



W The Source of Discovery WELLSPRING CENTER FOR PROFESSIONAL FUTURES

FINAL REPORT: March 2012



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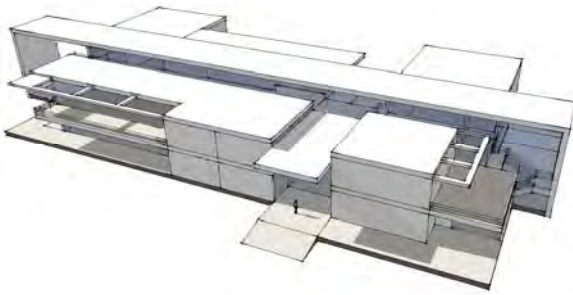
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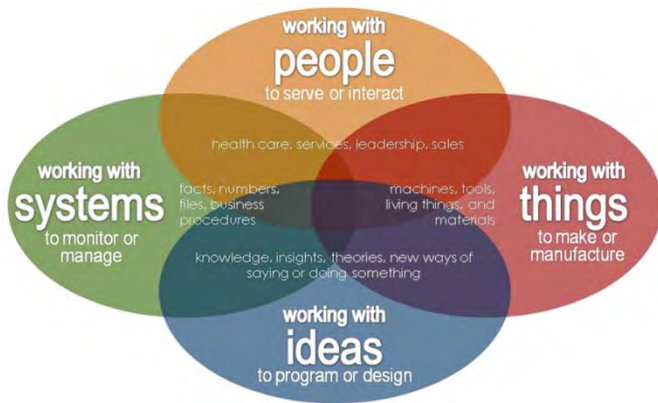
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1.0 OVERVIEW:

- 1.1 Executive Summary
- 1.2 Project Narrative
- 1.3 Beliefs, Vision & Goals
- 1.4 Approach & Methodology
- 1.5 Acknowledgements





PROJECT DATA

Site Size:	44 acres
Building Gross Area:	approximately 143,500 gsf
Student Capacity (on-site):	1,000 students
Student Enrollment:*	3,000+ students
Car Parking:	390 spaces
Bus Parking:	5-10 (multiple stops)
Project Cost Estimate:	\$ 36,100,000

* Student enrollment is defined as the number of students taking at least one course through the WCPF

PRE-DESIGN DOCUMENT

This pre-design document summarizes the first phase of defining the project, including facility programming and pre-design, effectively setting the stage for the project to proceed into design, construction and operation.

WELLSPRING CENTER FOR PROFESSIONAL FUTURES

The Wellspring Center for Professional Futures WCPF) is a secondary, non-degree granting school serving the eight school districts within the Pontotoc, Union, and Lee county lines. By enhancing education in the region, opportunities are expected to extend into a wide array of benefits such as increased graduation rates, increased student engagement in their own learning, enhanced connections between school and community, a stronger more skilled workforce, a reduction in "brain-drain" of students and professionals leaving the region, and an overall strengthening of economy of northeastern Mississippi.

The project is a **partnership** based in northeast Mississippi between the not for profit CREATE Foundation and eight public school districts. It is made possible by a \$50 million gift granted by the Toyota Motor Corporation to the CREATE Foundation. The school will offer high-level, innovative curriculum choices that are connected to career and college readiness standards for all high school students who wish to participate.

The Center will serve primarily (but not exclusively) **11th and 12th grade students** from the eight school districts in enhanced opportunities for real-world learning as they explore their interests in specific career paths. The educational approach includes considering all high schools within the alliance counties as a "system of education" within which students can access opportunities to explore and establish interests and career directions.

While students will remain enrolled in, and receive their diplomas from, their home-base high schools, a rough projection of the number of students on-site attending the center at any given time is approximately **1,000 students**. Provisions for off-site programs as well as virtual learning opportunities will effectively extend student access to the Center's programs and offerings. In addition, facilities include accommodations for essential community use and involvement, modeling professional and collaborative relationships throughout the region.

The project is located near the geographic center of the PUL counties. The **44 acre site** enjoys mature trees and rolling topography as well as easy access and good visibility from adjacent roadways – a beautiful setting for the new facility. Intending to set lightly on the land, the facility is **designed as a campus** comprised of five separate but interconnected pavilions organized along the banks of a natural stream. In addition to the buildings, functional elements also include roadways, drop-off areas and parking as well as outdoor classrooms and other connections to nature.

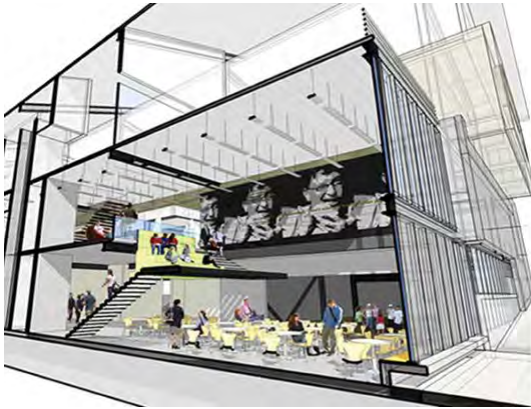
One of the five campus pavilions is the Campus Commons which includes a Welcome Center, Media Café, a small Conferencing Center, a Wellness/Fitness Center, a Virtual Learning Support Center, Technology Support, student services and career counselors, school nurse, and the operational administrative offices. The Campus Commons will serve all students as well as welcome both visitors and community activities. The other four pavilions house **Professional Learning Communities** (PLCs), each housing unique career-focused programs and resources: PLCs include: the Center for Humanities, the Center for Design, the Center for Ideas, and the Center for Systems. While the exact curricular offerings will evolve over the life of the campus, these pavilions are planned to flexibly accommodate learner interests and professional proficiencies along the following four timeless categories: working with **people**, working with **things**, working with **ideas**, and working with **systems**.



The Wellspring Center for Professional Futures...

“...will expose students in the eight school districts in Pontotoc, Union and Lee Counties to professional careers for their future through high performance teaching and a modern learning environment.” This will be supported through:

- Innovative Learning through Innovative Approaches
- Real World Learning Spaces and Equipment
- Collaborative Effort to Enable Unique Opportunities
- Enhancement to the Public Education System in the PUL region”



The Center will be an educational facility designed to expose students to professional careers through high performance teaching and a modern learning environment.

The concept for the new facility:

- “The facility will be located in the Wellspring project area at the confluence of the three PUL Alliance counties.
- After completing some introductory programs at their home schools, students will make application to attend the Center to take advanced offerings in a variety of professional career academies.
- Students only attend the Center for Professional Futures for their specific career classes.
- All other classes and extracurricular activities take place at the students’ home high school.
- A typical day at the Center for Professional Futures involves students traveling from their home campus to the Center to take Part in advances courses with hands-on innovative learning opportunities and returning to their home campus for the remainder of the school day.”

source: CREATE Foundation

Project Narrative:

The Wellspring Center for Professional Futures (WCPF) is a partnership based in northeast Mississippi between the not for profit CREATE Foundation and eight public school districts. Six of these eight school districts are rural (as defined by the Rural, Low-Income School Program). This project is made possible by a \$50 million gift granted by the Toyota Motor Corporation to the CREATE Foundation. The WCPF is a secondary, non-degree granting school serving the eight school districts within the Pontotoc, Union, and Lee county lines. The school will offer high-level, innovative curriculum choices that are connected to career and college readiness standards for all high school students who wish to participate.

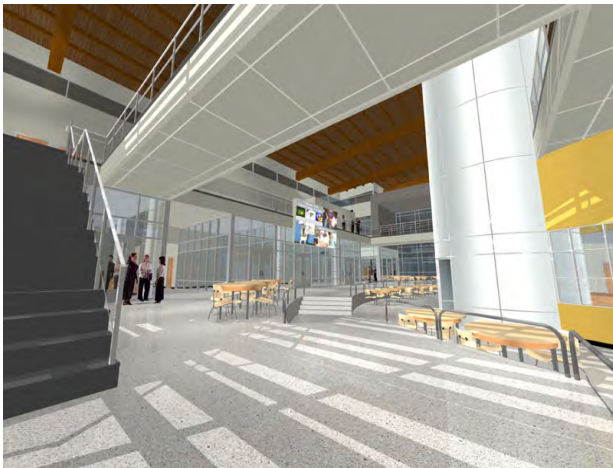


The \$50 million Toyota contribution to CREATE is payable at a rate of \$5 million a year and is in the first year. The gift was announced as part of the Toyota manufacturing facility being built in Blue Springs, Mississippi. According to the Memorandum of Understanding, the money is to be spent to **enhance education in the region**. The CREATE Foundation is the beneficiary of the grant and has operated as a non-profit focused strongly on improving education outcomes in the sixteen counties of northeast Mississippi for almost 40 years. The CREATE Board formed a committee named the Toyota Education Enhancement Fund Advisory Committee (TEEFAC) comprised of community representatives for the purposes of determining how to best use the gift.

After careful consideration, TEEFAC chose the **Wellspring Center for Professional Futures** project based on visiting and observing others states' successful models such as the Frisco Center for Professional Futures in Frisco, Texas. They also determined that the most of the funding from Toyota should be invested and used to cover long term operational and maintenance costs of the facility. By doing so, there will never be a reliance on the ebbs and flows of state and local sources to serve the students. The plan to cover the costs of construction is to partner with the State of Mississippi through the issuance of general obligation bonding authority, private corporate and individual giving opportunities, and possibly low-interest building loans. Some initial money from the gift may be used to seed the project's beginning.

Besides the exceptional nature of the \$50 million gift that will be used to operate the WCPF, the other aspects that set this project apart includes its unique focus on state level scalability and research based capacity to **improve student achievement** measurements, particular those from rural, underrepresented groups in the state. The Wellspring Center for Professional Futures will be a place for students to experience **leading edge educational practices** that is specifically connected to the career and college aspirations. The proximity of four postsecondary institutions to the facility are critical assets in the organization of educational policies and practices such as dual enrollment and early college high school models already in place in the state but not being fully maximized. From a career readiness perspective, the two community colleges will be working closely on technical training, career readiness certifications already being used at the technical centers, and industry recognized certifications connected to the local region's workforce needs.

The provision of these exciting opportunities in a coherent way will immediately help improve educational outcomes for rural Mississippians in the region. Research has been clear that high school students who feel their matriculation is relevant to their work goals are far more likely to graduate from high school and go to college. Specific programs will be designed to focus on college preparedness thereby **increasing college attendance, retention, and graduation rates**. For those students not wishing to pursue their education, they will have the workforce skills training that can be immediately deployed in the community, leading to **lower unemployment rates and higher per capita income**. Undergirding all of this will be a stated, publically articulated focus on the recruitment of low-income, female, and minority students into the WCPF's Science, Technology, Engineering, and Math (STEM) related curriculum options.





A secondary benefit of this important effort will be the ability to achieve **economies of scale** across many spending categories in each of the participating eight school districts' budgets, specifically related to educational services, infrastructure, and educational programming. Shared educational services will centrally focus on the provision of core subject credit curriculum options for graduation (Carnegie units), which will be aligned to state standards. The provision of these curricula choices will free up the local school districts' number one expenditure item in personnel services which can be refocused on **closing the achievement gap** at the elementary and middle school levels.

Educational programming offered at the WCPF will be a central focus of the project. Examples include dual credit programs that will be linked with Itawamba Community College, Northeast Mississippi Community College, Mississippi State University, and The University of Mississippi. An exceptional component of this program is the fact that while the Mississippi Code prescribes the standards of the state's dual credit program, there is not a dedicated funding source. Students participating at the Wellspring Center for Professional Futures will be able to receive the **dual credit opportunities at no cost**, leveling the playing field for those who may not have the income to pay the tuition to participate.

Instructors will come from different backgrounds including both the local postsecondary schools and the eight local school districts. In some cases, teachers could be paid entirely by the WCPF while still employed at their local district, which will free up funds to be redirected at programs at the elementary and middle school level.

Perhaps the most inventive shared service offered at the WCPF that is not being offered at any of the participating schools is the provision of **online learning opportunities** available to not only the students enrolled but also to students at the local elementary and middle school and students at other high schools in Mississippi and potentially the nation. This could be made possible by connecting to the state's online learning network called the Mississippi Virtual Public School or by partnering with private sector providers such as Blackboard or Connections Academy. Each classroom and lecture facility at the Wellspring Center for Professional Futures will be equipped to do this. Such policies can also alleviate the current critical teacher shortage.



CAPACITY & ENROLLMENT

THE STUDENTS:

- High school students, primarily 11th and 12th graders
- Students have with pre-requisite requirements from home base schools
- Special programs for middle and elementary school students
- Potentially includes opportunities for college-level courses
- On-line learners



"The most important thing for kids growing up today is the love of embracing change. ... The ability to navigate in a buzz of confusion and to figure out how to trust the information that you find and feel confident about, makes the world yours. Embracing change and using ubiquitous information navigation and creation tools radically alter the learning landscape."

- John Seely Brown, senior fellow of the Design Futures Council



The Center will serve primarily (but not exclusively) 11th and 12th grade students from the eight school districts in enhanced opportunities for real-world learning as they explore their interests in specific career paths. The educational approach includes considering all high schools within the alliance counties as a "system of education" within which students can access opportunities to explore and establish interests and career directions.

While students will remain enrolled in, and receive their diplomas from, their home-base high schools, a rough projection of the number of students occupying the campus at any given time is approximately **1,000 students**. This is referred to as the student **"capacity"** of the on-site campus.

Calculating student **"enrollment"** in the center is a bit more complicated in that it must consider time and the extended school day, the fluidity of students coming and going throughout the day, the number of students taking more than one course, the extent of business partnerships offering real-world experiences off-campus, and the extent of virtual learning offerings.

SCHEDULE

Considering that the WCPF will operate several courses per day (for example, on a modular 4-block schedule which extends to 5pm), then on-site student enrollment (defined as a student taking at least 1 course offered at the center) could hypothetically reach 4,000 students. However, it should be assumed that some students may take more than one course at the center, so this number is likely high.

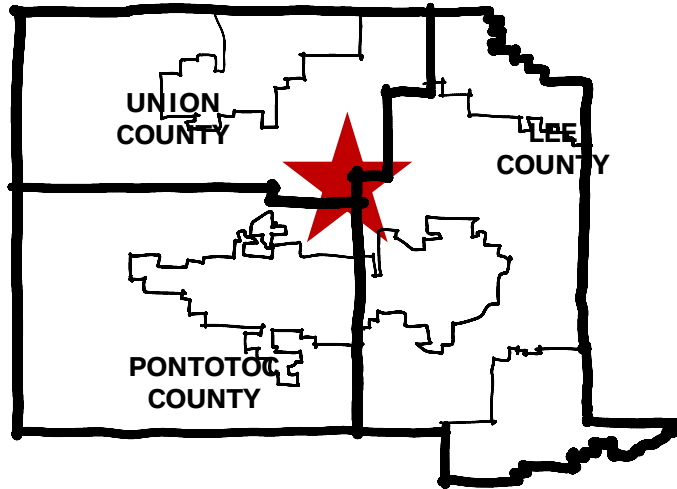
EXTENDED LEARNING

Community partnerships are important to providing students with real-world experiences. It can be assumed that some business partnerships will result in additional professionals engaging on-site at the center, and that some partnerships will provide students will off-site learning opportunities. The extent of off-site programs will effect the potential enrollment of the center.

ON-LINE LEARNING

WCPF includes support facilities for virtual learning, where student and teacher/professional need not be physically located in the same place. This will enable students to engage in WCPF programs without leaving their home-base high schools. The extent of students engaging in virtual learning courses will effect the potential enrollment of the center.

Frequently Asked Questions:



How will the Center benefit the PUL Alliance Counties?

The Wellspring Center for Professional Futures (WCPF) is an educational resource for teaching and learning in the PUL Alliance Counties that prepares students for future professional opportunities at a high level of advancement (that we haven't seen before in Mississippi.)

WCPF will offer high-level, innovative curriculum choices that are connected to career and college readiness standards for high school students. The Wellspring Center for Professional Futures will:

- increase opportunities to explore different interest paths.
- prepare for lifelong learning.
- increase options for non-college bound students.
- provide authentic educational opportunities within the community.
- allow for relevant and rigorous course of study within an interest area.
- experience hands-on learning for all students.
- integrate 21st century skills into the curricula.

How is WCPF different from our current vocational schools?

WCPF will attract a full range of students and learning styles with varying college and career goals.

The center will provide advanced opportunities that can work in alignment with current career/technical programs offered within the PUL counties school districts.

How is WCPF funded?

Operational costs for the program are funded through an endowment established through a gift from Toyota. Capital costs for the building will be funded through grants and/or private funding.

How will the Center affect property taxes?

WCPF will be built and operated without impacting the property taxes of residents of PUL counties.





Who will attend the Center, and how will this be decided?

As a goal, all students attending public schools within the PUL Alliance counties would be introduced to programs at WCPF during Elementary and Middle School years. During High School, students would then select programs that are aligned with interests and educational pathways.

WCPF is an educational enhancement resource will be networked with schools in the PUL Alliance counties. Programs will be designed to allow broad participation. Any selection process for specific courses will be interest-based and equitable.

How will the Center affect CTE programs in the home-based schools?

WCPF is an independent organization providing enhanced educational opportunities. CTE programs at home-based schools will continue to operate under the direction of the local schools and districts. Programs at WCPF can be designed to work in alignment with programs at home-base schools.

How will students get to and from the Center?

Transportation logistics are being explored, and will likely be a combination of arriving by car and/or bus.

Who will govern and operate the Center?

CREATE Foundation was selected by Toyota to establish and administer the Toyota Education Enhancement Fund. At the appropriate time a board of directors will be created for governing WCPF.

Where will we find teachers & instructors?

Instructors will likely be a combination of industry professionals and professional teachers. In addition, professional experience and development programs can be developed as a resource to teachers in the PUL Alliance counties.

How will we achieve “fair & equitable” among all PUL schools?

The Toyota Education Enhancement Advisory Committee has been established to ensure all decisions regarding the development operations and maintenance of the center are fair and equitable.

All students attending public schools within the PUL Alliance counties will have opportunities to experience programs at WCPF.



PROJECT GOALS

The core purpose the Wellspring Center for Professional Futures is to impact overall education results systemically in the State of Mississippi generally and the northeast region specifically by raising overall achievement outcomes while closing the achievement gap. A major overarching goal of the Wellspring Center for Professional Futures will be to exceed the state and national high school and college graduation rates in all categories. Addressing the dropout rates is one of the most significant challenges facing the future competitiveness of the United States. Research is clear that a student who drops out of high school begins a trajectory in life that leads to less civic engagement, unhealthy habits, higher crime rates, and lower income over the course of life.

The Wellspring Center for Professional Futures is:

- A center to **enhance education** in the PUL region.
- A **collaborative partner** with school districts and school programs in the PUL region.
- Utilizes the strength of the **PUL region** to provide enhanced opportunities that are not possible individually.
- A non-degree granting institution. Students remain involved in their **home base schools**.
- Programs are **integrated** into the schedules of home base schools.
- An **extended-hour access** facility to accommodate a variety of learner schedules.
- Multiple educational approaches and opportunities to engage a **broad spectrum of students**.

The Center will support:

- **21st century skills acquisition**: innovation, communication, collaboration, critical thinking, and creativity.
- Provides opportunities for students to deeply explore interests through **problem-based learning**.
- Provides concentrated blocks of time for **students to focus** on their work.
- Approximately 1,000 students on-site at any given time. This could average **2,000-2,500 students** daily.

The Center will serve:

- **High school students**, potentially with pre-requisite requirements from home base schools.
- **Middle & elementary students** through introductory programs and special events.
- Students who desire opportunities for **college-level courses**.
- **Virtual-learners**: students from throughout the PUL counties and beyond.

The Center will support collaborations with:

- **Businesses**: authentic exposure to skilled professionals and real-world situations.
- **Colleges and universities**: earn college credits/certifications while earning high school credit.
- **PUL school districts**: provide students and high school diplomas.
- **PUL school programs**: pre-requisite requirements, enrichments, extensions, enhancements to current programs.



Belief Statements:



Profile of a 2025 Graduate:

- Independent Life-long Learning
- Digital Age Literacy
- Inventive Thinking
- Effective Communication
- High Productivity
- Healthful Living
- Stewardship

***We are preparing
students for their futures,
not our pasts . . .***



We believe...

- High school is the perfect time for students to explore careers and build skills in areas that interest them, as they prepare for life beyond high school and for the careers of their dreams.
- Exposing younger students to career possibilities is a meaningful way to engage them in defining their own futures.
- Our quality of life depends on the opportunities we provide for our students and the support we give them to succeed.
- We can empower students through active relationships with real-world experts and experiences that inspire and challenge.
- The current US high school program was designed more than 100 years ago to suit the industrial age needs for factory workers. This model simply does not fit the technological, social and economic realities of our time, much less the future.
- We need options for a fundamentally different learning experience for 21st century learners, one that engages and inspires every learner to become a champion.
- To strengthen our communities and our economy we must instill a creative, innovative and even entrepreneurial spirit in our youth.
- Together as a region, we have the potential to achieve great things for our students that are not possible individually.
- A climate of high expectations can transform student attitudes of achievement.

