Pend Oreille PUD
Newport Early Learning Center
Feasibility Study | May 2021

TABLE OF CONTENTS

1. Executive Summary

There is no better time to maximize the long-term benefits of education than the first five years of a child's life. Multiple studies show that academic, social, and life outcomes improve when children have high-quality early learning opportunities. Unfortunately, not all children have access to high-quality early learning education close to where they live. This is particularly true in the Pend Oreille area around the City of Newport.

High-quality Early Childhood Education (ECE) programs strongly affect the long-term educational success of children, particularly children from under-served communities.

Participation in one to two years of childhood education before age five is associated with significant gains in early language, literacy, and mathematics skills. For children from low-income families, participation in high-quality childcare, starting as early as infancy, results in higher math and reading achievement scores in elementary school.

The COVID-19 pandemic profoundly impacts the already struggling childcare system, with many centers forced to close, perhaps for good. Laid-off Early Childhood Education teachers are finding jobs in other sectors, possibly never to return.

According to a survey from the National Association for the Education of Young Children reported on July 13, 2020, Washington Post opinion piece by Catherine Rampell, "some 40 percent of the child-care providers that existed pre-pandemic expect to close permanently, unless they get additional public assistance soon." And yet, we know that early childhood education is a critical investment in the future generation as well as a robust future economy.

Children who experience high-quality early childhood education are more apt to meet critical educational, social and developmental milestones and are better prepared to succeed in school, thereby leading to better jobs. Investing in high-quality care-giving is also an investment in the current generation of students and employees, allowing them to finish their education and find stable, high-paying employment. [1]

1 California State University, Channel Islands Early Childhood Education Center, Feasibility Study - Fall 2020
https://education.csuci.edu/earlychildhood-center/documents/ece-feasibility-study-2020.pdf

It will be a long time before we fully understand COVID-19's impact on our nation's health and economy, but the brunt of the effect will inevitably fall disproportionately on under-served communities. The Newport Early Learning Center wishes to address this shortcoming and provide the high-quality early learning opportunities that are desperately needed in the area.

To fully describe this need, this document will:

> Determine the need for a new childcare/ early learning facility.

> Explore several different facility design and site options.

> Outline the facility costs for those options.

> Estimate operating costs for those options.

> Provide a business plan to help get the project started.

> Identify potential partnership agreement structures.

> Propose a timeline for the project's construction and start-up.

The proposed solution could take one of several shapes depending on the funds obtained. These options range from a small facility for 38 children to a large facility for 112 children plus a community center and several options in between. These solutions have been laid out to provide flexibility in funding options.

This is an exciting opportunity to provide desperately needed education opportunities to our young children to prepare for a better future.

2. Problem Statement

a. Community Need

Currently, many Pend Oreille children cannot access high-quality childcare, mainly because this geographic pocket of Newport and the surrounding areas lack early learning facilities. Our analysis estimates that approximately 113 children in this area do not have access to high-quality, affordable early learning facilities. The 135 children currently in daycare have families who struggle with the cost or the facility's location.

The shortage of early learning facilities in the area is due primarily to three barriers shared by early learning providers and their families.

1. Availability of Facilities
2. Low Median Income
3. Lack of Quality Early Learning

Availability of Facilities
In Newport and the surrounding areas of Pend Oreille County, there are approximately 248 children under 12 that need quality early learning environment. There are 135 children in the area that are either enrolled in one of four currently available childcare options or stay at home with a family member or relative. The public facilities are full, and all of them have waiting lists. The deficit is an unmet childcare need for 113 children. It is also important to note that of the surveyed families who currently have childcare, 65% would like a better option. Finally, about 42% have to drive 15 minutes or more to access childcare, and 9% have to commute over an hour. This makes it very difficult to get children to the facility after it opens and still make it to work on time, as well as leave work in order to arrive at the facility before it closes.

Low Median Income
Demographic studies in and around Newport show the median income to be at $31,000 per household compared to the median income of Washington State at $63,000 per household, with 22% of our families are living below the poverty line. Many families struggle to pay for childcare and ultimately determine that it is less expensive not to work and stay home with the children than to work and pay for childcare.

Lack of Quality Early Learning
Research overwhelming demonstrates the substantial benefits of high-quality early learning programs to all children; yet fewer than half of the area's students are Kindergarten-ready when they start. Merely watching children is not good enough. There must be a well-designed educational program available. The High Scope Perry Preschool Program Study examined the direct effects of a high-quality preschool from age three throughout adulthood. The study found that participants had significantly better outcomes throughout school and were more likely to be employed and receive higher annual wages in adulthood.

There are no Early Learning Center options within a 30-mile radius of Newport with an Early Achievers rating, Washington's rating system for quality in Early Learning Centers. None of the available facilities can accommodate children with special needs.

b. Community Partners

A group of regional community partners who recognize a need in their community for affordable, quality childcare helped support the feasibility of a new early childhood education center in Newport including determining location, construction cost, operational structure, and the overall vision for a new facility.

Community Partners include:

> Members From The Pend Oreille Public Utilities District

> Newport Hospital And Health Services

> Pend Oreille County

> The Newport School District

> The Kalispellll Tribe Of Indians

These civic-minded entities have come together to provide a comprehensive plan including feasibility and analysis for increasing the capacity of early childhood programs to serve the City of Newport and the outlying Pend Oreille County communities.

3. Facility Design Options

a. Design Introduction

The Newport Early Learning Center is intended to serve the great need for affordable, quality childcare within the community. This initial exploration seeks to understand how best to provide this support. Five conceptual options were developed based on Guiding Design Principles developed by the group of regional community partners and ALSC Architects.

Enriching Environment

> Nestled

> Gathered

> Safe
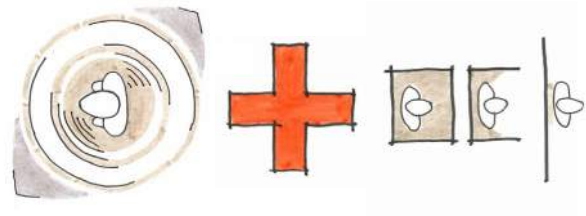
Fostering Interactions
Quality Education

> Connectivity

> Visual Transparency
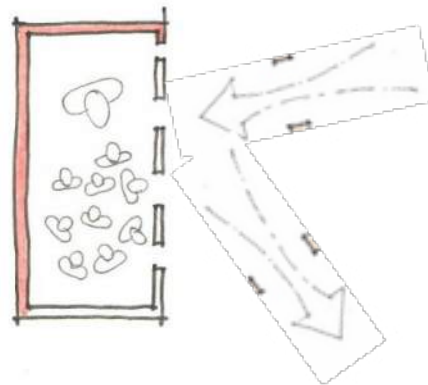
Modest

> Affordable For All

> Age Appropriate Scale

> Easily Maintainable
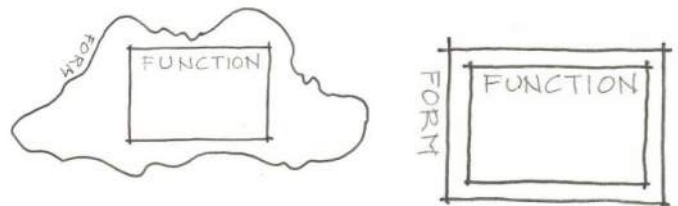
Intuitive Flow

> Easy Access
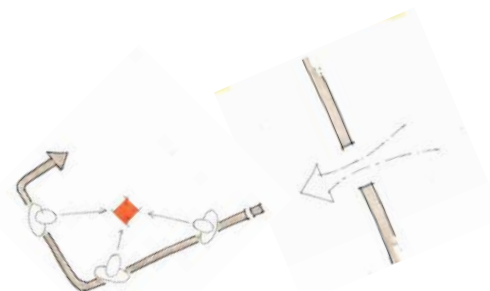
b. Organizational Diagrams
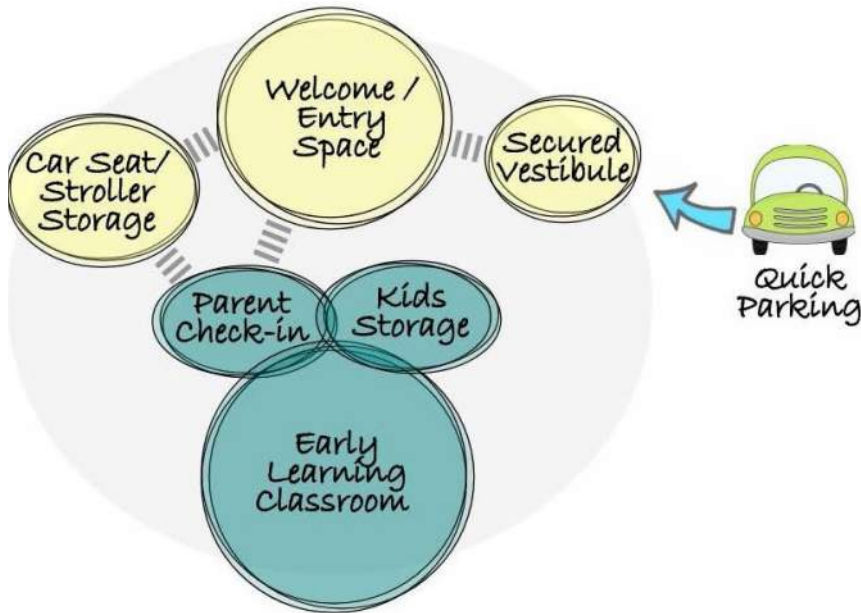
Arrival

Upon arrival to the site, parents will have the option to either quickly park in a loading zone area or a more long-term parking zone. From there, access to and through the site will follow an intuitive flow, organizing the spaces in a welcoming and secure manner.

Parents and children will be greeted as they enter, and children will be checked in. A conveniently located storage area will allow parents to leave car seats or strollers before reaching the classrooms.

Overall Classroom Organization

Our goal is to create an enriching environment conducive to learning in a quality manner and allow younger children to rest. Classrooms will be arranged with the smallest children in a quiet zone close to the entry. From there, the children's classrooms will be organized by age group and increased activity level.
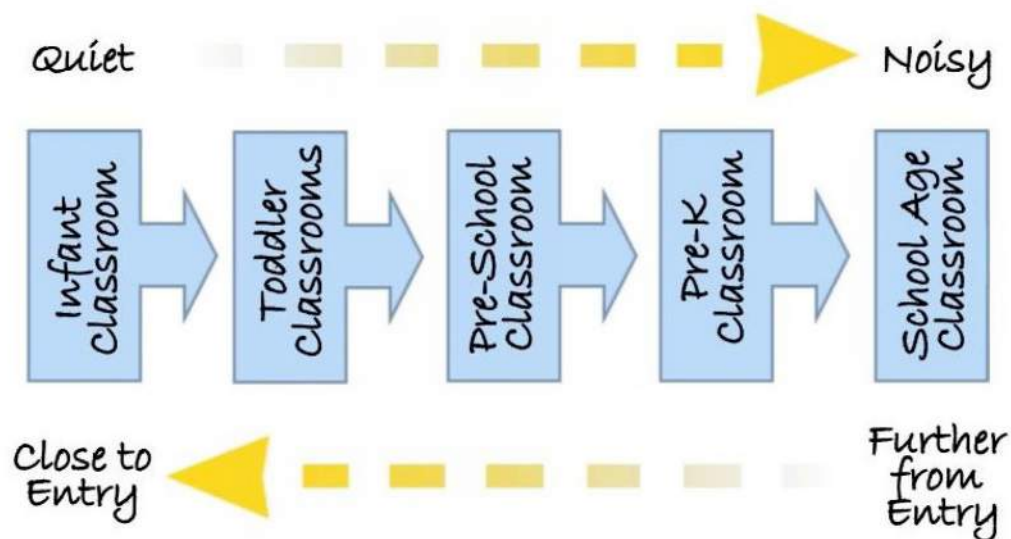
Overall Classroom Organization

Each early learning classroom suite will provide a safe micro-environment where every child can feel nestled yet connected to the other children within the space.

Functions such as a parent information center, a quiet zone for nap-taking, and areas for small groups to gather will be accommodated within the classroom. In addition, the suite will include toilet rooms for the children and storage space.
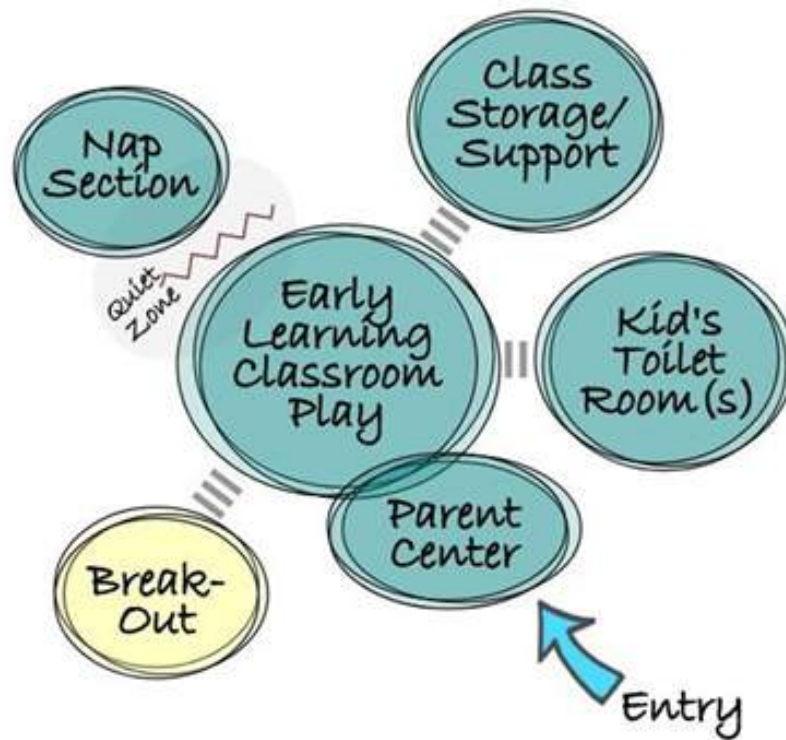
Program Area Summary

c. Square Footage Requirements

Based on the discussion with the PUD team and the development of Guiding Design Principles and organizational diagrams, the following Program Area Summary was created. The Program Area Summary gives a macro overview of the spaces and functions that need to be included for a full capacity Early Learning Center. It also shows the number of children each classroom space can hold. In conjunction with each design option described, there is an additional Program Area Summary that specifically shows the spaces included in the design option.

| Newport Early Learning Center			PROGRAM SPACE			
ASSIGNABLE				Per Space		Subtotal
1.01	Infant Room	8 kids	1 @	670 SF		670 SF
1.02	Toddler Room 1	14 kids	1 @	800 SF		800 SF
1.03	Toddler Room 2	20 kids	1 @	800 SF		800 SF
1.04	Pre-School Room	20 kids	1 @	800 SF		800 SF
1.05	Pre- Kindergarten	20 kids	1 @	800 SF		800 SF
		82 kids				
1.06	Before & After School	30 kids	1 @	1,150 SF		1,150 SF
1.07	Indoor Play Room		1 @	1,150 SF		1,150 SF
1.08	Break out Hall space		3 @	150 SF		450 SF
2.01	Nursing Mother's Room		1 @	50 SF		50 SF
2.02	Classroom Support		4 @	120 SF		480 SF
2.03	Art Supply Room		1 @	150 SF		150 SF
2.04	Kitchen		1 @	400 SF		400 SF
2.05	Classroom Toilet Rooms					
	Toddler 1 & 2		1 @	120 SF		120 SF
	Girls		2 @	120 SF		240 SF
	Boys		2 @	120 SF		240 SF
3.01	Reception		1 @	200 SF		200 SF
3.02	Directors Office		1 @	120 SF		120 SF
3.03	Administration Space		1 @	200 SF		200 SF
3.04	Conference Room		1 @	180 SF		180 SF
3.05	Staff Work/ Break room		1 @	300 SF		300 SF
3.06	Staff Toilet Rooms		2 @	70 SF		140 SF
3.07	Public Toilet Room		2 @	70 SF		140 SF
4.01	General Storage		1 @	200 SF		200 SF
4.02	Exterior Toy Storage		3 @	50 SF		150 SF
4.03	Playground Toilet Room		1 @	70 SF		70 SF
5.01	Toddler Playground		1 @	2,550 SF		NA
5.02	Pre School/ Pre-Kind Playground		1 @	3,000 SF		NA
5.03	School Age Playground		1 @	3,000 SF		NA
ASSIGNABLE SUBTOTAL						**10,000 SF**
UNASSIGNABLE *(+/- 29% of Assignable)*						**2,900 SF**
Walls & Halls						
Mechanical/Electrical/IT						
Custodial						
OVERALL PRELIMINARY TOTAL:						**12,900 SF**

EARLY LEARNING CENTER

d. Newport, WA Site Locations for Option 1 or 2
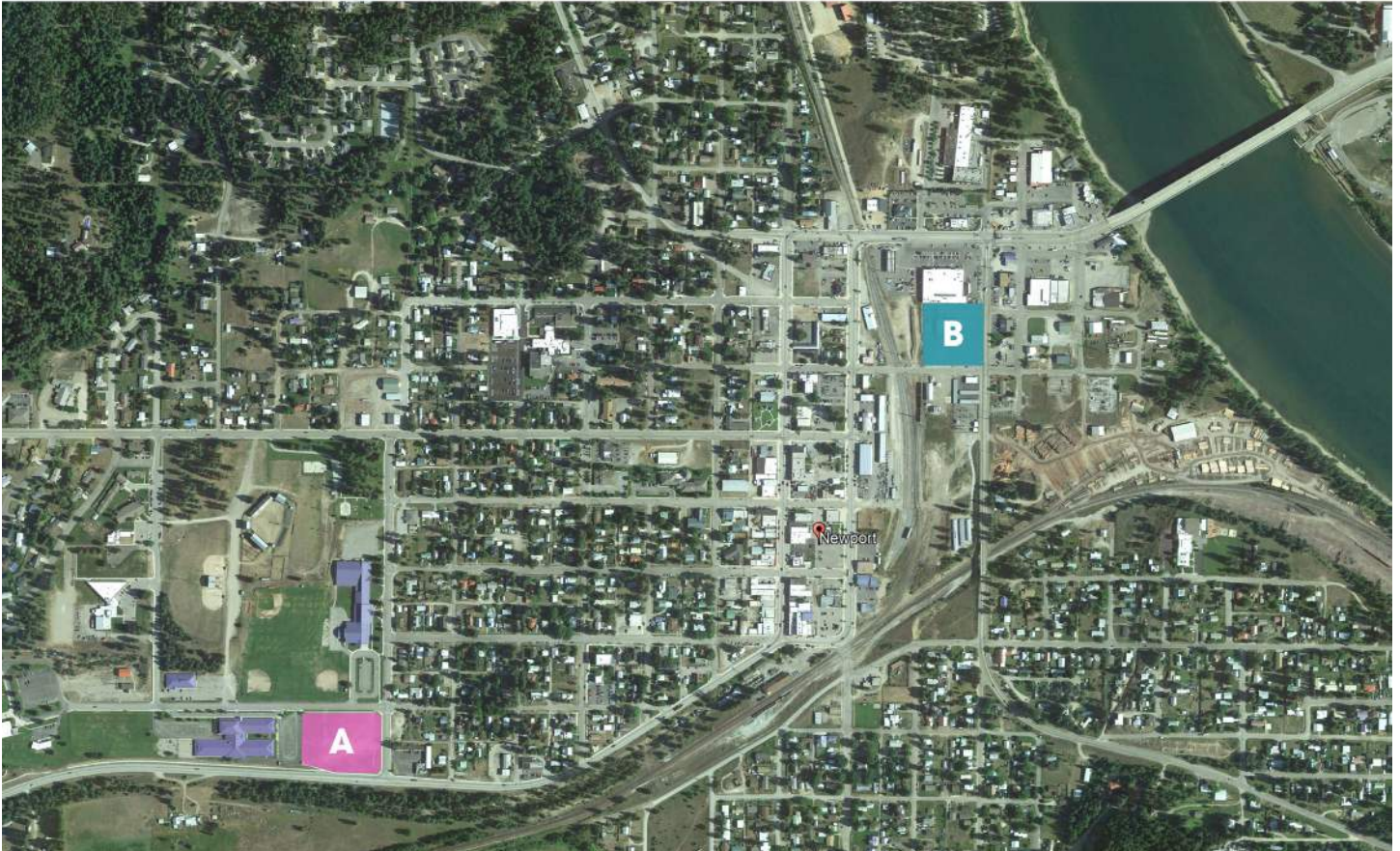
A: New Building Site; B: Existing Building Site

For this feasibility study, two separate sites in Newport, Washington, were identified to compare building a new facility versus remodeling an existing building to suit.

Site A, next to the Newport School District, was selected to represent a place where an Early Learning Center building could be constructed.

Site B, The existing building is located south of Safeway. was chosen to represent the idea of remodeling existing space.

This study compares the two options from the vantage point of how well the two sites can accommodate the list of functions identified, the cost of remodeling versus building new, and how the location itself influences how the Early Learning Center would be integrated into the community.

Findings

Site A's proximity to the schools and location along the highway would increase the Early Learning Center's visibility and potential for incorporating other community functions. It would, however, require some shielding from the potential highway traffic noise.

Site B is centrally located in downtown Newport with access from several directions. Visibility is challenged for the Newport community. The existing buildings on the site are connected, but they vary in architectural style and height.

e. Option 1A: New Facility at Full Capacity

Drop Off Zone

Entry

Play Yards

N

Play Yards

N

Entry
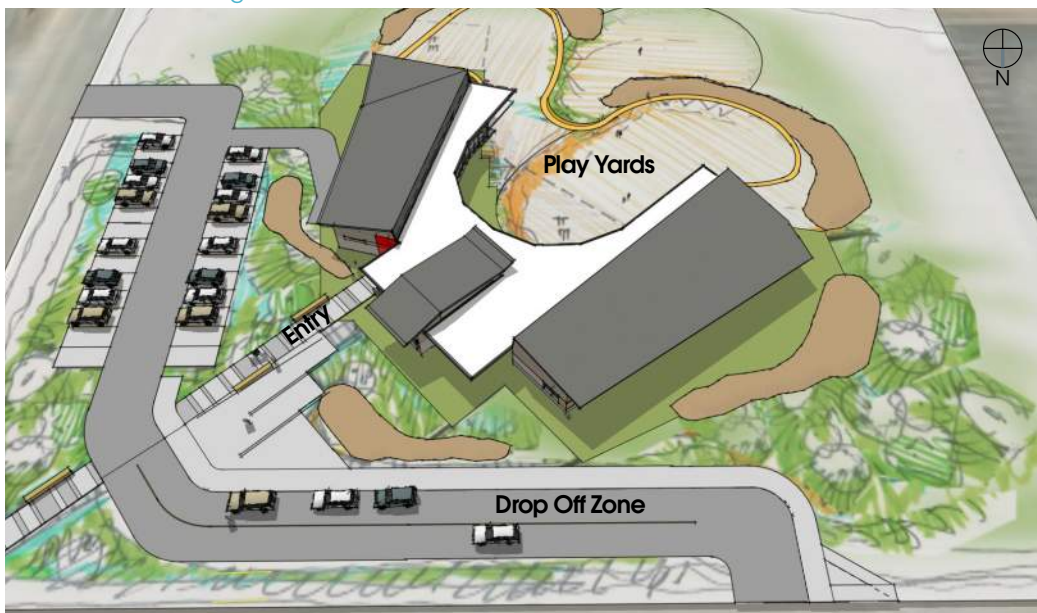
Drop Off Zone

Situating the Early Learning Center on Site A would place the facility centrally between Highway 2 and the Newport School District.

The site would be easy to access, and the traffic flow would be intuitive by locating the parent drop-off zone to the north edge of the site and parking to the east.

Nestled within the building's wings are the play areas, allowing a visual overview from the building and ensuring protection and safety for the children outside.

e. Option 1A: New Facility at Full Capacity

A path to the entry allows visitors easy access to the facility from both parking and loading zones. Approaching the entrance, one can glimpse the playgrounds through the daylight-filled reception area.

The administration area has excellent sight lines to the entry path, the secure vestibule, reception, and the play area helping them monitor everyone's safety.

e. Option 1A: New Facility at Full Capacity

Floor Plan
Size: 13,050 SF
Full Capacity: 112 Children

View of Entry

View of Play Yards

N

The floor plan arranges the spaces into three distinct blocks of activity. As you enter through the secure vestibule older children, part of the Before & After School Program, head left into the wing with the most activity.

