



Early Childhood Expansion

Board Goal #4: The Board of Education shall allocate additional resources to increase early childhood education opportunities for students.



Purpose

In an effort to address Board Goal #4, an early childhood education expansion committee was formed. The committee received information that confirmed there is a population of unserved families in the community and there is no physical space in our existing facilities that would allow the district to serve those families. Therefore, it is concluded that additional physical space is needed, either on existing district land (as an addition or new standalone building) or elsewhere in the city of Geneseo.



Expansion Committee Work

- 18 members consisting of BOE, Admin, staff, community agencies, and parents.
- Conducted community-based and staff-based needs surveys.
- Held five Early Childhood Expansion Committee meetings.
- Participated in five Early Childhood Site visits across Illinois and Iowa.
- Engaged in a Consensus Building Workshop to identify priorities.

Below: GMS 8th Grade FACS student develop activities for our preschools in a collaborative unit of instruction on child development.



What we've learned.



Birth to 5 IL Data

- The live birth rate for the school district region remains relatively flat over recent years
- The number of available childcare slots in the region for birth to 5 is not enough to satisfy the number of children
- Local providers have long waitlists due to spacing and/or staffing issues



District 228 Survey Data

- Staff survey demonstrates a definite need for affordable and available childcare. Staff will welcome **12** new babies this school year (that we know as of today)!
- Community survey demonstrates a definite need for affordable and available childcare
- At our most recent preschool screening (October), we turned away 25 families due to insufficient slots and space



What we've been up to...

- Early Childhood Educators have been working to prioritize and align standards to refine our guaranteed and viable curriculum for our youngest learners.
- We've been more intentional to forge new/renewed relationships with other providers and expanded our GYO program to get more students involved.

