Gillette Technical Training Center
Master Plan
Project No.: 05-0603908

CAMPBELL COUNTY ECONOMIC DEVELOPMENT CORPORATION

Written by:
Susan Bigelow, CEcD, Executive Director, CCEDC
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And
Tim Belton, Architect, Malone, Belton and Abel, P.C.
400 Kenrick #104A, Gillette, Wyoming 82716

December 31, 2004

This Report was Prepared Under Awards from the
U.S. Department of Commerce
Economic Development Administration
and the
Wyoming Business Council-Community Development Block Grant
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This publication was prepared by the Campbell County Economic Development Corporation (CCEDC). The statements, findings, conclusions, and recommendations are those of the authors and do not necessarily reflect the views of the Economic Development Administration.
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EXECUTIVE SUMMARY

The City of Gillette purchased 180 acres in 1999 to develop as a business park with complementary facilities and amenities. Approximately 130 acres are dedicated to business park use and named Gillette Tech Center. The City of Gillette is the owner and developer. The Campbell County EDC provides project advice and markets Gillette and Campbell County as attractive business locations.

The second major component in the 180 acres is the academic facility for the Gillette Campus of the Northern Wyoming Community College District headquartered at the Sheridan College in Sheridan.

The Gillette Technical Training Center, the third phase of the overall project, has been allocated the 30 acres north of Donkey Creek. Within this phase, several components may be constructed in a phased manner.

The Gillette Technical Training Center Master Plan was funded by grants from the U.S. Department of Commerce – Economic Development Administration ($42,000), the Community Development Block Grant program administered by the Wyoming Business Council ($25,000), the Gillette Campus of the Northern Wyoming Community College District ($3,000), the City of Gillette ($3,000) and the Campbell County Economic Development Corporation ($3,000).

The land has been used for agricultural use, growing hay and grazing cattle (and an indigenous antelope herd). The neighbor to the north is an industrial operation and may cause some environmental concerns in the future.

The professional engineer, Steve M. Bruce, reported in his letter: "We have conducted an environmental site assessment study for the above named property and we have found no "recognized environmental conditions" on the property. There is however evidence that a leaking underground fuel storage tank offsite may someday contaminate groundwater under the site."

Based on the Task Force input and the input from the individual interviews, the following is the priority for the facilities:

- Vocational Training Facility
- Corporate Training Center
- Center for Entrepreneurs
- Student Housing and Student Life

The Vocational Training Facility (two of three planned wings) was placed on the ballot in conjunction with another project and the vote for the combined projects for one half cent failed to pass on November 2, 2004. In light of this setback, the City of Gillette, the Gillette Campus (and Sheridan College Administration) and the CCEDC will re-visit funding plans for each facility.

Potential funding sources include Local Capital Facilities (Sales/Use) Tax, Abandoned Mine Lands Funds, Wyoming Business Ready Communities Grant, U.S. Economic Development Administration Grant, City/County Contributions, Corporate Contributions, and Private Investors.
INTRODUCTION

The Gillette Technical Training Center refers to the facilities in the northern section of the Gillette Tech Center, a business park development. Also included in the Gillette Tech Center is an academic facility for the Gillette Campus of the Northern Wyoming Community College District and the first phase of the business park. Each of these phases are discussed below.

Gillette Tech Center

The Gillette Technical Training Center describes the northernmost 30 acres in the Gillette Tech Center, a business park owned and developed by the City of Gillette. The City of Gillette purchased 180 acres for a business park in December 1999. The Campbell County Economic Development Corporation working with the City of Gillette evaluated several sites around the community and recommended land that belonged to the Meserve family.

Simultaneous to the search for the ideal business park location, two other community efforts involved planning for new facilities for the branch community college campus and a combined business incubator and corporate training center or a "One Stop Center." Sites that were being evaluated for these two projects were not ideal. These two projects were incorporated into the concept for the Gillette Tech Center and are shown in the site layout in Map 1.

Business Park

The approximately 130 acres south of Sinclair Street are dedicated to business park use. The City of Gillette is the owner and developer. The Campbell County EDC provides project advice and markets Gillette and Campbell County as attractive business locations. The City of Gillette has adopted Codes, Covenants and Restrictions for this area. The landscape and infrastructure is designed to attract and accommodate office based operations and light manufacturing.

The City has completed the first phase infrastructure for the business park providing eight completed lots ranging from one to 5 acres. Campbell County EDC is actively marketing Gillette as a location for business expansions and has received several visits from interested companies.

Sinclair Street, the main entry, is designed with a landscaped median. The streets are concrete with curb and gutter. The City has provided extensive capacity in sewer, water, and electricity. Businesses have at least three options for Internet service and have a fiber connection to the central service office for the local telephone carrier. Natural gas is also available to these sites.
The CCEDC has designed a 10,000 square foot office facility to use for business recruitment and has applied for funds from the State of Wyoming through the City of Gillette to complete the construction during 2005.

**Gillette Campus**
The State of Wyoming has one university located in Laramie and seven community college districts. The Northern Wyoming Community College District (NWCCD) headquartered in Sheridan serves Campbell County. The NWCCD has provided outreach operations in Gillette for many years. Their expenditures are limited to operations, nominal leases and facility maintenance. The Community College District cannot own property outside its headquarters county. The outreach operation in Gillette is named the Gillette Campus. The Gillette Campus has leased several properties from the County and the Campbell County School District. None of these facilities were designed for academic or vocational education. They were instead a hospital, modular physician offices, a welding shop and a highway maintenance shop.

Based on the City’s plan to allocate some acreage in the new Gillette Tech Center to academic and vocational education space, the Gillette Campus proceeded with plans for the academic and office facility in 2000. In November 2000, the voters passed a $10,000,000 capital facilities tax for the construction. The City, County and private donations added another $5,000,000 to the funds available. The 66,000 square foot facility was completed in October 2003. Enrollment jumped by 13 percent and skewed more toward traditional college students with the change in location and the new facility designed with education and the students in mind. The City paid for the infrastructure including the construction of Sinclair Street, the main access street to the campus facility. The City deeded the 13 acres to the County and the County owns the new facility. The NWCCD operates the facility and pays for maintenance.

**Gillette Technical Training Center**
The Gillette Technical Training Center, sometimes referred to as “North of Donkey Creek”, is the third phase of the overall project. Within this phase, several components may be constructed in a phased manner. Quoting from the November 4, 1999 engineering report: “This phase of the overall Business Park presents the most design challenges,
primarily for the provision of sanitary sewer service. It has been sized so that there are approximately twenty-three acres of total development including an area of slightly over four acres for a 'One Stop Center.'

In addition to the One Stop Center (a business incubator and training facility), the initial concept called for new facilities for the two primary vocational programs offered by the Gillette Campus, diesel technology and welding technology.

**Initial Components for Consideration**

The five components considered in the 2003-2004 Master Plan for the Gillette Technical Training Center are: Vocational Training (Diesel, Welding and Other), Training Facilities for Industry, Business Incubator, Student Housing and Student Life. The City, CCEDC and Campus team, working with the consulting architect, and with input from the community have determined that the components in the master plan are: Vocational Training Facility; Corporate Training Center, Center for Entrepreneurs and Student Housing/Life.

The Master Plan was funded by grants from the U.S. Department of Commerce – Economic Development Administration ($42,000), the Community Development Block Grant program administered by the Wyoming Business Council ($25,000), the Gillette Campus of the Northern Wyoming Community College District ($3,000), the City of Gillette ($3,000) and the Campbell County Economic Development Corporation ($3,000).
ENVIRONMENTAL ASSESSMENT

Purpose and Scope
Bruce Engineering Inc., was retained to perform an “ASTM Phase I Environmental Site Assessment.” The purpose of this assessment was to determine if any potential environmental problems exist and what, if any, cleanup is required prior to purchase through visual inspection, records review and interviews with people knowledgeable about the past of the site. This environmental assessment of the property generally follows applicable sections of ASTM E1527-00 and standard terminology.

No environmental site assessment can wholly eliminate uncertainty regarding the potential for unrecognized environmental conditions in connection with a property. Performance of this practice or E1528 is intended to reduce, but not eliminate uncertainty regarding the potential for recognized environmental conditions in connection with a property, and both practices recognize reasonable limits of time and costs. (Reference ASTM E 1527-00, Section 4.5.1.)

Significant Assumptions
Much of the land in the immediate vicinity of Gillette, WY was not developed until the energy boom of the 1970’s. Other than numerous underground fuel storage tanks, diesel and gasoline fuels, very little usage of hazardous materials such as chlorine compounds or highly refined solvents have been noted. Aerial photographs from the 1970’s generally indicate industrial uses to be oil field or construction storage yards. These storage yards were sometimes used for very short terms and very few or any records of this use exist. Also zoning as a community-planning tool was not extensively enforced in Campbell County until the end of that decade.

Likely the best source of historic use information is the Campbell County Tax Assessor records, however, the office only keeps three years of the records, and those records are then destroyed as allowed by state law.

Findings
The following are excerpts from the complete report.
1. State sources list numerous leaking underground storage tanks within the search distances as defined in the BBL report.
2. No records for usage of this property could be found. No formal documentation of past use was found. It has been locally known as ranch and grazing land for many years. Aerial photos from 1975 indicate the use at that time to be agricultural and grazing.
3. This property has never been developed and did not have until this report started a street address; therefore street directory information is not available.

The professional engineer, Steve M. Bruce, reported in his letter: “We have conducted an environmental site assessment study for the above named property and we have found no “recognized environmental conditions” on the property. There is however evidence that a leaking underground fuel storage tank offsite may someday contaminate groundwater under the site.”
PLANNING METHODS
Several planning methods were used to determine the facility requirements and design concepts. Planning work completed by the CCEDC in 1999 and by the community in 2003 were provided to the consulting architect.

Technology Training Center Task Force
Prior to the grant award, the Gillette Campus and CCEDC convened a Technology Training Center Task Force during the Summer of 2003. The Task Force met six times starting on April 16, 2003 and ending on October 14, 2003. The discussions are included in a Meeting History Report that is available at the CCEDC office.

Concepts for the five components were discussed by the Task Force, which consisted of twenty-two members of the community representing the Campus faculty and administration, Mayor of the City of Gillette, Workforce Services and Small Business Development Center and 15 local business owners and managers.

Faculty members for the welding and diesel programs developed space needs for expanded and updated training programs. Members of the Task Force participated in discussing the resulting requirements.

The Task Force agreed on September 23, 2003 that the Welding and Diesel Training Facility should be the first priority for funding and construction. The agreed approach was to ask the Sheridan College Board of Trustees to pay for the operational costs and cost of additional faculty and to ask the City of Gillette, Campbell County Commissioners and Town of Wright to approve putting a Capital Facilities Tax on the November 2004 ballot to construct this facility.

The architect who was later hired by CCEDC to complete the Master Plan participated in many of these early discussions and was provided a copy of the Meeting History Report.

Employer Interviews
CCEDC provided Malone, Belton and Abel, PC a list of local companies to interview to complete the requirements for the Vocational Training Facility and the Corporate Training Facility. One of the direct results of the interviews was the inclusion of industrial electrician training space into the Vocational Training Facility. The company representatives also identified a model to be used for the Corporate Training Center, the Tineja Hills Training Center owned and operated by Caterpillar.

Visit to Tineja Hills Training Center
Since many local employers stated a need for a corporate training center similar but smaller than Tineja Hills Training Center, Tim Belton, the architect visited the Center in February 2004. He based his concept of the Corporate Training Center on the Tineja Hills Center. The Workforce Development Committee of the CCEDC reviewed and approved of the concept. Many of the members of the Workforce Committee were included in the employer interviews.

Electrical Apprenticeship Facility Visit
When the mining industry emphasized the critical need for an expanded electrician-training program at the Gillette Campus, the master planning team conducted discussions with several electricians in Gillette to understand the state of the current program. In the course of discussions about expanding and improving the physical spaces in which the Gillette Campus program takes place, it was suggested that a visit be made to the Wyoming Joint Electrical Apprenticeship and Training Committee (WJATC) facility in Casper.

Visit to Idaho Falls Incubator
During the conduct of a feasibility study for a business incubator conducted in 1999, the CCEDC Executive Director and the local Small Business Development Center counselor visited two Idaho Falls
incubators, the Idaho Innovation Center and the Bonneville County Technical Center. The CCEDC Executive Director requested that the architect visit these incubators and, using the earlier feasibility study for Gillette, develop a facility concept for a Center for Entrepreneurs.

Visit with College Housing Managers/Providers
The architect, City staff and CCEDC executive director visited with the Dean of Student Life for the Sheridan College, a college that operates residence halls. The Dean arranged for several phone interviews with Deans from other colleges that have private developed housing. The architect also visited a developer of privately owned student housing.
MASTER PLAN

Components and Site Layout
The map to the right shows the existing Gillette Campus of the Northern Wyoming Community College District, an area for expansion to the west of the existing facility, the riparian area and pedestrian bridges, the Vocational Training Facility, Corporate Training Center, Center for Entrepreneurs and Student Housing. The component of Student Life outlined in the original study has been incorporated into the Student Housing.

The parking for student housing is separated from the parking lot for the remainder of the facilities. Roughly one third of the parking lot will be completed with each of the other facilities. One pedestrian bridge will be completed with the first facility and the second bridge included in a later phase.

Schedule Consideration
Based on the Task Force input and the input from the individual interviews, the following is the priority for the facilities:

- Vocational Training Facility
- Corporate Training Center
- Center for Entrepreneurs
- Student Housing and Student Life

Ownership and Management Considerations
Legal status and funding opportunities may drive most of the ownership decisions. The City of Gillette owns the land that is involved in this Master Plan.

The City owned the land that was used for the Existing Gillette Campus and the Future College Expansion. The City agreed to deed the land to the County and the County is the owner of the Existing Facility. The approach for the area north of Donkey Creek is not as simple, however, since several facilities are planned. Rather than have the City plat the land for several owners, it is recommended the City retain ownership of the land and if the ownership of the facility is not the City, that the City lease the land under the footprint of each facility to that owner.
Table 1: Ownership and Management

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<th>Potential Owners</th>
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<tr>
<td>City of Gillette</td>
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<tr>
<td>Campbell County</td>
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<td>CC Economic Development Corporation</td>
<td>Sheridan College - College District</td>
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<td>Private Ownership</td>
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<td>Sheridan College</td>
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<td>Private Management Firm</td>
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Vocational Training Facility  X  X
Add'l Vo-Tech Wing           X  X
Corporate Training Center    X  X  X  X
Center for Entrepreneurs     X  X  X  X
Student Housing/Life         X  X  X  X  X

Cost Estimates
The architectural firm of Malone, Belton and Abel, PC in support of the Master Planning Project developed the following cost estimates. Since the Task Force had discussed the future building south of Donkey Creek the architect included cost estimates for that facility as well. It is listed as the Arts and Humanities Building.

Building and Site Development Cost Estimates for 2005 - November 26, 2004
Updated from 2003 costs for the 2005 Building Season
(12% for 2004 plus 8% for 2005 = 20% additional from 2003)

Site and Utilities Cost Estimates
1. South side of Donkey Creek  $ 408,000
2. North side of Donkey Creek  $ 3,000,000
3. Pedestrian bridges (two)    $ 420,000
4. Utility tunnel              $ 336,000
5. Landscaping                $ 780,000
Total:                          $ 4,944,000*

*Note: These total site costs have been prorated by project and are already included in each of the facility estimates shown below.
Facility Cost Estimates

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<td>a. Building Costs</td>
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<td>$800,000</td>
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<td>c. Prorated Site Costs</td>
<td>$2,390,000</td>
<td>$84,000</td>
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<td>$1,158,000</td>
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<td>Subtotal</td>
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<td>Total</td>
<td>$15,728,000</td>
<td>$6,356,000</td>
<td>$8,470,000</td>
<td>$7,144,000</td>
<td>$10,739,000</td>
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Campus Total: $54,257,000

Funding Overview

The academic facility for the Gillette Campus was built with a combination of funding from the local area: both the City of Gillette and Campbell County contributed cash from their reserves, voters passed a quarter cent capital facilities tax and over $1.5 million was raised from private contributions and fundraisers.

The quarter cent capital facilities tax was supported by the community and raised the allocated amount in about three years, ending shortly after the facility was completed.

Using the information derived during the Master Plan for the Gillette Technical Training Center, the Gillette Campus Advisory Board recommended to local governments that the funding for the Vocational Training Facility for welding, diesel technology and industrial electricians be placed on the ballot as a quarter cent capital facilities tax.

The facility was placed on the ballot in conjunction with another project and the vote for the combined projects for one half cent failed to pass on November 2, 2004.

In light of this setback, the City of Gillette, the Gillette Campus (and Sheridan College Administration) and the CCEDC will re-visit funding plans for each facility.

Potential funding sources are listed in the table. The information developed for the

<table>
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<td>Estimated Cost</td>
<td>Capital Facilities Tax</td>
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<tr>
<td>Vocational Training Facility</td>
<td>$15,728,000</td>
<td>X</td>
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<tr>
<td>Add'l Vo-Tech Wing</td>
<td>$6,356,000</td>
<td>X</td>
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<tr>
<td>Corporate Training Center</td>
<td>$8,470,000</td>
<td>X</td>
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<tr>
<td>Center for Entrepreneurs</td>
<td>$7,144,000</td>
<td>X</td>
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<td>Student Housing/Life</td>
<td>$10,739,000</td>
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<td>Total</td>
<td>$48,437,000</td>
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Gillette Technical Training Center Master Plan
Campbell County Economic Development Corporation
master plan is sufficient to pursue each of these funding sources.

Capital Facilities Tax
Campbell County voters currently have self-imposed the first penny of two available pennies of additional sales tax. The second penny or portions of a cent may be added by the voters for a specific purpose. When the amount of funding stated on the ballot is collected, the state starts the procedure to end the tax. The decision to put a measure on the ballot is made by Campbell County, the City of Gillette and the Town of Wright. All three bodies must approve of the ballot language and approve putting the measure on the ballot.


(a) In addition to the state tax imposed under W.S. 39-15-101 through 39-15-111 any county of the state may impose the following excise taxes and any city or town may impose the tax authorized by paragraph (ii) of this subsection and any resort district may impose the tax authorized by paragraph (v) of this subsection:

(i) An excise tax at a rate in increments of one-half of one percent (.5%) not to exceed a rate of one percent (1%) upon retail sales of tangible personal property, admissions and services made within the county, the purpose of which is for general revenue;

(ii) An excise tax at a rate in increments of one percent (1%) not to exceed a rate of four percent (4%) upon the sales price paid for lodging services as defined under W.S. 39-15-101(a)(i), the primary purpose of which is for local travel and tourism promotion;

(iii) An excise tax not to exceed two percent (2%) upon retail sales of tangible personal property, admissions and services made within the county. The total excise tax imposed within any county under this paragraph shall not exceed two percent (2%). The revenue from the tax shall be used in a specified amount for specific purposes authorized by the qualified electors. Specific purposes shall not include ordinary operations of local government except those operations related to a specific project;

(iv) In no event shall the total excise tax imposed within any county under the provisions of paragraphs (i) and (iii) of this subsection exceed two percent (2%);

(v) An excise tax at a rate in increments of one-half of one percent (.5%) not to exceed a rate of one percent (1%) upon retail sales of tangible personal property, admissions and services made within the district by vendors physically situated within the district, the purpose of which is for general revenue for the resort district.

Abandoned Mine Land (AML) Funds
The Abandoned Mine Land Program (AML) is one of five divisions of the Wyoming Department of Environmental Quality. AML's mission is to eliminate safety hazards and repair environmental damage from past mining activities, and to assist communities impacted by mining. AML pursues this mission in two ways.

The Traditional Reclamation Program has reclaimed thousands of acres of abandoned coal, bentonite, and uranium open pit mines, and new projects are initiated each year. AML has also closed several hundred hazardous gold and copper mine openings, and has an ongoing program to mitigate subsidence risks. AML also makes subsidence insurance available to property owners in affected communities.

The Public Facility Program, operating in conjunction with the State Loan and Investment Board, provides financial assistance for projects in communities with current or past impact from mining.
Applicants must first establish eligibility, then projects are ranked and funded based on human health and safety issues.

Campbell County is listed on the Department of Environmental Quality's website as eligible for Abandoned Mine Land Grant Funding. A copy of the Guide for Applications for AML funding is included in the Appendix. Applications are accepted annually. Several of the 2004 applications were recommended as "do not fund" because the projects appeared to be basic infrastructure projects. One grant for $2,000,000 was awarded for a hospital improvement. A copy of the 2004 awards and the director's rationale for recommendations is included in the Appendix.

Campbell County previously used the AML funds for a portion of funding for the South Campus of the High School. Relevancy to the coal industry appears to be very important to these applications. Based on this initial evaluation, the Vocational Training Facility and the Corporate Training Center should both be eligible and competitive projects for AML funding.

Additionally, the federal government has retained a portion of the Abandoned Mine Lands funds that are earmarked for Wyoming. The City of Gillette and Campbell County EDC will work with Wyoming's Congressional delegation to obtain some of the AML funds currently held in reserve by the federal government.

**Wyoming Business Ready Communities Grants**

The very successful Business Ready Communities grant program is one of the potential sources of funds for the vocational training facility, for the corporate training center and for the business incubator. The Wyoming Business Council accepts community readiness applications twice annually, in March and October. Both the City of Gillette and the County Commission are eligible applicants. Facilities and infrastructure built with these funds may be owned by the applicant or an eligible Community Development Organization such as the Campbell County EDC.

