

Making a Place for
children



**child care facility planning manual
for washington state**

Alternate Formats:

Persons with disabilities may request this information be prepared and supplied in alternate formats by calling (360) 413-3296. Persons with hearing impairments may access WA State Telecommunications Relay Service at TT 1-800-833-6388, Tele-Braille 1-800-833-6385, or Voice 1-800-833-6384, and ask to be connected to (360) 413-3296.

For more information contact:

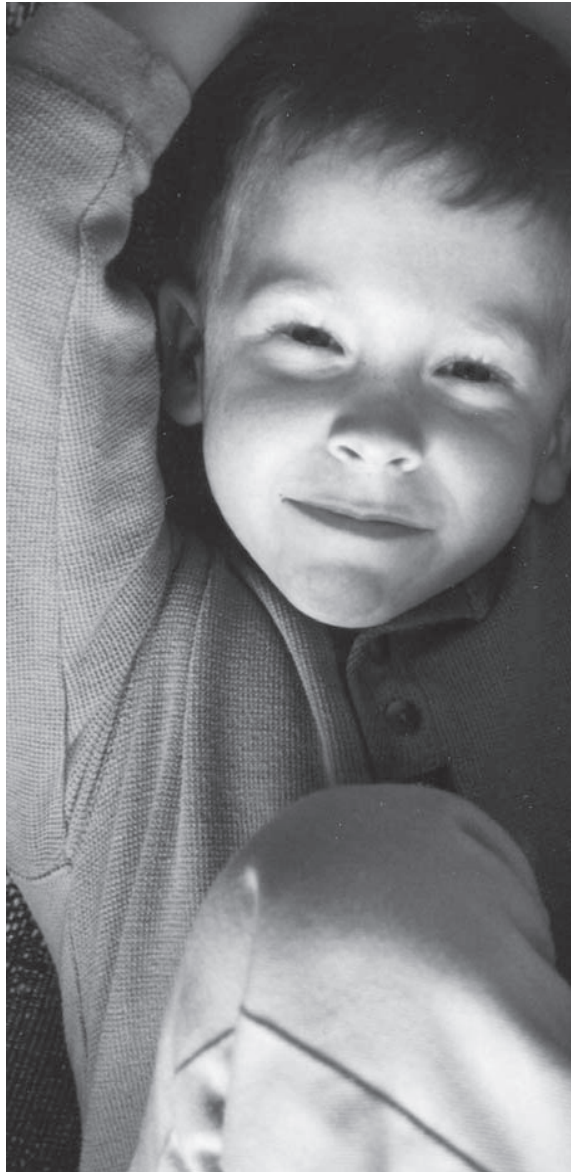
Your local Child Care Resource and Referral agency

Or

Gail Gosney
Child Care Business Liaison
Office of Trade and Economic Development
P.O. Box 42525
Olympia, Washington 98502-42525
(360) 725-4034
gailg@cted.wa.gov

Published by the State of Washington
August, 2002

Contents



3	Acknowledgements
5	Introduction
7	Predevelopment Activities
21	The Development Process
37	Regulatory Requirements
47	Interior Spaces
69	Exterior Spaces
77	Special Considerations
83	Conclusion
85	Appendix A - Checklists
105	Appendix B - Resources

"First in the heart is the dream. Then the mind starts seeking a way."

- Langston Hughes

Acknowledgements

Authors:

Jan Gleason, AIA and Sally Knodell, AIA
Environmental Works, Seattle, Washington

Graphic Design:

Sue Tilson
Environmental Works, Seattle, Washington

Photographs:

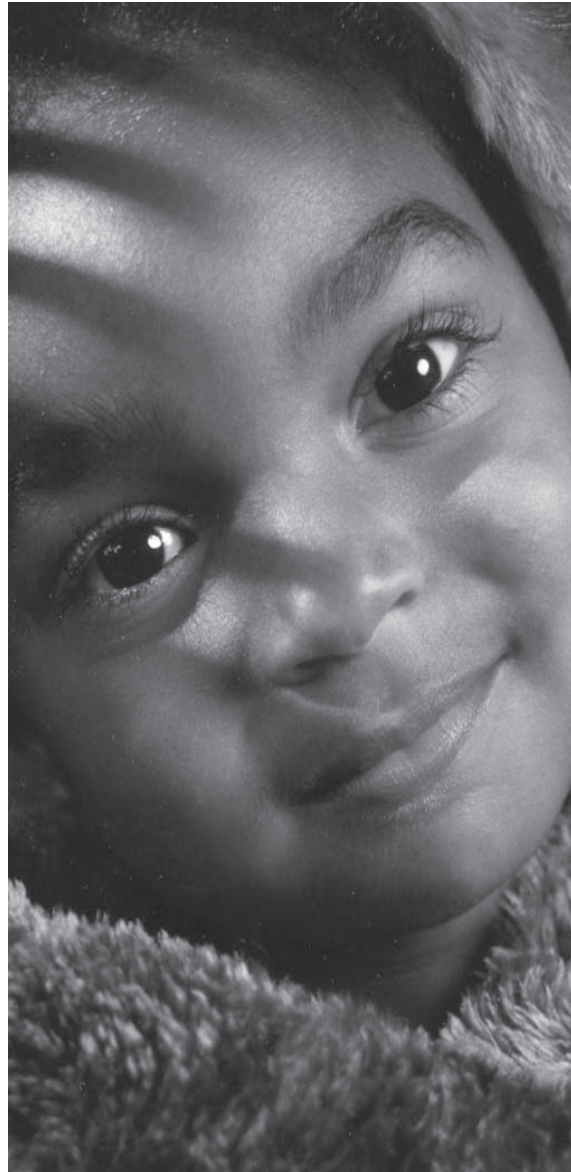
Photographs taken by Environmental Works staff, especially Eileen Tobin, and are primarily of facilities that have been designed by Environmental Works. Others are specifically credited.

Thanks to:

The Washington State Departments of Social and Health Services and Community Trade and Economic Development management and staff, especially Gail Gosney, for their support in developing this manual. Special thanks to Margie Carter, early childhood education consultant, author and college instructor, for her editorial assistance and inspiration. Thanks also to Sandra Mallory and Rumi Takahashi, Environmental Works, for their editorial and graphic assistance. Thanks to the many child care operators, developers and licensors who have shared their expertise and experiences with us through the design process and welcomed us back to their completed facilities to better understand the consequences of our decisions.

**"Mankind owes to the child
the best it has to give."**

- U.N. Declaration



Introduction



There is a need for additional high quality child care services in Washington State. However, opening a child care or out of school program is not for those who seek a simple, easy way to make a living. The start up process and ongoing work is full of complexity and challenge, with periodic doses of irritation and stress. So, why would anyone press forward with such an undertaking?

Running a child care or school age program is some of the most important, rewarding work to be found. In a world where most people find their jobs high pressured, uninspiring, and without deeper meaning, working with children and their families offers an opportunity to make a real contribution to the world and discover new joy each day. More than a service industry, child care work gets right to the heart of human development and the learning process. It provides a concrete way to influence the next generation and to support families who need to leave their children in the care of others. If you approach your work with a well-thought out vision for children and families, you will likely create a sense of excitement and imagination for all involved in your program. You will begin to see yourself as a leader, making a vital contribution to your community and to the future that today's children will inherit.

This *Child Care Facility Planning Manual for Washington State* is intended to be a consolidated resource for the development of a quality center serving children from infancy through school age. It is intended to be used both by those interested in starting a child care program as well as the architects and contractors who are involved in the design and construction process. The manual offers a description of the steps to take in designing a facility, references to the published requirements, and design considerations for indoor and outdoor elements of your facility. Since programmatic issues have strong implications for facility design, this manual also offers a general overview of program considerations.

The planning process and implementation for both the facility and program is complex. Professional assistance can be used in all phases of the development - from the formation of a vision, an organizational structure and a business plan, through the design, construction and operation of the child care center.

This manual is intended as a starting place and an overview of the considerations and regulations you must address in your planning and design work. There are many other valuable resources to consult – publications and professional organizations – some of which have been listed in the Resource section of the Appendix.

Predevelopment Activities



- 9 Start with Your Vision
- 10 Needs Assessment & Market Analysis
- 11 Partnering for Facility Planning, Development and Operation
- 14 Organizational Structure
- 14 Business Plan
- 15 Developing Your Business Plan
- 17 Facility Financing Options
- 18 Working with Professionals

"There are only two lasting bequests we can hope to give our children. One is roots; the other is wings."

- Hodding Carter



Predevelopment Activities

Before beginning the actual planning and design of a child care center, there are a number of predevelopment activities you should carry out, including:

- Developing a vision
- Conducting a needs assessment and market analysis
- Considering partners
- Determining your organizational structure, business plan and financing options
- Attend a licensing orientation meeting conducted by the Department of Social and Health Services, Division of Child Care and Early Learning (DCCEL).

START WITH YOUR VISION

Because the types of child care and school age programs are quite varied, it's important to carefully assess what you want to accomplish. In their book, *The Visionary Director, A Handbook for Dreaming, Organizing and Improvising in Your Center*, Margie Carter and Deb Curtis suggest you start your thinking with a self-assessment of your vision. They propose you identify which of the goals below are closest to your primary purpose in starting a program. There

is no right or wrong answer and more than one of the statements may seem appealing to you. Once you're clear about your primary purpose in building and running a center, you will have a solid reference point when faced with difficult decisions in your planning and development.

- To enhance children's self-concept and social skills as they learn to get along in the world
- To give children a head start to be ready for school and academic success
- To provide a service for parents while they're at work
- To ensure children have a childhood that is full of play, adventure, and investigation
- To create a refuge for children who have difficult home lives
- To become a family center that offers parents a place to learn about child development and parenting skills
- To create a community where the adults and children experience a sense of connection and new possibilities for making the world a better place
- To provide care for children with specific mental, emotional and/or physical developmental challenges
- To create a teaching/learning center for early childhood education professionals
- (Add your own words here)

With your primary purpose(s) identified, you can begin developing a vision for what the physical space for your center might be like. Remember that whatever your primary purpose in starting a program, you will be creating a space in which young children and their caregivers and teachers will be spending most of their waking hours. From the time children enter a child care program as an infant until they enter kindergarten, they could be spending up to 12,000 hours of their childhood in care away from their families. Whatever age groups you choose to serve, remember that the children deserve a beautiful and inviting space, one that honors their needs for a comfortable, healthy environment. Imagine creating a center where children can form a positive sense of identity, develop relationships with others, experience cultural diversity, and find opportunities to discover the joy of learning and the power of knowledge. The needs of the people who work in your program must also be met, allowing them to focus on providing good experiences for the children everyday.

An initial investment in defining a vision will help keep you on track while developing a child care or school age program. Use your vision to help you stay focused when confronted with the myriad regulations, challenges, and trade-offs that are part of the development process.

NEEDS ASSESSMENT & MARKET ANALYSIS

For your dream to become a viable business, you need to locate your center in an appropriate geographic area – an area that not only contains families seeking child care, but one that will work well with your goals. This is not a matter of speculation, but rather a collection and analysis of data. Potential geographic areas should be analyzed for:

- Number of families with children
- Age ranges of children
- School enrollment data / trends
- Income levels
- Housing starts
- Economic growth projections / trends
- Population growth projections / trends
- Local unemployment rates
- Major employers / employment trends
- Type of care being sought (by age group)
- Hours of desired care
- Location of desired care
- Cultural preferences
- Religious preferences
- Educational preferences
- Transportation requirements
- Availability of out-of-home child care options





Sources for this information include, but are not limited to:

- Child Care Resource and Referral agencies (see Appendix)
- U.S. Census records (web site: census.gov)
- Local school districts
- Local chambers of commerce
- Local or regional economic development agencies
- Local building and/or planning departments
- Local government / human services departments
- Local United Way offices
- Local birthing centers

Researching existing local child care program sizes (including family home care and school age care), locations, fees, age groups served, enrollment history / trends, and philosophy of care is also helpful. This information can be found through:

- Child Care Resource and Referral agencies (see Appendix)
- Regional representatives of the State Division of Child Care and Early Learning (see Appendix)

Yellow pages

Parent surveys

Direct contact with existing programs

This information will help you determine existing gaps in local child care services and if your vision meets the current needs of families in your area.

PARTNERING FOR FACILITY PLANNING, DEVELOPMENT & OPERATION

Consider partnering with another person, group or organization in the planning, development and operation of your center. A partner can help mitigate costs and help you better design care for a specific population. Be sure to carefully explore ways in which the partnership can support or detract from your vision and goals. Potential partners might include:

Individuals

School districts

Community centers

Faith-based organizations

Universities / Community Colleges /

Trade Schools

Office or Industrial parks

Individual businesses

Port districts
Government offices
Transit agencies
Granges
Local social service or civic agencies
Local Housing Authorities
Hospitals / Clinics / Nursing Homes
Senior Centers
Retirement Homes
Housing Complexes
Large Retail Complexes

Some examples of the types of partnerships that for-profit child care centers might explore include:

- Ownership and costs can be shared by two or more individuals
- Owner can be supported (financially) by a silent partner / investor who expects a specific rate of return on the investment (in child care this sometimes is a family member who does not expect a return on investment)
- Owner can partner with another business or corporation and provide below-market rate child care for corporate employees in exchange for free or reduced rent, lower lease costs, etc.

- Owner can partner with multiple businesses under similar arrangements listed above
- Owner can contract to provide child care services in hospitals, low-income housing complexes, large office parks or industrial complexes or anywhere there are large concentrations of working parents. (If contracting with a developer who is receiving local development / building credits for adding a child care center, make sure the credits are passed on to the child care center .)
- Owner can partner with nursing homes or senior centers as a way to promote intergenerational experiences for both populations.

Non-profit child care centers can also explore the following:

- Non-profit child care centers can partner with a religious institution and receive below-market rate rent and/or janitorial / bookkeeping services in exchange for reduced costs of child care for employees and members. Faith based organizations may raise capital funds for building expenses from members that can include the costs for a child care facility.



- Non-profit child care centers can partner with a school district to provide child care services on school grounds. Often the school will provide the land, and possibly even classroom space, at low or no fee. This is particularly advantageous for school districts if the child care center also includes Head Start or ECEAP programs.
- Non-profit child care centers can partner with a business or corporation and provide below-market rate child care for employees in exchange for free or reduced rent, lower lease costs, etc. Financial assistance may also be available from corporate or foundation grants for community programs.
- Non-profit child care centers can contract to provide child care services in hospitals, low-income housing complexes, large office parks or industrial complexes or anywhere that there are large concentrations of working parents. (If contracting with a developer who is receiving local development / building credits for adding a child care center, make sure the credits are passed on to the child care center.) In these settings, there may be funds available to the hospital or the Housing Authority for capital projects that can be used to help build or remodel the child care center.

Financial assistance may also be available from local governments for public facilities that benefit the community or specific populations.

- A non-profit organization can create it's own child care program to help further its mission and provide care for the children of the population it serves and those of its employees.
- Owner can partner with nursing homes or senior centers as a way to promote intergenerational experiences for both populations. In these settings, there may be funds available to the nursing home or the senior center for capital projects that can be used to help build or remodel the child care center.

Presenting a well thought out, cogent business plan (see following page) demonstrates your commitment to your goals and your effectiveness as a future partner. Clear communication about your own goals and a full understanding of your partner's goals leads to greater chances for success. It's also important to put your agreements with other parties in writing.

ORGANIZATIONAL STRUCTURE

Child care centers can be structured as a non-profit corporation, or as a for-profit sole proprietorship, partnership or corporation (several types of corporate structures are available). A Certified Public Accountant can identify the tax consequences, advantages and disadvantages of each organizational structure, as well as the steps and paper work required to establish your business and tax status.

Helpful resources include:

- The Washington State Department of Community Trade and Economic Development publishes the *Guide for Small Businesses in Washington State*. You can obtain copies by calling the Business Assistance Referral Helpline at (800) 237-1233 (within WA) or through the website: www.oted.wa.gov/ed/businessassistance.
- The U.S. Small Business Administration (SBA) Service Corps of Retired Executives (SCORE) offers free counseling to small businesses and sponsors seminars on business start-up and operation, usually at Small Business Development Centers located in most counties. Counseling is also offered online at www.score.org.

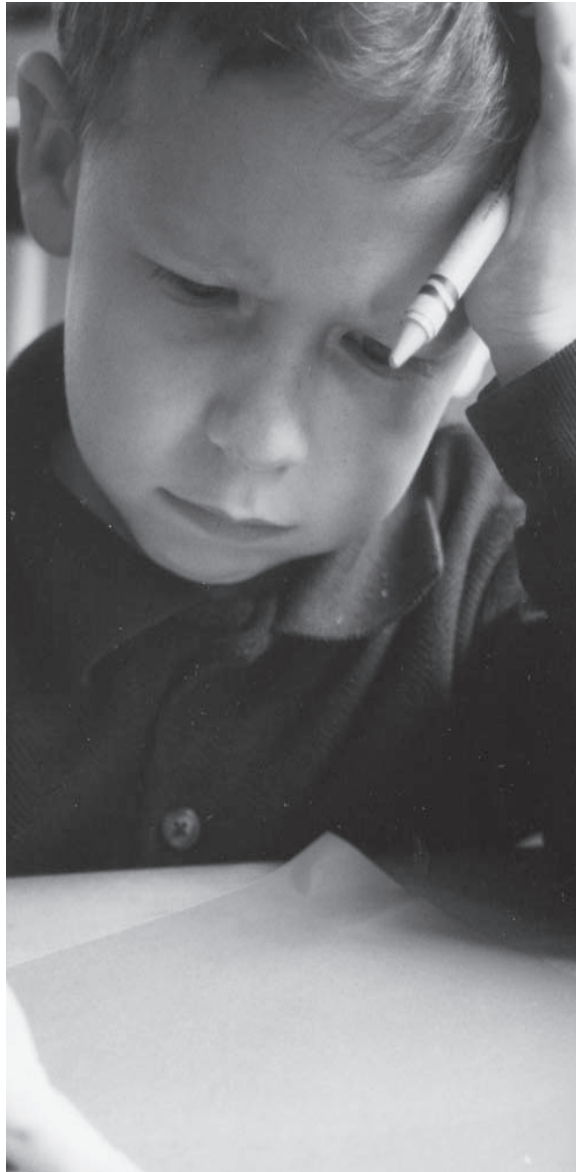
Once the appropriate organizational structure is identified, you can then develop a business plan and consider financing options.

BUSINESS PLAN

A business plan is a written description of your goals and strategy for the development, operation and future of your center. Business plans serve two primary purposes:

- Recording and tracking the steps you'll need to take to get your business off the ground, and
- Providing your potential funding sources and potential partners with a document that explains how you plan to make your vision a reality

Business plans typically include a project summary, a business description, a market analysis, a marketing plan, an operating plan, a management plan and a financial forecast. For assistance in developing your business plan, contact the resources listed above or your local community bank loan officer.



DEVELOPING YOUR BUSINESS PLAN

Plan Summary

The Plan Summary is a one- or two-page summary describing your business to prospective lenders and investors. A well-developed plan will help convince lenders or investors to examine your business further. Even though a Plan Summary appears first in your business plan, you should write it last.

Your Plan Summary should include:

1. A brief description of the company's history.
2. Description of services.
3. Management.
4. What it will take to make a profit: break-even analysis.
5. How much money you are seeking (if applicable).
6. How you will pay the money back (if applicable).

Purpose of the Business

1. What you want to accomplish.
2. Mission statement.
3. Description of the business.

Service Defined

1. The market that needs your service.
2. A complete description of your service.
3. The cost and profit of each service. Describe the break-even point.
4. The major sources of competition.
5. Opportunities to better develop your product.

Market Analysis

1. Market research. Size of market and how long has it existed. Barriers to your business entry and growth.
2. Target market. Who will buy your service?
3. Where most of your sales occur.
4. How much do you expect to sell?

