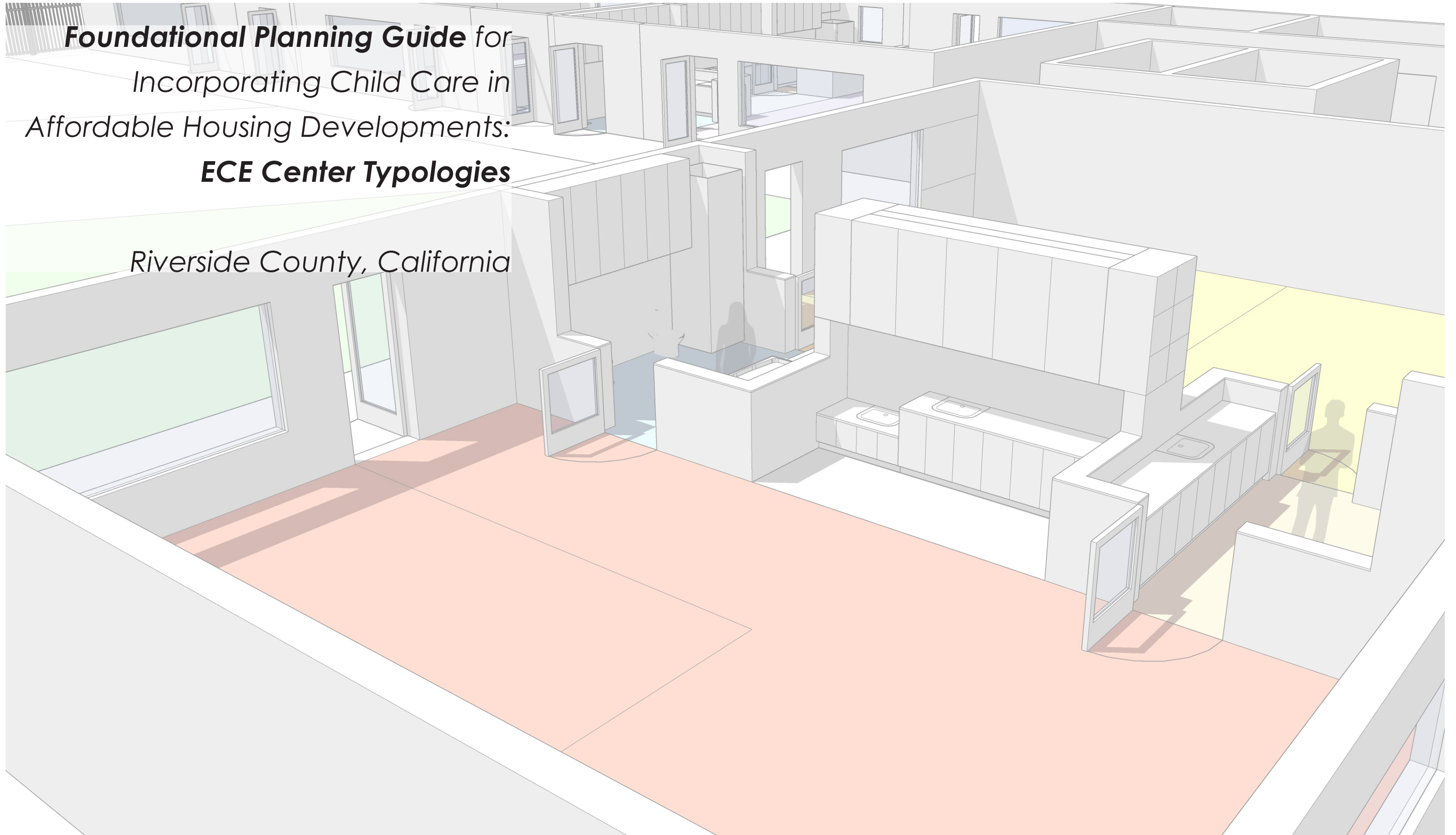


Foundational Planning Guide for
Incorporating Child Care in
Affordable Housing Developments:
ECE Center Typologies

Riverside County, California



Authors:

Kathryn Tama, MBA
Giuseppe "Gio" Aliano, AIA
Jose Noel Toro, AIA

June, 2023



TABLE OF CONTENTS

1.	FOREWORD	p. 3
2.	PROJECT TEAM	p. 4
3.	PROJECT SUMMARY	p. 5
4.	DEVELOPER CONSIDERATIONS	p. 6
5.	CLASSROOMS TEMPLATES	p. 10
	A. GENERAL CONSIDERATIONS	p. 11
	B. COMMON FEATURES	p. 12
	C. PROGRAMMING CRITERIA	p. 13
	• INFANT & TODDLER POD	p. 14
	• TWOS CLASSROOM	p. 15
	• PRESCHOOL CLASSROOM	p. 16
	D. DESIGN ELEMENTS	p. 17
6.	ECE CENTER TYPOLOGIES	p. 22
	A. PROGRAMMING CRITERIA	p. 23
	B. PROGRAM BUBBLE DIAGRAM	p. 25
	C. SAMPLE PROGRAM	p. 26
	D. TYPOLOGIES	p. 27
	• SMALL ECE CENTER TYPOLOGIES	p. 28
	• LARGE ECE CENTER TYPOLOGIES	p. 34
7.	ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS	p. 39
	A. GARDEN-STYLE SITES	p. 40
	B. URBAN SITE	p. 46
8.	RESOURCES	p. 47
	A. OUTLINE SPECIFICATIONS	p. 48
	B. REFERENCES	p. 50

FOREWORD

According to the Bipartisan Policy Center’s Child Care Gap report, Riverside County experiences an annual negative economic impact of \$2 billion in lost revenue for families, businesses, and government due to a limited supply of licensed early care and education (ECE). As of 2021, the County had more than 61,000 low- and moderate-income young children who qualified for subsidized child care but were unserved because of limited options for parents. A corresponding study by the Low Income Investment Fund (LIIF) estimated that responding to this level of unmet need would cost at least \$3.1 billion in constructing, expanding, and modernizing more than 2,200 child care facilities.

Build Up Riverside County is a partnership between First 5 Riverside County, Lift to Rise, and the Low Income Investment Fund that seeks to respond to these challenges by readying ECE operators to complete infrastructure projects, leveraging expertise from community development partners, and building capacity in local government to streamline funding and policies supportive of ECE facilities. A core component of Build Up Riverside County’s strategy to create high-quality spaces for child care programs is co-locating with planned developments of affordable housing.

Co-located development is rooted in evidence of what young children and their families need to thrive, but it has broad benefits beyond individual households. In addition to the well-established ways access to stable, reliable child care and housing supports child development and family economic stability, infusing housing and community development resources into the child care sector also opens up new opportunities for the predominantly women and minority-owned small businesses that provide most child care across Riverside County. By stretching existing resources further to help with the build out of spaces for child care, individual programs that operate on thin margins can better plan for the future and appropriately compensate their staff. Locating child care facilities closer to residential developments is also a climate intervention, reducing long commutes and increasing abilities of residents to walk, bike, or take public transit to bring their children to care.

Release of this report represents a critical step in supporting housing developers and ECE operators in efforts to co-locate. Sample program designs and best practices cited throughout are meant to help demystify the child care sector for developers and make easier the important planning that must happen long before units are leased or children occupy classrooms.

With the right supports, focus, and partnerships, Riverside County can create the building blocks needed to ensure young children and families thrive.

Citation for this document:

Tama, Kathryn, Toro, J. N., & Aliano, G. (2023). *Foundational Planning Guide for Incorporating Child Care in Affordable Housing Developments: ECE Center Typologies*. Riverside County, California First 5 Riverside County, Low Income Investment Fund (LIIF), Build Up Riverside County.

PROJECT TEAM

FIRST 5 RIVERSIDE COUNTY:

Tammi Graham, Executive Director

Yvonne Suarez, Assistant Director

Carol Abella, Regional Manager

Marinus Van Eenennaam, Contracts and Grants Analyst

Yolanda Bernal, Contracts and Grants Analyst

LOW INCOME INVESTMENT FUND (LIIF):

Andrea Del Valle, Program Officer

Joe Fretwell, Manager of Advisory Services

Shelly Masur, Director of Partnerships, Advisory, and Policy

Angie Gargling, Vice President of Early Care and Education

CONSULTANTS:

Kathy Tama, MBA, Early Learning Facilities Design Consultant

Eileen Monahan, Early Learning Consultant

Gio Aliano, AIA, Senior Vice President, Principal Architect, Abode Communities

Noel Toro, AIA, Associate, Senior Designer, Abode Communities

PROJECT SUMMARY

As the population of Riverside County increases, so does the need for Early Care & Education (ECE) Centers. One key component in addressing the disparity between affordability and accessible child care options is to co-locate affordable multifamily residential communities with vibrant, well-planned child care centers that contribute to the fabric of the community at large.

The guide was developed with Low Income Investment Fund (LIIF), First 5 Riverside County, Kathy Tama, Eileen Monahan, and consulting design architect Abode Communities. It intends to provide valuable and essential information to developers when incorporating child care in Riverside County's affordable housing. The guide's easy-to-use content, templates, and typologies offer insights into design metrics, spatial relationships, building arrangements, building codes, and state licensing and quality requirements.

We hope developers and their architects use this guide for ECE center foundational planning. Please note that the developer's architect is required to generate site-specific designs and will serve as both the architect and architect-of-record on any project.

Approach

The ECE center typologies were developed thanks to a highly collaborative effort considering the County of Riverside's building code and regulations, spatial and security-based relationships required for child care centers, and contemporary classroom plans that meet the state's licensing and ECE quality rating requirements.

We have created four age-appropriate classroom templates that form the foundation of 10 ECE center typologies. The size and module of a single-loaded or double-loaded corridor multi-story building govern each ECE center's square footage. The typologies are readily adaptable to building types commonly used in Riverside County. The templates include options for both freestanding buildings and ground-floor ECE centers.

Urban and suburban conditions in Riverside County were studied, resulting in several building configurations offering various siting options that developers can use interchangeably depending on site conditions. Given the size and scale of typical multifamily housing sites in Riverside County, the proposed typologies contemplate options for garden-style residential development teamed with open space, on-grade parking, courtyards, and outdoor play yards.

About the ECE Facility Consultant

Kathy Tama has dedicated her career to making a difference for children. She is passionate about developing ECE programs and facilities from the perspectives of the child, families, and teachers, resulting in centers that work for everyone. For over 30 years, she has collaborated with public and private sector ECE providers, housing developers, architects, and other stakeholders to create wonderful environments for children.

On this exciting project, Kathy provided her ECE program and facility expertise, working closely with Abode Communities to develop this guide and realize a career goal, creating children's center prototypes for affordable housing. For more information, please get in touch with kathryn.tama@gmail.com

About The Architect

For 55 years, Abode Communities Architecture Studio has been working to advance community-based design that responds to the needs of our time, inspires, provides comfort, and contributes to the betterment of the human condition.

The typologies provided herein represent the culmination of decades-long experience designing ECE Centers specifically co-located within mixed-use affordable housing developments and design experience in collaboration with several cities in Riverside County. For more information, please visit abodecommunitiesarc.org.

DEVELOPER CONSIDERATIONS

PENDING CHANGES IN THE CALIFORNIA ECE LANDSCAPE

Two major trends that affect ECE programs throughout California are the high demand for infant and toddler care and the movement of preschoolers into school district ECE programs.

- A 2021 needs assessment conducted by Riverside County's Local Child Care Planning Council suggests that nearly 36,000 infants and toddlers eligible for subsidized child care lack access to a licensed program. Other California counties' need assessments also report an overwhelming demand for infant and toddler care.
- In 2023, the State of California started requiring school districts to provide ECE programs to 4 to 5 year olds in Transitional Kindergarten programs. Over time, this movement of preschoolers into the school districts could decrease the demand for private ECE programs.
- With the high demand for infant and toddler care and as more preschoolers are in school district-based programs, the design of new ECE centers will prioritize infant and toddler programs and classroom flexibility.

ECE CENTER TYPOLOGIES BACKGROUND

Typologies in this guide reflect the above trends by focusing on ECE centers serving younger children and having classrooms designed for greater flexibility. This focus means designs and plans presented have more infant and toddler classrooms, less total child capacity, and additional design criteria for older classrooms.

- The ECE center typologies were created to serve the following age groups:

Infants	birth - 18 months
Toddlers	18 months - 24 months
Twos	2 - 3 years old
Preschoolers	3 - 4 years old

- State-required teacher-child ratios and group sizes reduce the total capacity of the ECE center with more infant and toddler classrooms. In California, one adult must be present for every four infants, compared to 1 adult for every 12 preschoolers. In addition, the maximum group size for infants and toddlers is 9, compared to 24 for preschoolers.
- The ECE center typologies have a more significant percentage of infant and toddler classrooms (50%) than the typical ECE center (33%). This results in fewer children served with a similar total square footage. Both small and large capacity centers are represented in the typologies. Programmatic & financially viable centers require a specific combination of certain age classrooms.
 - The small centers have 4 to 5 classrooms with capacities of 54 and 66 children respectively.
 - The large center has 8 classrooms with a capacity of 108 children.
- A flexible classroom can serve children of all ages. The templates include a diapering sink and space for a changing table in each preschool classroom. These additional design criteria allow preschool classrooms to serve the youngest children with minor changes, lowering children's sinks to age-appropriate heights.

DEVELOPER CONSIDERATIONS

Incorporating ECE Centers Into Affordable Housing Design

SQUARE FOOTAGE ECE CENTER TYPOLOGIES

The ECE center typologies were developed to be easily replicated and maximize the ground floor of single and double-loaded corridor multi-story and freestanding buildings.

The square footage required for each typology is based on the shape and size of the building's module and the number of specific types of classrooms needed to age the children through the center. Therefore, it is not based on a square foot per child metric.

- Single-Loaded Corridor Typologies 11,150 – 19,400 sq ft
- Double-Loaded Corridor Typologies 11,760 – 18,850 sq ft
- Freestanding 11,670 – 12,600 sq ft
- Center Outdoor Yards 5,400 – 10,800 sq ft

35 SQ FT/CHILD FALLACY EXPLAINED

The thirty-five square feet per child licensing requirement is often misunderstood and incorrectly used. People frequently use it to determine the total square footage required for an ECE center. However, 35 sq ft /child refers to "activity space" in a classroom. Using this metric will result in insufficient space for the center.

The California Department of Social Services (CDSS) requires 35 sq ft of classroom "activity space" for every child.

Additional square footage is required for the center's secondary & tertiary spaces, such as offices, adult restrooms, entrance, meal prep, staff lounge, janitorial closet, storage, meeting space, corridors, etc.

Licensing also requires a minimum of 75 sq ft/ child for age-appropriate outdoor yards.

PROJECT COSTS

Due to all the plumbing fixtures in an ECE center, the total project costs typically fall within the local midrange residential cost per square foot.

Exterior ECE center outdoor yards pricing is based on estimated California Spring 2023 construction costs.

- Riverside County: \$125/sq ft
- State-wide: \$100 - 150/sq ft

OPPORTUNITY COSTS

- For the ECE centers designed for the ground level of a residential building, the opportunity cost will include the value of the displaced ground floor units.
- The opportunity costs for the freestanding ECE center will be the value of the land use potential the center occupies.

ECE CENTER TYPOLOGIES METRICS

Each age group has a specific classroom, size, and required child-to-adult ratios. Therefore, the ECE center composition and child and staff capacity depend on the center combinations and the number of classrooms serving each age group.

The staffing numbers presented are estimates to assist in determining parking requirements.

PROGRAM	AGES	SMALL CENTER		LARGE CENTER	
		CHILDREN	STAFF	CHILDREN	STAFF
Infants	Birth - 18 months	9	3	18	6
Toddlers	18 - 24 months	9	3	18	6
Twos	2 - 3 years old	12	2	24	4
Preschool	3 - 4 years old	24	2	48	4
Admin			2		2
Additional			2		4
Totals		54	14	108	26

DEVELOPER CONSIDERATIONS

LOCAL RESOURCES

- Valuable local resources are available to assist developers in all aspects of incorporating an ECE center into affordable housing developments. It is recommended to engage an ECE expert in the beginning of the project to ensure a successful outcome.
- To identify ECE experienced program operators, facility design consultants, architects and potential funding options contact Andrea Del Valle with Build Up Riverside County at adelvalle@liifund.org
- The following agencies can access the local need for new programs and identify county partners: First 5 Riverside County, the Consortium for Early Learning Services, the Riverside County Office of Education, Lift to Rise, and Build Up Riverside County.

FOUNDATIONAL PLANNING GUIDE - ECE CENTER TYPOLOGIES

Use this guide as a resource for foundational planning of an ECE center within your development. It contains:

- Examples of ECE center typologies.
- Possible scenarios of ECE center locations within affordable housing developments.
- Classroom and center's programming criteria, design elements, and outline specifications.

PLANNING DEPARTMENT INFORMATION

Check with planning regarding:

- Zoning: Determine whether the development site is zoned for child care. Many jurisdictions throughout Riverside County are actively reviewing land use policies and regulations to support the development of child care.
- Incentives: Identify whether there are child care incentives available for inclusion into the housing development.
 - For example, publicly owned land available for affordable housing development is increasingly being made available through RFPs that prioritize applicants seeking to add space for child care.
- Building Code: Check for code updates with local Authorities Having Jurisdiction, (AHJ), including Planning.
- All ADA requirements apply.
- Occupancy: E for 2 year olds & older.
I4 for children under 2 years old who cannot respond to emergencies without assistance.
- Parking spaces for staff and parent drop-off and pick-up will be required. The number of parking spaces required is determined by local planning ordinances, and calculated based on parking ratios per number of employees.

ECE CENTER OPERATORS

ECE center operators bring knowledge of ECE center operations and programming, the local child care demand and supply, and the local community needs. They typically have ongoing relationships and an in-depth understanding of local ECE entities such as licensing, child care planning council, and other helpful resources. Center operators can contribute information from their experience throughout the entire project. Therefore, selecting an operator before the design document phase starts is recommended. Choose a partner that has a history of operating ECE centers for a minimum of 5 years, has experience in serving low-to-moderate income families, and is financially sound.

ECE FACILITY CONSULTANTS

Hiring an ECE facility consultant to collaborate with the developer and the architects to develop the design documents, select materials and finishes, review construction documents, participate in value engineering, and provide technical assistance through occupancy is highly recommended. Their knowledge is extensive and will assist in creating a cost-effective ECE center that meets both the developer's and the operator's requirements.

ECE facility consultants understand the complicated interrelationships among the ECE program and fiscal operations, state subsidy regulations, licensing, code requirements, quality rating improvements, and accreditation standards. They can translate the above into architectural criteria and specifications. The consultants can assist the developer in the Request for Proposal (RFP) process to identify and select an ECE center operator.

