2004 Expanding Child Care Options

White Paper Project

April 23, 2002

By:

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2004 Expanding Child Care Options
Fact Sheet

In the past seven years, it has been noted through various studies, that the need for increased child care options in Kosciusko County has increased. The most recent county assessment of needs (LifeQuest Study) for Kosciusko County (1999) by a consulting team from Englewood Colorado, stated that there were 4,780 children under the age of six, who had all parents working or looking for work at that time. In 2001, it was reported that 3,848 infants and toddlers needed child care in our county. And as of March 2002 there are over 300 children on a waiting list for supplemental child care assistance vouchers. It is true that in 1999, 60% of parents interviewed stated that they had child care for their children, but we can only ask, "what about the rest of the working population, who must provide quality care for their young children while they go to work?" (for more details, see Life Quest Study – 1999)

Our White Paper project is not to look at the differences in child care; home settings vs. center based design. Our project's intent is to report the value in quality care, cite the need for child care expansion, under the umbrella of Head Start/Cardinal Center, and offer up land and building requirements for a center based child care center in Kosciusko County. It is our hope that the community will recognize the value in quality child care for our future leaders, our dreams for our children, and when given the opportunity to be supportive of a Head Start expansion, they will join the venture.

There have been many studies associated with early brain development in children. Simply put, "good early experiences are good for our children." Neural pathways are the connections that allow information to travel through the brain. The more pathways the larger the brain. Interestingly the neural pathways that are developed in your child's first three years can act like the roadmaps to later learning. A child with more neural pathways may be able to learn more easily. The basic message is simple-

- Good early care experiences expand your child's capacity to learn.
- Holding, cuddling and talking actually affect how your child's brain grows.
- Loving and supportive child care "programs" the brain to handle stress and control emotions.
- The first years of life lay the groundwork for future experiences.
- And reading to and singing with your child every day is a simple and effective way to help brain development.

Research clearly tells us that early experiences matter. Child care is a fundamental part of each community. Again simply put, we know that children's language and cognitive functions thrive in high-quality child care programs with responsible caregivers.

In analyzing the need and design for child care options in Kosciusko County, readings were gathered from a variety of sources, such as Federal Head Start Facilities Manual, Spaces for Children-Eight Step Design Process for Child Care Centers, Caring Spaces and Learning Spaces: Children's Environments That Work, Indiana's Regulations for Licensing Day Nurseries through the National Resource Center for Health and Safety in Child Care and Jon R. Shively-local area appraiser. Interviews were conducted with two individuals from Cardinal Center, Inc. who have a combined 35 years of experience meeting the needs of the community. Both women have had a strong desire to address the needs of low-income families in Kosciusko County. N. Jane Greene company CEO and Carol Droke, Head Start Director were approached for direction and guidance with this project. Both of these individuals stated and confirmed the number the young children on "waiting lists" for Head Start services in our community. Both women talked about the lack of available facility space to provide these needed child care options and about the current needs of families, and child care for their children. Ms. Droke broke down the need by grouping children by ages, which reflect licensing requirements. Our project used the below age groupings of children to build the envisioned facility around:

Age of Child/Description	**Length of Day**	**# of Classes**	**Total In each class**
Infants 0-12 months	12 hours/full day	1	8
Toddlers 12-24 months	12 hours/full day	1	8
Ages 24-36 months	12 hours/full day	1	10
*Ages 3-5 years	12 hours/full day	4	18
**Ages 3-5 years	mornings/afternoons	4	18

Total number of children to be served-170.

*Two classes or 50% of the children enrolled in these classes will be "community children" those who have a child care need, but who are over the income eligibility for Head Start

**Two of these identified classes will meet in the mornings, two will meet in the afternoons

It became evident early on that the Head Start Facility Manual and the Indiana Licensing Regulations were to become the most read and reread documents of our project. In the Head Start Facility Manual there were/are many worksheets that can be used by an assessment team, when they are ready to join the child care expansion venture. The manual walks the reader through the process of convening a Facilities Assessment Team-whose duty is to make an informed choice between expansion of an existing structure, remodeling of an already constructed site, or new construction. The majority of the information contained in this manual is dedicated to designing new facilities and giving guidance for acquiring funding. One of the most valuable worksheets is entitled, "Head Start Design Requirements Checklist-Worksheet #11". This worksheet is to serve as a framework for dialogue between Head Start personnel and the architect and others responsible for the actual design and construction of the physical facility. (See attachment). This document asks pertinent questions that require the future planners to look at the following:

- Principle use of the facility/multi-purpose facility.
- Location convenient for the target children and families.
- Safety of the immediate neighborhood of the facility.
- Nearby schools and parks.
- Parking.
- Total space needed.
- Number of people using the facility (children, parents, staff, volunteers, others)
- When will the space be used (months during the year, days, hours, special functions, and purposes)?
- Program designs/square foot space needed (infants/toddlers, preschool, parent space, staff space, administrative space, kitchens, child care, indoor play areas, outdoor playground, parking, other)
- Special designs or features needed (health and safety features, exit doors, security, visitors, HVAC requirements, lighting, electrical, plumbing, acoustical, communication, telephone systems, storage and records, etc.)

Our group was lead to do further research with Jon Shively, MAI, SRA Center Appraisal Services 113 S. Buffalo Street Warsaw. His guidance proved to be very valuable when we encountered "to be considered questions" associated with zoning codes, approvals, building codes, and land and construction costs for our area. A copy of Mr. Shively's letter is attached to this paper, which identifies the need for an "special exception" approval for any type of child care construction and identifying costs for a 40,400 square foot total land area which includes 10,000 square foot new construction, 5,4000 square foot playground, and an additional 25,000 square foot parking, drives and lawn area. Mr. Shively's estimated cost for this facility with land would cost in the neighborhood of $778,000-$832,000.

Indiana's Rules for Child Care Facilities (See attached) will be vital to any child care facility assessment team, KLA team, or interested others who pick up the charge for fulfilling the expansion of child care options in Kosciusko County. This document lays out the code and regulations for child care centers state-wide. Staff requirements necessary by age of child grouping is listed as is options for combining age groups for

joint activities. Physical care of the child care children is another area covered in the attached document, physical care covers-regulations associated with rest and nap periods, bedding, and cots. Indiana Rules Section 11, Health Program calls Isolation Quarters, or a sick/recovering areas to be provided in child care facilities, the regulations state, "This room shall not be used for any other purpose by the children while being used as isolation quarters, and shall be closed off from other rooms. Toilet and lavatory facilities shall be located within or near the room." The regulations concerning this need go on to state, "The isolation room shall be well ventilated, heated and have at least one cot. The cot and other furnishings shall be easily sanitized. The isolation room must contain at least one cot. Two cots must be provided for 150 enrolled children and three cots for 225 enrolled children. Three feet of space shall be maintained between cots for 225 enrolled children. Three feet of space shall be maintained between cots." As you can see it will be very important to read and digest this document thoroughly, for many space needs, age requirements exist. 470IAC3-4.-14 Building, Grounds and Equipment ruling, covers completely the state's standards for square footage space needs for indoors, and outside play areas. This ruling gives the requirements on toilet and basin minimums, water temperatures, and heat, light, ventilation and air conditioning systems. These rulings also give details on who needs to approve any construction plans-prior to building and fire/safety codes.

Quality child care needs to be expanded in our county. Using the Head Start model many more low-income families would be able to utilize this service. Our KLA team hopes that this white paper will encourage the community to take on the task of expanding child care options in Kosciusko County. We hope that the resources (materials, attachments) provided will assist in this effort. The next step in expanding child care options in Kosciusko County is to encourage community support and involvement. Fund raising efforts will be necessary in the proposal process along with location selection, bringing the community to project completion. Our hope is for the community to jump on the bandwagon supporting this effort physically, emotionally, and financially.

Daniel Clay, Combined Community Services
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Demographic Need

3,848 Kosciusko County infants and toddlers needing child care
(Source: Kosciusko County Child Care Needs Assessments Survey 2001)

1,711 Number of children with special needs requiring child care
(Source: Extrapolated data using 13% of all children ages 5-17 from the Status of Indiana Families 1996 profile)

4,780 Number of Kosciusko children under the age of six with all parents working or looking for work
(Source: 1999 Kosciusko Count Life Quest Data Report)

323 children representing 158 families Children and Families from Kosciusko County on a waiting list for supplemental child care voucher assistance
(Source: March 2002, Combined Community Services statistics)

513 Kosciusko children currently receiving child care assistance vouchers
(Source: March 2002 Combined Community Services statistics)

71 Average monthly total of children (ages 3-5) on a waiting list for Head Start services
(Source: Program Total Report, Cardinal Center, Inc. for 1999-2001)

Children Targeted to Receive Child Care Through this Project

170 children from Kosciusko County, ages 0-5.

Child Care Building Requirements to Meet Need

10,000 square feet-building blueprint
5,400 square feet-playground area
25,000 square feet-parking, drives, lawn area
Total square foot project- 40,400
Commercial/Industrial zoning

Challenges

Community support
Location of land for building or existing structure to meet needs
Zoning approval for "special exception" project
Head Start approval-80% of funding for project
Meeting the 20% local match requirement
Assuring project/building is accessible to the community
Building is cosmetically acceptable

Next Steps

Understanding/taking action-funding proposal
Location selection
Community involvement and support
Fund raising
Project completion

JON R. SHIVELY, MAI,SRA *CENTER APPRAISAL SERVICES*

113 S. Buffalo Street - Warsaw, IN 46580 - Phone (574) 267-3757 * Fax (574) 267-5540

March 6, 2002

Ms. Kim Saillant
219 W. Market St.
Warsaw, IN 46580

RE: KLA Day Care Center Project

Dear Kim:

In response to your questions concerning a proposed child care center in Warsaw, I have developed the following approach for estimating the cost of a facility.

A Day Care occupancy is a "Special Exception" for most zoning districts and would require approval prior to any type of construction. Since there would likely be resistance in a Residential District, only Commercial and Industrial sites will be considered. The most recent bare land sale of a good industrial park site was $1 per square foot of land area, and a well located business location with all utility services would have a value of about $2.35 per square foot. A standard land to building ratio of 4 : 1 would indicate a 40,000 square foot site requirement based on the following:

Playground Area	5,400 Square Feet
Building Footprint	10,000 Square Feet
Parking, Drives, and Lawn Area	25,000 Square Feet
TOTAL LAND AREA	40,400 Square Feet

Asphalt parking and driveway surface is estimated to have a cost of $1.50 per square foot, or approximately $37,500. The land cost will range from $40,000 to $95,000 depending on location.

The cost new of a 10,000 square foot, Class D Day Care Center is estimated to be $69.95 per square foot based on Marshall & Swift calculations. This compares to $58.19 per square foot for standard office space of the same quality. The difference of $11.76 per square foot is attributed to special equipment and fixtures required for child-care space. That measure can be applied to existing space to arrive at a conversion cost estimate in evaluating existing buildings. A 10,000 square foot facility will have a replacement cost of approximately $700,000.

Kim Saillant
KLA Project

The construction of a new child-care facility would cost from $778,000 to $832,000, or $77.80 to $83.20 per square foot of building area merged with land. If conversion costs amount to $11.76 per square foot of building area, the purchase of an existing facility for less than $66.00 per square foot would be economically feasible.

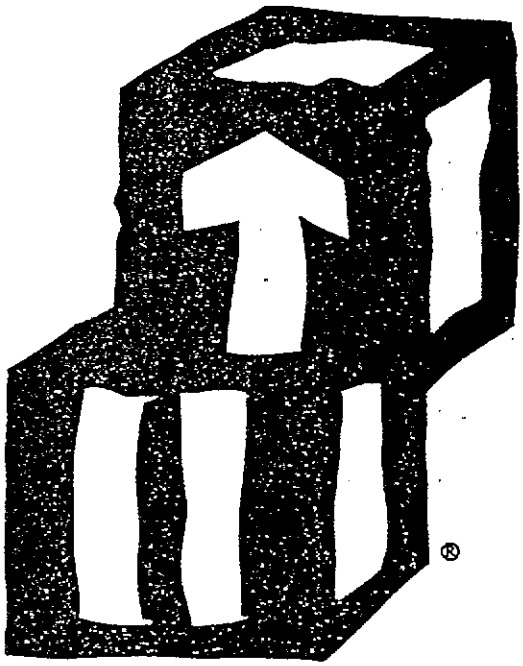
I hope this answers some of you questions, and please contact me if additional input is required.

Very truly yours:

Jon R. Shively

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families
Administration on Children, Youth and Families
Head Start Bureau

HEAD START FACILITIES MANUAL



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To assist in duplication and distribution, a working set of the following forms is located at the back of this manual.

INTRODUCTION

A quality Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff, volunteers, and community agencies that share space with Head Start. Quality facilities can help programs to achieve Head Start's goals of promoting children's social competence, providing opportunities for parent involvement, and fostering family self-sufficiency. Head Start has made improving the quality of all Head Start facilities a priority. This emphasis has emerged for three principal reasons:

- Studies have documented that many Head Start programs are housed in inadequate facilities which need to be upgraded as part of an overall strategy to improve program quality;
- The large increases in Head Start funding in recent years have highlighted the importance of obtaining new space for additional children; and
- The expansion of child care and preschool programs and tightened licensing, fire, and building code requirements has led to a critical shortage of licensed space for early childhood programs.

Along with this need for improved or expanded facilities has come Federal legislation that affects how Head Start facilities may be funded. In 1992, Congress passed the Head Start Improvement Act which authorized Head Start agencies to use grant funds to purchase facilities (and to pay interest costs on facility purchases) for the first time. In 1994, the Head Start Act was reauthorized and amended to provide grantees authority to use grant funds to construct facilities and to make major renovations to facilities. This legislation also included a provision authorizing the use of grant funds to purchase facilities from American Indian tribes. As a result of these actions, Head Start agencies are beginning to take a close look at their existing facilities and to plan for the future. Facilities assessment is an integral part of this process.

This Head Start Facilities Manual is a tool for Head Start grantees and delegate agencies to assess their existing facilities, to make improvements, and to secure space for expansion. The primary users of the manual will likely be the Head Start director, the grantee's executive director, the financial officer, and other persons who are directly involved in facilities planning and development. Head Start staff, parents, boards, Policy Councils and others interested in Head Start space will also find the Manual useful.

The manual has six chapters:

1. Assessing Head Start Facilities, which describes the facilities assessment team, how to assess existing facilities, and how to plan for future facilities needs;

2. Understanding Head Start Compliance Issues, which discusses Head Start Program Standards, state and local regulations, and provisions of the Americans With Disabilities Act (ADA) which Head Start facilities must meet;

3. Designing Head Start Facilities, which discusses Head Start Centers, including classrooms, play areas, and other facilities; Head Start home-based facilities; and shared facilities;

4. Developing Head Start Facilities, which discusses finding new space, altering and renovating existing space, contracting, and licensing;

5. Funding Head Start Facilities, which discusses funding sources, how to apply for funds, and leasing and purchasing facilities;

6. Finding More Help, which points to other resources, including programs, publications, and organizations.

Each chapter includes checklists and/or other resource materials. Users of the manual may want to read the entire manual to gain a complete understanding of the facilities issues, or go directly to those chapters of particular interest. An extra set of forms is included at the back of this manual for copying and distribution to interested individuals and organizations.

1. ASSESSING HEAD START FACILITIES

Head Start programs annually conduct a self-assessment to review their program's overall quality and compliance with program standards. In addition, each Head Start grantee must conduct a community needs assessment within its service area once every three years to determine the demographic make-up of Head Start eligible children and their families, other child development and child care programs that are serving Head Start children, and other information relevant to the grantee's service area. Facilities needs assessment is an extension of both of these processes. It can begin with the formation of a facilities assessment team or task force and focuses both on assessing existing facilities and on planning future facilities.

Convening a Facilities Assessment Team

Facilities needs assessment can begin with a team or task force. This team could be the Head Start Facilities Work Group, if the program has one, or a sub-committee of the Head Start Community Assessment Team. It is best to build upon an existing group for the team rather than to create an entirely new group. The strongest teams will include Head Start parents and staff, representatives from the community at large, local agencies that serve Head Start children and families, and individuals who are familiar with Head Start program policies, program design, technical aspects of facilities design, fiscal and cost issues in facilities analysis, and community resources.

Whenever possible, the facilities needs assessment should be part of the grantee's community needs assessment process. There are several reasons for this:

- Community partners that should be consulted in the needs assessment tend to be the same organizations that are likely to be aware of suitable space;
- Opportunities for co-locating and coordinating program services may come to light during joint planning of both facilities and community needs assessment;
- The process of conducting a collaborative needs assessment tends to minimize duplication and competition in outreach and recruitment efforts;
- Head Start programs may negotiate joint services agreements or decide to subcontract with other child care programs or public or parochial schools to serve some expansion children, thereby making more efficient use of existing space or "excess capacity" in the other agency.

- The needs assessment process is a way of informing other agencies about Head Start's multi-year plan for enrollment expansion (including service in new communities), staff increases and need for additional facilities.

The first task of the assessment team should be to review the *Head Start Facilities Manual* to determine which aspects of facilities assessment apply to their situation. The outcome of their work should be a report recommending the actions to be taken.

Assessing Existing Facilities

The assessment team may examine the existing Head Start facility to determine whether repairs or renovation are in order, whether the present lease should be renewed, the facility relocated, or whether an attempt to purchase the facility should be made. The team should identify areas that need improvement, actions to be taken, and the estimated cost of improvements. The team should document their findings in a *Head Start Facilities Assessment Report*, a sample of which appears at the end of this chapter.

There are five steps to follow in evaluating existing facilities.

1. Review program quality of each facility, including compliance with Head Start Program Performance Standards.

2. Assess the physical plant, including the condition of buildings, outbuildings, and grounds. This should include the playground, plumbing, roof, kitchen, and floor, and the heating, fire safety, and electrical systems.

3. Determine the cost-effectiveness of planned improvements, including balancing costs and benefits against making all improvements at once or and phasing in improvements over several years. Consider the useful life of the facility and whether the facility will continue to be available for Head Start. Take into account transportation and the location of the facility in relation to other child care and early childhood facilities if there is doubt that the facilities will be available for at least several more years.

4. Identify centers that should be relocated. Consider relocating to a new facility when a center has serious quality problems (such as major health and safety problems), when costs of needed improvements are too high in comparison with the benefits to the program of making the improvements, when relations with the landlord are unstable or otherwise unsatisfactory, or when the target population is moving away from the neighborhood where the Head Start center is located.

5. Identify facilities that could be expanded. Consider adding classrooms, modular facilities, or, where appropriate, building a new facility on land that Head Start owns or for which it has been assured long-term use.

Planning for the Future

The Head Start program's future facilities needs are influenced by the adequacy of existing facilities, specifically the extent to which present space will continue to be available to the program, by program improvements and innovation, and by program expansion. The facilities assessment team should consider each of these elements.

Adequacy of existing facilities. Based upon its analysis of the *Head Start Facilities Assessment Report*, the facilities assessment team should calculate how many children and families can be served in each of the program's existing facilities, assuming that needed improvements can be accomplished (and excluding facilities that are to be relocated).

Program improvements and innovation. The team should develop a strategic plan, taking into account Head Start and other possible sources of funds. The team should project enrollment and the facilities adjustments that will result from program improvements and innovations and changes in population and demographic trends. Among the program changes that could affect facilities are these:

- Providing full-day, full-year child care services;
- Providing health services for younger siblings of current Head Start children;
- Giving greater priority to family self-sufficiency programs, including family literacy, adult education, employment, substance abuse, and family health programs;
- Broadening services to include children with more severe disabilities;
- Implementing Head Start staffing, class size, and program option policies, and eligibility and recruitment regulations;
- Providing services to children under age three;
- Intensifying transition planning and program partnerships with the public schools; and
- Developing collaborative funding and location arrangements with other child care and early childhood programs in the community.

Program changes can have a dramatic impact on the need for space. For example, if a Head Start center that currently provides service to one group of children in the morning and a second group of children in the afternoon selects a full-day, full-year service instead, the center will virtually double its space requirements.

Facilities Forecast

The facilities assessment team should prepare a *Head Start Facilities Forecast*. This forecast should be based on the *Head Start Facilities Assessment Report*. The forecast will provide the framework for discussions with HHS Regional Offices and other funding sources about long-term facilities requirements. It will also help to firm up plans for improving or expanding existing facilities. A sample *Head Start Facilities Forecast* appears at the end of this chapter.

HEAD START FACILITIES ASSESSMENT REPORT

Worksheet #1

Purpose: To examine issues related to the condition, cost, and future use of each facility, and to explore other site options. Be sure that you have provided enough information to enable the Head Start program to set priorities and to decide which improvements should be made immediately, which should be made over the next year, which should be scheduled for the future, and which can be deferred indefinitely.

Instructions: Complete the form below by describing each needed improvement in each facility. Be specific. Include a justification for the improvement (for example, needed to meet licensing; compliance with Head Start Performance Standards) and include cost data. Attach additional sheets to the form as necessary.

Name of Program: _____

Location of Center Being Assessed: _____

Person(s) conducting assessment: _____

Date of assessment: _____

Ownership of building (if leased, when does lease expire?) _____

Assessment Step:	***Name of Facility:*** _____
1. Capacity of building ◆ Number and type (or function) of rooms. [Describe the building's rooms and the use to which the rooms are or can be put]. ◆ Outdoor space and how it is currently used. ◆ # of children currently served in building ◆ # of staff currently using office space ◆ # other current uses of building	
2. Program quality How does this facility affect program quality; better or worse? [Refer to Performance Standards and state how the building helps or hinders in meeting the Performance Standards.]	

Over →

(See Worksheet #1, page 91)

Worksheet #1 Continued

Assessment Step:	*Name of Facility:* _____
3. Condition of building and grounds: Analyze any problems in the following areas and include an estimate of the cost of repair: a. Playground b. Plumbing c. Roof d. Kitchen e. Floor f. Heating system g. Fire safety h. Electrical system i. Other (specify)	
4. Cost effectiveness of necessary renovation: Analyze cost effectiveness of necessary renovations. Write a timetable for the renovations, listing them in descending order of priority. (What needs to be done right away? What can be deferred?)	
5. Future use of the building: ◆ Is it in the best interests of the program to continue to occupy the building? Why or why not? ◆ Is expansion of this building to increase its total area possible? Desirable?	
6. Other site options What other site options are available? (Rental, purchase, construction)	
Additional comments: (Attach additional sheet if necessary.)	

(See Worksheet #1, page 92)

HEAD START FACILITIES FORECAST

Worksheet #2

Purpose: To provide a framework for planning discussions with the Regional Offices and other funding sources, and to provide guidance for upgrading and/or expanding facilities and identifying neighborhoods in which facilities should be established.

Instructions: Complete each item on the following page, beginning with the column marked Current Year. Attach supporting documents where necessary. Be as specific as you can. Sources of information are indicated for each item.

Information for current year:

Total Funding. The total budget by funding source should be available from the Head Start grant and other budget documents. Identify all resources that are used to pay for services to Head Start children and their families. If the program has substantial funding from sources in addition to Federal Head Start, identify each of the major funding organizations and attach a brief description of the services and amount of funding provided.

Number of Classroom Staff; Total All Staff. The number of classroom and other staff should be found in the personnel and other program management files.

Number of Facilities; Number of Classrooms. These figures should be available from the program files.

Enrollment by Facility. Enrollment by facility should reflect actual enrollment during full program operation. If the program has substantial turnover of children and families during the year, estimate the extent of the turnover, using previous program experiences as a guide. In an attachment, project the total number of children that will be served during the operating year and summarize the implications of turnover for budget and facilities. Review Program Information Report (PIR) files for consistency of staff and enrollment data.

Comments. Spell out planning assumptions or attach related documents.

Projections for Years 1-5.

Total Funding. Because the Head Start program is funded through an annual appropriation from Congress, it is impossible to predict if there will be future funding increases. Although there has been a recent period of rapid expansion in Head Start, there is no guarantee that such expansion, or any expansion, will continue in the following years. Consider these possibilities when you consider your community's needs and when you forecast facility needs.

Number of Classroom Staff; Total All Staff; Number of Facilities; Number of Classrooms. Strategic planning and community needs assessment should provide a basis for year-by-year forecasts of total number of classroom and other staff, and total numbers of facilities and classrooms.

Enrollment by Facility. Strategic planning and community needs assessment also should provide the basis for the year-by-year enrollment forecasts. The projected enrollment in specific facilities should take into account the adequacy of existing facilities as described in the Facilities Assessment Report.

Over →

(See Worksheet #2, page 93)

Worksheet #2 Continued

Program _____

Person(s) preparing forecast: _____

Date of forecast: _____

	Current Year	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total Funding ($)						
ACYF Head Start Funding						
Other Funding (Specify)						
Non-Federal Share						
Number of Classroom Staff						
Total All Staff						
Number of Facilities						
Number of Classrooms						
Enrollment by Facility: 1 2 3 4 Total Enrollment						
Comments:						

(See Worksheet #2, page 94)

2. UNDERSTANDING HEAD START COMPLIANCE ISSUES

Head Start facilities must meet certain program, legal, and public access requirements. This chapter discusses compliance with Head Start Program Performance Standards; with local, State, and Federal laws; and with accessibility regulations, and discusses the effect compliance may have on Head Start facilities and facilities design.

Meeting Head Start Program Performance Standards

The Head Start Program Performance Standards set the basic requirements that Head Start programs must meet. The Standards were first issued in 1975; they have been modified and expanded several times since then, most recently in 1993. The Standards are comprehensive, they address each component of the Head Start program, and they have implications for facilities.

The Standards call for "...a physical environment conducive to learning and reflective of the different stages of development of the children... For center based programs, space shall be organized into functional areas recognized by the children, and space, light, ventilation, heat, and other physical arrangements must be consistent with the health, safety, and developmental needs of the children. To comply with this standard:

1. There shall be a safe and effective heating system;

2. No highly flammable furnishings or decorations shall be used;

3. Flammable and other dangerous materials and potential poisons shall be stored in locked cabinets or storage facilities accessible only to authorized persons;

4. Emergency lighting shall be available in case of power failure;

5. Approved, working fire extinguishers shall be readily available;

6. Indoor and outdoor premises shall be kept clean and free, on a daily basis, of undesirable and hazardous material and conditions;

7. Outdoor play areas shall be made so as to prevent children from leaving the premises and getting into unsafe and unsupervised areas;

8. Paint coatings in premises used for care of children shall be determined to assure the absence of a hazardous quantity of lead;

9. Rooms shall be well lighted;

10. A source of water approved by the appropriate local authority shall be available to the facility; and adequate toilets and hand washing facilities shall be available and easily reached by children;

11. All sewage and liquid wastes shall be disposed of through a sewer system approved by an appropriate, responsible authority, and garbage and trash shall be stored in a safe and sanitary manner until collected;

12. There shall be at least 35 square feet of indoor space per child available for the care of children (i. e., exclusive of bathrooms, halls, kitchen, and storage places). There shall be at least 75 square feet per child outdoors; and

13. Adequate provisions shall be made for handicapped children to ensure their safety and comfort."

The Performance Standards also specify that "...equipment and materials shall be:

1. Consistent with the specific educational objectives of the local program;

2. Consistent with the cultural and ethnic background of the children;

3. Geared to the age, ability, and developmental needs of the children;

4. Safe, durable, and kept in good condition;

5. Stored in a safe and orderly fashion when not in use;

6. Accessible, attractive, and inviting to the children; and

7. Designed to provide a variety of learning experiences and to encourage experimentation and exploration."

Other elements of the Performance Standards that have implications for facilities are provisions on providing opportunities for parents to participate in skills-development activities and training, and on providing counseling and other social services to families. In addition, Head Start programs are expected to offer to parents of participating children, family literacy services and training to provide the continued involvement in the education of their children upon transition to school. Head Start programs are also encouraged to offer training in child development, assistance in developing communications skills, opportunities to share experiences with other parents, and

substance abuse counseling. {Section 642 (b) of the Head Start Act.} Because of these provisions, additional space to locate staff and services for other community programs may be needed.

The facilities assessment team and others interested in Head Start facilities requirements are urged to consult the Performance Standards and the Head Start Act for more details. The Standards and the Head Start Act are available from ACF Regional Offices and the Head Start Bureau.

At the end of this chapter there is a *Checklist for Quality Head Start Facilities*. This checklist can be used to assess a program's compliance with the Performance Standards.

Meeting Other Legal Requirements

Head Start facilities must meet a number of legal requirements, including licensing and zoning requirements, fire, health and safety regulations, and laws regarding environmental hazards.

Licensing and Zoning Requirements

Head Start facilities must meet applicable State and local licensing requirements. While these requirements vary widely among communities, they usually include:

- Child-staff ratios;
- Indoor and outdoor space requirements;
- Toilet facilities;
- Supervision of children;
- Safeguards to prevent child abuse and neglect;
- Exits, including fire doors and exterior access classroom doors;
- Sprinkler systems; and
- Other design requirements.

Head Start facilities also must meet zoning regulations, which may restrict land use. In many communities, Head Start centers must meet the same requirements as preschools or child care centers. In other communities, special provisions or exceptions may apply.

Consult your local officials for further guidance about licensing and zoning regulations.

Meeting Fire, Health, and Safety Regulations

Fire: Head Start facilities must meet State and local fire safety codes and regulations. Each facility must have approved, working fire extinguishers readily available, and staff and other adults participating in the program should be able to locate and properly operate the fire extinguishers. Flammable materials should be kept out of Head Start buildings or be properly stored. Regular fire drills should be held, and there should be an emergency evacuation plan posted in each room.

Head Start programs should consult fire safety officials about the following:

- The basic materials and construction criteria for a "fire resistant" building;
- Fire and smoke barriers and other safeguards for older buildings;
- Fire doors, exit markings, emergency lighting, alarm systems and other safety features;
- Installation and testing of fire alarms, smoke detectors sprinkler systems, and other fire suppression systems; and,
- A fire evacuation plan which includes guidelines for staff and fire fighters to follow in evacuating persons with disabilities; infants and toddlers; older adults; preschool children; and others.

Health: Head Start facilities must conform to all applicable State and local health codes and regulations and to the applicable provisions in the Head Start performance standards. The following have implications for facilities planners:

- Centers should be well-lighted and properly ventilated;
- Temperature should be regulated so that classrooms are neither too hot nor too cold for the children's comfort and well being;
- If food is prepared at the center, all requirements for nutrition and food service should be met. If food is prepared at another approved facility, it must be transported to the center in sanitary containers and maintained at appropriate temperatures;
- Facilities should be cleaned regularly, carpets and rugs should be clean and bacteria free, and rooms should be odor free;

- There should be an isolation area for sick children; and
- There should be *no smoking* in Head Start facilities.

Safety: Head Start facilities must comply with State and local safety regulations and with the Head Start Program Performance Standards for safety. Facilities design should include:

- A well-equipped First Aid Kit in a handy location;
- Locked storage, inaccessible to children, for cleaning supplies and other toxic materials;
- Storing electrical appliances, cords, and outlets placed out of children's reach;
- Safety covers or protective caps on electrical outlets;
- Water temperature below 110 degrees Fahrenheit to prevent scalding;
- No lead paint or asbestos;
- A safe playground;
- Outdoor lighting around the center and on the playground;

In addition to the Federal, State, and local standards typically required, the following safety features should be considered: monitoring window, low partitions, and security mirrors in bathrooms, lofts, storage areas, and corridors with restricted views in order to enhance supervision of small children.

Environmental Regulations: Head Start programs must meet applicable federal, regional, state, and local environmental regulations for existing and new facilities. Meeting these regulations may require radon testing, soil testing, environmental study and clean-up, or the removal of materials such as asbestos or underground oil tanks. In such cases, it is advisable to rely on specialists to do the work. Any Head Start program planning new construction or extensive renovation should consider hiring an environmental specialist to determine whether the facility and the immediate neighborhood are free of environmental hazards, and if hazards are discovered, to advise corrective action. Head Start grantees planning to use grant funds to build, purchase, or renovate a facility should contact their state and local environmental services offices about environmental assessment requirements. Head Start programs in areas that are vulnerable to natural disasters, such as hurricanes, tornadoes, and earthquakes, may be required to meet special construction

provisions. They also may be required to have emergency evacuation plans. These programs should consult with architects experienced in designing facilities that are "disaster resistant" to be certain the facility they are planning will meet the regulations. Head Start programs that utilize mobile and modular facilities should give special consideration to this issue.

For more information on disaster preparedness, contact the specialists at the Federal Emergency Management Agency. Send your request, to:

Federal Emergency Management Agency
Washington, DC 20472

Meeting Accessibility Requirements

Head Start programs and facilities must be accessible to children, their families, staff, and others. This access extends to individuals with disabilities. Under Head Start funding regulations, elimination of architectural barriers that affect the participation of children and adults with disabilities, and renovation of space and facilities to ensure the safety of children, are allowable costs.

Accessibility does not mean that every Head Start building or every part of a building must be physically accessible, but that the program services as a whole are accessible. Structural changes to make the program services available are required, if alternatives, such as reassignment of classes or moving activities to other rooms, are not possible. Program funds may be used for widening entrances, installing ramps, remodeling restrooms, or other modifications, and for equipment (including accessible vehicles) needed to make program services accessible.

Four laws include provisions that have major implications for Head Start facilities:

1. *The Head Start Act*, which mandates that at least 10 percent of program enrollment opportunities be made available for children with professionally diagnosed disabilities;

2. The *Individuals with Disabilities Education Act (IDEA)*, which lowered the age of eligibility for special education and related services for children to age three and established a special Infants and Toddlers Program;

3. Section 504 of the *Rehabilitation Act of 1973*, which is Federal nondiscrimination legislation; and

4. The *Americans with Disabilities Act (ADA)*, also Federal non-discrimination legislation, provides comprehensive civil rights protection to individuals with disabilities.

The Head Start Act

The Head Start program serves children with the full range of disabilities. It is one of the few inclusionary settings for preschool children with disabilities, and it likely will serve rising proportions of children with severe disabilities in the future.

