

Alberta Use of Value Management Process in Schools

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Calgary, Alberta
October 24 - 25, 2012

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Capital Planning South
Alberta Education

Why Use Value Management?

- Ensure taxpayers receive value for public investment.
- Project follows approved scope (avoid “Scope Creeps”).
- Gain insight into projects to ease prioritization.
- Achieve “buy in” from stakeholders.

Capital Planning Process

- Submission of Capital Plans.
- Review of submission
 - New construction
 - Major upgrading
- Submission of provincial priority list for approval by Treasury Board.
- May 2011 – 550 Million
 - 22 New Schools (P3 = 12 schools)
 - 13 Major Modernizations (8 VM)
- Premier Commitment
 - 50 New Schools and 70 Modernizations

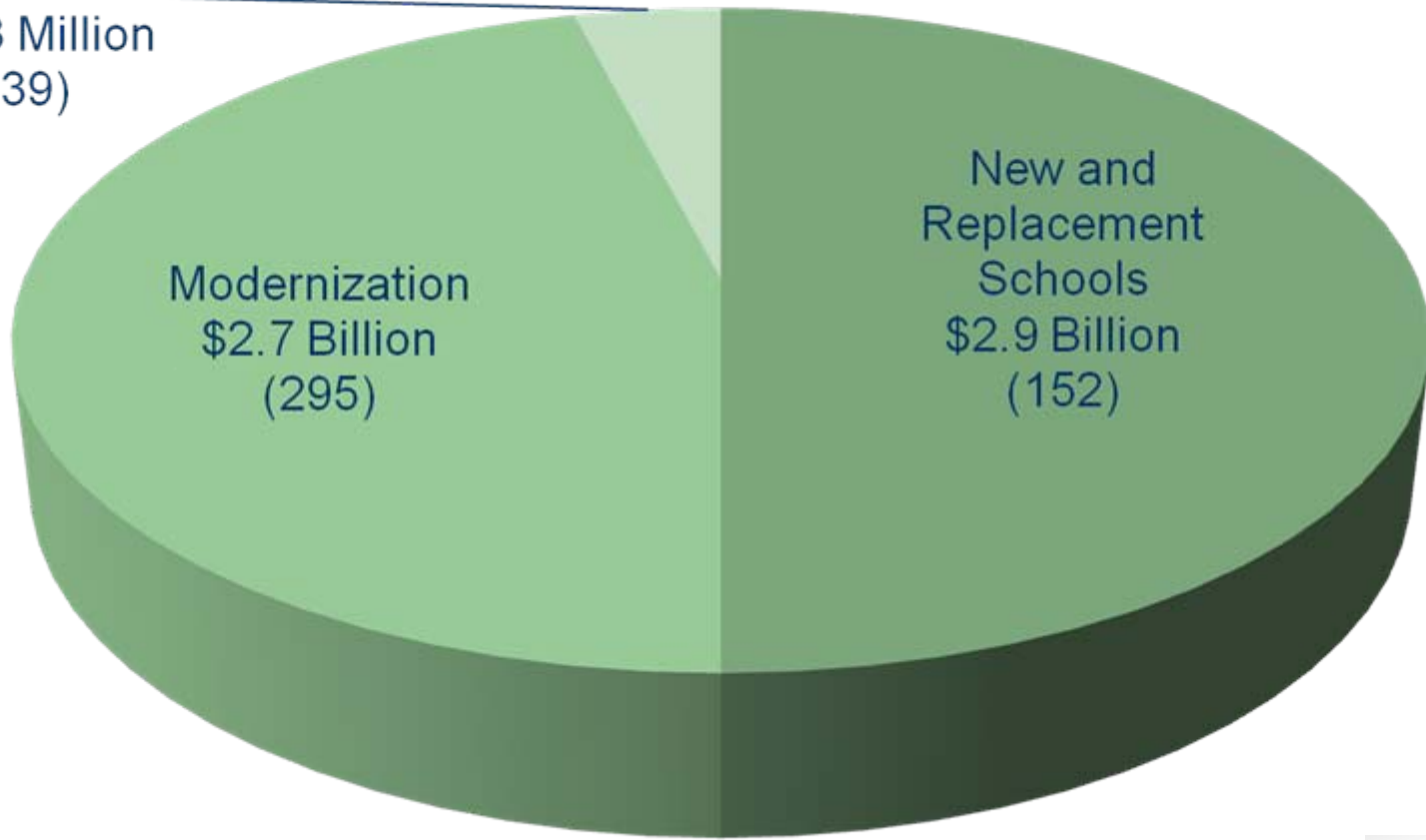
Alberta Demand for School Capital Projects 2013 - 2016

Total \$5.8 Billion (486 Requests)

Expansion
\$233 Million
(39)

Modernization
\$2.7 Billion
(295)

New and
Replacement
Schools
\$2.9 Billion
(152)



Criteria being Considered in Project Prioritization

- Health and Safety.
- Program Delivery (functionality).
- Access to Services.
- Legal Compliance.
- Project Impact (environmental, social, economic).
- Space Utilization.
- Physical Conditions.