Parents with infants do not have far to go as the Infant area is part of the administration next to the entry. The right wing houses Toddlers, Pre-School, and Pre-Kindergarten.

Full Capacity Option 1A is summarized in the Program Area Summary, Building Program Option 1A - Full Capacity.

Program Area Summary

Building Program Option 1A - Full Capacity

Newport Early Learning Center		PROGRAM SPACE				
ASSIGNABLE			Per Space		Subtotal	
1.01 Infant Room	8 kids	1 @	670	SF	670	SF
1.02 Toddler Room 1	14 kids	1 @	800	SF	800	SF
1.03 Toddler Room 2	20 kids	1 @	800	SF	800	SF
1.04 Pre-School Room	20 kids	1 @	800	SF	800	SF
1.05 Pre- Kindergarten	20 kids	1 @	800	SF	800	SF
1.06 Before & After School	30 kids	1 @	1,150	SF	1,150	SF
	112 kids					
1.07 Indoor Play Room		1 @	1,150	SF	1,150	SF
1.08 Break out Hall space		3 @	150	SF	450	SF
2.01 Nursing Mother's Room		1 @	50	SF	50	SF
2.02 Classroom Support		4 @	120	SF	480	SF
2.03 Art Supply Room		1 @	150	SF	150	SF
2.04 Kitchen		1 @	400	SF	400	SF
2.05 Classroom Toilet Rooms						
Toddler 1 & 2		1 @	120	SF	120	SF
Girls		2 @	120	SF	240	SF
Boys		2 @	120	SF	240	SF
3.01 Reception		1 @	200	SF	200	SF
3.02 Directors Office		1 @	120	SF	120	SF
3.03 Administration Space		1 @	200	SF	200	SF
3.04 Conference Room		1 @	180	SF	180	SF
3.05 Staff Work/ Break room		1 @	300	SF	300	SF
3.06 Staff Toilet Rooms		2 @	70	SF	140	SF
3.07 Public Toilet Room		2 @	70	SF	140	SF
4.01 General Storage		1 @	200	SF	200	SF
4.02 Mech/ Elect		1 @	150	SF	150	SF
4.03 Exterior Toy Storage		3 @	50	SF	150	SF
4.04 Playground Toilet Room		1 @	70	SF	70	SF
5.01 Toddler Playground		1 @	2,550	SF	NA	
5.02 Pre School/ Pre-Kind Playground		1 @	3,000	SF	NA	
5.03 School Age Playground		1 @	3,000	SF	NA	
ASSIGNABLE SUBTOTAL					**10,150**	**SF**
UNASSIGNABLE *(+/- 29% of Assignable)*					**2,900**	**SF**
Walls & Halls						
Mechanical/Electrical/IT						
Custodial						
OVERALL PRELIMINARY TOTAL:					**13,050**	**SF**

EARLY LEARNING CENTER

e. Option 1A: New Facility at Full Capacity

View of Play Yards

The dynamics of child's play helped both shape and separate the playgrounds nestled between the building wings. Anyone walking the interior halls can view the activity outside and partake from a distance.

The interior corridors have breakout areas up against the windows for small impromptu gatherings allowing a connection with the exterior to help calm children or give a pleasant connection with the exterior.

f. Option 1B: New Facility at Partial Capacity

The Early Learning Center will not have a Before & After school program or an indoor play area, to serve the community at partial capacity. Toddler rooms will be combined, and the Pre-School and Pre-Kindergarten will be integrated. Support function areas associated with these reductions are also omitted.

As with the full capacity plan, the administration areas have great sight lines to the entry and the reception area. The classrooms are organized in order of the children's age counter-clockwise from the administration area, starting with the infant room.

Partial capacity will serve 38 children within 5,500 SF compared to the full capacity of 112 children within 13,050 SF. This equates to 67% fewer children given quality education and a 58% reduction in building size.

As a result of the smaller number of students and services offered, the floor plan is compact and efficient.

Partial Capacity Option 1B is summarized in the Program Area Summary shown to the right.

Program Area Summary

Building Program Option 1B - Partial Capacity

Newport Early Learning Center			PROGRAM SPACE				
ASSIGNABLE				Per Space		Subtotal	
1.01 Infant Room	4 kids	1 @	340	SF	340	SF
1.02 Toddler One and Two	14 kids	1 @	800	SF	800	SF
1.04 Pre-School and Pre-K	20 kids	1 @	800	SF	800	SF
	38 kids					
1.08 Break out Hall space		1 @	150	SF	150	SF
2.01 Nursing Mother's Room		1 @	50	SF	50	SF
2.02 Classroom Support		2 @	120	SF	240	SF
2.04 Kitchen		1 @	400	SF	400	SF
2.05 Classroom Toilet Rooms						
Girls		1 @	120	SF	120	SF
Boys		1 @	120	SF	120	SF
3.01 Reception		1 @	200	SF	200	SF
3.02 Directors Office		1 @	120	SF	120	SF
3.03 Administration Space		1 @	200	SF	200	SF
3.04 Conference Room		1 @	180	SF	180	SF
3.06 Staff Toilet Rooms		2 @	70	SF	140	SF
3.07 Public Toilet Room		1 @	70	SF	70	SF
4.01 General Storage		1 @	150	SF	150	SF
4.02 Mech/ Elect		1 @	100	SF	100	SF
4.03 Exterior Toy Storage		1 @	50	SF	50	SF
4.04 Playground Toilet Room		1 @	70	SF	70	SF
5.01 Toddler Playground		1 @	2,550	SF	NA	
5.02 Pre School/ Pre-Kind Playground		1 @	3,000	SF	NA	
ASSIGNABLE SUBTOTAL					**4,300**	**SF**
UNASSIGNABLE _(+/- 29% of Assignable)_					**1,200**	**SF**
Walls & Halls						
Mechanical/Electrical/IT						
Custodial						
OVERALL PRELIMINARY TOTAL:					**5,500**	**SF**

EARLY LEARNING CENTER

g. Option 2A: Renovation with Full Capacity

Site B features existing buildings that would be remodeled to house the Early Learning Center program. As with the new Site A, it is possible to achieve two distinct traffic zones; a drop-off zone at the entry and a parking zone, allowing parents to drop their children off safely in the morning..

Due to the inherited shape of the building mass, the play yards are positioned on both the south and the north side of the Early Learning Center to be accessed directly from the classrooms they serve.

The grey roof areas seen to the south are an addition required to service the full capacity program.

g. Option 2A: Renovation with Full Capacity

The existing building lends itself well to inviting visitors inside, and both the forecourt and the entry can be viewed from the administration areas.

g. Option 2A: Renovation with Full Capacity

SERVICE

TODDLER 2 ROOM	SUPPORT / TOD TR / BREAK OUT	TODDLER 1 ROOM	INFANT ROOM	GENERAL STOR	MEC / STAFF TR / STAFF TR	STAFF WORK / BREAK / ADMIN

SUPPORT
KITCHEN
MOM
PUBLIC TR
RECEPTION

View of Entry

ENTRY

EXT STOR
PLAY TR

PRE-SCHOOL ROOM

GIRL'S
BOY'S
STOR

PRE-KINDERGARTEN ROOM

BREAK OUT

ART SUPPLY
STOR
STOR

BOY'S
GIRL'S

BEFORE & AFTER SCHOOL

DIREC OFF
CONF RM

BREAK OUT

INDOOR PLAY ROOM

North West View

North East View

N

Upon entry, the reception, administration, and facility support areas are located together, helping greet visitors and foster interaction between team members. Children arriving for the Before & After School program can easily find their way to their classroom, and parents with infants only need to follow the hallway a little further.

Per the Guiding Classroom Organizational Diagram, the classrooms are placed in order of age group to minimize disturbance between children needing to take naps and the more active ones.

Low activity spaces are used as buffers between the infant area and the Before & After School area. Shared spaces serving two classrooms are centrally located between them.

Full Capacity Option 2A is summarized in the Program Area Summary. Please note that this summary is identical to the Option 1A Program Area Summary.

Program Area Summary

Building Program Option 2A - Full Capacity

	Newport Early Learning Center		PROGRAM SPACE					
	ASSIGNABLE				Per Space		Subtotal	
1.01	Infant Room	8 kids	1	@	670 SF		670	SF
1.02	Toddler Room 1	14 kids	1	@	800 SF		800	SF
1.03	Toddler Room 2	20 kids	1	@	800 SF		800	SF
1.04	Pre-School Room	20 kids	1	@	800 SF		800	SF
1.05	Pre- Kindergarten	20 kids	1	@	800 SF		800	SF
1.06	Before & After School	30 kids	1	@	1,150 SF		1,150	SF
		112 kids						
1.07	Indoor Play Room		1	@	1,150 SF		1,150	SF
1.08	Break out Hall space		3	@	150 SF		450	SF
2.01	Nursing Mother's Room		1	@	50 SF		50	SF
2.02	Classroom Support		4	@	120 SF		480	SF
2.03	Art Supply Room		1	@	150 SF		150	SF
2.04	Kitchen		1	@	400 SF		400	SF
2.05	Classroom Toilet Rooms							
	Toddler 1 & 2		1	@	120 SF		120	SF
	Girls		2	@	120 SF		240	SF
	Boys		2	@	120 SF		240	SF
3.01	Reception		1	@	200 SF		200	SF
3.02	Directors Office		1	@	120 SF		120	SF
3.03	Administration Space		1	@	200 SF		200	SF
3.04	Conference Room		1	@	180 SF		180	SF
3.05	Staff Work/ Break room		1	@	300 SF		300	SF
3.06	Staff Toilet Rooms		2	@	70 SF		140	SF
3.07	Public Toilet Room		2	@	70 SF		140	SF
4.01	General Storage		1	@	200 SF		200	SF
4.02	Mech/ Elect		1	@	150 SF		150	SF
4.03	Exterior Toy Storage		3	@	50 SF		150	SF
4.04	Playground Toilet Room		1	@	70 SF		70	SF
5.01	Toddler Playground		1	@	2,550 SF		NA	
5.02	Pre School/ Pre-Kind Playground		1	@	3,000 SF		NA	
5.03	School Age Playground		1	@	3,000 SF		NA	
	ASSIGNABLE SUBTOTAL						**10,150**	**SF**
	UNASSIGNABLE *(+/- 29% of Assignable)*						**2,900**	**SF**
	Walls & Halls							
	Mechanical/Electrical/IT							
	Custodial							
	OVERALL PRELIMINARY TOTAL:						**13,050**	**SF**

EARLY LEARNING CENTER

g. Option 2A: Renovation with Full Capacity

Northeast View of Indoor Play

Northwest View of Before & After School Play Area

The Indoor Play Area features an overhead coiling door allowing the children to flow between the fenced Play Area and the Interior, during designated times.

h. Option 2B: Renovation with Partial Capacity

Floor Plan
Size: 5,500 SF
Partial Capacity: 38 Children

SERVICE

TODDLER 1 &
2 ROOM

SUPPORT

INFANT
ROOM

MEC /
ELEC

TOD TR

KITCHEN

MOM'S

BREAK
OUT

GENERAL
STOR

VACANT 2

VACANT 1

GIRL'S

STAFF
TR

CONF RM

PRE-SCHOOL
& PRE-K

STAFF
TR

RECEPTION

BOY'S

PUBLIC
TR

ENTRY

STOR

DIR
OFF

ADMIN

EXT STOR

N
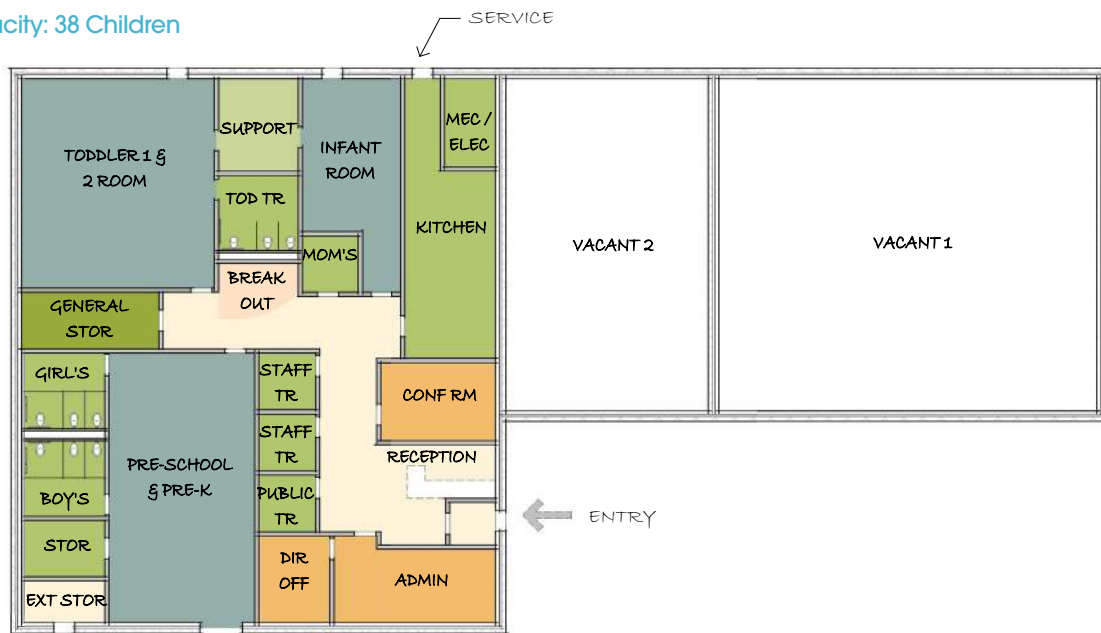
At partial capacity without the Before & After program or an indoor play area, Toddler rooms combined, and the Pre-School and Pre-Kindergarten combined, the Early Learning Center would no longer require all the SF present at the existing site.

The more modest and compact footprint still provides a significant level of safety as the administration areas are situated next to the entry. Staff can clearly view the entry and the interior circulation.

Classrooms are organized in order of the children's age counter-clockwise from the administration area, starting with the infant room. This arrangement would require two of the play areas to be located to the north of the building.
Partial Capacity Option 2B is summarized in the Program Area Summary shown to the right. Please note that this summary is identical to the Option 1B Program Area Summary

Program Area Summary

Building Program Option 2B - Partial Capacity

Newport Early Learning Center			PROGRAM SPACE					
ASSIGNABLE					Per Space		Subtotal	
1.01	Infant Room	4 kids	1	@	340	SF	340	SF
1.02	Toddler One and Two	14 kids	1	@	800	SF	800	SF
1.04	Pre-School and Pre-K	20 kids	1	@	800	SF	800	SF
		38 kids						
1.08	Break out Hall space		1	@	150	SF	150	SF
2.01	Nursing Mother's Room		1	@	50	SF	50	SF
2.02	Classroom Support		2	@	120	SF	240	SF
2.04	Kitchen		1	@	400	SF	400	SF
2.05	Classroom Toilet Rooms							
	Girls		1	@	120	SF	120	SF
	Boys		1	@	120	SF	120	SF
3.01	Reception		1	@	200	SF	200	SF
3.02	Directors Office		1	@	120	SF	120	SF
3.03	Administration Space		1	@	200	SF	200	SF
3.04	Conference Room		1	@	180	SF	180	SF
3.06	Staff Toilet Rooms		2	@	70	SF	140	SF
3.07	Public Toilet Room		1	@	70	SF	70	SF
4.01	General Storage		1	@	150	SF	150	SF
4.02	Mech/ Elect		1	@	100	SF	100	SF
4.03	Exterior Toy Storage		1	@	50	SF	50	SF
4.04	Playground Toilet Room		1	@	70	SF	70	SF
5.01	Toddler Playground		1	@	2,550	SF	NA	
5.02	Pre School/ Pre-Kind Playground		1	@	3,000	SF	NA	
	ASSIGNABLE SUBTOTAL						**4,300**	**SF**
	UNASSIGNABLE *(+/- 29% of Assignable)*						**1,200**	**SF**
	Walls & Halls							
	Mechanical/Electrical/IT							
	Custodial							
	OVERALL PRELIMINARY TOTAL:						**5,500**	**SF**

(EARLY LEARNING CENTER)

i. Option 3: New Facility at Full Capacity with Community Center

View of Community Center Entry

The Community Center and the Early Learning Center (ELC) are two different entities. By connecting the two, Community Center Events can benefit from the full kitchen associated with the ELC, and the ELC children can utilize the gymnasium, for example, when there are no community events occurring.

The entry to the Community Center is separated from the entry to the ELC so the two functions can operate independently. Both entry paths are directly accessible from the parking areas, and additional parking is available across the street to the west.

View of Community Center Entry
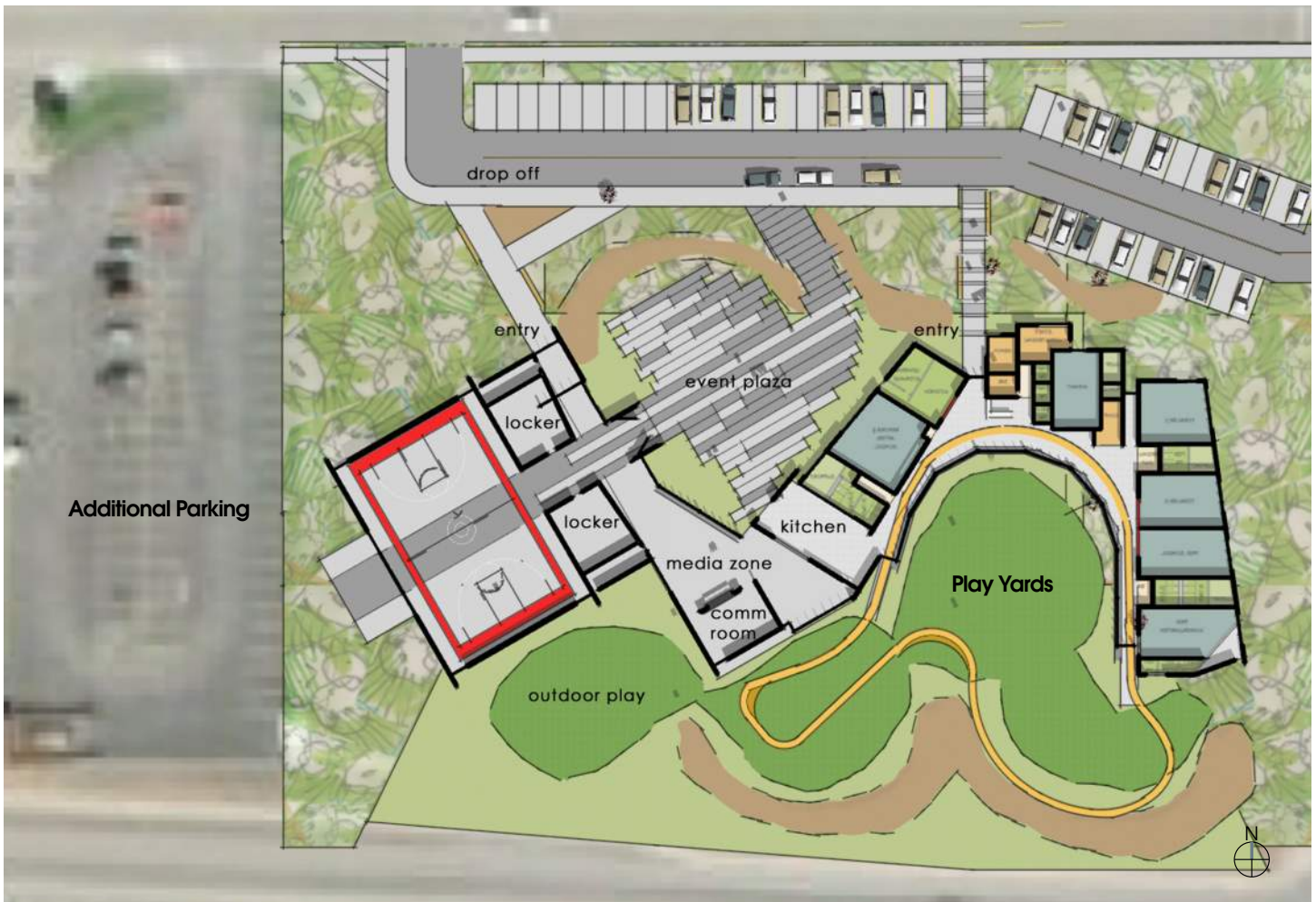
South-Facing view of the Early Learning and Community Center

The Early Learning Center (ELC) is rotated to align more closely with the street on the east; thereby fitting the larger building mass onto the site.

The traffic flow was altered to make it intuitive for visitors arriving to enter either facility.

The drop-off zone is integrated with parking and moved to serve both the ELC and the Community Center. For larger events, the elementary school parking lot to the west could also be utilized for overflow parking.

A carefully crafted landscape buffer zone will be designed between the play yards and the highway.

The natural backdrop of berms and foliage will help reduce highway noise and unwanted views into the play yards. Safety will be provided by appropriately located fencing.

Northwest facing view of the Campus

Full Capacity with Community Center Option 3 is summarized in the Program Area Summary to the Right.

Program Area Summary

Building Program Option 3 - Full Capacity with Community Center

	Newport Early Learning Center		PROGRAM SPACE			
	ASSIGNABLE			Per Space	Subtotal	
1.01	Infant Room	8 kids	1 @	670 SF	670 SF	
1.02	Toddler Room 1	14 kids	1 @	800 SF	800 SF	
1.03	Toddler Room 2	20 kids	1 @	800 SF	800 SF	
1.04	Pre-School Room	20 kids	1 @	800 SF	800 SF	
1.05	Pre- Kindergarten	20 kids	1 @	800 SF	800 SF	
1.06	Before & After School	30 kids	1 @	1,150 SF	1,150 SF	
		112 kids				
1.07	Indoor Play Room		1 @	1,150 SF	1,150 SF	
1.08	Break out Hall space		3 @	150 SF	450 SF	
2.01	Nursing Mother's Room		1 @	50 SF	50 SF	
2.02	Classroom Support		4 @	120 SF	480 SF	
2.03	Art Supply Room		1 @	150 SF	150 SF	
2.04	Kitchen		1 @	400 SF	400 SF	
2.05	Classroom Toilet Rooms					
	Toddler 1 & 2		1 @	120 SF	120 SF	
	Girls		2 @	120 SF	240 SF	
	Boys		2 @	120 SF	240 SF	
3.01	Reception		1 @	200 SF	200 SF	
3.02	Directors Office		1 @	120 SF	120 SF	
3.03	Administration Space		1 @	200 SF	200 SF	
3.04	Conference Room		1 @	180 SF	180 SF	
3.05	Staff Work/ Break room		1 @	300 SF	300 SF	
3.06	Staff Toilet Rooms		2 @	70 SF	140 SF	
3.07	Public Toilet Room		2 @	70 SF	140 SF	
4.01	General Storage		1 @	200 SF	200 SF	
4.02	Mech/ Elect		1 @	200 SF	200 SF	
4.03	Exterior Toy Storage		3 @	50 SF	150 SF	
4.04	Playground Toilet Room		1 @	70 SF	70 SF	
5.01	Gymnasium		1 @	7,000 SF	7,000 SF	
5.02	Women's Locker Room		1 @	800 SF	800 SF	
5.03	Men's Locker Room		1 @	800 SF	800 SF	
5.04	Assisted Changing Room		1 @	200 SF	200 SF	
5.04	Athletic Storage		1 @	300 SF	300 SF	
5.05	Event/ Conference Room		1 @	700 SF	700 SF	
5.01	Toddler Playground		1 @	2,550 SF	NA	
5.02	Pre School/ Pre-Kind Playground		1 @	3,000 SF	NA	
5.03	School Age Playground		1 @	3,000 SF	NA	
	ASSIGNABLE SUBTOTAL				**20,000**	**SF**
	UNASSIGNABLE *(+/- 29% of Assignable)*				**5,800**	**SF**
	Walls & Halls					
	Mechanical/Electrical/IT					
	Custodial					
	OVERALL PRELIMINARY TOTAL:				**25,800**	**SF**

(Left vertical label: EARLY LEARNING CENTER)

i. Option 3: New Facility at Full Capacity with Community Center

Floor Plan
Size: 25,800 SF
Full Capacity: 112 Children

View of Entry

ENTRY

ENTRY

STORAGE

LOCKER
ROOM

ENTRY

View

SERVICE

MEC/ELEC

GEN

LOCKER
ROOM

GYMNASIUM

KITCHEN

STORAGE

MEDIA ZONE

Gym View

COMM ROOM

View of Entry

ENTRY

INDOOR PLAY

STAFF WORK/BREAK

ADMIN

DIR

RECEPT

STAFF TR

STAFF TR

PUBLIC TR

INFANT

SUPP

MOM'S

CONF

BREAK-OUT

SUPPORT

JAN

BOY'S

GIRL'S

TODDLER 1

BREAK-OUT

TOD TR

SUPPORT

WELCOME ENTRY SPACE

BEFORE & AFTER SCHOOL

BREAK-OUT

TODDLER 2

MEC/ELEC

GEN STOR

KITCHEN

BREAK-OUT

PLAY YARDS

PRE-SCHOOL

BREAK-OUT

BOY'S

GIRL'S

SUPORT

PRE-KINDERGARTEN

EXT TR

EXT STOR

EXT STOR

N

The combination of Option 1A, Full Capacity Early Learning Center (ELC), with the Community Center, also mirrors the internal organization of spaces from Option 1A. This places the entry to the ELC directly adjacent to the drop-off zone for better access to both the ELC and the Community Center.

