# ECE Elevate(R)

Early Childhood Environmental
Design Community of Learners

**preschool ● PROMISE**
Dayton & Montgomery County, Ohio

**Talent One Advisors**
Strategy that delivers

**Arlitt** CENTER
University of CINCINNATI
Education | Research | Sustainability

**SHP**

# INTRODUCTIONS

**John Noble**
AIA, NCARB, LEED AP

SHP

**Gail Johnson**

Talent One
Advisors

**Dr. Leslie
Kochanowski**

University of
Cincinnati

**Ashley Marshall**

Preschool
Promise

We are planning on sharing a project with you called the ECE Elevate(R),

But first, we would like to start with a little exercise...

Song of Childhood | By Peter Handke

When the child was a child
It walked with its arms swinging,
wanted the brook to be a river,
the river be a torrent,
and this puddle to be the sea.

When the child was a child,
it did not know that it was a child,
everything was soulful,
and all souls were one.

When the child was a child,
it did not know that it was a child,
it had no opinion about anything,
had no habits,
it often sat cross-legged,
took off running,
had a cowlick in its hair,
and made no faces when photographed.

When the child was a child,
It was the time for these questions:
Why am I me, and why not you?
Why am I here, and why not there?
When did time begin, and where does space end?
Is life under the sun not just a dream?
Is what I see and hear and smell
not just an illusion of a world before the world?
Given the facts of evil and people,
does evil really exist?
How can it be that I, who I am,
didn't exist before I came to be,
and that, someday, I, who I am,
will no longer be who I am?

When the child was a child,
It choked on spinach, on peas, on rice pudding,
and on steamed cauliflower,
and eats all of those now, and not just because it has to.

# The Young Child's Experience of Space

By David Kennedy

*"The young child's project is to **master the world through participation in its play**, resulting in that relative independence from the world which characterizes adulthood...The young child **plays in a unity with nature**, and **through that play, separation develops.***

"**The lived space of the four, five and six-year-old is**, relative to the adult, **quite undifferentiated between body and environment**...

"The world which I am placed in forms a unity with me the perceiver...there is no part of the field of perception that i could with any final certainty call 'dead', 'inanimate" or reduce to some lesser level of being."

"The spatial environment invites engagement and transformative action... **things call out**, not as with adults to be overcome and put aside, but **to be played with** - the stairs call out to climb, the ball to throw, the empty container to be filled, the filled container to be emptied, the puddle to be splashed in, wide-open spaces to run in, etc.

"**Through special places** - the window nook, a textured wall, a small interior courtyard - **the world takes us to its heart** and every object becomes a sign of the unutterable truth of being itself. **Such settings can preserve and create a sense of meaning in the world.**

An overall pattern of spaces - spaces that **hide; enclose; open onto larger vistas; inhabit different levels; connect intricately with other spaces; allow different numbers of occupants; wander incoherently; afford different entryways; frame sky, water, and trees with windows** - builds the animate, interlocutive quality which is the originary vision, not just of childhood, but of the deeper levels of human perception."

So, how do we create such spaces?
**We learn to become both archeologists of our own lived experience and interpreters of the experience of children**.

