

California Community Colleges
Child Development Center Program Space Guidelines
(Prepared for the 23 Child Development Facilities Contained in the Budget Act of 1997)

INDOOR SPECIFIC-USE PROGRAM AREAS		
SPACE TYPES	PRESCHOOL SPACE GUIDELINES	INFANT / TODDLER SPACE GUIDELINES
Demonstration Area (550-555)	50 SF per child*	
Storage for children (555)	10 cubic feet per child (approximate 5 SF footprint)	
Storage for equipment & materials (555)	10 SF per child	
Staff & Parent Bathrooms (non-assignable)	Minimum 2 unisex bathrooms	
Student Class/Lab Bathroom (non-assignable)	Code compliant	
Child/Toddler Bathrooms (555)	1 sink & toilet per 7 children or 2 sinks & toilets per 15 children	1 sink per 7 toddlers 1 toilet per 5 toddlers
Nap Area (550-555)	REQUIRED - See enclosed Guidelines	Separate room required 1 crib per infant & 1 cot per toddler (approximately 25 SF per child)
Changing Table Area for infants/toddlers (550-555)	n/a	REQUIRED - See enclosed Guidelines
Staff Workroom (310-315)	400 SF *	
Food Service/Kitchen/Storage (555, 630-635)	200 SF *	100 SF additional *
Isolation Area (810-830)	100 SF	
Staff Workroom (310-315)	400 SF *	
Laundry/Service Area (555)	150 SF *	
Facility Maintenance/Custodial Storage Area (non-assignable)	40 SF (combining with other uses is discouraged i.e. electrical, mechanical panels & controls)	
Reception/Registration/Clerical Area (310-315)	300 SF *	
Administrator Office (310-315)	200 SF *	
	* Additional SF up to a limit may be added with approved justification (See enclosed Guidelines)	

INDOOR MULTI-USE PROGRAM AREAS
(Not to exceed a total of 900 - 1500 SF)

SPACE TYPES	SPACE GUIDELINES
Class/Lab Area with water supply (210-215)	20 SF per adult (30-50 adults) *
Class/Lab Service Area (210-215)	100 SF *
Staff Lounge/Staff Resource Area (630-635)	300 SF
Observation Area (550)	15 SF per person (students, parents, etc.)
Conference Area (350, 680-685)	200 SF
Student/Parent Resource Area (680-685)	100 SF
Staff/Student Lockers-Personal Storage Area (690)	Recommend 5 SF per person (10 CF)

OUTDOOR PROGRAM AREAS

SPACE TYPES	SPACE GUIDELINES
Play Yard (Shade/Shelter also needed i.e. Covered Patio)	100 SF * per child (Infant/Toddler Playspace is Separate)
Storage Area (730)	200 SF *
* Additional SF up to a limit may be added with approved justification (See enclosed Guidelines)	

I. INTRODUCTION

The California Community Colleges are uniquely suited to the task of providing community leadership in child development through their role in training child development teachers, educating parents and potential parents. In this role they set up model child development centers which exemplify the best practices in child development for education of student teachers, and to provide child care and development services for community college students who would be unable to attend college without this service.

It is the responsibility and function of California Community Colleges to provide child development instruction and services that have quality, strength, and vitality. Child development programs are intended for the combined functions of early childhood education and college instruction, therefore offering a unique blend of general education and vocational training for community college students while also providing high quality educational experiences for young children. Because of changes in the family, it is more important than ever that community colleges be a model for teacher training, parent education, and exemplary programs for children in the state of California.

Child care and development services have become a vital element of educational access as higher percentages of women and minorities enroll in community colleges and enter the work force. Child care and development centers for the children of community college students have grown substantially in size and number in the last two decades, yet there is a great-unmet need for facilities, services, and teachers in the state.

Ideally, facilities for child development centers should be architecturally compatible with the campus on which they are being built and designed to serve the combined roles of instruction and service. Permanent facilities are a priority for campuses with no child development center or temporary relocatables.