DEVELOPER CONSIDERATIONS

BUILDING SITING

- Locate at ground level, and at grade.
- Do not locate near air and noise pollution, soil contamination sources, or other hazards that may be disruptive or harmful to young children.
- Avoid locating the center close to a major traffic corridor.
- Orientate the center to maximize daylighting classrooms and the best weather for children in the outdoor yards.
- Ensure substantial availability of outdoor space for the ECE center's outdoor yards.
- Each age group requires a specific outdoor yard. The ECE center will require three outdoor yards, one for the Infants and Toddlers, one for the Twos, and one for the young Preschoolers.
- Locate outdoor space adjacent to the building and the classrooms providing direct access to the yards.

WITHIN DEVELOPMENT SITING

- Locate the outdoor yards on the perimeter of the development to provide privacy from the larger residential development.
- Locate the ECE center for safe and easy access for families that take public transportation, walk, or bike.
- When needed for security issues, consider designing the ECE Center's exterior entrance so it is not easily recognizable to the general public.

PARKING

- Locate the parking for parent drop-off and pick-up near the center entrance.
- Parking for visitors and staff will be required.
- Separate the parking from the ECE outdoor yards as much as possible to avoid emissions from combustion engine automobiles.

OUTDOOR YARDS

The outdoor yard space shown in the prototypes is based on the building's shape and location within the development and is adjacent to the classrooms.

California's ECE programs are converting outdoor yards into "outdoor classrooms" to expand outdoor learning. The outdoor classroom isn't only for physical activities; just about every type of developmental learning can occur through an outdoor experience.

Outdoor yards are carefully planned to contain many learning elements, including open-ended materials (sand, dirt, and water) and nature elements trees, bushes, plantings, garden boxes, wood stumps, and boulders). The yard's design also provides specific areas such as table-top, housekeeping, art activities, individual and small group play, varying surfaces and elevations, and elements and equipment for physical development.

Contracting with an ECE facility or outdoor consultant is recommended to work with the landscape architect to incorporate ECE criteria and the center's operator's curriculum into the outdoor yards' designs. Typical outdoor yards with a simple climbing structure are insufficient for meaningful outdoor learning opportunities and are rarely age-appropriate for young children.

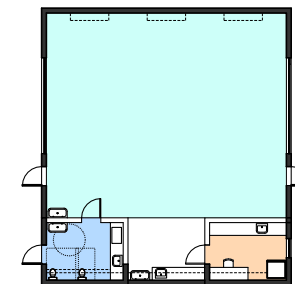
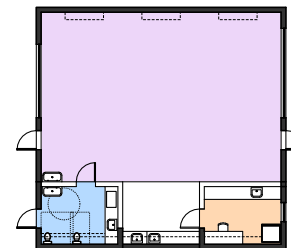
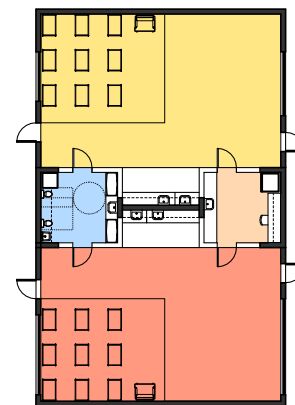
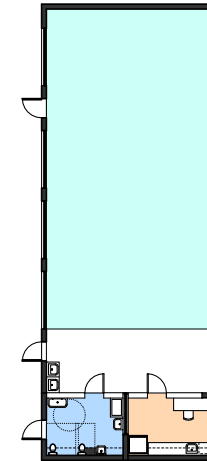
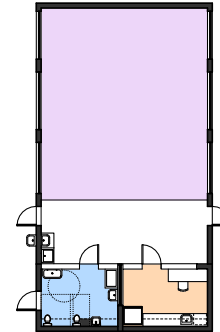
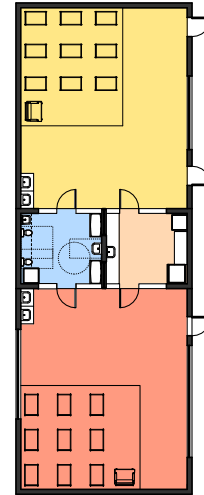
LICENSING REQUIREMENTS FOR OUTDOOR YARDS.

Licensing requires 75 sq ft per child. For planning use 100+ sq ft/child, it considers circulation, storage, emergency exiting, lighting, landscaping, etc.

- Licensing requires a 6' high perimeter fence. For increased security, ensure the fence has minimal visibility.
- Licensing requires a 4' high fence to divide the individual age group yards.
- Each age group requires its age-appropriate outdoor yard. The ECE center typologies illustrate three outdoor yards for each age grouping, Infants and Toddlers, Twos, and Preschoolers, with direct access from the classrooms

CLASSROOM TEMPLATES

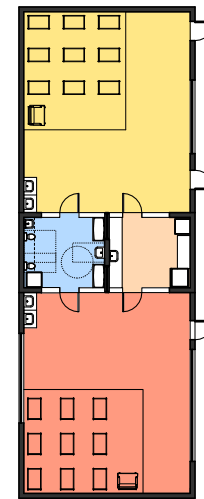
- GENERAL CONSIDERATIONS
- COMMON FEATURES
- PROGRAMMING CRITERIA
- DESIGN ELEMENTS



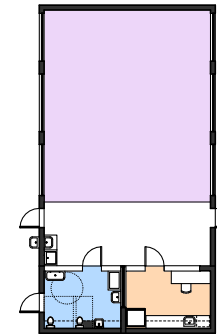
CLASSROOM TEMPLATE GENERAL CONSIDERATIONS

CLASSROOM SIZE & DESIGN ARE BASED ON:

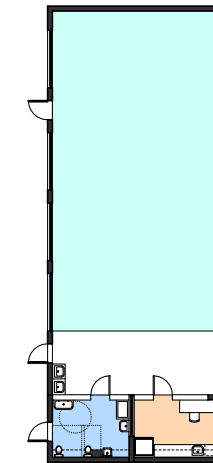
- The children’s age grouping: Infants and Toddlers, Twos, and young Preschoolers.
- Programming & operational efficiency elements:
 - Plumbing Core includes in-classroom child restrooms, a teacher support area, and classroom sinks.
 - Ease of visual and auditory supervision, classroom layout with low-height walls and half-doors.
 - Age flexibility of classrooms
 - Unencumbered activity space
- California state licensing and quality requirements and various rating standards.
- ECE programmatic and facility best practices.
- Design features that can be easily replicated.



INFANT &
TODDLER

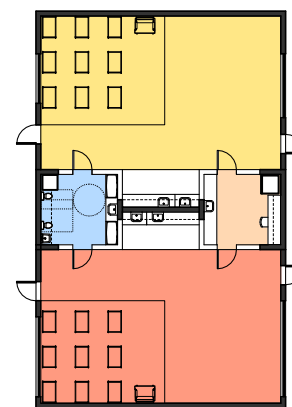


TWOS

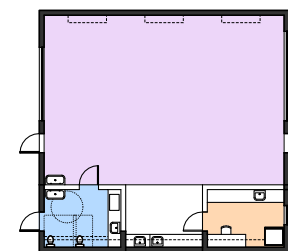


PRESCHOOL

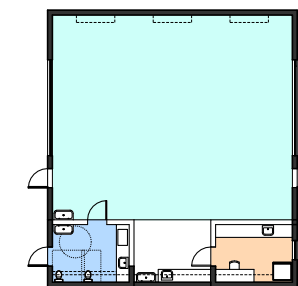
SINGLE-LOADED CORRIDOR APARTMENT BUILDING



INFANT &
TODDLER



TWOS



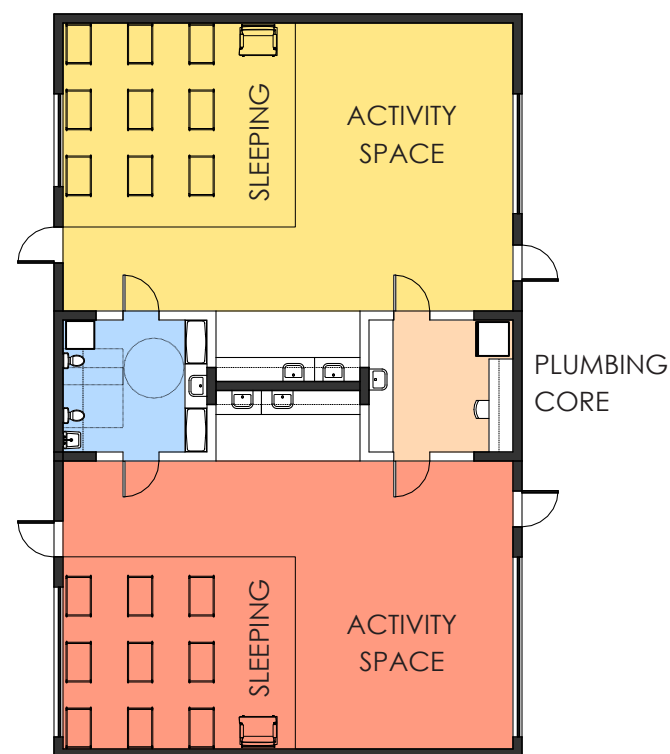
PRESCHOOL

DOUBLE-LOADED CORRIDOR APARTMENT BUILDING

CLASSROOM TEMPLATES

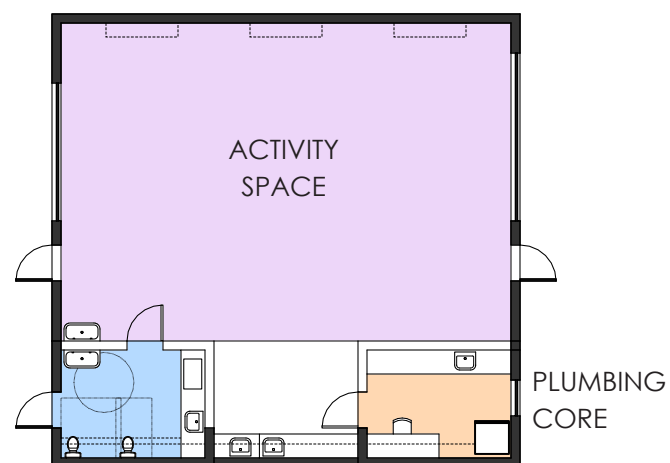
COMMON FEATURES

- Classroom Restrooms
- In-Classroom Teacher Support
- Unencumbered Activity Space
- Plumbing Core
- Classroom Sinks
- Sleeping Space
- Two Exiting Doors
- One Classroom Entry Door
- One Emergency Door - directly to the outside
- Daylighting - maximize glazing
- At Twos and Preschool classrooms, Outdoor Yard Restroom Entrance



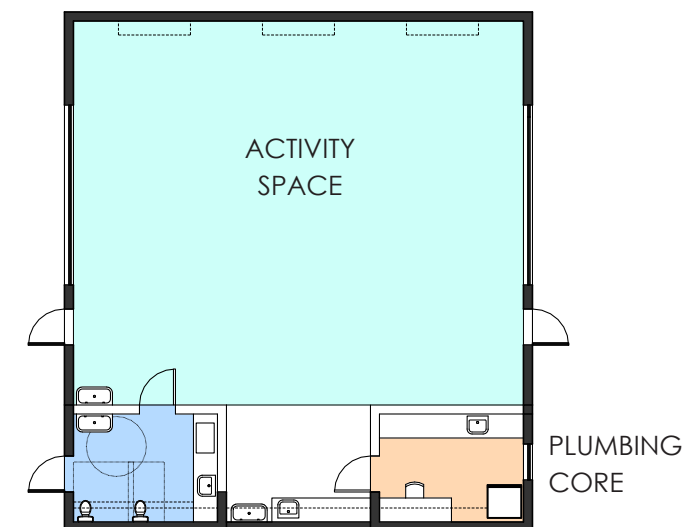
INFANT & TODDLER POD

- 2 classrooms sharing plumbing core
- Due to small group sizes for these age groups, the classrooms share the plumbing core.
- Sleeping and activity space



TWOS CLASSROOM

- Outdoor restroom entrance
- The restrooms and teacher support areas are not shared due to acoustic spill over, health reasons, and the developmental needs of this age group.



PRESCHOOL CLASSROOM

- Outdoor restroom entrance
- The restrooms and teacher support areas are not shared due to acoustic spill over, health reasons, the large group size, and activity level of this age group.

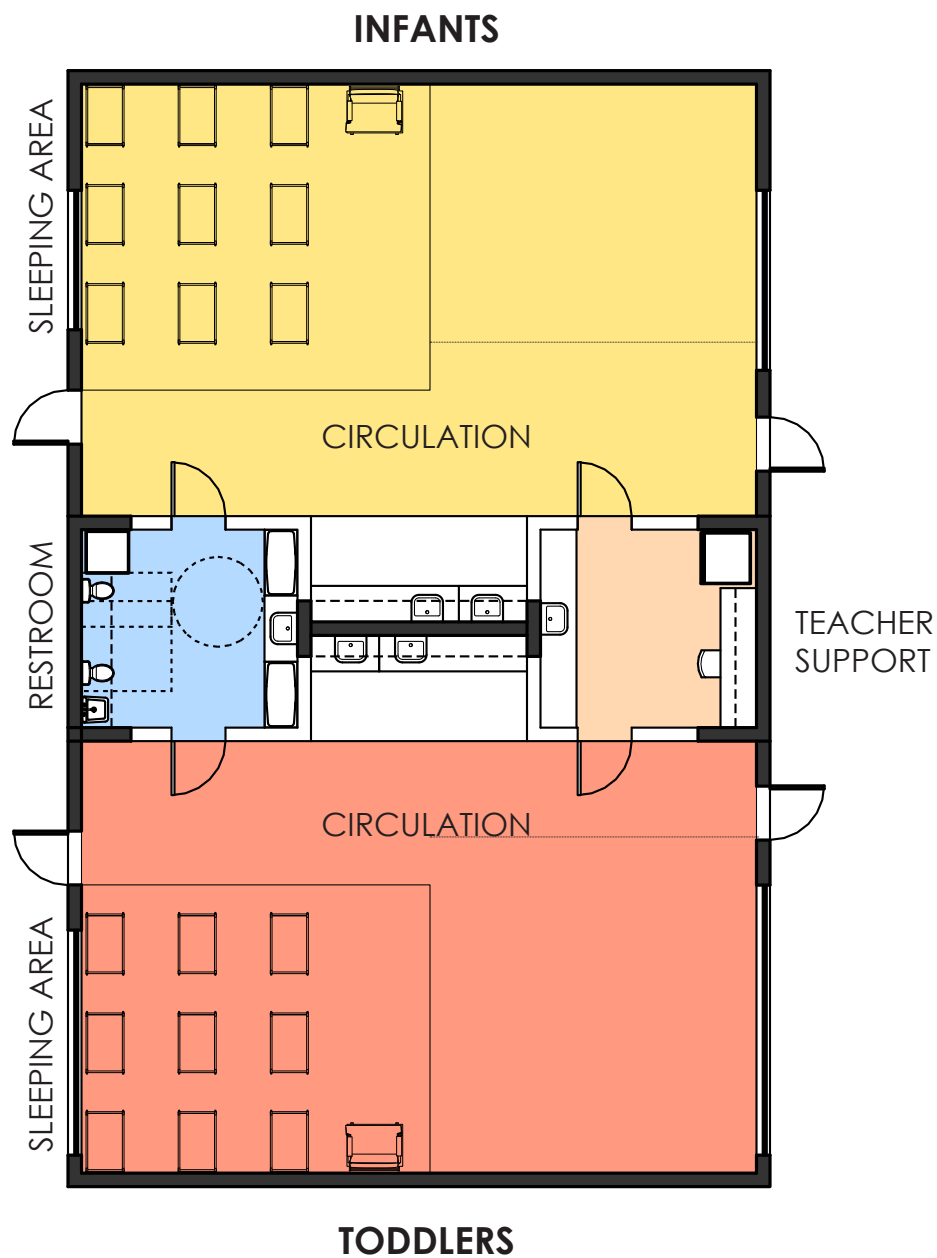
CLASSROOM TEMPLATES PROGRAMMING CRITERIA

- INFANT & TODDLER POD
- TWOS CLASSROOM
- PRESCHOOL CLASSROOM

CLASSROOM TEMPLATES

PROGRAMMING CRITERIA

INFANT & TODDLER PODS



CLASSROOM	ECE PROGRAM	CHILDREN AGES	PLANNING INTERIOR AREA (IN SQUARE FEET)	PLANNING EXTERIOR AREA (IN SQUARE FEET)	NUMBER OF CHILDREN
Infant & Toddler Pod Shared Support Core: Diapering Toileting & Teacher Support	Infant Classroom	birth to 18 months	2,250 sq. ft.	1,800 sq. ft.	9
	Toddler Classroom	18 months to 24 months			9
CLASSROOM INTERIOR Sq. Ft.					
Classroom primary activity space, sleeping cribs, play and eating areas					1,800 sq. ft.
Classroom secondary space, circulation, restrooms, teacher support cores					450 sq. ft.
TOTAL					2,250 sq. ft.

CLASSROOM PLACEMENT WITHIN CENTER

- For easy parent drop-off and pick-up, locate the Infant & Toddler Pod close to the center entrance. Infants and toddlers are carried into the center by their parents or in car seats or strollers.
- Locate the Infant & Toddler Pod in the quietest part of the building. Infants tend to sleep most of the day, and toddlers sleep on and off throughout the day.
- These classrooms have additional square footage for sleeping areas.

EMERGENCY EXITING IMPACT ON PLACEMENT

- Infants and toddlers cannot walk independently, meaning in the case of evacuation, they must be carried or transported in cribs.
- The Infant & Toddler Pod classrooms must have easy access to the building exit doors and outdoor yard emergency gates.

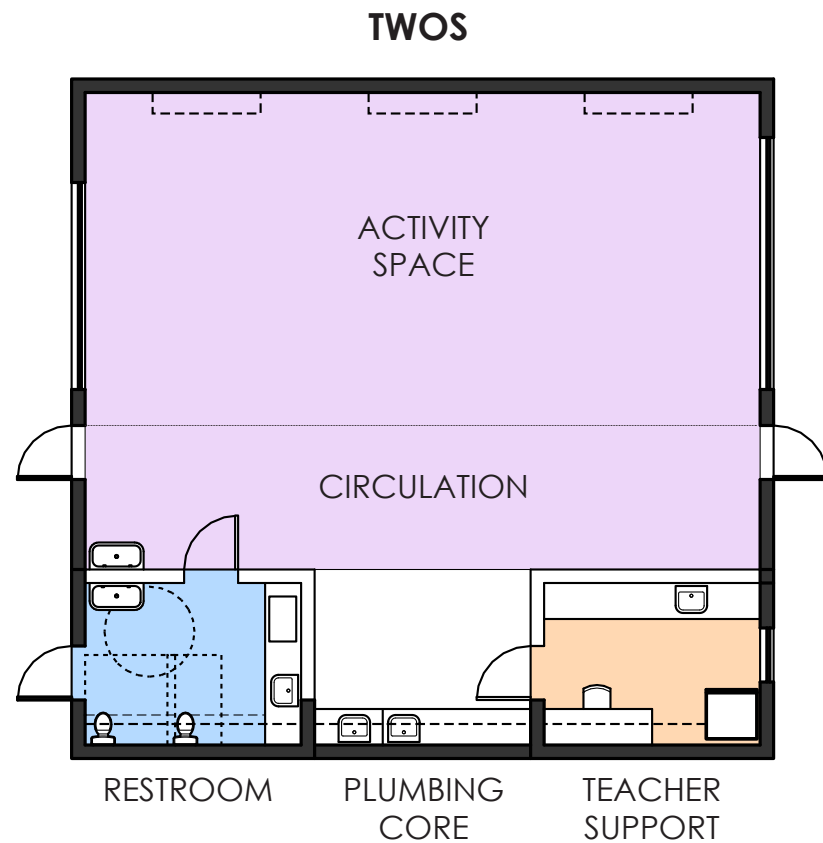
OUTDOOR YARDS

- 100 sq ft/child is used for planning purposes to account for circulation, storage, emergency exiting, lighting, landscaping, fencing, etc.
- The infant and toddler age group requires a separate outdoor yard.
- Outdoor yard to be adjacent to the classroom, providing each classroom with direct access to the yard.