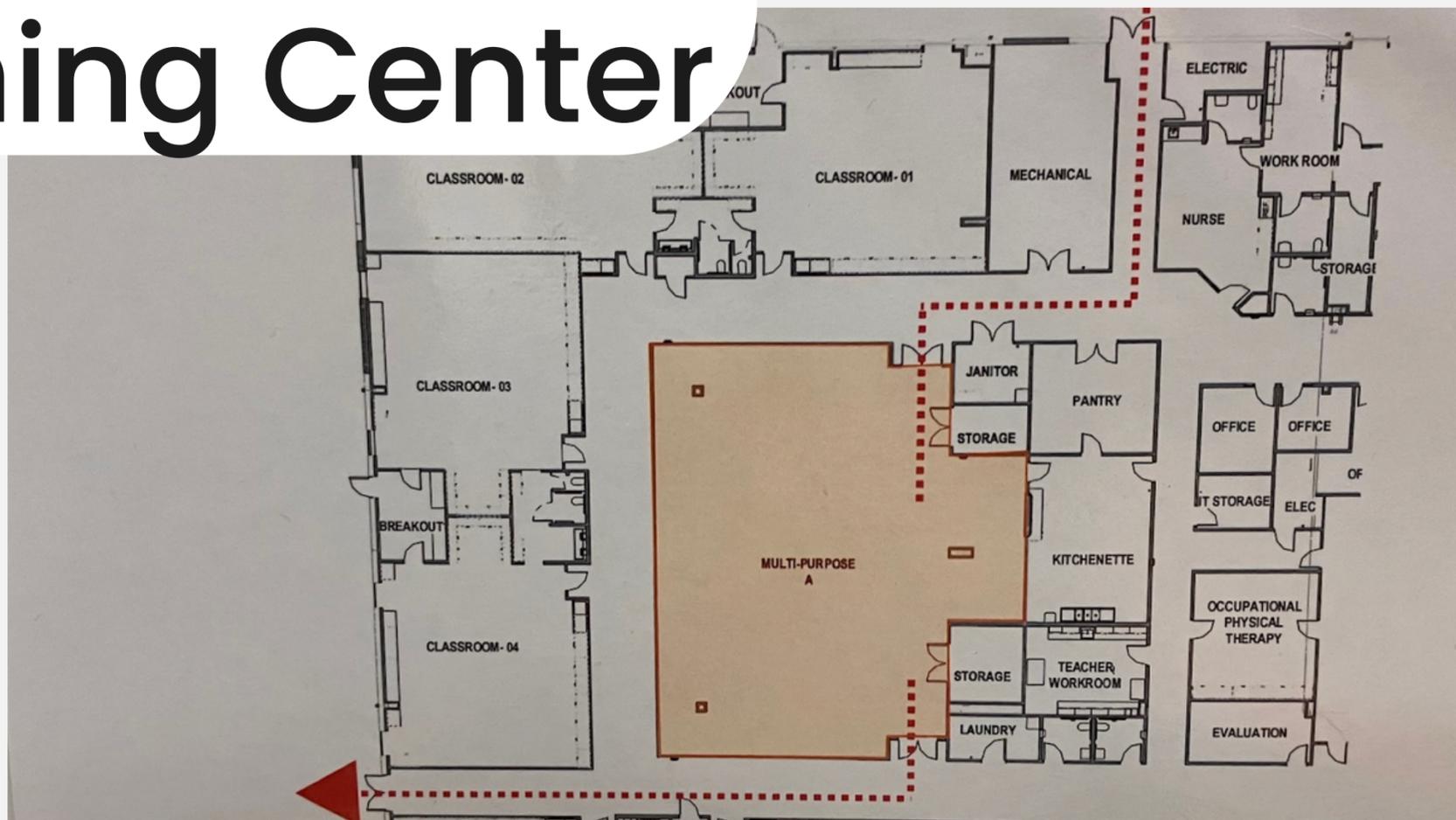
Standard	EC	Gold Objective	K Alignment	Goal
6.A Demonstrate beginning understanding of numbers, including numeration and operations.	EC	Gold Objective	K Alignment	Goal 8.A Explore and understand numbers, numerals, and symbols.
6.A.EC.a recognize "how many" in sets up to 5.	X	20b.4	CC.4 & 5 🍌🍌	8.A.EC.a sort, order, compare and describe objects by their attributes.
6.A.EC.b use subitizing to identify objects in sets of 4 or less.	X	20b.3 & 4	CC.4 & 5 🍌🍌	8.A.EC.b recognize, duplicate, extend, and create patterns with objects.
6.A.EC.c understand zero as "none" or "nothing"	X	20b.3 & 4	CC.3 🍌	Goal 8.B Describe and compare objects, shapes, and spaces by identifying their attributes.
6.A.EC.d connect quantities to physical models and informal representations.	X	20c.4	CC.3 & 4 🍌	8.A.BEC.a with assistance, represent a set of objects by a number name.
6.A.EC.e differentiate numbers and letters; recognize some written numerals.	X	20c.4	CC.3 & 7 🍌	Goal 9.A Recognize, name, and describe objects.
6.A.EC.f recite numbers 1 to 10.	X	20a.4	CC.1 🍌🍌	9.A.EC.a recognize and name common objects, shapes, and spaces by their attributes.
6.A.EC.g say a given number in a series up to 9 with a "running start".	X	20a.5		9.A.EC.b sort collections of 2- and 3-dimensional shapes by their attributes.
Goal 6.B Add and subtract to create new numbers and begin to construct sets.	EC	Gold Objective	K Alignment	9.A.EC.c identify and name some of the shapes, objects, and spaces by their attributes using 2-dimensional shape names.
6.B.EC.a recognize numbers (or sets of objects) can be combined or separated to make another number.	X	20b.4	OA.1-5 🍌🍌	9.A.EC.d combine 2-dimensional shapes to create larger shapes.
6.B.EC.b count out and construct sets of objects up to 5.	X	20b.4	OA.1 & 2 🍌🍌	9.A.EC.e think about how altering the shape of an object affects its appearance.
6.B.EC.c understand the new number created with sets up to 5 when they are	X	20b.4	OA.1-4 🍌🍌	Goal 9.B Demonstrate an understanding of the number system.

Where we've been!