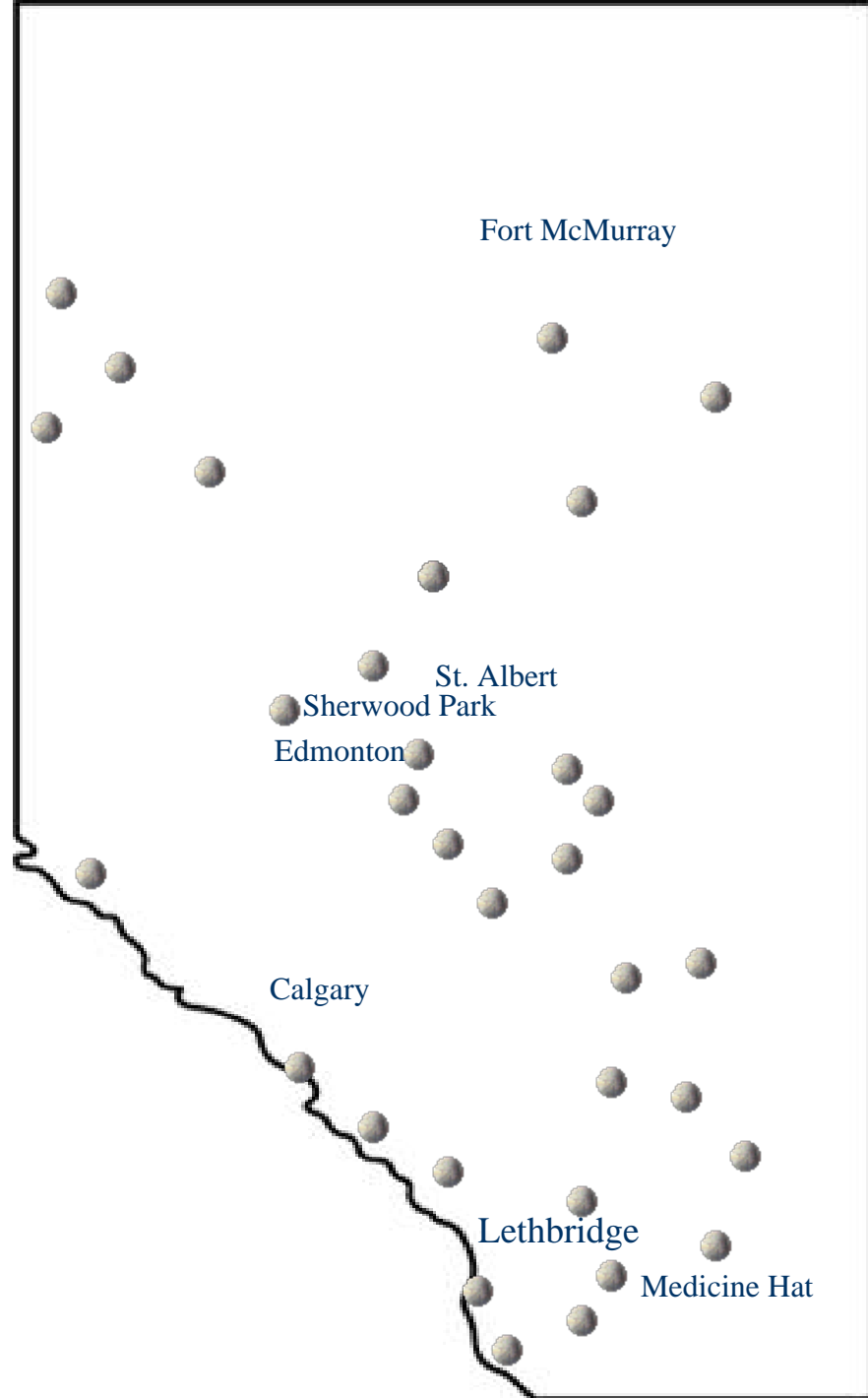
Selection of VM Projects

- Top priority for the Jurisdiction.
- Complex issue.
- Ability to examine a broad perspective (e.g. Public – Catholic solutions).

Process Overview

Three day workshop follow sequential steps:

- Information
- Functional analysis
- Creative Ideas
- Analysis
- Development
- Implementation



VM Process: Initial Steps

- Collect information
 - Review the “bigger picture”
 - Enrolment trends
 - Facility condition assessment
 - Alternative courses of action
- Contract Consultants
 - Facilitator – Certified Value Specialist
 - Architectural Services
 - Cost Consultant