Head Start's revised eligibility criteria for serving children with disabilities, as published in the Federal Register on January 21, 1993 (45 CFR Parts 1304, 1305 and 1308), are consistent with the criteria of the Individuals with Disabilities Education Act (IDEA), including Section 504 of the Rehabilitation Act of 1973, in order to facilitate the transition of children and families from Head Start to the public schools. See ACYF Information Memorandum, ACYF-IM-93-06, February 17, 1993, for the Final Rule on Head Start Services for Children with Disabilities.

IDEA

Major provisions of the IDEA that affect Head Start are:

- All children with disabilities, regardless of the severity of their condition, are entitled to receive a free appropriate public education;
- Education and special services will be based upon a complete and individual assessment and evaluation of the child's condition;
- An Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) will be developed for every child eligible for special education or early intervention services and will specify what types of services each infant, toddler, or preschooler will receive; and
- To the maximum extent, each child with disabilities will be included in the least restrictive environment; i.e., the environment provided for children without disabilities.

Head Start planners should be familiar with the following, which may apply to their programs:

- Formal agreements between Head Start programs and State and local education agencies to provide coordinated services to children with disabilities;

- Direct funding from State and local education agencies to Head Start programs to support special education or related services to children with disabilities. These funds also can be used to modify facilities to ensure access.

- Requirements that Head Start classrooms in the public schools provide services to children with disabilities in a similar fashion to other preschool programs run by the school system under the IDEA;

- Section H of IDEA, which may affect participants in Parent Child Centers, migrant programs, and other Head Start programs serving infants and toddlers; and

- Legislative requirements that affect other early childhood programs that may have a bearing on facilities planning and development, including the selection of neighborhoods in which Head Start might locate centers.

Section 504 of the Rehabilitation Act of 1973

The provisions of Section 504 of the Rehabilitation Act of 1973 apply to children served by Head Start. This means that Head Start services to children with disabilities are subject to the requirements of this legislation in addition to the Head Start Act. The following are among the requirements:

- Admissions policies, program brochures, and waiting list procedures may not intentionally or unintentionally exclude or discriminate against children with disabilities;

- Head Start programs may not deny admission to a child with disabilities for the reason that to do so would lead to an increase in their insurance rates or a cancellation of their coverage. (Note: Head Start programs would need to obtain insurance coverage from a different provider in such situations.)

- Head Start may not require toileting skills as a condition for enrollment.

- Children with disabilities must be included in all program activities (e. g., playground activities, art projects, and field trips).

- Head Start cannot deny admission to an eligible child with disabilities for whom Head Start is an appropriate placement according to the child's IEP.

ADA

ADA requirements apply equally to family members, staff, and other individuals who come in contact with Head Start. In the past, to the extent that the needs of disabled individuals were taken into account in Head Start facilities planning, it was usually the best interests of the children that were considered. Under the ADA, facilities planning must take into account all persons with disabilities, adults as well as children. Relevant provisions include the following:

- Construction of new facilities and renovation of existing facilities must be in accord with the ADA Accessibility Guidelines;
- Architectural and structural communications barriers must be removed where readily achievable (that is, where this can be done without great difficulty or expense). In determining whether barrier removal is feasible, the Head Start program should consider the nature of the action needed, the cost, and overall program financial resources;
- If barrier removal is not feasible, alternate methods must be pursued;
- When alterations to primary function areas are made, there must be an accessible path of travel to the altered areas (including bathrooms and drinking fountains);
- If a Head Start program employs 15 or more persons, the program may not discriminate in hiring or promotion of an individual with disabilities if the person is otherwise qualified. This does not prevent Head Start programs from assessing the applicant's ability to perform the essential elements of the job (such as being able to get children out of a building during a fire or keeping up with physically active preschoolers). However, Head Start programs may deny employment to staff who pose a risk to the health and safety of children or other staff; and
- *Head Start programs that own their own facilities are responsible for compliance with the ADA*, including bearing the expenses of appropriate modifications of facilities. For Head Start programs that lease their facilities, responsibility for ADA compliance, and for modifications of facilities and barrier removal, should be negotiated in the lease.

Program Issues

Facilities planners should keep in mind the following program issues as they design their centers:

- Each child with diagnosed disabilities must be provided with an individualized education program (IEP) that specifies the education and related services that will be provided to that child;

- Programs should provide services in the least restrictive environment. It is ideal if a child can be included in the full program with modification of some of the small group, large group, or individual program activities to meet his or her special needs. The term least restrictive environment means an environment in which services to children with disabilities are provided:

  - to the maximum extent appropriate with children who are not disabled; and in which

  - special classes or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;

  - Children with physical disabilities should have chairs and other pieces of furniture as they grow of the correct size and type for their individual needs.

Each Head Start program must have a disability services plan to meet the special needs of children with disabilities and their parents. The plan must include assurances of accessibility of facilities, and plans, if needed, to provide appropriate special furniture, equipment, and material.

No Head Start eligible child can be deprived of the opportunity to enroll in Head Start because of inaccessible facilities.

For more information, see ACYF Information Memorandum, ACYF-IM-93-06, February 17, 1993, for the Final Rule on Head Start Services for Children with Disabilities.

NOTE: The United States Architectural and Transportation Barriers Compliance Board is developing regulations which will contain design requirements which specifically address access for children. When these regulations are promulgated, Head Start, school, and other facilities primarily servicing children, will be expected to comply with these regulations.

CHECKLIST FOR QUALITY HEAD START FACILITIES

Worksheet #3

Purpose: This checklist is a self-assessment tool for Head Start grantees and delegate agencies. It is organized around the following facilities categories:

- ◆ Classrooms
- ◆ Administrative
- ◆ Parent and staff space
- ◆ Playgrounds
- ◆ Building and grounds

Instructions: Rate each applicable category by checking the "Yes," "No," or "Needing Improvement" column in answer to each item in the category. If a particular item is not applicable to the facility you are assessing, note "N/A" in the "Comments" column. Comments should highlight aspects of the facility that are outstanding or exemplary and note areas that need improvement, along with the corrective action required. In particular, comments should identify any areas that pose immediate or potential hazards to the children or that may constitute a safety or health risk for parents, staff, or volunteers.

This checklist is designed to be filled out for a Head Start facility at one location or site. Assess each classroom in the facility separately, duplicating Part A. Classrooms of the Checklist as necessary.

Program _____

Review Date: _____

Name of Facility: _____

Location: _____

Facility Director: _____

Telephone No _____

Reviewer(s): _____

_____

_____

Telephone No(s): _____

_____

_____

Over →

(See Worksheet #3, page 95)

Worksheet #3 Continued

SUMMARY RATING

Category	*# Yes*	*# No*	*# Needing Improvement*	*Comments*
Classroom 1				
Classroom 2				
Classroom 3				
Classroom 4				
Classroom 5				
Playground				
Parent/Staff Space				
Administrative Space				
Building and Grounds				
Total				
Action Recommended:				

	Yes	*No*	*Comments*
A. CLASSROOMS			
All classrooms:			
1. Is there space for one-to-one, small group, and large group activities?			
2. Does the layout support developmentally appropriate learning?			

Continued →

(See Worksheet #3, page 96)

Worksheet #3 Continued

	Yes	No	Comments
3. Is there at least 35 square feet of space per child?			
4. Is the furniture child sized?			
5. Are toilets and basins child sized and accessible to children?			
6. Is drinking water accessible to children?			
7. Do children have space to hang up their coats, and cubbies for their belongings?			
8. Is there space for children to play quietly alone?			
9. Does the classroom meet the requirements of the Americans with Disabilities Act?			
10. Does the setting promote mainstreaming of children with disabilities?			
11. Does the layout encourage children to rearrange space for their own activities?			
12. Is space organized into functional areas recognized by the children?			
13. Does the layout permit children to move freely from one area to another, without disruption?			
14. Can children's artwork be displayed at a child's eye level?			
15. Have sound absorbing materials been used?			
16. Are there separate quiet and active areas?			
17. Are there soft elements, such as carpeting and pillows?			

Over →

(See Worksheet #3, page 97)

Worksheet #3 Continued

	Yes	No	Comments
18. Can children be seen and supervised at all times? For example, are there view panels on all doors to rooms in which children play? Can children be observed while they are in bathroom areas?			
19. Can children move about easily and play safely in the classroom?			
20. Do space, light, ventilation, and physical arrangements meet the children's health, safety, and developmental needs?			
21. Is there an outside door from the classroom or other safe ways to exit in a fire or other emergency?			
22. Does the layout support nutritional activities?			
23. Is there adequate space for indoor play and for gross motor activities, especially in bad weather?			
24. Are shelves and storage for toys and materials accessible to children?			
Infant/toddler rooms 25. Is the furniture and equipment sized for children under age 3?			
26. Are the toys suitable for infants and toddlers?			
27. Is there an area where infants can crawl safely?			
28. Are there quiet rest and sleeping areas with adjustable lighting?			
29. Are there safe, sturdy cribs for infants?			
30. Is there a separate diapering area?			

Continued →

(See Worksheet #3, page 98)

Worksheet #3 Continued

	Yes	No	Comments
31. Is there a diapering table about 36" high?			
32. Is there a separate sink for washing up after diapering?			
33. Are there toilets in or near the toddlers' rooms?			
34. Is the food preparation area separate from the diapering and toileting areas?			
35. Is there a refrigerator to store infant formula, milk, and baby food?			
36. Are there bottle warmers or other ways to heat milk and food?			
37. Is there a dishwasher or other means of sterilizing bottles and eating utensils?			
38. Is there a sink for washing up eating utensils which is separate from the sink for washing up after diapering?			
39. Are there storage cabinets out of reach of children?			
B. PLAYGROUND			
1. Is there a minimum of 75 square feet per child of usable outdoor play space?			
2. Are there shock absorbing surfacing materials under and around the equipment? Do these materials meet Consumer Product Safety Commission guidelines?			
3. Is the equipment free of rust, rot, cracks, splinters, or protrusions?			
4. Is the playground free of dangerous debris?			
5. Has the equipment been installed according to the manufacturer's specifications, and is it securely anchored?			

Over →

(See Worksheet #3, page 99)

Worksheet #3 Continued

	Yes	No	Comments
6. Is there a barrier around the playground to keep children from running into the street?			
7. Are the playground and the equipment appropriate to the children's size, age, and developmental levels?			
8. Are the playground and equipment accessible to children with disabilities?			
9. Are there distinct play areas with a variety of surfaces for different purposes?			
10. Can children move freely and safely about the playground?			
11. Is there a hard surface area for wheeled toys?			
12. Are there areas and structures that invite balancing, jumping, and climbing?			
13. Are there safe and healthy places for sand and water play?			
14. Is there convenient storage for outdoor equipment and materials?			
15. Is the playground close to the facility?			
16. Are outdoor water fountains available?			
C. PARENT AND STAFF SPACE			
1. Is there a designated space for parents to meet and engage in program activities?			
2. Does the layout encourage all types of parent involvement, including training in child development and literacy?			
3. Is there an area where staff and parents can talk privately?			

Continued →

(See Worksheet #3, page 100)

Worksheet #3 Continued

	Yes	No	Comments
4. Is there space for staff to go for breaks?			
5. Is there adequate space for staff meetings and training sessions?			
6. Are there separate designated bathrooms for adults available to staff and parents, including a bathroom accessible to adults with disabilities?			
7. Is there a convenient bulletin board where notices for parents can be posted and easily seen?			
D. ADMINISTRATIVE SPACE			
1. Is there adequate space to conduct child health and developmental screening and assessment?			
2. Is there secure space to store confidential child and family records?			
3. Is there secure space to store old records for at least three years?			
4. Is there adequate storage for coats for children, staff, and parents?			
5. If needed, is there adequate space for co-locating staff from other agencies serving Head Start children and families?			
6. Are property records and property and equipment inventories maintained and up-to-date?			
E. BUILDING AND GROUNDS			
1. Is the facility accessible to parents, staff, and children with disabilities?			
2. Does the layout make it easy to greet children and parents when they arrive and leave?			
3. Does the kitchen meet health and safety requirements?			

Over →

(See Worksheet #3, page 101)

Worksheet #3 Continued

	Yes	No	Comments
4. Do bathrooms meet health and safety requirements?			
5. Are there child abuse safeguards, such as low walls, vision panels, and reflective security mirrors?			
6. Is there safe, locked storage for cleaning supplies and other toxic products?			
7. Are heating units and electrical outlets safe, covered, and/or inaccessible to children?			
8. Is emergency lighting available in case of power failure?			
9. Is all paint lead-free?			
10. Is the building free of asbestos?			
11. Are the building entrances and the parking area well-lighted?			
12. Is the landscaping trimmed and free of hazards?			
13. Can staff, parents, and visitors enter the reception area without breaching the security of the playground?			

(See Worksheet #3, page 102)

3. DESIGNING HEAD START FACILITIES

This chapter provides basic design information for Head Start facilities. Its major focus is on Head Start centers, but it also addresses home-based, shared, and co-located facilities.

Designing Head Start Centers

This section examines Head Start Center classrooms; play areas; office, staff, and parent areas; kitchens; bathrooms; and building and grounds. It discusses design requirements and provides guidance for assessing the adequacy of facilities.

Classrooms: Facilities can have a major, and in some cases a determining, influence on what happens in the classroom. The layout of the classroom can shape child behaviors, child-to-child interaction, and adult-child interaction. The setting can channel movement in developmentally-appropriate ways or constrain activity, encourage curiosity, or stifle a child's natural inclination to explore.

Developmentally appropriate facilities support Head Start's goal of promoting the child's social competence. A developmentally appropriate program is:

- age-appropriate - that is, suitable for a child of a given age; and
- individually appropriate - that is, right for the individual child.

These program principles have profound implications for Head Start facilities:

- They mean that Head Start classrooms cannot resemble elementary school classrooms or classrooms in programs that are designed for older children;
- They mean that Head Start classrooms cannot resemble kindergarten or preschool settings in which all children are exposed to the same activities or to developmentally inappropriate activities; and
- They mean that infant and toddler classrooms, and classrooms for older Head Start children, must be fundamentally different.

This section discusses both infant-toddler rooms and preschool classrooms. Extra emphasis has been given to infant-toddler issues, in response to requests from Head Start programs that are considering expanding to serve this population.

Infant and Toddler Rooms

Creating an environment for infants and toddlers poses special challenges. Infants and toddlers require facilities tailored to their unique developmental needs, their vulnerabilities, and their capabilities. Children from birth to age three can be divided into three developmental stages:

- Young infants (birth through 8 months);
- Crawlers and Walkers (8 to 18 months); and
- Toddlers (18 months to 3 years).

The milestones for each of these stages and their implications for infant-toddler room design are presented in *Infant-Toddler Developmental Milestones: Implications for Classroom Design* which follows.

Room Design: Five steps guide the design of a responsive classroom for infants and toddlers:

STEP 1: Plan the environment around the developmental needs and capabilities of the children served.

STEP 2: Arrange space for particular activities for children.

STEP 3: Provide for the child's comfort.

STEP 4: Promote the child's health.

STEP 5: Protect the child's safety.

STEP 1. Plan the environment around the developmental needs and capabilities of the children served.

The plan for infant-toddler rooms should take into account both the functional layout of the space and developmental considerations affecting the children. At a functional level, the room should be arranged for such basic activities as arrival and departure, play, sleeping, feeding, and diapering. At a developmental level, the room should be responsive to the unique, and the shared, needs of infants and toddlers. The room should be designed to encourage mothers to take part in program activities.

Answers to the following questions will influence the planning of responsive environments for infants and toddlers:

- Will the program serve groups of about the same ages and developmental levels, or a mixed age grouping?

- If a mixed age grouping is the choice, how will different areas and strategies will be used to respond to the distinct developmental needs of each group?

- How will the setting or program be modified as children grow older during the operating year or as they remain in the program over several years?

- At what times during the day will parents be present with the children? What roles will the parents play in the program? Are there space needs related to the parents' participation in the program?

- What are the group sizes of children of various ages? What are the child/adult ratios for each group of infants and toddlers? How many paid caregivers will be responsible for each group of children? What other adults, such as parents, other relatives, volunteers, or substitutes, will assist with the children's care? Are there space needs associated with these adults?

STEP 2: Arrange space for particular activities for children.

The learning environment should reflect the program plan. Facilities designers should ask the following questions:

- What developmental goals and objectives are we trying to achieve with this group of infants or toddlers?

- What curricular tasks or activities contribute to these objectives?

- What arrangement of room and equipment will best support these activities?

- How does the environment appear from the child's point of view?

- Can the caregivers easily see and supervise the children at all times?

The infant-toddler room should include the following:

Learning and Development Centers should be:

- Organized so that learning materials (such as blocks and books) are on low shelves or in centers readily accessible to the children;

- Arranged so that it is easy to identify different activity areas (such as the block corner, water play, and the dress-up or dramatic play area) and to move from one area to another; and
- Designed so that there is space for children to work individually and in small groups, and places for both active and quiet learning.

Play Areas should be:

- Designed so that children can play alone or with others;
- Arranged so that toys are on low shelves where infants and toddlers can reach and use them; and
- Furnished with child-sized furniture and equipment. A guide to appropriate infant-toddler furniture and equipment is included at the end of this chapter.

Small Muscle Activity and Sensory Perception Areas should be:

- Provided with space and manipulative toys that foster small muscle development and sensory perception;
- Furnished with child-sized tables, shelves, and centers; and
- Equipped with a variety of toys suitable for infants and toddlers, such as large cardboard blocks, large soft blocks, large snap beads, feelie bags, nesting cups, and stacking rings.

Large Muscle Activity Areas should be:

- Provided with a soft carpet and padded objects over which infants can crawl; and
- Designed with adequate space and equipment for toddlers to run, jump, climb and push.

Creative Expression Areas should be:

- Provided with space for dress up or fantasy play; and
- Designed for art, music and sand play.

Multi-level Areas should be:

- Designed with raised platforms, playpits, movable risers, stairs and steps;
- Organized to permit a variety of developmentally appropriate activities; and
- Arranged to provide space for both private and small group activities.

Rest and Sleeping Areas should be:

- Designed with quiet space for each infant or toddler to nap or to rest, away from active areas, passageways, and places where people congregate;

- Furnished with cribs, cots, and mats that meet health and safety regulations and are at least 1-2 feet apart;
- Arranged so that staff can observe the children at all times;
- Provided with adjustable lighting, preferably a dimmer switch;
- Organized so that infants in cribs have attractive and interesting views; and
- Provided with storage for bedding that is handy for caregivers and out of children's reach.

Diapering, Toileting, and Washing Up Areas should be:

- Provided with a changing table about 36 inches high, a sink, storage for diapers, clean clothes, and supplies and space for a diaper pail;
- Designed with toilets and hand washing facilities in or near the toddlers' area to encourage toilet training; and
- Provided with a water temperature control on the hot water heater or the pipes leading to the sink to prevent scalding.

Food Preparation and Feeding Areas should be:

- Separated from the diapering and toileting area;
- Provided with storage space out of the children's reach, a refrigerator, and a dishwasher or other means of sterilizing bottles and utensils;
- Designed with uncarpeted, non-skid, and easy to maintain floors; and
- Designed with easy to clean surfaces.

STEP 3: Provide for the child's comfort.

Virtually everything in the very young child's life takes place no more than three feet from the floor. Especially at that level, the infant-toddler room should be comfortable and visually appealing, with an inviting, homelike feel. The room should include:

- Soft objects for the child to lie or play on, sit in, or crawl over;
- A rocking chair or other area where children can be held and comforted;
- A smooth floor surface for block play and for toddler's wheeled toys; and
- Acoustic tiles, rugs, or carpets with pads; indoor-outdoor carpeting; or other material on some wall sections to absorb sound.

STEP 4: Promote the child's health

Infant-toddler rooms should provide a healthy environment and promote wellness. The rooms should be easy to keep clean and sanitary and include exposure to natural light and fresh air. Air conditioning and heating, humidity, and ventilation should be well regulated, particularly near the floor and in other areas where infants and toddlers spend their time. Lighting systems should be adequate and adjustable.

STEP 5: Protect the child's safety

Infants and toddlers learn and develop by exploring their environment. Infant-toddler rooms should protect children as they explore. Planners should be alert to overcrowding, which can pose a major safety problem in the infant-toddler room. Children under age three lack an awareness of the space needs of other children. Adequate space will keep children from bunching up and bumping into or injuring each other.

There will always be a certain degree of risk of falls, bruises, scrapes, and cut, especially when children do something for the first time. Head Start programs should take all reasonable precautions to safeguard the children without compromising their freedom of movement. It is impossible and undesirable to achieve a risk-free program setting. But it is both feasible and essential to achieve a setting that is safe for infants and toddlers.

INFANT-TODDLER DEVELOPMENTAL MILESTONES: IMPLICATIONS FOR CLASSROOM DESIGN

Worksheet #4

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Young Infants (Birth to 8 months)	◆ Spends time gazing at adults, objects, and the environment. ◆ Reaches for and grasps toys. ◆ Grasps and releases objects. ◆ Manipulates objects. ◆ Lifts head. ◆ Listens to conversations. ◆ Rolls over. ◆ Begins to crawl. ◆ Responds to voices. ◆ Gazes at faces. ◆ Sits up. ◆ Observes a moving object. ◆ Identifies objects from various viewpoints. ◆ Hits or kicks objects. ◆ Responds to social contact, especially with familiar adult. ◆ Reacts to strangers with *soberness or anxiety.*	◆ Cribs in areas where infants can see what's around them. ◆ Adequate space for babies, parents, and staff. ◆ Rocking chairs and soft couches for adults to hold infants. ◆ Carpeted areas to crawl. ◆ Space to move about freely.
Crawlers and Walkers (8 to 18 months)	◆ Enjoys exploring objects. ◆ Interested in peers. ◆ Attends to adult language. ◆ Smiles or interacts with self in mirror. ◆ Identifies some body parts. ◆ *Sits in chair.* ◆ Pulls self upright. ◆ Stands holding support. ◆ Walks when led. ◆ Walks alone. ◆ Throws objects.	◆ Multi-level areas to crawl across and climb over. ◆ Bars and equipment to pull self upright. ◆ Block areas. ◆ Space to roll a ball. ◆ Level area to walk across. ◆ Accessible objects in the room to explore. ◆ Chairs to sit on.

Over →

(See Worksheet #4, page 103)

Worksheet #4 Continued

STAGE	***MILESTONES***	***IMPLICATIONS*** (the classroom should have):
Crawlers and Walkers (8 to 18 months) Continued	◆ Climbs stairs. ◆ Looks at picture books. ◆ Points to objects. ◆ Begins to use "me, you, I." ◆ Tries to build with blocks. ◆ Uses a stool to reach for something. ◆ Shows pleasure in mastery. ◆ Displays affection for familiar person. ◆ Asserts self.	
Toddlers and 2-Year-Olds (18 months to 3 years)	◆ Increased awareness of being seen by others. ◆ Enjoys peer play and joint exploration. ◆ Identifies self with children of same age or sex. ◆ Exhibits more impulse control and self-regulation. ◆ Enjoys small group activities. ◆ Shows strong sense of self. ◆ Explores everything. ◆ Walks up and down stairs. ◆ Can jump off one step. ◆ Kicks a ball. ◆ Listens to short stories. ◆ Plays pretend games. ◆ Asserts independence. ◆ Puts on simple garments. ◆ Classifies and sorts objects. ◆ Displays aggressive behavior. ◆ Increased fearfulness. ◆ Verbalizes feelings more often. ◆ Shows concern for others.	◆ Housekeeping and dramatic play area. ◆ Story area. ◆ Sand and water play area. ◆ Indoor gross motor play area. ◆ Places to play alone and in small groups. ◆ Low shelves where toddlers can reach toys. ◆ Loft platforms.

(See Worksheet #4, page 104)

GUIDE TO INFANT-TODDLER FURNITURE

Worksheet #5

(Adapted from Lally and Stewart, 1990)

Chairs : 8 inches high for children under 30 months.

Tables : 12 to 14 inches high for children under 15 months; 16 to 18 inches high for children over 15 months.

Slides : 24 inches or less for children under 18 months; up to 3 feet for children 18 to 36 months.

Easels : 10 to 14 inches high, depending on the toddler's age and size.

Shelves : Less than 24 inches high so the children can reach the toys.

Steps : 4 to 5 inches high.

Mirrors : At floor level so the children can see themselves.

Riding toys : Easy for children to get on and off and to move.

Cribs : Rails at least 26 inches high, with secure latches that will not release accidentally. The crib slats should be no more than 2 3/8 inches apart, and the mattresses should be easy to keep clean and capable of being lowered.

Loft Platforms : No higher than 36 inches, with sides enclosed with Plexiglas panels or safe railings.

(See Worksheet #5, page 105)

INFANT-TODDLER SAFETY: DO'S AND DON'TS

Worksheet #6

WHAT & WHERE	DO	DON'T
Rooms	◆ Use carpets or rugs with padding to cushion falls. ◆ Use low-pile carpets that are easy to clean (preferably a hypo-allergenic or anti-microbial carpet). ◆ Cover electrical outlets. ◆ Arrange multi-level rooms with suitable dividers, boundaries, and safety features. ◆ Install railings or handholds for children just learning to walk. ◆ Conduct daily safety checks. ◆ Avoid overcrowding.	◆ Obstruct areas where children crawl or walk. ◆ Have child-sized steps more than 4 to 5 inches in height. ◆ Permit slippery floors or loose rugs. ◆ Build lofts more than 36 inches high without adequate safety precautions. ◆ Use second story areas or other spaces that lack immediate safe access to the outside in case of fire or other emergency.
Equipment and Materials	◆ Select non toxic materials and furnishings. ◆ Provide cushioning materials around and under indoor climbing equipment. ◆ Provide toys that very young childrencan safely put in their mouths without risk of swallowing.	◆ Leave hazardous materials or equipment like electrical cords, chipped paint, and broken toys within reach of children. ◆ Leave health hazards such as bleach and cleaning materials in unlocked cabinets. ◆ Permit sharp corners or edges that might injure children. ◆ Use plants unless they are known to be nonpoisonous and safe to touch.
Play Area	◆ Fence the outside playground. ◆ Provide at least one child-proof exit gate. ◆ Place sand, wood chips, rubber mats, or other shock-absorbing materials	◆ Assume that children under age three will play in ways that are safe for them or other infants and toddlers. ◆ Design playgrounds with hard surface materials, such as rocks or concrete, except where needed for wheeled toys.

(See Worksheet #6, page 107)

Preschool Classrooms

Quality Head Start preschool classrooms are age- and developmentally-appropriate. They differ from Head Start infant-toddler rooms, and from kindergarten and elementary school classrooms. Head Start preschoolers have a great deal in common with other preschoolers in terms of their educational and developmental needs, but relatively little in common with younger or older children.

A chart that identifies the major features and quality indicators of a developmentally appropriate preschool classroom appears at the end of this section.

Head Start sets limits on preschool class size. If State or local licensing requirements are more stringent than the Head Start requirements, the program must meet those licensing requirements. Following are the Head Start class size requirements from 1306.32 of the Head Start regulations on *Head Start Staffing Requirements and Program Options:*

Predominant Age of Children in the Class	Class Size
4 and 5 year olds	Average of 17-20 children. No more than 20 children in any class.
4 and 5 year olds in double session classes	Average of 15-17 children. No more than 17 children in any class.
3 year olds	Average of 15-17 children. No more than 17 children in any class.
3 year olds in double session classes	Average of 13-15 children. No more than 15 children in any class.

The preschool classroom environment should foster the child's social competence by providing:

- Social and emotional development, including promoting the child's sense of identity and self-concept, and socialization with other children and adults;
- Gross and fine motor development;
- Language development;

- Cognitive development, including curiosity, problem solving and pre-literacy learning; and
- Art, music, dance/creative movement, fantasy, and dramatic play.

Facilities design can have a major impact on how the preschool classroom functions. When problems appear, they can sometimes be solved by modifying the room arrangement. *Modifying the Preschool Classroom* at the end of this section presents some typical classroom problems and ways to solve them by changing the classroom.

DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOM

Worksheet #7

Major Features	*Quality Indicators*
1. The setting encourages appropriate interactions between the staff and the children.	◆ The classroom is child-centered, with space for one-to-one, small group, and large group activities.
2. The classroom supports a developmentally appropriate curriculum.	◆ Space layout, equipment, and materials support learning opportunities (for example, block corner, sand and water tables, dress-up and dramatic play areas, easels/art area, science and woodworking area, book corner, and computer center, are readily accessible to children). ◆ While small group, teacher-initiated activities are taking place, there are places for child-initiated, self-selected activities which children may choose. ◆ Equipment and space are available for children to engage in small motor and gross motor physical activities (including running, jumping, and balancing).
3. The classrooms are large enough for the number of children enrolled.	◆ There should be at least 35 square feet of usable space per child (many prefer 50 sq. ft.).
4. The setting helps children to develop independence and self-help skills.	◆ The children have a convenient place to hang up their coats and cubbies to keep their belongings. ◆ Classroom furniture is child-sized. ◆ Toilets and lavoratories are child-sized and accessible to children. Mirrors and water fountains are the appropriate height for children. ◆ There are spaces for children to go for quiet play alone.
5. The physical environment is suitable for children with special needs.	◆ The room meets the requirements of the Americans with Disabilities Act.

Over →

(See Worksheet #7, page 109)

Worksheet #7 Continued

Major Features	Quality Indicators
5. (continued)	◆ The setting promotes mainstreaming of children with disabilities and is individualized in response to special needs.
6. Space is flexible.	◆ Children can rearrange space for their own activities. ◆ Children can move freely from area to area without disruption. ◆ Space is provided for children's art work and projects, with displays at children's eye level.
7. The classroom environment promotes learning.	◆ Sound absorbing materials are used. ◆ There are separate quiet and active areas. ◆ There is adequate lighting. ◆ There are soft elements in the environment (carpets, couches, stuffed chairs, and pillows).
8. Children are under staff supervision and guidance at all times.	◆ Center design, including windows, doors, bathrooms, classroom areas, and storage areas, permits children to be seen at all times. ◆ Indoor-outdoor design and access should facilitate continuous supervision by adults.
9. The outdoor playground is child-centered.	◆ There should be a minimum of 75 square feet per child of usable outdoor play space (many prefer 100 sq. ft.). ◆ A variety of surfaces and equipment encourage alternate types of play (wheel toys, slides, swings, kick ball, and sand play). ◆ There is cushioning under climbing equipment. ◆ There are both shady and sunny areas. ◆ The playground is fenced in and protected. ◆ The playground is in close proximity to the center.
10. Facilities are safe, healthy, and sanitary for children.	◆ Intercoms or other security devices are installed at center entrance to ensure that all visitors are authorized. ◆ State and local licensing requirements are met. ◆ Guidance regarding safety, health, and sanitation set forth in this manual is followed.

(See Worksheet #7, page 110)

MODIFYING THE CLASSROOM

Worksheet #8

Problem	Classroom Modification
◆ Children run pell-mell through the classroom.	◆ Use low partitions, shelves, and storage units to create distinct learning and activity areas or centers, and break up straight open lanes that invite running.
◆ Children have difficulty sharing or playing together.	◆ Create spaces that invite small group activities, play, and socialization, such as a *computer center or dramatic play area.*
◆ Children are constantly asking staff for toys, books, and materials they need.	◆ Arrange materials on low shelves so that they are readily accessible to the children to encourage child-oriented learning.
◆ Children mill around aimlessly.	◆ Set up the classroom in clearly defined areas that promote a variety of activities, including sand and water tables, science area, reading corner, art center, block building, and a loft for playing alone or with one or two other children.
◆ Children resist helping pick up toys and materials.	◆ Establish shelves and storage areas for each toy and piece of equipment, prominently marked with *a picture/name of the item. Allow adequate space so* items are not jammed in together.
◆ Children have frequent accidents and injuries.	◆ Conduct a classroom safety check and take corrective action, for example: — *non-skid tile floors;* — no loose rugs; — electrical cords out of reach; and — children can be visually supervised at all times in all parts of the classroom.
◆ Children are too noisy.	◆ Use noise abatement materials in ceiling, walls, and floors whenever possible.

(See Worksheet #8, page 111)

Play Areas: Head Start Centers should have both indoor and outdoor play areas. This section discusses the requirements as well as suggestions for both, giving special emphasis to playgrounds, which have been identified by Head Start programs as one of the facilities needing substantial improvement.

Indoor Play Areas: Ideally, each Head Start Center should have at least one indoor play area, which might also be the multi-purpose room. This area should have a wide range of equipment for children to engage in large motor exercises and free play. There should be a hard surface area for riding toys, such as tricycles or big wheels.

Space that encourages movement has:

- Well laid out, clear pathways throughout the room;
- Non-skid floors;
- Carpeted open areas in which children can crawl or tumble in comfort and safety;
- Low steps for climbing and jumping; and
- An area for large muscle equipment such as balance beams, risers, a tumbling mat, slides, or tunnels.

Outdoor Playgrounds: This section discusses the criteria for assessing the adequacy and safety of playgrounds. It provides a systematic approach to playground planning and design. The guide, Making Playgrounds Safe at the end of this section, identifies common playground hazards and offers guidance on how to avoid them.

There should be at least 75 square feet (some prefer 100 square feet) per child outdoors. If adequate outdoor space is not available, additional indoor space should be provided and neighborhood parks and playgrounds should be used, as appropriate.

The following steps are recommended to agencies planning or modifying playgrounds:

Specify program goals:

- State the goals and objectives to be achieved through the playground.
- Review the education plan and the program's curriculum for implications for children's outdoor play and recreation.

- Think of the playground as an extension of the classroom, where learning and development take place during play.

- Consider age appropriateness and developmental appropriateness. Will the playground be used by infants and toddlers as well as preschoolers? Will older children share the playground at certain times?

Develop a Playground Plan:

- Base the plan on the ages, capabilities, and numbers of the children who will be using the play area

- Design the space to support the program goals, balancing costs and other considerations.

- Outline key program considerations and provide a blueprint for construction.

  - Take the following into account:
  - Head Start requirements;
  - State and local licensing regulations and codes;
  - Site characteristics and dimensions such as drainage, soil analysis, location of utilities, adjacent streets;
  - Security and safety;
  - Visibility from inside and outside the playground;
  - Accessibility for individuals with disabilities ;
  - Convenient access for the children;
  - Access to the play area for emergency vehicles;

- Ease of maintenance; and

- Adequacy of playground to support future program expansion.

