

A GUIDE FOR DEVELOPING
CHILD CARE FACILITIES
WITH AFFORDABLE HOUSING

Designing Child Care

with your Housing Development



BUILDING SUSTAINING LEADING

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Summary

The design of a child care center is an important component of creating a quality program. Children's ability to learn and grow is strongly influenced by the physical space and environment in which they spend the majority of their day. In their day-to-day work, affordable housing developers are focused on developing housing which meets the needs of low- and moderate-income families. Children and child care operators are a different population with differing needs. Understanding the developmental needs of children and the programmatic and operating needs of a provider are essential to developing a functional child care facility and quality program. A knowledgeable child care provider and an architect with experience designing with young children in mind can fill this knowledge gap. In partnering, the child care operator brings their understanding of the developmental needs of children and the needs of their program, and the developer brings their project management experience and design professionals to the table.

There are two common approaches to child care facilities developed in conjunction with affordable housing:

1. Developer provides project management services for the child care facilities, including the warm or cold shell and the tenant improvements.
2. Developer provides the project management services for just the shell for the child care facilities, and the child care provider project manages the design and construction of the tenant improvements themselves.

The information and advice provided in this chapter generally apply to both situations. The main difference will be the scope of coordination work that will be necessary between the developer and the provider and their design and construction consultants. BRIDGE has found that in cases where the developer is only providing the warm or cold shell that coordination is highly intensive in terms of scope of work and timing. Frequently, the housing development and child care facility have financing or operating issues that demand different decision-making timelines in terms of design and construction. The developer will need to ensure that their design professionals are coordinating all aspects of design and engineering.

This chapter is intended to provide best practices, resource information, and recommendations for design to affordable housing developers seeking to partner with a child care provider to develop child care center facilities with housing. Common issues that arise in the co-location of housing and child care are discussed and recommendations are made on how to best address these issues.

General Space Requirements and Common Issues

SPACE REQUIREMENTS

At minimum, providers need space in which to operate their programs, which must meet licensing and building standards. Licensing and building standards are minimum requirements and do not ensure a quality program. However, minimum parameters are provided below for your information and to provide to your architect. A list of upgrades also follows.

INTERIOR REQUIREMENTS

- Shell
- Walls subdividing the space with 35 square feet per child in each classroom, including tables, chairs, and other furniture to be used by children (except areas that must be excluded, e.g., areas not used by children, crib sleeping areas, areas made unusable by children due to built-in or moveable furniture, low shelves or cabinets)
- Adult and child bathrooms
 - Preschool
 - Water closets: one for 1–15 children
 - Sinks: one for 1–15 children
 - Lavatories: one for every 15 children
 - ADA accessible fixtures: one per bathroom
 - Infant/Toddler
 - Water closets: one for every five potty-training toddlers
 - Adult staff: number dependent on number of staff and interpretation of gender requirement by local plan checker
- HVAC, including cooling and heating with zoned control for classrooms as opposed to the rest of the center
- Natural light with operable windows
- Storage units for program materials
- Storage and janitorial closets
- Two exits per classroom
- Food preparation areas accessible from every classroom, including a refrigerator and sink with hot water (food-preparation sinks must be separate from diapering sink), counter space for a microwave, a toaster and a blender, storage areas for formula, baby food in jars, bottles, utensils, snack and breakfast foods, plates, napkins, cups, plastic utensils, serving utensils and dishes
- If program will be cooking food and not just unwrapping and heating food, the kitchen must meet the requirements of the U.S. Department of Food and Drug Administration.
- Hand washing sink adjacent to diapering area

- Drinking water access for children
- Dishwasher if the center serves infants
- All signs, equipment, doors, fixtures to meet ADA requirements, regardless of local regulations or Department of Human Services, Office of Regulatory Services regulations
- Work areas for staff to do paperwork
- Attention to ensuring wall and floor colors are not over-stimulating for children

(NOTE: Many of the following items are necessary in order to make the center functional.)

INTERIOR UPGRADES

- Space: Workable sq. ft. is 62 sq. ft./child in classrooms; 100 sq. ft./child in center.
- Durable finishes:
 - Stain and heat resistant counters
 - 15-year warranty wood floors
 - Higher-grade carpeting
 - Increased natural lighting beyond that required by code (with safety glass).
- Pressure-assisted toilets to reduce backup from children flushing toys, paper towels, etc.
- Separate sewer connection if provider and property management have experienced stoppage problems
- Separate staff room and offices for private consultations and work
- Staff lockers or coat closet
- Automatic HVAC with set-back thermostat for time control
- More energy-efficient heating and cooling system
- Intercom system for separate classrooms (if a large site)
- Laundry room
- Larger separate food preparation area:
 - Accommodate storage of bulk food in accordance with the Department of Health standards
 - A large refrigerator for bottles of milk and medication
 - Counter space for food preparation
- Extra storage
- Attention to indoor air quality when selecting construction materials and finishes such as pressure-treated wood, carpet, etc. Pressure-treated woods without arsenic are preferred. As children spend a lot of time on the floor, flooring materials are particularly important.

OUTDOOR PLAY SPACE & EXTERIOR REQUIREMENTS (GROUP IN CATEGORIES)

- 75 square feet per child. Since areas occupied by fences and posts must be subtracted out, 75 sq. ft. is recommended if using the minimum. (In urban settings where space is at a premium, the 75-sq. ft. area per child based on all children is preferable, but an alternative is to calculate space based on the maximum number of children who will be outside at any one time and obtain a waiver from Licensing. Refer to the licensing section of this chapter.)
- Dedicated play space for the child care center during its hours of operation
- Separated infant and preschool play areas
- 4' chain link fence or picket fence with openings no more than 3" in width between pickets and from the ground
- Shade from canopy or similar element attached to the building or from umbrellas and trees
- Areas of both sun and shade
- Entry/Parking within a safe distance for drop-off and pick-up
- Playgrounds must meet Consumer Product Safety Commission (CPSC), American Society for Testing and Materials (ASTM), Americans with Disabilities Act (ADA) and all local and state regulations.

OUTDOOR PLAY SPACE & EXTERIOR UPGRADES

- Entry
 - Staff parking with one space for each teacher plus the center director
 - Parent drop-off areas accommodating 12% of all clients at one time and with 15-minute limit
- Outdoor Play
 - 100 square feet per child to accommodate storage and tricycle path
 - Climbing structure
 - Tenting the play structure with a fire-retardant canopy in addition to umbrellas and/or trees
 - Tricycle path
 - Dedicated storage unit for outside play equipment
 - 6' fence of upgraded quality with adequate number of posts to ensure no curling of fence and to increase durability to withstand vandalism
- Service
 - Dedicated lockable dumpster conveniently located near exit.

COMMON ISSUES

PLAY AREAS

Licensing requires dedicated, secure play areas for the child care center during operating hours. Child care is a significant consumer of open space since licensing requires a minimum of 75 square feet of usable outdoor play space per child. Therefore, a compromise frequently must be made between the allocation of open space for the housing residents and for the child care clients, the type and quality of play structures

and equipment, and the security of the open space for each user group. In terms of security, the height of perimeter fences must be a minimum of 4' and a maximum of 6' so that no adult can reach over a fence easily and lift a child out of the outdoor play area. Pickets must be no greater than 3" apart. However, in combination, these specifications can reduce visibility for nighttime security for the property. Additionally, attention should be given to the proximity of child care play areas to residential units. Play areas located in close proximity to residential units can cause a noise nuisance, and toys can also fall into residential private yards and balconies.

COMMON SPACE

If the child care center shares common entries, uses any common adult restrooms, and shares any community facilities, the use of the space must be worked out from a security, liability, and basic operating standpoint.

UTILITIES

Separate metering of all utilities, including electricity, gas, and hot water (which requires a separate water heater), is recommended for simplicity in terms of cost allocation and management. There is an additional cost to providing separate utility services. For the gas, electric, and water meters, this cost includes the cost of the additional meters and the run from the meter to the child care facility. The separate water service also requires a separate water heater, the location of the appliance on an exterior wall, a flue that extends to the roof, and a run to the gas meter. For a small child care center located within a building with housing, a separate water heater may not be necessary since the amount of hot and cold water used may be quite small and the daytime peak use for the child care facility does not compete with the early morning and evening peak use for housing residents. Typically, in this situation hot and cold water piping loops are close to the child care area, and there is little cost to tapping into them.

TRASH

Child care centers produce large amounts of trash and may require more frequent pickup than the housing development; therefore, separated trash bins and separate service is recommended.

FACILITY COORDINATION

Key areas to coordinate include locations for structural supports, stub outs for utilities, window types, height entry, exiting routes, and proximity to trash storage. The location of structural supports and plumbing and vent lines impacts square footage of classrooms and the layout of the classrooms, which can significantly affect the number of children for which a facility may be licensed. Since each toddler and preschool classroom must have a certain number of fixtures per child, the layout of the child care center must be largely determined before utility stub outs may be located. Window type and height ideally should be arranged at a level so that children can see outside, but at the same time, if the child care is within a building containing housing, consistency of design may be important to the design professional. Entry and exiting is important to child care from the standpoint of marketing and convenience for families with diaper bags, car seats, children's toys and food, and for the more stringent fire-exiting requirements for facilities that serve children. Child care uses produce significant trash, and close proximity to a trash enclosure is helpful from an operating standpoint.

Also, if the child care provider project manages the design and construction of the tenant improvements, the developer should make sure that the child care provider either has in-house expertise or hires a qualified project manager. The provider may not realize the extent of the project management job.

Child Care Considerations During the Design Process

CONCEPTUAL STAGE

A. SITE SELECTION

The considerations for determining whether a site is appropriate for child care are similar to considerations for housing. These include:

- Market demand (see Chapter II)
- Affordability vis-à-vis the purchase price (see Chapter V)
- Zoning and general plan designation
- Environmental considerations
- Compatibility with other planned uses for the site
- Surrounding uses offsite: presence and proximity to incompatible uses
- Balance between visibility and security, for marketing purposes
- Financial feasibility: ability of site to accommodate a center with enough economy of scale to maintain a positive cash flow.

B. ARCHITECT SELECTION CRITERIA

Contracting with an architect experienced in child care facility design is recommended. However, the developer may wish to use the same architect for the child care facilities tenant improvements as for the housing development. A housing architect who does not have child care facilities design experience may face a sharp learning curve and need more time to get up to speed. One benefit of this route is that the design coordination for the entire project is handled by one entity. If another architect is chosen, coordination between the architect of the housing and the child care facility is necessary if the facility is located within the shell of the housing development or if the parcels of land on which the housing and child care are located are contiguous.

In order to determine an architect's experience and suitability for the project:

1. Review the architect's child care facilities design portfolio, including design aesthetics and budget figures.
2. Find out what licensing codes and design requirements the architect is familiar with.
3. Visit facilities that have been constructed.
4. Ask how the architect has worked with providers and developers in the past.
5. Request both developer and provider references.

The above information will help the developer assess the following:

1. Experience Designing Child Care Facilities

Children are a unique population in that they are smaller and more vulnerable than adults, more sensitive to their surroundings than adults, and are developing mentally and physically at a rapid rate. Architects who have experience designing with small children in mind can add significant value to the development team in terms of knowledge of applicable licensing and building codes and experience with design which is

space-efficient and cost-effective, functional in terms of addressing the needs of the child care program, and has children and safety in mind.

There is a broad range of experience among architects who have designed child care facilities, from architects who specialize in high-end to cost-efficient child care facilities design, and from architects who specialize in child care center design to those who have designed one or two facilities or none at all. Architectural firms that have reviewed how well their design has held up over time bring that valuable knowledge to the next facility design process.

