

Primary Issues

- There is insufficient space to meet **wait list demands**. There are approximately (15) 2-3 year-old and (36) pre-school students currently enrolled and a wait list with (75) 2-3 year-old and (55) pre-school students. To completely meet the wait list need would require approximately 8 new classrooms, more than doubling the current size of the center and its administration needs. A compromise to remain within the current center's administrative staff capabilities would be to add (3) new classrooms.
 - **Entry** is crowded and unsecured. Due to the small size of the entry area it is not possible at times to process attendance and not have the internal door propped open. The entry also opens directly into the prevailing winter winds. An extension to the front allows room inside for more people and allows the door to be relocated, providing some wind protection.
 - **Office Area** doesn't function well due to conflicting uses, observation, kitchen access, storage. Assistant Director's office is also the Telecommunications equipment room and the Toddler Classroom Observation Room. Reconfiguring and expanding the office space allows uses to be separated and circulation to be improved.
 - **Kitchen access** is bad; traffic has to either go through office area or Toddler Classroom to access kitchen. See above.
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Primary Issues (cont)

- **Gross Motor Room** serves too many conflicting needs, circulation to classrooms, restroom access, and storage. Moving children's toilet facilities to the classrooms and providing a partial height wall allows the gross motor area to be enlarged and its use segregated from the circulation.
 - There is no space for **parent/teacher resource** storage and consultation. The resource room would provide space to meet this need.
 - **ADA requirements** are insufficiently addressed.
 - There is inadequate space for **storm shelter** use, currently the children are "herded" into the adult restroom and kitchen. Those two spaces being the ones considered structural sound to minimize injury. With additional students, those spaces will be insufficient.
 - The classroom **windows** are screwed shut to keep kids from climbing out. Since the building was probably designed relying on some outside air being provided by those windows, there is insufficient air circulation.
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Secondary Issues

- There is inadequate space to fully involve the **School of Education** and other departments in program support and learning activities. There is no quiet room for therapy and the Education faculty was concerned about having adequate observation facilities.
 - **Children's toilets** are poorly located; supervision is required for kids to leave class to go to the toilet, leaving the classroom temporarily under staffed. During times when school-age students are added to the population they use the adult toilet for privacy reasons.
 - There needs to be more **covered space** on the playground and better lighting.
 - Due to the building's age it is lacking in **technology** hook-ups. With the capability to remotely observe classrooms, the School of Education could better utilize this center as a learning resource. The Education faculty suggested that the speech technology students could do remote work with the appropriate facilities.
 - Space needs to be designated and furnished with comfortable seating for nursing mom use to meet **NAEYC** criteria.
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Architecture

- The building is outside the “core” campus area and therefore has more flexibility under the Campus Design Guidelines.
 - For compatibility, exterior walls will match the existing building and be primarily brick masonry.
 - To resolve functional issues and improve energy efficiency, all exterior windows will be upgraded to new anodized aluminum frames and insulating glass. To minimize children exiting through windows, I recommend a 16-20” hopper unit for the top unit in the assembly.
 - The sloped metal roof was replaced in 2005 and the preference is that it remain relatively intact and that the new roof match. This is consistent with “buildings beyond the core.” A canopy has been added both front and rear for covered access to the entries.
 - The building, addition and renovation, will need to be LEED Certifiable. The LEED Program places emphasis on use of locally produced materials (Edwardsville brick), recycled materials (play surfaces), and recyclable materials (carpeting).
 - The addition of a basement serves three needs – mechanical equipment space for the addition, safer shelter space for the increased population, and storage for seasonal materials. The remainder of the basement could provide space for additional adult/older children (summer) classroom space with direct access to a floor level court.
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Services

- Lighting needs to be upgraded to less institutional lighting, direct-indirect fluorescent with appropriate residential-type task lighting.
 - Power should be provided for children's computer use.
 - Wall-mounted TVs for video presentation should be added to each classroom.
 - Intercom system to each classroom and voice mail to individual teacher's phones should be provided.
 - Heating and cooling needs for child care centers is difficult because of the need to maintain the proper temperature at both an adult and a child's level. If sufficient funds can be acquired the recommended heating system for the addition would be a radiant floor.
 - Toilet fixtures for the children should be low-rim, children's units. The lavatories should be wall-mounted at child-accessible heights.
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Interiors

- Entry will be modified to be safer, more secure, and ADA compliant.
 - Public art could be incorporated in this project through a mosaic tile entry or on-site artwork.
 - Due to expected activities, flooring should be carpet/tile at a roughly 50/50 ratio in each classroom.
 - Wall finish materials in the addition should not be FRP board, but rather a durable, wipe-able, tack-able material in the visual zone.
 - One upper cabinet in the classroom preparation area should be lockable for prescription medicine storage for children.
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Child Care Standards

- ❑ Licensing requirements do not reflect developmentally sound standards for adult/child ratios, group sizes, and space required. Prominent child-advocacy organizations have established their own standards.