The kitchen was moved directly adjacent to the Community Center so that it may easily serve community functions and the ELC.

The Community Center portion of the plan consists of a gymnasium with adjoining locker rooms and storage areas, a great room with a media zone, and a community meeting room.

An eddy in the circulation next to the kitchen, in the circulation could be used for cafeteria seating.

Balanced between the ELC and the Community Center to the north, the Event Plaza can also host exterior community events.

Northwest View inside the Gymnasium

Southeast View of the Media Zone

4. Finance

a. Resources

Washington State has committed to meeting the early needs of all children, with a stated goal of "90% of children ready for Kindergarten by 2020 with race and family income no longer predictors of success". The State has made a concerted effort over the last decade to ensure that all children are prepared to learn and succeed in school.

With this goal in mind, Washington State has put into place the Washington Early Start Act (ESA), which maintains quality improvements in the early childcare and educational system and a sustainable source of funding for these activities. ESA funds Early Achievers, which establishes quality standards for early learning, and mandates that all providers that receive Early Childhood Educations and Assistance (ECEAP), Head Start or Early Head Start funding, or Working Connections Child Care (WCCC) subsidies maintain a minimum high-quality Early Achievers Rating.

b. Finance Options

Funding the expansion of early learning facilities that serve children from low-income households poses a formidable challenge for multiple reasons:

1. Early learning providers who serve children from low-income households must comply with stringent facility requirements to qualify for a government subsidy. Still, the contribution is often not enough to cover the costs of constructing or renovating facilities to meet these requirements.

2. When State subsidies for low-income households are high and stable, loans can expand funding facilities. However, when subsidies are low or variable, lenders are less confident in providers' ability to repay loans. Providers are reticent about borrowing because their profit margins are inadequate to service loans.

3. Because most early learning providers rent their space, they also lack collateral to secure loans.

Grants
The thin profit margin of early learning providers serving children from low-income households means that they do not have the resources to pay market rents or repay market-rate loans. Some benchmarked funds observed that, even if they could access low-cost loans, many early learning providers are reticent about borrowing because they worry about repaying the loans. Therefore, many funders use grants when early learning providers are the recipients of the funds.

Grant funding will sometimes leverage loan resources to make scant government and donor funding go further, so creditworthy organizations that wish to develop early learning facilities have an incentive to co-fund a portion of the facility through borrowing. Several funds use grants in this manner to ensure that loans can be repaid with operating funds.

There are many grants available in Washington State or through private organizations due to the State's commitment to the stabilization and expansion of childcare capacity in under-served communities. A few of these include opportunities through:

> The Department of Commerce, Early Learning Facilities (ELF) Direct Grant Program.

> The Department of Commerce Childcare Partnership Grants.

> Lego Children's Fund

> Kellogg Foundation

> The Safeway Foundation

Additionally, websites and software programs are available to help locate and obtain grants. There is an upfront investment, but these sites offer a single location to search for applicable grants, grant writing guidance, etc. Examples include:

> Grantwatch.com

> Federalgrantfinder.com

> GrantFinder.com

Opportunities to receive grants for certain portions of the need can also be found.

> Children's Books - FirstBook.org

> Playground Grants through "Kaboom"

> Classroom projects through Toshiba America Foundation

> Art Supplies through Crayola Grant Programs

Before applying, most grants will require certain critical decisions including.

> Site Selection

> New Construction vs. Existing Remodel

> Facility Design

> Entity Formation

> Fundraising Goals

> Approach to Hiring Staff

Credit Enhancements

There are several financial mechanisms to fund Early Learning Facilities that have been tried or are currently in the planning stages. Credit enhancements and loan guarantees can make loans more accessible and affordable. Governments and donors may contribute to funds that provide loan guarantees for borrowers who lack collateral, or buy-down interest rates, lowering the cost of a loan. Multiple funds have tried loan guarantees and credit enhancements, but they are complex.

In-Kind Gifts

Some counties or cities may provide surplus land for free to lower Early Learning Facilities Development costs. Local governments can offer long-term leases to nominal amounts or grant underutilized land outright to Early Learning Centers.

There are also opportunities to find in-kind donations during the construction or remodel of the facility itself. Often, civic-minded contractors or sub-consultants can provide products, services, or labor for free or at a significantly reduced rate to help a project achieve its final goals.

Fundraising Campaign

A Fundraising Campaign is fundraising that happens over an extended period and highlights a specific pre-determined goal. Non-profits use fundraising campaigns to raise awareness about their missions and, more specifically, the need they intend to fill.

A Capital Campaign is a concentrated effort to solicit major gifts and raise a large amount of money within a defined time for a specific project. This method can fund the building construction, providing the portion of the funds required for a "Grant Match" opportunity.

An Annual Giving Campaign is designed to raise annual funds, which are funds that go towards an organization's annual revenue goal. Annual giving campaigns happen regularly throughout the year and come in various forms. This method can be utilized to fund ongoing tuition scholarships and keep costs down.

c. Subsidy Options

Children from low-income households have help from multiple programs that can subsidize their early learning costs.

Working Connections Child Care (WCCC) is a Washington State Program that provides funding to eligible low-income families to access childcare. The Federal Child Care Development Block Grant funds this program, which has a current limit of 33,000 families in Washington State. This subsidy serves infants, toddlers, preschool, and school-aged children from families earning up to 200% of the Federal Poverty Level (FPL) of $50,200. Families receiving WCCC must also meet a work requirement: they must be employed or participating in qualifying work training programs.

Early Childhood Education and Assistance Program (ECEAP) provides high-quality early learning opportunities for the State's most vulnerable three and 4-year-old children whose families earn up to 110% of the FPL, or $27,610. Research shows that children enrolled in ECEAP make progress during the school year in the critical areas in which ECEAP programs are evaluated; health outcomes, social-emotional development, and learning outcomes.

Head Start is a federal program serving children from low-income households below 130% of the FPL, or $32,630. Head Start promotes the school readiness of children from birth to age five. Head Start emphasizes the role of parents as their child's first and most important teacher. Many Head Start programs also provide Early Head Start, which serves infants, toddlers, and pregnant women and their families who have incomes below the FPL.

Employee Stipends may be provided through the Community Partners as part of the company's benefits packages. This could offset childcare costs for their employees and attract quality workers to their place of business.

d. Start-Up Costs

Start-up Costs are the expenses you incur before your business begins active operations. Newport Early Learning Center's projected Start-Up costs consist of the following sections of the complete project costs:

Land Acquisition includes the cost of the existing property or land. Options are varied, no money has been set aside for the purchase of land or building property.

Building MACC stands for Multiple Award Construction Contract and includes all the costs associated with the procurement and construction of either a new building or the remodel of an existing building.

Projected Soft Costs includes all the Fixtures, Furniture, and Equipment (FF&E) required to outfit the building and design and engineering fees, permitting fees, testing fees, and contingencies.

Off-Site Allowance is money set aside for improvements that may be required by the Authorities Having Jurisdiction but are not within the site's property lines. This money could include bringing utilities to the site, street improvements, or sidewalk improvements. Nothing may be required, and the off-site improvement fund can be moved back into the construction contract (MACC).

Escalation to 2025 escalates the estimated costs from 2022 at 3.5% per year to the year 2025.

Option 1A - Full Capacity New Facility	
Land Acquisition	TBD
Building MACC	$3,570,000
Project Soft Costs	$1,178,000
Off-Site Allowance	$250,000
Escalation to 2025	$525,000
Total:	$5,523,000

Option 1B - Partial Capacity New Facility	
Land Acquisition	TBD
Building MACC	$1,546,000
Project Soft Costs	$510,000
Off-Site Allowance	$250,000
Escalation to 2025	242,000
Total:	$2,548,000

Option 2A - Full Capacity Existing Facility

Land Acquisition	TBD
Building MACC	$3,013,000
Project Soft Costs	$994,000
Off-Site Allowance	$250,000
Escalation to 2025	$447,000
Total:	**$4,382,000**

Option 2B - Partial Capacity Existing Facility

Land Acquisition	TBD
Building MACC	$1,231,000
Project Soft Costs	$406,000
Off-Site Allowance	$250,000
Escalation to 2025	$198,000
Total:	**$2,085,000**

Option 3 - Community Center

Land Acquisition	TBD
Building MACC	$6,978,000
Project Soft Costs	$2,303,000
Off-Site Allowance	$250,000
Escalation to 2025	$1,001,000
Total:	**$10,582,000**

e. Furniture, Fixture, and Equipment List (FF&E)

The following is a breakdown for the Fixtures, Furniture, and Equipment (FF&E) required and is included in the start-up cost options summary totaled above.

Infant Room (8 kids, ages 4 weeks -11 months)
> 6 Cribs: $150 each
> 2 Evacuation Cribs: $400 each
> 4 ECR4kids Shelving: $200 each
> 2 High Chairs: $200 each
> Rocking Chair: $300
> Changing Station: $800
> Soft Zone (rugs, climbing blocks): $800
> Swings, Jumpers: $150 each
> Toys: $500

Preschool (20 kid,s ages 2.5-4 years)
> 10 ECR4kids Shelving: $200 each
> Bookshelf: $300
> Cubbies: $1,000
> 2 Tables: $200 each
> 20 Chairs: $20 each
> 20 Nap Cots: $35 each
> Changing Station: $800
> Soft Zone (rugs): $600
> Learning Materials: $1,000
> Specialty Learning Materials (sensory table, dramatic play): $600

School Age (30 kids, ages 5-12)
> 15 ECR4kids Shelving: $200 each
> Bookshelf: $300
> Cubbies: $1,500
> 3 Tables: $200 each
> 30 Chairs: $20 each
> Soft Zone (rugs): $600
> Learning Materials: $1,500
> SpecialtyLearning Materials (sensory table, dramatic play): $600

Directors Office
> Computer: $1,000
> Printer: $1,500-$3,200
> Desk: $200-$1,500
> Office Supplies: $500

Kitchen
> Fridge & Freezer: $3,000 each
> Dishwasher: $3,100
> Ovens: $1,200
> Pots, Pans etc.: $500

Toddlers (14 kids ,ages 1-2.5 years)
> 8 ECR4kids Shelving: $200 each
> Bookshelf: $300
> Cubbies: $800
> 2 Tables: $200 each
> 14 Kids Chair: $79 each
> 14 Nap Cots: $35 each
> Changing Station: $800
> Soft Zone (rugs, climbing blocks): $800
> Learning Materials: $1,000
> Specialty Learning Materials (sensory table, dramatic play): $600

Pre-K (20 kids, ages 4-5 years)
> 10 ECR4kids Shelving: $200 each
> Bookshelf: $300
> Cubbies: $1,000
> 2 Tables: $200 each
> 20 Chairs: $20 each
> 20 Nap Cots: $35 each
> Changing Station: $800
> Soft Zone (rugs): $600
> Learning Materials: $ 1,000
> Specialty Learning Materials (sensory table, dramatic play): $600

Toddler Playground
> Age Appropriate Bikes: $800-$1,000
> Balls: $100-$300
> Climbing Structure: $500-$1,500
> Bark, 9 Inches Deep: $65 a yard

Preschool Playground
> Age Appropriate Bikes: $800-$1,000
> Balls: $100-$300
> Climbing Structure: $500-$1,500
> Bark, 9 Inches Deep: $65 a yard

School Age Playground
> Age Appropriate Bikes: $800-$1,000
> Balls: $100-$300
> Climbing Structure: $500-$1,500
> Bark, 9 Inches Deep: $65 a yard

f. Proforma Budget Options

The two following Proforma Budget Options represent a method for calculating financial results using certain presumptions. They do not include one-time expenses that are not part of normal operations.

Option 1 and Option 2 are organized to represent the enrollment options presented in the "Facility Design Options" Section of this Document as follows:

> 38 Children represents the enrollment of partial capacity facility options or the smallest option presented.

> 56 Children represents the enrollment of the full capacity facility if only half of the available spaces were full.

> 82 Children represents the enrollment of just the Early Learning Center Program without before and after school at this facility.

> 12 Children represents the enrollment of the full capacity facility options, including early learning and the before and school programs.

The first section captures income as defined below:

Tuition: The USDA food program is now CACFP. They have to follow their meal patterns to receive funding. A "Study Month" is required before funding is given; the pay is based on the % of subsidized families.

The second section captures predictable expenditures per month as defined below:

Rent/Loan: Due to the number of options and number of potential sites, we have elected not to include rent, loans, or building acquisition in this proforma. We assume (for now) that this cost will be handled through another source of income.

Payroll: Based on minimum wage pay with no benefits.

Playground Maintenance: This is the cost of upkeep for the landscaping and playground equipment on the site.

Food: This cost is a match to the USDA subsidy above.

Utilities: Includes power, water, and gas.

WiFi: WiFi connection throughout the building to the internet.

Janitorial Supplies: Includes cleaning supplies.

Insurance: Covers liability insurance.

Equipment:

Learning Materials: Art supplies, books, etc.

Nurse Consultant: The state requires a nurse consultant if you have any infants in your care. They are required to come monthly and check on infants' health and development.

Kitchen Equipment & Repairs: Money set aside for repair of equipment.

Miscellaneous: This sets aside money for unpredicted expenses every month.

Proforma Budget Option 1

Option 1 is based on average tuition of $700 per student each month.

Enrollment	38 Children (partial capacity)	56 Children (half size)	82 Children (no B&A School)	112 Children (full capacity)
Tuition Income (Full Time Only)	$26,600	$39,200	$57,400	$78,400
USDA Food Program	$750	$1,105	$1,618	$2,210
Income Total	**$27,350**	**$40,305**	**$59,018**	**$80,610**

	38 Children	56 Children	82 Children	112 Children
Rent/ Commercial Real Estate Loan	NIC	NIC	NIC	NIC
Payroll	$22,500	$33,158	$48,553	$66,316
Playground Maintenance	$500	$500	$500	$500
Food	$750	$1,105	$1,618	$2,210
Utilities	$	$	$	$
WIFI	$150	$150	$150	$150
Janitorial Supplies	$150	$225	$328	$440
Insurance	$200	$200	$200	$200
Equipment	$100	$200	$300	$400
Learning Materials	$200	$400	$600	$800
Nurse Consultant	$100	$100	$100	$100
Kitchen Equipment & Repairs	$170	$250	$385	$500
Family Engagement	$125	$185	$270	$370
Miscellaneous	$550	$750	$1,125	$1,500
Total Expenses	$25,495	$37,223	$54,129	$73,486
Net Income	$1,855	$3,082	$4,889	$7,124

This proforma matches the average tuition of other local childcare facilities and results in a profit margin of $ per child.

Proforma Budget Option 2

Option 2 is based on average tuition of $650 per student each month.

Enrollment	38 Children (partial capacity)	56 Children (half size)	82 Children (no B&A School)	112 Children (full capacity)
Tuition Income (Full Time Only)	$24,700	$36,400	$53,300	$72,800
USDA Food Program	$750	$1,105	$1,618	$2,210
Income Total	$25,450	$37,505	$54,918	$75,010

Rent/ Commercial Real Estate Loan	NIC	NIC	NIC	NIC
Payroll	$22,500	$33,158	$48,553	$66,316
Playground Maintenance	$500	$500	$500	$500
Food	$750	$1,105	$1,618	$2,210
Utilities	$	$	$	$
WIFI	$150	$150	$150	$150
Janitorial Supplies	$150	$225	$328	$440
Insurance	$200	$200	$200	$200
Equipment	$100	$200	$300	$400
Learning Materials	$200	$400	$600	$800
Nurse Consultant	$100	$100	$100	$100
Kitchen Equipment & Repairs	$170	$250	$385	$500
Family Engagement	$125	$185	$270	$370
Miscellaneous	$550	$750	$1,125	$1,500
Total Expenses	$25,495	$37,223	$54,124	$73,486
Net Income	$45	$282	$789	$1,524

This proforma is a little lower than most other local childcare facilities but only results in a profit of $ per child.

5. Business Plan

Executive Summary

a. Who We Are

We are a group of community partners that see a need in our community for quality childcare. This includes representatives from the Pend Oreille Public Utilities District, Newport Hospital and Health Services, Pend Oreille County, the Newport School District, and the Kalispell Tribe of Indians. We have come together to provide a comprehensive plan including feasibility and analysis for increasing the capacity of early childhood programs to serve the needs of the City of Newport and the outlying Pend Oreille County communities.

b. Whom We Serve

Currently, many Pend Oreille children cannot access high-quality childcare, mainly because this geographic pocket of Newport and the surrounding areas lack early learning facilities. Our analysis estimates that approximately 113 children in this area do not have access to high quality, affordable early learning facilities and of the 135 children currently in daycare, many families struggle with the cost or the location of the facility.

The shortage of early learning facilities in the area is due primarily to three barriers:

> Availability of Facilities

> Low Median Income

> Lack of Quality Early Learning

c. Programs Offered

The Newport Early Learning Center will provide high-quality, full-time education for children four weeks through school age. The program will be designed to meet the needs of parents and build children's confidence through education and play. All of this will occur in safe and supportive classrooms with teachers who believe in kids and give them the freedom to be themselves, explore new things, and make new friends.

Infant (4 weeks to 11 months)
In the Infant program, teachers will work with parents to make sure they feel comfortable and help transition to "out of the home" childcare for both the child and the parents. Policies will be in place to separate breast milk and formula and keep them properly labeled. Parents will be welcome to stop by and feed their children if they like.

Teachers will actively chart the development of each child and provide parents with daily communication regarding their child's care routine.

Toddler One (12 months to 29 months)
The Toddler One program will be designed to provide each child with a safe and nurturing environment that will stimulate learning. Lifelong learning will begin with active play, quiet story time, and individualized support as new skills come online for each child.

Toddler Two (30 months to 3 years)
In the Toddler Two program, the teachers will actively work towards potty-training each child. Children will be prepared for the Pre-School program by introducing them to the concept of center play. Furthermore, the curriculum will provide a robust vocabulary-enriched base to raise and build literary skills.

Pre-School and Pre-Kindergarten (3 to 5 years)
The Pre-School and Pre-Kindergarten curriculum's will introduce several learning concepts such as literacy, math, critical thinking, and problem-solving skills. Vocabulary development is critical at this stage, as children will begin to learn the art of writing. The classrooms will be organized into centers such as reading, science, math, and writing. Children will be exposed to a print-rich environment which will allow students to associate written language with oral language. Parents will be fully aware of their child's academic progress through quarterly assessment tools and parent–teacher conferences.

School Age
The Before and After school childcare program will provide care for Kindergarten through Fifth-grade students and transportation to and from the local elementary school. The teachers will give various enrichment activities, including games, physical fitness, stories, and arts & crafts projects. Teachers will also help students finish homework assignments. In the summer, this program will expand to a full daycare model. Throughout the summer, the children will have opportunities to take field trips that stimulate learning and enhance their educational experience.

d. Challenges & Solutions

There are three potential challenges to implementing a new Early Learning Center in Newport.

Land/Facility Acquisition or Construction

Although there are several options to purchase land in Newport, the challenge will be to obtain the capital to make the purchase. There are not as many options for purchasing existing facilities to be remodeled as needed for a full capacity Center of 13,000 SF. If a smaller facility is of 5,500 SF is considered, there are a few more possibilities, but the obstacle will still be the capital investment. Grants through the Department of Commerce general fund can be applied to purchasing a building, but not for bare land. They will participate in the cost of construction by matching funds up to a 3:1 ratio. The Newport Early Learning Center intends to work with the County for a favorable purchase price and begin a capital fundraising campaign.

Obtaining a Management Team

Once a facility is in place, a management team and staff must be found. If a partnership can be struck with the School District or the Kalispell Tribe of Indians, they may provide a management team, and from there, staff can be hired. If neither of those entities is interested, an advertising campaign will entice someone with the required experience in the area.

Keeping Cost Down

The median income of this area is $31,000 per household compared to the median Washington State income of $63,000 per household. This means that 22% of area families are living below the poverty line. It will be vital to keep tuition costs low for families who do not qualify for assistance and help families who are eligible obtain the financial aid they need. This means that the profit margins will be thin. Some options to help subsidize these costs are as follows:

> Working Connection Child Care (WCCC): This Washington State program provides funding to eligible low-income families (up to 200% of the federal poverty line (FPL) or $50,200 per household).

> Early Childhood Education & Assistance Program (ECEAP) provides high-quality early learning opportunities for 3 to 4-year-old children whose families earn up to 110% of the FPL or $27,610 per household.

> Head Start: A federal program serving children from low-income houses holds below 130% of the FPL, or $32,630 per household.

> Employee Stipends: The community partners may be able to provide stipends as part of their benefits package.

> This could offset the childcare costs for their employees and attract quality employees to their place of business.

> Grants: Available grants will be sourced constantly through a grant tracking search engine to provide money for improved facilities and curriculum.

With every potential challenge, there are several possible solutions. The community partners will work through these options and find the best solution to meet their needs.

Organization

a. Organizational Overview

Multiple organizational structures have been analyzed in Section 6, "Entity Options" of the Feasibility Study, in pursuit of the best option for the Newport ELC. Each of these options have pros and cons associated with them. Although the initial leanings are toward a non-profit entity, it was decided that a final decision will not be made at this time. The options explored include:

> Partnership

> Limited Liability Company

> Corporation

> Non-Profit 501(CX3)

b. Regulatory Requirements

After the facility is built, Newport ELC will apply to the Department of Children Youth and Families to begin the process of obtaining the necessary license to operate an Early Learning Center.

Licensing Process
Part of a high-quality Early Learning Center is to comply with all the listed requirements. Newport ELC will apply to the Department of Children, Youth, and Family Services to begin the process of obtaining the required license for operation. The licensing process will require demonstration of a Washington State Business License, Liability Insurance, legal documentation of the entity formation, and payment of Licensing Fees.

Child/Staff Ratio

> Four weeks to 12 months: One Staff for up to 4 children (1:4) Maximum eight children.

> 12 to 29 months: One Staff for up to Seven children (1:7) Maximum 14 children.

> Thirty months to five years: One staff for up to 10 children (1:10) Maximum 20 children.

> 5+ years: One staff for up to 15 children (1:15) Maximum 30 children.

> Must have written health policies and procedures.

> Must meet state fire marshal standards.

> Must store toxic or hazardous materials in areas inaccessible to children.

> Flaking or deteriorated lead-based paint is prohibited.

> Must ensure that no untreated wood is exposed.

> Firearms are not permitted.

> Must have handrails on stairs.

> Must have a flashlight.

> Must have a first-aid kit.

> Must have a working phone.

> Must cover electrical outlets.

> Must have a lifeguard present during water activities.

> Must enclose outdoor play area with a fence.

> Must enclose swimming pools with a fence.

> Must hold monthly fire drills.

> Smoking is prohibited.

Furniture Requirements
An Early Learning Provider must have accessible and child-size furniture and equipment in sufficient quantity for the number of children in care. Furnishings must be maintained in a safe working condition and visually inspected weekly for hazards, broken parts, or damage. Damage must be repaired as soon as possible and must be inaccessible to children until repairs are made according to the manufacturer's instructions.

Safety Requirements

Policies Posting

> An Early Learning Provider must have and follow a written health policy reviewed and approved by the health department.

> A policy that promotes the consistent care of children.

> An expulsion policy, according to WAC 110-300-0340.

> A written emergency preparedness plan.

> An Early Learning Provider must supply to each parent or guardian written policies regarding the early learning program. Each enrolled child's record must have signed documentation stating the parent or guardian reviewed the handbook and early learning program policies.

> Policies for Early Learning Program staff.