II. CHILD DEVELOPMENT FACILITY PURPOSE

The child development facility should provide:

A. A Model/Demonstration Program setting for college students to:

1. Observe child growth and development
2. Learn guidance techniques, which will be effective in their work with young children
3. Plan, present, and evaluate learning activities for young children in a group setting
4. Have actual teaching experience with young children while studying theory

5. Discuss and evaluate experience with the children daily
6. Observe other teachers as they work with children and present activities
7. Learn to work as a member of a teaching team
8. Have the opportunity to compare and contrast differing teaching and learning philosophies
9. Develop personal teaching styles and other abilities
10. Work in an environment with developmentally appropriate equipment and supplies

B. Child Care and Development Services to:

1. Students
2. College employees (as space permits)
3. Community (as space permits)

Rationale for serving a combination of the populations listed above:

- a. To create greater access to higher education for student parents
- b. To achieve greater diversity of program population in order to provide college students a more varied lab experience
- c. To provide diverse funding sources for Center
- d. To develop unity and mutual support in the campus' community

C. Parent Education/Involvement

1. Parent education and involvement is an essential part of a quality child development program. Parent participation should be designed to heighten awareness and enhance parenting skills.
2. Parents should be welcome to visit and observe their children's activities at any time.
3. Parent education meetings should focus on child development issues, parenting, and family issues.
4. Parents can learn best practices and interact with groups of children in supervised environment.
5. Provide additional assistance to the staff at special occasions and in

material preparation for center classroom activities. Volunteer parents are seen as an asset to the program.

III. FACILITY SIZE

A. Size will be determined by individual district enrollment needs as defined by these guidelines. Any increases over the lower end of each range must either be justified and documented, funded by the district, or removed from the project.

1. The following factors need to be considered in determining facility size:
 - a. Documented child development student enrollment
 - b. Documented child care and development needs of the campus
 - c. Type of program, i.e. infant, toddler, preschool, school age, mildly ill
 - d. College scheduling consideration
 - e. Local conditions (i.e., climate, and geographical location)
 - f. Practicum and observer space requirement
2. Consideration for increasing size of facility:
 - a. Availability and successful procurement of funding incorporating subsidized programs
 - b. Program variety--sick child care, extended care, infant care, school-age child care
 - c. Demographics of the student population
 - d. Extension of operating hours
 - e. Adequate and appropriate space for observers and practicum students from the instructional program

B. Minimum size

1. Each new facility should accommodate a minimum of **sixty (60)** children when possible as a cost-effective measure
2. Changes in facility size may be necessary for specialized programs, e.g. infant, toddler, school age, mildly ill, with proper justification.
3. Larger programs should add additional areas or spaces, prorated within

these guidelines as needed, and yet have a single administrative and support structure when possible.

C. Space requirement

Note: The following space allowances meet or exceed the minimum state licensing requirements of Title 22 - Child Day Care General Licensing Requirements. Where there is no requirement or one is not known, or the minimum may not meet program requirements, allowance for space with prior approval from the Chancellor's Office is recommended to better accommodate individual program needs.

1. Indoor Specific-Use Program Areas

- a. Essential child's activity/demonstration space is **50 - 70 unencumbered SF** per child. Facility licensed capacity will be based on these areas.
- b. Additional space up to **10 cubic feet** per child for storage within each instructional area should be allocated. The area of the footprint of storage should not detract from the activity/demonstration space allotment.
- c. Indoor child activity equipment and materials space shall be allocated at up to **10 SF** per child.

2. Class/Lab Areas

On-site instructional area (class/lab) for practicum instruction and observation classes from Child Development/Early Childhood Education, Nursing, Psychology, etc., should be **20 - 30 SF per adult for 30 - 50 adults** (recommended with a water supply). There should also be **100 - 150 ASF** service or storage area and a minimum of one adult unisex bathroom.

3. Outdoor Program Areas

- a. Essential child's space is **100 - 120 unencumbered SF** per child
- b. Outdoor storage space is a range of:
200 - 250 SF per 0 - 60 children
300 - 350 SF per 60 - 100 children
400 - 450 SF per 100 - 150 children

IV. REQUIRED SPECIFIC FUNCTIONAL AREAS

A. Indoor Children's Activity/Demonstration Areas will provide space for the following functions:

1. Large group, multi-use

2. Sleeping / napping area (can be multi-use with demonstration area)
3. Eating
4. Small group
5. Water play
6. Personal storage
7. Material & equipment storage
8. Children's toilets