Involve the Neighborhood and the Community: Neighbors and the larger community should be involved in planning the playground. Neighborhood "ownership" of the playground can be a source of pride and a deterrent to vandalism. In addition, community residents and businesses may be willing to help build and equip the playground.

Select Play Equipment:

Selecting developmentally appropriate equipment is one of the most difficult, and potentially costly, aspects of playground design. It merits priority in

planning. Head Start playground planners should identify equipment that has been used successfully with preschool children in the area and visit schools, child care centers, and community playgrounds that have exemplary equipment or interesting designs or layouts.

Planners should:

- Consider both "continuous play" multi-level connected play structures and "interactive play" structures that involve 2-3 children playing together on one piece of equipment;
- Explore using donated materials and labor from Head Start parents and community volunteers under the direction of an experienced designer or general contractor to build the equipment;
- Obtain brochures and price quotes from reputable vendors;
- Analyze each item of equipment and the overall group of play structures for safety, play value, contribution to program goals, and "fit" with the total playground plan;
- Consider the types of materials used in the equipment, and the location and weather conditions in which it must operate; and
- Avoid toxic and hazardous materials.

Select the Playground Surface(s):

Safety: Falls to the surface account for 70% of all playground accidents, and are by far the most common cause of injury and death of children. This hazard can be reduced if there are fall-absorbing safety surfaces, such as rubber or rubberized mats, wood mulch, and sand or gravel, under and around play structures. In addition, there should be a safety zone at least 6 feet wide around stationary equipment, and a wider zone around movable equipment.

Consult the *Consumer Product Safety Commission Handbook for Public Playground Safety* for additional guidance on playground surfaces, use and safety zones, critical height, and other playground safety issues. The Head Start program's insurance company may also provide advice on the appropriate safety or use zone for playground equipment.

Appeal: Playground surfaces can contribute to learning objectives if they include textures (hard and soft), levels (high and low), colors (bright and

subdued), and shapes (square, circle, triangle, rectangle). A mix of surfaces might include:

- *Smooth surfaces* (concrete or asphalt) for wheeled toys;
- Soft grassy lawn on which children call run, roll, tumble, and play;
- Areas for sand, water play, digging, or gardening (caution: sandboxes should be covered and water areas protected);
- Open areas for ball play and games;
- Areas and structures that invite balancing, jumping, and climbing;
- Walkways;
- Areas with trees and shade; and
- Hills, boulders, textured surfaces and other areas to lend visual appeal, variety and interest to the playground.

Finalize the Design:

The final plan should include a narrative description, scale drawings, a list of equipment and products and a budget. The scale drawing should include the playground area with any surrounding structures, fences, streets, and other environmental details. It should show pathways, specify play areas for different purposes and groupings of children, outline landscaping (trees, shrubs and lawn), and indicate the location of play structures, storage sheds, and other outbuildings. Specifications for the playground equipment and all surfacing materials should be included in the design (these tend to be the two highest cost items in a quality playground for young children).

After the design is completed and approved, planners should obtain competitive bids, evaluate them, and allow for a balanced and equitable consideration of quality and price. Manufacturers product descriptions, installation instructions, and warranties should be scrutinized carefully. The low bid may not always be the most cost effective choice or the selection in the best interests of the children.

Arrange for Construction, Installation and Maintenance:

Construction and installation should be carefully monitored, if possible by those involved in the playground design. Manufacturers should provide a maintenance checklist, and responsibility for regular maintenance of the playground and equipment should be assigned to the proper individual(s).

MAKING PLAYGROUNDS SAFE

Worksheet #9

Safety Concerns	Guidance
1. A child may be injured in a fall from the equipment.	◆ Proper shock absorbing surfacing materials should be used under and around equipment. ◆ Follow CPSC guidance for equipment (for example, the maximum difference in height between stepped platforms for preschoolers should be 12 inches). ◆ Check equipment periodically for adequate protective surfacing under and around it and for any surfacing materials that may have deteriorated.
2. Swings and other moving equipment may strike a child.	◆ Locate moving equipment, such as swings and merry-go-rounds, toward a corner or edge of the playscape and ensure the equipment meets design requirements for preschoolers. ◆ Disperse heavy use equipment to avoid crowding in any one area. ◆ When playgrounds are used by children of all ages, ensure that landscaping, layout of pathways and distribution of equipment provides distinct areas for preschool children, infants, and toddlers. ◆ Avoid multiple occupancy swings, animal figure and rope swings, swinging exercise rings, and trapeze bars.
3. Protrusions, pinch points, sharp edges, hot surfaces, and playground debris may injure a child.	◆ Closely supervise preschoolers on the playground. ◆ Check the playground every morning for possible hazards, debris, or litter. ◆ Check all equipment daily for rust, rot, cracks, and splinters.
4. Clothing or other items may become entangled in equipment.	◆ Check for hazards, such as open S-hooks.
5. A child's head may become trapped in the equipment.	◆ Be sure any openings in equipment are less than 3 inches or more than 9 inches wide.

Over →

(See Worksheet #9, page 113)

Worksheet #9 Continued

Safety Concerns	*Guidance*
6. Children may be injured if equipment tips over or fails.	◆ Use only equipment that has a proven record of playground durability. ◆ Properly select, install, and assemble playground equipment to ensure stability, structural integrity, and safety. ◆ Securely anchor equipment (follow the manufacturer's specifications). ◆ Follow a comprehensive maintenance schedule.
7. Children may run into the street from the playground.	◆ Surround the playground with a barrier to keep children from running into the street. ◆ Be sure staff can observe children throughout the playground.

From "Handbook for Public Playground Safety, Consumer Product Safety Commission.

(See Worksheet #9, page 114)

Parent, Staff, and Administrative Space:

In keeping with the design philosophy for Head Start centers, parent, staff and administrative space should be designed to respond to the needs and functions of those who will use these spaces.

Parent Space: Head Start places a high priority on parent involvement and is giving increased emphasis to support for family self-sufficiency. It is important that facilities be designed to encourage parents and families to take part in Head Start programs. Space for parents might include:

- A parent lounge, a meeting room, or both, with comfortable chairs and couches;
- Rooms for family literacy, adult education, and other programs for parents. This space may be shared space if other community agencies are providing services to Head Start families at the center; and
- A designated bathroom, which might be shared by other adults, such as staff, visitors, or volunteers.

Staff Space: Staff need adequate space in which to work, meet, and attend training, and an area where they can go to for breaks. Head Start facilities should be designed with the following staff needs in mind:

- A staff lounge;
- A meeting room with comfortable chairs, tables, storage units, audio-visual materials, and other equipment for staff training.
- A staff bathroom; and
- Private space for staff who interview or counsel parents or who otherwise require a quiet area to carry out their responsibilities.

Administrative Space: Head Start offices should have adequate space for chairs, desks, worktables, files, and office equipment such as computers and printers. Offices also should include secure storage for confidential records. Some facilities may need a reception area as well.

Head Start centers that provide health screening, medical, dental or mental health services on site will require additional space for these services and their staff.

Kitchens and Bathrooms

Kitchens: Head Start centers may have full kitchens or kitchenettes, and, in infant-toddler rooms, food preparation and feeding areas. Each of these food service facilities has different design requirements, and all must meet Head Start program requirements for nutrition and food service.

Full Kitchens: The Head Start center should have a well equipped commercial kitchen to support the full range of nutrition services. The kitchen should have commercially rated appliances and equipment and include easy-to-maintain floors and work surfaces, locking storage cabinets, and an exhaust hood vented outdoors.

Kitchenettes: Some Head Start programs may not be able to have a full kitchen. These programs should have a kitchenette or kitchen area with a multipurpose sink, small refrigerator, small stove, easy-to-clean countertop and floor, appealing eating space, and adequate storage.

If food for the center is prepared at another approved facility, it must be transported in sanitary containers and maintained at proper temperature. The kitchen area must provide sufficient space for handling, serving from, and, if necessary cleaning and storing these containers.

Infant-Toddler Food Preparation and Feeding Areas: Infant-toddler rooms require a food preparation and feeding area. This area should have its own sink, storage, bottle warmers, refrigerator, and dishwasher or other means of sterilizing bottles, equipment, and utensils. The floors should be of tile or another non-skid, easily-maintained material. The surfaces should be easy to clean.

Bathrooms: Head Start Centers must have separate bathroom facilities for adults and children.

Adult Bathrooms: There should be separate bathrooms for men and women, appropriately marked, equipped with toilets, sinks, soap and paper dispensers, and available to staff, parents and visitors. The bathrooms must be accessible for adults with disabilities and comply with the Americans with Disabilities Act.

Children's Bathrooms: The following requirements apply to children's bathrooms:

- Children's toilets should be provided within or immediately adjacent to classrooms, whenever possible. The bathroom design should allow children to be seen and supervised at all times. If there are partitions separating the toilets from the classroom or from each other, they must be low and without doors.

- There should be a sink in each bathroom to be used for hand washing and brushing teeth. A regulator should be installed on the water heater or pipes to ensure that water temperature does not exceed 110 degrees Fahrenheit.

- Bathroom fixtures and accessories, including toilets, sinks, mirrors, and soap and paper dispensers, should be child-sized and appropriate to the age and height of toddlers or preschoolers using the bathroom.

- Separate bathrooms are not necessary for boys and girls who are toddlers or preschoolers.

- Bathrooms should be accessible for children with disabilities and must comply with requirements of the Americans with Disabilities Act.

Building and Grounds

Design considerations for Head Start buildings and grounds must include provisions for security, maintenance, parking, and landscaping.

Security: Security should be given the following high priority in Head Start facilities:

- Entrances to the building should be designed with intercoms or other means to safeguard against the entry of unauthorized individuals.
- Exterior doors should be solid wood or metal with secure locks; any door glass should be safety glass or glass with a protective coating.
- Alarms should be installed at appropriate locations throughout the facility to enable staff to call for help, if necessary.
- The exterior of the building and the grounds should be well-lighted.

Maintenance: Responsibility for coordinating and supervising maintenance, repair, and cleaning activities should be clearly designated, and regular reports should be forwarded to the Head Start facilities manager or other appropriate administrator. Associated costs need to be budgeted, and a reserve for maintenance and repair should be included in the annual budget.

Grounds maintenance should include:

- A pest control plan and periodic inspections to prevent infestation of insects and rodents.
- Removal of trash and debris in dumpsters (dumpsters should meet Consumer Product Safety Commission guidelines);
- Snow and ice removal;
- Upkeep of the playground and other outside child activity spaces;
- Routine maintenance and replacement of playground sand; and
- Upkeep of the surfacing under playground equipment to retain its impact protection.

Custodial services should include:

Daily:

- "Hospital-grade quality" cleaning services;
- Use of custodial equipment, supplies, and materials approved by a health consultant;

- Custodial supplies properly stored in locked cabinets and storage rooms which are inaccessible to the children;
- Removal of trash and garbage and policing of the indoor and outdoor areas for debris and safety hazards;
- Washing tile and hard surface floors;
- Vacuuming all carpeted surfaces and rugs;
- Dusting furniture and equipment within reach of children; and
- Washing bathroom and kitchen fixtures.

Weekly:

- Scrubbing walls, woodwork, and partitions in classrooms and child activity spaces;
- Dusting ledges, window sills, walls, woodwork, handrails, light fixtures, ducts, air conditioning, heating units, and other surfaces that collect dust.

Semi-Annually (or as needed):

- Cleaning of window coverings;
- Washing all windows (inside and outside);
- Waxing and buffing floors; and
- Cleaning upholstered furniture and carpeting.

Parking: The Head Start Center should provide adequate parking for parents, staff, visitors, and Head Start transportation equipment. The parking area should include space, appropriately marked, for individuals with disabilities. Other design considerations for the parking area include:

- Whether children walk to the center, are transported by Head Start bus or van, or are dropped off by parents who have their own cars;
- Whether parents use Head Start transportation, car, or public transportation to come to the center for health and social services, to volunteer, attend meetings, or take part in center activities;
- Whether staff drive to the center and require parking for their cars;

- Whether staff from other agencies or regular visitors require parking space; and

- The number and types of Head Start vehicles that will be using the parking area, and whether these vehicles will be parked overnight or over the weekend.

Landscaping: Landscaping around Head Start buildings should be attractive and safe. Trees, bushes, and shrubs should be well-trimmed and free of hazard. Only nonpoisonous plants that are safe to touch should be used. All areas should be free of debris.

Facilities Inspections: Facilities inspections should be conducted at least twice a year. At least once a year, a comprehensive review, including a structural inspection of the facility, should be conducted, using the *Checklist for Quality Head Start Facilities* (see Chapter 2).

Recordkeeping and Management Controls

Recordkeeping should be in accordance with Head Start policies, Performance Standards, and grants administration requirements. A good checklist is contained in the Head Start On-Site Program Review Instrument (OSPRI) section dealing with Administration/Financial/Property Management.

It is strongly recommended that Head Start agencies computerize their property management and physical inventory records. Larger programs should also computerize their reviews of the quality of facilities (see Chapters 2 and 3) and their needs assessments and projections in facilities planning and development (see Chapter 4).

Individual Head Start agencies have responsibility for facilities costing hundreds of thousands of dollars. These assets will increase over time as Head Start programs grow in size and as improvements are made in the quality of facilities. Facilities management must apply modern techniques that can lead to higher quality services for children and families and result in cost-benefits for society.

Designing Home-based, Shared, and Co-located Head Start Facilities

There are a variety of options for Head Start services. While most programs are center-based, some are home-based, some share facilities with another program, and some are operated in conjunction with other community agencies.

Home-Based Facilities: Home-based services are an effective program option for meeting the needs of many Head Start participants, particularly

families who are geographically or socially isolated. Under this Head Start option, the home is the primary setting for educational and developmental activities.

Like center facilities, home-based programs must meet the needs of children, parents, and staff. Children need space for group socialization and other early childhood program activities.

Staff need space for administrative operations, records, staff training, and meetings. Parents need space in which they can meet for mutual support and discussions, and for training sessions and other activities. Home-based may also need space for social and health services.

Home-based programs should be assessed periodically to determine whether the child's home provides an environment which is conducive to learning and to the child's development. Head Start programs may wish to use or adapt guidance in the Education Coordinators Guide, including the Sample Physical Environment Checklist for Home-Based Programs (Dodge, et al., 1986).

Shared Facilities: Some Head Start programs may have to share space with another child care or human services program. Under this arrangement, Head Start uses the room, generally as a preschool classroom, during part of the day or week, and another program or organization uses the same space during another part of the day or week.

Shared space is rarely a preferred alternative for conducting Head Start educational activities, but sometimes it is the best option available. Shared space will influence the choices made in room arrangement, equipment, and supplies. Consider the following in planning shared space (adapted with permission from Newman 1989):

- The size and shape of the space, its location, and access;
- The ages and developmental levels of the children using the space, their activities, and the equipment needed for those activities;
- Which other groups will be using the space, and when;
- Whether some equipment is permanent, or whether everything must be put away or rearranged after each use by Head Start;
- The size and accessibility of storage space;

- The furniture, equipment, and supplies in the space, and whether these are available to Head Start.

Preschool classrooms using shared space will need child-sized tables and chairs, shelves, cabinets, cubbies, roll carts, and storage bins. The furniture and equipment should be sturdy, light-weight, and portable as well as functional, attractive, comfortable, stimulating and developmentally appropriate. The room should always include materials, like bean bag chairs, cushions and area rugs, that will give the environment a soft, home-like, Head Start look and feel.

Co-located Facilities: Growing numbers of Head Start programs are providing or arranging child care and a broad range of family support services, often through partnership arrangements with other community agencies. These programs provide parent involvement activities and services to promote family self-sufficiency, in addition to services for preschool children.

Head Start programs are encouraged to plan and develop their facilities in coordination with other community groups and to consider co-locating their program with child care or other two-generation program services.

4. DEVELOPING HEAD START FACILITIES

This chapter discusses finding new Head Start facilities, renovating existing facilities, and using modular and mobile facilities. It provides guidance on how to begin development, and on contract procedures.

Getting Started

The Head Start program should begin the process for acquiring or renovating facilities by completing a *Head Start Design Requirements Checklist*, to confirm the facilities design plan and to ensure that all necessary elements have been considered. (A sample Checklist appears at the end of this chapter.) The program may want to include licensing officials in the review of proposed renovations or development. Many licensing requirements allow for considerable discretion or interpretation, and it is often advisable to obtain a ruling before rather than after the fact. Next, the program should decide who will have responsibility for overseeing the project, and whether it will supervise the project directly or use a professional for this purpose. Finally, the program should secure any necessary approvals from the grantee, delegate agency, ACF Regional Office, or other agency.

After the plan is firm, and approval to proceed has been granted, the next step is to obtain the appropriate building and site licenses and permits. At this stage, the Head Start program may need to seek expert guidance from an architect or other building specialist familiar with local licensing procedures. These procedures vary from community to community, but in general, the Head Start program should do the following:

- Contact the agencies that issue the applicable licenses and permits. These may include zoning, building inspection, the fire marshal, health, and environmental protection. Facilities in some areas may have to meet other requirements, such as historic preservation covenants or environmental requirements. If the Head Start program is subject to child care licensing regulations, contact that office as well. Ask for a copy of all requirements that the planned facility will have to meet.

- Consult with the ACF Regional Office to coordinate construction or acquisition with the provision of grant funds. If the plan calls for renovations costing over $75,000, arrange for the required HHS engineering review and approval.

- Ask an architect, engineer, or qualified general contractor to determine whether the facility will meet building, fire, safety, health, and sanitation codes.

- Submit the floor and building plans to municipal or county authorities for zoning approval. If the location is not zoned to permit operation of a Head Start program, a zoning variance may be required or a public hearing may be necessary to obtain an exception from zoning regulations.

- Submit floor and building plans to the building inspector, and, if necessary, to the fire marshal. These inspectors will visit the site, and, if everything is in order, will issue a building permit.

- Contact the health department to learn if the facility meets State and local sanitation and health requirements.

- After construction or acquisition is complete, request that the building inspector and the fire marshal, if necessary, complete a final inspection and issue an occupancy permit.

If all of the necessary requirements have been met, and the facility has been approved, the program should be able to apply for a child care license, if one is required. The program should contact the child care licensing office. A staff person may visit the Head Start facility to check applicable child care requirements and to make recommendations. If all recommendations are met, the program should receive a license.

Finding New Space

There is a national shortage of quality facilities for Head Start programs. In some communities, suitable space for new facilities is not available. In many communities, however, space is available, but it must be identified. Head Start programs seeking new space should begin by searching in their service area for suitable facilities. If the programs do not succeed at this local level, they should consider expanding their search, using State and national resources to help.

Head Start programs should begin their search by identifying potential facilities in or near their target neighborhoods. The programs should first ask their facilities assessment team members, board members, Policy Council members, and others to identify potential facilities. If this approach is not successful, the programs should seek help from the wider community by:

- Highlighting the need for quality facilities as part of a media campaign about Head Start's achievements and program expansion;

- Asking Chambers of Commerce, real estate firms, business, financial, and civic organizations to help in the search;

- Contacting schools, PTAs, religious groups, child and family support organizations, and other community groups about space that could be used by Head Start on an in-kind or leased basis;

- Approaching the local Public and Indian Housing Authority (PHA-IHA) and Resident Management Corporation (RMC) for assistance in locating facilities at public and Indian housing developments. Often the residents have children who are eligible for Head Start, but who may not be enrolled in a Head Start program. In most instances, the PHA/IHA and/or RMC can renovate space and lease it at little or no cost to the Head Start program.

If it is necessary to look further for leads to suitable facilities, Head Start programs might contact the following:

- HHS Regional Offices, which can share information about techniques other grantees have used to locate space;

- Head Start Technical Assistance Support Centers (TASCs), Resource Access Projects (RAPs), Head Start-State Collaboration Offices, and State Associations, who can often provide guidance;

- Public housing authorities, which may have facilities available;

- Job Corps Centers, which can construct or renovate buildings or playgrounds when Head Start programs enroll children of Job Corps students.

(Chapter 6 of this manual provides information on how to contact these and other programs.)

Construction and Altering Existing Space

Construction and Major Renovation: Before October 1994 only non-structural or minor structural renovations to buildings used by Head Start programs could be paid using grant funds. The Head Start Act now authorizes, in certain specified situations, use of Head Start grant funds to construct or undertake a major renovation of Head Start facilities. This construction and major renovation authority is in addition to the authority given to grantees in the 1992 amendments to the Head Start Act to use grant funds; also in certain specified situations, to purchase Head Start facilities. These revisions to the Head Start Act provide grantees with increased flexibility to meet their facility needs. While many grantees will continue to lease facilities or serve children in facilities donated by the community, many grantees may wish to consider taking advantage of these other options as well.

Grantees should involve their Regional Offices early on in the process of considering the merits of construction or major renovation. The early involvement of Regional Offices will be critical to assuring a smooth implementation of this process and will help minimize some of the misunderstanding and confusion that are likely inevitable in the implementation of these provisions of the Head Start Act. Procedures for applying for funds to construct or make major renovations to buildings used by Head Start programs were not yet published at the time this Manual was distributed. The following discussion is based on provisions of the Head Start Act and guidance available from the Head Start Bureau at the time of this publication. Consult your Regional Office for the most up-to-date guidance on how to apply for these funds. Before submitting an application for grant funds for construction or major renovation of a facility the grantee must show that is meets the conditions of eligibility established by the Head Start Act. A grantee proposing to construct a facility with grant funds must demonstrate either (1) that there are no suitable facilities available for lease or purchase in the grantee's proposed service area, or (2) that there are alternative facilities available for lease or purchase but they are not suitable for use as Head Start programs without major renovations, and the costs of leasing or purchasing such a facility, together with the renovation costs necessary to make the facility suitable for Head Start, are more expensive than the cost of constructing a facility.

Construction: The following questionnaire was designed to help grantees determine their eligibility to use grant funds to construct Head Start facilities. Use it to determine if you meet the eligibility requirements of the Head Start Act. Consult your Regional Office if you have any questions or need clarification.

ELIGIBILITY OF FACILITIES

Worksheet #10

1. Are suitable facilities available for lease or donation?_____

   ◆ if YES, construction not allowed

   ◆ if NO, answer 2.

2. Will the lack of suitable facilities for lease or donation inhibit the operation of the program?_____

   ◆ if NO, construction not allowed

   ◆ if YES, answer 3.

3. Would construction be more cost-effective than purchase of an existing facility (including necessary renovations)?_____

   ◆ if NO, construction not allowed

   ◆ if YES, or if no facility is available for purchase, answer 4.

4. Would construction be more cost-effective than renovation of grantee's existing facility?_____

   ◆ if NO, construction not allowed

   ◆ if YES, or if grantee has no existing facility, answer 5.

5. Would construction be more cost-effective than renovation of an "unsuitable" facility available for lease or donation?_____

   ◆ if NO, construction not allowed

   ◆ if YES, or if no "unsuitable" facility for lease or donation exists, construction allowed.

(See Worksheet #10, page 115)

Major Renovation: A grantee seeking to use grant funds to undertake a major renovation of a Head Start facility must show that the renovation would be more cost-effective than the lease or purchase (including necessary renovation) of alternative facilities, or construction of a new facility, or that there are no alternative facilities available.

Grantees must submit documentation from licensed professionals in their area (such as realtors, contractors, and architects) regarding the non-availability of alternative facilities or the estimated costs of acquiring and renovating an alternative facility. Estimates of the cost of acquiring and renovating alternative facilities need not be based on detailed plans in this initial phase of establishing eligibility. However, these estimates should not differ significantly from the more detailed estimates which will be submitted with the Cost Comparison part of the application if eligibility is established.

There are four major stages in altering or renovating a Head Start facility:

1. *Start-up planning and scheduling,* including preliminary planning and grant approval from the Regional Office necessary for authorization and Federal funding.

2. *Project design,* including development of final project specifications. This step may be necessary for larger and more technically complex projects, particularly if a special review by the Office of Engineering Services is required. This step may lead to the development of an RFP (Request for Proposal) to seek contractor support through a competitive process.

3. *Contract negotiations and selection.* The Head Start agency should ensure that all of its essential requirements are set forth in the contract with particular attention to program design, project cost, time table for completion, and other contractor performance expectations. The Head Start Act requires that all workers employing contractors or sub-contractors in the construction or renovation of Head Start facilities must be paid the prevailing wage rate for similar construction in the community as determined by the Department of Labor. Consult your ACF Regional Office for information on compliance with this requirement. (See model contract provisions under "Contracts.")

4. *Project supervision to completion.* Careful oversight is the major factor that will determine that the project will be accomplished on time and within budget in accordance with the contract specifications. A Head Start staff person should be identified who is responsible for quality control and project acceptance.

Mobile and Modular Facilities

Mobile and modular facilities are options for programs that have land, but not suitable buildings, available. Both types of facilities can be moved from one place to another, or be permanently placed.

Issues to be considered in planning for mobile and modular facilities include the following, (adapted with permission from Morgan Modular Buildings):

- The size of the building needed for the number of children to be served;
- The number of classrooms, staff/parent rooms, offices, restrooms, and other needed areas;
- An interior design that will be functional and meet Head Start Program Performance Standards;
- Land acquisition and zoning requirements;
- City and State licensing requirements and codes;
- Compliance with the Americans with Disabilities Act;
- Outdoor space, including playgrounds, parking, and landscaping;
- Any special arrangements for safe evacuation in the event of a natural disaster;
- The projected useful life of the facility, its costs, and cost-effectiveness;
- Possible funding sources and financing arrangements;
- Ownership of the facility;
- Lease and purchase options;
- The possibility of relocation.

In the past, some Head Start programs have considered mobile or modular buildings as temporary structures, and justified their acquisition as expedient, short-term and low-cost solutions to space crises. However, mobile and modular facilities can cost more than $100,000, and improvements in technology and design mean that these facilities can last 20 years or more. In addition, recent changes to the Head Start law give grantees authority to purchase modular buildings over time, making the purchase of these facilities more feasible for grantees who do not have sufficient resources for "outright" purchase.

Head Start programs planning to use mobile or modular facilities should allow time for comparative shopping and a formal competitive bid and contracting process. The following steps are a guide:

- *Develop facilities specifications*, including "set up" needs, requirements, expenses, zoning requirements, and any local government restrictions;
- *Identify possible vendors*. Consider local, regional, and national companies, and contact the resources in Chapter 6 of this manual;
- *Contact vendors to obtain planning information*. Ask for information about the firm and its previous experience with Head Start or other early childhood facilities, for references, and for photos and drawings of other early childhood facilities the vendor has developed;
- *Conduct competitive bidding*. Have explicit written requirements for the facility; clear contract specifications, including the work to be done; the target date for completion; criteria for accepting the facility as satisfactory, and any penalties for failure to accomplish the work on time and in an acceptable condition; and contract evaluation criteria that emphasize both the quality of the facility and the cost. The bidding should be publicly advertised and suitable vendors invited to respond.
- *Select a contractor and begin the project*. Work with the contractor to ensure that the work is done in accordance with the Head Start program's needs and the contract specifications.

Contracts

A contract will be required for the purchase, construction, or renovation of a Head Start facility. The Head Start program should consult its attorney for assistance in drawing up the contract.

The following is a sampling of contract conditions which illustrate the kind of information which should be negotiated with the contractor:

- Work shall begin on or around (specify date) and will be completed by (specify date) barring inclement weather or site conditions that could result in unacceptable work in the joint opinion of the contractor and the Head Start representative.
- The contractor agrees to supply the Head Start agency with a certificate of insurance (covering comprehensive general liability and workmen's compensation) prior to commencement of work.
- The contractor agrees to work with the Head Start representative to help protect Head Start's interest by identifying conditions of the facility that might result in an unacceptable finished product.

- The contractor shall be responsible for equipment and tools and will keep all materials within the secured area of the construction site.

- The contractor agrees to keep the site clear and clean of debris daily and to take away all debris and leftover stock upon completion of the project.

- All work performed by the contractor shall be conducted in a professional and expeditious manner, be of good quality in accordance with generally accepted standards in the industry, and be acceptable to the Head Start representative.

- The work shall be warranted for labor and any materials for a period of 1 year after completion of the project. The warranty shall cover all labor and materials supplied by the contractor. The contractor, upon receipt of a certified letter from the Head Start agency indicating faulty workmanship or material, shall correct such deficiencies within 10 calendar days. Any health or safety defects affecting Head Start participants or staff shall be corrected with 24 hours. In the event the contractor shall fail to make the necessary corrections, repairs, adjustments, or other work made necessary by its faulty materials or workmanship within 10 days, the Head Start agency may take any necessary corrective action and charge the contractor the cost thereby incurred.

- Any extra work beyond that in the contract shall be approved in writing (specifying the cost) by both the contractor and the authorized representative of the Head Start agency in order for the contractor to proceed with the work and be paid the agreed upon amount when the project is completed and accepted.

- The contractor agrees to the following conditions regarding completion of the project and acceptability of the work: (*specify*).

- The contractor agrees to the following in the event the project is not completed by the date specified in the contract: (*specify*).

- The Head Start agency will retain (*specify percentage, usually 10-25%*) of the project budget for 30 days after substantial completion of the contract and acceptance by the Head Start representative; this amount shall be paid upon receipt of a release of liens from the contractor.

- For construction and renovation contracts, the contractor and all subcontractors agree to pay all laborers and mechanics employed by them wages at not less than those prevailing in similar construction in the locality, as determined by the Secretary of Labor pursuant to the Davis-Bacon Act.

HEAD START DESIGN REQUIREMENTS CHECKLIST

Worksheet #11

Purpose: to serve as a framework for a dialogue between program personnel and the architect and other specialists who will be responsible for the actual design and/or construction of the physical facility. This puts program requirements into precise specifications.

1. What are the principal uses of the facility? Is it to be designed as a multi-purpose facility?

2. Will other agencies or programs be co-located with Head Start in the facility?

3. Will existing space be modified or will the facility be developed or renovated as "new" space?

4. What constraints or criteria determine the location of the facility (if not an already existing facility in a fixed site)? For example:
   - Location convenient for target children and families? Within easy walking distance or convenient to transportation?
   - Safety of the immediate neighborhood of the facility.
   - Nearby schools or parks.
   - Nearby neighborhood health centers or other related services.
   - Parking.

5. How much total space is needed in square feet (Note: Multiply total width of planned space by total length of the facility as planned. Include all areas)? _____

6. How many people will be using the facility? _____
   - *Children* _____
   - Parents _____
   - Staff _____
   - Volunteers _____
   - Others _____

7. When will the space be used?
   - Months during the year _____
   - Days during the week _____
   - Hours during the day _____
   - *Special functions/purposes* _____

Over →

(See Worksheet #11, page 117)

Worksheet #11 Continued

8. Which program design features are needed? Square footage of each space?

- Infant-toddler rooms _____
- Preschool classrooms _____
- Parent space _____
- Staff space _____
- Administrative space _____
- Kitchens _____
- Child care _____
- Indoor play areas _____
- Outdoor playgrounds _____
- Parking area _____
- Home-based facilities _____
- Other (specify) _____

9. What special design features are needed in addition to those above?

- Special health and safety features _____
- Special exit doors _____
- Security _____
- Visitors _____
- HVAC requirements (Heating, ventilation, and air conditioning) _____
- Lighting _____
- Electrical _____
- Plumbing _____
- Environmental _____
- Acoustical _____
- Computers _____
- Communication _____
- Telephone systems _____
- Storage & records _____

Continued →

(See Worksheet #11, page 118)

Worksheet #11 Continued

10. What other design features are applicable in addition to those above? For example:
    - Predetermined space requirements (for example, minimum square footage per child; children on ground floor; staff and parent rooms on upper floors).
    - Relationship of rooms.
    - Relationship of playground to classrooms.
11. What budgetary constraints apply? When will the necessary budget approvals be obtained?
12. Have building and zoning codes been researched and steps undertaken to obtain the necessary approvals?
13. What is the schedule for project start up, construction, and completion? Will penalties be imposed for delays in project close-out?
14. Are there any special considerations that influence the selection of architects or other contractor bids, selection, or contract negotiations? Who is responsible for coordinating the contract process?
15. Has the planning taken into account steps necessary to obtain building inspections and signoffs and a certificate of occupancy?
16. Who is responsible for coordinating plans to obtain the necessary supplies and equipment, arranging for moving in, and launching program operations once the new space is ready? (Insert name of responsible person.)

Name: _____

(Has this person been fully involved in the planning and design process? _____)

(See Worksheet #11, page 119)

5. FUNDING HEAD START FACILITIES

This chapter discusses funding of Head Start facilities. It includes identifying sources of funds, applying for funding, and comparing leased and purchased facilities.

The Head Start program should not expect 100% financing for the facility and should be prepared to secure additional funds through grants or donations.

Lenders will usually require security for the loan and may require a credit enhancement or third party guarantee for at least a part of the loan amount. Head Start programs may need assistance in negotiating the most favorable loan terms and support from intermediary organizations to guarantee the loan or otherwise provide the necessary credit enhancement.

Identifying Funding Sources

In the past, Head Start programs have realized their space needs through leasing buildings paid for by Federal grants, and through receiving donations of facilities or facility space from churches and community agencies. These two sources will continue to be important in the future, but in light of the need for improved and expanded facilities, programs must explore other funding sources, as well.

Planners should consider the following sources of funds, which Head Start programs have used previously:

Federal Funds

- Head Start grantee funding procedures vary each year and will be included in annual funding guidance. See section on Funding Resources.

- Head Start programs may seek loans to meet their non-Federal funding share. The Federal Community Reinvestment Act (CRA) requires banks and other private financial institutions to make loans to communities from which they draw deposits. Lending money for Head Start and child care facilities is one way that banks can meet their CRA obligations and may provide an incentive for banks to assist Head Start grantees.

State Sources:

- *State laws providing funds for early childhood programs.* Most States have enacted legislation to support preschool education and other early childhood programs. Many of these laws give priority to programs that serve low-income, educationally disadvantaged, or other at-risk children.

and Head Start is often eligible. In addition, some States have earmarked funds specifically for Head Start. These funds may be available for building or rehabilitating facilities.

- *Child Care and Development Block Grant (CCDBG)* funds are sometimes available to support Head Start and child care facilities. Twenty-five percent of the CCDBG funds are to be used to improve quality and expand availability, and these resources can be used to provide grants or loans to help programs meet State standards. These funds cannot be used for land purchase or for the construction of buildings or facilities.