2. Firm's Design Principles

With child care space it is particularly important to balance aesthetics and programmatic functionality. A facility's design has a strong impact on the future success of a facility's operations. It must serve a number of purposes:

- **Marketing:** Be aesthetically pleasing to parents so that they will want their children to be cared for and taught in the space.
- **Programmatic:** Provide multiple types of positive developmental opportunities for children in an aesthetically pleasing and safe environment.
- **Aesthetics:** Good design—that is, good space and good light, and careful choice of materials and color—can make a difference in the lives of children and in how they feel about and view themselves in the world.
- **Operational:** Make it easy for staff to complete the myriad of tasks necessary to operate the center from the center director (e.g., paperwork, staff training, parent conferences) to the teachers (e.g., food preparation, diaper changing, developmental activities) while maintaining ratio.

3. Knowledge of Licensing Code, Building Code, the Americans with Disabilities Act and Common Conflicts among the Three

Experience in designing to meet these requirements and awareness of the potential for conflicts between these requirements will make the design process time- and cost-efficient. Otherwise, the architect will need to spend significant time doing code analysis prior to beginning design. Additionally, experience with the typical interpretation of building officials in the locality can be helpful in negotiating these conflicts. This knowledge will also help the team avoid costly change orders and potential conflicts after the building and/or licensing inspection.

4. Ability to Work with Providers

The architect should be able to facilitate the visualization process in discussion with the developer and the provider, who may not have a design background. An architect who speaks the language of the provider will gain the provider's confidence more quickly and more fully.

5. Scope and Fee

Child care facilities funds tend to be sparse. It is important to agree upon a fee range before the architectural contract is negotiated, since preliminary concept work may precede the contract, and to ensure the full scope of design for the child care facility is covered in the architectural contract(s). The full scope of work will usually include more meetings than the architect would anticipate for a housing project. Design contingency for additional services requests and change orders generally helps in these situations.

A resource for finding an architect is: Building Child Care (BCC), a California organization overseen by the Low Income Investment Fund, which provides a list of experienced child care architects in California at its website: www.buildingchildcare.org. However, no endorsement is intended by the inclusion of architects in this list, and each architect's experience and suitability should be reviewed by the developer and provider.

PROGRAMMING AND SCHEMATIC DESIGN (SD)

Ideally, select the provider prior to the Schematic Design Phase for the housing development, preferably during Concept Design for the housing development. During the Schematic Design Phase for the child care facilities, the overall concept of the center, the provider's program and economies of scale vis-à-vis their program, and considerations for other planned uses onsite should drive the development of potential locations, orientation, access, size, preliminary layout of the interior space and allocation of exterior space. Several possible design alternatives should be developed in order to facilitate discussion and visualization, particularly since few providers have a design background.

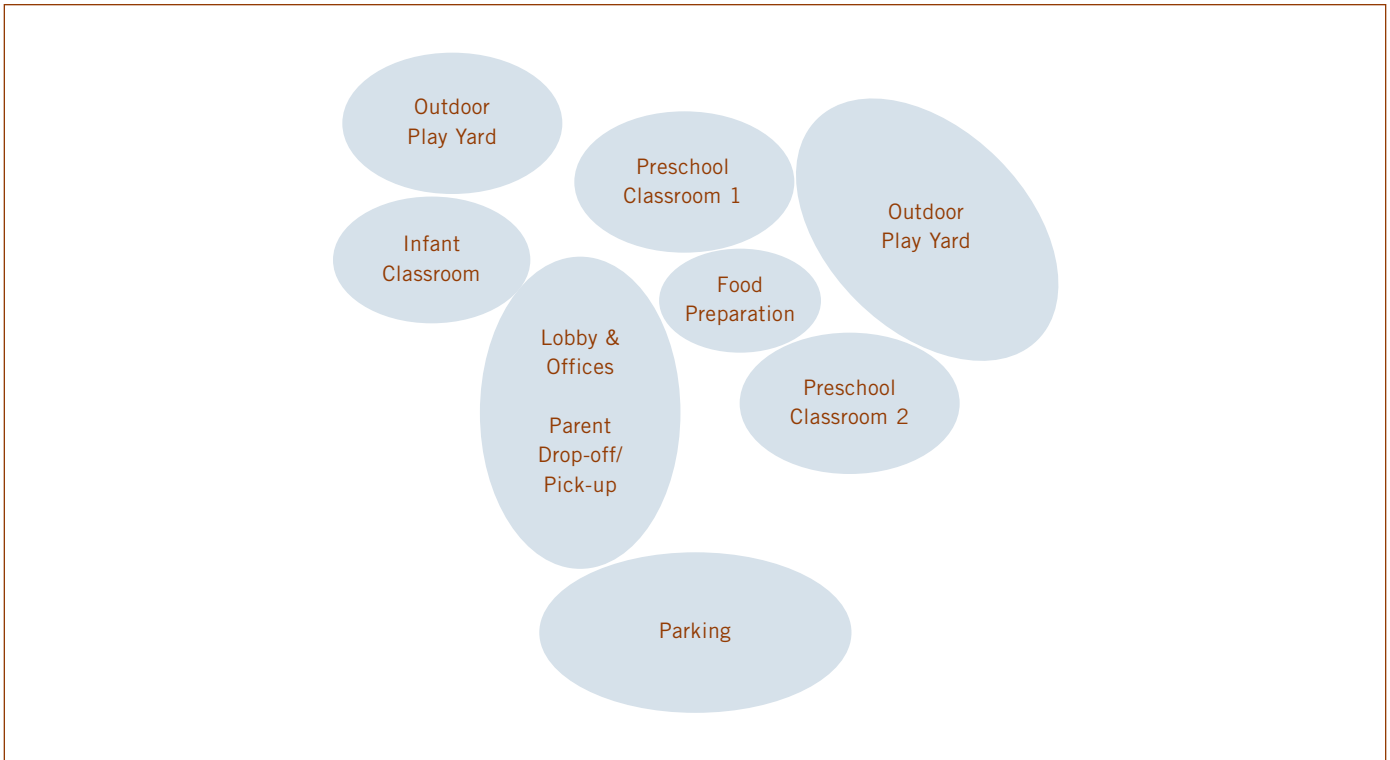
A detailed program from the provider can provide a starting place for discussion between the developer and provider. (Many providers will need some education and assistance in order to provide this information: see "Educate the Provider" in the Best Practices Checklist at the end of this chapter.) A chart providing the overall functions which will take place in the center, a detailed breakdown of the uses for each function and the amount of space needed for each function is a useful tool. This information can be translated into design implications for the architect. A diagram can help the visualization process in establishing the desired relationship between functions. Samples of these tools are provided below. With this base information, the architect can develop two or more possible center layouts to which the provider can respond more concretely.

As described in the previous section, a center will need to serve a number of programmatic functions, including center operation, indoor and outdoor children's activities, parent check-in/drop-off and consultation, food preparation, bathroom and diaper changing, laundry and cleaning, and storage for the center, staff, parents and children. Taking children's activities as an example of a function, the amount of space required by the program can be derived from the age groups served, the number of children being served in each age group and the staffing required to maintain or exceed licensing ratio. (Licensing requirements are described in the section "Licensing Requirements and Recommended Standards," later in this chapter.) For example, a provider's programming for an infant/toddler classroom may include areas of active and quiet baby and/or toddler play; diapering; sleeping; food preparation; parent drop-off and pick-up; storage for children's clothes, toys, and other supplies brought by parents; and for center-owned toys, mats, etc.

SAMPLE PROGRAMMING CHART

<i>Age Groups</i>	<i># of Children and/or Staff</i>	<i>Types of Activities</i>	<i>Square Feet Required</i>	<i>Important Adjacencies</i>
Infant/Toddler		Drop-off/Pick-up Cubby area Baby play areas: active and quiet Toddler play area: active and quiet Sleep area Diaper-changing stations Food preparation Storage		
Preschool		Drop-off/Pick-up Cubby area Dramatic play Motor-Skill development Quiet Activities Bathrooms Food preparation Sleep area Storage		
Parents		Information board Daily logs Permission forms Payment		
Staff		Center Director Office Assistant Director Office Staff paperwork Storage Kitchen		
Misc. Support		Janitor, laundry, trash		

SAMPLE DIAGRAM OF RELATIONSHIP BETWEEN FUNCTIONS



After the baseline program needs have been established, providers should be asked a series of programmatic questions in order to translate the program into information which the architect can use to develop the schematic design. A provider with a number of child care centers can easily identify the assets and risks of a location and/or orientation, describe their program and how they intend to utilize the space, and describe their ideal center. A provider who may not have developed a center previously will need to be assisted in determining how a space can meet their needs. Working with an experienced provider is like planning a space for a retail tenant with several facilities, whereas a less experienced provider needs the kind of technical assistance a small business or even start-up business requires. A variety of sample floor plans for centers that can be a resource to the developer and design professional are included in the Appendix case studies. These sample floor plans were selected for their diversity and because providers either were integrally involved in the design or advised that they worked well.

<i>Basic Questions & Considerations</i>	<i>Design Implications for Schematic Design</i>
Site Restrictions: Square Footage, Location & Orientation Available	<ul style="list-style-type: none"> • Size of center • Location on site • Presentation to the street • Entry/Drop-off location and adjacencies • Exiting issues • Outdoor space adjacency parking
Number of Children to Be Served	<ul style="list-style-type: none"> • Size of center • Parking
Age Groups & Number in Each Age Group	<ul style="list-style-type: none"> • Classroom size • Bathroom size derived from number of child toilets and sinks • Changing and food preparation areas
Number of Staff	<ul style="list-style-type: none"> • Offices for Center Director and/or Assistant Director • Parent consultation area • Staff room and/or semiprivate work area • Adult bathrooms • Parking <p>(Number varies with age group to be served, and requirements vary. Different providers run programs differently.)</p>
Number of Classrooms	<ul style="list-style-type: none"> • Doors between classrooms and outside activity area • Window locations • Location of structural supports
Types of Activities for Interior & Exterior Space	<ul style="list-style-type: none"> • Sizing of activity areas • Orientation of classrooms • Interior and exterior circulation • Location of HVAC equipment • Water fountain locations • Need for a kitchen or food preparation area • Access to exterior space from classrooms and from outside
Check-In Route/Procedure	<ul style="list-style-type: none"> • Access to the center: travel route from parking or drop-off, location of main entrance • Space allocation for reception • Attention to security
Desired Relationship Between Activities	<ul style="list-style-type: none"> • Circulation and desired adjacencies for ease of operation • Interior design • Ability to share certain areas (e.g. food prep, etc.)

Be sure the architect understands the details of the programming and discussions with the provider in writing, and make sure that the architect understands the design implications of these details vis-à-vis licensing. By the completion of Schematic Design, the center location, orientation, access, security, parking layout, size, and location of interior walls and allocation of the exterior space should be finalized. The provider should sign off on the center's Schematic Design plans.

Licensing requirements should be reviewed by the architect, provider, and the developer prior to investing any significant time in the design. Since the provider is submitting the application for a license, it should be familiar with the licensing requirements and able to assist the architect and developer to interpret the requirements into a physical design. Depending on the type of operating subsidies to be utilized and the program planned, licensing requirements will include Guidelines in Community Care Licensing's Manual of Policies and Procedures (Title 22), Title 5, and/or Head Start guidelines. Title 22 and Title 5 guidelines are minimal requirements and should be expanded to adequately meet the needs of a center. Additionally, if the developer/owner desires a provider and center which is NAEYC accredited or if the provider intends to apply for NAEYC accreditation, the center will need to be designed to meet the physical requirements of NAEYC. See the Child Care Facilities Design Matrix in this chapter for a more detailed summary.

At the end of the Schematic Design, the plans should be reviewed with licensing and with the building department for compliance with the applicable codes and ADA. This early review ensures that most issues are raised and resolved early. Once the developer and provider are satisfied with the Schematic Design, including the plans and an outline specification, the contractor should develop a cost estimate. At that point, budget and scope should be brought into alignment before proceeding with Design Development. However, it is important that the provider understand that since the design is at an early stage and therefore lacks detail, cost estimates will be rough and cannot be relied upon.