(Note: #s 6,7,8 above have additional space needs)

B. At least six different categories of space should be created for play experiences among the large group, small group and water play areas:

1. Large motor activities
2. Small motor manipulative
3. Creative and discovery activities
4. Dramatic play
5. Teacher directed/group activities
6. Quiet reading/listening area

C. Support Service Areas will provide space for the following functions:

1. Food service
2. Storage
3. Facility maintenance room/climate control
4. Adequate parking for staff, visitors, and drop-off zone for parents
5. Delivery
6. Waste disposal
7. Laundry/Service

D. Administration/Staff Area will provide space for the following functions:

1. Administrator/Director's office

2. Isolation area
3. Staff toilet(s)
4. Staff lounge
5. Waiting/Reception area
6. Office storage
7. Personal storage
8. Conference room
9. Resource center
10. Staff work room

E. Class/Lab/Observation Areas will provide space for the following functions:

1. Class/Lab Space

This space is necessary for the instruction of observation and practicum students. Instructors often need to meet with their class at a site away from the children's activities in conjunction with their instructional assignments. Class/lab rooms should have a water supply.

This direct access to the laboratory and children's programs facilitates the instructional linkage between theory and practice.

If the district's lecture or laboratory capacity to load ratio is over 110%, as shown by the most recent Five Year Construction Plan (5YCP), and designated lecture or laboratory space is included in the child development facility, the district will fund such space, or remove it from the project.

2. Observation Space

The consideration for observation space needs to be made regardless of whether the space itself is included in the children's activity/demonstration room or separated from it.

It is recommended that a wide variety of options be pursued in order to provide opportunity to observe all aspects of the children's program.

Alternative methods such as audio-visual remote presentations may be used to supplement traditional observation experiences

F. Outdoor Areas will provide space for the following functions:

1. Small/Large muscle development
2. Small group
3. Private / shaded/ covered area
4. Adult observation
5. Storage
6. Art activities
7. Gardening/nature activities

G. Additional space is essential to accommodate staff, parents, and students utilizing the facility. Indoor space has been determined to be flexible to accommodate the following groups:

1. Child Development student teachers
2. Child Development student observers
3. Parent education and involvement, i.e. parenting classes, parent meetings, parent support groups
4. Work study students
5. Other student populations--i.e. Health Careers, Psychology, Art, Photography, P. E., Culinary Arts

V. SPECIFIC-USE AREAS

A. Toilets/Restrooms

1. **Two** toilets and sinks are required for every fifteen children or fraction thereof (**one** toilet & sink per 7 children and **one** toilet for 5 toddlers for toilet training).
2. At least **two** additional unisex toilets and sinks are required for use by staff and visitors, by ill children, and in emergencies. At least **one** additional must be available for students in class/labs. Must comply with the Uniform Building Code and one must meet ADA requirements.
3. Locate in convenient area outside the major traffic areas
4. Locked storage available for products used in this area--paper towels, toilet tissue, soap, cleaning supplies
5. Separate diaper/clothing changing areas
6. Facilities for bathing of children

7. Plumb basins for tepid water/cold water
8. Child-size toilets and sinks
9. Automatic sensing faucets

B. Sinks and Drinking Fountains

1. Each activity/demonstration room should have at least **one** child height sink and drinking fountain
2. All sinks at child height should be plumbed for tepid water/cold water
3. High/low sink is desirable to reduce back strain for adults

C. Food Service/Kitchen/Storage Area

Food service needs are provided through a variety of delivery methods which may include: partially or totally prepared in a kitchen facility, vended delivered food, minimal snack preparation, or self provided. When totally prepared in a kitchen the following should apply:

1. Kitchen and storage space of **200 - 400 SF**
2. Commercial freezer and refrigerator storage is required
3. Adequate preparation/counter area, preferably commercial quality, made with easily cleaned and sanitized materials
4. Commercial dishwasher is required
5. Separate service area for deliveries and access to maintenance and kitchen storage area is required
6. Kitchen office space consideration for staff and students of child nutrition to plan and prepare/manage food services

D. Laundry/Service Area

1. Space shall be adequate to provide sufficient room for a commercial washer and dryer with working counter top area
2. Range of allowable space is **150 - 175 SF**