Child Records

> An Early Learning Provider must keep current, individualized enrollment and health records for all the enrolled children, including children of staff, updated annually or more often as health records are updated.

> A child's record must be kept confidential but in an area easily accessible to staff.

Each child's enrollment record must include the following:

> The child's birth date

> An enrolled child's parent phone numbers, address, and contact information for reaching the family while the child is in care.

> Emergency contact information. If no emergency contact is available, a written and signed emergency contact plan may be accepted.

> Names and phone numbers of persons authorized to pick up enrolled children; parent or guardian signature, under WAC 110-300-0300.

Signed parent or guardian permissions for:

> Field trips

> Transportation

> Bathing

> Water activities, including swimming pools or other bodies of water

> Photo, video, or surveillance activity

c. Facility Size Options

There are several options currently under consideration. Option A captures the full capacity of 112 children, filling the unmet need to provide childcare for every child who needs it. Option B would be a partial capacity of 38 children, allowing the facility to provide childcare to the community at a lower cost.

The following describes each option in further detail:

Option A- Full Capacity

Classroom	Number of Children
Infant	08
Toddler One	14
Toddler Two	20
Pre-School	20
Pre-Kindergarten	20
School- Age	30
Total:	112

Option B- Partial Capacity

Classroom	Number of Children
Infant	04
Toddler One	07
Toddler Two	07
Pre-School	10
Pre-Kindergarten	10
School- Age	0
Total:	38

d. High-Quality Program

Newport ELC will provide a safe, loving environment for children ages four weeks -12 years. Newport ELC will select a State-approved curriculum to provide a high-quality learning environment. Ratios are set by Washington State licensing standards, which vary by age and are set to maximize teacher and child interactions and overall supervision as noted under regulation. Newport ELC intends to enroll in Early Achievers, a quality rating system for centers in Washington State. Newport ELC quality care, Early Achievers participation, and curriculum philosophy will set Newport ELC apart from other competitors.

e. Parent Engagement

Providing the best possible care for children is most straightforward when parents and childcare providers work together. Here are a few ways Newport ELC will create a partnership with parents and keep them engaged in their child's learning.

> Ask daily questions about the child/make time for a longer discussion.

> Hold quarterly parent conferences

> Advertise our open-door policy

> Use communication app to give parent information about their child every day

> Assign a primary caregiver for each child

> Give parents a list of ways to participate in their child's classroom

> Share progress on goals and milestones

f. Operator Qualifications

Newport ELC will go through an extensive local and regional advertisement interview process to find a qualified Center Director, management team, teachers, and staff. Detailed qualifications are as follows:

Director Qualifications:

> Must be at least 21 years old.

> Must have two years of experience working with children.

> Must have one of the following before or within the first three months of licensure:
  a. 30 hours of basic training approved by STARS
  b. Associate of Arts, Associate of Applied Science, or higher college degree in Early Childhood Education, child development, or a related field.
  c. A facility of 25 or more children must have 45 or more college credit hours in child development or the equivalent CDA credential.

Program Supervision Qualifications:

> Must be at least 21 years old.

> Usually hired for planning and supervising the children's learning and activity program if the director does not meet requirements.

> Must be present 20 hours per week.

Teacher Qualifications:

> Must be at least 21 years old.

> Must have 30 hours of basic training approved by STARS.

Staff Training Requirements:

> All staff must attend an in-service training orientation program that includes information on the prevention and transmission of HIV/AIDS, licensing rules, guidance and behavior management methods, abuse and neglect prevention, safety and fire prevention, and other appropriate policies and practices.

> Directors, program supervisors, and lead teachers must complete 10 hours of training approved by STARS annually.

Staff Medical Requirements:

> Must have a TB test.

> Immunizations for MMR.

> Drug and alcohol tests are not required.

Staff Background Checks:

> Three written references are required for the Director and Program Supervisors.

> Criminal background and child abuse checks are required for all staff

> Fingerprinting is required for staff who have lived in the state for less than three years.

Staff Oversite:

An early learning provider who oversees the staff must:

> Establish a work plan with clear expectations.

> Be aware of what staff members are doing.

> Be available and able to respond in an emergency as needed to protect the health and safety of children in care.

> Staff under 18 years of age must be supervised at all times.

The number of employees will vary depending on the size of the facility as follows:

Full Capacity: 112 Children

Administration	1 Director; 2 Administrators
Infant	1 Lead Teacher; 1 Support Staff
Toddler One	1 Lead Teacher; 1 Support Staff
Toddler Two	1 Lead Teacher; 1 Support Staff
Preschool	1 Lead Teacher; 1 Support Staff
Pre-Kindergarten	1 Lead Teacher; 1 Support Staff
Before & After School	1 Lead Teacher; 1 Support Staff
Total	15 Staff

Partial Capacity: 38 Children

Administration	1 Director; 1 Administrators
Infant	1 Teacher
Toddler	1 Teacher
Preschool/	
Pre-Kindergarten	1 Teacher
Total	5 Staff

Payroll Rates are anticipated to be as follows*:

Center Director	$
Administration	$
Lead Teacher	$
Teacher Support Staff	$

*No Benefits

Target Market

a. Market Overview

The Newport Early Learning Center's targeted market is families needing year-round quality care within the Newport and surrounding areas. It is understood that many families may require funding support to access care, so the Newport ELC is committed to helping families and children find the support they need.

b. Other Facilities in the Area

There are very few choices for childcare in Newport and the surrounding areas which is why this project is so important. The following outlines available options and current capacities:

> Yount Daycare: Located in Priest River, Idaho, this center offers childcare from ages six-weeks through 11 years. Their average part-time rate is $600 per month, and full-time rate is $700 per month. Yount is at capacity and has a waiting list.

> House of the Lord Academy: Located in Oldtown, Idaho, this center offers childcare from ages 2 to 11. Their average part-time rate is $400 per month, and the full-time rate is $1010 per month. They are at capacity and have a waiting list.

> Bonnie J Womack: is retiring and not taking any more children.

> Camas Center: Located in Cusick, Washington, this center offers childcare from ages one month to 12 years. Their average part-time rate is $325 per month, and full-time rate is $525 per month. They are at capacity and have a waiting list.

> Diane's Early Care: Located in Ione, Washington, this center offers childcare from ages 0 through 10 years. Their average full-time rate is $620 per month, and they do not seem to provide a part-time option. They are at capacity and have a waiting list.

> Storybook Cottage Early Center: Located in Oldtown, Idaho, this center offers childcare from ages 0 through 12. Their average part-time rate is $438 per month, and the full-time rate is $700 per month. They are at capacity and have a waiting list.

c. Pricing

Organization Overview

> Private Pay: Private pay families are billed out monthly. This full-time price includes up to 50 hours a week. Washington State does not allow a child to attend care for more than 10 hours a day.

Classrooms	Full Time Monthly	Part Time Monthly	Before & After Care Monthly
Infants	$900		***
Toddlers	$800		***
Preschool	$700		***
Pre-K	$700		***
School Age	$500 (Summer)		$250

> **State Pay:** Washington State sends invoices based on their daily rate; Newport ELC can claim the number of days based on the working days each month.

Classrooms	Monthly (Based on 21 Average Workdays a Month)	Before & After Care Daily
Infants	$1,038.45 ($49.45 daily)	***
Toddlers	$888.72 ($42.32 daily)	***
Preschool	$804.72 ($38.32 daily)	***
Pre-K	$804.72 ($38.32 daily)	***
School Age	$585.90 ($27.90 daily) Summer	$13.95

Financial

a. Projected Start-up Costs

Newport Early Learning Center is considering five different facility sizes. This is illustrated in Options 1A and 1B as follows:

Option 1A - Full Capacity New Facility

Land Acquisition	TBD
Building MACC	$3,570,000
Project Soft Costs	$1,178,000
Off-Site Allowance	$250,000
Escalation to 2025	$525,000
Total:	**$5,523,000**

Option 1B - Partial Capacity New Facility

Land Acquisition	TBD
Building MACC	$1,546,000
Project Soft Costs	$510,000
Off-Site Allowance	$250,000
Escalation to 2025	242,000
Total:	**$2,548,000**

If Newport Early Learning Center can find an existing building to remodel, projected start-up costs are as follows:

Option 2A - Full Capacity Existing Facility

Land Acquisition	TBD
Building MACC	$3,013,000
Project Soft Costs	$994,000
Off-Site Allowance	$250,000
Escalation to 2025	$447,000
Total:	**$4,382,000**

Option 2B - Partial Capacity Existing Facility

Land Acquisition	TBD
Building MACC	$1,231,000
Project Soft Costs	$406,000
Off-Site Allowance	$250,000
Escalation to 2025	$198,000
Total:	**$2,085,000**

If it makes financial sense to combine this project with a Community Center including a Gymnasium and Event Space, projected start-up costs are as follows:

Option 3 - Full Capacity (112 Children) + Community Center

Land Acquisition	TBD
Building MACC	$6,978,000
Project Soft Costs	$2,303,000
Off-Site Allowance	$250,000
Escalation to 2025	$1,001,000
Total:	**$10,582,000**

f. Proforma Budget Options

The two following Proforma Budget Options represent a method for calculating financial results using certain presumptions. They do not include one-time expenses that are not part of normal operations.

Option 1 and Option 2 are organized to represent the enrollment options presented in the "Facility Design Options" Section of this Document as follows:

> 38 Children represents the enrollment of partial capacity facility options or the smallest option presented.

> 56 Children represents the enrollment of the full capacity facility if only half of the available spaces were full.

> 82 Children represents the enrollment of just the Early Learning Center Program without before and after school at this facility.

> 12 Children represents the enrollment of the full capacity facility options, including early learning and the before and school programs.

The first section captures income as defined below:

Tuition: The USDA food program is now CACFP. They have to follow their meal patterns to receive funding. A "Study Month" is required before funding is given; the pay is based on the % of subsidized families.

The second section captures predictable expenditures per month as defined below:

Rent/Loan: Due to the number of options and number of potential sites, we have elected not to include rent, loans, or building acquisition in this proforma. We assume (for now) that this cost will be handled through another source of income.

Payroll: Based on minimum wage pay with no benefits.

Playground Maintenance: This is the cost of upkeep for the landscaping and playground equipment on the site.

Food: This cost is a match to the USDA subsidy above.

Utilities: Includes power, water, and gas.

WiFi: WiFi connection throughout the building to the internet.

Janitorial Supplies: Includes cleaning supplies.

Insurance: Covers liability insurance.

Equipment:

Learning Materials: Art supplies, books, etc.

Nurse Consultant: The state requires a nurse consultant if you have any infants in your care. Nurses are required to come monthly and check on infants' health and development.

Kitchen Equipment & Repairs: Money set aside for repair of equipment.

Miscellaneous: This sets aside money for unpredicted expenses every month.

Proforma Budget Option 1

Option 1 is based on average tuition of $700 per student each month.

Enrollment	38 Children (partial capacity)	56 Children (half size)	82 Children (no B&A School)	112 Children (full capacity)
Tuition Income (Full Time Only)	$26,600	$39,200	$57,400	$78,400
USDA Food Program	$750	$1,105	$1,618	$2,210
Income Total	**$27,350**	**$40,305**	**$59,018**	**$80,610**

Rent/ Commercial Real Estate Loan	NIC	NIC	NIC	NIC
Payroll	$22,500	$33,158	$48,553	$66,316
Playground Maintenance	$500	$500	$500	$500
Food	$750	$1,105	$1,618	$2,210
Utilities	$	$	$	$
WIFI	$150	$150	$150	$150
Janitorial Supplies	$150	$225	$328	$440
Insurance	$200	$200	$200	$200
Equipment	$100	$200	$300	$400
Learning Materials	$200	$400	$600	$800
Nurse Consultant	$100	$100	$100	$100
Kitchen Equipment & Repairs	$170	$250	$385	$500
Family Engagement	$125	$185	$270	$370
Miscellaneous	$550	$750	$1,125	$1,500
Total Expenses	$25,495	$37,223	$54,129	$73,486
Net Income	$1,855	$3,082	$4,889	$7,124

This proforma matches the average tuition of other local childcare facilities and results in a profit margin of $ per child.

Proforma Budget Option 2

Option 2 is based an average tuition of $650 per student each month.

Enrollment	38 Children (partial capacity)	56 Children (half size)	82 Children (no B&A School)	112 Children (full capacity)
Tuition Income (Full Time Only)	$24,700	$36,400	$53,300	$72,800
USDA Food Program	$750	$1,105	$1,618	$2,210
Income Total	**$25,450**	**$37,505**	**$54,918**	**$75,010**

	38 Children	56 Children	82 Children	112 Children
Rent/ Commercial Real Estate Loan	NIC	NIC	NIC	NIC
Payroll	$22,500	$33,158	$48,553	$66,316
Playground Maintenance	$500	$500	$500	$500
Food	$750	$1,105	$1,618	$2,210
Utilities	$	$	$	$
WIFI	$150	$150	$150	$150
Janitorial Supplies	$150	$225	$328	$440
Insurance	$200	$200	$200	$200
Equipment	$100	$200	$300	$400
Learning Materials	$200	$400	$600	$800
Nurse Consultant	$100	$100	$100	$100
Kitchen Equipment & Repairs	$170	$250	$385	$500
Family Engagement	$125	$185	$270	$370
Miscellaneous	$550	$750	$1,125	$1,500
Total Expenses	$25,495	$37,223	$54,124	$73,486
Net Income	$45	$282	$789	$1,524

This proforma is a little lower than most other local childcare facilities but only results in a profit of $ per child.

6. Entity Options

a. Potential Service Types

There are many service types for Early Learning programs available to parents. These options are briefly described below.

Licensed Center-Based Care describes a facility where people other than the children's legal guardians care for them in a group setting. This care includes subsidized care such as Head Start or ECEAP Programs. Although licensing does not ensure quality, it does set minimal health, safety, and training standards that centers must maintain. Families may choose center-based care because they believe that a larger setting, several caregivers, and State inspections make programs safer for their children. They may also think that more staff, space, equipment, toys, and structured activities provide a better learning environment.

Of the 168 people we surveyed, 71% preferred Licensed Center-Based Care.

Family Child Care is providers that offer care for children in their homes. These options can be licensed or unlicensed, depending on their size. Families sometimes choose this option because they prefer a home environment for their children. They may prefer relating to a single caregiver and believe children are healthier, happier, and more secure in a smaller group. Sometimes they choose Family Child Care because it's closer to home, less expensive, or has more flexible hours.

Of the 168 people we surveyed, 17% preferred a Family Child Care option.

In-Home Caregivers include several options for childcare within the family's own home, including relatives, nannies, friends, or neighbors, and are unregulated. Families may choose In-Home Care because they believe their children will be safer and more secure in their own homes. They also believe they may have more control over the quality of care their children receive. If several children in the family need care, they may find this type of care is no more expensive than other care options and is more convenient for them.

Of the 168 people surveyed, 12% preferred In-Home Caregivers.

School-Age Care includes care provided for children 5-12. It may be located in a school, "Center", family care home environment, a church, or a part of a community or recreational program. It usually occurs before and after school and typically includes transportation between the school and the care location. Since this option can happen in a Center or family home, it was not part of the overall percentage statistics of the survey.

b. Potential Operating Organizations and Partners

There are several operating organizations available for consideration. These have been outlined below.

Private Development The facility can be developed by a private individual or company who then would take on the operation of the Early Learning Center. This would require a company with the resources available to obtain the property and develop the facility and expertise in the management of Early Learning Facilities.

Private Development with Separate Management In a similar fashion, a private developer, can develop the property and the facility but hire a separate entity to operate the Early Learning Center.

Non-Profit Organizations A group of interested individuals can bind together to form a non-profit entity and hire a qualified Early Learning Center Manager who would hire staff. The upfront cost may be found through grants and in-kind donations.

Early Learning Center Partnerships Often, a partnership can be organized to pull together the financial resources and the expertise for a successful Early Learning Center. Two potential partnerships to consider for the Newport Early Learning Center are:

> The Newport School District could potentially provide both the financial resources through the Office of the Superintendent for Public Instruction (OSPI) as well as the expertise to provide a high quality educational curriculum.

> The Kalispell Tribe of Indians currently operates the Camas Early Learning Center located in Usk, WA which is approximately 20 miles away from Newport. The current facility is full with a long waiting list and the Tribe is considering a new, larger facility. It may be interesting for the Tribe to consider opening a second Early Learning Center in a satellite location, Newport, WA.
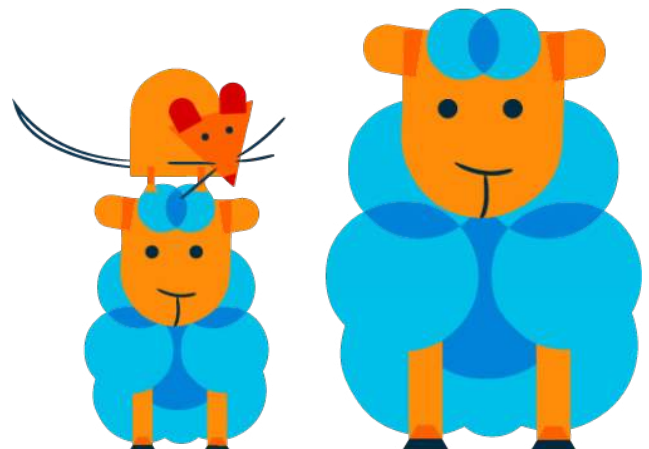
c. Potential Agreement Structures

I. Background
Several community members and municipal organizations (the "Community Partners") have joined together with the hope of establishing an early childhood learning center (the "Center") to serve families in and around the Newport, Washington area. If feasible, the hope is to obtain funding to launch the project. The Community Partners are currently studying the feasibility of the project.

The starting point for any "entity selection" analysis is an examination of two baseline issues: who is in charge, and where is the money coming from? We turn to a host of other issues to guide us from there. What type of management structure is desired? What will the entity do? High/low risk? Tax structure? Big/small capital needs? Specialized licensing? Are employees anticipated? If so, how many? What do the pro-forma financial statements look like? The list goes on and on. Collectively these items will point to the right structure. That is the typical process – the anticipated operations and business decisions drive the structure.

We have a different situation here. We are on the ground floor. The ideas concerning operations are still being formulated. And because of the unique makeup of the Community Partners, and the nature of the Center, the structure actually drives some of these business/operational issues, as discussed below.

This topic does not lend itself well to a tidy format. But the best place to start would seem to be a brief description of the different types of entities. With that as a backdrop we will then turn to a very important issue – fundraising - that would seem to point toward one structure here. We will then describe in a bit greater detail how that structure would work from a corporate governance standpoint.

II. Why An Entity
Preliminarily, we should address why we need an entity. There are two primary reasons. First, there are many different parties coming together to pursue a common venture. There has to be operating rules and some sort of governance structure within which the venture will operate. The form that structure will take is some sort of entity, under state law. Secondly, most (but not all) entities will provide its owners (or in the non-profit context, its members) with limited liability. Any liability created by the venture can be satisfied with assets of the venture. But the creditor cannot look up the "ownership" chain. The owners (or members/board, in the non-profit context) do not want to get exposed to the venture's liabilities. Most entities will provide that liability shield between the venture and the "ownership." In this case we need some sort of structure to govern the relationship of the Community Partners vis-à-vis the Center.

And we most certainly want a liability shield between the Community Partners and the Center. We need some sort of entity.

Before discussing the entity options under state law, an important distinction needs to be made. Everyone is generally familiar with the "501(c)(3)" designation. That is a federal tax designation, and only a federal tax designation. That concept is critically important to the Center and will be discussed later. But for the time being, the discussion will focus on state law only, as it is state law that governs just about every other (non-tax) issue important to this analysis.

III. Types Of Entities
There are many forms an organization can take under state law. With multiple parties, the simplest form is a partnership. The downside to a partnership is that each partner is liable for obligations of the partnership. The practical effect in this case is that each Community Partner would be liable for the Center's obligations. That is reason enough to toss aside the idea of forming a partnership. Most entities that seek a partnership-type arrangement but with the protection of limited liability take the form of a limited liability company. There are also limited liability partnerships and others. There are subtle differences between these various forms, but they all generally provide limited liability for the equity owners and a great deal of flexibility in terms of the management and capital structure. For those reasons, they are popular choices. And were it not for other (very important) issues, we would likely recommend an LLC.

Corporations are another category of entities. From a governance standpoint they are the most formal entities under state law. There are many different types: Business (for profit), Non-profit, and Corporations Sole (religious), to name a few. They all offer limited liability for the equity owners (or their non-profit counterparts) and a more formalized governance structure.

For limited liability companies and the like, you can create just about any governance structure you want. Not so on the corporate side. A discussion of the governance structure of a corporation is forthcoming. But prior to outlining those issues, there is a more important issue to address - fundraising.

IV. 501(C)(3)

Any entity that wants to solicit funds for a non-profit type endeavour typically has three sources of revenue: donations, grants and program revenue. It is the rare (if not non-existent) non-profit that can survive on program revenue alone. Donations and grants typically provide the bulk of a non-profit's annual budget. This is where 501(c)(3) status is key.

Donations are much easier to solicit if the donor can take a tax deduction for the donation. There is only one type of organization that can offer that to its donors - 501(c)(3). The deduction is available for income and estate tax purposes. So current fundraising and planned giving can be pursued. For most grants, an organization wouldn't even be eligible to apply without the 501(c)(3) status, and any governmental grants will require that status. We are not experts in fundraising. Nor are we experts (or even familiar with) the various funding sources that might be available for the Center. But we are certain of one thing. If you want access to the broadest array of funding sources there is no choice but a 501(c)(3).

501(c)(3) status is nothing but a federal tax concept, as articulated in section 501(c)(3) of the Internal Revenue Code. If you satisfy the requirements, you get the status. With that status comes the tax-exempt label (no federal income tax) and your donors get to deduct the value of their donations to you. The foundation for exemption is some sort of charitable, educational, scientific, etc. purpose. We have little concern that the Center would satisfy that requirement, and likely all others.

One such requirement is that the entity be a non-profit corporation under state law. That leads us back to our Washington statutes, and doesn't leave us many options. The Internal Revenue Code tells us that it must be a non-profit corporation.

There is a very nuanced argument that some have put forth under which an LLC might be able to gain 501(c)(3) status. Maybe it works. Maybe it doesn't. But we don't suggest being the test case. Our recommendation is to stick to a non-profit corporation. One of the current Community Partners (provided such Community Partner is either an existing 501(c)(3), a tribe, or a government entity – all of whom enjoy the favored tax status) could construct and operate the Center under its corporate umbrella. But we understand that is not likely a good solution here. We recommend a new, standalone 501(c)(3) be formed. That process involves two steps. First, a non-profit corporation must be formed under Washington law. Then an application (Form 1023) needs to be submitted to the IRS to apply for 501(c)(3) status. The application is not really worthy of discussion at this point. For the time being, we will focus on the governance issues facing a Washington non-profit corporation.

V. Washington Non-Profit

To set the stage, a brief review of how for profit corporations work might be helpful. In the for profit world, the shareholders are the owners. They own the shares, get dividends if paid, and vote on major corporate matters like mergers, sales and the like.

The shareholders also elect the directors. The directors are responsible for setting corporate policy and the general direction of the company. The directors appoint the officers (president, vice president, secretary, treasurer) to implement the policy. The shareholders do little more than elect directors to oversee the business in which they have invested. The directors set the course. The officers execute. In closely held companies it is common to have the same persons as shareholders, directors and officers. But they are distinct roles.

Looking at the top level of the corporate hierarchy (those who elect the directors), Washington has two different ways to handle it in the non-profit context. There are non-profits with members and non-profits without members. You must decide when you form the entity. It can always be changed later, but its much easier to go from non-member to member. Going the other way can be a challenge.

If the entity is a non-member organization the board will be established by those who form the entity. It will be established in the Articles of Incorporation, the document filed to form the entity. The board will then adopt by-laws, with which procedures will be set up so that the board will be self-perpetuating. The board, as directors cycle off, will elect new directors.

The other alternative is a member organization. In a member organization there are members, whose status as such is subject to whatever conditions the organization sets for membership. Typically a membership organization will involve the payment of an annual fee or some other nominal act or payment. The organization's governing documents will dictate what rights the members may get. They can be provided with as little or as much authority as the organization may desire. Many member organizations grant their members the right to vote for directors.

