MASTER PLAN FOR:

CHILD
DEVELOPMENT
CENTER

REGION II
345 LINDEN AVENUE
SHERIDAN, WYOMING

Prepared by:
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Sheridan, Wyoming

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Project Narrative

History

The Child Development Center (CDC) Region II in Sheridan is currently operating in a facility that is too small and not appropriately designed to meet its current and future needs to serve the community. The current building was constructed in 1997 and comprises a total of 7,070 SF. It became evident that a detailed study of the facility and of the community demographics was needed to make informed decisions on any future course of action on behalf of the CDC in Sheridan. These parameters prompted the CDC to retain TSP, Inc. to perform a Master Plan Study. The purpose of the master plan is to give the CDC Board a map with which to make future strategic decisions.

Organization

The master plan is structured around two key elements: Needs and Facilities. The needs portion of the study looks at the surrounding demographics and capacities of existing local childcare service providers. The facilities portion of the study considers the current building utilization, space needs (present & future), growth possibilities within the building and externally and a project budget needed to support the proposed building growth and building and site improvements.

Process

There were several methods used in creating this master plan. The needs and demographics study was completed by Wilson & Company. This study compiled data from State of Wyoming and Sheridan County census sources and from the State licensing requirements for childcare facilities. The needs study also analyzed the quantity of other local childcare providers and it provides recommendations on the future needs of the community at various age levels for childcare services.

The facilities portion of the study involved studying the site and building elements as well as the utilization of the spaces. The existing building and site was reviewed and a baseline plan was created to document the current conditions. Subsequently, several interviews were held with the staff and administrators of the CDC to understand “how” the spaces currently function and “what” needs to occur to allow them to function better currently and to better serve future needs. These staff interviews were structured to allow each person to express his or her thoughts on how the building design can best promote their particular role in the CDC.
This data was compiled and used to create a space program that reflected the size and character of the spaces that would be required to take the CDC into the future. Utilizing this program as a guide, concept plans and renderings were prepared and reviewed with the staff and director. After incorporating comments, these plans and renderings were presented to the Board for approval. In support of the approved plans, a budget cost estimate was prepared to identify the potential funding that will be required to construct and equip the proposed design solution.
Findings and Recommendations

Findings

The master plan study revealed several key factors:

✓ There is a strong need in the community for additional childcare services.

✓ The requirement to maintain state recommended proportions that create "mixed" environments that include disability delayed children with traditionally developing children, or "pacers" creates a need to have larger classroom spaces.

✓ The existing facility is spatially inadequate to serve additional children.

✓ The current classroom spaces are much too small to function as needed.

✓ Circulation space is currently challenged due to narrow corridors and a small lobby area.

✓ Support spaces, such as the kitchen and office areas are not large enough.

✓ There is adequate area on the current site to sustain a sizeable building expansion and additional off-street parking.

✓ The current courtyard area is not very functional and is creating drainage problems that are causing issues with the paving and foundations.

Recommendations

The master plan recommends the following:

✓ A major expansion is required to meet future CDC needs that will more than double the size of the current facility. This addition is positioned to allow construction to occur with minimal disruption to the current operations.

✓ The existing spaces will need some level of remodeling to convert rooms to new uses and to connect to the new addition. This work can happen over a summer time period after the new addition is complete.

✓ It is proposed that the main building entry be moved to better function with the location of the new classrooms, lobby and reception counter.
✓ The existing site layout should be revised to facilitate proper circulation and loading and to maximize the quantity of parking spaces.

✓ The courtyard drainage problems should be addressed through new gutters and downspouts, positive grading and redirection of the flow of water out of the area.

