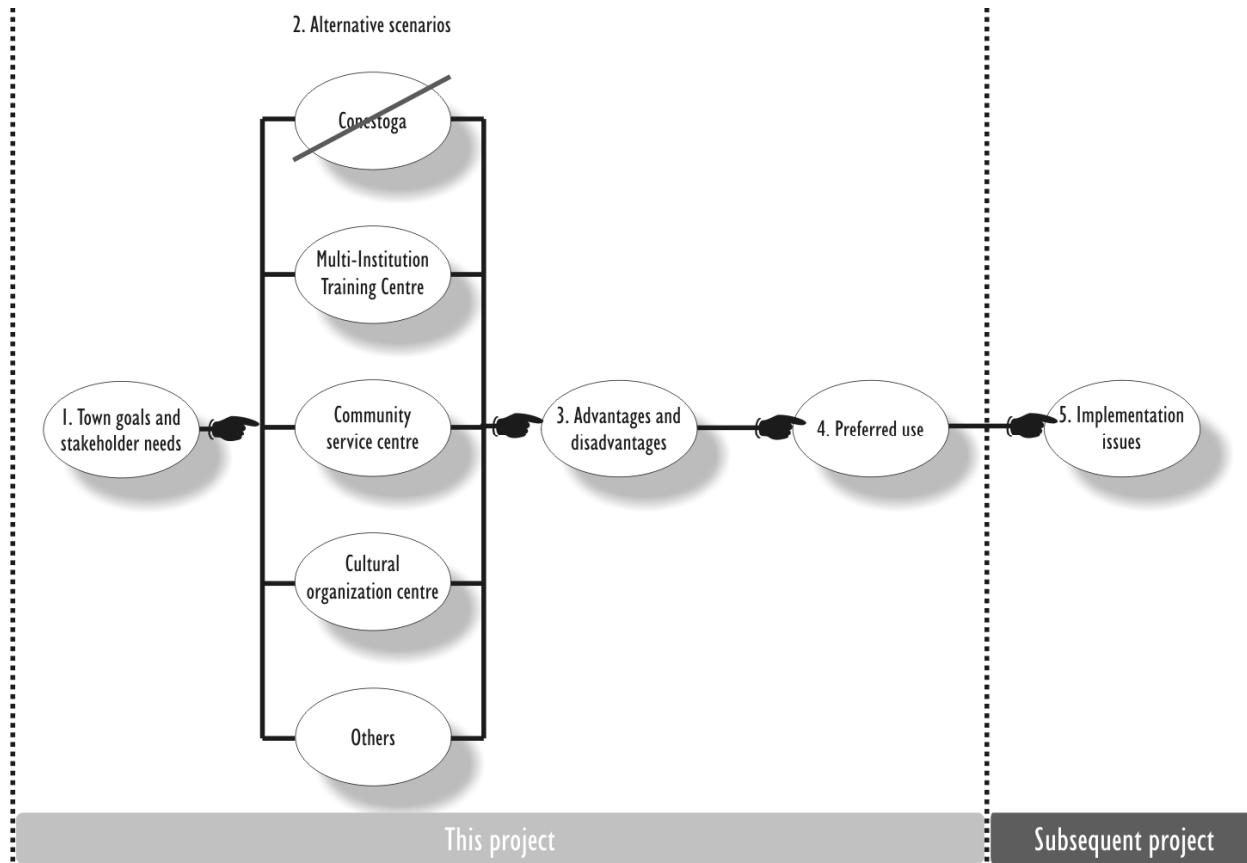
VMS (a further 40 participated in the first report—their views also inform this present report). Participants represented the municipal government, business associations, facility operators, colleges, and business organizations and many times, just themselves as individuals. Together, the participants identified the critical issues that will affect both the future of the VMS as well as their lives as residents. See appendix A for a list of participants of this report.

The activities undertaken specifically for the second investigation included:

- Over 30 face-to-face interviews with a wide range of stakeholders
- A workshop with a dozen key stakeholders representing the community, business, Conestoga College, and Town staff
- A review of civic development plans, policies, and background documents
- Interviews with college administrators and campus operators in Ontario and the USA
- A web review of other similar facilities
- Several meetings and dialogues with the committee members



Exhibit I
Workflow



I.3 Assumptions and orientation

The reader should note the following assumptions that underlie our analysis:

- That the ownership of the VMS will rest with a single entity (either the Town or a third-party). That the VMS will be renovated to a standard that satisfy the needs of potential tenants rather than being offered as-is.
- That the Town will not take ownership of the VMS until mid-2011
- That the Town does not incur an ongoing deficit in the operation of the VMS.

See section 4.3 for further assumptions specifically about the physical plant.

I.4 Structure of the report

This report is made up of the following sections:

- Section 1 (the present section) introduces the project.
- Section 2 outlines the Town's goals and the needs of stakeholders. This underlies the types of scenarios that might be possible for the VMS.
- Section 3 is a brief description of the building and property.
- Section 4 describes the scenarios that are assessed, outlines the criteria that would be used in an

assessment and evaluates the scenarios based on those criteria and the goals and needs of the community.

- Section 5 presents our conclusions and recommendations
- Section 6 shows suggested next steps.

Please note that this report reviews the possible redevelopment of the VMS and does not include a review of Princess Elizabeth and Westfield schools. Interviewees recognize the VMS' prominence in the downtown, its potential for enlivening the downtown, and its potential impact on the whole community; much more so that the other two buildings. In addition, the Town has not completed its assessment of its possible ownership of the two schools.

Please also note that this report is a qualitative review of possible uses for the VMS but does not make financial projections for capital or operating costs of the facility. These financial projections are the subject of further investigation (completed under a separate agreement) if the Town accepts the recommendations of this engagement.



Town and stakeholder goals and needs

This section presents a brief review of the Town's strategic plan and the needs of the community. These views set the foundation for the refurbishment of the VMS and set a direction for its use. To put it simplistically, the Town's investment in the VMS must provide for an overall betterment of the community's services, business climate, and support the Town's other activities in attracting new investment, residents, and improved community services. And if feasible, the VMS might also provide new opportunities for youth, the under-employed, those in transition, and those who are unemployed.

2.1 Overview of the Town's vision, goals and strategic plan

During the past six years, the Town of Ingersoll has been very energetic in its community and economic development work. The municipal operational culture has

become more business oriented while increasing the number and depth of its engagement activities with residents and stakeholders.

The Town has identified and then followed several strategies to position the municipal government as an active, innovative, and entrepreneurial agent for community development. These actions include:

- Following fluid and results-based strategies
- Engaging residents in decision making in order to encourage their further involvement in the implementation of policies
- Focused strongly on development relationships and partnerships
- Ensuring an ongoing dialogue with the business community



- Fostering education and life-long learning opportunities
- Being a thoughtful risk taker and community steward

In 2009, Council adopted an updated strategic plan. This plan set out broad multi-year directions and specific strategies for 2009-2012. The desired outcomes include:

- Fostering business development through technological advances
- Attracting emerging business leaders in renewable energy and in green industries
- Encouraging the development of creative and technologically skilled young people

Ingersoll's strategic direction focuses on enhancing and diversifying the community's industrial, commercial, and retail sectors. In particular, Ingersoll has targeted firms creating and producing renewable energy products and related services.

One of the strategic plan's cornerstone is that, *"Ingersoll becomes a skills training, apprenticeship and educational hub for southwestern Ontario through the community strategy where education and educational opportunities are created."*

2.2 Community and stakeholder needs

An important community goal is to increase the number of Ingersoll high school graduates advancing to post-secondary education. Currently only a small percentage of Ingersoll youth do so. The community strategy aims to encourage more youth to participate in apprenticeship programs and life-long learning through easier access to training facilities and by increasing the number of co-op placement opportunities. As well the strategy aims to support Ingersoll youth in need of alternate education in order to graduate from high school.

As to cultural needs, the community intends to create a youth learning and mentorship program related to arts and culture program. This includes the creation of an arts "hub" program for children and youth.

In regards to business needs: in the development of the 2009 *BR+E* report, 58 business operators in Ingersoll identified actions to resolve a number of issues concerning limited opportunities for business growth due to the lack of skilled labor (identified as the fourth most significant barrier to growth) in both knowledge-based and skill intensive businesses. To overcome this challenge, the Town was directed to better its collaboration with colleges and universities.



The report also noted the desire by local businesses to improve the skills of their work force in the following areas: customer service, computer literacy, marketing, and communications. It was the employers' view that in-house training, customized training, and local community colleges were the most effective training vehicles. As to key barriers to employees receiving training, employers noted three factors: cost, lost productivity during training, and access to training. It was felt that all three barriers can be mitigated by the availability of local training.

2.3 Link with the downtown revitalization program

The town has made major investments to improve the downtown's investment climate during the past five years.

The 2009 strategic plan states a goal of, "a prosperous, vibrant and inviting town centre that is pedestrian friendly and that showcases our architectural heritage." An objective of a renovated VSM would be to bring an increased number of people and commercial business to the downtown. Users of the facility would hopefully take advantage of the services and products of downtown businesses, and have a positive affect on the downtown's ongoing health and prosperity.