The member vs. non-member distinction results in two ways for a non-profit to maintain its board. It can be self-perpetuating, as is the case of a non-member entity, or the right to vote for directors can be left to the members. The board has the power over the organization. A typical board for an organization of this nature would likely consist of at least 7 members (and probably not more than 15), with each Community Partner (and in the future, major donors) represented on the board. The board should be staggered, so each year you have plenty of continuity yet new folks and new ideas are cycling annually.

Again, the board is where the power will lie with this organization. This body will make the big decisions and dictate whether this organization succeeds or fails. In our view there are likely no more important choices than those surrounding the makeup, authority and continuity of the board.

VI. Summary

There are many questions to be answered. But they all basically tie back in one way or another to the ultimate issues: Where is the money coming from and who is in charge? We don't know precisely where the money is coming from. We do, however, know that no other type of entity offers as much opportunity for fundraising as a 501(c)(3). That status is critical. Without it, you would have to go for-profit, relying on program revenue to sustain the operations (assuming you could figure out a way to build the Center as a for profit). Based on our discussions to date that doesn't seem like a realistic possibility. If the Center were to opt for anything other than a 501(c)(3) entity, it would be at risk of failure. In order to maximize its fundraising sources there is no other choice. You need 501(c)(3) status, which means a Washington non-profit is our best, and, practically, our only choice.

We've outlined the basic corporate governance issues above. To reiterate, the power of this organization will lie with the board. A decision needs to be made as to how big that board will be. We would recommend 7-15 members, consisting of representatives from each of the Community Partners along with other community leaders who have the business acumen and fundraising abilities. A decision needs to be made as to how to perpetuate that board. Our recommendation would be a staggered self-perpetuating board. Each member would sign up for a 3-year term, with a third of the board rolling off and being replaced each year.

As to who is in charge, it will be the board. We have offered up our thoughts on size and makeup. We've generally described the power structure (board establishes policy, officers execute). The devil is in the detail. But we have to start with the basic structure. We have laid it out here and hope it will prompt some thought and discussion on the topic.

7. Schedule

Begin Fundraising Campaign

Jan 2023

Facility Design

Sept 2024 - 2025

Obtain Building Permits

June 2025

Construction Begins

Sept 2025

Launch Marketing Campaign

Nov 2025

Complete Enrollment Packets

May 2026

Teacher Orientation & Training

May 2026

Grand Opening

July 2026

First Day of School!

Aug 2026
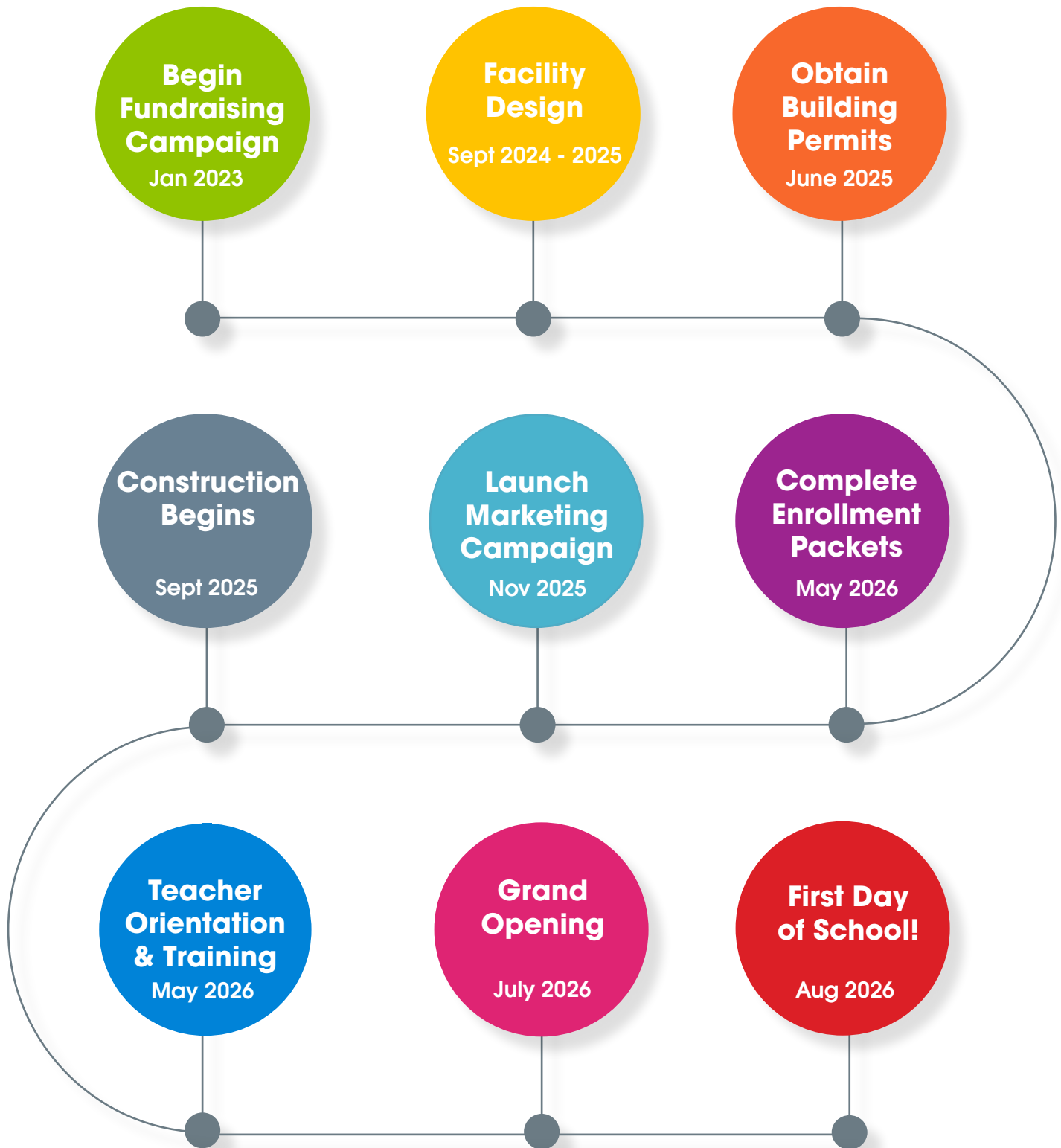
8. Appendix

a. Demographic Studies - Population

County/Newport
County Population (2020)   13,850
County Population Growth (%/yr)   0.55%
City of Newport Population (2020)   2,211
City of Newport as % of County   16%
Newport (Outlying Communities - Idaho)   2,094

County
Ages 0-4 (2020)   635
Ages 5-9 (2020)   708
Ages 10-14 (2020)   797

School Enrollment
Age 5 (2020), Newport SD   31
Age 5 (2015-2020 avg.), Newport SD   17
Age 6 (2020) Newport SD   66
Age 6 (2015-2020 avg.), Newport SD   72
Ages 7-12 (2020), Newport SD   618
Ages 7-12 (2015-2020 avg.), Newport   615
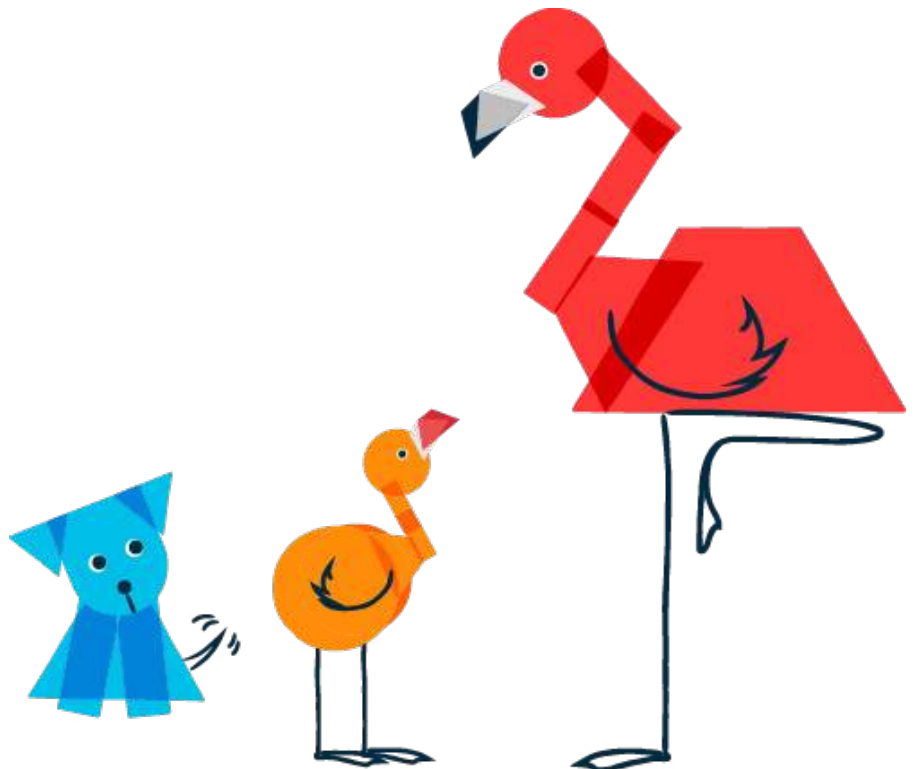
Demographic Studies - Census

SCHOOLS

Districts/Grades	Enrollment (2020) Pre-K	K	1st	2nd	3rd	4th	5th	6th
Newport	31	66	71	72	71	83	76	77
% of PK - 6 enrollment	5.67%	12.07%	12.98%	13.16%	12.98%	15.17%	13.89%	14.08%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
% of PK - 6 enrollment								
% in Head Start/ECEAP								
% Free/Reduced Lunch								
West Bonner	25	64	72	59	84	89	64	86
% of PK - 6 enrollment	4.60%	11.79%	13.26%	10.87%	15.47%	16.39%	11.79%	15.84%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
Cusick	3	19	20	27	14	21	15	14
% of PK - 6 enrollment	2.26%	14.29%	15.04%	20.30%	10.53%	15.79%	11.28%	10.53%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
Selkirk	6	23	19	14	15	14	18	15
% of PK - 6 enrollment	4.84%	18.55%	15.32%	11.29%	12.10%	11.29%	14.52%	12.10%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
TOTALS	65	172	182	172	184	207	173	192

Demographic Studies - Area Median Income

ECONOMIC

Communities Served	Median Income Per Household	Median Income Per Family	% Families Below Poverty Line
Pend Oreille County (total)	$38,896	$46,971	13.60%
Newport	$31,568	$37,939	22.00%
Old Town*			
Priest River*			
Dover*	$44,511	$49,115	2.80%
Blanchard*			
Cusick			
Ione			
Metaline	$28,221	$29,165	25.00%
Metaline Falls	$20,978	$43,287	24.40%

Demographic Studies - Travel Time

TRAVEL TIME

Communities Served	Population		Distance to Newport Schools	Drive Time to Newport Schools		
Pend Oreille County/WA	13,724					
Newport	2,199		4 miles	5-9 mins.		
north			4 miles	5-9 mins.		
south			4 miles	5-9 mins.		
west			4 miles	5-9 mins.		
Diamond Lake			9 miles	12 mins		
Sacheen Lake			19 miles	24 mins		
Cusick/Usk	217		18 miles	25 mins		
Ione	472		51 miles	59 mins		
Idaho/West Bonner Cty						
Blanchard	261 (2010)		13 miles	16 mins		
Old Town	201		4 miles	5-9 mins.		
Priest River	1,893		8 miles	12 mins		
Dover	874		28 miles	34 mins		

Demographic Studies - School Enrollment

SCHOOLS

Districts/Grades	Enrollment (2020) Pre-K	K	1st	2nd	3rd	4th	5th	6th
Newport	31	66	71	72	71	83	76	77
% of PK - 6 enrollment	5.67%	12.07%	12.98%	13.16%	12.98%	15.17%	13.89%	14.08%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
% of PK - 6 enrollment								
% in Head Start/ECEAP								
% Free/Reduced Lunch								
West Bonner	25	64	72	59	84	89	64	86
% of PK - 6 enrollment	4.60%	11.79%	13.26%	10.87%	15.47%	16.39%	11.79%	15.84%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
Cusick	3	19	20	27	14	21	15	14
% of PK - 6 enrollment	2.26%	14.29%	15.04%	20.30%	10.53%	15.79%	11.28%	10.53%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
Selkirk	6	23	19	14	15	14	18	15
% of PK - 6 enrollment	4.84%	18.55%	15.32%	11.29%	12.10%	11.29%	14.52%	12.10%
% in Head Start/ECEAP								
% Free/Reduced Lunch								
TOTALS	65	172	182	172	184	207	173	192

Demographic Studies - Local Child Care Providers

CHILD CARE PROVIDERS (Local)

Name	Location	Phone	Ages	Capacity	Hours	% subsidy	Avg FT Rate/mo.	Avg PT Rate/mo.	Wait List	Cost per student	services/programs offered	Notes
Head Start (Rural Resources)	Newport, Colville, Chewelah	509-447-4832	3-5	20	8a to 3:30p	90%	$0/low income families	grant funded	??	$14,946	full day/full yr	Angie Webley - Director; 10% reserved for disabled; limited over income slots
EWU Early Head Start	Newport, WA Colville, WA	509-447-5843	0-3	40		100%	$0/low income families	grant funded	??	$10,682	full day/full yr	233 N Washington; home based/EWU supported
Yount Daycare	Priest River, ID	208-448-2961	0-11				$600.00	$700.00	yes			2 snacks & 1 meal; prepay per week (non-refundable); holding fee of $100
House of the Lord Academy	Oldtown, ID	208-437-2184	2-11				$1,010.00	$400.00	yes			11:30-5:30 only for non-preschool; separate worksheet available for specific pricing
~~Womack Bonnie J~~	~~Newport, WA~~	~~509-447-4367~~	~~0-13~~				~~N/A~~	~~N/A~~	~~N/A~~			~~Retiring - not taking any more~~
Camas Center	Cusick, WA	509-447-7210	1 mo - 12	95			$525.00	$325.00	yes		full day/full yr part time/part wk before/after school early achievers/start healthy now	These rates are the highest per category. Rates are based on age. Four of the six distinct classes currently have waiting lists.
Storybook Cottage Early Center	Oldtown, ID	208-437-1234	0-12	99	6a to 6p preschool 8a to 12:30p	70%	$750 (age T- 5) $700 (age 6 - 12)	$468.50 (age T - 5) $437.5 (age 6 - 12)	no	DND	full day/full yr part time/part wk before/after school	Rates are based on age. Preschool only M-Th 8:30-12:30 $300/mo; Registration fee of $50 per child. See separate worksheet for specific pricing.

b. Community Input Survey Outcomes

The attached survey was distributed through the Community Partners to employees of the Pend Orielle PUD, Newport Hospital and Health Services, Pend Orielle County, the Newport School District, and the Kalispell Tribe of Indians. These made up the major employers of the area and were thought to capture most of the parents in the area. We had roughly 168 responses, although it varied for each question.

The responses are captured here in the Survey Outcomes.

Do you live or work in Pend Oreille County?

(TOTAL = 168 PEOPLE)

154 PEOPLE | 14

0%   20%   40%   60%   80%   100%
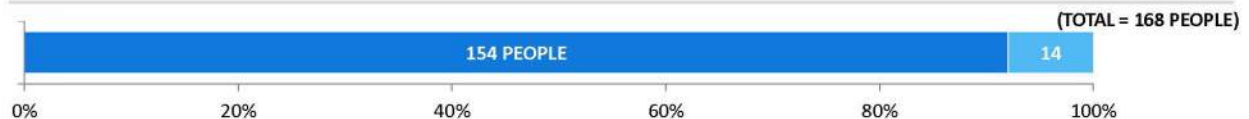
■ Yes ■ No

LIVE	WORK
Mead Washington	Northern Quest Resort & Casino
Spokane	Airway Heights
Spokane County	Spokane County
Bonner	Unemployed in Nov.
Oldtown	Priest Lake
Priest River ID	Priest River ID
Pend Oreille County	Spokane
Spirit Lake, ID	Newport
Valley, Washington	Usk, Washington
Spokane county	Spokane county
Bonner	Pend Oreille
Oldtown	Newport Hospital
Los Angeles County	Los Angeles County

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2

Would childcare in Pend Oreille help you?

(TOTAL = 168 PEOPLE)

78% (131 PEOPLE) | 22%(37 PEOPLE)

0%   20%   40%   60%   80%   100%
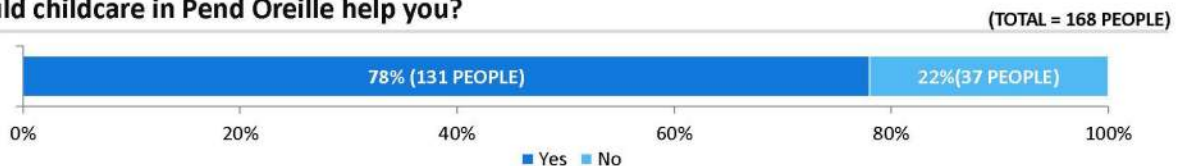
■ Yes ■ No

Do you have children age twelve (12) or younger who live with you for at least three (3) months out of the year?

(TOTAL = 131 PEOPLE)

98% (129 PEOPLE)

0%   20%   40%   60%   80%   100%

■ Yes ■ No

How many DEPENDENT CHILDREN do you have?

Under 1 year	25 KIDS
1 year-17 months	29 KIDS
18-24 months	7 KIDS
2-5 years (not attending kindergarten or school)	72 KIDS
5-12 years (attending kindergarten or school)	152KIDS

133 KIDS UNDER 5

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3

What best describes your employment status today?

(TOTAL = 129 PEOPLE)

- **78%** 100 people — Employed full time (at least 32 hours per week)
- **9%** 12 people — Employed part time (less than 32 hours per week)
- **4%** 5 people — Unemployed and seeking employment
- **2%** 2 people — A student
- **2%** 2 people — Unable to work due to disability
- **6%** 8 people — Homemaker or parent who stays at home
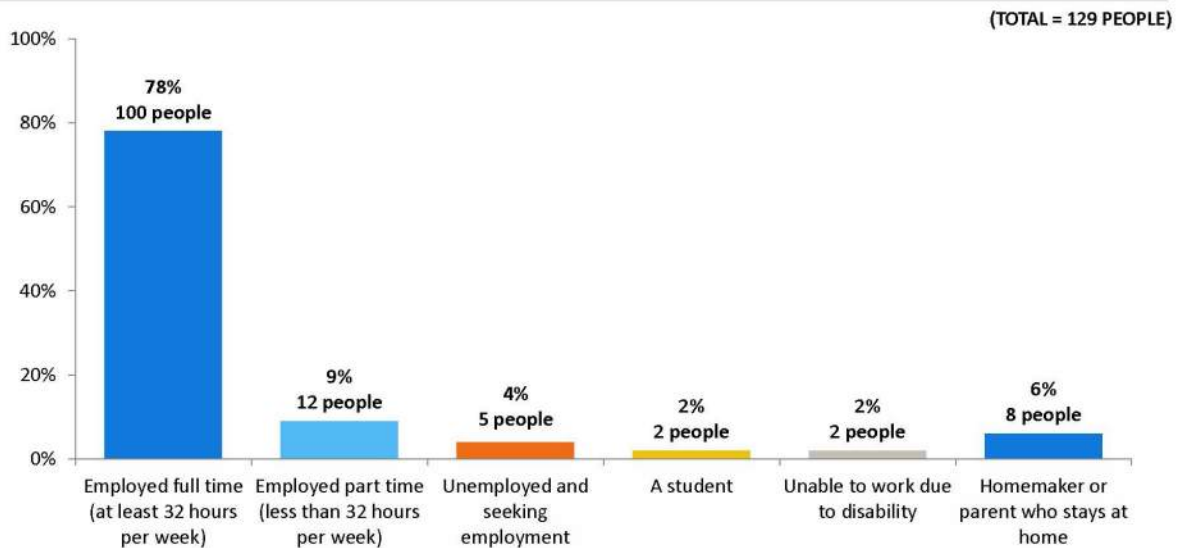
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Please indicate which type(s) of childcare you use currently. (Multiple types allowed)

(TOTAL = 129 PEOPLE 201 kids/times)

- Licensed or certified childcare center — **43 kids**
- Licensed family home — **5 kids**
- ECEAP or Head Start Program — **13 kids**
- Paid relative/family, friend, or neighbor — **27 kids**
- Unpaid relative/family, stay at home partner, friend, or neighbor — **62 kids**
- Nanny — **5 kids**
- Religious organizations providing care — **3 kids**
- Before and after school care through the school — **5 kids**
- Before and after school care in a childcare center — **9 kids**
- Employer supported childcare — **4 kids**
- Summer camp, sports program, club, library etc. that provides… — **8 kids**
- None, I do not use childcare — **14 kids**
- Other (Please specify) — **3 kids**

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How satisfied are you with your current childcare options?

(TOTAL = 115 PEOPLE)

24% *
18% **
23% ***
13% ****
22% *****

■ 1 Star ■ 2 Stars ■ 3 Stars ■ 4 Stars ■ 5 Stars

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6
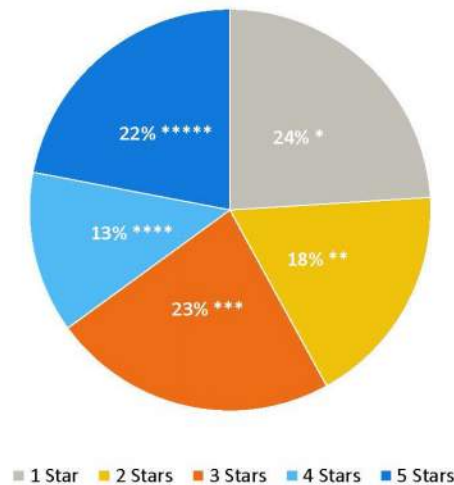
I would prefer childcare that is provided by:(Multiple types allowed)

(TOTAL = 88 PEOPLE)

I would not change my childcare arrangements	4 votes
Licensed or certified childcare center	60 votes
Licensed family home	14 votes
ECEAP or Head Start Program	22 votes
Paid relative/family, friend, or neighbor	14 votes
Unpaid relative/family, stay at home partner, friend, or neighbor	7 votes
Nanny	9 votes
Religious organizations providing care	9 votes
Before and after school care through the school	32 votes
Before and after school care in a childcare center	36 votes
Employer supported childcare	38 votes
Other (Please specify)	1 vote

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7

When do you need childcare?

Category	Percentage
Year-round	67%
Summer only	6%
School year only	5%
Before or After school only	7%
Intermittent	10%
I do not use childcare	2%
Other (Please specify)	2%

8
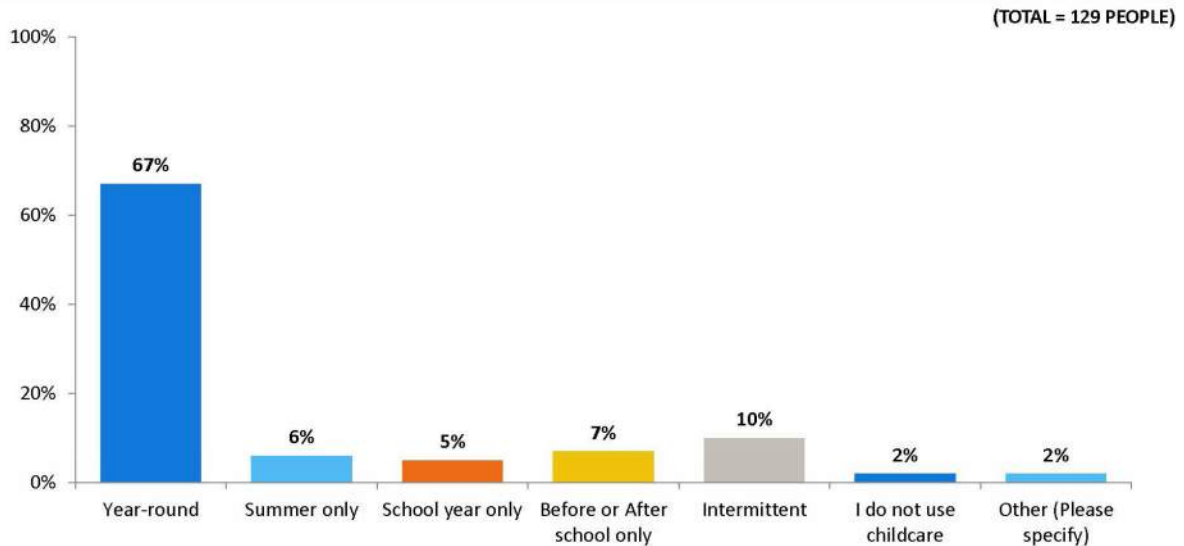
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Do you have a need for childcare outside of regular/traditional daytime hours (6:00am-6:00pm Monday thru Friday)?

