

Multi-Year Capital Planning for Schools

**Presentation to ASD-S
District Education Council**

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Capital Planning Brief

Summary of Presentation:

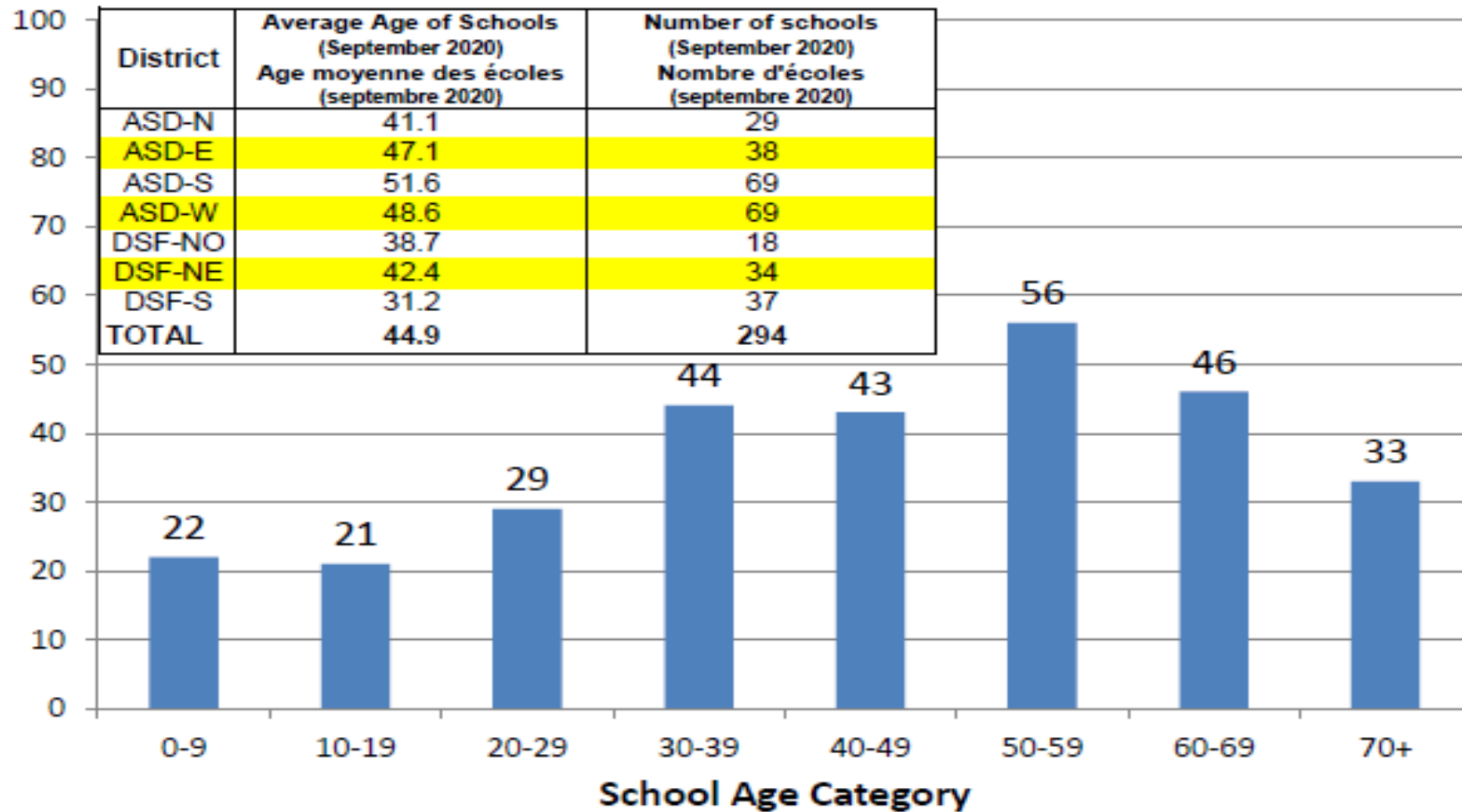
- Current state of school infrastructure
- Capital Planning strategy and budget process
- QBL Tool
 - What it is
 - Development history
 - How it is used
 - Updates

