

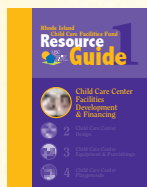
**Published by** the Local Initiatives Support Corporation/Rhode Island Child Care Facilities Fund

**Written by** Katie Winter (Katie Winter Architecture) and Ruth Gyuse

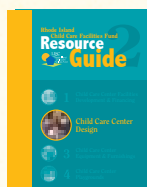
**Date** September 2011

*The author and publisher are solely responsible for the accuracy of the statements and interpretations contained in this resource guide.*

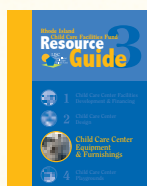
**\*For detailed information on all aspects of early childhood center design, development and financing, see RICCF's complete resource guide series described below. Contact the RICCF ([www.rilisc.org](http://www.rilisc.org)) to obtain copies of these publications.**



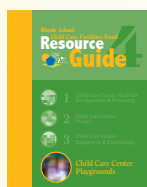
**Volume 1** on *Developing Early Childhood Facilities* identifies all of the steps in the real estate development and financing process, and helps early childhood providers and their partners carry out early feasibility and planning activities, assemble an appropriate project development team, select and acquire a site, raise money, and complete construction.



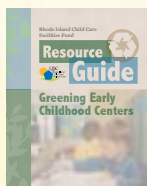
**Volume 2** on *Designing Early Childhood Facilities* highlights the connection between well-designed space and high quality programming, and helps early childhood providers, community developers, and architects plan effective spaces for young children. The guide includes an overview of design principles, a tour through a center's functional areas, and information on materials, lighting, security, urban settings and accessibility.



**Volume 3** on *Equipping and Furnishing Early Childhood Facilities* helps early childhood providers and others select and arrange classroom furniture and equipment to create a child-safe, child-friendly, functional and attractive physical environment.



**Volume 4** on *Creating Playgrounds for Early Childhood Facilities* assists with the planning of an early childhood center's outdoor space to achieve a successful natural environment for young children. This guide suggests equipment and materials that support a range of activities that children can enjoy outdoors.



**Greening Your Early Childhood Center** focuses on high-impact green design strategies that can be implemented over the long term, as well as low-cost/no-cost ideas for physical improvements, environmental education and facilities operations that early childhood centers can undertake right away.

# Resources

**The AfterSchool Alliance** works with public officials, practitioners and advocates to raise awareness of the importance of after-school programs and advocate for more after-school investments. The website includes policy updates, issue briefs, and state-by-state information on after-school funding and policies. <http://www.afterschoolalliance.org/>

**The After-School Corporation** advocates for public funding for after-school programs, conducts research and evaluations, develops program models and strategies, and provides technical assistance to help communities develop after-school systems. The website provides news briefs, publications and information on funding opportunities. <http://www.tascorp.org/>

**The National Afterschool Association (NAA)**, formerly the National School-Age Care Alliance, is a membership association for professionals who provide out-of-school time programs. The website includes information on professional development and training development opportunities, and a directory of online resources. <http://www.naaweb.org/>

**The National Child Care Information and Technical Assistance Center (NCCIC)** is a service of the Office of Child Care of the U.S. Department of Health and Human Services. NCCIC is a national clearinghouse that provides comprehensive information on child care programs, licensing, health and safety, quality, financing, administration and other topics. State-by-state licensing information for school-age care can be found at: <http://nccic.acf.hhs.gov/resource/state-licensing-regulations-school-age-care>

**The National Institute on Out-of-School Time (NIOST)**, formerly known as the School-Age Child Care Project, seeks to bring national attention to the importance of out-of-school time. NIOST produces a wide array of research and technical papers, assessment and training tools, and publications. <http://www.niost.org/>

**The U.S. Department of Education** has an after-school website with information on program operations, federal funding sources and other topics. <http://www.afterschool.gov>

## PROGRAM QUALITY TOOLS:

The **Council on Accreditation (COA)** is an independent nonprofit accreditor of after-school programs. The COA's standards were developed in partnership with the National AfterSchool Association, and are based on generally accepted elements of best practice related to quality improvement, financial management, staff recruitment, training and supervision, as well as other areas. [http://www.coaaf-terschool.org/p\\_guidelines.php](http://www.coaaf-terschool.org/p_guidelines.php)