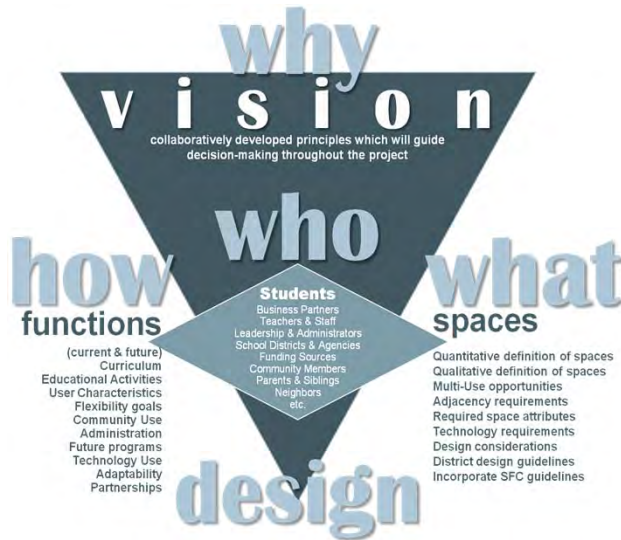
We need...

- Enhancement of what we have
- Bridge that connects learners to their futures
- Courage to forge a new path

This phase of the project included the following activities:

- DISCOVERY - Collecting and understanding project context & “givens”
- VISIONING - Establishing the “Big Idea” and articulating measurable metrics for success
- ANALYSIS - Examining, in detail, all elements of the project, including their interrelationships
- SYNTHESIS - Translating data and ideas into space programming and planning strategies
- DESIGN - Developing the best course of action: conceptual designs for the building and site
- DELIVERY - Following through with design implementation as the project progresses into subsequent phases

These activities are by nature interrelated, occurring simultaneously and with substantial overlap. In addition, varying degrees of stakeholder participation are possible. This section describes the process used to develop the conceptual design for the project.



DISCOVERY

Collecting and understanding project context & “givens”

This is a fact and information-gathering time during which the design team becomes familiar with the specific project context and given parameters. This typically includes collecting any project information that has already been defined (including project budget and schedule?), ordering the site survey, understanding the site context and adjacent site uses, identifying applicable code requirements and agency reviews, gathering demographic data, reviewing exemplary facilities and programs, researching local and national employment trends, listing potential collaborations and partnerships, and identifying stakeholder groups and/or committees to ensure an inclusive and collaborative process.

Collecting this information was a joint effort among your committee, your architect and BrainSpaces, and close coordination helped to ensure wise and efficient use of time and resources.

Questions explored during pre-design discovery activities and conversations formed the basis of the “Frequently Asked Questions”.

ANALYSIS

Examining all elements of the project, including their interrelationships

During this activity, the gathered information will be analyzed and compared with the vision and guiding principles. Adjustments in both data sets often result from this comparison. For the new Center for professional Futures, additional information such as cross coordination of time and programs among area high schools will also be analyzed and recommendations made as needed to align strategies across all schools to ensure solid and equitable participation in the resulting Center.

Additional analysis of feasibility parameters such as budgets and schedules will be explored relative to the established project goals and principles.

Through this analysis phase, confidence in the project's direction is established.



SYNTHESIS

Translating data and ideas into space programming and planning strategies

The educational specification (Ed Spec) offers valuable direction in the planning and design of educational facilities. Through the process, visions and goals are translated into tangible facility parameters and characteristics which the architectural team will use to design the building.

DESIGN

Developing the best course of action: conceptual designs for the building and site

During the conceptual design process, information generated for the educational specifications is translated into conceptual designs and floor plans that uniquely address your needs and that begin to consider the realities of your site and construction parameters.

Collaborating with the architectural and engineering teams in this activity ensured that the resulting design is an accurate translation of your educational vision. The resulting conceptual design reflects your commitment to students and the vision of your wider school community.

ENGAGEMENT

Discussions, meetings and workshops to guide the project

Input, direction, review and decision making for the new school were structured in a variety of ways and were facilitated by the BrainSpaces in collaboration with the architectural team. In addition, several "open-invitation" sessions were conducted to include the insights, comments and questions of stakeholders and interested parties from all three counties. Open community meetings were held separately in locations within each of the three alliance counties, and an additional open meeting was facilitated at the ICC Belden Center, a location relatively central to the three-county area. Conducting these community workshops was also a good strategy for generating community awareness and support for the project.



TOYOTA MOTOR CORPORATION

Provider of Endowment Gift

CREATE FOUNDATION

Administrator of the Endowment

Mike Clayborne, President

TEEFAC (Toyota Education Enhancement Fund Advisory Group)

Members:

Reggie Collums, Pontotoc County
James Byers, Union County
David Rumbarger, Lee County
David Copenhaver, Toyota Motor Corporation
Greg Pirkle, CREATE Board
Mississippi State Schools Superintendent

NATIONAL CENTER FOR TECHNOLOGY PLANNING

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John Beard, Design Principal
Martin Hodges
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MERCIER LANDSCAPE ARCHITECT

Landscape Design

Bob Mercier, Landscape Architect

BRAINSPACES

Planning Consultant

Amy Yurko, Educational Facility Planner
Peter Brown, Educational Facility Planner

PUL ALLIANCE SCHOOL DISTRICTS

Key Partners

Baldwyn School District
Lee County Schools
Nettleton School District
New Albany School District
Pontotoc City Schools
Pontotoc County Schools
Tupelo Public School District
Union County School District

"A Picture is Worth a Thousand Words"

This document includes images and photographs of various built and unbuilt physical environments designed by a variety of architects and located throughout the world. Images that are not specifically of the WCPF project are included as examples and illustrations of the character and/or design intent of spaces planned for the WCPF. They are not intended to illustrate actual designs for this project.



1.5 Acknowledgements



2.0 EDUCATIONAL PLANNING

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INTRODUCTION



Innovation is what will grow our economy and ensure that every family prospers in an increasingly competitive global market. Our students must acquire **21st century skills** to be successful in the "Innovation Generation." The Wellspring Center for Professional Futures will inspire students to succeed in critical areas such as Bioscience, Entrepreneurship, Design, Engineering and Human Services. Students will "major" in such a curriculum choice which will require pre-requisites to be taken at their home high school helping to make admittance to the WCPF a **prestigious accomplishment**. Students will feel engaged and connected to their educational experience leading to higher graduation rates and college participation rates.

WCPF is an example of how industry and our educational system can work together to produce personalized learning experiences that prepare the next generation of professionals for 21st century opportunities. Junior and senior level students from Pontotoc, Union and Lee County high schools will join together in a unique learning opportunity to deeply explore their interests in a profession-based learning approach. Learning is student driven; teachers facilitate the learning process through problem-based projects comprised of authentic and relevant work assignments.

The Center will directly support the local school districts' efforts to move towards **career and college readiness**, including the provision of an innovative curricular and state of the art instructional practices, strategies, and practical programs in core academic subjects and college preparedness programs all leading to the main goal of increased high school graduation and greater college accessibility rates.

Students learn the professional skills necessary to succeed in today's fast-paced world, all before entering college or other post-secondary educational opportunities. **WCPF is all about students solving real problems, with real tools, used by real professionals, being mentored by real employers, leading to real contributions.**

The outcomes of this project's curriculum design and instructional techniques have the potential to change the future of education in the region, as well as in the State of Mississippi.



2.1 Educational Approach: Introduction

21st CENTURY SKILLS

how we learn...

STIMULATE MORE SENSES

Actively participate, discover and explore.

ASK QUESTIONS, MAKE DISCOVERIES, COLLABORATE

Focus on competence rather than basic recall.

DELVE DEEPLY INTO A SUBJECT

Show what we know.

source: *National Research Council 2003*



At its essence, learning is the acquisition of skills, knowledge, values, wisdom and understanding.

Learning theory in the 21st century has evolved from the 20th century paradigm of behaviorism (where knowledge is viewed as objective, factual and absolute and is thought to be transferred from the active teacher to the passive learner) to a new paradigm based on theories of constructivism (where learning is a process of constructing knowledge rather than acquiring it). In addition, deeper understandings of the human brain support brain-based teaching, which is defined by Eric Jensen, author of *Teaching with the Brain in Mind*, as “purposeful engagement of effective strategies derived from principles of neuroscience.” Since the brain is meaning-driven, it is inept at learning isolated facts. Meaning is gained in three key ways: patterns, emotions and relevance. In other words, **we learn best with themes, the “big picture,” emotions, and interdisciplinary relationships.**

These and other ongoing advances in education and learning are transforming the landscape of public education in the 21st century.

Citizens of the 21st century need to think critically and creatively, embrace diversity and ambiguity, and create as well as consume information. They need to be resourceful and self-reliant, while also being skilled at collaboration and group process. 21st century learning takes into consideration the learner’s context and theorizes that knowledge is constructed through experience in accordance with the learner’s cognitive development. In other words, learning is an active process of making meaning from experiences. In addition, current neuroscience research findings about the physiology/functions of the brain proposes that people learn better in a challenging, safe, comfortable, social and enriched environment.

Learning environments that support 21st century education are collaborative, student-centered, and experiential. They address the **multiple and interconnected learning needs of the whole child**. In this new setting, learning opportunities are not restricted to the classroom – students read in hallways, take classes outdoors, engage in peer-to-peer learning, and learn social skills throughout the day.

Through ubiquitous technology, students connect with the wider world, and teachers are facilitators and learners as well as instructors. Learning environments should provide students with opportunities to be collaborative, connected and creative.

21st CENTURY STUDENTS



Wellspring Center for Professional Futures is a resource for a broad range of learners.

Students with an academic focus will appreciate the in-depth focus of the WCPF programs, providing advanced opportunities and resume-building opportunities.

STEM Students: Students interested in advanced interdisciplinary programs incorporating science, technology, engineering and math.

Hands-on Learners: Students who learn best through intensive hands-on and project-based learning, or those who have found limited success within the traditional classroom environment and/or traditional teaching approach.

Art Students: Students with creative and arts focus will be drawn to hands-on opportunities and experiencing advanced equipment and spaces. Applied arts students can use their creative skills in collaboration with students in other centers to communicate ideas via print, motion, and web.

Athletic Students: Students engaged in athletic programs in their home schools will appreciate competing with their home peers, and attending WCPF programs to receive advanced knowledge in understanding the performance of the human body. Students who enjoy competition in their home school, may like to participate in legal or entrepreneurial programs at WCPF.

On-Line Students: WCPF will also be a resource for students who prefer virtual school. Informal learning spaces will support self-directed students with move through curriculum at their pace. They can also explore the hands-on advanced studies programs at WCPF.

Students seeking Training Certificates: Wellspring Center for Professional Futures will offer certificates for people in the workforce that would like to receive additional training and acquire new skills.

Elementary & Middle School Students: WCPF is a community resource that provides opportunities for students of all ages to be introduced and experience the programs at the center through tours, events and activities.

Community College and other Off-site Partners: Wellspring Center for Professional Futures partners with other educational, professional, and industry organizations to provide educational opportunities for the entire community.

A fulfilling education – and career – begins with understanding the unique interests and abilities of each learner.

Let's change the question **“How smart are you?”** into **“How are you smart?”** in recognition of the Belief Statement that everyone can be a successful learner.

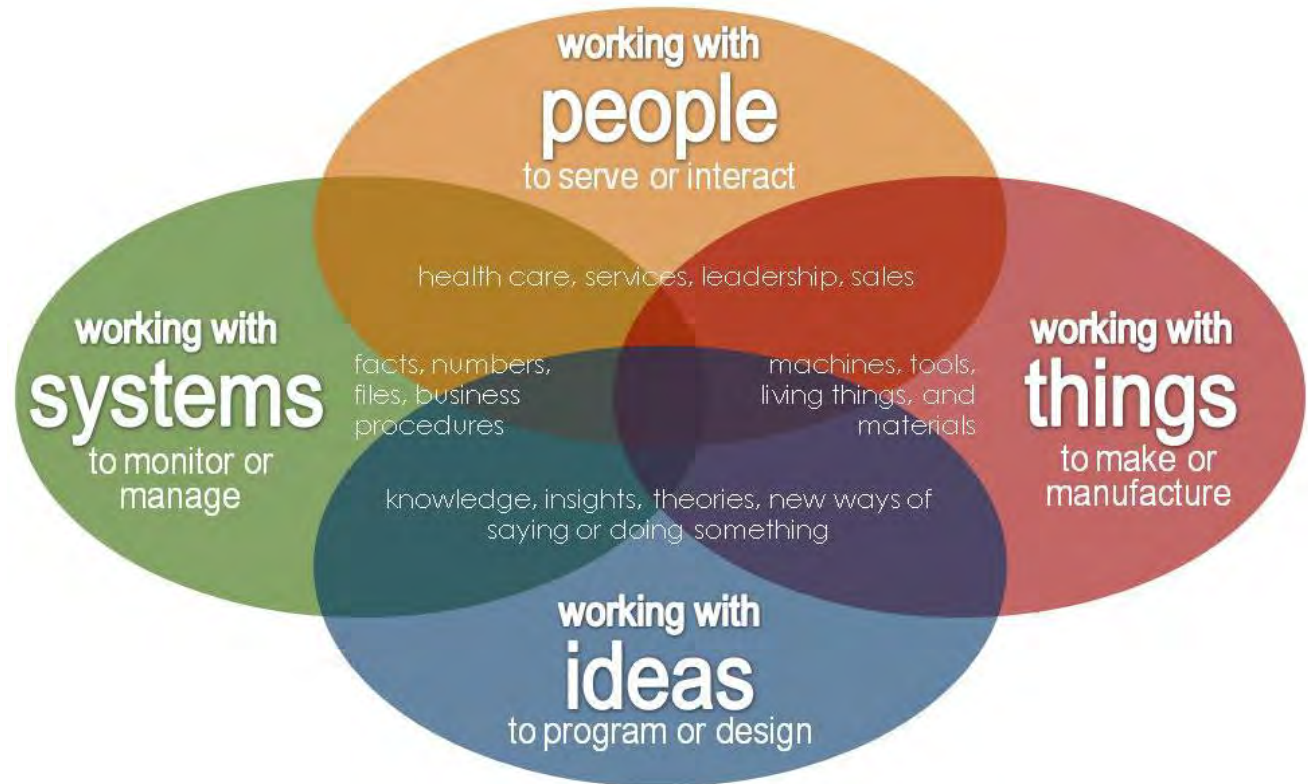
**FOCUS on each LEARNER'S:
INTERESTS & ABILITIES**

Working with PEOPLE: to serve or interact

Working with THINGS: make or manufacture

Working with IDEAS: to program or design

Working with SYSTEMS: to monitor or manage



21st Century students need to understand the value of what they are learning in school, they need permission to dream, and they need support in bring their dreams into reality. Recognizing the interests and aptitudes of each learner will help students make the leap from passive learners to active, successful, empowered lifelong learners who know how to make decisions for their own futures. Students engaged in WCPF will address the question:

“If you knew you couldn’t fail, what might you most like to do?”

working with
PEOPLE

A

Center for Humanity

Biomedicine
Hospitality/Culinary
Human Health & Fitness
Psychology & Behavioral Science
Communications
Education & Human Development
Humanitarianism

Center for Design

Architecture
Product Design
Engineering
Construction
Manufacturing
Environments
Nanotechnology

working with
THINGS

B

D

working with
SYSTEMS

Center for Systems

Environmental
Government & Law
Energy
Transportation
Technology
Economics/Finance
Politics

Center for Ideas

Entrepreneurship
Business
Art & Design
Interactive Technologies
New Media Journalism
Critical Thinking
Intellectual property
Incubators/Pilot Programs

C

working with
IDEAS



1.0 ADMINISTRATION & SUPPORT	AREA (SqFt)
1.01 Campus Welcome Center	1,100
1.02 Administration	2,100
1.03 Student Services	1,200
1.04 Health Office	500
Sub-Total:	4,900

2.0 COMMUNITY COMMONS	AREA (SqFt)
2.01 Media Café / Student Commons	5,300
2.02 Conference Center	5,400
2.03 Wellness Center	4,800
2.04 Distance Teaching Hub	900
2.05 Technology Support	1,000
Sub-Total:	17,400

3.0 WORKING WITH PEOPLE	AREA (SqFt)
3.01 Learning Environments	19,000
3.02 Learning Commons	3,400
3.03 Administration & Support	1,400
3.04 Specialized Spaces	1,200
Sub-Total:	25,000

4.0 WORKING WITH THINGS	AREA (SqFt)
4.01 Learning Environments	19,000
4.02 Learning Commons	3,400
4.03 Administration & Support	1,400
4.04 Specialized Spaces	1,200
Sub-Total:	25,000

5.0 WORKING WITH SYSTEMS	AREA (SqFt)
5.01 Learning Environments	19,000
5.02 Learning Commons	3,400
5.03 Administration & Support	1,400
5.04 Specialized Spaces	1,200
Sub-Total:	25,000

6.0 WORKING WITH IDEAS	AREA (SqFt)
6.01 Learning Environments	19,000
6.02 Learning Commons	3,400
6.03 Administration & Support	1,400
6.04 Specialized Spaces	1,200
Sub-Total:	25,000

7.0 CAMPUS SERVICES	AREA (SqFt)
7.01 Custodial Support	1,400
7.02 Building Operations	1,600
Sub-Total:	3,000

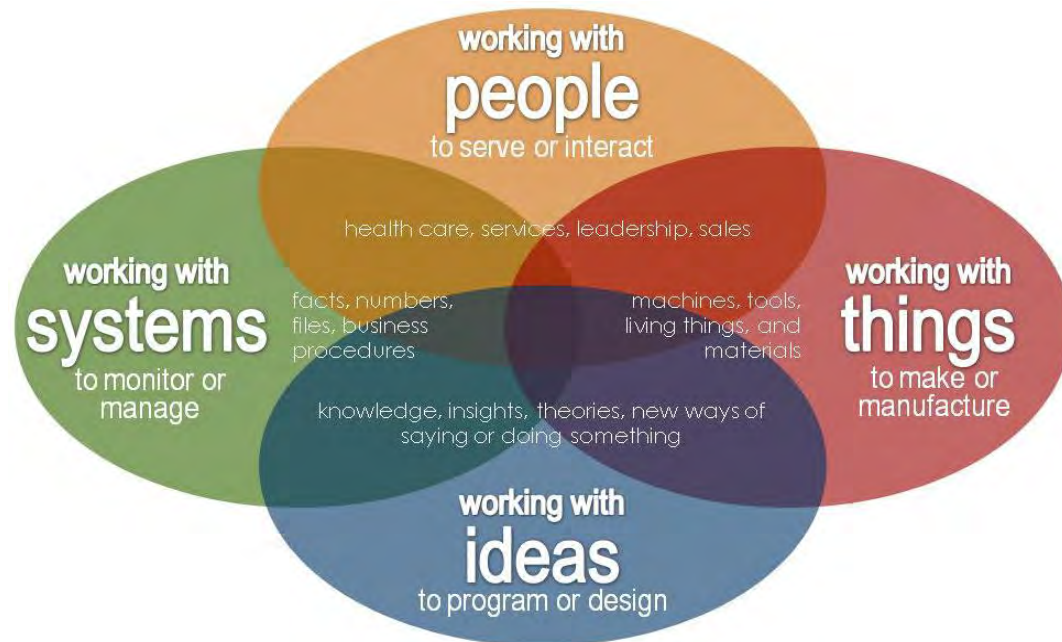
Program of Spaces: Summary

The program of spaces delineates the types, quantities and net areas of all interior spaces to be included in the school campus. A summary of areas is shown to the left, and the following pages include additional detail for each sub category of functions.

The overall NET area of the proposed campus is **125,000 square feet**.

In addition to net areas, buildings include gross areas such as space for wall construction, mechanicals, stairs, elevators and corridors. In the early conceptual design of buildings, these gross areas are typically estimated. Once designs are developed to include wall thicknesses, mechanical spaces, corridor widths, etc. the gross area can be calculated with more accuracy. Until then, we estimate a grossing factor of 1.4 times the building's net area.

The total GROSS building area is estimated to be 125,000 net square feet plus gross area = **140,000 square feet**.