VM Process: Participants

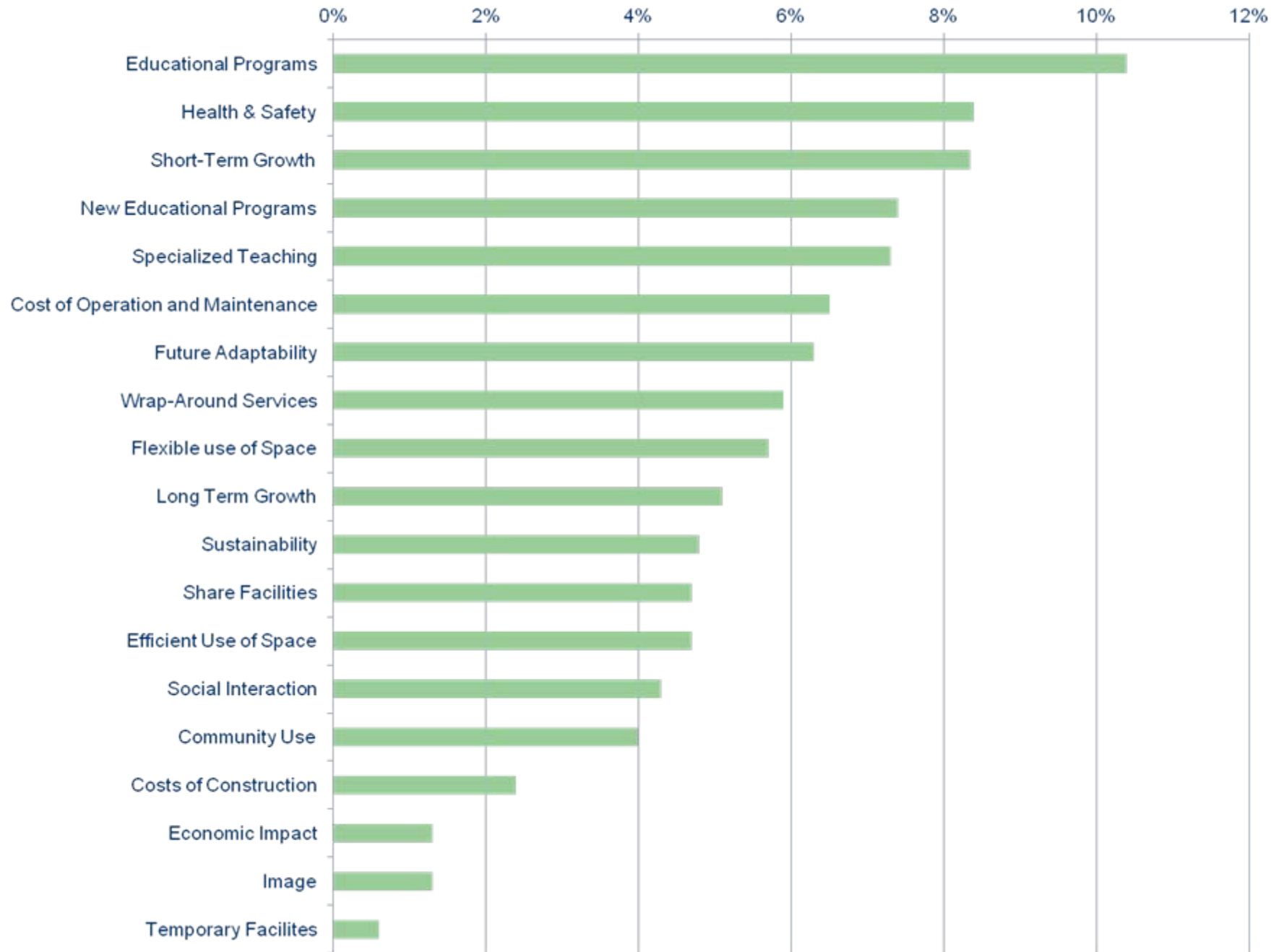
- VM consultant team.
- Alberta Education and Infrastructure.
- School board trustees.
- School board senior administration.
- School administration and staff.
- Students
- Parent representatives.
- Municipal and Community representatives.

VM Process: Building Consensus

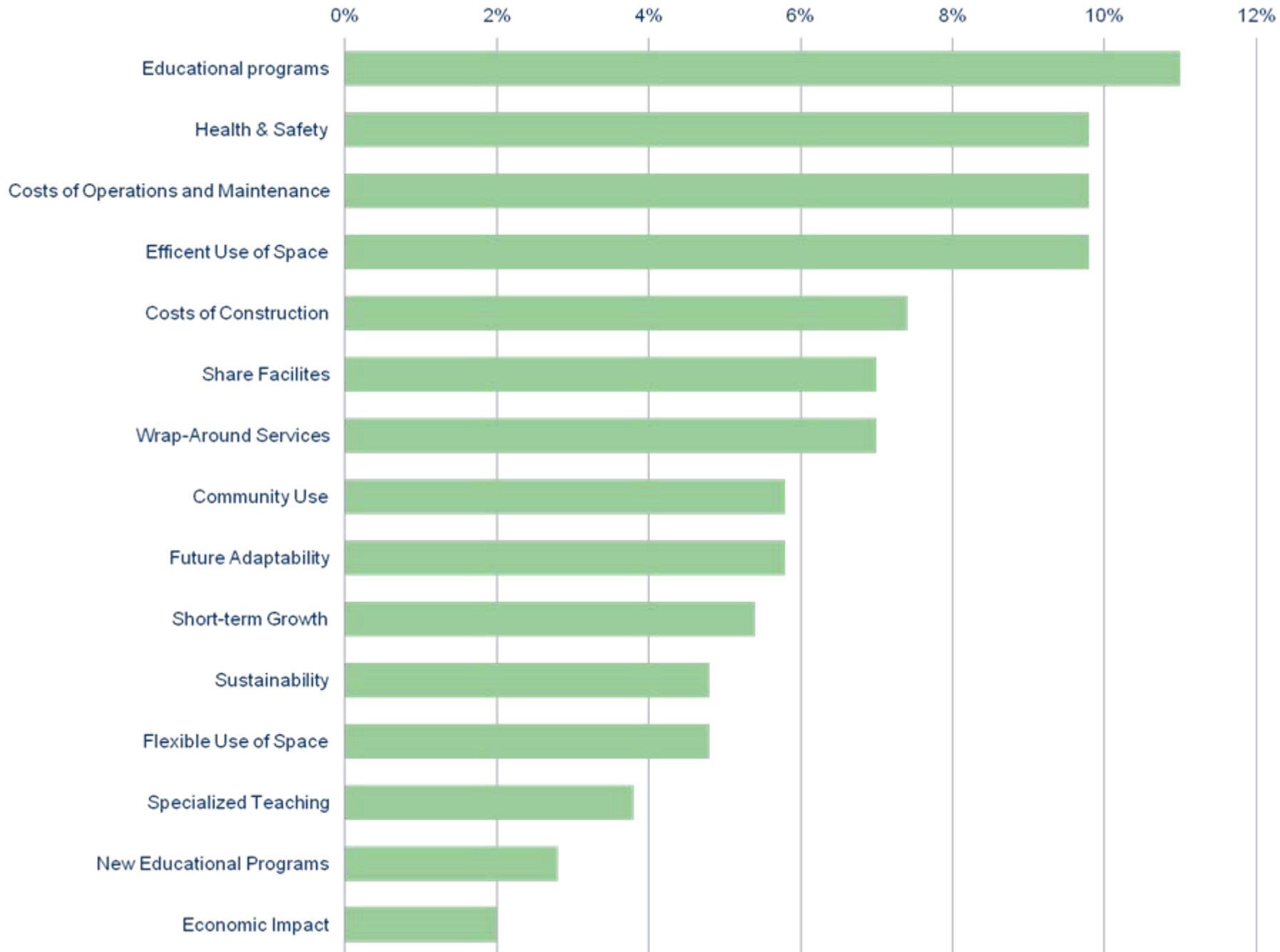
Rules of engagement:

- Introduction – individuals, organizations, expectations.
- Talk freely, be respectful, listen.
- Flush out options in small groups.
- Generate ideas, work towards mutual benefit (win-win).
- Review options and cost estimates.