A copy of the guidelines is included in the Appendix.

**U.S. Economic Development Administration Grants**

Campbell County is a participant in the North East Wyoming Economic Development District – an unfunded designated district in accordance with guidelines established by the Economic Development Administration. Although Campbell County does not quality as a distressed county, neighboring counties have pockets of distress as demonstrated by census data. Projects that support job creation in Campbell County benefit the residents and economies of neighboring counties and their communities.

The Public Works Program (of the EDA) empowers distressed communities to revitalize, expand, and upgrade their physical infrastructure to attract new industry, encourage business expansion, diversify local economies, and generate or retain long-term, private sector jobs and investment.

The Campbell County EDC staff have successfully applied for public works grants from the EDA and anticipate using this source of investment funds for at least one aspect of the master plan.

Copies of some relevant pages in the EDA regulations are included in the Appendix.

**City/County Contributions**

Both the City of Gillette and the County Commission contributed financially toward the construction of the Gillette Campus academic facility. It is conceivable that both may contribute to the construction and maintenance of the facilities identified in the master plan. Neither the City nor County has any debt at this time.

**Corporate Contributions**

The Campbell County Board of Higher Education successfully raised over $1.5 million in private contributions from corporations and individuals for the Gillette Campus academic facility. Many local
companies voiced their support for the vocational training facility through letters supporting a tax initiative and donations toward a ballot initiative campaign. Corporations with local operations will be asked for financial support of at least some of the facilities.

**Private Investors**

The student housing is probably the most likely candidate for private investment. The master planning team visited with several college campus representatives regarding private investors owning and operating student housing either on the campuses or in close proximity to the campuses. The City owns the land that is designated for the student housing but is open to providing the land in a lease to a student housing developer.
FACILITY CONCEPTS

Vocational Training Facility

The figure to the right shows the first two wings of the Vocational Training Facility. A third wing has also been designed and is shown on the master plan layout. The two wings shown in Figure 2: Plan for Vocational Training Facility will house an expanded diesel technology program, an expanded welding technology program, and an industrial electrician program.

The third wing may be built at the same time or added at a later time. This wing is designed to accommodate a fourth industrial trades area. Training programs that are candidates for this training space include construction trades such as plumbing, heating and air conditioning and automobile technology.

Each of these industries has indicated a need for additional employees and a desire to support local training opportunities in these trade areas.

Figure 2: Floor Plan for Vocational Training Facility
Corporate Training Center

The Corporate Training Center is modeled after the Tinaja Hills Training Center as suggested by local supporters for the facility. Although much smaller, the facility incorporates many of the aspects of the larger and very popular Tinaja Hills facilities. This facility will first serve the needs of local corporations and then serve the expanded needs of the community college.

The facility is designed to meet today's training needs for corporate training. Additionally, the center is connected to the Vocational Training Facility in order to combine hands-on examination of techniques or equipment located in the Vocational Shop areas or in the garage located adjacent to the Corporate Training Center and attached to the Vocational Training Facility.

The facility will be the center building in the northern section of the Gillette Technical Training Center – providing a southern facing façade that mirrors in many ways the northern face of the academic facility.

The corporate training facility incorporates two theater seating areas, a large dividable conference area and seating in the center for breaks. The training facility will also have a small kitchen area where local caterers can be hired to provide lunches, coffee breaks and other amenities for those involved in the training.

The second floor of the corporate training facility will accommodate office space for management of the facility.

The floor plan shows the connection between the corporate training center and the neighboring vocational training facility.
Figure 4 Corporate Training Center Floor Plan
Center For Entrepreneurs

The Campbell County EDC is the champion for the Center for Entrepreneurs. They recognize that most new jobs will be created by existing industries and that nurturing emerging businesses is a good investment in future job growth and diversification of the economy.

The location of the Center for Entrepreneurs in the Gillette Technical Training Center will provide the entrepreneurs easy access to academic, technical and training facilities.

It is very likely that the CCEDC will manage both the Center for Entrepreneurs and the Corporate Training Center — locating their offices in one of these facilities.

The facility is designed to be very flexible so that it can quickly be modified to serve a different mix of tenants.
**Student Housing**

The concept for the student housing facilities is less well defined. The team members visited with several housing coordinators for existing college and university campuses and a housing developer for campus student housing. Since the preference for the team is for a private developer to design and build the student housing, and since the student housing is last on the priority list, the team agreed to set aside land in the master plan and solicit a developer to develop the design of the facilities.

The space designated for student housing will allow for a separate entrance from Enzi Drive to the parking area serving the student housing. This will ensure that residents have designated parking and will not be fighting with other users of the Gillette Technical Training Center for parking spaces.

The team agreed to place the "student life" components in the student housing – similar to retail shops on the first floor of downtown buildings with residents on upper floors.
REFERENCE LIST

Second Interim Report, Construction Cost Estimates
Business Park Development – Meserve Site
November 4, 1999

Phase One Environmental Site Assessment Study for
3330 South 4-J Road
April 22, 2004
Initial Concept for Gillette Tech Center
Rendition of Corporate Training Center
Gillette Business Incubator Building
Gillette Campus - North of Donkey Creek
October 7, 2004

Schematic Design
Malone Belton Abel PC
Architecture - Engineering - Planning - Interiors
Gillette Business Incubator Building
Gillette Campus - North of Donkey Creek
October 7, 2004

Schematic Design
Malone Belton Abel PC
Architecture - Engineering - Planning - Interiors

Center for Entrepreneurs - Floor Plan - First Floor
Campbell County Economic Development Corporation
April 22, 2004

Malone Belton & Able
400 S Kendrick Ave, Suite 104A
Gillette, WY 82716

RE: Phase I Environmental Site Assessment Study
3330 South 4J Road, Gillette, WY 82718

Dear Sirs,

We have conducted an environmental site assessment study for the above named property and we have found no “recognized environmental conditions” on the property. There is however evidence that a leaking underground fuel storage tank off site may someday contaminate groundwater under the site. If there are any questions regarding the contents of this study, please contact this office.

Sincerely,

[Signature]

Steven M. Bruce, P.E.

Attachment: Phase I Environmental Site Assessment
1.0 SUMMARY: This study follows the recommended table of contents and report format set forth in ASTM 1527-00. It appears from our inspection, record searches and interviews with people knowledgeable of the site, that this site is free of significant Recognized Environmental Conditions.

2.0 INTRODUCTION

2.1 Purpose: The purpose of this assessment was to determine if any potential environmental problems exist and what, if any, cleanup is required prior to purchase through visual inspection, records review and interviews with people knowledgeable about the past of the site. This environmental assessment of the property generally follows applicable sections of ASTM E1527-00 and standard terminology.

No environmental site assessment can wholly eliminate uncertainty regarding the potential for unrecognized environmental conditions in connection with a property. Performance of this practice or E1528 is intended to reduce, but not eliminate uncertainty regarding the potential for recognized environmental conditions in connection with a property, and both practices recognize reasonable limits of time and costs. (Reference ASTM E 1527-00, Section 4.5.1.)

2.2 Detailed Scope of Services: Bruce Engineering Inc., has been retained to perform an “ASTM Phase I Environmental Site Assessment.”

2.3 Significant Assumptions: Much of the land in the immediate vicinity of Gillette, WY was not developed until the energy boom of the 1970's. Other than numerous underground fuel storage tanks, diesel and gasoline fuels, very little usage of hazardous materials such as chlorine compounds or highly refined solvents have been noted. Aerial photographs from the 1970's generally indicate industrial uses to be oil field or construction storage yards. These storage yards were sometimes used for very short terms and very few or any records of this use exist. Also zoning as a community-planning tool was not extensively enforced in Campbell County until the end of that decade.

Likely the best source of historic use information is the Campbell County Tax Assessor records, however, the office only keeps three years of the records, and those records are then destroyed as allowed by state law.

2.4 Limitations and Exceptions of Assessment: No site limitations or data failure exceptions were known or made evident in this report.
2.5 Special Terms and Conditions: The user or environmental professional is not obligated to identify, obtain, or review every possible record that might exist with respect to a property. Instead, this practice identifies record information that will be reviewed from standard sources as determined by ASTM E 1527, and the user or environmental professional is required to review only record information that is reasonably ascertainable from those standard sources.

This site assessment is limited to investigating evidence that is plain or evident by an observer who has visually inspected the property and interviewing personnel who were familiar with the site. This study is not a guarantee that environmental contamination has not occurred. Availability of record information varies from information source to information source, including governmental jurisdictions.

2.6 User Reliance: An environmental professional, is not required to verify independently the information provided but may rely on information provided unless he or she has actual knowledge that certain information is incorrect or unless it is obvious that certain information is incorrect based on other information obtained in the Phase I Environmental Site Assessment or otherwise actually known to the environmental professional. (E1527 6.5.2.1)

3.0 SITE DESCRIPTION:

3.1 Location and Legal Description: The subject site contains approximately 23.96± acres and is located south and west of central Gillette, Wyoming on the east side of South 4-J Road near the intersection with West 4-J Road north of the Gillette Campus. The tract located within the SW 1/4 SW 1/4 Section 34, T 50 N, R 72 W) is best described by the Legal Description shown in Exhibit A.

23.96 ± acres (from legal description)

3.2 Site & Vicinity General Characteristics: The lot is zoned C-O (office and institution). The subject property is undeveloped and has been utilized as agricultural grazing property.

3.3 Current Use of Property: The property is unused at this time.

3.4 Description of Structures, Roads, or Other Improvements on the Site: No structures or roads are present on the site.

3.4.1 Public Utilities: City of Gillette, Water, Sewer & Electrical; Kinder Morgan Gas; US West Communications; Bresnan Communications, Powder River Electric Cooperative utilities are located nearby. No private utilities are known.

3.5 Current Uses of Adjacent Properties: The property to the East, is Donkey Creek drainage area and unzoned, Tract D of the Hitt Estates. The Gillette Campus occupies the site to the South. The site to the West across the new 4-J Road is Sutherland Subdivision a large residential area. The area north is Toolpushers Supply, an oilfield supply company.
4.0 USER PROVIDED INFORMATION

4.1 Title Records: The owner of record is the City of Gillette. The record is located in page 1586 of Book 262 in the Campbell County Courthouse, Gillette, WY. The document indicates ownership transferred from James Meserve to the City on February 15, 2000.

4.2 Environmental Liens, or Activity and Use Information. No environmental liens are known to exist on the property.

4.3 Specialized Knowledge: The writer, living nearby the subject property, recalls several years ago that soil sampling drill rig was in use southwest of the Toolpushers Supply building around an old liquid storage pit. The pit is on the 1975 aerial photograph. This observation was followed up with contacting DEQ officials. These officials were interviewed (Section 7.5) and they cannot recall or have not seen any reports, nor have studied any contamination in the area.

4.4 Valuation Reduction for Environmental Issues: It is unknown if there are any value reduction for environmental issues.

4.5 Owner/Operator: City of Gillette

4.6 Reason for Performing Phase I: State and federal funding for public facilities often require the sponsor to supply an environmental site assessment to protect a public investment on previously private land.

5.0 RECORDS REVIEW

5.1 Standard Environmental Record Sources: A record search was made using those designated by ASTM E1527-00: current State of Wyoming LUST/UST* lists, DEQ underground injection program lists, when available, NPL, CERCLA, RCRA, ERNS, local hazardous materials spill response team records, and Campbell County Land Records. Searches completed by BBL, a national environmental database research company, are shown in the attachments.

* leaking underground storage tanks

5.1.1 State of Wyoming Sources: Please review the BBL report.

5.1.2 Wyoming DEQ/WQD Underground Injection Control Program (property only): Past projects in the area indicate that records were not kept. If they exist, they are unavailable.

5.1.3 Wyoming DEQ Leaking Underground Tanks: State sources list numerous leaking underground storage tanks within the search distances as defined in the BBL report.
5.2 Additional Environmental Record Sources: No further records searches were performed.

5.3 Physical Setting Sources: Review of the USGS 7.5 Minute Topographic Maps, zoning maps and other maps that are attached was completed, as guidelines as required.

5.4 Historical Use Information on the Property: No records for usage of this property could be found. No formal documentation of past use was found. It has been locally known as ranch and grazing land for many years. Aerial photos from 1975 indicate the use at that time to be agricultural and grazing.

5.4.1 Aerial Photographs: 1975 and 1999 aerial photographs are included in this report.

5.4.2 Fire Insurance Maps: Sanborn Fire Insurance maps of the area are not available for Gillette.

5.4.3 Property Tax Files: Campbell County keeps property tax information for a period of three years only.

5.4.4 Recorded Land Title Records: The only record of property title is transferring the property to the City of Gillette in the year 2000.

5.4.5 USGS 7.5 Minute Topographic Maps: Attached

5.4.6 Local Street Directories: This property has never been developed and did not have until this report started a street address; therefore street directory information is not available.

5.4.7 Building Department Records: No building records exist for the property.

5.4.8 Zoning Land Use Records: Campbell county had the property zoned Agricultural until the City zoned it CO.

5.4.9 Other Historical Sources: None noted.

5.4.10 Prior Assessment Usage: None noted.

5.5 Historical Use Information on the Adjoining Properties: No formal records of property use exist to our knowledge.

6.0 SITE RECONNAISSANCE:

6.1 Methodology and Limiting Conditions: Mr. Bruce inspected the site on March 8th, 2004. Since every square foot of large properties (25+ acres) cannot effectively be inspected, the land perimeter was walked and then northeast to southwest, and northwest to southeast diagonals were also walked to cover...
6.2 General Site Setting: The property is mowed/grazing land with no structures present. The topography is gently rolling with Donkey creek on the south side of the property. No other use of the property is apparent.

6.2.1 Current Use of the Property: The property is currently vacant. The lot is zoned C-O (office and institution). The subject property is undeveloped and has been utilized as grazing property.

6.2.2 Past Use of the Property: Records indicate the property was agricultural, grazing and hay crops.

6.2.2.1 Hazardous Substances and Petroleum Products in Connection with Identified Uses: None were noted.

6.2.3 Current Uses of the Adjoining Properties: Adjoining properties to the north are currently used for oilfield materials storage and other industrial uses, residential mobile home rentals. The largest being Toolpusher’s Supply. Properties to the east are used for grazing; further to the east, across Donkey Creek numerous industrial uses are a consideration. South of the location of the Gillette Campus, west is single family residential, Sutherland Estates Subdivision.

6.2.4 Past Uses of the Adjoining Properties: There are no formal records available for the surrounding properties other than title records at the Campbell County Courthouse.

6.2.5 Current or Past Uses of the Surrounding Properties: Documentation for past property uses are spotty at best in Campbell County. Aerial Photographs indicate that in 1975, west, south and east was agriculture, north appears to be industrial in nature.

6.2.6 Geologic, Hydrogeologic, Hydrologic and Topographic Conditions of the Property: Physical Setting Analysis: Leaking underground storage tanks are nearly always present in commercial areas. No evidence was located that indicated the presence of migrating hazardous substances or petroleum products under the subject property.

There are several leaking underground fuel storage tanks in the area, and they can have a possible effect on the subject property.

6.3 General Descriptions of Structures: No structures exist on the property.

6.3.1 Roads: No roads exist on the property.

6.3.2 Potable Water Supply: No water supplies exist on the property. It is assumed that once the property is developed, the City of Gillette will provide water through a public water system.
6.3.3 Sewage Disposal System: No sewage treatment systems exist on the property. It is assumed that once the property is developed, the City of Gillette will provide sewer service through a public collection system.

6.4 Interior Observations

6.4.1 Heating Cooling: n/a

6.4.2 Stains or Corrosion: n/a

6.4.3 Drains or Sumps: n/a

6.5 Exterior Observations

6.5.1 Pits, Ponds Lagoons: None noted.

6.5.2 Stained Soils or Pavement: No stained soils, or indications of past use are noticeable.

6.5.3 Stressed Vegetation: None noted. Various vegetation textures were noted on the 1999 aerial photo. After closer inspection on the ground, it was determined that the areas were seeded at different times. Newly seeded areas are likely the result of construction activities or disturbance for adjacent 4-J Road which was recently reconstructed.

6.5.4 Solid Waste: No indications of significant amounts of solid waste disposal on the site were visible.

6.5.5 Waste Water: None noted.

6.5.6 Wells: None noted.

6.5.7 Septic Systems: None noted; no records exist for Campbell County prior to approximately 1990.

6.5.8 Storage Tanks: No obvious vent pipes, manholes, fill pipes, or other obvious evidence of existing underground storage tanks (USTs) were found on site. No above ground storage tanks (AST's) are present on the site(s). Locations of off site underground storage tanks and their status are defined in the BBL report. Toolpushers Supply has an above ground storage tank located just off the northwest corner of the site. The tank has a PVC sheet plastic containment structure underneath. The condition of the containment structure was not ascertained. Also on the Toolpusher's property is located what appears to be a private water well and potable water storage tank.

There are several leaking underground fuel storage tanks offsite, and they can have a possible effect on the subject property.
6.5.9 Odors: None noted.

6.5.10 Pools of Liquid: None noted.

6.5.11 Drums: No unmarked containers or drums were found on the site(s).

6.5.12 Unidentified Substance Containers: No unmarked containers or drums were found on the site(s).

6.5.13 PCB's: No direct indications of PCB's were found on the site(s).

6.8 Maps: The following maps are attached.

USGS
1975 Aerial
1999 Aerial
Zoning
Boundary Description

7.0 INTERVIEWS

7.1 Owner Interview: Steve Peterson with the City of Gillette interview is attached.

7.2 Interview with Site Manager: No site manager formally exists.

7.3 Interviews with Occupants: No site manager formally exists.

7.4 Interviews with Local Government Officials: None noted.

7.5 Other Interviews: Dennis Lamb and Rick Bates of the Wyoming DEQ Water Quality Division on March 8th, 2004. They informed me that they would look into any of their records involving closure of old fluid storage pits located on the northwest corner of the Toolpushers Supply property on the 1975 aerial photo. Currently the pits are not visible. No indication of environmental concerns appeared in the database research.

On April 21, 2004, Paul Wolenzien, the leaking underground storage tank program coordinator for Northeast Wyoming DEQ was interviewed by telephone. DEQ has a drilling program in the Gillette area and he was interviewed to determine the extent of the work for this year. Paul explained that the DEQ had a very recent report of a leaking tank at the Maverick Store located at 308 West Lakeway Road. The site now is a high priority LUST. Test drilling at the site, located about ¼ mile north of the subject property indicated the presence of free (fuel) product approximately 6 inches deep on the shallow groundwater. Other data shows that the local groundwater gradient (movement) is to the south.
toward the subject property. A monitoring well (#15-15-F3), between the subject property and the Maverick Store either was not sampled or had a negative test result. The study referred to is the "Northeast Wyoming Remedial Action Plan for 2003". The document is large and is located in the DEQ Sheridan Office. The map faxed to this office was found to be difficult to read. However the map shows a benzene (fuel component) plume located under the Maverick Site. Pollutant migration appears to be to the south.

8.0 FINDINGS: It is the writer's opinion that the property has been utilized as agricultural lands for many years, likely before 1940. There are likely no on-site sources for recognized environmental conditions.

There are several leaking underground fuel storage tanks in the area, and they can have a possible effect on the subject property. A high priority leaking underground storage tank at the Maverick Store on Lakeway Drive was discovered last year. This year, DEQ is planning a remedial action plan that will reduce the groundwater contamination emanating from the Maverick Site. It is unknown if those plans are finalized.

9.0 OPINION: Being an undeveloped site, there appears to be no evidence that there has ever been an environmentally detrimental activity directly on the property. There is no evidence of recognized environmental conditions on or under the subject property.

In order for the user of this report to fully understand the implications of the Maverick Store LUST and perhaps other LUSTs in the area, it is our recommendation that a licensed professional geologist further investigate this situation.

2. More water samples from the existing monitoring wells should be taken to determine if the groundwater plume has migrated.
3. Once DEQ has published their 2004 remediation plan, a geologist should determine the benefits or protection to the subject property and render an opinion.

10.0 CONCLUSIONS: We have performed a Phase I Environmental Site Assessment, in conformance with the scope and limitations of ASTM Practice E1527, of 3330 South 4-J Road, the property. Any exceptions to, or deletions from, this practice are described in Section 2.4 of this report. This assessment has revealed no evidence of recognized environmental conditions located on the property.

It is up to the user (client), based on his or her risk tolerance, fiduciary responsibility or the applicable law, to determine the extent of further inquiry, if necessary.

11.0 DEVIATIONS: None noted.
12.0 ADDITIONAL SERVICES: No additional services have been requested from the environmental professional.

13.0 REFERENCES:
- Campbell County Planning Department
- Campbell County Clerk & Records
- City of Gillette Planning Department

14.0 CERTIFICATION OF THE ENVIRONMENTAL PROFESSIONAL: This document was prepared under my direct supervision and generally follows applicable sections of ASTM 1527-00 “Standard Practice for Environmental Site Assessment Process.”

15.0 QUALIFICATIONS: Steven M. Bruce, P.E. is a licensed, professional civil engineer in the State of Wyoming. He is experienced with the procedures that are conducted during Phase I Environmental Site Assessments. Mr. Bruce has successfully completed specific course work titled “Environmental Site Assessment Practices for Commercial Real Estate” offered by the University of Missouri - Columbia in cooperation with the American Society for Testing & Materials.