Market Strategy

1. Define your advantage. What is the difference between your service and your competitors?
2. Evaluate the competition. What is the size of your competition? Market maturity?
3. Pricing Strategy. Is your price competitive?
4. Distribution channels. Which will you use?
5. Promotion. How will you tell others of your product or service?

Management

1. Identify your organizational structure and key employees.
2. Provide a resume for each person.
3. Identify management skills.
4. Professional services.
5. Identify any technical or specialty services.

Schedule of Events

1. List critical dates.
2. Make short-term goals.
3. Project long-term goals.
4. Identify barriers or risks and solutions.

Financial Information

1. Financial statement.
2. List your start-up expenses.
3. Funding.
4. Equity- owner's investments.
5. Financing.
6. Monthly cash flow analysis. How you will pay creditors, personnel, and bills? When you will receive payment for sales?
7. Sales forecast.
8. Income projection.
9. Operation expenses.
10. Methods of financial reporting you will use.
11. Break-even analysis.
12. Balance sheet - assets and liabilities.





FACILITY FINANCING OPTIONS

Paying for the construction or remodel of a child care or after school facility is frequently a matter of piecing together some of the following options:

- Personal savings, family investments
- Partnership contributions (see above)
- Bank, community development and/or government loans
- Grants from public and private organizations and/or individuals (non-profit status may be required)
- Volunteer labor and in-kind donations
- Bartering child care services in exchange for construction costs
- Amortizing the cost of improvements through the lease payments

Some resources for investigating financial technical assistance and options include:

- Child Care Resource & Referral Network for grants and technical assistance

Telephone: (800) 446-1114 or
(253) 383-1735 (also check with your
local CCR&R agency)

Website: www.childcarenet.org
("Providers" page)

- Department of Community Trade & Economic Development for loans, grants and technical assistance and the Guide for Small Businesses in Washington State

Business Assistance Referral Helpline:
(800) 237-1233

Website: [www.oted.wa.gov/ed/
business assistance](http://www.oted.wa.gov/ed/business%20assistance)

- Department of Social and Health Services (DSHS) for technical assistance

Website: www.wa.gov/dshs/dccel

- Philanthropy Northwest for grant opportunities. Their Philanthropy Northwest Member Directory lists private organizations that fund activities to improve the quality of life in the northwest. In most cases the applicant is required to be a 501(c)(3) non-profit organization to be eligible for funding.

Telephone: (206) 770-9423

Website: www.philanthropy.org

- Cascadia Revolving Fund for loans and technical assistance. Cascadia Revolving Fund is a non-profit community development financial institution serving the Pacific Northwest

Telephone: (206) 447-9226

Website: www.cascadiafund.org

If providing care for children with special needs, check with a local DSHS Division of Developmental Disabilities and your local Child Care Resource & Referral Network agency member for funding support sources.

Telephone: (800) 737-0617

Website: www1.dshs.wa.gov/ddd

- State funded micro loans programs. See appendix for contact list.

WORKING WITH PROFESSIONALS

The process of developing a child care center is complex. You are strongly encouraged to consult with professionals knowledgeable in all aspects of business start-up and in the design and development of child care centers. You may find some of these professional resources among your friends and family. Be sure they either already know the requirements specific to child care facilities, or are sensitive to the need for careful research. If you hire professional assistance, the costs of these services can be built into your development and operating budgets. The help you receive from professionals will most often save you time, money and headaches. You are, however, your own primary consultant. Review advice carefully and read all agreements thoroughly before signing.

Consult with:

- Child care center licensors to evaluate potential sites and ensure that your goals are realistic and consistent with the program vision
- Architects to evaluate potential sites, provide design options, provide permit and construction documents, assist with selecting a general contractor and administer construction contracts for your facility
- Bankers and accountants to review business plans and financing options
- Attorneys to review legal partnering written agreements
- Real estate professionals to review lease or purchase and sale agreements
- Developers to conduct a needs assessment and evaluate the local market potential
- Child care consultants to ensure that your goals are realistic and consistent with the program vision
- Capital campaign consultants to assist with fundraising
- Local business and school district representatives to help assess enrollment needs
- Community members or parents to help assess enrollment needs
- Local government planning departments to define zoning and building code requirements



You can locate consultants through references, personal contacts, family members, the Yellow Pages, the local Child Care Resource & Referral agency, the local Chamber of Commerce or the U.S. Small Business Administration SCORE program.

Creating a new child care program requires a project manager to serve as the point person and coordinator for all the information regarding regulations, costs, recommendations from consultants and emerging constraints on your vision. The project manager is like an octopus, needing many hands to deal with many issues. If you will not be serving as the project manager, it is important that you hire someone qualified to do this important job and that you be kept closely informed of progress and decisions.

The Development Process



- 24 **Selecting an Architect**
- 24 **Programming**
- 26 **Project Budget**
- 27 **Appropriate Facility Location**
- 29 **Schematic Design**
- 29 **Design Development**
- 30 **Construction Documents**
- 31 **Regulatory Reviews of Facility Plans**
- 32 **Construction Process**

" Children are our most valuable natural resource."

- Herbert Hoover



The Development Process

Once you have completed the tasks described in the Predevelopment Activities section, the planning, design and construction of the physical facility can begin. Revisiting your vision throughout this development process will help keep you from getting lost in the details. Keep in mind that modifying your vision, as well as your business and financing plans, may be necessary as you discover new information during the planning and design work.

Planning and designing a child care or school age center is a multifaceted, fascinating and exciting process. Think of it as solving a 3-dimensional puzzle, with a large collection of inherent “shoulds”, “musts”, and “wish-I-coulds” that form the ground rules. You will spend a lot of time just gathering information: guidelines, regulatory requirements, recommended practices, codes, product literature and advice. The design process will be an evolving progression and is an opportunity to explore how aspects of the physical form of the facility can best serve your goals. You should experiment with different possible locations for classrooms, ideas for how you might shape and enliven activity areas within classrooms, options for building materials, heating systems and lighting systems, and strategies for how your support spaces will best

work. Each piece of information you gather and each experiment in the planning and design phase takes you a step closer to realizing your goals, constantly evolving towards a final solution. Don't be discouraged; all the issues can't be solved at once. But if you allow each step and decision to inform the next steps and decisions, you WILL hear the voices of children in your center one day!

Employing the services of an architect experienced with zoning codes, building codes and early child care and school age center licensing regulations is strongly recommended for planning and design work. The various regulatory requirements are complex; an incomplete or false analysis of applicable requirements can be extremely costly to your project.

A typical sequence of general development steps, described in the pages that follow, includes:

1. Selecting an architect
2. Programming the spaces needed in the facility
3. Defining a project budget
4. Establishing feasibility and securing a site and/or building
5. Designing the facility and creating the Construction Documents

-
6. Submitting facility plans for regulatory reviews
 7. Building the facility

Develop a project schedule recognizing that there are many processes and tasks that need to be included and juggled in your timeline. Think through all the research, design development and various regulatory reviews needed along the way. Provide adequate time to accomplish these things, and also extra time as a contingency for unexpected delays. Ask consultants and other child care and school age center operators about their experiences. And refer to the “The Child Care Center Licensing Guidebook” referenced in Appendix B for a good timeline of the licensing process.

SELECTING AN ARCHITECT

An architect can help you immeasurably through the entire design and construction process. He/she has expertise to advise you in site selection, assist with programming, design the physical facility, coordinate the zoning and building code review process as well as the licensing review process and act as your representative during the administration of the contract for construction.

One of the best ways to select an architect is to

get references from those involved in existing programs, especially ones that you admire. Talk to local child care center operators, developers, general contractors, licensing personnel and your local chapter of the American Institute of Architects. Interview several of those recommended and see examples of their work. Choosing someone that has experience in the design of child care and school age centers and who is familiar with their operational needs is strongly recommended. Be sure to choose someone with whom you can communicate comfortably and who you feel will respect your ideas and your budget.

PROGRAMMING

As a result of your predevelopment work, including your needs assessment, market analysis, and business plan, you will have determined the appropriate mix of age groups, types of services and the number of children that you intend to serve. This information is used to determine how many classrooms you will need. Be sure to review the licensing requirements for the maximum group sizes allowed in each classroom. The number of classrooms, along with the other rooms and spaces needed, should be translated by the architect into a ‘Description of Spaces’ (architecturally referred to as a ‘Program Statement’).



The Description of Spaces will list the name and appropriate square footage for each room, the number of children served in each room, any special equipment needs and desirable adjacencies to other spaces. Be sure to include square footage allotments for circulation spaces like hallways and for the area taken up by the walls themselves. The sum of square feet needed for all spaces and walls will provide an overall size needed for your desired center.

The Description of Spaces is a very helpful and important document in your early planning phases. You may revise the Description several times before you arrive at an overall size for your program that meets your budget and program goals. The Description of Spaces can also begin with a statement of your vision and the goals you wish to achieve, thereby keeping your direction clear as you prioritize space needs. It is important that the Description of Spaces is clear, thoughtfully considered and inclusive of all of your needs. Changing space requirements during the design of the facility can slow down the process and add expense.

The types of spaces you will need to provide fall into three general categories: classroom spaces, support spaces and outdoor spaces, all of which will be addressed in greater depth in later chapters.

Classroom Spaces

In general, each age group will need a separate classroom. Licensing requirements describe the maximum group sizes allowed per classroom as well as the minimum square feet per child required for children's activities within classrooms. Built-in items like diaper changing areas, food preparation areas, storage units and children's toileting areas may not be considered as part of the required minimum area per child, so be sure to include enough square footage to accommodate these needs in your Description of Spaces. In addition to the square footage required for licensing children's classrooms, you may choose to include additional square footage for special purpose spaces like an art room, a lunch room, a gross motor room for indoor play during inclement weather or a single flexible multi-purpose space which can accommodate one or more of the above uses.

Support Spaces

Support spaces are all other spaces besides the classrooms and usually include: entry / waiting and reception / parent check-in areas, director's office, kitchen and pantry, teachers' work room / resource center, staff lounge, storage areas, toilet facilities for staff, laundry, janitorial area, mechanical and electrical equipment spaces, and circulation

spaces. Support spaces plus the area occupied by the walls themselves can account for 40 – 60% of the total facility size.

Outdoor Spaces

The primary outdoor space is typically the fenced outdoor play area, which must be sufficiently large to accommodate all the groups using it at any given time. Outdoor play promotes physical development and coordination, and is required by licensing. Plan the outdoor space such that it will accommodate group activities, age appropriate play equipment, and opportunities for a variety of outdoor experiences. Other outdoor spaces you will most likely need to provide include:

- Any required staff parking
- Family drop-off/short term parking spaces
- Location for garbage dumpster, recycling containers, diaper service containers and appropriate access for their collection
- Storage - for outdoor toys and for maintenance equipment

Child care center licensors may allow an off-site outdoor play area, but only when you have no other option. You must consult with them prior to committing to a site with this constraint to ensure your proposal will be acceptable.

PROJECT BUDGET

Generally, project budgets are the result of either a restricted / limited funding source that fixes the maximum allowable construction cost or a conceptual design process that identifies how much funding should be secured. The budget for construction will most often reflect a compromise between what you'd really like to build and how much funding can be obtained and supported by your program. Some of the factors that will affect your construction cost include:

- Elements that must be included to meet current licensing, building code or zoning code requirements
- Elements that you would like include in order to create spaces consistent with your defined vision and operational philosophy
- Material and equipment choices based on durability and life expectancy
- Conditions of the site and/or existing building

It's critical that you provide contingencies for both your schedule and your finances. Even the best-planned construction projects encounter unexpected delays and additional expenses - it will almost inevitably take longer and, therefore, cost





more than originally anticipated. Contingencies should be larger and longer when remodeling an existing building, as hidden complexities frequently arise. New construction is more predictable, and sometimes costs less than renovating an existing building. Consult with your architect regarding an appropriate contingency amount and either incorporate this into your total funding package, or set aside this amount within your organization's other finances.

The difference between Construction Cost and Project Cost is important to recognize. The Project Cost will include all of the consultant expenses, application fees, permit and inspection fees, sales tax, contingencies, land costs if purchasing property, furnishings and other miscellaneous expenses above and beyond the Construction Cost.

The total Project Cost must be weighed against the amount of income and expenses that your center can support through time, in combination with the amount of funding that can be mobilized at the time of construction. Should you obtain a loan to help cover construction costs, be sure to include the costs necessary to repay the loan into your projections of annual expenses.

APPROPRIATE FACILITY LOCATION

Once you have developed a Description of Spaces, you can begin searching for a suitable building and/or site. Options include building a new facility or remodeling and/or expanding an existing building. Important factors and characteristics to consider in the selection of a site include:

- Land use zoning that allows a child care or school age center
- Size of lot and existing building (if any) needed to accommodate program needs
- Condition of land and any existing structures
- Ease of vehicular access and sufficient area to accommodate any required parking, drop-off areas and associated drive aisles
- Compatibility with surrounding building and property uses
- Noise levels of adjacent roadway and property uses
- Affect of playground noise on adjacent property uses
- Well-draining soils at outdoor play areas

-
- Solar orientation (for daylighting in classrooms as well as sunny and dry outdoor play areas)
 - Potential for future expansion
 - Proximity to targeted clientele
 - Proximity to public transportation
 - Proximity to local emergency services
 - Existence of hazardous materials (lead paint, asbestos, buried tanks)
 - Proximity to heavily traveled roads / presence of vehicular pollution
 - Availability of existing utilities (water, power, sewer, gas, telephone, cable)
 - Capacity of wells and septic systems to adequately serve new facility
 - Approval of existing wells and septic systems by local authorities
 - Purchase or leasing costs
 - Cost implications of code required upgrades when converting existing spaces
 - Cost of annual property taxes and insurance

It is difficult to predict how long it might take to locate and obtain control (through purchase agreement, lease or partnership agreement) of a site suitable for your project, but it is very important that you do careful research prior to committing to

the site. In order to evaluate the suitability of a site you may need to do a zoning code analysis, preliminary design and cost estimating to ensure that your desired program is feasible. An architect can assess applicable land use code development standards, such as parking requirements and setbacks, as well as existing site conditions, appropriate orientation, and potential for expansion. (See next chapter under Building and Zoning Codes)

When considering locating your program in an existing facility, it's critical that you are fully aware of all the facility upgrades that may be required by code to allow a program for children. For example, sprinklers may be required and may not be within your budget. There are also additional fire and life safety requirements if spaces for children are to be located above the first floor or below ground level. Consult with an architect and/or code officials (land use code, building code, electrical code, mechanical code and fire code) to identify potential additional expenses inherent in remodeling an existing space.

In addition, existing structures may contain hazardous materials such as lead paint or asbestos. A Hazardous Materials (Hazmat) Survey, conducted by specialists, will report existing hazardous materials that should be mitigated prior to allowing children to occupy the spaces. Mitigation work can be quite expensive so be sure to investigate this issue early in your planning stages.

SCHEMATIC DESIGN

Once you have secured an appropriate site or building the design process can begin in earnest. The first phase is schematic design, during which your architect will generate several different basic room layout and site development options. The options will include all rooms listed in the Description of Spaces developed earlier and will respond to constraints and opportunities inherent in the building or the site. These options will be described through floor plans, and possibly elevations or perspectives, at a small scale (e.g. $1/16" = 1' - 0"$ or $1/8" = 1' - 0"$). These quick diagrammatic studies will help to clarify and solve issues regarding adjacency and configuration of rooms, potential opportunities and restrictions of your selected site / building, and how the facility design can meet your goals. Use the schematic design phase to “think outside the box,” to consider the widest variety of possible approaches and solutions and to stretch your imagination to incorporate creative ideas that will enliven your center.

Once the preferred ideas and layouts from each option have been identified, the architect will prepare the schematic design from which a cost estimate can be calculated. Your architect, a general

contractor or a professional cost estimator can prepare a cost estimate. This cost estimate will be more accurate than any earlier estimates that were based on preliminary designs during site selection, but will still be relatively generic. Hopefully the cost estimate will approximate your established budget. If not, modifications to the design may be required before proceeding to ensure the costs of your design match your budget.

Once you have settled on a schematic design you should review the plans with DSHS Division of Child Care and Early Learning (DCCEL) licensors and health specialists (see below, DSHS Licensing Review) to obtain input from them prior to proceeding.

The Schematic Design process can take anywhere between 2 - 6 weeks, depending upon the complexity and size of the project and the schedules of the participants.

DESIGN DEVELOPMENT

During Design Development, the schematic design is refined and developed in greater detail. Drawings are produced at a larger scale (e.g. $1/4" = 1' - 0"$) with greater attention to exact and code compliant dimensions. Decisions are made regarding final room locations and sizes. Exploration continues

with respect to specific locations and configurations of elements such as built-in cabinets, plumbing fixtures, windows and flooring. If you are building a new facility, the form of the building will be resolved, including the shape of the roof, the location of doors and windows. The location of the children's outdoor play areas and other site amenities will be finalized.

By the end of the Design Development phase the architect will have generated a site plan, floor plans (showing room locations and sizes and all window and door locations), exterior elevations (side views from outside showing exterior walls, roofs, doors, windows and materials), and interior elevations (showing interior windows, fixtures, shelves and cabinetry on interior walls).

Design Development can take from 4 – 12 weeks, again depending upon the complexity and size of the project and the schedules of the participants.

CONSTRUCTION DOCUMENTS

Construction Documents are the result of continued refinement and detailed description of the design. Construction Documents typically consist of both a set of drawings and a project manual (a written document) that together describe, as thoroughly as possible, what the builder is responsible for building.

In addition to the floor plans, exterior elevations and interior elevations mentioned above, Construction Documents include many detail drawings, door and window schedules, as well as written specifications in the project manual describing exactly which materials and methods are to be used. If any subconsultants (mechanical, electrical, structural or civil engineers; landscape architects) are needed their drawings and specifications will be incorporated into the documents as well.

It is important that your architect be as thorough as possible in describing the scope of work in the Construction Documents. Complete documents reduce the potential for confusion and guesswork during construction, which can lead to revisions and inefficient progress. Revisions during construction are generally more expensive than revisions anticipated prior to construction.

Construction Documents might take from 6 - 16 weeks, again depending upon the complexity and size of the project and the schedules of the participants. It is important not to rush this phase since this is the point at which all of the building systems designed by consultants must be coordinated with each other and with the architectural elements.



Reggio Children



REGULATORY REVIEWS OF FACILITY PLANS

Throughout the planning and design process, various plan reviews by governmental agencies and officials are either recommended or required.

Department of Social & Health Services (DSHS) Division of Child Care and Early Learning Licensing Review

Preliminary Review

All DCCEL regional offices offer the possibility for early design review meetings with a licensor or health specialist. The purpose of this meeting is to ensure that the schematic design you have developed will fulfill the licensing requirements. It is strongly recommended that you take advantage of this opportunity. Contact information for your regional DCCEL office is included in Appendix B. A written record of the items discussed at this preliminary review meeting is recommended, whether provided by the department or by you and approved by the department.

Occasionally the regulations governing child care centers are interpreted uniquely by individual licensors and health specialists. Contact with these individuals early, and often, in the design process

is imperative to ensure that your interpretation of the regulations agrees with your licensor's interpretation. If modifications to your plans are necessary to meet DCCEL requirements, it is still early in the process and a relatively easy time to make changes without increasing the budget or compromising your program. Otherwise, you could be surprised with unexpected modifications that are required just prior to opening for business.

Final Reviews

After you submit your application for licensing, the child care licensor, health specialist and the Fire Marshal representative will need to inspect the facility. Typically the inspections of each agency occur independently once all construction work is complete. The child care licensor will need to do the final review in order to issue the license.