# (my) Space of Childhood

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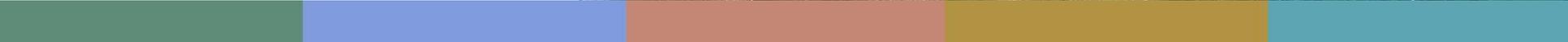
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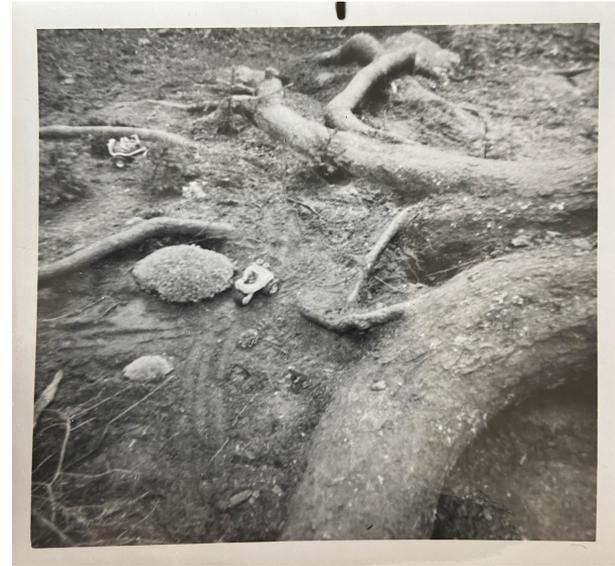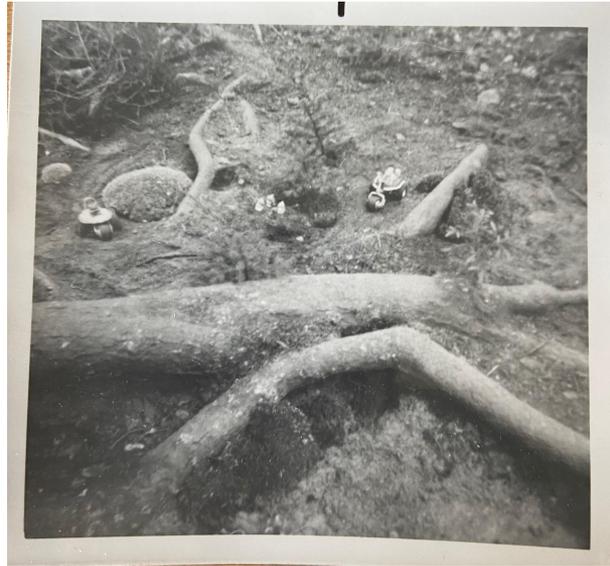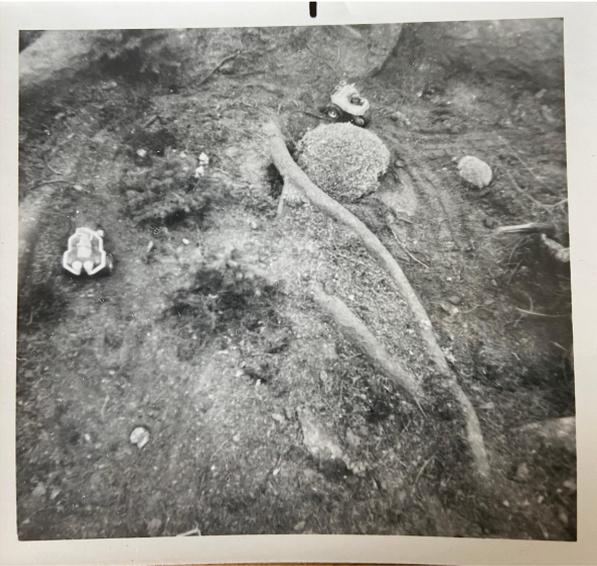
# TOPICS FOR TODAY:

- The HISTORY of the PROJECT

- EARLY LEARNING (and its)ENVIRONMENT

- FINANCIAL TOOLS and RESOURCES

- WHAT IS A MASTER PLAN and WHY SHOULD YOU HAVE ONE?