Collective VM Workshop Representatives Criteria Prioritization



Alberta Provincial Representatives Criteria Prioritization



Risk Analysis

- The VM Workshops include a session focused on identifying potential risk factors. Participants made collective decisions relative to the probability and impact of those factors that were identified by assigning values of Low, Medium and High.

Risk Analysis

Risk Factors	Probability	Impact
Funding Approval	M	H
Public Approval	L-M	H
Economy	M	M
Board Approvals	L	H
Program Operations during Construction	L	H
Staff Approval	L	H
Cost	L	H
Functionality of Infrastructure & Systems	L	H
Safety during Construction	L	H
Municipal Approval (e.g., site access & support)	M-H	L
Validity of Assumptions (e.g., program demographics, etc.) at time of funding	L	M
Partnerships (e.g., municipal, college)	M	L
Constructability	L-M	L
Long-Term Solutions (e.g., 2,500 Students)	L-M	L

VM Process : Reports

- Draft within six (6) weeks.
- Input from Stakeholders.
- Final report within 12 weeks.
- Consideration of project –
Subsequent Capital Plans.

Final Report

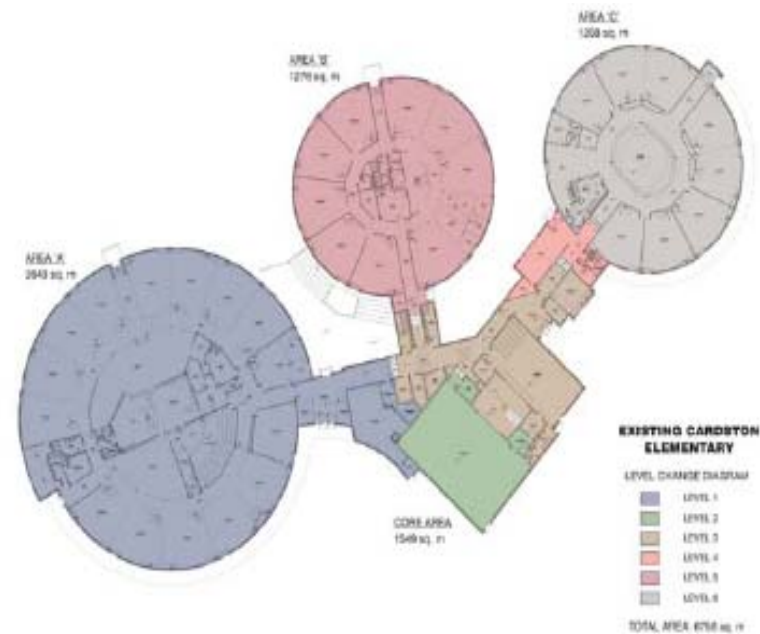
- Summary of Workshop
 - Ideas generated
 - Function analysis
 - Alternatives identified
 - Recommended option
- Conceptual drawings
- Cost estimate
- Risk registry
- Proposed schedule
- Proposed partnerships (larger gym, library etc.)



Success Stories

Cardston Schools

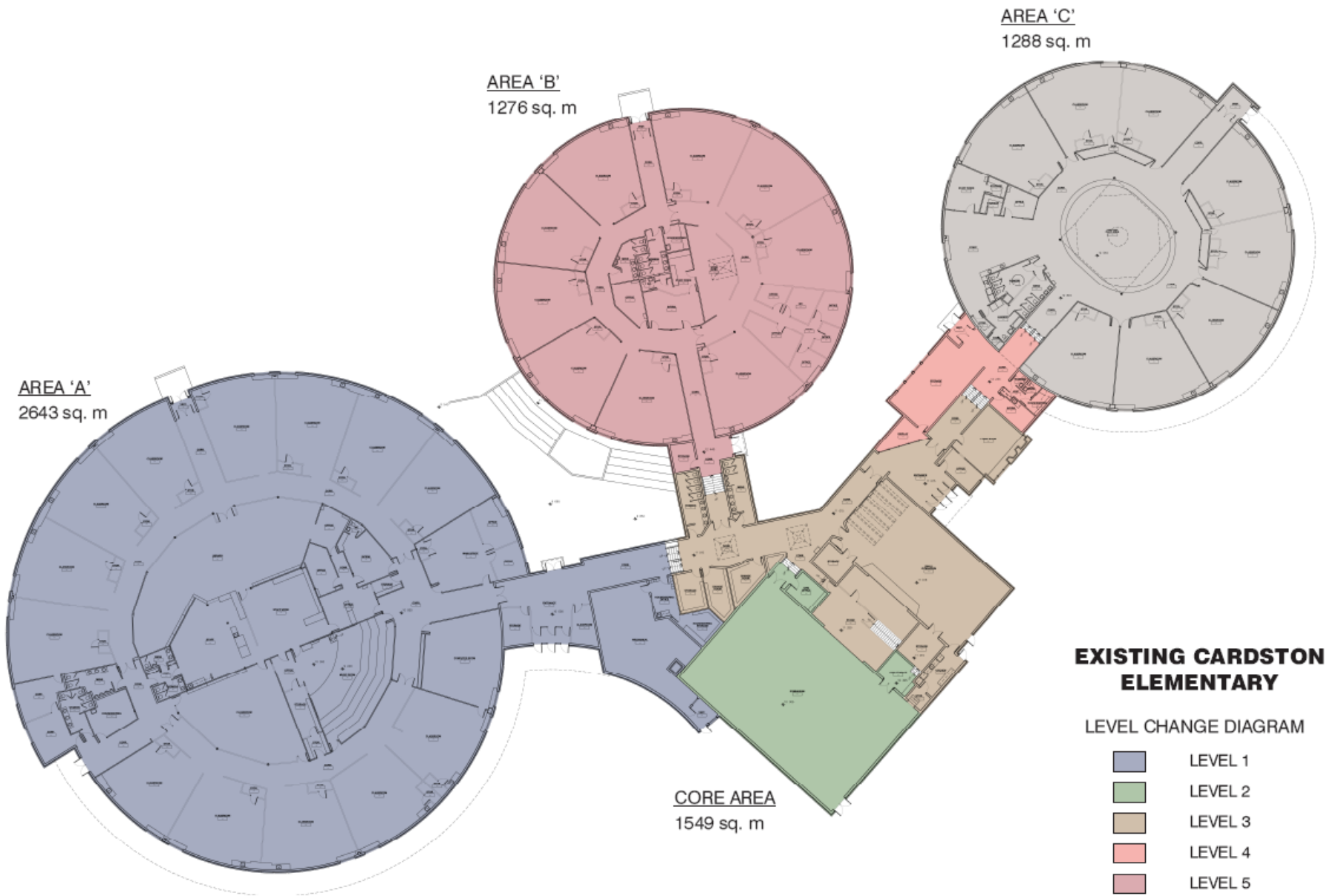
- Improved utilization of space in Community Schools.
 - net reduction of 900m².
- Net savings compared to the school replacement option.