	Age	Maximum Group Size	Maximum Adult/ Child Ratio
Consensus Standards (APHA/AAP,FIDCR, NAEYC, NCCIP)	0-18 mo	12	1:3-1:3.5
	18-36 mo	15	1:4-1:5
	3-5 yrs	20	1:7-1:8
		Minimum Area	DFCS
Play Space			
Indoor		100	
	Primary – space needed for children’s development activities and play (activity space only)	42	35
	Secondary – essential spaces for care-giving aspects of program (cubbies, storage, built-in furniture, toilets)	38	
		20	
	Tertiary – structure, mechanical, circulation		
		100†	75*
Outdoor			

† All of the children at once recommended

* One-quarter of the children at one time

Space Analysis

		SF/Child	Current (by Standard)	Current (actual)	Proposed (by Standard)	Proposed
Number of Children			50-60	50-60	86-100	86-100
Gross Building Size	Minimum (insufficient)	88	4,840	5,297	8,184	
	Workable	100	5,500		9,300	10,098
	Better	115	6,325		10,695	
	Recommended	125	6,875		11,625	
Outdoor Play Area	2-3 yrs	100	1,900	3,420	2,000	2,290
	4-5 yrs	100	3,600	8,140	7,300	9,628



EARLY CHILDHOOD CENTER

Edwardsville, Illinois

Southern Illinois University - Edwardsville

SCHEMATIC DRAWINGS

5 MAY 2006

Site plan of the proposed new school building. The plan shows a large rectangular building with multiple classrooms, a central hallway, and a playground area. The building is situated on a sloping site with contour lines indicating elevation. A parking area is located to the left of the building. The plan includes labels for 'EXISTING PARKING', 'RELOCATED 2-3 PLAY', 'EXISTING PRE-SCHOOL PLAY', 'ADDITIONAL PRE-SCHOOL PLAY', and 'PARKING'. A north arrow is located in the upper right corner.

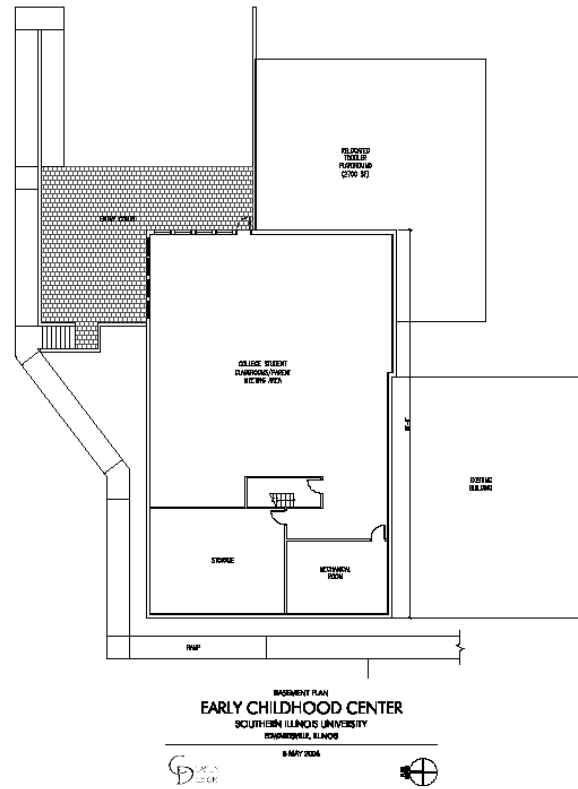
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Basement



Elevations



ELEVATIONS
EARLY CHILDHOOD CENTER
SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE, ILLINOIS
8 MAY 2024



Space Analysis

Existing		New	
SPACE	AREA (SF)	SPACE	AREA (SF)
CIRCULATION	389	CIRCULATION	1,150
ENTRY	116	ENTRY	137
BLUE ROOM	937	BLUE ROOM	880
GREEN ROOM	919	GREEN ROOM	1,159
YELLOW ROOM	938	YELLOW ROOM	899
		YELLOW ROOM	984
		YELLOW ROOM	1,032
GROSS MOTOR	599	GROSS MOTOR	818
KITCHEN	193	KITCHEN	193
		LAUNDRY	74
		MECH (+ PART OF	
MECH	128	BASEMENT)	128
RECEPTION	100	RECEPTION	100
		TEACHER OFFICE	63
		TEACHER OFFICE	60
		TEACHER OFFICE	80
DIRECTORS OFFICE	101	DIRECTOR OFFICE	152
ASST DIR OFFICE/ TELE-COMM/ OBSERVATION	99	ASST DIR OFFICE	103
CHILD TOILETS	166	RESOURCE CENTER	840
		CHILD RESTROOM	40
		CHILD RESTROOM	33
		CHILD RESTROOM	35
		CHILD RESTROOM	41
		CHILD RESTROOM	49
ADULT TOILET	33	ADULT TOILET	33
		ADULT TOILET	41
		STORAGE	20
		STORAGE	13
THERAPY/ OBSERVATION	44	OBSERVATION/ THERAPY	128
		TELE-COMM	23
		BASEMENT (NOT INCL IN TOTAL)	4,700
TOTAL	4,718	TOTAL	9,308
EFFICIENCY	89.1%	EFFICIENCY	92.2%
GROSS BLDG	5,297	GROSS BLDG	10,098

Cost Summary

Total		100.00%	\$496,800.00
SIU Edwardsville Cost Adjustment		5.00%	\$24,840.00
Subtotal - Hard Costs		\$108.68 /s.f.	\$521,640.00
Contractor's Overhead & Profit		15.00%	\$78,246.00
Architectural Fees		7.50%	\$39,123.00
Design Contingency		7.50%	\$39,123.00
Subtotal - Soft costs			\$156,492.00
Total Building Cost		\$141.28 /s.f.	\$678,132.00