If it is not possible to select the provider prior to or during the Schematic Design, the developer should provide the architect with baseline design requirements for the warm shell, including where the center will be located on the site; its interior and exterior size; a rough subdivision of the space between classrooms; bathrooms, office, kitchen, etc.; rough-in for future HVAC and utility services; and the location for trash. The HVAC and plumbing are challenging. Ideally, the provider should be able to control the HVAC by classroom or activity zone, which would require finalizing the layout. The number of plumbing fixtures can limit the licensed capacity of the center since a certain ratio of fixtures to the number of children age two and up is mandated by licensing. Plumbing fixtures such as hand-washing sinks for diaper-changing areas, child toilets and water fountains should be located so that teachers can provide oversight and maintain the required teacher-to-child ratio at all times.

We do not advise designing tenant improvements prior to provider selection. However, if it is absolutely necessary to proceed with designing the tenant improvements, the best practices and design recommendations in this chapter can be used to approximate their needs to some extent. Without provider input early on, greater than usual change orders should be anticipated, so include a greater amount of construction contingency in your development budget.

DESIGN DEVELOPMENT (DD)

The provider should be selected no later than the commencement of Design Development. If the provider must be selected after this phase or if the provider changes, significant redesign may be necessary and could be costly. When designing child care facilities with housing, the timeline is frequently longer since the child care facilities are part of a larger housing development which requires more design time. Circumstances may change for the provider during this time period, rendering their participation in the development infeasible. In these circumstances, the developer may need to select a new provider whose program may not have the same space needs as the original provider.

During the Design Development Phase, the architect will add details to the approved schematic design. Details will include dimensions for the interior and exterior; ceiling height; location of doors, windows, plumbing and lighting fixtures; and built-in furnishings. Specification of materials will also be included. The architectural plans which emerge serve as the base for the development of structural, mechanical, and electrical drawings. The engineers will review the architectural plans to develop an approach to making the design buildable. In this iterative process, the engineer, architect, and developer will devise solutions for a series of issues as they arise, which will require that the architect and/or engineers revise or add additional detail to their design.

The developer and architect should meet regularly with the provider to review the evolving Design Development plans. This will ensure that the plans represent the agreed-upon concept, that materials being specified are not beyond the projected budget for the center, and that the details match the negotiated relationship between the housing and child care facility in terms of utilities, trash, etc. Recommendations for the operational relationship between the housing and child care are detailed earlier in this chapter. The developer should solicit feedback from the provider for any questions requiring substantive changes and inform the provider of all other changes. Provider comments at this stage should be specific as the design becomes more developed, allowing anticipation and avoidance of operating issues that the provider has experienced with other centers. For example, if the architect has not allocated adequate internal wall space for plumbing, the interior space of the child care center could be reduced, which can reduce the number of children who can be served.

Once both the developer and provider are satisfied with the Design Development plans, the developer should request that the contractor generate an initial cost estimate based upon the Design Development plans. It is both useful to the decision-making process and time-efficient to have additive and deductive alternatives to materials in the specifications. Additionally, the developer should discuss with the contractor what assumptions they have made in the cost estimate due to incomplete information in the plans and specifications. Value engineering is appropriate during this phase if the cost estimate is over budget.

Once completed, the Design Development plans may be attached to the appropriate legal documents as a representation of the deliverables. At this point, clarity is needed between the housing developer and the child care provider on: 1) what is included in the base building scope, 2) what is included in the child care tenant improvements scope and 3) who will pay for what. Sometimes it makes sense to include certain items in the base building scope even though the provider may pay for all or part of those items. Refer to the section “Legal and Structuring” of Chapter IV.

VALUE ENGINEERING & COST CONTROL

Discuss expectations with the provider regarding the quality and required durability of the center construction early on and throughout the development of the plans, specifications and construction. Establish an adequate budget with appropriate contingencies early on and strive for adequate funding and an efficient, cost-effective design. Most of the cost of children's centers is in the required systems and cannot be value engineered without great hardship to the center. The places where you can really save involve early planning and good coordination with the building developer's team (the architect and developer). The areas you can value engineer at the end of the design process have to do with reducing durability, quality of space and air quality, and the cost savings to be gained from these reductions are not large.

The art of value engineering, determining what the best product is for the best value, is particularly critical for child care facilities. Value engineering decisions should strive to strike a balance between choosing the product best suited for the facility for the long term and for the development budget in the short term. This balance will typically be in a different place than for affordable housing since child care center clients are tougher on a center's classrooms and play areas than children in housing units and children playing on play equipment provided for resident use. Child care students use the classrooms and play areas for many more hours during the day. Capital improvement funds for child care are limited, making durable finishes and equipment all the more essential. These high-cost needs must be balanced by efficient use of the sparse funding for child care center development, meaning at times a compromise between budget constraints and high expectations on the provider's part.

The durability ratings for finishes and equipment for the child care facility will often need to be higher than typical housing finishes and equipment. The provider can be a valuable resource in terms of knowledge of which areas get the most wear and tear and possibly how different products have stood up over time in their other facilities. Look for areas where the needed durability rating for finishes and equipment matches for the child care facility and housing, to maximize savings by ordering larger quantities through the contractor. Additionally, when a product is not being purchased for the housing project and does not require significant expertise, e.g., washers and dryers, it may be more cost effective to have the provider purchase these items separately and avoid the contractor's mark up.

A value engineering checklist is provided below.

VALUE ENGINEERING CHECKLIST

The largest cost items for child care facilities are typically utilities, plumbing, and HVAC.

1. Efficient space planning

- Let outdoor play areas be shared by classrooms that house the same age group and use the play area at different times of the day.
- Minimize circulation space.
- Locate shared food-preparation space between two classrooms.

2. Utilities

- Provide separate meters to make operations easier. Sharing a meter and sub-metering can reduce cost but requires more ongoing coordination between property management and the provider.

- Minimize distance between the gas meter and water heater.
- Eliminate separate water heaters. This removes not only the cost of the water heater but also the flue to the roof and the run to the gas meter. Elimination of a separate water heater is not recommended except in unique circumstances. While eliminating a separate water heater will reduce the upfront development budget, in the long term it will mean additional management time to allocate and collect utility payments from the provider.
- Separate trash is strongly recommended since child care centers produce large quantities of trash, and allocation of shared trash is not as straightforward as other utilities.

3. Plumbing and Bathrooms

- Group plumbing efficiently with as much of it centralized as possible. This needs to be balanced with the additional cost of operation of the center (more staff) if the toilet rooms are not located in classrooms. Grouping bathrooms in the center of a facility can be efficient and can enable access from multiple classrooms.
- Disable hot water to child sinks rather than using a mixing valve unless the geographic area gets very cold. Most faucets are provided with disabling features. Note: Some licensing inspectors will not allow the disabling of hot water.
- Combine one child sink with a bubbler to meet the required number of sinks and to ensure that children have direct access to drinking water.
- Replace ceramic tile with fiberglass-resistive panel (FRP).

4. Cost-Efficient Heating, Ventilation and Air Conditioning (HVAC)

- Balance short-term capital cost with long-term operating cost
- Most efficient:
 - Small facility: Split system heat pump, zoned by system with each zone having its own thermostat. A split system heat pump is highly efficient in comparison to other small systems. Zone the classrooms separately from the rest of the space since children are closer to the ground and will require more heat. Use ceiling fans for cooling if geographic area does not get very hot. One detractor is that split system heat pumps require more maintenance than other systems.
 - Large facility: Explore other options for larger facilities where the cost per square foot can be spread across the facility: radiant heat, hot water fan coils with a boiler, cooling towers. Multiple split system heat pumps are not efficient since there is a fixed cost per heat pump, and larger facilities would require multiple heat pumps.

5. Reduce Contractor Markups

- Purchase items such as cubbies, washers and dryers (if being purchased only for the child care facility), staff lockers, etc., outside of the contract.

6. Flooring

- Use vinyl composition tile or linoleum tile rather than laminate wood flooring or hardwood floors.

7. Lighting

- Utilize natural light from windows to full advantage for classrooms.

- Look for inexpensive but durable light fixtures.
- Utilize residential windows rather than storefront. Large storefront-type glass frequently requires a more complicated structural system and is expensive.

8. Play Area

- Prefabricated play structures which arrive in one piece are less expensive than play structures with components which can be added and subtracted.
- Play structures may also be eliminated to create a more flexible play area (requires more storage).
- Use large durable umbrellas and trees instead of play structure canopies to fulfill shade requirement.
- Chain link fencing is less expensive than almost any other type.
- Generally, material cost for resilient tile safety matting is less than for poured in place safety surfacing. However, tile matting systems require an asphalt or concrete surface. Most poured in place surfacing can be installed directly on compacted subgrade with only a perimeter concrete band required. Also, tile matting is generally not as smooth as poured in place and can be a tripping hazard in infant/toddler play areas.

9. Shared Use

- The idea of shared use of space between child care and housing requires a clear understanding of access, restrictions by all and good management. However, shared use can make better use of available space and make sense in an area where space (and money) are at a premium. Some possibilities:
 - Community rooms in housing are often left empty from 9:00–3:00 and can be used by child care for gross motor activities on rainy days.
 - Provide common bathrooms for adults if building department requires one per gender. Bathrooms must be in close proximity to classrooms.
 - Outdoor play areas dedicated to the child care facility during the day may be used by residents in the evenings and on weekends. However, we recommend separate play spaces for resident children and the child care center. If the only play space is dedicated to the child care facility during the day, and open for residents only during the evenings or weekends, use during and after school hours can become a significant source of conflict between housing residents and child care clients.

10. Input from Contractor

- Early input from the contractor on the team is always beneficial.
- The contractor can often provide input about particular cost/constructability issues that can help the project be designed more economically.

CONSTRUCTION DOCUMENTS (CD)

The construction documents, including the Construction Document plans and specifications, are the “final” directions to the contractor on how to construct the child care center. Additional direction is provided in addenda, architect and owner clarifications, and approval of submittals. The Construction Document plans should detail and specify the foundation, framing, heating, venting and air conditioning, electrical,

landscaping, play equipment, etc., needed by the provider. Specifications should detail the interior and exterior finishes, play equipment, landscaping, and other details needed by the provider. Providers who have developed centers previously can assist by lending expertise on which manufacturers and suppliers provide the needed child care finish or play equipment that will be most durable for daily use. This is particularly important with child care since minor changes in plans and specifications tend to cost more per square foot and per change order than changes for housing. Include value engineering ideas and/or upgrades as an alternate during the bid process so the price is set ahead of time.

Some providers can also provide expertise on how common interpretations of licensing requirements differ from, and in some cases conflict with, common interpretations of the California Building Code, as discussed later in this chapter. However, most providers know licensing but not building codes. The architect needs to uncover and resolve conflicts. The architect should also review plans again with the building department, local authority on ADA (if different from the building department) and with the fire inspector for child care during the Construction Documents phase, for general agreement with the authorities before submitting for building permit.

In the legal agreements, either allow for subsequent approval of revised architectural plans or amend the legal agreements to replace the Design Development plans with the Construction Documents so that the representation of deliverables is up to date.

SCHEDULE OF VALUES

After the construction documents are finalized, the contractor will provide a schedule of values (project budget) which will be attached to the construction contract. It is useful to have the contractor either keep the child care center schedule of values separate from the rest of the contract or have a separate construction contract for the child care center. Considerations when deciding whether to use the same construction contract and a separate schedule of values or a separate construction contract entirely are outlined under each bullet point below.