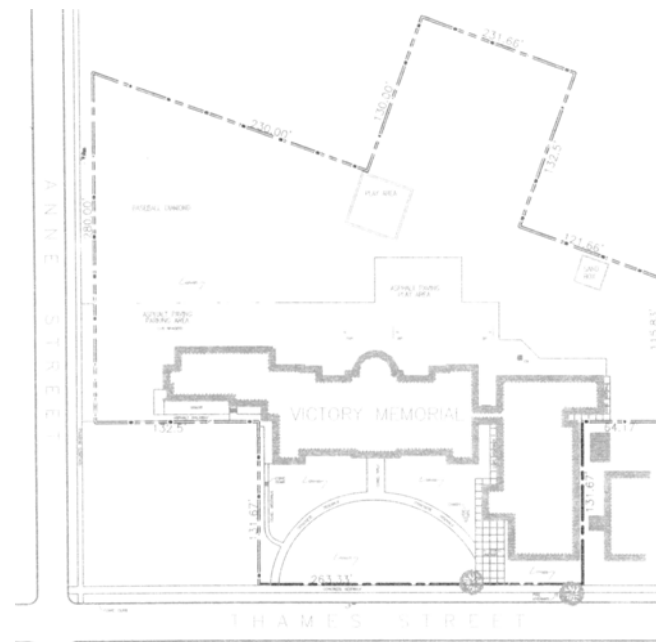


Section 3

Description of the VMS and the site

The VMS is located on the corner of Anne and Thames Streets at the edge of Ingersoll's downtown. The building and its forecourt occupy approximately half of the lot with the remainder given over to parking (20 spaces) and grassed over play area. Parking and shipping access are off Anne Street. Adjacent to the property are resident and low intensity commercial operations. Exhibits 2 show the VMS property.

Exhibit 2
VMS site plan



The building is made up of the original school (1920) and later additions of a gymnasium, classrooms, and ancillary spaces (1968). It is approximately 57,000 ft² in total. The two parts of the building are connected by an interior bridge. These two “wings” have separate entrances and can be isolated one from the other by closing off the bridge. Disability access is limited. Currently, no elevator is installed and the building lacks air conditioning.

The original building is made up of three floors:

- A basement holds workshops, storage space, five classrooms, and mechanical. It is partially below grade and has windows looking out into the forecourt and the back area. A boys' washroom is on this floor.
- The main floor features a large sun room which is currently used as the school library. It directly faces the front entrance and is the most prominent and appealing feature of the school. This floor currently is configured into eight classrooms, office space, washrooms, and a minor amount of storage. Two single stall washrooms are located on this floor.

- The second floor is made up chiefly of nine classrooms, each approximately 600ft². A girls' washroom is on this floor.

The new wing is made up of the following:

- An exterior entrance way leading to small foyer and a two story gymnasium. There is no ticket office.
- Boys and girls change rooms with limited washrooms, a cold servery, one office space, and limited storage area.
- A raised presentation stage approximately 20 ft. deep, shallow wings, and an adjacent “green room”. There is no fly or catwalk.

In total, there are 22 rooms of varying sizes that might be used as either office or classroom space. There is no lecture hall, auditorium, or dedicated exhibit space.

Exhibits 3 to 5 show plans for the three floors.



Exhibit 3
Basement floor plan

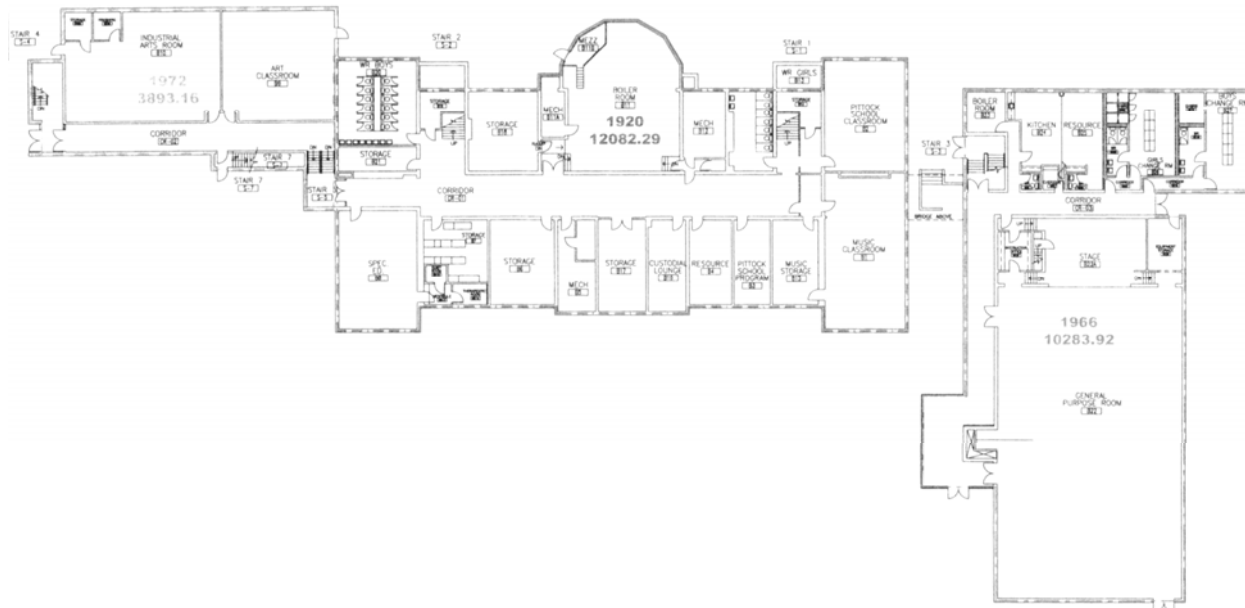


Exhibit 4
Main floor plan

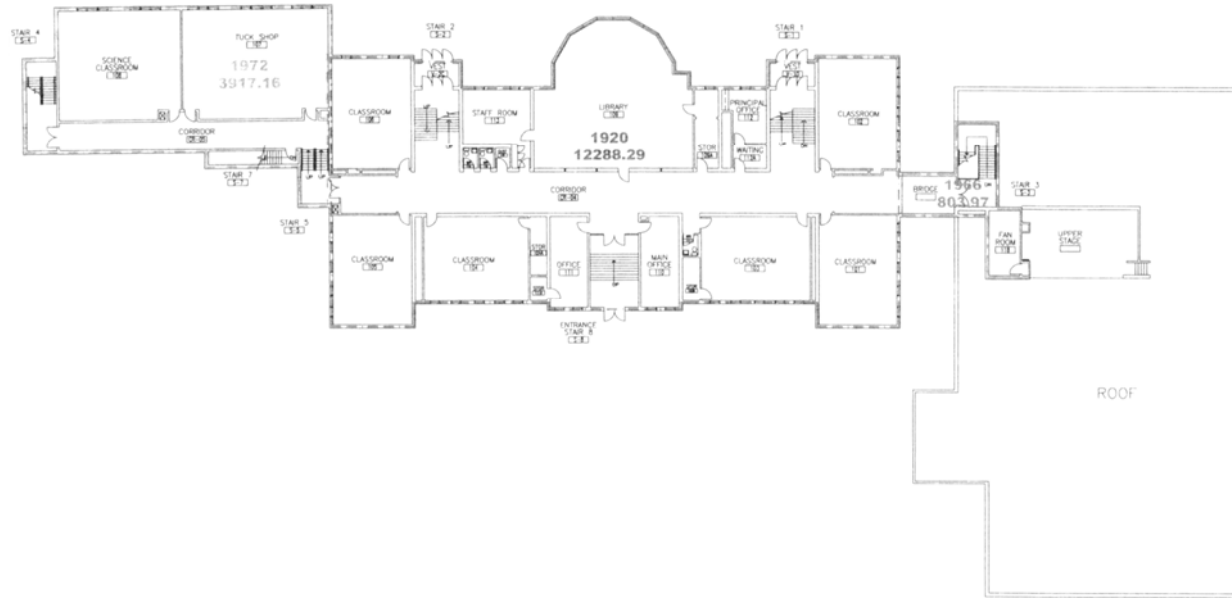
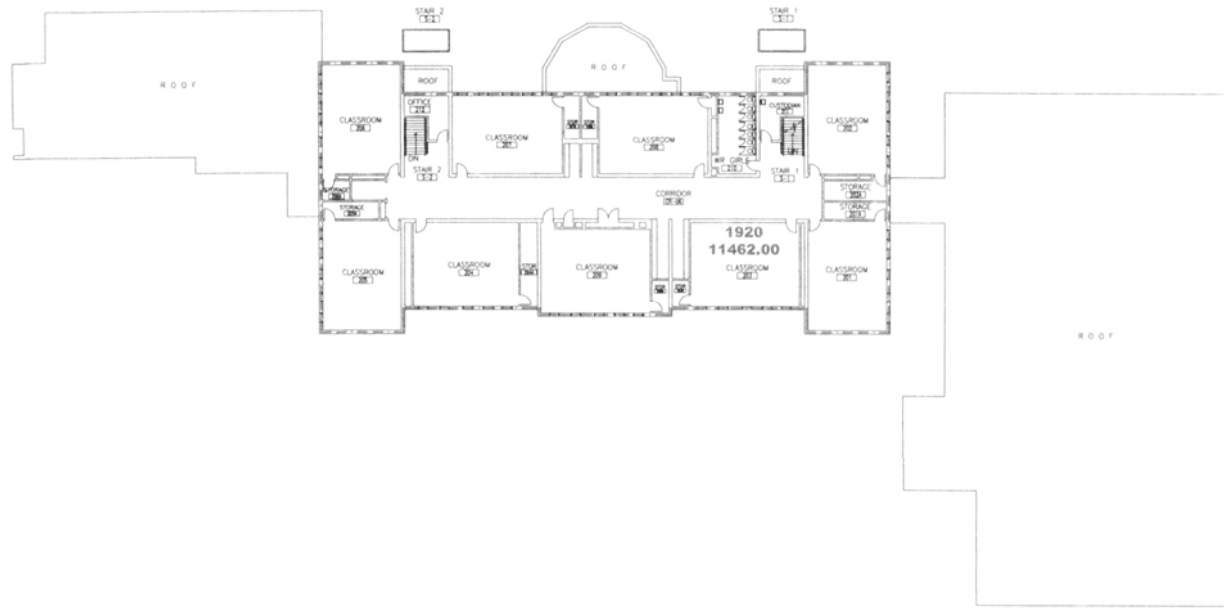


Exhibit 5
Second floor plan



Alternative scenarios for the use of the VMS

The starting point for assessing the different scenarios is the Town's goals for economic development, residents' needs for a particular service, and the market for the particular type of space on offer. This section looks at how well the three scenarios meet those goals and their individual impact on the community. We also assess the benefits and risks of each option from a number of perspectives:

- To the Town
- To Ingersoll residents
- To stakeholder groups
- To local industry
- To downtown businesses
- To ancillary tenants (providers of services such as foodservice to the tenants and users)

Please note that the assessment noted below are based on anecdotal information provided by interviewees, secondary sources, and review of other models.