16.0 APPENDICES
- Site Plan (USGS MAP)
- Site Photographs
- Historical Research Documentation
- Aerial Photos
- Fire Insurance Maps (none are available for Campbell County)
- Zoning
- USGS Map (SITE PLAN)
- Regulatory Records Documentation (None Noted)
- Interview Documentation
- BBL Report
Abandoned Mine Land Description and Guidelines

Abandoned Mine Land Advisory Board
Website: http://deq.state.wy.us/aml/index.asp?pagcid=7

The Wyoming State Loan and Investment Board acts as an advisory board to the Abandoned Mine Land Program. The duties of the Advisory Board shall be to make funding recommendations on eligible public facility projects to the Governor. The Governor can apply for funding through a "Governor Certification" process to the Secretary of the Interior.

Dave Freudenthal ................................................................. Governor
Joseph B. Meyer ................................................................. Secretary of State
Max Maxfield ................................................................. State Auditor
Cynthia Lummis ................................................................. State Treasurer
Trent Blankenship ................................................................. Superintendent of Public Instruction

Correspondence to: Evan J. Green, Administrator, Abandoned Mine Land Division, Department of Environmental Quality, 122 West 25th Street, Herschler Building, 3rd Floor West, Cheyenne 82002, Ph. (307) 777-6145, Fax (307) 777-6402, E-mail: egreen@state.wy.us
## AML Public Facility - Board Approved Projects
### June 17, 2004

<table>
<thead>
<tr>
<th>Applicant Name</th>
<th>Project Description</th>
<th>Amount Requested</th>
<th>Amount Recommended by Director</th>
<th>Amount Approved by Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweetwater County Memorial Hospital</td>
<td>Hospital Renovation</td>
<td>$2,434,858.00</td>
<td>$2,000,000.00</td>
<td>$2,000,000.00</td>
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<tr>
<td>Hanna, Town of</td>
<td>Sewer Lagoon Cleaning &amp; Repair</td>
<td>$987,000.00</td>
<td>$0.00</td>
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<tr>
<td>Big Horn County</td>
<td>Windham Biomass Plant Haul Road</td>
<td>$460,000.00</td>
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<tr>
<td>Riverton, City of</td>
<td>Wastewater Treatment Plant Rehabilitation</td>
<td>$1,790,000.00</td>
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<tr>
<td>Converse County</td>
<td>Reconstruction of County Road 27</td>
<td>$531,382.00</td>
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<tr>
<td>Canyon Improvement and Service District</td>
<td>Water Distribution Project</td>
<td>$158,000.00</td>
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<td>$0.00</td>
</tr>
</tbody>
</table>

The Director recommends a grant not to exceed $2,000,000 to fund up to 10% of the eligible project costs for reconstruction and renovation of the hospital. This multi-year project will significantly upgrade outdated hospital infrastructure to comply with current regulations and technology. This is a health and safety-related project. According to the Department of Health’s review, this project will bring the nearly 30-year old facility into compliance with current guidelines and keep pace with dramatic changes in healthcare. Additionally, this project will allow the hospital to be able to meet health, safety and privacy standards as required by federal and state laws. Completion of this project will ensure a modern facility compliant with the requirements of the National Fire Agency’s Life Safety Code and HIPAA. The Department of Health has ranked this application as a top priority for funding consideration. The applicant previously requested funding for this project.

The Director recommends no funding. The applicant did not document any deaths or injuries that would be prevented by the proposed project, nor were any substantive health and safety issues identified as required by AML. Other applications have a higher priority. This appears to be a basic services/infrastructure project.

The Director recommends no funding. The applicant did not document any deaths or injuries that would be prevented by the proposed project, nor were any substantive health and safety issues identified as required by AML. Other applications have a higher priority. This appears to be a basic services/infrastructure project.

The Director recommends no funding. The applicant did not document any deaths or injuries that would be prevented by the proposed project, nor were any substantive health and safety issues identified as required by AML. Other applications have a higher priority. This appears to be a basic services/infrastructure project.
A Guide for AML Program
Evaluation of Public Facilities Projects

Prepared by the
Abandoned Mine Land Division
Wyoming Department of Environmental Quality

January 14, 1993
A Guide for AML Program Evaluation of Public Facilities Projects

Purpose

In accordance with the AML Regulations, Chapter VI, Section 2(c), the AML Division must organize and evaluate information and make recommendations to the AML Advisory Board for all eligible projects considered for AML funding. The purpose of this document is to serve as an interagency tool in AML's interpretation of the Abandoned Mine Land Division Rules and Regulations. Its function is to guide the AML staff in evaluating the information required by Chapter VII, Section 6(b)(iv). This document was developed to provide a rational and consistent method for evaluation of public facility projects by the AML Division. Its application shall be subject to public comment in accordance with the requirements of Chapter VI, Section 2.

Public facility projects include those authorized by Chapter VII, Section 4(a)(ii) and (iii) of the AML regulations. The terms, criteria and weight levels described herein function as a guide to the AML Division for the development of numerical scores. The numerical scores are created in Form 1 (Health and Safety), Form 2 (Basic Services) and Form 3 (Secondary/Optional Services). The total score for each project serves to assist with a decision on ranking of public facility projects. Please remember that this document does not cover other eligible projects including high priority coal and non-coal projects that must also be considered for funding.

Definition of Terms

Several terms are used in this document. They are defined herein:

The two terms "direct(ly)" and "indirect(ly)" are frequently used in the criteria to discuss relationships between the mining industry, communities and impacts. For purposes herein, "directly" means stemming, descending or springing immediately from in a close logical manner or as an immediate consequential relationship. "Indirect" means not straightforward or in a roundabout or distant relationship.

"Threat to public health and safety" is defined as an existing condition or conditions which have caused or can demonstrate immediate substantial physical harm to persons, property or the immediate environment to which persons or improvements are currently exposed. The focus of his term is on extreme threat to life. Local governments shall be asked to demonstrate why they have not taken actions to correct the adverse conditions and protect public health.

"Basic Services/Infrastructure" include facilities necessary for a community to provide essential transportation networks, sewer and water service, solid waste service, police and fire service, public education, water supply and government administration.

"Secondary/Optional Services" are services provided by a community which are not basic essential services as described above, which may include recreational, cultural and economic development facilities.

The term "regionwide" is used in the criteria of Forms 1, 2 and 3. This is meant to include an area consisting of two or more contiguous counties.
Project Specific Ranking Criteria

Through interpretation of regulations, criteria have been developed to assist with an evaluation of each project. These criteria were derived from the regulations, Chapter VII, Section 6(b)(iv) or (c). The ranking criteria are listed as they appear in the Forms 1, 2 and 3. However, because the “cost/benefit” criteria is common to all forms, it is discussed in the last section of this document. The sub-criteria described in this guide on the following pages allows for a reasonable and consistent interpretation and scoring of each criteria. The “% of value received” is an indication of the degree to which the proposed project meets the criteria and the regulation.

For some projects, an assigned “% of value received” is not a perfect match. In those instances where the merits of a project lies somewhere between sub-criteria, the score may be adjusted based upon how closely the project lies to either of the sub-criteria. The forms are footnoted to explain why values were assigned by the Staff for each criteria.

The “importance” of each of the criteria is weighted in column 3 of the Forms. The weight for each criteria was derived considering the intent of the regulations and the relative importance of each criteria. The % of value times the weight produces the total criteria score. The some of the criteria scores provides an initial numerical indication of the ranking of the project within each category.

Process of Ranking by Staff

To start the process, proposed projects are placed into the best fit category of “health and safety”, “basic services/infrastructure” or “secondary/optional services”, as defined on page 1. This placement is in accordance with the priorities established by Chapter VII, Section 6(b)(iv)(B). In accordance with Chapter VII, Section 6(c)(v), Governor certified projects must be evaluated against projects that qualify as health and safety, basic services or secondary/optional. Therefore, for purposes of ranking, Governor certified projects are also evaluated within these categories to establish their “need and urgency” for funding ahead of projects considered under Section 6(b)(i) of the regulations.

After a project is placed into the best fit category, the scoring criteria are applied and the project is scored. In some cases, a project may be evaluated under two categories, i.e. a primary recommendation and an alternative recommendation. This is done to allow for an alternative consideration of the project. However, the primary recommendation is the best fit category for purposes of the AML recommendations.

Matching Funds for Project

The AML regulations require consideration of matching funds and a local financial commitment (see Chapter VIII, Section (b)(v)(A)). These factors shall be considered along with the results of the staff evaluations (Form 1, 2, or 3) during final decisions on project selection and funding.
Staff Criteria for Scoring Community Impact Projects as “Health and Safety” (Re: Chapter VIII Section 6 (b)(iv)) and Form 1.

Mitigates impacts of coal and mineral mining

<table>
<thead>
<tr>
<th>Description</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates more than one impact directly resulting from coal or mineral mining operations</td>
<td>100</td>
</tr>
<tr>
<td>Mitigates a single impact directly resulting from coal or mineral mining operations</td>
<td>80</td>
</tr>
<tr>
<td>Mitigates several impacts that may be indirectly connected to coal or mineral mining operations</td>
<td>60</td>
</tr>
<tr>
<td>Mitigates a single impact that may be indirectly connected to coal or mineral mining operations</td>
<td>40</td>
</tr>
<tr>
<td>Mitigates impacts of distant or no connection to coal or mineral mining</td>
<td>20</td>
</tr>
</tbody>
</table>

Significance/immediacy of health and safety risk

<table>
<thead>
<tr>
<th>Description</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded death or major injury exist from existing conditions</td>
<td>100</td>
</tr>
<tr>
<td>Probably risk of death or major injury exist from existing conditions</td>
<td>75</td>
</tr>
<tr>
<td>Recorded substantial damage to property has occurred which may have impacted human health or safety</td>
<td>65</td>
</tr>
<tr>
<td>Probably risk for substantial damage to property exists which may impact human health or safety</td>
<td>40</td>
</tr>
</tbody>
</table>

Effectiveness of project in reducing threats to health and safety

Note: A percentage should be assigned that reflects the effectiveness of the project toward threat reduction. Please footnote assumptions used in the estimation of the percentage on the form.

Degree of Community risk or benefit

<table>
<thead>
<tr>
<th>Description</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The threat or benefit is state or region wide</td>
<td>100</td>
</tr>
<tr>
<td>The threat or benefit affects an entire community</td>
<td>70</td>
</tr>
</tbody>
</table>

If the threat or benefit reflects a portion of a community, assign a percentage of the weight reflecting the portion of the community which benefits from 0-70%. Footnote assumptions used in the estimate on the form.

Benefit/Cost

See last section of guide
AML Public Facilities Form I

Review Form for Community Impact Projects Eligible as “Health and Safety”

Name of Applicant: __________________________________________________________

Type of Project: ____________________________________________________________

Reasons for Placing Project in this Category:

<table>
<thead>
<tr>
<th>Proposed Ranking Criteria For Health and Safety Projects</th>
<th>% of Value Received</th>
<th>Weighted Value</th>
<th>Criteria Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates impacts of coal or mineral mining</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Significance/immediacy of health and safety risk</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Effectiveness of project in reducing threats to health and safety</td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Degree of community risk or benefit</td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Cost effectiveness of the project (benefit/cost ratio)</td>
<td></td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Footnotes to explain scoring for “% of Value Received”:

Gillette Technical Training Center Master Plan
Campbell County Economic Development Corporation
Staff Criteria for Scoring Community Impact Projects as “Basic Service” (Re: Chapter VII Section 6(b)(iv)(B)) and Form 2

Mitigates impacts of coal and mineral mining

<table>
<thead>
<tr>
<th>Impact Description</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates substantial direct impact(s) of coal or mineral mining operations</td>
<td>100</td>
</tr>
<tr>
<td>Mitigates substantial indirect impact(s) from coal or mineral mining operations</td>
<td>60</td>
</tr>
<tr>
<td>Mitigates non-substantial indirect impact(s) from coal or mineral mining operations</td>
<td>40</td>
</tr>
<tr>
<td>Mitigates impacts of distant or not related to coal or mineral mining</td>
<td>20</td>
</tr>
</tbody>
</table>

Level of need for the project to the Community/State

<table>
<thead>
<tr>
<th>Need Description</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of the entire State</td>
<td>100</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of a region of the State</td>
<td>80</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of an entire community</td>
<td>70</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of a portion of a community</td>
<td>50</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental or social needs of a small group of people</td>
<td>30</td>
</tr>
</tbody>
</table>

Health and Safety Risks

A percentage should be assigned that reflects the portion of the project devoted to the reduction of health and safety risks.

Benefit/Cost

See last section of guide.
Review Form for Community Impact Projects Eligible as “Basic Service/Infrastructure”

Name of Applicant: ____________________________________________________________

Type of Project: ______________________________________________________________

Reasons for Placing Project in this Category:

<table>
<thead>
<tr>
<th>Proposed Ranking Criteria For Basic Service/Infrastructure Projects</th>
<th>% of Value Received</th>
<th>Weighted Value</th>
<th>Criteria Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates impacts of coal or mineral mining</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit/Cost ratio of the project</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of need for the project to the community/State</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Safety risks</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Footnotes to explain scoring for “% of Value Received”:

Appendix Page 32
Staff Criteria for Scoring Community Impact Projects as “Secondary/Optional Service” (Re: Chapter VII Section 6 (b)(iv)(B)) and Form 3

**Mitigates Impacts of coal and mineral mining**

<table>
<thead>
<tr>
<th>Impact Category</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates substantial direct impact(s) of coal or mineral mining operations</td>
<td>100</td>
</tr>
<tr>
<td>Mitigates substantial indirect impact(s) from coal or mineral mining operations</td>
<td>60</td>
</tr>
<tr>
<td>Mitigates non-substantial indirect impact(s) from coal or mineral mining operations</td>
<td>40</td>
</tr>
<tr>
<td>Mitigates impacts of distant or not related to coal or mineral mining</td>
<td>20</td>
</tr>
</tbody>
</table>

**Level of need for the project to the Community/State**

<table>
<thead>
<tr>
<th>Need Level</th>
<th>% of Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project is essential to the economic, environmental and/or social need of the entire State</td>
<td>100</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of a region of the State</td>
<td>80</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social needs of an entire community</td>
<td>70</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental and/or social need of a portion of a community</td>
<td>50</td>
</tr>
<tr>
<td>The project is essential to the economic, environmental or social needs of a small group of people</td>
<td>30</td>
</tr>
</tbody>
</table>

**Benefit/Cost**

See last section of guide.
AML Public Facilities Form 3

Review Form for Community Impact Projects Eligible as "Secondary/Optional"

Name of Applicant: 

Type of Project: 

Reasons for Placing Project in this Category:

<table>
<thead>
<tr>
<th>Proposed Ranking Criteria</th>
<th>% of Value Received</th>
<th>Weighted Value</th>
<th>Criteria Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitigates impacts of coal or mineral mining</td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Benefit/Cost ratio of the project</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Level of need for the project to the community/State</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Total Score

Footnotes to explain scoring for "% of Value Received":

Gillette Technical Training Center Master Plan
Campbell County Economic Development Corporation
Cost effectiveness of the project (benefit/cost analysis)

The cost of the project will be equal to the projected construction cost plus the present value of operating costs over the life of the project.

Two types of benefits may be realized from a project. They include both tangible (material, concrete, touchable) and intangible (abstract, conceptual) benefits. Tangible benefits can include savings resulting from avoidance of property losses, loss of health or life, or from generation of jobs, tax revenue, etc. Intangible benefits may include such benefits as community pride or esthetics. This analysis will be similar to the practice of the Wyoming Water Development Commission which lists intangible benefits, but does not attempt to place a value on them. This will permit the AML Advisory Board to examine intangibles should two projects with like scores compete for funds in a given year.

Material benefits to property may be calculated as the direct benefit to property or as the present value of avoidance of potential future losses. The total benefit may include both.

Life and health benefits may be estimated through the use of present value of such variables as future earnings and medical treatment costs based upon estimated occurrences and the average cost of treatment. These variables should use local average earning figures and medical insurance industry standard estimates to remain fair to all projects.

Job benefits should include both the direct and indirect employment benefits of a project for both construction and operation phases. Care should be given in using local estimates of indirect job creation. This number is generally a subjective number and is often skewed by local development supporters. Sources of an external analysis include Mr. Bob Fletcher, UW Dept. of Agricultural Economics, and the Economic Analysis Division, Wyoming Department of Administration and Information.

Tax benefits and losses should also be included. Sales and use taxes may be generated by use of a facility, but local governments who are owners are tax exempt, so construction will not generate sales and use taxes if done by a government but will if done by a contractor. Land taken out of private ownership by local governments will reduce the local tax base.

Benefit/Cost analysis will be scored as follows:

Benefit/Cost ratios greater than 1:1 shall be assigned a percentage based upon the following formula:

\[ 50 + 50 \times \left( \frac{\text{Benefit}}{\text{Cost Ratio}} \right) \]

Benefit/Cost ratios equal to 1:1 will receive 50%.

Benefit/Cost Ratios less than 1:1 will be assigned a percentage based upon the following formula:

\[ 50 + \left( \frac{\text{Benefit}}{\text{Cost Ratio}} \right) \]

Development of AML program Recommendation for Matching Funds and Local Contribution

The AML acknowledges that most public facility projects will primarily benefit the host community. The exception may involve extreme health and safety projects. During project evaluation, the AML Program shall evaluate the applicant's proposal for match and develop recommendations on the level of match or local contribution using the "ability to pay" concept. This evaluation may include a consideration of the local tax base and the extent to which a local unit of government is using its tax base to provide services. Local governments shall have the opportunity to propose matching fund levels for final consideration.
June 2, 2004

STATE OF WYOMING

BUSINESS READY COMMUNITY GRANT AND LOAN PROGRAM

RULES

Prepared by:

WYOMING BUSINESS COUNCIL
214 West 15th Street
Cheyenne, Wyoming 82002
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## CHAPTER 3
BUSINESS READY COMMUNITY LOANS

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<th>Subject</th>
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<tr>
<td>2</td>
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<td>Evaluation</td>
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<td>8</td>
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<td>3-3</td>
</tr>
<tr>
<td>9</td>
<td>Disbursement of Loan Proceeds</td>
<td>3-3</td>
</tr>
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</table>
Section 1. Purpose. The purpose of the program is to promote economic development at the city, town and county level in order to improve economic health and a stronger state economy. These rules are adopted in order to implement W.S. 9-12-601 through 9-12-603, which provide for the making of grants and loans to eligible applicants for economic or educational development infrastructure. The rules provide for a method of application, review and recommendation, the establishment of terms and conditions of awards and a hearing process.

Section 2. Authority. Rule-making for this program is the responsibility of the Wyoming Business Council as authorized by W.S. 9-12-104(a)(iv) and W.S. 9-12-601.

Section 3. Definitions.

(a) "Community Development Organization" means a group of private citizens organized as a business entity authorized to do business in this state for the purpose of providing financing for new, existing or expanding businesses and other economic or community development purposes throughout its community or county and which may take equity positions and shall take security positions in its borrower's businesses and appropriate personal guarantees from the owners thereof.

(b) "Comprehensive Economic Development Strategy" or "CEDS" means a plan that emerges from a broad-based continuous planning process addressing the economic opportunities of a region.

(c) "Council" means the Wyoming Business Council Board of Directors.

(d) "Council staff" means the staff of the Wyoming Business Council assigned to administer the program.

(e) "Board" means the Wyoming State Loan and Investment Board.

(f) "Eligible project costs" means total project cost, less ineligible project costs.

(g) "Primary jobs" means jobs created or retained by a business(es) that provides goods and services that are primarily exported from the state, that gain market share from imports to the state, or that meet an unmet need in the area and result in the creation of new wealth.
(h) "Revenue generating public facility" means a facility owned by the applicant that generates revenue from user fees or assessments paid by the beneficiaries of the facility.

(i) "State Development Organization" means a corporation organized under W.S. 17-11-101 through 17-11-120 with the authority to provide financing for new, existing or expanding businesses, and to fulfill other economic or community development purposes throughout the state of Wyoming, and which may take equity positions and shall take security positions in its borrowers' businesses and appropriate personal guarantees from the owners thereof.

(j) "Match" means cash and/or in-kind contributions. Contributions must have value and must be applicable to the period to which the matching requirement applies and must be necessary for the project. Examples of in-kind contributions include: labor, materials, equipment, and real estate. In-kind contributions must be verifiable from the records of applicant. These records must show how the value placed on in-kind contributions was derived. Labor services will be reported using rates consistent with those ordinarily paid by the applicant or other employers for similar work in the same labor market. Donated supplies and equipment will be valued at market value at the time of donation. Loaned equipment will be valued at the fair rental rate of the equipment at the time of donation. The value of donated buildings or land will be established using a market value set by an independent appraiser.

Section 4. Eligible Applicants.

(a) A county, an incorporated city or town and joint powers board may apply. A joint powers board may apply with the approval of all participating agencies to the joint powers agreement.

(b) The Council may enter into a contract/cooperative agreement with the Eastern Shoshone Tribe and the Northern Arapaho Tribe in order to promote the purpose of this program and fund infrastructure projects.

(c) A county, an incorporated city or town and joint powers board may contract with a Community Development Organization or a State Development Organization to use grant funds from an approved application.

