NWT Polytechnic University Facilities Master Plan

Community Learning Centres: Facilities Report

Prepared for:

GNWT Department of Infrastructure (INF)

GNWT Department of Education, Culture and Employment (ECE)

& Aurora College

Prepared by:

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Executive Summary

Overview

In 2021, the Aurora College Transformation Team (ACT) and the Department of Infrastructure (INF) retained Taylor Architecture Group (TAG) to develop a Facilities Master Plan to support the Transformation of Aurora College to a polytechnic university. The Facilities Master Plan (FMP) was released in 2022, and outlined a series of recommendations for expansions and enhancements to infrastructure at the three campuses of Aurora College. The FMP also proposed a preliminary planning framework and a basic concept for community learning centre (CLC) facilities.

After the release of the FMP, a second facilities planning process was initiated, focusing specifically on Aurora College's network of community learning centres. This involvement began with a process of community engagement to collect input about how the CLCs function currently, and what needs or opportunities can be addressed through facility upgrades and expansions as part of the Transformation. The planning process has resulted in the development of two reports. The first, called *Community Learning Centres: What We Heard Report,* summarizes findings from engagement with Indigenous governments, community organizations, and local/regional Aurora College staff in five communities.

The second, *Community Learning Centres: Facilities Report*, contains the following:

- Background and a brief summary of relevant findings from engagement
- A conceptual design approach for CLC facilities that would meet the needs and aspirations expressed by community and College representatives
- A review of available information about the existing CLC facilities, including planned expenditures on required maintenance, and implications for upgrades or replacements
- A suggestion of factors to consider when prioritizing facility upgrades and replacements, which is intended to inform the decision-making processes of Aurora College and the GNWT
- Recommendations, including a discussion that bridges the findings from the FMP (released in 2022) with the findings from the planning process for community learning centres (2024)
- Next steps

Key findings

Community learning centres at Aurora College currently exist in different forms across the territory: twelve standalone CLC facilities were constructed between 1967 and 2011, and are in various states of repair; while seven CLCs share space in GNWT-owned or community facilities. In other communities, the College has no physical presence.

Most of the College's students originate from NWT communities outside of Yellowknife. As documented in the *What We Heard Report*, engagement in non-campus communities suggested that there is exists an untapped demographic of prospective students in those locations. Many community members are unable to relocate to a campus for schooling, but could pursue upgrading or post-secondary programming, if options were accessible and available in their own community, and especially if these options created pathways to employment.

During engagement sessions, requests commonly arose for diversified program options to be delivered in communities. Hands-on training linked to labour market opportunities was of particular interest. Respondents also provided suggestions for making programming more accessible, such as: expanding opportunities for remote learning, implementing scheduling changes, adapting organizational structures and staffing approaches, and working in partnership with community governments and community organizations in the development, delivery and promotion of program offerings.

To accommodate the variety of requests that arose through engagements, TAG has proposed an design approach that is scalable, replicable, and customizable per community. Simultaneously the design builds in elements of standardization that could streamline the design and delivery process.

Of the nine standalone CLC facilities constructed before 2011, several are reaching a condition where their ongoing maintenance costs are approaching the cost of their replacement value. Overall, the total maintenance costs for these nine standalone CLCs from now until 2040 is expected to be more than 80% of their replacement value, according to INF.

When planning for the potential replacement of community-based infrastructure, Aurora College will have several factors to consider: for example, is it a priority to replace the CLC facilities whose building systems are nearing their end of life, or to develop new CLC infrastructure in communities where Aurora College does not currently have a presence?

Importantly, some strategic direction may need to be provided at the leadership level of the College to inform any decisions about investment in community-based infrastructure. In the 2022 Facilities Master Plan, a series of recommendations were made for enhancements and expansions to each of the three Aurora College campuses. To date, no support appears to have materialized from either the territorial or federal government to implement these recommendations. If funding for expansions of new campus infrastructure, especially student housing, is not forthcoming, then the College might consider making programming more accessible to NWT residents by delivering it in non-campus communities. Such an approach might merit an investment in CLC facilities but would also require a strategic shift in focus — towards community-based programming and community-based partnerships.

The *What We Heard Report* and *Facilities Report* for community learning centres each provide details about the current conditions of CLC facilities, as well as opportunities moving forward, in order to inform decision-making by Aurora College leadership and the GNWT.

Contents

List of Acronyms

ACT	Aurora College Transformation team
ALBE	Adult Literacy and Basic Education
ARI	Aurora Research Institute
CLC	Community Learning Centre
ECE	Department of Education, Culture and Employment
FCI	Facility Condition Index
FMP	Facilities Master Plan
FTE	Full Time Equivalent
GNWT	Government of Northwest Territories
INF	Department of Infrastructure
K-12	Kindergarten to Grade 12
NWT	Northwest Territories
TAG	Taylor Architecture Group

1. Introduction

1.1. Background

Aurora College is transforming into a polytechnic university to increase access to quality post-secondary education opportunities for NWT residents, and to foster growth in research that is beneficial to communities and people. The polytechnic university intends to be responsive to changing labour market demands and student needs in the territory.

A critical milestone in the transformation was achieved in September 2022, when the GNWT and Aurora College released the Polytechnic University Facilities Master Plan (FMP). This strategic planning document proposes enhancements and expansions at Aurora Colleges' three campuses — Aurora Campus, Thebacha Campus and Yellowknife North Slave Campus — and the territory's community learning centres (CLCs).

During development of the Facilities Master Plan throughout 2021-22, engagement about CLC facilities took place with Indigenous and community governments, representatives from related organizations, and Aurora College staff in the sample communities of Aklavik, Behchokǫ̀, Fort Good Hope and Fort Simpson.

The vision that emerged through the Facilities Master Planning process was for highly flexible, vibrant and community-driven learning centres. CLCs could become hubs for collaboration between various local actors, which could include secondary, post-secondary, community government and co-management organizations. Although adult literacy, academic upgrading and professional development could remain the focus, programming would be expanded to respond to community needs and interests. CLCs could be designed to offer trades training in communities, language programs or laboratory space, for example. Future CLCs would benefit both communities and the polytechnic university by fostering available, accessible training and research opportunities locally.

To refine, revise, or validate the concepts presented in the Facilities Master Plan and to better understand community needs and interests in relation to CLCs, the GNWT Departments of INF and ECE retained Taylor Architecture Group (TAG) to undertake a more targeted round of engagement in 2023-2024. Interviews were conducted with representatives of Indigenous and community governments, local organizations and Aurora College in five sample communities across five regions:

- Tuktoyaktuk in the Beaufort Delta
- Fort Liard in the Dehcho
- Dél̨ı̨nę in the Sahtu
- Fort Resolution in the South Slave
- Whatì in the Tłı̨chǫ/North Slave Region

Feedback was gathered on the concept designs presented in the Facilities Master Plan, and further information was collected about community needs, aspirations and contexts as they relate to CLCs. Feedback from these engagements was summarized in a *What We Heard Report*, which was delivered to INF and ECE in April 2024.

Findings from this engagement, as reported in *Community Learning Centres: What We Heard Report*, have informed the development of this facilities planning document for CLCs.

1.2. Objectives

This report intends to address two distinct objectives:

A) Deliver a concept design for a replicable and scalable CLC facility that responds to the needs, aspirations, and opportunities identified by respondents both internal and external to Aurora College (see Sections 2 and 3).

B) Assess the conditions of existing learning centres to recommend prioritization for facility upgrades and replacements (Sections 4 and 5).

These findings are then synthesized to provide a series of options for pathways forward, and next steps in terms of CLC infrastructure, to be considered by leadership at Aurora College and their partners at GNWT (Section 6 and 8).

Also included in this report (Section 7) is a brief discussion that bridges the findings of the 2022 Facilities Master Plan for Aurora College's three campuses, and the findings of the two 2024 documents focused on community learning centres: *CLCs What We Heard Report* and *CLCs Facilities Report*.

2. Findings from engagement

2.1. Summary of key themes

Discussions undertaken as part of CLC-focused engagements in 2023-2024 revolved around the adequacy, suitability, and performance of CLC facilities in communities. Necessarily, these conversations expanded beyond the topic of physical infrastructure to also address program availability, program delivery methods, potential partnerships, and education pathways in communities without College campuses.

A full discussion of the takeaways from these engagements can be found in *Community Learning Centres: What We Heard Report* (2024). Below, a brief overview is provided of key themes that emerged strongly.

Current gaps in services and untapped clientele: Many people in communities are not being served by CLCs in their current form or by post-secondary education centred in campus communities. At present, CLCs largely focus on delivering Adult Literacy and Basic Education (ALBE) during working hours and without providing training allowances for attendance. This programming therefore caters to community members who are without regular employment and who, largely, do not have dependents. Aurora College's campuses serve a similarly limited demographic of students who are willing and able to relocate from their home communities for long periods of time. Many people in smaller communities are not served by either of these approaches.

Accessible off-campus programming: Respondents requested that programming be made more accessible and readily available to people in their home communities because several barriers limit residents' ability to relocate to campus communities for post-secondary education. Suggestions to improve accessibility included: diversifying program offerings in communities, expanding opportunities for remote learning, adapting academic calendars to better suit local seasonal schedules, and partnering with other organizations to deliver relevant offerings as well as student supports.

Community partnerships: Communities are eager to be involved in decisions about Aurora College's infrastructure and programming. The success of CLCs also depends on positive

relationships with community organizations to support student enrolment and, in many cases, to offer student supports. Engagement participants often suggested opportunities for partnerships that would be mutually beneficial to Aurora College and communities. The nature of these opportunities varied based on context.

Pathways from education to employment: The gaps in locally-available pathways from education through to stable employment were often brought up in engagements. Respondents highlighted that these gaps begin in the K-12 system, which does not adequately prepare students for post-secondary, and carry through to the inaccessibility of local employment opportunities for community members. While many of these factors are systemic and are beyond the control of Aurora College, respondents frequently highlighted that the College could be playing a critical role in bridging these deficiencies. To play such a role would require flexibility, adaptability and responsiveness to actual in-community needs, with a focus on addressing the gaps in available training that responds specifically to labour market demand.

2.2. Guiding themes for facilities planning

Review of planning principles from the Facilities Master Plan

The Facilities Master Plan (released in 2022) proposed a series of Guiding Principles for the design of community learning centres. These principles are discussed and expanded upon, based on the results of the 2024 *What We Heard Report*, below.

Improve accessibility of facilities and programming to local students: Improving the accessibility of programming to local students was one of the most common requests or recommendations that emerged from engagement sessions conducted in 2023-24. Accessibility of programming to northern students could be improved by diversifying in-community program offerings, and by making these offerings better suited to community members' needs.

Reinforce or revitalize the relationship between a CLC and its host community: This principle was confirmed to be critical in the success of the CLCs. Buy-in from community organizations is required to help develop relevant programming, circulate information about available programming, and connect students with resources and supports.