- Funds under the *Individuals with Disabilities Education Act (IDEA)* may be focused on Head Start under interagency agreements with State Education Agencies (SEAs) or Local Education Agencies (LEAs).

- *State Community Development Block Grant (CDBG)* funds may be available to help pay for Head Start facilities. In addition, the Section 108 loan guarantee provision of the CDBG, which focuses on expanding economic opportunities principally for low- and moderate-income persons, may be available to Head Start and child care programs

City and County Sources

- *City and county governments* sometimes provide direct budgetary support to Head Start programs, including facilities, in addition to in-kind contributions of space.

- *School systems* can provide support to Head Start in many ways. Some schools operate Head Start as grantees or delegate agencies and can include facilities planning for Head Start as part of their overall planning. Other schools make classrooms or entire school buildings available to Head Start programs, or donate or sell school facilities to Head Start agencies. Schools may administer a variety of early childhood education program budgets (for example, Chapter I or Even Start) with Head Start operating under subcontractual arrangements. In addition, schools generally have specialists on their staff with extensive experience in dealing with architects, engineers, and contractors on building design and construction issues: these specialists are a possible source of technical assistance to Head Start programs.

- *Public Housing Authorities* may donate facilities for Head Start, particularly to provide services to public housing residents.

- *Farmers Home Administration Community Facility Loans* may be used to construct, enlarge or improve community health care, public safety

and public services facilities, and for necessary equipment to operate approved facilities. Head Start programs in rural areas and towns of not more than 20,000 people may be eligible for these loans. The Administration provides technical assistance to applicants and makes periodic inspections.

Other Sources

- Some ***private businesses*** have developed collaborative relationships with local Head Start programs and have contributed to the development of facilities that provide both Head Start and child care services. In general, the business community can be a valuable resource to Head Start in the area of facilities.

- Some ***foundations*** have supported Head Start or child care facilities projects. Others have helped to launch ***intermediary organizations***. (See section entitled, "Funding Resources" for more on these organizations.) Foundations might also be willing to provide direct support for facilities. *Consult your local library for foundations in your area* that have indicated a willingness to support such projects.

- ***Religious organizations*** often donate or lease space in their buildings for Head Start classrooms, make land available for modular facilities or Head Start centers, or provide cash subsidies to Head Start programs.

Estimating Costs: In preparing a loan application for Federal or non-Federal funds, it is critical that Head Start programs develop realistic estimates of all facilities costs and a budget that ensures that costs will be met as they come due. The estimates and budget should be developed for the current year and for future years for each facility for which funds are being sought and should include at least the information in the Head Start Budget Projection at the end of this chapter.

Leasing and Purchasing Facilities

Head Start programs have been given the legislative authority to purchase facilities, subject to Federal review and approval. Therefore, each Head Start agency should review its facilities needs, explore all feasible alternatives, and make careful long-term analyses and comparisons taking into account program quality, cost, and other relevant factors, such as their previous experience with landlords.

For some programs, buying a facility will be the best choice. For others, a lease is in order. For still others, other options are more suitable. For example, there are lease purchase options that may offer favorable terms and fit the needs of some programs. For other programs, intermediary organizations

(such as those described in Chapter 6) may play the role of a "friendly landlord," offering the benefits while minimizing the risks of ownership.

Many programs will continue to have quality facilities donated or made available for use on an in-kind basis. Larger programs can expect to operate a mixed system, using some in-kind space, some leased buildings, and some facilities owned by the Head Start agency.

Head Start grantees that decide to purchase a facility will have to complete a grant application as noted above and include specific information in the application. *Justification for Purchase of a Head Start Facility*, which appears at the end of this chapter, cites the applicable provisions of the Head Start Improvement Act and the information needed for the application.

HEAD START BUDGET PROJECTION

Worksheet #12

Budget Period	
Facility Name and Location	
Budget Item	Cost Estimate ($)
Rent or Depreciation/Use Allowance	
Renovation/Alteration	
Utilities	
Telephone	
Building Insurance	
Child Accident Insurance	
Maintenance/Repair	
Other Occupancy Costs	
Total Occupancy Costs	

(See Worksheet #12, page 121)

JUSTIFICATION FOR PURCHASE OF A HEAD START FACILITY

Worksheet #13

Legislative Provision	Information for Grant Application
Provide a description of the site of the facility proposed to be purchased.	◆ Explain how the location of the proposed facility is appropriate, given the grantee' proposed service and recruitment area.
Provide the plans and specification of the facility.	◆ Provide plans and specifications, including type of structure, square footage, how many rooms it has currently, bathroom facilities, and kitchen space. ◆ Provide information about the property on which the facility is located, including availability of parking and location of proposed playground equipment. ◆ Demonstrate that the facility complies or will be able to comply, after renovation, with State and local licensing requirements and ADA accessibility requirements. ◆ Be specific about proposed uses of the facility, including use as classroom space for additional children. ◆ *Indicate the renovations that will be required.*
Indicate savings resulting from the proposed purchase when compared to the costs that would be incurred to acquire the use of an alternative facility.	◆ Include business proposals which show the cost-benefits of purchase as compared to rental. In conducting this analysis, consider not only the relative costs of a mortgage versus rent, but any related costs, such as transportation and utilities. ◆ In your cost comparisons, address one-time costs necessary to purchase the facility. ◆ Describe the method being proposed to purchase the facility (e.g., whether the grantee is seeking one-time funds

Over →

(See Worksheet #13, page 123)

Worksheet #13 Continued

Legislative Provision	*Information for Grant Application*
	to buy the facility outright, thus incurring no mortgage obligation, or whether the request is to use grant funds to offset mortgage costs). ◆ State what the anticipated costs will be for any proposed down payment, necessary closing costs, any renovation costs. ◆ Allocate costs among programs if the facilities are not used exclusively by Head Start.
Provide justification if the lack of alternative facilities will prevent the operation of the Head Start program.	◆ Include a detailed explanation of the process that was used to determine that there were no alternative facilities available. (See Finding New Space in Chapter 4.)
Provide such other information and assurances as the Secretary of DHHS may require.	◆ Address the impact on non-Federal share. ◆ Address whether the proposed facility will enhance collaboration with other service providers in such areas as child care and health. ◆ Certify that the grantee understands that the regulatory provisions regarding the Federal government's rights and responsibilities for properties bought in whole or in part with Federal funds will be applicable (see 45 CFR Part 74, Subpart O and 45 CFR, Part 92.31).

(See Worksheet #19, page 124)

6. FINDING MORE HELP

This chapter lists other sources of help for Head Start programs planning, developing, or seeking space or funding for facilities. It includes general Head Start resources and other, more specific sources of information about buildings, property, and funds.

General Head Start Resources

- The *National Head Start Electronic Bulletin Board* provides information about facilities, vendors, problems, and solutions. For computer access to the Bulletin Board, dial on-line at (800) 477-8278. For information about how to use the Electronic Bulletin Board, call the Systems Operator at (800) 688-1675.

- The *Head Start Bureau* can identify Federal agencies and private organizations with resources that can be helpful to local Head Start programs.

- *DHHS Regional Offices* can provide funding and planning guidance to Head Start grantees and assist Head Start programs in multi-year planning and budgeting; share information about locating space; advise programs about cost-benefit calculations for renovating, leasing, or purchasing facilities; authorize the phasing in of facilities to support start-up costs; and facilitate the DHHS engineering review and approval process for renovation projects costing over $75,000.

- *Head Start Technical Assistance Support Centers (TASCs)* may be able to identify consultants and organizations that will provide on-site training and technical assistance support, and organizations that will provide *pro bono* assistance; broaden "how to" on community needs assessment to include locating facilities; provide information about vendors who specialize in "build to lease" strategies of developing Head Start facilities; vendors of mobile or modular facilities; and architects, engineers, and general contractors with expertise in Head Start, child care or other early childhood facilities; and connect Head Start programs that face special facilities problems with other grantees who may have found solutions to those problems.

- *Resource Access Projects (RAPs)* can provide information about the space requirements for including children with various types of disabilities in Head Start facilities; criteria to evaluate facilities that meet the requirements of the Americans with Disabilities Act; and organizations and individuals knowledgeable about facilities issues and able to provide technical assistance support related to inclusion and the ADA.

- *State Head Start Associations* may be able to highlight facilities "how to" in State and regional training meetings, and include facilities matters in Head Start planning and support activities.

Exemplary Resources

Facilities Design

Cartwright Head Start developed an award-winning Head Start facility. Head Start staff collaborated with the architect to design the classrooms and playground. Special features include abundant indoor storage space, child-sized water fountain and bathroom facilities, phones in each room, adaptable and portable furniture, and a mixture of carpeted and non-carpeted areas. The playground has a unique bike path, sand and grassy areas, a telephone communications system, and play equipment that meets the needs of all preschool children, including those with special needs. The program is located at 5480 West Campbell Avenue, Phoenix, AZ 85031.

U.S. Army Child and Youth Services has developed standard design specifications for child care centers based upon sound principles of child development. These specifications address all aspects of centers that serve 23 to 303 children, including classroom layout, bathroom design, storage, safety, staff-child ratios, and safeguards against child abuse. The specifications and architectural blueprints are available to Head Start programs nationwide. The Army Child and Youth Services staff is located at 2461 Eisenhower Avenue, Alexandria, VA 22331-0521.

Co-located Facilities

The *Donald M. Fraser Early Childhood Family Development Center* is a "state-of-the-art" child and family development facility. The center has 58,000 square feet of space to serve 500 Head Start children. Services are provided for children from six weeks to six years old and their families. The center co-locates other agencies and services with Head Start, including a Family Service Center, school readiness, JOBS, public health, a dental clinic, and on-site services related to substance abuse, literacy, and employability. The architects for the center received the Illumination Design Award for their creative lighting. The family is supported by $6 million appropriation from the City of Minneapolis. Funding for the building and project coordination was provided through the Minneapolis Community Development Agency. The center is owned and operated by Parents in Community Action, Inc., the Head Start grantee for Hennepin County. The center is located at 700 Humboldt Avenue, North, Minneapolis, MN 55411.

The *Jackson County Head Start Program* serves 572 three- and four-year-olds in four centers within the county. All four facilities are accredited by the

National Academy of Early Childhood Programs (an arm of NAEYC). One of the four facilities is donated by the county; two are modular facilities, owned by Head Start on leased land; and the fourth is leased by Head Start. The network of centers provides Head Start, extended day child care, adult education, GED preparation, JOBS, and health services, and includes a computer learning center and a Parent Child Center that serves infants and toddlers and their families, as well as pregnant women. The program is located at 5343 Jefferson Street, PO Box 723, Moss Point, MS 39563.

Migrant Facilities

The *East Coast Migrant Head Start* grantee has developed a Head Start center on land donated by an employer who is a major producer of fruits, vegetables, and other agricultural commodities. The center, built under a lease arrangement with the grantee, provides a cost-effective way to respond to the needs of 100 migrant children and their families. The center also serves as the base for a mobile Family Learning Center that provides tutoring, help with homework, bilingual literacy, high school equivalency, and career development services. After the harvest, the Family Learning Center follows families to their new location. The center is located at 4200 Wilson Boulevard, Suite 740, Arlington, VA 22203.

Health Code Regulations

The *Navajo Head Start Program* has developed model public health regulations for Head Start, child care, and other preschool facilities. The regulations address: the role of a health advisor; staff-child ratios; medical requirements and infection control; structural requirements (layout, windows, egress, square footage, handicapped accessibility, etc.); heating, ventilation, and air conditioning; lighting and electrical systems; plumbing; equipment design and installation; safety; food service; and grounds. The program is located at PO Box 308, Window Rock, AZ 86515.

Building and Property Resources

Total Action Against Poverty (TAPP) is part of *Community Action Property Access, Disposition, and Development (CAP-ADD)*, an informational network linking Community Action Programs (CAPs) and Resolution Trust Corporation (RTC) offices, will provide information on available commercial and residential properties. TAPP is located at 145 Campbell, Roanoke, VA 24001.

Job Corps has a mandate to provide child care services to parents and, when practicable, linkages with the comprehensive child development services in Head Start when beneficial to Job Corps center students and both programs overall. Job Corps centers have the capability to construct or renovate build-

ings and playgrounds when Head Start programs enroll children of Job Corps students. Job Corps programs cite a priority need for programs such as Head Start's Parent Child Centers to place infants and toddlers. The Job Corps is located at 200 Constitution Avenue, NW, Room 4510, Washington, DC 20210.

Department of Housing and Urban Development (HUD): Partners for Affordable Home Ownership may have homes available for eligible non-profit organizations with 501(c)(3) status; State, county, and local government entities; and local housing authorities. Homes of up to four units are available. For more information on purchasing these and other HUD properties, contact the Chief Property Officer in your local HUD office, which is listed at the end of this section.

General Services Administration (GSA) provides information on all available U.S. real property, except that on military installations. Ask for *U.S. Real Property Sales List*, a quarterly listing of GSA's Federal Property Resources Service, with GSA Regional Office of Real Estate Sales contact information; *Disposal of Surplus Property, and How to Acquire Surplus Federal Real Property for Educational Purposes*, which includes information on the public benefit discount allowance. The address for GSA is: Office of Real Estate, Policy, and Sales, Federal Property Resources Service/GSA, 18th and F streets, NW, Washington, DC 20405.

Office of Economic Adjustment (OEA) provides information on available real property on military installations. Ask for *Community and OEA Staff Contacts on Major Base Closures and Realignments*. Be aware that sometimes these buildings will be provided at no cost, but the land on which the building sits may not be given away, and the cost of moving the building may not be included. The OEA is located at 400 Army-Navy Drive, Suite 200, Arlington, VA 22202-2884.

Federal Real Property Assistance Program, administered by the Department of Education, provides information on how to acquire surplus Federal real property for educational purposes. This program has experience in working with Head Start centers to help them acquire Federal property. This program's address is: USDE, Office of Management, Federal Real Property Assistance Program, 600 Independence Avenue, SW, Washington, DC 20202.

Interagency Council on the Homeless can provide information on the McKinney Act and HUD's McKinney Homeless Assistance Programs. Head Start programs that serve homeless children may be eligible for facilities authorized under this legislation. The Council is located at 451 7th Street, SW, Room 7274, Washington, DC 20410.

National Guard Armories are sometimes rented, sold, or donated. For more information, contact the State Adjutant General under the Governor's Office, or the State Military.

Boys and Girls Clubs often rent space in their facilities for Head Start programs. Contact your local Boys and Girls Club, or call the national office at (212) 351-5906.

Funding Resources – Intermediary Organizations

These organizations can often assist Head Start and child care programs to obtain financing and can provide or fund technical assistance in such areas as facilities assessment, feasibility studies, marketing studies, architectural engineering, and cost estimating. Some of the intermediary organizations that can provide technical support to Head Start programs include:

Early Childhood Facilities Fund of New Jersey (ECFF). The Prudential Foundation played a critical role in developing the ECFF. The ECFF provides a broad range of technical assistance and financing services for Head Start and child care programs located in New Jersey. The ECFF is developing a methodology for conducting on-site, community-wide facilities needs assessment and planning. The ECFF is located at 65 South Main Street, Building D, Pennington, NJ 08534.

The Local Initiatives Support Corporation (LISC) in New York City, initially funded by the Ford Foundation, works in collaboration with Child Care, Inc., in a demonstration project to design, finance, and build Head Start and child care facilities in New York. LISC is part of a nationwide network of over 30 local community development corporations principally located in major cities. The LISC is located at 733 3rd Avenue, 8th Floor, New York, NY 10017.

Illinois Facilities Fund (IFF) is a statewide organization created by the Chicago Community Trust to meet the credit needs of small, nonprofit, human services providers. The IFF gives priority to new or expanded child care centers in inner city neighborhoods. The IFF is located at 300 W. Adams, Suite 431, Chicago, IL 60606.

Coastal Enterprises, Inc. (CEI) in Wiscasset, Maine, is a statewide community development corporation which provides technical assistance and financial support related to facilities to Head Start and child care programs. The CEI is located at PO Box 268, Wiscasset, ME 04578.

Self-Help Credit Union and *Self-Help Ventures Fund* are financing affiliates of the Center for Community Self-Help (CCSH). Since 1989, the Center has operated a technical assistance and financing program for child care

providers in North Carolina. The institution is interested in providing similar assistance to Head Start programs. The CCSH is located at 413 E. Chapel Hill Street, Durham, NC 27702.

Ohio Community Development Finance Fund (CDFF), a nonprofit Ohio agency, supports community development through pre-development funds and other funding. CDFF has been given a grant by the Ohio Department of Education to develop the Ohio Facilities Project, which provides technical assistance, training, and resources for Head Start agencies undertaking real estate projects within the State. The CDFF is located at 85 E. Gay, Suite 400, Columbus, OH 43215.

Community Development Block Grant Program (CDBG) awards funds for such purposes as the acquisition of property for public purposes; the construction or reconstruction of neighborhood centers, recreation facilities, and other public works; and assistance to nonprofit entities to carry out economic development. Some Head Start programs have obtained assistance under the CDBG. Contact your Governor's Office, or the State government office responsible for economic or community development to determine which agency administers the CDBG in your area, or write the CDBG office in Washington, DC, at: Office of Block Grant Assistance, HUD, 451 7th Street, SW, Room 7286, Washington, DC 20410.

Federal Home Loan Banks (FHLB) have programs, such as the Affordable Housing Program (AHP), designed to subsidize the interest rate or provide direct subsidies to member institutions in lending for long-term, very-low, low- and moderate-income, owner-occupied, affordable rental housing. Creative methods may be found to use space in multi-family housing developments for Head Start programs. Subsidies under this program may be used with other sources of funds, such as the Bank's Community Investment Program, the Federal low-income housing tax credit program, and other assistance programs. Among AHP's priority categories are housing sponsored by nonprofit organizations and projects located in rural areas. For more information contact the FHLB in your area.

Other Resources

Public Housing Authorities and National Housing Organizations can often provide technical assistance. For more information, contact the Department of Housing and Urban Development Region/Field Office Resident Initiative Coordinator; the local Public and Indian Housing Authorities (PSA/IHA); the National Association of Housing Redevelopment Officials (NAHRO), 1320 18th Street, NW, 5th Floor, Washington, DC 20004; and the National Association of Resident Management Corporations (NRMC), 4524 Douglas Street, NW, Washington, DC 20019.

Child Care Resource and Referral Agencies (CCRRA) often conduct supply and demand assessments, staff training, and seminars and workshops. The national association (NACCRRA) is located at 1319 F Street, NW, Suite 810, Washington, DC 20004.

Council of Educational Facility Planners, International (CEFPI), a non-profit professional information organization, can assist in locating, planning, designing, equipping, and maintaining educational facilities. CEFPI is located at 8687 E. Via de Ventura, Suite 311, Scottsdale, AZ 85258.

Local *community development corporations (CDC)* can assist Head Start programs with facilities. For more information about community development corporations, contact your local CDC (through your local government's Office of Economic Development, Office of Community Development, or Office of Consumer and Regulatory Affairs), or the National Community Reinvestment Corporation, 1875 Connecticut Avenue, NW, Suite 1010, Washington, DC 20009.

HUD Regional Offices

REGION 1

Boston
(617) 565-5400
Hartford
(203) 240-4534
Manchester
(603) 666-7685
Providence
(401) 528-5360

REGION 2

Albany
(518)464-4205
Buffalo
(716) 846-5722
Camden
(609) 757-5096
Newark
(201) 877-1682
New York
(212) 264-0774

REGION 3

Baltimore
(301) 962-2522
Charleston
(304) 347-7064
Philadelphia
(215) 597-3853
Pittsburgh
(412) 644-6525
Richmond
(804) 771-2575
Washington
(202) 275-7471

REGION 4

Atlanta
(404) 331-4801
Birmingham
(205) 290-7607
Caribbean
(809) 766-5402
Columbia
(803) 253-3241
Coral Gables
(305) 662-4530
Greensboro
(919) 333-5692
Nashville
(615) 736-7207
Jackson
(601) 965-4724
Jacksonville
(904) 791-1983
Knoxville
(615) 549-9448
Louisville
(502) 582-6255
Memphis
(901) 544-3268
Orlando
(407) 648-6446
Tampa
(813) 228-2551

REGION 5

Chicago
(312) 886-6437
Cincinnati
(513) 684-2714
Cleveland
(216) 522-3302
Columbus
(614) 469-2255
Detroit
(313) 226-7144
Flint
(313) 766-5109
Grand Rapids
(616) 456-2140
Indianapolis
(317) 226-7094
Milwaukee
(414) 297-3235
Minneapolis
(612) 370-3100

REGION 6

Fort Worth
(817) 885-5905
Albuquerque
(505) 262-6465
Houston
(713) 653-3210
Little Rock
(501) 324-5283
Lubbock
(806) 743-7276
New Orleans
(504) 589-7246
Oklahoma City
(405) 231-5468
San Antonio
(512) 229-6755
Shreveport
(3180 226-5402
Tulsa
(918) 581-7451

REGION 7

Kansas City
(913) 236-3864
Des Moines
(515) 284-4079
Omaha
(402) 492-3126
St. Louis
(314) 539-6585

REGION 8

Denver
(303) 844-5537
Helena
(406) 449-5283
Salt Lake City
(801) 524-5216
Fargo
(701) 239-5666

REGION 9

San Francisco
(415) 556-3650
Fresno
(209) 487-5556
Honolulu
(808) 541-1338
Las Vegas
(702) 388-6372
Los Angeles
(213) 251-7221
Phoenix
(602) 379-4669
Reno
(702) 784-5972
Sacramento
(916) 551-1382
San Diego
(619) 557-5596
Santa Ana
(714) 836-2446
Tucson
(602) 670-5226

REGION 10

Seattle
(206) 553-1700
Anchorage
(907) 271-4610
Boise
(208) 334-1990
Portland
(503) 326-2671
Spokane
(509) 353-2126

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HEAD START FACILITIES ASSESSMENT REPORT

Worksheet #1

Purpose: To examine issues related to the condition, cost, and future use of each facility, and to explore other site options. Be sure that you have provided enough information to enable the Head Start program to set priorities and to decide which improvements should be made immediately, which should be made over the next year, which should be scheduled for the future, and which can be deferred indefinitely.

Instructions: Complete the form below by describing each needed improvement in each facility. Be specific. Include a justification for the improvement (for example, needed to meet licensing; compliance with Head Start Performance Standards) and include cost data. Attach additional sheets to the form as necessary.

Name of Program: _____

Location of Center Being Assessed: _____

Person(s) conducting assessment: _____

Date of assessment: _____

Ownership of building (if leased, when does lease expire?) _____

Assessment Step:	***Name of Facility:*** _____
1. Capacity of building ◆ Number and type (or function) of rooms. [Describe the building's rooms and the use to which the rooms are or can be put]. ◆ Outdoor space and how it is currently used. ◆ # of children currently served in building ◆ # of staff currently using office space ◆ # other current uses of building	
2. Program quality How does this facility affect program quality; better or worse? [Refer to Performance Standards and state how the building helps or hinders in meeting the Performance Standards.]	

Over →

Worksheet #1 Continued

Assessment Step:	*Name of Facility:* _____
3. Condition of building and grounds: Analyze any problems in the following areas and include an estimate of the cost of repair: a. Playground b. Plumbing c. Roof d. Kitchen e. Floor f. Heating system g. Fire safety h. Electrical system i. Other (specify)	
4. Cost effectiveness of necessary renovation: Analyze cost effectiveness of necessary renovations. Write a timetable for the renovations, listing them in descending order of priority. (What needs to be done right away? What can be deferred?)	
5. Future use of the building: ◆ Is it in the best interests of the program to continue to occupy the building? Why or why not? ◆ Is expansion of this building to increase its total area possible? Desirable?	
6. Other site options What other site options are available? (Rental, purchase, construction)	
Additional comments: (Attach additional sheet if necessary.)	

HEAD START FACILITIES FORECAST

Worksheet #2

Purpose: To provide a framework for planning discussions with the Regional Offices and other funding sources, and to provide guidance for upgrading and/or expanding facilities and identifying neighborhoods in which facilities should be established.

Instructions: Complete each item on the following page, beginning with the column marked Current Year. Attach supporting documents where necessary. Be as specific as you can. Sources of information are indicated for each item.

Information for current year:

Total Funding. The total budget by funding source should be available from the Head Start grant and other budget documents. Identify all resources that are used to pay for services to Head Start children and their families. If the program has substantial funding from sources in addition to Federal Head Start, identify each of the major funding organizations and attach a brief description of the services and amount of funding provided.

Number of Classroom Staff; Total All Staff. The number of classroom and other staff should be found in the personnel and other program management files.

Number of Facilities; Number of Classrooms. These figures should be available from the program files.

Enrollment by Facility. Enrollment by facility should reflect actual enrollment during full program operation. If the program has substantial turnover of children and families during the year, estimate the extent of the turnover, using previous program experiences as a guide. In an attachment, project the total number of children that will be served during the operating year and summarize the implications of turnover for budget and facilities. Review Program Information Report (PIR) files for consistency of staff and enrollment data.

Comments. Spell out planning assumptions or attach related documents.

Projections for Years 1-5.

Total Funding. Because the Head Start program is funded through an annual appropriation from Congress, it is impossible to predict if there will be future funding increases. Although there has been a recent period of rapid expansion in Head Start, there is no guarantee that such expansion, or any expansion, will continue in the following years. Consider these possibilities when you consider your community's needs and when you forecast facility needs.

Number of Classroom Staff; Total All Staff; Number of Facilities; Number of Classrooms. Strategic planning and community needs assessment should provide a basis for year-by-year forecasts of total number of classroom and other staff, and total numbers of facilities and classrooms.

Enrollment by Facility. Strategic planning and community needs assessment also should provide the basis for the year-by-year enrollment forecasts. The projected enrollment in specific facilities should take into account the adequacy of existing facilities as described in the Facilities Assessment Report.

Over →

Worksheet #2 Continued

Program _____

Person(s) preparing forecast: _____

Date of forecast: _____

	Current Year	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Total Funding ($)						
ACYF Head Start Funding						
Other Funding (Specify)						
Non-Federal Share						
Number of Classroom Staff						
Total All Staff						
Number of Facilities						
Number of Classrooms						
Enrollment by Facility: 1 2 3 4 Total Enrollment						
Comments:						

CHECKLIST FOR QUALITY HEAD START FACILITIES

Worksheet #3

Purpose: This checklist is a self-assessment tool for Head Start grantees and delegate agencies. It is organized around the following facilities categories:

- Classrooms
- Administrative
- Parent and staff space
- Playgrounds
- Building and grounds

Instructions: Rate each applicable category by checking the "Yes," "No," or "Needing Improvement" column in answer to each item in the category. If a particular item is not applicable to the facility you are assessing, note "N/A" in the "Comments" column. Comments should highlight aspects of the facility that are outstanding or exemplary and note areas that need improvement, along with the corrective action required. In particular, comments should identify any areas that pose immediate or potential hazards to the children or that may constitute a safety or health risk for parents, staff, or volunteers.

This checklist is designed to be filled out for a Head Start facility at one location or site. Assess each classroom in the facility separately, duplicating Part A. Classrooms of the Checklist as necessary.

Program _____

Review Date: _____

Name of Facility: _____

Location: _____

Facility Director: _____

Telephone No: _____

Reviewer(s): _____

_____

_____

Telephone No(s): _____

_____

_____

Over →

Worksheet #3 Continued
SUMMARY RATING

Category	*# Yes*	*# No*	*# Needing Improvement*	*Comments*
Classroom 1				
Classroom 2				
Classroom 3				
Classroom 4				
Classroom 5				
Playground				
Parent/Staff Space				
Administrative Space				
Building and Grounds				
Total				
Action Recommended:				

	Yes	*No*	*Comments*
A. CLASSROOMS			
All classrooms:			
1. Is there space for one-to-one, small group, and large group activities?			
2. Does the layout support developmentally appropriate learning?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
3. Is there at least 35 square feet of space per child?			
4. Is the furniture child sized?			
5. Are toilets and basins child sized and accessible to children?			
6. Is drinking water accessible to children?			
7. Do children have space to hang up their coats, and cubbies for their belongings?			
8. Is there space for children to play quietly alone?			
9. Does the classroom meet the requirements of the Americans with Disabilities Act?			
10. Does the setting promote mainstreaming of children with disabilities?			
11. Does the layout encourage children to rearrange space for their own activities?			
12. Is space organized into functional areas recognized by the children?			
13. Does the layout permit children to move freely from one area to another, without disruption?			
14. Can children's artwork be displayed at a child's eye level?			
15. Have sound absorbing materials been used?			
16. Are there separate quiet and active areas?			
17. Are there soft elements, such as carpeting and pillows?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
18. Can children be seen and supervised at all times? For example, are there view panels on all doors to rooms in which children play? Can children be observed while they are in bathroom areas?			
19. Can children move about easily and play safely in the classroom?			
20. Do space, light, ventilation, and physical arrangements meet the children's health, safety, and developmental needs?			
21. Is there an outside door from the classroom or other safe ways to exit in a fire or other emergency?			
22. Does the layout support nutritional activities?			
23. Is there adequate space for indoor play and for gross motor activities, especially in bad weather?			
24. Are shelves and storage for toys and materials accessible to children?			
Infant/toddler rooms 25. Is the furniture and equipment sized for children under age 3?			
26. Are the toys suitable for infants and toddlers?			
27. Is there an area where infants can crawl safely?			
28. Are there quiet rest and sleeping areas with adjustable lighting?			
29. Are there safe, sturdy cribs for infants?			
30. Is there a separate diapering area?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
31. Is there a diapering table about 36" high?			
32. Is there a separate sink for washing up after diapering?			
33. Are there toilets in or near the toddlers' rooms?			
34. Is the food preparation area separate from the diapering and toileting areas?			
35. Is there a refrigerator to store infant formula, milk, and baby food?			
36. Are there bottle warmers or other ways to heat milk and food?			
37. Is there a dishwasher or other means of sterilizing bottles and eating utensils?			
38. Is there a sink for washing up eating utensils which is separate from the sink for washing up after diapering?			
39. Are there storage cabinets out of reach of children?			
B. PLAYGROUND			
1. Is there a minimum of 75 square feet per child of usable outdoor play space?			
2. Are there shock absorbing surfacing materials under and around the equipment? Do these materials meet Consumer Product Safety Commission guidelines?			
3. Is the equipment free of rust, rot, cracks, splinters, or protrusions?			
4. Is the playground free of dangerous debris?			
5. Has the equipment been installed according to the manufacturer's specifications, and is it securely anchored?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
6. Is there a barrier around the playground to keep children from running into the street?			
7. Are the playground and the equipment appropriate to the children's size, age, and developmental levels?			
8. Are the playground and equipment accessible to children with disabilities?			
9. Are there distinct play areas with a variety of surfaces for different purposes?			
10. Can children move freely and safely about the playground?			
11. Is there a hard surface area for wheeled toys?			
12. Are there areas and structures that invite balancing, jumping, and climbing?			
13. Are there safe and healthy places for sand and water play?			
14. Is there convenient storage for outdoor equipment and materials?			
15. Is the playground close to the facility?			
16. Are outdoor water fountains available?			
C. PARENT AND STAFF SPACE			
1. Is there a designated space for parents to meet and engage in program activities?			
2. Does the layout encourage all types of parent involvement, including training in child development and literacy?			
3. Is there an area where staff and parents can talk privately?			

Continued →

Worksheet #3 Continued

	Yes	No	Comments
4. Is there space for staff to go for breaks?			
5. Is there adequate space for staff meetings and training sessions?			
6. Are there separate designated bathrooms for adults available to staff and parents, including a bathroom accessible to adults with disabilities?			
7. Is there a convenient bulletin board where notices for parents can be posted and easily seen?			
D. ADMINISTRATIVE SPACE			
1. Is there adequate space to conduct child health and developmental screening and assessment?			
2. Is there secure space to store confidential child and family records?			
3. Is there secure space to store old records for at least three years?			
4. Is there adequate storage for coats for children, staff, and parents?			
5. If needed, is there adequate space for co-locating staff from other agencies serving Head Start children and families?			
6. Are property records and property and equipment inventories maintained and up-to-date?			
E. BUILDING AND GROUNDS			
1. Is the facility accessible to parents, staff, and children with disabilities?			
2. Does the layout make it easy to greet children and parents when they arrive and leave?			
3. Does the kitchen meet health and safety requirements?			

Over →

Worksheet #3 Continued

	Yes	No	Comments
4. Do bathrooms meet health and safety requirements?			
5. Are there child abuse safeguards, such as low walls, vision panels, and reflective security mirrors?			
6. Is there safe, locked storage for cleaning supplies and other toxic products?			
7. Are heating units and electrical outlets safe, covered, and/or inaccessible to children?			
8. Is emergency lighting available in case of power failure?			
9. Is all paint lead-free?			
10. Is the building free of asbestos?			
11. Are the building entrances and the parking area well-lighted?			
12. Is the landscaping trimmed and free of hazards?			
13. Can staff, parents, and visitors enter the reception area without breaching the security of the playground?			

INFANT-TODDLER DEVELOPMENTAL MILESTONES: IMPLICATIONS FOR CLASSROOM DESIGN

Worksheet #4

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Young Infants (Birth to 8 months)	◆ Spends time gazing at adults, objects, and the environment. ◆ Reaches for and grasps toys. ◆ Grasps and releases objects. ◆ Manipulates objects. ◆ Lifts head. ◆ Listens to conversations. ◆ Rolls over. ◆ Begins to crawl. ◆ Responds to voices. ◆ Gazes at faces. ◆ Sits up. ◆ Observes a moving object. ◆ Identifies objects from various viewpoints. ◆ Hits or kicks objects. ◆ Responds to social contact, especially with familiar adult. ◆ Reacts to strangers with soberness or anxiety.	◆ Cribs in areas where infants can see what's around them. ◆ Adequate space for babies, parents, and staff. ◆ Rocking chairs and soft couches for adults to hold infants. ◆ Carpeted areas to crawl. ◆ Space to move about freely.
Crawlers and Walkers (8 to 18 months)	◆ Enjoys exploring objects. ◆ Interested in peers. ◆ Attends to adult language. ◆ Smiles or interacts with self in mirror. ◆ Identifies some body parts. ◆ Sits in chair. ◆ Pulls self upright. ◆ Stands holding support. ◆ Walks when led. ◆ Walks alone. ◆ Throws objects.	◆ Multi-level areas to crawl across and climb over. ◆ Bars and equipment to pull self upright. ◆ Block areas. ◆ Space to roll a ball. ◆ Level area to walk across. ◆ Accessible objects in the room to explore. ◆ Chairs to sit on.