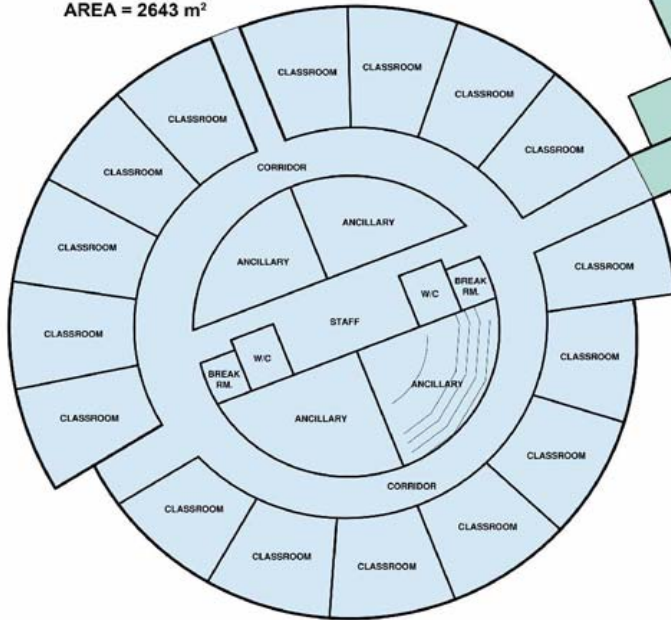
Success Stories

Cardston Schools

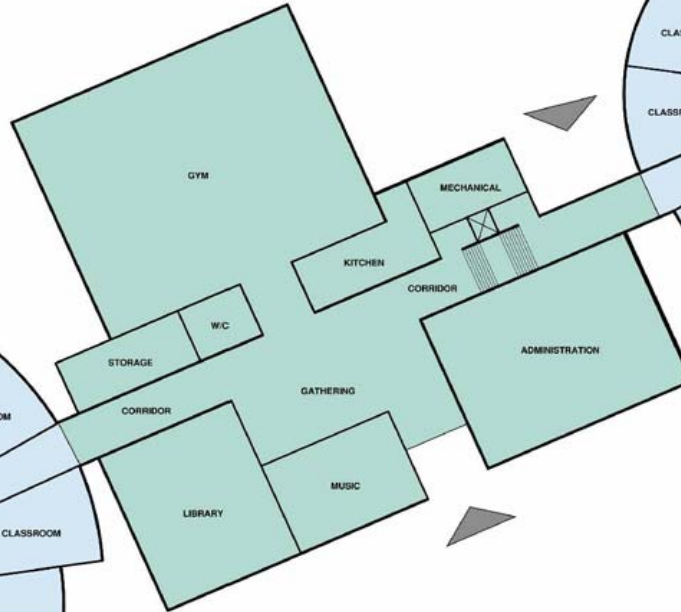
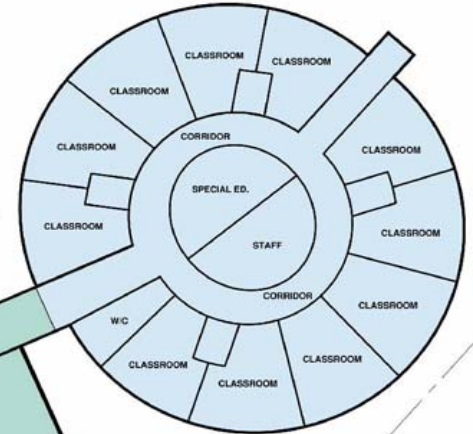
- Grade reconfiguration:
9-12 HS, 6-8 JR and K-5 Elementary.
- Demolition of space at elementary school and addition of new gym.
- Reduced PO&M costs.
- Hybrid solution came at last day by the shop teacher.