SEPARATE SCHEDULE OF VALUES, SAME CONSTRUCTION CONTRACT

Benefits:

1. Helps focus the value engineering for the center;
2. Makes reporting to child care center development funding sources easier;
3. Is essential for cost certification of tax credit basis if the child care facility is included in basis, depending on the design and the service population (refer to the Low Income Housing Tax Credit term sheet in Chapter V for more information on inclusion of child care facility costs in tax credit basis);
4. Reduces coordination risk, particularly if the same contractor is not providing the shell and the tenant improvements.

Challenges: Separating out the center is work-intensive for the contractor, particularly when bidding out the job to several subcontractors, but will save time during later stages when they would have to pull apart combined housing and child care development numbers for financing and cost certification purposes.

SEPARATE CONSTRUCTION CONTRACT

Benefits:

1. Clarity. Negotiating a separate contract (including a separate schedule of values) for the construction of the child care center, which is physically separate from the housing development, is straightforward.
2. Coordination risk increases. Particularly, if negotiating a separate contract for the construction of a child care center which shares structural systems with the housing development, it is important to make sure that all aspects of the center design which are excluded from the housing construction contract are included in the child care construction contract. This clarity is particularly important if a different contractor is engaged for the child care tenant improvements.
3. Retention release: If the timelines for the construction of the housing and the child care center differ significantly, it would make more sense to have a separate contract so that the retention for the larger housing development, particularly retention for subcontractors who are not involved in the tenant improvement work, will not be held up by the child care tenant improvements. While this may be negotiated with each lender for the housing development in a combined contract, having a separate contract saves having to go through this negotiation;
4. A separate critical path schedule for the construction of the tenant improvements enables the project manager to more accurately monitor the completion of major systems in accordance with the scheduled benchmarks on the schedule;
5. If the financing sources for the child care facilities require prevailing wage and the financing sources for the housing development do not, a separate contract and staggered timing may make sense to avoid any confusion about the prevailing wage requirement.

Challenges:

1. Under a separate contract, there are potentially different subcontractors for the housing development and the child care facility, which can result in additional cost for the child care center contract since the subcontracts are small both in terms of time and materials;
2. Coordination risk in terms of scope of work and the execution of the work is greater, particularly if the contractor for the tenant improvements is different from the contractor for the housing development.

CONSTRUCTION ADMINISTRATION (CA)

If child care facilities are being developed with affordable housing, the developer or owner representative with input from the child care provider's representative will typically oversee the development process and manage the architect and contractor during construction. The level of involvement of the provider will depend on the relationship structured.

The developer may want to include the child care provider in a portion of the preconstruction meeting or schedule a separate preconstruction meeting at the site closer to the time that tenant improvements will be constructed. The preconstruction meeting should clarify the communication channels and decision-making process between the contractor, architect, developer and child care provider, plus the critical path schedule and how the child care facility fits within the overall schedule. A separate notice to proceed is frequently

advisable since the housing and child care facility development may be on differing schedules in terms of financing, design, or permits.

The developer should discuss submittals for finishes and other specified materials, change order requests, and change orders and relevant requests for information with the provider. Having the provider at the construction coordination and/or draw meetings for the housing construction is not time-effective and will expose the provider to more information than they need to know. The developer can review the center's percent complete as well as any construction issues. However, if the architect for the child care facility differs from the architect for the housing, or if the child care facility is under a separate construction contract, it may be necessary to dedicate a portion of the construction coordination and/or draw meetings to the child care facility or to have separate meetings which include the provider. During construction of the center, contractors frequently need responses within one to four days in order for the required action to be taken on schedule. Providers should be prepared to answer questions within the required time frame.

After the developer and architect(s) deal with initial punch list items, have the provider walk through and put together its own punch list. If inexperienced in facilities development, the provider may identify operating issues which it previously missed, so it will be necessary for the developer to review the provider's punch list with the contractor and provider for cost implications. If the child care facility is being rented, operating manuals need to be provided to both the management agent and the child care provider. The contractor should arrange a review of how the major systems work with management and maintenance staff. This review should include the provider if the provider is maintaining any of the major systems. If the provider is just operating the systems, it is more time-efficient to have the maintenance staff review the operation with the provider's staff. In either case, the review should take place before the inspections, because frequently State licensing inspectors will ask the provider to demonstrate how a system functions as part of the licensing inspection. Warranty binders, plans and specifications should be transferred to the management agent. In the case of ownership of the child care facility, all materials should be transferred to the child care provider/owner. The provider should sign off that they received the materials and accept the improvements. Prior to release of retention, the developer should check in again with the provider.

INSPECTIONS

Preliminary Inspection: Schedule a preliminary inspection of the child care facility by both the licensing inspector and the fire inspector (if possible) as early as possible after rough plumbing and electrical but before finishes to avoid having to make changes once all of the finishes are in place.

Final Inspection: After the building inspector signs off on the certificate of occupancy, the provider schedules a licensing inspection through Community Care Licensing and a fire inspection through the fire department in the Department of Building Services by submitting an application for a license. The cost of the licensing application is listed on the Community Care Licensing website at <http://cclid.ca.gov/res/pdf/AllFeesCCP.pdf>. There is no additional fee for the licensing inspection, and whether or not there is a charge from the Department of Building Services for the fire department inspection varies by jurisdiction. Depending on whether the jurisdiction has its own Community Care Licensing office and how busy the particular office is, the inspection can take from one week to one month to schedule. A list of the regional Community Care Licensing inspection offices is available at http://cclid.ca.gov/ChildCareL_1728.htm, then click on

“Regional Offices,” or by contacting the State Community Care Licensing office in Sacramento for the contact information at (916) 229-4500.

The licensing inspector and fire inspector review the facility for its compliance with Title 22 and Title 5, if applicable. If there are any violations, the inspector(s) will ask that corrections be made and that a follow-up inspection be scheduled. Like building inspectors, but more so, the licensing and fire inspectors interpret the licensing code; therefore, different inspectors have differing interpretations of compliance with the code. After any corrections to the facilities have been made, the inspectors will sign off on the facilities license and send a report to the State Community Care Licensing office indicating that the facility is licensed. See the section “Licensing Requirements and Recommended Standards” later in this chapter for common reasons that licensing or fire inspectors order corrections.

Since the provider must answer detailed questions on the operations of the facilities from the licensing and fire inspectors, it is important for the developer and/or contractor to review with the provider how the major systems work prior to the inspection. Post Construction, be sure that the on site property management and provider are introduced and have established a way of communicating and working together.

How Providers Can Add Value to the Overall Design Process⁴⁸

Solicit the provider’s involvement as early in the design process as possible whether the center is a stand-alone facility or physically and financially integrated with housing.

Early involvement has many benefits:

1. Time for the developer and provider to structure a positive and effective working relationship.
Since most providers rarely build new facilities, the provider may not be familiar with the development process and/or timeline. Clarifying expectations on the part of the developer and provider by reviewing the overall design process, the anticipated timeline for each stage, and needed involvement of the provider will help the development process to run more smoothly for everyone involved. For example, it is important that the provider understand the long-term patience necessary for negotiating land acquisition and licenses during the planning stage and be prepared for the speedy communication required to maintain budget and schedule during the design and construction phases. Additionally, if the developer is also in an ownership position, the long-term relationship will also need to be structured. Recommendations in this area are discussed in Chapter IV.
2. Provider feedback on the size and design of the center enabling the architect and developer to be efficient and cost-effective in terms of design.

Just as with any other retail tenant, the provider as the end user can inform the developer of the various functions and users for which the space will be designed and the necessary relationship and separation between these functions. In a broad stroke, a provider will need to plan for center operation, indoor and outdoor children’s activities, parent check-in/drop-off and consultation, food preparation, bathroom and diaper changing, laundry and cleaning, and storage for the center, staff, parents, and children. Considerations for each of these functions is discussed in more detail in the Child Care Facilities Design Matrix at the end of this chapter.

⁴⁸ Developers are thoroughly knowledgeable of the work involved in each design phase. The basic description of each phase is provided as a possible resource in describing the scope of work and decisions that need to be made in each phase with the provider.

3. Time for the provider to begin applying for new funding or rearrange existing operating funds and plan/prepare organizationally for the added capacity of the new center.

A new center represents a significant long-term organizational commitment for the provider. The provider will need to determine the population they can serve, apply for new operating funding or reallocate existing funding, prepare budget and cash-flow projections, dedicate staff for the short-term development phase, and plan to increase staff capacity for the long-term operation of the center.

4. An opportunity for the developer and provider to utilize more development financing opportunities.

Unlike the Low Income Housing Tax Credit Program (LIHTC) for affordable housing, there is currently no one primary source of capital financing available for child care center development. Financing a child care center requires creativity and time. Several sources are described in Chapter V.

5. An opportunity for the developer and provider to work out how the child care and housing development will relate to one another from a programmatic and physical operating standpoint.

The developer and provider need to determine if the child care center will have a preference for the residents of the housing development and/or for residents of the neighborhood. Secondly, how the housing and child care center relate to one another physically will impact how housing residents and child care clients interact with one another. Efficiency and ease of day-to-day operations for the child care operator and the housing development manager, liability, maintenance, code requirements all must be balanced. We recommend the separation of these uses to the greatest extent possible to minimize potential conflicts. However, if space is at a premium, which is frequently the case in urban locations, sharing some space can be workable as long as there is clear agreement on how space will be shared, including hours of use, cost sharing for maintenance and janitorial, etc.

Licensing Requirements and Recommended Standards

All child care centers must be licensed by the State Community Care Licensing Division of the Department of Social Services. In order to receive a license, a center must comply with Title 22, Division 12, Chapter 1, “Child Care Center General Licensing Requirements.” Centers which have a direct contract with the California Department of Education (DOE) to provide subsidized care to children of low-income families must also comply with Title 5, Division 1, Chapter 19. All centers with subsidized contracts are overseen by the DOE’s Childhood Development Division.

In terms of age group definition and staff to child ratio, a comparison is provided in the chart below. This can assist in understanding programmatic space needs to meet licensing and accreditation requirements.

COMPARISON OF AGE GROUP DEFINITIONS

	<i>Infant</i>	<i>Toddler</i>	<i>Preschool</i>
Title 22	Birth–2 (or 3) yrs	18–30 months	2 yrs–Kindergarten
Title 5	Birth–18 months	18–36 months	36 months–Kindergarten
NAEYC	Birth–1 yr.	1–2 yrs	2–3 yrs & 3–5 yrs

COMPARISON OF RATIOS AND GROUP SIZE

	<i>Infant</i>		<i>Toddler</i>		<i>Preschool</i>	
	<i>Staff</i>	<i>Teacher</i>	<i>Staff</i>	<i>Teacher</i>	<i>Staff</i>	<i>Teacher</i>
Title 22	1:4	1:12	1:6	1:12	1:12	1:15 or 18
Title 5	1:3	1:18	1:4	1:16	1:8	1:24
	<i>Staff</i>	<i>Group Size</i>	<i>Staff</i>	<i>Group Size</i>	<i>Staff</i>	<i>Group Size</i>
NAEYC	1:4	6–9	1:4	12	1:6 & 1:10	12 & 20

Both Title 22 and Title 5 provide minimum requirements for facilities design that are primarily aimed at ensuring the health and safety of children. Neither Title 22 nor Title 5 design requirements describe what kind of environment would best promote children's development from a programmatic standpoint. The National Association for the Education of Young Children accreditation standards provide useful guidelines in this area. Additionally, we have provided recommendations in the comparison table at the end of this chapter.