CLASSROOM TEMPLATES

PROGRAMMING CRITERIA

TWOS CLASSROOMS



CLASSROOM	ECE PROGRAM	CHILDREN AGES	PLANNING INTERIOR AREA (IN SQUARE FEET)	PLANNING EXTERIOR AREA (IN SQUARE FEET)	NUMBER OF CHILDREN
TWOS Activity Area Teacher Support Child Restroom Circulation	Two years	2 - 3 years old	1,350 sq. ft.	1,200 sq. ft.	12
CLASSROOM INTERIOR Sq. Ft.					
Classroom primary activity space, children activity space					810 sq. ft.
Classroom secondary space, circulation, restrooms, teacher support cores					540 sq. ft.
TOTAL					1,350 sq. ft.

ACTIVITY SPACE SQUARE FOOTAGE

- If the building configuration requires this classroom to be smaller during design development, consult an ECE facility consultant or the center operator to discuss if the Twos classroom’s activity area could be resized to no smaller than 600 sq ft.

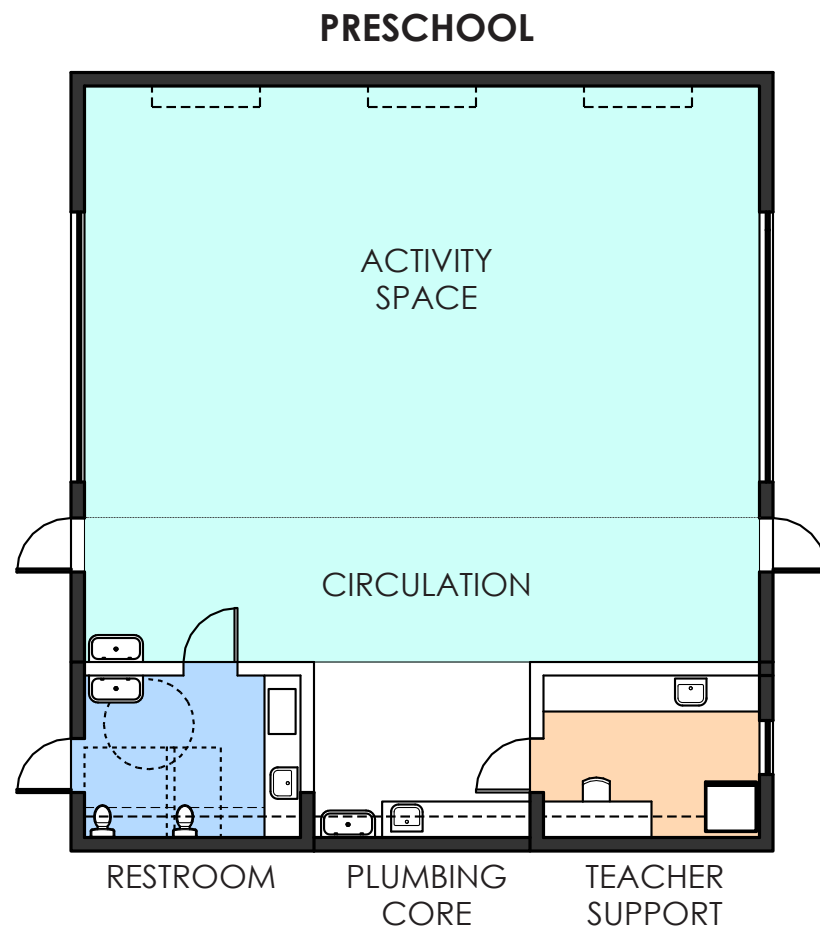
OUTDOOR YARDS

- 100 sq ft/child is used for planning purposes to account for circulation, storage, emergency exiting, lighting, landscaping, fencing, etc.
- This age grouping requires a separate outdoor yard.
- Outdoor yard to be adjacent to the classroom, providing each classroom with direct access to the yard.

CLASSROOM TEMPLATES

PROGRAMMING CRITERIA

PRESCHOOL CLASSROOMS



CLASSROOM	ECE PROGRAM	CHILDREN AGES	PLANNING INTERIOR AREA (IN SQUARE FEET)	PLANNING EXTERIOR AREA (IN SQUARE FEET)	NUMBER OF CHILDREN
PRESCHOOL Activity Area Teacher Support Child Restroom Circulation	Preschool	3-4 years old	1,530 sq. ft.	2,400 sq. ft.	24
CLASSROOM INTERIOR Sq. Ft.					
Classroom primary activity space, children activity space					920 sq. ft.
Classroom secondary space, circulation, restrooms, teacher support cores					610 sq. ft.
TOTAL					1,530 sq. ft.

CLASSROOM SQ FT

- If the building configuration requires this classroom to be smaller during design development, consult an ECE facility consultant or the center operator to discuss if the Preschool classroom's activity area could be resized to no smaller than 1000 sq ft.

OUTDOOR YARDS

- 100 sq ft/child is used for planning purposes to account for circulation, storage, emergency exiting, lighting, landscaping, fencing, etc.
- This age grouping requires a separate outdoor yard.
- Outdoor yard to be adjacent to the classroom, providing each classroom with direct access to the yard.

CLASSROOM TEMPLATES DESIGN ELEMENTS

IN-CLASSROOM RESTROOMS

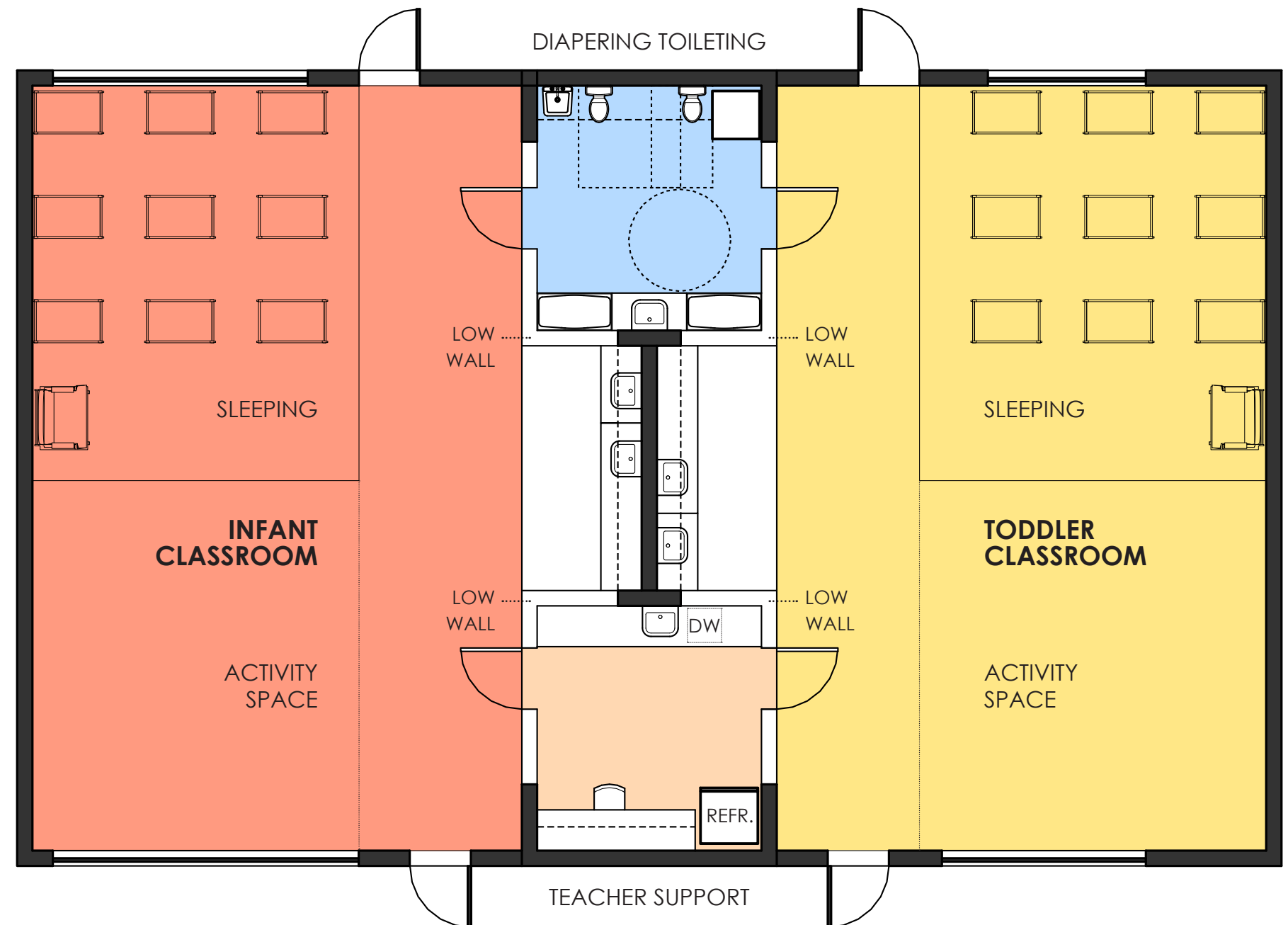
- Restrooms in the classroom are essential. In-classroom restrooms support children’s physical and developmental needs, assist in disease prevention, and help maintain the required teacher-child ratios. If restrooms are located outside of the classroom, teachers are required to accompany children leaving the classroom.
- Licensing requires one toilet and one sink for every 15 children.

DIAPERING AND TOILETING AREA

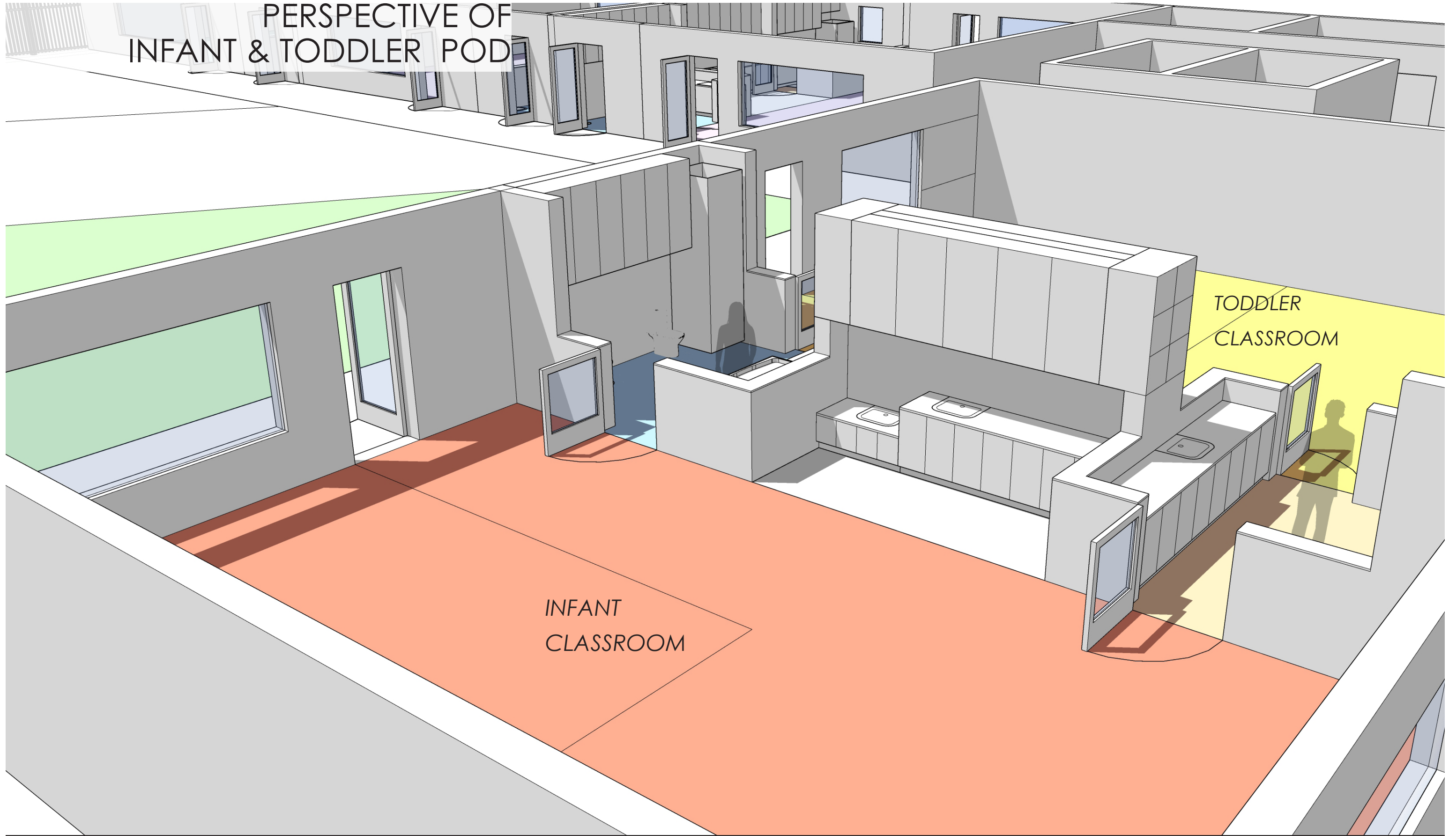
- Install 2 child 10” H tank toilets with quiet home-like flush, such as Baby Devoro rounded. The auto-flush model’s noise scares very young children.
 - Provide a 36” sink base cab with a 30” ADA diapering/ bathing sink with gently sloping sides to wash infants.
 - Use an ADA touchless faucet with pull-down spray and an above-deck mixer with easy-to-replace batteries.
 - Install two changing tables with steps on either side of the sink, approximately 44” x 22” x 37”.
- Locate exhaust fans venting directly above the changing tables venting outdoors.
- Install a small, rounded edge drop-in sink in an 18”H base cab horizontally, as close as possible to the leading edge of the counter.
- Use an ADA goose neck limited swivel faucet with wrist blade handles.
- Locate a stackable full-size washer and dryer tower in the corner.

SLEEPING AREA

- Licensing requires additional sleeping areas for infants and toddlers with 3’ spacing between cribs.
- The sleeping area outlined in the templates illustrates the sq. ft. needed, not walls.



PERSPECTIVE OF
INFANT & TODDLER POD



CLASSROOM TEMPLATES DESIGN ELEMENTS

HALF WALLS AND HALF DOORS

Half walls and half doors provide teachers with the maximum visual and auditory supervision in the classroom. 90-degree outward corners impede both types of supervision and are not recommended. Half walls and doors are used in all the classrooms.

- With the half wall height of 42-44", the teachers will have visual and acoustic access to the classroom when seated in the teacher support area.
- Half wall cap of 8 -10" wide, painted wood provides teachers additional space for materials.
- The half door is the height of the half wall with a full lite panel. Most of the door's surface is safety glazing creating a large visibility panel.

ACTIVITY SPACE

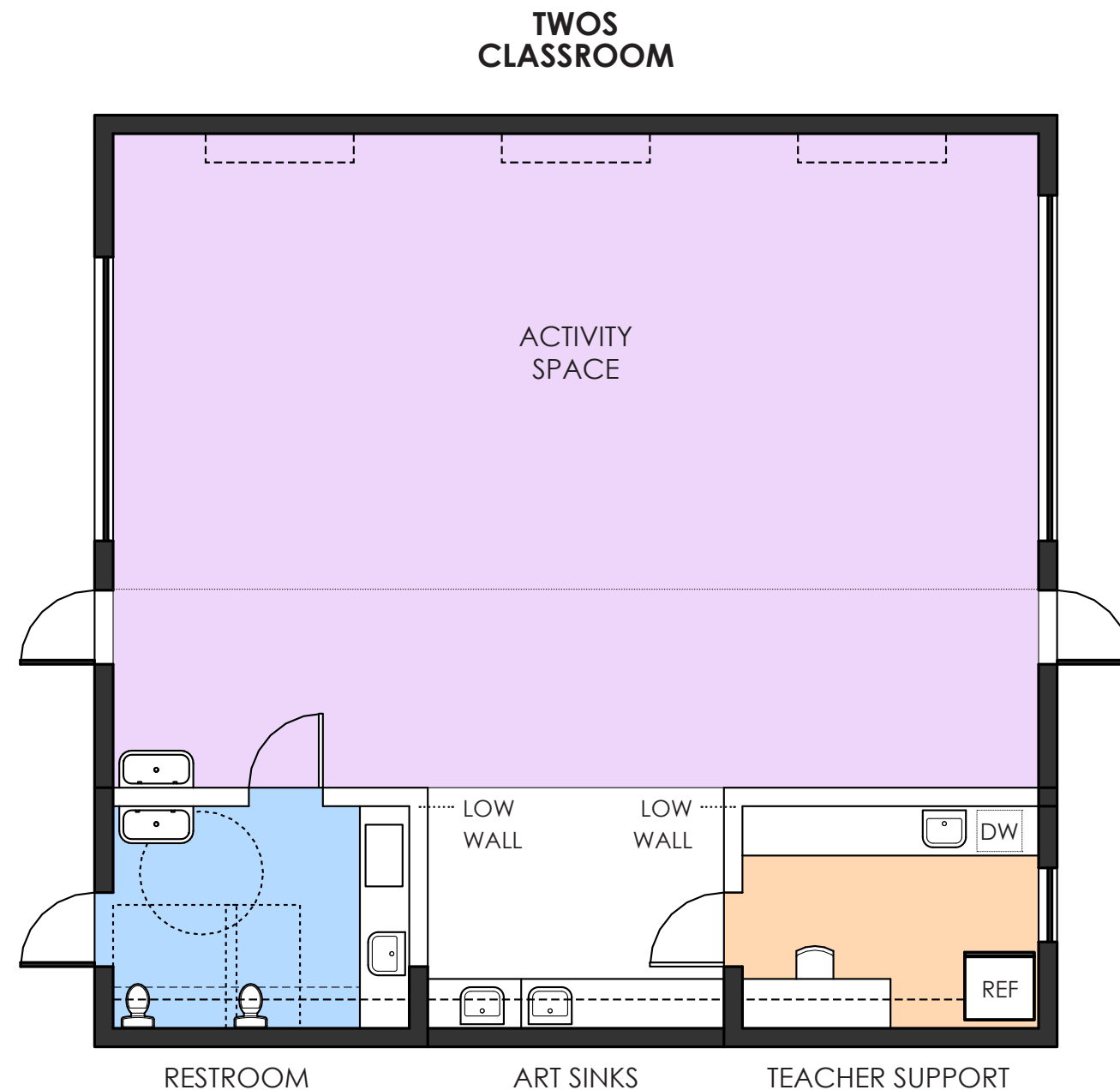
Unencumbered activity space provides a safe and healthy environment and prevents overcrowding.