Over →

Worksheet #4 Continued

STAGE	MILESTONES	IMPLICATIONS (the classroom should have):
Crawlers and Walkers (8 to 18 months) Continued	◆ Climbs stairs. ◆ Looks at picture books. ◆ Points to objects. ◆ Begins to use "me, you, I." ◆ Tries to build with blocks. ◆ Uses a stool to reach for something. ◆ Shows pleasure in mastery. ◆ Displays affection for familiar person. ◆ Asserts self.	
Toddlers and 2-Year-Olds (18 months to 3 years)	◆ Increased awareness of being seen by others. ◆ Enjoys peer play and joint exploration. ◆ Identifies self with children of same age or sex. ◆ Exhibits more impulse control and self-regulation. ◆ Enjoys small group activities. ◆ Shows strong sense of self. ◆ Explores everything. ◆ Walks up and down stairs. ◆ Can jump off one step. ◆ Kicks a ball. ◆ Listens to short stories. ◆ Plays pretend games. ◆ Asserts independence. ◆ Puts on simple garments. ◆ Classifies and sorts objects. ◆ Displays aggressive behavior. ◆ Increased fearfulness. ◆ Verbalizes feelings more often. ◆ Shows concern for others.	◆ Housekeeping and dramatic play area. ◆ Story area. ◆ Sand and water play area. ◆ Indoor gross motor play area. ◆ Places to play alone and in small groups. ◆ Low shelves where toddlers can reach toys. ◆ Loft platforms.

GUIDE TO INFANT-TODDLER FURNITURE

Worksheet #5

(Adapted from Lally and Stewart, 1990)

Chairs : 8 inches high for children under 30 months.

Tables : 12 to 14 inches high for children under 15 months; 16 to 18 inches high for children over 15 months.

Slides : 24 inches or less for children under 18 months; up to 3 feet for children 18 to 36 months.

Easels : 10 to 14 inches high, depending on the toddler's age and size.

Shelves : Less than 24 inches high so the children can reach the toys.

Steps : 4 to 5 inches high.

Mirrors : At floor level so the children can see themselves.

Riding toys : Easy for children to get on and off and to move.

Cribs : Rails at least 26 inches high, with secure latches that will not release accidentally. The crib slats should be no more than 2 3/8 inches apart, and the mattresses should be easy to keep clean and capable of being lowered.

Loft Platforms : No higher than 36 inches, with sides enclosed with Plexiglas panels or safe railings.

INFANT-TODDLER SAFETY: DO'S AND DON'TS

Worksheet #6

WHAT & WHERE	DO	DON'T
Rooms	◆ Use carpets or rugs with padding to cushion falls. ◆ Use low-pile carpets that are easy to clean (preferably a hypo-allergenic or anti-microbial carpet). ◆ Cover electrical outlets. ◆ Arrange multi-level rooms with suitable dividers, boundaries, and safety features. ◆ Install railings or handholds for children just learning to walk. ◆ Conduct daily safety checks. ◆ Avoid overcrowding.	◆ Obstruct areas where children crawl or walk. ◆ Have child-sized steps more than 4 to 5 inches in height. ◆ Permit slippery floors or loose rugs. ◆ Build lofts more than 36 inches high without adequate safety precautions. ◆ Use second story areas or other spaces that lack immediate safe access to the outside in case of fire or other emergency.
Equipment and Materials	◆ Select non toxic materials and furnishings. ◆ Provide cushioning materials around and under indoor climbing equipment. ◆ Provide toys that very young childrencan safely put in their mouths without risk of swallowing.	◆ Leave hazardous materials or equipment like electrical cords, chipped paint, and broken toys within reach of children. ◆ Leave health hazards such as bleach and cleaning materials in unlocked cabinets. ◆ Permit sharp corners or edges that might injure children. ◆ Use plants unless they are known to be nonpoisonous and safe to touch.
Play Area	◆ Fence the outside playground. ◆ Provide at least one child-proof exit gate. ◆ Place sand, wood chips, rubber mats, or other shock-absorbing materials	◆ Assume that children under age three will play in ways that are safe for them or other infants and toddlers. ◆ Design playgrounds with hard surface materials, such as rocks or concrete, except where needed for wheeled toys.

DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOM

Worksheet #7

Major Features	Quality Indicators
1. The setting encourages appropriate interactions between the staff and the children.	◆ The classroom is child-centered, with space for one-to-one, small group, and large group activities.
2. The classroom supports a developmentally appropriate curriculum.	◆ Space layout, equipment, and materials support learning opportunities (for example, block corner, sand and water tables, dress-up and dramatic play areas, easels/art area, science and woodworking area, book corner, and computer center, are readily accessible to children). ◆ While small group, teacher-initiated activities are taking place, there are places for child-initiated, self-selected activities which children may choose. ◆ Equipment and space are available for children to engage in small motor and gross motor physical activities (including running, jumping, and balancing).
3. The classrooms are large enough for the number of children enrolled.	◆ There should be at least 35 square feet of usable space per child (many prefer 50 sq. ft.).
4. The setting helps children to develop independence and self-help skills.	◆ The children have a convenient place to hang up their coats and cubbies to keep their belongings. ◆ Classroom furniture is child-sized. ◆ Toilets and lavoratories are child-sized and accessible to children. Mirrors and water fountains are the appropriate height for children. ◆ There are spaces for children to go for quiet play alone.
5. The physical environment is suitable for children with special needs.	◆ The room meets the requirements of the Americans with Disabilities Act.

Over →

Worksheet #7 Continued

Major Features	Quality Indicators
5. (continued)	◆ The setting promotes mainstreaming of children with disabilities and is individualized in response to special needs.
6. Space is flexible.	◆ Children can rearrange space for their own activities. ◆ Children can move freely from area to area without disruption. ◆ Space is provided for children's art work and projects, with displays at children's eye level.
7. The classroom environment promotes learning.	◆ Sound absorbing materials are used. ◆ There are separate quiet and active areas. ◆ There is adequate lighting. ◆ There are soft elements in the environment (carpets, couches, stuffed chairs, and pillows).
8. Children are under staff supervision and guidance at all times.	◆ Center design, including windows, doors, bathrooms, classroom areas, and storage areas, permits children to be seen at all times. ◆ Indoor-outdoor design and access should facilitate continuous supervision by adults.
9. The outdoor playground is child-centered.	◆ There should be a minimum of 75 square feet per child of usable outdoor play space (many prefer 100 sq. ft.). ◆ A variety of surfaces and equipment encourage alternate types of play (wheel toys, slides, swings, kick ball, and sand play). ◆ There is cushioning under climbing equipment. ◆ There are both shady and sunny areas. ◆ The playground is fenced in and protected. ◆ The playground is in close proximity to the center.
10. Facilities are safe, healthy, and sanitary for children.	◆ Intercoms or other security devices are installed at center entrance to ensure that all visitors are authorized. ◆ State and local licensing requirements are met. ◆ Guidance regarding safety, health, and sanitation set forth in this manual is followed.

MODIFYING THE CLASSROOM

Worksheet #8

Problem	Classroom Modification
◆ Children run pell-mell through the classroom.	◆ Use low partitions, shelves, and storage units to create distinct learning and activity areas or centers, and break up straight open lanes that invite running.
◆ Children have difficulty sharing or playing together.	◆ Create spaces that invite small group activities, play, and socialization, such as a computer center or dramatic play area.
◆ Children are constantly asking staff for toys, books, and materials they need.	◆ Arrange materials on low shelves so that they are readily accessible to the children to encourage child-oriented learning.
◆ Children mill around aimlessly.	◆ Set up the classroom in clearly defined areas that promote a variety of activities, including sand and water tables, science area, reading corner, art center, block building, and a loft for playing alone or with one or two other children.
◆ Children resist helping pick up toys and materials.	◆ Establish shelves and storage areas for each toy and piece of equipment, prominently marked with a picture/name of the item. Allow adequate space so items are not jammed in together.
◆ Children have frequent accidents and injuries.	◆ Conduct a classroom safety check and take corrective action, for example: — non-skid tile floors; — no loose rugs; — electrical cords out of reach; and — children can be visually supervised at all times in all parts of the classroom.
◆ Children are too noisy.	◆ Use noise abatement materials in ceiling, walls, and floors whenever possible.

MAKING PLAYGROUNDS SAFE

Worksheet #9

Safety Concerns	Guidance
1. A child may be injured in a fall from the equipment.	◆ Proper shock absorbing surfacing materials should be used under and around equipment. ◆ Follow CPSC guidance for equipment (for example, the maximum difference in height between stepped platforms for preschoolers should be 12 inches). ◆ Check equipment periodically for adequate protective surfacing under and around it and for any surfacing materials that may have deteriorated.
2. Swings and other moving equipment may strike a child.	◆ Locate moving equipment, such as swings and merry-go-rounds, toward a corner or edge of the playscape and ensure the equipment meets design requirements for preschoolers. ◆ Disperse heavy use equipment to avoid crowding in any one area. ◆ When playgrounds are used by children of all ages, ensure that landscaping, layout of pathways and distribution of equipment provides distinct areas for preschool children, infants, and toddlers. ◆ Avoid multiple occupancy swings, animal figure and rope swings, swinging exercise rings, and trapeze bars.
3. Protrusions, pinch points, sharp edges, hot surfaces, and playground debris may injure a child.	◆ Closely supervise preschoolers on the playground. ◆ Check the playground every morning for possible hazards, debris, or litter. ◆ Check all equipment daily for rust, rot, cracks, and splinters.
4. Clothing or other items may become entangled in equipment.	◆ Check for hazards, such as open S-hooks.
5. A child's head may become trapped in the equipment.	◆ Be sure any openings in equipment are less than 3 inches or more than 9 inches wide.

Over →

Worksheet #9 Continued

Safety Concerns	Guidance
6. Children may be injured if equipment tips over or fails.	◆ Use only equipment that has a proven record of playground durability. ◆ Properly select, install, and assemble playground equipment to ensure stability, structural integrity, and safety. ◆ Securely anchor equipment (follow the manufacturer's specifications). ◆ Follow a comprehensive maintenance schedule.
7. Children may run into the street from the playground.	◆ Surround the playground with a barrier to keep children from running into the street. ◆ Be sure staff can observe children throughout the playground.

From "Handbook for Public Playground Safety, Consumer Product Safety Commission.

ELIGIBILITY OF FACILITIES

Worksheet #10

1. Are suitable facilities available for lease or donation?_____

   - ◆ if YES, construction not allowed
   - ◆ if NO, answer 2.

2. Will the lack of suitable facilities for lease or donation inhibit the operation of the program?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, answer 3.

3. Would construction be more cost-effective than purchase of an existing facility (including necessary renovations)?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no facility is available for purchase, answer 4.

4. Would construction be more cost-effective than renovation of grantee's existing facility?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if grantee has no existing facility, answer 5.

5. Would construction be more cost-effective than renovation of an "unsuitable" facility available for lease or donation?_____

   - ◆ if NO, construction not allowed
   - ◆ if YES, or if no "unsuitable" facility for lease or donation exists, construction allowed.

HEAD START DESIGN REQUIREMENTS CHECKLIST

Worksheet #11

Purpose: to serve as a framework for a dialogue between program personnel and the architect and other specialists who will be responsible for the actual design and/or construction of the physical facility. This puts program requirements into precise specifications.

1. What are the principal uses of the facility? Is it to be designed as a multi-purpose facility?

2. Will other agencies or programs be co-located with Head Start in the facility?

3. Will existing space be modified or will the facility be developed or renovated as "new" space?

4. What constraints or criteria determine the location of the facility (if not an already existing facility in a fixed site)? For example:

   - Location convenient for target children and families? Within easy walking distance or convenient to transportation?
   - Safety of the immediate neighborhood of the facility.
   - Nearby schools or parks.
   - Nearby neighborhood health centers or other related services.
   - Parking.

5. How much total space is needed in square feet (Note: Multiply total width of planned space by total length of the facility as planned. Include all areas)? _____

6. How many people will be using the facility? _____

   - Children _____
   - Parents _____
   - Staff _____
   - Volunteers _____
   - Others _____

7. When will the space be used?

   - Months during the year _____
   - Days during the week _____
   - Hours during the day _____
   - Special functions/purposes _____

Over →

Worksheet #11 Continued

8. Which program design features are needed? Square footage of each space?

- Infant-toddler rooms _____
- Preschool classrooms _____
- Parent space _____
- Staff space _____
- Administrative space _____
- Kitchens _____
- Child care _____
- Indoor play areas _____
- Outdoor playgrounds _____
- Parking area _____
- Home-based facilities _____
- Other (specify) _____

9. What special design features are needed in addition to those above?

- Special health and safety features _____
- Special exit doors _____
- Security _____
- Visitors _____
- HVAC requirements (Heating, ventilation, and air conditioning) _____
- Lighting _____
- Electrical _____
- Plumbing _____
- Environmental _____
- Acoustical _____
- Computers _____
- Communication _____
- Telephone systems _____
- Storage & records _____

Continued →

Worksheet #11 Continued

10. What other design features are applicable in addition to those above? For example:
    - Predetermined space requirements (for example, minimum square footage per child; children on ground floor; staff and parent rooms on upper floors).
    - Relationship of rooms.
    - Relationship of playground to classrooms.
11. What budgetary constraints apply? When will the necessary budget approvals be obtained?
12. Have building and zoning codes been researched and steps undertaken to obtain the necessary approvals?
13. What is the schedule for project start up, construction, and completion? Will penalties be imposed for delays in project close-out?
14. Are there any special considerations that influence the selection of architects or other contractor bids, selection, or contract negotiations? Who is responsible for coordinating the contract process?
15. Has the planning taken into account steps necessary to obtain building inspections and signoffs and a certificate of occupancy?
16. Who is responsible for coordinating plans to obtain the necessary supplies and equipment, arranging for moving in, and launching program operations once the new space is ready? (Insert name of responsible person.)

Name: _____

(Has this person been fully involved in the planning and design process? _____)

HEAD START BUDGET PROJECTION

Worksheet #12

Budget Period	
Facility Name and Location	
Budget Item	Cost Estimate ($)
Rent or Depreciation/Use Allowance	
Renovation/Alteration	
Utilities	
Telephone	
Building Insurance	
Child Accident Insurance	
Maintenance/Repair	
Other Occupancy Costs	
Total Occupancy Costs	

JUSTIFICATION FOR PURCHASE OF A HEAD START FACILITY

Worksheet #13

Legislative Provision	Information for Grant Application
Provide a description of the site of the facility proposed to be purchased.	◆ Explain how the location of the proposed facility is appropriate, given the grantee' proposed service and recruitment area.
Provide the plans and specification of the facility.	◆ Provide plans and specifications, including type of structure, square footage, how many rooms it has currently, bathroom facilities, and kitchen space. ◆ Provide information about the property on which the facility is located, including availability of parking and location of proposed playground equipment. ◆ Demonstrate that the facility complies or will be able to comply, after renovation, with State and local licensing requirements and ADA accessibility requirements. ◆ Be specific about proposed uses of the facility, including use as classroom space for additional children. ◆ Indicate the renovations that will be required.
Indicate savings resulting from the proposed purchase when compared to the costs that would be incurred to acquire the use of an alternative facility.	◆ Include business proposals which show the cost-benefits of purchase as compared to rental. In conducting this analysis, consider not only the relative costs of a mortgage versus rent, but any related costs, such as transportation and utilities. ◆ In your cost comparisons, address one-time costs necessary to purchase the facility. ◆ Describe the method being proposed to purchase the facility (e.g., whether the grantee is seeking one-time funds

Over →

Worksheet #13 Continued

Legislative Provision	Information for Grant Application
	to buy the facility outright, thus incurring no mortgage obligation, or whether the request is to use grant funds to offset mortgage costs). ◆ State what the anticipated costs will be for any proposed down payment, necessary closing costs, any renovation costs. ◆ Allocate costs among programs if the facilities are not used exclusively by Head Start.
Provide justification if the lack of alternative facilities will prevent the operation of the Head Start program.	◆ Include a detailed explanation of the process that was used to determine that there were no alternative facilities available. (See Finding New Space in Chapter 4.)
Provide such other information and assurances as the Secretary of DHHS may require.	◆ Address the impact on non-Federal share. ◆ Address whether the proposed facility will enhance collaboration with other service providers in such areas as child care and health. ◆ Certify that the grantee understands that the regulatory provisions regarding the Federal government's rights and responsibilities for properties bought in whole or in part with Federal funds will be applicable (see 45 CFR Part 74, Subpart O and 45 CFR, Part 92.31).

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Indiana's
Rules for Child Care Facilities

Indiana has six different documents regulating health and safety in child care facilities:

- Indiana: Regulations for Licensing Day Nurseries (470) IAC 3-4.1) (12/85)
- Indiana: Title 470: Division of Family and Children: Rule 1.1 Child care Homes (8/1/96)
- Indiana'a Title 410: Indiana State Board Of Health Rule 2. Registered Day Care Ministries (10/88)
- Indiana: Article 3. Child Welfare Services (1996)
- Indiana: Rule 4.5 Child Care Facilities; Registered Day Care Ministries (1996)
- Indiana: Final Rules (1996)

 State Contact

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Document	Edition Date	Last NRC Edit on WEB Page
Indiana: Regulations for Licensing Day Nurseries (470 IAC 3-4.1)	12/1/1985	4/23/1997
Indiana: Title 470 Division of Family and Children: Rule 1.1 Child Care Homes	8/1/1996	11/25/1997
Indiana: Title 410: Indiana State Board of Health: Rule 2. Registered Day Care Ministries	10/1/1988	4/18/1997
Title 470 Division of Family and Children: Rule 1.3 Class II Child Care Homes	11/1/1996	11/25/1996

Indiana's Title 470: State Department Of Public Welfare Digest

- Rule 4.1. Day Nurseries: Licensing
  - 470 IAC 3-4.1-1 Day nursery; definition
  - 470 IAC 3-4.1-2 General definitions
  - 470 IAC 3.4.1-3 Minimum standards
  - 470 IAC 3-4.1-4 Exemptions
  - 470 IAC 3-4.1-5 Licensure
  - 470 IAC 3-4.1-6 Reporting requirements
  - 470 IAC 3-4.1-7 Administration
  - 470 IAC 3-4.1-8 Personnel requirements
  - 470 IAC 3-4.1-9 Staffing
  - 470 IAC 3-4.1-10 Program and activities
  - 470 IAC 3-4.1-11 Health program
  - 470 IAC 3-4.1-12 Health requirements
  - 470 IAC 3-4.1-13 Nutrition and food service
  - 470 IAC 3-4.1-14 Building, grounds and equipment
  - 470 IAC 3-4.1-15 Fire protection and safety

- Rule 4.2. Infant/Toddler Care: Requirements
  - 470 IAC 3-4.2-1 Infant/toddler care; definition
  - 470 IAC 3-4.2-2 General definitions
  - 470 IAC 3-4.2-3 Day nursery regulations, 470 IAC 3-4.1
  - 470 IAC 3-4.2-4 Licensure
  - 470 IAC 3-4.2-5 Personnel
  - 470 IAC 3-4.2-6 Program and activities
  - 470 IAC 3-4.2-7 Health requirements
  - 470 IAC 3-4.2-8 Food service
  - 470 IAC 3-4.2-9 Building, grounds and equipment
  - 470 IAC 3-4.2-10 Safety

470 IAC 3-4.1-9 Staffing

Sec. 9.

(a) Personnel Required. The day nursery shall provide substitute staff to replace employees on sick leave, vacation or absent for other reasons. A responsible adult age 18 or over shall always be readily available to substitute for a regularly assigned staff member in charge of a unit of children. Such person shall be on duty when the regularly assigned staff member is away from the group, for no matter how short a period of time, whether indoors or out.

In a small day nursery one staff member may carry multiple responsibilities. The director and teacher may be the same person provided that such person meets the qualifications for director. When the group of children enrolled is small enough to require the employment of only two persons to operate the nursery, provision shall be made for the person supervising the children to be able to call the second staff member to assist in emergencies without the necessity of leaving the children unattended. All child care staff shall work under the direct supervision of a teacher or the director.

Volunteers excluding parents, shall meet all the requirements and qualifications of the positions to which they are assigned when they are counted in the child-staff ratios.

All volunteers, regardless of whether or not they are counted in the child-staff ratios, shall meet the health requirements of 470 IAC 3-4.1-8(a).

(b) Child-Staff Ratios:

(1) Persons Counted in the Child-Staff Ratio.

(A) Staff. Only persons who are responsible for and directly engaged in supervising and implementing activities for children shall be counted in determining the child-staff ratios. Persons in the day nursery with multiple roles (teacher and cook, teacher and receptionist, etc.) shall be counted only when directly engaged with the children. Assignments of maintenance and housekeeping duties shall not interfere with the direct care of children.

Persons under age 18 shall not be included in determining the number of staff required for supervision of children.

(B) Children. Children of the director and staff members, who attend the day nursery, or are on the nursery premises for supervision and care, shall be counted in the number of children in the appropriate age groups.

Any children who are in attendance for only a part of a day are counted only while in the day nursery for determining staff requirements.

(2) Child-Staff Ratio/Class Size. The child-staff ratios must be posted in a conspicuous place in the day nursery.

(A) Chart. Child-staff ratios shall be maintained during all hours of operation.

Age of Youngest Child in Group	Maximum # of Children to be Supervised by One Staff Person	Maximum # of Children in One Class
2 years	5	15
3 years	10	
4 years	12	
5 years	15	
6 years & older	20	

*The maximum number of children per class is also determined by available space. Please refer to 470 IAC 3-4.1-14(a)(1), Indoor Play Area.

(B) Combined Age Groups. Where there is a combination of ages within a group, the number of required staff shall be determined on the basis of the age of the youngest child.

For special joint activities, or programs of limited duration (including field trips), there may be a combination of age groups, provided the child-staff ratio is maintained.

Children may also be regrouped for short periods after the day nursery opens and prior to closing, provided that staff are present to ensure safe supervision of the children.

(C) Combining Two and Three Year Olds. A day nursery whose entire attendance of two year olds is fewer than five may combine these children with three year olds. However, the maximum class size is 15 and the child-staff ratio is five children to one staff person.

Regardless of the number of two year olds enrolled, children between the ages of 31 months and 36 months, and who are toilet trained, may be grouped with three year olds at the option of the day nursery. If this is done, a child-staff ratio of seven children to one staff person is required, and the maximum class size is 14. These children shall be cared for in an area which is separate from other children. Diapers shall not be changed on the floor.

A separate class area and a diaper changing table shall be provided for each group of up to 15 two year olds. Centers newly licensed for two year olds shall provide a toilet, handwashing lavatory, and changing table in each two year old class area. The toilet must be in a bathroom which opens directly into the two year old area. The bathroom shall be provided with a closeable door and adequate ventilation. Diapering shall meet the requirements of 470 IAC 3-4.26(b)(3), Diapering and Care of Diapers.

Separate play facilities shall also be provided for two year old children, and their play materials and equipment shall be appropriate to their age, size, and stage of development.

(D) Separate Class Areas/Play Facilities. Separate class areas shall be provided for school age children at the same time unless separate play areas are provided. Day nurseries which enroll ten or more school age children shall have at least one staff member who is qualified by training and/or experience to work with this group. Whenever a room can accommodate more children than the ageappropriate class size, separate and easily definable areas shall be provided for each class.

470 IAC 3-4.1-10 Program and activities

Sec. 10:

(a) Program Operation.

(1) Written Program. The day nursery shall carry out a planned, written program designed to take into account the physical, social, emotional, and intellectual developmental needs of the children.

This written program plan shall be posted in a conspicuous place in each child care room.

The program shall be designed to have a balance between stimulation and relaxation; between active play, quiet play, and rest; and between individual activity, small group activity, and larger group activity.

The program shall include outdoor play each day, except when the severity of the weather poses a safety and/or health hazard, or when there is a health related reason documented by a parent or physician for a child to remain indoors.

(A) Preschool. The director or teacher in charge of the preschool program shall develop a plan of small group (five to 10 children) activities. Each child shall participate daily in at least one small group activity, directed by child care personnel, that is appropriate to the child's age and that stimulates the social physical, emotional and intellectual development of the child. Each plan shall be dated for the period of implementation .

(B) Children with Special Needs. Day nurseries providing care for mentally or physically handicapped or emotionally disturbed children, shall avail themselves of appropriate professional consultation in order to meet the individual needs of each child, and shall provide additional staff and equipment as recommended for each such child.

(2) Physical Care. All children shall be under the direct supervision of a responsible staff member at all times.

(A) Rest and Nap Periods. Supervised rest or quiet periods shall be provided before the noon meal, and at other times as needed.

A supervised nap period shall be provided preschool children after the noon meal.

(B) Cots. A firm, portable, narrow, easily sanitized cot, whose sleeping surface is off the floor, shall be provided for each preschool child. All cots shall be sanitized daily after each use. Weekly sanitation of a cot is acceptable only if the cot is used by the same child each day.

Clean, individually marked covering sufficient to maintain comfort and warmth shall be provided. Adequate individual storage shall be provided for coverings.

Cots shall be spaced at least two feet apart on all sides except where they touch the wall. Aisles between cots are to be kept clear of all obstructions while cots are occupied. Cots shall not block exits.

Children shall lie in such a way that direct face to face positions are avoided.

When they are not in use, and the room provided for rest is used for play, the cots shall be stored in a clean, dry place.

(3) Discipline and Guidance. The director shall not use, nor permit any person to use, corporal or other cruel, harsh or unusual punishment, or any humiliating or frightening method to control the actions of any child or group of children. No child of any age shall ever be shaken, hit, or spanked.

Brief, supervised separation from the group may be used if necessary. No child shall be placed in a locked room.

Children shall not be humiliated or subjected to abusive or profane language. Punishment shall not be associated with food, rest or toilet training. Bedwetters shall not be shamed or punished.

The day nursery shall have a written discipline policy, and shall inform parents and staff of such policy.

(b) Activities.

(1) Field trips. A field trip is an event or activity sponsored by the day nursery, supervised by day nursery staff, which occurs during the nursery's regular hours of operation, is conducted away from the nursery's property, and involves participation by the children enrolled. During such trips, all day nursery regulations are in effect, including child-staff ratios. Children shall be accounted for before, during and after the field trips to ensure their safety. Written parental permission shall be required for each child participating in field trips.

(2) Transportation. The nursery shall encourage parents to transport their children to and from the nursery.

If a nursery provides transportation, it shall assume responsibility for a child between the place where he is picked up and the nursery, and from the time he leaves the nursery until he is delivered to his parent or to the responsible person as designated by his parents. No child shall be permitted to remain in any vehicle unattended.

Any vehicle operated by a nursery shall be licensed in accordance with the laws of the state of Indiana, and the operator thereof shall not be less than 21 years of age and must hold a proper license to drive such vehicle.

All nurseries which provide transportation shall carry liability insurance to cover any and all children riding in the vehicle.

Vehicles operated by a nursery for the transportation of children shall be maintained in safe operating condition and be clean and free of obstructions on the floors and seats of the vehicle.

Children shall not be loaded or unloaded except from the curb side of the vehicle and at the curb.

Only that number of children and adults for whom there is comfortable seating space shall be transported in one vehicle. No child shall be permitted to stand in the vehicle when being transported. No more than three persons including the driver shall be permitted to occupy the front seat of the vehicle.

Vehicles used for the transportation of children of three to five years of age shall comply with IC 9-8-13. Child passenger restraints are mandatory for children under the age of three.

Vehicles shall also be provided with safety door locks and the doors kept locked at all times while the vehicle is moving. The doors shall be opened and closed only by the operator of the vehicle or by another adult occupant.

(3) Learning/Play Materials and Equipment. Equipment, materials, and furnishings shall be provided for both indoor and outdoor play, in sufficient quantity for the number of children enrolled and in sufficient variety to meet the developmental needs of the children according to their age and size.

Equipment, materials and furnishings, whether for indoor or outdoor use, shall be of sturdy, safe construction, easy to clean, and free from hazards to the life or health of the children.

Each day nursery shall have safe, non-toxic play materials and equipment from each of these categories:

(A) art supplies;

(B) blocks and accessories;

(C) books;

(D) fine motor or manipulative toys;

(E) gross motor or large muscle equipment;

(F) housekeeping equipment;

(G) musical instruments and equipment; and

(H) science materials or pets.

(c) Parental Visits. Visits by parents to the nursery while it is in operation shall be permitted.

470 IAC 3-4.1-11 Health program

Sec. 11. Prior to initial licensure a written, dated health program shall be submitted for review and approval to the SBH on forms provided for that purpose.

Specific arrangements shall be made for a physician to provide consultation and guidance, and maintain an adequate health program for the children in the day nursery. (See 470 IAC 3-4.1-2 for definition of "Physician")

The written health program shall be reviewed by the day nursery and the consulting physician, and shall be submitted to the SBH for review and approval every two years.

A revised health program shall be submitted to the SBH for review and approval each time the health program undergoes a major change by the day nursery, the day nursery changes ownership, or the day nursery requests a change in licensure to include the care of children beneath the age of two years. The health program must have current SBH approval prior to licensure.

The day nursery shall establish an agreement with the nearest hospital for the emergency admission of a child who becomes ill or injured and needs emergency care.

(a) Control of Communicable Diseases. The day nursery shall make every effort to control the spread of communicable diseases and shall establish health policies and precautions directed to this end.

Staff members and other persons with an illness in a communicable state shall not be permitted to have contact with the children in the day nursery nor be permitted to work in a capacity where illness could be transmitted to the children.

Whenever exposure to disease has occurred in the nursery, the nursery's physician or the local health officer shall be consulted and his instructions followed with respect to control measures. Such measures shall include the disinfection of toilet facilities, furnishings, toys or other articles that may have been used by a child diagnosed as having a communicable disease, and the effective disinfection and disposal of bodily discharges containing infectious material.

No facilities or articles that have been used by a child suspected of having a communicable disease shall be used by any other person until they have been disinfected or until it has been established that the child did not have a communicable disease.

When a child is suspected of having a communicable disease, the director shall notify the day nursery's physician, the local health officer, and the parents.

When children in the day nursery are known to have been exposed to a communicable disease, prompt notice shall be given to the parents and to all staff members who also may have been exposed.

When a child is known to have been exposed to a communicable disease, he shall be excluded from attendance at the day nursery for such time as is prescribed by the day nursery's physician or the local health officer.

When a child returns to the day nursery following an absence, the nursery shall, before readmission, ascertain that the child does not have a condition which would contraindicate his participation in nursery activities.

Persons who return to perform services for the day nursery following illness shall not perform in a capacity which may transmit disease or be detrimental to the health of the children or other persons in the day nursery.

Pets kept by the day nursery shall be free from disease. Animals subject to rabies shall be so immunized. Animals shall be housed in a manner which prevents injury to either the children or the animal. Turtles shall be prohibited at the day nursery.

(b) Isolation Quarters. Day nurseries shall provide and use a room to separate from the group any child having or suspected of having a communicable disease or any illness. This room shall not be used for any other purpose by the children while being used as isolation quarters and shall be closed off from other rooms. Toilet and lavatory facilities shall be located within or near the room.

The isolation room shall be well ventilated, heated and have at least one cot. The cot and other furnishings shall be easily sanitized.

The isolation room must contain at least one cot. Two cots must be provided for 150 enrolled children and three cots for 225 enrolled children. Three feet of space shall be maintained between cots.

(c) Illness and Injury.

(1) Written First Aid Policies. The day nursery shall establish written policies regarding first aid for the care of illness or injuries, including directions for the care of poisoning, seizures, hemorrhaging, artificial respiration and choking.

Such policies shall be dated, signed as approved by the consulting physician and posted in each room occupied by children. The policies shall be reviewed biannually and revised as recommended by the consulting physician.

First aid policies shall include but not be limited to the following provisions:

(A) All staff members shall have current training in first aid.

(B) There shall be immediately available:

(i) a telephone and the telephone numbers of the day nursery's consulting physician, and of the closest emergency facility which has agreed to accept cases from the day nursery;

(ii) the telephone numbers for ambulance services, the local fire department, and the poison control center;

(iii) the Red Cross First Aid Manual or its equivalent;

(iv) first aid supplies, as specified by the day nursery's consulting physician;

(v) the name and telephone number of a dentist for emergency referral.

(C) Children, upon arrival, shall be observed for signs of illness.

(D) Children who are ill upon arrival shall not be admitted. If a child who becomes ill during the day cannot be suitably cared for by the nursery, the parents or guardian shall be notified to arrange for suitable care for the child. Children who are ill or injured shall be kept under observation by a staff member.

(2) General Safety. First aid supplies shall be kept in a place inaccessible to children, but easily accessible to adults. Poisons and medications or other harmful chemicals shall be kept under lock, away from children. Hazardous articles, materials, and equipment such as cleaning fluids, polishes, bleaches, detergents, matches, and tools shall be stored in a place inaccessible to children.

Equipment, materials and furnishings whether for indoor or outdoor use, of the day nursery, shall be sturdy, kept clean and in good, safe condition, free of sharp points or jagged edges, splinters, protruding nails or wires, loose parts, rusty parts, materials containing poisonous substances, or paint which contains lead or other poisonous materials.

(d) Medication. The giving or application of medication, providing dietary supplements, making special variations of diet, and carrying out medical procedures, shall be done only on written order or prescription from a physician to the parents, or day nursery with the knowledge of the parents.

Medications prescribed for an individual child shall be kept in the original container bearing the original pharmacy label showing the prescription number, date filled, physician's name, directions for use, and the child's name. When no longer needed, medication shall be returned to the parents or destroyed.

It shall be accurately entered in the child's health record when medication is given and by whom administered. No person except a duly authorized and responsible member of the staff shall administer medications.

Each day nursery shall assure that all medication is kept in a locked cabinet, box or drawer, and stored in a safe place, not accessible to children.