Current State of Infrastructure

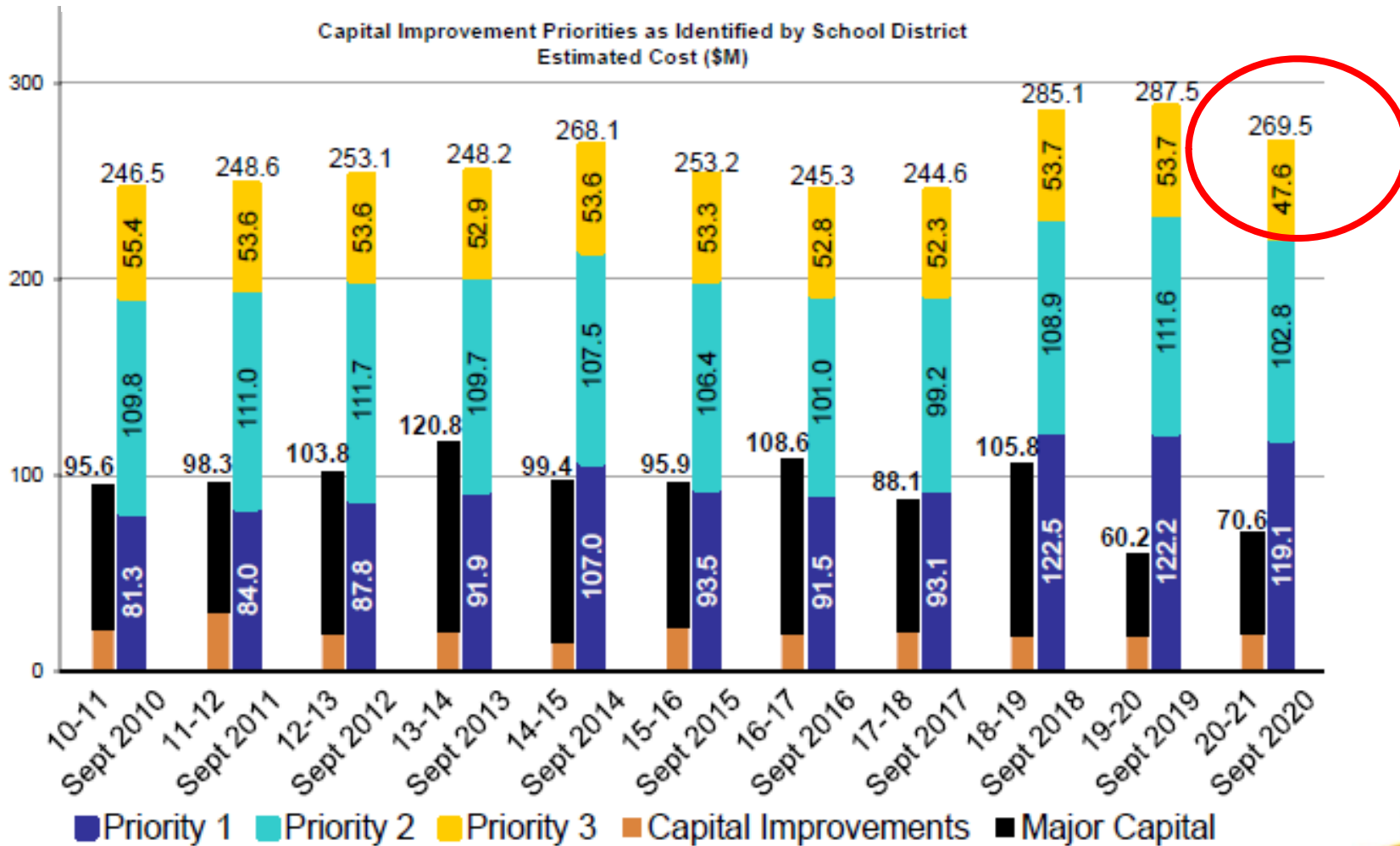
- 294 schools as of Sept 2020
- Avg age 44.9 yrs
- Approx \$270 M identified deferred maintenance
- Assessed realty replacement cost (RRC) of assets is \$6.74 B

Current State of Infrastructure

Number of Schools per Age Category



Current State of Infrastructure



EECD Capital Planning Strategy

Goals

- Having sufficient facilities at a common standard
- Optimal use of space
- Objective decision making process

EECD Capital Planning Strategy

Challenges

- Demographics increasing: + approx 1,190 students between 2017-2019
- Const. costs increasing: approx 21% over 4 yrs
- Capital budget pressures