4.1 Description of alternative scenarios

A number of scenarios have been proposed for the VMS including⁴:

- Community services centre housing community services such as the employment centre and Children's Aid perhaps using the Sport Alliance of Ontario Services centre as a model (see www.sportalliance.com/Content/Building%20Services/Index.asp)

⁴ A further possibility which we may wish to explore is to not take ownership of the building at all but have been directed by the steering committee to leave this aside for the time being.



- A cultural centre, perhaps with live-work space, studios, offices, public space, and selling space (similar to the Sport Alliance centre model as well)
- Educational facilities (possibly with complementary community services and housing) using the Gaylord Michigan University Centre as a model (see appendix E and www.ucgaylord.org)
- Housing — student and affordable housing
- Wellness centre
- Private development such as housing

After some discussion and given the fast changing circumstances in the Town's economic development work and its success, the steering committee has narrowed this assessment to the first three scenarios. This is in recognition of the goals proposed for the use of the VMS and the community's economic development goals. Exhibit 6 shows the main components of each scenario.

Exhibit 6
Main components of each scenario

Scenario	Description	Components
1. Community services	<ul style="list-style-type: none"> • Tenants made up of social service agencies • Services aimed at at-risk Ingersoll and regional residents • Community meeting place • Public access to some parts of the building (e.g. emergency services) may be 24/7 • The rest of the building may be open regular office hours • Extensive use during office hours 	<ul style="list-style-type: none"> • Offices • Small meeting rooms • Auditorium for public meetings • Cold servery • Library/resource centre
2. Cultural organization centre	<ul style="list-style-type: none"> • Tenants made up of Ingersoll and region cultural organizations • Public access to some parts of the building which may have extended hours • Extensive public use for special events, otherwise moderate use 	<ul style="list-style-type: none"> • Offices • Small meeting rooms • Auditorium for public meetings • Cold servery • Library/resource centre • Exhibition space • Movie/performance theatre



3. College and university satellite campus	<ul style="list-style-type: none"> • Tenants made up of colleges and universities looking for a southwest Ontario presence • Theme is “renewable energy” power centre to match Ingersoll strategic plan • Long term leases as well as spot rentals • Public access to some parts of the building may be 24/7 • Extensive use 24/7 	<ul style="list-style-type: none"> • Classrooms • Lecture hall • Gym/auditorium • College offices (permanent) • Professors’ offices (as needed and permanent) • Offices for student services • Computer lab • Incubator offices, labs, and work areas for renewable energy start-ups and new companies (used while they set up their operations in the area)
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4.2 Ancillary tenants

In addition to the main uses of the facility outlined above, other ancillary tenants and services have been proposed for each scenario. These are shown in exhibit 7 below.

**Exhibit 7
Ancillary services and tenants**

Scenario	Foodservices	Housing	Resource centre	Computer centre/lab	Storage area	Shipping area	Community meeting space	Incubator and other tenants	Reception area
1. Community services	Cold servery	Shelter	Small	No	Moderate	Simple	Large meeting space	None	Security area/gathering area
2. Cultural centre	Cold servery	None	Small	No	Extensive	Large	Theatre and exhibit area	Live/work space	Greeting area
3. Educational centre	Cold servery	None	Large	Large	Extensive	Simple	Large meeting space	Offices and workshops	Front desk



4.3 Assumptions underlying the assessment

Below are the assumptions that underlie an assessment of the scenarios and a description of the components of each. All assumptions are appropriate for an analysis of the level presented in this report. The assumptions are subject to variation when an in-depth business plan is completed.

- Branding of the VMS' use
 - VMS will have a central focus or “theme” that both connects its different functions rather than being a disparate array of disconnected uses
 - The theme acts as the brand for the facility
- Ownership
 - The VMS may or may not be owned by the Town.
- Building focus or theme
 - While the building will have a theme (e.g. educational centre, social service centre), there will also be complementary uses.
 - The new facility will be a public building or at least will have publicly accessible facilities within it (it won't be a secret government lab).
 - The allocation of space in the building will house the following (these percentages are just for discussion)
 - 50% — Businesses/organizations that are appropriate for the theme,
 - 20% — Complementary services like the employment centre
 - 20% — Common services like food, shipping, meeting spaces
 - 10% — Available for expansion, storage, and building services (HVAC)
- Physical plant
 - Some physical changes to VMS will be needed. Common to all the scenarios are:
 - HVAC upgrades
 - Elevator
 - Clean-up
 - Public reception area
 - Media centre (for production and distribution of information and communications)
 - High speed wiring
 - Electrical upgrades
- Lessees
 - The Town provides tenants with a clean shell.
 - Leaseholder improvements are the responsibility of the tenant.
- Management and operations
 - Management and operation of the building may be under a third-party facility management agreement.
 - Regardless of which scenario, staff needed includes:



- Facility manager (includes leasing responsibilities)
- Clerical staff
- Custodial staff for common areas
- The capital cost to make the VMS suitable for different uses is the same.
- The operating costs including facility staff, tenant recruitment, marketing, and maintenance are the same.
- The amount of time required of Town staff to manage/operate the facility is the same.
- The lead times required to launch the VMS are the same.
- Zoning requirements and site remediation costs are the same.

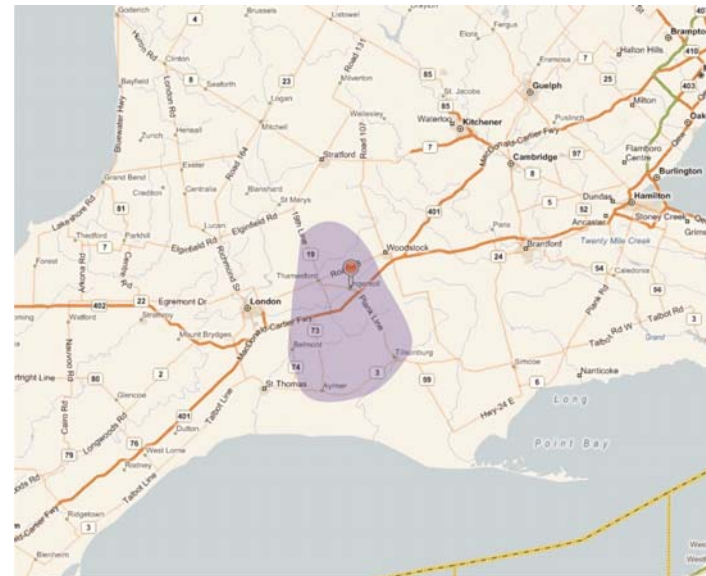
4.4 Assessment of community services scenario

For the purposes of this project, “community services” are those programs directed for people-at-risk. This includes individuals or families who have challenges based on physical, social, cultural, or economic barriers. Please note that the Town distinguishes between community service agencies directed at people-at-risk from those community organizations that exist for the betterment of the entire community such as economic development or for “communities of interest” such as recreational or cultural associations.

We identified social service organizations within a thirty kilometer radius of Ingersoll (approximate 15-20 minute driving distance). This is the same isochrone used by Conestoga College in the delineation of its trading area. This is reproduced in exhibit 8 below. We have not considered London-specific or London-based organizations as prospective VMS tenants. See appendix B for a list of agencies in this area.

Exhibit 8

“Trading area” for social service organizations located in Ingersoll



Within this isochrone, there are very few at-risk community agencies. A few agencies, particularly related to children and youth, are clustered at the Fusion Youth Activity and Technology Centre. As well a few agencies from outside the area have satellite offices that serve Ingersoll residents. A larger number of community service agencies are based in London and Woodstock.

Interviewees note the following (see appendix C for the interview guide):

- Many potential tenants are based out of larger nearby municipalities and cover a large service area which includes Ingersoll and beyond. Most of these agencies would find it unnecessary to relocate their office to Ingersoll.
- Many potential tenants operate with small, and for some non-sustainable, funding. Interviewees note that many/most of these tenants would not be able to pay

market rent for their own office space let alone their share of common areas.

- At this point Ingersoll has few agencies which could afford market rents; an insufficient number to make this scenario financially viable in the short and medium term.
- There is a possibility that social services agency tenants may expect the municipality to cover the deficits in running this type of facility.