Medication not requiring refrigeration shall not be kept in the kitchen.

Medication requiring refrigeration shall be stored in a lidded plastic container clearly label[e]d "medication".

(e) Personal Hygiene. The day nursery schedule shall include provision for supervised personal hygiene, washing hands and face before meals, and washing hands after using the toilet facilities.

Each child shall be provided with disposable towels, dispensed in a sanitary manner. Toilet tissue,

dispensed in a sanitary manner, shall be available at every toilet. Soap shall be conveniently available to every handwashing lavatory.

Wet or soiled clothing shall be changed promptly. Each child shall have a supply of clean clothing available for this purpose.

If toothbrushes and toothpaste are used, they shall be stored and dispensed of in a sanitary manner.

470 IAC 3-4.1-14 Building, grounds and equipment

Sec. 14

(a) Space.

(1) Indoor Play Area. At least 35 square feet of usable indoor play space shall be provided for each child for whom the day nursery is licensed. Such space is exclusive of kitchen, toilet rooms, isolation quarters, office, staff rooms, hallways and stairways, storage areas, lockers, laundry, furnace room, and floor space occupied by permanent built-in cabinets.

Separate play rooms or separated areas in play rooms shall be provided for the various types of activities required by the day nursery program and for the separation of children according to age and class size.

Tables and chairs shall be provided appropriate to the height, size and age of the children.

Convenient storage space for indoor equipment and materials, including low open shelves for materials in daily use, shall be provided.

Each child shall have a storage area available for his own personal belongings.

Clothes hanging space shall be allotted and provided with hooks placed low enough to permit each child to hang up his own clothes. The hooks shall be spaced far enough apart so that one child's clothing does not touch that of another child.

(2) Outdoor Play Area. The day nursery shall provide an outdoor play area which is directly accessible from indoor facilities, and which contains at least 50 square feet for each child outdoors at any one time.

When direct access is not possible, the day nursery shall obtain the approval of the SDPW.

The play area shall be safely enclosed or protected, and designed so that all parts are visible and easily supervised. It shall be well drained and free from hazards which might be dangerous to the life or health of the children.

(3) Swimming and Wading Pools. When a swimming or wading pool is located on the premises of the day nursery, it shall be constructed in accordance with 675 IAC 9, and maintained in accordance with SBH regulations.

A wading pool is any constructed or prefabricated pool used for wading which is 24 inches or less in depth.

A swimming pool is any constructed or prefabricated pool used for swimming which is 25 inches or more in depth.

The day nursery shall obtain and keep on file written parental permission prior to the participation of a child in a swimming activity.

A person having a valid Red Cross advanced life saving certificate shall be on duty at all times when an on site swimming pool is in use, and may be counted in the child-staff ratio. In addition, while the children are in the pool the staff-ratio shall be twice the number required in 470 IAC 3-4.1-9, Staffing. A minimum of two floatation devices shall be provided for each swimming pool.

Swimming and wading pool areas shall be fenced. The gate shall be locked when the pool is not in use.

(b) Design and Construction. The day nursery shall be designed for the protection and well-being of children and staff, structurally sound and in good repair. The premises shall be maintained in a clean, neat and sanitary condition. However, rooms shall not be swept or dusted while occupied by children except for clean-up after food service or art projects.

The interior finish of the day nursery shall comply with the rules of FPBSC. Walls and ceilings shall be of washable materials in light colors.

Floors and steps shall be smooth and of washable, nonslippery materials. Small rugs shall not be used as floor coverings because of danger of slipping and falling. If carpet is used it must be firmly secured and kept clean.

No furnishings, decorations, or other objects shall be so placed as to obstruct exits, access thereto, egress therefrom, or visibility thereof.

The FPBSC may require a fire separation of occupancies and atmospheres contingent upon the degree of hazard.

(1) Toilet Facilities. The day nurseries shall provide inside toilet rooms equipped with flush toilets and securely fastened, sealed to the wall, supported wash basins with hot and cold running water. Toilet rooms shall be located on the same floor as inside play areas and in close proximity to inside and outdoor play areas.

The nursery shall provide a minimum of one wash basin and one flush toilet for each 15 children for which the nursery is licensed. The same toilet facilities shall not be used by school age children of opposite sex, and toilets for school age children shall be separated by partitions.

If child-size toilets and wash basins are not available, steps or platforms shall be provided for small children to encourage self help and independence.

Toilet facilities shall be furnished for the staff and other adults separate and apart from those furnished for the children.

All handwashing facilities shall be provided with hot and cold running water. Automatic hot water control valves that will not permit the hot water temperature at the point of use to exceed 120/ F. shall be used. The temperature of the water for handwashing shall be at least

100/ F. and shall not exceed 120/ F.

All restrooms shall be adequately ventilated.

(2) Kitchen. Refer to 470 IAC 3-4.1-13(j) for specific requirements.

(3) Isolation Quarters. Refer to 470 IAC 3-4.1-11(b) for specific requirements.

(4) Office and Staff Rooms. Office space separated from the areas used by the children shall be provided for interviewing, conferences, making and keeping records, and the handling of business. Space and equipment shall be adequate for the administrative and staff needs of the day nursery. Telephone service shall be provided.

A room separated from the areas used by the children shall be provided for the use of the staff during rest periods.

(5) Furnace Room. The furnace room or room containing any central heating equipment shall be constructed in accordance with the rules of the FPBSC (6785 IAC).

(6) Heat, Light, Ventilation and Air Conditioning. Heating, ventilation and air conditioning systems shall meet the requirements of the Indiana Construction Rules (675 IAC 2) and Indiana Mechanical Rules (675 IAC 7) as required by the FPBSC.

All buildings shall have openings consisting of windows and/or doors in accordance with the rules of the FPBSC (675 IAC).

When natural light is insufficient, it shall be supplemented by artificial light, properly diffused and distributed, so that the following average levels of illumination are maintained:

(A) desks, chalkboards, table-top work areas, reading areas, art rooms: minimum average of 50 footcandles;

(B) gymnasiums, large muscle equipment areas, bathrooms, locker rooms: minimum average of 30 footcandles;

(C) hallways, corridors, stairwells, storage rooms: minimum average of 20 footcandles;

(D) all food service areas: minimum requirements of 410 IAC 7-15.1.

All light intensity measurements shall be at the level of work; or in rooms or hallways where no work is done, at a height of 30 inches above the floor.

Adjustable, room-darkening shades or curtains shall be provided and used for protection from glare and to promote an atmosphere conducive to sleep at nap time.

All windows which open, doors not equipped with panic hardware or equivalent, ventilators, and other outside openings shall be protected against insects by securely fastened 16-mesh screening, as the season requires.

Areas used by the children shall be heated when the temperature falls below 68/ F. so that a temperature of 68/ F. to 72/ F. may be maintained *within two feet of the floor.*

(7) Water Supply, Plumbing and Sewage Disposal.

(A) Water Supply. An adequate water supply of a safe, sanitary quality shall be obtained from a water source or system approved by the SBH.

Connection to a public water supply is required when available within a reasonable distance.

If a private well is used, water must be potable, of adequate quantity, and the well must meet the construction standards of the SBH.

SBH approval is necessary for the construction of a new water well or major alterations to an existing well.

(B) Drinking Fountains. Drinking fountains shall be of the sanitary type with guarded angular stream drinking fountain heads and shall be so constructed and located as to be accessible for use by the children at all times. If drinking fountains are not available, individual single service cups shall be provided in a sanitary dispenser, and used only once. Drinking fountains shall not be located in restrooms, and drinking water shall not be provided from restrooms.

Children shall not go into the kitchen to obtain drinking water.

(C) Plumbing and Sewage Disposal. All plumbing fixtures shall discharge into a public sanitary sewer whenever available within a reasonable distance or soil conditions prohibit the construction of an adequate on site system. Any sewage treatment system shall meet the requirements of the SBH.

New plumbing equipment shall meet the requirements of the FPBSC and SBH.

If a gas water heater is used, it shall be vented directly to the outside.

(c) Conformity with State and Local Housing Requirements. Any area of a structure in which a day nursery is located shall meet the requirements of the SBH and FPBSC. The appropriate zoning requirements must be met.

Prior to construction of any new building, conversion of an existing building, major alteration or addition thereto involving structural changes, three sets of complete plans and specifications of such buildings certified by a professional registered architect or engineer, unless specifically exempted by the rules of the FPBSC (675 IAC), shall be submitted to the State Building Commissioner (SBC) for his approval and that of the SBH and SFM.

Detailed plans are required to be submitted on any new or renovated facility to the SBC, SFM and SBH. Specific information on filing such plans are contained in the Indiana Administrative Rules of the FPBSC (675 IAC 12-1).

(d) Location of the Day Nursery. No day nursery shall be located where any conditions exist that

would be injurious to the physical or moral welfare of the children.

The nursery shall not be located in a rooming, or boarding home.

No day nursery shall be located in a family residence unless that portion of the residence to which children have access is completely separated from the living quarters of the family by at least one hour fire resistive construction, as required by the rules of the FPBSC (675 IAC).

No day nursery shall house, care for or maintain children on a floor other than grade level unless by variance from the FPBSC.

470 IAC 3-4.1-15 Fire protection and safety

Sec. 15.

(a) Potential Hazards.

(1) Equipment and Wiring. All gas equipment and appliances shall comply with the Indiana Mechanical Rules (675 IAC 7) and shall be approved by the SFM and SBC.

Each nursery shall fully comply with the rules of the FPBSC (675 IAC) regarding the use of liquefied petroleum gas, natural gas, fuel oil and other heating methods.

All wiring in the building shall comply with the provisions of the Indiana Electrical Code (675 IAC 6 [675 IAC 6 was repealed, filed Apr. 9, 1985, 2:42 pm; 8 IR 1012. See 675 IAC 17-1.]) and shall be approved by the SFM and SBC.

Receptacles and outlets serviced by extension cord-type wiring are prohibited. Special protective receptacle devices shall be installed in all areas occupied by children. Fans shall be protected by approved safety devices.

The installation of all utility services shall comply with the rules of the FPBSC (675 IAC).

(2) Combustible Materials. The day nursery shall be kept free from fire hazards, and trash which contains combustible materials such as paper, rags, excelsior, etc. shall not be permitted to accumulate upon the premises. Dust and grease shall be kept from hoods above stoves and other equipment, and storage areas shall be kept clean.

All flammable liquids shall be in tightly sealed containers when not in use, and shall be stored on the premises only in such quantities and in such rooms as are specifically allowed by the rules of the FPBSC (675 IAC). The room shall be inaccessible to children.

(3) Heaters. Open grate gas heaters, open fireplaces, portable electric heaters, or other portable heaters, shall not be used by the nursery.

(4) Halls, Stairways and Exits. All halls, stairways, corridors, aisles and exits in the building shall be kept lighted at all times and free from any obstructions.

All interior exit stairways shall be enclosed unless equivalent fire protection is provided as determined by the rules of the FPBSC (675 IAC).

Exits are not to pass through kitchens, storerooms, bathrooms, closets, or spaces used for similar purposes.

The occupant load for which means of egress shall be provided for any floor shall be

determined in accordance with the rules of the FPBSC (675 IAC).

(5) Doors. Doors in means of egress shall swing in the direction of exit travel, discharge directly to the outside, and be equipped with panic hardware or equivalent, when required and in accordance with the rules of the FPBSC (675 IAC).

Exit doors from rooms having an occupant load of more than 100, and from corridors, shall not be provided with a latch or lock unless it is panic hardware.

Every interior room door or closet door shall be such that children can open door from the inside.

Every bathroom door lock shall be designed to permit opening of a locked door from the outside in an emergency, and the opening device shall be readily accessible to staff.

(6) Poisons and Medications. Refer to 470 IAC 3-4.1-11(c)(2), General Safety.

(b) Safety Equipment.

(1) Alarm System. An approved fire alarm system shall be installed in any day nursery as required by the rules of the FPBSC (675 IAC). An automatic sprinkler system may also be required by FPBSC rules (675 IAC).

If a day nursery's hours of operation differ from normal working hours of 6:00 a.m. to 8:00 p.m., the Department of Fire Prevention and Building Safety (DFPBS) shall be contacted for any additional rules that may be applicable.

(2) Emergency Lighting/Exit Lights. Access to exits shall be indicated by approved visible exit signs in all cases where the exit or the way to reach it is not immediately visible to occupants.

Emergency lighting shall be provided in all interior stairways and corridors.

(3) Fire Extinguishers. The type, location, and number of fire extinguishers shall be determined by the SFM in accordance with the rules of the FPBSC (675 IAC).

The extinguisher shall be plainly visible and easily accessible at all times.

The top of any extinguisher shall not be higher than five feet above the floor level.

(c) Evacuation Procedures. Plans shall be made for the protection of the children in the event of a natural disaster or enemy attack, in conformity with plans established for the locality by the Office of Civil Defense.

There shall be written posted procedures for disaster evacuation in case of fires and other emergencies which shall be taught to all staff as a part of their orientation. Disaster evacuation procedures shall be posted in all child care areas.

(d) Fire Drills. Fire drills shall be conducted monthly and noted in the records or reports of the nursery for review upon request of the fire inspector.

SECTION 2. 470 IAC 3-4.2 is added to read as follows:

470 IAC 3-4.2-2 General definitions

Sec. 2. "Full-sized crib" means a crib which has an interior dimension greater than 52 3/8 inches (± 5/8 inches) in length, and 28 inches (± 5/8 inches) in width. With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than 26 inches.

"Infant" means a child from six weeks of age to the time he is beginning to walk.

"Portacrib" means a crib which has an interior dimension smaller than 49 3/4 inches (± 5/8 inches) in length but not less than 36 inches in length, and 25 3/8 inches (± 5/8 inches) in width but not less than 24 inches in width. With the mattress support in its lowest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and/or end panel shall not be less than 22 inches.

"Toddler" means a child from the time he is beginning to walk to age two years.

470 IAC 3-4.2-5 Personnel

Sec. 5.

(a) Requirements for All Staff. All staff members who have direct contact with infants and toddlers shall have current training in first-aid procedures, particularly control of bleeding, treatment for shock, artificial respiration, poisoning, choking and seizures, prior to giving care.

(b) Specific Requirements. The staff person in charge of an infant/ toddler group shall be at least 21 years of age, and shall:

(1) have a minimum of a high school education (or shall have passed an equivalency test), and

(2) have one year of experience providing child care services to a group of children. If this experience does not include working with infants and toddlers, then a two week orientation period working with the children under the constant supervision of a teacher experienced with this age group is required.

No person under age 21 shall at any time be alone with and responsible for the children.

(c) Child-Staff Ratios.

Age of Child	Maximum No. of Children per Staff Member	Maximum No. of Children in One Room
Infant	4	8
Toddler	5	10

Whenever one adult caretaker is with a group of children, the facility shall make arrangements for that employee to summon another adult to immediately assist without leaving the children unattended.

Each age group shall be kept separate.

470 IAC 3-4.2-6 Program and activities

Sec. 6.

(a) Individual Program. At the time of admission, a written program of activities and physical care for each child shall be planned by the director or person in charge of the infant/toddler section and the parent. The child's plan of activities and care shall become a part of his record and a copy shall be given to staff as a guide in caring for the child. The plan shall be revised as often as necessary. A developmentally appropriate individual activity shall be planned and implemented daily for each child.

Each child shall be under the direct observation of a responsible staff member at all times.

(1) Daily Activities. Activities offered the child shall be based on his physical maturity, individual sensitivities and strengths, individual need for periods of rest and stimulation, individual need to interact with adults and children, and individual ability to cope with stress. An environment which over-stimulates and makes the child overly excited and tense shall be avoided. When awake, infants shall be out of their cribs and engaged in appropriate activity.

Both infants and toddlers shall be taken out of doors daily when the weather permits.

(2) Charts and Records. Each day nursery shall devise a daily chart to be posted in a conspicuous place in each infant and toddler room. This chart shall provide space to record or to check daily information about each child, such as medication which has been given, diarrhea, vomiting, continuous hunger, refusal of feeding, nose bleeds, injuries, skin rash, elevated temperature, or special health needs.

The person in charge of the infant/toddler section shall be responsible for implementation of the plans for keeping charts and records, and for use of such records to plan interviews with parents and to evaluate each child's progress and overall program goals.

Charts and records shall be kept by the day nursery for at least one month.

(3) Parent Interviews. Periodic interviews with parents shall be held to assure consistency of child care and mutual awareness of the child's progress, development, and problems.

Additionally, parents shall be informed of any important information regarding their child on the day of occurrence.

(b) Physical Care. Whenever possible, each child shall be cared for by the same staff member, especially for feeding, diapering, and during the periods when he is falling asleep and is awakening.

(1) Hygiene. Each child shall be given prompt hygienic care, including hand and face

washing and body cleansing. Soft, clean, terry cloth washcloths shall be immediately accessible at all times, and a clean one shall be used for each washing of a child. Soiled washcloths shall be laundered in the same manner as bedding.

All child care personnel shall wash their hands before and after each child care duty including individual feedings, bathing, and diapering. There shall be facilities and supplies immediately available for this at all times. Outer garment coverings shall be changed when soiled.

(2) Sleeping and Care of Bedding.

(A) Sleeping Periods. Sleeping periods shall be scheduled according to the age and needs of individual children. When children are sleeping there shall be reasonable quiet and subdued light.

An adult caretaker shall be present in an infant or toddler room at all times, even if all the infants and toddlers are asleep.

(B) Care of Bedding. All bed clothing shall be changed immediately when wet or soiled, and otherwise once each day. Bed clothing shall be laundered in water above 160/F for at least 25 minutes before being used again.

Soiled bedding shall not be allowed to accumulate for longer than 24 hours before laundering.

A supply of bedding and washcloths shall be in reserve at all times to allow for delays in laundry pick-up and delivery or washing.

(3) Diapering and Care of Diapers.

(A) Diapering. A child shall be handled gently and spoken to lovingly while being changed.

If a child is changed in his crib, a clean pad shall be used to protect bedding or a fresh sheet shall be provided after each changing.

If a changing table is used, there shall be a soft, washable pad on the table with a clean strip of waterproof, disposable paper to cover it. A fresh protective strip shall be placed on the pad after each diaper change. The pad and table shall be sanitized when they become soiled and at the end of each day.

Time of bowel movements shall be entered on the daily chart, as well as other significant observations such as signs of constipation or diarrhea.

The child's body shall be properly cleansed while diapering. The consulting physician shall approve skin care procedures used by the nursery, and care shall be taken to prevent contamination of common supplies.

There shall be a supply of diapers available at all times so that each child is kept clean and dry.

(B) Care of Diapers.

(i) Disposable Diapers. Disposable diapers are preferred. They must be stored in an enclosed container or bag to assure cleanliness.

After use, fecal material shall be immediately emptied from them into a flush toilet. They shall be kept in a plastic bag in a tightly covered sanitary container that is inaccessible to children. The bags shall be tied tightly and removed from the nursery premises at the end of each day. If there is an approved incinerator available, bags shall be burned. If an incinerator is not available, the bags shall be disposed of daily in the same manner as unburnable trash.

Disposable diapers furnished by the parent shall be brought to the nursery in unopened packages, stored separately off the floor, and marked with the individual child's name.

(ii) Cloth Diapers. If cloth diapers are used, fecal material shall be immediately rinsed from them into a flush toilet.

Cloth diapers furnished by the nursery shall be laundered by a laundry service and shall be stored separately from other nursery linen. Between pick-ups they shall be kept in tightly covered sanitary containers.

Cloth diapers furnished by the parents shall be kept separate from diapers used for other children. After proper rinsing, the soiled diapers shall be placed in a plastic bag, stored through the day in a tightly closed container, and returned to the parent daily.

A deodorizing solution or granules should be used in diaper containers, and when emptied such containers shall be cleaned and disinfected.

(4) Toilet Learning for Toddlers. Planning how to help the child to use the toilet for bowel and bladder control shall be done with the child's parent(s). This learning shall never be forced, and shall be handled with consistency within the nursery and so far as feasible, between the nursery and the home. The child's responses to such learning shall be discussed with the parent(s).

A child shall never be forced to remain on the toilet for a prolonged period of time. There shall never be punishment given for failure to conform or for wet or soiled clothing.

There shall be provided a supply of clothing to keep children dry, clean, and fully clothed during the training process. Separate containers shall be used for clean and soiled items.

470 IAC 3-4.2-8 Food service

Sec. 8. The nursery shall provide food that meets the dietary needs of each infant or toddler as based on the National Research CouncilRecommended Daily Dietary Allowants (NRC-RDA). Food vendor service shall not be used for infant feeding.

(a) Daily Food Requirements. Infants or toddlers who are in the nursery for four hours or more shall be served a quantity of food which will supply at least one-third of the NRC-RDA. If present for at least six hours they shall receive approximately one-half to twothirds of the NRC-RDA. Children receiving care for periods longer than eight hours shall receive a larger proportion of the NRC-RDA.

(b) Individual Feeding Plan. Prior to admission, a feeding plan shall be established and written for each infant and toddler in consultation with his parents and based on the written recommendation of the child's pediatrician or family physician.

The feeding plan for each infant and toddler shall include and list:

(1) the specific kind and amount of formula and/or food to be offered;

(2) the scheduled hours that food/formula are to be offered, with the specific foods to be given at those times;

(3) the dosage of vitamins and any other type of food supplement or medication. These shall be given only on the written order of a child's physician.

The feeding plan must be continually updated for the child's current age.

During bottle feedings, infants shall be held in the arms of an adult familiar to them in a quiet, relaxed environment. Baby bottles may not be propped nor shall any child be put to bed with a feeding bottle. Infant menus shall be planned one week in advance of serving and posted in the infant room and kitchen.

For toddlers, feeding plans will state when a training cup will be used and the appropriate times for introduction of strained vegetables, fruits and meats, foods of a coarser consistency, and finger foods.

The suggested feeding plan for infants and toddlers as supplied by the SBH may be utilized unless exceptions are indicated by a physician.

Each feeding plan shall be updated every six months, or more often if necessary, and shall be kept in the child's health file. A copy shall be posted for use by food preparation personnel and the person responsible for feeding the child.

(c) Food Preparation and Storage.

(1) Formula and Care of Bottles. Formula prepared at home shall not be used. Only unopened, commercially prepared formula that is commercially premixed and ready-to-feed shall be used. This commercial formula may be furnished by the parent or the nursery, and shall be stored at the temperature recommended on the container. Outdated formula shall not be used.

The day nursery shall use either:

(A) commercially pre-filled, individual disposable nursers with attached pre-sterilized disposable nipples; or

(B) cans of commercially prepared formula, commercially premixed and ready-to-feed, from which the formula shall be poured directly into a sanitized bottle, or into a sanitized nurser hull with a sterile disposable liner, to which a sanitized nipple shall be affixed.

If a day's supply of bottles is prepared at one time, each bottle shall be covered and labeled with the child's name, date and hour poured. Bottles shall be stored at 45/F., for no longer than 24 hours, in a refrigerator located in the infant food preparation room. Remaining portions of formula that have never been poured from the original containers may also be stored as stated above.

Any formula remaining in a nurser after a feeding shall be discarded.

If breast milk is to be used, the day nursery shall contact the SBH for procedures governing such use.

All permanent ware bottle and reusable nipples shall be washed and sanitized after each use.

(2) Sanitizing Procedures. Procedures for bottle preparation and sterilization shall be posted.

The following care shall be given permanent ware bottles, nipples, collars, caps, expanders and tongs.

(A) Pre-wash in hot detergent water. Scrub bottles and nipples inside and out with bottle and nipple brush. Squeeze water through nipple hole during washing. Rinse well with clean, hot water.

(B) Boil in clear water: bottles for five minutes; nipples and caps, collars, and tongs for three minutes; air dry.

(C) All shall be stored separately in clean, covered, labeled containers, away from food and in compliance with 410 IAC 7-15.1, Food Service Sanitation Requirements.

(D) Hands shall be clean and care taken in handling techniques to prevent contamination of clean bottles and nipples.

(3) Milk. When the physician indicates that an infant is to receive cow's milk he shall

indicate whether to use whole or 2% milk which has been homogenized, pasteurized and vitamin D fortified. Use of powdered dry milk is not allowed.

At feeding time, milk shall be poured from the original container directly into the sanitized bottle or training cup. All unused portions of an individual feeding shall be discarded.

Milk shall be stored at 45/F. in a refrigerator located in the infant food preparation room.

A clean, sanitized training cup shall be provided for each child who is old enough and ready to drink from it.

(4) Water. If the physician indicates that sterile water shall be offered the infant in addition to his formula, a home sterilizer may be used to sterilize water, bottles and nipples in one procedure.

(5) Solid Foods. Foods, commonly known as "baby food", (cereals, strained or chopped meats, vegetables and fruits) shall be commercial products purchased by the nursery. In certain situations equivalent foods may be prepared in the nursery, or brought to the nursery by the parent in the form of unopened commercial products. Mixed dinners or mixed desserts are not recommended; plain strained vegetables, fruits and meats are preferred. These foods may not be fed from a nurser or nurser-type equipment.

After commercial containers have been opened, the jars shall be covered, dated and refrigerated. Contents of opened jars shall be used within 24 hours or shall be discarded.

If a child is fed directly from the jar, the unused portions shall be discarded.

Food prepared at the center shall be used within 24 hours of its preparation and shall be stored in the refrigerator in labeled, covered, sanitized containers.

(d) Transition to Table Foods. The child should be encouraged to learn to feed himself with a spoon, but should also be allowed finger foods. Protective covering for the floor and child shall be supplied and the child's hands and face shall be washed before and after meals.

Menus shall be planned one week in advance of serving, and posted in the toddler room, kitchen, and in a place to be viewed by parents. Separate menus shall be posted for each child who has special dietary needs, based on the written order of the child's physician.

Eating utensils shall be provided. When a child is able and seems ready to adjust to eating with others at a table, he may be placed at a child's table. At all meals, one adult shall be seated at the table to supervise no more than four or five children.

(e) Furnishings for Feedings. Tables and chairs of appropriate height and size, high chairs with a broad base or feeding tables shall be provided according to the age and development of the child. Harnesses for securing the children shall always be used.

Infants and toddlers shall be fed in their own rooms.

470 IAC 3-4.2-9 Building, grounds and equipment

Sec. 9.

(a) Indoors.

(1) Space and Furnishings. Storage space for supplies and the personal belongings of each child shall be in or immediately adjacent to each room. Diaper bags brought from home shall not be stored in the room.

(A) Infants. Space shall be provided for necessary equipment and for staff to comfortably perform child care duties. The space for a crib for each infant is included in the 35 square feet of required space per child. There shall be at least three feet between cribs.

Each infant room shall be equipped with a crib and individual bedclothes for each infant; swings, walkers, toys, play pens and high chairs to meet the needs of the infants; a rocking chair for each child care worker; and a lavatory.

Cribs shall be of sturdy construction with closely spaced bars. Spaces between the bars of the crib, between the bars and end panels of the crib, as well as crib head and footboard designs shall not exceed 2 3/8 inches. Tiered cribs are prohibited. Mesh cribs, play pens, and bassinets of any type shall be prohibited for sleeping. All surfaces must be cleanable.

Each crib shall have a firm mattress which has been securely covered with a waterproof material not dangerous to children. When the mattress is placed against the perimeter of the crib, the resulting gap shall not exceed one inch.

Locks and latches on the dropside of a crib must be safe and secure from accidental release or release by the child inside the crib.

Only children under 30 inches tall shall use a portacrib. (See 470 IAC 3-4.2-2 for definition of portacrib.) Only children under 35 inches tall shall use a full-sized crib. (See 470 IAC 3-4.2-2 for definition of a full-sized crib.)

Any room housing six or more infants shall have exits which are in compliance with the rules of the FPBSC (675 IAC).

(B) Toddlers. Each toddler activity room shall be equipped with stabilized low, open shelves for toys; a supply of toys, child-size tables and chairs, high chairs and other play equipment to meet the activity needs of each toddler; at least one rocking chair for child care workers; and a lavatory.

Each toddler shall have a separate cot or crib with individual bedclothes. Toddlers

may sleep in their activity room or in a separate room. There shall be at least three feet of space between cots. Cots shall be stored in a clean, dry place not used by children.

(2) Lavatory and Toilet Facilities. There shall be a minimum of one changing table, one flush toilet and one lavatory for each group of infants and for each group of toddlers. Nursery seats or toilet chairs shall be provided for children learning toilet habits. If infants are changed in their individual cribs, a changing table is not required.

Toilets, toilet chairs, nursery seats, changing tables and lavatories shall be clean and sanitized.

For new construction, a toilet room is required to open into each infant and toddler room. A handwashing lavatory shall be within 10 feet of the toilet, and within 10 feet of the changing table.

(b) Outdoors. An enclosed activity area shall be provided for infants and toddlers. It should be separate from space used by older children. If the enclosed play area must be shared with older children, they shall not use it at the same time.

(c) Environment and Equipment. The indoor and outdoor environment shall be such to invite physical activity, learning and experimentation according to the child's age, and shall include play objects that the child can use independently and that respond to his actions.

All articles which the infant or toddler is given to handle shall be nontoxic, washable, too large to swallow, and without rough edges or sharp corners. They shall be sanitized on a regular basis.

Play equipment shall include a variety of toys and materials, sufficient in number to allow each child a selection of two or more at any one time. Play materials and equipment shall be provided from each of these categories:

(1) art supplies;

(2) blocks;

(3) books;

(4) fine motor or manipulative toys;

(5) gross motor or large muscle equipment;

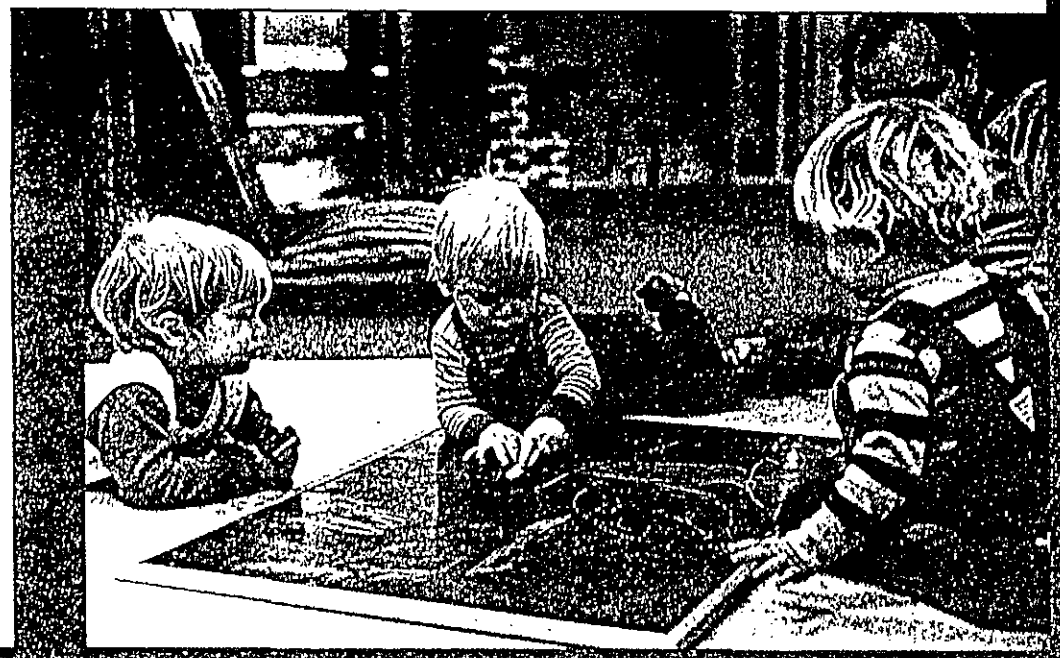
(6) musical instruments and equipment; and

(7) stuffed toys.

These items shall be stored on stable, low, open shelves.

The floor covering in infant and toddler rooms shall be safe and easily cleanable. Throw rugs are not permitted. If carpeting is used, no more than one-third of any infant or toddler room or area shall be carpeted. It shall be vacuumed daily when children are not present and

shampooed as frequently as necessary to keep it clean.



Caring Spaces, Learning Places:

Children's Environments That Work

by Jim Greenman

Foreword by Elizabeth Prescott

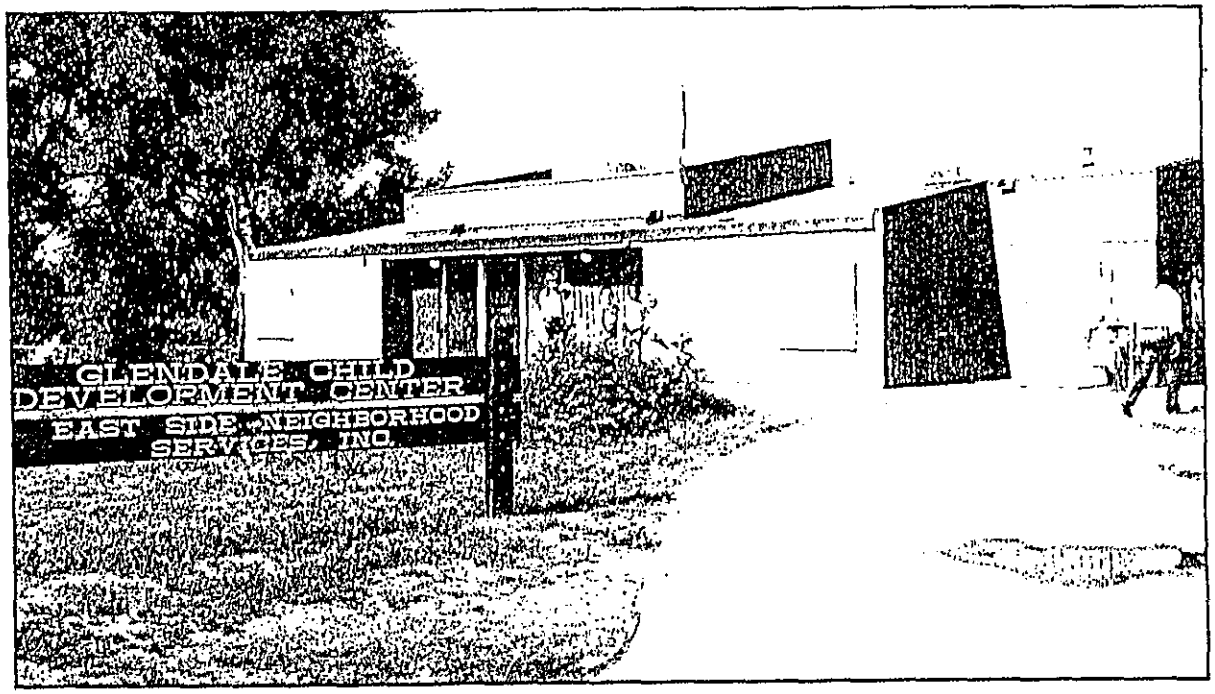
— Chapter Seven —

The Building and Site

"A construction is a new organization of the world and life."
Mircea Eliade in The Myth Of The Eternal Return

"The thesis of organic architecture is simple: the basic idea that an organic building is designed appropriately for the people who will live and work in it, for its site, for its purpose, for the geographic climatic and economic conditions for which it is to exist. As such, the nature of the design must be individual, whether it is a house or a church, a bank or business or department store. It will not have a pleasing appearance merely from one side. . . . It will be well coordinated in all its aspects, taking shape from its inner reality—an entity."
Frank Lloyd Wright (1966, p. 122)

During the explosive growth of child care in the 1960's and 1970's, centers sprouted in every conceivable site. Homes, churches, and schools, empty supermarkets or gas stations, warehouses and office buildings, storefronts, and garages were converted for child care use. Increasingly, however, since the early 1970's, buildings are being constructed for child care, albeit frequently with an eye toward conversion to office, warehouse, or multiple use space as a hedge, contrary to Wright's dictum. This chapter will consider some of the factors involved in choosing buildings and sites and in undertaking renovation, with a recognition that some programs have choices in designing or adapting their settings and some do not. The discussion is not intended to be comprehensive; it is primarily directed to areas that are often not given their due.