✓ Sustainable and Green design features should be employed wherever possible to reduce energy consumption, enhance the quality of the interior environment and provide healthy interior spaces.
# Program of Space Needs

**Child Development Center: Region II**

**Sheridan, WY**

Revised as of: 20-Apr-07

<table>
<thead>
<tr>
<th><strong>SPACE NAME</strong></th>
<th><strong>NSF/UNIT</strong></th>
<th><strong>QUANTITY</strong></th>
<th><strong>NSF</strong></th>
<th><strong>REMARKS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-School Classrooms and Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-School Classroom (3-5 yrs.)</td>
<td>1200</td>
<td>4</td>
<td>4800</td>
<td>Identical classrooms sized for up to 24 children each. Immediate access to toilets. Child cubbies in classroom. Adult height art sink in each. Child height drinking fountain in each. Storage in rolling casework enabling flexible subdivision of space. Low child height toy storage units. Direct access to playground from each classroom. Ceiling eye hook for therapy equipment. Area/ceiling height for portable loft play station. Built-in infrared voice enhancement system in each.</td>
</tr>
<tr>
<td>Classroom Toilet</td>
<td>125</td>
<td>4</td>
<td>500</td>
<td>Within each classroom. Singular toilet for both boys and girls use.</td>
</tr>
<tr>
<td>Classroom Therapy Equipment Storage</td>
<td>80</td>
<td>2</td>
<td>160</td>
<td>Shared storage for therapy equipment</td>
</tr>
<tr>
<td>Classroom Observation Room</td>
<td>80</td>
<td>2</td>
<td>160</td>
<td>Small shared observation room each serving two classrooms</td>
</tr>
<tr>
<td>Multi-Purpose Room &amp; Storage</td>
<td>1500</td>
<td>1</td>
<td>1500</td>
<td>Indoor activity area. Play area during inclement weather. Large meeting space. Ceiling mounted LCD projector and screen.</td>
</tr>
<tr>
<td>Instructors Office</td>
<td>140</td>
<td>2</td>
<td>280</td>
<td>Planning space for classroom instructors. Shared offices with two instructors per office.</td>
</tr>
<tr>
<td>Exterior Toy Storage</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>Storage space directly accessible to exterior playground. Easily accessible to interior multi-purpose room</td>
</tr>
<tr>
<td><strong>Family Service Coordinators</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Service Coordinator Office (Part C)</td>
<td>100</td>
<td>3</td>
<td>300</td>
<td>Workstation for each Coordinator. Large enough to conduct individual child screening. Refer to Nurse’s Office space requirement for additional office serving dual purpose as Family Service Coordinator office.</td>
</tr>
<tr>
<td>Family Service Community Room (Part C)</td>
<td>180</td>
<td>1</td>
<td>180</td>
<td>Shared use space for all Family Service Coordinators. In close proximity to offices. One way glass from at least one office.</td>
</tr>
<tr>
<td>Family Service Coordinator Storage (Part C)</td>
<td>75</td>
<td>1</td>
<td>75</td>
<td>Shared storage room for screening equipment</td>
</tr>
<tr>
<td>Coordinator Office (Part B)</td>
<td>130</td>
<td>2</td>
<td>260</td>
<td></td>
</tr>
<tr>
<td>SPACE NAME</td>
<td>NSF/UNIT</td>
<td>QUANTITY</td>
<td>NSF</td>
<td>REMARKS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PT/OT/ Speech Therapy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT/OT Gross Motor Skills Room</td>
<td>600</td>
<td>1</td>
<td>600</td>
<td>Open, flexible space. Sub-dividable by operable partition. Carpet/resilient surface flooring mix. Ceiling eye hook for therapy equipment.</td>
</tr>
<tr>
<td>PT/OT Storage</td>
<td>150</td>
<td>1</td>
<td>150</td>
<td>Adjacent to Skills Room. Open shelving and floor area for equipment storage. Good access to exterior playground.</td>
</tr>
<tr>
<td>OT/PT Office</td>
<td>130</td>
<td>3</td>
<td>390</td>
<td>Office with work stations for 3 therapists</td>
</tr>
<tr>
<td>Staff Workroom</td>