- The majority of a classroom is encumbered activity space.
- Locate the building's support columns in the perimeter walls or integrate them into the support core (either on the corners of the half walls or where the half walls meet the full walls).

UPPER WALL CABINET STORAGE

Convenient upper wall storage allows staff to be effective and efficient throughout the day. In addition, when materials are stored where they are used, teachers can enrich activities and stay in the room.

- Locate upper wall cabinets over activity areas. An ECE operator or consultant can identify the locations based on the classroom's furniture layout.
- In-classroom storage closets are not recommended, as they occupy activity space.



CLASSROOM TEMPLATES DESIGN ELEMENTS

TEACHER SUPPORT

In-classroom teacher support areas provide a less stressful, more efficient, and professional environment for classroom staff. With the right appliances, administrative space, and the ability to have excellent classroom visual and auditory supervision, teachers spend less time performing daily classroom tasks and more time with the children.

In the teacher support area provide ADA:

- Refrigerator, dishwasher, and microwave
- Sink, and garbage disposal
- Upper and lower cabinet storage with a portion of the counter to be used as a desk with room for a task chair, and under-counter file cabinet.

RESTROOMS AND OUTDOOR ACCESS

- Two 10" H child toilets
- One 2-child trough sink install at the appropriate age height
- For the age-flexible classroom:
 - One adult height sink to be used for dedicated diapering.
 - Leave space for a changing table 44" x 22" x 37".
- The exterior bathroom door allows children direct access to the restroom from the outdoor yards.

INTERIOR AND EXTERIOR GLAZING – DAYLIGHTING

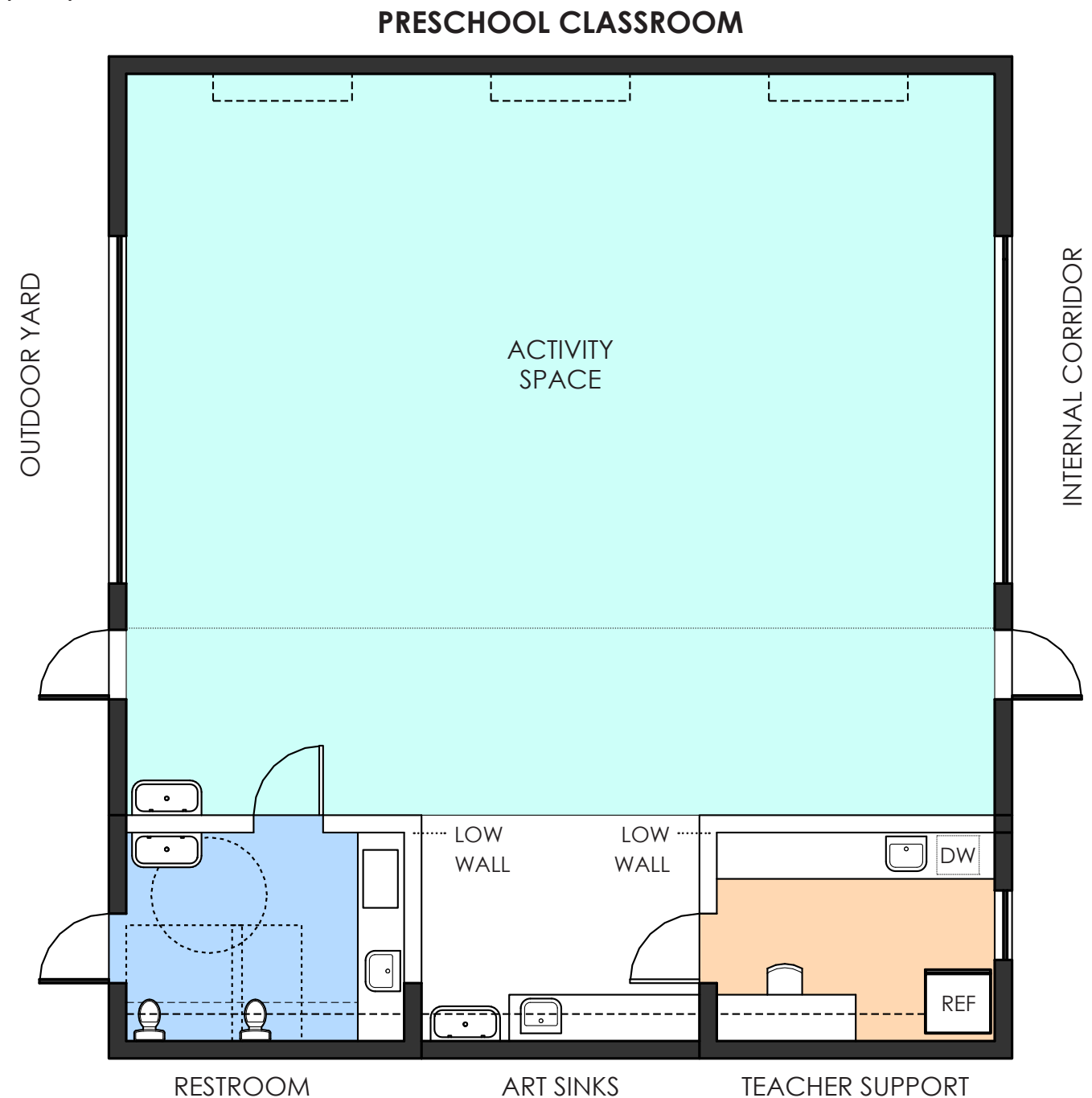
Natural daylight has positive effects on learning and well-being. Therefore, the best practice is to have most classroom lighting come from sunlight. The ability for children to see outdoors provides children with perceptual and language experiences.

- Maximize exterior and interior glazing/windows.
- Height of exterior and interior glazing/windows to be low enough for children to see outdoors without being held.

TWO EXIT DOORS

Have 2 exit doors for each classroom.

- In a double-loaded corridor configuration, one is the interior classroom entry, and the second directly exits to the outdoor yard.
- In a single-loaded configuration, one functions as both the classroom entry and the outdoor yard door, and the second is an emergency-only door.



CLASSROOM TEMPLATES DESIGN ELEMENTS

ADULT SINKS

Licensing and best practices require dedicated adult sinks for specific functions. For example, diapering, food/snack preparation, and art have dedicated sinks.

- Use ADA drop-in stainless sinks approximately 31" x 22" x 6.5" D with a minimum of 5.5" D. If the sinks are too shallow, water splashes out onto the floor, posing a slipping hazard.
- This size adult sink and faucet can be used throughout the center as the classroom art sink and in the teacher support area, staff lounge, and meal prep.
- Use ADA touchless faucets with pull-down spray and easy-to-replace above-deck batteries and mixer for all adult sinks, including teacher support, classroom art sink, staff lounge, and meal prep.



Preschool
Teacher and child classroom sinks

CHILDREN'S CLASSROOM SINKS

- Child classroom sinks are essential for disease prevention and personal and center hygiene. Sinks must be in the classroom near activity areas that require handwashing: the toileting, art, and meal areas to provide the maximum health benefits.
- Child-height sinks allow children to use them independently, to socialize with one another, and develop personal hygiene skills. A child can use the correct height sink without the assistance of an adult or a step stool.
- Using steps for children to reach adult-height can pose a safety hazard.

SINKS

Safety is the most significant concern in selecting sinks for infants and toddlers.

- Select drop-in sinks with rounded corners. If using an undercount mount, ensure counters have the maximum radii rounded corners.
- Install the sink in an 18" H base cabinet as close as possible to the leading edge so toddlers are able to reach the handles.
- Wall-mounted sinks are not recommended for this age group; exposed piping is hazardous.

CLASSROOM SINKS

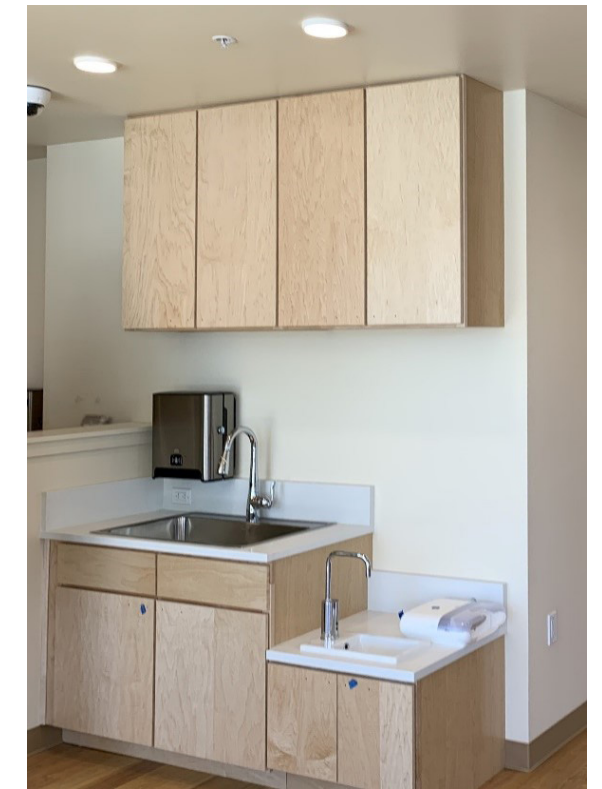
- Trough sinks are typically used in Twos and Preschool classrooms; two children can use the sink at the same time.

OUTDOOR YARD SINKS

- Cast-iron trough sinks are used in the outdoor yards and are located near each classroom's plumbing wall.

ACCESSORIES

- For children's safety, select acrylic accessories with rounded corners, such as Tork Mini paper towel dispensers or similar. Metal accessories with hard, sharp corners pose a safety hazard.



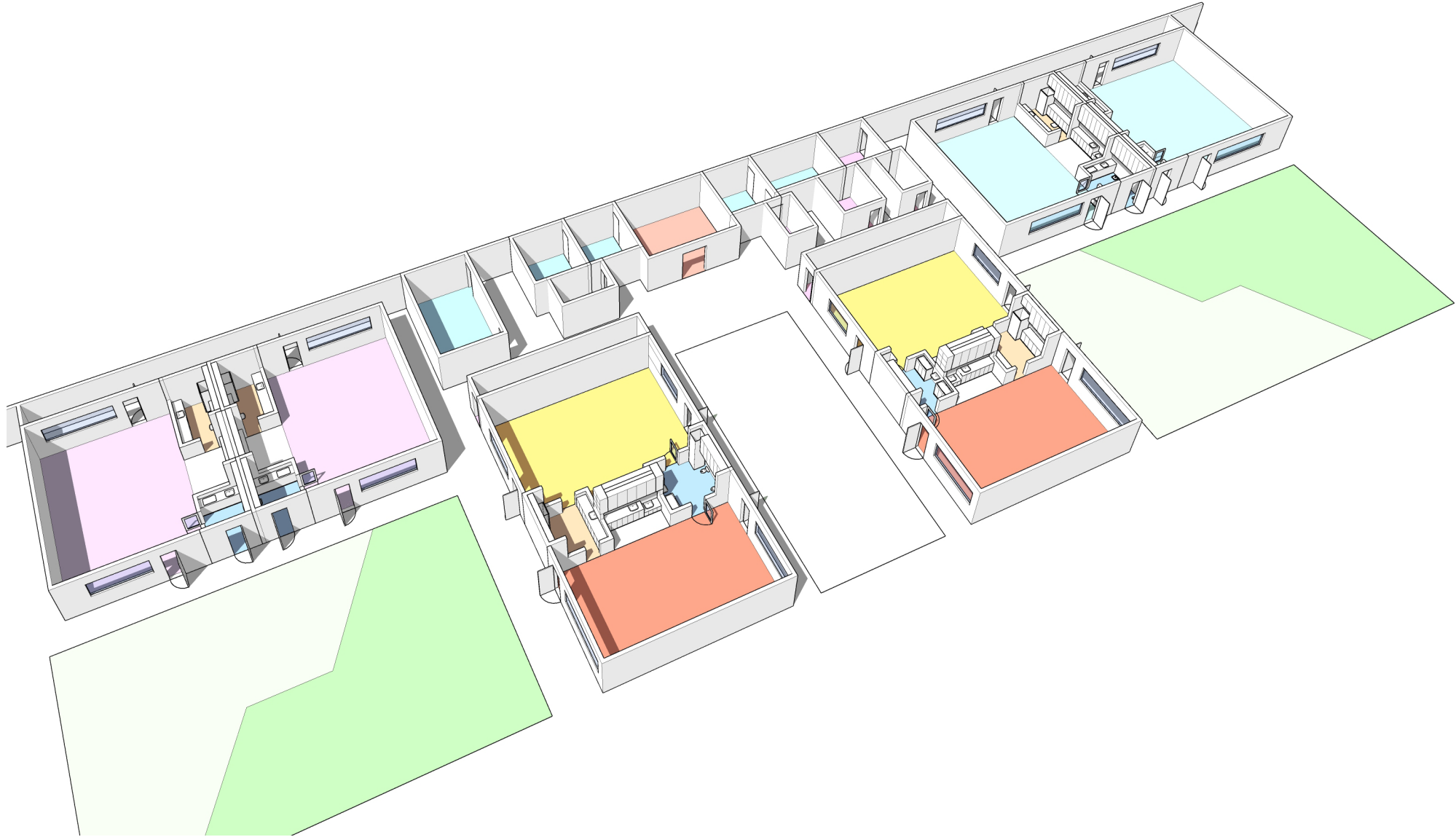
Twos
Teacher and child classroom sinks



Preschool
Child classroom sinks

ECE CENTER TYPOLOGIES

- PROGRAMMING CRITERIA
- PROGRAM BUBBLE DIAGRAM
- SAMPLE PROGRAM
- TYPOLOGIES



ECE CENTER PROGRAMING CRITERIA

SQ FT REQUIRED FOR BUILDING'S RESIDENTIAL SPACES & CIRCULATORY SYSTEMS

- A portion of the ground floor contains systems for the above residential units over the ECE center. Therefore, the center's square footage is less than the total ground floor square footage.
- Square footage is required for the residential building's entrance, elevators, stairwells, trash chutes, electrical panels, mechanical equipment, etc.
- The percentage of space on the ground floor for residential-related equipment and services can typically range from 200 to 600 sq. ft. Verify these dimensions with the design engineers of the project.

ECE CENTER ENTRANCE AND COMMUNITY ROOM

- Provide separate entry to the ECE center to implement security and licensing requirements. Residences are to have a separate building entrance.
- For security and licensing reasons, there is only one public entrance.
- Locating adult and child-height hand washing sinks in the entry is a best practice from pandemic protocols.
- The entry will also be used for flex space for center and community-invited activities.

LACK OF RECEPTION DESK AND SECURITY

- Typically, subsidized programs serving low to middle income families do not have the funding or staff to have a receptionist. Therefore, the center typologies do not have entry reception desks.
- A security door entry system will control the entrance into the ECE center.

ADMINISTRATIVE OFFICES

- The ECE Center requires administrative offices for the operations of the program.
- Both offices need visual access to the ECE center's entrance door.

ADULT RESTROOMS

- 2 adult restrooms are typically required based on the total number of staff. Locate one near the classroom and one near the entrance and offices.
- One restroom to have a tub/shower to rinse off older children when necessary.
- Use base sinks cabinets for restroom storage.

CONFERENCE & LACTATION ROOM

CONFERENCE ROOM

- Size the conference room according to the space available.
- The ideal is to have all staff seated.
- A conference room with less capacity will suffice if the ECE program can access another space to hold staff meetings.
- Provide a counter with upper & lower cabinets for storage, a small sink, and an under-counter refrigerator.

LACTATION ROOM

- The lactation room is for ECE center employees and is often co-located with the conference room. Parents typically breastfeed their children in the classrooms.
- Counters with upper and lower cabinets, a small sink with a single lever goose-neck faucet, an under-counter refrigerator, convenient electrical outlets, and a screen for privacy provide all the necessary elements for a lactation room.

ECE CENTER PROGRAMING CRITERIA

STAFF LOUNGE/TEACHER PREP

Specific combinations of support spaces can be combined if there are space constraints. For example, the staff lounge and teacher 's prep can be successfully integrated into one room.

STAFF LOUNGE

- Provide space for teachers' lockers, tables and chairs, and comfortable seating.
- Include a small ADA kitchenette: refrigerator, microwave, range, dishwasher, sinks, trash, recycling bins, etc.

TEACHER'S PREP

- Incorporate workspaces to create lesson plans, update files on a laptop, and prepare classroom materials.
- Include counter space for a small printer, paper cutter, etc.
- Provide storage for prep materials. Use upper and lower cabinets with a counter.

LAUNDRY ROOM

- In large centers use two pairs of large capacity ADA washers and dryers for the Twos & Preschool's laundry,
- The Infant & Toddler Pod generates large amounts of laundry which is washed and dried throughout the day. Install a stackable washer & dryer/tower in the restroom. See the Infant & Toddler Pod template for an example.
- When the ECE center is small, square footage is at a premium, and the Infant & Toddler Pod has a stackable washer and dryer, a single washer and dryer can be in the staff lounge/ teacher prep room. It eliminates the need for a separate laundry room.

MEAL PREP ROOM

ECE center operators can either provide meals in-house or have them catered. They also have the choice of serving meals family style or single serving.

- A commercial kitchen is not necessary.
- Provide an ADA electric drop-in range with an ADA hood venting directly to the outdoors.
- Depending on the size of the center, use ADA residential or commercial refrigerator(s) & freezer.
- Use a commercial dishwasher.
- Install an ADA sink & touchless pull-down spray faucet.
- Provide space for dry storage shelving.
- Plan for recycling and green waste bins and trash cans.
- Use the appropriate number of warming ovens.
- Leave space for the meal delivery cart storage.
- Counter with upper and lower cabinets. Verify applicable ADA requirements

STORAGE

There is never enough storage in ECE centers. Provide the maximum amount of corridor, classroom, and outdoor storage as possible.

CORRIDOR STORAGE CLOSETS

- Storage closets are only recommended in corridors, not in the classrooms. Having cabinets in the classroom takes away valuable activity space and creates curriculum dead zones.
- It's recommended to locate closet storage near the rooms where the items are used, such as near the different age classrooms, since they have age-specific materials and supplies.
- Corridor storage is needed for:
 - Administrative files & supplies
 - Shared classroom supplies and materials.
 - Large format equipment, cribs, mats, etc.
 - Bulk cleaning, diapering, and toileting supplies.