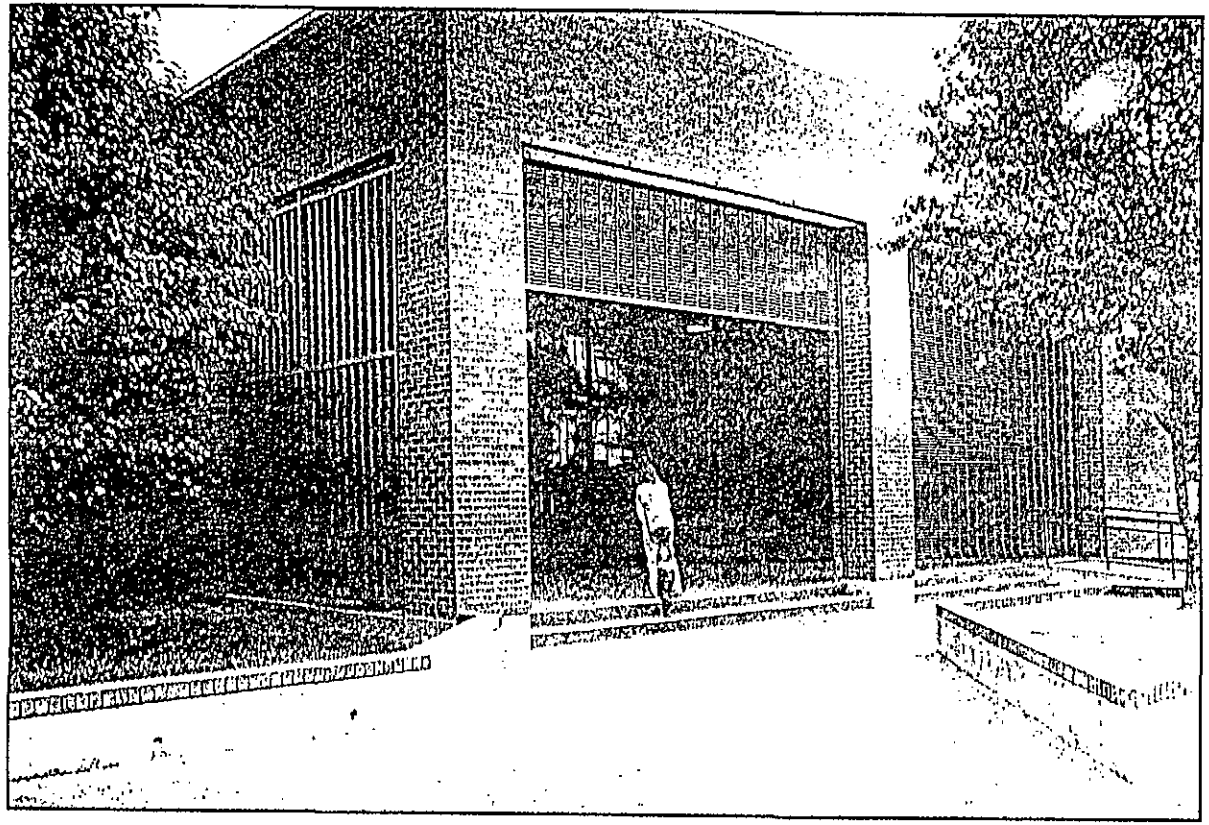


Photograph by Jean Wallech

The Building Site

Buildings are located on a site. The size, shape, topography, and surroundings shape the building and its use. In the best of circumstances, there is an "essential fittingness" implied by Wright in the quote above. Architect Bill Rahn expressed the feeling in Tracy Kidder's House (1985, p. 13):

"Every little place connotes something. It has a feel to it. . . . A sense of place and how to fit a building into it."



Photograph by Nancy P. Alexander

Site Size

Is the site the right size or too small for the use intended and the projected number of children? Sites are often less than ideal. The need to make the best of inadequate space will haunt a program for years to come in countless moments of irritation, hours of problem-solving, and dollars spent to adapt the space to make it work.

Is there sufficient outdoor space for play, parking, and transition from the street? In an automobile culture, parking warrants special concern. Five minute drop off space pulls parents back out to their cars. If the program wants parents to enter and linger inside, there should be convenient parking spaces that allow a longer stay. Staff parking is also essential.

It is possible for a site to be too big. If the program is shaped to the site size, there is a danger of unrealistic optimism—either in projecting full enrollment or in the ability to provide quality in a large site. The latter is a problem well documented in the Children's Environment Project's study of military child care programs.

Topography and Surroundings

Do the immediate surroundings present any significant positives or negatives? Locating close to a meat processing plant may result in interesting though unwelcome odors (although vegetation can be used to mask some odors). A location in a heavy traffic area may result in noise, odors, and long range potential health hazard from lead and other pollutants. A noisy site may be an unremediable problem, depending on the building construction and the kinds of windows.

Are there trees to shade the building, absorb the sound, and provide shade for outdoor activities? Shrubs, hills, and other landscape features enhance outdoor life and vegetation absorbs sound and odors. Access to the life of the community without crossing busy streets is a large plus—parks, playgrounds, libraries, and shops. A major factor in security is the relationship between the building and the surrounding area.

The Facility

"Why do we think humane learning can go on in buildings that look as if they were designed to hold atomic secrets?"
John Holt

Talking to directors and teachers about their ideal centers uncovers a range of dreams running the gamut from Victorian mansions to the standard design of a large multiple site chain. A *good building* is one that meets Wright's criteria: it is appropriate for the program, the geography and climate, and the economic conditions. It is not uncommon to find buildings designed for one setting (a nursery school in Arizona) reproduced for another context

Wildwood

Unfortunately, the sensitivity to place expressed by Bill Rahn is quite rare in practice. Designer George Nelson (1979, p. 114) tells a story that should be required reading for all developers:

"Last week on the way to Fort Wayne's airport, I passed a new housing tract. The land in the area is wooded and rolling, but the development has been bulldozed flat and all the trees, of course, were gone. At the entrance to this instant wasteland there was a sign: Wildwood."

There are now thousands of child care programs in suburban tracts, treeless Wildwoods, a sad commentary on how far we have come from the notion of places for young children as children's gardens—kinder (children) garten (garden).

Photograph by Nancy P. Alexander

(child care in Minnesota) with poor results (snow drifts in front of doors, sealed windows). The location of the building on the site and its relationship to the sun and wind, as well as the nature of the building itself, will shape the program structure and process and the program's future. Governmental regulations will determine the essential parameters guiding

A Proper Place
by Robert Nye

Outside my window
two tall witch-elms
toss their inspired
green heads in the sun
and lean together
whispering.

Trees make the world
a proper place.

Selecting a Site

If you were opening up or relocating a restaurant, a new store, or most other new businesses and failed to heed the time honored marketing maxim, *location is everything*, your chances of success would plummet. Early childhood programs face the same factors. Rarely will quality and marketing overcome poor location. On the other hand, however desirable from a marketing or service standpoint, quality is impossible at some sites. What considerations are important in site selection besides the size and topography of the site?

Clients/Customers: Who is to be served? Where do they live and work?

Zoning: Is the area zoned for child care? How much off street parking will be required?

Access and Visibility: Visibility may be important for new programs and programs that are seeking to attract new families. Access, the ease of actually using the program, is an important factor for any program.

Ownership: There are advantages and disadvantages to both owning or leasing a facility and site, usually boiling down to cost and control.

Cost: The cost of buying or leasing the site, utility connections, and property taxes have to be within the program's range.

The Children's Environment Project

The Children's Environment Project was funded by the United States Army to develop design guides for military child care sites. In the process, Gary Moore and his colleagues at the Center for Architecture and Urban Planning and the Community Design Center at the University of Wisconsin-Milwaukee conducted the most comprehensive study to date of child care facilities and outdoor play areas. Their five major publications are essential reading on children's environments. They go into great (and very readable) detail on every aspect of building design, from mechanical systems and site selection to laying out children's play space for social interaction. Almost ten years later, there is no better look at what exists and what might exist, if theory and practice were bound together with the necessary resources:

Abstracts on Child Play Areas and Child Support Facilities (1978)
Case Studies of Child Care Play Areas and Support Facilities (1978)
Case Studies of Outdoor Play Areas (1978)
Recommendations for Child Care Centers (1979)
Recommendations for Child Play Areas (1979)

Their publications are available from:

The Center for Architecture and Urban Planning Research
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201

choice (e.g., first floor occupancy, handicapped access, number of exits, etc.). The following factors are important to consider:

Size

Average center size is growing, from 49 in 1979 to 80 in 1985. Inevitable, perhaps, this trend is not particularly positive. There is little doubt that quality, as expressed in the preceding pages, is harder to produce in larger programs of over 75 children (Prescott and Jones, 1972; Coelen et al., 1978; Moore et al., 1979). There are some economies of scale in larger programs, but they are slight when stacked against the costs of institutionalization. If large numbers of children are to be served on site, a cluster or campus plan (see Moore et al., 1979) with multiple linked buildings may preserve a semblance of the intimacy and personal relations that follow small scale.

The effects of large center size—both the feelings and the behavior—can be offset by good building design that breaks the building down into recognizable smaller units (wings, multiple entrances) and softens the impression of size and large scale and by programmatic structures that decentralize and personalize. Larger centers can be high quality; it simply takes more thought and savvy.

Whatever the program size, most centers—building and site—are too small for the program planned. It is important to keep in mind that the building needs to accommodate all that will take place, in February as well as in June, next year as well as now. Most states require a minimum of 35 square feet per child for children's space and do not have guidelines for support space. This is minimum, and may barely be acceptable at that, depending on other factors such as: Are there other common spaces to be used? Do the children nap and eat there? How much of the time is the outdoors available? How long are children (and adults) confined to the space? What is the group size, how many adults, and who are the children? Infants are small, but have more adult retainers. Children with physical disabilities and school-age children need more space. How developed and how nice is the space? Are there windows, lofts, etc.? We know a human being can live for years in an 8 by 10 foot cell, but can they live well is a better question. In a space that serves for everything—eating, sleeping, and playing—there is a burden on staff to continually alter and restore the space with the children present.

What will take place in the building? If a program depends on intelligence and planning, then places to meet and plan are necessary. Private space to meet with staff and parents, funders, and community people is important in most programs. It is not unusual in some programs for the staff bathroom to be pulled into use as a quick conference room. In a program where supervision is considered important, parent intakes and conferences are frequent, group meetings are regular, and resource professionals are utilized, the competi-

Photograph by Shawn Connell

tion for space to meet during naptime hours is often heavy, especially if there is only a staff room and the director's office from which to choose.

Is there room for the program to grow, and maintain quality? It is usual practice, though regrettable, for programs to grow to their highest possible licensed capacity. Typically, space planned as common space that can be used as a classroom eventually will be, as programs move to meet the demand for expanded services—school-age children, infants and toddlers, drop in, and care for moderately ill children.

Given the cost of construction, renovation, and rental space, making do with minimum space is often the rule. The least we can do is recognize that this is a rather deplorable state of affairs which sets a cap on the quality possible. Recognition, rather than unthinking acceptance, may lead to creative ways to maximize the use of the space and surrounding area and to the application of more pressure to improve the resources allocated to children.

The Program Perimeter

The central issue for the perimeter of a children's center is clearly defined by Fred Osmon (1971): access versus protection. The perimeter may be the border of the program within a larger structure, such as a public school or office building, or where the program meets the sidewalk or street. The center should at once *welcome* children and parents—present a *friendly face*, welcome the goods and services that supply the program, and welcome the community at large in the sense of being perceived as a dynamic part of the community. Flowers, colorful banners, pleasing graphics, and windows to glimpse the inside life as one approaches attract visitors. Imposing, confusing or hard to find entrances give off the unfriendly message "Keep Out—You are not wanted here." High fences, mirrored glass, and the absence of windows are other good examples of unwelcoming messages.

At the same time, however, the center must protect—keep children in and unwanted intrusions out. The most effective welcome is being able to see the activities within as one approaches, and to enjoy the beauty and charm of a pleasing landscape, display, or an intriguing

Efficient Buildings

"Buildings can easily be arranged to package people as moronic and tiresome objects who have to be organized in much the same way as material is processed through a factory. These buildings do not encourage any of the seemingly chaotic and haphazard patterns of encounter that distinguish the more civilized buildings of other times. . . .

Today we demand that our buildings be precise in the manner of efficient machines. Conceived as machines they are inevitably unsatisfactory as they do not recognize our imprecise and unpredictable habits. Their organization is generally based on an idea of efficiency that is derived from a simple-minded concept of circulation or time-motion studies. The way an old fashioned kitchen could absorb grandparents, children, and visitors and at the same time produce meals is in contrast to the modern kitchen which reduces the cook to the level of an operative. For the sake of economy we have come to accept minimal spaces because we believe that they are anthropometrically correct and efficient. Nothing is more humiliating than the minimal bathroom capsule. Because of its sophisticated appointments it is not cheap; it is, however, space-saving. I believe that a larger, perhaps less well appointed bathroom with windows and sunlight may be psyche-saving (and allow a greater variety of action)."

from "The Friendly Object," by Peter Pragnell (1969, pp. 37-38)

How Much Space Is Enough?

After studying state licensing guidelines and the varied recommendations of other organizations and experts, the Children's Environment Project made the following recommendations as a guideline for adequate space (square feet per child):

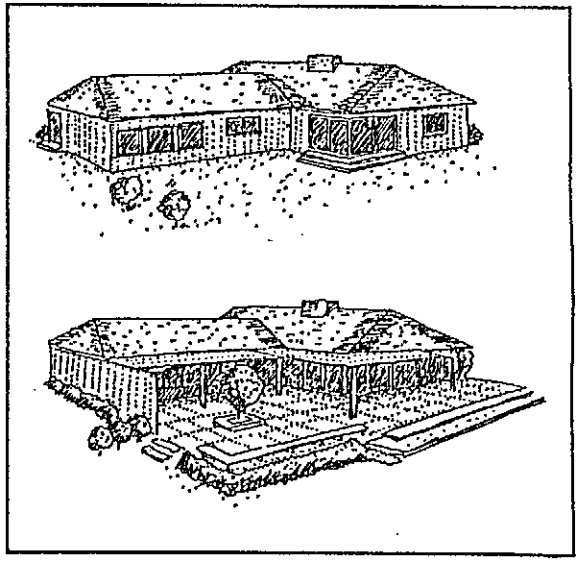
	Minimum	Recommended
Child activity space	35 sq. ft.	42
Other support space	25	38
Other facility space (mechanical, corridors)	12	20
TOTAL FACILITY	72	100
Outdoor play area	75	100
Overall site size (parking, drop off area, loading dock, etc.)	190	300

playground. However, vandalism is usually a major concern and the welcome of windows invites problems. Many parents, in this era of fear of random harm, would gladly trade the welcome for the security that sealed boundaries presents. Yet sealed boundaries not only intimidate, they can entrap and hinder quick exit for fire and other disasters. How do you reconcile these factors?

This is a profound issue because in children's first encounters with the world at large they will learn how to perceive and approach the world. Is it inviting, threatening, or a combination of both? If the center is a fortress or haven, disconnected from potentially hostile surroundings or an unprotected setting vulnerable to the world, the child will get the message: "It's all a jungle out there and not for me." The world of childhood is hidden. For most programs, the goal is an interaction that has a more positive message, perhaps similar to that expressed by a storefront center director:

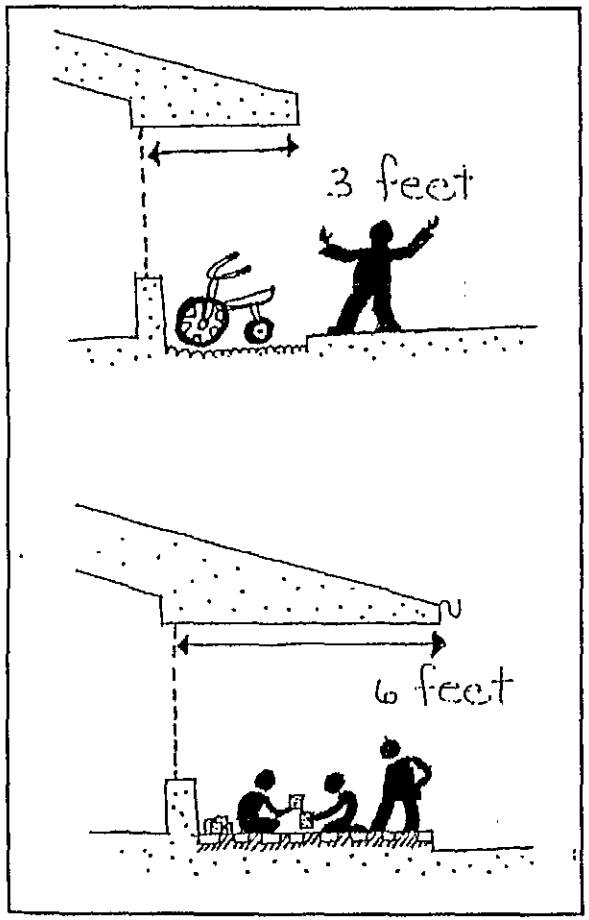
"Sometimes the children just sit and look at the street. At other times, however, they listen to stories, or talk to their teachers or each other, and the people on the street look in on them and begin to understand what an early education center can do for their children" (Osmon, 1971, p. 22).

There are design compromises that balance openness and protection. Osmon's Patterns for Designing Children's Centers (1971) is an excellent resource. Trees and shrubs and ferns can be used to seclude and humanize fencing, windows can be positioned oblique to any pathways, and places can be structured outside the play area where adults and teenagers can "gather to chat and take in the sun and at the same time casually watch some ongoing activity." Some of the obvious *fortress* protection solutions—high fencing and bars or heavy bars on windows—simply present a challenge and may work less well than design solutions which allow more access and ownership to potential vandals, usually the children of the community. The relationship between program and community has a major impact on the extent of vandalism. It is outsiders—strangers—looking in who wreak havoc, not those who feel they have some connection to the program.*



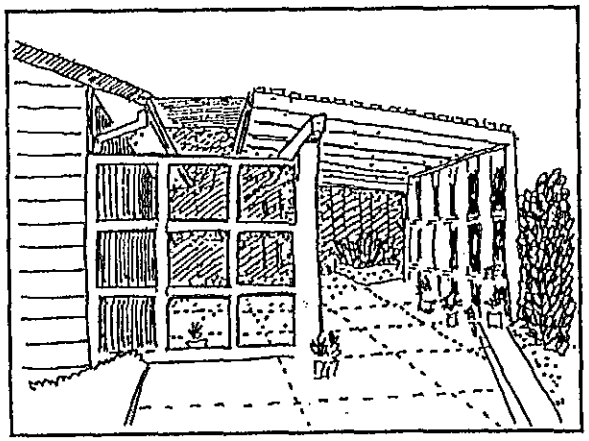
*Unfortunately, in some places it really is a jungle out there or a refuge for the homeless. There are few, if any, alternatives to sealed featureless settings if the slightest human feature, a shaded bench, attracts society's victims.

A child care director: "Our program lies on the border of a housing project and serves children from the project, as well as many other children up to five years old. The children not enrolled in child care because of funding or because they were too old, many once or future students, were on the outside looking in at a wonderful place filled with toys and food. When they were bored they made our life miserable by trying to sneak in, and by occasionally committing acts of vandalism, minor in cost and major in irritation. We looked for design solutions to keep them out of the building and playground, but they didn't work. It was only when we accepted them as part of the program and worked on how to get them in—involved in the program after hours and on weekends—that our problems diminished."



Protection from the elements is a factor, particularly in wet or wintery climates or in extremely hot areas. Icy or snow-covered sidewalks or long walks with no protection from rain become major irritants in the day-to-day struggle of shepherding children in and out. Building overhangs over key sidewalks are desirable for this purpose. Overhangs also provide protected shaded outdoor play space, rain space and protection from glare, and they help cool the building in hot weather. It is important to pay attention to the precise dimensions of the overhang in the construction process. An architect may not recognize that the difference between a 3 foot and a 6 foot overhang makes a huge difference in the outdoor play potential of the setting.

Keeping the elements out is also important for settings where the floor is prime play space.



Some staging areas on both sides of an entry to and from the outdoors is desirable to shake off the rain or wipe feet; large mats or carpet can be used if nothing else is possible. In wintering climates, foyers may be essential.

The amount of supplies necessary to keep a program going sometimes is underestimated. A medium size child care center may serve 100 children and adults breakfast, lunch, and snacks; this requires a large influx of food and supplies and a large outflow of garbage. The location of delivery entrances and garbage areas will have an effect on everything from back strains to garbage odors.

Mechanical Systems—Plumbing, Ventilation and Heating, Electrical Systems, Security Systems, Fire Protection, Communication Systems

Changing the mechanical systems is usually the most expensive part of renovation because of the amount of licensed skilled labor required. It is important to think through the program needs thoroughly before decisions are made that are expensive to undo. Some considerations:

Plumbing: Underestimating the need for bathrooms or sinks is a serious mistake. The location of the soil stack (the pipe that removes waste from the toilets) is the key element in the design of the plumbing. Adding a bathroom in an area removed from the soil stack may be either impossible or prohibitively expensive. Children will experiment with flushing; multiple clear outs and easy to get at U traps will help to cope with flushed toys and training pants.

Almost every area of a children's center should have access to water for washing hands, for drinking, for activities, for janitors and clean

up. Separate shut off valves at each toilet and fixture are useful. The need to restrict the temperature of hot water to 110 degrees is sometimes overlooked. Floor drains in kitchens, laundry areas, and in some bathrooms can be helpful. The role that water plays outdoors (actually and potentially)—drinking, watering, and play—should be considered.

Ventilation and Heating: Effective climate control can make or break a group environment. The position of the thermostat, the location of the heating outlets, and the design of the system should take into account the fact that the most action takes place on or close to the floor. The temperature should be from 68 to 72 degrees a foot off the ground (infants often have fewer clothes on and may require a higher temperature). Radiators and registers need to be able to be covered, thermostats tamper-proof. Children need to be protected from drafts from windows and doors, again at floor level. A warm floor is important, but some programs complain that radiant heating with floor registers is less pleasant than higher wall registers and decent carpet.

Sealed windows deprive children of the feel and smell and sounds of outdoor life and changing seasons; they also make life intolerable during the inevitable air conditioning breakdowns. Fresh air is important for the health of the children in group settings; the ability to air out the room is important. Some heating systems regulate the humidity by reducing fresh air to increase the humidity. Children's programs often need both moist air and fresh air to cope with respiratory illness. A humidity of 50 to 55 percent is desirable. Controlling odors through ventilation is a real concern to anyone who has ever worked in a children's setting. Air conditioning is essential in hot climates; there are already enough stress factors in the setting without undue heat or humidity.

Electrical Systems: To the caregiver who has to make the space work, where the electrical outlets are located and whether the lights are all *banked* or can be controlled more flexibly is no small matter. Outlets must be out of reach of children or safe from tampering and shock proof. An abundant quantity of outlets throughout the space, including central locations through a floor or ceiling grid or power pole, gives teachers much more flexibility. Consider also the cost and convenience of maintenance of lighting. Who is going to get the ladder and change the fluorescent bulb and replace the ballast?

Security Systems: Most communities have a crime prevention bureau to assist in improving building security. Recommendations generally start with dead bolt locks, protective window coverings, key control, outdoor lighting, and alarm systems. Most security measures involve trade-offs. Dead bolt locks may violate fire codes. A reduced number of windows, windows in doors, and security screening can produce a fortress appearance. There is, however, expensive wire mesh screening that looks reasonable. Burglar alarms are effective but they are expensive and subject to human and mechanical error. Outdoor lighting and a good relationship with neighbors are perhaps the most unequivocally positive measures.

Fire Protection: Local building and fire codes determine the need for fire doors, extinguishers, sprinkler systems, and alarms. Consider program factors when planning fire protection. Fire alarm pull boxes are often placed near building entries and exits, 5 feet off the ground. This happens to be a very convenient height for a baby in arms looking for something to do.

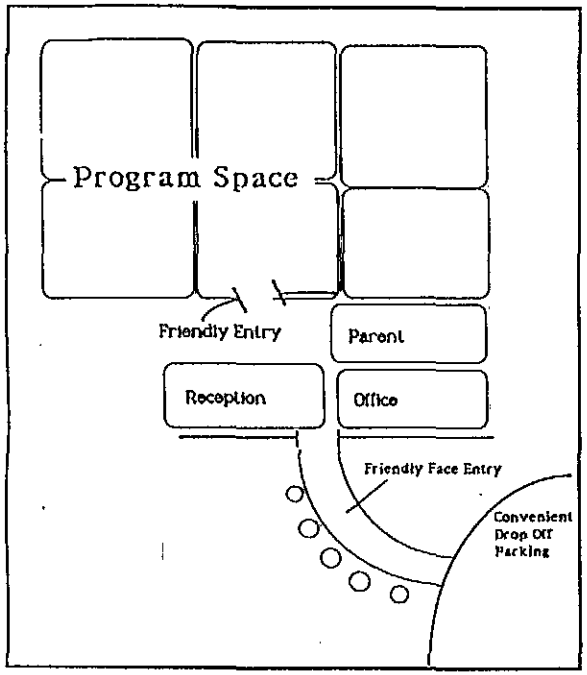
Communication Systems: As programs grow in complexity and quality, communication needs increase. A telephone in the room allows for more communication with parents, particularly important for parents of babies. Allowing parents and children to talk on the phone during the day, during periods of difficult separation, is a nice feature. School-age programs often involve extensive communication with school transportation systems. Some programs use intercoms or two-way radios for communication with groups in distant gymnasiums, art rooms, nap rooms, and on walks (often at the request of security conscious parents and insurance agents). A telephone in the staff or parent lounge, even a pay phone, is a positive feature.

Character

It's hard to define but we know it when we see it. Character can be an attractive construction material like stone or wood, skylights, ornate or novel design features, interesting angles or windows, multi-level flooring, and so forth. The absence of character—Malvina Reynold's "ticky tacky boxes" defines much that is wrong with the modern age—plastic, form-

Squares and Angles
by Alfonsina Storni

Houses in a row, houses in a row,
Houses in a row.
Squares, squares, squares.
Houses in a row.
People already have square souls,
Ideas in a row,
And angles on their backs.
I myself shed a tear yesterday
Which was—good heavens—square.



less, artless. But as we seek character in our places of living, we should also make sure we will not come to despise it. *Unforgiving* fixed design features, like skylights that won't darken for naps or movies, quaint spaces that turn into dead space, hallways and stairways, may forever limit possibilities. Screened porches and decks, foyers, and alcoves can provide character with little risk. If there is an unfinished quality that allows the inhabitants to provide the touches that will make the building theirs, that will make it a good place to live, work, and express themselves; the chance of a *soulless* space is reduced. Lofts and creative use of other furnishings can also provide character.

Building Layout

There are essentially three variations in the layout of early childhood programs. They are loosely comparable to homes, traditional self-contained classroom schools, and various open space schools. This is not surprising since three prime sites for programs are homes, schools, and the open plains of church basements.

Homes have a number of small specialized rooms with some common rooms for shared activities; they are designed for small numbers of inhabitants. Many programs in homes flow through the space; some move in groups for definite time periods, some allow individual flow. Programs designed from a traditional school model have classrooms where most everything takes place for a grouping of 10 to 20 children, often including eating and sleeping. Open space models have more dividers and portable walls than fixed walls and usually have shared common areas. Each layout has advantages and disadvantages and can work if the program accommodates rather than fights the layout.

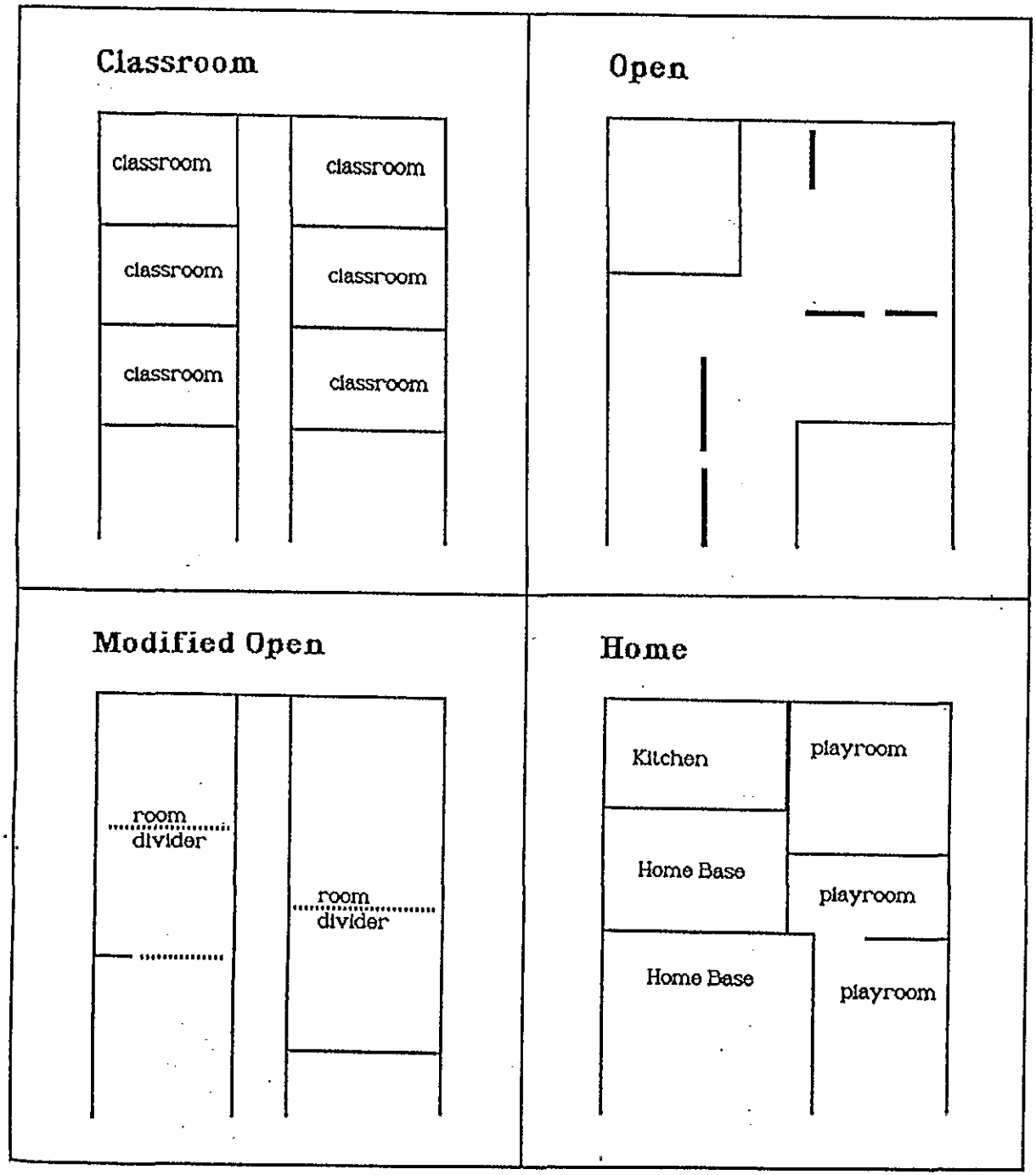
Homes work beautifully until the numbers grow to the point where "she had so many children, she didn't know what to do" (or where they all were). Classrooms have the advantage of providing manageable bounded space. Yet, without places to get out to—common spaces like gyms, art rooms, and the like; outdoors; and field trips—a classroom, however nice, is a rather confining space to spend an early childhood.

Classroom walls that provide boundaries also bind a program to a particular size space and a fixed number of groups. An open shell space provides maximum flexibility and is the lowest cost structure to build. There is the opportunity for multi-use shared space and space adapted to changing conditions. Yet open space is expensive to fill with dividers; the design problem shifts to too little definition of boundaries and too much noise and sensory overload. The more children, the greater the overload.

Open space also requires a staff that has the inclination, skill, and time to plan and coordinate well, as well as expertise in monitoring and evaluating the environment—qualities that high turnover and low salaries work against. Well defined planned space and consistent behavioral expectations replace the walls in providing structure. All children in an open space need a sense of *home base* somewhere within the space, for their own sense of security and to create a sense of group at a more manageable scale. Toddlers also need physical boundaries, real gates that regulate their exploring instincts. Often one finds in open space child care an array of makeshift classrooms.