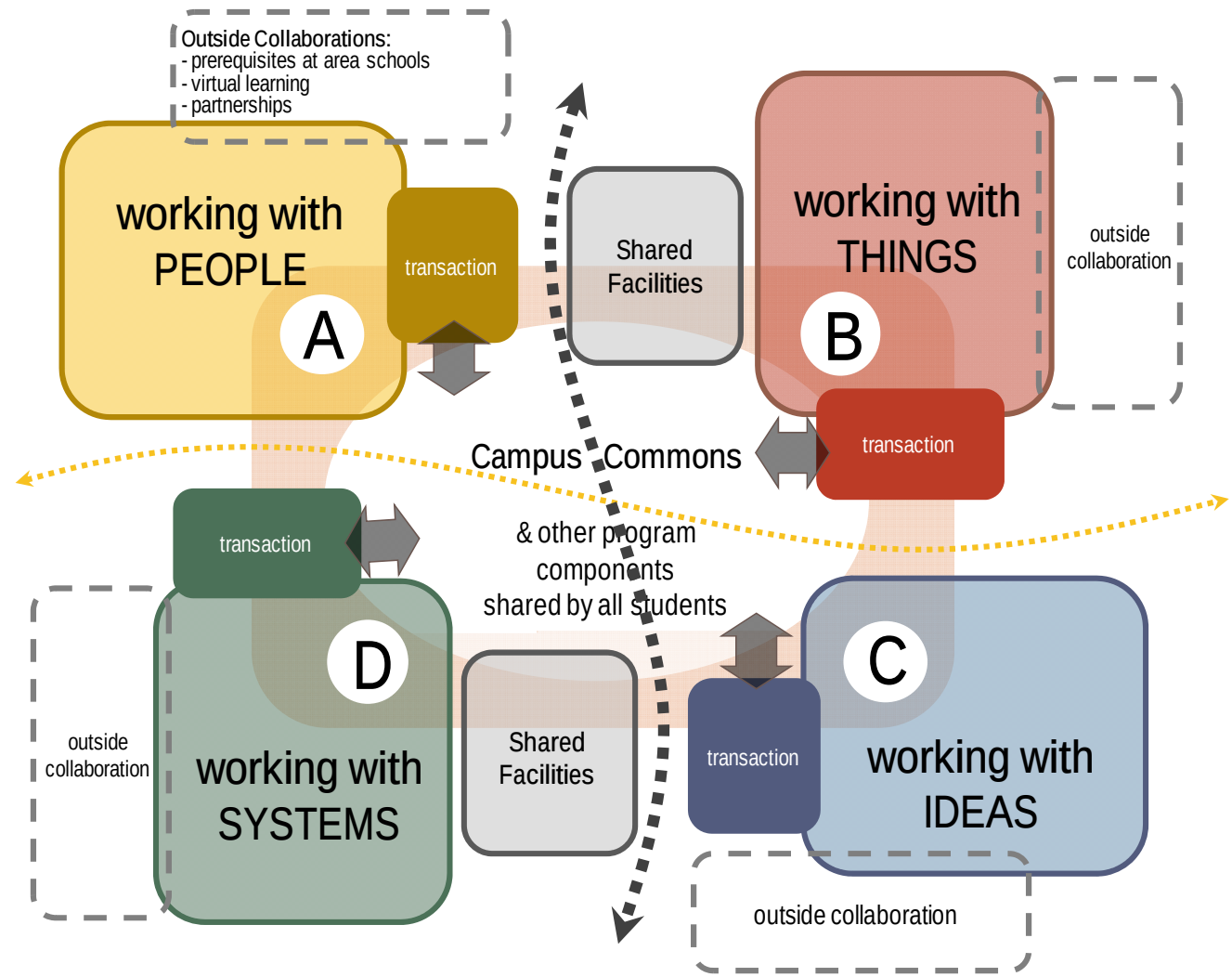


OVERALL CAMPUS FUNCTIONAL RELATIONSHIPS

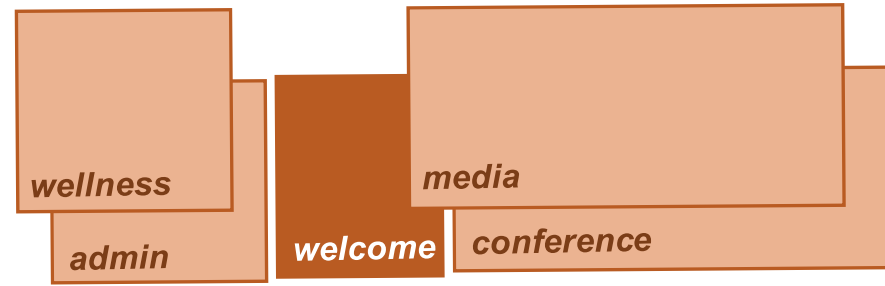
The Wellspring Center for Professional Futures will be organized as a campus with four distinct pavilions housing Professional Learning Communities (PLCs) plus a community commons building supporting the four pavilions.

The adjacency diagram illustrates the functional relationships among all components to each other. Key attributes of the relationships include:

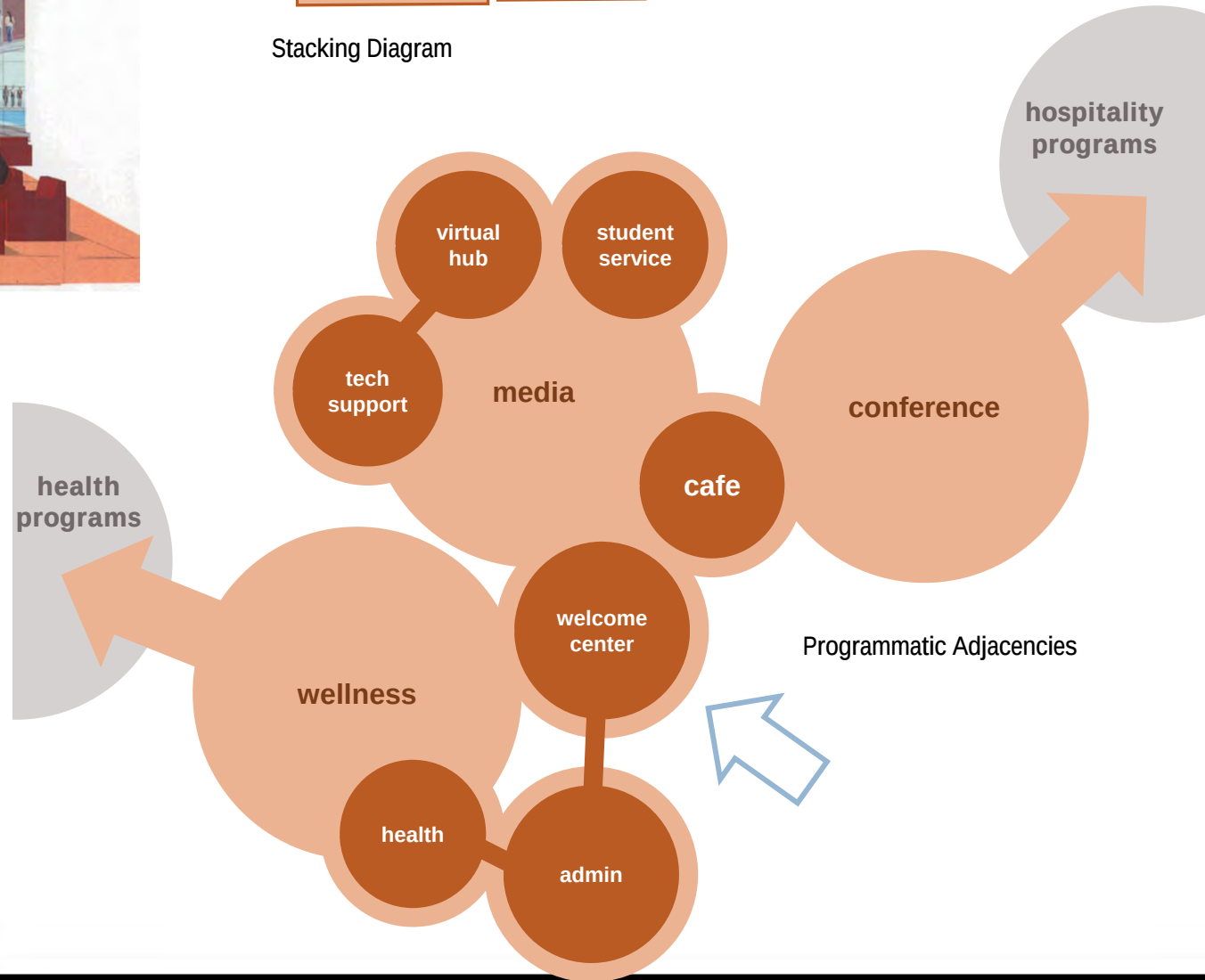
- four distinct pavilions, each with a “transaction” component that is open and accessed by all students, regardless of the professional learning community in which they are enrolled. These transaction areas (mini-labs) are located to allow easy access from the larger school community.
- Shares facilities and services are included for the overall operation of the campus and include functional spaces that are accessible to all. These facilities are grouped into a “community commons” building with good access from each of the PLC pavilions.
- key to the success of the campus is the collaborations and partnerships with area high schools and business entities. These relationships can be facilitated by on-site, off-site and virtual activities and resources.



CAMPUS COMMONS: OVERALL



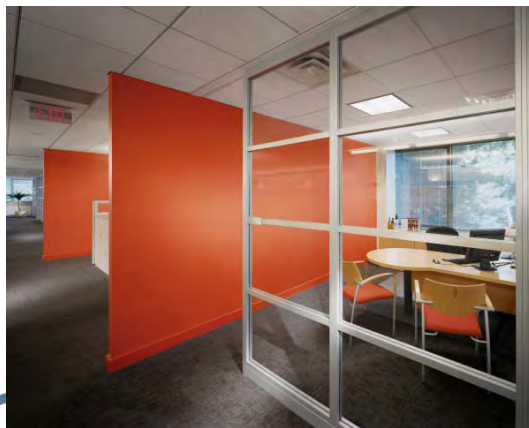
Stacking Diagram



Campus Commons: ADMINISTRATION

The Administration component serves the entire campus, and is in addition to focused administrative and staff areas that are included with each of the learning pavilions.

This component serves as the “front door” to the campus, **welcoming** students as well as visitors.



1.01 Campus Welcome Center		#	Sq. Ft.	Total Area
.01	Entry Vestibule	1	100	100
.02	Lobby/Waiting	1	200	200
.03	Receptionist	1	120	120
.04	Information/Resource Center	1	120	120
.05	Kitchenette	1	60	60
.06	Activities Director	1	120	120
.07	Activities Assistant	1	100	100
.08	Small Conference Room	1	120	120
.09	Restrooms	2	60	120
.10	Storage	1	40	40
Sub-Total:				1,100

1.02 Administration		#	Sq. Ft.	Total Area
.01	Director's Office	1	160	160
.02	Director's Assistant	1	100	100
.03	Assistant Director	1	120	120
.04	Registrar	1	120	120
.05	Business Manager	1	120	120
.06	Staff Coordinator	1	120	120
.07	Additional Offices	2	120	240
.08	Conference Room	1	320	320
.09	Workroom/Mailroom	1	320	320
.10	Records Storage	1	120	120
.11	Supply Storage	1	120	120
.12	Security Office	1	120	120
.13	Restrooms	2	60	120
Sub-Total:				2,100

1.03 Student Services		#	Sq. Ft.	Total Area
.01	Reception/Waiting	1	120	120
.02	Counselors' Offices	2	120	240
.03	Career/College Coach	1	120	120
.04	Career Resource Center	1	420	420
.05	Small Conference Room	1	120	120
.06	Storage	1	60	60
.07	Restrooms	2	60	120
Sub-Total:				1,200

1.04 Health Office		#	Sq. Ft.	Total Area
.01	Nurse Office	1	120	120
.02	Treatment	1	200	200
.03	Cot Area	1	100	100
.04	Restroom with Shower	1	80	80
Sub-Total:				500



Campus Commons: COMMUNITY COMMONS

The Commons component serves the entire campus.

This building component includes:

A **Media Café**, which resembles a collegiate student union and includes a variety of student and community amenities.

A **Conferencing Center**, which supports both on-site and off-site groups while also providing hands-on experiences for students studying hospitality careers.

A **Wellness Center**, which operates as a small health club for students and staff.

A **Virtual Teaching Hub**, which provides spaces and supports for educators (teachers, students and community experts) to plan and conduct virtual learning programs for students both on and off-site.

Functional components within the Community Commons may be operated by students to promote hands-on and real life learning experiences. For example, students exploring careers in culinary arts may provide food for the café, and students studying health/wellness may use the fitness areas to explore human performance or endurance.

2.01 Media Café / Student Commons

#	Sq. Ft.	Total Area
.01 Commons Area (open)	1 3,200	3,200
.02 School Store	1 360	360
.03 Snack/Coffee Shop	1 240	240
.04 Vending Area	1 60	60
.05 Collaboration (Grouped Seating)	4 60	240
.06 Genius Bar	1 120	120
.07 Small Group Rooms	2 120	240
.08 Workroom	1 120	120
.09 Table/Chair Storage	1 240	240
.10 Restrooms	2 240	480
Sub-Total:		5,300

2.02 Conference Center

#	Sq. Ft.	Total Area
.01 Presentation Center	1 3,200	3,200
.02 Conference Rooms	2 800	1,600
.03 Kitchenette	1 120	120
.04 Storage	2 120	240
.05 Restrooms	2 120	240
Sub-Total:		5,400

2.03 Wellness Center

#	Sq. Ft.	Total Area
.01 Fitness Room (Equipment)	1 1,800	1,800
.02 Exercise Room (Open)	1 1,800	1,800
.03 Locker/Changing Rooms	2 480	960
.04 Office	1 120	120
.05 Storage	1 120	120
Sub-Total:		4,800

2.04 Virtual Teaching Hub

#	Sq. Ft.	Total Area
.01 Professional Workstations / Prep.	1 480	480
.02 Recording / Broadcasting Studio	1 360	360
.03 Storage	1 60	60
Sub-Total:		900

2.05 Technology Support

#	Sq. Ft.	Total Area
.01 Technology Office	1 100	100
.02 Technology Repair / Storage	1 360	360
.03 Equipment Storage	1 240	240
.04 Equipment Check-out	1 60	60
.05 MDF/Head-End Room	1 240	240
Sub-Total:		1,000



2.6 Campus Commons: List of Spaces

CAMPUS SERVICES

The campus is supported with mechanical, custodial, maintenance, storage and other operational spaces which serve the streamlined operation of the facilities on site.

With a focus on sustainability, the campus includes a system for collecting and recycling waste, both within the commons pavilion and at each of the professional learning communities.

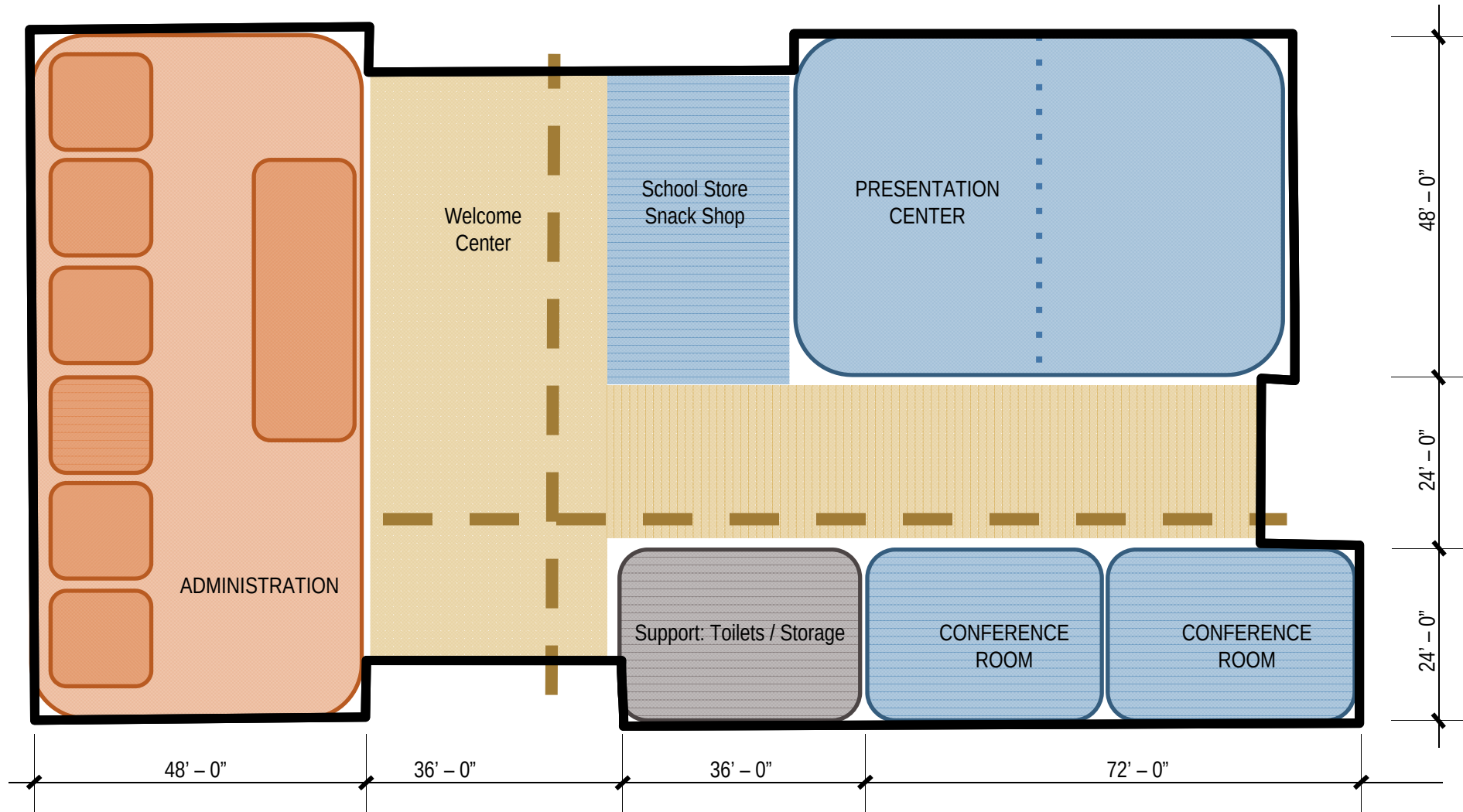
7.01 Custodial Support

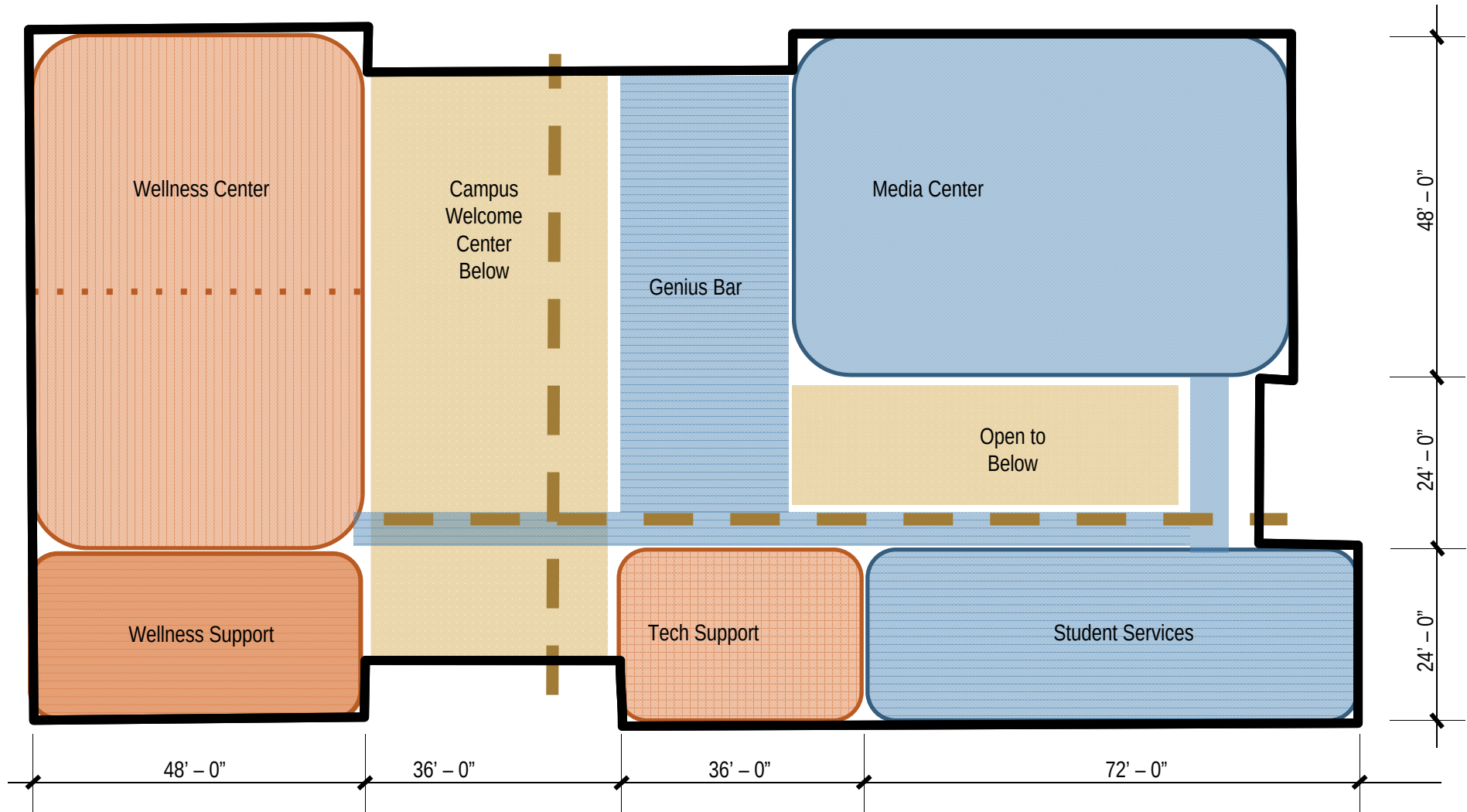
	#	Sq. Ft.	Total Area
.01 Custodial Office	1	100	100
.02 Custodial Workroom	1	300	300
.03 Custodial Staff Locker Rooms	2	200	400
.04 Custodial Closets	4	50	200
.05 Custodial Equipment Storage	1	400	400
Sub-Total:			1,400

7.02 Building Operations

	#	Sq. Ft.	Total Area
.01 Receiving Area	1	120	120
.02 Building Supply Storage	1	200	200
.03 General Building Storage	2	400	800
.04 Building Superintendant Office	1	120	120
.05 Tech/Communications Closets	4	40	160
.06 Recycling center	1	200	200
Sub-Total:			1,600







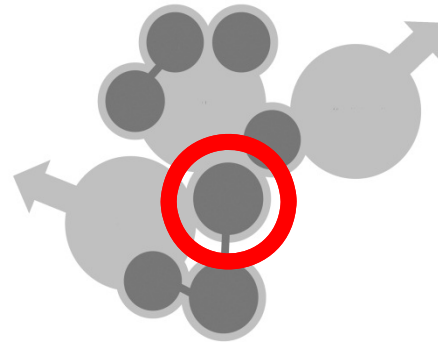
CAMPUS WELCOME CENTER

Participants
10-100 People

Activities
Main campus entry
Public Center of WCPF
Group gathering
Start of tour groups
Student Orientation
Lobby