Enhance interconnectivity between campuses and CLCs: This principle proved relevant, during engagement, in at least two ways. To begin with, respondents expressed a need for more remote learning opportunities, in which an instructor based elsewhere would deliver programming remotely. This would allow CLCs to benefit from resources that are currently only available on campus. Secondly, respondents discussed how CLCs might bridge gaps in educational pathways, from communities to campuses. Enhancing interconnectivity between the College's different locations might allow community members to see viable routes to further opportunities, which could include more specialized training on-campus.

Establish a cohesive sense of place or sense of belonging to the polytechnic university, across locations: Following from the point above, establishing a sense of cohesiveness across the College's physical locations could help off-campus students feel more connected to the opportunities presented by an NWT polytechnic university. Many respondents also suggested that the CLC facilities should have a strong, engaging presence and be located centrally and prominently within communities, as this would help advertise educational opportunities to community residents in a way that is visible and appealing.

Design opportunities highlighted through engagement

As addressed in the *What We Heard Report*, feedback provided through the engagement process touched on many topics beyond physical infrastructure. The list below summarizes the key themes, considerations, and opportunities highlighted by respondents, which can directly inform the design of a new facility model for community learning centres.

Flexibly programmed: An opportunity exists for CLCs to serve a broader range of northern learners by diversifying programming. Specific programming requests may vary by community, so CLCs should be equipped to respond to community wants, needs and preferences. Learning spaces should be flexibly designed so that a variety of hands-on programs can be accommodated, alongside remote learning options.

De-institutionalized: CLCs are currently designed to deliver programming in a classroom-style setting, which generally does not reflect community preferences and Indigenous perspectives on education. Respondents frequently recommended that the learning spaces feel less institutional, more welcoming, and more creative in their approaches to how programs are delivered.

Culturally relevant: Indigenous ways of being and knowing should be considered in the facility layout. Designs should also reflect local cultures, which vary by community.

Multi-use: Greater engagement from the community would be seen if CLCs could be used for multiple purposes and in partnership with local organizations. The functional requirements for community-use spaces can also be designed according to community input.

Engaging, dynamic and inviting: Rather than feeling like a government facility or K-12 classroom, the environment of a polytechnic university should feel both engaging and comfortable for community members. CLCs should also be centrally-located, prominent within the community and recognizable.

Responsive to housing needs: Temporary or longer-term accommodations could be a component of CLCs, although feedback on the temporary accommodations in CLC concept designs presented in the Facilities Master Plan was mixed.

3. Conceptual design approach

3.1. Overview

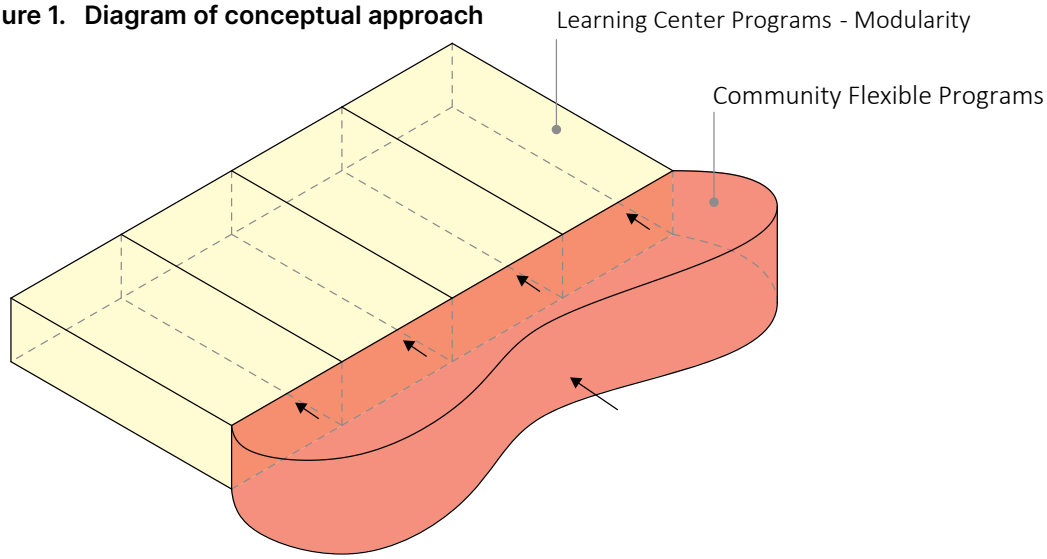
To begin capturing these opportunities, a model for community learning centres will need to achieve several different goals. Engaging with communities in each region has made it clear that there is no 'one size fits all' approach to delivering education, and that a strictly top-down model is unlikely to be successful in meeting community needs on the ground. Interviewees specifically requested designs that relate to local cultures, are capable of responding to community-specific programming priorities, and are adaptable enough to host different uses during different seasons or hours of the day, making it possible for community partners to animate the space alongside the College.

Simultaneously, concerns were expressed about the College spreading itself too thin. Trying to deliver programming to a wide array of dispersed communities with differing needs and requests is inherently difficult. Some elements of consistency are proposed across the facilities in order to develop a replicable approach that captures efficiencies in design and delivery.

Overall, the approach illustrated below for CLC facilities is one that aims to:

- be equipped to deliver hands-on programming
- be flexible and/or expandable, with program areas that can be added or removed
- include multi-use spaces that can be adapted to various programs or community-driven functions
- engage students and foster community buy-in
- include elements of customization that can be adapted to each community
- create a sense of presence for the polytechnic university within the community
- consider the possibility of varying site conditions across locations

Figure 1. Diagram of conceptual approach



The proposed design approach, therefore, combines standardized space modules that can be assembled to meet community needs and preferences, along with a customizable 'inhabitable facade' that would be designed with community input.

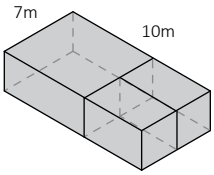
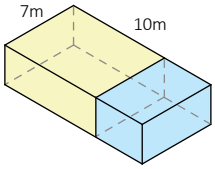
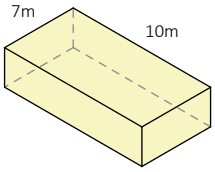
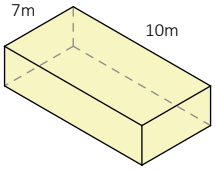
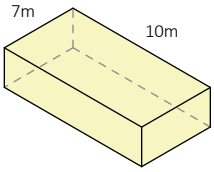
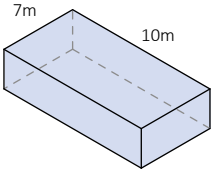
3.2. Modularity

Space modules would be standardized units designed to accommodate specific functional programs. Table 1 outlines some preliminary concepts as to the functions that could be accommodated in each individual module, based on programming requested during engagement.

Each standard module would be designed to accommodate the required systems, code requirements, and interior finishes/fixtures to serve its specific functions. Within these parameters, the module could still remain somewhat flexible. For example, a workshop space has different requirements when it comes to mechanical systems, fire separation, and finishes, than a classroom does. The technical parameters for a classroom module remain fairly consistent, whether in-person or remote learning is being accommodated.

Therefore, even though specific uses might vary across communities, the technical design process for each module could be completed just once, developing a consistent set of parameters in terms of each CLC's structural, mechanical, electrical, and even building envelope systems. Each individual module should also be carefully designed to maximize conditions of flexibility and responsiveness to changing needs or multiple potential functions. This concept is explored further in Table 1.

Table 1. Modular components for CLC facilities

	Program	Area (m²)	Description
	**Service core**	Mechanical: 40 Washrooms: 20 Storage: 10	Basic services core including a mechanical room, washrooms, janitorial and storage space.
	**Kitchen, office**	Kitchen: 40 Office: 15(x2)	Could be configured to include private office space for 1-2 personnel, as well a kitchen with residential-grade finishes and appliances. Can also offer some informal seating to serve as a lounge area.
	**Classroom A) In-person and remote learning**	70	Can be flexibly designed to accommodate in-person, remote, or hybrid learning. Equipped with projector and smart screen setup. Flexible partitions and workstations can be developed for either collective or individual learning.
	**Classroom B) Workshop**	70	Designed for light industrial uses and hands-on learning. Adequate ventilation for dust or fumes. Equipped for light woodworking, digital fabrication activities, sewing/textiles, and traditional crafting.
	**Classroom C) Laboratory**	70	Supporting land-based and environmental monitoring activities. Would include wet lab and dry lab equipment like stainless steel sinks and surfaces, refrigerators, storage.
	**Residential suite**	70	Distinct from the learning centre with separate secure entrance. Could be configured as a one-bedroom suite for long-term stays or dormitory-style 'bunkhouse' for short-term stays.

Facility sizing — comparison with existing CLCs

CLC facilities currently range in size. The smallest is 86 m^2, in Ulukhaktok, which is comparable to approximately 1 of the classroom modules described above. The largest is 456 m^2 in Hay River, equating to 6.5 modules. The average CLC in a regional centre is 320 m^2 in a shared facility (or the equivalent of 4.5 modules, plus service spaces). The average size across existing standalone CLCs is 216 m^2, or 3 modules.

For each specific CLC, different space modules could be combined according to community needs, wants and preferences. The advantage of this approach is that it allows for a degree of customization, without an entirely new facility being designed for each community. The facility design is, in part, standardized, which can create economies of scale when it comes to both design and delivery.

Such an approach could also be helpful for initiating conversations with communities about their needs and wants in terms of CLC infrastructure: the specific, tangible 'kit of parts' might offer a starting point for discussion.

3.3. Customization

The set of standardized modules would be linked together by a customizable circulation space and facade that could be designed with community input. This space would be intended for community use and could serve a variety of functions, depending on preferences – for instance, it could be a flexible seating area, a small gathering space (e.g. for Elders and youth); it could contain a greenhouse, or an exhibit area, just a space for talking over a cup of coffee, or any combination thereof. The intention with this element is to involve the community in deciding how the space is used and what it looks like, thus creating a dynamic, comfortable and inviting environment that reflects local preferences.

Various different forms could be pursued with this facade. Some examples are shown below.