Building Department Reviews

Preliminary Review

Many building and planning departments provide opportunities for project review prior to the submittal of a permit application. This pre-application conference helps the design team identify any issues that might complicate later progress. There

may be a fee for this service, which is typically credited toward the cost of the building permit, but it's well worth the additional effort in early design stages. A written record of the items discussed at this pre-application conference is recommended, whether provided by the department or by you and approved by the department.

Most local building and planning departments also answer specific questions from walk-in visitors or telephone callers, but this information is generally not provided in writing.

Final Reviews

A checklist should be available from your building and planning departments describing all the items that will be required for permit application submittal. Depending upon the zoning classification, extra approvals or permits may be necessary. Be sure to ask for the help of the building and planning department staff in identifying all of the relevant issues and reviews required.

Permit plan review times vary significantly between different communities and between projects of different sizes and complexity. Your local building department should be able to give you an estimate of the time needed for plan review, which should be built into your project schedule.

During construction multiple inspections will be made by building department staff. Your general contractor will be responsible for scheduling these inspections. A final inspection sign-off will be required before a certificate of occupancy can be issued. The certificate of occupancy is required by DCCEL prior to issuing a license for your center.

CONSTRUCTION PROCESS

Selecting a General Contractor

You will need a licensed and bonded General Contractor to construct your project. Licensing ensures that the General Contractor meets Washington State requirements for being in the construction contracting business. Bonding is an insurance prerequisite to licensing, but the State only requires approximately \$6,000 of bonding. Seriously consider requiring that your contractor provide performance and payment bonding for the full amount of your construction contract. This ensures that the contractor, or their bonding company, will pay for services and materials used on a project, taxes and contributions due to the state, and damages that may result from breach of contract or negligent work. The cost of a full performance and payment bond is generally 2% – 4% of the amount of the construction contract.





There are a number of ways to select a Contractor.

Negotiated Construction Cost

Based on past experience, interviews, and references from reliable sources, interview contractors and choose one with whom to negotiate a project construction cost.

Pre-qualified Bidders

Based on past experience, interviews, and references from reliable sources you may solicit a limited number of General Contractors to submit fixed price bids on your project. Evaluation of bids includes comparing prices, quality of work and quality of working relationship.

Competitive Bids

You may advertise for, or otherwise openly solicit, competitive bids from the open market, then interview contractors and check references. Evaluation of bids is typically based on the lowest price; however, be sure to retain the right to select any bid, for any reason.

Discuss the advantages and disadvantages of each option with your architect, who can provide advice based on their experience with contractors and on current market conditions and can also assist you in the final contractor selection process. Also

coordinate this effort with whomever is providing your financing / funding, as they may have policies that dictate one method over another.

Construction

Once you have selected a General Contractor and agreed on the construction cost, you will need to develop and sign a written contract. Architects often use standardized American Institute of Architects (AIA) contracts that have been refined over many years to protect and hold responsible all parties to the contract. Prior to the start of construction you will want your contractor to provide you with an itemization of construction costs per category of work (known as a Schedule of Values), a construction schedule, and a list of materials and equipment suppliers and subcontractors who will be working on or providing materials for the project. If you require your contractor to provide 100% performance and payment bonding or other special amendments to their insurance you should receive these documents prior to commencing construction.

During the course of construction you or your project manager, your architect, and other appropriate consultants should meet with the contractor and appropriate subcontractors on a regularly scheduled basis, typically once a week, at the construction

site to review progress and identify items that need discussion and resolution. The contractor will also be in more frequent contact with your architect to get additional clarifications.

Typically your contractor will submit an application for payment, along with an updated Schedule of Values indicating the percentage of work completed, on a monthly basis. Your architect will certify the application, sometimes with modifications, after which you will be responsible for payment to the contractor. Your financial institution, or other funding source, may also want to visit the construction site to verify the extent of progress.

It is inevitable, no matter how well the project has been planned and documented in the Construction Documents, that there will be modifications as construction progresses. These should be evaluated through written Modification Proposals which list the physical changes, the change in cost and the change in the contract time frame, if any, that will take place if the modification is approved and implemented. All Modification Proposals approved during a given month should be incorporated into a written Change Order that, once signed by all parties, legally modifies the original contract sum and duration. These inevitable changes are the reason why you must keep a construction contingency in reserve.

Through the course of construction you will be called upon to make many decisions, including colors, finishes, light fixtures, appliances, equipment, location of mechanical features, etc. Always keep in mind your original goals and vision to inform your decision making. Remember too that there will be trade-offs and compromises involved in your selections, and that it is important to remain flexible.

Throughout construction it is your General Contractor's responsibility to call for appropriate inspections required by the building department. Upon application for your child care or school age care license, you will be contacted to schedule the required inspections by the DCCEL licensor and health specialist and the State Fire Marshal.

Regarding your project schedule, a small, simple project might be constructed in 1 – 4 months. Projects that tend to fall into this category include tenant improvements to an existing vacant space or modifications to a space that is already used as a child care center. Moderately complex projects, those that might take 2 – 8 months to build, include renovation or remodeling of an existing building with structural, mechanical, or electrical work involved, or an addition to an existing center. Major renovation projects and new construction can take as long as 4 – 12 months. Remember to incorporate some time after construction is complete to move in and set up furniture and equipment prior to your opening date.



At the completion of construction you will receive copies of all warranties and operating manuals for materials and equipment incorporated, as well as training for you and your staff in operation of equipment. Contractually, the construction work provided is under a one-year warranty from the General Contractor for defects in materials or workmanship.

Regulatory Requirements in Washington State



- 39 Department of Social & Health Services
- 40 Building & Zoning Codes
- 42 State Fire Marshal
- 42 Americans With Disabilities Act (ADA)
- 43 Environmental Protection Agency (EPA)
- 44 Head Start
- 44 Early Childhood Education
and Assistance Program (ECEAP)
- 45 Playground Equipment

**" Children are miracles, not minimum
licensing standards."**

- Anita Olds



Regulatory Requirements in Washington State

The various regulations that apply to facilities for children may not always appear to be consistent with each other and are sometimes interpreted and enforced differently by different jurisdictions, and by different code officials. While it may be frustrating to sort through these many layers of requirements, remember that their intent is to protect the health, safety and well-being of children above all else. Early and thorough conversations with licensors, health specialists, state fire marshals, and local code officials are essential to resolve conflicts before they become problems. Be sure to obtain current editions of all codes and requirements, as they are under constant review and are periodically revised.

DEPARTMENT OF SOCIAL & HEALTH SERVICES

All child care and school age centers MUST be licensed by Washington State Department of Social and Health Services (DSHS), Division of Child Care and Early Learning (DCCEL). The regulations enforced are included in the following documents:

“Minimum Licensing Requirements for Child Day Care Centers”. (Washington Administrative Code Chapter 388-150). Department of Social and Health Services. Current edition.

and

“Minimum Licensing Requirements for Child Day Care Centers Caring Exclusively for School-Age Children” (Washington Administrative Code Chapter 388-151). Department of Social and Health Services. Current edition.

These publications are available at no charge from: DSHS Forms & Publication Warehouse, PO Box 45816, Olympia WA 98504-5816; Phone (360) 753-1528; Fax (360) 664-0597. Website: www.wa.gov/dshs/geninfo/pubform

DSHS also publishes a very informative guidebook entitled, *The Child Care Center Licensing Guidebook – An Adult-Sized Guide to Child-Sized Environments* and a companion guide for school age care, *School-Age Care Companion Guide*. Both are available through regional licensors. Additional resources are included through their website: www.dshs.wa.gov/dccel.

Orientation seminars for prospective directors of child care and school age programs are provided by DCCEL and are highly recommended. Checking in early and often with the specific personnel who will ultimately license and regulate your facility will also help immensely to ease the development path. (See Appendix B for your regional contact.)

BUILDING & ZONING CODES

Construction projects, including new or remodeled child care and school age centers, typically require a building permit from the appropriate governing jurisdiction. Jurisdictions include municipalities and counties. To determine which jurisdiction has authority over your site, consult your local telephone directory's government listings for "building department" and call them to verify that your site is within their jurisdiction. A listing of all building officials in the state is also available at the website of the Washington Association of Building Officials: www.wabo.org. The building permit review process ensures your project complies with both zoning codes and building codes and includes payment of a review fee. Compliance with the zoning code and building code does not ensure compliance with licensing requirements.

Generally you will not need to apply for a building permit if you are proposing no physical changes to an existing building and the space has previously been permitted to be used as a child care or school age center. You may, however, be required by the Division of Child Care and Early Learning to upgrade certain features of the facility if there is a change of ownership of the child care or school age care center.

Zoning codes, created by each jurisdiction, are intended to help guide the development of land within a community in a harmonious way. Zoning codes define the types of uses that are allowed in specific geographic areas, or zones, as well as building setbacks from property lines, building height limits, minimum lot sizes, allowable coverage of lot areas, parking requirements and other elements. A copy of the local zoning regulations should be available at your local planning or building department. Verify that a child care or school age program is an allowed use in the zone within which your site is located, prior to making any commitments to that site.

Building codes regulate built structures, specifying maximum sizes of facilities, maximum number of stories, required exits and their configurations, fire resistive construction, number of plumbing fixtures, energy efficient performance of building components and requirements for barrier-free access, among other things. Washington State enforces amended versions of national building codes, including:

- Uniform Building Code
- Uniform Mechanical Code
- National Electric Code
- Uniform Plumbing Code
- Uniform Fire Code



Local jurisdictions may make additional amendments to these documents. Always refer to the current editions of the codes, complete with any local amendments. The most recent codes and the Washington State amendments are available on the State Building Code Council's website: www.sbcc.wa.gov. Local amendments can be obtained from your local building department.

Some jurisdictions also publish explanatory materials related to frequently asked questions or specific building types. For example, Seattle's Department of Design, Construction and Land Use (DCLU) publishes a Client Assistance Memo (CAM #108) entitled "Requirements for Operating a Day Care." Seattle's DCLU also issues additional code requirements called Director's Rules. The Seattle rules that apply to child care centers are: Director's Rule 14-99, "Special Conditions and Code Alternates for Day Care Centers" and Director's Rule 3-2001, "Approved Alternate Accessibility Guidelines for Building Elements Designed for Children's Use". These are useful documents even if your center is located outside Seattle.

In general, when talking with code officials, fully describe the goals and scope of your project and ask for all applicable information sheets, special regulations, publications and any other guidelines or supporting information that will be helpful to your efforts.

Another governmental agency enforces the state building code for modular / pre-manufactured buildings – The Washington State Department of Labor & Industries (L & I). Most typically, L & I plan review will only be required for modulars or building components newly installed on a site. If using a modular already on site, which has already been issued a Certificate of Occupancy, L & I review will not be required, even if modifications are made to the modular. Modifications to an installed modular will be reviewed through the local building department permitting process. L & I review of electrical modifications to an existing modular may be required if the local jurisdiction regularly uses L & I for this purpose. Consult with the state L & I Plan Review Supervisor at telephone number (360) 902-5218, the modular manufacturer, and your local building code official to more fully investigate any requirements that apply to your particular situation.

Washington State has not yet adopted the International Building Code (IBC), an alternative to the Uniform Building Code, but may do so in 2003 or 2004. Currently some jurisdictions allow alternative designs following the parameters of the IBC. Check with your local building department should you want to use the requirements in the IBC.

STATE FIRE MARSHAL

A representative from the Washington State Fire Marshal's office must inspect and approve the facility before it can be licensed. Their concerns are primarily related to fire and life safety requirements that can be found in the Uniform Building Code, the Uniform Fire Code, and their amendments as adopted under the State Building Code Act, RCW 19.27. The best guide for these requirements, available through your local DCCEL licensors (not through the Washington State Fire Marshal), is:

Washington State Patrol Fire Protection Bureau,
*Minimum Fire and Life Safety Requirements for
Childcare Centers*, October 1999.

In some cases, the way in which the regulations apply to your situation may not be clear. Work with your licensor and the Fire Marshal's representative to negotiate appropriate solutions that will ensure that fire and life safety measures are adequate. Be aware that you may need to meet both local and state fire codes, and that expensive fire protection upgrades, like sprinklers, may be required for existing facilities.

AMERICANS WITH DISABILITIES ACT (ADA)

In 1990 the federal government passed the

Americans with Disabilities Act (ADA), which requires buildings and facilities to be accessible to and usable by people with disabilities. The federal guidelines for the design of interior and exterior areas of buildings and facilities are called the "ADA Accessibility Guidelines" (ADAAG). Privately operated child care and school age centers must comply with Title III of the ADAAG.

In Washington State, the requirements are described in the "Washington State Regulations for Barrier-Free Facilities", found in the Washington State amendments to the Uniform Building Code, "Chapter 11 – Accessibility" and available through the Washington Association of Building Officials (website: www.wabo.org; telephone: (360) 586-6725). The U.S. Department of Justice has certified these Washington State requirements as meeting or exceeding the requirements of Title III of the ADA. If you apply for a building permit, these requirements will be enforced.

While the "Washington State Regulations for Barrier-Free Facilities" are specific to the ergonomics of the adult body, the federal ADAAG has recently been amended to include design standards specific to the ergonomics of children's bodies, entitled, "Building Elements Designed For Children's Use." Some local building officials will

accept the ADAAG guidelines developed specifically for children, even though they are not officially adopted by Washington State. You should check with your local building department during development of the facility's design to be sure you are providing appropriate clearances and installations. The Access Board can be reached at (800) 872-2253 (Voice) or (800) 993-2822 (TTY) or through their website: access-board.gov.

Child care services provided by state and local government agencies must also comply with Title II of the ADA. Helpful information is available on the Department of Justice's ADA Home Page: www.usdoj.gov/crt/ada/adahom1.htm. The ADA Information Line is (800) 514-0301 (Voice) and (800) 514-0383 (TDD).

ENVIRONMENTAL PROTECTION AGENCY (EPA)

Young children's immune systems are highly sensitive to hazardous materials in the environment. These materials can cause lasting, serious damage to children's health and are frequently undetectable except with special testing. If you are considering renovating an existing building, there are several hazardous materials that you should be aware of and may need to test for. To ensure a healthy environment for children in your care, seriously

consider complying with hazardous materials abatement guidelines, whether you are required to do so or not.

- **Asbestos** – Check with the EPA Asbestos Ombudsman Hotline at (800) 368-5888 or the website: yosemite.epa.gov/r10owcm.nsf/asbestos/asbestos to determine if the Asbestos Hazard Emergency Response Act (AHERA) covers your building.
- **Lead-Based Paint** – Contact the EPA at (206) 553-1200 from Seattle or (800) 424-4372) outside Seattle or at their website: yosemite.epa.gov/r10/owcm.nsf/lead/lead1pg or contact the National Lead Information Center at (800) 424-5323 for guidance.
- **PCBs** –The Toxic Substances Control Act regulates disposal of PCBs. Call (206) 553-1200 from Seattle or (800) 424-4372) outside Seattle or go to their website: yosemite.epa.gov/r10/owcm.nsf/pcb/pcb.
- **Underground Storage Tanks / Soil Contamination** Research the existence of underground storage tanks and/or the status of contaminated soils remediation for any given site through the Leaking and Underground Storage Tanks

Program at the Washington State Department of Ecology website: www.ecy.wa.gov/programs.html, ('Toxic Cleanup' link) or simply by calling (800) 826-7716 and providing the address of the site under consideration for researching records on file, which cover through 1976. If the property is on tribal territories, you will need to check with the EPA for records under 'Indian Lands' contacts, accessible by link through the EPA Region 10 Site Index – 'Underground Storage Tanks'.

- **Indoor Air Quality** – Many respiratory problems are attributable to poor indoor air quality. Contact the EPA Indoor Air Quality INFO Hotline at (800) 438-4318. For the Indoor Air Quality Tools for Schools Action Kit call (800) 424-4372, ext. 2589.
- **Pest Management** – To reduce or eliminate the presence of pests and pesticides, call the EPA at (206) 553-1200 from Seattle or (800) 424-4372) outside Seattle or try the website: www.epa.gov/pesticides.

HEAD START

If your program includes a Head Start component, you need to verify compliance with the Head Start

regulations of the U.S. Department of Health and Human Services, Administration of Children, Youth and Families. These regulations are contained in:

“Information Memorandum 99-01: Final Rule on Purchase of Head Start Facilities”

and

“Proposed Rule for Construction and Renovation of Head Start Facilities”

Another helpful source of information is the “Head Start Center Design Guide” which explains the implementation of the regulations. All of these resources are available on their website: www.headstartinfo.org. There is also an excellent resource for Head Start programs at the website: www.headstartfacilities.org.

EARLY CHILDHOOD EDUCATION & ASSISTANCE PROGRAM (ECEAP)

If your program includes a Washington State Early Childhood Education and Assistance Program (ECEAP) component, you will need to verify compliance with ECEAP regulations, which are:

ECEAP Program Performance Standards (Revision 1.2),



Appendix V RCW 28A.215 ECEAP Statute
and

Appendix VII WAC 365-170 Administrative Code – ECEAP

These documents, as well as other helpful resources, are available from their website: www.oed.wa.gov/info/csd/waeceap, through the 'Program Performance Standards' link. The best way to contact ECEAP is via e-mail: ECEAP_Admin@cted.wa.gov or HeadStartStateMatch@cted.wa.gov. Their telephone number is (360) 725-283.

PLAYGROUND EQUIPMENT

DCCEL licensors adhere to the safety standards for outdoor play equipment published by the American Society of Testing and Materials (ASTM):

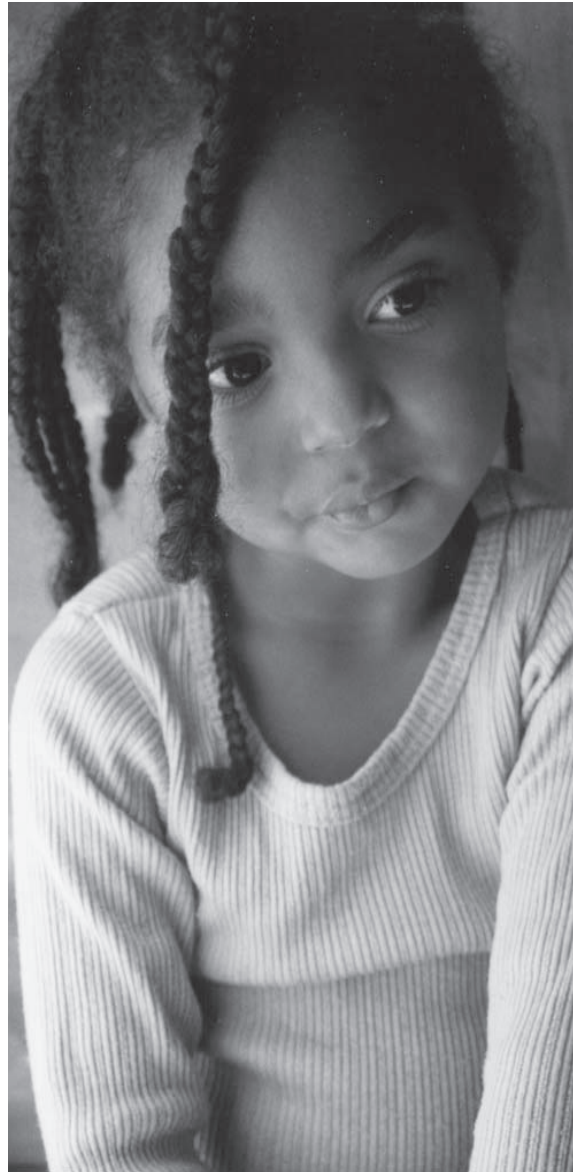
ASTM Publication F-1487 Standard Consumer Safety Performance Specifications for Playground Equipment (website: www.astm.org; telephone: (610) 832-9585)

Another helpful resource in the design of playgrounds is the:

Handbook for Playground Safety, U.S. Consumer Product Safety Commission, Washington D.C., 20207 (no charge; website: www.cpsc.gov; telephone: (800) 638-2772)

Be very attentive to meeting all playground equipment specifications, such as clearances around climbing structures and safety surfacing below. Regardless of whether you install equipment made by a manufacturer or you build your own, the liability associated with providing playground climbing equipment has become a significant factor in the business of caring for children.