Attributes
Natural light
Open
Inviting
Views to campus
Soft Seating
Could have outdoor component

Technology
Information kiosk
Daily events display
Wireless service



ADMINISTRATION

Typical Office

Participants
1-4 People

Activities

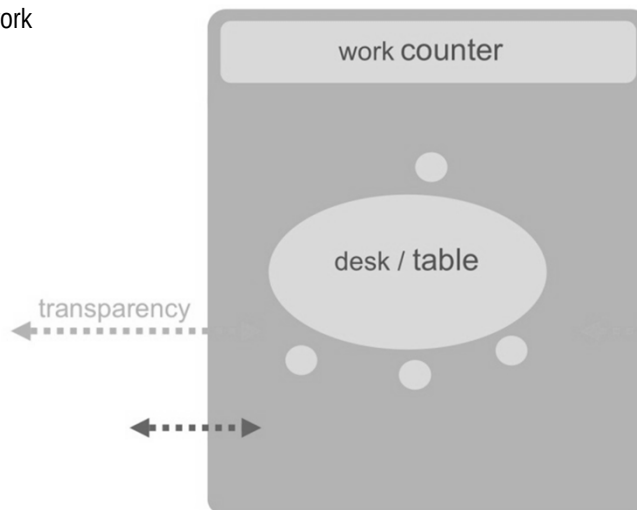
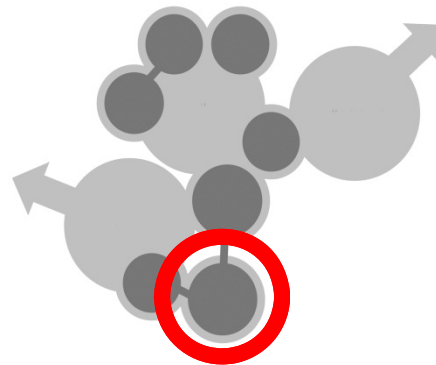
Plan
Conference
Discussion
Administrative duties
Typical layout for offices

Attributes

Natural light
Open, transparent
Flexible: office or conference
Movable furniture

Technology

Wireless service
Hard-wired network



STUDENT SERVICES

Participants

3-4 Adults

6-10 Students

Activities

A place to explore "What's Next"

Research

Discuss

Meet

Conference

Attributes

Open, Inviting

Display:

Books, posters, multi-media

Comfortable, inviting, interactive

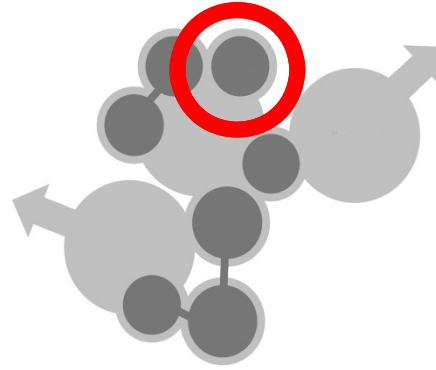
Soft seating, interaction counters

Technology

Wireless service

Resource computers

Display Monitors



HEALTH OFFICE

Participants

1 Nurse/aide
3-4 Students

Activities

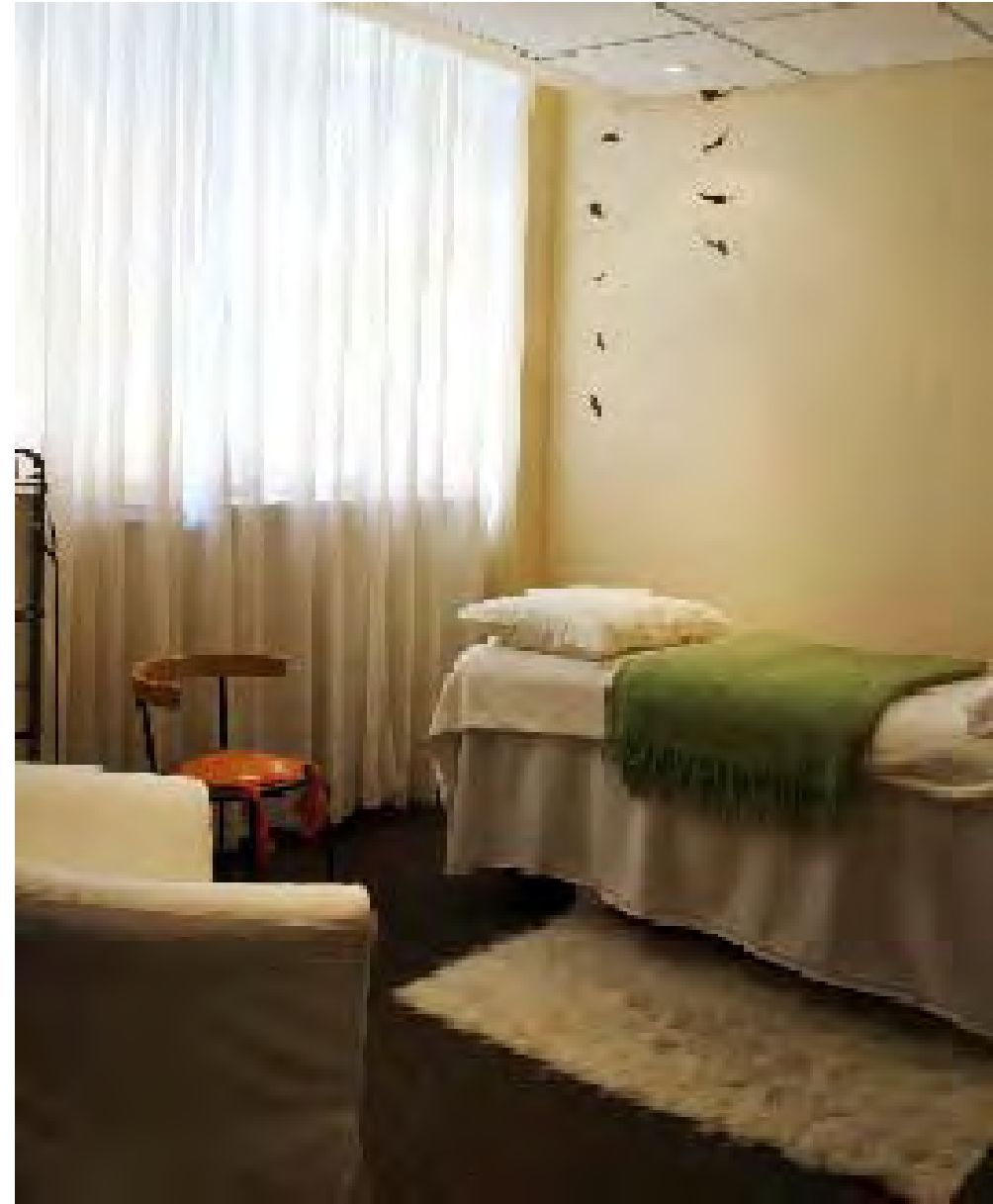
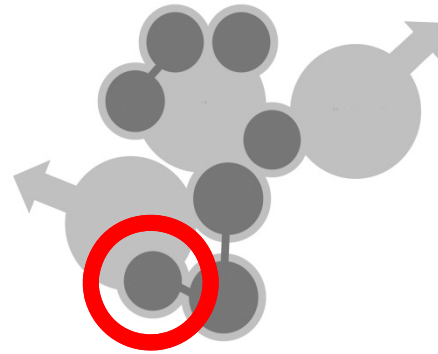
Wellness info center
Medication distribution
Light medical treatment
Resting

Attributes

Warm and relaxing
Soft lighting option
Entrance planned for gurney
Sink in cot room
Refrigerator
Cots

Technology

Wireless Service



MEDIA CAFÉ/STUDENT COMMONS

.01 Commons Area (open)

Participants

40-60 Students

1-2 Resource faculty

Activities

Study

Collaborate

Research

Independent study

On-line study

Attributes

Natural light

Open, inviting

Soft seating

Collaboration areas

Book Stacks

Periodicals

Moveable / reconfigure furniture

Adjacent to cafe

Technology

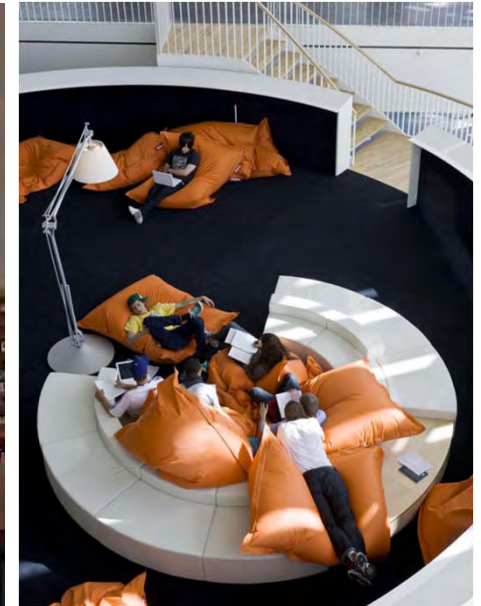
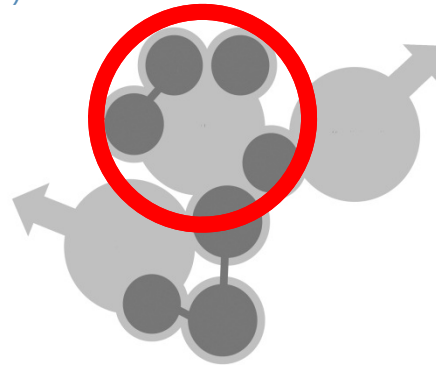
Wireless service

Research computers

On-line learning stations

Digital Presentations

Check-out system for lending



MEDIA CAFÉ/STUDENT COMMONS

.03 Snack/Coffee Shop

Participants

4–6 Student workers

10–15 Customers

Activities

Snacks

Drinks

Pastries

Sandwiches

Relax

Refresh

Operated by students

Attributes

Near welcome center, commons

Café table seating

Soft seating

Serving counter

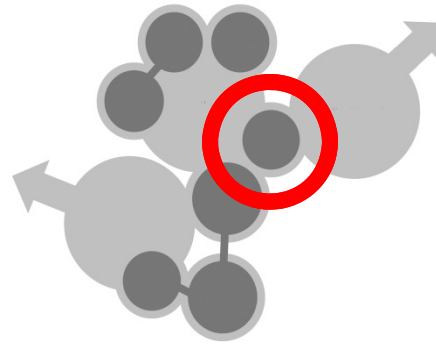
Pastry case / cooler

Back of counter service equip.

Technology

Wireless service

Point of purchase check out



MEDIA CAFÉ/STUDENT COMMONS

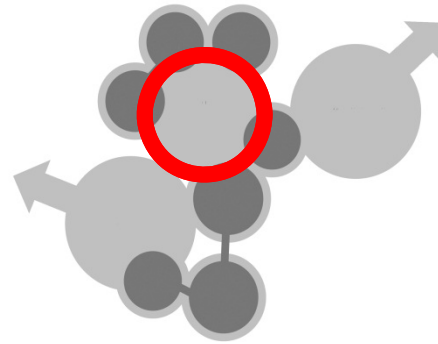
.05 Collaboration (Grouped Seating)

Participants
20-50 Students

Activities
Collaborate
Research
Group work

Attributes
Natural light
Moveable furniture
Mobile marker boards
Projection surface

Technology
Wireless service
Hard-Wired computer stations



MEDIA CAFÉ/STUDENT COMMONS

.06 Genius Bar

Participants

8-10 Students

2-3 Student genius'

Activities

One-on-One technical service

One-on-One tutoring

Attributes

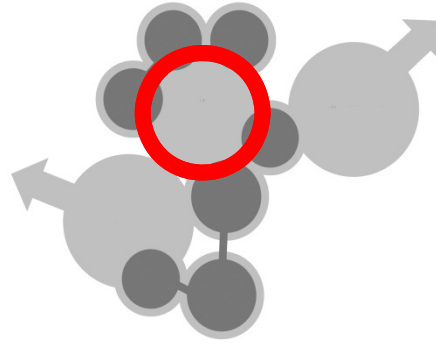
Interactive

Bench seating / work counters

Adjacent to café / media commons

Technology

Wireless service



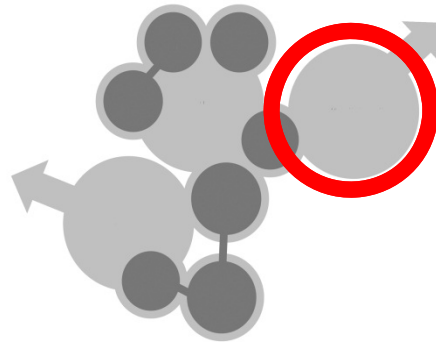
CONFERENCE CENTER

Participants
20-100 People

Activities
Meetings
Presentations
Events
Gatherings

Attributes
Natural Light
Black-out shades
Rooms may open to each other
Operable walls
Controlled lighting
Sound system

Technology
Wireless service
Digital Projection equipment
Sound equipment
Lighting equipment
AV Recording Equipment



CONFERENCE CENTER

.01 Presentation Center

Participants
40-60 People

Activities

Group presentations

Presentation of Student Work:

- cross-discipline collaboration
- ideas and inventions
- product roll-outs

Available to outside groups

Attributes

Natural light "Light Box"

Black out

Multiple Stage Configurations

Rooms may open to each other

Operable walls

Controlled lighting

Sound system

Retractable and/or loose seating

Technology

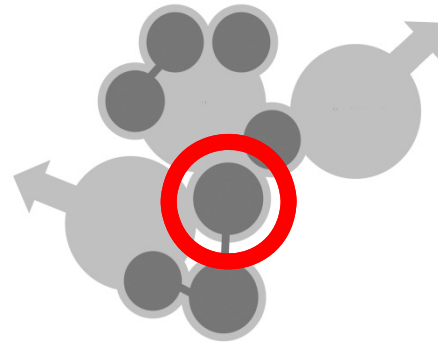
Wireless service

Projection equipment

Sound equipment

Lighting equipment

AV recording equipment



Wellness Center

Participants

20-40 Students

5-8 Student trainers

Activities

Fitness and Wellness:

- cardio machines
- weigh machines
- free weights
- climbing wall
- yoga
- group aerobics

Attributes

Natural Light

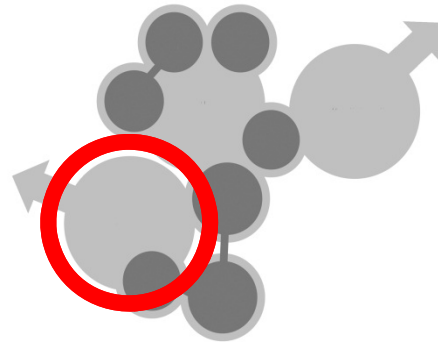
Open, inviting

Fitness Club

Technology

Wireless service

Display monitors / TV / News



VIRTUAL TEACHING HUB

.02 Recording/Broadcasting Studio

Participants

1-3 virtual teachers
3-4 technical student staff

Activities

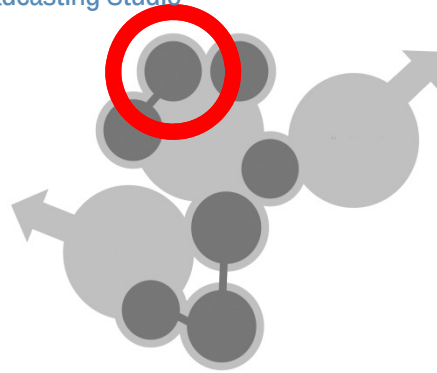
Broadcast
Podcast
Originate on-line content

Attributes

Digital recording studio
Lighting control
Sound control
Acoustical control
Mobile furniture and equipment

Technology

Digital AV recording equipment
Lighting equipment
Sound equipment
Wireless service
Hard-wired network
Editing equipment



TECHNOLOGY SUPPORT

Participants

2-4 Technical staff

Activities

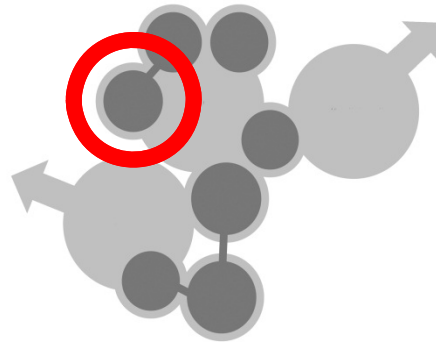
Director of technology
Technology repair and storage
Equipment storage
Equipment check out
MDF head end room

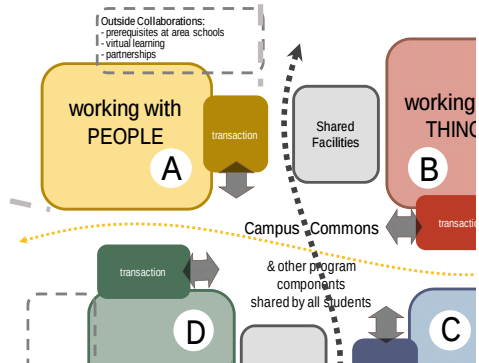
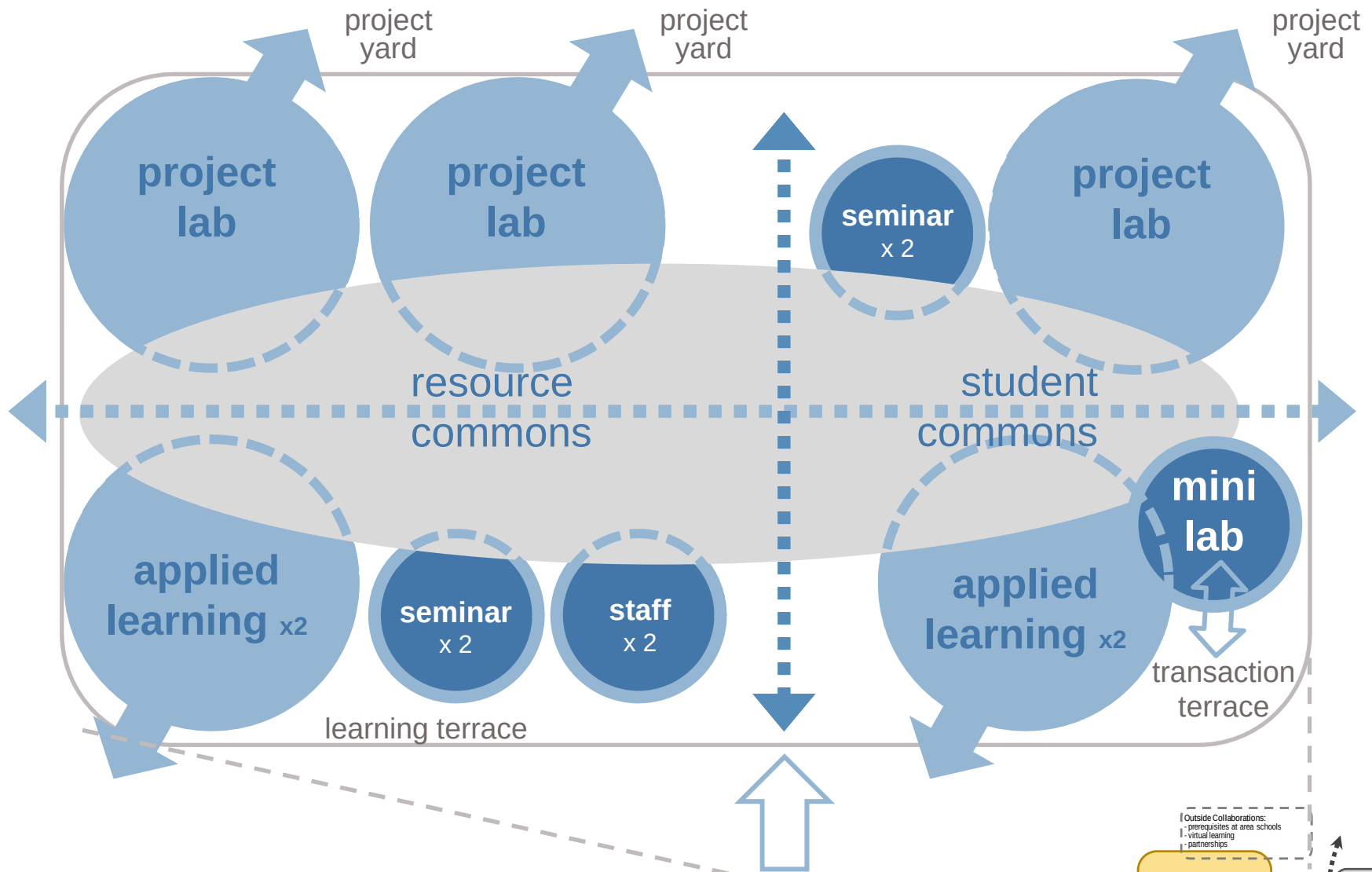
Attributes

Tech office
Work area
Equipment racks
Storage racks
Customer support

Technology

Wireless service
Hard-wired network connections
Technology origination location





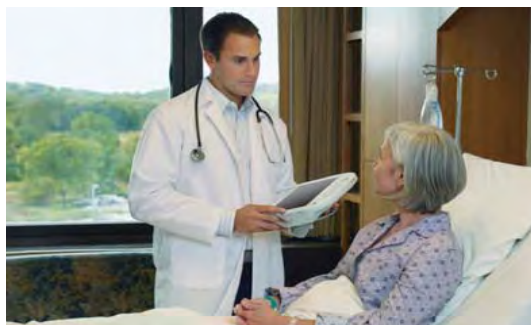
CENTER FOR HUMANITY

The CENTER FOR HUMANITY will host students who have interests and/or proficiencies in working with **PEOPLE**.