Figure 2. Examples of customizable element: linear configuration

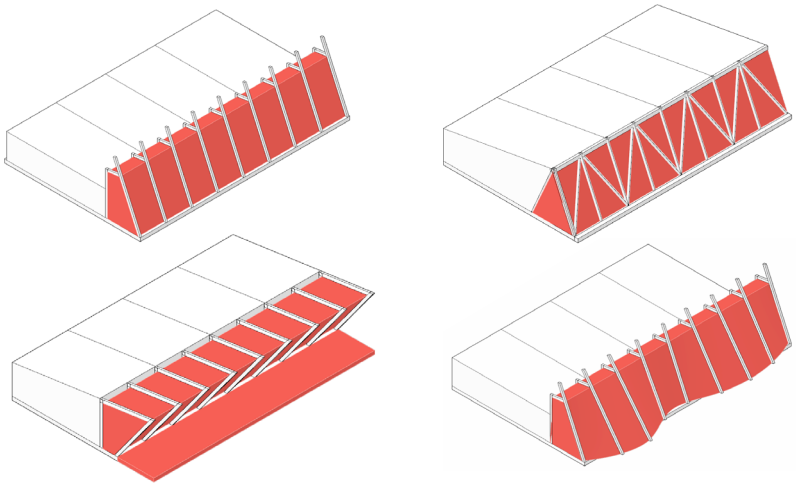


Figure 3. Examples of customizable element: offset configuration

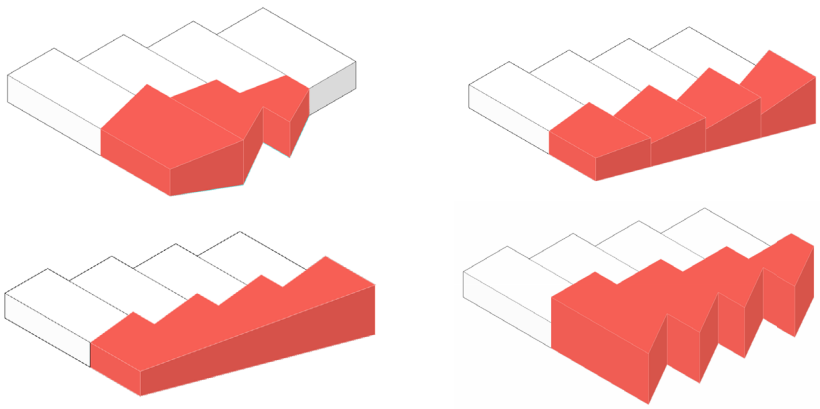
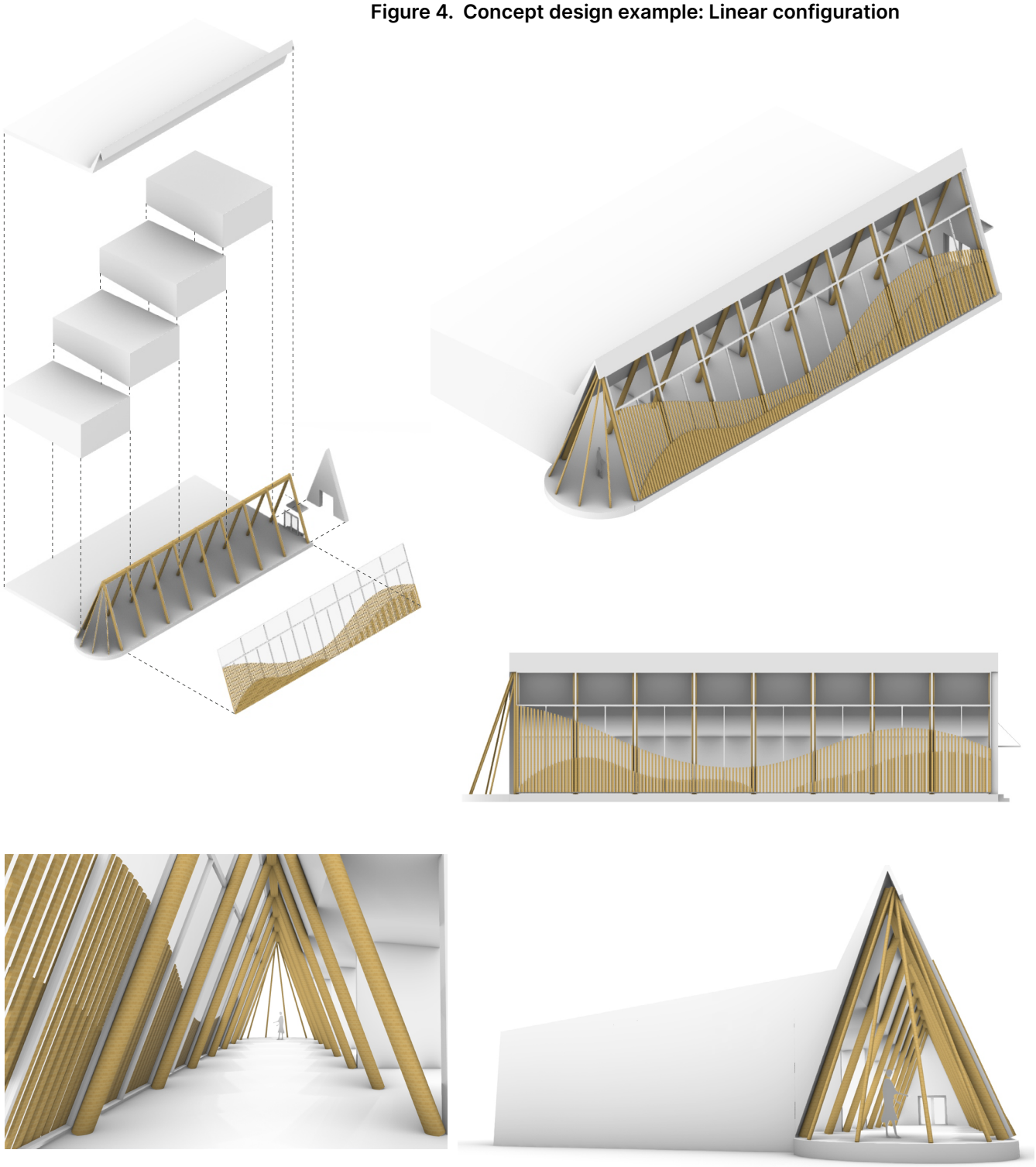
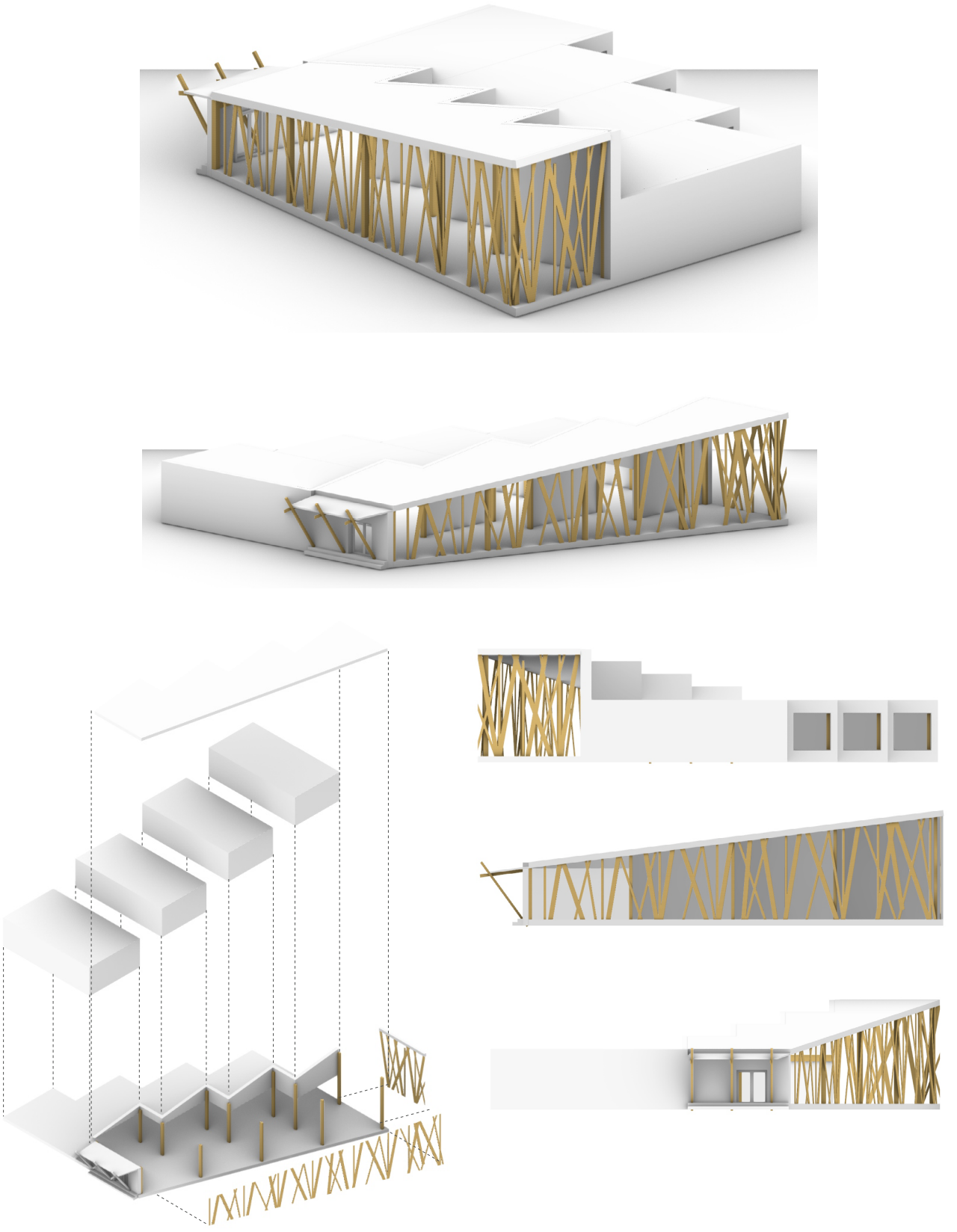


Figure 4. Concept design example: Linear configuration



The images shown as Figure 4 and Figure 5 are only examples to illustrate how the concept of the facility modules and customizable facade could be realized in different contexts to reflect local cultural vernaculars and create a space that feels inviting and enticing to community members.

Figure 5. Concept design example: Offset configuration



The stylized facade would give the facility a distinct look and feel, creating a sense of presence and an aspirational quality that is currently lacking in most CLC facilities.

During engagements, it was requested that future CLCs be more architecturally interesting than current facilities, on par with expectations for post-secondary institutions elsewhere in Canada. Offering a community-specific, dynamic and engaging community space, alongside improved programmatic areas for teaching and learning, begins to fulfill this commitment.

3.4. Efficiencies

The concepts illustrated in Figure 4 and Figure 5 might appear — at least in comparison with existing infrastructure — to be extravagant. However, the proposed design approach really represents a middle ground in terms of cost for replacing aging infrastructure. The lowest-possible cost approach, in terms of new construction specifically, might involve delivering modular facilities that are fully standardized across communities. A significantly more involved approach would be to develop custom facilities based on unique program requests and unique contexts in each community. By pairing modular and customizable elements, the proposed concept provides cost-controlling measures while still responding to needs, wants and requests heard during engagements. Importantly, it avoids perpetuating a utilitarian, institutional approach to CLC facilities that many community members find unwelcoming, uncomfortable and uninspiring.