COT STORAGE CLOSET

- Cot storage to be readily accessible to Twos and Preschool classrooms, and preferably inside the classrooms.

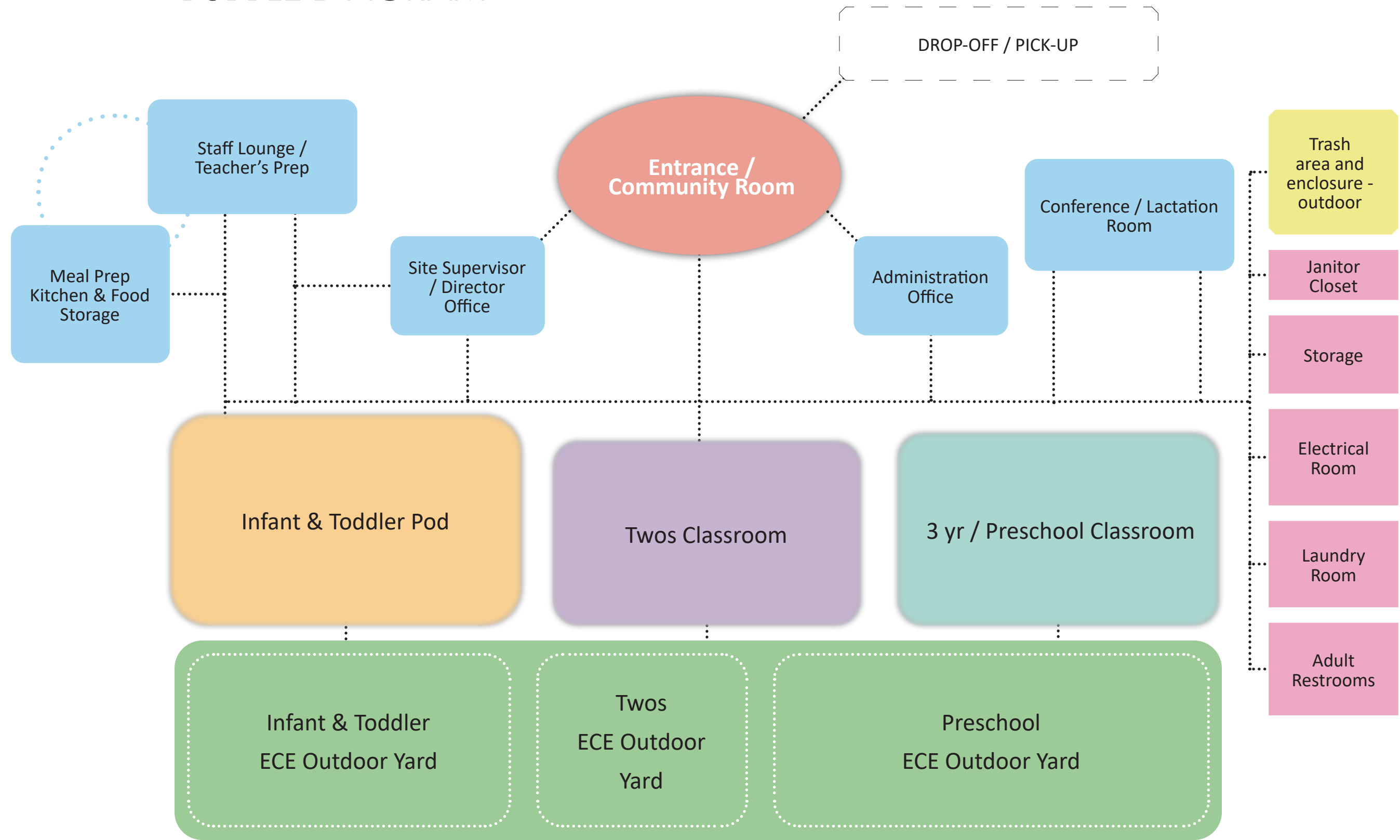
CLASSROOM STORAGE

- Curriculum materials and supplies that are used daily are stored in the classroom. For classroom storage, use upper wall cabinets over activity areas.

OUTDOOR STORAGE

- Provide waterproof outdoor material and equipment storage in each outdoor yard for trikes & helmets, sand & water toys, gardening tools, outdoor blocks, etc.

ECE CENTER PROGRAM BUBBLE DIAGRAM

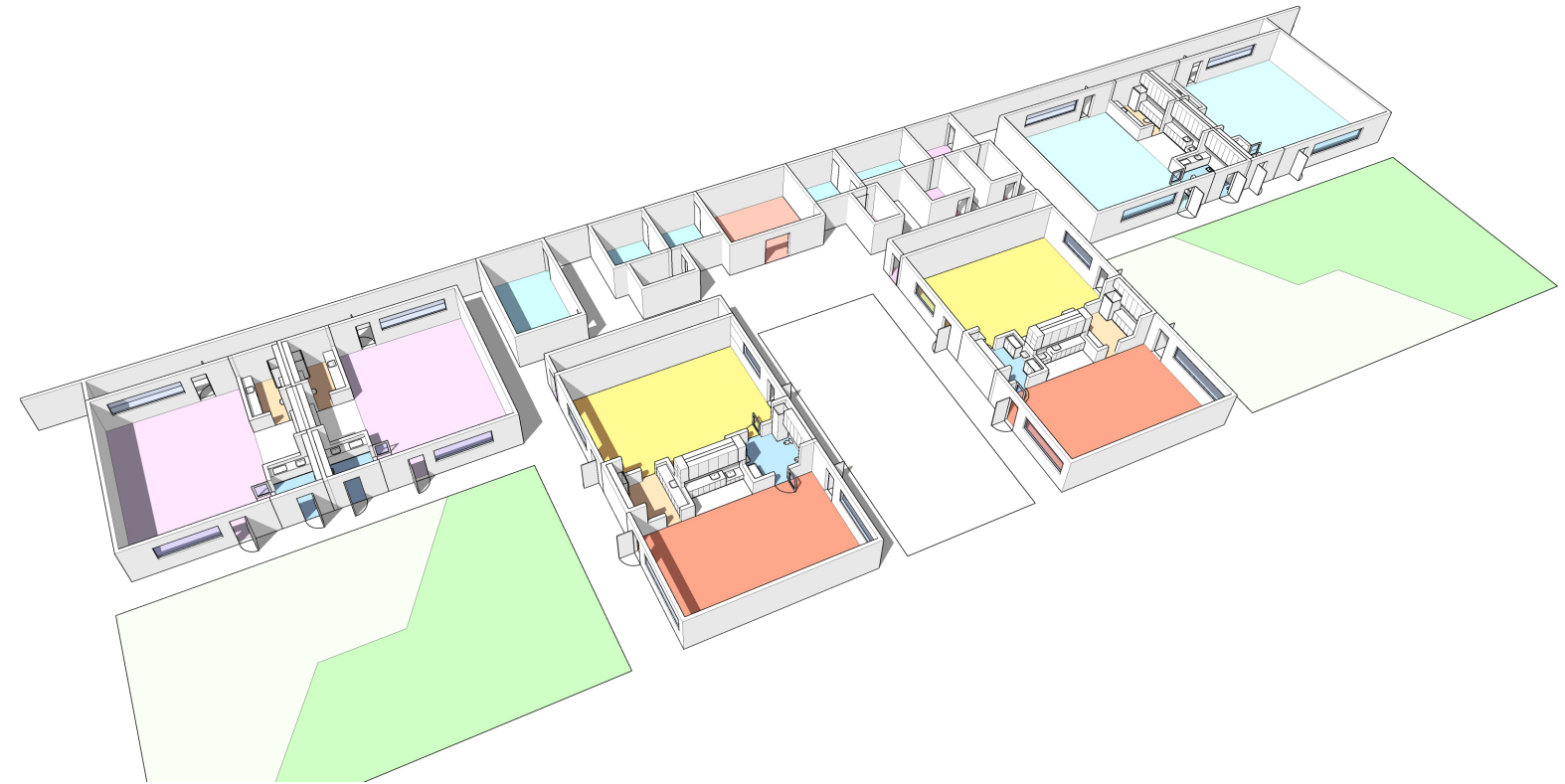


ECE CENTER SAMPLE PROGRAM

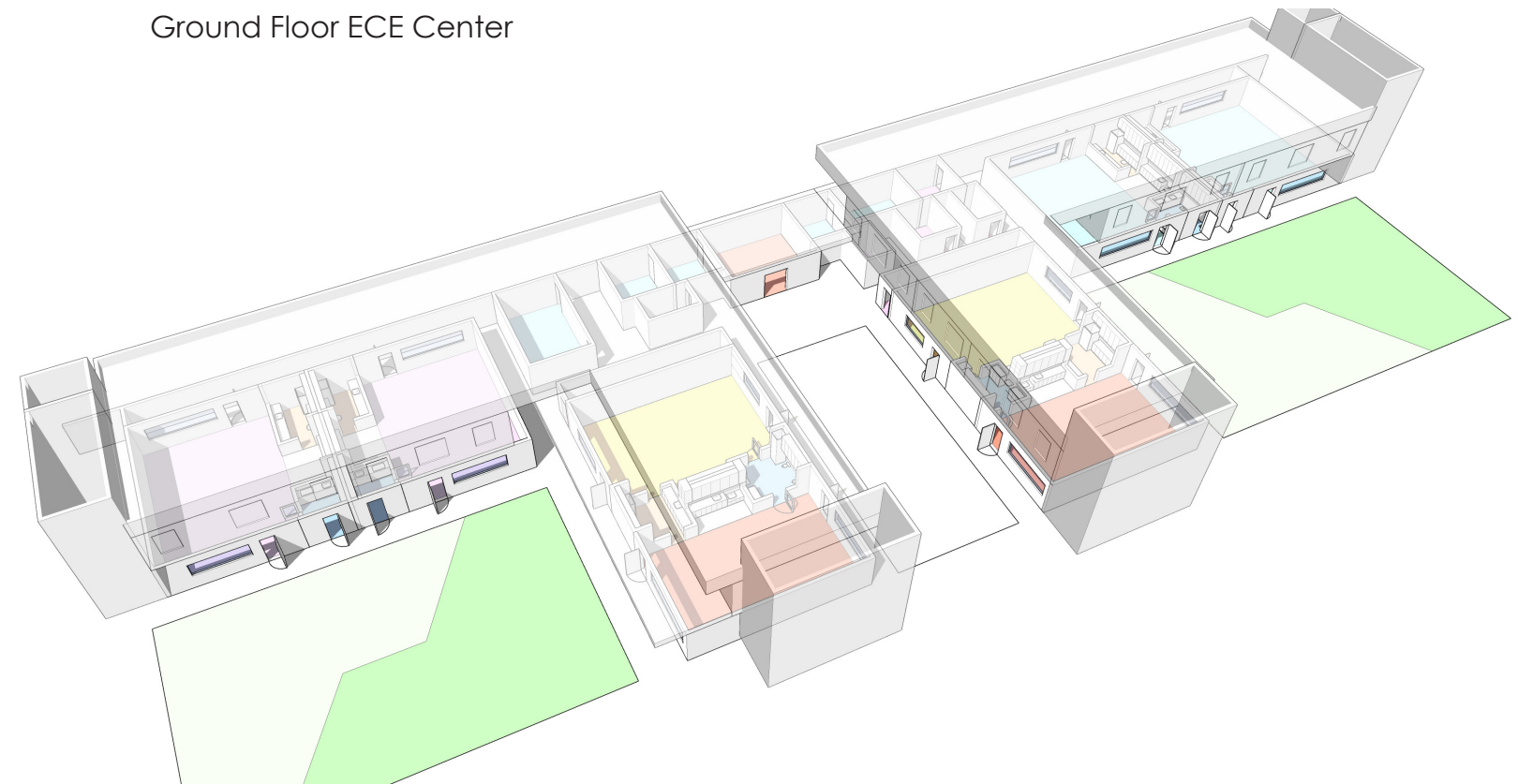
ROOM TYPE	DIMENSIONS (BEST PRACTICE)	SQUARE FOOTAGE
Infant & Toddler Pod (Birth to 24 months)	28' x 37'-6" (infant) 22' x 37'-6" (toddler)	2,250
Twos Classroom (2 - 3 years old)	26'-6" x 37'-6"	1,350
Preschool (3 - 4 years old)	32'-0" x 37'-6"	1,530
Site Supervisor/Director's Office	12' x 14'	168
Administration Office	12' x 14'	168
Meal Prep Kitchen & Food Storage	14' x 24'	336
Staff Lounge/Teacher's Prep	14' x 18'	392
Laundry Room	12' x 12'	144
Adult Restroom	12' x 7'-6"	90
Adult Restroom with tub/shower	12' x 10'	120
Janitor Closet	12' x 7'	84
Electrical Closet	3' x 5'	15
Storage Large (cribs, etc.)	6' x 12'	72
Storage Medium (cots, etc.)	6' x 10'	60
Storage, additional	6' x 12'	72
Conference / Lactation Room	12' x 18'	216
Entrance / Community Room	18' x 22'	396
Outdoor Trash Enclosure	14' x 16'	224

ECE CENTER TYPOLOGIES

- The ECE Center typologies reflect the common building types found in Riverside County’s garden-style affordable housing developments.
- Combination of classroom templates create ECE Centers within building types.
- Programmatic & financially viable centers require a specific combination of certain age classrooms.
- The typologies illustrate large and small ECE centers within various shaped residential and freestanding buildings. The shapes that easily incorporate ECE centers are:
 - L-shaped
 - T-shaped
 - Linear
- ECE Centers in U-shaped buildings would have a negative acoustic impact on the residents living above. For this reason, locating an ECE center in this shape is not recommended.
- The prototypes presented are at the ground-floor and do not exceed three stories. However, they are appropriate for inclusion in multi-story buildings.
- All centers require common support service spaces and outdoor yards for each age group.

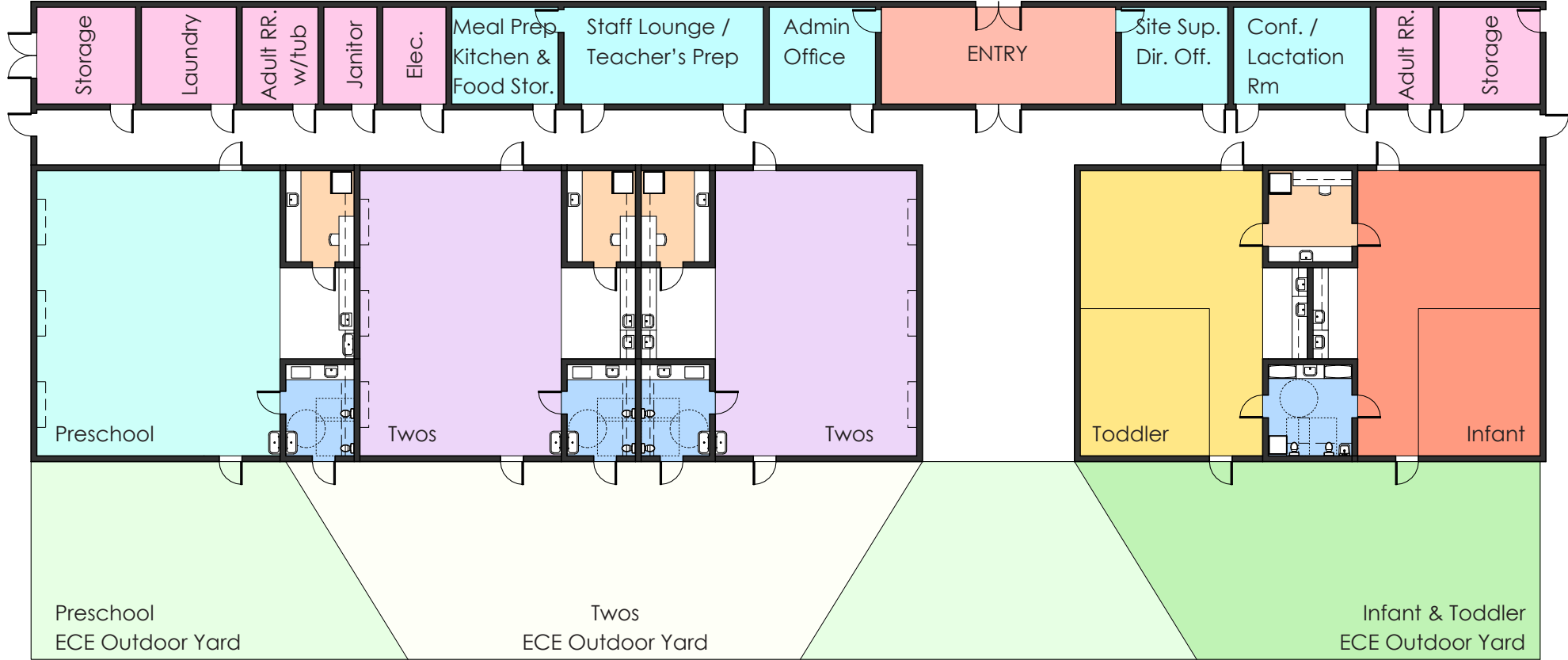


Ground Floor ECE Center



Residential Above Ground Floor ECE Center

ECE CENTER TYPOLOGIES



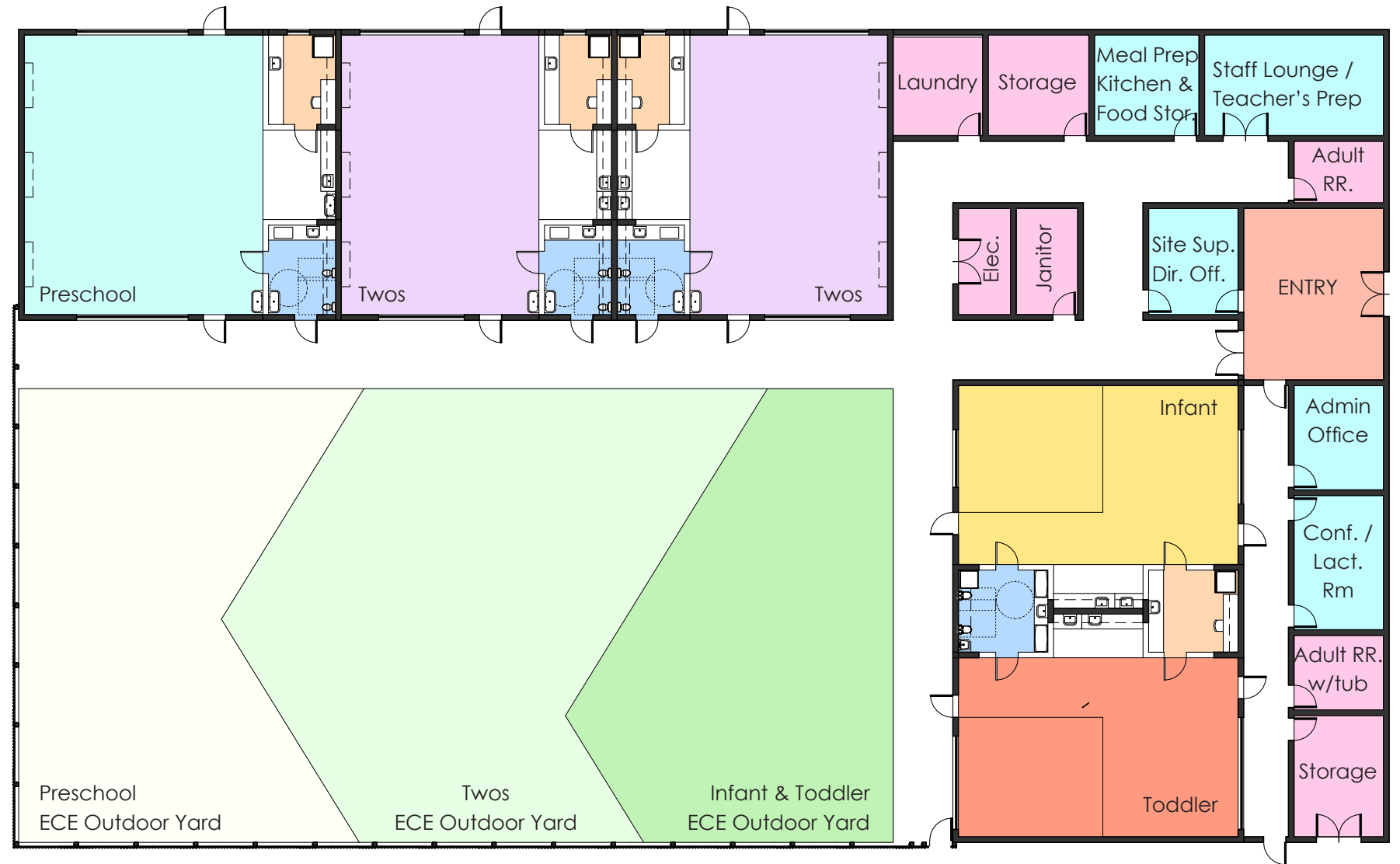
SMALL LINEAR

STANDALONE BUILDING

11,670 SQ FT GROUND FLOOR
 6,600 SQ FT OUTDOOR YARDS
 5 CLASSROOMS
 17 STAFF ESTIMATE
 66 CHILDREN (9 INFANTS, 9 TODDLERS, 24 TWOS, 24 PRESCHOOLERS)