<td>200</td>
<td>1</td>
<td>200</td>
<td>Close proximity to Skills Room.</td>
</tr>
<tr>
<td>PT/OT Toilet</td>
<td>35</td>
<td>1</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Speech Therapy Offices</td>
<td>240</td>
<td>1</td>
<td>240</td>
<td>Office with work stations for 3 therapists each</td>
</tr>
<tr>
<td>Speech Therapy Room</td>
<td>100</td>
<td>2</td>
<td>200</td>
<td>Self contained therapy room</td>
</tr>
<tr>
<td>Speech Therapy Observation Room</td>
<td>80</td>
<td>1</td>
<td>80</td>
<td>Located between Therapy Rooms with one way glass to each.</td>
</tr>
<tr>
<td>Hearing Screening Room</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>Self contained, external sound protected room for screening</td>
</tr>
<tr>
<td>Speech Therapy Storage</td>
<td>75</td>
<td>1</td>
<td>75</td>
<td>Self contained storage room in close proximity to Therapy Rooms</td>
</tr>
<tr>
<td><strong>General Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Lobby</td>
<td>647</td>
<td>1</td>
<td>647</td>
<td>Large gathering area for arriving/departing children and parents. Comfortable seating area</td>
</tr>
<tr>
<td>Director's Office w/ Conference Area</td>
<td>400</td>
<td>1</td>
<td>400</td>
<td>Private office immediately accessible from Lobby.</td>
</tr>
<tr>
<td>Director's Waiting Area</td>
<td>150</td>
<td>1</td>
<td>150</td>
<td>Private waiting area for Director and Conference use.</td>
</tr>
<tr>
<td>Conference Room</td>
<td>400</td>
<td>1</td>
<td>400</td>
<td>Close proximity to Lobby and administrative offices. Conference seating for 25 people, dividable.</td>
</tr>
<tr>
<td>Business/Human Resources Assistant Office</td>
<td>170</td>
<td>1</td>
<td>170</td>
<td>Private office with workstation and 6-7 file cabinets. Book shelving</td>
</tr>
<tr>
<td>Secretary/Reception (Office Manager)</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>Reception counter at desktop height immediately visible and approachable from Lobby.</td>
</tr>
<tr>
<td>Mental Health Coordinator Office</td>
<td>150</td>
<td>1</td>
<td>150</td>
<td>Self contained space serving as workstation and play therapy space.</td>
</tr>
<tr>
<td>Observation Room</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>Self-contained room, observable from Mental Health Coordinator's Office. Sound and injury protected space.</td>
</tr>
<tr>
<td>SPACE NAME</td>
<td>NSF/UNIT</td>
<td>QUANTITY</td>
<td>NSF</td>
<td>REMARKS</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Nurse's Office</td>
<td>150</td>
<td>1</td>
<td>150</td>
<td>Self contained office with sink, countertop and cabinet storage. Office workstation for N/Family Service Coordinator. Floor area for cot. Close proximity to bathroom</td>
</tr>
<tr>
<td>Laundry Room</td>
<td>80</td>
<td>1</td>
<td>80</td>
<td>Residential washer and dryer unit in self-contained room with sink.</td>
</tr>
<tr>
<td>Snack Preparation Kitchen</td>
<td>350</td>
<td>1</td>
<td>350</td>
<td>Large residential refrigerator/freezer, range top/oven, microwave, sink, dishwasher, dry storage and adequate countertop workspace with upper and lower cabinets.</td>
</tr>
<tr>
<td>General Storage</td>
<td>250</td>
<td>1</td>
<td>250</td>
<td>General storage for the Center organized on freestanding shelving.</td>
</tr>
<tr>
<td>Computer Server Room</td>
<td>50</td>
<td>1</td>
<td>50</td>
<td>Self-contained room housing computer server.</td>
</tr>
<tr>
<td>Staff Toilet Room</td>
<td>50</td>
<td>5</td>
<td>250</td>
<td>(4) Separate sex &amp; (1) Unisex room</td>
</tr>
<tr>
<td>Visitor Toilet Room</td>
<td>96</td>
<td>2</td>
<td>192</td>
<td>Separate privacy toilets for each sex</td>
</tr>
<tr>
<td>Mechanical/Electrical Room</td>
<td></td>
<td></td>
<td></td>
<td>Boiler, pumps, etc. Air handling &amp; Chiller equipment would be roof mounted. Electrical service, switchgear, etc.</td>
</tr>
</tbody>
</table>