Further, it should be noted that, when it comes to construction projects in remote communities, architectural design choices do not generally constitute the greatest determining factor in a project's cost. High construction costs are typically the result of a project's logistical context, including risks to the contractor, transportation, worker travel, coordination with suppliers, etc. In the North, a project's geographical location is a significant factor in construction costing; the design of facility's facade has comparatively less of an impact.

By pursuing a somewhat standardized approach, efficiencies in terms of both design and construction can be found when it comes to the delivery of multiple CLC facilities. A single construction tender could, for example, be issued for the delivery of new CLCs in multiple locations over the course of one season. This will offer some degree of 'economy of scale' when it comes to implementation.

In several communities with differing logistical contexts, CLC facilities are approaching the end of their lifespan, as described in the following section. If Aurora College is to continue serving the 19 communities where it currently operates CLCs, some facilities will be undergoing major renovations, or otherwise replacement, in the coming years.

4. Existing facility conditions

4.1. Aurora College presence in non-campus communities

Outside the three campus communities, Aurora College has offered space and programming in several different forms. In non-campus communities, there are five general categories that describe the College's physical presence currently (summarized in Table 2):

- A standalone CLC facility is owned by the GNWT — 12 communities
- CLC occupies leased or borrowed space within a K-12 school — 4 communities
- CLC occupies leased or borrowed space within another facility — 3 communities
- A CLC space had been leased previously, but has been released — 5 communities
- No CLC has existed within the past ten years — 7 communities

Table 2. Aurora College presence in non-campus communities

Note: This information has been compiled based on reports provided by the Department of Infrastructure and sometimes Aurora College.

Community	Year constructed / renovated	Area (m^2)	No. classrooms	Notes
Standalone CLC facilities				
Aklavik	1994	251	2	See Table 3 for information on facility conditions
Behchokǫ̀	1990	205	2	
Délı̨nę	1998	252	2	
Fort Good Hope	1991	232	2	
Fort Resolution	1967/2000	225	2	
Hay River	1999	456	3+	
Kátł'odeeche	2011	230	2	
Łutsël K'é	2011	197	2	
Tsiigehtchic	2011	220	2	
Tuktoyaktuk	1992	236	2	
Tulita	1991	119	2	
Ulukhaktok	1967/1988	86	1	
CLC space is leased within a shared facility				
Fort Liard	1988/2002	109	1	Located in K-12 school
Fort McPherson	1997	140	2	Located in K-12 school
Fort Providence	1999	105	2	Located in K-12 school
Fort Simpson	2009	320	2	In GNWT facility
Ndilǫ	1991/2000	--	--	Shared with YKDFN
Norman Wells	2007	186	2	In GNWT facility
Whatì	2000	<101	1	Located in K-12 school
CLC space has been leased within the past 10 years, but no CLC currently exists				
Colville Lake				
Gamètì				
Paulatuk				
Sachs Harbour				
Wekweètì				
No record of CLC existing within the past 10 years				
Dettah				
Enterprise				
Jean Marie River				
Kakisa				
Nahanni Butte				
Sambaa K'e				
Wrigley				

4.2. Condition of owned, standalone facilities

Twelve standalone CLC facilities are currently owned and maintained by the GNWT. These were constructed between 1967 and 2011; they vary in terms of size and design, and in terms of their current condition. Of these twelve, the majority were built in the 1990s, two were reportedly built in 1967 (Ulukhaktok and Fort Resolution), and the most recent three were built in 2011, in the communities of Kátł'odeeche, Łutsël K'é and Tsiigehtchic.

Formal records do not appear to exist for any renovation work undertaken on CLC facilities. Neither the Department of Infrastructure, nor the Department of ECE, nor Aurora College have been able to provide a definitive record in terms of facility maintenance or remediation. INF has, however, provided a list of renovations recommended for each facility and the respective costing involved, according to the department's standard formulas. Aurora College, by way of the Community Adult Educators stationed at each CLC, has provided anecdotal confirmation that at least some of the renovations recommended by INF have in fact been undertaken. It is unclear if the GNWT has allocated funds towards the renovation work recommended by INF for the years 2024 and onward.

It should also be noted that no detailed facility information has been provided to TAG about the three facilities constructed in 2011. These newer buildings do not appear to be accounted for in INF's records of Aurora College assets, which suggests that the records may be somewhat dated overall.

In-person technical assessments of each CLC facility were not undertaken as part of this contract scope of work. The information outlined below is derived, therefore, from reports provided by the Departments of INF and ECE.

All CLCs appear to be wood framed buildings, though in Fort Good Hope and Hay River, some framing elements are steel. Three different foundation systems have been used: concrete, steel piles, and wood blocking. In some cases, wood blocking has been used where the original piles have failed (such as in Ulukhaktok). Concrete foundations can be considered more sturdy than either piles or wood blocking. Depending on the nature of the piles (length of embedment, material, etc), these can be subject to failure due to thawing permafrost and/or deterioration (in the case of wood piles). Wood blocking is adjustable but also shifts with changing ground conditions, which then translates to unlevel floor and framing conditions.

Facility Condition Index (FCI)

The Department of Infrastructure uses a metric called Facility Condition Index as a preliminary system for gauging when a facility should be replaced. FCI is the ratio between:

- required expenditure on facility remediation, and
- anticipated replacement value for the same facility.

INF typically recommends that a facility be replaced, rather than continue to be remediated, when its FCI reaches 0.7 — in other words, when the cost to undertake required remedial work is 70% of the building's replacement value.

Note: Along with the 12 standalone facilities listed in Table 3, INF also provided information about a portable classroom in Fort Providence that was at some point designated for use by Aurora College. Information about this portable has been omitted from Table 3 (although it is included in Appendix A) because the Fort Providence learning centre is now located within a K-12 school. The portable classroom appears to be overdue for replacement, as its anticipated remedial work is estimated to be $1.2M and its replacement value $0.9M — for an FCI of 1.26.

According to INF's records, several CLCs are currently approaching this ratio. The learning centre facility in Délı̨nę is, in fact, at an FCI of 0.70. In Tuktoyaktuk, the learning centre's FCI is 0.694; in Aklavik 0.624.

Remediation vs replacement costs

The Department of Infrastructure has provided TAG with the recommended remediation costs for each facility (aside from the three newest) for each year between 2010 and 2028. No maintenance costs are provided beyond 2028, although it can be expected that the costs will increase as the buildings continue to age.

Between 2010 and 2023, the average recommended expenditure to maintain all nine CLC facilities was approximately $600,000 annually. Between 2024 and 2028, the average recommended expenditure for the same nine facilities is approximately $1.1M annually — assuming that the work prescribed before 2023 has all been completed.

If these nine facilities are to be maintained to 2040, then an additional twelve years of maintenance will be required, on top of the estimates that have been provided by INF. It can be assumed that the cost to maintain these facilities, as they age beyond their lifespan, will be at least equal to what it was between 2010-2023. As a conservative estimate, annual expenditures of $600,000 minimum can be expected beyond 2028.

From 2024 to 2040, therefore, total maintenance costs of the nine standalone facilities built before 2011 can be estimated as at least $12.6M (without accounting for inflation). The estimated replacement value these same nine facilities is estimated by INF to be $15.5M. Accordingly, anticipated remedial costs equate to 81% of replacement costs, in total, for the CLC facilities built between 1967 and 1998.

Known information about CLC facility conditions is compiled in Appendix A, and summarized in Table 3 below. It should be noted that actual remediation costs can be anticipated to be higher than the values shown in 2023 dollars in Table 3, due to a combination of inflation and, also, the likelihood that not all recommended repairs have taken place to date. Beyond 2028, renovation costs can be expected to increase further. The average end of life for each facility has been calculated according to the typical lifespan for each major building system, and the date of construction or most recent replacement of that system. The end of life for most of the facilities' building systems occurs, on average, between 2026 and 2034.

Table 3. Summary of facility conditions for standalone CLCs: renovation work and replacement values estimated by INF

Note: This information has been compiled based on reports provided by the GNWT Department of Infrastructure. All figures are estimates, and have not been adjusted for inflation beyond 2023. Required renovation work on each facility has not been verified directly by TAG. More detailed information about planned renovation work is included in Appendix A.

	Required renovation work, estimated replacement value, anticipated lifespan				Costs of remedial work estimated per year by INF ($1,000s)						
Community	**Cost of required maintenance ($1,000s)**	**Estimated replacement value ($1,000s)**	**Average end of life for building systems**	**Facility Condition Index (FCI)**	**Sum of remedial costs for 2010-2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**Sum of remedial costs for 2024-2028**
Aklavik	977	1,566	2030	0.62	170	591	141	76			808
Behchokǫ̀	1,330	2,455	2026	0.56	878			452			452
Dél̨ı̨nę	1,068	1,527	2030	0.70	284		124		44	616	784
Fort Good Hope	639	2,050	2032	0.31	438		119	5		76	201
Fort Resolution	115	422	2034	0.27	8		21	15	7	64	107
Hay River	1,563	3,097	2033	0.65			362	1,017	164	22	1,563
Tuktoyaktuk	1,228	1,768	2030	0.69	445	19	764				783
Tulita	215	551	2032	0.39	130	8	27	27	22		84
Ulukhaktok	641	1,091	2033	0.59	194	9	323	2	114		447
Kátł'odeeche	Information has not been made available for the three newest CLC facilities, which were constructed in 2011										
Łutsël K'é											
Tsiigehtchic											
Total planned investment per time period					3,512	745	1,880	1,687	351	778	5,230

Foundation type
Wood blocking
Concrete
Steel piles

Average planned investment per year, 2024-2028	$1,088,186
Total planned investment, 2010-2028	$8,953,426
Total projected investment, 2024-2040	$12,429,833
Anticipated replacement value for all CLCs	$15,457,791

5. Facility replacements

5.1. Considerations for prioritizing replacements

As summarized above, the cost to extend the lifespan of the pre-2011 facilities to 2040 would likely be equivalent to over 80% of their replacement value. Even with these improvements, most facilities would still be reaching their end of life soon after 2040. Replacing the facilities within the next ten years would therefore be a reasonable solution to maximize the usability of facilities in the long-term, while minimizing redundancies in spending.

Given the information outlined in Section 4, it may be advisable for Aurora College (with its funding partners) to begin planning for the replacement of aging facilities. Table 4, on the following page, compiles information that is intended to inform the decision-making processes of Aurora College and ECE, about the prioritization of CLC facility replacements.

Ultimately, in making such decisions, the College will be considering various factors that might go beyond the physical condition of existing facilities. For example, co-investment opportunities with community partners may be a strong deciding factor. Equitable distribution of resources and programming between various regions might also be considered. Table 4, therefore, summarizes information about the existing (or not existing) learning centre facilities, to serve as a starting point for further discussion by the College. Based on existing conditions alone, three different categories of prioritization are suggested: A, B, and C.