One does not have to wander too far through the thickets of early childhood programs to encounter teachers in open space settings craving walls and classroom teachers lusting to knock their walls down. Before building, renovating, or moving into a building, it is important to analyze how the particular program and its given philosophy, goals, and staff (or likely staff) will function in the particular space. A relatively *forgiving* classroom-based *modified open space* plan is probably the safest design. A modified open plan "consists of a mixture of several open areas with smaller, enclosed spaces. The open spaces can be subdividable for smaller-group use; the smaller areas can be opened up to each other and to the open spaces to provide a large group area" (Moore et al., 1979, pp. 905-904). One 850 foot classroom may have an accoustical divider allowing division into two classrooms.

The shape of rooms and location of the entries is important. Square rooms are the



hardest to work with, particularly small square rooms, because it becomes difficult to develop activity areas with reasonable traffic patterns and to achieve any distance between activities. No one ever gets very far from everyone else. Rectangles and L-shaped rooms are easier for teachers to use well. However, if the rooms are too narrow, too much play space is lost to a corridor effect.

Successful adaptations usually stem from a realistic analysis of what the space limitations and strengths really are, what resources are available to change the space or work around the limitations, and what changes in the program will help the space to fit. Both programs and spaces can be shaped to fit. It is when the early childhood professional has a very fixed model of how to run the program (e.g., self-contained classroom groups), or the architects or designers draw from limited experience and impose their vision, that the result is likely to be the same as badly fitting shoes—constant aggravation.

Entries, Exits, Corridors: How adults and children enter and flow through the building will help to determine their identification with the entire program, as opposed to their piece of the program. If a parent and child pass by the office or common space and pass by or through the group they will eventually move to, the sense of program will be stronger and the transitions that much easier. The whole program becomes familiar to parent and child—familiar faces, activities, and space. A daily glimpse into the past—the group they (child and parent) grew out of— provides a pleasurable continuity.

Protection versus access is, as mentioned before, a central issue with entries and exits—protection from the outside and protection from

the dangers of fire and the like within, access to the outdoors or the common areas, controlled access to the children within. Fire doors that allow quick evacuation for fires also accommodate to the impulsive five year old. Doors that children can use by themselves promote autonomy, but doors that require adult use may protect children from themselves and may draw parents to the door.

Trade-offs have to be made to ensure the most workable solution for a particular setting. A panic bar door to a fenced play yard is very different than the same door to a busy street or alley. Direct access to outdoor play space is a huge positive that will increase the amount of time spent outdoors. It also allows emergency exiting to protected space. A controlled exit that allows teachers to observe as each child is picked up is absolutely essential. A courtyard arrangement that allows children to freely flow in and out without worry is a very desirable feature.

The location of the kitchen, staff room, staff bathrooms, offices, and laundry have their own logic.

Kitchen: The important considerations are the relation to the plumbing and ventilation systems; independent access to delivery and garbage, and clear traffic patterns to and from the area where food is served, free from steps and children. Infant groups have a closer relationship to the kitchen because of the need to individualize feeding and, like the kitchen, have garbage (diapers) that requires frequent removal.

As in many homes, the kitchen often becomes a social room, a second staff room. This could be accommodated by increasing the size of the kitchen or locating the staff room off the kitchen.

Staff Rooms and Staff Bathrooms: These are most convenient if centrally located. If too central, however, the staff room may not serve its function as a place to be away.

Administrative Offices: Generally, it works best to locate them close to the entry, giving parents and visitors ready access. This also helps the administrators in their struggles to collect money and information.

Laundry Area: For prime benefit position it in close proximity to where the most need lies—babies. Laundry chutes are helpful if the wash is done in the basement.

Janitorial Space: If secure from children and designed to make the janitor's job easier, it will result in a cleaner facility and make frequent messy sensory and art play less of a point of tension.

Observation Rooms and Windows: These are useful for all programs for young children, not simply laboratory schools. Observation is essential to learn about children and the workings of setting, both in general and in specific cases. Staff and current and prospective parents can assess the program without changing the dynamics by their presence.

The reflective film often applied to van windows and certain kinds of polished plexiglass for corridor windows are less expensive alternatives to observation booths and two way glass.

Sick Bays or Get Well Rooms: Locate them close to a bathroom and usually to an area independently staffed—a nurse's office or the administrative office.

Corridor Space: New construction often minimizes corridors, but many programs lodged in schools and other buildings have large corridors. Corridor space can be valuable learning space (see Chapter Eleven).

Exercises

1. List everything that should happen in and around the building and grounds.

2. Critique a site and building from the standpoint of:

   - a teacher
   - a child
   - a parent
   - a janitor

   Look for built-in positives, dangers, and inevitable irritants.

3. Pick five buildings you are familiar with; evaluate them for *friendliness*.

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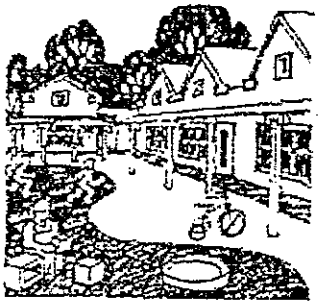

CHILDREN

SPACES FOR CHILDREN RESOURCES

EIGHT STEPS IN THE DESIGN PROCESS FOR CHILDCARE CENTERS

There are eight distinct steps in the design process for a successful children's environment. Understanding the role of each of these steps will facilitate a smoother working relationship with Spaces for Children in designing your center.

The steps are:

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]

Our mission at Spaces for Children is to create high quality, economical childcare facilities that support your program's ability to provide quality childcare. To this end we believe that it is important to consider criteria for quality care and best practices in the initial Feasibility Study and Programming phases.

For example, program design elements such as group size, classroom size, the indoor-outdoor relationship, and easily accessed diapering and toileting facilities with adjacent handwashing sinks all have a great impact on the functioning of the center, and also have many ramifications on all aspects of the building design and costs. Considering these and other key elements up front helps us to create centers that support the teachers' roles as facilitators of children's learning and development, and the amount of "managing" by teachers is significantly reduced. Child-directed learning is then promoted instead of

prevented. In fact, we believe the design of the facility to be a critical factor in optimizing a teacher's competency. In a very real way, a well-designed center becomes a tool for the teachers' professional development.

We consider all significant design criteria up front during the Feasibility Study and Programming phases, and carry this information through the subsequent phases of design, to insure that the physical design optimizes the funds available to promote quality care for children as well as a supportive work environment for the staff.

1. Feasibility Study
This first step undertakes to examine the issues that will make the project feasible or unfeasible, and in some cases to determine the best strategy for proceeding with the project. The following may be addressed in the Feasibility Study:

- Budget and scope of the project: Will the proposed project work at the desired budget?
- Site analysis: Is the site chosen suitable? Is it zoned for the project? Are there sufficient parking, utilities, etc.? For some projects, Spaces for Children assists in analyzing several sites to assess the feasibility of their use for the proposed project.
- What is the best strategy for developing the project on a given site?
- What is the optimal size and type of building and play yard? Will a specific building work?
- Is the building or site chosen structurally sound? What will be required in the way of soils tests, seismic upgrades, etc.?
- How will other site considerations, such as sound levels, traffic, etc., affect the project?
- Are there any toxins or hazardous materials to be dealt with?
- What other cost, planning, and design constraints might the project run into?
- Preparation of a report which documents all of the findings of the study and makes recommendations for proceeding with the next steps of the project.

By addressing these questions up front, we can avoid costly and frustrating surprises down the road.

2. Programming
Programming is the process used to arrive at the set of criteria on which the design is based, and by which it is later evaluated. The programming phase is where the project is built—not brick by brick, but decision by

decision. This is the time when a common vocabulary for the project is created, and preferences and requirements are determined and built into the overall picture before time is invested in design.

One of the most important purposes of the program is to reduce the need for later backtracking and redesign. A thorough programming process is essential for maintaining an orderly and cost-effective design process later in the project. We have found that many problems that people encounter with the design of their centers could have been avoided with a thorough programming process. Spaces for Children goes through a detailed list of criteria with the client, looking for program needs that translate into square footage or other design requirements. For example, one of many questions for infant care that we would ask would be if the school or parents will provide the diapers, and if cloth or disposable diapers would be used. In this simple example, if the design does not accommodate the center's needs, there will be problems with storage space, delivery, and odors in the classrooms. Programming is the process where Spaces for Children goes through all the needs of the center so that appropriate design decisions can be made later in the process.

Spaces for Children encourages clients to get directly involved in establishing the program. Programming usually involves a meeting or series of meetings with the center's director, and in many cases the teachers, other staff, and possibly parents. In the programming meetings, the client's specific goals, priorities, and uses for the spaces are discussed in detail. Spaces for Children will encourage the client to consider all important issues up front, help the client understand the ramifications of their decisions, and make recommendations based on past experience and professional knowledge. All of the requirements of the project are then put into a clearly-organized written program which will be a reference throughout the design process.

If, however, the client would like to play a less active role in establishing the program, Spaces for Children can develop a complete project program for the client's review based on our experience designing dozens of child care facilities.

Items specifically analyzed in the programming phase typically include the following:

- Goals, needs, wishes, limitations, expectations, aesthetics.
- Scope of work: the number of children in the program; size of the building; number of rooms; room adjacencies.

- Activities to occur in each room and outdoor play area.
- The Center's Education Program: Pedagogical philosophy; parent interaction; staffing; meals; etc.
- Classroom observation.
- Safety and security requirements.
- Existing and new utility locations and requirements.
- Site context: Weather, noise, solar access, vehicular access, handicap accessibility, sense of entry, site analysis.
- Codes and regulations: Outline of planning and building department parameters.
- Budget and priorities: Preliminary cost analysis *usually based on area and/or volume, to be* refined later.
- Project Scheduling.
- In the case of reusing an existing building: *Carefully document and evaluate present* building and its conditions. Determine what can be reused, what must be discarded, what must be rebuilt.

3. Schematic Design
Based on an approved Program, the Schematic Design synthesizes the program into a defined, feasible design. The design will be shown in the form of Schematic Drawings, and in some cases a study model. The Schematic Design will address all significant areas of design and will be reviewed with the client before proceeding with more detailed drawings. A preliminary cost estimate is also usually provided at this stage.

Work in this phase typically includes the following:

- Complete preliminary building floor plans, sections, and elevations to determine space dimensions, areas, and volumes; sketches and site plans showing circulation, uses, relationships of spaces.
- Complete room layout of all child-related furniture, plumbing fixtures, etc.
- Preliminary material choices.
- Preliminary landscape concepts.
- Preliminary play yard layout.
- Study model, if appropriate.
- Address preliminary mechanical, electrical, and plumbing issues.
- Answer preliminary civil engineering questions (paving, grading, drainage, etc.) and structural engineering questions (structural system, soils, etc.).
- Coordination with engineering, landscape, and

other consultants as necessary (structural, mechanical, electrical, landscape, civil engineers, etc.).
- Code research and coordination with regulating agencies (licensing, building department, planning department, etc.).
- Preliminary cost estimate.
- Present design to interested parties.
- Revise design subsequent to client discussions.

4. Design Development
Based on an approved Schematic Design, Design Development is the process of refining and fixing the design, and working out all the details, including the selection of materials and the engineering systems. The aim is to finalize all design decisions before proceeding with Construction Documents, the more detailed and expensive documents that the contractor will need to complete the project. A more detailed cost estimate may also be provided at this phase. In smaller projects, Design Development may become part of the Schematic and Construction Document phases, rather than being a distinct phase of its own. The Design Development package will be reviewed with the client before proceeding further with the project.

Work in this phase typically includes the following:

- Finalize all engineering issues such as structural system, heating and cooling systems, lighting system, etc..
- Coordinate with other design consultants, such as mechanical engineer, acoustical engineer, structural engineer, landscape architect, etc., on final systems and design.
- Finalize construction techniques and materials.
- Finalize equipment requirements, sizes, furniture layout.
- Finalize all design issues that affect the look of the building and the feel of the rooms.
- Choose finish materials.
- Finalize code issues.
- Complete outline specifications, a written list of criteria for materials and building methods.
- Revise cost estimate, considering probable labor and material requirements.

5. Construction Documentation
Based on approved Design Development documents, construction drawings and written specifications are put together which describe in detail all of the construction work to be done. These are the documents upon which the construction contract will be based, and which the contractor will use to build

the project. If a building permit is required, the application is usually made at the end of Construction Documentation.

Work in this phase typically includes the following:

- Prepare specific and detailed Construction Drawings required to bid, apply for approval from building and planning departments, and complete construction. These may include *dimensioned floor plans, elevations,* sections, details, engineering plans such as electrical, mechanical, structural, and/or civil engineering plans, landscape plans, final interior design plans, energy report, and written Specifications that covering all materials, methods of construction, and construction contract requirements. Specifications are closely coordination with construction drawings.
- Complete all coordination with consultants. Coordination of consultants' Drawings and written Specifications is essential to avoid conflicts between the various trades during construction.
- *Resolve any outstanding building or planning* code issues.
- Apply for permit if required.

6. Bidding and Negotiation

The project is put out to bid, a contractor is selected, and a construction contract is drawn up between the contractor and the client. Spaces for Children will assist the client throughout this process.

Work in this phase typically includes the following:

- Prepare documents for bidding such as the Invitation to Bid, Instructions to Bidders, Bid Form, etc.
- Advertise bids and solicit contractors to bid on the project.
- Coordinate and provide bid documents to bidders.
- Check bidders' qualifications (references, insurance, experience, personnel, etc.).
- Provide additional information (in the form of Addenda to the Construction Documents) as needed to bidders.
- Meet with contractors and material suppliers.
- Receive bids.
- Assist client in negotiation and preparation of Owner/Contractor Agreement and other *necessary documents.*

7. Construction Administration

On-site observation and conscientious administration of paperwork throughout construction is necessary to assure that communication flows smoothly, that high standards are maintained, and that the client gets their construction money's worth.

Work in this phase typically includes the following:

- Make periodic site visits while project is under construction, observing construction for compliance of design intent.
- Conduct on-site meetings with contractors, suppliers, client, etc.
- Administrate changes with client and contractor.
- Clarify drawings as required.
- Answer contractor's questions.
- Complete additional drawings as required.
- Process numerous documents and paperwork for contractor's payment, changes, submittals from the contractor, etc.
- Participate in resolution should any disputes arise during construction.

8. Post-Occupancy Training
"It doesn't pay to design an organ, if no one knows how to play it." Spaces for Children's environments are rich and complete, yet flexible. After construction is complete, we work with teachers and staff on use and enhancement of developmental design, incorporating age-appropriate activities and experiences, and showing staff how the environment can be altered according to their needs.

On-site training and/or phone consultation with administrative and program staff are available as needed for each center upon completion of the construction project.

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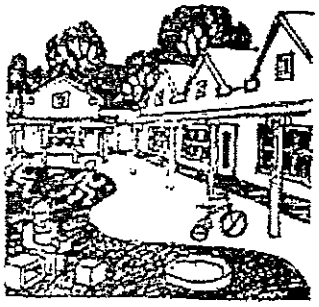


CHILDREN

SPACES FOR CHILDREN FLOOR PLANS

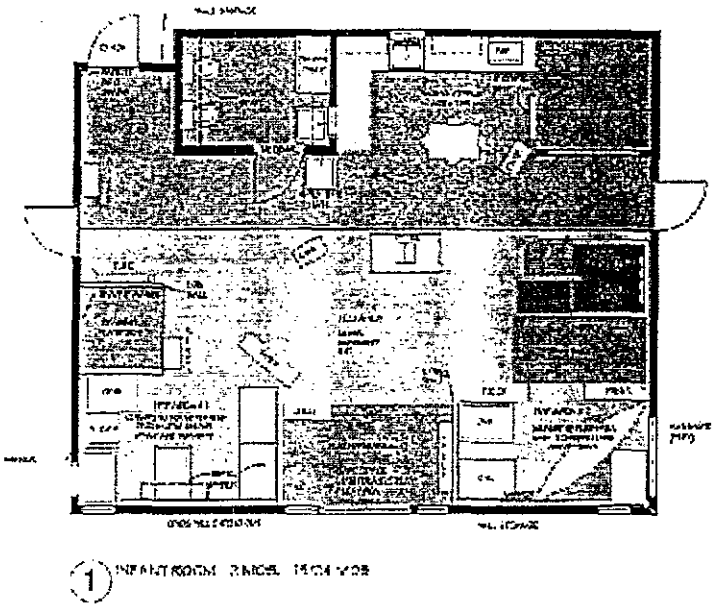
Guidelines for Using Floor Plans and Photos

This Early Head Start classroom of eight children, from birth to 36 months, shows two plans; one where all children are in cribs and one where the crib area is removed as children transition to cots.

** Cribs must be spaced 36 inches apart when occupied.*

** Note plumbing accomodations.*

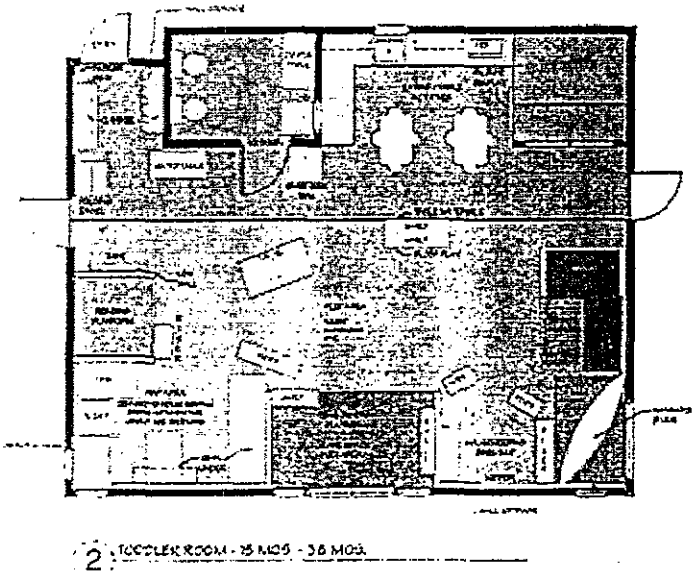
Infant Room 2 Months to 15/24 Months



1 INFANT ROOM

Larger view

Toddler Room 15 Months to 36 Months



2 TODDLER ROOM - 15 MOS - 36 MOS

Free! Furniture layout assistance for Torelli/Durrett, Inc. equipment. Call 800.895.3121

Larger view

For more information on classroom remodels and new construction email us at info@spacesforchildren.net

Next Floor Plan

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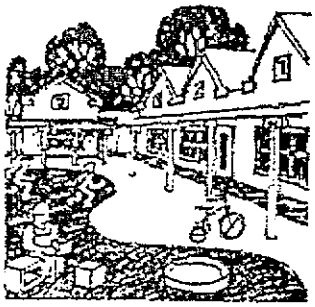

CHILDREN

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Torelli/Durrett™
Childcare Furniture

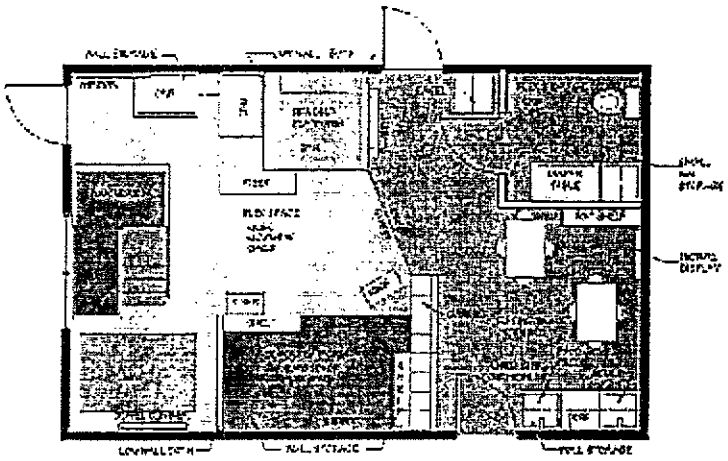
Floor Plans
- Infant Room 2 to 15/24 Months
- Toddler Room 15 to 36 Months
- A-Scheme without Cribs
- B-Scheme with Cribs
- Modular Classroom 18 to 36 Months
- Preschool Room 3 to 5 Years

SPACES FOR CHILDREN FLOOR PLANS

Guidelines for Using Photos and Floor Plans

This multiage Early Head Start Program initially enrolled two infants and six toddlers. Layout illustrates how crib area (3 ft. apart when occupied) transformed into housekeeping area when infants transitioned to cots.
*Note plumbing accomodations.

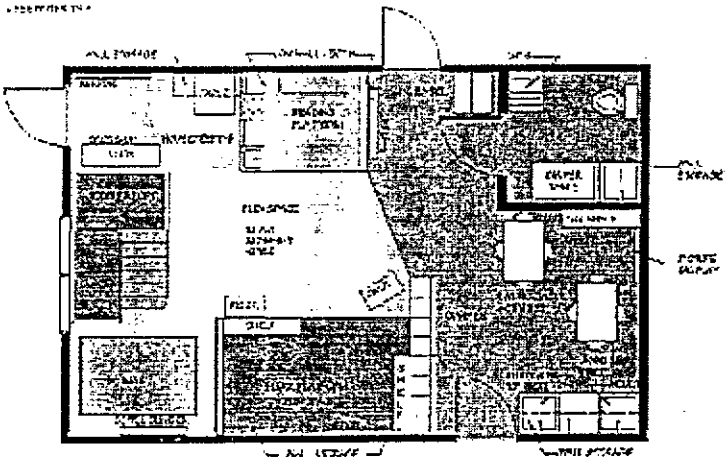
B-Scheme with Cribs



3 B - SCHEME WITH CRIBS

Larger view

A-Scheme without Cribs



4 A - SCHEME WITHOUT CRIBS

Larger view

Free! Furniture layout assistance for Torelli/Durrett, Inc. equipment. Call 800.895.3121

For more information on classroom remodels and new construction email us at info@spacesforchildren.net

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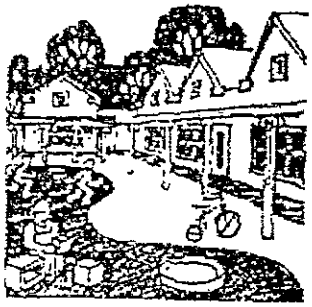

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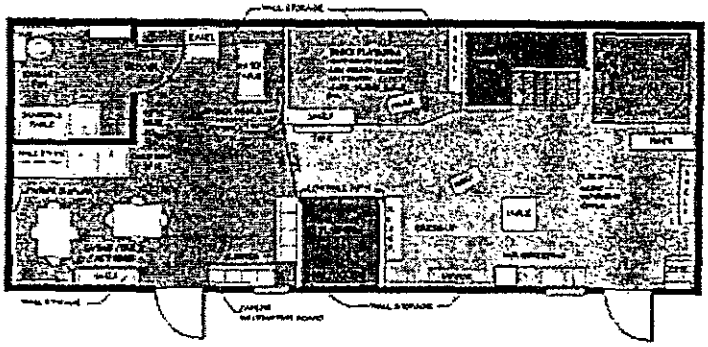
SPACES FOR CHILDREN FLOOR PLANS

Guidelines for Using Photos and Floor Plans

This is a plan of a "portable" building that was converted from a Head Start classroom to an Early Head Start toddler room. The toilet room was enlarged to include a changing table. Plumbing was added for new sinks, and the room was designed and furnished.

Modular Classroom 18 to 36 Months



5 MODULAR CLASSROOM 18-36 MONTHS

Larger view

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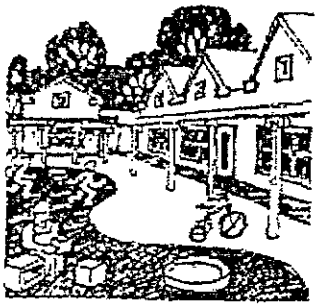

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SPACES FOR CHILDREN RESOURCES

Citation: Reprinted from *Landscapes for Learning: Designing Group Care Environments for Infants, Toddlers and Two-Year-Olds*, by Louis Torelli, M.S.Ed. & Charles Durrett, Architect.

CRITERIA FOR SETTING UP EARLY HEADSTART CLASSROOMS

The following suggestions should be considered when setting-up infant and toddler classrooms. They should be utilized as a guide, not as requirements for best practices. The specific application of these suggestions will vary based on your program, facility, state licensing requirements, budget and other variables.

1. Square Footage

(please note that all figures in this section are for "usable space". The term "usable space" does not include areas dedicated for diapering, toileting, food preparation, napping and storage).

Birth-24 months: 400 square feet usable.

18-36 months: 500 - 600 square feet usable. Older toddlers require more space due to expanded play interests, specifically dramatic play (housekeeping/dress-up area) and construction (block area).

Mixed-age and Parent-child groups: 600 usable square feet recommended. Mix-age groups require both safe spaces for infants and more challenging spaces for toddlers. In addition to the 8 children and 2 caregiving staff, parent-child groups have at least 8 more adults in the classroom. (see floorplans)

2. Indoor-Outdoor Relationship

A well-designed classroom provides direct access to the playyard. This fundamental component should be seriously considered when choosing a site or remodeling a facility.

3. Cribs
Porta-crib size (24" x 38" - 27" x 40") cribs are recommended over full-size cribs. Cribs should be consolidated in one area of the classroom (1' - 3' apart), instead of spread around the classroom. This strategy will provide more functional play space. Use low wall (30 -34"h) partitions or toy shelves, risers and closed storage (base cabinets) to section off area. Note: When space is limited, parent-child groups (3 hr. or less programs) should consider reducing the number of cribs in the classroom.

4. Diapering/Toilet Area
The diapering area and children's bathroom should be located in the classroom, separated through half-walls (42"h) or cutout window openings. This reduces the caregivers need to leave the classroom numerous times daily, while providing for full visual supervision of children in classroom.

5. Pods
A pod design is where one large room is divided into two classrooms through a combination of half and full walls. The middle area is a shared area, usually teacher support space for diapering, food prep., washer/dryer, teacher work space and storage. A pod design is less costly than two separate classrooms, which require extra plumbing and square footage. It also allows for informal visiting of children and staff between rooms and easier transitions for infants moving up into a toddler classroom (see floorplan).

6. Sinks
Each classroom should have access to a sink adjacent to the food prep area, a sink adjacent to the diapering area, and a child height sink in the classroom for older infants and toddlers (see appendix for sink heights).

age (in mos.)	sink height
0 - 18	16"
12 - 24	18"
18 - 30	20"
24 - 36	22"

7. Windows
Natural light enhances the quality of the classroom. Children need to feel connected with the natural environment. While some windows (or doors) may be close to ground level, it is recommended that most windows in the classroom be at 26"h. This height allows infants who are able to pull to standing, and

older children to see outside, but it also provides the ability to create an activity area against the wall. Most infant/toddler play equipment (toy shelves, housekeeping equipment, etc.) is approximately 24" - 26" high. Windows of this height provide the option of a platform area for reading or blocks, and provides enough wall space for back support of children and adults.

8. Window Sills, Protruding Walls and Cabinets
To prevent serious bumps and cuts, all counters, shelves, sills, corners, lips, ledges and edges of built-ins and equipment that are at child height must have a minimum of a 1/4" radius (rounded corner).

9. Doors
When possible, doors should swing away from the children's play area (i.e.; swing into hallway instead of classroom). This will increase the amount of functional space and prevent accidents from doors opening into a baby. It is also useful to have windows in doors, at adult and child height (full-lite). This will increase the amount of light into the classroom, warn adults going into the classroom of children on the other side, and, provide an added space for children to observe comings and goings.

10. Flooring
Infants and toddlers spend much of their time on the floor. For safety as well as comfort, carpet the majority of the classroom, except the entrance, diapering/bathroom, eating and messy areas (water play, painting). Use low-pile neutral-colored (earth tones) anti microbial carpeting (prevents fungus growth/molds). Use only rubber transition strips(metal creates tripping hazard).

11. Creating a Landscape
Through the use of platforms, lofts, recessed areas, low walls and canopies placed along the periphery of the classroom, it is possible to sculpt your room to create a variety of age-appropriate activity areas. The walls frame the activity areas while the center of the classroom remains fairly open, to allow for circulation of children and adults as well as to provide flexible space that can change depending on the teacher's observations of the children's interest (see floorplan).

<u>Low wall/platform guidelines:</u>

Reading Platform: 5' x 5' - 6' x 6'.
Block Platform: 6' x 10' - 7' x 11' (60 - 80 sq. ft).
Low Wall: 26" high when not connected to a platform, 30" high when connected to a platform.

12. Storage
A well-designed classroom depends on an adequate

amount of easily accessible storage located in the classroom. In addition to some storage rooms and base cabinet storage, wall storage should be placed adjacent to each activity area. This provides caregivers access to materials without leaving the children and classroom under supervised. In addition, storage located on the walls does not infringe on children's play space, a critical element in most classrooms that are smaller than ideal.

13. Color
Bright primary colors can be over-stimulating in a group care environment. Walls painted an ivory-eggshell color and furniture constructed of natural wood creates a cozy, neutral colored background which allows children to visually discriminate toys and pictures on the wall. Splashes of color and texture can be incorporated flexibly into the classroom through the use of wall quilts and fabric canopies.

14. Table & Chair Height Specs

age (mos.)	chr. ht.	tab. ht	table size
6 - 18	5.5"	12"	24" x 36" (seats 4)
9 - 24	6.5"	14"	24" x 36" (seats 4)
18 - 36	8"	16"	24" x 36" (seats 4) or 30" x 60" (seats 6)

15. Toy Shelves
24" h x 48" l x 12" d. Use all-wood shelving, with wood or white laminate backing (more attractive, shows off materials on shelf more clearly). To prevent tipping, secure all shelves and cubbies to floor, wall and/or platform. walls (42"h) or cutout window openings. This reduces the caregivers need to leave the classroom numerous times daily, while providing for full visual supervision of children in classroom.

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SPACES FOR CHILDREN RESOURCES

DESIGNING AN EARLY HEAD START FACILITY: TIPS FOR START-UP

by Louis Torelli, M.S.Ed., Spaces for Children

Why the Environment is Important: the Relationship between Quality Facilities and Quality Programs:

1. *The Physical Environment affects Children's Learning and Development:* Well-designed environments enable children to engage in focused, self-directed play. It supports both exploration and a sense of control.

2. *The Physical Environment affects Relationships:* Well-designed spaces promote a sense of security, a prequisite in the formation of a healthy identity – a healthy sense of self. In developmentally designed facilities teachers are supported in their role as observers and facilitators of children's learning and development.

3. *The Physical Environment affects the Program's ability to promote Best Practice, thereby becoming a tool for both Staff Development and Program Development:* Well-designed classrooms encourage active engagement, extended play, pro-social interaction and child-directed, teacher-facilitated learning. The environment, in effect, will assist in directing teachers toward more appropriate interactions with children.

Key Elements to Promote Best Practice:

1. *Room Size:*
Environments that support best practice provide enough space to accommodate all the functional areas and are comfortable for all users of the

space. Keeping this in mind, a mixed-age group option must be designed with safe, intimate spaces for young infants and the more active and expanded play of older toddlers. Older toddler groupings require more space than infant groupings due to their expanded interests. Socializations groups must provide for the child development needs of infants and toddlers and comfort needs of 10 or more adults!

Age Groupings with square footage recommendations

0 – 24 months: 400 – 450 square feet of child usable space
18 – 36 months: 550 – 650 square feet of child usable space
0 – 36 months: 600 - 650 square feet of child usable space
Socialization: 600 – 750 square feet of child usable space

** Child Usable space does not include space for diapering/toileting, food prep, adult work areas including base cabinets/floor storage and space for cribs. 8 cribs (27"x 40") spaced 3 feet apart require 200 square feet of space. In facilities with less than optimal square footage available, consider consolidating cribs when not occupied by an infant.*

2. **Sinks and Toilets:**
The following plumbing needs should be accommodated in all Early HeadStart Classrooms:

- 1 adult sink adjacent to diapering table . *(Performance Standard)*
- 1 adult sink adjacent to food prep area. *(Performance Standard)*
**Include outlets for refrigerator and food/bottle warming*
- 1 adult sink for non-food activities. (art, general handwashing)
- 1 child toilet* and 1 child handwashing sink in toilet/diapering area. **(Two child toilets are preferable because it promotes peer learning and is more efficient for caregivers).*
- 1 child handwashing sink in classroom.

Recommended Sink Heights:
0- 18 months : 16" h
18 –36 months : 21" h
0 – 36 months : 18" h

Key Performance Standards pertinent to the design of an Early HeadStart Classroom

1304.21 : *Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to*

encourage toilet training are supported by parent.

1304.53 : *Toilets and handwashing facilities are adequate, clean, in good repair, and easily reached by children. Toilets and diapering areas must be separated from areas used for cooking, eating, or child activities.*

1304.21 : *Grantee must support social and emotional development by fostering independence.*

1304.52 : *Grantee must insure that no child will be left alone or undersupervised while under their care.**
*A program where a caregiver leaves the room to toilet two toddlers would therefore be out of compliance.

It is for the above reasons that all EHS classrooms should include child toilets and sinks in each classroom. There are design strategies where this can be implemented in a *cost-effective way.**

3. ***Direct Access from classroom to outdoor play area.***
Every classroom should have direct access to the playyard. An appropriately designed playyard for infants and toddlers should include many natural elements such as gentle hills, grass, sand, dirt, shade trees, etc. With a thoughtful design, opportunities for gross motor play can occur through the natural landscape as well as carefully selected equipment. Every activity area/learning center available indoors has the potential to be part of the outdoor design; eating/table activities, water play, painting, dramatic play, construction, etc. The playyard should be viewed as an extension of the classroom and can help compensate for indoor environments with less than optimal square footage.

Summary
With careful planning, it is possible to design facilities, classrooms and play yards that meet the needs of all the users, as well as optimize available funds. Key aspects of the design should be addressed upfront while other, important, but not as immediately critical components can be incorporated over time by accessing quality improvement funds and local grants. The bottom line is that quality programs require quality facilities. Without careful planning and active involvement big mistakes can and do occur. It is much less expensive to do it right the first time than to do it

wrong!

"HEADSTART IS A CHILD DEVELOPMENT PROGRAM"
— Helen Taylor

All facility design and program decisions should be responsive to this mandate

**For more info on facility design see "Landscapes for Learning".*

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