Interior Spaces



- 49 **Entry**
- 51 **Adult Spaces**
- 54 **Classrooms**
- 62 **Special Spaces for Children**
- 63 **Support Functions**

**" The secret of education is respecting
the pupil."**

- Ralph Waldo Emerson



Interior Spaces

Almost all of the regulations governing the design and construction of child care centers are **minimum** requirements determined to provide for the basic health, safety and well-being of children. While it is tempting to limit the design of your facility to these minimum standards, strive to provide the very best of what the children, families and staff of your program deserve within your budget and time constraints. Keep your vision at the forefront of your thinking.

Above all else, a quality program creates an environment that is nurturing to children. The program and quality of the spaces must also be supportive of the needs of adults so that their interactions and activities can be nurturing and productive with the children. A nurturing environment includes:

- Plenty of room to avoid crowding and competition for space
- Places for children to be alone, or with a small group of playmates
- Furnishings in good repair, arranged with a sense of beauty and order
- Comfortable places for adults to sit with

children and with each other

- Elements of the natural world-plants, wood, water, sunlight and fresh air
- Artifacts that reflect the culture, home life and family of the children and staff
- Opportunities for young bodies and minds to discover, explore, invent, and engage with their environment

Remembering the long hours that children will spend in this environment, plan all spaces to have a home-like (comfortable, familiar) rather than institutional (sterile, empty) feel. Give as much care and thought to each detail as you would in designing your own home. Each of the typical spaces is described below with considerations that will help make a facility work well for both children and adults. Remember, too, the value of flexibility and the art of compromise in your planning process; this will be particularly true if you are designing a small center. Some spaces can be used for different activities at different times of the day or week. Some spaces might be easily converted in the future for a different age group if your client base changes over time.

ENTRY

The entry is the first contact that families will have

with your facility everyday. While an entry area is not specifically required for licensing it can provide a warm and inviting place to start the day.

The entry should provide a place for at least a few people to sit and wait - to informally meet with a teacher, or to tour the facility with the director. Seating is also helpful when a parent is dropping off an upset child who needs comforting or for providing an opportunity for parents to socialize with each other. If possible, the entry should provide a small place for children to play and occupy themselves, with child-size furniture and play equipment, while a parent is talking to another adult. The design of the entry must also ensure that children cannot easily exit without supervision.

Typically you will want to include only one entry point for families and staff. Depending on your center's location and the population you serve, you may want to consider special security at the entry. This can be as simple as a locked door with a doorbell. The door lock will have to meet exiting requirements and the bell should ring at multiple locations within your facility to ensure that someone will hear it and be able to provide access to the facility.

More complex systems include key-card or key-pad systems - families receive cards or codes which

provide them access to the center without involving a staff person. These systems require periodic updating, as families leave and new families are served or as cards are lost.

All new buildings in Washington State must be barrier-free. If you are remodeling a facility you will be required to include some provisions to improve the accessibility of your facility, most importantly at your point of entry. Consult with your local building code official.

You may want to include a space at the entry for parents to check in with their children, or you may choose to do this within each classroom. This activity will require a counter, perhaps with a computer terminal, at a convenient height for writing when standing, while also being accessible to those in wheel chairs.

Use a bulletin board, at the entry or along a frequently used circulation path, to post messages and notices for parents to take home as well as postings required by licensing. This board can also display notices of upcoming community events, medical and health screenings, menus, activities at the local library or community center, and current activities of your program or other significant events in which the children have been involved.





You will want to provide some space close to the entry to store car seats for those children who may be dropped off by one parent and picked up by another. Somewhere in the center you will need to provide a place to store the personal items of parents and visitors to the center (coats, umbrellas, bags) – the entry is a logical place for this. You may also want to provide space in this area for the storage of strollers, if used by your program.

Hand washing is becoming better recognized and valued as a means of stopping the spread of infections. Some centers have begun requiring all who enter to wash their hands immediately. While this is not yet a part of the regulations in Washington State, it is worth considering the installation of multiple sinks (at heights appropriate to the intended users) in your entry. This can be artfully done and provide a beautiful focal point when entering the center.

ADULT SPACES

A child care center is primarily designed for the children it will serve, but the staff of the center will also need spaces which allow them to better perform their jobs. Calculations that determine licensed capacity do not include the spaces listed in this section, or the entry, above. However, all of the

functions listed below are required for the successful operation of a child care center or school age program. While all of these functions are important, they are not necessarily required to be in separate rooms. Certain compatible functions can happen in the same space at different times. Again, remain flexible and recognize that there are trade-offs and compromises that will affect the budget and operation of your program.

Director's Office

The director's office should be conveniently located near the entry with visual connection to the parking and drop-off areas, the entry door and the waiting area. This provides good visual control over who enters the property and the building and also provides family members easy access to the director. Ideally the director's office will also have a view to the outdoor play area.

The director's office should be large enough to accommodate a desk, computer terminal, file cabinets and enough chairs for a small meeting, either with families or staff. If the staff administers medicine, some of which require refrigeration, a small refrigerator can be located in the director's office for this purpose, rather than including these in a special container in the kitchen. This refrigerator can then

also hold the ice packs required for the daily bumps and falls that occur in a center.

Resource Area

A resource area or room provides a place for family members to access useful information. Ideally it should be located close to the entry and provide enough space for parents to spend time getting to know each other. Teachers should also have a space to access resources. The resources that teachers need may be more extensive than those required for families. A space that meets the needs of teachers might also be shared by families, but will probably include a computer terminal and work space, as well as furniture for small meetings.

Staff Lounge

A lounge for staff should be provided to ensure that staff has a private, out-of-the-way place to relax when on break. The room should be large enough to incorporate a couch and a small table and chairs. It can also be equipped with a small kitchenette – small refrigerator, sink, and microwave - for staff lunches. A telephone should be included in this space, both for private telephone calls a staff member might need to make during work breaks as well as for the ability to contact personnel in an emergency situation.

Adult Toilets

The Uniform Building Code (UBC) (Chapter 29), as amended by Washington State, requires adult toilets for the use of the child care center staff. Generally these are required to be sex specific, i.e. designated as Men or Women. However with very few staff, or staff of only one sex, often the building official can make a discretionary decision to reduce the number of required fixtures. New toilet rooms must be barrier-free as required by the UBC (Chapter 11). The toilet rooms should be located so that they are convenient to all staff from their classrooms and offices. At least one of the adult toilets should be located close to the entry for use by parents and other visitors to the center. All finishes are required to be impervious to moisture and should be planned for easy cleaning and maintenance.

Workroom

A staff workroom is essential. This is a combination space including storage, work space and equipment. It will, at a minimum, have a printer, fax machine, and copier and might also include paper cutters, light tables, and other equipment teachers might use to prepare materials for class. Lots of cabinets and shelving for storage should be provided, as well as a large flat surface for layout and work space.





Kitchen

The design of your kitchen will depend upon your food service plan - whether meals will be prepared on-site, brought in by a catering service and distributed on-site, or provided by families. Regardless, you will probably want to plan a kitchen and pantry space that can be flexible through time, as your food service plan might change. Whatever your type of food service for meals, snacks are generally prepared on site.

A small kitchen can function very efficiently if you have sufficient storage space available. A pantry or storage closet with adjustable shelving is more cost-effective than typical residential-type kitchen cabinetry, and better able to accommodate the large sizes of cooking utensils and food packaging you are likely to acquire. You may want to consider free-standing metal shelving in your kitchen for these same reasons.

Appliances may be residential grade. However, depending on the number of children you are serving, you may want to consider the financial trade-offs of purchasing commercial grade items that will last longer. You may also need to negotiate with your health specialist, who might require more extensive equipment if larger numbers of meals are prepared.

A separate hand washing sink will be required in addition to the sinks used for food preparation and dish washing. If there is no dishwasher, a three compartment sink with a disinfectant third step is required.

Commercial dishwashers cost substantially more than residential models, but complete a wash cycle in a fraction of the time it takes residential models and last longer. Dishwashers are required to either provide a sanitizing cycle at certain minimum temperatures or use an approved chemical sanitizer. Check with your health specialist for the exact temperature. A separate hot water tank, booster heater or mixing valve might be needed to provide the required temperature.

More than one refrigerator may be necessary to accommodate the quantity of fresh milk you are required to provide each day. Consider using space saving, long lasting commercial models. You will also need to carefully evaluate your needs for freezer space.

Generally, good quality residential ranges are adequate. You may need to negotiate with local authorities regarding the type of exhaust hood they will require.

If your kitchen is large enough it can also serve as an activity area for the children, if they are directly supervised and protected from sharp knives and hot stovetops. Even if the licensing team approves the use of the kitchen as an activity area for the children, its area is not included in the square footage calculations for enrollment capacity. The door to the kitchen must be lockable and children should be with appropriate staff while in the kitchen.

The location of the kitchen within your center is important because of the volumes of groceries and supplies that are brought in, as well as the amount of garbage generated which must be removed. Ideally the kitchen will be close to a door to the outside for easy delivery of supplies and removal of trash. Be sure that the kitchen is close to the spaces in which the children eat. Consider locating the kitchen in such a way as to allow the wonderful cooking smells to be appreciated by all who enter the facility - either close to the entry or an open activity area where children congregate.

CLASSROOMS

Where To Locate Classrooms

Classrooms for the different age groups need to be located based on a number of considerations: proximity

to the main entry to the center, mobility of the children, shared facilities between classrooms, and any direct connections desired between classrooms and other spaces, including the outdoors.

Infants, who are the least mobile and arrive with the greatest amount of paraphernalia, are ideally located in a classroom closest to the entry for the convenience of the parent. However, this location may also be the noisiest so you might choose to locate them away from the entry in quieter surroundings.

The mobility of the younger children may also influence the classroom locations. For example, because toddlers are not highly mobile, it may make sense to locate their classroom with direct access to the outdoor play area which they will be using many times during the day. Infants and toddlers through 18 months of age should have classrooms located at adjacent exterior grade, or have ramps to grade, to allow safe evacuation during an emergency. It is important that the special needs of each age group, and even the needs of the younger versus the older children within each age group, are carefully considered and recognized as distinct from each other.





Children's toilet rooms are often located between similarly aged children's classrooms to economize on the expense of routing plumbing lines and installing toilets and sinks. These, or other potentially shared spaces like storage closets, will determine the adjacency of classrooms.

Some centers emphasize direct transitions for children as they get older and move into the next classroom. This can be handled nicely by providing a door with full height safety glass between the two classrooms, allowing children to first look into the classroom that they will be moving into, and then to pass through the door, spending a little more time each day in the adjacent classroom.

All classrooms for children up to the age of five should have direct access to outdoor fenced play areas. Indirect access (short distances through unfenced areas) may be acceptable to your licensor for the older children of this group. Once outside, easy access for the children to a bathroom from the play area is very helpful for the teachers who are watching over many children at the same time.

Activity Areas

All classrooms need to accommodate a wide variety of activities, some of which will be active and/or

noisy, some passive and/or quiet, some neat and some messy. Take the time, early in the development of the floor plan, to thoughtfully lay out the activity areas in each classroom to ensure that you will have classrooms configured effectively and with sufficient flexibility. You may also want to plan for future flexibility in your classrooms, should the quantities of the various ages of children served change.

Use moveable furniture to create several interest areas so that a variety of activities can occur simultaneously without interfering with each other. Ambulatory infants must be kept separate from non-ambulatory infants. Older children will appreciate furniture and materials that allow them to modify and create their own spaces - such as work areas, forts and clubhouses. Layout of activity areas should allow circulation to pass by, rather than through them. It's a good idea to locate the messy activities (eating, arts and crafts) near a sink on an impervious and washable floor. If possible, provide a place for long term projects to remain in place so that children, especially the older children, can return to and continue their project's development over time.

Consider the amount of room you will need based on the number of children you hope to care for, and strive to provide enough space to avoid crowding

and activities interfering with each other. Licensing dictates age-specific **minimum** square footage requirements per child within the children's activity areas, both interior and exterior. If at all possible, plan for more space. Licensing requirements also define age-specific maximum group sizes and limit classrooms to a maximum of two groups.

There are many texts and resources available that address how to create good activity areas. See the Appendix for a listing. The different general types of activity areas are described below. Remember that it is important to include age appropriate tools and equipment for the ages you are serving to provide for each child's mental, physical, and social development. All activity areas should be clearly defined, should have appropriate surfaces for the specific activities, and should have child-accessible storage for the materials related to those specific activities.

Active Play Areas

These types of activity areas serve dramatic play activities such as housekeeping and dress-up, large block building, and music and movement activities. These activities are generally located next to the more heavily trafficked areas of the classroom, reserving

the more protected areas for quiet activities. The exception is block building areas that should be somewhat protected to ensure that children's creations will not be easily or accidentally demolished. Carpeting is appropriate for most active play areas.

Quiet/Passive Areas

Activities in these areas include things like reading, listening to stories or soft music, writing, small block building, and manipulatives. Locate these activity areas in the most protected corners of the classroom, away from the heavy circulation paths. Carpet or areas rugs are a necessity in quiet or passive activity areas.

Messy Areas

Messy activities include painting, water play, clay work, science and nature learning, cooking and eating. Good lighting, including natural light, moisture resistant flooring and durable and easily cleanable furniture are essential at these areas. It's best to locate these activities close to sinks for easy clean up.





Napping may take place anywhere within the general activity areas of the classroom with children on individual cots, mats or cribs. If the sleeping area is separated in some way, methods must be devised so that the children continue to be in constant auditory and visual range of the staff. Plexiglass or safety glass can be used in partitions. It is important to be able to dim the lights or use shades on windows to provide low levels of light appropriate for napping.

Furniture should be appropriately sized for the children in each age group and should include some comfortable furniture like soft chairs, cushions or a small sofa and area rugs. Artwork hung on the walls can also help to create a comfortable, “homey” feel. Furniture, games and equipment should be free of splinters, rough and/or sharp edges, and rust.

Ideally your facility will be specifically dedicated to the child care or school-age care program; if you must share the facility with other uses on a regular basis, see the suggestions under “Special Considerations”.

Spatial Variety

Spatially rich environments provide a variety of experiences for children that foster their cognitive,

emotional and social development. Carefully designing the size, configuration, color, natural and artificial lighting and furnishings of each space will provide opportunities for discovery and learning in a stimulating and comfortable environment. Separate areas within the center can be designed to create special places for different activities such as quiet, dimly lit places for napping, cozy spaces for reading time, open areas for active play and light filled rooms for art activities. These spaces can be created as part of the building design or can be created with moveable or permanent built-in furnishings, play equipment or other elements.

Consider providing some special places of smaller scale just for children that are visible to the teachers but that only children can access easily – for example, a tiny alcove with a table and two toddler chairs. These kinds of spaces provide fun and unique places for children to be, and provide a private place for a child to experience emotions, or get away from the bustling activity of the classroom if needed.

Lofts are a good way to create a variety of interesting places for children and to create additional activity areas. The area on top of the loft provides a great place for children to take a break from the classroom’s bustle of activity, to read quietly and look at the classroom from a different perspective.

The space under the loft can become a cozy spot for reading, a small-scale home for dramatic play, or even storage for sleeping cots. The area on top of the loft is not, however, included in the square footage calculation for determining licensing capacity.

The upper level of the loft will require a railing to protect children from falling, but must also allow for supervision. Frequently plexiglass is used to act as a transparent guardrail. Lofts are typically considered furniture or play equipment by building departments, and thus not subject to the building code requirements for stairs and handrails. However, they are subject to the ASTM regulations for playground equipment and will be inspected by DCCEL licensors and health specialists for compliance. Many children's furniture catalogs offer lofts, or a group of skilled parents can volunteer to build a loft.

Another device frequently used to create spatial variety is a raised platform. Platforms create a separate and special area, provide an opportunity to enhance climbing and jumping skills, create a way to view the room from a different vantage point, allow children to look out higher windows and provide the potential for storage underneath. Platforms are often also treated as furniture by building departments.

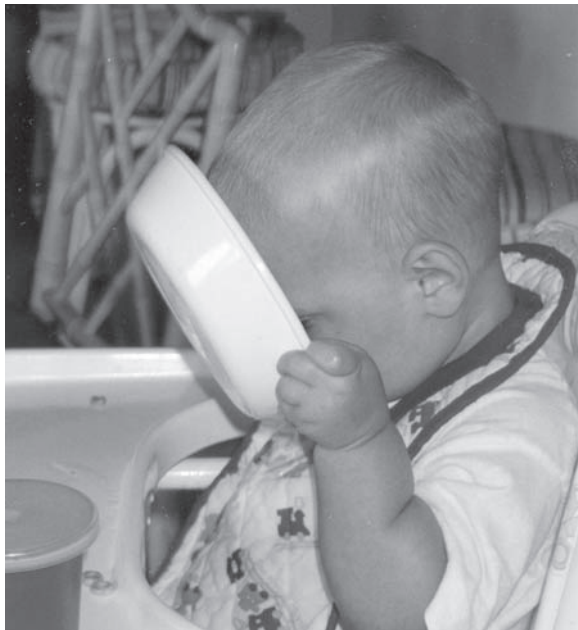
Changing the ceiling height, or shape, is yet another way to create spatial variety, and is sometimes easier than changes in the floor level. Variation in the ceiling plane can be part of the center's building structure, or it can be applied to an existing ceiling surface, like a blanket hung to create a soft, cozy space.

Natural and artificial lighting can be manipulated to create spatial variety. Skylights, or other concentrations of natural light, can be useful in creating open, expansive areas within a classroom. Incandescent floor lamps, table lamps or wall-mounted fixtures can provide a warm, cozy mood in special locations. Dimmer switches help to control the quantity of light produced for special effects. Light tables and overhead projectors that project colors and images on adjacent walls can also add another interesting dimension to the quality of light in a space. The Washington State Energy Code provides maximum lighting wattage allowances for ambient lighting in child care centers and school age programs that generally dictate the use of fluorescent lighting. However, specific task lighting is not regulated in this way.

Natural Light and Fresh Air

All spaces where children spend time within the center should have abundant natural light. At least





some of the windows and/or skylights should be operable to provide fresh air and ventilation. Windows should be located so that children are not able to open or climb out of them. At least some windows should be located to provide children views of the world outside of the classroom. It's also a nice idea to locate some of the windows at a height and size that clearly says "children only."

Classroom doors to outdoor play areas and hallways should have safety glass in them, both to increase the amount of natural light that comes into the classroom and also to provide visibility from one space into another.

Relites (interior windows) from hallways into classrooms and between classrooms allow children to see different activities in other classrooms, as well as their friends and siblings, and allow parents and visitors to watch without disrupting classroom activities. The increase in visual connections fosters a greater sense of community throughout the center and allows natural light from the exterior windows of the classroom to pass through to spaces that may not have exterior windows.

Food Preparation Facilities

Care givers of infants and young toddlers need a place to prepare bottles and snacks without having

to leave the classroom. A food preparation area consists of a sink, a small refrigerator and a counter and should be sufficiently far away from the diaper changing area to prevent contamination from airborne particulates, approximately eight feet. If space doesn't allow for the required distance, a transparent vertical barrier may be used to achieve this separation while maintaining visual connections. Consult with your DCCEL licenser and health specialist for specific requirements. Microwaves are not allowed for heating infant bottles or foods; crock pots are recommended for this purpose. Some storage will be needed for food items brought from home and kitchen utensils.

A dishwasher in this area is very helpful as it can sanitize both the bottles and utensils used in feeding the children, as well as their toys.

Food preparation facilities are not necessary in classrooms for older toddlers, preschoolers and school age children, although a small kitchenette is a wonderful program addition for these age groups for cooking projects that can tie in with other curriculum.