A) Listed under 'Priority A' are CLCs where urgent needs exist in terms of the facilities themselves. In these situations, the GNWT might risk losing use of the asset due to deteriorating conditions. Further investment is strongly recommended whether in terms of replacement or major remediation.

B) Several different conditions are represented as 'Priority B.' Leadership at the College (and possibly ECE) should look closer at case-by-case scenarios to determine which types of situations rank highest in terms of urgency. Listed within this category are:

   - Standalone facilities that have a comparatively lower Facility Condition Index than those listed under A, but which also have building systems approaching their end of life, on average, within ten years
   - Learning centres co-located within K-12 schools; this situation was reported to be problematic by interviewees (see *What We Heard Report*)
   - Communities where year-round CLC infrastructure has previously been leased, but is no longer occupied, by Aurora College. In these locations, the College may wish to re-establish its presence and resume offering programming.

C) In locations listed as 'Priority C,' existing facilities are understood to be adequate for the type of programming that currently takes place. In any of these communities, if programming were to be expanded or diversified, investment in infrastructure might then be required. The College may wish to prioritize the expansion or replacement of CLC infrastructure, even in communities that are listed as 'C,' if there is a goal to begin delivering new or expanded programming in these locations.

Table 4. Facility replacements: known information and factors to consider

Community	FCI	Avg. life of bldg. systems	'Priority' (given known info.)	Considerations
Standalone CLC facilities				
Behchokǫ̀	0.56	2025	A	Reported as requiring addition/replacement in 2014;* unclear whether major renovations have taken place since. Average end of life for building systems is next year.
Dél̨ı̨nę	0.70	2030		Very high FCI approaching 0.70; cost of planned renovations are approaching facility replacement value; building systems will reach end of usable lifespan by 2030 on average.
Tuktoyaktuk	0.69	2030		
Aklavik	0.62	2030		
Ulukhaktok	0.59	2033		Reported as requiring replacement in 2014;* FCI remains high.
Tulita	0.39	2032	B	Some renovations have been completed; FCI is not yet approaching 0.70; however, systems are approaching end of life within 10 years on average.
Fort Good Hope	0.31	2032		
Fort Resolution	0.27	2034		
Hay River	0.62	2033	C	Currently undergoing major renovation due to the flood in 2022. FCI should be re-assessed by INF once renovations are complete.
Kátł'odeeche	details not provided by GNWT			Newly constructed (comparatively speaking) in 2011.
Łutsël K'é				
Tsiigehtchic				
CLC space is leased within a shared facility				
Ndilǫ	N/A		--	Unique situation where facility is shared with Indigenous government; Aurora College to advise about prioritization.
Whatì			B	These four CLCs are co-located in K-12 schools. Concerns were raised during engagement about this type of arrangement. While the conditions of the physical infrastructure are under jurisdiction of ECE, Aurora College may want to consider replacing these facilities to provide a more appropriate environment.
Fort Liard				
Fort McPherson				
Fort Providence				
Fort Simpson			C	Located in GNWT administrative facilities. These CLCs are understood to be adequate for their current uses. If programming in these regional centres is to be expanded or significantly diversified, additional/specialized space could be needed.
Norman Wells				

(continued next page)

* Dillon Consulting Ltd, *Aurora College Ten Year Facility Plan: 2015 to 2024* (March 2015).

Community	FCI	Avg. life of bldg. systems	'Priority' (given known info.)	Considerations
CLC space has been leased within the past 10 years, but no CLC currently exists				
Colville Lake				No physical College infrastructure exists; therefore there are no urgent remedial needs for facilities. However, if the College intends to deliver year-round programming in these communities again, some type of investment in facilities will be required.
Gamètì				
Paulatuk		N/A	B	
Sachs Harbour				
Wekweètì				
No record of CLC existing within the past 10 years				
Dettah				Aurora College has not recently had a physical presence in these smaller communities. The College may wish to begin piloting programs by coordinating short-term leases or space-sharing arrangements and, in this way, build up a presence over time.
Enterprise				
Jean Marie River				
Kakisa		N/A	C	
Nahanni Butte				
Sambaa K'e				
Wrigley				

5.2. Opportunities

As Aurora College and the GNWT consider undertaking remediation work or replacement of CLC facilities, there are several opportunities to keep in mind that could mitigate cost burdens, while offering multi-faceted benefits to communities and Aurora College. Opportunities could include:

Co-investment with communities: Aurora College could work in partnership with communities and Indigenous governments to access federal capital funds for development of CLC spaces, which might even be components of larger community-led developments.

Developing lease space: Following the model of the Western Arctic Research Centre in Inuvik, CLCs could include lease space for researchers or partner institutions, as a means of generating revenue, reducing risk, and improving facility usage. This would activate the CLCs as a broader network of the polytechnic university, and contribute to collaboration and interconnectivity with campuses and other post-secondary institutions. This type of space could also generate local economic activity, create opportunities for knowledge-sharing between research institutions and communities, secure the role of Aurora College in northern-based research, and increase local engagement with the learning centre.

Accommodating diversified programming: Redeveloping CLC facilities provides an opportunity to reconsider the operational model for the learning centres, and to consider how this model could be better accommodated in physical infrastructure. Some of the most common programming requests from the engagement process cannot be properly accommodated in the conventional classroom-style set-up of existing CLCs.

Community input on design: This can foster a sense of ownership among community members, which, in turn, might help the College forge new partnerships with Indigenous governments and community organizations, as well as help get people in the door at CLC facilities.

Construction by trades students: New CLC facilities could be designed to be built by trades students, who would gain hands-on experience through the work. Work placements could be offered to students during construction, which could further incentivize enrolment. This approach would also encourage a sense of connection to the College and ownership of the space.

6. Potential development scenarios

There are, essentially, three possible pathways forward in terms of physical infrastructure related to Aurora College community learning centres:

A) Continue investing in required maintenance for existing standalone facilities
B) Replace CLC facilities with new construction before they age beyond their useful life
C) Migrate to a lease model

These scenarios are outlined below for consideration by the College. Some combination of the three options can also be implemented.

6.1. Maintain existing facilities

As addressed in Section 4, the urgency of required renovations appears to vary between communities. The community engagement process indicated, however, that existing CLC facilities are not always serving their intended functions and that they are, on the whole, underutilized. In many communities, low enrolment at community learning centres is related to issues with the availability and accessibility of programming, organizational structures, and other factors (see *What We Heard Report*). The College could consider addressing some of these factors to encourage enrolment, without necessarily redeveloping physical infrastructure to suit respondents' requests. For example, the development of partnerships with community organizations was cited as a critical factor in the success of CLCs: the College could consider resourcing local or regional teams of staff, so that they are empowered to respond directly to community-specific requests, needs, and opportunities.

In terms of maintaining, rather than replacing, facilities, it is also worth considering that the majority of standalone CLCs are 25 to 60 years old, and their maintenance costs can be expected to rise in coming years. An estimated $5.2 M is forecasted to be spent in maintenance costs (not including operational costs) for nine facilities between 2024 and 2028, with costs likely increasing after 2028 as facilities continue to age and building systems reach the end of their lifespans.

6.2. Plan for facility replacements and expansions

Of the twelve standalone CLC facilities, five are listed as 'Priority A' in Table 4. According to INF's reports, facilities in Délı̨nę and Tuktoyaktuk have reached a Facility Condition Index that suggests they should be considered for replacement. The facility in Aklavik is nearing a similar FCI. The *Aurora College Ten Year Facility Plan: 2015 to 2024* also indicated that the facilities in Behchokǫ̀ and Ulukhaktok required replacement or addition; these needs remain unaddressed. These five facilities appear to require major investment to extend their usable lifespan.

Beyond investing in the replacement of aging facilities, the College might also consider creating new spaces in communities where the current set-up is inadequate or has ceased to exist. For example, CLC space was being leased by the College in Gamèti and Wekweèti within recent years, but has since been released. Further, where CLCs are co-located with K-12

schools, the arrangement has been reported as problematic; these might also be priorities for replacement.

The replacement of CLCs will offer a substantial opportunity for Aurora College to develop a more dynamic, flexible and responsive model for in-community learning, with facilities specifically designed to realize such a vision. The process will also mean refocusing resources on communities, and will open pathways to:

- develop partnerships with Indigenous governments and community organizations;
- accommodate new and diversified programming;
- test or implement a new operational model for the CLCs; and
- develop space that can be leased or shared with community-based or research-focused organizations.

Most likely, when it comes to deciding on priorities for new construction, the factors listed in this report will also be weighed against other considerations like equitable distribution of investment between regions, and opportunities for co-investment with Indigenous governments or community organizations.

6.3. Migrate to a lease model

In some communities, Indigenous governments are spearheading their own community infrastructure projects, to which the College could tie in or actively contribute. Aurora College could be an attractive anchor tenant to help sustain a community-led development project. At the same time, locating the CLC in a community-owned space would make it more central to community life and more approachable to community members, which could have benefits for enrolment. This arrangement could also improve relationships with communities, by directly supporting a community-led initiative.

Another option is for the College to rent space seasonally or periodically in existing infrastructure owned by the community government, GNWT, federal government, etc. This could allow courses to be delivered as requested or as required, without tying the College to responsibility for maintaining a space year-round. This model might work especially well for some types of programming requiring specialized space for shorter-term periods. As an example, the 12-week Introduction to Skilled Trades Essentials Program combines 6 weeks of classroom learning with 6 weeks of hands-on instruction in the trades.

Although leasing space may be beneficial in some cases, it is critical to note that suitable infrastructure is extremely limited in most communities. During several engagement sessions, community-based respondents suggested that the CLC facility is highly valuable because there is a local deficit of instructional and community-use space in general. Disposing of CLC facilities, or allowing them to deteriorate, is therefore not a favourable option from the perspective of communities. Further, if no other space is available in a community, Aurora College would risk having no presence there at all. If space is available to lease, this option still presents an ongoing operational cost to the College, which should be taken into account.

Most likely, Aurora College will need to consider a combination of these three approaches to fulfill the needs and opportunities presented by the varying contexts of communities across NWT.

7. Recommendations

The Facilities Master Planning process started in August 2021, and the Facilities Master Plan (FMP) for three campuses was released in September 2022. Throughout the development of the FMP, a strong vision was expressed by the Government of Northwest Territories, via the Aurora College Transformation Team, for new facilities that would allow the institution to: A) meet the accreditation requirements of a polytechnic university, and B) provide substantially enhanced services, programs and amenities to students and staff. The 19th Legislative Assembly, which held office throughout the development of the FMP, listed the Transformation of Aurora College to a polytechnic university as a formal priority in their mandate for the Government of Northwest Territories. There appeared to be a push for investment in the institution, as well as confidence at the political level that the federal government would actively support the development of the facilities required for the College to operate at the level of a polytechnic university.