POD 1
AREA = 2643 m²



POD 3
AREA = 1288 m²



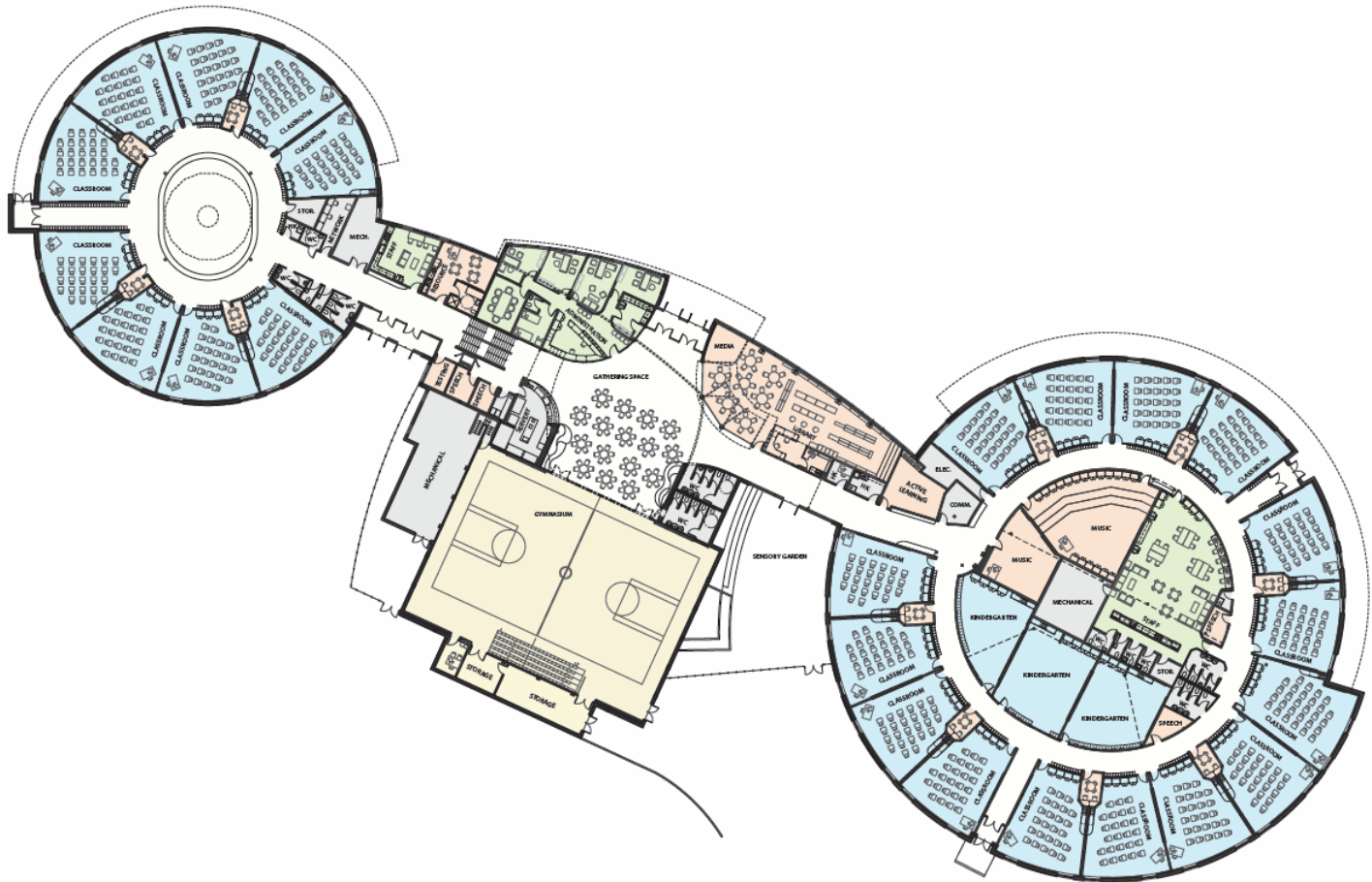
PLAN

KEY PLAN
1 : 200



- MODERNIZATION 3931 m²
- NEW CONSTRUCTION 1926 m²

TOTAL AREA 5857 m²

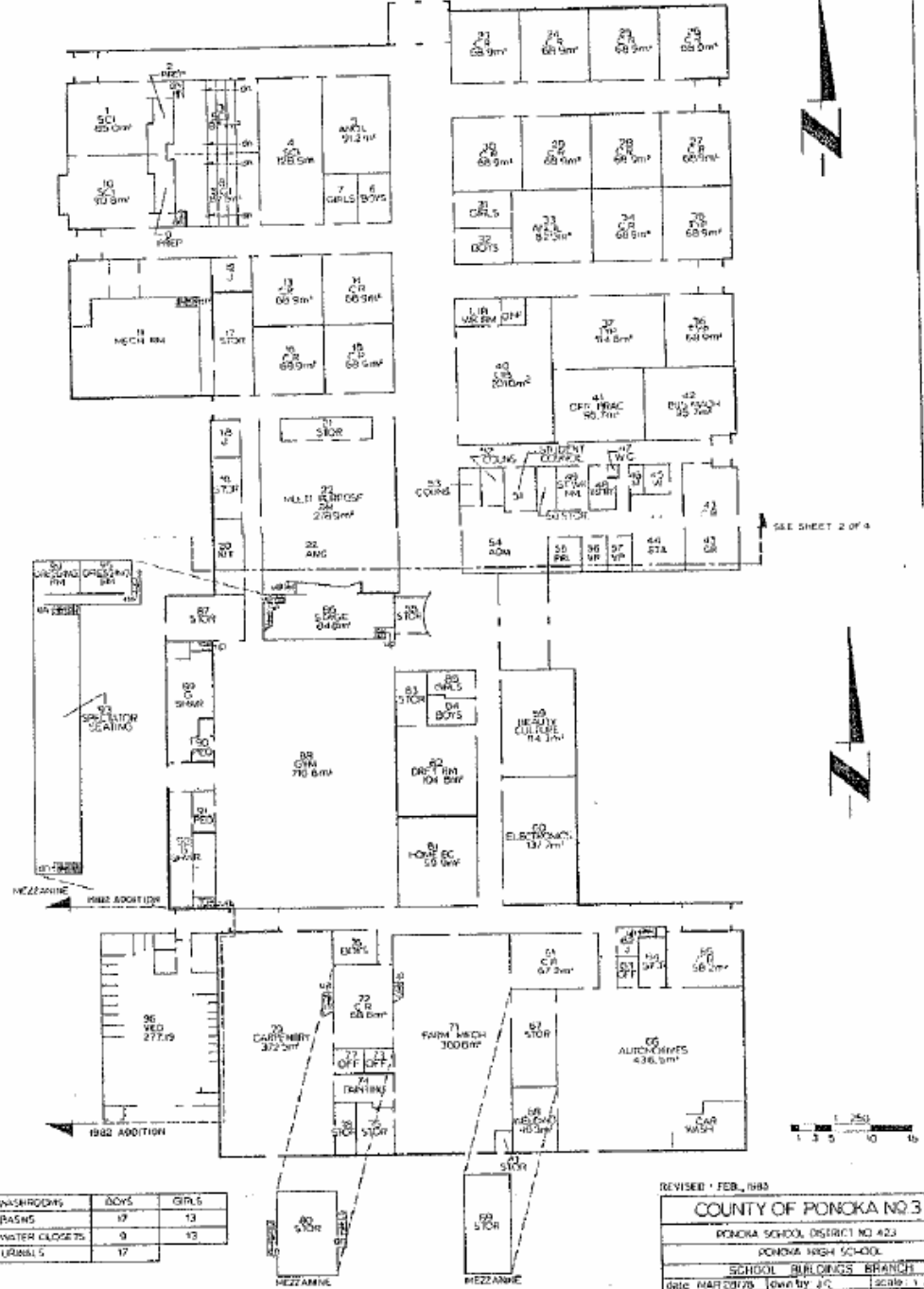


Main Floor Plan

Success Stories

Ponoka Schools

- Grade Reconfiguration (K-7 & 8-12)
- Improved utilization of space –
4 schools down to 2 schools
- Net reduction of 1,700m²
(From 16,300m² to 14,600m²)
- We were able to maintain CTS
programs and reduce PO&M costs.
- Net savings of \$4m in capital cost
and \$8m in life cycle cost NPV
(2 vs. 3 schools).