E. Office Space

1. Administrator/Director

- a. Should be **200 - 250 SF**
- b. Space for interviews, counseling of parents, etc. should be included
- c. Storage for confidential files is required

2. Reception/Registration/Clerical Area

- a. Should be **300 - 350 SF**
- b. Should be accessible without entering children's space
- c. Adequate space for office equipment such as computer, fax, typewriters, copy machine, storage, etc.
- d. Storage space for confidential files
- e. Must accommodate interaction with parents, adults, staff, students. This area does not need to be private
- f. Should accommodate heavy phone use and additional staff if a large program is planned
- g. May provide sign in and sign-out for child/parent in this area
- h. Public telephone (with no entry to program areas)
- i. Should have adequate security for protection of children, students & staff

3. Recommended Additional Office Space

- a. Food Technician
 - 1. Should include **100 SF** if a food service program is allocated (all subsidized programs are required to participate in a food service program)
- b. Nurse/Isolation Room (May be necessary in a "mildly ill" program & may be combined with isolation area)
 - 1. Should include **100 SF**, can be combined (see Isolation Area)
 - 2. Glass walls required so that an ill child is visible to staff at all times
- c. Additional Staff
 - 1. As required (i.e., Assistant Director(s), Child Development Coordinator or other faculty)

F. Staff Work Room

1. Should be **400 - 450 SF**
2. Work space for teacher preparation
3. Storage/ work space for telephones, computers, copier, laminating machines, school supplies and individual teacher storage

G. Isolation Area

1. Should be at least **100 SF**
2. Should be adjacent to the offices
3. Separate toilet and sink in/or adjacent to room
4. Glass wall required so that an ill child is visible to staff at all times

H. Infant/Toddler Area

1. Essential activity demonstration space is **50 - 70 unencumbered SF** per child.
2. Cribs **separated** from play space (separate napping area should accommodate porta-crib/cot for each infant/toddler; **400 - 600 SF**)
3. Meal preparation area with refrigerator, microwave or other cooking appliance, and dishwasher in addition to Preschool food service area (minimum **100 SF**)
4. Diaper changing area with adjoining sink that allows supervision of other children (cannot be in food preparation area)
5. Diaper storage area
6. Separate feeding area
7. Windows at child's eye level
8. Washer and dryer (can be used in combination with and located within Preschool support areas)
9. Consideration for developmentally appropriate indoor play areas
10. Double hinged child -safe doors

I. Facility Maintenance/Custodial Room

1. This room is recommended at **40 SF**
2. Sink for washing out mops is required
3. Secure storage for cleaning supplies and equipment is required
4. Work counter for cleaning and repairing needs
5. Electrical, mechanical panels & controls should be kept separate from storage area

VI. INDOOR MULTI-USE PROGRAM AREAS

A. Class/Lab Area

1. On-site instructional area (class/lab) for practicum instruction and observation classes should be **20 - 30 SF per adult for 30-50 adults** (recommended with a water supply). There should also be **100 - 150 SF** service or storage area. Consideration should be given for existing classrooms and laboratories in adjacent facilities if the capacity to load ratio of proposed new or renovation of existing facilities exceeds the Chancellor's Office Guidelines.
2. A minimum of one unisex bathroom meeting the ADA requirements should be provided for students near the class/lab.

B. Staff Lounge Area

1. Should be at least **300 SF** with adequate storage space for staff personal belongings, preferably lockers (see Staff/Student Lockers & Personal Storage Area)
2. Appropriate furniture for staff breaks

C. Observation Area

1. Observation opportunities/space should be provided for students, staff and parents (Recommend **15 SF** per person)
2. If booths are included, special attention should be paid to total visual and auditory access to the environment

D. Conference and Meeting Area

1. Adequate meeting space to accommodate staff, parent groups, community advisory, professional organizations, intra-departmental meetings and

interviews (Recommend **200 SF**)

E. Resource Areas (For students/parents & staff/teachers)

1. Adequate area to accommodate resource materials (books, tools, audio-visual and other educational materials), and work space for students, teachers, parents & staff. Could be combined with conference room space, and staff/teacher resource area can be combined with staff lounge (Recommend **100 SF** for student/parent resource area)