As of the completion of this Facilities Planning document focused on CLCs, it has now been almost three years since the master planning process began for the NWT Polytechnic University. In that time, no funding has materialized to implement the projects identified as priorities by Aurora College staff, students and stakeholders. The 20th Legislative Assembly, which now holds office, has not listed the Transformation of Aurora College as a priority. Investment in facility upgrades and enhancements does not appear to be forthcoming from the Government of Northwest Territories nor from the Government of Canada. By all accounts, the resources of the College are already stretched thin, and any capital investments are well beyond the internal spending power of the institution.

Existing College infrastructure is aging and in various states of repair. Even at the three campuses, some facilities are in need of replacement or significant upgrades to continue functioning adequately in their existing capacity. To meet the standards upheld by the Campus Alberta Quality Council (and therefore to operate as a polytechnic university), expansions and enhancements to most campus facilities will be required. In its current capacity, Aurora College is not equipped to accommodate the types of academic research and student services that are delivered by universities.

The development of a new campus in Yellowknife, which would support larger student numbers, an expansion of academic programming, and improved student services, was listed as a priority in the FMP. Listed as an equal priority was the replacement of student housing and development of a student services facility at the Thebacha campus. To the knowledge of TAG, funding has not been secured to implement any of these initiatives.

Trends in student enrolment at Aurora College over the past ten years are illustrated in Figure 7 and Figure 8 on the following page. Overall, Full-Time Equivalent (FTE) enrolment has declined, with this trend presenting more severely at the Thebacha and Aurora campuses than at the Yellowknife North Slave Campus. On the whole, FTE enrolment in Yellowknife in 2023 was 78% of what it was in 2013. Full-Time enrolment was approximately equal in Yellowknife to what was in 2013 – down from a peak in 2021-22 that was 143% higher. At the Thebacha Campus, FTE enrolment has only declined, rather than experiencing any peaks in the past ten years; in 2022-23 both FTE and full-time enrolment in Fort Smith were reported as approximately half (54% and 48%, respectively) of what they were in 2013.

The FMP process revealed that, at both of these campuses, inadequacy of physical infrastructure has been a major limiting factor in student enrolment. In terms of academic

Figure 6. Full-Time Equivalent (FTE) enrolment per campus, 2013-2023

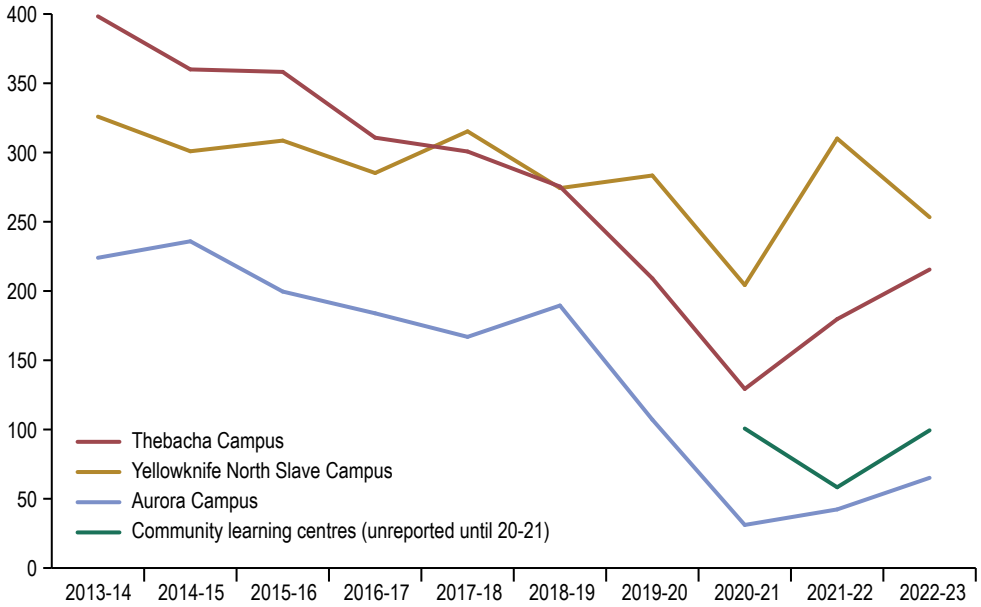
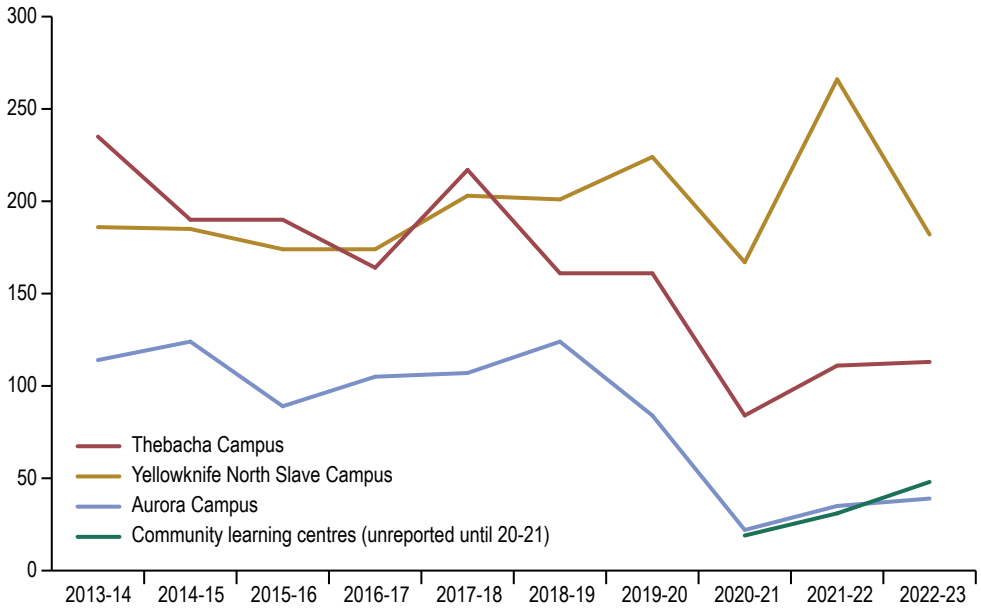


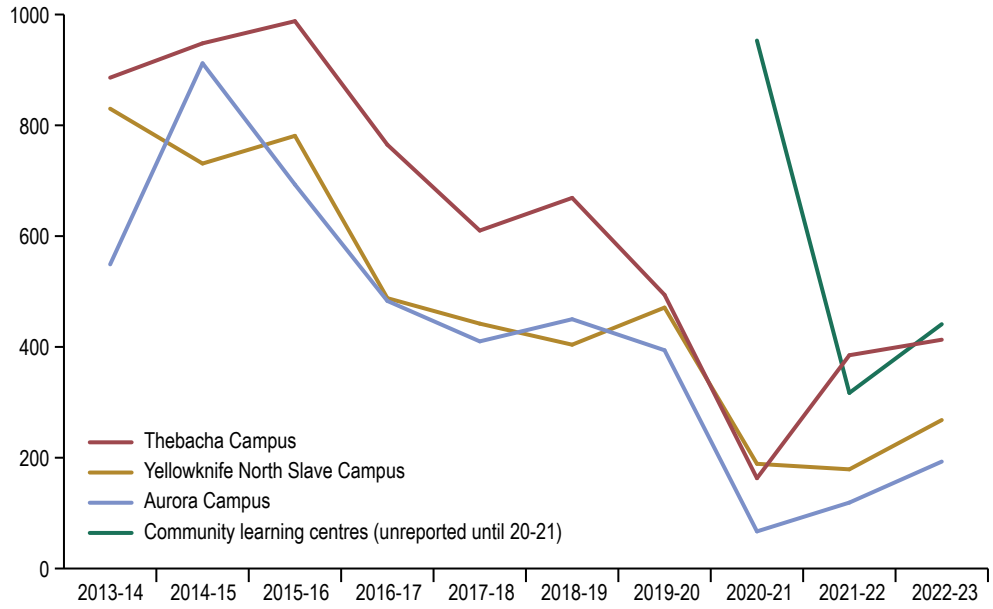
Figure 7. Full time enrolment per campus, 2013-2023



Note: All enrolment numbers are sourced from Aurora College annual reports, published 2013-14 to 2022-23.

facilities, those at the Thebacha campus are largely in an adequate state, both in terms of condition and occupancy capacity for their current usage. The academic facilities at the Yellowknife North Slave Campus, on the other hand, have been continuously reported as over capacity since 2006. In Fort Smith, some of the existing student housing options are in a problematic state and "not meeting minimum quality standards;" this is a quote from the *Aurora College Foundational Review* and is listed by the same document as a contributing cause to low enrolment. In Yellowknife, applications to student housing far exceed available beds, and prospective students are turned away for this reason. All of these facility-related factors are well-known by Aurora College staff to be affecting student enrolment.

Figure 8. Part time enrolment per campus, 2013-2023



The College (and its funding partners) will need to actively decide whether serious investment will be made in the development of new facilities including student housing at three campuses, or whether an alternative strategy will be devised to make post-secondary education accessible to residents of the Northwest Territories.

At the three campuses, providing housing for students from other communities presents a costly challenge. In other communities, meanwhile, the requirement for students to leave their homes behind presents a major barrier to enrolment. Engagement in communities has highlighted several relevant issues: for one, a student who leaves their home community to attend the College will have their housing unit reassigned; not all community members are equipped for the transition to a larger centre with a different way of life; there are cultural and relational ties within communities that provide important forms of support; and – cited most frequently and vehemently – many adults have children or dependents, making it extremely difficult to relocate. Given these facts, and given the College's challenges accessing funding for infrastructure development, the institution might wish to take an approach that:

a) allocates fewer resources to the development and operation of student housing in campus communities; and

b) makes programming accessible to northern students by delivering it where they are.

As shown in Figure 8, part-time enrolment is higher at the community learning centres than it is at any campus, with Thebacha being a close second – at least in 2022-23. (Note that enrolment statistics have not been publicly available for CLCs prior to 2020-21). Engagement with communities has suggested that there is significant potential for enrolment to increase at CLCs, if programming:

- is flexible and responsive to community needs/requests,
- offers direct pathways to stable employment, and
- is developed and marketed in partnership with community organizations.

These asks listed above could be substantial, in terms of the staffing resources or structural changes that may be required to facilitate them. However, such a strategy could be significantly less demanding than a strictly campus-based model, when it comes to capital or O&M costs for facilities.

If no investment in Aurora College facilities will be forthcoming from the territorial or federal governments, then the expansion of student numbers at all three campuses is effectively already capped by limitations on available housing. It could be prudent, therefore, for the College to focus resources more strategically on filling gaps in community-based education pathways.

Ultimately, these strategies will need to be considered carefully by leadership at Aurora College in view of the information that is available to them: including enrolment projections for each campus, staffing/organizational structures, upcoming academic calendars, the current operating model of the College especially in terms of financials, and whether any funding will be committed by the GNWT or by Canada to the expansion of Aurora College facilities. Notably, the Transformation to a polytechnic university — one which meets required standards for academic research and student services — will be challenged, if not made impossible, by the absence of such investment.