Section 5. Type of Projects. A grant may be made for the following types of projects.

(a) Business Committed Project: An infrastructure project where an applicant has a business committed to expand or locate in the community. The applicant must demonstrate that new primary jobs will be created or retained by the business.

(b) Community Readiness Project: No specific business is committed to expand or locate in the community. The community wants to build infrastructure to ready
itself for new business development under a specific strategy or plan of action; for example, development of a business or industrial park, or facilities for labor force or entrepreneurial training. The applicant must demonstrate that the potential exists for the creation of new primary jobs.

(c) Community Enhancement Project: A project in which an applicant wants to improve the community’s aesthetic character or quality of life in order to make itself more attractive for business development under a specific strategy or plan of action; for example, landscaping, recreational or convention facilities.

Section 6. Eligible Project Activities.

(a) Grant and loan funds may be used for an economic or educational development infrastructure project which may include, but not be limited to, water, sewer, streets and roads, telecommunications, airports, purchase of rights of way, purchase of land, buildings, facilities, industrial and business parks, industrial site or business district development, amenities within a business or industrial park, landscaping, recreational and convention facilities, and other physical projects.

(b) Grant and loan funds may not be used for the rehabilitation or expansion of existing infrastructure unless the applicant can demonstrate the rehabilitation or expansion is necessary to retain an existing business or to facilitate the relocation of a business to the locality of the applicant and primary jobs will be created or retained.

Section 7. Ownership of Infrastructure. The infrastructure funded by this program shall be owned by the applicant or an eligible Community Development Organization or State Development Organization as defined in Section 3 of this Chapter. The infrastructure may be owned by a private entity if the project is carried out by an eligible applicant or an eligible “Community Development or State Development Organization.”

Section 8. Local Public Hearing and Approval.

(a) An applicant is required to solicit citizen input through a published public hearing before submission of an application. For the purposes of this program seven (7) days is the minimum period for notification of a hearing date.

(b) An application must be accompanied by a signed resolution passed by the applicant.

Section 9. Funding Cycles.

(a) A grant and/or loan request for a “Business Committed” project outlined in Chapter 2, Section 1 will be accepted at any time by the Council staff and scheduled for review by the Council at any meeting. Funds may be set-aside with the amount to be determined by the Council. The purpose of the set-aside is to create a rapid response fund...
in order to react to an immediate opportunity when an applicant has a business committed to expand or locate.

(b) A grant and/or loan request for a “Community Readiness” or “Community Enhancement” project outlined in Chapter 2, Section 2 and Section 3 will be accepted and funds awarded twice a fiscal year on a date to be determined by the Council staff. Available funds will be allocated to each award period as determined by the Council. A request will be scheduled for review by the Council.

(c) An applicant may only submit one new grant or loan request per funding cycle for a “Community Readiness” or “Community Enhancement” project outlined in Chapter 2, Sections 2 or 3.

(d) An applicant may request grant or loan funds up to the annual maximum amount for a multi-year, phased project for a period not to exceed three fiscal years.


(a) The Wyoming Business Council Regional Director is available to assist applicants with the development of projects and preparation of applications. The Regional Director will use resources available such as the Department of Workforce Services and Wyoming’s Community Colleges to define available workforce training programs which could be used in conjunction with educational development infrastructure and/or the labor market/workforce portion of the application.

(b) An application shall be reviewed by the Council staff to determine eligibility and completeness. An application that is determined by the Council staff to be incomplete shall be provided an explanation of the findings in writing within fifteen (15) working days of its receipt where practical.

(c) An application that is complete shall be forwarded by the Council staff with a recommendation to the Council for their review.

(d) The Council staff shall publish statewide notice of Council and Board meetings at which Business Ready Grant and Loan Program applications will be discussed.

(e) The Council shall consider each application, allow for comments from the public, the applicant, and the Council staff, and refer to the Board the application with a recommendation.

Section 11. Application Evaluation.

(a) In order to determine compliance with Article 16, Section 6 of the Wyoming Constitution, the Council staff will consult with the Attorney General when evaluating a request to fund private infrastructure and/or a “Business Committed” project.
outlined in Chapter 2, Section 1. The application will be reviewed using the following criteria:

(i) A public purpose must exist;
(ii) Adequate consideration must be exchanged; and
(iii) Statutory authority must exist.

(b) The Council may evaluate an application utilizing one or more of the following criteria and measures:

(i) The extent to which the project will increase the number of primary jobs;
(ii) The startup of a business that is new to the community;
(iii) The relocation from outside Wyoming of a business that is new to the community;
(iv) The expansion of the physical plant of an existing business;
(v) The extent of private investment in capital equipment and/or facilities for a new or existing business;
(vi) The extent to which the total revenue for an existing business is increased;
(vii) The extent to which the market share for an existing business as measured by units sold or some other measure that competitors in the market generally recognize as valid;
(viii) The extent to which the total revenue or profit is greater than the rate of inflation in a retail business located in the community;
(ix) The extent to which the project helps an applicant attract investment by new businesses and/or expand and retain existing business(es);
(x) The extent to which the project helps an applicant fulfill community development goals related to economic development; and
(xi) The extent to which the project helps the applicant grow the local workforce or entrepreneurial training.
Section 12. Grant Match Requirements.

(a) A grant in an amount up to $250,000 for a "Business Committed" or "Community Readiness" project outlined in Chapter 2, Sections 1 and 2 shall require a minimum match of 5 percent of eligible project activity costs.

(b) A grant in an amount over $250,000, but not more than $1,500,000, for a "Business Committed" or "Community Readiness" project outlined in Chapter 2, Sections 1 and 2 shall require a minimum match of 10 percent of eligible project activity costs.

(c) A grant for a "Community Enhancement" project outlined in Chapter 2, Sections 3 shall require a minimum match of 50 percent of eligible project activities.

Section 13. Fund Disbursement and Project Monitoring

(a) Fund Disbursement. Funds shall be disbursed to the applicant only as needed to discharge obligations incurred in accordance with the Board approved eligible project costs. Request for disbursement shall be made on a form supplied by Council staff and supported by adequate proof that such an obligation has been incurred for the project purpose and is due and owing.

(b) Fund reversion.

(i) If the Council staff determines that the project has not started within one (1) year from the date the grant is approved, the grant or loan will automatically expire. Based on information supplied by the grantee, Council staff may grant an extension of time in which to start the project.

(ii) If the Council staff determines that the project has not been completed within a reasonable time, Council staff shall notify the applicant in writing at least thirty (30) days prior to presenting the matter for Board review.

(iii) If the Council staff determines that the project is complete, but the full amount of the grant or loan has not been expended, the Council staff shall notify the grantee of this determination. Thirty (30) days following the notification, the unused portion of the grant or loan shall revert to uncommitted status.

(c) Project Monitoring.

(i) Written reports. Within 15 calendar days at the conclusion of each calendar quarter during the term of the grant or loan contract, the applicant shall supply Council staff with a written progress report. Each progress report shall set forth in narrative form the work accomplished under the grant or loan during the quarter and shall include a financial status report. At the end of the project, the applicant shall furnish Council staff with a comprehensive report of the project. The applicant shall likewise
furnish Council staff with a cumulative financial statement, reflecting total expenditure pursuant to this grant agreement.

(ii) Audits and inspections. The Council staff may, at its expense, conduct an audit of the records of the applicant and inspect the construction and operation of the project.

(iii) Record retention. Grantee agrees to retain all records related to the project for three (3) years following Council staff’s date of notice to grantee of closeout of the grant.
Chapter 2
BUSINESS READY COMMUNITY GRANTS

Section 1. Business Committed to Locate or Expand Project. This is an infrastructure project where an applicant has a business committed to expand or locate in the community, or a business that requires educational development infrastructure such as workforce training facilities. Funds may be set-aside for this type of project with the amount to be determined by the Council. The purpose of the set-aside is to create a rapid response fund in order to react to immediate opportunity when an applicant has a business committed to expand or locate.

(a) Application Submittal Requirements. An applicant shall submit three (3) copies of its completed application to the Council staff. It will include:

(i) An application cover page in a form provided by the Council staff.

(ii) A copy of the certificate of incorporation of the organization, if the project will be carried out by contract with a Community Development Organization or State Development Organization.

(iii) A full description of the proposed project.

(iv) A clear budget statement of the source and use of all funds needed to complete the project. An explanation of the level of commitment of other funds to complete the project. The budget must be supported by an engineer's or architect's estimate of project costs. Grants will be made only to applicants who demonstrate that upon receipt of the grant all project costs will be funded.

(v) A detailed map of the site showing the location of the business and the infrastructure to be funded.

(vi) The business(es) to benefit from the infrastructure must provide the following information which will be used to determine the viability of the benefiting business. The grant may not be approved if the business is determined not to be viable.

(A) A business plan for the expansion.

(B) Three years of financial statements, for an existing business, to include profit and loss and balance sheet.

(C) Financial projections for three years.

(D) Number, type and pay scale for the jobs to be created.
(E) A signed agreement/contract between the applicant and the business(es) agreeing that the expansion or relocation will occur and under what conditions.

(F) A workforce training program, if applicable.

(vii) A copy of the certificate of organization filed with the Secretary of State and a copy of an executed joint powers agreement approved by the Attorney General, if the applicant is a joint powers board.

(viii) A copy of the signed resolution of support from the applicant or the member agencies if the applicant is a joint powers board.

(ix) An agreement or plan that outlines future operations and maintenance schedules, funding, and responsible parties.

(x) Other applicable information as requested by the Council staff.

(b) Grant amount. An annual maximum of $1,500,000. (c) Previous applicant. An Applicant must show that satisfactory performance has been demonstrated under previous grants awarded through this program.

Section 2. Community Readiness Project. No specific business is committed to expand or locate in the applicant’s community. The applicant wants to build facilities to ready itself for new business development and/or facilities for labor force or entrepreneurial training under a specific strategy or plan of action. For example, development of a business or industrial park, or training facilities.

(a) Planning Requirements for a Community Readiness Project. An applicant must demonstrate that appropriate planning has been conducted and capacity exists to accommodate new business development in order to insure success of the project. Information must be submitted along with the grant application or may be submitted independent of a grant application in order for the Council staff to determine an applicant’s readiness for a project. This is demonstrated by having some or all of the following items in place as appropriate.

(i) A current Comprehensive Economic Development Strategy (CEDS) covering the area.

(ii) A recent labor force availability study, quantifying such things as unemployment, underemployment, wage distributions, commuting patterns, skill availability and educational levels.

(iii) A targeted marketing and recruitment strategy, if recruitment of outside companies is contemplated. This needs to include identification of the group(s) responsible for marketing the facility.

(iv) A recent housing availability study for the area.
(v) A priority listing of proposed infrastructure projects and sites related to economic development along with preliminary cost estimates for land acquisition, final engineering and construction.

(vi) Any special plans or studies related to specialized labor skills, raw material availability, local feedstock materials or other material which tend to support the overall development strategy for the area.

(vii) Other appropriate plans or studies, such as educational, workforce, or entrepreneurial development plans, studies or programs, which support the proposed project and indicate its chances of achieving success in creating or retaining new primary jobs.

(b) Application Submittal Requirements for Readiness Project. An Applicant shall submit three (3) copies of its completed application to the Council staff. Along with the planning information required in Section 2 (a) (i) thru (vii), the following project specific information must be submitted with an application:

(i) An application cover page in a form provided by the Council staff.

(ii) A full description of the proposed project.

(iii) A clear budget statement of the sources and uses of all funds needed to complete the project. An explanation of the level of commitment of other funds to complete the project. The budget must be supported by an engineer's or architect's estimate of project costs. Grants will be made only to applicants that demonstrate that upon receipt of the grant all projected project costs will be funded.

(iv) A detailed map of the site showing the location of the infrastructure to be funded.

(v) A copy of the certificate of organization filed with the Secretary of State, and a copy of an executed joint powers agreement approved by the Attorney General, if the applicant is a joint powers board.

(vi) A copy of the certificate of incorporation of the organization, if the project will be carried out by contract with a Community Development Organization or State Development Organization.

(vii) A copy of the signed resolution of support from the applicant or the member agencies if the applicant is a joint powers board.

(viii) An agreement or plan that outlines future operations and maintenance schedules, funding, and responsible parties.
(ix) Other applicable information as requested by the Council staff.

(c) Grant amount. An annual maximum of $1,500,000.

(d) Previous applicant: An applicant must show that satisfactory performance has been demonstrated under previous grants awarded through this program.

Section 3. Community Enhancement Project. An applicant wants to improve the community’s aesthetic character or quality of life through such activities as landscaping or recreational or convention facilities in order to make itself more attractive for business development under a specific strategy or plan of action. No specific business is committed to expand or locate in the applicant’s community.

(a) Planning Requirements for a Community Enhancement Project. An applicant must demonstrate that appropriate planning has been conducted and need exists to enhance the community. This is demonstrated by having some or all of the following items in place as appropriate.

(i) A current comprehensive plan, Comprehensive Economic Development Strategy (CEDS), Community Assessment, or Main Street™ planning approach covering the area.

(ii) A priority listing of proposed community enhancement projects and sites related to economic development along with preliminary cost estimates.

(iii) Other appropriate plans or studies which support the proposed project and indicate its chances of achieving success in fulfilling economic development goals.

(b) Application Submittal Requirements for a Community Enhancement Project. An applicant shall submit three (3) copies of its completed application to the Council staff. Along with the planning information required in Section 3 (a) (i) thru (iii), the following project specific information must be submitted with an application:

(i) An application cover page in a form provided by the Council staff.

(ii) A full description of the proposed project.

(iii) A clear budget statement of the sources and uses of all funds needed to complete the project. An explanation of the level of commitment of other funds to complete the project. The budget must be supported by an expert’s estimate of project costs. Grants will be made only to applicants that demonstrate that upon receipt of the grant all projected project costs will be funded.
(iv) A detailed map of the site showing the location of the improvements to be funded.

(v) A copy of the certificate of organization filed with the Secretary of State, and a copy of an executed joint powers agreement approved by the Attorney General, if the applicant is a joint powers board.

(vi) A copy of the certificate of incorporation of the organization, if the project will be carried out by contract with a Community Development Organization or State Development Organization.

(vii) A copy of the signed resolution of support from the applicant or the member agencies if the applicant is a joint powers board.

(viii) An agreement or plan that outlines future operations and maintenance schedules, funding, and responsible parties.

(ix) Proof that funding has been sought from other sources or that no other funding sources exist.

(x) Other applicable information as requested by the Council staff.

(c) Grant amount. An annual maximum of $500,000.

(d) Previous applicant: An applicant must show that satisfactory performance has been demonstrated under previous grants awarded through this program.
Chapter 3

BUSINESS READY COMMUNITY LOANS

Section 1. General Policy. A loan may be made to fund a portion of any infrastructure revenue generating public facility that is an eligible activity. For example, a project that generates revenue from lease payments for a building or sale of lots in an industrial or commercial park. In no event shall a loan be made to pay off or refinance an existing loan.

Section 2. Application Submittal Requirements.

(a) Application Submittal Requirements. An applicant shall submit three (3) copies of its completed application to the Council staff. It will include:

(i) An application cover page in a form provided by the Council staff.

(ii) A copy of the certificate of incorporation of the organization, if the project will be carried out by contract with a Community Development Organization or State Development Organization.

(iii) A full description of the proposed project.

(iv) A clear budget statement of the sources and uses of all funds needed to complete the project. An explanation of the level of commitment of other funds to complete the project. The budget must be supported by an engineer's or architect's estimate of project costs. A loan will be made only to an applicant that demonstrates that upon receipt of the loan all projected project costs will be funded.

(v) A detailed map of the site showing the location of the infrastructure to be funded.

(vi) A copy of the certificate of organization filed with the Secretary of State and a copy of an executed joint powers agreement approved by the Attorney General, if the applicant is a joint powers board.

(vii) A copy of the signed resolution of support from the applicant or the member agencies if the applicant is a joint powers board.

(viii) The source of repayment of the loan.

(ix) Proposed security for the loan.

(x) In order for the Council to determine the ability of the applicant to repay a loan and to aid the Attorney General in evaluating the legality of the proposed indebtedness, an applicant shall provide an annual budget for the preceding and current...
fiscal years and a completed financial statement provided on a "General Financial Information" form provided by the Council staff, that includes, but is not limited to the following information:

(A) Assessed valuation for the current and two preceding fiscal years;

(B) Total bonded and non-bonded indebtedness, including outstanding principal balance, interest rate, and remaining term;

(C) Total mills levied within the jurisdiction of the applicant for the current and two preceding years; and, a breakdown of the mill levy for the current fiscal year;

(D) Sales and use tax imposed within the jurisdiction of the applicant;

(E) A summary of the applicant’s total investments and cash balances for the two preceding fiscal years;

(x) Other applicable information as requested by the Council staff.

Section 3. Loan Amount. A maximum of $1,500,000 per project.

Section 4. Interest Rate and Term. A loan shall be made at a no or low interest rate as recommended by the Council and established by the Board.

Section 5. Security Interest.

(a) A loan shall be adequately collateralized as recommended by the Council and determined by the Board. The Council may recommend and the Board may require a first position security interest in the revenue generating facility and the related user fees or assessments. Other security may be required as determined by the Council and approved by the Board.

(b) If a lien is required on the facilities, the applicant shall:

(i) Maintain adequate insurance on the facility;

(ii) Pay all applicable taxes and assessments when due;

(iii) Maintain the facility in good condition.

Section 6. Attorney General Opinion. No loan shall be made without the written opinion of the Attorney General certifying the legality of the transaction and all loan documents. An election approving the project and borrowing for the project by the
qualified electors of the borrowing entity shall be required only if the Attorney General
determines such an election is otherwise required by law.

Section 7. Evaluation.

(a) Criteria. The Council staff shall evaluate an application and will
formulate a recommendation to the Council utilizing the following criteria:

(i) Whether the user fees or assessments generated by the project will
be sufficient so that the loan may be considered a reasonable and prudent investment of
state funds.

(ii) Whether the applicant is current on all its repayment obligations to
the Business Ready Community account or other state loan accounts.

(iii) The extent to which the applicant demonstrates an increase in the
number of primary jobs created or retained by the project.

(b) Interagency Consultation. The Council staff shall request that pertinent
state agencies assist in the review of the applications and provide comments to the
Council staff for Council and Board consideration.

Section 8. Council Consideration. The Council shall consider each application,
allow for comments from the public, the applicant, and the Council staff and refer to the
Board the application with a recommendation including the amount of the loan, the term
of the loan, and the type of security required to secure the loan.

Section 9. Disbursement of Loan Proceeds. At closing, the loan proceeds shall
be deposited in an interest-bearing escrow account to be disbursed solely for the
approved loan purposes. The borrower shall pay the costs of the escrow account.
Interest earned shall be credited to the borrower. Borrower shall submit all requests for
payment on a form provided by the Council staff, with supporting documentation. The
Council staff shall approve or disapprove pay requests in whole or in part within 5
working days and notify escrow bank of the amount to be disbursed to the borrower.
Overview of Economic Development Administration Programs

**INVESTMENT PROGRAMS**

**Public Works**
The Public Works Program empowers distressed communities to revitalize, expand, and upgrade their physical infrastructure to attract new industry, encourage business expansion, diversify local economies, and generate or retain long-term, private sector jobs and investment.

**Economic Adjustment Assistance Program**
The Economic Adjustment Program assists state and local interests to design and implement strategies to adjust or bring about change to an economy. The program focuses on areas that have experienced or are under threat of serious structural damage to the underlying economic base.

**Research and National Technical Assistance**
The Research and Technical Assistance Program supports research of leading edge, world class economic development practices as well as funds information dissemination efforts.

**Local Technical Assistance**
The Technical Assistance Program helps fill the knowledge and information gaps that may prevent leaders in the public and nonprofit sectors in distressed areas from making optimal decisions on local economic development issues.

**Partnership Planning**
EDA's Partnership Planning programs help support local organizations (Economic Development Districts, Indian Tribes, and other eligible areas) with their long-term planning efforts and their outreach to the economic development community on EDA's programs and policies.

**University Center**
The University Center Program is a partnership of federal government and academia that makes the varied and vast resources of universities available to the economic development community.

**Trade Adjustment Assistance**
EDA uses a national network of twelve Trade Adjustment Assistance Centers to help manufacturers and producers affected by increased imports prepare and implement strategies to guide their economic recovery.
PART 300—GENERAL INFORMATION

Sec. 300.1 Introduction and purpose.
300.2 Definitions.
300.3 OMB control numbers.
300.4 Economic Development Administration—Washington, D.C., Regional and Economic Development Representatives.

AUTHORITY: 42 U.S.C. 3211; Department of Commerce Organization Order 10-4.

SOURCE: 64 FR 5352. Feb. 3, 1999, unless otherwise noted.

§ 300.1 Introduction and purpose.
(a) Introduction. Is your community suffering from severe economic distress (e.g., high unemployment, low income, sudden economic changes, etc.)? Are you a representative of a State or local unit of government, Indian tribe, public or private nonprofit organization, educational institution, or community development corporation looking for grant assistance to enhance your opportunities for economic development? If so, these regulations of the Economic Development Administration (EDA) of the U.S. Department of Commerce may be of help. These regulations tell you the purpose of EDA and outline the program requirements, project selection process, project evaluation criteria, and other relevant matters. The information in these regulations covers grant programs of EDA that provide financial awards for the following:

* Public Works and Development Facilities;
* Planning;
* Research, Evaluation, Training and Technical Assistance;
* Trade Adjustment Assistance; and
* Economic Adjustment Assistance.