East Moline Early Learning Center



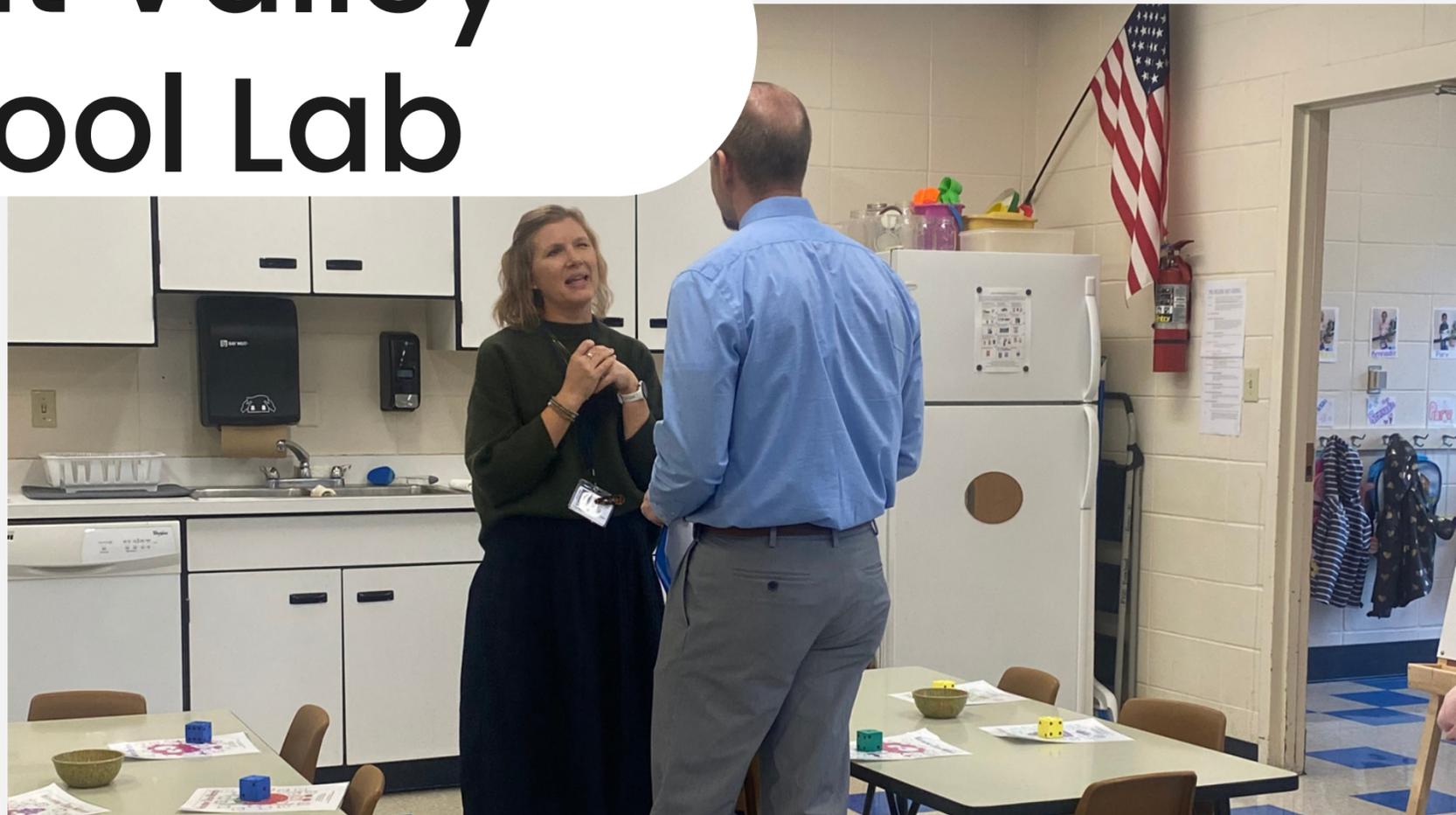


Our Savior Bettendorf





Pleasant Valley Preschool Lab



Prairie Early Childhood Center



Prairie Early Childhood Center





Bright Futures Galesburg CUSD 205



Group A	Group B	Group C	Group D
<ol style="list-style-type: none"> Built with young kids in mind (sink sizes, room sizes, outside spaces, etc.) SpEd Integration Community Collaborations (high school, ICC, other care centers) Qualified/dedicated staff support Affordability for families and district Unified vision of social skills and academics that prepares students for kindergarten 	<ol style="list-style-type: none"> Expanded early intervention/ integrated special education programming “Grow Your Own” Early childhood high school programs Wrap around (before and after school care) programming and/or transportation Gross motor & outdoor learning Collaborate with community services to offer on-site support (eg. mental health) Strong staff support & training 	<ol style="list-style-type: none"> Learning Lab- hands on experiences for MS & HS students Private PreK transportation (door to door, preK only, no GMS exchange) Common curriculum Secure additional funding -community partnerships Serve more kids -including birth to 2 Intentionality with building/space design 	<ol style="list-style-type: none"> Modern facilities, square footage (designed for little school) Opportunities for high school Outdoor learning/ nature Meets community demographic needs All entities and programs can co-exist Properly staffed

Common Themes

<p><u>Intentional Facility Design</u> A1- Built with young kids in mind (sink sizes, room sizes, outside spaces, etc.) B4- Gross motor & outdoor learning C6- Intentionality with building/space design D1- Modern facilities, square footage (designed for littles)</p>	<p><u>Serving all student needs in an integrated Manner</u> A2- SpEd Integration B1- Expanded early intervention/ integrated special education programming C5-Serve more kids -including birth to 2 D4- Meets community demographic needs</p>
<p><u>Grow Your Own</u> A3- Community Collaborations (high school, ICC, other care centers) B2- “Grow Your Own” Early childhood high school programs C1- Learning Lab- hands on experiences for MS & HS students D2-Opportunities for high school</p>	<p><u>Unified social/emotional and academic expectations</u> A6- Unified vision of social skills and academics that prepares students for kindergarten B3- Wrap around (before and after school care) programming and/ transportation C3- Common curriculum D3- Outdoor learning/ nature</p>
<p><u>Community-Based Approach</u> A5- Affordability for families and district B5- Collaborate with community services to offer on-site support (eg. mental health) C4- Secure additional funding -community partnerships D5- All entities and programs can co-exist</p>	<p><u>Staffing</u> A4- Qualified/dedicated staff support B6- Strong staff support & training D6- Properly staffed * Adequate number, trained, retention</p>