Diapering / Toileting Facilities

Depending on the children's ages in each classroom, you will need to provide a diaper

changing area and/or toilets. Be sure to refer to the *Minimum Licensing Requirements* and consult with the DCCEL licensor and health specialist for specific requirements and guidelines.

Diaper changing facilities must meet many requirements. In order to maintain continuous visual and auditory supervision of the children not being changed, it is helpful to locate the surface on which the child is laid, whether it is a counter or table, perpendicular to an adjacent wall (a peninsula) or as an island. This allows teachers to face into the classroom while changing diapers. Changing surfaces located facing a wall are discouraged. Diaper changing pads must have a fall prevention barrier around the perimeter, extending four inches higher than the top of the pad. A hand washing sink is required, preferably adjacent to the diaper changing surface within an arm's reach. Be sure to provide adequate storage for clean diapers, cleaning supplies, wipes, lotions and disposal.

Toilet facilities for children must have moisture-impervious surfacing on the floor and walls for ease of cleaning and sanitizing. A floor drain is recommended. Some plumbing fixture manufacturers offer child-sized toilets which have seats approximately eleven inches above the floor – these are recommended for toddlers. For the older children, typical residential toilets with seats

approximately fourteen inches above the floor are preferred.

Toilets for children ages 29 months or younger must be located so that the children are in continuous auditory and visual range of adults. Licensing regulations require you to provide visual privacy for those preschoolers showing a need for privacy from other children. Some child care center operators recommend that children be provided with privacy regardless, especially after age three. For school age children, separate toilet rooms for boys and girls are required by licensing.

Toilet rooms can be located and shared between classrooms. The required ratio of toilets per number of children cannot be reduced in this way, but the arrangement can reduce the expense of constructing toilet facilities dedicated to each classroom. Sharing facilities in this manner creates a passage between the two classrooms, enabling quick contact and back-up assistance for the teachers in these classrooms, but also requires more supervision of children who may want to wander.

After toileting all children must wash their hands. The hand washing sink adjacent to the diaper changing surface serves children in diapers, with the assistance of teachers. For toilet rooms, sinks





at child-height must be provided in quantities specified by *Minimum Licensing Requirements*. Hand washing sinks may be located in the same room as the toilets, or outside, but immediately adjacent to the toilet room. Sinks used for hand washing after toileting can serve double-duty as arts and crafts sinks if the sink and counter are washed, rinsed, sprayed with bleach water and let air dry before using (arts and crafts sinks are not required, but are recommended in all classrooms except those for infants.) Faucets should be located within reach of the children. Avoid the use of spouts that swivel, or you will have counters flooded with water.

Licensing requirements also limit maximum water temperatures at all fixtures accessible to children.

Teacher Work Space

Teachers need approximately 3 – 5 lineal feet of work surface, preferably at counter height (36 inches above the floor), which is generally out of young children's reach. This can be where the classroom telephone is located and adjacent to where files and paperwork are stored. Teachers can use this space to access and update records on each child, take notes during telephone conversations, and prepare curriculum materials.

Storage

It is often said that you can never have too much storage space in child care centers. Storage devices such as built-in cabinets, shelving, and closets are absolutely necessary, but will increase initial build-out costs. Careful management of materials and supplies, by recycling or giving away un-used items, will help immensely to keep storage needs limited. You can provide some storage for children's materials with moveable furniture, such as low shelves or cupboards, which can double as separations between activity areas. When storage devices are not used as moveable space dividers, they should be securely attached to an adjacent wall or the floor.

You should provide shelves, baskets and cupboards accessible to the children for items they will use frequently, a closet or large shelves for bulk items that are used less frequently, and someplace for both children and staff to store personal belongings. Remember to plan for suitable storage, preferably within the classroom, for cots or mats used for napping.

Storage for children includes:

- shelving, cabinets, baskets and bins for storing games and materials that the children can access – the heights of these

should vary with the age of the children served

- cubbies, baskets or bins for the children to have their own place to store their personal items. Consider the needs of the different age groups you are serving – infants will need enough space to include a change of clothing, extra diapers and special foods; toddlers and preschoolers may bring art work, or toys and blankets from home; school age children will have book bags and/or gym bags.
- cubbies, hooks or small lockers for each child’s outdoor clothes, including coats, sweaters and rain boots/rubbers/galoshes.

Storage for teachers includes:

- cabinets for personal items, such as coats and purses.
- high shelving or cabinets for materials and tools that should not be accessible to children

Acoustical Treatment

Acoustical treatment should be seriously considered in all children’s activity areas, as too much noise in a classroom degrades the learning experience and is stressful for all. Even with

reasonable numbers of children in separate classrooms, noise can still be a big issue. Carpeting on the floors can help to absorb sound, as can area rugs, sound absorbent materials (like quilts or other fabrics) hung on walls, fire retardant banners draped from the ceiling, and acoustical ceiling tile.

SPECIAL SPACES FOR CHILDREN

Active Indoor Space

In regions where weather can be inclement for long periods of time, it is very helpful to have an indoor space for active play and movement. Provide approximately 75 square feet per child using the active indoor space at any one time. This space can also be used as a gathering space for the entire center for special presentations or events, or as a space in which to conduct parent education classes. Try to locate a storage area adjacent to this space so that a variety of items used for children’s activities and for adult events can be conveniently stored when not in use.

Special Project Area

A separate, protected area for special childrens’



Reggio Children

projects in-the-works is a wonderful addition to any child care center or school age program. This space doesn't have to be large since it will primarily accommodate small groups of children at any given time. It should have large, flat, low work surfaces around which several children can gather and should be full of a wide variety of materials, in bins and on shelves, which might get incorporated into the project. By closing this space off so that projects can be left for an indefinite period of time, projects can develop over time because they don't need to be put away every day. Children can revisit the ongoing project daily and incorporate concepts from other classroom projects, making this a particularly special place.

Kitchen

Access to the center's kitchen for cooking projects, particularly for the older children, is an important way to help make centers less institutional. However, when children of any age are present in the kitchen they must be supervised directly and protected from items that may harm them, like sharp knives or hot stove tops.

If the kitchen itself is not large enough to accommodate a group of children safely, a low, open counter along one side of the kitchen could be a

solution. This allows children to participate in kitchen activities but remain safely outside. The height of this counter should be appropriate to the age of the children involved.

Circulation

A certain percentage of your square footage will inevitably be consumed by hallways. Use them well. Provide relites (interior windows) into classrooms to share natural light as well as enliven the hall with scenes of the children within. Children's art work and photos of their activities can be displayed along the walls as in a gallery. Small spaces along the hall can be carved out for special functions – a computer terminal, a telephone area for parents, a window seat, or an area for plants or an aquarium. If the hall is wide enough it can be used as an active area during inclement weather.

SUPPORT FUNCTIONS

Drinking Fountains

The Uniform Building Code (Chapter 29), as amended by Washington State, requires drinking fountains in child care centers, depending upon the number of occupants. Drinking fountains are required



to be barrier-free (UBC Chapter 11 and ADAG's for children). Locate drinking fountain(s) so that they are convenient to staff and visitors, but do not present an inappropriate distraction for the children.

DCCEL requires that child care operators "shall provide the child disposable single-use cups, individual drinking cups or glasses, or inclined jet-type drinking fountains." The *Minimum Licensing Requirements for Child Day Care Centers* also defines types of drinking fountains that are not allowed.

Laundry

Licensed centers are required to maintain access to laundry facilities, capable of adequately sanitizing contaminated laundry, either on premises or off-site. Most centers prefer washers and dryers on site. A single pair is usually sufficient, depending upon their capacity. The appliances may be located side-by-side with a folding counter on top and shelves above, or if space is tight, use stacked units. Consider also using energy efficient appliances. The laundry should have washable, moisture impervious flooring, good lighting and if possible, a floor drain.

The laundry can be combined in a space that houses other similar functions, e.g. hot water heater, mop

sink, furnace, electrical panels, or telephone service boards. It must, however, be ventilated, be separate from the kitchen and have a lockable door so that it can stay inaccessible to children.

Janitor Equipment

Licensed centers are required to have mop sinks, and to provide mechanical ventilation to the mop storage area. This does not have to be a separate room and can easily be located with the laundry or mechanical equipment.

Communications Systems

Telephone

There should be telephones in all rooms in the center that are occupied by children, for use in an emergency. While outside or on a field trip, cell phones are also helpful in an emergency. Telephones should also be located in places convenient for staff use. Consider additional telephone outlets at locations where computers might be located.

Computers

Computers should be located in the director's office and staff workroom and/or resource center. These



Reggio Children



will require dedicated circuits or special wiring. In addition to those in adult work areas, you may want to consider installing dedicated circuits or special wiring for computers in the classrooms.

Electrical Systems

Fire Alarm System

Fire alarm systems are required in all child care centers and school age programs. Verify the specific requirements, based upon number of occupants and location within the building, with the State Fire Marshal.

Artificial Lighting

All light bulbs and tubes in child-accessible areas, food preparation areas, and linen storage areas must be shielded in the event of breakage. This can be accomplished by installing coated safety bulbs or clear sleeves on fluorescent tubes if the fixture itself does not provide sufficient shielding.

The Washington State Energy Code (WSEC) prescribes maximum wattages per square foot for lighting power consumption in all child care centers and school age facilities. The WSEC also requires that all educational facilities have independent

switching that allows lights close to windows to be switched off when there is adequate natural light.

Classrooms also have to provide low light levels when children are napping. This can be accomplished with dimmer switches, low wattage task lighting and adjustable blinds on the windows.

Power Distribution

All child accessible electrical outlets, including those in the kitchen if used as an activity area, are required to be equipped with non-removable safety devices or covers. Check with your DSHS / DCCEL licenser and health specialist as well as the local building department official for an interpretation of which outlets are considered accessible. Also check with DCCEL for a list of which tamper-proof or safety outlets are approved for use in child care centers.

There are generally no special requirements for electrical outlets in school age only facilities.

Be sure to coordinate the requirements for tamper-proof outlets with outlets required to be GFI type (ground fault interrupter). GFI type outlets are required when an outlet is within a certain distance of a water source. Acceptable tamper-proof GFI outlets are not manufactured. If all electrical outlets

within a children’s activity area are considered accessible to children (even those mounted at 42” above finished floor above a counter) then GFI circuits may need to be used.

Provide enough power outlets to allow for flexible use of spaces without the need for long cords. Extension cords and multi-plug adapters are not allowed in child care centers and school age programs. Consider locating outlets in the floor to allow for such things as the use of a cassette deck or cd player, overhead projector or computer in the middle of a room.

Electrical panels can be quite large and space needs to be planned for them – seriously consider an electrical closet or room. Specific relationships between panels and electrical meters are dictated by the Uniform Electrical Code, as are clearances for access. The panels should be accessible to all staff in case of emergencies, and inaccessible to children at all times.

Mechanical Systems

Fire Suppression

Sprinkler systems are required in a number of different circumstances, for example when children

in centers are located above the first story. Verify the requirements with both the State Fire Marshal and the local building department.

Heating, Cooling and Ventilation

All child care centers and school age programs require space heating equipment. Depending upon weather conditions in the area, cooling equipment may also be desirable. Space needs to be allocated for this equipment – on a roof top, in an attic, in a furnace room, in a crawl space or in a basement. The location should provide easy access for maintenance and repair, but the equipment should be inaccessible to the children at all times. Radiators, baseboard units, vents and other heat delivery devices should be sufficiently protected or located so that children are not exposed to surfaces that are hot to the touch, or hot air blowing into their faces. Portable space heaters are not allowed.

While fresh air through open windows is desirable, there may be some situations in which mechanical ventilation provides fresh air for the entire center. Air handling equipment provides the opportunity to improve the quality of the indoor air through filtration, but can also easily spread germs between classrooms. Mechanical ventilation is required for laundry rooms, mop storage areas, and diapering

and toilet spaces. Ventilation requirements are governed by the Uniform Mechanical Code.

Water Heaters

Because of the different water temperature levels required in a child care center, you may want to consider installing multiple hot water heaters: one set to the recommended temperature for fixtures accessible to children, and another providing the higher sanitizing temperature required for laundry and dishwashing. Other options include using mixing valves at appropriate locations, installing booster heaters, purchasing appliances with internal heaters or using lower temperature chemical sanitizing systems for laundry and dish washing.

Storage

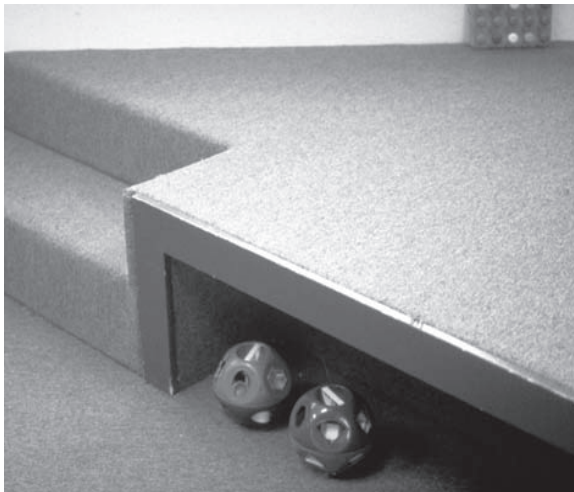
Planning adequate storage for your facility is a challenge. Storage is absolutely necessary, but the desire is always to devote more space to the children. Be realistic in your planning – if you don't provide appropriate places for storage, it will end up in inappropriate ones.

Each classroom should have some storage areas for items that are used daily (art supplies, toilet paper) and renewed when needed, and for toys,

games, and equipment that are used regularly but rotated from week to week. Larger quantities of these things and toys out of rotation should be stored elsewhere in the center, accessible to all teachers. Classrooms with children who nap also need a place to store napping equipment when not in use.

All cabinet hardware shall ensure that pinching hazards are eliminated. Scissor hinges are prohibited. Finger guards may be installed at door hinges.

Common storage must be planned for paper products (paper towels, toilet paper, art supplies, office supplies), clean diapers if a diaper service is used, food stuffs (a pantry adjacent to the kitchen is ideal), cleaning products (inaccessible to the children), seasonal items (holiday decorations, wading pools), large motor equipment that might be shared by several classrooms and adult sized tables and chairs if functions for parents are planned.



Exterior Spaces



71 Approach to the Center

72 Children's Outdoor Activity Areas

75 Garbage/Recycling/Diaper Service
Collection

"The job of a teacher is to excite in the young a boundless sense of curiosity about life, so that the growing child shall come to apprehend it with an excitement tempered by awe and wonder."

- John Garrett



Exterior Spaces

When designing a child care facility, it's easy to focus all the attention on interior spaces and leave the outdoor spaces as an after-thought. However, the external appearance of your building and exterior spaces reflects the quality of your program. Outdoor spaces play an important role in marketing who you are, what you value and what you have to offer.

Outdoor spaces will vary in design depending on the ages of children in the program as well as the number of children that are served. As with the indoor spaces, licensing and building code requirements must be met. These requirements are primarily focused on safety and risk management and should be used as minimum standards that are augmented with thoughtful design ideas to provide an engaging and nurturing environment.

Consider consulting with a landscape designer to enhance the design of your facility. Give as much attention to providing plant materials as you do to sports and outdoor play equipment. Ensure that there are no toxic plant materials accessible to children on your site.

Remember to consider an outdoor source of water, storage and issues of ongoing cleaning and maintenance.

APPROACH TO THE CENTER

The exterior spaces at the entry are as important as the interior entry spaces. As children and their families approach the center and pass through the doors, they receive strong messages about the quality of the program and how much the people there care about children. The area around the entry should be clean and well-kept, with landscaped beds or pots of plants and flowers. A safe and obvious entry that allows those approaching to see inside and has an easy-to-read sign is essential.

As children and their families approach and leave the center, they should be able to do so safely, without negotiating heavy traffic or other hazards, like uneven or slick surfaces. Accessible sidewalks should be provided from the street, from parking spaces and from loading zones, to the entry of the facility. It is important that vehicular traffic is well separated from children's play areas.

Check with your local land use department for parking requirements which may include a certain number of dedicated load / unload spaces and staff parking spaces. The quantity will likely depend on the capacity of your center, either the number of children enrolled or the number of staff on site at one time. Land use codes may also dictate the allowable locations of the parking and loading areas

and you may need to provide sufficient space for vans or school buses to safely load and unload school age children.

CHILDREN'S OUTDOOR ACTIVITY AREAS

Outdoor space isn't just a place for "recess" or blowing off steam. It is central to the education and development of the children in your program. Children need more than a fence, blacktop and climbing structure on the playground. Different age groups will require areas geared specifically toward their age appropriate development and safety. Many of the components for a nurturing interior environment also apply to your exterior spaces:

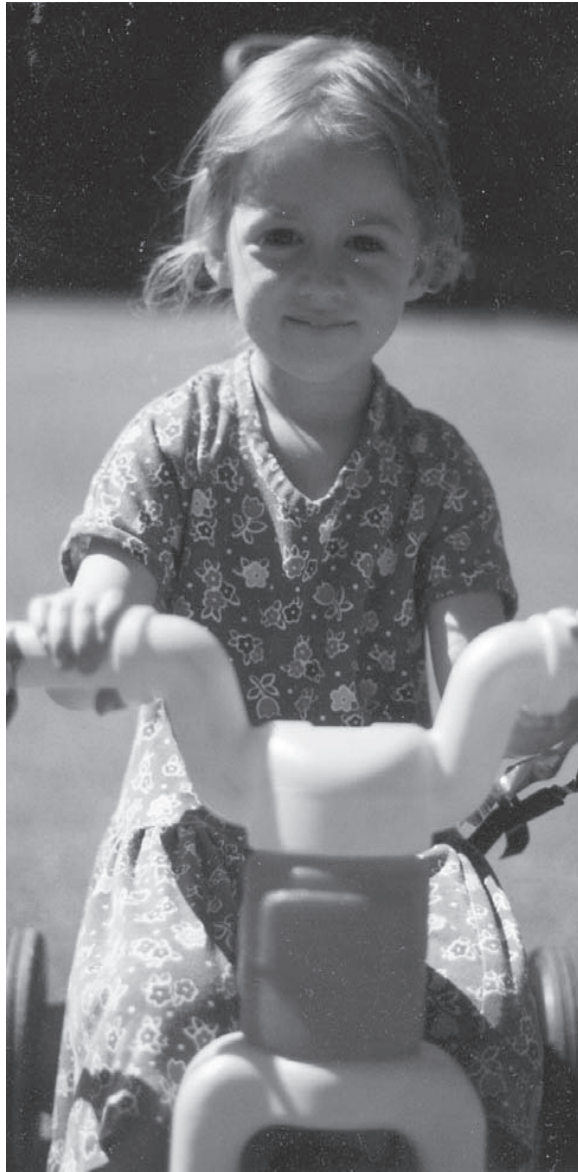
- Plenty of room so that crowding and competition for space are avoided
- Numerous places for children to be alone, or with a small group of playmates
- Equipment in good repair, arranged with a sense of design and order
- Comfortable places for adults to sit with children and with each other
- Elements of the natural world—trees, grasses, flowers and herbs; water, sand, wood, sun, and shade
- A source of water for playing and watering plants

- Moveable materials that offer opportunities for young bodies and minds to discover, explore, invent and engage with their environment
- A range of equipment for children to test and develop their physical abilities
- Opportunities for safe risk taking

Outdoor activity areas, designed to promote physical development, coordination and an appreciation of the natural world, are required by licensing. DSHS / DCCEL requires a minimum amount of square footage for each child on the playground at any given time. Make sure there's enough room to provide for many different play areas with a variety of experiential qualities. Think of outdoor play areas like indoor activity areas, with many discrete areas clearly separated and defined from each other, offering a range of options to engage a child and promote physical development. Provide natural features like trees, rocks and natural slopes. Provide private spaces, and spaces for group play. Some equipment ideas for children's outdoor play activities include a sand box, planting beds, slides, swings, rolling toys, teeter totters and water tables.