Some common reasons for state licensing inspectors to order corrections and thus delay occupancy (refer back to "Inspections," earlier in this chapter, for information on the inspection process) include:

- Inadequate setup. The center must be set up as if child care will be provided the day of the inspection, including all furniture and supplies.
- The provider cannot answer the inspector's questions about how certain systems operate, such as HVAC or plumbing.
- Sinks in the children's bathroom are not temperature-controlled to eliminate hot water and the danger of scalding. A mixing valve may be installed to regulate temperature, or a specification that no hot water be piped to the children's bathroom can also work (only acceptable in some localities).
- Differing interpretations of shade requirements. Shade requirements for the exterior play area are not clearly defined in the regulations and instead largely depend on the discretion of the inspector. Providing shade for a teacher and a number of children to sit under on a grassy area, or providing shade over the play structure, are two possible solutions.
- The HVAC condensation line cannot be located in an interior child activity area, unless in a corner where it will not drip on any child.
- Food preparation and changing areas for infants are not adequately separated.
- Food preparation areas are not adequately secured from access by young children, e.g., children could access cutting boards, sinks containing knives, or drawers containing sharp utensils.
- Food preparation area does not meet ADA requirements.

In order to contact the regional Community Care Licensing Office for an inspection, refer to <http://cclid.ca.gov/res/pdf/CClistingMaster.pdf> for a listing of the appropriate regional office, or call the State Community Care Licensing office in Sacramento for the contact information at (916) 229-4500.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) ACCREDITATION

The NAEYC established its national, voluntary accreditation system in 1985 to set professional standards for early childhood education programs and to help families identify high-quality programs. The standards are used to raise the quality of programs for children from birth through age eight nationwide. NAEYC accreditation implies a level of quality that has been confirmed by an independent entity; therefore, parent demand for NAEYC-accredited centers is usually greater than for other centers. In 2002, a ten-member Commission appointed by the NAEYC Governing Board revised the NAEYC Early Childhood Program and Accreditation Criteria to make the standards more evidence-based and concurrent with the profession's knowledge of best practices.⁴⁹

The NAEYC accreditation standards provide best practices for ten areas of program standards: relationships, curriculum, teaching, assessment, health, teachers, families, community partnerships, physical environment, and leadership and management. The physical environment standards are listed in the licensing regulations and accreditation requirements comparison table at the end of this chapter.

Few facilities in the State of California are NAEYC accredited, approximately 10% at the time of this writing. The accreditation standards are extensive, and both the standards and accreditation process have costs associated with them. Whether your facility plans to seek accreditation or not, the NAEYC standards provide useful guidelines for designing a facility equipped to offer a quality program.

HEAD START REQUIREMENTS

In addition to licensing requirements, Head Start–funded centers must comply with Head Start design requirements. The Head Start Center Design Guidelines manual describes these requirements and guidelines for centers with a Head Start–funded program. Synopsis of the Head Start Center Design Guidelines summarizes these requirements and indicates which items are mandatory and which are recommended. The licensing comparison table at the end of this chapter provides a quick reference of these guidelines. Head Start mandates not only design requirements but also the process through which contracts should be initiated, the membership of the committees that make decisions, forms which should be used for recording decisions and communicating information, and how and by whom the space may be utilized. Head Start guidelines are extensive and detailed; it is important that they be reviewed thoroughly. From the viewpoint of affordable housing developers, HUD is to affordable housing as Head Start is to child care.

Head Start grantees can access resources through the National Head Start Facilities Assistance Desk in the Administration for Children and Families under the U.S. Department of Health and Human Services: <http://hsnrc.org/Facilities/Index.cfm>.

⁴⁹ www.naeyc.org/accreditation

LICENSING REGULATIONS AND ACCREDITATION REQUIREMENTS COMPARISON TABLE

The table at the end of this chapter includes code and accreditation criteria which are relevant to the design of the physical space, and recommendations for various functions. The table is for comparison purposes for the developer's considerations. Before designing a space, the architect should do their own code analysis. The items in the "Recommendations" column do not cover compliance with all codes and accreditation criteria. Programmatic criteria are not included unless the section has a direct design implication.

COMMON CONFLICTS BETWEEN BUILDING CODE, LICENSING CODE, AND ADA

New facilities must comply with California Building Code (UBC), Title 22, and the Americans with Disabilities Act (ADA). There are a few common direct conflicts, depending on the interpretation of the local building department. In addition, there are areas where the requirements of one code do not best serve a child care use. Although Title 22 and the California Building Code are derived from the same authority—the State Legislature—there is no clear mandate for plan checkers and inspectors to follow the direction of one code over another. Since few plan checkers and inspectors are familiar with Title 22 and Title 5, most need to be educated about these codes and the special needs of children in order to argue the case for waivers.

Potential areas of conflict among codes include:

- Combined lavatories and water fountains: California Building Code Section 1115B-1 suggests mounting heights for lavatories which conflict with their suggested water fountain heights, and bubbler heights which a child can access only if using a stool. The maximum knee clearance for a lavatory serving preschool and kindergarten ages is 19". Water fountain minimum knee clearance is 22". Suggested heights for bubblers is 30", which can be accessed only by children if using a stool. The two functions can be separated with cost implications. Although combination lavatory-fountains are prohibited by plumbing code, many building department plan checkers will allow their use to meet the one-to-one ratio requirement for toilets and lavatories in child bathrooms.
- For commercial uses, UBC⁵⁰ requires one adult bathroom per gender for work places with four or more employees. UBC assumes that 50% of the staff are of each gender. Since most child care workers are female, a men's bathroom is usually viewed by the provider as a waste of valuable space. Building plan checkers may allow common-area bathrooms nearby to be used to meet this requirement. UBC requires one water closet for every 1–15 adults of each gender, 2 for every 16–35 adults of each gender and one lavatory per 40 adults of each gender.

⁵⁰ UBC, Section 2905: Minimum Plumbing Fixtures, Group E: Schools, Day care.

- The required number of plumbing fixtures per child and per adult for diapering and food-preparation functions under State licensing is generally stricter than under building code.
- Wheelchair-accessible entries for the center are extremely beneficial for children and parents who require the accessibility features, but they also make it easier for children to run out of the center into parking areas or onto the street.
- Children must be able to exit from outdoor play areas unassisted by adults, but outdoor play areas must at the same time be secure.

Best Practices Design Checklist

Below is an overview of best design practices throughout the development process. It is intended to serve as a quick reference. All of the best practices are described in further detail in this chapter or in other chapters of the handbook.

ASSEMBLING THE CORRECT TEAM

- Contract with a licensed architect experienced in child care facility design or hire a child care consultant and schedule additional time for the building architect to develop an understanding of designing for children and familiarize themselves with licensing code and other requirements. The architect and/or child care consultant should be able to facilitate understanding between the developer and the provider. The developer should be helped to understand how the design of the facility impacts the functioning of the program; the provider, who may not have a design background, should be helped to visualize and plan for the new facility and to understand cost concerns.
- Select a provider partner during concept design, but no later than the beginning of design development, in order to obtain essential program information that will impact site location, orientation, and space needs.
- Designate consistent developer and provider representatives through whom all communication will flow.

COMMITMENT TO COMMUNICATION, RESPONSIBILITIES, TIMELINE

- Articulate roles and responsibilities of each partner early on and document them in the Memorandum of Understanding and later in the License Agreement and other pertinent legal documents.
- Discuss the project's projected timeline with the provider, each major benchmark in the timeline, and potential causes of delay or acceleration.
- Engage the provider in a series of discussions about the programmatic space needs of the facility in order to develop and later refine the design. Most providers are used to working with what they get; they are not accustomed to envisioning what a center could be. Visits to a few successful centers and using those centers as examples with regard to developing the program can help facilitate the process.
- Meet with the child care architect and provider on a regular basis as they develop the design of the center. Many issues will come up which will require the building developer's input, involvement and direction.
- Meet with building architect (if different from the child care architect) as required throughout the design process to resolve overlapping issues and conflicts. When looked at early, the challenges are often resolved.
- Organize a preconstruction meeting with the provider prior to the construction of the tenant improvements to clarify with the provider the communication path among the contractor, the architect and the provider, and the decision-making process.
- Organize on-site meetings to review progress on tenant improvements throughout construction to make needed changes. Changes may be minimized with early planning since it is expensive to make changes during the course of construction.
- Coordinate the punch list with the provider so that licensing issues are given due attention.
- Obtain provider sign-off at each critical juncture point in the design and cost estimating.
- Attach the agreed-upon plans to the appropriate legal documents as an agreed-upon representation of the deliverables.

EDUCATE YOURSELF

- Discuss with the provider the needs of their program and the developmental needs of children, and how those can be addressed through the design.
- Visit the provider's existing centers and solicit comments on what is working and what is not working as well. Solicit feedback not only from the Executive Director and but also from center staff.
- Know licensing code requirements: Licensing requirements should be reviewed by both the architect and the developer prior to investing significant time in the design. An overview of the licensing requirements is provided at the end of this chapter.
- Review NAEYC Accreditation design standards as a guide for design, which are considered by child care professionals to result in quality programs.

EDUCATE THE PROVIDER

- Educate the provider on the process of design from programming through construction administration.
- Educate the provider on how to define the program: needs and desires. Many providers will need help defining their spatial needs; viewing existing centers with successful layouts can help the provider understand the opportunities.
- Educate the provider about schedule: providers will need to understand the schedule of design and construction and what decisions need to be made and finalized at each step in the process.

SITE SELECTION & PLANNING

- Child care is highly sensitive to other uses from a safety and security standpoint. For example, child care cannot be located on a block adjacent to places which serve alcohol, produce toxics, etc. Also, protection or security from high-traffic streets is preferred by most providers and many parents, particularly if the outdoor play space is not directly accessible from each classroom or is not along a secured route.
- Child care should not be located on sites with significant environmental hazards.
- If combined with housing or another use, dedicated and secure access should be close to parent drop-off and parking (if available).
- A separated entry to the facility is desirable for security purposes.
- The outside perimeter of outdoor play space should be secure so that children cannot be lifted over fences by adults.
- Access routes should reflect the programmatic desires of the provider when feasible. Some providers prefer that all children be signed into the facility, and others prefer that children be signed into each classroom directly.
- Ensure that the center will be able to meet the strict exiting standards as defined in Sections 305 and 1007 of the Building Code under E-3 Occupancies, e.g., exits must enable direct egress to the exterior.

INTERIOR DESIGN PHILOSOPHY

- Typically, child care centers in affordable housing tend to have more of a classroom- or school-style arrangement since the center is frequently located in commercial space. Some early childhood education experts believe that young children thrive more in settings that resemble the home. Integrating elements of home into the design—such as warmer-feeling finishes, subdividing areas into smaller settings for active and quiet play, arranging the space layout so that the kitchen and a “living area” are central—can assist children to feel more familiar and comfortable in the environment; this is therefore recommended.

ADEQUATE SPACE FOR CHILDREN AND STAFF

- Plan initially for 100 square feet per child for the interior square footage of the center (75 sq. ft. is minimal). Ideally, add 15–30 more sq. ft. per child or 130 sq. ft./child total. Refer to the table below from the Child Care Design Guide for details.⁵¹
- Draft multiple layouts with the required activities and furnishings to ensure that the space is adequate and flexible for all functions.
- Provide adequate storage for all equipment and materials.

TABLE 4.1 DETERMINING BUILDING SIZE

<i>Space Standard (Quality)</i>	<i>Primary Activity Space in Each Group Room</i>	<i>Secondary Activity Space in Each Group Room* **</i>	<i>Adult & Common Space (Outside the Group Rooms)</i>	<i>Tertiary (Non-assignable) Space</i>	<i>Total Building Square Footage</i>
Minimum (Insufficient)	35 sq ft/ch	20 sq ft/ch	15 sq ft/ch	17.5 sq ft/ch (25%)	88 sq ft/ch
Workable	42 sq ft/ch	20 sq ft/ch	18 sq ft/ch	20 sq ft/ch (25%)	100 sq ft/ch
Better	46 sq ft/ch	20 sq ft/ch	22 sq ft/ch	26 sq ft/ch (30%)	115 sq ft/ch
Recommended	50 sq ft/ch	22 sq ft/ch	24 sq ft/ch	29 sq ft/ch (30%)	125 sq ft/ch

*In infant rooms, an additional 30 sq ft/child is needed for each crib and the 2–3-foot clearance required between adjacent cribs.