- an INSIDER'S VIEW of the PROCESS

- a FIELD REPORT, ONE YEAR LATER…

the HISTORY of the PROJECT

# 16
# Providers
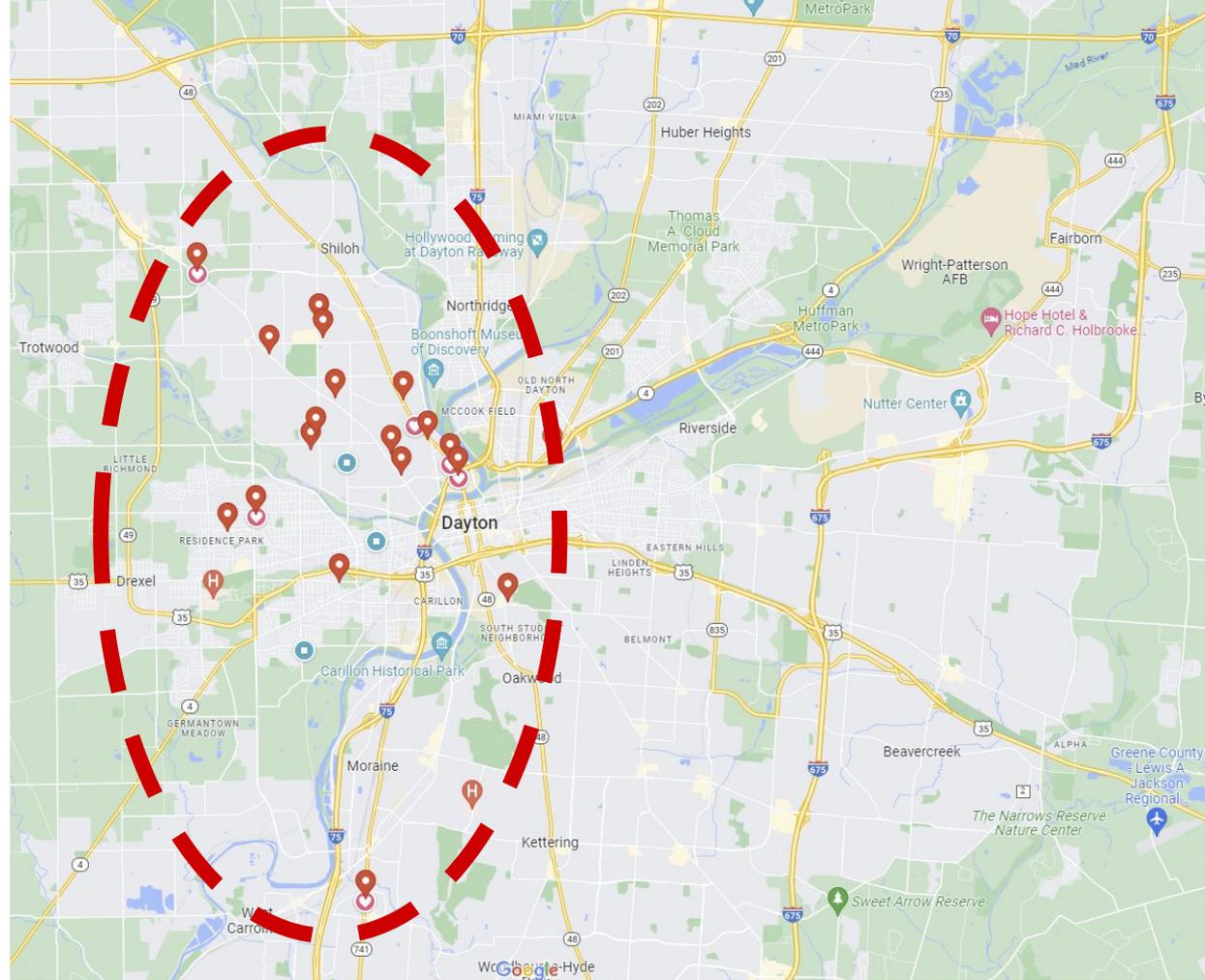
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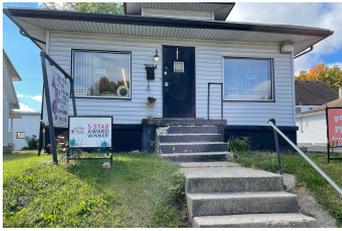
# EARLY LEARNING and its ENVIRONMENTS