You should also think about providing shaded areas protected from the sun and covered areas that allow for some outdoor activities when raining. Some





opportunities for both shade and rain protection include wide roof overhangs, detached pavilions, play sheds and porches.

At child care centers for young children, consider some kind of device, like a hedge, play panel or low fence, to keep the pre-school children and older toddlers separated from the infants and younger toddlers. While the children enjoy seeing each other, such a device will prevent the older children from overwhelming the younger children and inadvertently causing harm.

Areas with hard surfacing, like concrete or asphalt, are needed for rolling toys, tricycle tracks and bouncing ball games. Softer surfaces like grass, moss and dirt should also be provided for a variety of tactile experiences and play opportunities. The outdoor play areas should either drain water well already or be modified with a below grade storm water drainage system to ensure that the area is dry and ready for use, even after it rains.

Climbing is an essential outdoor activity through which children test and develop their physical abilities. Provide age appropriate climbing structures and other equipment that challenges an age group without presenting too much risk.

You must provide an acceptable resilient surfacing material below and around climbing structures to help protect children from injury when they fall. Some acceptable materials include rubber mats, engineered wood fiber (a special kind of wood chips), gravel, and shredded tires. There are advantages and disadvantages of each of these surfacing materials. Generally, the higher the cost of the material, the less maintenance required and the less mess involved.

There are extensive and detailed regulatory requirements that apply to climbing structures. When installing the resilient surfacing at climbing structures, you must be sure to provide the required minimum fall zones around each piece of equipment. See ASTM Publication F-1487 *Standard Consumer Safety Performance Specification for Playground Equipment* and the U.S. Consumer Product Safety Commission's *Handbook for Public Playground Safety* for guidelines and requirements of climbing structures and fall zones.

Many companies provide pre-manufactured climbing structures, or pre-manufactured components. Climbing equipment manufacturers can be very helpful in understanding and meeting these requirements.

Access

Ideally the outdoor play areas will be located directly adjacent to the classrooms, but a short walk to a fenced play area may be allowed, particularly for older children. If absolutely necessary, a nearby park or playground may be approved for use for outdoor activities. Obtain approval from DSHS / DCCEL prior to your commitment to any particular site / facility if you plan to use an outdoor activity area that is not directly adjacent to the classrooms. DSHS / DCCEL staff will want to confirm that the path to the park is safe and that you will commit sufficient supervision when children are passing through un-fenced areas. DSHS / DCCEL licensors and health specialists will also want to ensure that the park has safe, age appropriate equipment and that it is fenced or suitably enclosed.

Easy access to children's toileting facilities from the outdoor play areas can help to ensure that required staffing and oversight are maintained. A small, high, operable window in either the exterior wall or exterior door can provide visibility and audio connection for teachers while still maintaining privacy for children.

Also, be aware that outdoor play areas must comply with the Americans with Disabilities Act (ADA). You

will need to provide barrier-free access to a number of regular activities over firm, smooth, non-slip ground surfaces and some of the equipment will need to provide barrier-free, appropriate play opportunities. A playground equipment specialist, such as a play equipment manufacturer, can provide detailed advice.

Enclosure

The outdoor play area must be either securely fenced, or safely enclosed by some other means approved in writing by the DSHS / DCCEL licensor and the health specialist. Fence height requirements vary depending upon site conditions. Fences need to be taller when perceived hazards are nearby, for example, heavy or fast-moving traffic or bodies of water. Fences should be as difficult as possible to climb.

When designing the outdoor play areas, you may need to plan for new fences, covered play areas, retaining walls or other constructs that will create appropriate ground levels, slopes, protection and enclosures for the outdoor activities provided. Check the local zoning codes or with a land use official to make sure that your construction plans comply with local zoning regulations, such as setbacks, height limits, and maximum lot coverage allowed. Check





with your local building department to see if covered play roofs, retaining walls and other similar structures will require structural engineering.

Exit Requirements

The building code almost always requires two exits from each child care center classroom. These exits are allowed to pass through the fenced outdoor play area. Such evacuation pathways must meet clearances and other criteria described in the building code for exiting all the way to a public street or alley. Plan accordingly for the movement of children and evacuation cribs (cribs on wheels are required for the safe evacuation of infants) through all outdoor areas. Ramps may be required. Additionally, two exits will be required from the fenced outdoor play areas. These exits are generally not allowed to go back through the building, but rather must take occupants to a public street or alley. All required exit doors and gates must be unlocked during hours of operation. Verify the policies regarding locked exits during closed hours with your building code official and with a State Fire Marshal.

You will also need to pay attention to the types of latches used on gates located on exit paths. Latches must meet the conditions of the ADA and building code requirements for ease of operation in

the case of an emergency. While it seems desirable to install latches high enough so that children cannot reach them, the mounting height must be within the specified ADA reach ranges. An ADA acceptable latching device does not involve pinching, twisting or grasping to operate. Consult with your fence installer and the local building code inspector to ensure compliance with applicable codes.

Storage

It is strongly advised that you provide some kind of storage for outdoor toys, including wagons, tricycles, balls, sand toys, etc. Approximately 200 square feet of storage is recommended for centers serving young children, and more for centers serving school-age children. Sheds, or closets attached to the building with shelving inside are ideal, but chests can also work and can double as benches. Storage for clean up and maintenance tools is helpful as well.

GARBAGE/RECYCLING/DIAPER SERVICE COLLECTION

Child care centers support a lot of activity and creative exuberance which, unfortunately, also creates a lot of refuse. You will need to predict the volume of each type of refuse (e.g. garbage,

recyclables, yard waste, diaper service) you will generate, the schedules for collection, and the size and location of the area needed to store the various refuse containers.

Consult with child care operators of other programs similar to yours to get a useful basis of comparison. Call your local solid waste department to determine available collection services. These companies can advise you on size and type of containers for storing refuse on site and the frequency of collection. Many jurisdictions now provide recycling services for glass, paper and many plastics, for which you will need separate collection containers. Should you use a diaper cleaning service, you'll also need separate containers for dirty diapers awaiting collection.

Your refuse containers should be located both convenient to the center and acceptable to the collection services you will be using. The collection vehicles need certain minimum clearances to access the containers and frequently have maximum distances they will travel onto your site.

To protect the children and others from potentially infectious material and to screen the garbage from view, some type of enclosure around the containers should be provided. Some zoning codes now require dumpster and garbage facilities to be screened or otherwise enclosed.



Special Considerations



79 Shared Facilities

79 Serving Children with Special Needs

81 Nighttime Care / Extended Care Hours

**"Kindness in words creates confidence.
Kindness in thinking creates profoundness.
Kindness in giving creates love."**

- Lao-tzu



Special Considerations

SHARED FACILITIES

Sometimes the most feasible location for a child care program is in a space which is also used by other groups. While this isn't an ideal situation it may be the most appropriate. If your child care or school age program must share its facility with other groups or programs, you will likely need to set up and take down your materials on a regular basis. Here are some helpful tips for this challenging situation.

Since you will need to set up and break down your materials frequently, the system created for storing and moving these materials becomes important. Rolling carts can be used to move large boxes, baskets and plastic tubs filled with supplies and games. You can set out only what's needed for an activity while leaving the remainder in the basket / tub as both daily and long term storage. This system reduces the number of trips needed from a storage area and provides for quick, easy set up and efficiency of movement. Ideally, secure storage will be available for the rolling carts.

Sharing a facility with other users should not dissuade you from having soft furniture on hand to

place around the room / area. You can quickly set out small items like soft chairs, cushions, and area rugs, as well as hang pictures on the walls, to create a comfortable, relaxed environment for the children.

A diagram of the space and activity areas is a good tool for enlisting the help of assistants, teachers' aides, volunteers and children in setting up the areas without requiring too much oversight. This enables an efficient set-up process and encourages a spirit of teamwork and mutual support.

SERVING CHILDREN WITH SPECIAL NEEDS

Whenever possible, you should consider the advantages of serving families with special needs children. Beyond just serving a special population, integrating children with special needs into your program has the potential to enrich the lives of everyone involved. The term "special needs" covers a wide variety of conditions: physical and mental disabilities, developmental delays, learning disabilities, children at risk due to neglect or abuse, severe behavioral problems, hyperactivity, cerebral palsy, and attention deficit disorder, to name a few.

It is both rewarding and challenging to provide a high quality program that includes children with special needs. Some helpful resources, listed in

the Appendix, provide guidance with programming, policies and daily activities. The resources contain ideas for ways arrange your classrooms so that you can provide easy access to activities and special accommodations that can help a child participate in regular center activities with safety, ease and dignity. The specific dimensions for some of these features are found in the *Washington State Regulations for Barrier-Free Facilities and Building Elements Designed For Children's Use*.

One of the most important considerations for children in wheelchairs or those using crutches or braces, is their need for wide, clear entrances and walkways and enough clear floor area at activity areas and tables to accommodate wheelchairs or crutches. Children in wheelchairs will need special tables so they can reach the work surface, or tray tables that attach to the wheelchair. Children with disabilities who are able to stand can benefit from support brackets at table edges, including water and sand tables, which brace and stabilize the torso.

Keep in mind that special work surfaces for children with disabilities should be located directly adjacent to other children doing the same activity, and that you should provide extra chairs, or some other opportunity, for friends to share in activities.

Platforms and raised floor areas can be modified to present opportunities for children with disabilities to exercise and strengthen underused muscles and limbs. Consider providing ramps with cleats, ropes or grab bars for children to pull themselves up to the raised platform level. Non-slip surfaces on floors and ramps help greatly, especially at wet areas.

Should you care for a school age child in diapers, you must provide a diaper changing area that is private and sensitive to the child's needs. It can also be helpful to provide large, private bathing facilities for the times when a child who cannot clean him / herself needs special assistance.

When caring for a child with hearing impairments, configure the furniture so that there are plenty of visual connections, rather than barriers, between different areas within the classroom. This will enable the deaf child to see the activities of other children and stay connected through visual communications.

Uncluttered surfaces and edges (for tactile guidance) and textural changes in flooring surfaces provide orientation clues and greatly assist visually impaired children in developing confidence and stability as they move through the world. Special swings, tumblers, rockers, and soft furnishings without irregular protruding edges, are also useful when



Reggio Children



caring for a child with visual impairments. Children with limited vision need task specific artificial lighting, such as table lamps with adjustable lighting levels, to help them through their activities.

There are a number of commercial vendors with adaptive equipment such as described above. Be sure to consult with the parents of children with special needs. They may be the best source for identifying equipment that their child may need and for specific techniques they have found that successfully normalize their child's daily routines.

NIGHTTIME CARE / EXTENDED HOURS CARE

Many communities find there is a need for childcare beyond conventional work week hours and you may want to consider filling this need with your program. As with all the special considerations in this section, careful planning from the start will make this service more feasible.

Children attending your program during the evening hours will have different needs than those attending during the day. For instance, a good night's sleep is essential for a child's development, and sound sleep cannot be sustained for long periods on typical nap cots or mats on the floor. If children are present

through the night, consider providing beds rather than cots or mats. There may also be special storage considerations for children in extended hours care.

If you are providing a child care program during the daytime hours as well, you may need to provide a separate classroom for the children in extended hours care, depending on the hours of arrival and departure you will need to accommodate.

Consider, too, the location of the classroom(s) used for extended hours care. Where are they best located to reduce feelings of isolation and increase a sense of community and security? What support spaces will be needed during extended hours care, so that you can locate those close to these classrooms?

Some children who require care during non-conventional hours have adopted the waking / sleeping cycle of the care-giving parent working swing or night shifts. These children need access to indoor activity spaces for gross motor play, as well as other standard classroom activity areas.

Conclusion

The *Child Care Facility Planning Manual for Washington State* has been developed to help you with both the big picture and small details involved in developing a child care center. Though we have attempted to be comprehensive, in many ways this manual will only serve as a starting point for your journey. We have designed it to be an ongoing reference, but acknowledge that from time to time there will no doubt be revisions and changes to the regulations and requirements set by the State of Washington and the early childhood profession's own accreditation criteria. There are many additional resources, some of which are referenced here, and others that you will discover on your own.

Opening a child care or school age program is not an activity to be undertaken by the faint of heart, but it is rewarding, meaningful work. The need for additional high quality child care services for children of all ages is tremendous. As you look through the photographs in this manual we hope you draw inspiration from others who have been doing this work. As you see the young faces featured, remember that your work will enhance the caretaking and education of our next generation.

We hope you find courage, patience, and mentors as you travel this road. It will no doubt be full of challenges and complexity, but with your vision at the center of your planning and decision-making, you can stay focused and accomplish a great deal. You have the opportunity to make a significant contribution to the children and families in your community.



"We are all here for a spell, get all the good laughs you can."

- Will Rogers

Appendix A - Checklists



87	Predevelopment Activities
89	The Development Process
93	Regulatory Requirements
95	Interior Spaces
101	Exterior Spaces
103	Special Considerations

"In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again."

- James Agee

START WITH YOUR VISION

- Carefully assess what you want to accomplish
- Set clear goals to accomplish your vision to give you a solid reference point when faced with difficult decisions in your planning and development
- Develop your vision of a physical space where children can form a positive sense of identity, develop relationships with others, experience cultural diversity and find opportunities to discover the joy of learning and the power of knowledge
- Remember to meet the needs of people who work in your program, so they can focus on providing good experiences for the children every day

NEEDS ASSESSMENT & MARKET ANALYSIS

- Collect and analyze data related to the need for child care in the geographic area you have selected
- Research existing local child care facilities (including family home care and school age care) sizes, locations, fees, age groups served, enrollment history / trends and philosophy of care to determine your potential competition
- Decide if your vision meets the current needs of families in the area you have selected

PARTNERING FOR FACILITY PLANNING, DEVELOPMENT AND OPERATION

- Consider partnering with another person, group or organization in the planning, development and operation of your center, if such a partnership will help you meet your vision and improve the financial results of your business
- Carefully explore ways in which the partnership could support or detract from your vision and goals

ORGANIZATIONAL STRUCTURE

- [] Carefully research the various types of organizational structures - non-profit, sole proprietorship, corporation, etc. - and determine which type will best help you accomplish your vision and goals
- [] Consult with an attorney familiar with small business structures, if necessary, to determine the appropriate organizational structure and file the correct forms to establish your corporate structure

BUSINESS PLAN

- [] Develop a clear business plan that includes your market analysis, your site feasibility study, your budget and financial analysis, your goals and your strategy for the development, operation and future of your center

FACILITY FINANCING OPTIONS

- [] Examine all of the financing options available to you for construction or remodel of your childcare facility
- [] If your center is a non-profit and you intend to write grants for facility financing, make sure you have experienced people to do the grant research and writing
- [] Determine if there are specific funding sources for providing care for children with special needs

WORKING WITH PROFESSIONALS

- [] Consult with professionals knowledgeable in all aspects of business start-up and in the design and development of child care centers when appropriate; make sure they have experience with your type of business

RESEARCH

- Experiment with many ideas and options for build-out
- Know local government zoning and permitting requirements while selecting site or determining remodeling
- Develop initial estimates of costs to make sure you have financial resources to complete the project

PROJECT SCHEDULE

- Timeline Work Items**
- Select architect if needed
 - Develop Description of Spaces
 - Obtain site control
 - Establish project budget
 - Include a contingency for unexpected delays
 - Develop design of facility / Create Construction Documents
 - Submit for building permit review (length of review time)
 - Construct facility
 - Move in and set up furniture and equipment

DESIGN PROCESS

- Selecting an Architect** Get references, Interview, See examples of their work
- Programming**
- Develop Description of Spaces/Program Statement
 - Develop statement of goals and values
 - Classroom Spaces
 - Support Spaces
 - Outdoor Spaces

-
- Site Search**
- Use Description of Spaces to find appropriate facility location
 - Determine new construction or remodel existing building
 - Get architect's help in assessing potential sites, if needed
 - Research upgrades to existing buildings that may be required
 - Get a Hazardous Materials survey, if needed

PROJECT BUDGET

- Develop Project**
- Develop budget
 - Consider all costs - construction cost vs. project cost
 - Determine funding source(s) and any restrictions imposed by funding sources
 - Compare project cost to income/expenses/funding available
- Budget/Feasibility Study**
- Determine necessary trade-offs/compromise
 - Include contingencies of both time and money
 - Include debt service in ongoing annual expenses

DESIGN AND CONSTRUCTION DOCUMENTS

- Schematic Design/ Feasibility Study**
- Consider several room layout and site development options
 - Be aware of constraints and opportunities
- Programming**
- Develop small scale floor plans, possibly massing studies
 - Select preferred design and obtain cost estimate
 - Adjust design to fit budget, if necessary
 - Schedule preliminary review with DSHS / DCCEL
- Design Development**
- Development design and drawings in greater detail
 - Make decisions on specific locations and configurations
 - Generate floor plans, exterior elevations, interior elevations

-
- | | | |
|---------------------|--------------------------|---|
| Construction | <input type="checkbox"/> | Obtain detailed descriptions of materials and methods of construction |
| Documents | <input type="checkbox"/> | Obtain detailed drawings and specifications for bidding |
| | <input type="checkbox"/> | Hire subconsultants, e.g. engineers, if required |

REGULATORY REVIEWS OF FACILITY PLANS

DSHS Licensing Reviews

- | | | |
|------------------------------|--------------------------|---|
| <i>Preliminary/Schematic</i> | <input type="checkbox"/> | Schedule preliminary review with licensor and health specialist |
| <i>Design Review</i> | <input type="checkbox"/> | Obtain written documentation of issues discussed |
|
 | | |
| <i>Final Reviews</i> | <input type="checkbox"/> | Schedule licensor final inspection |
| | <input type="checkbox"/> | Schedule Fire Marshal final inspection |

Building Department Reviews

- | | | |
|-----------------------------|--------------------------|--|
| <i>Early Plan Review</i> | <input type="checkbox"/> | Identify red flags prior to submitting for building permit |
| | <input type="checkbox"/> | Obtain written record of issues discussed |
|
 | | |
| <i>Submittal Assistance</i> | <input type="checkbox"/> | Obtain checklist of building permit submittal requirements |
| | <input type="checkbox"/> | Ask staff to help identify all issues and resources |
|
 | | |
| <i>Permit Set Review</i> | <input type="checkbox"/> | Get estimate of review time from building department – build into schedule |

CONSTRUCTION PROCESS

- Selecting a** Check to ensure contractor is registered and bonded
- General Contractor** Negotiate Construction Cost
- (Architect Assistance)** Pre-qualify Bidders
- Obtain competitive Bids

- Construction** Write construction contract
- Obtain pre-construction submittals
- Schedule regular jobsite meetings
- Determine paperwork procedures for paying contractor, changes, etc.
- Keep your vision in mind during many clarifications, decisions
- Obtain warranties and Operating Manuals at Close-Out
- Schedule inspections by building department
- Schedule inspections by licensing personnel

Checklists: Regulatory Requirements

DEPARTMENT OF SOCIAL AND HEALTH SERVICES - DIVISION OF CHILDCARE AND EARLY LEARNING

- Consult “Minimum Licensing Requirements for Child Day Care Centers”.
- Consult “Minimum Licensing Requirements for Child Day Care Centers Caring Exclusively for School-Age Children”
- Attend orientation seminars for prospective directors

BUILDING AND ZONING CODES

- Identify which jurisdiction has authority over your chosen site
- Always get current editions of codes with current local amendments, if any
- Ask for any additional helpful publications specific to your project

Zoning Codes

- Verify your proposal is allowed use on your chosen site
- Get development standards for your chosen site

Building Codes

- Uniform Building Code (UBC)
- Uniform Mechanical Code
- National Electric Code
- Uniform Plumbing Code
- Uniform Fire Code
- International Building Code as an alternate to the UBC