**Because toddlers need both diapering and toileting, an additional 3 sq ft/child is desirable.

⁵¹ Olds, Anita Rui. Child Care Design Guide. McGraw-Hill, 2001(67).

EFFICIENT USE OF SPACE AND STAFF

- Staff-to-child ratio: licensing code, NAEYC accreditation, and Head Start requirements mandate specific staff-to-child ratios, which vary. NAEYC requires a ratio of one staff per three infants; therefore, an efficient classroom would be sized to be licensed for some multiple of three infants. Refer to the Child Care Facilities Design Matrix at the end of this chapter for specific ratios.
- Group size: The shape and size of classrooms should enable them to be subdivided for smaller group activities in accordance with the programmatic needs.
- Minimize unnecessary circulation space.
- Create food-preparation spaces which can be accessed by more than one classroom while still maintaining a line of sight for staff supervising children.

CLEAR LINES OF SIGHT AND SOUND

- Entry should be visible from staffed offices or classroom. A back up of intercom with video connecting the entry to classrooms is a possibility if the office is not always staffed.
- Enable staff in diaper changing, food preparation, and napping areas to supervise children in the primary activity areas.
- Classroom activities should be visible from any central circulation space.
- Toilet rooms should be visible to staff.

PARKING

- Parent drop-off areas should be close to the entry.
- Parent drop-off should accommodate 12% of all clients at one time and have a 15-minute limit. (This is ideal but not often achievable in urban centers. Green painted loading zones on public streets can be designated in urban areas to add more drop-off parking.)
- One parking spot per staff person, located in close proximity or along a secure route from the center. (This is ideal but not often achievable in urban centers.)

LIGHTING

- Look for opportunities to bring in natural light.
- Low windows enable small children direct access to natural light.
- Use soft lighting with a residential feel.
- Use dual switching to allow flexibility in controlling light levels.
- Use uplighting for some percentage of the lighting.

SOUND

- The most important acoustical issue in child care facilities is keeping the noise level within each classroom space to a moderate level.
- Pay attention to acoustical engineering between classrooms and other spaces, particularly general assembly spaces and napping areas.

HVAC

- Locate HVAC equipment away from or isolate from children inside and outside.

OUTDOOR PLAY AREA

- Ideally, have direct access from each classroom to outdoor space. If this is not possible, try to avoid having to go through another classroom to access outdoor space.
- Adequate space for children and staff:
 1. 75.01 square feet per child minimum of usable open space; 100 sq. ft. preferred. The additional 0.01 sq. ft. is to allow space for fencing.
 2. Storage for outdoor play equipment (space must be subtracted from the required 75 sq. ft.)
- Outdoor play area must be dedicated to the child care center during its hours of operation.
- Separate infant and preschool play areas. In some funding situations, toddlers must also be separated.
- Design for a variety of activities, e.g., tricycle path, play structure, quiet reading, water play, sand box, etc.
- Design flexible space: the less space you have, the more flexible it should be.
- Incorporate natural elements into the landscape.
- Design exterior fences with 5' heights at minimum to prevent adults from reaching over to access children.
- Design interior fences with 3'–4' heights so that staff can reach between infant and preschool play areas if necessary.
- Incorporate nontoxic plants and exclude plants with seeds that could present a choking hazard.

SHARED USE

- Consider sharing uses between housing and the child care center when space is at a premium. With careful planning, good management, and clear understandings between building management, tenants and child care, shared use can benefit all. Examples include sharing housing's community room with the child care center and sharing adult restrooms in common corridors to minimize the number of restrooms necessary for adults in the child care center. (There should be one adult restroom in the child care center at minimum.) However, it is not recommended to share outdoor play areas since child care operators require dedicated use of the outdoor play space during specific hours, which precludes simultaneous resident usage. The Kai Ming Development Center featured in the Appendix has an example of shared uses.

COST CONTROL & VALUE ENGINEERING

- Early planning is the best cost control.
- Planning can save significantly more money than reducing the quality of finishes or eliminating the scope of landscaping at the end.
- Start by establishing an adequate budget. Obtain cost estimates from the contractor at the end of each phase and make adjustments as necessary to keep scope and budget in alignment. Encourage the contractor to solicit input from the major subcontractors.
- Have an agreed upon budget up front and determine which party is paying for what.
- Early planning allows for time for fundraising for the child care.
- On finishes, balance durability with cost.
- Refer to the value engineering checklist towards the end of this chapter.

WORK WITH PROPERTY MANAGEMENT AND ASSET MANAGEMENT TO ANTICIPATE OPERATING ISSUES

- Meter utilities for the child care facility separately whenever possible.
- Separate trash storage and service.
- Separate entries and entry systems.
- Locate and secure HVAC equipment away from areas where children will be.
- Separate the play area and equipment for resident children in order to ensure residents have access to a play space during the hours of operation of the center and to reduce disagreement between property management and the provider with regard to wear and tear of the equipment.
- If sharing any space with housing uses, talk through operational, maintenance, janitorial, and liability issues, and describe how these issues will be handled in the legal agreements.

Child Care Facilities Design Matrix

REGULATIONS AND DEVELOPER RECOMMENDATIONS

INDOOR ACTIVITY SPACE

SPACE FOR CHILDREN

TITLE 22 REQUIREMENT

1. 35 sq ft./child excluding 1) bathrooms, halls, offices, isolation areas, food preparation areas, and storage space; 2) floor space occupied by shelves, permanent built-in cabinets, and office equipment; 3) floor space under tables, desks, chairs, and other equipment (101238.3)

TITLE 5 REQUIREMENT

No regulations.

NAEYC ACCREDITATION PERFORMANCE CRITERIA

1. Minimum of 35 usable sq ft. for each of the primary indoor activity areas. Specialty areas such as computer rooms, reading rooms, lunchrooms, where children are expected to remain seated for periods of time, may be excluded from the minimum space requirement.
2. Primary activity area does not contain diaper stations, cribs, large storage units that cannot be removed or moved aside easily, toilets, sick-child rooms, staff rooms, corridors, hallways, closets, lockers/cubbies, dry rooms, custodian's rooms, storage rooms, storage areas, and built-in shelving. (9.23)
3. Environment should be welcoming and accessible including:
 - clearly defined places where families can gather informally regarding the daily schedule and upcoming events
 - clearly defined places where families sign in and sign out to gather info about their child
 - places for displaying children's work
 - features that moderate visual and auditory stimulation. (9.3)
4. Indoor space is designed and arranged to accommodate children individually, in small groups, or a large group:
 - Space divided into areas to support children's play and learning
 - Semiprivate areas where children can play or work alone or in

INDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE
WITH YOUR HOUSING DEVELOPMENT

SPACE FOR
STAFF

STORAGE

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT
No regulations.	No regulations.
<ol style="list-style-type: none"> Individual storage (permanent or portable) for each child for clothing, personal belongings, and/or bedding. For play materials and equipment. For napping equipment. Combustibles, cleaning equipment and cleaning agents stored in locked area or inaccessible to children. (101238.4) 	No regulations.

NAEYC ACCREDITATION PERFORMANCE CRITERIA

- Place for adults to take a break and work away from children.
 - An adult sized bathroom.
 - Secure place for staff to store personal belongings.
 - An administrative area for preparing materials that is separate from the children's area. (9.5) All entrances and exits to be...
-
- Individual space is provided for child's belongings. (9.7)
 - Toxic substances (used only as directed by the manufacturer) shall be kept in a locked room or cabinet inaccessible to children, and separated from medications/foods; matches and lighters shall not be accessible to children; and gasoline and other flammable materials should be stored in a separate building. (9.50)

INDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT

CIRCULATION & FIRE

HVAC AND LIGHTING EQUIPMENT

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT
Minimum of 2 exits per classroom	No regulations.
<ol style="list-style-type: none"> 1. Heating and cooling must be able to be maintained at required levels. 2. Window screens required—no insects, dirt or debris. 3. Fireplaces and open space heaters must be inaccessible (fire screens or similar barrier will meet this requirement). 4. Lighting in all rooms and other areas for comfort and safety. (101239) 	No regulations.

NAEYC ACCREDITATION PERFORMANCE CRITERIA

1. Unobstructed and visible pathways for entering and exiting, and clearly marked regular and emergency exits (9.32)
 2. Clear pathways are available for children to move from one area to another without disturbing other children's work and play (9.33)
 3. Fully working fire extinguishers and fire alarms are accessible to children in classroom and are tagged and serviced annually.
 4. Working smoke detectors and carbon monoxide detectors are installed in each classroom. (9.34)
-
1. All rooms that children use are heated, cooled, and ventilated to maintain room temperature and humidity level. The maintenance contractor certifies that facility equipment are maintained in compliance with national standards for facilities used by children. (9.45)
 2. Natural light in at least some indoor areas occupied in the middle of the day for children who are in the facility more than 2 hours at a time.
 3. Stairwells and corridors are well-lighted.
 4. There is emergency lighting in all areas. (9.32)

CHILD CARE FACILITIES DESIGN MATRIX

INDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT

	TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT		NAEYC ACCREDITATION PERFORMANCE CRITERIA
AIR QUALITY: VENTILATION AND MATERIALS	No regulations.	No regulations.		No regulations.
FLOORING	Non-skid surfaces and non-slip material on rugs.	No regulations.		1. Floor coverings are secured to prevent tripping or slipping. (9.30)
FINISHES	No regulations.	No regulations.		No regulations.
FIXTURES	<ol style="list-style-type: none"> 1. If water faucets deliver hot water for use by children for personal care, hot water should be delivered between 105 and 120 degrees F. Faucets which deliver water at or above 125 degrees F must be prominently labeled. For centers that serve children with physical disabilities, additional equipment, aids, and/or conveniences shall be provided as needed. 2. Provide a location for storage of solid waste. 3. 1 toilet & 1 hand-washing fixture per 15 children or fraction thereof (urinals can be used but there shall be at least 	No regulations.		<ol style="list-style-type: none"> 1. Toilets, drinking water, and hand-washing facilities are w/in 40" of the indoor areas that children can access. Hand-washing sinks are accessible to staff and children, and those for children have step stools if needed for children to reach them. (9.30)

INDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT

FURNISHINGS

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT
<ol style="list-style-type: none"> 1. Tables & chairs scaled to size of children. 2. Cot, couch or bed for health related issues. 3. Play equipment & materials should be age appropriate. (101239) 	No regulations.

PLAY EQUIPMENT

<ol style="list-style-type: none"> 1. Securely anchored to ground unless portable by design. 2. All materials and surfaces accessible to children free of toxic substances. 	No regulations.
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NAEYC ACCREDITATION PERFORMANCE CRITERIA

1. Staff organize and group materials on low, open shelves to encourage children to use them independently. (9.6)
2. Furnishings are available for the following functions:
 - Diaper changing and changing soiled underwear or other clothing located away from food preparation areas. Hand-washing sinks within arm's length of diaper changing tables
 - For each child over the age of 2, a chair with a back and a seat height that allows the child to sit with his/her feet on the floor or ground
 - One cot, crib, mat, sleeping bag or pad for each child who sleeps more than 4 hrs a day in the program. At least 3 ft. of space between a solid barrier separates sleeping children.
 - At least one cot/mat with a pillow for an ill child.
3. Adaptations that allow children with disabilities and other special needs to fully participate in the program activities. (9.8)

1. A variety of age- and developmentally appropriate materials and equipment indoors and outdoors. This includes dramatic play equipment and materials such as sand, water, clay, dough, paint, blocks. Equipment available for, for example, pushing; walking; climbing in, on, and over; moving through, around, and under; pulling; pushing; pulling; and riding.