The Center for Humanity will offer programs such as:

- education and human development,
- law, human rights
- biomedicine & sports medicine,
- behavioral science,
- communication,
- hospitality, and culinary arts / nutrition.

An important part of the program is the application of the learned math, science, and communication skills taught at the home high schools. In addition, skills such as critical and creative thinking, problem solving, effective communication, and working in teams will be emphasized.



3.01 Learning Environments

	#	Sq. Ft.	Total Area
.01 Seminar Classrooms	2	800	1,600
.02 Applied Learning Labs	4	1,600	6,400
.03 Project Labs	3	3,200	9,600
.04 Mini-Lab / Transaction Space	1	600	600
.05 Small Group Rooms	4	200	800
Sub-Total:			19,000

3.02 Learning Commons

	#	Sq. Ft.	Total Area
.01 Project Showcase	4	60	240
.02 Resource Commons	1	2,000	2,000
.03 Kitchenette / Vending	1	60	60
.04 Student Personal Storage	200	2	400
.05 General Storage	1	200	200
.06 Student Restrooms	2	250	500
Sub-Total:			3,400

3.03 Administration & Support

	#	Sq. Ft.	Total Area
.01 Reception	1	80	80
.02 Lead Coordinator Office	1	160	160
.03 Additional Staff Office	1	120	120
.04 Admin. Storage	1	120	120
.05 Staff Open Office/Work Room	1	600	600
.06 Planning/Conference Room	1	200	200
.07 Staff Restrooms	2	60	120
Sub-Total:			1,400

3.04 Specialized Spaces

	#	Sq. Ft.	Total Area
.01 Storage (supplies, equipment. etc.)	10	120	1,200
.02 Café / Bakery			0
.03 Health Clinic			0
.04 Outdoor Classroom			0
.05			0
Sub-Total:			1,200



CENTER FOR DESIGN

The CENTER FOR DESIGN is designed to give students an understanding of the numerous opportunities that can be found in engineering, design and manufacturing with an in-depth project based approach to learning. This Center will host students who have interests and/or proficiencies in working with **THINGS**.

The Center for Design will offer programs such as:

- Architecture
- Product Design
- Engineering
- Construction
- Manufacturing
- Environments
- Nanotechnology

An important part of the program is the application of the learned math, science, and communication skills taught at the home high schools. In addition, skills such as critical and creative thinking, problem solving, effective communication, and working in teams will be emphasized.



4.01 Learning Environments

	#	Sq. Ft.	Total Area
.01 Seminar Classrooms	2	800	1,600
.02 Applied Learning Labs	4	1,600	6,400
.03 Project Labs	3	3,200	9,600
.04 Mini-Lab / Transaction Space	1	600	600
.05 Small Group Rooms	4	200	800
Sub-Total:			19,000

4.02 Learning Commons

	#	Sq. Ft.	Total Area
.01 Project Showcase	4	60	240
.02 Resource Commons	1	2,000	2,000
.03 Kitchenette / Vending	1	60	60
.04 Student Personal Storage	200	2	400
.05 General Storage	1	200	200
.06 Student Restrooms	2	250	500
Sub-Total:			3,400

4.03 Administration & Support

	#	Sq. Ft.	Total Area
.01 Reception	1	80	80
.02 Lead Coordinator Office	1	160	160
.03 Additional Staff Office	1	120	120
.04 Admin. Storage	1	120	120
.05 Staff Open Office/Work Room	1	600	600
.06 Planning/Conference Room	1	200	200
.07 Staff Restrooms	2	60	120
Sub-Total:			1,400

4.04 Specialized Spaces

	#	Sq. Ft.	Total Area
.01 Storage (supplies, equipment. etc.)	10	120	1,200
.02 Outdoor Materials Storage	3		0
.03 Outdoor Projects Area	3		0
.04 Greenhouse	1		0
.05 Animal Yard & Pen	1		0
Sub-Total:			1,200



2.7 Professional Learning Communities: List of Spaces

WORKING WITH SYSTEMS

The CENTER FOR SYSTEMS will host students who have interests and/or proficiencies in working with **SYSTEMS**.

The Center for Systems will offer programs such as:

- Environmental
- Government & Law
- Energy
- Transportation
- Technology
- Economics/Finance
- Politics
- Business

An important part of the program is the application of the learned math, science, and communication skills taught at the home high schools. In addition, skills such as critical and creative thinking, problem solving, effective communication, and working in teams will be emphasized.



5.01 Learning Environments

#	Sq. Ft.	Total Area
.01 Seminar Classrooms	2	800
.02 Applied Learning Labs	4	1,600
.03 Project Labs	3	3,200
.04 Mini-Lab / Transaction Space	1	600
.05 Small Group Rooms	4	200
Sub-Total:		19,000

5.02 Learning Commons

#	Sq. Ft.	Total Area
.01 Project Showcase	4	60
.02 Resource Commons	1	2,000
.03 Kitchenette / Vending	1	60
.04 Student Personal Storage	200	2
.05 General Storage	1	200
.06 Student Restrooms	2	250
Sub-Total:		3,400

5.03 Administration & Support

#	Sq. Ft.	Total Area
.01 Reception	1	80
.02 Lead Coordinator Office	1	160
.03 Additional Staff Office	1	120
.04 Admin. Storage	1	120
.05 Staff Open Office/Work Room	1	600
.06 Planning/Conference Room	1	200
.07 Staff Restrooms	2	60
Sub-Total:		1,400

5.04 Specialized Spaces

#	Sq. Ft.	Total Area
.01 Storage (supplies, equipment. etc.)	10	120
.02 Broadcasting/Recording Studio		0
.03		0
.04		0
.05		0
Sub-Total:		1,200



CENTER FOR IDEAS

The CENTER FOR IDEAS will host students who have interests and/or proficiencies in working with **IDEAS**.

The Center for Systems will offer programs such as:

- Entrepreneurship
- Business
- Art & Design
- Interactive Technologies
- New Media Journalism
- Critical Thinking
- Intellectual property
- Incubators/Pilot Programs

An important part of the program is the application of the learned math, science, and communication skills taught at the home high schools. In addition, skills such as critical and creative thinking, problem solving, effective communication, and working in teams will be emphasized.



6.01 Learning Environments		#	Sq. Ft.	Total Area
.01	Seminar Classrooms	2	800	1,600
.02	Applied Learning Labs	4	1,600	6,400
.03	Project Labs	3	3,200	9,600
.04	Mini-Lab / Transaction Space	1	600	600
.05	Small Group Rooms	4	200	800
Sub-Total:				19,000

6.02 Learning Commons		#	Sq. Ft.	Total Area
.01	Project Showcase	4	60	240
.02	Resource Commons	1	2,000	2,000
.03	Kitchenette / Vending	1	60	60
.04	Student Personal Storage	200	2	400
.05	General Storage	1	200	200
.06	Student Restrooms	2	250	500
Sub-Total:				3,400

6.03 Administration & Support		#	Sq. Ft.	Total Area
.01	Reception	1	80	80
.02	Lead Coordinator Office	1	160	160
.03	Additional Staff Office	1	120	120
.04	Admin. Storage	1	120	120
.05	Staff Open Office/Work Room	1	600	600
.06	Planning/Conference Room	1	200	200
.07	Staff Restrooms	2	60	120
Sub-Total:				1,400

6.04 Specialized Spaces		#	Sq. Ft.	Total Area
.01	Storage (supplies, equipment, etc.)	10	120	1,200
.02	School Store			0
.03				0
.04				0
.05				0
Sub-Total:				1,200

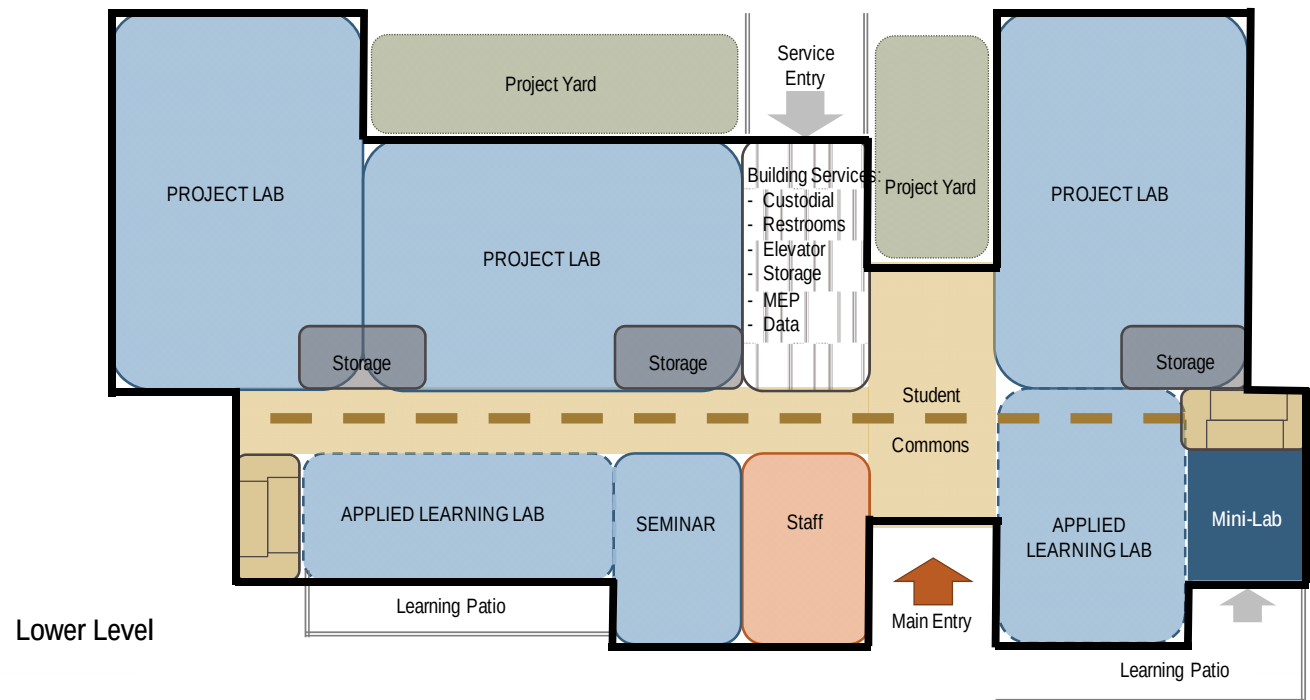
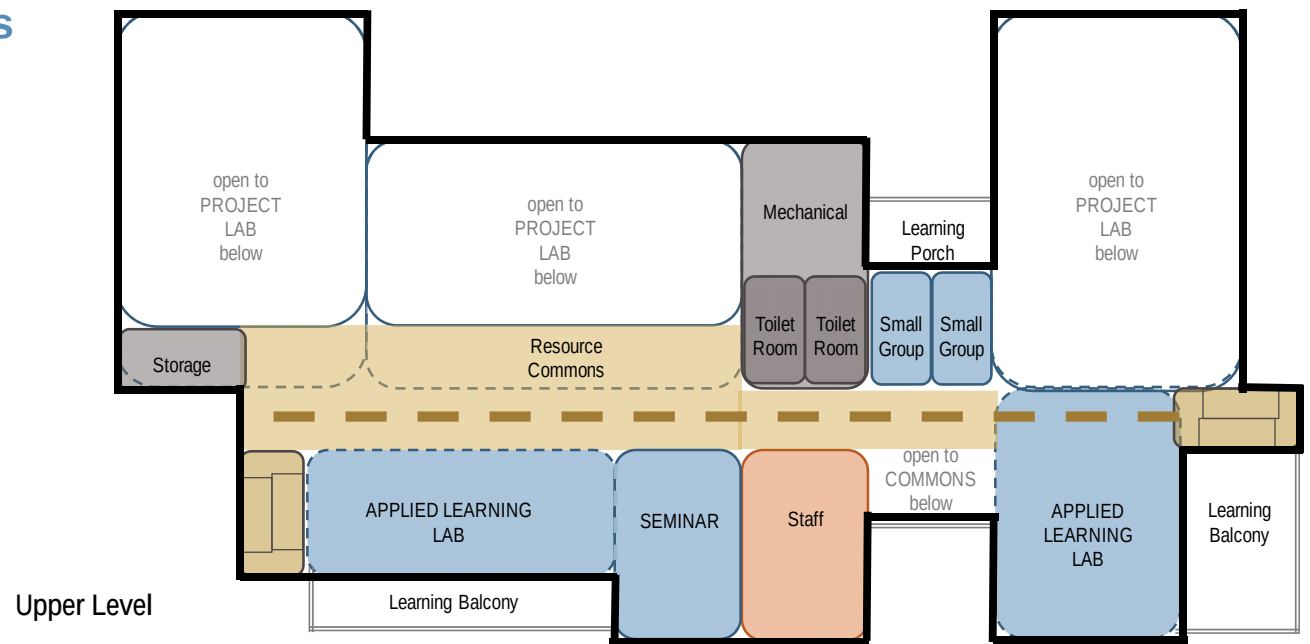


PLC PAVILIONS: Plan Diagrams

These diagram illustrate the organizational strategy for each of the 2-story Professional Learning Pavilions.

The celebration of learning is enabled through the layered environments with transparency and visibility between spaces and between floors. There is a combination of enclosed spaces and free-flowing spaces. Students working on the 2nd floor can look down onto the project labs below.

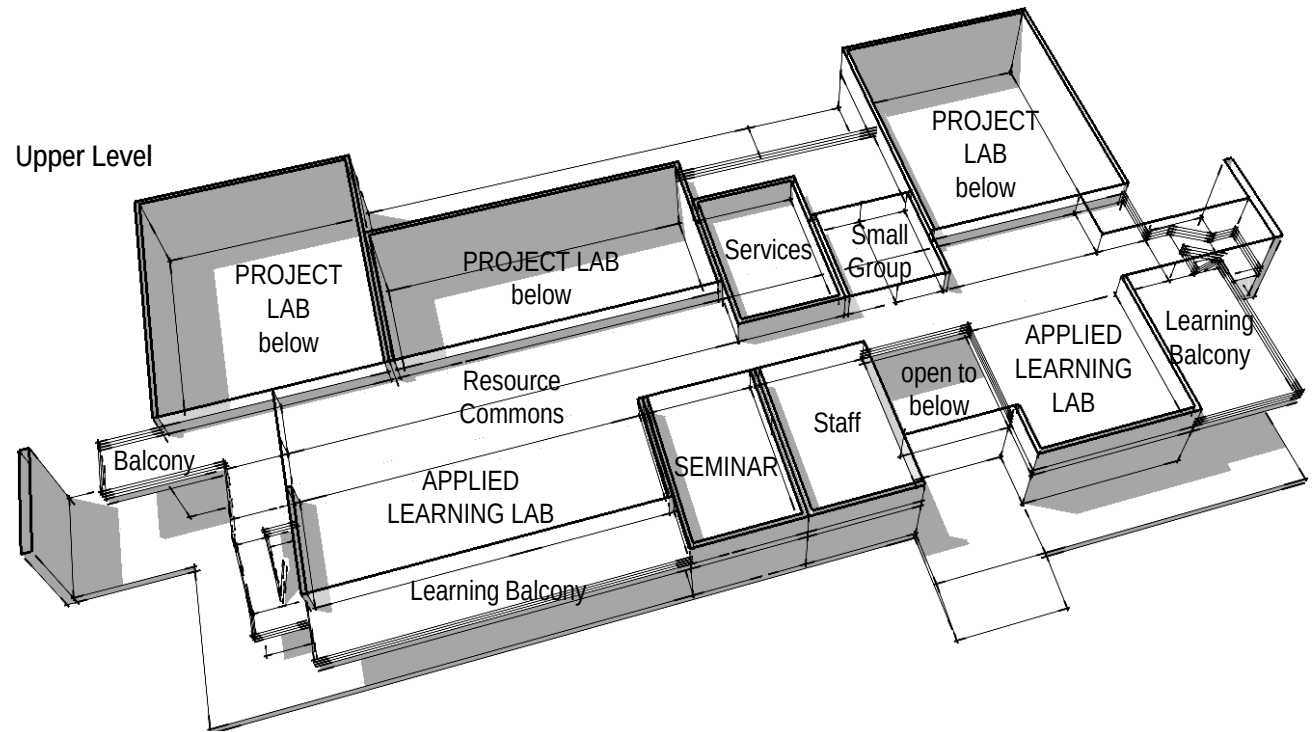
The mini-lab in each Pavilion is a place for students to share their work with the entire campus. With access from inside the Pavilion as well as from the outside, these spaces can be used to support real-life interactions depending on the programmatic focus of the Pavilion. For example, a product design program may use the space to exhibit or even market and sell student projects, or a culinary program may use the space as a small café.



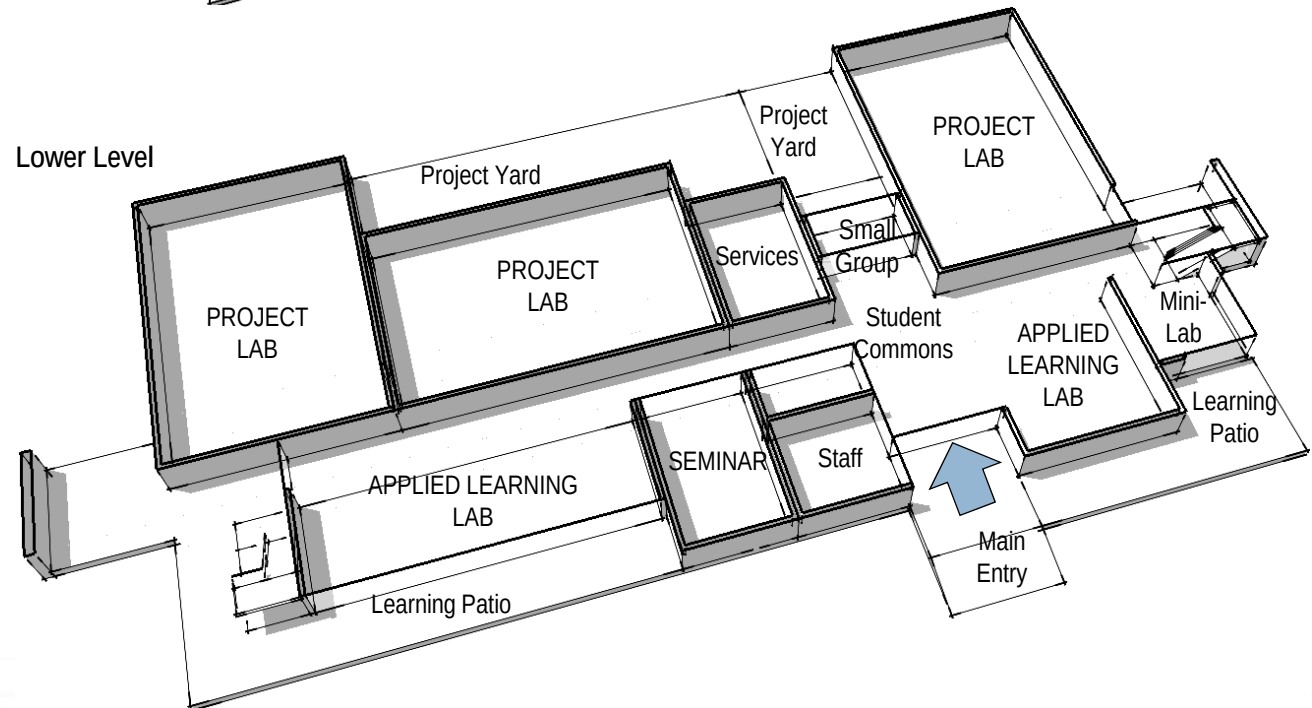
PLC PAVILION: Plan Diagrams



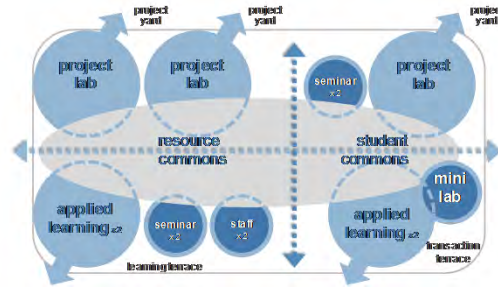
Upper Level



Lower Level



PLC - LEARNING PAVILION



Description:

Learning Pavilions are individual buildings supporting the four Professional Learning Communities (PLCs).

Each of the four pavilions include a collection of spaces that form centers for working with PEOPLE, IDEAS, SYSTEMS, and THINGS.

The learning pavilions feature a mix of whole group, small group, formal and informal learning spaces that allow students to collaborate, work in teams, and work individually to explore areas of personal interest.