Labor and Industries

- Regulates portables, temporary or permanent
- Plan Review Supervisor (360) 902-5218

State Fire Marshall

- Obtain facility inspection prior to license approval
- Consult “Minimum Fire and Life Safety Requirements for Childcare Centers”

-
- | | | |
|---|-----|---|
| Americans with Disabilities Act | [] | Comply with ADA requirements |
| | [] | Consult <i>“Washington State Regulations for Barrier-Free Facilities”</i> in WA State Uniform Building Code, Chapter 11 |
| | [] | For children’s standards, consult ADAAG, <i>“Building Elements Designed for Children’s Use”</i> |
| Environmental Protection Agency | [] | Test for hazardous materials in existing facilities and soils |
| Head Start | [] | Consult <i>“Information Memorandum 99-01: Final Rule on Purchase of Head Start Facilities”</i> |
| | [] | See also <i>“Proposed Rule for Construction and Renovation of Head Start Facilities”</i> |
| | [] | See also <i>“Head Start Center Design Guide”</i> |
| Early Childhood Education and Assistance Program | [] | Consult ECEAP program guidelines |
| American Society of Testing and Materials | [] | Review safety standards for outdoor play equipment |
| | [] | See ASTM Publication F-1487 <i>Standard Consumer Safety Performance Specifications for Playground Equipment</i> |
| | [] | See also <i>Handbook for Playground Safety</i> |

Checklists: Interior Spaces

- | | | |
|--|--------------------------|---|
| General | <input type="checkbox"/> | Remember the value of flexibility and the art of compromise |
| | <input type="checkbox"/> | Consider trade-offs that will affect the budget and operation of your program |
| Nurture a Home-like Environment | <input type="checkbox"/> | Plenty of room so that crowding and competition for space are avoided |
| | <input type="checkbox"/> | Numerous places for children to be alone, as well as with a small group of playmates |
| | <input type="checkbox"/> | Furnishings in good repair, arranged with senses of beauty and order |
| | <input type="checkbox"/> | Comfortable places for the adults to sit with the children and each other |
| | <input type="checkbox"/> | Elements of the natural world - plants, wood, light, fresh air |
| | <input type="checkbox"/> | Artifacts that reflect the culture, home life and family connections of the occupants |
| | <input type="checkbox"/> | Numerous opportunities to discover, explore, invent and engage young bodies and minds |
| ADULT SPACES | | |
| Entry | <input type="checkbox"/> | One entry point |
| | <input type="checkbox"/> | Security |
| | <input type="checkbox"/> | Barrier-free |
| | <input type="checkbox"/> | Parent check-in |
| | <input type="checkbox"/> | Comfortable waiting area |
| | <input type="checkbox"/> | Bulletin board |
| | <input type="checkbox"/> | Storage for car seats and the personal items of parents and visitors |
| | <input type="checkbox"/> | Hand washing sink |
| Director's Office | <input type="checkbox"/> | Located near entry |
| Resource Room | <input type="checkbox"/> | Family members |
| | <input type="checkbox"/> | Teachers |

-
- Staff Lounge** Private, out-of-the-way place to relax
 - Small kitchenette
 - Telephone

- Adult Toilets** UBC requirement

- Workroom** Storage, work space and equipment

- Kitchen** Food service plan
- Pantry
- Separate hand washing sink
- Appliances may be residential grade
- Negotiate with your health specialist
- Location
- Volumes of food and supplies
- Wonderful smells emanating from it
- Amount of garbage generated

CLASSROOMS

- Locations of age-specific classrooms** Proximity to the main entry to the center
- Mobility of the children
- Shared facilities between classrooms
- Any direct connections desired between classrooms

- Activity spaces** Accommodate a wide variety of activities
- Circulation to pass by activity areas rather than through them
- Messy activities should be located near a sink
- Flooring should be appropriate for each activity
- A place should be provided for long-term projects
- Accommodate napping

Spatial Variety	<input type="checkbox"/>	Special places of smaller scale
	<input type="checkbox"/>	Lofts
	<input type="checkbox"/>	Platforms
	<input type="checkbox"/>	Changes in the ceiling height and form
	<input type="checkbox"/>	Skylights
Abundant Natural Light and Fresh Air	<input type="checkbox"/>	Operable windows to enable fresh air to enter
	<input type="checkbox"/>	Provide ventilation
	<input type="checkbox"/>	Ensure children are not able to climb or fall out of windows
Food Preparation Area	<input type="checkbox"/>	Sink
	<input type="checkbox"/>	Small refrigerator
	<input type="checkbox"/>	Counter
	<input type="checkbox"/>	Sufficiently far away from diaper changing area as required by DCCEL licensing
Diapering	<input type="checkbox"/>	Constant visual and auditory supervision
	<input type="checkbox"/>	Fall prevention barrier
	<input type="checkbox"/>	Adjacent hand washing sink
	<input type="checkbox"/>	Storage for clean diapers, cleaning supplies and dirty diaper disposal
Toileting Facilities	<input type="checkbox"/>	Constant visual and auditory supervision
	<input type="checkbox"/>	Easily cleanable, with moisture-impervious surfacing
	<input type="checkbox"/>	Hand washing sink
	<input type="checkbox"/>	Child-height fixtures
	<input type="checkbox"/>	Avoid use of faucet spouts that swivel
Arts and Crafts Sinks	<input type="checkbox"/>	Not required, but recommended

-
- Teacher Work Space** 3 - 5 lineal feet of work surface
 - Telephone
 - Files/paperwork storage

STORAGE FACILITIES

- Storage for Children** Shelving & cabinets for storing games / materials that children can access
- Cubbies or baskets for storage of personal items
- Cubbies, hooks or small lockers for each child's outdoor clothes

- Storage for Teachers** Personal items including coats, purses, etc.
- High storage for materials / tools that should not be accessible to children
- Storage for cots or mats used by young children napping

- Storage Planning** Provide child safe hinges
- Items in daily usage
- Items that rotate from week to week
- Paper products
- Clean diapers
- Food stuffs
- Seasonal Items
- Large gross motor equipment
- Adult-sized tables and chairs

- ACTIVITY AREAS** Consider acoustical treatment in all children's activity areas
- Consider special wiring for computers and phone connections

- Active Indoor Space** Indoor space that allows for active play and movement
- 75 square feet per child for active play
- Adjacent storage area

-
- Special Project Area** Provide space for special projects in-the-works
 - Provide large flat work surfaces
 - Provide wide variety of materials
 - Close this space off so that projects can be left for an indefinite time period

 - Kitchen** Cooking projects, particularly for older children
 - Supervision
 - Protection from sharp knives and hot ranges

SUPPORT FUNCTIONS

- Circulation Space** Relites into classrooms to share natural light
- Hallways** Activities and art work can be documented and displayed
- Special functions
- Drinking Fountains

- Laundry** Inaccessible to children
- Required to be ventilated
- Separate from kitchen

- Janitor Equipment** Required to have mop sinks
- Required to be ventilated

- Telephone** Telephones in all rooms occupied by children
- Cell phones outside

- Computers** Dedicated circuits or special wiring for computers and phone connections

- Fire Alarm Systems** Required in all child care centers

-
- | | | |
|---------------------------|--------------------------|--|
| Lighting | <input type="checkbox"/> | Light bulbs and tubes must be shielded in the event of breakage |
| | <input type="checkbox"/> | Alternative switching to accommodate proximity to windows / daylight |
| | <input type="checkbox"/> | Low light levels must be provided when children are napping |
| Electrical Outlets | <input type="checkbox"/> | Outlets to be equipped with non-removable safety devices or covers |
| | <input type="checkbox"/> | GFI circuits may need to be incorporated |
| | <input type="checkbox"/> | Sufficient power outlets - extension cords and multi-plug aadaptors are not acceptable |
| | <input type="checkbox"/> | Locate outlets in the floor away from the walls for added flexibility |
| Electrical Panel | <input type="checkbox"/> | Plan space for the panel and access |
| Sprinklers | <input type="checkbox"/> | Required when centers are located above the first story |
| HVAC Equipment | <input type="checkbox"/> | Allocate space for heating, ventilation and air conditioning equipment |
| | <input type="checkbox"/> | Protect children from hot surfaces, hot air and sharp or pinching parts |
| | <input type="checkbox"/> | Portable space heaters are not allowed. |
| Hot Water | <input type="checkbox"/> | Maximum temperatures vary depending on end-user. Set thermostats appropriately |

Checklists: Exterior Spaces

- | | | |
|--|---|--|
| General Guidelines | <input type="checkbox"/> | Outdoor space plays an important role in marketing who you are, what you value and what you have to offer |
| | <input type="checkbox"/> | Outdoor spaces will vary in design, depending on the number of children that are served and their ages |
| | <input type="checkbox"/> | Provide a safe and obvious entry with an easy to read sign |
| | <input type="checkbox"/> | Plan for low maintenance landscaping and exterior finishes and for appropriate storage for equipment and materials |
| Loading and Unloading from Vehicles/Parking | <input type="checkbox"/> | Ensure that vehicular access is well separated from children's play areas |
| | <input type="checkbox"/> | Dedicated load/unload spaces |
| | <input type="checkbox"/> | Staff parking |
| | <input type="checkbox"/> | School buses |
| Children's Activity Areas | <input type="checkbox"/> | Plenty of room so that crowding and competition for space are avoided |
| | <input type="checkbox"/> | Numerous places for children to be alone, as well as with a small group of playmates |
| | <input type="checkbox"/> | Equipment in good repair, arranged with a sense of design and order |
| | <input type="checkbox"/> | Provide appropriate ground surfacing below climbing structures |
| | <input type="checkbox"/> | Comfortable places for adults to sit with children and each other |
| | <input type="checkbox"/> | Elements of the natural world - trees, grasses, flowers and herbs, water, sand, wood, sun and shade |
| | <input type="checkbox"/> | Moveable materials that offer opportunities to discover, explore, invent and engage young bodies and minds |
| | <input type="checkbox"/> | Provide a range of equipment for active bodies to develop, feel powerful and competent |
| | <input type="checkbox"/> | Must comply with the Americans with Disabilities Act (ADA) |
| <input type="checkbox"/> | Outdoor play area must be securely fenced, or safely enclosed | |
| <input type="checkbox"/> | Provide secure storage for toys and equipment | |

-
- Garbage/Recycling** Size of containers
 - Green Waste/** Frequency of collection
 - Diaper Service** Minimum clearances to access the containers
 - Maximum travel distance onto the site
 - Enclosure around the containers

SHARED FACILITIES

- Rolling Carts** The system you create for storing and moving materials is important
- Large boxes, baskets and plastic tubs filled with supplies and games
- Efficiency of movement
- Access to secure storage
- Diagrams** Space and interest area diagrams allow for quick set-up times

SERVING CHILDREN WITH SPECIAL NEEDS

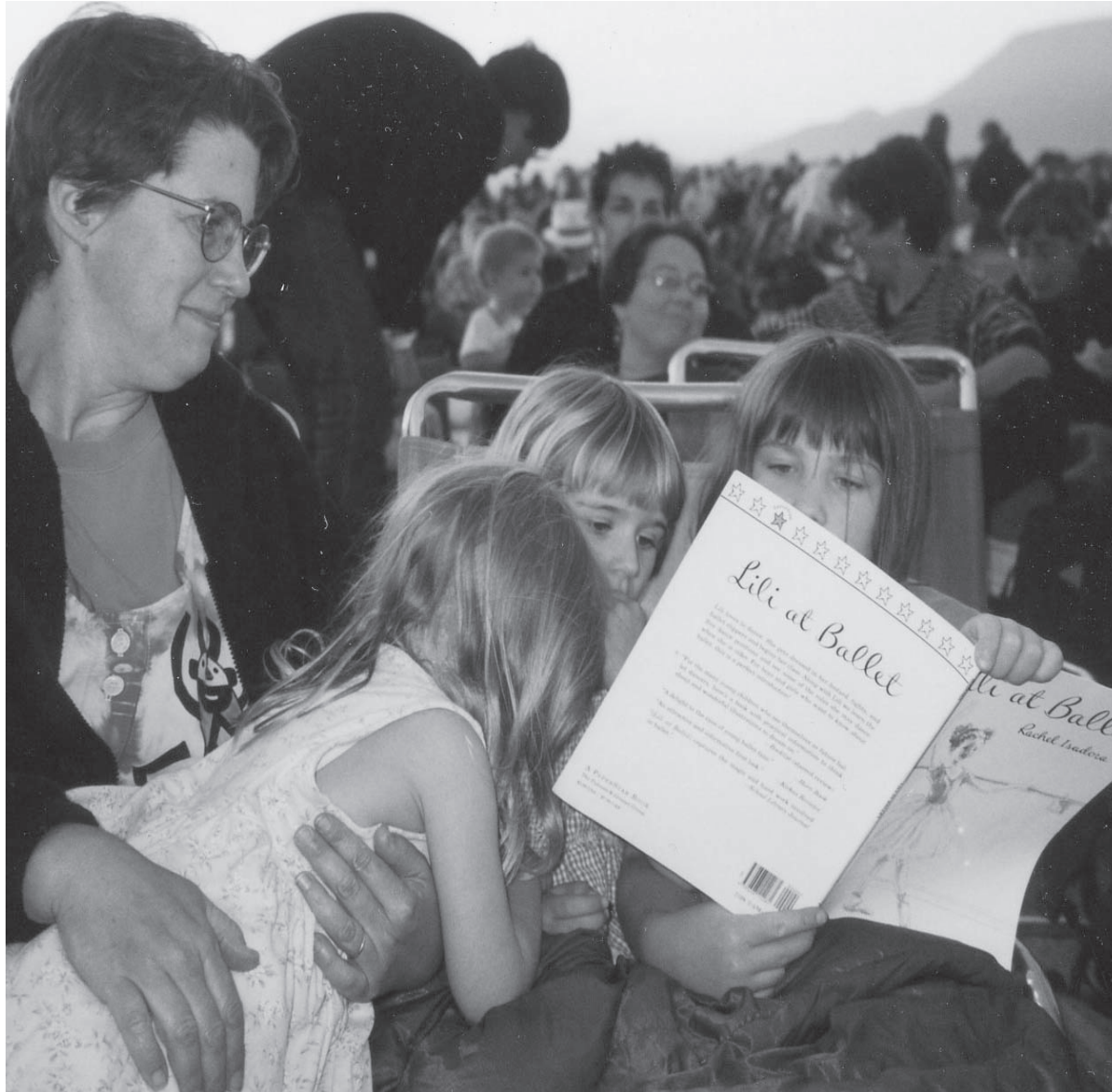
- Easy access to activities and special accommodations help a child participate in regular center activities with safety, ease, confidence and dignity
- Washington State Regulations for Barrier-Free Facilities*
- Building Elements Designed for Children's Use*
- Wide, clear entrances and walkways
- Sufficient clear floor area at activity areas and tables
- Higher tables with cutouts or tray tables that are attached to wheelchairs
- Brackets at table edges
- Visual connections
- Tactile guidance and orientation clues
- Parents of children with special needs are often the best source for identifying equipment that their child might require, or specific techniques they have found for successfully normalizing their child's daily routines

Night time Care/Extended Hours Care

- If children are present overnight, consider using beds instead of cots/mats
- Special storage considerations
- Provide and appropriately locate separate classrooms for children in extended hours care
- Plan spaces to reduce feelings of isolation and increase sense of community
- Special support spaces may be needed during extended hours care
- Appropriate security systems to ensure safety of children

Appendix B - Resources

- 107 Books
- 109 Articles
- 110 Videos
- 111 Periodicals / Publications
- 111 Websites
- 112 Organizations
- 118 State Funded Micro Loan Program



"Children are our hope; They embody our dreams... as places and as institutions, child care programs shape future visions of what society is and should be."

- Jim Greenman



The bulk of this resource list has been extracted with permission from Deb Curtis and Margie Carter (in press) *Inviting Living and Learning: Doable Dreams for Early Childhood Environments*. St Paul: Redleaf Press

Books – Washington Guides

An Adult-Sized Guide to Child-Sized Environments – The Child Care Center Licensing Guidebook. Olympia, Washington: Washington State Department of Social & Health Services, 1996.

School-Age Care Companion Guide – An Adult-Sized Guide to Child-Sized Environments. Olympia, Washington: Children’s Administration Division of Licensed Resources Office of Child Care Policy, Washington State Department of Social & Health Services, 1999.

Books – Background Reading for Concepts

Christopher Alexander et. al. (1977). *A Pattern Language*. New York: Oxford University Press.

Gary Nabhan and Stephen Trimble (1995). *Geography of Childhood*. New York: Beacon Press.

Marc Parent (2001). *Believing it All*. New York: Little, Brown and Company.

Books – Early Childhood and Out of School Environments and Programming

Paula Jorde Bloom (1988). *A Great Place to Work: Improving Conditions for Staff in Young Children’s Programs*. Washington, DC: National Association for the Education of Young Children.

Margie Carter and Deb Curtis (1998). *The Visionary Director: A Handbook for Dreaming, Organizing and Improvising in Your Center*. St. Paul: Redleaf Press.

Creating Better Child Care Jobs: Model Work Standards for Teaching Staff in Center-Based Child Care (1998). Washington DC: Center for the Child Care Workforce.

Deb Curtis and Margie Carter, (in press). *Inviting Living and Learning: Doable Dreams for Early Childhood Environment*. St Paul: Redleaf Press.

Great Spaces, Fresh Places: How to Improve Environments for School-Age Programs (2002). Chicago: Illinois Facilities Fund, 300 West Adams St., Chicago, IL 60606.

Jim Greenman and Ann Stonehouse (1996). *Prime Times: A Handbook for Excellence in Infant and Toddler Programs*. St. Paul: Redleaf Press.

Jim Greenman (1988). *Caring Places, Learning Spaces*. Redmond: Exchange Press.

Rebecca Isbell and Betty Exelby (2001). *Early Learning Environments that Work*. Beltsville: Gryphon House.

Ron Lally et al. (1994). *Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups*. Sacramento: Program for Infant/Toddler Caregivers (PITC) of WestED Center for Child and Family Studies and the California Department of Education Child Development Division.

Leslie Williams and Yvonne De Gaetano (1985). *Alerta: A Multicultural, Bilingual Approach to Teaching Young Children*. Boston: Addison Wesley.

Books – Safety, Building and Landscaping Designs

Anita Olds (2000). *Child Care Design Guide*. New York: McGraw-Hill.

Consumer Product Safety Commissions (1997). *A Handbook for Public Playground Safety*. Washington DC: US Government Printing Office.