CHILD CARE FACILITIES DESIGN MATRIX

INDOOR ACTIVITY SPACE (CONTINUED)

		TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT			NAEYC ACCREDITATION PERFORMANCE CRITERIA
DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT	NAPPING EQUIPMENT	1. Room should have enough space for circulation. Children should not have to walk on or over the cots or mats of other children.	No regulations.			No regulations.
	DURABILITY	No regulations.	No regulations.			Non-disposable materials are durable and in good repair. (9.4)
	DRINKING WATER	1. Non-contaminating fixture or container, readily available both indoors and in the outdoor activity area. 2. Children's access to water (anchored steps or a broad based platform when a drinking fountain is too high for children). 3. Bottled water containers secured to prevent tipping and breaking.	No regulations.			No regulations.
	ADA	No regulations.	No regulations.			1. Facilities meet Americans with Disabilities Act (ADA) accessibility requirements, including accessible buildings, toilets, sinks, drinking fountains, outdoor play spaces, classroom and therapy areas. 2. Equipment, materials, and furnishings are available that provide to the program's curriculum activities for children with disabilities. (9.4)
	ENVIRONMENTAL	No regulations.	No regulations.			1. Documentary evidence, available on-site, indicates that the building has been assessed for lead, radiation, asbestos, fiberglass, and other hazard from friable materials. Evidence exists that the program has taken remedial or containment measures to prevent exposure to children and adults if warranted by the assessment. (9.41)

CHILD CARE FACILITIES DESIGN MATRIX

INDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT

ACOUSTICAL

INFANT STAFFING
 INFANTS = BIRTH TO 18 MONTHS
 TODDLERS = 18 MONTHS TO 36 MONTHS

PRESCHOOL STAFFING
 PRESCHOOL = 36 MONTHS TO ENROLLMENT IN KINDERGARTEN

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT
No regulations.	No regulations.
<ol style="list-style-type: none"> 1:4 teacher-infant ratio (an aide may be substituted for a teacher if a) a fully qualified teacher is directly supervising no more than 12 infants and b) each aide is responsible for a group of less than 4 infants). Director & Asst Director may be counted when directly working with infants. 1 teacher to visually observe over 12 sleeping infants. An aide may visually observe as long as conditions under #1 are met. (101416.5) 	<p>Infants: 1:3 adult-child ratio 1:18 teacher-child ratio</p> <p>Toddlers: 1:4 adult-child ratio 1:16 teacher-child ratio (see footnotes below)</p> <p>*Compliance determined by actual attendance. **Teacher child ratios may be exceeded by 15% for a period of time not to exceed 120 minutes per day.</p>
<ol style="list-style-type: none"> 1:12 teacher-child ratio except for Title 5 centers & except for child development programs funded by the Department of Education The licensee may use teacher aides in a teacher-child ratio of 1 teacher and 1 aide for every 15 children in attendance. (1 qualified teacher and 1 aide per 18 children in attendance in a preschool program is allowed as long as the aide meets the qualifications in section 101216.2(d).) (101216.3) 	<p>Preschool: 1:8 adult-child ratio 1:24 teacher-child ratio (see footnotes below)</p> <p>*Compliance determined by actual attendance. **Teacher child ratios may be exceeded by 15% for a period of time not to exceed 120 minutes per day.</p>



NAEYC ACCREDITATION PERFORMANCE CRITERIA
Program has taken measures in rooms occupied by children to control noise levels so that normal conversation can be heard without raising one's voice. (9.44)
No regulations.
No regulations.

OUTDOOR ACTIVITY SPACE

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT

	TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT		NAEYC ACCREDITATION PERFORMANCE CRITERIA
SPACE	<ol style="list-style-type: none"> 1. 75 sq ft./child excluding swimming pools and adjacent decking and natural or man-made hazards. 2. Infant and preschool play areas must be separated. 3. Adequate shading—vague language usually subject to local licensing inspector’s interpretation. 	No regulations.		<ol style="list-style-type: none"> 1. At least 75 sq ft./child play area outside at one time. A minimum of 75 sq ft. times one-third the enrollment of the center. (9.1) 2. Shaded areas should accommodate multiple children at play. (9.1) 3. Designed with a variety of natural and manufactured surfaces, age and developmentally appropriate equipment to accommodate diverse experiences. 4. Clearly defined areas which support their intended use. 5. Non-poisonous plants, shrubs and trees. 6. Semi-private spaces where children can play alone or with a friend. (9.16) 7. Arranged so that staff can supervise children by sight and sound. 8. Protection from excessive wind.
CIRCULATION	<ol style="list-style-type: none"> 1. Permit children to reach the outdoor activity space safely—no hazards from conflicting activities. 	No regulations.		No regulations.
MAINTENANCE	<ol style="list-style-type: none"> 1. Maintain in good condition. 	No regulations.		No regulations.

OUTDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE
WITH YOUR HOUSING DEVELOPMENT

PLAY STRUCTURE
SURFACING

PLAY
EQUIPMENT

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT		NAEYC ACCREDITATION PERFORMANCE CRITERIA
<p>1. Areas around high climbing equipment, swings, slides, etc., must be cushioned with material that absorbs falls. Acceptable materials include: sand, wood chips, pea gravel or commercially produced rubber mats for this purpose. Other material may be approved by Department of Social Services, Health & Human Services Agency prior to installation.</p>	<p>No regulations.</p>		<p>No regulations.</p>
<p>No regulations.</p>	<p>No regulations.</p>		<p>1. Sandboxes constructed to allow drainage and should be able to be covered when not in use. (9.1.1)</p>

OUTDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE
WITH YOUR HOUSING DEVELOPMENT

FENCING

SAFETY

TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT
<ol style="list-style-type: none"> 1. Playground must be surrounded by a fence with a minimum height of 4 ft. The purpose of the fence is to prevent children from leaving the area. Split-rail and barbed-wire fences are inappropriate. 2. Any bodies of water must be inaccessible: a pool cover or 5-ft. minimum fence may be used as a barrier. 	<p>No regulations.</p>
<p>No regulations.</p>	<p>No regulations.</p>

NAEYC ACCREDITATION PERFORMANCE CRITERIA

1. Play area should be protected by fences or natural barriers from streets and other dangers, pits, water hazards, or wells.
2. Any body of water, including swimming pools, built-in wading ponds, and irrigation ditches enclosed by a fence at least 4 ft. high with any gates childproofed to prevent entry by unattended children (9.35)

1. Findings of a Certified Playground Safety Inspector documented and available on site. Assessments include:

- All outdoor play equipment designed to guard against entrapment or situations that may cause strangulation
- Program has corrected any unsafe conditions
- Toxic materials not used in the manufacture of playground equipment
- Safety surfacing in areas with climbing, sliding, swinging equipment from which a child might fall is located
- Safety surfacing beneath

OUTDOOR ACTIVITY SPACE (CONTINUED)

DESIGNING CHILD CARE WITH YOUR HOUSING DEVELOPMENT	EQUIPMENT	TITLE 22 REQUIREMENT	TITLE 5 REQUIREMENT		NAEYC ACCREDITATION PERFORMANCE CRITERIA
	TRASH	HVAC equipment, water heaters, fuse boxes should be inaccessible to children.	No regulations.		No regulations.
		Fire retardant trash cans with lids.	No regulations.		No regulations.

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A GUIDE FOR DEVELOPING
CHILD CARE FACILITIES
WITH AFFORDABLE HOUSING

Another Child Care Option— *Family Child Care Rental Units*



BUILDING SUSTAINING LEADING

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Another Child Care Option— *Family Child Care Rental Units*

Summary

Family child care is care that takes place within the home of the caregiver, and historically has been the most commonly used form of child care available in lower-income communities. Family child care is by its nature a less formal arrangement than center-based care, and has different standards for licensing. Since family child care is a well-used service in lower-income communities, and is also a source of income for the families served by affordable housing, developers of affordable housing have become more interested in incorporating or facilitating family child care in their developments of late. It is estimated that approximately one-third of children in licensed child care are in a family child care setting.

Family child care is more informal and typically more flexible than center-based care. Although licensing is required for caregivers who serve more than 6 children in their home, many caregivers are not licensed (see the Licensing section of this chapter for more detail). Additionally, family child care is typically provided in the home of the provider and his/her family and is frequently not designed with child care in mind. Family child care providers often provide child care without a formal educational component. Therefore, many families utilize family child care for infants and toddlers, then move children to a preschool/child care center at age three or four. However, depending on the locality, many resource and referral agencies offer educational classes to family child care providers that count for Early Childhood Education Credits (ECE). Providers commonly obtain six to eight credits in topics such as first aid for young children, how to run a family child care business, children's development by age, etc.

Family child care in a multifamily setting can offer many benefits to all parties, including the caregiver, the families in a housing development, and the community at large. However the developer must keep in mind certain issues when considering the appropriateness of family child care in a housing development. The sections below will focus primarily on the considerations and challenges of incorporating family child care into affordable housing and offer some recommendations. At the time of this writing, there is little development experience with incorporating family child care into affordable housing.

The Benefits of Family Child Care

There are several benefits to family child care in low-income communities:

- **Good Outcomes for Children**
Family child care can provide a safe, culturally appropriate, home-like setting with a great deal of personal attention that supports early childhood development. Many parents favor family child care environments over larger centers because of the smaller scale, higher degree of personal interaction, and home-like setting.
- **Support for Working Families**
Access to child care is the largest barrier to workforce participation in lower-income communities. The additional flexibility of family child care relative to center-based programs can be important in allowing a parent to work.

- **Economic Development**
Family child care can also be an important economic development tool for the caregiver. As indicated below, family child care is not a high-wage profession, but it can provide an important source of income for a family. In addition, formalizing a child care arrangement can have benefits in providing access to mainstream institutions and experience in operating a business that can be very important for the personal development of the provider.
- **Community Building**
Family child care can facilitate community building within a development, and between a development and the neighborhood surrounding the development by fostering relationships among resident families. Some communities prefer family child care to the more classroom-like environment of a child care center. Awareness of and responsiveness to this preference is important to maintaining a positive relationship with the neighborhood. The presence of an active day business in the neighborhood can also have the additional benefit of discouraging criminal activities in some neighborhoods.

Economics and Resources

A LOW-WAGE ENDEAVOR

Family child care is generally a low-wage endeavor. For most providers, it does not produce a large income for the provider. Typically revenues of family-based providers in lower income neighborhoods range from \$15,000 to \$45,000 per year, and after taxes and expenses are considered, most providers alone would be considered low-income if family child care is their primary means of support.

RENTAL

For providers who have another significant source of family income, the provider's family income may exceed income restrictions for the affordable housing units over time as the child care business becomes more established. Income qualification issues include how to qualify a family provider for tenancy in a development and how to manage compliance with affordability restrictions for provider families that become over income over time. It may be difficult for family providers to demonstrate that they have adequate income to qualify for housing. A provider who is relocating to the development from their home may lose a large portion of their existing client base, as family child care is extremely sensitive to location. Even a move of a short distance can result in the loss of most clients.

The owner of a housing development must assess whether a proposed family-based provider will be able to maintain adequate income to pay the rent, and should think ahead about how they will manage the situation should the child care function generate income inadequate to pay the rent. The owner may want to request that the provider provide statements from their clients stating their intention to continue as clients after the provider moves into the development. The owner may also want to assess if the family provider has adequate funds to allow for a start-up and "marketing" period of six months to a year. Community-based organizations that offer incubator or small-business assistance can assist the provider in developing a business plan for the transition.

OWNERSHIP

Since child care is typically a low-wage endeavor, the provider's family income may not be high enough and/or stable enough to enable them to purchase a home. In many localities, Housing Authorities have allowed Section 8 Voucher holders to utilize their vouchers for mortgage payments rather than rental payments.