(b) What is the Purpose of the Economic Development Administration?
(1) Many communities lag behind and suffer economic distress in one form or another, such as:

* High unemployment;
* Low income;
* Underemployment;
* Outmigration;
* Sudden economic changes due to the restructuring or relocation of industrial firms;
* Closing or realignment of defense bases or cutbacks in defense procurement;
* Economic impact of natural disasters or other emergencies;
* Actions of the Federal government (such as environmental requirements) that curtail or remove economic activities; and
* Impacts of foreign trade.

(2) The purpose of the Economic Development Administration is to address economic problems affecting economically distressed rural and urban communities; by helping them:

(i) Develop and strengthen their economic development planning and institutional capacity to design and implement business outreach and development programs; and

(ii) Develop or expand public works and other facilities, financing tools, and resources that will create new job opportunities, save existing jobs, retain existing businesses, and support the development of new businesses.

(3) To promote a strong and growing economy throughout the United States, EDA works in partnership with State and local governments, Indian tribes and local, regional, and State public and private nonprofit organizations. With them, EDA develops and carries out comprehensive economic development strategies that address the economic problems of distressed communities. EDA helps such communities increase their economic development capacities so that they can take advantage of existing resources and development opportunities.

§ 300.2 Definitions.

Unless otherwise defined in other parts or sections of this Chapter, the terms listed are defined as follows:

Comprehensive Economic Development Strategy, CEDS, or strategy means a strategy approved by EDA under §301.3 of this chapter.

Department means the Department of Commerce.

Economic Development District or district:

(1) Means any area in the United States that has been designated by EDA as an Economic Development District under §302.1 of these regulations; and

(2) Includes any Economic Development District designated by EDA under sec. 403 of the Public Works and Economic Development Act of 1965, as
amended, as in effect on the day before the effective date of Public Law 105-393.

EDA means the Economic Development Administration in the U.S. Department of Commerce when a place or agency is intended, and refers to the headquarters office in Washington, D.C., or a regional office, as appropriate; or it means the Assistant Secretary of Commerce for Economic Development or his/her designee when a person is intended. The locations of EDA's offices are listed each year in a Notice of Funding Availability (NOFA). The general information telephone number for EDA is (202) 482-2309.

Eligible applicant means:
(i) In general,—
(ii) An entity qualified to be an eligible recipient, or
(iii) Its authorized representative.

(ii) Except in the case of Research, Evaluation, Training, or Technical Assistance grants under part 307, a private individual or for-profit organization cannot be an eligible applicant.

Eligible recipient means:
(i) In general,—
(ii) An area described in §301.2 of these regulations;
(iii) An Economic Development District;
(iv) An Indian tribe or a consortium of Indian tribes;
(v) A State;
(vi) A city or other political subdivision of a State or a consortium of political subdivisions;
(vii) An institution of higher education or a consortium of institutions of higher education; or
(viii) A public or private nonprofit organization or association acting in cooperation with officials of a political subdivision of a State.

(ii) In the case of Research, Evaluation, Training, and Technical Assistance grants under part 307, eligible recipient also includes private individuals and for-profit organizations.

Federal agency means a department, agency, or instrumentality of the United States.

Federally-declared disaster means a Presidentially-declared disaster or a Federally-declared disaster pursuant to the Magnuson-Stevens Fishery Conservation and Management Act (Public Law 94-295) as amended by the Sustainable Fisheries Act (Public Law 104-297), or a Federal declaration pursuant to the Consolidated Farm and Rural Development Act, as amended (Public Laws 92-419, 96-438, 97-35, 98-258, 99-198, 100-233, 100-387, and 101-524), or a Federally-declared disaster pursuant to the Small Business Act, as amended (Public Law 85-538).

Financial assistance means grant.

Grant means the non-procurement award of EDA funds to an eligible recipient under PWEDA or the Trade Act, as applicable. The term includes a cooperative agreement, within the meaning of chapter 63 of title 31, United States Code.

Indian tribe means any Indian tribe, band, nation, pueblo, or other organized group or community, including any Alaska Native Village or Regional Corporation (as defined in or established under the Alaska Native Claims Settlement Act (43 U.S.C. 1601 et seq.), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. The term includes: The governing body of a tribe, nonprofit Indian corporation (restricted to Indians), Indian authority, or other nonprofit Tribal organization or entity, provided that the tribal organization or entity is wholly owned by, and established for the benefit of, the tribe or Alaska Native Village.

Local share, matching share or local share match are used interchangeably to mean non-Federal funds or goods and services provided by recipients or third parties that are required as a condition of a grant, and includes funds from other Federal agencies only if there is statutory authority allowing such use.

Notice of Funding Availability or NOFA, refers to the notice or notices EDA publishes each year in the Federal Register and on EDA's internet web site, http://www.doc.gov/eda, describing the available amounts, particular procedures, priorities, and special circumstances for the EDA grant programs for that year.

PWEDA means the Public Works and Economic Development Act of 1965, as amended (Pub. L. 89-136, 42 U.S.C. 3113 et seq.), including the comprehensive...
amendments by the Economic Development Administration Reform Act of 1998 (Pub. L. 105-393). (The term "PWEDA" was used to refer to EDA's authorizing legislation as it was in effect before the effective date of Public Law 105-393, signed into law on November 13, 1998. In these regulations, the term "PWEDA" refers to the legislation as currently amended by the 1998 law.)

Presidentially-declared disaster means a major disaster or emergency declared under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.).

Project means the activity or activities the purpose of which fulfills EDA program requirements and that EDA funds in whole or in part.

Proposed District means a geographic entity composed of one or more eligible areas proposed for designation as an Economic Development District.

Recipient and grantee are used interchangeably to mean an entity receiving funds from EDA under PWEDA or the Trade Act, as applicable, and includes any EDA approved successor to such recipient.

State means a State, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau.

The Trade Act means Title II, Chapters 3 and 5, of the Trade Act of 1974, as amended (19 U.S.C. 2341, et seq.).

United States means all of the States.

§300.3 OMB control numbers.

(a) This table displays control numbers assigned to EDA's information collection requirements by the Office of Management and Budget ("OMB") pursuant to the Paperwork Reduction Act of 1980, Pub. L. 96-511. EDA intends that this table comply with Section 3507(f) of the Paperwork Reduction Act, requiring agencies to display a current control number assigned by the Director of OMB for each agency information collection requirement.

(b) Control number table:

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§300.4 Economic Development Administration—Washington, D.C., Regional and Economic Development Representatives.

For addresses and phone numbers of the Economic Development Administration in Washington, D.C., Regional and Field Offices and Economic Development Representatives, refer to EDA's annual Fiscal Year (FY) Notice of Funding Availability (NOFA).

PART 301—GENERAL ELIGIBILITY AND GRANT RATE REQUIREMENTS

Sec. 301.1 Applicants.

(a) Eligible applicants are defined in §300.2 of this chapter.

(b) Except as otherwise provided in parts 307 and 308 of this chapter, a public or private nonprofit organization applicant must include in its application for assistance, a resolution passed by, or a letter signed by, an authorized representative of a general purpose political subdivision of a State or an Indian tribe, acknowledging that the applicant is acting in cooperation with officials of the political subdivision or Indian tribe, as applicable.


§301.2 Area eligibility.

§301.3 Strategy required.

§301.4 Grant rates.

AUTHORITY: 42 U.S.C. 3211; Department of Commerce Organization Order 10-4.

SOURCE: 64 FR 5352, Feb. 3, 1999, unless otherwise noted.

§301.1 Applicants.

(a) Eligible applicants are defined in §300.2 of this chapter.

(b) Except as otherwise provided in parts 307 and 308 of this chapter, a public or private nonprofit organization applicant must include in its application for assistance, a resolution passed by, or a letter signed by, an authorized representative of a general purpose political subdivision of a State or an Indian tribe, acknowledging that the applicant is acting in cooperation with officials of the political subdivision or Indian tribe, as applicable.

§ 301.2 Area eligibility.

(a) EDA awards public works and development facilities grants under part 305 and economic adjustment grants under part 308 for projects to enhance economic development in economically distressed areas.

(b) An area is eligible for a project grant under part 305 or 308 if it has one of the following:

(1) An unemployment rate that is, for the most recent 24-month period for which data are available, at least one percent greater than the national average unemployment rate. For example, if the national average unemployment rate is 6 percent, an area is eligible under this provision if it has an unemployment rate of 7 percent.

(2) Per capita income that is, for the most recent period for which data are available, 80 percent or less of the national average per capita income.

(3) A special need, as determined by EDA, arising from actual or threatened severe unemployment or economic adjustment problems resulting from severe short-term or long-term changes in economic conditions, for example:

(i) Substantial outmigration or population loss;

(ii) Underemployment, that is, employment of workers at less than full time or at less skilled tasks than their training or abilities permit;

(iii) Military base closures or realignments, defense contractor reductions-in-force, or Department of Energy defense-related funding reductions;

(iv) Natural or other major disasters or emergencies;

(v) Extraordinary depletion of natural resources;

(vi) Closure or restructuring of industrial firms, essential to area economies;

(vii) Destructive impacts of foreign trade.

(c) A non-distressed area [i.e., an area that does not meet the criteria of paragraph (b) of this section] within an Economic Development District is also eligible, provided the project will be of a substantial direct benefit to an area that meets at least one of the criteria of paragraph (b) of this section. A project provides substantial direct benefit if it provides significant employment opportunities for unemployed, underemployed or low income residents.

(d) Normally an area is defined by geographical/political boundaries, e.g., city, county, Indian reservation. However, a smaller area (without regard to political boundaries) is also eligible even though it may be part of a larger community that overall is experiencing low distress. When the boundaries of the project area differ from established political boundaries, the project area must be of sufficient size appropriate to the proposed project, and the applicant must justify the proposed boundaries in relation to the project's benefits to the area.

(e) Eligibility is determined at the time that EDA receives an application and is based on the most recent Federal data available for the area where the project will be located or where the substantial direct benefits will be received. If no Federal data are available to determine eligibility, an applicant must submit to EDA the most recent data available through the government of the State in which the area is located, i.e., conducted by or at the direction of the State government. Other data may be submitted, as appropriate, to substantiate eligibility based on special needs, under paragraph (b)(3) of this section.

(f) EDA may reject any documentation of eligibility that it determines is inaccurate.

(g) There is no area eligibility requirement for a project grant under part 306 or 307.

(h) EDA describes special needs criteria under paragraph (b)(3) of this section in a NOFA.


§ 301.3 Strategy required.

(a) To be eligible for a project grant under part 305 or 308 of this chapter, the application for assistance must include a CEDS acceptable to EDA. The applicant may, however, incorporate by reference a current strategy previously approved by EDA, as an alternative to including the strategy in the application. (Exception: A strategy is not required when a funding request is for planning assistance, e.g., a strategy grant, under part 308 of this chapter.)
The strategy must be in conformance with CEDS requirements under §303.3 of this chapter.

(b) EDA will approve as acceptable a strategy that it determines meets the requirements of §303.3 of this chapter. The strategy may be one developed:

(1) With EDA assistance,

(2) Under another Federally supported program, or

(3) Through a local, regional, or State process.

(c) In determining acceptability of a strategy, EDA will take into consideration the circumstances of the application, so that for instance a strategy accompanying an application for assistance immediately following a natural disaster will require less depth and detail than would be the case in other circumstances.

(d) To be acceptable, a strategy must be approved, within one year prior to the date of application, by the entity developing the strategy or by the applicant. In the case of a strategy approved by the applicant, approval must be by the applicant’s governing body, or in the case of a State, by the governor or the governor’s designee(s).

(e) Before EDA approves a strategy for an area all or partly within the boundaries of an EDD, the EDD organization must be given a 30-day opportunity to review and comment upon such strategy.


§301.4 Grant rates.

(a) Except as otherwise provided for in this chapter, the amount of the EDA grant may not exceed 50 percent of the cost of the project. Cash or in-kind contributions, fairly evaluated by EDA, including contributions of space, equipment, and services, may provide the non-Federal share of the project cost. In-kind contributions must be eligible project costs and meet applicable Federal cost principles and uniform administrative requirements.

(b) EDA may supplement the Federal share of a grant project where the applicant is able to demonstrate that the non-Federal share that would otherwise be required cannot be provided because of the overall economic situation. It is not necessary for an applicant to prove that it would be impossible to provide a full 50 percent non-Federal share, but it must show circumstances warranting any reduction.

In determining whether to provide a Federal share greater than 50 percent for a project, EDA will give due consideration to the applicant’s economic situation and the relative needs of the area. In the case of Indian tribes, EDA may reduce or waive the non-Federal share, and in other cases EDA may reduce the non-Federal share of the cost of the project below 50 percent. In accordance with the following table, showing the maximum Federal grant rate, including the supplement:

| Projects |
|-----------------|-----------------|
| (1) Projects of Indian tribes where EDA has made a determination to waive the non-Federal share of the cost of the project. | 100 |
| (2) Projects under Part 308 located in Presidentially-declared disaster areas for which EDA receives an application for assistance under a supplemental appropriation, within 18 months of the date of declaration, and for which the President established a rate of Federal participation, based on the public assistance grant rate of the Federal Emergency Management Agency (FEMA) for the disaster, of greater than 80 percent. | 100 |
| (3) Projects of Indian tribes where EDA has made a determination to reduce the non-Federal share of the cost of the project. | Less than 100 |
| (4) Projects of States or political subdivisions of States that have exhausted their effective taxing and/or borrowing capacity, or nonprofit organizations that have exhausted their borrowing capacity. | Less than 100 |
| (5) Projects under Part 308 located in Presidentially-declared disaster areas for which EDA receives an application for assistance under a supplemental appropriation, within 18 months of the date of declaration. | 80 |
| (6) Projects located in Federally-declared disaster areas, for which EDA receives an application for assistance within 18 months of the date of declaration, when the Assistant Secretary determines that the applicant cannot provide the required non-Federal share because of the disaster's impact on the economic situation. | 90 |
| (7) Projects located in eligible areas where: |
| (i) The 24-month unemployment rate is at least 225% of the national average or |
| (ii) The per capita income (PCI) is not more than 65% of the national average | 80 |
| (8) Projects located in eligible areas that are not eligible for a higher rate, where: | 56 |

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Gillette Technical Training Center Master Plan
Campbell County Economic Development Corporation
(c) The table in paragraph (b) of this section does not apply to projects which support the on-going operations of Economic Development Districts or University Centers. Grant rates for those projects are provided in part 306 and subpart B of part 307, of this chapter, respectively.

(d) Projects located in designated Economic Development Districts are eligible for an amount of additional Federal grant assistance not to exceed 10 percent of the estimated cost of the project, provided:

(I) The project applicant is actively participating in the economic development activities of the district;

(II) The project is consistent with the strategy of the district; and

(III) The non-Federal share of the project is not less than 20 percent.

(4) The project is not a University Center project under subpart B of part 307, of this chapter; and

(5) The district organization is not itself the sole project applicant. Projects (other than planning projects under part 306 of this chapter) for which the district organization is an applicant are eligible for the incentive if the co-applicant with the district is actively participating in the economic development activities of the district and the project is otherwise eligible for such incentive. Planning projects under part 306 of this chapter for which the district organization is an applicant or a co-applicant are not eligible for the 10 percent increase in assistance.

(e) EDA may make grants to supplement grants awarded in other Federal grant programs.

(I) Supplemental grants under paragraph (e) of this section are only available for projects:

(II) Under Federal grant programs that

(A) Provide assistance in the construction or equipping of public works, public service, or development facilities, and

(B) Are designated by EDA as eligible for supplemental EDA grants, and

(ii) Are consistent with a strategy.

(2) EDA's funds combined with funds from another Federal grant program may be at the maximum EDA grant rate, as set forth above, even if the other Federal program has a lower grant rate. If the other Federal program has a grant rate higher than the maximum EDA grant rate as set forth above, the combination of funds may exceed the EDA rate provided the EDA share does not exceed the EDA rate.

(f) An applicant is eligible for the highest applicable maximum grant rate, as set forth above, in effect between the time EDA invites the application and the time the project is approved. The Federal share of a project receiving EDA grant assistance may be (and often is) less than the maximum grant rate for which the recipient is eligible.

(g) EDA's NOFA will provide additional criteria to ensure that the level of economic distress of an area, rather than a preference for a geographic area or a specific type of economic distress, is the primary factor in allocating assistance.


PART 302—ECONOMIC DEVELOPMENT DISTRICTS; STANDARDS FOR DESIGNATION, MODIFICATION AND TERMINATION

Sec.

302.1 Designation of Economic Development Districts.

302.2 Designation of nonfunded districts.

302.3 District organizations.

302.4 District organization functions and responsibilities.

302.5 Modification of district boundaries.
§ 305.1 Purpose and scope.

The purpose of Public Works and Development Facilities grants is to help the Nation's distressed communities revitalize and expand their physical and economic infrastructure and thereby provide support for the creation or retention of jobs for area residents by helping eligible recipients with their efforts to promote the economic development of distressed areas. The primary focus is on the creation of new, or the retention of existing, long-term private sector job opportunities in communities experiencing significant economic distress as evidenced by high unemployment, low income, or a special need arising from actual or threatened severe unemployment or severe changes in local economic conditions. These grants are intended to help communities achieve sustainable economic development by developing and expanding new and existing public works and other infrastructure facilities that will help generate long-term jobs and economic growth, improve economic conditions or otherwise enhance and promote the economic recovery of the area.

§ 305.2 Criteria.

(a) A grant may be made under part 305 for the following purposes:

(1) For the acquisition or development of land and improvements for use for a public works, public service or other type of development facility; or

(2) For the acquisition, design and engineering, construction, rehabilitation, alteration, expansion, or improvement of such a facility, including related machinery and equipment.

(b) A grant may be made under part 305 only when:

(1) The project for which the grant is applied for will, directly or indirectly—

(i) Improve the opportunities, in the area where the project is or will be located, for the successful establishment or expansion of industrial or commercial plants or facilities;

(ii) Assist in the creation of additional long-term employment opportunities in the area; or

(iii) Primarily benefit the long-term unemployed and members of low-income families;

(2) The project for which the grant is applied for will fulfill a pressing need of the area, or a part of the area, in which the project is or will be located; and

(3) The area for which the project is to be carried out has a strategy and the project is consistent with the strategy.

(c) Maximum assistance for each State. Not more than 15 percent of the annual appropriations available to carry out this part may be expended in any one State.


§ 305.3 Application requirements.

Each application for a grant under part 305 must:

(a) Include evidence of area and applicant eligibility;

(b) Include, or incorporate by reference, a strategy, as provided in §301.3;

(c) Identify the sources of the other funds, both eligible Federal and non-Federal, that will make up the balance of the proposed project's financing, including any private sources of financing. The application must show that such other funds are committed to the project and will be available as needed. The local share must not be encumbered in any way that would preclude its use consistent with the requirements of the grant; and

(d) Explain how the proposed project meets the criteria of §305.2.

§ 305.4 Selection and evaluation.

(a) Projects will be selected in accordance with the application evaluation criteria set forth in §304.2 of this chapter.

(b) In addition to the evaluation criteria set forth in part 304 of this chapter, project selection and evaluation will be made on the basis of whether, and to what extent, the proposed project will:

(i) Assist in creating new or retaining existing private sector jobs and assist in the creation of additional long-
Employer Interviews
Gillette Technical Training Center Master Plan

Interview conducted 12/9/03
Cliff Knesel
Director of Employee Relations, Safety and Training
Rawhide Mine, Powder River Coal Company

This mine would not likely support a pie-in-the-sky plan for the North 40. Only really necessary buildings should be built. The North 40 plan for diesel and welding training is important, but a strong program is needed for training industrial electricians.

More welders and electricians are needed right now. Right now there is a serious shortage of welders and electricians.

30% of the mine's workforce is ready to leave/retire right now; in one to two years these people will be very ready to leave.

The newly built Gillette Campus will need to be able to train students for effective supervisory and managerial skills. Some of these are basic work skills such as written and verbal communication, computer use, managing people, etc.

The Campus is now sending 2 to 3 people out to the mine for certain types of training, timed in such a way as to not interfere with either the shift work at the mine or with the classes at the college.

Sometimes in the summer the mine needs to have the college instructors come out to the mine to do seminars.

Say the mine needs to downsize and there is need for retraining of personnel; the proposed college facilities would help a great deal. Rawhide would definitely use the new facilities. This also applies to employees who sustain injuries who need to be retrained for different jobs they can do despite their injury. It makes no difference that most of the injuries are not job related (in fact most happen at home or involve recreation activities), because the employee still can't do his/her job any more and needs to be retrained.

Right now Rawhide has 4 to 5 people who want to receive electrician training. Electricians are hard to find because the CBM industry can pay them more than the mines do, so until there is a sufficient supply, the mines won't be able to get properly staffed up.

Ten to 15 years ago there was a renowned electrician-training program at the Sheridan College campus. Employers from all over the region got new electrician apprentices from this program. It would be great if this were to be reinstated at the Sheridan campus, and it would be even better if it would start up at the Gillette Campus, but it would need a very different level of commitment from the Gillette Campus administration than the present program is getting. The present program is totally inadequate. One of the things needed is the electrical curriculum required for MSHA training.