PLC - LEARNING ENVIRONMENTS

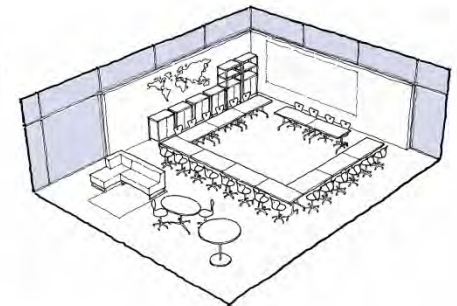
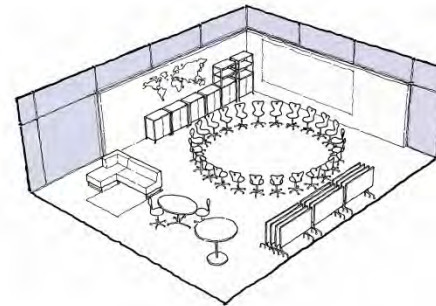
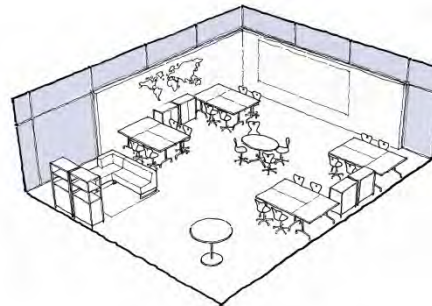
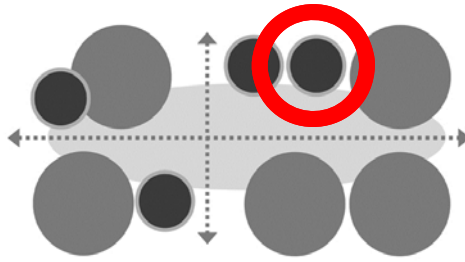
.01 Seminar Classrooms

Participants
20-25 Students
1-2 Instructors

Activities
Presentation
Lecture
Seminar
Study
Group work
Discussion
Testing

Attributes
Natural light
Mobile furnishings
Tack and marker surfaces
Projection surface
Variable lighting controls

Technology
Wireless service
Hard-wired network connections
Digital presentations
Interactive whiteboard/screen



PLC - LEARNING PAVILION

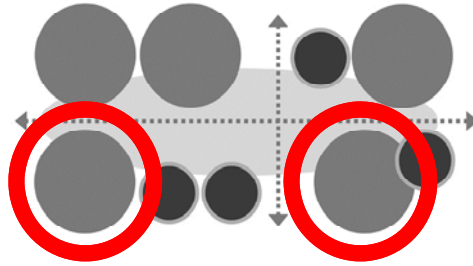
3.02 Applied Learning Labs

Participants
20-25 Students
1-2 Instructors

Activities
Project and idea development
Research
Group work
Individual work

Attributes
Movable furnishings
Access to research materials
Project sink
Open to corridors
Marker surface
Presentation surface

Technology
Wireless service
Mobile interactive display
LCD display of student work
Green screen AV recording area



PLC - LEARNING ENVIRONMENTS

.03 Project Labs

Participants

20-25 Students

1-2 Instructors

Activities

Spaces provided for focused c
in area of study:

Working with PEOPLE, IDEAS, SYSTEMS,
and THINGS

Attributes

A flexible shell of a space, allowing
equipment to be installed that meets
current programmatic focus. Could be
furnished by community and business
partners.

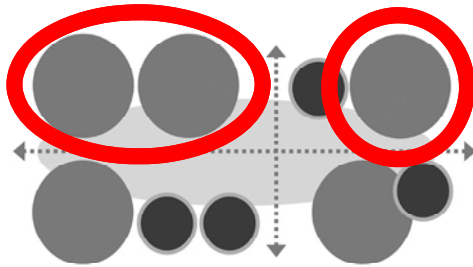
Spaces designed to change as programs
change.

Water, Electric, Gas, Ventilation

Technology

Wireless service

Hard-wired network connections



PLC - LEARNING ENVIRONMENTS

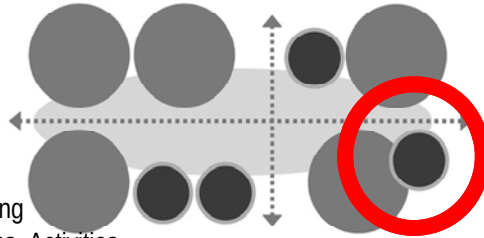
.04 Mini-Lab/Transaction Space

Participants
6-10 Students

Activities
Interaction space designed to feature the skills being developed in each of the pavilions. Activities could range from a pastry shop, a school store, tech repairs, advertising/marketing agency, web-development services, legal planning.

Attributes
Designed as a flexible space to allow transaction types to change as programs in the pavilions change.

Technology
Wireless service
Hard-wired network connections.



PLC - LEARNING ENVIRONMENTS

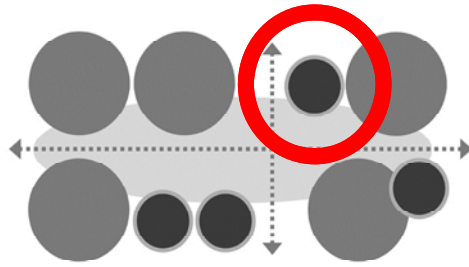
.05 Small Group Rooms

Participants
2-8 Students

Activities
Meeting
Seminar
Quiet study
Video conference

Attributes
Natural lighting
Transparent
Variable lighting controls
White board surface
Projection surface
Tack Surface

Technology
Wireless service
Video conferencing



PLC - LEARNING COMMONS

Description:

Informal learning spaces that are
"in-between" formal learning areas
in the learning pavilions

Participants

20-200 students

Activities

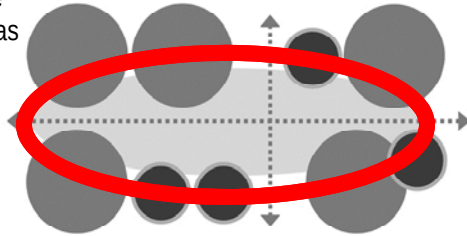
Informal interaction
Group study
Self-directed learning
Impromptu presentations

Attributes

Variety of seating types
Informal arrangements
Steps/risers for small presentations
Natural light

Technology

Wireless service
Digital projection
LCD Displays



PLC ADMINISTRATION & SUPPORT

.05 Staff Open Office/Work Room

Participants

6-8 Instructors

Activities

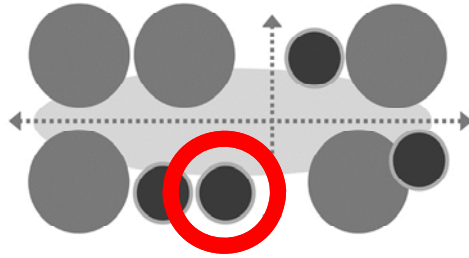
Individual work
Team planning
Individual planning
Team resources
Files / storage

Attributes

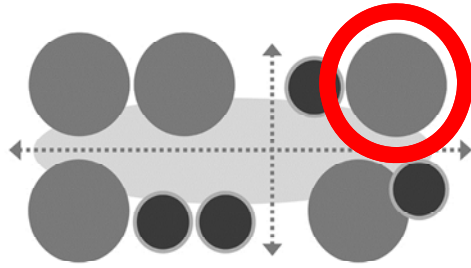
Collaborative work stations
Individual storage areas
File storage
Book shelves
Storage cabinets
Marker surface
Tackable surface

Technology

Wireless service
Projection surface



PLC - SPECIALIZED SPACES



Definition:

A designated space in each of the learning pavilions that offers specialized equipment for the focus-area of the pavilion.

The spaces are designed to change as curricular focus changes over time.



PLC - SPECIALIZED SPACES

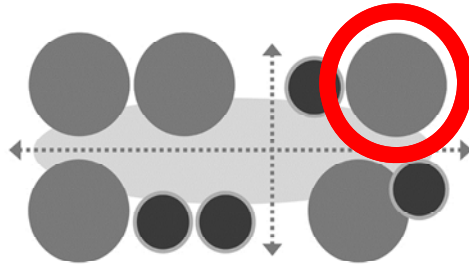
Café/Bakery Example

Participants
10-20 Students
1-2 Instructors

Activities
Cooking instruction

Attributes
Demonstration / prep kitchen
Student work areas
Cold and dry storage areas

Technology
Wireless service
Digital display monitors
Program specific technology



PLC - SPECIALIZED SPACES

. Health Clinic Example

Participants

10-20 Students

1-2 Instructors

Activities

Fitness and Health Instruction

Attributes

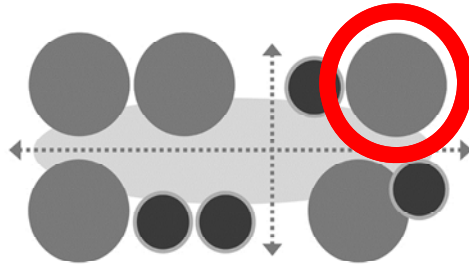
Training Equipment

Fitness Equipment

Technology

Wireless service

Program specific technology



PLC - SPECIALIZED SPACES

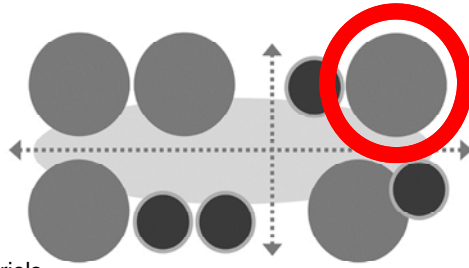
Greenhouse Example

Participants
10-20 Students
1-2 Instructors

Activities
Prep and nurturing of plant materials

Attributes
Daylight
Water
Planting materials
Composting
Soil storage

Technology
Wireless service
Program specific technology



PLC - SPECIALIZED SPACES

Broadcasting Studio Example

Participants

10-20 Students

1-2 Instructors

Activities

Broadcast

Podcast

Originate on-line content

Attributes

Digital recording studio

Lighting control

Sound control

Acoustical control

Mobile furniture and equipment

Technology

Digital AV recording equipment

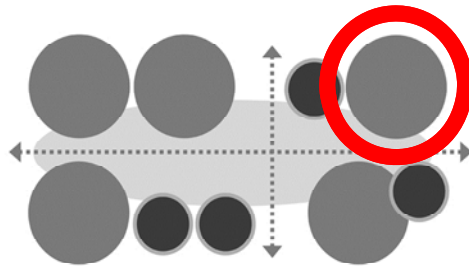
Lighting equipment

Sound equipment

Wireless service

Hard-wired network

Editing equipment



PLC - SPECIALIZED SPACES

. Outdoor Classroom

Participants

10-30 students

1-2 Instructors

Activities

Alternate location for classes

Specialized learning focus

Attributes

Informal seating

Shade cover

Activity tables

Project areas

Technology

Wireless service



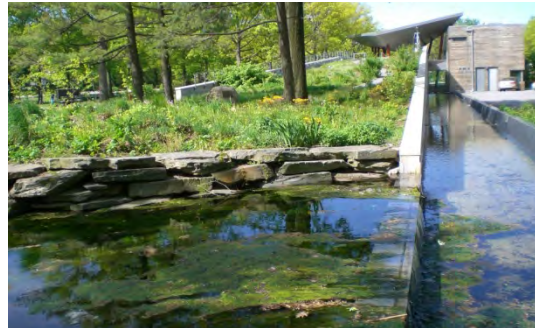
SUSTAINABILITY

Sustainable Learning Environments

Building and operating sustainable learning environments provides a hands-on opportunity to minimize the environmental impact while demonstrating sustainable strategies to generations of students. Key ideas for sustainable learning environments revolve around reducing water and energy usage and strategies for day lighting. The overall goal is to reduce the environmental footprint towards creating a net-zero building.

Water

- Minimize water usage and manage waste water. Employ sustainable design practices to conserve water and protect and improve water quality.
- Green roofs minimize water run-off, while rainwater collection and wastewater reuse provide simple systems for recycling and reusing water, which can dramatically decrease potable water demand.
- Thinking about the site as a living machine provides opportunities to treat wastewater. Bioswales integrated into the landscape helps to remove silt and pollution from surface runoff water.
- Storm water can be managed as part of the projects' green infrastructure and be a water-cycle story used as a resource for study.



SUSTAINABILITY

Sustainable Learning Environments (continued)

Energy

- The most cost effective and environmentally friendly energy is energy never used.
- Passive sustainable architectural decisions can be used to achieve a high a level of comfort, minimizing complicated mechanical systems and energy used towards them.
- Energy that is used can be offset by producing electricity with renewable systems.
- Use passive lighting and shading systems to minimize lighting and cooling loads. Manage plug loads.

Light

- Target strategies for 100% daylight, enhanced with views to outdoors and natural ventilation.
- Indoor air quality and daylight have significant impacts on the health, acuity, and achievement of students, faculty, and staff.
- Day lighting supports direct connections to the outdoors through views, daylight, and natural ventilation.
- Vacancy sensors and occupancy sensors help to control lighting when the demand is not needed for electric light.

Materials

- An informed selection of materials and products will reduce product-cycle environmental impacts, improve performance, and optimize occupant health.
- Utilize materials that have a low carbon footprint.

Sustainable School Resources:

www.chps.net
www.centerforgreenschools.org
www.greenschoolsalliance.org



2.8 Additional Design Considerations: Sustainability

SECURITY

Maintain a warm, inviting school environment that is safe for students, staff, and the community, by using a mix of both passive and active security concepts. Passive strategies will create an exciting, dynamic school environment and will reduce the demand for active strategies.

Passive Strategies Include:

- Clear Exterior Navigation
- Visible Entrances
- Clear Vantage Points
- Open and Layered Environments
- Transparent Learning Spaces

Clear Exterior Navigation

- Welcome visitors to the site through clear symbols such as building scale, symbolism, and graphics.
- Landscaping and well lit pathways can channel pedestrian traffic patterns incorporating outdoor site amenities.
- Separate parking and traffic areas assist in navigating users through the site.

Visible Entrances

- Provide a single point of entry for visitors.
- Allow exterior entrances to be visible from key interior spaces such as administrative, and staff offices.



SECURITY

(continued)

Clear Vantage Points

- Locate administrative and teacher preparation areas with good visual contact of activity and circulation areas.
- Develop spatial relationships with natural transitions that allow for clear views into a wide range of spaces.



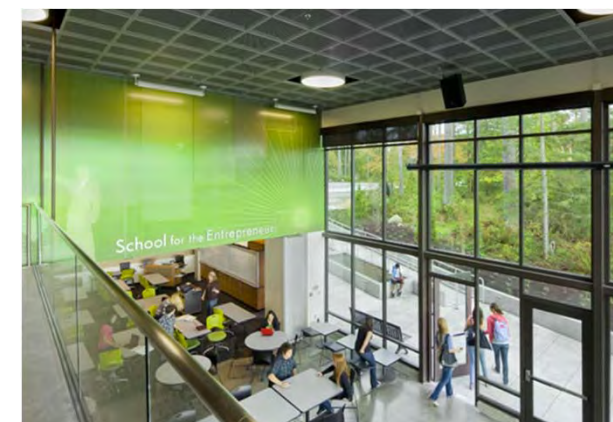
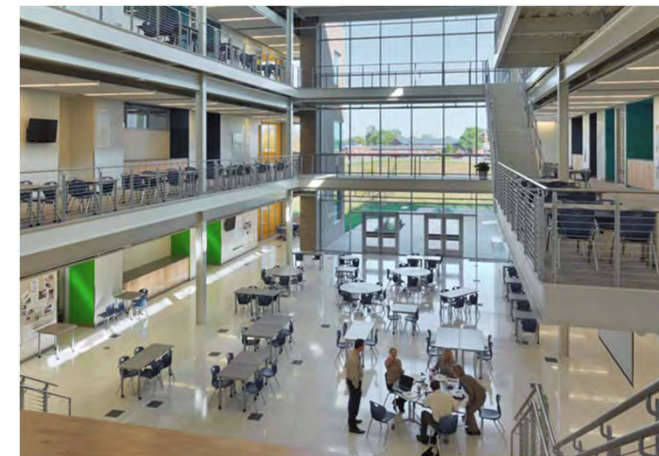
Open Environments with Layers of Space

- Creating layers of spaces provides opportunities to passively monitor large groups of students.
- Spaces layered for student activities to open out from the classroom into common areas create more opportunities for project work.
- Varying space types let students choose the way they learn, socialize, and interact.



Transparent Learning Environments

- Interior windows provide maximum visibility into the learning environments and let spaces be passively monitored.
- Transparency creates dynamic environments and lets learning be visible.
- Transparent doors and walls create spaces that can be used for work or quiet study.
- Creating connections between spaces generates excitement within the environment.



WAYFINDING

Creating a clear and intuitive navigation system on campus helps students and visitors orient themselves on campus. Wayfinding strategies are implemented at a variety of scales, starting at the campus scale, and moving to building details.

At the campus scale, buildings can be identified with color, banners, and signage.

Connecting with Programs

Interior color, signs, and forms can be designed to communicate the focus of educational programs.

Color

Interior color can communicate room location or educational programs.

Numbers and Doors

Location of rooms can be reinforced with door color, room numbers and graphics.

Signage

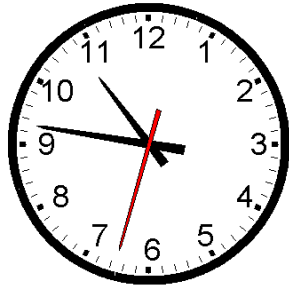
Signage throughout the campus integrates campus wayfinding strategies through maps, door signage, color, and symbols that communicate educational program.

Details

Wayfinding strategies are reinforced through building details.



2.8 Additional Design Considerations: Wayfinding



Questions considered during the conceptual design process:

COMMUNITY VISION

- What is the outlook for economic development (now, 5 years, 10 years, 15 years, beyond)?
- What is the workforce forecast (now, 5 years, 10 years, 15 years, beyond)?
- What is the civic vision for the community, region, area (now, 5 years, 10 years, 15 years, beyond)?
- Who are stakeholders in the Center for Professional Futures?

COLLABORATION

- What school districts are participants in the Center for Professional Futures?
- What process is in place to receive input and buy-in for the center to be fully utilized?
- Is this a standalone center, or connected to other organizations / institutions.
- Who are potential industry partners, and how should they be engaged?
- Who are potential university partners, and how should they be engaged?
- How will you ensure up-to-date technical expertise is delivered to students?
- With real world spaces and equipment provided, how will real world experts engage with students?

CHANGE

- What programs are being considered for the Center for Professional Futures?
- How often are changes to the programs envisioned?
- What does innovation look like for a Center for Professional Futures?
- How do programs stay relevant in a changing workforce?

OUTCOMES

- How is the Center for Professional Futures woven into curricular requirements/graduation?
- Can students attend the center for full days (in addition to attending home schools)?
- What does an on-line presence look like for this center?
- What does a blended delivery look like for this center?
- What outcomes are expected? Students? School districts? Industry relations? Workforce?
- What do successful students look like?
- What does a successful school look like?

Operational Logistics

Attendance, Schedule, and Transportation

Wellspring Center for Professional Futures is a resource to enhance public education in the PUL alliance area.

The center is working with local school districts to dovetail programs into an operational model that provides equitable access to each student interested in WCPF.

Attendance at WCPF will support student interests and will be structured to appeal to a wide spectrum of interests.

The **schedule** at WCPF will be highly flexible to accommodate the many different operational schedules in the PUL alliance school districts.

Transportation to WCPF will likely be a combination of arriving by car and/or bus. Student and parent preference could be a factor in transportation as well as district and state attendance policy.

The following pages provide concept charts to illustrate several logistical possibilities for attendance, schedules and transportation. There are many possibilities, and the operational models implemented at WCPF will likely be a combination or variation of those illustrated.



2.9 Logistics: Operational

Students enrolled in one course

Attendance

Students interested in taking a single course at WCPF.

Schedule

Potentially attending the WCPF campus a half day each week. (Tuesday morning block is shown in the chart at right, but any day's morning or afternoon session could be considered.)

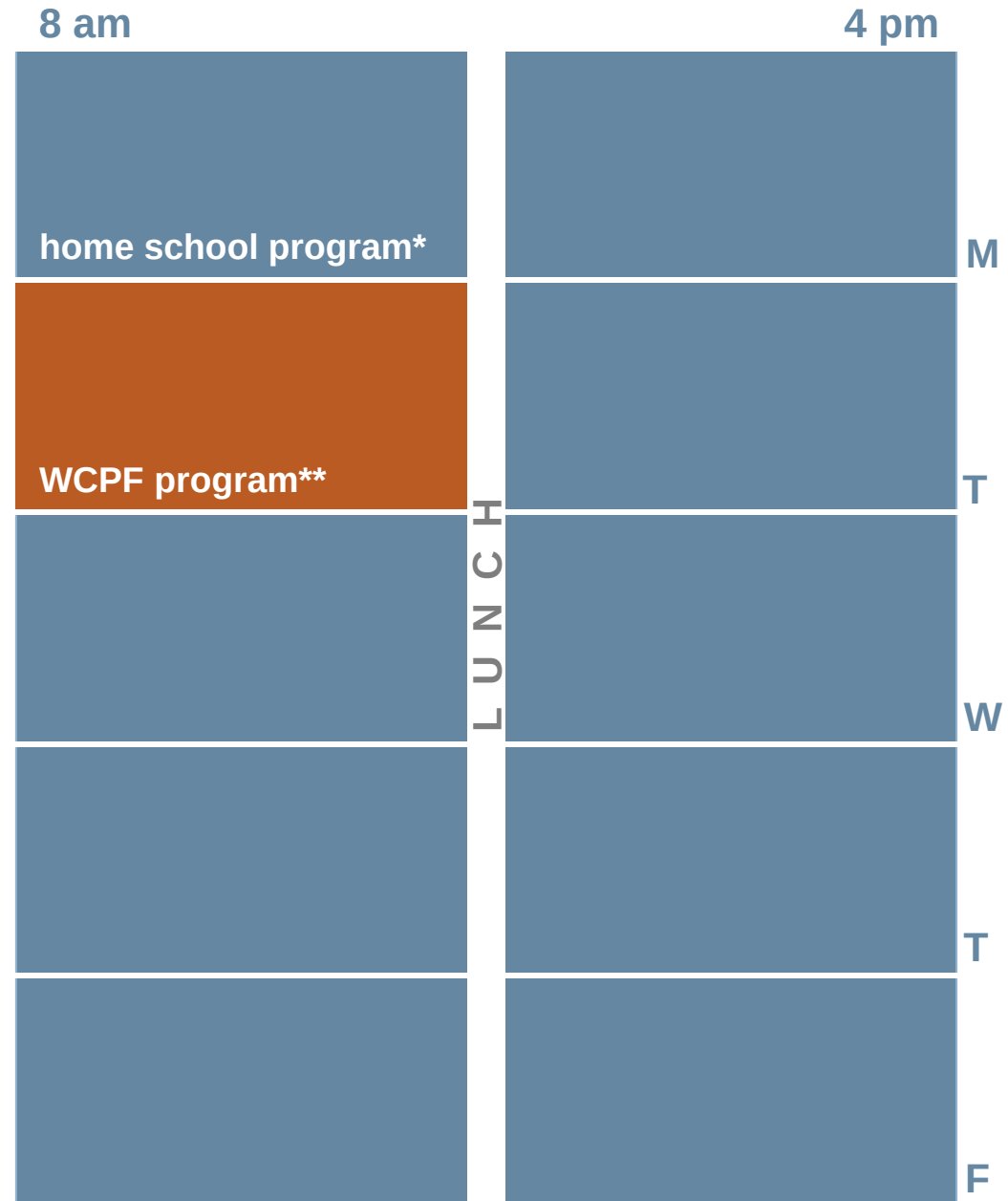
Transportation

Students could arrive to their home campus and be transported by bus to WCPF, or arrive by car directly to WCPF.