Yes	No
19%	81%

■ Yes ■ No
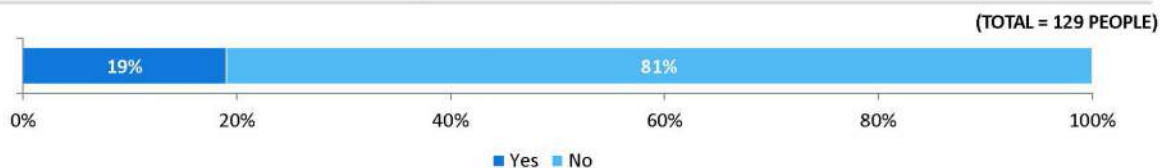
How do you pay for childcare? (Multiple methods allowed)

Method	Percentage
Private pay - out of pocket	87%
State subsidy (Working Connections Childcare, Seasonal Child Care, etc.)	10%
Financial assistance from friends or family	1%
Financial assistance from employer	1%
Other (Please specify)	12%

9
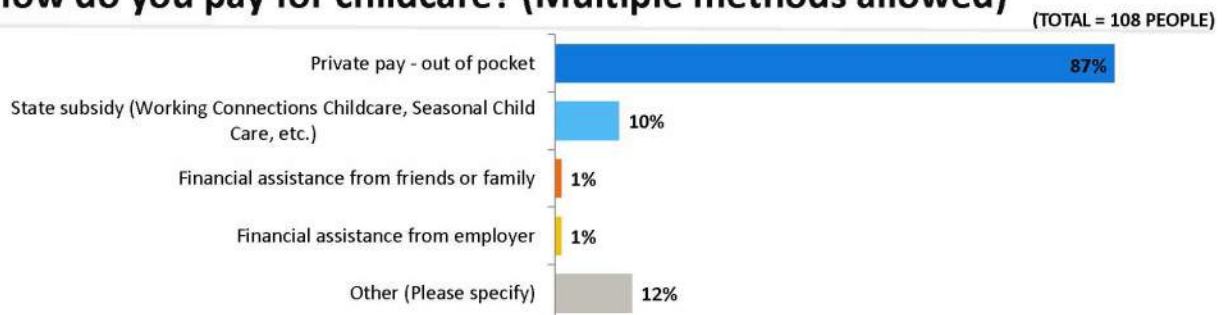
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Approximately how many minutes does it take to transport your child(ren) to and from (round trip) childcare each day?

(TOTAL = 128 PEOPLE)

Less than 5 minutes	5-10 minutes	11-15 minutes	16-30 minutes	31-60 minutes	More than 60 minutes	N/A
9% 11 people	15% 19 people	13% 17 people	16% 20 people	17% 22 people	9% 11 people	22% 28 people

10
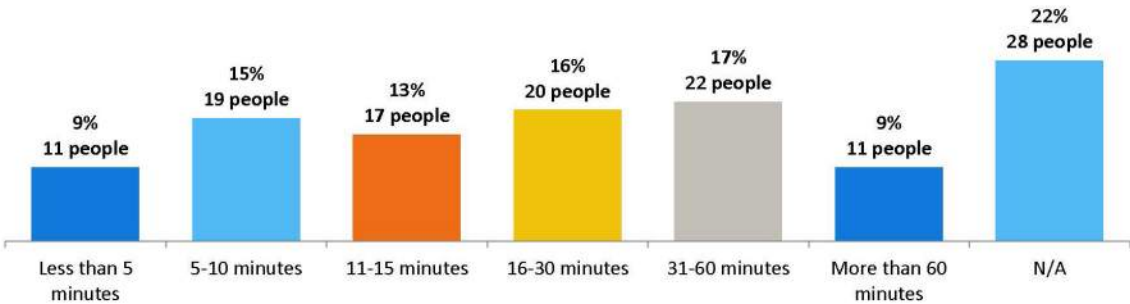
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Where would your preferred childcare be located?

(TOTAL = 129 PEOPLE)

1% 1% 6% 1% 12% 81%

■ Newport   ■ Cusick/Usk   ■ Metaline Falls   ■ Diamond Lake   ▨ Other (Please specify)

11
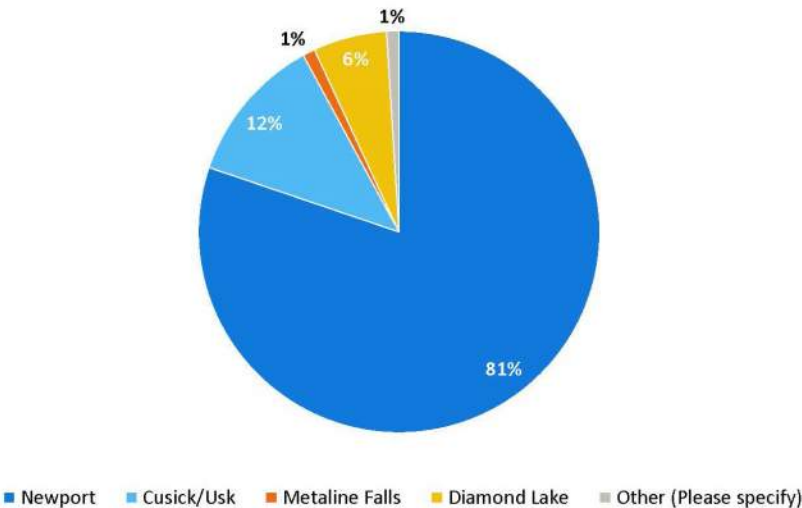
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Overall, how has it been to find and keep childcare?

(N = 125)

5% 6 people — 1 - Very Easy
2% 3 people — 2 - Easy
18% 22 people — 3 - Medium
24% 30 people — 4 - Difficult
42% 52 people — 5 - Very Difficult
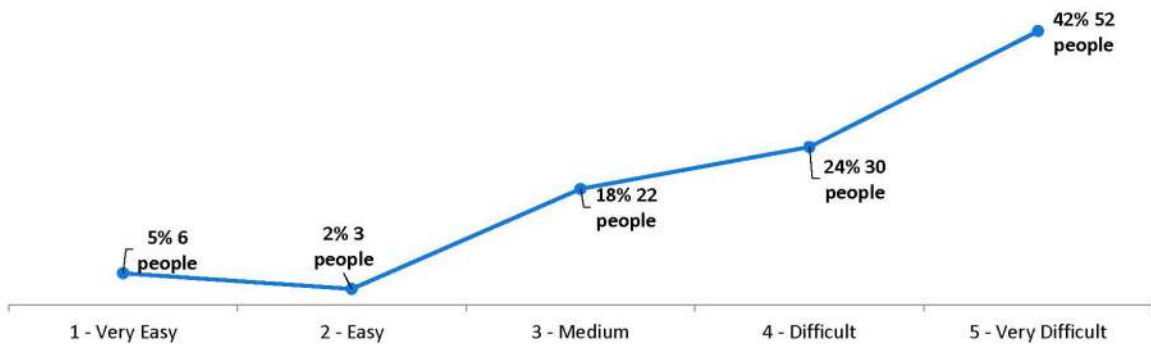
12

Over the past six (6) months, approximately how many total days have you missed work due to issues concerning childcare?

(TOTAL = 124 PEOPLE)

30%
12%
14%
23%
21%
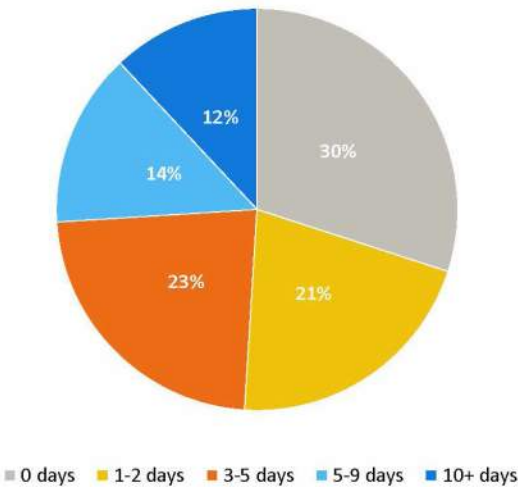
◼ 0 days ◼ 1-2 days ◼ 3-5 days ◼ 5-9 days ◼ 10+ days

13

Have any of the following changes happened to you or your partner due to issues accessing childcare? Check all that apply.

(TOTAL = 115 PEOPLE)
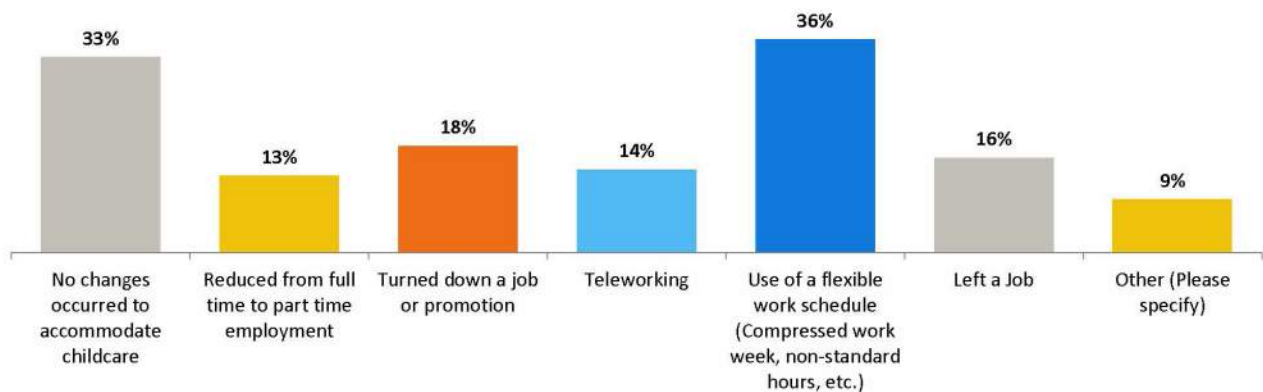
Category	Percentage
No changes occurred to accommodate childcare	33%
Reduced from full time to part time employment	13%
Turned down a job or promotion	18%
Teleworking	14%
Use of a flexible work schedule (Compressed work week, non-standard hours, etc.)	36%
Left a Job	16%
Other (Please specify)	9%

14

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Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care.

Answer text
I am lucky to currently have a relative care for my children. The options in and around Newport are extremely limited and when my current childcare retires, I don't know what I will do. If there was a quality/reputable childcare program in the Newport or Diamond Lake area, I would sign-up immediately. Also, the after-school care will become vitally important to me in about a year.
There are very few options in the area and nearly all are in Idaho. Fortunate that spouse is able to stay at home at this time but this is not permanent.
Finding space in a local childcare.
We only know of two options for childcare in the area. We have used both and would only recommend one. Options are extremely limited. With both parents working, we have not had a problem paying for care.
Childcare centers are full. The only ones that are not provide bare minimum care and you worry about your kids all day.
I work 30 minutes from my child care and the childcare closes 30 minutes after I am off and opens 15 minutes before I am scheduled to be at work so it makes it hard to find someone to pick my child up and drop off in mornings
It took months to get into CELC. There's no opening for after school.
The childcare isn't properly staffed. Don't feel they offer enriching activities for my children's healthy grow. The facility is too small and the children are all grouped together so my 10 yr old has to do the same stuff as the pre-schoolers.
expensive
Limited openings; frequent closures, very expensive.

15

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Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care. (Continued)

Answer text
The drive time to and from reliable, quality childcare is about 11 hours total a week on top of a full time job and a full school and child care day for my children.
There are very very few options in and around Newport
Closed too many days out of the year(Veteran's day, Presidents day,Martin Luther King day,ect)...would be nice to just have an after school program
None in Newport
My child isn't in the correct age class for preschool because there wasn't room. I worry he won't be ready for kindergarten.
I have a son that has autism and sometimes has behaviors. Difficult to find childcare facility that is understand and work with his disabilities
Make too much money yearly to qualify for head start when we tried.
There isn't anything available up here.
paying for childcare is expensive.
I work at 0300, my spouse works at 0500... trying to find care at these hours is nearly impossible
Not affordable

Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care. (Continued)

Answer text
I have difficulty finding a child care facility that I can trust. I had bad experiences with tiggers treehouse when it was in Newport as well as the daycare that used to be out on old priest river road.
Finding suitable child care in the area. There are none in the Newport area.
We live to remote and nothing is available.
I had to keep my kids in a daycare center that I did not feel comfortable with for much longer than I wanted to due to there being no other options. When an opening came up at one of the only other daycare centers in the area I moved my children there immediately. I am happy with their current daycare. However, my daughter is of preschool age and they charge additional for preschool .
I cant send my kids for family if they are sick or at work and can be difficult to schedule around other peoples work schedule
There is only one option out here for older and they have a bad reputation and I am afraid to use it.
Too expensive
I would like to take my kids to a licensed daycare center in WA. We ran into issues with providers in ID related to non-existent COVID precautions and pulled them out of daycare completely. My husband left his job to stay home with our kids.
Not many options, if dissatisfied, unaware of any other available options in the area
AFFORDABLE childcare
Cost is high

Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care. (Continued)

Answer text
Covid is an obvious challenge plus most after school options were full.
No openings, long wait lists. Need licensed caregivers
We enjoyed our daughter going to Camas Childcare in Usk, but we had to wait over a year on their waiting list for her to get in there. They are our preferred daycare location. When our son is ready for childcare, we are worried that it will take as long as it did for our daughter to get into Camas daycare/preschool.
Childcare cuts into my budget every single month. Having a safe place for my children is very important and we go without because it. I have been late to work because of last minute changes to childcare routines. i have had trouble finding someone to pick my children up from school. AND unfortunately had to leave my children home alone (at young ages) to be able to be at work. Its Stressful.
Childcare that's cheap childcare that works for a regular schedule childcare where I know my children are in a safe environment childcare that is learning based
If our nanny is sick or needs to be out for some reason
a place where there is more adults than children. more of like a learning childcare rather than a free range place. not alot of chaos.
The cost of childcare is so high that working doesn't make sense
The cost of childcare per month is more than what I would be earning, so therefore it's not worth it to even find a job. Our family is in constant poverty because I'm unable to secure a wage.
Long drive up to the Camas Center and back to Newport for work; not enough options; dislike Idaho's methods for childcare; need it to be affordable.
Constructive, affordable, safe, and hours that I work.

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Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care. (Continued)

Answer text
Before school and after school care provided by public school would help many in our area. My child will be in kindergarten next year and I will have to leave work to be able to transport to and from childcare before and after school hours. Also the childcare we use is in Idaho because there is no childcare available here in Pend Oreille county. This forces us to drive further for child care.
When I have my child going to school at house of the lord the childcare situation is easy since she transitions from school right into the child care but when I have not had her going to that school I have to try to find childcare and it is not easy.
their are not enough options for childcare in the area, especially infant care. If and when you finally get your children into a childcare facility, you are just kind of stuck with what you have because their are no other options. It is very frustrating as a parent to feel stuck with childcare that you may not feel is adequate for you children.
My biggest problem is finding someone that is willing to take in a diabetic child and help give shots when needed.
No options, so I trade with other families as we can. Only needed for after school care 1 to 2 days per week.
Childcare outside of relative watching my child is horribly expensive.
Had to resort to in house nanny, which is costly. Would love a local childcare especially if associated with the hospital
Single mom, Co pay now is $115 due to covid, in june co pay will be $465 a month. Other bills are not taken into consideration when getting state help. As a single mom who does not get child support i simply cannot afford that. The day care i due use honors most holidays the school does, that my work does not so i am missing work on those days.
COVID put our daycare out of business. It was difficult finding a quality alternative.
there is none open

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Please describe any challenges you face in finding childcare that meets your needs, or challenges you have paying for child care. (Continued)

Answer text
School closures, COVID-19 exposures, when daycare closes for a holiday or my kids have a cold and can not go to daycare.
Looking for child care about one day a week but not on the same day each week, so finding a place that is flexible and doesn't charge full time for part time services.
people actually wanting a job to help watch kiddos that I can trust
Having a special needs child it is very difficult because there really isn't anywhere around set up to handle it.
need to except out of state pay assistance and able to work with single parents as well as energetic children.
We have a hard time during the week days in summer when we both work and there is no school.
Distance I travel for childcare. I drive from Deer Lake, Loon Lake to Priest River as there are no trust worthy daycares closer to us.
N\A
Not enough daycare providers around

About how much do you pay in a typical month for each type of childcare? Fill in all that apply.

Responses	Sum	Average
Licensed or certified childcare center	26736.00	273
Licensed family home	825.00	8
ECEAP or Head Start Program	315.00	3
Paid relative/family, friend, or neighbor	12485.00	127
Unpaid relative/family, stay at home partner, friend, or neighbor	302.00	3
Nanny	6500.00	66
Religious organizations providing care	865.00	9
Before and after school care through the school	630.00	6
Before and after school care through in a Center	615.00	6
Employer supported childcare	15.00	0
Summer camp, sports program, club, library etc.	1050.00	11

c. Service Model Options

Determining Service Model - Facility Size

> Model #1 - Current CC Provider Capacity

> Model #2 - Community Survey Data

> Model #3 - School District Enrollment Data

Determining Facility Size - Model #1

Current Provider Capacity - County (Children <12)	115
Current Provider Capacity - Newport (Children <12)	20
Current Provider Capacity - Old Town/Priest River	60?
Waiting List - County (Children)	95
Waiting List - Newport (Children)	??
Waiting List - Old Town/Priest River (Children <12)	??
Unmet Child Care Need - County (5)	54%
Potential Child Care Need - County (Children < 12)	248
Current Capacity Adjustment	(135)
Potential Child Care Need - County (Children < 12)	**113**

Determining Facility Size - Model #2

Current Survey Counts (121 Respondents / 260 Children)

Families With Children 12 And Under	121
Children 12 And Under	260
Children 5 And Under	116
Children 2 And Under	37
Total Households With Families (Newport)	307
Survey % Per Households With Families (Newport)	39%
Possible Children 5 And Under (= 116/.39)	297
Children Preference (Licensed Facility)	71%
Potential Children 5 And Under (= 297 x .71)	210

Determining Facility Size - Model #3

County

Ages 0-4 (2020)	635
Ages 5-9 (2020)	708
Ages 10-14 (2020)	797

School Enrollment

Age 5 (2020) Newport SD	31
Age 5 (2015-2020 avg.) Newport SD	17
Age 6 (2020) Newport SD	66
Age 6 (2015-2020 avg.) Newport SD	72
Ages 7-12 (2020) Newport SD	618
Ages 7-12 (2015-2020 avg.)	615
Assume average age 5 enrollment for ages 3-5	17
Assume 70% of age 5 average for ages 1-3	12
Assume 50% of age 5 average for ages 0-1	8
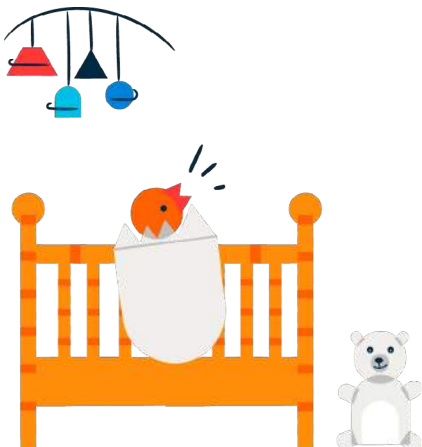
TABLE OF CONTENTS

d. Building Program Data

1.01 INFANT ROOM (1 TO 11 MONTHS)

DESCRIPTION
Provide an inviting, safe, and functional environment for care and supervision of infants. The space should be nurturing as well as promote exploration and interaction.

AREA	1 Infant Classroom @ 670 SF Each
OCCUPANTS	8 Children 2 Teachers
RATIO	1:4

RELATIONSHIP TO OTHER AREAS
Adjacent: Nursing Mothers Room & Classroom Support

SPACE NEEDS
> 30 SF = Parent Center for Check-In & Children's Personal Storage
> 10 SF = Bottle Prep Area
> 10 SF = Diaper Changing Area
> 150 SF = Sleeping Area
> 20 SF = Toy & Activity Storage
> 50 SF = Teacher Desk Area

REQUIREMENTS
> 50 SF Of Usable Floor Space Per Infant (400 SF) Available At All Times
> Additional SF For Food Prep, Diaper Changing & Cabinetry Not Available For Children's Use
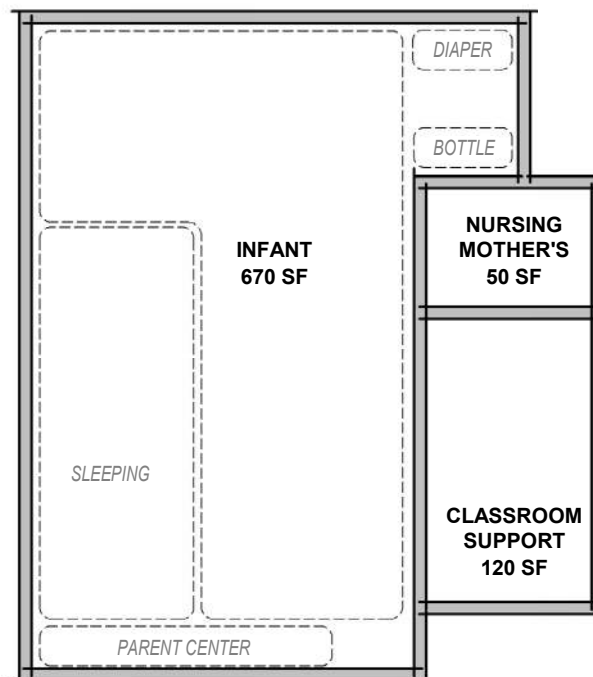
1.02 TODDLER ROOM 1 (12 TO 29 MONTHS)

DESCRIPTION

Provide an inviting, safe, and functional environment for care and supervision of toddlers from 12 to 29 months. The classroom shall inspire growth and learning and be easily adaptable for small groups as well as individual activities.

AREA	1 Toddler Classroom @ 800 SF Each
OCCUPANTS	14 Children 2 Teachers
RATIO	1:7

RELATIONSHIP TO OTHER AREAS

Adjacent: Classroom Support, Breakout Space, and Toilet Rooms With Age Appropriate Fixtures
Access: Kitchen & Indoor Play Area

SPACE NEEDS

> 30 SF = Parent Center For Check-In & Children's Personal Storage
> 10 SF = Bottle Prep Area
> 10 SF = Diaper Changing Area
> 130 SF = Sleeping Area (Seven Cribs, Seven Movable Cots)
> 50 SF = Teacher Desk Area

REQUIREMENTS

> 45 SF Of Usable Floor Space Per Toddler Using A Crib (315 SF) Available At All Times
> 35 SF Of Usable Floor Space Per Toddler Using A Movable Cot (245 SF)
> Additional SF For Food Prep, Diaper Changing & Cabinetry Not Available For Children's Use
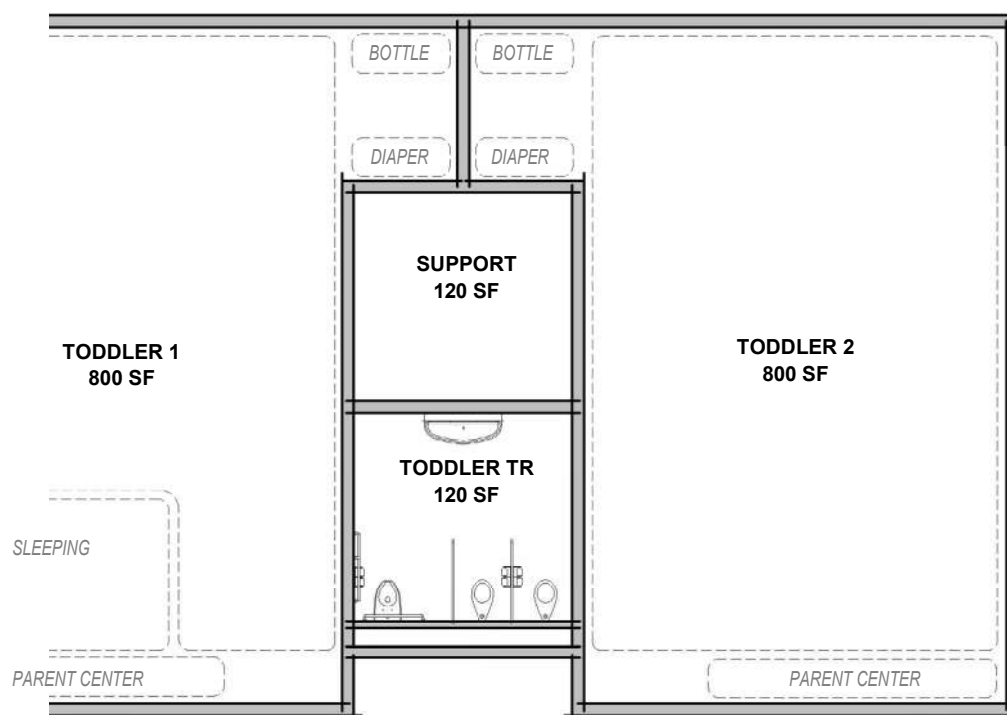
1.03 TODDLER ROOM 2 (30 MONTHS TO 3 YEARS)

DESCRIPTION/USE
Provide an inviting, safe and functional environment for care and supervision of toddlers from 30 months to three years old. The classroom shall inspire growth and learning and be easily adaptable for small groups as well as individual activities.