After discussions with senior municipal staff it was agreed that this scenario would not be able to cover capital and operational cost. Secondly it would be extremely difficult to secure an adequate number of viable paying tenants in the near future. As a result, the project team was asked not to investigate this scenario further. Notwithstanding this, a community services centre would have benefits and risks for the community. These are summarized in exhibit 9.

Exhibit 9

Qualitative benefits and risks of community services centre scenario

	Major potential benefits	Major potential risks
To municipal government	<ul style="list-style-type: none"> • Makes Ingersoll a destination for services (if Ingersoll can attract new organizations to community) • Increase attractiveness to employees of new investments • Part of sales pitch to new investments 	<ul style="list-style-type: none"> • Will require landlord to find and retain tenants • Market rent for space may not be sufficient to cover cost of renovations in reasonable time • May need to subsidize leases



	<ul style="list-style-type: none"> • May cause users to stay in Ingersoll rather than travel to other communities for services 	<ul style="list-style-type: none"> • May not be enough tenants to fill building • Parts of the building are not suitable for public use and may remain empty
To residents	<ul style="list-style-type: none"> • Easier for travel to a single location for services • Easier to coordinate services needed • May find a wider range of services 	<ul style="list-style-type: none"> • Parking may become an issue in the neighbourhood surrounding the VMS as many users will be travelling to and fro the VMS
To local industry	<ul style="list-style-type: none"> • May be easier to recruit staff 	<ul style="list-style-type: none"> • None
To downtown businesses	<ul style="list-style-type: none"> • May increase pedestrian traffic to area 	<ul style="list-style-type: none"> • Increase need for parking
To core tenants	<ul style="list-style-type: none"> • Easier to coordinate services • Sharing of cost of common services which they may not be able to afford separately 	<ul style="list-style-type: none"> • May duplicate costs and services of their existing branches • Increased financial pressure due to higher rents
To ancillary tenants	<ul style="list-style-type: none"> • Built-in market for services 	<ul style="list-style-type: none"> • Depending on users, may not be able to afford to use services
To stakeholder groups*	<ul style="list-style-type: none"> • Non-tenants may find it easier to coordinate services with tenants 	<ul style="list-style-type: none"> • None

* In this case, stakeholders are made up of users, professionals, and organizations that provide community services.

4.5 Assessment of cultural organization scenario

The community views culture as an important cornerstone of its community economic development. In the recently released Ingersoll Community Strategic Plan—2009 to 2012, the “Arts, Culture, Heritage and Tourism Core Area” is the third of the six core sectors highlighted. Desired outcomes (expected to come into fruition within the next few years) include:

- An enriched cultural and artistic community
- Decision whether to proceed with key regional tourism opportunities such as the Black History and Underground Railway Museum (based on a future feasibility study)

- Enhanced marketing activities and expanded programming

The strategic plan and the 2007 Ingersoll Cultural Organizations Facility Needs Study and the Arena/Cultural Centre Research Results state that a cultural facility is not a priority. The Needs Assessment in particular noted that residents already enjoyed access to a broad range of cultural activities within the town boundaries including visual arts, performing arts, heritage activities, music, leisure activities, special events, spiritual life and entertainment. The assessment noted that most cultural organizations expressed a positive level of satisfaction about the physical condition of their facilities and that their



users greatly appreciated the warm and friendly environment of their smaller facilities. As well, most organizations did not feel their current audience numbers were restricted because of the capacity of their current facility.

Respondents in addition note that no current cultural organizations would be in a position of be the anchor tenant. It was noted (both recently and in 2007) that most organizations would benefit, only in a very limited way from additional presentation and exhibit space. Most would only be occasional users, perhaps only once or twice per year, on a rental basis.

Cultural organizations are not expected be able to pay market rental rates for office space and presentation and

exhibit space. The organizations reported that they would rather put their time, energy, and resources in expanding and upgrading the community's existing facilities than in building a new one. This feeling holds true for the community as a whole. In a 2007 survey conducted by the Town, less than 30% of residents supported increased taxes to support a cultural centre.

Based on these findings, the steering committee directed the project team to not proceed with this option for VMS. Notwithstanding this, a cultural organization centre would have the benefits and risks for the community summarized in exhibit 10.

Exhibit 10

Qualitative benefits and risks of cultural organization centre scenario

	Major potential benefits	Major potential risks
To municipal government	<ul style="list-style-type: none"> • Makes Ingersoll a destination for cultural organizations and services (if Ingersoll can attract new organizations to community) • Increase attractiveness to employees of new investments • Part of sales pitch to new investments • May cause users to stay in Ingersoll rather than travel to other communities for recreation and entertainment • Beginnings of a cultural precinct 	<ul style="list-style-type: none"> • Will require landlord to find and retain tenants • Market rent for space may not be sufficient to cover cost of renovations in reasonable time • May not have sufficient number of tenants to fill up the space • Additional public cost if Town subsidy required



To residents	<ul style="list-style-type: none"> • If the VMS includes exhibit and presentation space, may provide more recreation opportunities • A large meeting space available for community use • More potential for arts training 	<ul style="list-style-type: none"> • Parking may become an issue in the neighbourhood surrounding the VMS as many users will be travelling to and from the VMS and audiences increase • Potential of increased tax bill if ongoing subsidy of tenants needed
To local industry	<ul style="list-style-type: none"> • May make attracting staff easier 	<ul style="list-style-type: none"> • Potential of increased tax bill if ongoing subsidy of tenants needed
To downtown businesses	<ul style="list-style-type: none"> • If the VMS includes exhibit and presentation space, may provide more sales • Increased pedestrian traffic 	<ul style="list-style-type: none"> • May have to change opening and closing hours to suit event times
To core tenants	<ul style="list-style-type: none"> • Possibility for easier cross-organization programs and events • Sharing of cost of common services which they may not be able to afford separately 	<ul style="list-style-type: none"> • None
To ancillary tenants	<ul style="list-style-type: none"> • Built-in sales from exhibits and events 	<ul style="list-style-type: none"> • Regular amount of building traffic may be insufficient to maintain sales
To stakeholder groups*	<ul style="list-style-type: none"> • An additional venue to hold exhibits • An opportunity to build a facility exactly as needed • Easier collaboration across disciplines due to the closeness of the organizations 	<ul style="list-style-type: none"> • Might have to subsidize rent for the organizations

* In this case, stakeholders are made up of arts, culture, and heritage organizations, practitioners, and services to cultural organizations and practitioners.

4.6 Assessment of education centre scenario

One alternative for VMS is for the space to become a multi-institution teaching centre (MITC). Occasionally known as “communiversities” or “university centres,” MITCs provide local residents with access to educational opportunities without requiring them to go far from home. Courses, certificates, diplomas, and even degrees are offered by a multitude of existing institutions of higher learning in a new, shared offsite campus. Basic facilities such as classrooms, a library, computer rooms, science labs, study rooms, and student services (e.g. health,

employment, recreation) can be shared by all students. The value for participating institutions is that they can offer a few select programs and courses to students they would otherwise be unable to reach, and for less money than it would cost them to open a full-fledged satellite campus.

Examples of existing MITCs include ones in Arizona (Arizona Communiversity, with locations at Surprise and Queen Creek), Georgia (Featherbone Communiversity), Illinois (University Center of Lake County, with another campus at Waukegan), Michigan (University Center at



Gaylord; see appendix E for a more detailed description of a possible model for VMS), New Jersey (NJ Coastal Communiversities), and South Carolina (University Center of Greenville), South Dakota (University Center, Sioux Falls), and Texas (University of Houston System at Sugar Land, UH System at Cinco Ranch, East Williamson County Higher Education Center). The number of participating institutions—which may include public and private ones—varies from only a few to as many as 18 (Lake County).

These MITCs came about under different circumstances in each case. Gaylord opened in 1985 after “a group of citizens, business professionals, and elected officials gathered to explore the possibility of enhancing educational opportunities in Northern Michigan.”⁵ Coastal opened after Brookdale College began exploring the possibility of expanding its offerings to include degree programs. A governmental commission “reported serious deficiencies in access to public baccalaureate education in the coastal region.” After a three year planning period, Brookdale and seven (later eight) other institutions came together to open the communiversities in 2001. Its mission was to offer coastal residents educational opportunities that were currently unavailable to them.⁶

⁵ www.ucgaylord.org/history.cfm

⁶ Anita Voogt, “The New Jersey Coastal Communiversities: Access through Partnerships,” *Community College Journal of Research and Practice* 33, no. 11 (2009): 899 (quote) - 901.

Colleges and universities in Canada have entered into a variety of partnerships, whereby students at one institution may take courses toward earning credentials offered by a partner school. Georgian College's University Partnership Centre delivers courses and programs recognized by Central Michigan University, Embry Riddle Aeronautical University, Laurentian University, Nipissing University, University of Windsor, UOIT, and York University. These “articulation” agreements are common arrangements. However, a single facility housing multiple institutions offering related programs and courses is unusual in Canada. To date, the VMS would be highly unique.

See appendix D for Ontario colleges that currently offer renewable energy programmes and courses and are most likely tenants for VMS. Appendix E and F are interview guides for colleges and MITCs.

Exhibit 11 on the following page shows the benefits and risks of the educational scenario.