Many fewer high school students are coming into the system than the 300 to 400 present employees that Rawhide would like the college to retrain. Therefore, Rawhide would like to see the college put a strong emphasis on retraining workers.

Rawhide sees “workforce development” as the following:
- Promote people going from High School to the work environment as quickly as possible (via community college education).
- Employees who are “retiring” from the job they’ve had for a long time need to change to something in the mine environment that’s not shift work.
- Some are 55 years old and want to change their trade.
People in agriculture, the railroad, mining, and coal bed methane all need to be retrained after they sustain injuries. These injuries can be caused by a one-time incident or simply be the nature of the work they have done for years, such as driving heavy equipment over bouncy terrain.

Workforce development should not be "out there" as a separate target – rather it should be the basic issue for the whole north 40 effort.

When Cliff looks at this proposed facility he thinks about the retraining opportunities more than the new student opportunities. We need to learn how best to utilize these facilities to increase the viability of the work force.

Cliff felt that Rawhide would probably support the student/trainee apartments so the college itself could be more self-sustaining. It is important that the college remain viable so it is fully able to provide for the employment needs of industry in the area. The flow of people coming in from the colleges in Powell and Casper is like what we need her in Gillette with the Gillette Campus – if the college becomes even more viable it would bring in people from all over the state and country. This would be directly good for Gillette's economic development and it would be directly good for the mines since it would provide a better employee pool.

Regarding housing on campus, Cliff feels that between Powder River Coal and Kennecott he could easily see 50 to 100 people needing to attend, say, a three-day retraining program in the summertime. If there were a training center on campus, then it would be great to also have housing available nearby that the training seminar attendees could use if they were from out of town. Obviously if they were from in town, they would stay at their own homes. A training center would be a tremendous benefit to industry here.

Employees from PRC's facility near Douglas have to travel 120 miles round trip for training, so they would need at least one three-night stay in the apartments during a typical summer.

Compared to the numbers of people in Gillette who need to be retrained because of disability and vocational rehabilitation, the numbers of local people entering the workforce for the first time are minor. Of the people entering the work force for the first time, fully 50% of them come from out of state, and so have no impact at all on the college facilities.

One of the problems with the system is that High School counselors are not recommending two-year college programs as much as they were. These counselors think the students will do better with a four-year degree, but in fact many of the people with two-year trade degrees do much better financially than do people with four-year degrees.

Shift work that is so common among the mines, takes a big toll on people as they age. For example it is hard on diabetics who need a more normal eating schedule than is possible with shift work.

The electric trades are not only needed now, but will continue to be needed in the future. This is separate from Power Plant operators – this is industrial electricians.

What is most need is a basic understanding of electrical theory and of how electricity works. The employers can in many cases take it from there to do the specific plant-related training they need beyond the basics.

PRC is currently working with the college to turn the Rawhide Mine facility into an operators' training facility for heavy equipment. The plan is to be aligned with Gillette Campus, and for it to be open to the public for training – not just for PRC employees. The college would be responsible for the theory part of the training and the hands-on part would be at Rawhide.

PRC has already purchased a heavy equipment simulator unit that will be arriving in the spring of 2004.
Interview conducted 12/9/03  
Mike Meyer  
RAG Coal West, Inc.  
Also in attendance: Steve Laird, Manager of lands, legislation, and public affairs;  
Fritz Kreuger, one of the mine’s maintenance managers  
Murphy Love, Coal Bed Methane unit manager  

They all said they need an electrician’s training center far more than they need either the Diesel or the Welding programs.  

The Diesel Program scope represented by the plans developed to date is way to narrow. The program should be diesel and heavy equipment mechanics. Also the students should be trained in computer skills, electronic skills, and diagnostic skills. All these additional skills are of a type not likely to be found in standard computer classes elsewhere in the college. It was emphasized that these skills should be presented in separate classrooms closely connected with the "expanded" diesel program.  

In Hibbing, Minnesota there is a college that focuses specifically on teaching the skills needed by the local mining company. They felt that Gillette needs such a facility at the Campus.  

For the coalbed methane industry there are additional skills that RAG Coal’s CBM unit would like to see people trained in, such as: pump overhaul; maintenance of CBM equipment requiring various skills including fluid systems and airflow systems. They suggested that I speak with a coalbed methane company representative to get further details. Their additional suggestions in this regard included:  
- Fluid mechanics  
- Pump repair  
- Hydrology  
- Compressor mechanics  
- Electronics  
- Telemetry  
- Electricity  

They felt that the electricity training could certainly be part of a new electricians training program.  

Murphy suggested that a school that just provides training in diesel mechanics would not be worthwhile unless in also included some specific training such as in heavy diesel systems.  

It was suggested that the community could benefit from a training program in the basic construction trades such as carpentry, plumbing, HVAC, etc.  

If the College wants to grow, they felt the College would need housing for the students so that students could be drawn from a wider area than just Gillette and Campbell County. They were interested in seeing the College grow so that it could achieve enough of a critical mass to accommodate some of the more specialized programs their industry would use. They felt that housing for short-term trainees would not be needed because they assumed that student accommodations would not provide the type of room or the degree of privacy and quite that an adult trainee would require. They felt that most employers could have their employees attending College programs stay at local motels, or in apartments if longer training were required.  

The group had a number of comments concerning the prospect of including a Business Incubator in the College master plan:  
- Money is available for fossil fuel-related inventions  
- There is a group in Buffalo that’s looking into accelerating bacterial levels for methane gas production. There is a lot of money from the State for this type of research.
Individuals in Gillette who have developed valves specific to the methane gas industry.

Under either the diesel or welding programs, they suggested the College provide training in Vibration Analysis that also uses information about heat and harmonics. People trained in this field can use complex analysis to predict when bearings in motors are going to fail before they fail and ruin the motor.

They suggested the College adopt a “block” type of program so that students can choose from a menu of programs:
- Fundamentals programs for beginners
- Add-on module for Hydraulics
- Add-on module for Electricity
- Add-on module for Troubleshooting
- Add-on module for Preventive Maintenance
- Add-on module for Ultrasound with Metallurgy
- Add-on module for Programmable Logic Controls (PLC)

They suggested I check the programs available at Ridgewater College in Minnesota, where such programs as welding, vibration, isotope and radiation safety, introduction to radiographic inspection, Ultrasonic Inspection, and Magnafluxing are available.

These men were not very familiar with the existing programs at Gillette Campus, as one of them referred to a “private” program in Diesel Mechanics that his son was taking somewhere in Gillette. When I inquired further it turned out that this program was indeed the one offered at Gillette Campus.

Interview conducted 12/9/03
Wayne Worthen
Co-founder of VCN
Gillette, Wyoming

Training in electronics is important, however, the majority of what Wayne needs from the Gillette Campus is reliable front-office people who have learned people-skills, and are computer-literate. He feels he will get these from the basic offerings now available at the college.

Most of his technical people, other than four full-time technicians, are part-time high school students with a natural interest in computers and communication. The four full-time employees came from AOL but had Gillette roots that caused them to move back and work for VCN.

Wayne prefers to leave the housing to the private market until such time as the college grows and there is a clear demand by the students for housing. He feels this way because the housing market is so cyclical in Gillette that he feels it would be risky to provide housing before knowing that it was really needed.

Interview conducted 12/9/03
Craig Patrick
Peter Fox
Kennecott Energy Company

Kennecott has just completed a community needs survey that they feel would be useful to reference for the North 40 project. Craig said he would make this available to me when it is printed.

There is no training facility in Campbell County – industry and the community as a whole need a training environment large enough for groups of up to, say, 60 people.
We need an easily accessible adult education class space. Within the earlier concept of the campus master plan, this would be represented by the squarish building at the center of the new complex. This facility would need spaces for breakout sessions. Industry has a screaming need for big seminar rooms in one area.

The most needed craft is ELECTRICAL:
- low voltage electronics
- instrumentation electricians
- electronics

Susan Bigelow's concept for economic diversity is right on target:
- invite industry that is tangent to the coal companies' support industries
- for example: a pipe manufacturing company that builds pipe for the CBM industry but also sells it for, say, water piping and needs to be centrally located in the nation so it can sell it in the middle of the country or even to customers on both coasts.

The industry needs customized job training; particularly re-training specialties for adult workers. From Kennecott's point of view, the Diesel and Welding programs planned at this point for the expanded campus may be quite useful in helping this economic diversity concept bear fruit.

Kennecott has been talking with MSU Billings about partnering in a variety of fields.

They asked, "Why do we have to go to Montana to find Safety Engineers, when they could be trained right here in Gillette?"

The welding skills needed for the mines are generally more field-expedient skills, not high-level knowledge of all welding techniques and understanding of the nature of materials, as is currently planned in the master plan's new welding facility. We discussed the fact that although the welding program is being planned as a place where American Welding Society (AWS) certified welders can be trained, it is perfectly possible to also train less extensively knowledgeable welders. That is, the lesser training can take place under the umbrella of the AWS training, but not the other way around. Therefore, in order to make the Campus a center for welders training appropriate to all industry, the AWS type of training needs to be available.

We also discussed the broader issue of the college's desire to develop a regionally known welding program, which is part of a broader economic development/ specialized workforce training program already planned for the Campus.

Diesel Hydraulics is a program they would like to see the college develop.

Kennecott is going to partner with a community college- some community college- to help the college develop programs of the sort needed by the mining industry. The company will be providing scholarships and other financial support. Kennecott is already talking with colleges outside of Gillette but would far prefer to speak with Gillette Campus if Gillette Campus will be responsive to the company's needs.

I asked why it is that Complex is not seen as an appropriate venue for a corporate training center since it does have large meeting halls as well as places that can be used as break-out rooms. I was told that Complex facilties are too Spartan for corporate training; its emphasis is on entertainment and very large group events; it does not have food service available without having something catered; It is too remote to go to restaurants; and it is not sufficiently high-tech for the presentations that a training center would need.

The Training Center needs:
- excellent sound systems
- wireless laptop access
- a main training room capable of expanding and contracting so that it is just the right size for the groups that will use it
- high quality seating
- some theater-style seating
- not an academic environment such as CTEL in Sheridan, and they do not want to be taken over by or have to wait for any student users

There is a huge advantage to Gillette Campus to have the very people who will hire its students, have their own training center on campus. Then when these corporate people think, "where do I go to get my employees trained?" or "where do I go for my own corporate training?" or "where do I go for a major intracompany teleconference?" or "where are some of the new hires going to come from?" the answer will always be the same: "Gillette Campus, of course."

A good example of a corporate training center that works well is the Tinaja Hills Training Center south of Tucson, near Green Valley, Arizona. This would be worth visiting for purposes of preliminary design of a training center. Another good example mentioned was a center at Motorola University in Illinois.

In northern Chile, the company Craig used to work for had a very close relationship with a small local college, even frequently helping the college design curricula for such programs as mine safety, mine culture, and others.

It was suggested that the South Campus of the CCSD be connected to the Gillette Campus by way of a sky bridge to promote educational interaction between the two institutions.

Eventually it would be desirable to have line accountants and administrative assistants specifically trained for the mines.

Rather than emphasizing students being sent to the University of Wyoming, Gillette Campus should take a whole new look at learning, particularly lifelong learning programs. Bring more of the students from the High School to the college: kids who can combine liberal arts training with a technical degree:
- Customize job training to improve students' technical skills
- Provide teachers for adults who need to be re-trained
- Partner with local businesses in determining what the needs are; in doing the training; and in paying for some of the costs
- As an example the college could tap, say, a Peter Fox from Kennecott to come in to either teach a communications class or to be a visiting lecturer several times during a class taught by others.

If a learning center such as this could produce the employees with the skills the company needs, Gillette Campus would have a hard time finding a better supporter than Kennecott Energy.

Kennecott would ideally like one-stop shopping, including computer programmers and people with associate degrees. Kennecott has more positions for people with associate degrees than for people with four-year degrees.

They could use housing for their international visitors from other divisions of the company, and they could use housing, especially during the summer, for employees from their mines distant from Gillette. They are after reasonably priced housing, not just any housing. They noted that Fannie Mae housing administration for the State of Wyoming should be contacted for working with private contractors to build housing for students.

Returning to the topic of the need for a high quality electricians' program at Gillette Campus, it was strongly suggested that I speak with a variety of electrical contractors about what kinds of programs they would need and what they would recommend. They suggested that I speak with Darryl Orbeck of Industrial Electrical Industries, with West Electric, Scott Brothers, and with PRE Corp to discuss the issues related to lineman training versus industrial electrician training.
How would an electrician's program dovetail with a Power Plant Operator's program?

In discussing a possible central building (where the Training Center would be) for the north part of the Campus, there was discussion about having a main entry to the building that would allow people to see right through to the south toward the new main building of the campus south of Donkey Creek.

Finally, they had these suggestions for the next steps to secure the future of the campus:
- Nail down an excellent electricians' program
- Nail down a training center concept that can be backed by industry
- Deal with the political realities of the Gillette Campus in regard to providing both of the above.

Interview conducted 12/15/03
Jon Young, Rick Lock, Tara Schultz, Curtis Marking, Wayne Lundgren, Don Smith
At City West Building, City of Gillette

The discussion with Jon Young and a number of department heads centered around the City of Gillette's need for a Training Center. The participants were all representatives of City departments that typically have predictable and repetitive needs for training sessions on a variety of topics.

The existing break room at the City West building serves as the training center but the room, which can be divided into three parts, is an inadequate space for training. Usually the room must be configured as an "L" to maximize seating capacity.

A recent example of need for training space was an infrared technology seminar that was held – inadequately – in the break room described above. The only other choice available when the seminar needed to be held would have been to rent a motel's conference center. This requires advance planning and costs a lot because the attendees are expected to eat at the motel.

The SCADA seminar needs a place to meet every year. This is a seminar to teach City employees about monitoring and control equipment for City water and City power systems. The ideal seminar venue for this would include a space nearby where hands-on demonstrations could be given to the attendees by the trainers. The trainers usually have specific pieces of new equipment they are demonstrating.

There is a need for a space for safety training such as for MSHA and OSHA protocols.

Licensed PEs within the City and County Government, as well as those in private industry, need 15 credit hours of professional training per year to maintain their professional status.

Continuing electrical training would likely garner between 30 and 100 trainees per session, so rooms should be able to accommodate these numbers. A good design would be similar to hotel conference centers where properly designed modular wall systems can be arranged in a number of patterns to form smaller and larger rooms.

Many of the courses currently taught utilize satellite downlinks, so fast and available computer communications is a necessity for a training center.

The training facility could provide spillover capacity for the Presentation Hall at the new main campus building for activities that are too large or which require adjacent breakout rooms.

Experienced speakers for the various training programs can be quite expensive, so it is more economical to have a training facility large enough to be able to bring a good number of trainees so the cost can be less per trainee. There would be an economic benefit to the City of Gillette to be able to host training conferences for other towns and cities in the area.
Jon indicated that the City has been interested in providing fiber optic cable and service to the Gillette Campus, but that the college so far has preferred to use the free services provided by the State of Wyoming. If the City were to participate in the costs of construction of a Training Center, it would like to provide fiber optic cable and services to the building, even if it is also served separately by the college's Local Area Network (LAN).

At the least, the City would like to provide the campus or Training Center with the fiber “pipeline,” then the college could on its own tie into Bresnan or Visionary or some other Internet Service Provider.

Don indicated that a LAN should be provided in any case within the individual rooms of the training center so that there is total interconnectivity between them.

The Training Center should have two-way interactive video conferencing available.

The City is planning on creating a Metro Area Network (MAN), which could have a node at the Training Center.

Wayne can see the City needing between 6 and 20 classes per year. These would typically be one or two day courses. He anticipates that the number would rise if the facility was well designed and easy to use (and easy to get to use), and other towns heard about the facility.

The Training Facility could be a Cisco training center, and should therefore possibly have a computer lab associated with it.

Curtis Marking indicated a need for automotive vehicle maintenance training. He said these would be needed a minimum of 6 times per year for an 8-hour day, usually on a Saturday. These training sessions tend to involve state-of-the-art instrumentation that is brought in by the trainers. The facility itself should ideally be pretty hi-tech so there’s a good fit with the activities of the training session. Also, it would be very desirable in these vehicle-training sessions to have the vehicles nearby for hands-on access. Ideally the room would allow most of the types of vehicles the City uses to be brought in for observation.

There would be an average attendance of 35 - 40 attendees at 3 sessions per seminar.

After the meeting Don Smith provided the names and addresses of six electrical contractors I might speak with to discuss design needs for the electricians' program classroom facilities.

Reported by Tim Belton
North Forty Project – Industrial Electrician Program Discussion
Meeting conducted 1/14/04

A. Purpose of Meeting
After meetings with representatives from local industry, it became apparent that the North 40 project needed to emphasize the training of electricians along with the training of diesel mechanics and welders. To determine the needs of Gillette-area electricians we spoke with a group of them.

B. Participants
To understand the programmatic and spatial needs of an electricians' training program, Tim Belton along with Malone Belton Abel - Gillette staff members Rich Vose and Chris Larsen met with the following electricians: Daryl Orbeck, Daryl's Electric; Curt Juby, Pro Electric; and Allen Barelle, Automation Electronics. Three other electricians were invited but were unable to attend.

The electricians came to the discussion with different perspectives, so within the field of industrial electricians, they represented a mix of approaches:
Allen Barelle represents a shop affiliated with IBEW, the national electricians' union.
Daryl Orbeck of Automation Electronics is in charge of the Gillette Campus's Electrician Training program. He is also a member of the State of Wyoming Electrical Board, currently serving as its Secretary. His company is non-Union.
Curt Juby of Pro Electric also has a non-Union shop, mostly focused in the area of industrial, mining, power line construction, and utility work.

C. Existing Program at the Gillette Campus
The Gillette Campus's Electrician's program is housed at the Campus' 513 W. 2nd facility which is primarily used for the Diesel Program. There is a cramped bench within the diesel shop that serves as a sort of lab when physical wiring demonstrations are conducted, and classroom activities that use the two classrooms associated with the Diesel Shop and one classroom. The quarters this program occupies are physically unsatisfactory and do not project a professional image for the program.

To be accepted into the college's Industrial Electricity Program students must have the status of "Electrical Apprentice" with an Electrical Contractor and be registered as an Apprentice Electrician with the State of Wyoming Electrical Board of the Department of Fire Prevention and Electrical Safety and the Wyoming Joint Electrical Apprenticeship and Training Committee.

The Industrial Electrical Program is a series of courses that have been approved by the Bureau of Apprenticeship and Training (BAT), a Federally approved training program that sets a number of standards and that allows an important wage exception to participants. The exception involves the Davis-Bacon Act which applies to contractors and subcontractors who are performing on federally funded or assisted contracts in excess of $2,000 for the construction, alteration, or repair to public projects. It requires those contractors and subcontractors to pay a specified minimum wage—the prevailing wage—and fringe benefits to anyone working directly at the site. Davis-Bacon prevailing wages are determined by the Secretary of Labor and are based on wages and fringe benefits theoretically being paid to laborers working on similar projects in the same area.

If an electrical contractor has apprentices in a BAT – approved program, the high mandated Davis-Bacon wages can be significantly reduced, thereby allowing a competitive advantage to the contractor using the program.

In the Gillette Campus program there are 8 separate sections needed to complete the apprenticeship. Each course differs in content and is designed to meet Apprenticeship requirements as well as the needs of local industry. Credit and hours used for the Apprenticeship requires that the student be employed with a business in the Industrial Electrical area.

Following are the descriptions of the courses condensed from the Gillette Campus web site.
ELAP 1515: Electrical Apprenticeship I. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the State of Wyoming Electrical Board of the Department of Fire Prevention and Electrical Safety (EB&DFPES) and the Wyoming Joint Electrical Apprenticeship and Training Committee (JEATC). This course and the following 7 courses provide the learning component for the Wyoming Electrical Apprentices that compliments the 2000-hour per year working component needed to meet the yearly requirements set by the State of Wyoming for apprentices to become eligible to sit for the Journeymen’s exam.

ELAP 1525: Electrical Apprenticeship II. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1515 - Electrical Apprentice I.

ELAP 1535: Electrical Apprenticeship III. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1525 Electrical Apprenticeship II.

ELAP 1545: Electrical Apprenticeship IV. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1535 - Electrical Apprenticeship III.

ELAP 1555: Electrical Apprenticeship V. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1545 Electrical Apprentice IV.

ELAP 1565: Electrical Apprenticeship VI. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1555 - Electrical Apprentice V.

ELAP 1575: Electrical Apprenticeship VII. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have complete ELAP 1565 -- Electrical Apprentice VI.

ELAP 1585: Electrical Apprenticeship VIII. 6 credits
Prereq: Students must have status as an Electrical Apprentice with an Electrical Contractor and be registered as an apprentice electrician with the EB&DFPES and the JEATC. Students must also have completed ELAP 1585 - Electrical Apprenticeship VII.

Related courses:
ELTR 1515: Electrical Concepts. 4 credits
Prereq: Complete MATH 1500 - Applied Math This is an introductory course in basic electrical theory and application. It is designed to provide students with a basic understanding of electricity and its uses in industry.