Notes:

* The term "home school program" refers to the degree-granting high school in a student's home district in which she/he is enrolled.

** The term "WCPF program" refers to a program offered in or through the Wellspring Center for Professional Futures.



2.9 Logistics: Schedule

Students enrolled multiple courses

Attendance

Students interested in taking a several courses at WCPF.

Schedule

Potentially attending the WCPF campus a full day each week. (Fridays are shown in the chart at right, but any day could be considered.)

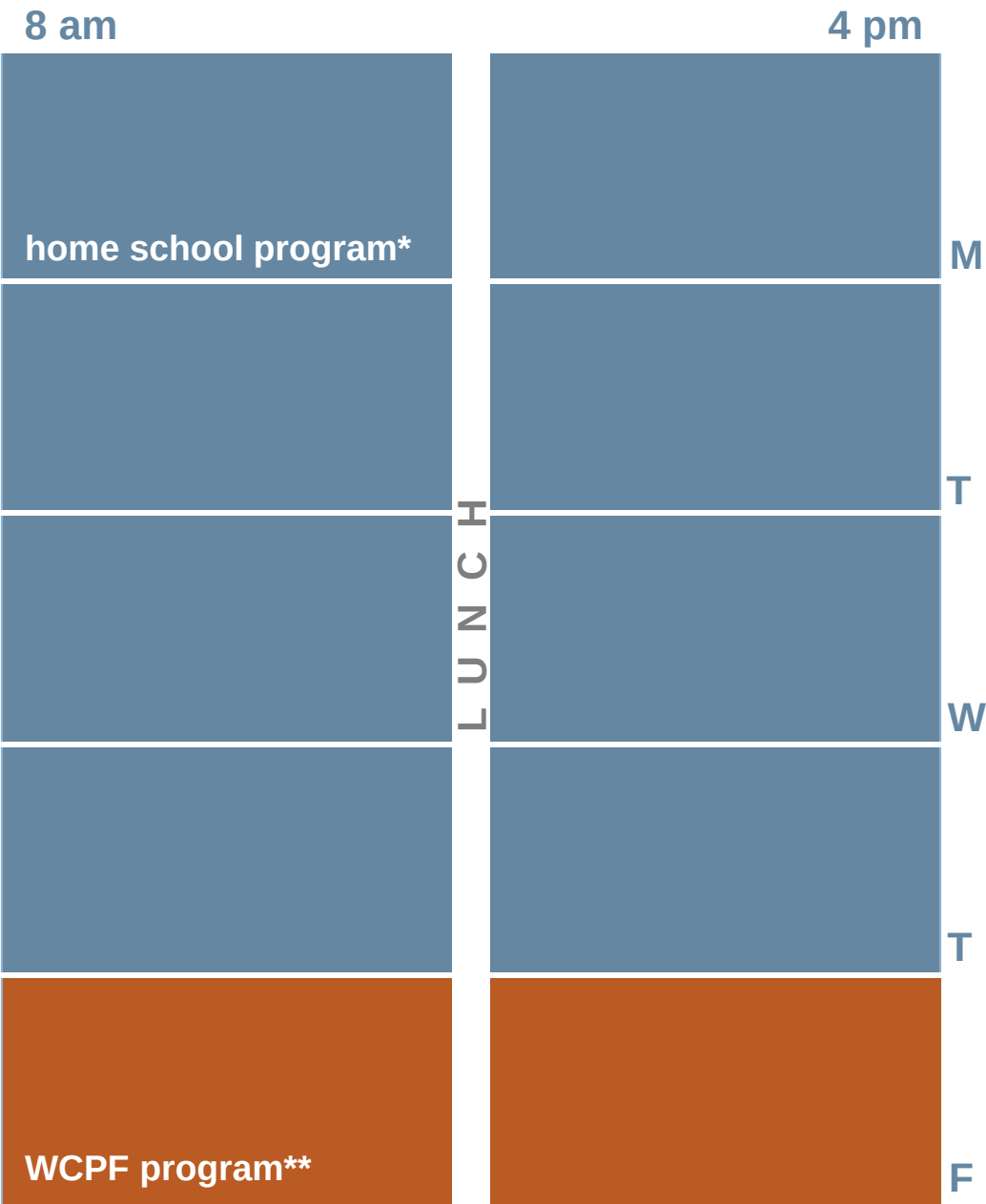
Transportation

Students could arrive to their home campus and be transported by bus to WCPF, or arrive by car directly to WCPF.

Notes:

* The term "home school program" refers to the degree-granting high school in a student's home district in which she/he is enrolled.

** The term "WCPF program" refers to a program offered in or through the Wellspring Center for Professional Futures.



Students enrolled in a field of study

Attendance

Students interested in taking advanced courses, receiving certificates, or additional college credit.

Schedule

Courses at WCPF could dovetail with CTE programs at the home schools, creating opportunities for students to customize schedules between home school and WCPF.

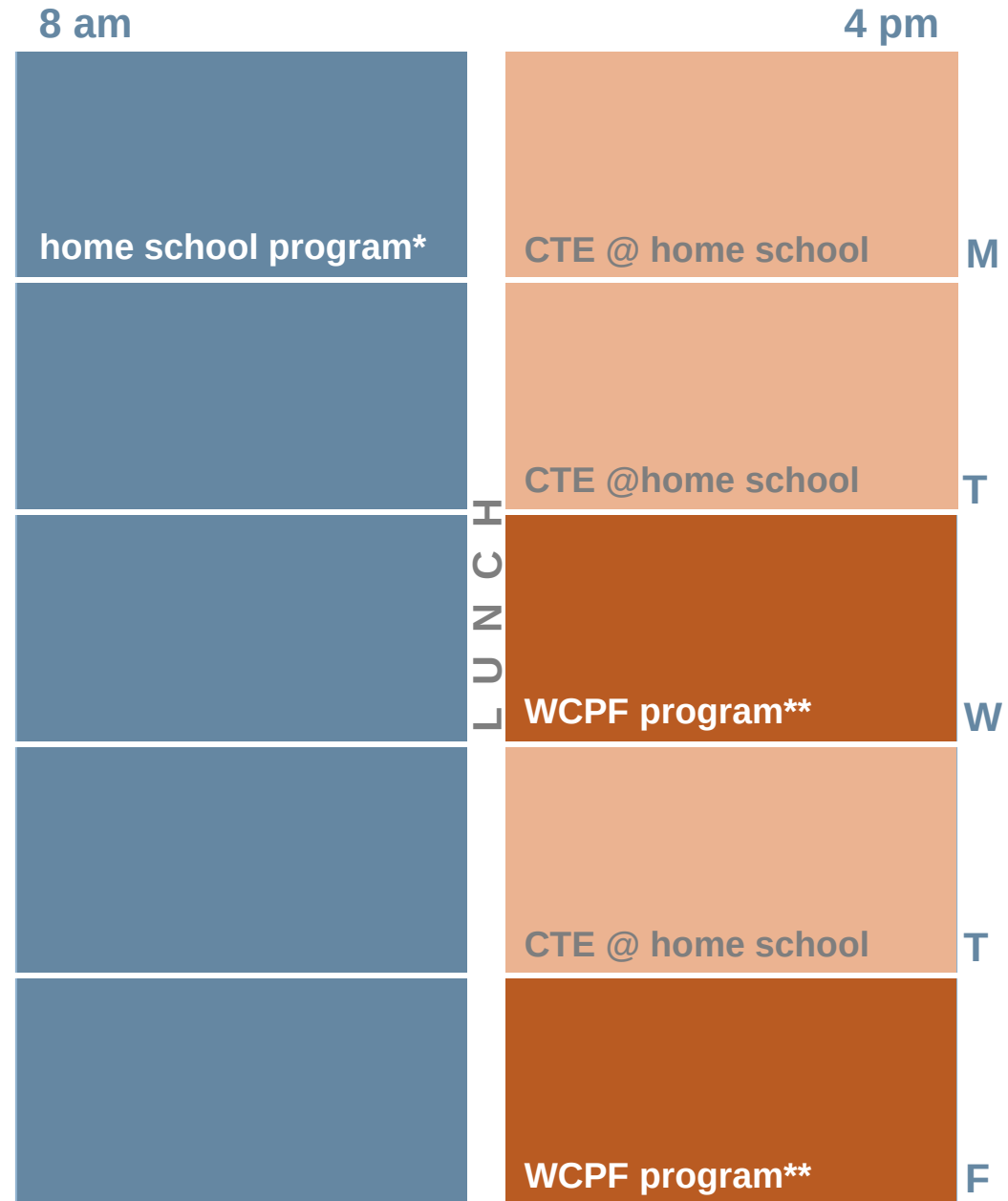
Transportation

Students could arrive to their home campus and be transported by bus to WCPF, or arrive by car directly to WCPF.

Notes:

* The term "home school" refers to the degree-granting high school in a student's home district in which she/he is enrolled.

** The term "WCPF program" refers to a program offered in or through the Wellspring Center for Professional Futures.



2.9 Logistics: Schedule

Students enrolled in on-line courses

Attendance

Students interested in a virtual school experience and receiving hands-on project experience.

Schedule

Attend the WCPF campus half-days and work on core curriculum items virtually from an off site location or in the media commons at WCPF.

Transportation

Students could arrive to their home campus and be transported by bus to WCPF, or arrive by car directly to WCPF.

Notes:

* The term "home school program" refers to the degree-granting high school in a student's home district in which she/he is enrolled.

** The term "WCPF program" refers to a program offered in or through the Wellspring Center for Professional Futures.



8 am

4 pm

H C C U L	WCPF program**	virtual school program	M
			T
			W
			T
			F

2.9 Logistics: Schedule

Transportation

Transportation logistics are being explored, and will likely be a combination of arriving by car and/or bus.

Bus transportation could be a partnership program for sustainable technologies with hybrid or alternative fuel vehicles.

In addition, bus transportation could be equipped with WIFI access to extend learning opportunities for students.





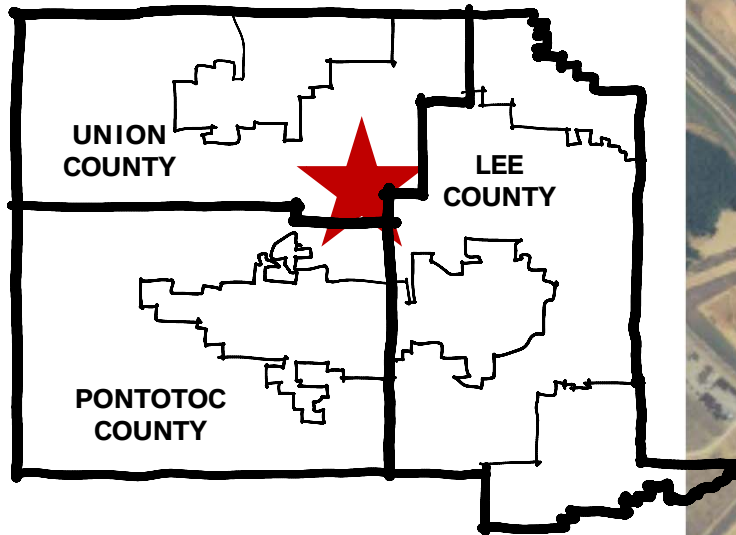
3.0 SITE MASTER PLAN

- 3.1 Site Location & Context
- 3.2 Natural Site Features
- 3.3 Site Organization Ideas
- 3.4 Master Plan Recommendation
- 3.5 Site Landscape

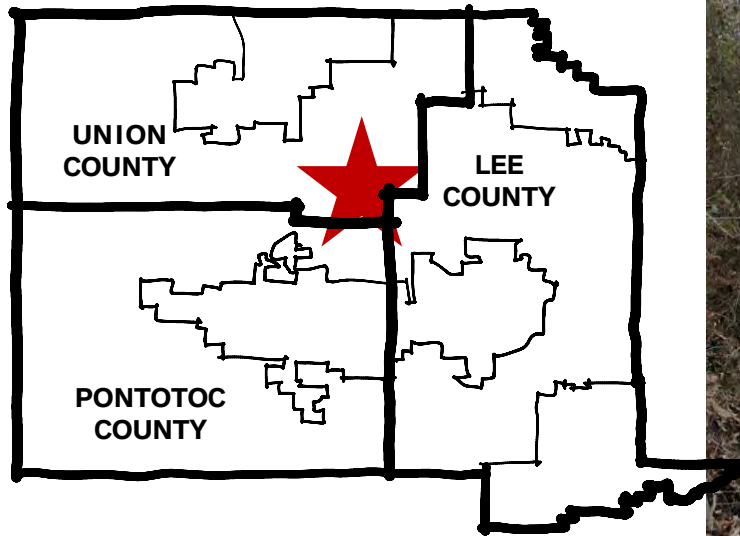
W The Source of Discovery WELLSPRING

CENTER FOR PROFESSIONAL FUTURES

PUL Alliance Counties:



PUL Alliance Counties:

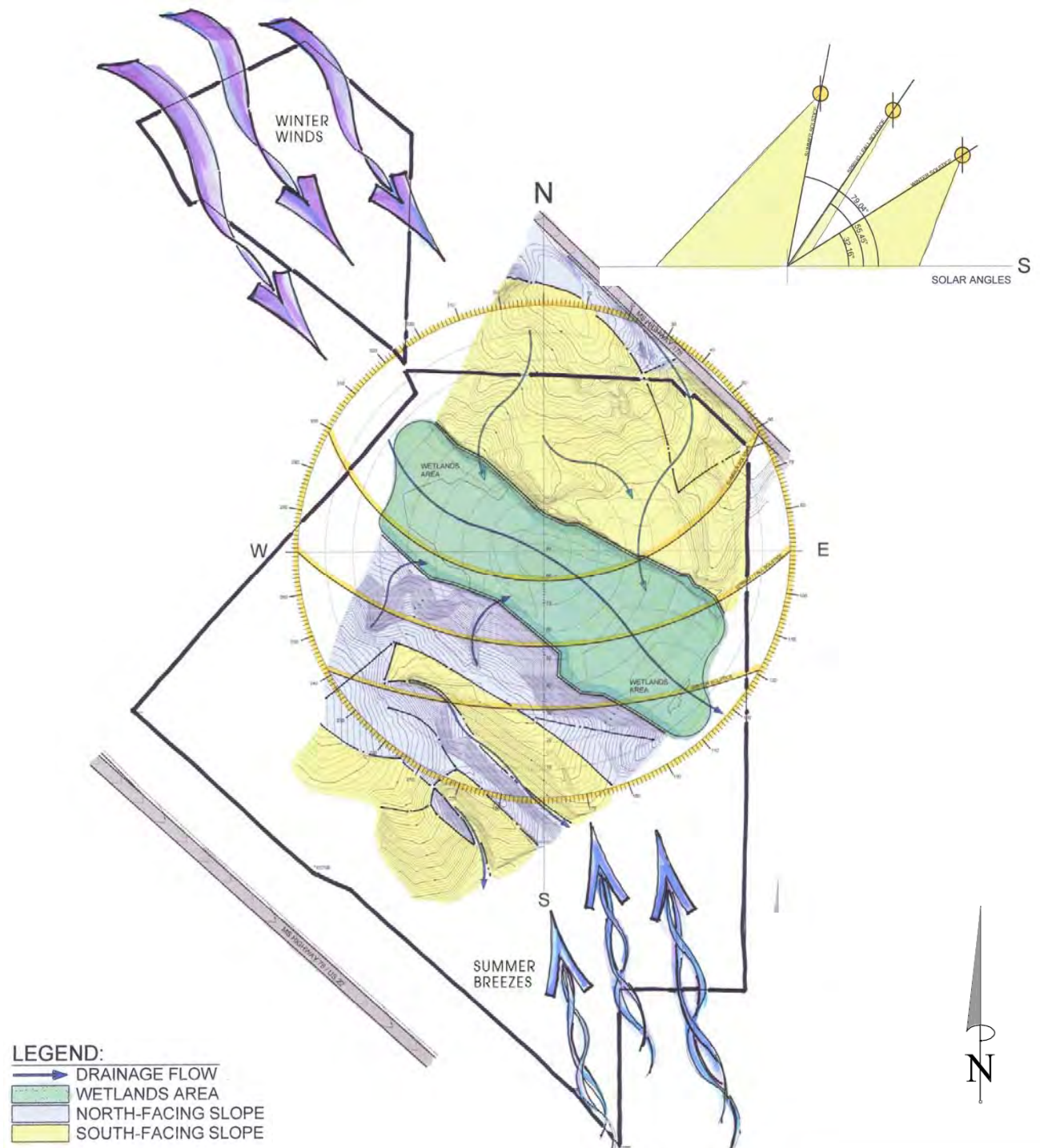


Site photographs from January 2012

NATURAL FEATURES



Site photograph: August 2011



SLOPE ANALYSIS

This diagram illustrates the areas of the site with varying degrees of natural slopes. Areas of more intensely sloped land are aesthetically interesting, however they can be complicated and/or cost prohibitive areas on which to build.

The placements of buildings on the site take advantage of the more gently sloped areas resulting in the following benefits:

- limit site grading which would minimize disruptions to natural forest growth
- use natural site contours and vegetation to help buffer the campus from highway noise
- minimizing site grading and locating campus components on the more flat areas allows for efficient construction
- campus buildings can be interconnected without disrupting paths of accessibility, allowing all buildings to be equally accessible to persons of all degrees of mobility.

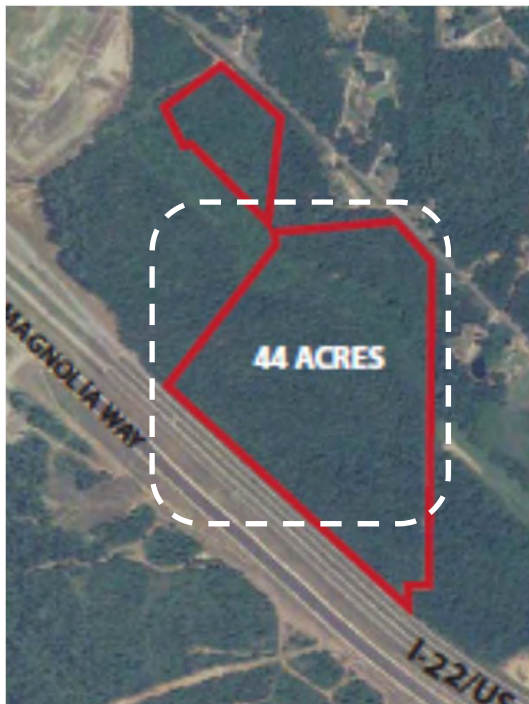
LEGEND:

SLOPES:	
	0%-5%
	6%-10%
	11%-15%
	16%-25%
	26%-40%
	41%+



SITE MASTER PLAN IDEAS

The site master planning effort included brainstorming of many possible options for organizing the campus. Pros and cons of each option were discussed, and the preferred site layout takes advantage of the best features of all the options explored, including the four ideas shown here.