ECE CENTER TYPOLOGIES

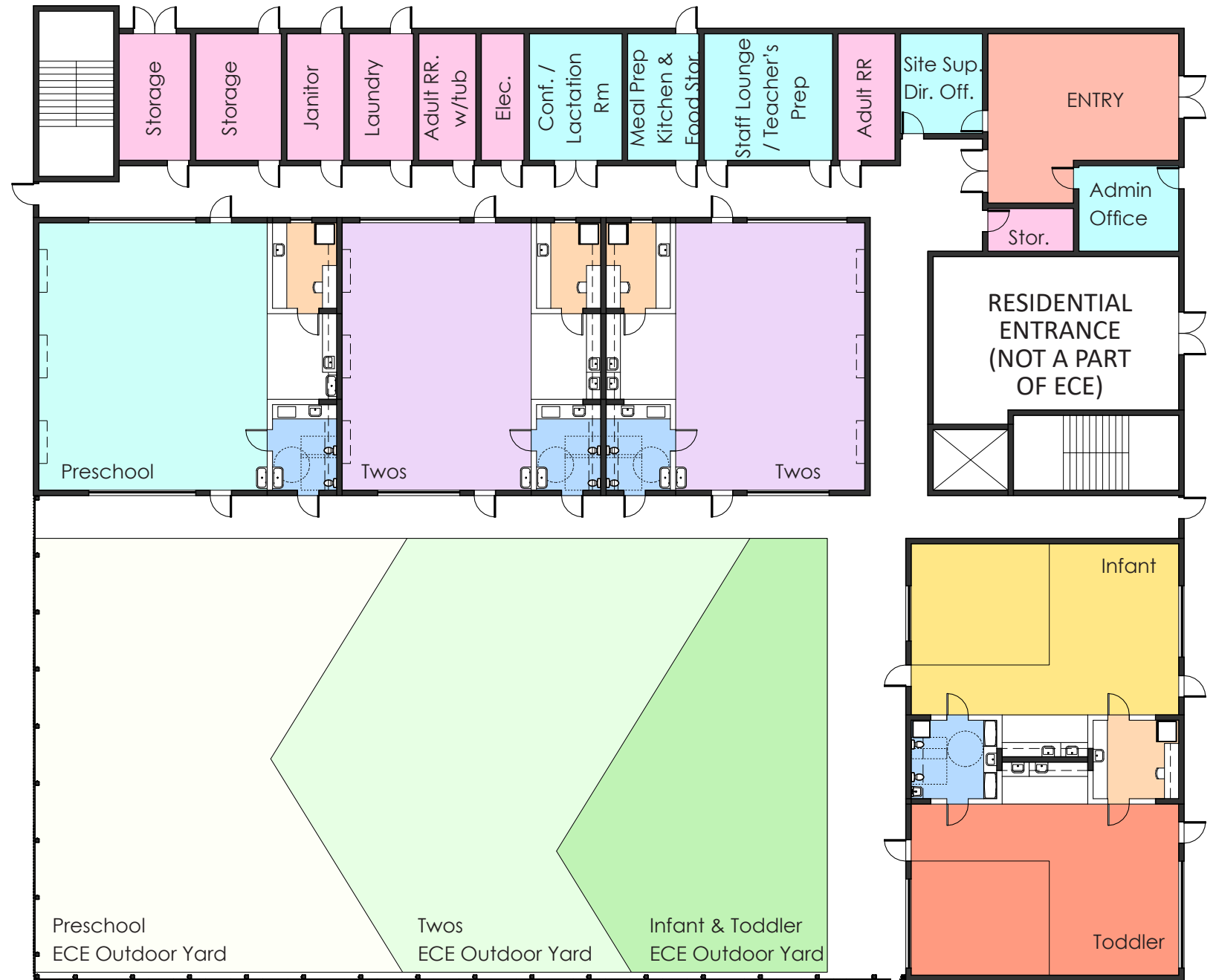


SMALL L-SHAPED

STANDALONE BUILDING

12,600 SQ FT GROUND FLOOR
 6,600 SQ FT OUTDOOR YARDS
 5 CLASSROOMS
 17 STAFF ESTIMATE
 66 CHILDREN (9 INFANTS, 9 TODDLERS, 24 TWOS, 24 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

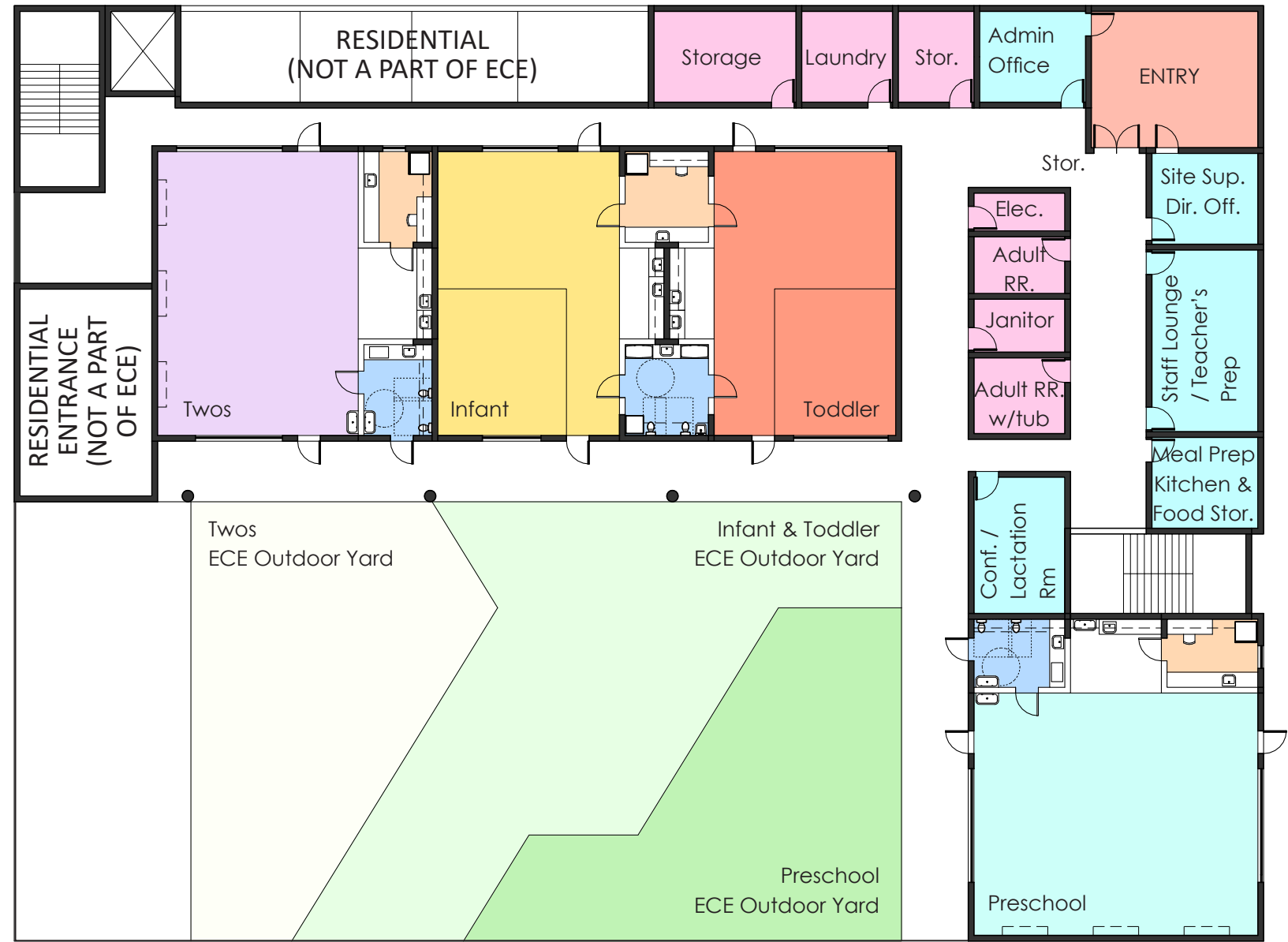


SMALL L-SHAPED

DOUBLE-LOADED CORRIDOR BUILDING

12,600 SQ FT GROUND FLOOR
 6,600 SQ FT OUTDOOR YARDS
 5 CLASSROOMS
 17 STAFF ESTIMATE
 66 CHILDREN (9 INFANTS, 9 TODDLERS, 24 TWOS, 24 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

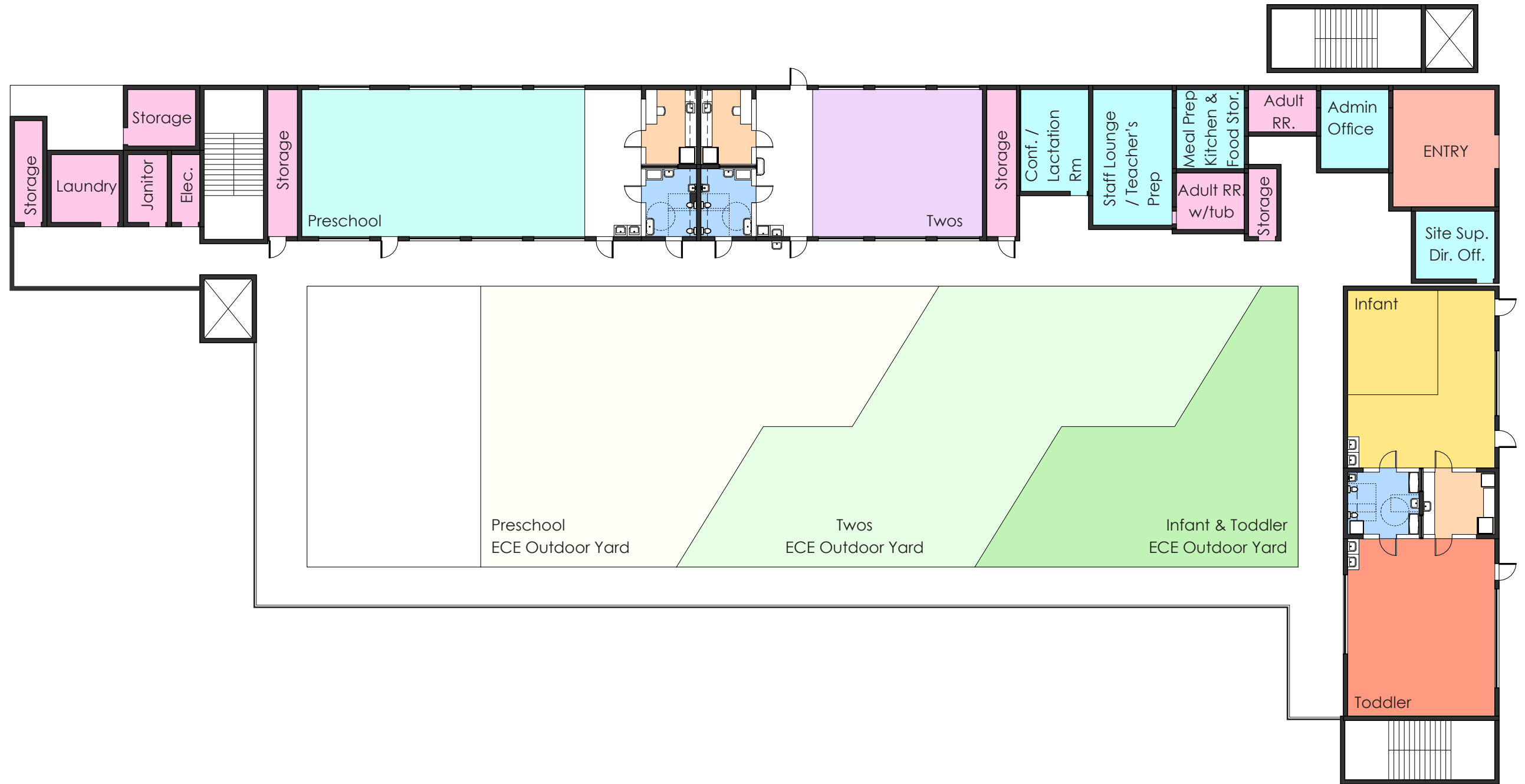


SMALL L-SHAPED

DOUBLE-LOADED CORRIDOR BUILDING

11,760 SQ FT GROUND FLOOR
 5,400 SQ FT OUTDOOR YARDS
 4 CLASSROOMS
 14 STAFF ESTIMATE
 54 CHILDREN (9 INFANTS, 9 TODDLERS, 12 TWOS, 24 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

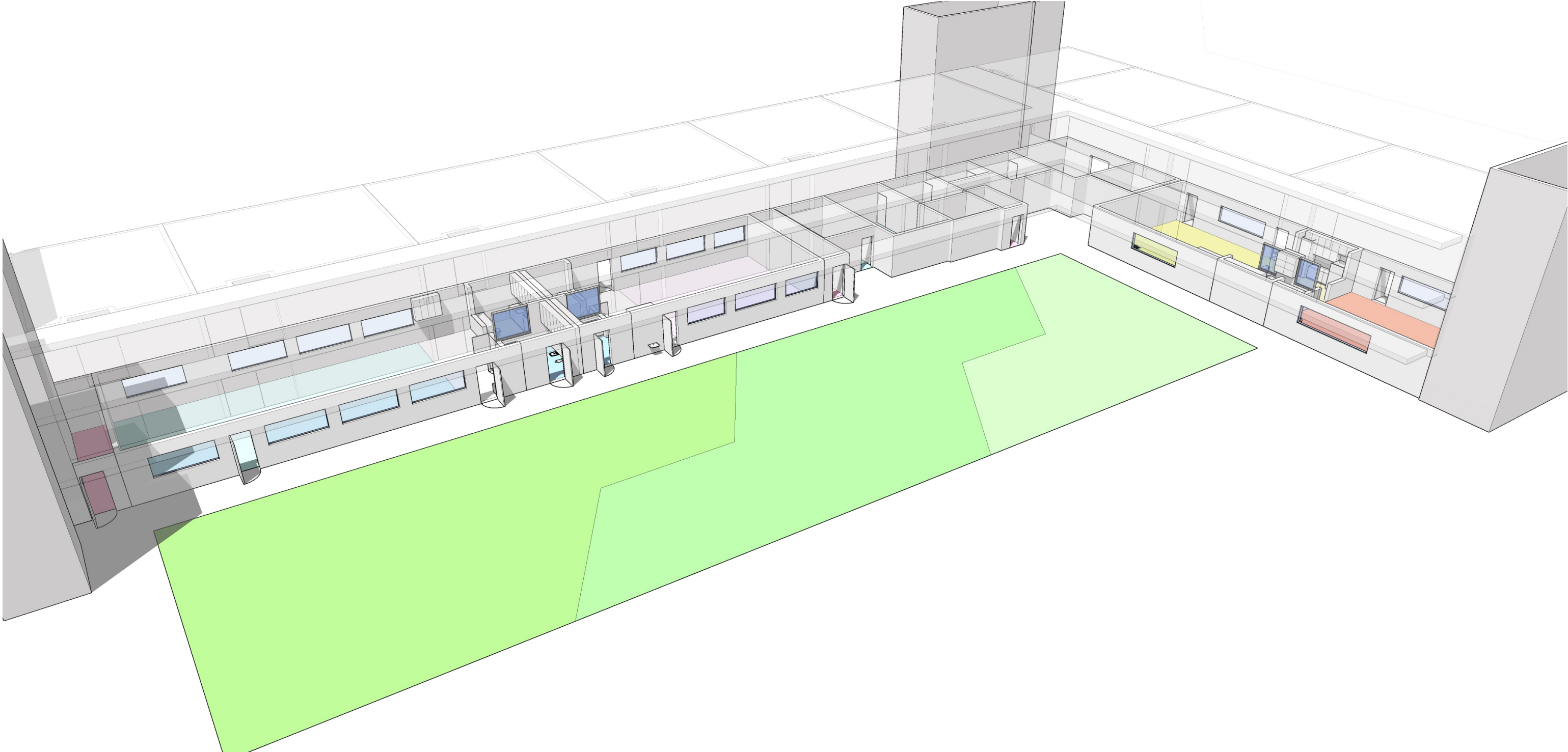


SMALL L-SHAPED NARROW

SINGLE-LOADED CORRIDOR BUILDING

11,150 SQ FT GROUND FLOOR
 5,400 SQ FT OUTDOOR YARDS
 4 CLASSROOMS
 14 STAFF ESTIMATE
 54 CHILDREN (9 INFANTS, 9 TODDLERS, 12 TWOS, 24 PRESCHOOLERS)