8. Next steps

Based on the findings of this report, next steps for Aurora College and ECE include the following:

- Develop a system for maintaining formal records of renovation work undertaken on Aurora College assets. Allocate responsibility for these records to one department or entity to ensure such records are maintained.
- Consider the role of community learning centres within the overall strategic direction of the College. Allocating more resources to CLCs might improve the accessibility of College programming to a broader number of NWT students, and thereby improve enrolment.
- Examine priorities in terms of facility expansions and enhancements — considering community-based infrastructure as well as the three campuses. Apply or negotiate for capital funding from the federal and territorial governments to implement priorities.
- Work towards partnerships that can support both the initial delivery and the ongoing sustainability of community-based infrastructure. Partners could include: Indigenous governments; community-based organizations; GNWT departments with local/regional space needs; research organizations including the ARI and other post-secondary institutions; and even private industry.

9. Appendices

A) Summary of facility conditions for standalone CLCs

Summary of Community Learning Centre Facilities from GNWT overview reports

The number below is an average of the anticipated life of each building element

Item	Community	Year Facility was opened	Building Area (m2)	Foundation type	Building framing type	Year Facility was renovated	Renovation Type	GNWT Suggested remedial cost	Suggested year of majority of remedial costs	GNWT anticipated 2023 replacement value	GNWT anticipated average building life	GNWT anticipated replacement date
1	**Aklavik**	1994	251	Steel Piles/ Wood beam	Wood Frame	2000	Lighting & branch wiring	$ 977,406	2024	$ 1,566,107	30 years	2030
	GNWT Overview Report 01					2005	Emergency Battery pack lights and exit signs					
						2010	Water heaters					
						2013	Paint					
						2014	Wood Stairs at classroom, classroom vinyl windows, south classroom new door					
2	**Behchoko (Rae)**	1990	205	Concrete Piers/ Wood Beams	Wood Frame	2000	stairs & ramps, room signage,	$ 1,329,676	2019	$ 2,455,278	27 years	2025
	GNWT Overview Report 08					2004	Carpet		2022			
						2010	Above ground fuel tank, DDC system,		2026			
						2011	Interior painting					
						2017	CCTV & Burgler alarm					
3	**Deline**	1998	252	Steel Piles/Wood beams	Wood Frame	2010	Interior wall painting, Emergency Battery pack lights and exit signs	$ 1,067,989	2023	$ 1,526,732	28 years	2030
	GNWT Overview Report 12					2012	Above ground fuel tank, Exterior HID light fixtures		2025			
						2015	Sheet Vinyl flooring		2028			
						2016	Domestic and heating water pumps					

4	**Fort Good Hope**	1991	232	Wood Blocking/ wedges	Wood frame with steel roof joists	1995	washroom accessories	$ 639,335	2020	$ 2,049,502	30 years	2032
	GNWT Overview Report 15					2001	Circulation fans		2021			
						2008	sheet vinyl flooring		2023			
						2010	painted walls, 6 gal electrical water heater		2025			
						2011	fuel oil distribution piping and above ground fuel tank, and telephone system		2028			
						2012	washroom fixtures (upgrades)					
						2016	wood and steel stairs/ramp, oil fired boilers and water heating pumps					
						2017	Exterior lighting fixtures					
5	**Fort Providence**	1970	100	Wood Blocking/ wedges	Wood Frame	1984	windows	$ 1,176,929	2019	$ 931,568	31 yrs	2028
	GNWT Overview Report 21					1985	Kitchenette, interior light fixtures		2020			
						1990	General building exhaust		2021			
						1995	vinyl wall and flooring & fixed casework		2024			
						2000	washroom fixtures		2026			
						2004	Window AC Units					
						2005	Interior painting					
						2008	Electrical water heater & singel phase electrical distribution					
						2009	Exterior wood stairs					
						2010	Fire Extinguishers					
						2012	Feeder for light service, telephone system and emergency battery packs					
						2013	Interior painting					
						2014	Exterior lighting LED packs, Fire Alarm system, Exit Signs					

6	**Fort Resolution**	1970	83	Concrete footings	Wood frame	2000	Major Renovation - metal siding, wood siding, vinyl windows, interior partitions, washroom accessories, flooring, ceiling mechanical system, electrical emergency systems etc	$ 115,148	2023	$ 421,539	32 years	2034
	GNWT Overview Report 24					2004	Telephone System		2025			
						2006	Interior Painting		2026			
						2009	Oil fired boiler and furnace		2027			
						2010	Ashpalt shingle roof		2028			
						2011	Fire Alarm System					
						2014	Electric water heaters					
						2019	Interior Painting					
7	**Hay River**	1997	456	concrete foundation wall & slab on grade	Steel and wood frame	2005	Interior painting	$ 1,563,454	2025	$ 3,096,550	29 yrs	2033
	GNWT Overview Report 67					2007	Condensing Units (mechanical)					
						2009	Flooring		2026			
						2012	LAN System		2027			
						2014	Elect. Water heater, Interior lighting, Emergency battery packs, exit signs		2028			
8	**Tuktoyaktuk**	1991	236	Wood Blocking/ wedges	Wood Frame	2000	washroom exhaust, HVAC controls, Exit signs	$ 1,227,703	2020	$ 1,768,447	29 yrs	2030
	GNWT Overview Report 109					2004	Water storage tank		2023			
						2006	LAN System		2025			
						2012	Above Ground Fuel Tank					
						2014	Exterior paint, exterior stairs, Interior painting, restroom finishes,					
						2016	Fire Extinguishers					
9	**Tulita**	1991	119	Wood Blocking/ wedges	Wood Frame	1997	Foundation block/wedge	$ 214,505	2018	$ 550,991	31 yrs	2032
	GNWT Overview Report 113					2001	sheet vinyl wall surface		2020			
						2003	Fire Extinguishers		2021			
						2011	Above ground fuel tank, emergency light battery packs, exit signs		2023			
						2012	Exterior light fixtures		2024			
						2014	Interior painting, vinyl flooring		2025			
						2015	Exterior wood deck/ramp and stairs		2026			
						2016	Domestic Water Pump (booster)		2028			

10	**Ulukhaktok**	1988	100	Wood Blocking/ wedges original pile system has failed	Wood Frame	1990	Air constant volume - ventilation	$ 641,281	2021	$ 1,091,077	30 yrs	2033
	GNWT Overview Report 115					2000	restroom fixtures,		2023			
						2003	Door assembly		2025			
						2006	LAN system		2027			
						2007	Perimeter building skirt, deck, stairs, envelope, kitchen sink, ceilings, full mech/Elect upgrade					
						2014	Metal siding					
							Sub-total for remedial work including cost of work identified as required prior to 2023	**$ 8,953,426**				
							Anticipated replacement value for all current CLC's			**$ 15,457,791**		
								Wood blocking foundation - not a particularly great foundation type - short life span				
								Concrete foundation - typically good foundation type - longer life span				
								Steel pile foundation - typically good foundation type - longer life span				

Notes:

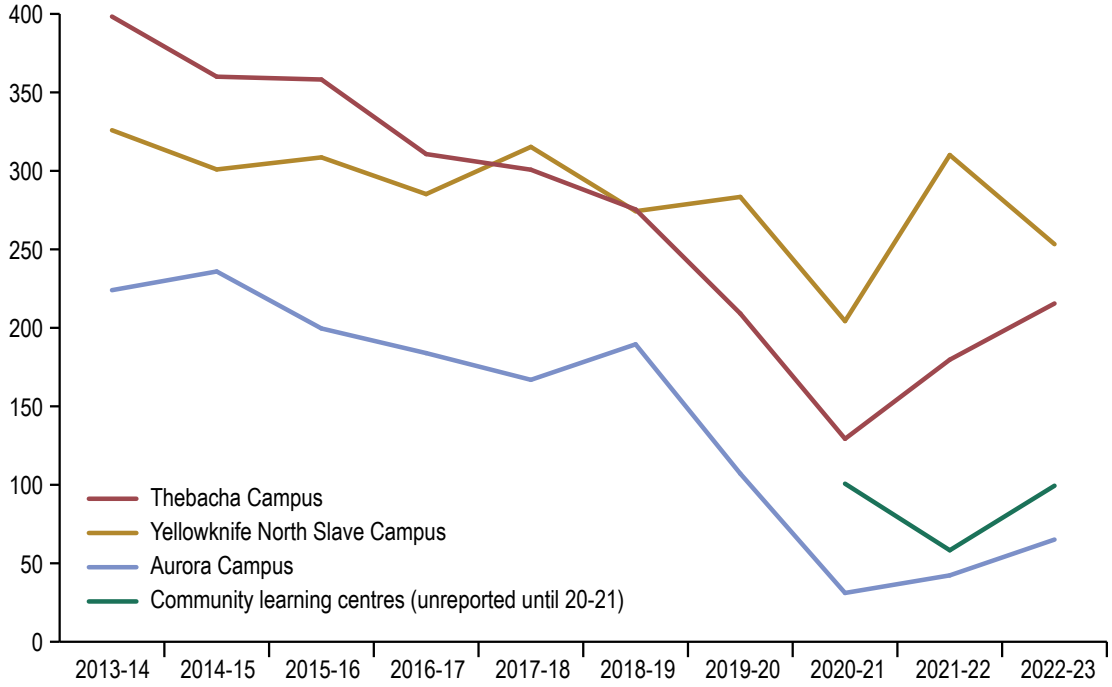
Given that the building review document that was provided by the GNWT appears to be a summary of work either planned or already undertaken but is likely taken from various reviews that occurred over a period of time rather than being a summar of building status at one time. For instance some of the projects list remedial work to start in 2021 while others identify work to start in 2015.

TAG is not able to currently confirm if some of the identified work for each of the projects slated for future renovation have actually been undertaken (note that some of the planned future work is identified for such times as 2015 etc).