A



B



C



D

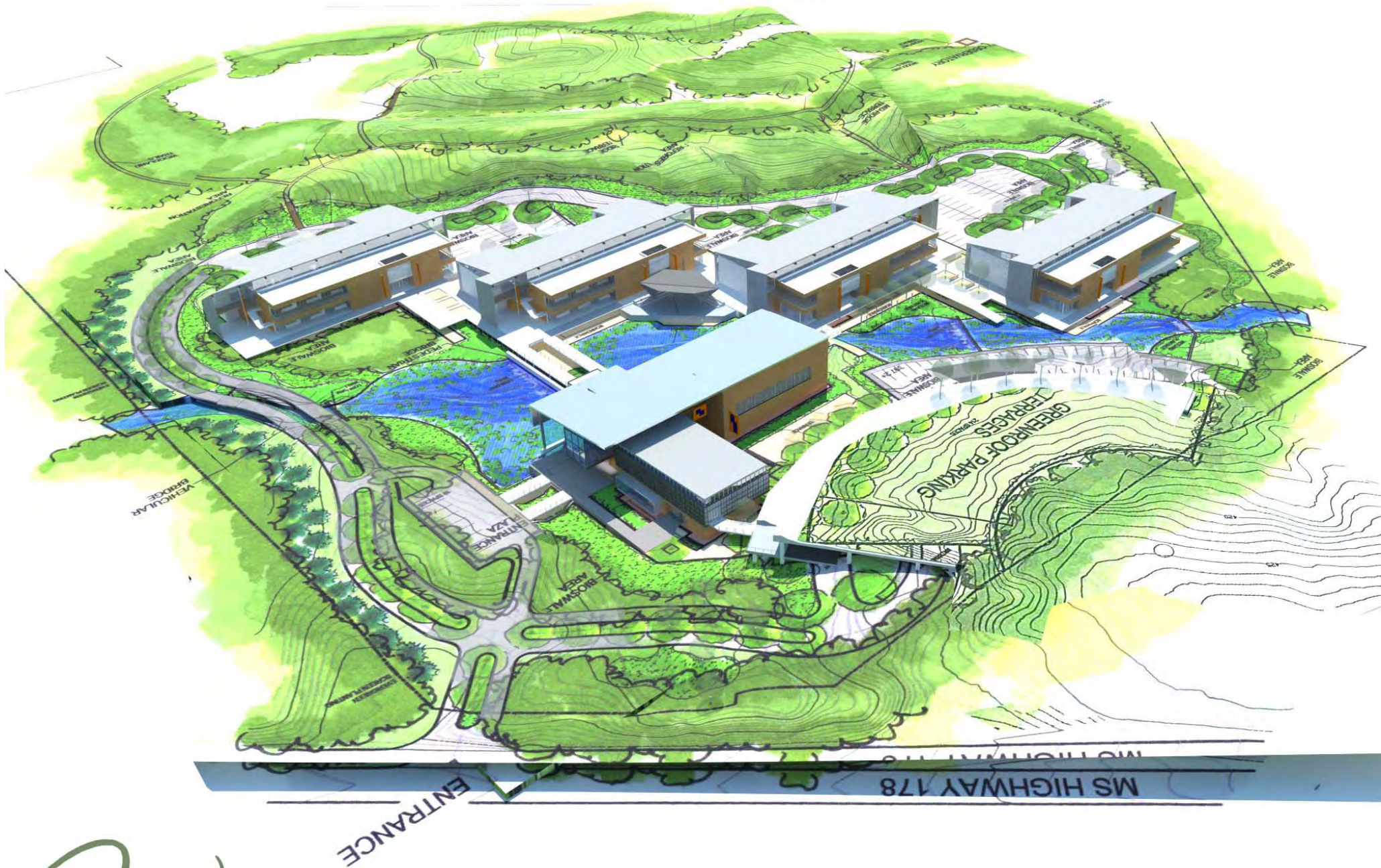
SITE PLAN

The diagram below, as compared to the site master plan shown at the right, illustrates the recognition of the site's existing contours in determining the best location for the campus buildings.

Areas of the site with the least slopes (10% and less) were the most appropriate areas for building due to:

- minimal disturbance of natural topography
- efficient site grading for construction
- using the stream as a natural area of focus
- using topography as a barrier from highway noise
- easy accessibility to all buildings with minimal ramps



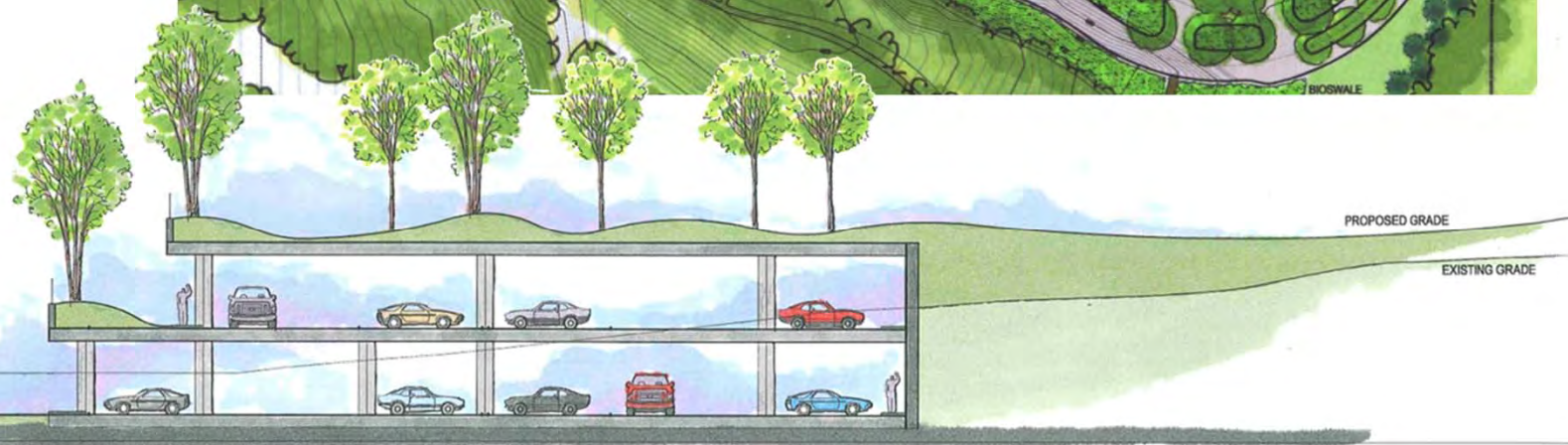
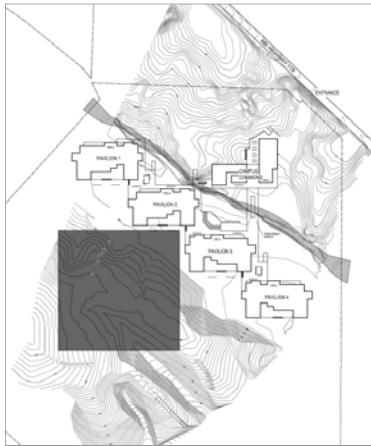


LANDSCAPE

PARKING:

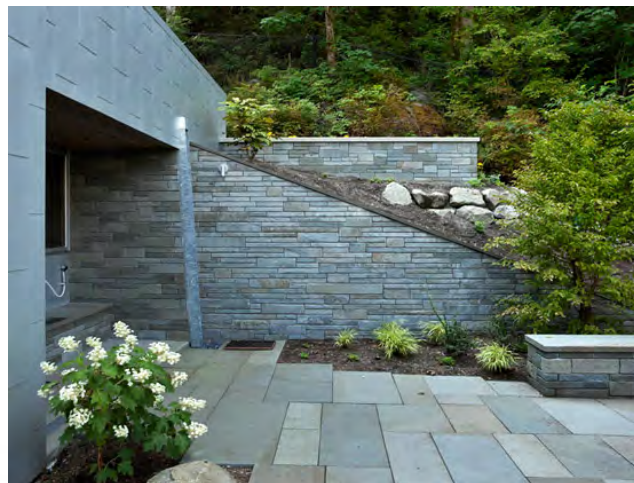
The diagram below shows the extent of parking required on the site.

Instead of leveling such a huge area of the topography, a parking deck has been designed to nestle into the hillside. With a green roof, the parking deck will be barely visible - thus maintaining the site's natural features and views.



LANDSCAPE

Images illustrate various strategies for integrating natural and man-made elements of the campus landscape. Sustainable features such as those included here will be incorporated.



3.5 Site Master Plan: Landscape



4.0 ARCHITECTURE

- 4.1 Introduction
- 4.2 Conceptual Plans
- 4.3 Conceptual Design
- 4.4 Materials & Aesthetic Approach
- 4.5 Sustainability Matrix
- 4.6 Cost Estimate



DESIGN NARRATIVE

The Wellspring Center for Professional Futures is designed as a 21st century learning campus set in a spectacular wooded site and taking advantage of the natural topography, vegetation and stream.

The campus includes five buildings interconnected with walkways, bridges, meandering paths and roadways.

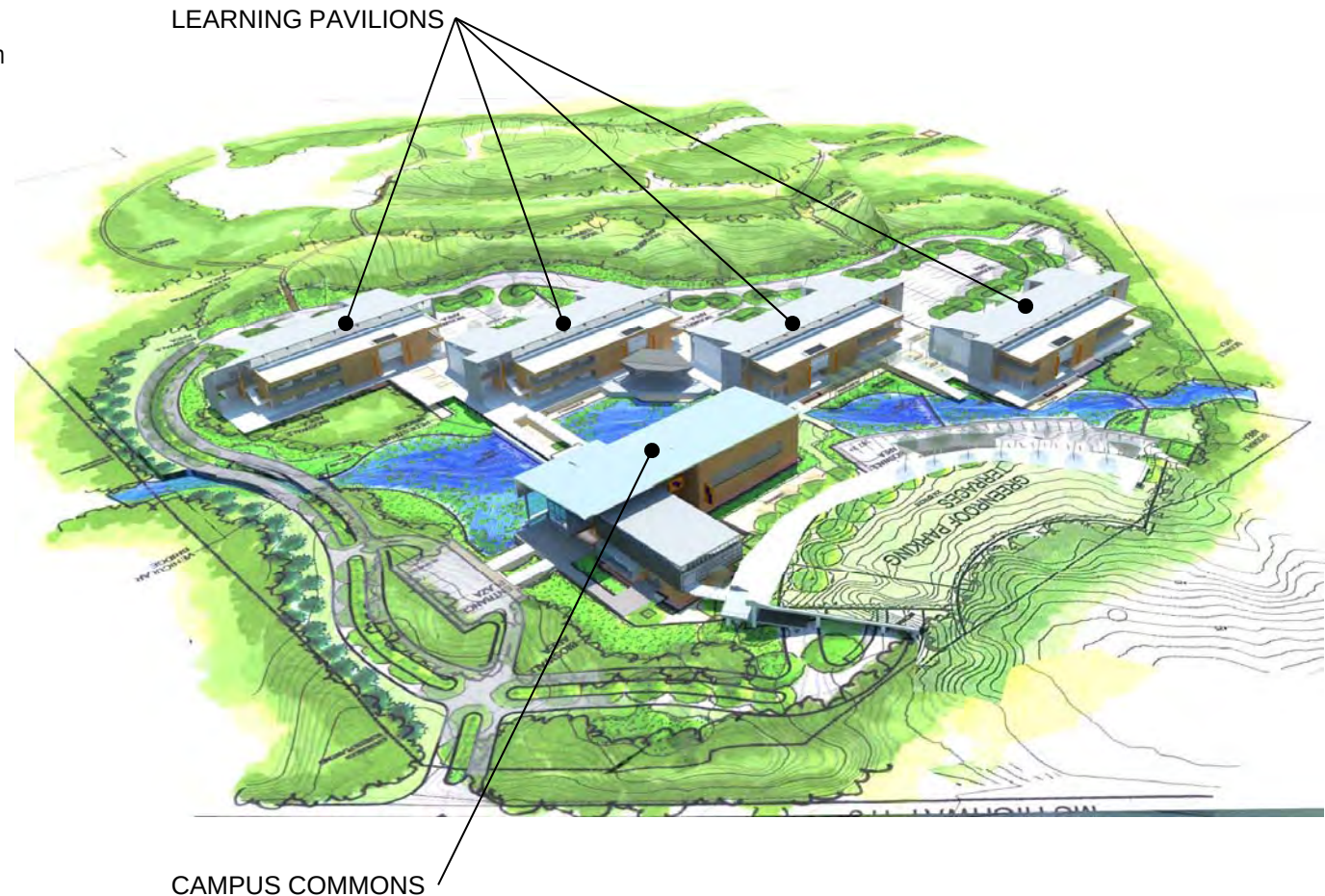
Four of the campus buildings house the Professional Learning Communities – interest-based programs that recognize the unique skills and abilities of the learner as well as the industry needs of the area. The four pavilions are relatively identical structures, designed to support a wide variety of hands-on, real-world, project-based learning. Spaces are designed to be flexible enough to support the specific curricular focus and programs of each learning community, and to allow programs to evolve over time as needed to support changing student interest and changing global workforce profiles.

The fifth building is a Campus Commons that supports the entire campus. It serves as the “front door” to the campus.

Buildings are located on the campus to respect the climate and natural site topography. Sun shades and overhangs protect occupants from the Mississippi heat and support the operational efficiency of the architecture.

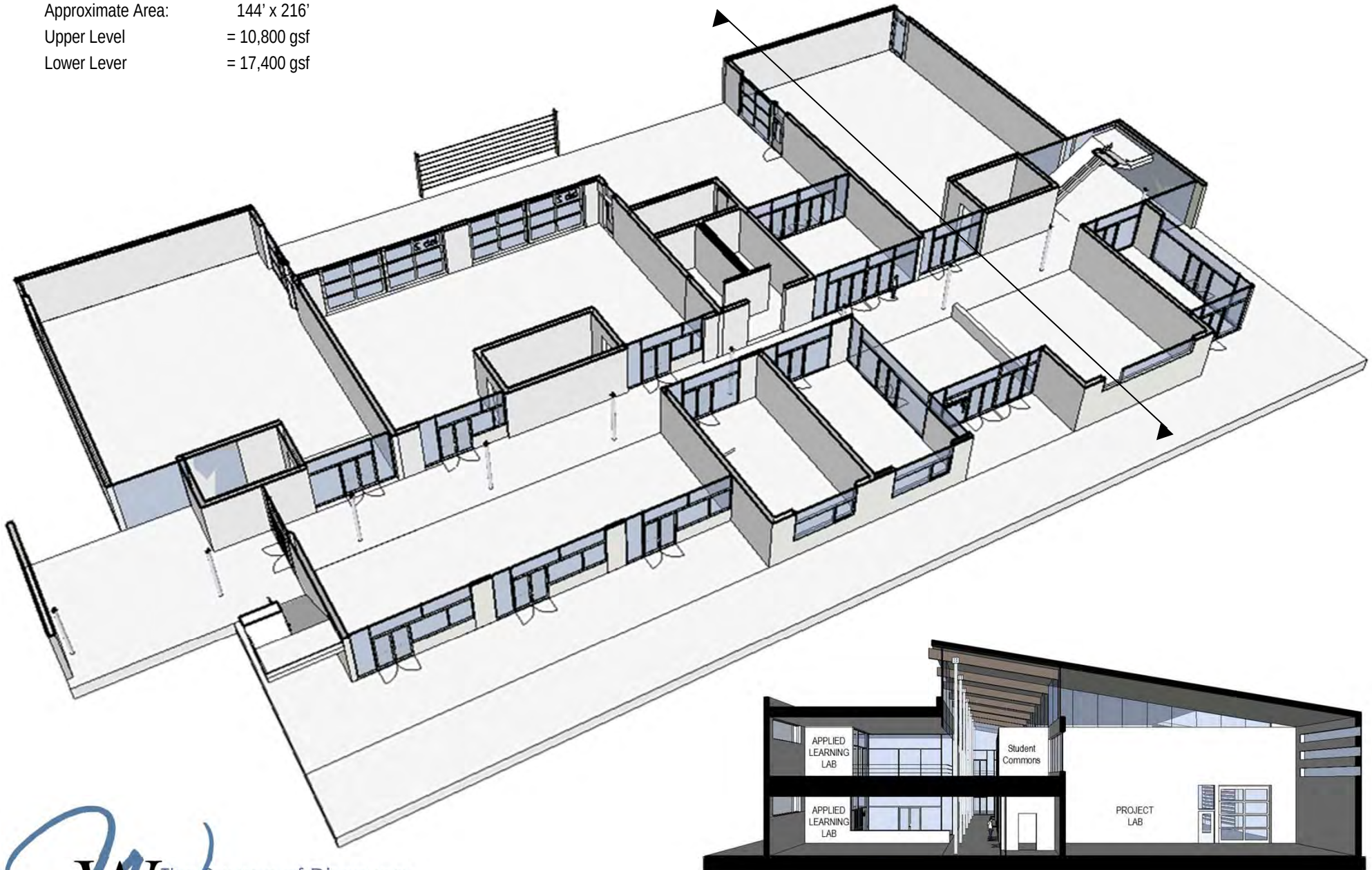
Materials reflect the local vernacular in color and texture but are designed to also reflect the innovative nature of the campus.

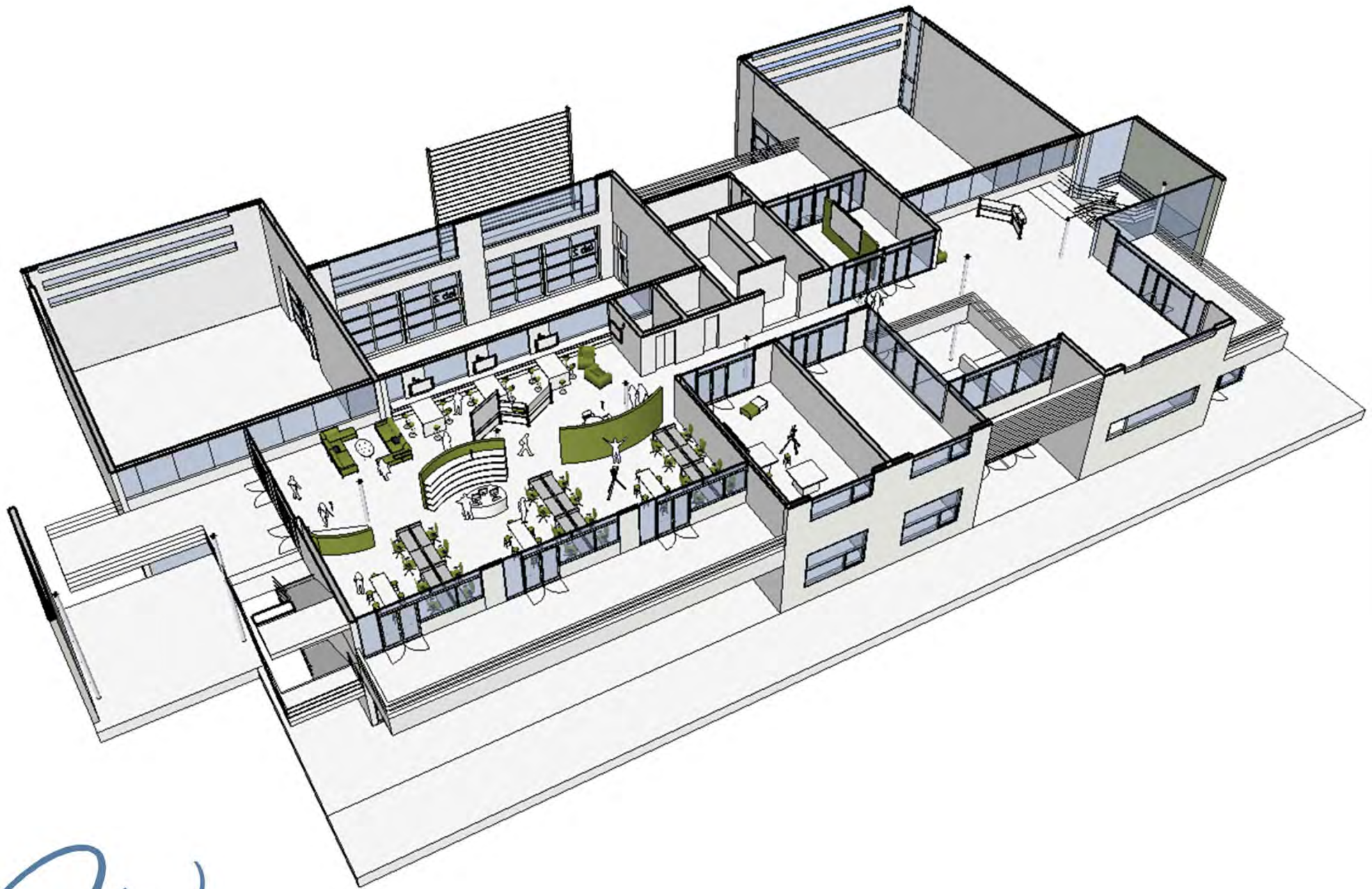
The impact of parking on the site is minimized through the development of a parking deck nestled into one of the natural slopes on the site. Access roads accommodate faculty and students as well as visitors and service vehicles.



LEARNING PAVILION – LEVEL 1

Approximate Area: 144' x 216'
Upper Level = 10,800 gsf
Lower Level = 17,400 gsf







Sample Furniture & Equipment Layout
(Learning pavilion: showing Resource Commons & Applied Learning Lab)

RENDERINGS



View of Learning Pavilion (one professional learning community)



View of Campus Commons



Exterior- Panorama View



4.3 Architecture: Conceptual Design



Campus Commons Exterior- View towards Front Entry



Campus Commons Exterior- Terrace looking at Dog-Trot



Campus Commons Exterior- Bridge looking at Dog-Trot



Pavilion Interior- Resource Center



Pavilion Interior - Project Lab



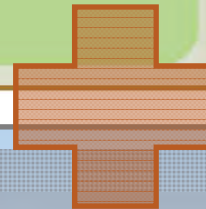
MATERIALS

Materials suggested for the project include a rich combination of sustainable and environmentally friendly natural and man-made materials.



SUSTAINABLE NATURAL MATERIALS

WOOD
CONCRETE
CLAY/CONCRETE MASONRY
STONE CLADDING



ENVIRONMENTALLY FRIENDLY FABRICATED MATERIALS

METAL ROOF PANELS
METAL WALL PANELS (RAINSCREEN)
RECYCLED GLASS FLOORING



REFERENCE IMAGES

Project Aesthetics:

These images represent the aesthetic quality of the design – at a level of detail that is too difficult to adequately show in the design renderings of the previous pages.

These images of built architecture are intended to help illustrate the “flavor” of the design that is intended for WCPF.



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4.4 Architecture: Materials & Aesthetic Approach