Dr. Leslie Kochanowski

# FINANCIAL TOOLS
# and METHODS

# ELEMENTS OF A MASTER-PLAN

- Facilities Assessments / CPERS
- Program of Requirements
- Prioritized list of Objectives/Projects
- Schematic Design Options as required
- Long-term Schedule for Implementation (5 to 10 years)
- Preliminary Construction Schedule(s)
- Budgetary Strategy for Success
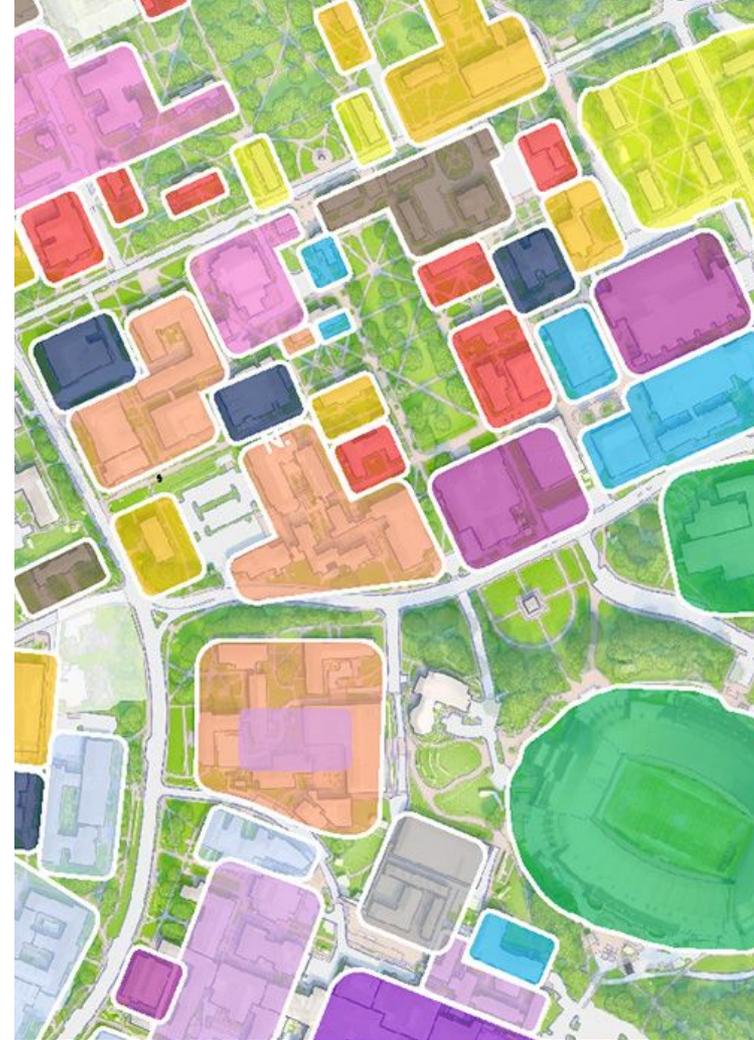
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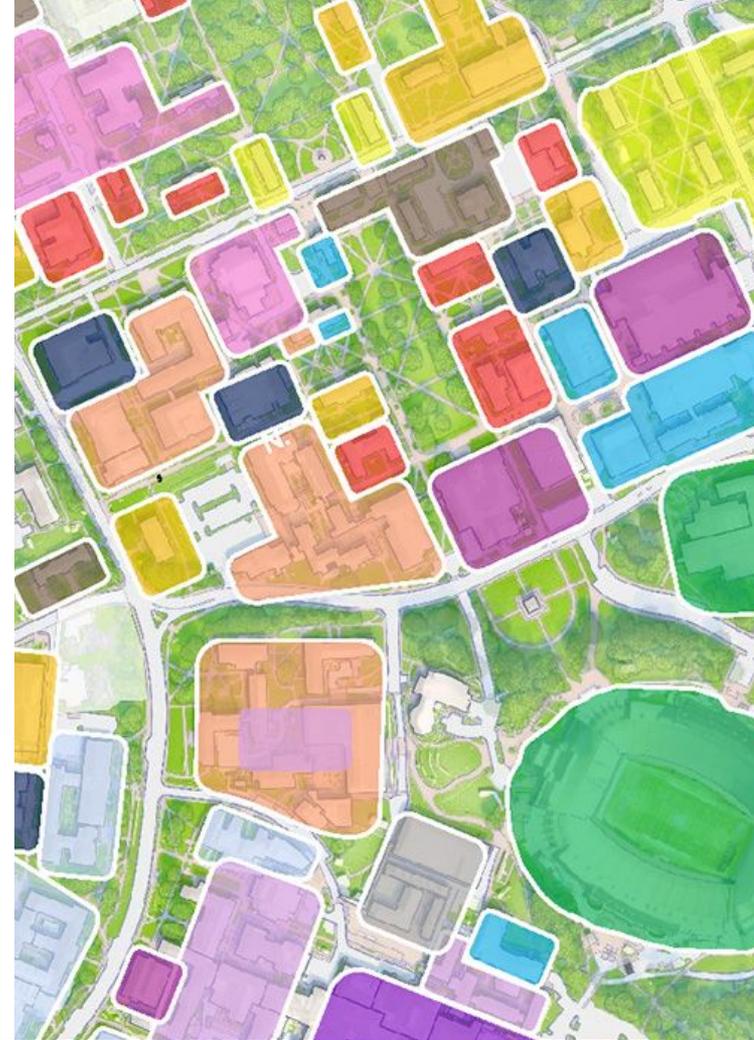
# TOOLS