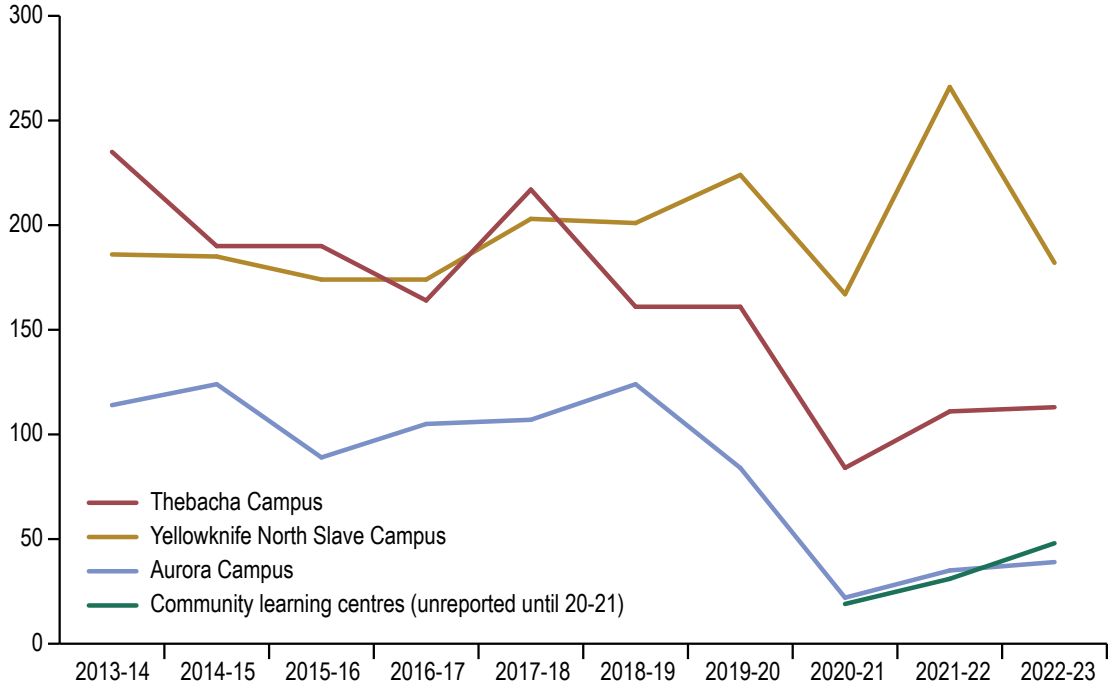
					FCI
Aklavik	$ 977,406	$ 1,566,107	30 years	2030	0.624
Behchoko (Rae)	$ 1,329,676	$ 2,455,278	27 years	2025	0.542
Deline	$ 1,067,989	$ 1,526,732	28 years	2030	0.700
Fort Good Hope	$ 639,335	$ 2,049,502	30 years	2032	0.312
Fort Providence	$ 1,176,929	$ 931,568	31 yrs	2028	1.263
Fort Resolution	$ 115,148	$ 421,539	32 years	2034	0.273
Hay River	$ 1,563,454	$ 3,096,550	29 yrs	2033	0.505
Tuktoyaktuk	$ 1,227,703	$ 1,768,447	29 yrs	2030	0.694
Tulita	$ 214,505	$ 550,991	31 yrs	2032	0.389
Ulukhaktok	$ 641,281	$ 1,091,077	30 yrs	2033	0.588

B) Aurora College enrolment trends over ten years (2013–2023)

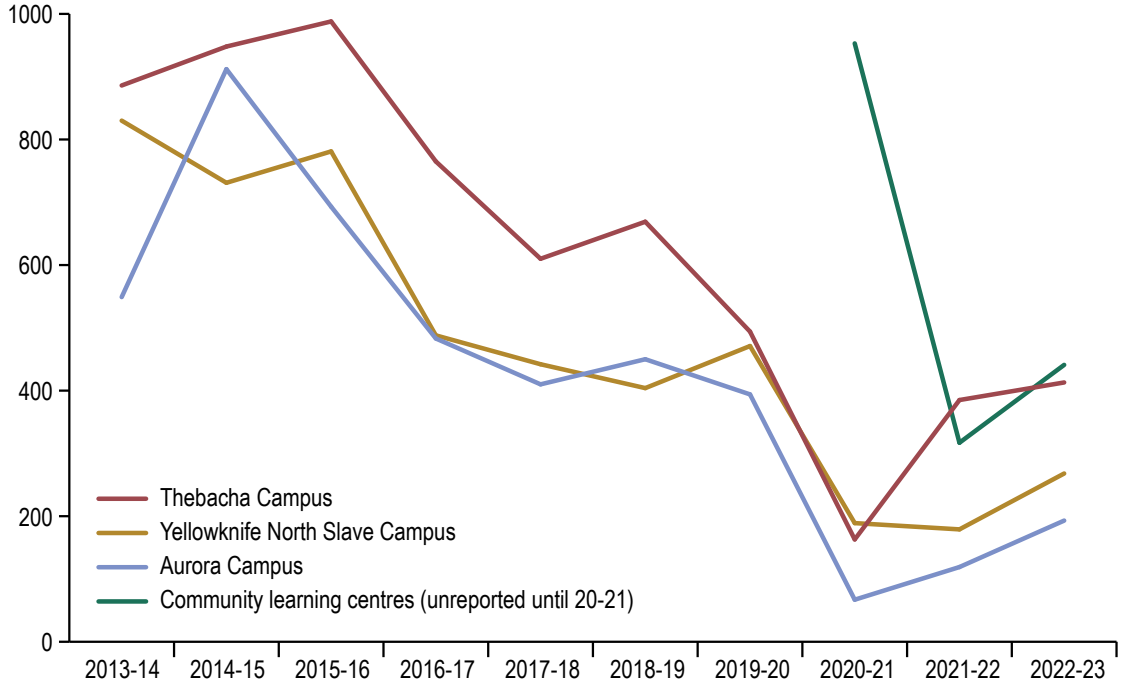
Full-Time Equivalent (FTE) Enrolment Per Aurora College Campus, 2013-2023



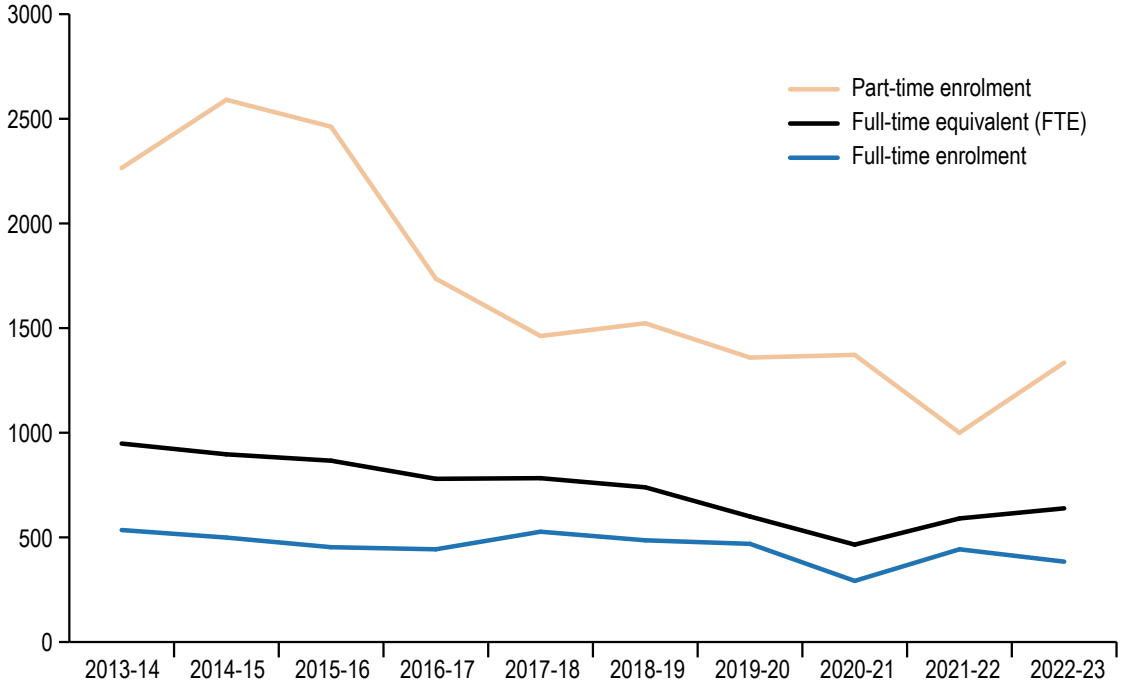
Full-Time Enrolment Per Aurora College Campus, 2013-2023



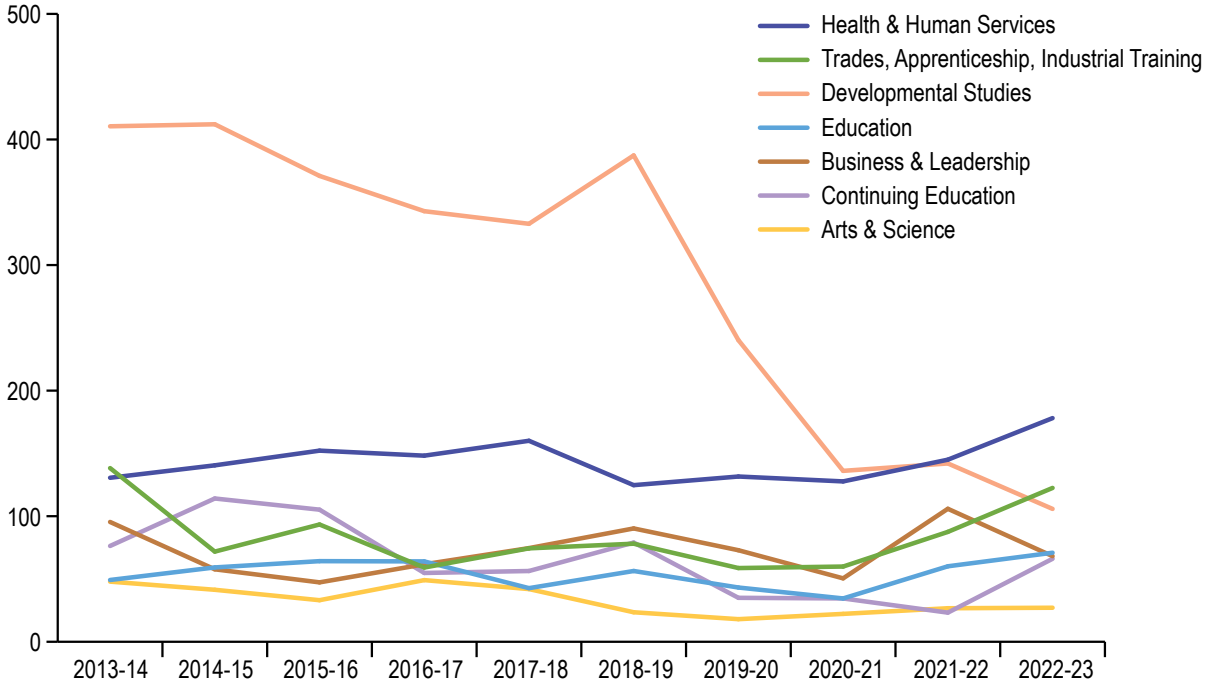
Part-Time Enrolment Per Aurora College Campus, 2013-2023



Total Levels of Enrolment at Aurora College, 2013-2023



FTE Enrolment Per School/Division of Aurora College, 2013-2023



Note: All numbers for enrolment are compiled from the Annual Reports of Aurora College, published for the fiscal years 2013-14 until 2022-23.