Exhibit 11

Qualitative benefits and risks of MITC scenario

	Major potential benefits	Major potential risks
To municipal government	<ul style="list-style-type: none"> • Directly ties in with the goal to become an educational and training centre • If the curriculum focuses on renewable/sustainable energy, this builds on the Town’s economic development thrust • At full capacity, will bring several hundred new students to community plus their families, teachers, and administrators each semester • A “one-of-kind” facility giving the Town a branding and public relations opportunities • Gives the Town an opening to initial discussions with the colleges to establish a presence in Ingersoll • No lease subsidies likely needed • As demonstrated by the use of the Conestoga connection, being an educational centre strengthens the Town’s “sales pitch” • Supports Ingersoll transition into the knowledge industry from the manufacturing industry 	<ul style="list-style-type: none"> • If Town retains ownership of the VMS, it may require Town to find and retain tenants • If Town does not retain ownership of the VMS, it may not be able to “control” the brand of the VMS and the final result may not fully meet the Town’s economic development needs • Market rent for space may not be sufficient to cover cost of renovations in reasonable time • The ROI may be too low because of the capital costs required to bring the VMS up to code and market-ready conditions (subject to further review in a subsequent engagement) • May require additional dedicated operating staff • May require a sales program and salesperson to identify and sign on colleges
To residents	<ul style="list-style-type: none"> • Gives residents access to educational programs and courses it might not otherwise have • Increases possibility that children can obtain training nearer to home • Rental of private residences to students • May provide opportunities for under-employed, unemployed, those in transition , and those needing to complete requirements for entering post-secondary education • More youth in the community 	<ul style="list-style-type: none"> • Parking may become an issue in the neighbourhood surrounding the VMS as many students will be travelling to and fro the VMS • Influx of students might alter the character of the town • May change the makeup of the residents (not necessary a negative) • Turns Ingersoll into a college town (not necessary a negative)



To local industry	<ul style="list-style-type: none"> Increases availability of trained skilled workers (see part one report for employer needs) VMS may offer incubator space for new businesses May be a source of trained employees Graduates and current students will likely look to local industries to provide them with jobs upon graduation, co-op placements, summer work, and year-round part-time employment 	<ul style="list-style-type: none"> “Member” colleges may direct graduates to employers in their main campus areas
To downtown businesses	<ul style="list-style-type: none"> Increases pedestrian traffic in the downtown especially for foodservice and entertainment Would increase the number of potential shoppers 	<ul style="list-style-type: none"> Parking may be an issue May not be able to capture traffic because students travel to Ingersoll for courses and make their purchases closer to home May require changing of opening and closing hours May change the mix of businesses and services to meet needs of students, teachers, and their families Special events calendar may need to change in order to capture new student users
To core tenants	<ul style="list-style-type: none"> Opportunities to collaborate in program offerings 	<ul style="list-style-type: none"> May have direct competition for programs
To ancillary tenants	<ul style="list-style-type: none"> Increases market for sales Close proximity of clients (students) Availability of expansion space 	<ul style="list-style-type: none"> Educational, complementary, and ancillary tenants have conflicting needs for operating hours, security, physical plant
To stakeholder groups	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above



From the various consultations with community stakeholders, potential tenants, of facility operators in Canada and the USA, workshops and other sources of information, we have assessed different operating scenarios for the VMS. This section presents our recommendations for the possible redevelopment of the VMS. Section 6 which follows, outlines the next steps that might be taken if these recommendations are accepted.

Recommendation 1

Use VMS as a MITC

On balance, our view is that given the Town's strategic planning goals, economic development thrust, and the views of interviewees on the welfare of the community, we conclude that the most effective use of the VMS is to turn it into an educational centre focusing on renewable and

alternative energy programs and courses. This is predicated on the following:

- An educational centre would meet the goals expressed in the Town's strategic plan to become an educational hub
- Conestoga's skills development centre gives the town a strong start which would be complemented by the VMS as an educational centre
- Interviewees note a desire of other colleges to locate in southwestern Ontario (anecdotal evidence only)
- A VMS with a focus on power complements the Town's focus on attracting renewable and alternative energy manufacturers and service providers⁷

⁷ The Town has reported that the existence of Conestoga's power centre is an important feature of in its economic development sales pitch.

- Incubator space in the VMS would give start-ups and new investors a lower cost, lower risk opportunity to locate in Ingersoll.

Recommendation 2

A single landlord manages and operates the facility

The “landlord” would be responsible for managing the physical plant, leasing space, operating the common services (see recommendation 3 below), financial sustainability, and perhaps the initial capital cost. This “landlord” may or may not be the Town and may be a third-party owner of the VMS.

Recommendation 3

The MITC’s main components should be educational facilities, student-related services, and complement community services

We recommend that the VMS power centre be made up of the following main components:

- Education facilities
 - Classrooms (on a scheduled basis)
 - Dedicated office space for college administrative staff (permanent)

- Rotating professor meeting space booked as needed (permanent)
- Computer lab and resource centre (shared by colleges)
- Conference/meeting space (on a reservation basis)
- Potential student services
 - Food services and internet café (operated by third-party)
 - Print shop (operated by third-party)
 - Housing services (operated by the Town)
 - Recreation services (operated by the Town)
- Potential complementary community services available to students as well as residents and businesses
 - Employment (operated by third-party)
 - Student counseling (e.g. crisis and financial assistance)
 - Wellness and medical services (operated by third-party)
 - Public meeting space (operated by the landlord⁸)
 - Small meeting rooms (operated by the landlord)
 - Recreation facilities (operated by the landlord)
- Incubator for energy-related start-ups (operated by the landlord)
 - Office and work space (low cost, short term)

⁸ The “landlord” may or may not be the Town and may be a third-party owner of the VMS.



- Mentoring and business advisory service (operated by the landlord)
- Back-of-house (operated by the landlord)
 - Shipping and storage
 - Carpentry and electrical shop
 - Security
 - Computer/IT services
 - Special needs

Recommendation 4

The sales pitch to attract college tenants should be a combination the renewable/sustainable energy focus and low entry cost and risk

Based on our discussions with college administrators and operators of MITCs, the following are key features to attract college tenants:

- Colleges can focus on doing what they do best which is teaching; the operation of the facility and the provision of many student services are in the hands of another party as are the operation of a number of common services.
- A relatively low cost to enter the southwest Ontario market which is a “hotbed” of renewable/sustainable energy manufacturers and services. The lessee is responsible only for leaseholder improvements of the

dedicated space (in order to suit their particular needs)

- Opportunities to collaborate with others in the same field for programming, course development, any research, events, corporate training, and continuing education.
- The ability to provide students with a complete program without necessarily having to deliver a full program on their own (a student might be able to select from a menu of courses from different schools to complete their diploma or certificate)
- VMS branded a “centre of renewable energy training excellence” and so tenant colleges can take advantage of the “reflected glory” of that branding
- Programs to help graduates start new businesses (e.g. ILARC, incubator)

On the converse there will be concerns about duplication of programs and courses and therefore competition for students. This might be most acute in the offering of continuing education courses and very specialized programs that may have a limited market in the first few years of the VMS's operation. Interviewee note that that duplication may become less as the different parties become more familiar with the offerings of the other tenant colleges and learn to make adjustments to their own programming to compensate for the programming of



the other college tenants. Another means of mitigating any conflict over duplicated programs is to ensure a more deliberate selection of participating colleges to identify complementary programs or colleges that are focused on different aspects of power.

A second concern may be the subsuming of individual college identities to the over all VMS “power centre” brand. This may be mitigated by using the “power centre” as a locational device rather than the over all identifier of the facility. That means the name of an institution might be “ABC College at the Ingersoll Power Centre” and “DEF College at the Ingersoll Power Centre”. Each party would get its own identity without sacrificing the other.

Perhaps in the end, we should not underestimate the attraction to something that is new and unique in the Canadian setting. No other Canadian MITC has been identified. From an educational point-of-view, an MITC is an innovative method of program delivery. In some ways, the VMS is an experiment that ultimately might affect the way that programs are delivered provincially (and perhaps even nationally).

Recommendation 5

Ensure that Ingersoll’s relationship with Conestoga’s skills training centre is uninjured by the entry of potential competitors.

As we note in recommendation 4 above, there is likely to be some overlap and competition amongst the VMS colleges and between them and Conestoga’s skills training centre (at least in the short term). These overlaps might be in the form of duplicated programs as well as the timing of the offerings. Interviewees note that it is important that the Town protect its relationship with the College and to the extent possible protect Conestoga from injury from the newly competing VMS colleges. This attitude comes from more than just a sense of right and wrong—it is also good business.

With the Conestoga skills training centre’s large footprint and its earlier and strong relationship with the Town, and as a building owner rather than a lessee, Conestoga will likely have the strongest presence of all the colleges in the area (unless another new facility is built). Conestoga is here for the long term. In addition, much of the Town’s current economic development work includes Conestoga’s participation. They have become an integral part of the Town’s attraction of new renewable energy businesses.



The mitigation might take the following forms:

- First right-of-refusal for tenancy in a renovated VMS
- First right-of-refusal to take over Westfield and/or Princess Elizabeth if they become available to the Town
- Continued primary participation in Town economic development activities

Recommendation 6

Ensure that the VMS's energy focus is an integral part of Ingersoll's economic development branding

An important component of the Town's branding strategy is built on its renewable/sustainable energy sector. It is manifested in the types of investors that it attempts to attract. The Town has already seen the power of having Conestoga establish its skills training centre in the Town's economic development work.