The **School-Age Care Environmental Rating Scale (SACERS)**, developed by the FPG Child Development Institute (formerly the Frank Porter Graham Center), is designed to assess before- and after-school group care programs for school-age children five to 12 years of age. The scale evaluates *process quality*, including the various interactions that take place in a classroom among children, staff and parents, as well as the interactions children have with the materials and activities in their environment. The scale covers: Space and Furnishings; Health and Safety; Activities; Interactions; Program Structure; Staff Development; and Special Needs. <http://ers.fpg.unc.edu/>

**The Youth Program Quality Assessment (YPQA)** is a validated instrument developed by the HighScope Educational Research Foundation to evaluate the quality of youth programs and identify staff training needs. YPQA assessments evaluate key aspects of program quality, including the learning environment, adult-child interaction, curriculum planning, parent involvement, staff qualifications and program management, among others. <http://www.highscope.org/Content.asp?ContentId=117>



# Credits

- Cover** Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Brandon Hendricks
- p. ii** Image Courtesy of Katie Standke Photography ([www.katiestandke.com](http://www.katiestandke.com))  
Quote viewed at [www.thethirdteacher.com/idea/cherish-childrens-spaces](http://www.thethirdteacher.com/idea/cherish-childrens-spaces) on June 15, 2011
- p. 2** Play area designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Brandon Hendricks
- p. 7** East Bay Community Action Program, Newport, RI
- p. 9** The Poly Prep Lower School designed by Platt Byard Dovell White Architects LLP  
Photographer: Jonathan Wallen
- p. 12** All photos courtesy of Katie Standke Photography ([www.katiestandke.com](http://www.katiestandke.com))
- p. 13** Bottom: Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Emily Carris
- p. 14** Top left: Mt. Carmel Holy Rosary School Play Area designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Brandon Hendricks  
Bottom left: Mary Walton Children's Center Play Area designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Taggart Sorensen Photography ([www.taggartphotography.com](http://www.taggartphotography.com))
- p. 16** Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Brandon Hendricks
- p. 17** Top: Immaculate Conception School Science Lab designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photography by Emily Carris  
Bottom right: Photo by Caren Shayne, Studio Teacher, The Brick Church School
- p. 18** Top: PS 276/Battery Park City School designed by Dattner Architects  
Photographer: Vanni Archives  
Bottom: Photographer: Michael Antonio
- p. 19** Top: Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Emily Carris  
Bottom: Scribble Art Workshop, New York City ([www.scribbleartworkshop.com](http://www.scribbleartworkshop.com))
- p. 20** Photographer: Michael Antonio
- p. 21** Left: The East Harlem School, designed and built by Peter Gluck and Partners, Architects  
Photographer: Erik Freeland  
Right: St. Athanasius School Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Taggart Sorensen Photography ([www.taggartphotography.com](http://www.taggartphotography.com))
- p. 22** Left: Photographer: Michael Antonio  
Right: Library designed by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Brandon Hendricks
- p. 24** St. Joseph Middle School interiors by Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Photographer: Emily Carris
- p. 27** Image Courtesy of Katie Standke Photography ([www.katiestandke.com](http://www.katiestandke.com))  
Graphics on pages 1, 10, 11, 13, 15, 23 and 25 courtesy of Katie Winter Architecture ([www.KatieWinter.com](http://www.KatieWinter.com))  
Design by B. Boyle Design Inc. ([www.bboyledesign.com](http://www.bboyledesign.com))



## Rhode Island Child Care Facilities Fund

Telephone: 401.331.0131

### Rhode Island LISC Office

146 Clifford Street, Providence, RI 02903

### A Project of LISC

Local Initiatives Support Corporation  
501 Seventh Avenue, 7th Floor, New York, NY 10018

### RICCFF Funders

*RICCFF gratefully acknowledges the support of its funders past and present:*

The Alan Shawn Feinstein Family Fund  
Hasbro Charitable Trust  
The Rhode Island Foundation  
Rhode Island Housing and Mortgage Finance Corporation  
State of Rhode Island Department of Human Services  
U.S. Department of Education  
U.S. Department of Health and Human Services  
United Way of Rhode Island

*A special thank you to U.S. Senator Jack Reed and the U.S. Department of Health and Human Services. Their support was instrumental in the development of this publication.*