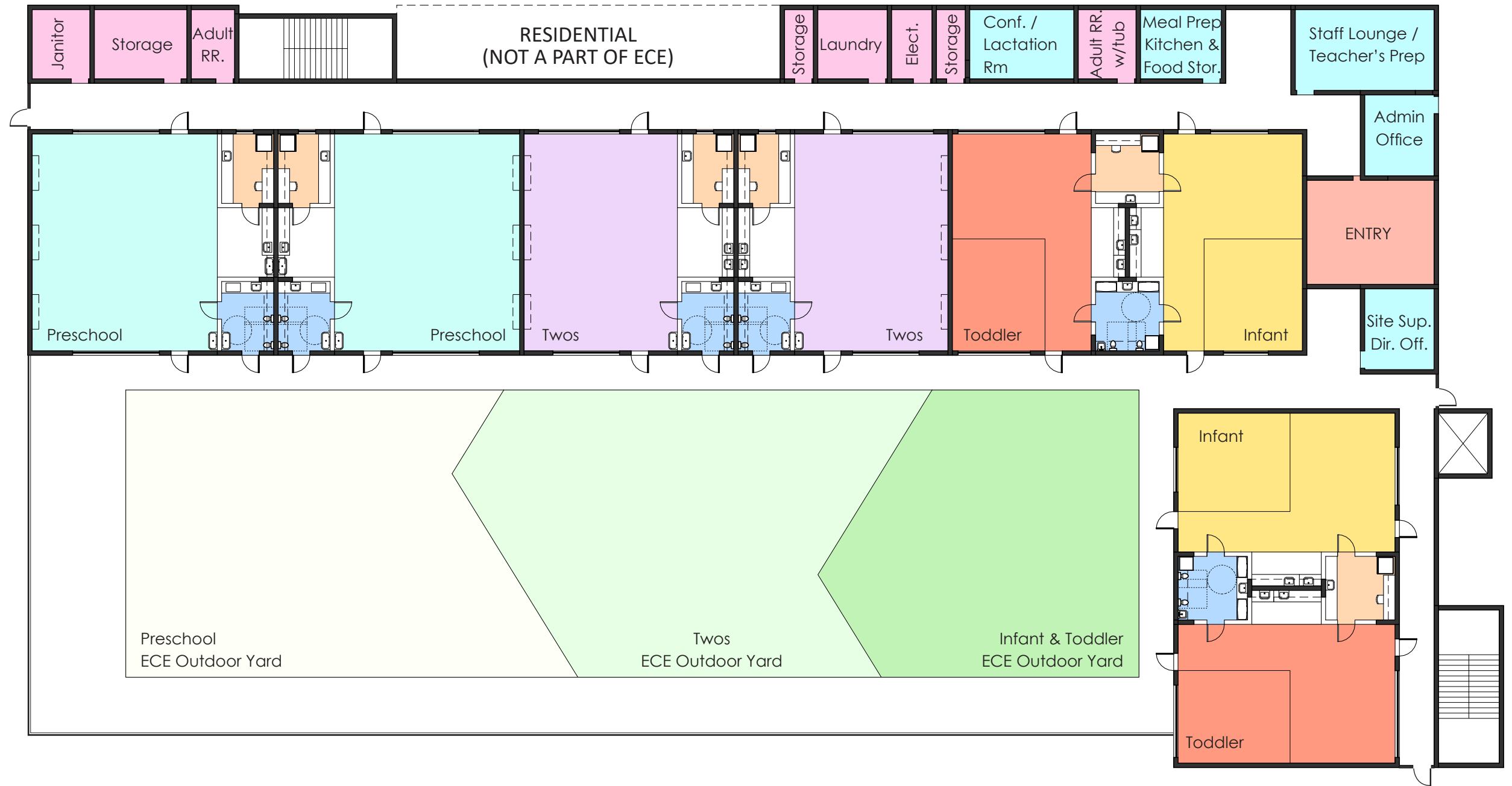
ECE CENTER TYPOLOGIES



SMALL L-SHAPED NARROW
PERSPECTIVE VIEW
 SINGLE-LOADED CORRIDOR BUILDING

11,150	SQ FT GROUND FLOOR
5,400	SQ FT OUTDOOR YARDS
4	CLASSROOMS
14	STAFF ESTIMATE
54	CHILDREN (9 INFANTS, 9 TODDLERS, 12 TWOS, 24 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

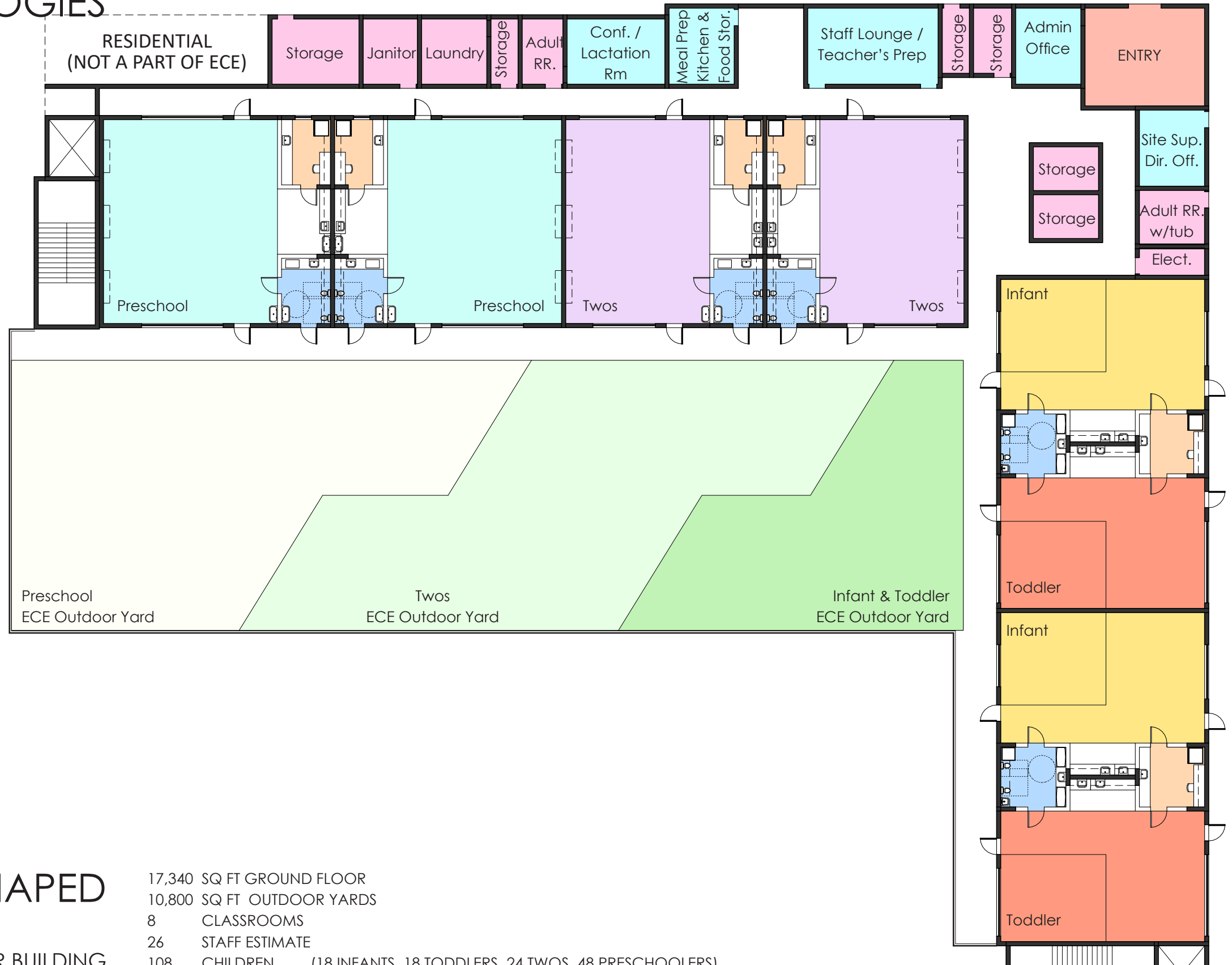


LARGE L-SHAPED

DOUBLE-LOADED CORRIDOR BUILDING

18,090 SQ FT GROUND FLOOR
 10,800 SQ FT OUTDOOR YARDS
 8 CLASSROOMS
 26 STAFF ESTIMATE
 108 CHILDREN (18 INFANTS, 18 TODDLERS, 24 TWOS, 48 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

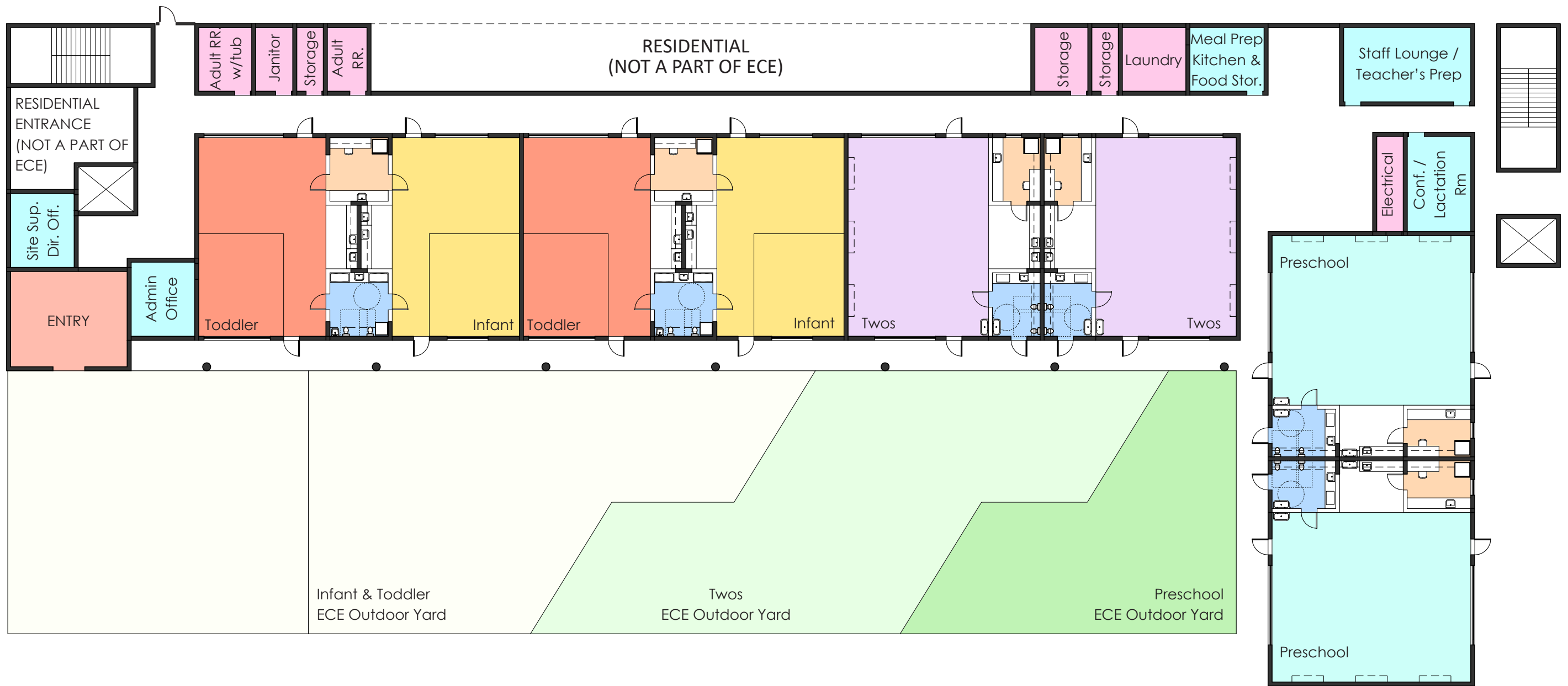


LARGE L-SHAPED

DOUBLE-LOADED CORRIDOR BUILDING

17,340 SQ FT GROUND FLOOR
 10,800 SQ FT OUTDOOR YARDS
 8 CLASSROOMS
 26 STAFF ESTIMATE
 108 CHILDREN (18 INFANTS, 18 TODDLERS, 24 TWOS, 48 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

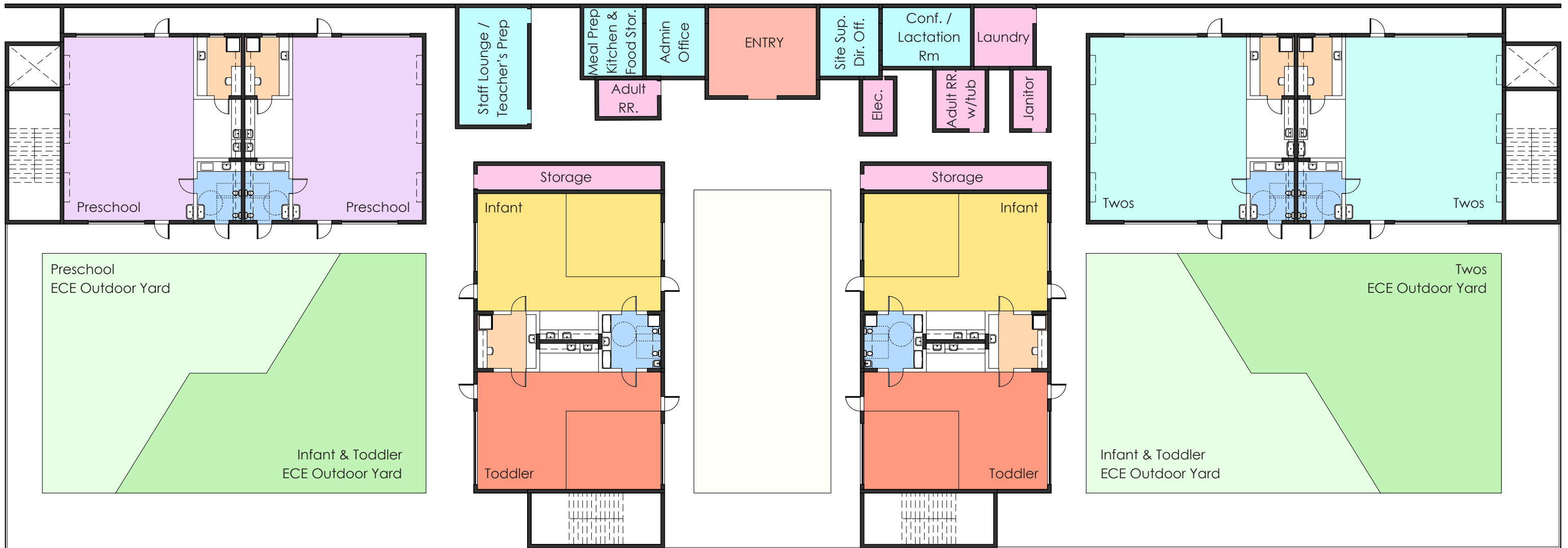


LARGE L-SHAPED

DOUBLE-LOADED CORRIDOR BUILDING

18,850 SQ FT GROUND FLOOR
 10,800 SQ FT OUTDOOR YARDS
 8 CLASSROOMS
 26 STAFF ESTIMATE
 108 CHILDREN (18 INFANTS, 18 TODDLERS, 24 TWOS, 48 PRESCHOOLERS)

ECE CENTER TYPOLOGIES

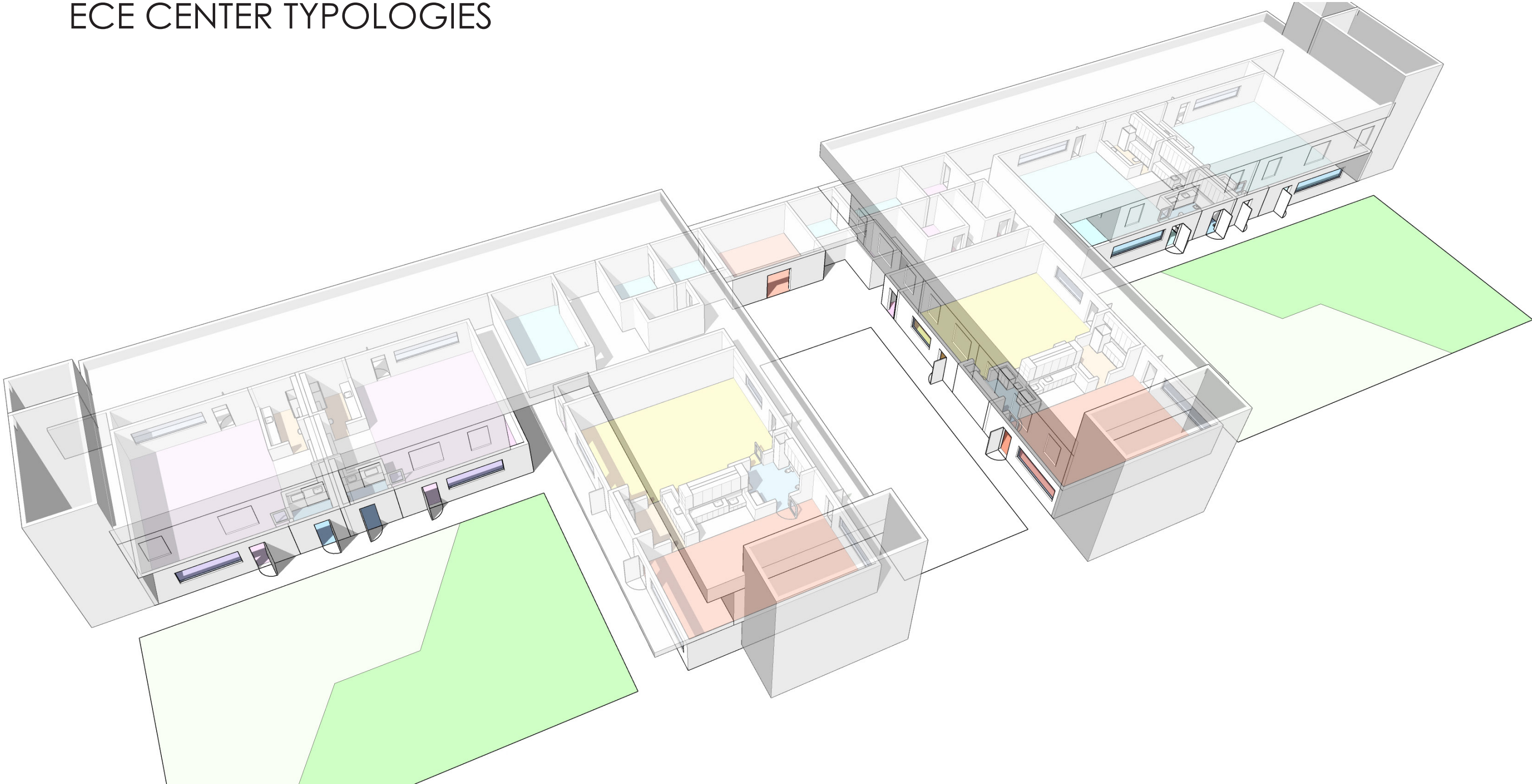


LARGE T-SHAPED

SINGLE-LOADED CORRIDOR BUILDING

19,400 SQ FT GROUND FLOOR
 10,800 SQ FT OUTDOOR YARDS
 8 CLASSROOMS
 26 STAFF ESTIMATE
 108 CHILDREN (18 INFANTS, 18 TODDLERS, 24 TWOS, 48 PRESCHOOLERS)

ECE CENTER TYPOLOGIES



LARGE T-SHAPED
PERSPECTIVE VIEW
 SINGLE-LOADED CORRIDOR BUILDING

19,400 SQ FT GROUND FLOOR
 10,800 SQ FT OUTDOOR YARDS
 8 CLASSROOMS
 26 STAFF ESTIMATE
 108 CHILDREN (18 INFANTS, 18 TODDLERS, 24 TWOS, 48 PRESCHOOLERS)

ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

- GARDEN STYLE SITES
- URBAN SITE




ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

GARDEN STYLE SITE 1

Description:

- ECE is located within the residential development.
- Pedestrian and vehicular main residential entrances are from primary street.
- ECE drop-off and pick up is on side street, separate from the residential entrances.
- Outdoor areas are located to provide privacy from the larger residential development.