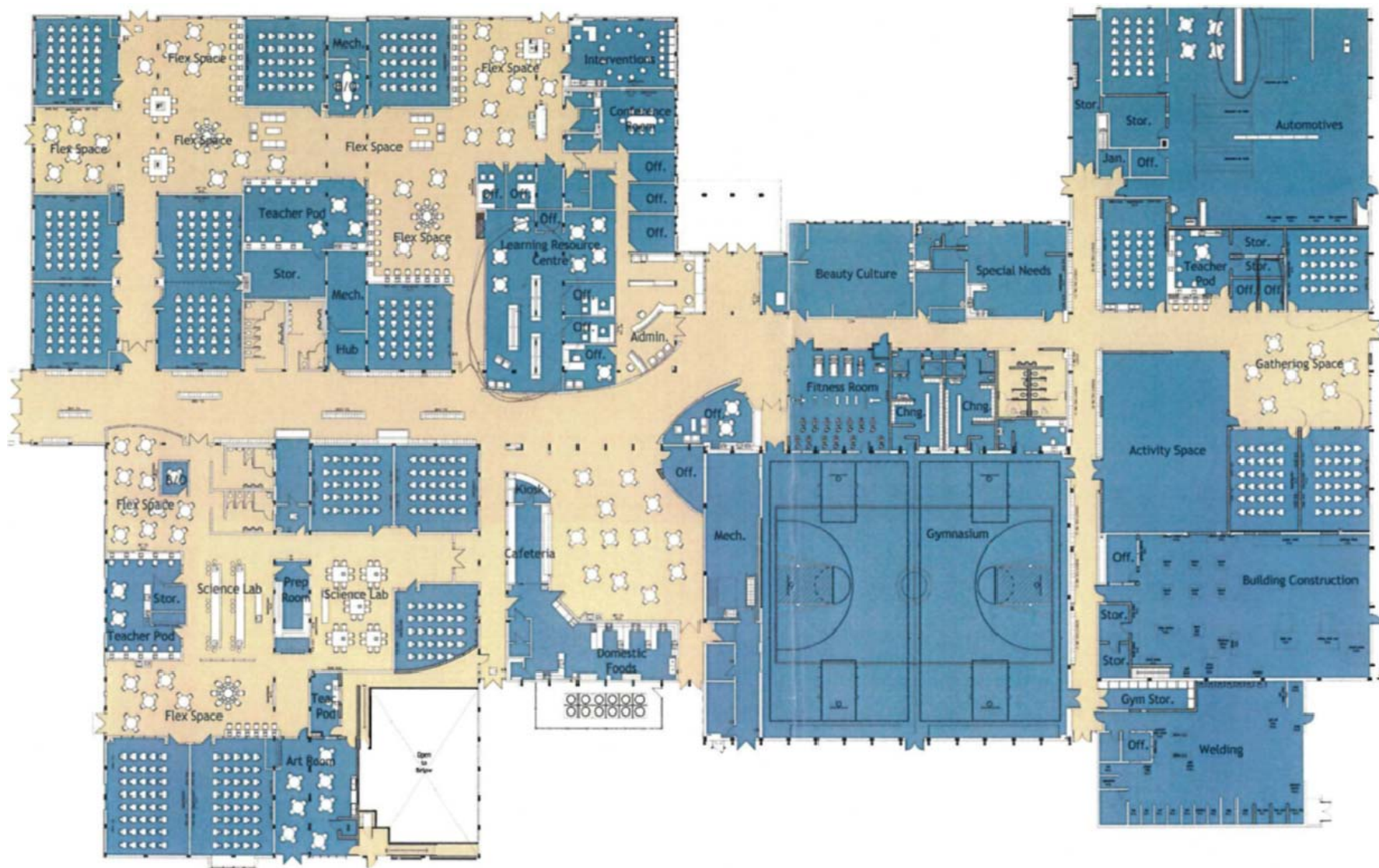
SEE SHEET 2 OF 4



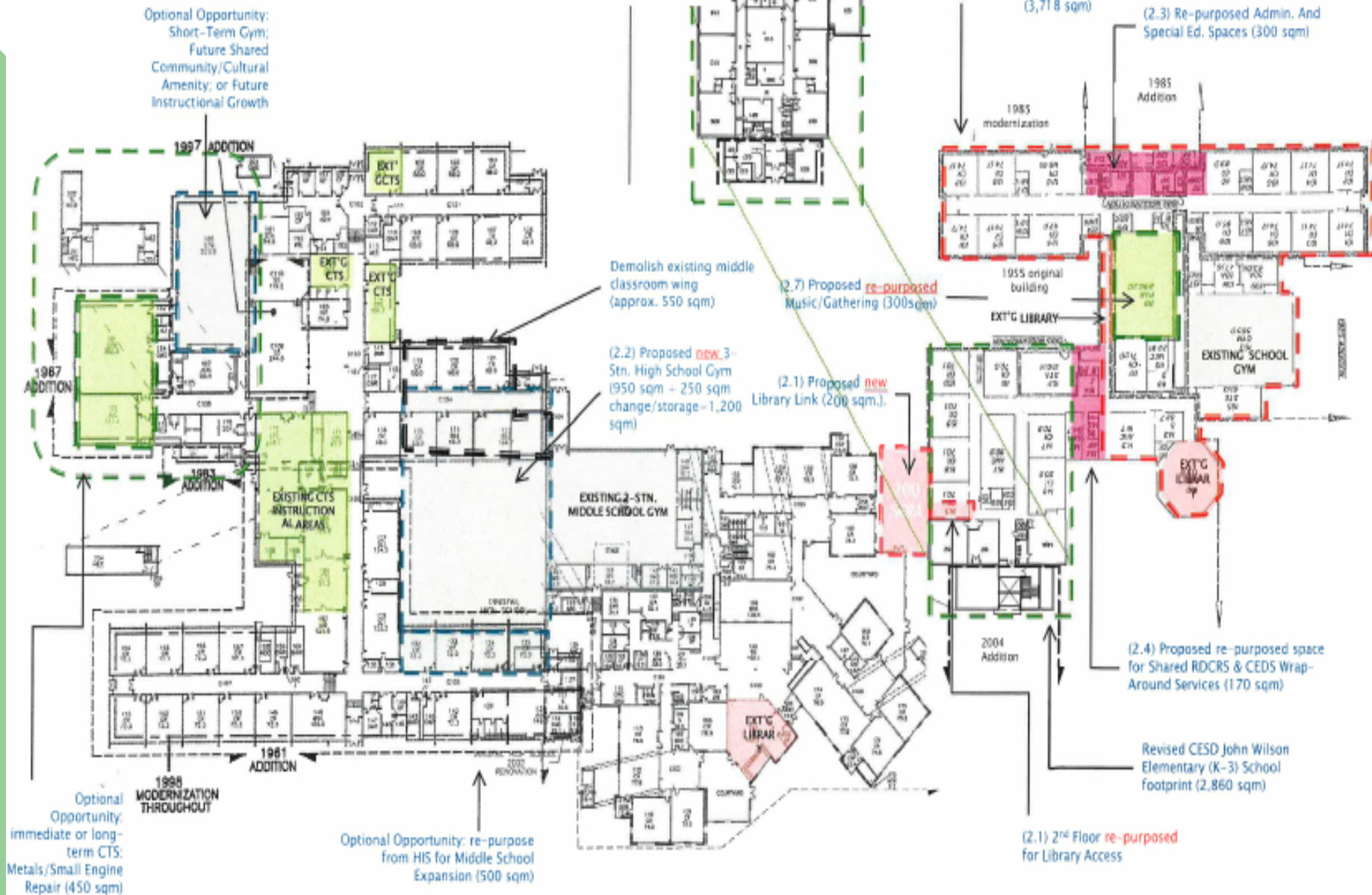
WASHROOMS	BOYS	GIRLS
PASHS	17	13
WATER CLOSETS	9	13
URINALS	17	

REVISED - FEB., 1983

COUNTY OF PONOKA NO. 3	
PONOKA SCHOOL DISTRICT NO. 423	
PONOKA 1934 SCHOOL	
SCHOOL BUILDINGS BRANCH	
DATE: MAR 08/83	DRAWN BY: J.C.
SCALE: 1/320	
FLOOR PLAN	CODE: 4205
	SHEET: 03



Innisfail Schools Preferred Options





- ST. MARGUERITE BOURGEOYS - EXISTING SCHOOL TO REMAIN
- JOHN WILSON ELEMENTARY - EXISTING SCHOOL TO REMAIN
- ST. MARGUERITE BOURGEOYS - PROPOSED MODIFICATION



Lessons Learned

- ✓ Early involvement of stakeholders & experts results in more creative solutions.
- ✓ Open process and consensus building results in “buy in” from stakeholders.
- ✓ Focus on ‘need’ and ‘function’ rather than starting with available resources.
- ✓ Value management enables planners to be proactive.