AREA	1 Toddler Classroom @ 800 SF Each
OCCUPANTS	20 Children 2 Teachers
RATIO	1:10

RELATIONSHIP TO OTHER AREAS
Adjacent: Classroom Support, Breakout Space, and Toilet Rooms With Age Appropriate Fixtures
Access: Kitchen & Indoor Play Area

SPACE NEEDS
> 30 SF = Parent Center for Check-In & Children's Personal Storage
> 10 SF = Bottle Prep Area
> 10 SF = Diaper Changing Area
> 50 SF = Teacher Desk Area

REQUIREMENTS
> 35 SF Of Usable Floor Space Per Toddler (700 SF) Available At All Times
> Additional SF For Food Prep, Diaper Changing And Cabinetry Not Available For Children's Use
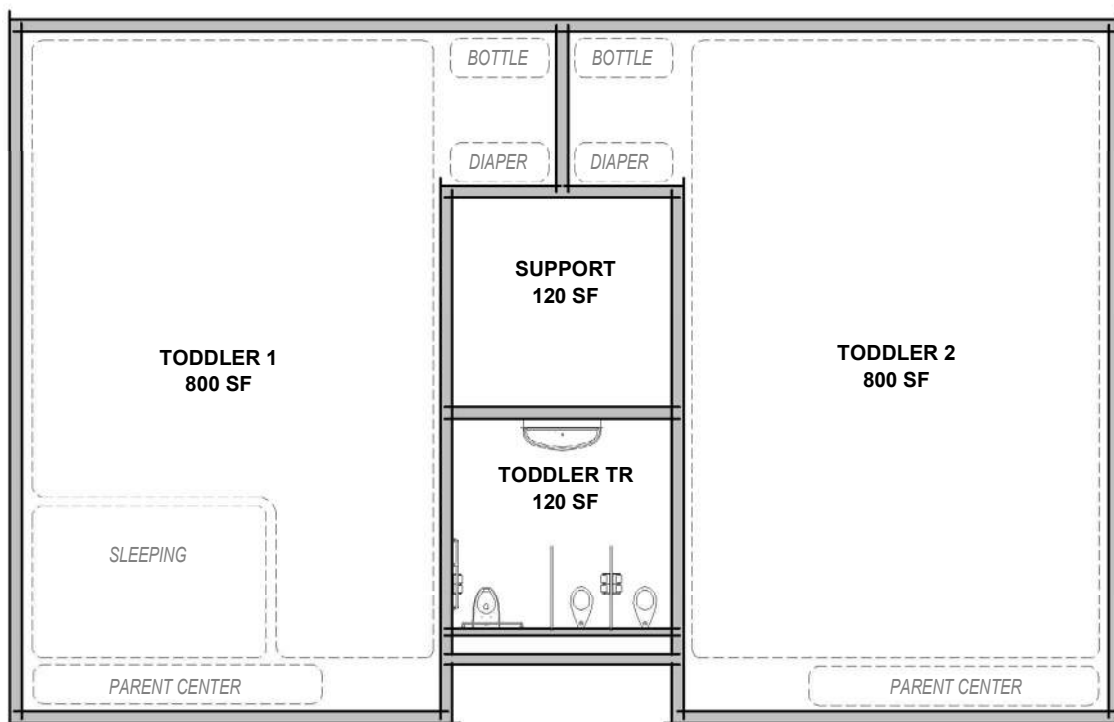
1.04 PRESCHOOL CLASSROOMS 3-4 YEARS

DESCRIPTION/USE

Provide an inviting, safe and functional environment for care and supervision of children from 3 to 4 years of age. The classroom shall inspire growth and learning and be easily adaptable for small groups as well as individuals. It will also accommodate a variety of physical activities.

AREA R   1 Classroom@ 800 SF Each

OCCUPANTS   20 Children
                    2 Teachers

RATIO   1:10

RELATIONSHIP TO OTHER AREAS

Adjacent: Classroom Support, Breakout Space, and Toilet Rooms With Age Appropriate Fixtures
Access: Kitchen & Indoor Play Area

SPACE NEEDS

> 30 SF = Parent Center For Check-In & Children's Personal Storage
> 50 SF = Teacher Desk Area

REQUIREMENTS

> 35 SF Of Usable Floor Space Per Child (700 SF) Available At All Times
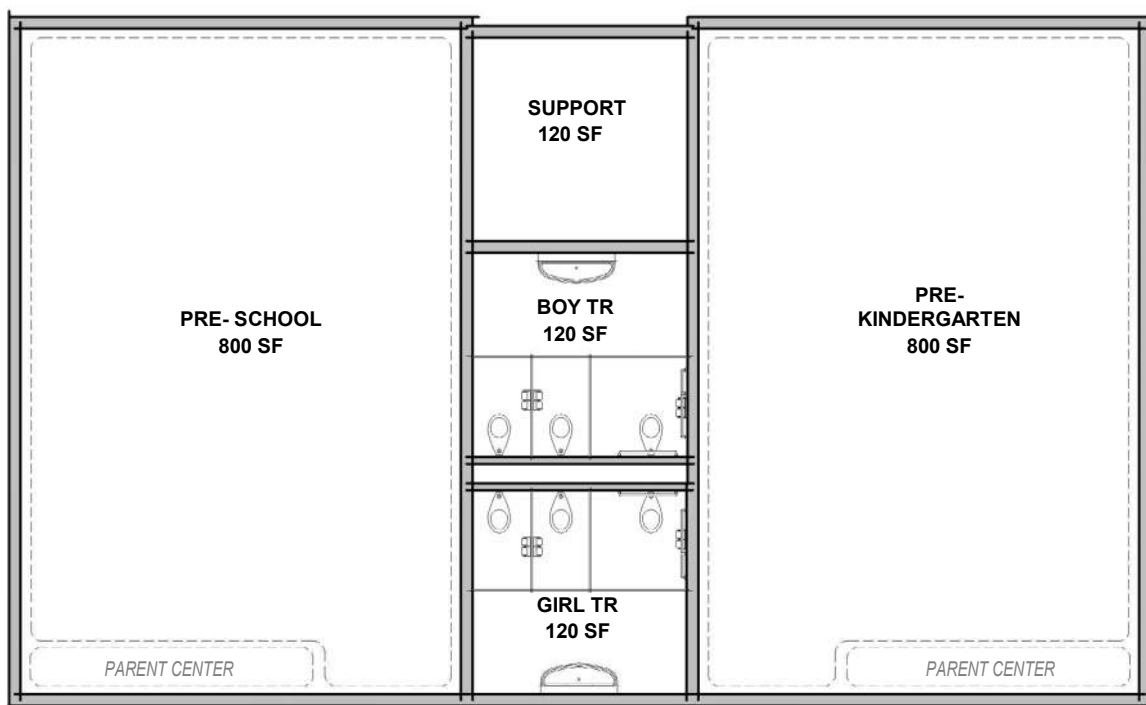
1.05 PRE-KINDERGARTEN CLASSROOMS 4-5

DESCRIPTION/USE
Provide an inviting, safe and functional environment for care and supervision of children from 4 to 5 years of age. The classroom shall inspire growth and learning and be easily adaptable for small groups as well as individuals. It will also accommodate a variety of physical activities.

AREA	1 Classroom @ 800 SF Each
OCCUPANTS	20 Children 2 Teachers
RATIO	1:10

RELATIONSHIP TO OTHER AREAS
Adjacent: Classroom Support, Breakout Space, And Toilet Rooms With Age Appropriate Fixtures
Access: Kitchen & Indoor Play Area

SPACE NEEDS
> 30 SF = Parent Center For Check-In & Children's Personal Storage
> 50 SF = Teacher Desk Area

REQUIREMENTS
> 35 SF Of Usable Floor Space Per Child (700 SF) Available At All Times

SUPPORT
120 SF

BOY TR
120 SF

GIRL TR
120 SF

PRE- SCHOOL
800 SF

PRE- KINDERGARTEN
800 SF

PARENT CENTER

PARENT CENTER
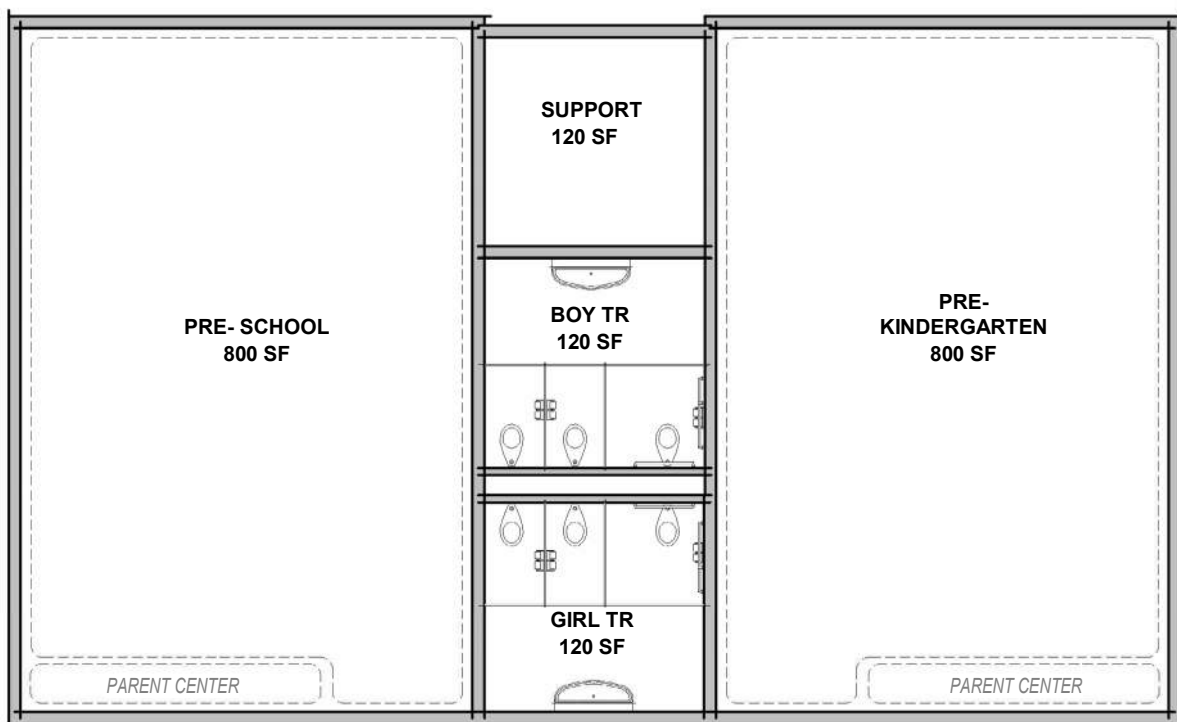
1.06 BEFORE & AFTER SCHOOL

DESCRIPTION/USE
This is a multi-purpose space for school age children. It should be a warm, nurturing environment for after school and summertime playing, reading, studying, and arts & crafts.

AREA   1 Classroom @ 1150 SF Each

OCCUPANTS   20 Children
                      2 Teachers

RATIO   1:15

RELATIONSHIP TO OTHER AREAS
Access: Toilet Rooms, Art Storage, Interior And Exterior Play Areas, And Bus/Car Drop-Off Areas.

SPACE NEEDS
> 34 SF = Student Locker Or Cubby Space (Accessible To Children)
> 50 SF = Teacher Desk Area

REQUIREMENTS
> 35 SF Of Usable Floor Space Per Child (700 SF) Available At All Times

BEFORE & AFTER SCHOOL 1150 SF

SUPPORT 120 SF

BOY TR 120 SF

GIRL TR 120 SF
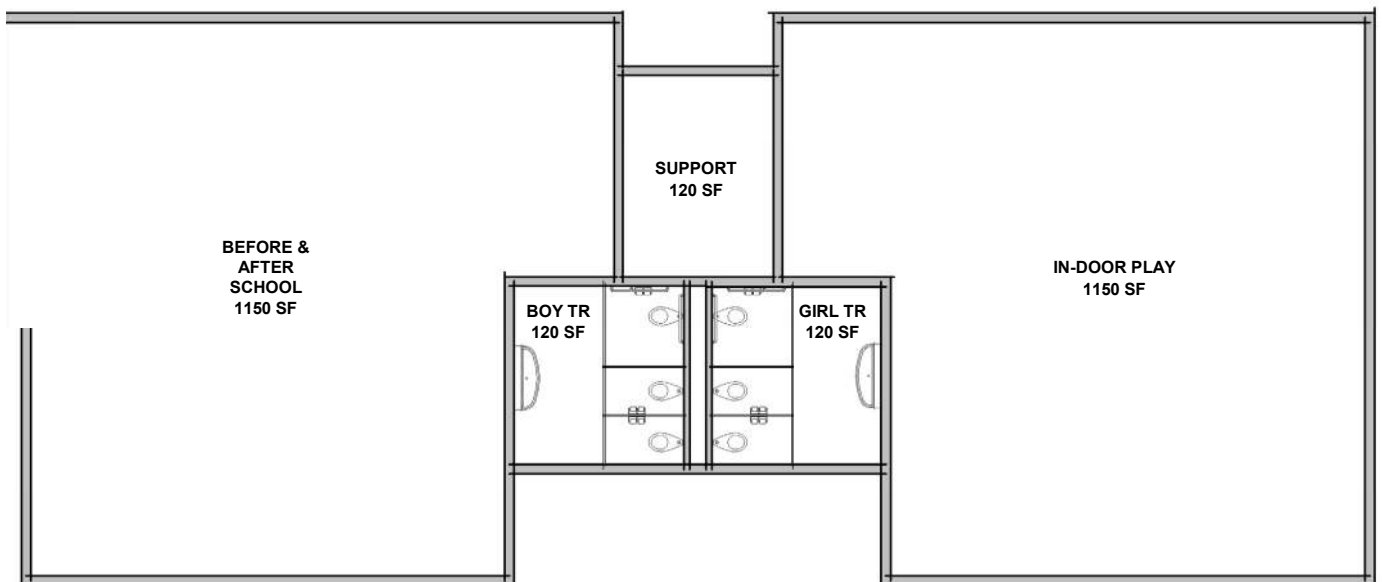
IN-DOOR PLAY 1150 SF

1.07 INDOOR PLAY AREA

DESCRIPTION

This multi-use space shall provide a place of wild, indoor play for students in inclement weather. It could also serve as additional school age children space if needed.

AREA   1 Area @ 1150 SF

OCCUPANTS   Up to 30 Students

RELATIONSHIP TO OTHER AREAS
> Adjacent: Kitchen
> Access: Toilet Rooms And Play Spaces
> Access: Exterior Play Area

1.08 BREAKOUT HALLWAY SPACES

DESCRIPTION

This is a space that is centrally located between several classrooms for small groups, non-nap takers, and places for students to take a break.

AREA   3 Areas @ 150 SF Each

OCCUPANTS   4-5 Students Each
                              1 Staff Member

RELATIONSHIP TO OTHER AREAS
> Adjacent To Classrooms By Age Groups

SUPPORT
120 SF

BEFORE &
AFTER
SCHOOL
1150 SF

BOY TR
120 SF

GIRL TR
120 SF

IN-DOOR PLAY
1150 SF
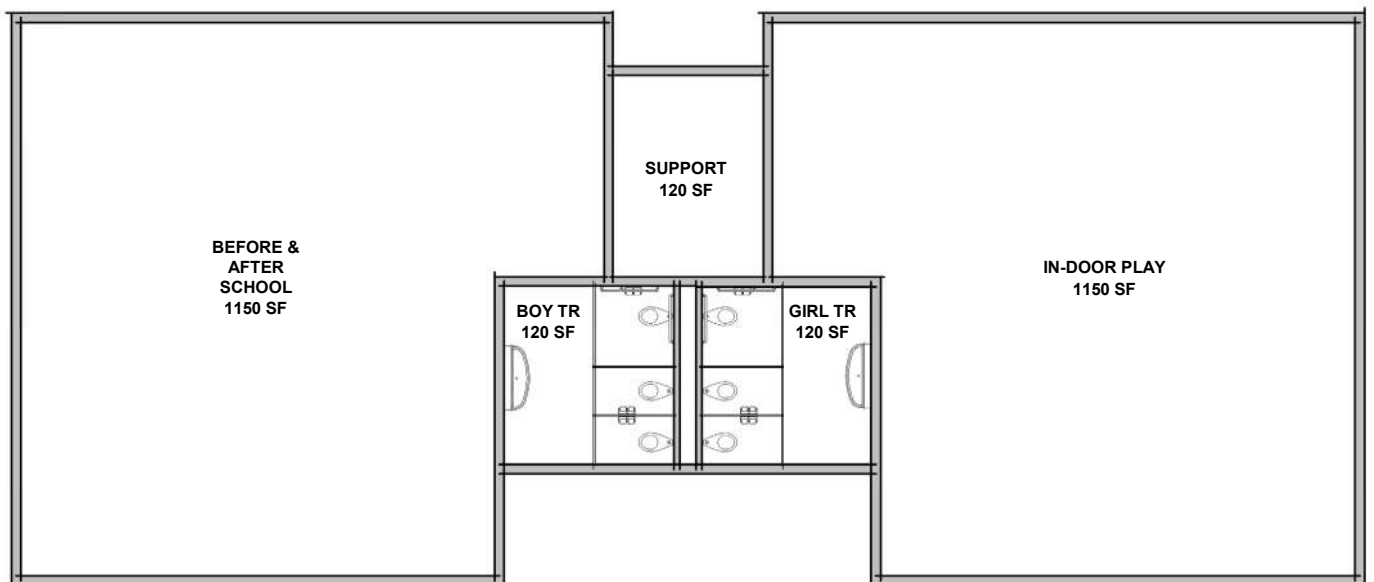
2.01 NURSING MOTHER'S ROOM

DESCRIPTION
Private space for nursing mothers.

AREA   1 Room **@** 50 SF Each

OCCUPANTS   1 at a time

RELATIONSHIP TO OTHER AREAS
> Adjacent: The Infant Rooms And Toddler Rooms

2.02 CLASSROOM SUPPORT

DESCRIPTION
This space provides each classroom with shared laundry and storage support.

AREA   4 ROOMS @ 120 SF

OCCUPANTS   None

RELATIONSHIP TO OTHER AREAS
> Located Between Classrooms
> Easily Accessible To Staff

SPACE NEEDS
> Stacking Laundry
> Space for Movable cots
> Locking Space for Medications
> Locking Space for Cleaning Supplies

2.03 ART SUPPLY ROOM

DESCRIPTION
Storage for art supplies for all classrooms.

AREA   1 Room @ 150 SF Each

OCCUPANTS   None

RELATIONSHIP TO OTHER AREAS
> Access: All Classrooms

SPACE NEEDS
> Floor To Ceiling Shelving/Storage

2.04 KITCHEN

DESCRIPTION
Provide an efficient working area, to prepare & deliver meals to each classroom.

AREA	MAIN KITCHEN	300 SF
	DRY STORAGE	100 SF
	TOTAL	**400 SF**

OCCUPANTS   2 Employees

RELATIONSHIP TO OTHER AREAS
> Access: Receiving/Loading, Garbage, And Toilet Room

2.05 CLASSROOM TOILET ROOMS

DESCRIPTION/USE
Restroom equipped with age appropriate fixtures. Toddler Classrooms to have semi-open areas with 1/2 height dividers allowing both visual and audio supervision. Pre-school and Pre-Kindergarten Classrooms to have fixtures enclosed in gender-specific rooms. Two classrooms to share toilet rooms where possible.

AREA   1 @ 120 SF (Shared Between Two Toddler Rooms)
2 @ 120 SF (1 Each Boys/Girls Shared Between Pre-School And Pre-Kindergarten Rooms)
2 @ 120 SF (1 Each Boys/Girls At Before & After School Classroom)

RELATIONSHIP TO OTHER AREAS
> Located Between Classrooms
> Easily Accessible To Staff

3.01 RECEPTION

DESCRIPTION
Area to greet guests, monitor access into Early Learning Center Spaces, provide services information, answer phones, and perform daily tasks. This area will also serve as a waiting space for guests.

AREA   1 area @ 200 SF

OCCUPANTS   2-3 Guests
                        1-2 Staff

RELATIONSHIP TO OTHER AREAS
> Adjacent: Administration & Director's Office
> Access: Conference Room

3.02 DIRECTOR'S OFFICE

DESCRIPTION
Private space for Director of Faculty to carry out daily tasks.

AREA   1 Room @ 120 SF

OCCUPANTS   1 Occupant
                        2 Guests

RELATIONSHIP TO OTHER AREAS
> Adjacent: Reception
> Access: Conference Room, Staff Work/Break Room

3.03 ADMINISTRATION

DESCRIPTION
Shared office space for 2-3 staff members to carry out daily tasks.

AREA   1 Room @ 150 SF

OCCUPANTS   2-3 Occupants

RELATIONSHIP TO OTHER AREAS
> Adjacent: Entry And Reception
> Access: Conference Room

3.04 CONFERENCE ROOM

DESCRIPTION
Shared area for private meetings.

AREA REQUIRED   1 Room @ 180 SF

OCCUPANTS   6-8 Occupant

RELATIONSHIP TO OTHER AREAS
> Adjacent: Administration & Reception
> Access: Teachers

3.05 STAFF WORK/BREAK ROOM

DESCRIPTION
Workspace and general supply as well as staff break room space with kitchenette.

AREA REQUIRED   1 @ 300 SF

OCCUPANTS   6-8 Occupants At One Time

RELATIONSHIP TO OTHER AREAS
> Adjacent: Staff Toilet Room

SPACE NEEDS
> Kitchenette Space For Lunches
> Seating Area For Staff
> Storage For Office Supplies, Copiers, Printers, Etc.

3.06 STAFF TOILET ROOMS

DESCRIPTION
Staff restrooms.

AREA REQUIRED   2 Single Toilet Rooms @ 70 SF Each

OCCUPANTS   n/a

RELATIONSHIP TO OTHER AREAS
> Adjacent: Staff Work/Break-Room

3.07 PUBLIC TOILET ROOMS

DESCRIPTION
Public restrooms.

AREA REQUIRED   2 Single Toilet Rooms @ 70 SF Each

OCCUPANTS   n/a

RELATIONSHIP TO OTHER AREAS
> Adjacent: Reception

4.01 GENERAL STORAGE

DESCRIPTION
Storage space for general school items (Holiday decorations, extra furniture, etc.)

AREA REQUIRED   1 Room @ 200 SF

OCCUPANTS   n/a

RELATIONSHIP TO OTHER AREAS
> No Adjacency Required

4.02 EXTERIOR TOY STORAGE

DESCRIPTION
Storage space for outdoor play items (toys, balls, etc.)

AREA REQUIRED   3 Room @ 50 SF

OCCUPANTS   n/a

RELATIONSHIP TO OTHER AREAS
> Adjacent: Each Playground By Age

4.03 PLAYGROUND TOILET ROOM

DESCRIPTION/USE
Student restroom.