LEGEND:

-  RESIDENTIAL ENTRY
-  RESIDENTIAL VEHICLE ENTRY
-  ECE DROP-OFF & PICK-UP

*ECE AT GROUND
FLOOR OF TWO-STORY
RESIDENTIAL BUILDING*



ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

GARDEN STYLE SITE 1 PERSPECTIVE VIEW



**ECE AT GROUND FLOOR
OF TWO-STORY
RESIDENTIAL BUILDING**




ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

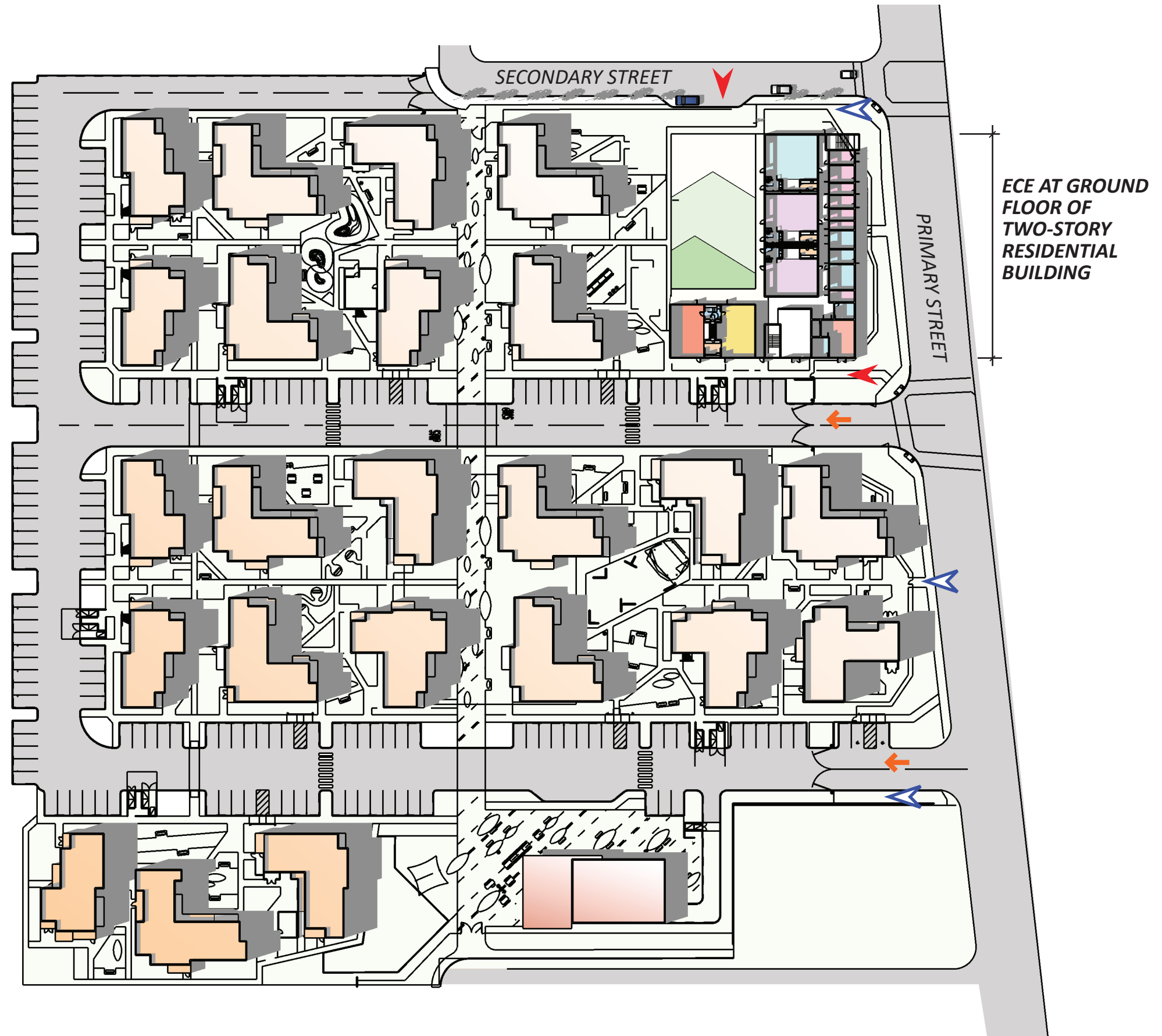
GARDEN STYLE SITE 2

DESCRIPTION:

- ECE is located within the residential development.
- Pedestrian and vehicular main residential entrances are accessed from the primary street.
- ECE drop-off and pick up is on side street, separate from the residential entrances.
- Outdoor areas are located to provide privacy from the larger residential development.

LEGEND:

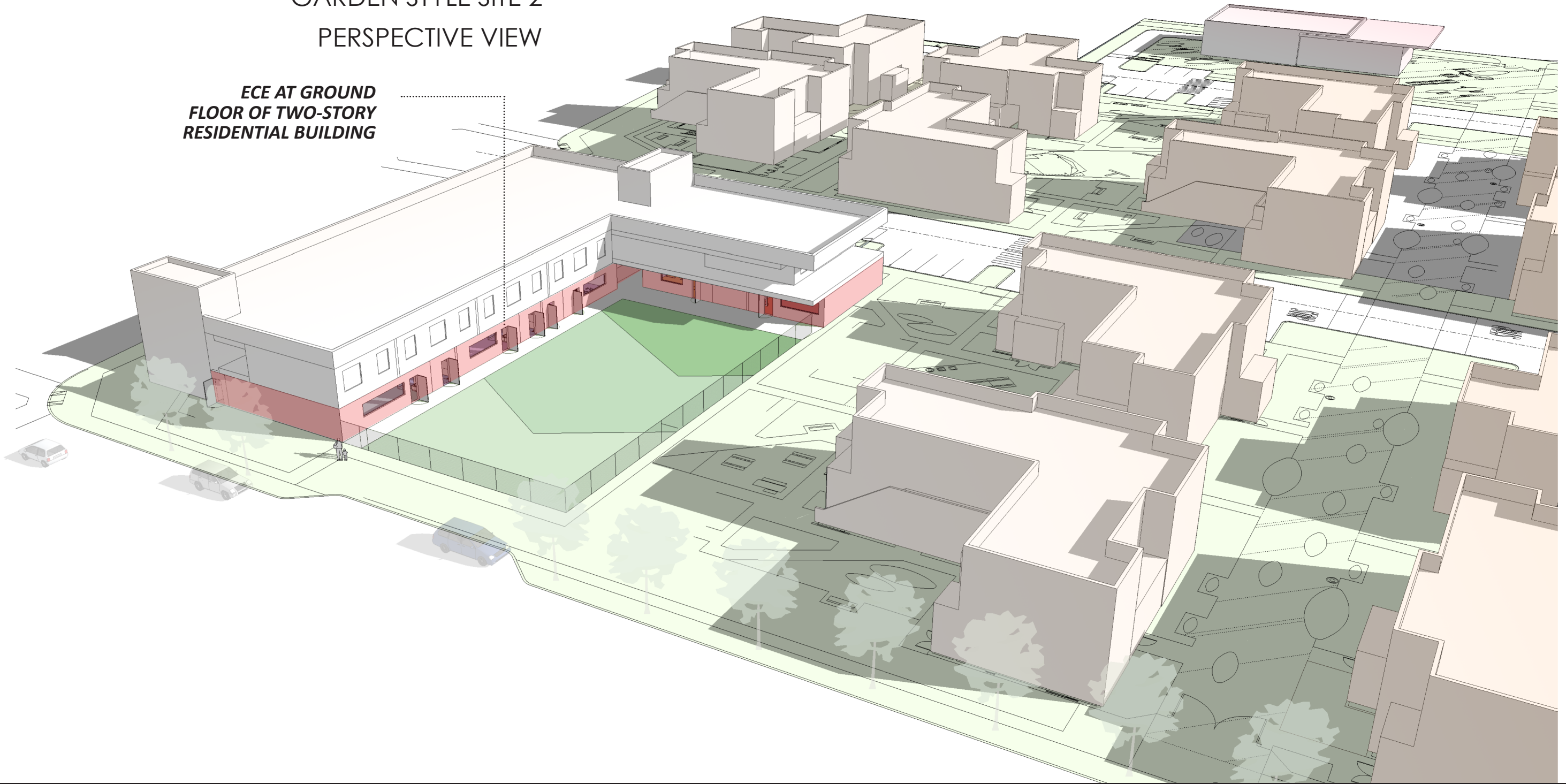
-  RESIDENTIAL ENTRY
-  RESIDENTIAL VEHICLE ENTRY
-  ECE DROP-OFF & PICK-UP



ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

GARDEN STYLE SITE 2 PERSPECTIVE VIEW

**ECE AT GROUND
FLOOR OF TWO-STORY
RESIDENTIAL BUILDING**






ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

GARDEN STYLE SITE 3

DESCRIPTION:

- ECE is located within the residential development.
- Pedestrian and vehicular main residential entrances are accessed from the primary street.
- ECE drop-off and pick up is on side street, separate from the residential entrances.
- Outdoor areas are located to provide privacy from the larger residential development.

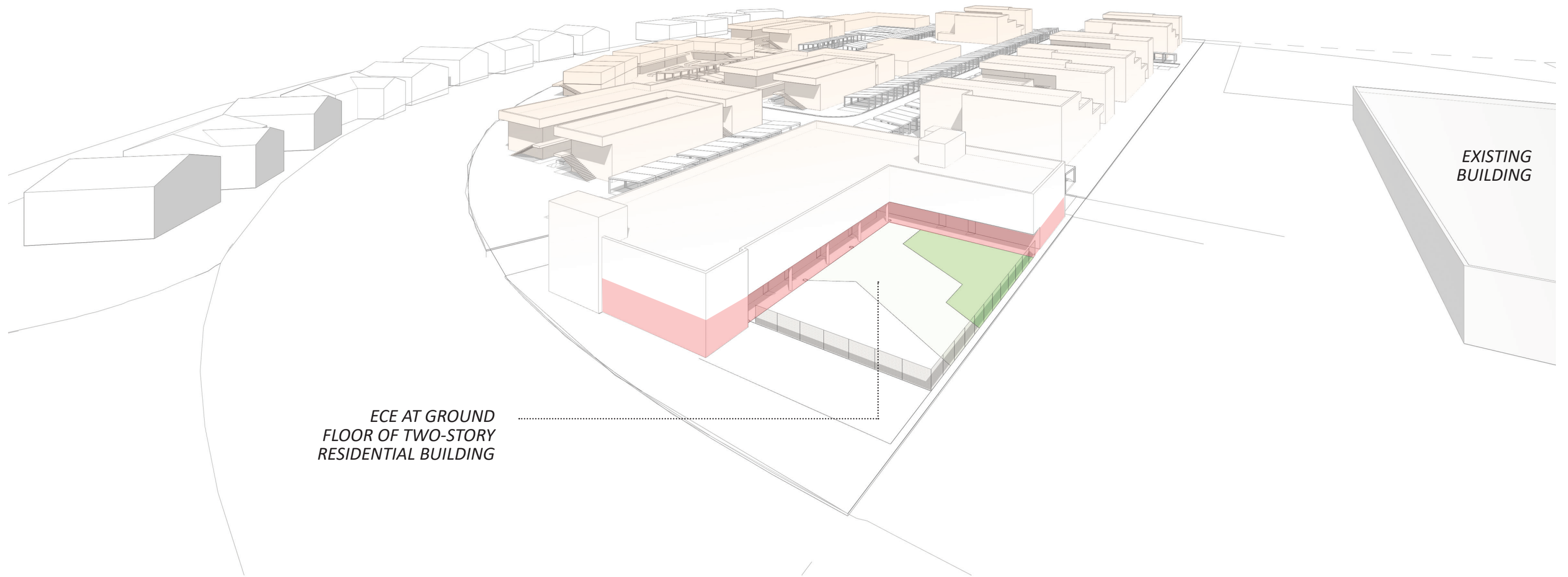
LEGEND:

-  RESIDENTIAL ENTRY
-  RESIDENTIAL VEHICLE ENTRY
-  ECE DROP-OFF & PICK-UP



ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

GARDEN STYLE SITE 3 PERSPECTIVE VIEW






ECE CENTER TYPOLOGIES WITHIN AFFORDABLE HOUSING DEVELOPMENTS

URBAN SITE

DESCRIPTION:

- ECE center located within the residential infill urban development.
- ECE center adjacent to primary street provides greater separation from interior of residential development.
- Pedestrian and vehicular main residential entrances are accessed from the primary street.
- ECE center drop-off and pick up can be either from secondary street or from primary street, separate from the residential entrances.
- Outdoor areas are located to provide privacy from the larger residential development.

LEGEND:

-  RESIDENTIAL ENTRY
-  RESIDENTIAL VEHICLE ENTRY
-  ECE DROP-OFF & PICK-UP



RESOURCES

- OUTLINE SPECIFICATIONS
- REFERENCES

OUTLINE SPECIFICATIONS

FLOORING

- Flooring undergoes daily cleaning and disinfecting. Use thick-backed luxury vinyl plank (LVP) for its water resistance, acoustic benefits, and fall mitigation properties. Brands such as COREtec, Mohawk, Shaw, or similar with low-VOC off-gassing are recommended.
- Carpeting is not recommended due to air quality, potential mold, and is inappropriate for daily cleaning and disinfecting.
- For classrooms and corridors, concrete is not recommended due to the potential for head injuries.

HVAC

- Filters: Use the minimum MERV 13, MERV 14 recommended.
- Air Exchange Rate: set minimum of 6/hr, 8/hr recommended.
- Locate controls in each classroom & throughout the center. They are to be operated by staff.
- Locate in ceiling. Avoid a forced air units closets in the center. They take up valuable classroom space.
- Avoid air intakes on the lower part of classroom walls. The classroom activity areas are located along the perimeter, and children's furniture can often block low air intakes.

DAYLIGHTING GLAZING

- For daylighting, maximize glazing throughout the center, especially in the classrooms, entry, offices, and staff lounge.
- Classroom exterior windows to the outdoors also provide children with social and language opportunities, and a connection to the outdoors.

- Provide interior windows/glazing into the hallway, allowing the classroom's daylight into the corridor, visually connect the classroom with the balance of the center, and provide an observation space into the classroom from the hall.

WINDOW SILL HEIGHT

- Children 1 to 3 years old's height ranges from 27'-36" high
- 24" sill height is desirable.
- It is okay to have floor-to-ceiling windows with the appropriate window coverings.

ACOUSTICS

- Insulate between classrooms and offices to prevent sound spillover.
- Wall height to the above concrete floor to prevent sound spillover.
- Consider either acoustic ceiling drywall or acoustic ceiling tiles.

HALF WALLS - TEACHER SUPPORT AND CLASSROOM RESTROOMS

- Provides visual and auditory access to the classroom.
- At 42-44" high, the adults have visual and acoustic access to the classroom when seated in the teacher support area.
- A half wall cap of 8-10" wide, painted wood provides teachers additional space for materials.

HALF DOORS

- 42-44" high to match to half-wall height.
- Privacy push button lock hardware.
- Contains large lite panel for visibility & safety, can see small children on the other side.

OUTLINE SPECIFICATIONS

CLASSROOM DOORS

- For the corridor entry, use a full-lite door and on one side and a full-length side-lite panel for maximum visibility.
- Exterior outdoor, use a full-lite door.
- When an Outdoor Classroom Curriculum is implemented, double, full-lite or NanaWall-type doors provide maximum flow between outdoor yards and indoor classrooms.

EMERGENCY EXIT DOORS FOR NON-CORRIDOR BUILDINGS

- For emergency exiting, use a narrow visibility panel door for safety and security.
- Refer to Building Code for exit door visibility panel requirements.

DOOR HINGE FINGER PROTECTION

- All doors to have FingerSafe or similar products.

CHILD SINK INSTALLATION HEIGHTS FOR EACH AGE GROUP

- Infant & Toddler 18" high
- Twos 21" high
- Preschool 24" high

REFERENCES

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for our Children Stepping Stones*, (4th Edition). Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.
- BRIDGE Housing Corporation, (2006). *Child Care Handbook: Designing Child Care with Your Housing Development*. San Francisco, CA
- Low Income Investment Fund (LIIF). *Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities*, (2010). San Francisco, CA.
- Local Initiatives Support Corporation (LISC). *SC Resource Guide Volume 2: Designing Early Childhood Facilities Guide*, (2005). New York, NY.
- Olds, A. R. (2001). *Child Care Design Guide*. New York, NY: McGraw Hill.
- State of California Building Standard Commission. (2016). *California Code of Regulations (CCR), Title 24/2016 California Standard Building Code*. Sacramento, CA
- State of California Department of Education. (2014). *California Code of Regulations, School Facilities Construction, (Title 5)*. Sacramento, CA: State of California Department of Education. Retrieved from [https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=(sc.Default))
- State of California Department of Health and Human Services Agency, Department of Social Services. (2019). *Child Care Center General Licensing Requirements (Title 22, Division 12)*.
- Tama, Kathryn. *Early Learning Facility Design Criteria -- Classroom Best Practices Guide: A Resource to Make Informed Facility Improvement Decisions*. San Mateo County Office of Education, 2017.
- U.S. General Services Administration. (2003). *Child Care Center Design Guide*. New York: U.S. General Services Administration, Public Buildings Service, Office of Child Care. Retrieved from <https://www.gsa.gov/cdnstatic/designguidesmall.pdf>
- U.S. Department of Health and Human Services, Head Start Bureau. (2005). *Head Start Design Guide: a guide for building a Head Start facility*. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Head Start Bureau.