F. Staff/Student Lockers - Personal Storage Area

1. Adequate storage area separate from child activity/demonstration space for storage of staff/student personal belongings (Recommend **5 SF** per staff/student)

VII. OUTDOOR PROGRAM AREAS

A. Aside from function, a basic consideration when designing the outdoor play yard should be its aesthetic appeal. Of prime importance is a safe, visually pleasing, low maintenance yard that is developmentally appropriate. If feasible, incorporate the play yard into any natural existing environment, i.e. trees, streams, natural formations. The following are some of the considerations recommended and are not all-inclusive:

1. A flexible design which allows for the expansion of creative and dramatic play
2. Covered outdoor space for protection from sun, rain, and wind
3. Sand area at least 10'x 20'x18" deep with removable cover to keep out animals
4. Tricycle path that is developmentally challenging and safely integrated into the play areas
5. Safe, sturdy, durable play structures that are developmentally appropriate for the age group
6. Outside water for drinking and play activities
7. Ground cover should be a variety of textured surfaces, i.e., grass, sand, bark, gravel, dirt, minimizing asphalt and concrete surfaces
8. Yard designed for adequate supervision of all areas
9. Yard includes variety of levels

10. Fences within the yard should be 4 feet high and should provide adult visual access to the entire area. Fences should include a double utility gate. Age group segregation by fencing in accordance with the requirements of Title 22.

VIII. ADDITIONAL DESIGN CONSIDERATION

A. Size, Design, Access, and Location

1. Design of the building should permit expansion without major reconstruction or relocation
2. Monitored approach and visible entrance are necessary aspects of the surrounding environment
3. Buffering or screening out unpleasant or dangerous aspects of the surrounding environment (noise, pollution, distractions)
4. Ease of vehicular and pedestrian access and approach to the facility; "one-way" access for parents to drop-off and pick-up children
5. Clear pedestrian walkways separate from vehicle traffic
6. Sufficient parking for staff, parents and visitors
7. Pleasant entry, with visual access to indoor areas and of adequate size to accommodate several families arriving at the same time
8. Clear supervision of the approach, entry and exit areas
9. Fire and emergency access readily accessible and clearly marked, in accordance with applicable code requirements
10. Ease of vehicular access for delivery of food, equipment and other supplies
11. Architecturally compatible with campus
12. Compliance with Americans With Disabilities Act (ADA)

Note: An area of importance often overlooked is that of circulation or movement. Corridors, halls, entry ways, stairs and ramps that link areas and enable movement throughout the facility are essential to good design in child development centers.

B. Building Design and Boundary Considerations

1. Pleasing architectural elements should be used to enhance the aesthetic environment and the overall program goals.
2. Floor height should be varied according to use and include storage where

possible

3. Ceiling height should be varied, if possible
4. Boundary height should be varied according to use and include storage where possible
5. Wall coverings should provide textural interest including ample Plexiglas mirrors, display areas, and bulletin board materials at child height
6. Some walls should be moveable to facilitate flexible room arrangement
7. Windows should allow visibility at child height and be operable if possible
8. Lighting should be from a variety of sources such as natural, fluorescent, incandescent, local, indirect
9. Floor coverings should be varied to provide textural interest
10. Child height counters near sinks, and to accommodate science/art projects, are desirable
11. Cool colors are relaxing and also work well as a backdrop for children's art work or other displays
12. Space should lend itself to being divided into various interest centers accommodating 3-6 children and a large group area where all students can gather
13. All areas of the center must be visibly accessible to adult supervisors

C. Storage and Display

1. Storage space for children's educational materials should be immediately accessible to children's work space
2. Storage and display should be visible to the children
3. Child development students should have a locked storage area for their belongings
4. Storage for clean laundry is needed
5. Sanitary storage for dirty laundry is required
6. Specific storage for cots or mats is required

D. Sanitation and Safety

1. Washer and dryer are required. These should be commercial size if more than 60 children are to be served

2. Individual room control of air temperature is desired
3. High/low sinks are needed at several locations
4. Tepid/cold water should be plumbed in all child height sinks
5. Drinking fountains should be in each activity/demonstration area and outdoor areas
6. Central drain should be in each bathroom for sanitation purposes
7. Outside fence and play structure surfaces should comply with Title 22 requirements