PROVIDES ECONOMIC AND PERSONAL DEVELOPMENT

Family child care can be an economic and personal development vehicle for the provider's family. It is certainly a venture that has a very low barrier to entry and provides a critical community need. The additional support provided by living in subsidized housing can assist the family in developing a more informal function into a business that can grow the family's income and opportunities. Developing a family child care business can develop business skills and provide the family with new access to financial institutions as well as educational and other supporting opportunities. For some families, however, trying to formalize a previously informal arrangement can lead to difficulties. For instance, often provider families depend on barter or unreported income, and the provider may be resistant to changing this arrangement.

NO DIRECT SUBSIDY

Unlike center-based care, family child care providers cannot receive direct subsidy on a contract basis for caring for children of low-income families. Family providers may accept vouchers from an income-qualified family. These vouchers are primarily distributed to families served through CalWorks. CalWorks families are eligible for vouchers after leaving the cash aid program if their income is below 75% of state median income. (Refer to Chapters I and IV for more detail on CalWorks eligibility and how the vouchers work.) However, as of this writing vouchers for families who have left the program were in danger of being cut in the state budget negotiations.

SUPPORT FOR PROVIDERS

In many localities, Resource and Referral networks provide education, training, support and referrals to family child care providers. This can be a crucial ingredient in ensuring that family child care not only provides a service to the client families but also an opportunity for advancement to provider families. The scope of services offered by and the staffing level of the resource and referral networks tend to be stronger and to have greater capacity in the more urban areas of the state and less so in rural areas.

Licensing

In California, a family provider is allowed to care for up to 6 children without a requirement to be licensed. Further, a family in an existing development who starts a family child care operation in their apartment cannot be compelled to obtain a license by the owner or manager of a development. There are two licensing categories. The license for a "Small Family Child Care Home" allows up to eight children, including children under ten years of age who reside in the home. A "Large Family Child Care Home" allow up to 14 children, again including children under ten years of age who reside in the home. A Large Family Child Care Home must include an adult assistant.

Licensing for a family child care home involves an application, background check, and inspection. For licensing materials and details, refer to the Community Care Licensing website for up-to-date information, <http://cclid.ca.gov/>.

For new developments where family child care is part of the program from the beginning, it is strongly recommended that licensure be a priority in selection of residents. As long as it is a clear eligibility criterion, requiring licensing is allowable and advised in planning for family child care.

Use, Occupancy, and Fair Housing Issues

In California family child care is defined as a residential use, and therefore no land use permits are required as would be for a business establishment. Family child care is also considered a residential use in Section 42 of the Internal Revenue Code, which governs low-income housing tax credits as well as in the HOME and CDBG program regulations.

The question often arises whether it is allowable to reserve units for family child care providers and how this can be accomplished without running afoul of Fair Housing Law. The short answer is that it is possible to reserve units for this purpose as long as there is no violation of fair housing concepts within that class of applicant. The owner/manager should establish a separate application and interest list process for any units designated for family child care. We recommend consulting with an attorney familiar with fair housing law when creating a marketing plan for a development with family child care.

One note of caution: an owner cannot change the income or family-size criteria to accommodate family child care. For instance it is not allowable to rent a three-bedroom unit to a one- or two-person household because the tenant will be providing family child care. Other design modifications are acceptable: see the Design Considerations section, below. Therefore, some thought should be given to the likely household size of family child care providers in the area so that the size of the unit made available does not preclude occupancy by qualified providers.

In tax credit–financed projects, it is also unacceptable for a family child care provider to have exclusive use over any common area such as a play area or community room, unless these areas are removed from tax credit basis. The child care provider and children may use these areas but may not reserve them exclusively for family child care use.

For projects financed with other sources, the tax basis issues are not relevant. However we advise that you work with an attorney to ensure that your selection process is consistent with fair housing law. Also be sure that both the selection procedure and intended use of the property for family child care is consistent with the requirements of all other funders.

Design Considerations

The strict physical design standards associated with center-based care do not apply to family child care settings. If a family child care use is planned for specific units in a new development, the units may be designed and sited to facilitate their use as child care and to minimize disturbance for other residents.

UNITS

As mentioned above, in a tax credit–financed development a family must qualify for a unit in terms of income and family size, independent of their child care business. For example, a two-person household cannot be leased a three-bedroom unit. However, it is permissible to create different access, larger or more flexible floor plans, or more durable finishes in a unit so it can better accommodate family based care.

Following are some specific design recommendations:

- A large living/dining area should be designed to allow flexibility for various activities and adequate space for the number of children that will be served. Design the living/dining area to be larger than the typical unit which accommodates only the resident family. A flexible living/dining area of between 300 and 400 square feet is recommended rather than the typical family unit design of 200 to 250 square feet.
- There should be good sight lines throughout the living area, including from the kitchen and from the bathroom and/or diaper changing station.
- Although there is no outdoor play area requirement, access to a usable outdoor area is desirable. The door should be easily monitored from the living area.
- Additional storage is crucial. Remember that storage outside the unit dedicated for use by the family provider could be construed as a commercial use and possibly ineligible for housing funding, including tax credits.
- It is recommended that the area of the apartment used for child care be fully handicapped accessible, including a ground-floor bathroom.
- A ground-floor bathroom with a bathtub is preferred since children may need to be bathed.
- More durable and easy-to-clean finishes should be considered.
- Provide enough space to place a changing table in the bathroom.
- Maximize natural light to the child care area.
- If there will be more than one family child care unit, locate them adjacent to one another to simplify access and isolate noise. Greater acoustical treatments may be warranted between units as well, e.g., limitation of party walls, increased insulation.

COMMON AREAS

Outside the unit, common issues such as noise, access, and safety should be addressed in the design. Since typically a family child care situation will not lend itself to complete separation of uses as commonly seen in center-based care, more thought needs to go into the blending of uses. A design that minimizes the access and use of common areas by clients of the family child care provider is recommended in order to minimize conflict with the needs of the residents and clarify liability issues should they arise, e.g., if a provider's client is hurt in a property common area.

ACCESS

The developer will need to consider how clients from outside the development will get to the provider family's apartment. Developers should involve property management staff in deciding how access should work. Property management should consider how clients from outside the development will access the child care location, whether the access will be difficult for people to navigate, and if access will compromise the security of the building, or be a nuisance to other residents. Also, special consideration should be given to a pick-up/drop-off area if clients from outside the development are expected.

Many developers like to have a single controlled access point for the entire development for security reasons, but this might prove difficult for the clients of family child care who have car seats, diaper bags, and other equipment to transport daily. Ideal family child care units are located on the ground floor, either with their own entries or close to major entries, parking or areas that may be used for drop-off. Parking/drop-off space is another concern if vehicular traffic is anticipated. Frequently, affordable housing developments do not plan for drop-off areas for family child care units, and in developments guest parking is minimal or nonexistent due to the high construction cost of parking structures as well as security and liability issues. Traffic concerns can become a neighborhood issue as well, even if they are more perceived than "real." Designating a drop-off area close to the family child care units but separate from resident parking is recommended. This issue is a lesser concern for an ownership project. With ownership housing, whether or not extra parking spaces are necessary will depend on the availability of street parking.

Management Issues

RESIDENT/PROVIDER SELECTION

PROCEDURES FOR SELECTING FAMILY CHILD CARE PROVIDERS

As mentioned previously, fair housing laws allow for a separate applicant pool for family child care units as long as there is no discrimination within that pool. For new developments anticipating a family child care use, developing a separate set of criteria for family child care providers is highly recommended. The criteria should include any licensure requirements, and that the owner/property manager fully investigate the provider, including a visit to their current home and speaking to references. Having held a license for two years at minimum is recommended, because compliance issues usually do not arise until at least the second year. At the time of this writing, family child care homes are inspected only once a year.

Verification of a provider's income can be problematic; owners and managers should be aware of this. Also be aware that income from family child care can be quite variable, and a family changing location to move into your development may lose many of their clients: even a short move can create difficulty for client families. As a result a provider's income could fall precipitously upon relocating. In general, and as might be expected, well-established, stable operations have a higher probability of success following relocation. Therefore, it makes sense to carefully assess the stability of the operation and the likelihood for success after moving. Also, it is a good idea to require a relocating provider to have a transition plan, including some financial reserves to ensure they will be able to stay solvent when relocating. Six months to a year of reserves is recommended unless a provider is able to show that their existing clientele will continue to place their children with them at the new location.

SECURITY DEPOSITS

The property owner may collect a larger security deposit for a family child care provider than for a comparable unit based on the additional expected wear and tear from the more intensive use. The owner should consider what impact a higher deposit would have on the finances of the operator but also be sure to have an adequate security deposit to allow for repairs when the unit turns over. The owner may also wish to increase the replacement reserve for the whole development where family child care is part of the program. Typical repairs include more frequent painting, cabinet replacement in bathrooms and kitchens, carpet and other flooring replacement, and toilet/sanitary sewer service due to children's toys and other items falling into the toilet.

INSURANCE

Under current California law, a landlord cannot require a family child care provider to have liability insurance. However, in the process of selecting a family child care operator for a new development it is recommended that possession of a liability insurance policy be a clear priority for renting a unit with the intent of providing family child care.

CONTINUING EDUCATION

The property owner may want to encourage the provider to seek continuing education. Resource and Referral agencies frequently offer continuing education classes which count for Early Childhood Education credits for providers.

CONTINUING OPERATION

The owner must consider the remedy if a selected child care operator does not comply with property house rules, and especially if the operator does not provide the child care service that was anticipated. We recommend executing a use agreement that delineates the conditions for occupying a unit designated for family child care. Following are several areas of concern:

PROVISION OF CHILD CARE SERVICES

If the provider family no longer provides care for the minimum number of children (if specified in a use agreement) or does not maintain their state license as a child care provider, the owner may wish to have the option of terminating occupancy of the unit. The next available unit in the development for which the family qualifies (if they continue to meet minimum standards for tenancy in any unit) may be offered to the family. The more the child care units are made physically different from others in the development, the

more important it will be to be able to move a family that is not providing the child care service that was expected. A use agreement can also delineate other rules and standards that must be maintained by the provider in addition to those that apply to all tenants generally. Please note that you cannot require that child care spaces be reserved for residents of the development.

NOISE

The use of an apartment for family child care can create noise issues for other residents. If specific units are designed for child care use, acoustic impacts should be considered in the design phase. For instance, making sure that there are as few adjacent units as possible and minimizing party walls at the living area of the child care unit would be wise. It would also be wise to inform other residents of the child care use and as much as possible locate more compatible families adjacent to the child care unit (for instance a family where members are at work or school during the day rather than a senior who might be home during the day). If there is more than one family child care unit in the development, it makes sense to place them adjacent to one another.

ACCESS

Reassessment of the access plan and comparison to the actual practice of clients and the provider should be periodically reviewed by management staff. If the access route is inconvenient, the clients will likely abandon it. If the access route causes an unanticipated nuisance to other tenants, the property manager will need to work out another route with the operator or some other solution.

WEAR AND TEAR

A family child care unit will be used much more intensively than a regular apartment. You may want to consider adjusting the replacement reserves for the entire project to account for more frequent replacement of carpets, repainting, etc. Frequent unit inspections are also suggested.

DON'T BE AN 'OPERATOR'

The building owner and manager must avoid giving special treatment that could be interpreted as co-operation with the child care. Examples might include dedicated use of common areas or forgiveness of rent. This could open the door to some liability on the owner's part for the activities of the child care. So long as a family child care operation is independent of the ownership and management of the development, there should be no additional owner or manager liability associated with the activity. It is permissible to provide technical or other assistance so long as there is a clear agreement in place that states the limits of the assistance and reiterates that the landlord has no management authority.