- Visioning Exercises

  - Shared Statement of Intent
  - Design Principles
  - "a Day in the Life" of the new School
  - "Shared Design Vocabulary"

- Facilities Assessments / CPERS

- Program of Requirements

- Conceptual Budget Estimate

- Preliminary Construction Schedule

- A Prioritized List of Next Steps (Projects)
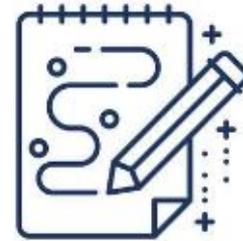
# SITE-SPECIFIC DESIGN PRINCIPLES

Design Principles are clearly measurable attributes, qualities and elements that will be the "things" that make up the design. They are NOT program spaces or specific details but they ARE descriptions of how you would like this project to turn out.

They could include anything from a desire for clear separation between pedestrian and vehicular traffic in the pick-up/drop-off area to establishing a percentage of openings for day-lighting to identifying the need for distributed storage to support itinerant and volunteer teachers in extended learning areas.

Whatever they are, they will be the elements that, combined, will make your Design Foundations become reality...

# DESIGN PRINCIPLES

**Design Principles** (in no particular order):

1. The school must have a **space in which to teach/train computer skills** to adults
2. The program must **accommodate special needs** of students not just in terms of daily operations but with wrap-around services in dedicated, purpose-built spaces.
   - Special Needs (accommodations and support)
   - Consortium - EC Mental Health consultation
3. The program must meet **5-Star quality rating**
   - EKU Model School and newport Scholar House as examples
4. The program must establish collaborative relationships to **ensure smooth transitions between Early Childhood and Elementary Schools** to ensure that gains made are maintained
   - Strategies for collaborating with teachers
   - Strategies for collaborating with parents
   - Strategies for collaborating with children to allow them to own their learning
   - Transitions - children moving to first grade/support for parents
5. The program must have **research as an integral component of its mission** and operations
   - Curriculum/teaching strategies
   - Learning modes
   - Learning environment (spatial/experiential)
6. The program must establish logistical and control systems that accommodate **open-door policy for key stakeholders and partners**
7. The program must **embrace/explore multiple pedagogies across a diverse curriculum**, allowing both children and teachers/students to gain from exposure to a variety of learning strategies.
   - Montessori classroom
   - Reggio Inspired classroom
   - Constructivist (creative curriculum) classroom
   - Steam classroom
   - social /emotional
   - Music, arts, etc.
8. The program must **actively engage community education systems**.
   - Include public schools (public preschools)
   - Offer CEU training opportunities
   - Offer positions for highschool CDA Interns
   - Offer community Professional development opportunities (to parents, etc)
9. The program must build-in the **flexibility to change in order to accommodate shifting needs and priorities**.
   - Expectation that program will be re-designed when/if necessary
   - Degree programs can be changed/created when new conditions arise
10. At all levels and in all spaces the program will offer **state-of-the-art learning-on-display**.