The VMS power focus would contribute to the Town's emerging branding strategy. Other benefits that a VMS focus on power include:

- Availability of training for staff

- An incubator facility for spin-off businesses
- Lower cost for staff training
- A "centre for excellence" in power (such as Silicon Valley is a centre for software development)

Recommendation 7

Plan for the first cohort of students to enter the renovated VMS in September 2014

The redevelopment of the VMS should be deliberate to take into account Ingersoll's investment, the program planning timelines of colleges and other potential tenants, the time for fundraising, and the actual renovations of the facility. A rough order of activities is shown in exhibit 12.

Exhibit 12

Proposed redevelopment timeline

Approximate timing	Activities
Mid-2010	Go/no go decision to complete business plan and financial assessment
Early-2011	Complete business plan and financial assessment Go/no go decision based on business plan Completed college sales package Complete granting, sponsorship, and funding package
Late 2011	Preliminary agreements with first tenants
Mid-2012	Go/no go decision regarding construction
Late 2012	Remainder of college tenants



2013-2014	Funding available Renovations
2014	College marketing begins College leasehold improvements completed
Mid-2014	Continuing education courses begin Corporate training courses begin
September 2014	First full-time program cohorts begins

Recommendation 8

Develop a detailed MITC business plan before proceeding further.

Before proceeding further, we recommend the preparation of a detailed business plan. The business plan should cover the following issues:

1. Context of the selected scenario
 - Market conditions
 - Community and industrial collaborations that would facilitate the launch and operations of the facility
 - Unique assets that make Ingersoll and the VMS sustainable and appealing to the market
 - Affect on local businesses and services
 - Future developments in the town and region which will affect the MITC
2. The physical plant
 - Upgrades required

- Capital costs required to make the facility suitable for the intended use
 - Ancillary services that the facility can accommodate
 - Complementary tenants that the facilities can accommodate
 - Allocation of space amongst different users
 - Cost of fitting out the facility
3. Operating issues
 - Branding and marketing
 - Timelines and milestones
 - Roles and responsibilities
 - Staffing costs
 - Key relationships
 - Administrative staff requirements
 - Transportation and parking
 - Environmental assessment requirements
 - Site remediation
 - Neighbourhood impact
 4. Five-year capital and operating financial projections
 - Capital costs requirements
 - Sources of operating revenue
 - Revenue estimate
 - Estimates of start-up and launch expenses
 - Ongoing operating costs requirements
 5. Economic impact of the facility



Section 6

Next steps

In this section, we outline the next steps in the process to the possible redevelopment of the VMS. We have focused on the large steps rather than getting lost in the minutiae which would invariably change as the Town ramps up its efforts and as more parties become involved.

Exhibit 13 shows the steps that must be contemplated.

Exhibit 13
Next steps

Steps	Leader	Timing
I. Study steering committee approves report for presentation to Council	Committee	June 2010

2. Senior municipal staff prepares accompanying staff report for Council meeting	Municipal staff	June 2010
3. Staff report circulated to steering committee to study for information and comments	Committee	July 2010
4. Staff report and report presented to Council	Municipal staff	August 2010
5. Council receives report for information and direct municipal staff for report with financial and organizational recommendations	Council	August 2010
6. Develop council report along with a small operating allocation for project steering committee's work and approval to seek funding for preparation of business plan	Municipal staff	September 2010
7. Prepare business plan	St. Clements Group Inc./Committee	February 2011



Project participants

- Bob Armstrong, Owner, Giant Tiger
- Michel Barbeau, Dean SkyTech, Cambrian College
- Kim Bidwell, Seniors' Activity Centre
- Craig Boddy, Fusion Youth Centre
- Dan Borthwick, President, CAW Local 88
- Ann Campbell, Manager, Ingersoll District Chamber of Commerce
- Rachael Caron, Seniors' Activity Centre
- Sonia Delmessier, vice president academic, Cambrian College
- Sherry Den Dekker, Seniors' Activity Centre
- John Donald, Former vice president, business development and applied research, Conestoga College
- Louie D'Orazio, Restaurant Owner/Professional Engineer
- Norm Fenton, dean of the School of Applied Sciences, Apprenticeship, Skilled Trades & Technology, Durham College
- Councillor Gord Lesser, Town of Ingersoll
- Brad Hammond, Chair, Oxford Small Business Support Centre
- Michael Hennessy, former Ingersoll Mayor and retired teacher Fanshawe College
- Mayor Paul Holbrough, Town of Ingersoll
- Troy McClay - President Ingersoll District Chamber of Commerce
- Bill Mates, Town of Ingersoll
- Robb Myles, Senior Recruitment Partner, IBM Canada and resident of Ingersoll
- Wendy Palen, Executive Director, Seniors' Activity Centre
- Darell Parker, chief, fire department, Town of Ingersoll
- Vicki Parkhill, Retailer and Chamber Member



- Lance Pickering, General Manager, Small Business Support Centre
- Bill Piovesan, Oxford Manufacturing Skills Development
- Sandra Schelling, Dean, Continuing Education and Corporate Training, Conestoga College
- Lisa Scott, Fusion Youth Centre
- Jason Smith, Manager, Fusion Youth Centre
- Shawn Steyaert, Human Resources, IMT
- Paul Tambeau, Retired citizen and member BR+E committee
- John Tibbits, President, Conestoga College
- James Timlin, Town of Ingersoll
- Lauran Timlin, Consultant and member BR+E Committee
- Louise Turcotte, Associate Dean SkyTech, Cambrian College
- Jan Veale, Fusion Youth Centre
- Nick Vergeer, Fusion Youth Centre
- Dr. Hansjorg Vollmer, Managing Director, InTech GmbH & Co. K
- Bonnie Ward, Director of Parks and Recreation, Town of Ingersoll
- Greg White, Chair, Trades and Apprenticeship (Doon Campus), Conestoga College



Prospective community organization tenants

The following community organizations are located within 30 kilometers of Ingersoll (approximate 15-20 minute driving distance). We have used the same isochrone used by Conestoga College in the delineation of its trading area. We have not considered London-specific or London-based organizations as prospective VMS tenants. We recommend further discussions with those organizations which provide either services directly applicable to the educational function or are student-focused.

These organizations have not been contacted by the project team but should be considered at the time when the Town begins its tenant recruitment activities.

Those organizations which support the VMS branding as renewable/sustainable energy training centre

Ingersoll Learning and Employment Resource Centre
37 Alma St, Ingersoll

Oxford Small Business Support Services
118 Oxford St, Ingersoll
Woodstock & Area Small Business Enterprise Centre
453 Dundas St, Woodstock, ON

Potential providers of student-focused services

Oxford County Public Health and Emergency Services
410 Buller St Woodstock, ON



Other community social service organizations

Alzheimer Society of Oxford
575 Peel St, Woodstock, ON

Arc Industries Community Living Tillsonburg
126 Concession St East, Tillsonburg, ON

ARE-U-READY Program
808 Dundas St, Woodstock, ON

Big Brothers Big Sisters of Ingersoll Tillsonburg & Area Inc
58 Thames St South, Ingersoll

Big Brothers Big Sisters of Woodstock & Dist Assoc Inc
912 Dundas St, Woodstock, ON

Canadian Cancer Society - Oxford County Unit
65 Springbank Ave N, Unit 3, Woodstock, ON

Canadian Foodgrains Bank (Ont)
484006 Sweaburg Road, Ingersoll

Canadian Mental Health Association — Ingersoll Satellite
Office
29 Noxon St, Ingersoll

Cape Croker Native Child Welfare
23 Lighthouse Rd, Wiarton, ON

Children's Aid Society of Oxford County
92 Light St, Woodstock, ON

Christian Horizons
873 Dufferin St, Woodstock, ON

Christian Horizons - Host Family Support Services
570 Ingersoll Ave, Woodstock, ON

Community Options for Justice (Oxford)
389 Dundas St, Woodstock, ON

Community Services Coordination Network (CSCN)
10 Sydenham St E, Aylmer, ON

Family Violence Counselling Program
92 Light St, Woodstock, ON

Helping Hand Food Bank
55A Broadway St, Tillsonburg, ON

Horizon House Oxford
289 Graham St, Woodstock, ON



Ingersoll Services for Seniors
250 Ingersoll St S, Ingersoll
Ingersoll Support Services
189 Oxford St, Ingersoll

Job Finding Club
40 Metcalfe St, Woodstock, ON

Mennonite Central Committee (Ontario) MCC Resource
Centre
16 Talbot St East, Aylmer, ON

Multiple Sclerosis Society of Oxford
635 Devonshire Ave, Woodstock, ON

Northwest Middlesex Multi Service Centre
185 Parkhill King St, Parkhill, ON

Ontario Association for Families of Children with
Communication Disorders
PO Box 63, Tillsonburg, ON

Ontario Disability Support Program
93 Graham St Woodstock, ON

Ontario Early Years Centre - Ingersoll Satellite
118 King St W, Ingersoll

Ontario Early Years — Oxford
21 Market Square, Woodstock, ON

Ontario Works
21 Reeve St, Woodstock, ON

Operation Sharing
1 Charles St East, Ingersoll

Operation Sharing
22 Wilson St, Woodstock, ON

Oxford Child & Youth Centre
121 Thames St North, Ingersoll

Oxford Community Child Care Inc
204 Huron St, Woodstock, ON

Oxford County - Accessibility Advisory Committee
21 Reeve St, Woodstock, ON

Oxford County Elder Abuse and Neglect Committee
1147 Dundas St, Woodstock, ON

Oxford-Elgin Child and Youth Centre
912 Dundas St, Woodstock, ON



Oxford Interagency Council on Smoking and Health
410 Buller St, Woodstock, ON

Oxford Self-Help Network
554 Princess St, Woodstock, ON

Parkinson Society Canada (Southwestern Ontario)
4500 Blakie Road, Lambeth, ON

Project Linus
37 Alma St, Ingersoll

Regional Support Associates - Specialized Clinical
Supports
293 Wellington St N, Woodstock, ON

Rotary Phone Check
45 Hardy Avenue, Tillsonburg, ON

Salvation Army Emergency Housing & Advocacy
906 James St, Woodstock, ON

South West Community Care Access Centre - School
Health Support
1147 Dundas St, Woodstock, ON

Tillsonburg & District Multi Service Centre
90-96 Tillson Avenue, Tillsonburg, ON

United Way of Oxford
65 Springbank Avenue N., Woodstock, ON

Victorian Order of Nurses - Oxford Branch
570 Ingersoll Avenue, Woodstock, ON

Women's Emergency Centre
975 James St, Woodstock, ON

Women's Employment Resource Centre
424 Dundas St, Woodstock, ON

Woodstock & District Developmental Services
212 Bysham Park Drive, Woodstock, ON



Community organization interview guide

Please note that not all questions are asked of all interviewees.