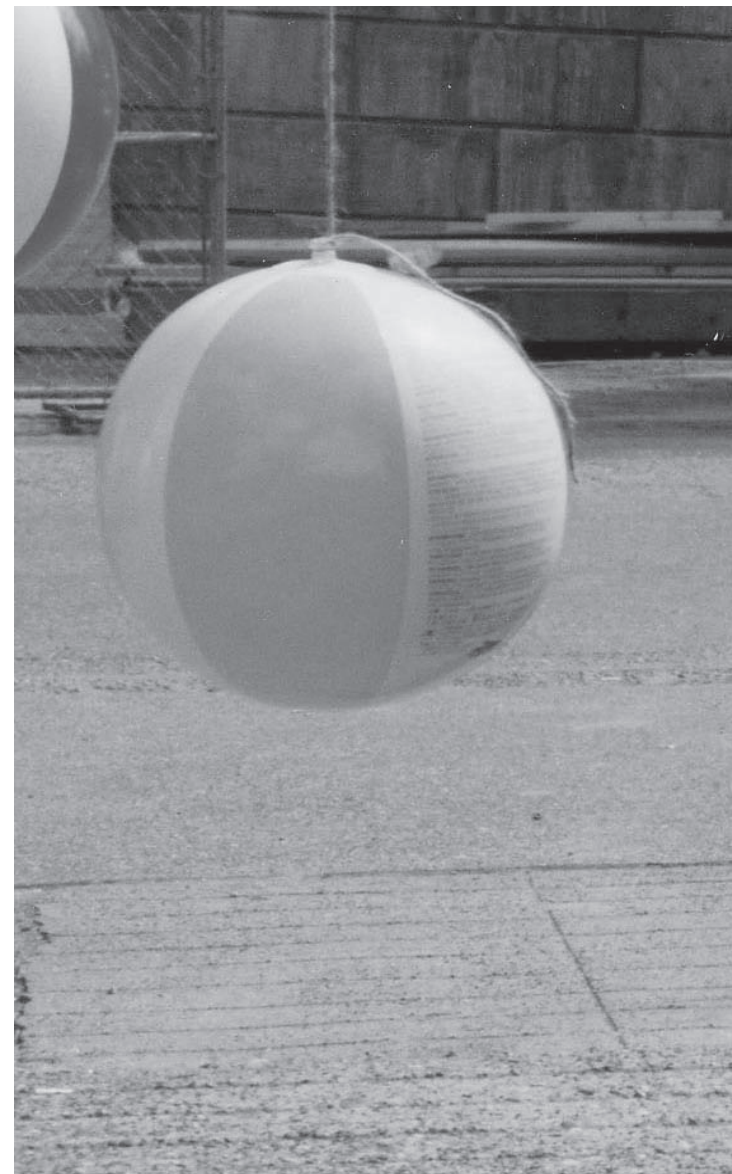
Giulio Ceppi and Michele Zini, eds.(1998). *Children, Spaces, Relationships: Metaproject for an Environment for Young Children*. Reggio Emilia: Children and the Commune di Reggio Emilia.

Molly Dannenmaier (1998). *A Child's Garden*. New York: Simon and Schuster. *High Performance School Buildings Resource & Strategy Guide* (2002). Washington DC: Sustainable Buildings Industry Council.

Norma Miller, ed.(1995). *The Healthy School Handbook*. Washington DC: NEA Professional Library.

Robin Moore (1993). *Plants for Play: A Plant Selection Guide for Children's Outdoor Environments*. Berkeley: MIG Communications.

Robin Moore, Susan Goltsman, Daniel Iacofano, eds. (1992). *Play for All Guidelines: Planning, Designing and Management of Outdoor Play Settings for All Children*. Berkeley: MIG Communications.





Mitsuru Senda (1992). *Design of Children's Play Environments*. New York: McGraw-Hill.

Sharon Stine (1996). *Landscapes for Learning*. John Wiley and Sons.

C. Weinstein and TG David (1987). *Spaces for Children: The Built Environment and Child Development*. New York: Plentum Press.

Articles

Betsy Caesar, Playground Safety for the 21st Century, Redmond: *Child Care Information Exchange*, 9/99.

S. Hurwitz (1999). "The Adventure Outside Your Classroom Door." *Child Care Information Exchange*, 127.

Laurie S. Cornelius, "Our Dream Became Our Curriculum: The Story of an Outdoor Play Space" in Deb Curtis and Margie Carter (1996). *Reflecting Children's Lives: A Handbook for Planning Child Centered Curriculum*. St. Paul: Redleaf Press.

Heschong Mahone Group (1999). "Daylighting in Schools: An Investigation into the Relationship Between Daylighting and Human Performance." San Francisco: Pacific Gas and Electric Company. Study available at www.h-m-g.com

Gary Moore, "Housing and Their Resource-Rich Activity Pockets," *Child Care Information Exchange*, No. 113. (January/February 1997).

Gary Moore, "The Common Core of a Child Care Center," *Child Care Information Exchange*, No. 114. (March/April 1997).

Robin Moore, "The Early Childhood Outdoors: A Literature Review Related to the Design of Child Care Environments," *Children's Environments Quarterly*, 6 (Winter 1989).

Carl Sussman, "Out of the Basement: Discovering the Value of Child Care Facilities," *Young Children*, Vol. 53, No. 1 (January 1998). Washington DC: National Association for the Education of Young Children (NAEYC).

Francis Wardle, "Supporting Constructive Play in the Wild," *Child Care Information Exchange*, (May/June 2000).

F. Wardle, "Are we taking play out of playgrounds?," *Day Care and Early Education*, 18 (1).

F. Wardle, "Getting back to the basics of children's play," *Child Care Information Exchange*, 57.

Videos

Greenman, Jim and Muriel Wong Lundgren (1998). *Great Places for Childhoods* (video and Companion Facilitator's Guide). Redmond, Washington: Child Care Information Exchange.

Ten Keys to Culturally Sensitive Child Care (1997). Sacramento: Program for Infant/Toddler Caregivers (PICT) of WestEd Center for Child and Family Studies and the California Department of Education Child Development Division. Available at www.pict.org

The Program for Infant/Toddler Caregivers (PITC) video series. WestEd Center for Child and Family Studies and the California Department of Education Child Development Division. Available from PITC at: www.pitc.org

A Place of Their Own: Designing Quality Spaces for Out-of-School Time (2000). Boston: National Institute on Out-of-School Time. Available from NIOST at: www.wellesley.edu/WCW/CRW/SAC

Wolpert, Ellen. *Start Seeing Diversity: The Basic Guide to an Anti-Bias Curriculum*. St Paul: Redleaf Press, 1999.



Children at the Center: Reflective Teachers at Work (1997). Seattle: Harvest Resources. Available at www.ecetrainers.com

In Our Hands (1997). Sacramento: Program for Infant/Toddler Caregivers (PICT) of WestEd Center for Child and Family Studies and the California Department of Education Child Development Division. Available at www.pict.org

Periodicals / Publications

Child Care Information Exchange (6 issues/year). Available from CIEE at: 1-800-221-2864 or www.ccie.com

Websites

www.dshs.wa.gov/dccel State licensing website.

www.childcarenet.org State Association of Child Care Resource and Referral Agencies with local links.

www.childfriendlycities.org/resources/ A listing of international resources focused on the rights of children.

<http://www.cpsc.gov> The United States Consumer Product Safety Commission provides consumer product information including an up to date list of products recalled.

www.ecetrainers.com Harvest Resources offers early childhood education training tips, books and videos.

<http://ericeece.org/listserv/reggio> The University of Illinois offers an online discussion group for those in early childhood education.

www.ipausa.org/ The International Association for the Child's Right to Play offers valuable resources and information on their international work.

www.naturallearning.org The University of North Carolina offers resources and project ideas for outdoor play areas.

www.Kaboom.com Kaboom offers extensive resources for communities to develop playgrounds.

www.nrpa.org National Recreation and Park Association, provides up to date information on playground safety.

<http://web.gc.cuny.edu/che/journal.html> The Children's Environment Research Group of City University of New York conducts a number of research projects and archives back issues of the journal they published from 1984-1995. They also host a listserv discussion group related to children's environments.

Organizations

Ecumenical Child Care Network

8765 West Higgins Road, #405
Chicago, IL 60631
Tel: (773) 693-4040
Website: www.eccn.org

The National Association for the Education of Young Children (NAEYC)

1509 16th Street, N.W.
Washington, DC 20036-1426
Tel: (800) 424-2460
Website: www.naeyc.org

National Association of Community Development Loan Funds

(Capital Investment Fund)
924 Cherry Street, 3rd Floor
Philadelphia, PA 19107-2405.

National Institute on Out-of-School Time

Wellesley College
106 Central Street
Wellesley, MA 02481
Tel: (781) 283-2547
Website: www.niost.org

National School-Age Care Alliance

1137 Washington Street
Boston, MA 02124
Tel: (617) 298-5012
Website: www.nsaca.org

School's Out Washington

YWCA of Seattle
801 – 23rd Avenue South, Suite A
Seattle, WA 98144
Tel: (206) 323-2396 or (888) 419-9300
Website: www.schoolsoutwashington.org

The Washington Association for the Education of Young Children (WAEYC)

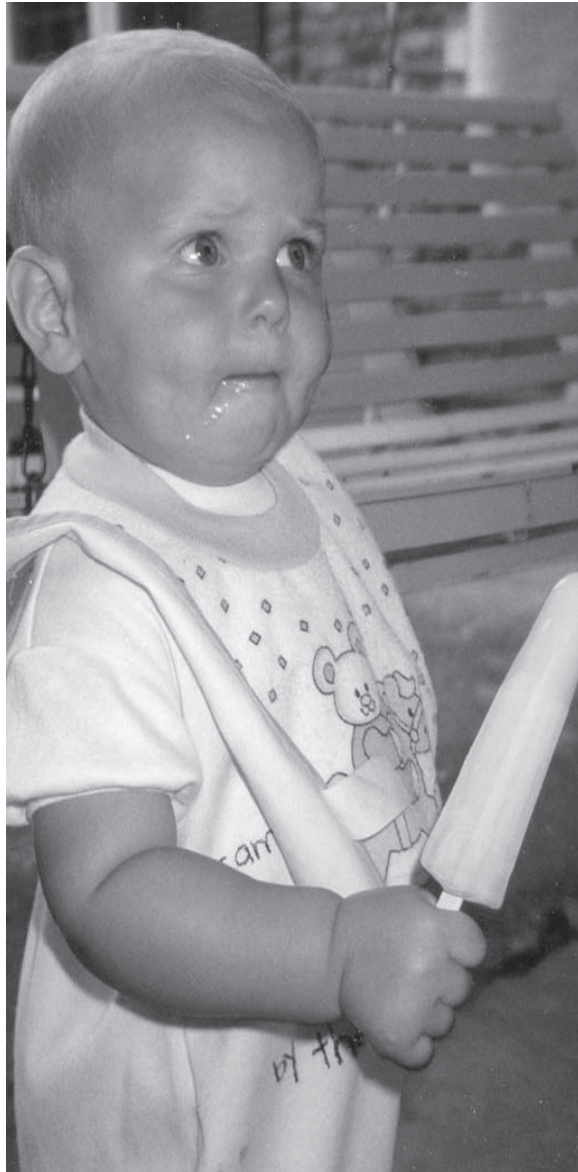
841 N Central Avenue #206
Kent, Washington 98032
Tel: (253) 854-2565
Website: www.waeyc.org

DSSH Division of Child Care and Early Learning

Lacey Government Center, MS 45480
1009 College St. SE
Lacey, WA 98504-5480
Tel: (360) 413-3024
Website: www.dshs.wa.gov/occp

DCTED (Department of Community Trade and Economic Development) Child Care Advantages

PO Box 42525
128 10th Ave. SW
Olympia, WA 98504-2525
Tel: (360) 725-4034
Website: www.oted.wa.gov/ed/businessassistance



DSHS Division of Child Care and Early Learning Regional Offices:

Region 1, B32-21

1313 N. Atlantic St., Suite 2000

Spokane, WA 99201

Tel: (509) 363-3308

Fax: (509) 363-4604

(Counties served: Adams, Asotin, Chelan, Douglas, Ferry, Garfield, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Whitman)

Region 2, B39-12

1002 N. 16th Avenue

Yakima, WA 98902

Tel: (509) 225-6274

Fax: (509) 574-5612

(Counties served: Benton, Columbia, Franklin, Kittitas, Walla Walla, Yakima)

Region 3, N31-9

840 N. Broadway, Building B, #540

Everett, WA 98201

Tel: (425) 339-4771

Fax: (425) 339-3855

(Counties served: Island, San Juan, Skagit, Snohomish, Whatcom)

Region 4A, N56-1

2809 26th Avenue S.

Seattle, WA 98144

Tel: (206) 721-6875

Fax: (206) 721-6969

(Counties served: North King County)

Region 4B, N43-4

1313 W. Meeker, Suite 102

Kent, WA 98035

Tel: (253) 872-4033

Fax: (253) 872-2780

(Counties served: South King County)

Region 5, N27-2

1949 S. State St.

Tacoma, WA 98405

Tel: (253) 983-6417

Fax: (253) 597-3640

(Counties served: Kitsap, Pierce)

Region 6, 45716

6860 Capitol Blvd. #2 Plaza Point East

Olympia, WA 98504-5716

Tel: (360) 725-6670

Fax: (360) 586-9021

(Counties served: Clallam, Clark, Cowlitz, Grays Harbor, Jefferson, Klickitat, Lewis, Mason, Pacific, Skamania, Thurston, Wahkiakum)

Seattle Small Business Association

Park Place Building
1200 Sixth Avenue, Suite 1700
Seattle, WA 98101-1128
Tel: (206) 553-7310
Website: www.sba.gov/wa/seattle

Washington State Childcare Resource & Referral Network (WSCRRN)

917 Pacific Ave Ste 600
Tacoma, WA 98402-4437
Tel: (253) 383-1735 or (800) 446-1114
Website: www.childcarenet.org

WSCRRN Regional Offices:

Benton/Franklin Counties

Child Care Resource & Referral
Benton-Franklin Community Action
720 West Court
Pasco, WA 99301
Tel: (509) 547-1718
Website: www.bfcac.org

Chelan/Douglas/Okanogan Counties

Childcare Resource & Referral
Catholic Family & Child Services
23 South Wenatchee Ave. #210
Wenatchee, WA 98801
Tel: (509) 662-6761 or (800) 261-1094
Website: www.4people.org

Clallam/Jefferson Counties

The Parent Line
Lutheran Community Services Northwest
301 Lopez St.
Port Angeles, WA 98362
Tel: (360) 452-5437 or (800) 300-1247
Website: www.lcsnw.org/parentline

Clark/Skamania/Klickitat Counties

Child Care Resource & Referral of Southwest
Washington
Educational Service District #112
2500 NE 65th Avenue
Vancouver, WA 98661-6812
Tel: (360) 750-7429
Website: www.firststeps.esd112.org





Cowlitz/Wahkiakum Counties
Child Care Resource & Referral
Lower Columbia Community Action Council
1526 Commerce
PO Box 2129
Longview, WA 98632
(360) 425-3430
Website: www.childcareanswers.org

Grant/Adams Counties
Child Care Resource & Referral
Catholic Family & Child Service
414 B South Burress
Moses Lake, WA 98837
Tel: (509) 765-1875 or (800) 597-8308
Website: www.grantadamschildcare.org

Grays Harbor/Pacific Counties
Child Care Resource & Referral
Coastal Community Action Program
117 East Third Street
Aberdeen, WA 98520
Tel: (360) 533-5100 or (800) 828-4883
Website: www.coastalchildcare.org

Central King County – Seattle
Child Care Resources
2719 E. Madison, Suite 300
Seattle, WA 98112
Tel: (206) 329-5333
Website: www.childcare.org

East King County – Bellevue
Child Care Resources
15015 Main Street, Suite 206
Bellevue, WA 98007
Tel: (425) 865-9033
Website: www.childcare.org

South King County – Kent
Child Care Resources
841 N. Central Ave. Suite 126
Kent, WA 98032
Tel: (253) 852-2566
Website: www.childcare.org

Kitsap County

Child Care Resource & Referral
Educational Service District #114
105 National Ave. N
Bremerton, WA 98312
Tel: (360) 405-5827 or (360) 698-3900
Website: www.oesd.wednet.edu/ccrr

Pierce County

Child Care Resource & Referral of Tacoma –
Pierce County
747 Market Street, Room 836
Tacoma, WA 98402
Tel: (253) 591-2025
Website: www.ci.tacoma.wa.us/hrhs/childcare

Skagit County

Volunteers of America Child Care
Resource & Referral
525 East College Way B1
Mount Vernon, WA 98273
Tel: (360) 416-0939 or (800) 503-0011
Website: www.voaww.org/ccrr

Snohomish County

Volunteers of America Child Care
Resource & Referral
PO Box 839
Everett, WA 98026
Tel: (425) 259-2973
Website: www.voaww.org/ccrr

Spokane/Ferry/Stevens/Pend Oreille/Lincoln
Counties

Family Care Resources
Northwest Regional Facilitators
525 East Mission Avenue
Spokane, WA 99202
Tel: (509) 482-0996
Website: www.nrf.org/fcr&r.htm

Thurston/Mason/Lewis Counties

Child Care Action Council
Child Care Resource & Referral
PO Box 446
Olympia, WA 98507-0446
Tel: (360) 754-0810
Website: www.familysupportctr.org/CCAC





Walla Walla/Columbia/Garfield Counties

Walla Walla Community College
Child Care Resource & Referral
500 Tausick Way
Walla Walla, WA 99362
Tel: (509) 527-4333 or (877) 527-4333
Website: www.wallawalla.cc/childcare

Yakima/Kittitas Counties

Child Care Resource & Referral
Catholic Family and Child Services
5301 Tieton Dr. Suite C
Yakima, WA 98908-3478
Tel: (509) 965-7109 or (509) 882-3891

Whatcom/Island/San Juan Counties

Child Care & Family Resources
The Opportunity Council
314 E. Holly, 2nd Floor
Bellingham, WA 98225
Tel: (360) 734-5121x227, (800) 649-5121
Website: www.opportunitycouncilccrr.org

Whitman/Asotin Counties

WSU Child Care Resource & Referral
Lighty Building, Room 360
PO Box 641066
Pullman, WA 99164-1066
Tel: (509) 335-7625 or (800) 440-2277
Website: www.wsu.edu/CCRR

State Funded Child Care Micro Loan Program

BENTON/FRANKLIN COMMUNITY ACTION COMMITTEE

Location: Pasco

Area(s) Served: Adams, Benton, Columbia,
Franklin, Grant, Klickitat, and Walla Walla
Counties

Contact Person: Judith Gidley (principal
contact)

Nell Shelton, Financial Dir.

720 West Court Street

Pasco, WA 99301

(509) 545-4042 Ext 221

(509) 544-9691 (fax)

judieg@bfcac.org

aderr@bfcac.org

Serving Identified Populations: After Hours
Care, Infant and Toddlers, Children with Special
Needs, TANF, School Age Care.

COMMUNITY CAPITAL DEVELOPMENT

Location: Seattle

Area(s) Served: Distressed communities of
Seattle urban areas of central, east, and north
King County, Kitsap, Kittitas, Snohomish, Skagit,
and Whatcom Counties.

Contact Person: Suzanne Tessaro

1437 S. Jackson #302

Seattle, WA 98144

(206) 324-4330 Ext 110

(206) 324-4322 (fax)

suzannet@seattleccd.com

Serving Identified Populations: School Age
and Pre-School Programs, TANF, Culturally
Diverse Providers, Providers Expanding
Capacity, Providers in Low-Income Areas.

METROPOLITAN DEVELOPMENT COUNCIL

Location: Tacoma

Area(s) Served: Pierce, Thurston and Lewis
Counties

Contact Person: Teresa Lemmons (principal
contact)

Robin Harwood

Laura Gilberson, Financial Dir.

202 North Tacoma Avenue #D

Tacoma, WA 98403

(253) 591-7026

(253) 572-5583 (fax)

teresa@mdc-tacoma.org

ceo@mdc-tacoma.org

Serving Identified Populations: After Hours Care,
Infant and Toddlers, Children with Special Needs,
TANF, School Age Care



NORTHWEST REGIONAL FACILITATORS

Location: Spokane

Area(s) Served: Spokane, Lincoln, Ferry, Stevens, and Pend Oreille Counties

Contact Person: Kathy Thamm

525 E. Mission Ave.
Spokane, WA 99202

(509) 484-6733

(509) 483-0345 (fax)

fer@nrf.org

douglk@nfr.org

Serving Identified Populations: After Hours Care, Infants and Toddlers, Children with Special Needs

WASHINGTON CASH

Locaton: Seattle

Area(s) Served: King (except South King County), Island, San Juan, Skagit, Snohomish, and Whatcom Counties

Contact Person: Kathy Gilman

1912 E. Madison St.
Seattle, WA 98122

(206) 352-1945

(206) 352-1899 (fax)

kgilman@washingtoncash.org

Serving Identified Populations: After Hours Care, Infants and Toddlers, Children with Special Needs, TANF, School Age Care