ELTR 1540: Heavy Duty Electrical Systems. 4 credits
This is an entry-level course for a student who desires to be in the diesel or automotive field. The class will cover the principles of electrical systems (batteries, starting and starting systems, wiring diagrams, and many other electrical components) used in the latest automotive and heavy-duty diesel applications.
D. Potentials for an Expanded Electrician Program at the Gillette Campus

One of the important parts of a high-quality electrician's program at a college is the availability of strong counseling to explain work-study relationship for electricians. Presently, the college's counselors have very little understanding of the electrician's program; when they are asked about it they generally refer students to Daryl Orbeck.

The electricians participating in the discussion felt that if the Gillette Campus program were set up as a normal 2-year trade school with daytime classes, it would not likely fill up for the teaching of electricians, but it could fill up for the teaching of electronics. Their suggestion for how to run the program is to have most of the class-time occurring in the evenings as it does now, because there is such an emphasis on on-the-job-training that it isn't practical to have classes at any other time for most of these students.

The emphasis on evening classes could free up the teaching spaces during the day for possible adult education and refresher courses in the areas of electricity and electronics.

A full-time instructor would be necessary for the program. This person could also serve as a student advisor; could keep track of the differences between the Union and the non-Union programs; could coordinate the many specialized-equipment training programs; could manage/schedule the teaching spaces; could direct students to employers seeking apprentices; and could perform industry and business outreach functions.

It would be ideal to have an entire semester of MHSA training at the college. This would count toward the electrician apprenticeship program.

The last two years (of four) of the classroom training should ideally be set up as drop-in classes.

The Electrician Program could also be set up to take care of the proctored tests required for both the Union and non-Union programs. These are computer-based tests that require a monitor. Tests include: Apprentice License; Journeyman; Master's Exam; and numerous Specialty licenses such as for water wells, alarms systems, low voltage, elevators, etc.

In section "I" of this report a few resources are listed that suggest additional approaches to a strengthened Electricians' Training Program.

E. Some Facts About Electrical Apprenticeship

There are four general categories of what can be taught in an electrical apprenticeship program:

- Apprentices learning the trade.
- Journeymen electricians upgrading their skills or moving to another level.
- Electronics, including low voltage systems, control systems, and computer control systems.
- Job specialty, usually related to specific types of equipment or industrial processes.

There is a much-discussed distinction between Union and Non-Union electrician training programs. This is not simply a labor preference or a philosophical issue; rather it is a distinction between a nearly guaranteed apprenticeship associated with specified schooling in the case of Union training, and less certain employment associated with a defined series of classes at a place such as a community college. The importance of this distinction lies in the importance of on-the-job-training in the electrical industry. Capable journeymen performing as mentors is the first part, and consistency in actually getting the needed training is the second part. Inconsistency in availability of work for the apprentice can be a delaying factor in achieving journeyman status. The non-Union training was described as "more helter-skelter" due to the less certain apprenticeship/schooling relationship.

There is a relatively confusing timing associated with the order in which an apprentice electrician receives classroom training and actual on-the-job work training. Improper order can result in an apprentice not receiving credit for classes taken, or having to take classes over again. This is not a particular problem at Gillette Campus, but it is an industry-wide issue for electricians. The Union-taught apprentices seem to
have fewer problems with this than the non-Union apprentices because the Union system ties work and study very closely together.

Union training requires a High School diploma or a GED and is a standardized four-year program with books, exams, etc. Requirements include: a reasonable grade in algebra; completion of a four year apprenticeship; training in electrical codes, Direct Current, Programmable Logic Control (PLC), and other topics. The training takes place at the Joint Apprenticeship and Training Center in Casper. Rocky Anderson, 307-234-8311, manages the Center.

The National Joint Apprenticeship and Training Committee (NJATC) has its National Training Institute to "Train the Trainers" every year. In 2004 the NTI occurs July 31 - August 7, in Knoxville, Tennessee. More than 100 technical and refresher courses are taught.

F. Electricians and Industry

Requirements for an electrician working at a mine differ substantially from an electrician working elsewhere. A person can do electrical work at a mine for years and still not be either a journeyman electrician or even an apprentice electrician, as the requirements for electricians are quite specific. Unless a person working at the mine is working under the supervision of a journeyman electrician in the manner specified by electrician's licensing requirements, that person will not get credit towards his journeyman's program.

An MSHA electrician working at a mine does not need to be a journeyman electrician.

The mines typically make a large distinction between electrical contractors called in for specific tasks and the mines' own personnel trained to do most of the electrical work needed by the mine.

When a mine conducts a specific unit of training applicable to MSHA requirements, they should open it to the public since they will have a trainer who could benefit others as well. Say Caterpillar has a seminar; the seminar could take place at the proposed Training Center at the college; the mine should publicize the syllabus in advance, then local electricians and others can commit to come to it. Furthermore, if the syllabus is sent to the State (presumably by the Electrical Program's full-time instructor/coordinator), then the program will automatically count towards the Journeyman Upgrade that many electricians are seeking. These mini-programs should work well for both industry and the electricians in general, as they can provide unlimited specialty training that will benefit both. The mines would need to work cooperatively on such a program, as there are times when the information is felt to be proprietary to one mine or other, so the sharing of information would have to be signed onto by all.

There are coal bed methane people who have been coming into the program wanting to just be apprentices, so they are legally able to wire-up panels. However, these people typically do not work into the normal apprenticeship program as they just want the apprentice status and do not usually have any intention of ever becoming journeymen electricians.

In order for local coal companies to have a large pool of electricians available to it, there is a need to train electricians toward Journeyman status even though those companies may not need many journeymen electricians. The logic for training Journeymen is this: since industry wants to be able to choose the upcoming electrician apprentices it feels are best, there will be many potential apprentices who are not selected for this work. If those not selected by industry are not working towards their Journeyman status and beyond, they will not be employable by other industries and contractors. If they can't be employed, then they won't join the program in the first place; then there still won't be enough trained electricians for industry. So, even though industry may not need many Journeymen electricians, a Journeyman electrician program is necessary to supply industry with people who have skills that industry does want.

G. Electricians and a Campus Training Center
For both Union and non-Union electricians, a training center is needed; whether this is more related to the proposed Electricians' Program, or whether this is more related to the proposed Training Center, is unclear at this point. It appears, however, that a close relationship between the two would be beneficial to both, because the Electricians' Program would have a physical lab and two classrooms associated with it, and the Training Center would have a larger presentation room and a place to eat.

Applications for training of professionals include Journeyman Upgrading; Electrician code review sessions; and equipment-specific training.

H. Physical Requirements of an Electrician Program at Gillette Campus

The group reviewed a preliminary plan showing an Electrician Program in the building between the Diesel Program and the Welding Program. Spaces designated for the Electrician Program included:

- An electrician lab large enough to be subdivided into at least four categories of practicum. The lab should be about 4,000SF and should include ample door direct to the outside for loading and changing the lab equipment. The lab should have large doors directly into an adjacent storage room.
- A large storage room with lockable subdivisions for equipment and program-specific materials.
- At least two classrooms, each large enough to handle 20 to 30 people.
- Two offices for the instructors; one permanent office for the Program Director, and one shared office for the various instructor electricians.
- Some outside space assignable to the program for storage of occasionally needed large pieces of equipment.
- Open ceilings and Plexiglas see-through walls exposing conduit and wire assemblies might be incorporated into the construction to demonstrate building systems.
- Dirt pits for pipe bending.

A Motor Control Center and a considerable amount of additional common industrial electrical equipment could easily be rounded up for free and donated to the program.

Proximity to the Welding Program would be a plus because electricians need to learn basic welding skills.

I. Other Research Following the Meeting with the Electricians

"Most of the people in the trade think the idea of going back to school ranks up there with getting teeth pulled," said Steve Anderson, NJATC director of college degree programs. "Once they realize it's not that hard and they can succeed, they keep coming back again and again. They just keep pushing themselves." Anderson can be reached at 865-380-9044 x 12.

One of the most exciting new training initiatives from NJATC is an independent study program over the Web that can lead to an accredited associate's degree from Pellissippi State Technical College in Knoxville. The committee sees computer-based home learning as an ideal option for workingmen and women. Students do not have mandatory classroom attendance. They can complete their coursework at times that fit their schedules.

The Pellissippi State program offers an associate's of applied science degree in general technology with a concentration in electricity. Credits are transferable for those who would like to continue their college education and pursue a bachelor's degree in Construction Management at the University of Tennessee.

With so many IBEW training programs associating with community colleges, a recent NJATC newsletter put out a call for information to compile a comprehensive national database.

A mandatory degree program at the new Local 5 training school has students competing for entry. The training center, which opened on Labor Day in 2000, has helped raise Local 5's profile. It boasts open ceilings, Plexiglas see-through walls exposing conduit and wire assemblies and even the transparent workings of the building's elevator.
"We wanted it to be an eye-catcher right off the bat," said Local 5 Training Director Robert Gieder. "We left drywall off the wall so people can actually see what would be behind constructed walls. If people want to know why the industry needs skilled people, this building tells the whole story."

The training facility itself is 40,000 square feet, with 16 classrooms, a library and physics, computer and telecommunications labs, and even dirt pits for pipe bending. The $20 million complex had a $4.5 million training budget last year, said Local 5 Business Manager John Chalovich.

Local 5 has also attracted international admirers—a large delegation from England recently visited and plans to duplicate the program in Birmingham. The 18-member group that spent several days in Pittsburgh included Union representatives, educators and investors. They studied Local 5's partnership with Community College of Allegheny County to determine how to duplicate the program and explored the possibility of establishing a student exchange program.

Lakeland Community College, in partnership with the Community College of Allegheny County and five domestic and international partners, has received a FIPSE grant of more than $200,000 to standardize electrical construction technology training here and in Europe. This grant has been matched with 150,000 euros provided by the European Commission. The college's first-ever grant from the Fund for the Improvement of Post Secondary Education (FIPSE) will finance the efforts of Lakeland and a consortium of educational institutions to globalize the apprenticeship program with the International Brotherhood of Electrical Workers. Lakeland and IBEW (International Brotherhood of Electrical Workers) Local No. 673 partner to offer the electrical construction training program for local students.

At Lakeland Community College, the electrical construction technology program is a five year associate of technical studies (ATS) degree program offered in collaboration with the International Brotherhood of Electrical Workers (IBEW Local #673). This program combines traditional coursework in communications, mathematics, physics, economics, and computers with technical courses and work experience. Graduates may work in residential, commercial and industrial construction as skilled wireman and in all aspects of the electrical and teledata industry. Admission is by application, competitive testing, and interviews with the IBEW Local #673. For more information about this program, call Lakeland Community College at 440.525.7200 or visit www.lakelandcc.edu/engineering.

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Tinaja Hills Training Center Visit

Gillette Technical Training Center Master Plan
February 12, 2004

During discussions concerning industry needs associated with the North 40 Project it was suggested that a visit be made to Caterpillar Tractor's Tinaja Hills Training Center south of Tucson, Arizona because it could serve as a model of a high-end corporate training center that would be of benefit to the business and government community in Gillette.

The following photo tour of the training center is intended as an overview of important general features as well as specific relevant details that could be incorporated in a Gillette facility. The southwestern architectural style that incorporates stucco surfaces and places a heavy reliance on open-air courtyards is not appropriate for the Gillette climate, but many of the other features would work well in the North 40 setting.

The Center sits near the center of a 10 square mile piece of property owned by Caterpillar, and consists of a single main one-story building and recently added matching storage facility; a nearby equipment observation building; and a series of covered bleachers located adjacent to equipment operations sites where activities such as earthwork, paving, and mining can be demonstrated. Other sites on the property serve as training grounds for teaching the operation of the many pieces of Caterpillar equipment. Because of environmental concerns on the fragile Sonoran Desert, all the built facilities on the property have been carefully placed to avoid endangered species. For aesthetic and financial reasons, there are no power lines coming into the property, so all electricity is generated with Caterpillar diesel-fired generators.

#1. Adjacent to the visitor parking lot the main entry courtyard provides a welcoming appearance that draws the visitor in, providing relief from the hot desert sun.

#2. External shaded walkways connect the various parts of the building.

#3. A visitor orientation plan shows the whole layout. The center area at the top and the areas drawn with small squares are open-air courtyards. Inside spaces are defined with dark lines.

#4. Private phone/computer stations for visitors to get in touch with their offices.

#5. Training staff have partitioned cubicles.

#6. Yaqui room for small training sessions.

#7. Courtyard with small antique bulldozer.

#8. Locker room for people training on the equipment. There is only a men's locker room, but the women's rest room has facilities for changing as well.

#8a. Signage is designed to be consistent with the building design.

#9. The Hohokam training room seats 40 people in a steeply raked arrangement of fixed desks. This is a heavily used room. The window to the left is the control room.

#10. The control room for the Hohokam room allows for a technician to assist the instructor if necessary.

#11. The lobby of the Apache Auditorium has an upscale design with lots of light and flagstone floors that the maintenance people don't like.
#12. The Apache Auditorium seats 160 people with a gently raked floor and fixed tables.

#13. In the auditorium there is enough room between the back of the chairs and the front of the table behind, to slip past even when the chairs are occupied. This significantly increases the size of the room compared to other designs, but facilitates movement during sessions.

#14. A high level of wood finishes contributes to the high-end appearance of the facility. Each place at the continuous tables is provided with a microphone. The room is acoustically absorptive, so it is necessary to rely entirely on electronically enhanced sound (microphones and speakers) for it to function properly.

#15 and #16. Computer monitors at the front of the room allow the presenter to move away from the main podium to walk around in the front of the room, yet still see what is on the main projection screen without turning around. This is a very good feature.

#17. The acoustically absorbent side walls are also useful for rotating displays of photographs.

#18. The courtyard between the auditorium and the dining room can be used for outside dining in appropriate weather. This space also encourages informal gatherings and discussions.

#19. Half of the Papago Room, which can be opened up to double its size to allow for larger gatherings. The divider wall is moved fairly frequently depending on the needs of the group receiving training.

#20. (no picture)

#21. A large barbeque grill if used frequently in the evenings in good weather.

#22. The end of the courtyard between the auditorium and the dining hall. The end of the auditorium is just behind the low wall, and the top of the presenter’s level exit way door can be seen just above the low wall. This door is the only handicapped access to the presenter’s level at the front of the auditorium, so there would be difficulties for a presenter in a wheelchair. This would ideally be designed differently.

#23. The dining hall is well designed with a high ceiling and lots of glass that look out to attractive desert views. The dining room is only designed for about 140 people, so there is a problem when the 160-person auditorium is full and lets out for a meal.

#24. Food is presented buffet-style, but could be served at the tables using this counter as a staging area.

#25. A hall between the kitchen’s walk-in cooler and the outside wall with a roll-up counter provides efficient access to serving drinks to guests using the courtyard.

#26. The kitchen is a full commercial operation, but space is tight.

#27. The chef’s office was not included in the planning, so the chef has taken over a combined electrical/storage closet.

#28. The center has been so successful that it was necessary to build a small warehouse to contain paper goods such as handouts, operational manuals, and brochures that are stored on site to give to the visitors and seminar participants.

#28a. The equipment observation building consists of three fully enclosed bays large enough for any of the Caterpillar equipment. Next to each bay is a seminar room where instruction on equipment operation takes place, and the seminar attendees can examine the equipment in the adjacent bay without concern for the weather.

#29. Inside an equipment observation bay.
#29a. The equipment bays are carpeted with a standard commercial carpet, but the carpet can't stand up to steel tracks. Heavy rubber pads with internal steel mesh reinforcing are placed over the carpet where the tracked vehicle will be driven in and be parked. Rubber wheeled vehicles can be driven directly on the carpet without too much damage.

#30. Refreshments in the equipment bay, with door to seminar room beyond.

#31. Seminar room adjacent to equipment bay. Moveable wall between this room and the next allows for doubling the normal seminar room size.

#32. The equipment and truck wash facility is adjacent to the equipment observation building.

#33. One of the earthwork equipment demonstration sites.

#34. Covered seating at a demonstration site.
Electrical Apprenticeship Facility Visit
February 11, 2004

When the mining industry emphasized the critical need for an expanded electrician-training program at the Gillette Campus, the master planning team conducted discussions with several electricians in Gillette to understand the state of the current program. In the course of discussions about expanding and improving the physical spaces in which the Gillette Campus program takes place, it was suggested that a visit be made to the Wyoming Joint Electrical Apprenticeship and Training Committee (WJATC) facility in Casper.

The WJATC is part of a national program developed and operated by the IBEW (the national electrical union) to train apprentice electricians; to move electricians along the hierarchy of their profession; and to provide certification training and testing. The program currently provided at the Gillette Campus is a non-union program that leads to full electrician status, but differs in a number of its particulars. However, the physical requirements of the training facilities for the two programs are similar enough that examples from one are valid as models for the other.

This brief photo tour of the training facility shows its features and its effective, straightforward design. The WJATC building is located at 136 Nichols Avenue in Casper, and is managed by Rocky Anderson. The building was refurbished in the last few years to function in its current role. A small amount of off-street parking is provided, but more would be useful.
Visit to The Idaho Innovation Center & Bonneville County Technical Center
June 24, 2004

Introduction:

As part of ongoing discussions concerning the development of the Gillette Technical Training Center Campus – North of Donkey Creek in Gillette, it was suggested by Susan Bigelow, director of the Campbell County Economic Development Council (CCEDC) that incorporation of a business incubator facility into the campus could benefit the community of Gillette in business and job creation. In further discussion with Tim Belton concerning research, preliminary programming and design for this possibility, that he contact Jeff Krantz, Director of the Idaho Innovation Center and the Bonneville County Technology Center in Idaho Falls, ID and request a meeting and tour of the facilities he directs.

As a result, Roy Reynolds, an architect with Malone Belton Abel Architects, met with Jeff Krantz in Idaho Falls on June 24th 2004 to discuss and tour those facilities. The meeting began at the Director’s office in the Idaho Innovation Center located at 2300 N. Yellowstone Highway, Idaho Falls, ID, 83401.

The purpose of the meeting and tour of the facilities was to collect insights, make observations and take representative photographs necessary to prepare a report for the Director of the Campbell County Economic Development Council. The report would include programming thoughts and a very preliminary schematic design of a prototypical business incubator building for the CCEDC on the Gillette Technical Training Center Campus – North of Donkey Creek.

Meeting with Jeff Krantz:

Jeff outlined the operation of two business incubator facilities under his direction; the Idaho Innovation Center and the Bonneville County Technology Center, explaining both their similarities and differences. Following the introductory meeting, a tour of each facility was made, during which representative photos were taken. Small scale single line floor plan drawings of each facility were also provided along with a variety of printed materials for general reference. The representative photos and reproductions of the floor plan drawings are included in this report. The printed materials consist of various Idaho State and Federal pamphlets available from their office to assist individuals starting and developing businesses.

Director’s General Thoughts on the Mission of Business Incubator Facilities:

The Idaho Innovation Center and the Bonneville County Technology Center are separate non-profit corporations set up to provide new non-retail businesses with the physical space in which to “incubate” their ideas into viable commercial enterprises. These non-corporations were formed with support from local and state authorities to encourage community business development, create jobs and enhance the community tax base.

The non-profit nature of these facilities allows the square foot lease rate for the physical business development space to be provided at a significant discount to similar for profit open market facilities. At the discretion of the Director, the term of lease varies from tenant to tenant based on the specific needs of each endeavor. As with different species of living organisms, different businesses have varied periods of gestation. The intent is for the term of leases to be of as limited duration as possible. Once a fledgling business develops its products, services, and client base to the point that it has the financial resources to move successfully to commercial facilities they are “encouraged and assisted” to leave. This allows for other start up ventures to take over the space and enjoy similar opportunities. In addition to providing physical space, each center provides central office services, equipment, and meeting spaces. This allows each business to focus on its core development, freeing it initially from the costs and management that will be required once it becomes established.

Each center is also intended to provide businesses with an attractive well maintained environment that will lend an air of professionalism to each enterprise. One last important aspect of each center’s management is to provide mentoring services and educational opportunities for the new business owners.
Each center houses 20-30 tenants. The Idaho Innovation Center was converted from a mobile home manufacturing facility consisting of two separate buildings: Building "A" and Building "B". The Bonneville County Technology Center was a purpose built facility. Neither center has a special focus, but rather contains general spaces that can be modified internally for various forms of entrepreneurial activity. Each center however, has basically two types of spaces, office type spaces and production type spaces. The administrative staff of each center consists of the manager, an administrative aid and general maintenance employee for each separate center. The administrative center and director's office for both centers is located in Building "A" of the Idaho Innovation Center. This building also houses the offices for the following business development support organizations which serve both centers.

SCORE – Senior Core of Retired Executives offering business development counseling three times a week.
ISBDC – Idaho Small Business Development Corporation, affiliated with the University of Idaho
RDA – The Regional Development Alliance of Idaho Falls.
TECH HELP – An organization offering advice and support in assembly line applications and helping clients redefine manufacturing processes.
TECH CONNECT EAST – An organization offering advice and support in highly technical research applications such as super heating technology and ceramics.
CRO – Community Resource Organization, a state affiliate for collecting surplus governmental equipment and loaning or giving this equipment to start up businesses. (Desks, chairs, file cabinets, computers and etc.).