Organization Overview

1. Please describe the nature of your organization that operates within the Ingersoll area...
 - a. What is your key role or purpose?
 - b. What target groups or key clients do you serve?
 - c. How many clients do you serve in a year?
 - d. How many employees do you have?
 - e. What is the location of your current site(s)?
 - f. How do you foresee the level of your service in the next three years?

Ingersoll Context

2. What assets does the Ingersoll community offer your organization?
3. What are the advantages and disadvantages of re-locating your organization either to a new site in Ingersoll or to the Town of Ingersoll?
4. In your view what opportunities could be realized at a re-developed VMS? What is the best case scenario of such a re-developed VMS from the perspective of your organization?
5. What are the overall benefits to the Ingersoll community if the redundant school can be re-developed in this scenario?

Potential Tenants

6. The development of office and related space for lease at the VMS is one possibility that is being explored as part of this feasibility study. If space was made available would you be interested in exploring the possibility of leasing such a space?
7. (If yes to # 6) How much space might you be interested in leasing? Does this represent an expansion in the overall size of your operation?
8. Are you paying rent? If yes are you able to share the level of your current rent? Would you be willing and/or able to pay this level for space at the renovated VMS?
9. Assuming that price (rent) is not a barrier, what would be the major advantages of your relocations to the redeveloped VMS? Consider some of the following factors...
 - Location in the Town of Ingersoll
 - Proximity to the downtown
 - Opportunities to expand premise
 - Sharing common space/ services
 - Proximity to other similar organizations
 - Access to other business services
 - Opportunity to be part of a special community building
10. If you were to be a tenant do you have any special needs/ desires that you would request from the landlord?
11. What other uses or potential types of tenants in the building would be most complementary to your operation?
12. Are you aware of any other potential tenants or users that we should contact?
13. Do you have any other thoughts or suggestions?



Appendix D
Prospective college tenants

The following is a listing of Ontario colleges with existing renewable/sustainable energy programs as of January 2010

College	Program	Specialty	Contact
Cambrian (Sudbury)	Advanced Diploma w/ work at Sustainable Energy Centre	Energy Systems Technology	Contact: K. Mina, Program Coordinator of the Energy Systems Technology (ESTY) program Telephone: (705) 566-8101, ext. 7578 Email: kameal.mina@cambriancollege.ca
Centennial (Progress, Toronto)	Diploma, Advanced Diploma w/ optional co-op	Energy Systems Engineering	Telephone: (416) 289-5000, ext. 2356 Email: energy@centennialcollege.ca Program information: www.centennialcollege.ca/Programs/Search.aspx?searchTerm=renewable&search
Durham (Whitby)	Diploma	Renewable Energy Technician	Contact: Norm Fenton (Dean) Telephone: (905) 721-2000, ext. 3302 Email: norm.fenton@durhamcollege.ca Program information: yplace.durhamcollege.ca/durham/program.do?from=subject&programID=1396
Fleming (Haliburton)	Certificate (20 week)*	Sustainable Building Design and Construction	Contact: Chris Magwood Telephone: (866) 353-6464 Email: cmagwood@flemingc.on.ca Program information: www.flemingc.on.ca/index.cfm/go/programs/sub/display/code/SBD Note: There is also a 2 semester sustainable agriculture certificate program at Fleming



Fleming (Haliburton)	Certificate (20 week)	Sustainable Renovations (new Sep 2010)	Contact: Chris Magwood (as above) Program information: www.flemingc.on.ca/index.cfm/go/programs/sub/display/code/SBR/style/d.cfm
Humber (North, Toronto)	Advanced Diploma w/ co-op	Sustainable Energy and Building Technology	Contact: Kerry Johnston, program co-ordinator Telephone: (416) 675-6622, ext. 4512 Email: kerry.johnston@humber.ca Program information: www.humber.ca/program/31551 Program information: www.humber.ca/appliedtechnology/sustainable-energy-and-building-technology-co-op
Lambton	Advanced Diploma w/ co-op	Alt. Energy Engineering	Contact School of Technology, Applied Sciences, Apprenticeship & Fire Science Telephone: (519) 541-2444 Program information: www.lambton.on.ca/Programs/program_html?Program=T073
Mohawk (Fennell / STARRT Institute, Stoney Creek)	Advanced Diploma w/ optional co-op	Energy Systems Engineering - Clean and Renewable	Program information: www.mohawkcollege.ca/calendar/renewalEng.html
Sault	Certificate (2 semesters)	Renewable Energy and Green Construction Technology (new Sep 2010)	Program information: www.saultcollege.ca/Programs/Programs.asp?progcode=4046&cat=overview&groupc=ENG
St. Clair	Advanced Diploma	Energy Systems Design Technology (new Sep 2010)	Contact: Bill White Telephone: (519) 972-2727, ext. 4927 Email: wwhite@stclaircollege.ca Program information: www.stclaircollege.ca/programs/postsec/energy_systems/
St. Lawrence	Diploma, Advanced Diploma	Energy Systems Engineering Technology	Contact: David Athersych, Coordinator Telephone: 613-544-5400, ext.1245, Email: dathersych@sl.on.ca Program information: www.eset.ati.sl.on.ca/



**Description of University Centre at Gaylord
Gaylord, Michigan**

Interview with Jack Thompson, Executive Director (since 1999) of the University Center at Gaylord, Michigan, June 3, 2010.

Mission and history

- There are 14 community colleges in Michigan, all single-institution facilities, except Gaylord. When it was established, the community took an opportunity to set its own agenda for the facility.
- From the web: "In 1985 a group of citizens, business professionals, and elected officials gathered to explore the possibility of enhancing educational opportunities in Northern Michigan. These community leaders explored the feasibility of offering college opportunities and technical education for Northern Michigan residents."
- "The mission of The University Center at Gaylord is to facilitate the delivery of quality, state-of-the-art education and training that is responsive to personal growth and business needs throughout Otsego County and Northern Michigan through a consortium of colleges offering degrees, enrichment and skill certification programs."
- The current space is about a decade old. From the website, referring to the year 2000: "Due to the proven success of the consortium and the need to expand the current campus, taxpayers in Otsego County continued to support the growth of the consortium by voting for a 20-year millage to build a new state-of-the-art campus and provide operational funding for the new building. By August, a new educational facility was being constructed in Gaylord. This new building, which now houses college and university partners and



a new technical training center, is called The University Center at Gaylord.”

Description

- The centre is 50,000 square feet, features open architecture, includes 18 classrooms of various sizes, plus two ITV labs, two computer labs, multiple purpose labs, a manufacturing lab, an HVAC lab, a construction lab, a media centre open to students faculty and residents, conference rooms.
- At the moment there are no science labs, but the centre is adjacent to a high school. Gaylord uses their labs for science, and invested money in them to upgrade them to the highest level.
- Gaylord is now designing a science building, and thinking about putting in two vertical wind turbines. If not, it might put up a wind turbine for novelty and educational purposes. It is close to signing agreements to have a developer and three companies come in. This would encourage college partners to provide training in areas of need.
- There is no library at the site. (Students take out books from their home institution's libraries, and there is a delivery service to Gaylord.) There are no onsite foodservices, kitchen, or other student services. This has not been a problem. (“We expect our students to

be adults.”) Local restaurants are used when catering is needed.

- The facility is located just outside the town (about half a mile) and is in an educational complex. It is next door to some large retail stores. There is a Meyers, Home Depot, Coles, and a TG Max (clothing store) is opening soon. Nearby services include the ambulance service, social service support groups, and a hospital. Other chains will likely come in. He wishes there was a Best Buy nearby.
- At the moment there are no residences for students in the building.

Relationship of tenants

- There is no common theme that unites the eight colleges and universities that rent space at the facility. There is no brand in this sense. In addition to the eight main tenants, space is rented to other educational institutions including the Michigan state police.
- There are “community education” classes and corporate training occasionally takes place there. Michigan State police does training there, for example. Classrooms, labs, and meeting rooms are rented out.

Governance

- The facility is owned by the University Centre and M-TEC, each owning half. They share the expense of



running the building. The UC is the umbrella managing partner in a consortium of colleges. It is a non-profit, private venture which receives an annual “millage” (income) from taxpayers. It is deemed to be in the surrounding community’s interest to have an educational facility in northern Michigan.