AREA REQUIRED   1 single toilet rooms at 70 SF

OCCUPANTS   n/a

RELATIONSHIP TO OTHER AREAS
> Access: Playgrounds

Building Program Option 1A and 2A - Full Capacity

	Newport Early Learning Center		PROGRAM SPACE				
	ASSIGNABLE			Per Space		Subtotal	
1.01	Infant Room	8 kids	1 @	670 SF		670 SF	
1.02	Toddler Room 1	14 kids	1 @	800 SF		800 SF	
1.03	Toddler Room 2	20 kids	1 @	800 SF		800 SF	
1.04	Pre-School Room	20 kids	1 @	800 SF		800 SF	
1.05	Pre- Kindergarten	20 kids	1 @	800 SF		800 SF	
1.06	Before & After School	30 kids	1 @	1,150 SF		1,150 SF	
		112 kids					
1.07	Indoor Play Room		1 @	1,150 SF		1,150 SF	
1.08	Break out Hall space		3 @	150 SF		450 SF	
2.01	Nursing Mother's Room		1 @	50 SF		50 SF	
2.02	Classroom Support		4 @	120 SF		480 SF	
2.03	Art Supply Room		1 @	150 SF		150 SF	
2.04	Kitchen		1 @	400 SF		400 SF	
2.05	Classroom Toilet Rooms						
	Toddler 1 & 2		1 @	120 SF		120 SF	
	Girls		2 @	120 SF		240 SF	
	Boys		2 @	120 SF		240 SF	
3.01	Reception		1 @	200 SF		200 SF	
3.02	Directors Office		1 @	120 SF		120 SF	
3.03	Administration Space		1 @	200 SF		200 SF	
3.04	Conference Room		1 @	180 SF		180 SF	
3.05	Staff Work/ Break room		1 @	300 SF		300 SF	
3.06	Staff Toilet Rooms		2 @	70 SF		140 SF	
3.07	Public Toilet Room		2 @	70 SF		140 SF	
4.01	General Storage		1 @	200 SF		200 SF	
4.02	Mech/ Elect		1 @	150 SF		150 SF	
4.03	Exterior Toy Storage		3 @	50 SF		150 SF	
4.04	Playground Toilet Room		1 @	70 SF		70 SF	
5.01	Toddler Playground		1 @	2,550 SF		NA	
5.02	Pre School/ Pre-Kind Playground		1 @	3,000 SF		NA	
5.03	School Age Playground		1 @	3,000 SF		NA	
	ASSIGNABLE SUBTOTAL					**10,150**	**SF**
	UNASSIGNABLE *(+/- 29% of Assignable)*					**2,900**	**SF**
	Walls & Halls						
	Mechanical/Electrical/IT						
	Custodial						
	OVERALL PRELIMINARY TOTAL:					**13,050**	**SF**

EARLY LEARNING CENTER

Building Program Option 1B and 2B - Partial Capacity

	Newport Early Learning Center		PROGRAM SPACE					
	ASSIGNABLE				Per Space		Subtotal	
	1.01 Infant Room	4 kids	1 @		340 SF		340 SF	
	1.02 Toddler One and Two	14 kids	1 @		800 SF		800 SF	
	1.04 Pre-School and Pre-K	20 kids	1 @		800 SF		800 SF	
		38 kids						
	1.08 Break out Hall space		1 @		150 SF		150 SF	
	2.01 Nursing Mother's Room		1 @		50 SF		50 SF	
	2.02 Classroom Support		2 @		120 SF		240 SF	
	2.04 Kitchen		1 @		400 SF		400 SF	
	2.05 Classroom Toilet Rooms							
	Girls		1 @		120 SF		120 SF	
	Boys		1 @		120 SF		120 SF	
EARLY LEARNING CENTER	3.01 Reception		1 @		200 SF		200 SF	
	3.02 Directors Office		1 @		120 SF		120 SF	
	3.03 Administration Space		1 @		200 SF		200 SF	
	3.04 Conference Room		1 @		180 SF		180 SF	
	3.06 Staff Toilet Rooms		2 @		70 SF		140 SF	
	3.07 Public Toilet Room		1 @		70 SF		70 SF	
	4.01 General Storage		1 @		150 SF		150 SF	
	4.02 Mech/ Elect		1 @		100 SF		100 SF	
	4.03 Exterior Toy Storage		1 @		50 SF		50 SF	
	4.04 Playground Toilet Room		1 @		70 SF		70 SF	
	5.01 Toddler Playground		1 @		2,550 SF		NA	
	5.02 Pre School/ Pre-Kind Playground		1 @		3,000 SF		NA	
	ASSIGNABLE SUBTOTAL						**4,300 SF**	
	UNASSIGNABLE *(+/- 29% of Assignable)*						**1,200 SF**	
	Walls & Halls							
	Mechanical/Electrical/IT							
	Custodial							
	OVERALL PRELIMINARY TOTAL:						**5,500 SF**	

Building Program Option 3 - Full Capacity with Community Center

		Newport Early Learning Center		PROGRAM SPACE					
		ASSIGNABLE				Per Space		Subtotal	
	1.01	Infant Room	8 kids	1 @	670	SF	670	SF
	1.02	Toddler Room 1	14 kids	1 @	800	SF	800	SF
	1.03	Toddler Room 2	20 kids	1 @	800	SF	800	SF
	1.04	Pre-School Room	20 kids	1 @	800	SF	800	SF
	1.05	Pre- Kindergarten	20 kids	1 @	800	SF	800	SF
	1.06	Before & After School	30 kids	1 @	1,150	SF	1,150	SF
			112 kids					
	1.07	Indoor Play Room		1 @	1,150	SF	1,150	SF
	1.08	Break out Hall space		3 @	150	SF	450	SF
	2.01	Nursing Mother's Room		1 @	50	SF	50	SF
	2.02	Classroom Support		4 @	120	SF	480	SF
	2.03	Art Supply Room		1 @	150	SF	150	SF
	2.04	Kitchen		1 @	400	SF	400	SF
	2.05	Classroom Toilet Rooms						
		Toddler 1 & 2		1 @	120	SF	120	SF
		Girls		2 @	120	SF	240	SF
		Boys		2 @	120	SF	240	SF
	3.01	Reception		1 @	200	SF	200	SF
	3.02	Directors Office		1 @	120	SF	120	SF
	3.03	Administration Space		1 @	200	SF	200	SF
	3.04	Conference Room		1 @	180	SF	180	SF
	3.05	Staff Work/ Break room		1 @	300	SF	300	SF
	3.06	Staff Toilet Rooms		2 @	70	SF	140	SF
	3.07	Public Toilet Room		2 @	70	SF	140	SF
	4.01	General Storage		1 @	200	SF	200	SF
	4.02	Mech/ Elect		1 @	200	SF	200	SF
	4.03	Exterior Toy Storage		3 @	50	SF	150	SF
	4.04	Playground Toilet Room		1 @	70	SF	70	SF
	5.01	Gymnasium		1 @	7,000	SF	7,000	SF
	5.02	Women's Locker Room		1 @	800	SF	800	SF
	5.03	Men's Locker Room		1 @	800	SF	800	SF
	5.04	Assisted Changing Room		1 @	200	SF	200	SF
	5.04	Athletic Storage		1 @	300	SF	300	SF
	5.05	Event/ Conference Room		1 @	700	SF	700	SF
	5.01	Toddler Playground		1 @	2,550	SF	NA	
	5.02	Pre School/ Pre-Kind Playground		1 @	3,000	SF	NA	
	5.03	School Age Playground		1 @	3,000	SF	NA	
		ASSIGNABLE SUBTOTAL					**20,000**	**SF**
		UNASSIGNABLE *(+/- 29% of Assignable)*					**5,800**	**SF**
		Walls & Halls						
		Mechanical/Electrical/IT						
		Custodial						
		OVERALL PRELIMINARY TOTAL:					**25,800**	**SF**

EARLY LEARNING CENTER

Cost Model Option 1A - Full Capacity

NEWPORT ELC

TARGET AREA = 13,000 SF (ALL NEW AREA)

OPTION 1A - FULL Capacity

MARCH 2022 COST MODEL

	Student Capacity		112	Students		

CODE	SPACE/USE DESCRIPTION	AREA		S.F. COST	% OF NEW COST	SPACE COST
	ELC					
	INFANT ROOMS (1)	670	SF	$240	100%	$160,800
	INFANT ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	TODDLER ROOMS (2)	1,600	SF	$250	100%	$400,000
	TODDLER ROOM SUPPORT AREAS	240	SF	$225	100%	$54,000
	PRE-SCHOOL ROOMS (1)	800	SF	$250	100%	$200,000
	PRE-SCHOOL ROOM SUPPORT AREAS	120	SF	$225	100%	$27,000
	PRE-K ROOMS (1)	800	SF	$250	100%	$200,000
	PRE-K ROOM SUPPORT AREAS	120	SF	$225	100%	$27,000
	BEFORE & AFTER SCHOOL ROOMS (1)	1,150	SF	$240	100%	$276,000
	B&A School Rm. SUPPORT AREAS	190	SF	$225	100%	$42,750
	INDOOR PLAY ROOM	1,150	SF	$235	100%	$270,250
	KITCHEN	400	SF	$310	100%	$124,000
	NURSING MOTHER'S ROOM	50	SF	$230	100%	$11,500
	ART SUPPLY ROOM	150	SF	$240	100%	$36,000
	ADMINISTRATION	700	SF	$240	100%	$168,000
	OTHER SUPPORT AREAS	440	SF	$240	100%	$105,600
	ELC RESTROOMS	360	SF	$300	100%	$108,000
	ELC STAFF & PUBLIC RESTROOMS	280	SF	$300	100%	$84,000
	GENERAL STORAGE	200	SF	$205	100%	$41,000
	CIRCULATION	2,600	SF	$240	100%	$624,000
	CUSTODIAL	80	SF	$240	100%	$19,200
	MECHANICAL	110	SF	$205	100%	$22,550
	ELECTRICAL	90	SF	$205	100%	$18,450
	EXTERIOR WALLS	400	SF	$230	100%	$92,000
	INTERIOR WALLS	300	SF	$230	100%	$69,000
	OUTDOOR STORAGE	50	SF	$170	100%	$8,500
	SUBTOTAL	**13,050**		*$244*		*3,189,600*

TOTALS (MARCH 2022)	**13,050**	**SF**	**$244**		**3,189,600**

BUDGET						STATUS
BUILDING MACC	13,050	SF	$244			$3,190,000
SITE IMPROVEMENTS "BUDGET" (does not include land purchase or off-site work)	assume 12% of building cost					$380,000
PROJECTED MARCH 2022 MACC (Bldg + Site)			$274			**$3,570,000**
PROJECT SOFT COSTS				@	33%	$1,178,000
(12% Fees - design/permit/testing , 8% FFE, 2% allowances, 11% Contingencies)					*Subtotal*	**$4,748,000**
LAND ACQUISITION						$0
OFF-SITE ALLOWANCE (NOT included in Building MACC)						$250,000
					Subtotal	**$4,998,000**
Escalation to MARCH 2025 (assume 3.5% per year X 3 yrs.)					11%	$525,000
TOTAL ESTIMATED PROJECT COST						**$5,523,000**

Cost Model Option 1B - Partial Capacity

NEWPORT ELC

OPTION 1 - REDUCED ENROLLMENT

TARGET AREA = 5,500 SF (ALL NEW AREA)

MARCH 2022 COST MODEL

		Student Capacity (Initial)	38		Students	

CODE	SPACE/USE DESCRIPTION	AREA		S.F. COST	% OF NEW COST	SPACE COST
	ELC					
	INFANT ROOMS (1)	340	SF	$240	100%	$81,600
	INFANT ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	TODDLER ROOMS (1)	800	SF	$250	100%	$200,000
	TODDLER ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	PRE-SCHOOL /PRE-K ROOMS (1)	800	SF	$250	100%	$200,000
	PRE-SCHOOL ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	PRE-K ROOMS (0)	0	SF	$250	100%	$0
	PRE-K ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	BEFORE & AFTER SCHOOL ROOMS (0)	0	SF	$240	100%	$0
	B&A School Rm. SUPPORT AREAS	0	SF	$225	100%	$0
	INDOOR PLAY ROOM	0	SF	$235	100%	$0
	BREAK-OUT SPACE	150	SF	$235	100%	$35,250
	KITCHEN	400	SF	$310	100%	$124,000
	NURSING MOTHER'S ROOM	50	SF	$230	100%	$11,500
	ART SUPPLY ROOM	0	SF	$240	100%	$0
	ADMINISTRATION	700	SF	$240	100%	$168,000
	OTHER SUPPORT AREAS	240	SF	$240	100%	$57,600
	ELC & PLAYGROUND RESTROOMS	310	SF	$300	100%	$93,000
	ELC STAFF & PUBLIC RESTROOMS	210	SF	$300	100%	$63,000
	GENERAL STORAGE	150	SF	$205	100%	$30,750
	UNASSIGNABLE (circ., walls, etc.)	1,200	SF	$235	100%	$282,000
	CUSTODIAL (in unassignable above)	0	SF	$240	100%	$0
	MECHANICAL	100	SF	$205	100%	$20,500
	ELECTRICAL (in mech. above)	0	SF	$205	100%	$0
	EXTERIOR WALLS (in unassignable above)	0	SF	$230	100%	$0
	INTERIOR WALLS (in unassignable above)	0	SF	$230	100%	$0
	OUTDOOR STORAGE	50	SF	$170	100%	$8,500
	SUBTOTAL	5,500		$250		1,375,700

TOTALS (MARCH 2022)	5,500	SF	$250	1,375,700

BUDGET					STATUS
BUILDING MACC	5,500	SF	$250		$1,376,000
SITE IMPROVEMENTS "BUDGET" (does not include land purchase or off-site work)	assume 12% of building cost				$170,000
PROJECTED MARCH 2022 MACC (Bldg + Site)			$281		$1,546,000
PROJECT SOFT COSTS				@ 33%	$510,000
(12% Fees - design/permit/testing , 8% FFE, 2% allowances, 11% Contingencies)				Subtotal	$2,056,000
LAND ACQUISITION					$0
OFF-SITE ALLOWANCE (NOT included in Building MACC)					$250,000
				Subtotal	$2,306,000
Escalation to MARCH 2025 (assume 3.5% per year X 3 yrs.)				11%	$242,000
TOTAL ESTIMATED PROJECT COST					$2,548,000

Cost Model Option 2A - Full Capacity

NEWPORT ELC

TARGET AREA = 13,000 SF (ALL NEW AREA)

MARCH 2022 COST MODEL

OPTION 2A - FULL CAPACITY

		Student Capacity (Initial)	112	Students		

CODE	SPACE/USE DESCRIPTION	AREA		S.F. COST	% OF NEW COST	SPACE COST
	ELC					
	INFANT ROOMS (1)	670	SF	$240	80%	$128,640
	INFANT ROOM SUPPORT AREAS	0	SF	$225	80%	$0
	TODDLER ROOMS (2)	1,600	SF	$250	80%	$320,000
	TODDLER ROOM SUPPORT AREAS	240	SF	$225	80%	$43,200
	PRE-SCHOOL ROOMS (1)	800	SF	$250	80%	$160,000
	PRE-SCHOOL ROOM SUPPORT AREAS	120	SF	$225	80%	$21,600
	PRE-K ROOMS (1)	800	SF	$250	80%	$160,000
	PRE-K ROOM SUPPORT AREAS	120	SF	$225	80%	$21,600
	BEFORE & AFTER SCHOOL ROOMS (1)	1,150	SF	$240	100%	$276,000
	B&A School Rm. SUPPORT AREAS	190	SF	$225	100%	$42,750
	INDOOR PLAY ROOM	1,150	SF	$235	100%	$270,250
	KITCHEN	400	SF	$310	80%	$99,200
	NURSING MOTHER'S ROOM	50	SF	$230	80%	$9,200
	ART SUPPLY ROOM	150	SF	$240	80%	$28,800
	ADMINISTRATION	700	SF	$240	80%	$134,400
	OTHER SUPPORT AREAS	440	SF	$240	80%	$84,480
	ELC RESTROOMS	360	SF	$300	80%	$86,400
	ELC STAFF & PUBLIC RESTROOMS	280	SF	$300	80%	$67,200
	GENERAL STORAGE	200	SF	$205	80%	$32,800
	CIRCULATION -NEW	500	SF	$240	100%	$120,000
	CIRCULATION -REMODEL	2,100	SF	$240	80%	$403,200
	CUSTODIAL	80	SF	$240	80%	$15,360
	MECHANICAL	110	SF	$205	80%	$18,040
	ELECTRICAL	90	SF	$205	80%	$14,760
	EXTERIOR WALLS	400	SF	$230	80%	$73,600
	INTERIOR WALLS	300	SF	$230	80%	$55,200
	OUTDOOR STORAGE	50	SF	$170	80%	$6,800
	SUBTOTAL	**13,050**		*$206*		*2,693,480*

TOTALS (MARCH 2022)	13,050	SF	$206		2,693,480

BUDGET					STATUS
BUILDING MACC	13,050	SF	$206		$2,693,000
SITE IMPROVEMENTS "BUDGET" (does not include land purchase or off-site work)	assume 12% of building cost				$320,000
PROJECTED MARCH 2022 MACC (Bldg + Site)			$231		**$3,013,000**
PROJECT SOFT COSTS				@ 33%	$994,000
(12% Fees - design/permit/testing , 8% FFE, 2% allowances, 11% Contingencies)				Subtotal	$4,007,000
LAND ACQUISITION					$0
OFF-SITE ALLOWANCE (NOT included in Building MACC)					$250,000
				Subtotal	$4,257,000
Escalation to MARCH 2025 (assume 3.5% per year X 3 yrs.)				11%	$447,000
TOTAL ESTIMATED PROJECT COST					**$4,704,000**

Cost Model Option 2B - Partial Capacity

NEWPORT ELC

TARGET AREA = 5,500 SF (REMODEL AREA)

MARCH 2022 COST MODEL

OPTION 2B - PARTIAL CAPACITY

| | | Student Capacity | 38 | Students | | |

CODE	SPACE/USE DESCRIPTION	AREA		S.F. COST	% OF NEW COST	SPACE COST
	ELC					
	INFANT ROOMS (1)	340	SF	$240	80%	$65,280
	INFANT ROOM SUPPORT AREAS	0	SF	$225	80%	$0
	TODDLER ROOMS (1)	800	SF	$250	80%	$160,000
	TODDLER ROOM SUPPORT AREAS	0	SF	$225	80%	$0
	PRE-SCHOOL /PRE-K ROOMS (1)	800	SF	$250	80%	$160,000
	PRE-SCHOOL ROOM SUPPORT AREAS	0	SF	$225	80%	$0
	PRE-K ROOMS (0)	0	SF	$250	80%	$0
	PRE-K ROOM SUPPORT AREAS	0	SF	$225	80%	$0
	BEFORE & AFTER SCHOOL ROOMS (0)	0	SF	$240	80%	$0
	B&A School Rm. SUPPORT AREAS	0	SF	$225	80%	$0
	INDOOR PLAY ROOM	0	SF	$235	80%	$0
	BREAK-OUT SPACE	150	SF	$235	80%	$28,200
	KITCHEN	400	SF	$310	80%	$99,200
	NURSING MOTHER'S ROOM	50	SF	$230	80%	$9,200
	ART SUPPLY ROOM	0	SF	$240	80%	$0
	ADMINISTRATION	700	SF	$240	80%	$134,400
	OTHER SUPPORT AREAS	240	SF	$240	80%	$46,080
	ELC & PLAYGROUND RESTROOMS	310	SF	$300	80%	$74,400
	ELC STAFF & PUBLIC RESTROOMS	210	SF	$300	80%	$50,400
	GENERAL STORAGE	150	SF	$205	80%	$24,600
	UNASSIGNABLE (circ., walls, etc.)	1,200	SF	$235	80%	$225,600
	CUSTODIAL (in unassignable above)	0	SF	$240	80%	$0
	MECHANICAL	100	SF	$205	80%	$16,400
	ELECTRICAL (in mech. above)	0	SF	$205	80%	$0
	EXTERIOR WALLS (in unassignable above)	0	SF	$230	80%	$0
	INTERIOR WALLS (in unassignable above)	0	SF	$230	80%	$0
	OUTDOOR STORAGE	50	SF	$170	80%	$6,800
	SUBTOTAL	5,500		$200		1,100,560

TOTALS (MARCH 2022)	5,500	SF	$200		1,100,560

BUDGET | | | | | | **STATUS**

BUILDING MACC	5,500	SF	$200		$1,101,000
SITE IMPROVEMENTS "BUDGET" (does not include land purchase or off-site work)	assume 12% of building cost				$130,000
PROJECTED MARCH 2022 MACC (Bldg + Site)			$224		$1,231,000
PROJECT SOFT COSTS			@	33%	$406,000
(12% Fees - design/permit/testing , 8% FFE, 2% allowances, 11% Contingencies)				Subtotal	$1,637,000
LAND ACQUISITION					$0
OFF-SITE ALLOWANCE (NOT included in Building MACC)					$250,000
				Subtotal	$1,887,000
Escalation to MARCH 2025 (assume 3.5% per year X 3 yrs.)				11%	$198,000
TOTAL ESTIMATED PROJECT COST					**$2,085,000**

Cost Model Option 3 - Full Capacity with Community Center

NEWPORT ELC

TARGET AREA = 25,800 SF (ALL NEW AREA)

MARCH 2022 COST MODEL

OPTION 3 - FULL FACILITY w/ COMMUNITY CENTER

	Student Capacity (Initial)	112	Students

CODE	SPACE/USE DESCRIPTION	AREA		S.F. COST	% OF NEW COST	SPACE COST
	ELC					
	INFANT ROOMS (1)	670	SF	$240	100%	$160,800
	INFANT ROOM SUPPORT AREAS	0	SF	$225	100%	$0
	TODDLER ROOMS (2)	1,600	SF	$250	100%	$400,000
	TODDLER ROOM SUPPORT AREAS	240	SF	$225	100%	$54,000
	PRE-SCHOOL ROOMS (1)	800	SF	$250	100%	$200,000
	PRE-SCHOOL ROOM SUPPORT AREAS	120	SF	$225	100%	$27,000
	PRE-K ROOMS (1)	800	SF	$250	100%	$200,000
	PRE-K ROOM SUPPORT AREAS	120	SF	$225	100%	$27,000
	BEFORE & AFTER SCHOOL ROOMS (1)	1,150	SF	$240	100%	$276,000
	B&A School Rm. SUPPORT AREAS	190	SF	$225	100%	$42,750
	BREAK OUT SPACE	150	SF	$235	100%	$35,250
	INDOOR PLAY ROOM	1,150	SF	$235	100%	$270,250
	KITCHEN	400	SF	$310	100%	$124,000
	NURSING MOTHER'S ROOM	50	SF	$230	100%	$11,500
	ART SUPPLY ROOM	150	SF	$240	100%	$36,000
	ADMINISTRATION	700	SF	$240	100%	$168,000
	OTHER SUPPORT AREAS	580	SF	$240	100%	$139,200
	ELC RESTROOMS	600	SF	$300	100%	$180,000
	ELC STAFF & PUBLIC RESTROOMS	280	SF	$300	100%	$84,000
	GENERAL STORAGE	200	SF	$205	100%	$41,000
	GYMNASIUM	7,000	SF	$220	100%	$1,540,000
	LOCKER ROOMS & ASSISTED CHANGING ROOM	1,800	SF	$300	100%	$540,000
	EVENT/MEETING ROOMS	700	SF	$240	100%	$168,000
	ATHLETIC STORAGE	300	SF	$205	100%	$61,500
	UNASSIGNABLE (circ., walls, custodial, etc.)	5,800	SF	$240	100%	$1,392,000
	CUSTODIAL (lin unassignable above)	0	SF	$240	100%	$0
	MECHANICAL	110	SF	$205	100%	$22,550
	ELECTRICAL	90	SF	$205	100%	$18,450
	EXTERIOR WALLS (in unassignable above)	0	SF	$230	100%	$0
	INTERIOR WALLS (in unassignable above)	0	SF	$230	100%	$0
	OUTDOOR STORAGE	50	SF	$170	100%	$8,500
	SUBTOTAL	25,800		$241		6,227,750

	TOTALS (MARCH 2022)	25,800	SF	$241		6,227,750

BUDGET | | | | | | **STATUS**

BUILDING MACC	25,800	SF	$241			$6,228,000
SITE IMPROVEMENTS "BUDGET" (does not include land purchase or off-site work)	assume 12% of building cost					$750,000
PROJECTED MARCH 2022 MACC (Bldg + Site)			$270			**$6,978,000**
PROJECT SOFT COSTS				@	33%	$2,303,000
(12% Fees - design/permit/testing , 8% FFE, 2% allowances, 11% Contingencies)					Subtotal	$9,281,000
LAND ACQUISITION						$0
OFF-SITE ALLOWANCE (NOT included in Building MACC)						$250,000
					Subtotal	$9,531,000
Escalation to MARCH 2025 (assume 3.5% per year X 3 yrs.)					11%	$1,001,000
TOTAL ESTIMATED PROJECT COST						**$10,532,000**