   - Include design-thinking space (training room
   - Cutting edge technology
   - Inter-connected classrooms with integral collaboration/observation capacity
   - Observation windows
   - Facility as learning lab/training center
11. The program must be **attractive to Gateway Students and the general public**.
   - The facilities must be welcoming and convey a sense of respect/dignity for all.
   - But/and the educational/learning opportunities must be equally attractive
12. The facility must **include space(s) inside to accommodate gross motor activities**
13. The program must offer a **family centered approach to build trusted partnerships**
   - Work with parents and child with depth (child development, workforce training, family stability)
   - Increase stability for families (housing, life events, etc)
   - Help parents navigate key systems and resources (CCAP, FinAid, ICTAP, TNGNSP (?))
   - Remember - incentives work!
14. **The Kitchen must be part of the curriculum**
   - Life-skills integral to daily routines
   - On-site gardening to table
   - Kitchen as a community resource
15. **Outdoor learning must be seamlessly integrated** into the program **at every level**
   - Incorporate nature-playscape strategies in lieu of pre-manufactured climbers wherever appropriate
   - Provide direct access to outdoors from every classroom
   - Provide outdoor spaces
16. **Make room in the center for multi-generational interaction**
   - Resource room with peer-support ("alumni-room") available forever to those who need it
   - Build parent networks within spaces for congregating/fun family events
   - Family component with multi-generational programming
   - "Not just childcare - it's Familycare"
   - Senior citizen "Grand-friends"
17. The program must be **available when parents need it**.
   - Appropriate location is critical
   - Hours that accommodate drop-in services
   - Evening hours
   - Ease of access (public transportation, convenient parking, etc)
   - Hours that meet the community needs
18. **Spaces must be home-like and inviting**
   - Must have inviting aesthetics
   - Scaled appropriately to the participants
19. The program must be **a model and an embodiment of Early Childhood Education as a Profession**

# THINGS TO CONSIDER

**BE REALISTIC**. Choose a limited number of goals for each level so you can be sure they really <u>are</u> priorities.

**BUT DARE TO DREAM**. "Funding follows Vision" People are much more excited to participate in something that makes them excited.

**USE <u>EVERY</u> TOOL AVAILABLE**. There is so much help out there - don't be afraid to make use of it!

**MAKE THIS A <u>WORKING</u> DOCUMENT**. Don't let it sit on a shelf. Keep it visible and incorporate it into your schedule *now* so it doesn't fade away...

# FOUR LEVELS OF MAGNITUDE

**NO-COST:** Small scale changes that can be accomplished with volunteer help and a plan of attack

**LOW-COST:** Slightly bigger projects that may require a fundraiser, donation, or small project grant to help supplement volunteer hours

**MEDIUM-COST:** Projects that may need to occur in phases or require a grant, loan, or quality improvement dollars

**HIGH-COST:** Capital improvement projects that would require building permits, design services and multi-year financing

# TIME COMPONENT

- NO-COST: IN THE NEXT 6 TO 12 WEEKS - These can be done starting tomorrow so spread the word and invite the volunteers!

- LOW-COST: IN THE NEXT 6 MONTHS - May need some planning but let's set a date and start recruiting help!

- MEDIUM COST: WITHIN THIS YEAR - The next step is to identify a scope of work, find a contractor and secure the funding!

- CAPITAL IMPROVEMENTS: OVER THE NEXT 2 TO 4 YEARS - Using these tools, you can identify a team, explore financing options and begin the design process because these projects take time...