Students

- There are approximately 2,000 students, enrolled in a wide variety of programs. The student population comes from a radius of 100 miles, with the majority coming from 25 miles. There are full-time programs offering the equivalent to Ontario certificates, diplomas, and degrees (bachelor through doctoral), as well as continuing education courses and corporate training. Gaylord built a vocational training school that is separate (M-TEC).

Financial

- The centre has never run a deficit, and it is heavily subsidized by the tax income that comes in each year.

The facility is cheap for institutions to set up shop in: A general purpose classroom with all technology is \$7.50 an hour; rooms with the most up-to-date technology and software included cost \$30 an hour. The centre provides all furniture, technology, and software. Tenants pay for long-distance telephone use on top of rent, and that’s it.

- According to Mr. Thompson, as long as the VMS could be reasonably retrofitted, it would be “something to look at”. There would be high on-going costs to operate the building, and so from demographic and needs standpoint, it is important to think about whether there is enough demand to generate a positive cash flow at the end of day. Will there be enough programming to fill classes to cover costs?

Miscellaneous

- When told that the assessment assumption is that the Town would renovate and operate the building, he was enthusiastic about the potential for the VMS. He said that would be a “great deal.”



Appendix F
College interview guide

Please note that not all questions are asked of all interviewees.

1. Interviewees
 - Runs a renewable energy or power program on a satellite campus
 - Only want to talk to those with a little satellite campus; small like the power centre
 - Contact by email first to arrange meeting time.
2. Introduction — We have been engaged by the Town of Ingersoll to take a look at the feasibility of renovating a municipally owned building into a college education centre. You may have heard that Conestoga has established a new facility in town teaching renewable energy programs.
3. One of the aims of the Town's strategic plan is to establish itself as an educational and training centre in the southwest. That is what I want to talk to you about.
4. The idea is that the Town's facility would house a number of permanent college satellites all with a focus on power and renewable energy programs. This would complement the Conestoga centre and the Town's economic development thrust. The tenants of the educational and training centre would share common services such as classrooms, professor offices, resource centre, and facilities management.
5. We are looking for advice from colleges about what the Town should be thinking about if it is to meet the colleges' needs for facilities and services.

6. Could you spare 20-25 minutes to speak to me now?
Or can I arrange a more convenient time?
- **No to interview** — Do **not** probe for reason; do you think there is someone else that I should talk to instead? Who? [Might direct you to program dean or president.]
 - **Maybe** — If interviewee is looking for credential, direct them to:
 - Bill Mates, director of economic development, Town of Ingersoll
 - Telephone: (519) 485-0120 — Give Town central line, not cellphone
 - Email: bmates@ingersoll.ca
 - **Yes** — Go to question 7
7. Can I confirm the following:
- a. Your college has a campus in [location] and that it offers a program in [program name]
8. Students
- a. How many students are at the facility?
 - b. How many sections (or classes) in total (all the years combined)?
9. Existing facilities
- a. When was the satellite program established? When did the building open for its first cohort
- b. How many square feet do you have?
 - c. Do you own or lease space?
 - d. Did you purpose build or go into an existing building?
 - e. How many classrooms?
 - f. How many administrative offices?
 - g. How many professors' offices?
 - h. Do you have a shipping and storage areas?
 - i. Are there special purpose facilities [PROMPT IF NECESSARY: high ceiling rooms, auditorium, sports, theatre, lecture hall]
 - j. How many parking spots, if any, do you provide for students, faculty, and visitors?
10. Student services
- a. Is there a library or resource centre
 - b. Are there on-site foodservices? Student housing? Medical? Counseling? Employment? What else?
 - c. If you service the students from a different campus, how does that work?
 - d. What facilities or services are missing and you wished you had?
11. Were you involved in the original decision to establish the campus and program in [location]? Or are you familiar with the circumstances and criteria for the establishment of that campus?

- a. **If Yes** — Continue to question 12 and 13 as is
- b. **If No** — Preface questions 12 and 13 with, “IF YOU WERE TO LOOK AT ESTABLISHING A NEW SATELLITE FOR A POWER OR RENEWABLE ENERGY PROGRAM.”

12. Location

- a. Did you have a preference for a location vis-à-vis a downtown? Did you want the students to be part of the downtown or want them away from the downtown?
- b. What businesses and services did you want near (walking distance) the campus/building? (PROMPT IF NECESSARY: food, stationery, gas, housing, pubs)

13. Decision making

- a. What was the decision making process to establish the campus?
- b. Who was involved in the decision?
- c. How long did it take to make the decision from when someone had a eureka moment to when you got the go ahead to establish the campus?
- d. Once the decision was made to proceed, how long did it take to get the first cohort in place?

- e. Are there particular times of the year that are best to approach the college with our suggestion to open a campus in Ingersoll?

14. Summing up

- a. If you were to look at a new campus somewhere else, what would be the top criteria for each of the following:
 - Whether to do it or not
 - Where to put it in the province
 - The facilities
- b. Sometime in the future if Ingersoll were to go ahead with the college centre and wanted to make a pitch to your college, can you suggest who they should approach?
- c. Are you aware of any plans to expand your renewable or alternative energy, (or engineering) programs, especially into a satellite campus in the southwest?
- d. If I think of any other questions, would it be OK to contact you again?

15. Thank you



Appendix F
MITC interview guide

1. Interviewee
 - Is the person in charge of the power centre (perhaps executive director, president)
 - Contact by email first to arrange an interview'
 - See how much of the info is on their website and then just confirm that info with the interviewee
2. Introduction — We have been engaged by the Town of Ingersoll in southwest Ontario to take a look at the feasibility of renovating a municipally owned building into a college education centre. We're looking at your facility as a possible model for the Town and wanted to get your advice and experience to help the Town along.
3. Could you spare 20-25 minutes to speak to me now? Or can I arrange a more convenient time?
 - **No to interview** — Do **not** probe for reason; do you think there is someone else that I should talk to instead? Who? [Might direct you to programme dean or president.]
 - **Maybe** — If interviewee is looking for credential, direct them to:
 - Bill Mates, director of economic development, Town of Ingersoll
 - Telephone: (519) 485-0120 — Give Town central line, not cellphone
 - Email: bmates@ingersoll.ca
 - **Yes** — Go to question 7
4. We have been through your website and have been reading the literature about multi-institutional training centres but wanted to put some flesh to the printed page.



5. The idea is that the Town's facility would house a number of permanent college satellites all with a focus on power and renewable energy programmes. This would complement the Town's economic development thrust. The tenants of the educational and training centre would share common services such as classrooms, professor offices, resource centre, and facilities management.
6. Does this more or less describe your facility as well?
7. History
 - a. Can we start with a little history about the facility? Can you tell me a bit about:
 - When was the facility established?
 - How did the idea come about to establish the facility?
 - Who was involved in the development?
 - What was the vision/goal for establishing the facility?
 - Were the municipal, state, or federal government funders? Who paid for the capital costs? Who paid for the initial deficits if there was one?
 - It almost seems like there is a philosophical idea behind MITCs or communiversities. Am I reading too much into this?
 - b. Can you tell me about the facility itself?
 - How many square feet?
 - How many classrooms?
 - Is there a resource centre?
 - A computer lab?
 - Do each of the tenants get dedicated space such as an administrative office and professor's office?
 - What are the common areas that all colleges have access to?
 - Are there foodservices?
 - What types of student services?
 - How many parking spaces (on the property, around the neighbourhood)?
 - What else?
8. Brand or theme
 - a. As I mentioned Ingersoll is looking to set up its facility to focus on renewable/sustainable energy programmes. Does your facility also have a central focus in its programming?
 - If **YES** — Can you tell me a bit about what that is about and how it came about
 - If **NO** — Does it matter in the end to the success of the facility the different colleges offer different unrelated programmes?

- b. Does the facility do any marketing about itself or is it mostly/always focused on the specific programme or college itself?
9. Tenants
- You currently have XXX colleges/universities located at your facility. Do these colleges share a particular expertise or a common something that makes them “logical” partners in the building?
 - Are there particular programming or course synergies that are gained by having these particular colleges together in one place? Or is just a matter of sharing costs?
 - Do you rent out the facilities to non-academic users for conferences, community activities, small meetings, corporate use
10. Students
- How many students are at the facility?
 - Do the colleges/universities offer:
 - Full time programmes leading to diplomas and degrees
 - Continuing education programmes and courses
 - Corporate training
11. Student services
- Is there a library or resource centre?
- Are there on-site foodservices? Student housing? Medical? Counseling? Employment? What else?
 - If you service the students from a different campus, how does that work?
 - What facilities or services are missing and you wished you had?
 - What businesses and services did you want near (walking distance) the campus/building? (PROMPT IF NECESSARY: food, stationery, gas, housing, pubs)
12. Tenancy and governance
- Who actually owns the facility?
 - How do you make decisions about the management of the facility?
 - Are there dedicated facility staff like custodians, security, others who work for the facility rather than one of the tenants?
13. Financial
- Are you set up as a not-for-profit or for-profit organization?
 - Do you charge market-level rents to the colleges or is it subsidized by somebody (WHO?)?
 - Do you breakeven? Are you allowed to run a deficit? Who picks up the deficit if there is one?

14. Summing up

- a. Is there another facility like yours which would also be a good model to look at? Have you ever heard of one in Canada?
- b. Is there anything I missed that I should have asked you about?!
- c. If I think of any other questions, would it be OK to contact you again?

15. Thank you







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