<p><u>Responsive to family need including transportation</u> A5- Affordability for families and district B3- Wrap around (before and after school care) programming and/or transportation C2- Private PreK transportation (door to door, preK only, no GMS exchange)</p>

Building Consensus

Identify the agreed upon “Dream Big” components of an early childhood expansion in District 228.

Our Agreed Upon Big Ideas:

- Intentional Facility Design
- Serving students’ needs in an integrated manner
- Grow Your Own- Early Childhood
- Unified Social-Emotional and Academic Expectations
- Community based approach
- Staffing
- Responsive to family needs; including transportation

Consensus to Actualization



Current Spaces



Dream Spaces

Build a 12 classroom addition onto GMS (for proximity), complete with shared learning spaces, staff collaboration spaces, outdoor play spaces, and space for support services. OR build the same structure as a stand-alone building to the south of GMS as a comparison. OR refurbish an existing industrial building in Geneseo that can meet our needs if one becomes available before the design phase is underway.

Address early intervention like never before by creating classrooms with more inclusion, providing on-site wrap around services, and doubling the enrollment for our neediest, unserved student population.

Breakdown

- Move SAFE to the new space, providing wrap around service before and after school (6:30AM - 6:00PM)
- Continue to offer half-day preschool (AM or PM)
- Offer half-day Child Care option as a wrap around service that would swap with the half-day preschool at the appropriate time (AM or PM)
- Offer a Birth through Two option on a smaller scale
- 5 - Preschool classrooms
 - Could have 12/3 Gen Ed/SPED ratio or 10 SPED or 20 Gen Ed makeup
 - 1 certified teacher, 1 aide in each
- 5 - Child Care classrooms
 - 1 non-certified teacher, 1 aide in each
- 2 - Birth through Two classrooms
 - Could have 8 to 16 children in each depending on classroom size and number of staff
 - 2 aides in each

What Might it Cost?

Cost estimates without architect or bond lender expertise or additional funding taken into consideration:

1. A ballpark “new” salary cost estimate based on the “dream big” model from our last meeting is probably in the neighborhood of \$595,000. (1 Admin (\$80,000), 2 additional certified Teachers (\$90,000), 5 new non-certified teachers (\$150,000), 11 additional Paraprofessionals (\$275,000)).
 - a. This would be less if we leased/outsourced some of the Child Care space to a local/private provider
2. We would also hire a Traffic Engineer to evaluate/alleviate our traffic congestion at GMS as a part of this project.
3. This is a project that will likely have to be bonded out, as we did the Vocational Center. I would anticipate a project of this scope would add roughly 15 to 20 cents on the annual bond and interest levy, but that is dependent on the size of the project, the repayment period, and other funding sources.

What New Funding Might be Available?

New funding sources for a new model:

1. Dr. Brumbaugh received an email from ISBE last week regarding additional funding possibilities for early childhood education next year. If we expand our services, now might be the best time to apply for those new/expanded grants while the State is throwing new money towards this initiative.
2. Local foundations have already voiced their support for such an initiative should it move forward.
3. There is a chance we could tie the bonds to our existing County School Facility Occupation Tax, lowering the likelihood of having to raise the bond and interest portion of the local property tax levy .
 - a. In short, no referendum and no tax increase might be possible
4. **Research shows for every \$1 dollar spent on early childhood education and prevention, it leads to \$4 – \$9 in future savings as a reduction of remediation and/or special education services.**

What's Next?



The committee is recommending to the Board of Education permission to:

1. Work with an architect to get cost estimates and/or develop plans for an addition on the north side of GMS and a stand-alone structure to the south of GMS for comparison and future consideration by the BOE.
2. Work with a traffic engineer to look for solutions to the traffic flow at GMS for future consideration by the BOE.
3. Develop a budget and supporting fee structure for such an expanded program for future consideration by the BOE.

Something Else to Consider...

GMS was built on a tight budget and not enhanced during Project Leaf. What if during this project we addressed some of their greatest needs too?

1. Expand the spaces currently dedicated to GMS Band and Choir to accommodate their growth.
2. Build a field house (GFAC 2.0) to give our student athletes adequate space to practice and fully develop.