AN INSIDER'S VIEW
OF THE PROCESS

# On Purpose Academy and Mentoring Center
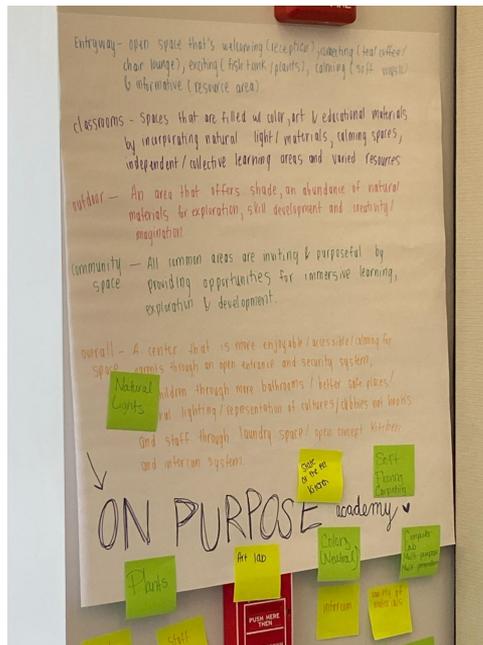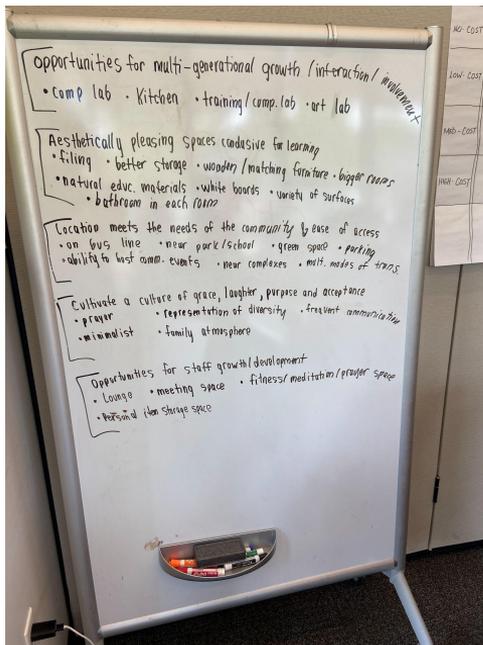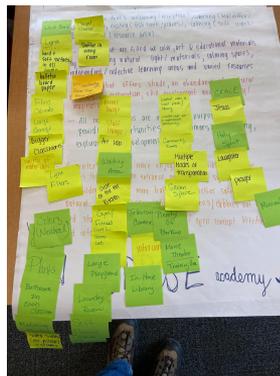
ONE YEAR LATER - a FIELD REPORT from the JOB-SITES and some LESSONS LEARNED...

# So, where are we now?

| Site | PP Funding | Project | Status |
|------|------------|---------|--------|
| Bombeck | $75,000 | New I/T Playground | Not Started |
| Dayton Children's | $50,000 | Added breakroom/staff workroom | In Process |
| On Purpose | $300,000 | Design and planning for new building/added capacity | In Process |
| Little Hearts | $50,000 | Windows/Doors | Not Started |
| ABC | $25,000 | Design and planning for new building/added capacity | In Process |
| Playtime | $44,400 | New HVAC - lead and asbestos removal | Complete |
| The Learning Ladder | $14,400 | New roof, HVAC, and paint | Complete |
| Smart Steps | $100,000 | Commercial kitchen equipment | In Process |
| Speedie Daycare | $15,000 | New outdoor fence, fall surfaces | Complete |
| Creative Corner - McCall | $34,000 | | Not Started |
| Creative Corner - Hoover | $25,000 | | Not Started |
| Aunnie's Early Learning | $10,000 | Paint and pressure washing | Complete |
| Cynthia Douglas | $10,000 | Egress window | Complete |
| Steps Creative | $129,600 | New stucco, new ramp (handicap access) added vestibule and security for entrance | In Process |

# Lessons Learned:

https://shp.com/elevate-ece/