A large central conference room available to all tenants for meetings is located in Building "A" of the Idaho Innovation Center. In addition to this use, it serves as a training room with complete audiovisual and internet connections to present lectures, classes and seminars.
LEVEL TWO - BUILDING 'A'
IDAHO INNOVATION CENTER

NOTE:
- EXIT SIGN
Director's General Thoughts on Tenant Selection and Operations:

Idaho Falls centers operate with no fixed criteria for selecting potential tenants. The Director personally interviews potential business developers and discusses their business aspirations. Some entrepreneurs come with a complete business plan in hand, others with only ideas. He selects those that seem to have the excitement and drive to be successful and have a service or product that he assesses to have commercial viability.

The rent is determined on a sliding scale depending on needs and may vary during the lease. The leases are open-ended but with the understanding that the Director can and will eventually ask each start-up to leave and find a commercial facility to provide space for new start-ups, 3-5 year stays for most are typical. One or two longer term leases with established businesses in each center helps with maintaining cash flow. The established businesses also provide models of success that encourage and provide ideas to start up entrepreneurs.

The director balances leases to cover the expenses of each facility. His management focus is to operate as non-profit corporations, not charitable organizations.

Tenants are provided an empty space with separate utilities and standard rough-ins. It is their responsibility to develop and maintain the interiors as required for their operation according to specific design and construction guidelines.

The administration staff of each center is responsible for maintaining the exteriors and infrastructure.

Director's General Thoughts on Design and Utilities:

Provide flexible high capacity electric, gas, water and communications utilities. Some tenants have minimal utility demands and others extremely high.

Provide high bay spaces with direct access to the outside each with an overhead door and a pedestrian door for production and manufacturing bays...

Provide double door entry to all major tenant spaces from central hallways. These doors can provide both a service entry for equipment from a central loading ramp and pedestrian circulation within the building and access to shared facilities.

Flexible space subdivisions that make it easy to enlarge or reduce tenant space as required.

Epoxy finished concrete floors for large work bays with slopes to drains in several locations are desirable. For most start ups there is no significant “location” advantage to any particular site. Most business startups are strictly non retail and do not need to capture “drive-by” traffic as retail ventures would.

Planning for expansion is important remembering that each new section still needs easy access to central facilities and services (i.e.: spokes around the hub).

If possible, have service entry for utilities in a central location in each building for easy routing of service. Provide sub-electrical panels in each space. Provide a continuous mechanical/electrical spline in each building for easy modification to utility needs in each space based on tenant needs. Utility costs are allocated by lease agreement.

Tour of Facilities:

The Idaho Innovation Center:

Building “A” is a two-story industrial steel building with modest street appeal. Level one consists of a reception area and offices for the administration staff, consultant support organizations and the director of both centers. In addition, level one contains rooms suitable for light manufacturing with direct access to the outdoors via overhead doors for deliveries. Level two consists of rooms suitable for start-up businesses requiring office space only. The level of quality and finishes is very basic and the facility suffers somewhat from inefficiencies of space due to its being converted from a previous use.

Building “B” is a one-story industrial steel building that contains one long term “anchor” business and additional rooms suitable for light manufacturing.

The Bonneville County Technology Center:
This facility is a modern building with a "high tech" appearance that supports the activities of the fledgling research and manufacturing businesses within. The level of quality and finishes, although basic, are clean, bright and professional. Because this facility was "purpose built" it is very efficiently laid out with easy expansion and modification built into the design.

Suggested reading:

"Incorporating your Business Incubator Program" by Justin Boyd.
**Student/ Trainee Housing Discussion No. 1**

CCEDC Conference Room  
December 2, 2003

Participants:  
Susan Bigelow - Executive Director, CCEDC  
Ginny Racette - Director of Housing and Student Life, Sheridan College  
Duane Evenson - Mayor, City of Gillette  
Bret Jones - Manager, City of Gillette  
Rich Vose - Architect, Malone Belton Abel  
Tim Belton - Principal, Malone Belton Abel  
*Rich Payne - Manager of Housing, Northern Arizona University*  
*Deb Coffin - UNC Boulder*  
*by telephone from their offices*

This meeting was intended to introduce a general discussion of housing needs for the Gillette Campus and the Gillette Technical Training Center (GTC); it focused on the Campus Housing alternatives of privately owned/operated facilities, versus institution-owned/operated facilities.

Susan Bigelow wanted to consider on-campus housing because she felt it is one of the necessities to recruit students and trainees to the Gillette Campus and the GTC. Ginny Racette explained the functions of student housing on today's campuses in terms of housing, socialization, and giving students a rich college experience. A key term she used was "student life," which Susan took up as a central issue in making the residential experience for residents a desirable one, thereby enhancing recruitment for both the College and Training aspects of the area north of Donkey Creek and the Gillette Campus as a whole.

**Rich Payne:**
- Municipalities are seeking public/private partnerships to pay for housing.
- Colleges are not wanting to use up their bonding capacity.
- With privatized facilities, housing can be developed off the institution's books; and although the college may have to note the associated debt, it may not have to count the bond against the institution.
- This type of housing is usually financed through a shell corporation to sell the bonds on behalf of the college.
- This system involves little institutional risk, but if for some reason it has to put the project back on the balance sheets, then the institution would have to count the debt anyway.
- Sometimes the process goes faster from early planning to move-in if it is done as a design-build process. However, this usually results in more of a cookie-cutter design because the (typically out-of-town) design-build company comes to the project with a set plan that they like to use.
- The good thing about the design-build is that it's quick; the bad thing is that you don't fully know what you're going to get before you have an agreement to sign.
- The financials for this typically require an up-front 20% plus expenses.
- Any of the national-level developers will come in and build your building for you, but it is on the backs of the students to pay it off. These projects have BBB ratings and high interest rates. These bonds are barely investment grade and the costs have to be recouped by having high student rates.
- The company loves it because they get $1 million or so up front.
- The firm that builds the housing can often operate it for you.
- In Arizona in a current privatized project, the cost is $438 per month per student for a 4-plex apartment. This is fully furnished, including utilities, cable TV, essentially everything. A 2-bedroom, one bath apartment can be less than that.
- At Northern Arizona University the current cost for the most expensive student housing on campus is $333 per month per student.
- The Ambling Corp. of Valdosta, Georgia did their design-build housing.
- Capstone and Century are also big players in this field.
- The students' parents usually think that campus housing is managed and operated by the college itself, but it's frequently run by a private company. If that company is not doing it well, then the parents will typically assume that the fault lies with the college.
- An example of the differing management styles between a college-run and private-run organization is in leases: say a student has a nine-month lease. In privately run housing the student would be stuck with the full payment, whereas in college-run housing the lease agreement would generally be more flexible and the lease could be broken without a large penalty.
- Under the UBC (a code no longer in use) construction type could be "Type 5" for some types of housing construction. This is typically not a long-lasting construction type for intense housing use, so there can be problems when the college eventually takes over management and maintenance.
- The developers typically put in just enough money to make the bond payment; then when the building reverts to the college it may be pretty dilapidated.
- Rich cited an example he had to deal with where the building had boiler problems which the company didn't get to very quickly, resulting in ten days without any heat in the building and the University was forced to provide space heaters for all the student rooms, even though it wasn't really the University's problem.
- An option worth considering is the local investor. This individual could likely get some tax-free municipal bonds. This would be worth consulting a tax attorney about.
- Rich spends on average twenty hours per week on their new building with the national developer they used, so it is worth considering who in Gillette or at the College would take on this burden.
- Rich believes that a national developer is a red flag, but he thinks it would likely work fairly well if a local developer were used who then had an agreement with the College to let the College operate the facility.
- The facility should perhaps be marketed as "student housing" so it is not seen as competing with the local motel market.

Deb Coffin:
- She has had experience with two public/private partnership initiatives.
- These were similar models, but differed legally.
- At CU Boulder the worked with the University's foundation that hired the private firm via a document called a "Ground Lease."
- In this document all the University's expectation were delineated: liability, who does what when, etc.
- To create the instrument, Deb sat on a panel with many entities, including the City of Boulder, all of which had specific expectations.
- The result was an MOU between the City and the University as to what would be expected of each partner.
- Since in the case of Gillette the City owns the land that the proposed building would sit on, it might be appropriate for the City to initiate the MOU.
- When the University started, they issued an RFQ to companies to bid on the project, and they had fourteen respondents.
- The University hired Anderson-Strickler to do a market study. The study looked at rent rates, issues about the property itself, issues about parking, and even issues about wildlife because of wetlands impact.
- An RFQ was issued based on the master plan, type of housing, what kinds of financial models were appropriate, and the ability to create enough revenue to fund the second phase of the project, which was additional buildings.
- A resulting RFP was created, and four firms were each given half-day interviews.
- The successful firm did all the architecture and engineering, contracting, and was available to do the management if desired later. The successful firm was American Campus Communities.
The first building on campus is now open, and the second one is under construction. The firm in this case bears all the financial risks.
- The up-front costs for the University was $2.5 million on a project of $88 million.
- When all the buildings are finally built, the full build-out will be 2,200 beds.
- There are studies worth examining of why students want to be in residence halls rather than in local housing. These studies are useful in dealing with other public partners such as the City, as well as with concerned private business people.
- Students currently want privacy related to bathrooms, but they want bedrooms either private or shared with a roommate. Older adult students need a kitchen. Everything from apartments to double baths can be shared.
- If there is a blend of older and younger students, it is important that the College manage the facility.
- If the facility is just for older students, then it is better to have the company manage it if they have the proper experience.
- The company called Sterling/Peake is to be avoided for management of any facility of this type.

Ginny Racette:
- After listening to the comments of both Rich and Deb, Ginny suggested that the proper approach for this campus would likely be individual apartments set up as suites. Students would have individual bedrooms with a study area, and share a living room, kitchen, and either one or two bathrooms, depending on the number of bedrooms (two or four).

Notes prepared by Tim Belton.
Student/Trainee Housing Discussion No. 2
Sheridan College Student Union
April 26, 2004

Participants:
Ginny Racette – Director of Housing and Student Life, Sheridan College
Tim Belton – Principal, Malone Belton Abel

I asked Ginny Racette to discuss with me what she believes might be an appropriate model for housing on the Gillette Campus “North 40” area assuming a need for housing for both community college students and trainees who might not be associated directly with the college.

- The idea of having all public or group activities occur on the first floor is appealing to her, partly because it consolidates the supervision of these activities, and partly because it is more desirable from the point of view of students in wheelchairs who feel more comfortable knowing they can exit the building in an emergency without the use of an elevator or without the use of “areas of refuge” that are built into stairwells.

- The first floor activities could include:
  - Computer lab
  - Laundry
  - Lounge with fireplace that could be set up to readily show video movies on a screen (TV/ VCR/ DVD/ CD)
  - Mailboxes
  - Main desk (perhaps staffed only from 8PM to 12M)
  - Pool
  - Possible exercise equipment, although Ginny thinks this is used mainly by the women students
  - Tables and chair sets for card games and board games
  - Small group study rooms
  - Public restrooms

- The first floor should not have:
  - A single food concessionaire, as this would get old quickly, would smell inappropriate, and would not likely be financially viable.
  - No real food service downstairs – other than vending machines – because all the units should have kitchens.

- Note that there will be a major difference in needs for students that are on a nine-month schedule versus “trainees” or “clientele” of the future Training Center.

- Provide efficiency apartments for the “quick turnover” people, whose requirements are basically to sleep, sit, and eat. These people will not need much storage, but will need a simple kitchen.

- Traditional-aged students can interact with older, nontraditional-aged students, but they would certainly need apartments or two-bedroom suites with full kitchen. These must have individual sleeping rooms, ideally with a small study area incorporated in the sleeping room. This arrangement would provide the roommate exposure experience which is desirable, particularly for the traditional student, but would still allow for desirable privacy.

- Three stories would be fine if there’s an issue with land space. Be sure to provide really good sound insulation from floor to floor.

- A food possibility could involve a Convenience Store concept, where in addition to selling sundries, the store could sell snacks, coffee, and sub sandwiches. However, this still might not work if the residents have kitchens in their units. Ultimately, we may have to go one way or the other: food service and meal plan, or no food at all.

- Sharing a kitchen is only acceptable if it is done within suites so there can be some degree of accountability when food is used or dishes left unwashed. It is not an option to share a major kitchen for the whole building or even for an entire floor.
- If food were brought in, say, from a contract supplier such as CCSHS across 4-J Road from the campus, it might work to have nothing more than a catering kitchen in the residence halls and, of course, a dining room. However, in order for this to work it would be absolutely necessary to require meal plans of the student population in the residence hall(s).
- The trainees who use the campus in connection with training they receive through their work will be transitory people; very different from the general group of students defined by either "traditional" (18 to 22 years old) or "non-traditional (over 22 years old). It is mandatory that these trainees be separated form the students by as much physical space as possible. Ginny considers separate building wings as likely not enough separation, and even separate floors as not enough separation. The demographic of the situation indicates that the typical trainee will be a male, somewhat or considerably older than the traditional students, and it would not be appropriate to create any situation where young female students regularly encounter these roaming males. Ginny feels that the best solution is to have separate buildings, even if they are neighboring structures. Control would be much improved if entry restrictions to the student building could be imposed on a building-wide basis.
- The trainee people will need a modest place to get together in the evening and a small exercise area should be provided for them.
- Ginny and I reviewed a pamphlet from Extended Stay America, Inc. which had photos of efficiency apartments similar to what Ginny suggested might work well for the trainee group.
- When an apartment-style residential building is provided for even traditional students, it is difficult to get much participation in group programming because the students don't like to come out of their apartments. The apartment provides some socializing and necessary food, so the students tend to ignore the group activities and meetings provided for the whole building. Quiet study rooms in the common areas would help draw the students to these areas.
- It cannot be expected that students in the residence hall(s) will make the trek to the main campus building in the evening unless there is a particular event they are going for. Once they are "in their slippers" there's "no way they're going to go over to the main campus building in a blizzard."
- For now it can be assumed that the first residence hall will be designed for 100 students, as this approximates the 92-unit facility at Sheridan College. There are about 1250 individual students that utilize the Campus at this time, most of them from the Gillette community. A first residence hall would somewhat experimental, but it seems likely that 100 beds could be filled, particularly if there is not the pressure of a national-level developer to make the financial risk a big issue.
- Ginny suggested I call Greg Klose of Sodexo in Colorado Springs. Greg is in charge of Sheridan College's food service program. 719-573-8056.
- Ginny suggested that any weekend food service in this setting would not succeed, so it should not be planned for.

Notes prepared by Tim Belton.
Student/Trainee Housing Discussion No. 3
Offices of Anderson Strickler LLC, Gaithersburg, MD
May 3, 2004

Participants:
Greg Strickler – Principal, Anderson Strickler LLC
Tim Belton – Principal, Malone Belton Abel PC

Greg Strickler and I reviewed the notes from Discussions No. 1 and No. 2 concerning planning for the student/trainee housing for the Gillette Technical Training Center north of Donkey Creek.

Anderson Strickler’s specialty is in analyzing the market and financial feasibility of changes or additions to student housing systems. Since 1988 the principals of Anderson Strickler have helped colleges and universities throughout the nation make the most of their student housing investments, from cosmetic renovations through the development or redevelopment of entire housing systems. Twenty of the firm’s recent engagements have focused on evaluating demand for student housing at community colleges or four-year institutions without housing. In the last eight years Anderson Strickler has completed over 100 student housing market analyses with a cumulative survey response of over 80,000 students.

Following are the notes from the discussion:

Most national developers don’t want to own; they just want to develop. The only benefit a developer would bring to the Gillette project would be designing the facility, and setting up the management system. These days campus housing developers are selling a service not a product.

Will the non-traditional student have some children? Families usually cannot afford the cost of this type of housing. Is there, however, a demand for family style housing? If so the Campus would have to think very carefully if it has the will and the ability to serve this need. Greg felt that this would be highly unlikely because the costs would have to be heavily subsidized by some entity. One example of this problem is as follows:

You can put 4 students with four income streams into one four-plex apartment; but a family takes up the same amount of space and typically will only have one or at most one-and-a-half incomes.

Greg recommends that one building be devoted to the nine to 12 month stay more traditional student; and the other building be devoted to the more transitory student, trainee, or industry-related person.

There are several reasons for dividing the buildings up by length of stay:

- Very different nature of the residents.
- The “long stay” building would be the first one to do because it is more stable, better understood by the college community and the people who would be running it, and generally less risky to manage.
- The short term one is more risky – a better investment for the suddenly wealthy rancher or CBM landowner, and it would be justified to have a higher rate of return for the investor.

Tim asked about the possibility of having a food service contract with CCHS across 4-J road, rather than having food services on the Gillette Campus. Greg pointed out that in order to provide food services, CCHS would have to greatly extend their normal operating hours and change the type of operation they run. This would be highly unlikely. However, if the commercial kitchen in the Training Center were in operation prior to construction of the residential buildings, then that kitchen could possibly do double duty and serve the residents as well. This is a likely scenario and one that should be investigated further when the nature of the residential building(s) is finalized. A final point about food service is the possibility of having a competent local caterer provide the food.
Another question for the Owner/Operator of the housing facilities is whether this student housing must be self-supporting. In early 2004 students can typically support $100 per SF construction costs, but cannot support, say $150 or $200 per SF. This is therefore a major determining factor in the quality and longevity of the facility that can be constructed.

As of early 2004, if construction is costing $120 to $150 per SF, then rents have to be $450 to $500 per month based on a typical nine-month rental period for an educational institution. If the facility were rentable for twelve months per year, the costs would come down somewhat. These numbers are calculated as of this date to cover the debt service to build the facility. If major gifts were available -- say from an individual or a company -- then of course the debt service would be reduced and a better more affordable facility could be built.

It is important not to let the perceived need for housing on this campus suddenly drive the cost of attendance way up. Greg suggested that runaway housing costs could triple the cost of an education here since the current tuition and fees are low and are part of the reason the college has been successful.

Regarding the design of the proposed two residential buildings, the more the two buildings are alike, the better it is, because that allows the college to use one for what the other was built for. This allows for more diversity; if there is a large number of one type of student in a given year, they could all be accommodated in the two buildings if the buildings are not designed in such a way as to make them only suitable for one type of student or another. The more alike the buildings are, the more flexibility you have in housing assignments.

Greg suggests that both buildings be a combination of 2 and 4 bedroom apartments. In this scenario, the college might place two beds (maybe bunked) in a single room for first year students to give them the roommate experience that is frequently sought by housing directors. One doesn't want the first year students to "cocoon" in their rooms. They need to be forced to deal with a roommate, and this happens because of intentional room setup.

Greg suggests the basic model for the building that is primarily intended for long-term stays (by the more traditional student) might be one and two bedroom rooms for first and second year students respectively.

Greg suggests the basic model for the short-term stay (by the trainee or seminar attendee, etc.) should be single bedroom apartments. These could be aggregated in the design such that a connecting door could allow them to be converted to different uses.

The two room style layouts are not wholly compatible, but the single bedroom apartment can certainly be used by more than one second year student if it is initially designed as a large enough studio style apartment or a bunked single bedroom apartment.

Greg suggests another possibility -- and one with the most flexibility -- is to provide single bedroom apartments for everyone including trainees. Then these can be used as singles or doubles, and in the case of a few oversized units, could even be used as triples. Four-plexes would be out of the equation because of insufficient bathroom facilities in the one apartment.

Married students really need to be taken out of the equation given the difficulty of integrating this group both socially and economically into the mix of these two proposed buildings.

On most campuses Greg sees mostly two and four bedroom apartments when old-style dorms are not used. Three bedroom apartments are not desirable.

The nearby Training Center could possibly supply short-term occupants of the housing units in the summer to help offset operational costs. This could be considered a secondary supplemental use, but should not be factored in with the basic assumptions of how the housing units will be financed, because this type of use is too uncertain, especially in the early years.
For summer or other downtime for the college, even double-bed apartment units can be used as single units. Consider all the housing units in both buildings to be available for a primary use and a secondary use. If they are all designed with this in mind, they will be able to bring in the most revenue.

This housing project is starting from scratch, so the institution can make its own rules about how the housing is used: what types of occupants; what price ranges; sliding or non-sliding scales for rental prices; everything is manageable at this point.

It is not appropriate to assume there will be “manna from heaven” to support this project. There indeed may be one or more large investors who are friends of the project, but even such friends will expect a return on their investment. Therefore, this project should not be considered experimental; it has to work and be able to pay for itself as a business proposition.

The only way to get a developer involved would be like this: Alan O’Hara of Louisville, Kentucky is doing a small project at the University of Northern Colorado. He also did a development at the University of Louisville that was sponsored by FedEx. This turned out to be a big mistake. They put non-college level tenants in college housing and the tenants trashed the place severely. If a knowledgeable housing director such as Ginny Racette were managing the buildings, you could finance it privately. Otherwise you need a developer; and one who can manage not only the construction, but who can also be responsible for the operation, as the two are inextricably linked.

A housing project such as this will require a very strong manager to run the facility very firmly. This cannot be done from 100 miles away, such as Sheridan. It has to be an on-site manager. The college will have to decide how to run the operation if it is on the college’s campus and even if it appears to be on the college’s campus. It will need to be its own stand-alone operation.

Some definitions that Greg uses in defining student housing types:
- Apartment: A living facility with everything self-contained, including bedroom(s), bathroom, living, kitchen and dining;
- Suite: Has living room, no food preparation area, has a shared bathroom, and has either a single or double occupancy bedroom;
- Semi-Suite: Same as a suite, but with no living room;
- Traditional: Individual one or two person bedrooms with a bathroom down the hall.

Notes prepared by Tim Belton.