EECD Capital Budget Process

Typical Timelines

- May 31: DECs submit Capital requests
- June-July: Project scoping
- July: QBL evaluations
- August: 10-15 year Capital Plan
- Sept – Oct: Prelim presentations to EECD, FTB
- November: Capital Budget request submission

Capital Budget Announced

EECD Capital Budget Process

End State:

- One year confirmed budget
- 3-5 year GNB plan
- 10-15 yr long term EECD Capital Plan

QBL

Quadruple Bottom Line Multi-Criteria Analysis

QBL

What it is:

- Methodology used to assess the impact of a potential project against key objectives
- Tool to help assess potential projects against a common set of criteria with a weighted scoring system

QBL

History:

- Developed in 2014 with the assistance of Ernst and Young
- Workshop with all 7 school districts
- Started using for 2015-16 project assessments

QBL

How it is used:

- Project requests scored annually
 - Same staff review for consistency
 - Fresh data inputs every year
 - Demographics, utilization levels, bldg conditions, etc.
- Provides un-biased, data-driven analysis which is used to assist EECD in making recommendations to government

QBL

Quadruple Bottom Line Multi-Criteria Analysis

Enhanced capital decision-making

Economy

Infrastructure capacity

- Conformance to EECD Planning Guidelines

Alignment with development plans / demographics

- Complements multi-year development plans and demographic forecasts

Facility rationalization

- Improved school utilization levels

Operational Efficiency

- Facility condition / deferred maintenance (FCI)

Environment

Environment impact

- PNB high performance green building goals
- Operations and maintenance costs (utilities consumption)
- Impact on conveyance - (travel time and costs)

Socio-economic impact on the community

- Economic situation of community
- Urgency of implementation

Health and safety

- Compliance orders

Inclusiveness

- Conformance to accessibility standards

Quality of educational space

- Optimized learning environment
- Siting of school

Access to education for minorities

- Educational program availability in preferred language / at acceptable distance

First Nations


- First Nations educational program availability in the classroom

Social

Cultural

QBL MCA matrix

Summary outcomes of all district workshops merged into one QBL MCA matrix – with ranking / voting results translated into 100 point scale

Department of Education and Early Childhood Development			
Quadruple Bottom Line Multi-Criteria Analysis			
QBL	Criteria	Indicator Weight	Indicators
Economy Indicator Weighting = 40	Infrastructure capacity to meet educational program needs	15	Space / site conformance to EECD Planning Guidelines
	Alignment with regional / local development plans and demographics	5	Complements multi-year development plans / demographic forecasts
	Facility rationalization	7	Improved school utilization levels
	Operational efficiency	13	Facility condition / deferred maintenance (FCI)
Environment Indicator Weighting = 16	Environment impact	7	PNB high performance green building goals
		5	Operations and maintenance costs (utilities consumption)
		4	Impact on conveyance - (travel time and costs)
Social Indicator Weighting = 36	Socio-economic impact on the community	5	Community access to facilities (considering joint use partnerships)
		5	Urgency of implementation
	Health and safety	10	Compliance orders from WorkSafe NB, Fire Marshall, Public Health, Elevator, etc.
	Inclusiveness	5	Conformance to accessibility standards
	Quality of educational space	5	Optimized learning environment
Cultural Indicator Weighting = 8	Access to education for minorities	6	Educational program availability in preferred language / at acceptable distance (in support of cultural diversity)
		2	First Nations educational program availability in the classroom
			100

MCA Matrix - Project Scoring

- Projects scored against 15 indicators

Score	Impact
-5	Very negative
-3	Moderately negative
0	No impact
+3	Moderate positive
+5	Very positive

QBL

Evolution:

- 2018 – Tiering approach developed. Tier 1 projects take top priority
 - Address rapid population growth
 - Applies to projects with excessive teaching platform deficiencies, increasing enrolment, site manageability challenges

QBL

Evolution (cont.)

- Top Tier project examples:
 - 21 modular classes for impacted schools, \approx 3% pop. growth/yr, loss of playfields, parking lots, playgrounds
 - 19 modular classes for impacted schools, adding avg. 200 students annually, loss of parking lots, playgrounds
 - 5 modular classes for impacted schools, \approx 3% pop. growth/yr, loss of parking lots, playgrounds
- No opportunities for boundary re-alignments, int. spaces are maxed
- Additional modular classrooms not possible, or not possible without significant impact on site

QBL

Moving forward:

- 2020 - Formal Change Management Process
 - Started May 2020
 - Re-engage with districts to review/update QBL

Discussion