(Included in Net to Gross)

| Total Net Square Footage | 14,224  | NSF     |
| Net to Gross Factor (25%) | 3,556   | SF      |

**Total Building Area** | **17,780** | **GSF** |

**Existing Building Area** | **7,070** | **GSF** |
**New Addition Area** | **10,710** | **GSF** |

Notes: 1. Net to Gross Factor includes vestibule, corridors, wall thicknesses and Mechanical/Electrical Room.
## Summary Project Budget

**Master Plan Development**

**Child Development Center - Region II**

**Sheridan, Wyoming**

<table>
<thead>
<tr>
<th>Item</th>
<th>Component</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. New Addition and Sitework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1</td>
<td>new building addition and sitework (10,710 SF @ $165/SF)</td>
<td>$ 1,767,150</td>
</tr>
<tr>
<td>A.2</td>
<td>site improvements (lump sum)</td>
<td>$ 335,000</td>
</tr>
<tr>
<td>A.3</td>
<td>construction contingency (10% of items A.1 and A.2)</td>
<td>$ 210,215</td>
</tr>
<tr>
<td>A.4</td>
<td>subtotal of construction budget (sum of items A.1 thru A.3)</td>
<td>$ 2,312,365</td>
</tr>
<tr>
<td>A.5</td>
<td>architectural/engineering services (8% of item A.4)</td>
<td>$ 184,989</td>
</tr>
<tr>
<td>A.6</td>
<td>owner administrative costs (survey, geotechnical investigation, printing) (1% of item A.4)</td>
<td>$ 23,124</td>
</tr>
<tr>
<td>A.7</td>
<td>furniture, fixtures and equipment for new addition (5% of item A.4)</td>
<td>$ 115,618</td>
</tr>
<tr>
<td>A.8</td>
<td>total project budget for new addition and sitework (sum of items A.4 thru A.7)</td>
<td>$ 2,640,000</td>
</tr>
<tr>
<td><strong>B. Renovation Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.1</td>
<td>building renovation (7,070 SF @ $35/SF)</td>
<td>$ 247,450</td>
</tr>
<tr>
<td>B.2</td>
<td>construction contingency (10% of item B.1)</td>
<td>$ 24,745</td>
</tr>
<tr>
<td>B.3</td>
<td>subtotal of renovation budget (sum of items B.1 and B.2)</td>
<td>$ 272,195</td>
</tr>
<tr>
<td>B.4</td>
<td>architectural/engineering services (10% of item B.3)</td>
<td>$ 27,220</td>
</tr>
<tr>
<td>B.5</td>
<td>owner administrative costs (survey, geotechnical investigation, printing) (1% of item B.3)</td>
<td>$ 2,722</td>
</tr>
<tr>
<td>B.6</td>
<td>furniture, fixtures and equipment for existing building (lump sum)</td>
<td>$ 25,000</td>
</tr>
<tr>
<td>B.7</td>
<td>total project budget for existing building renovation work (sum of items B.3 thru B.6)</td>
<td>$ 305,000</td>
</tr>
<tr>
<td><strong>C. Total Project Budget for Renovation, New Addition and Sitework (Items A.7 and B.7)</strong></td>
<td></td>
<td>$ 2,945,000</td>
</tr>
</tbody>
</table>
Demographic Analysis

Purpose
To analyze the number of children in Sheridan County currently provided services by the Child Development Center Region II (CDC) and consider additional services as may be developed at the Center at some future time.

This study will examine the populations of children who would be expected to utilize preschool settings as regularly scheduled care programs.

Current Situation
The Child Development Center is licensed by the Department of Family Services as a Child Care Center. Its primary services is the delivery of preschool environments and experiences to children who are three to five years old. Within these settings the Center primarily serves a population of children who are delayed in their learning activities as the result of disabilities. A second population of typically developing children is served in the same inclusive settings.

The Child Development Center is currently licensed for 59 "slots" as a child care center. A report prepared for Wyoming Workforce Services entitled Child Care Needs Assessment stated that the Child Development Center had a total enrollment of 80 children enrolled mid second quarter of 2006. This would indicate that the Center was serving 1.35 (80/59) children for every licensed slot.

Planning for the Future
An undated planning document obtained from CDC entitled "Ready for School Project" stated as its goal:

"To make quality, inclusive pre-school opportunities available for all children desiring these services in order to improve academic, literacy and social-emotional readiness for kindergarten."

An objective for achieving this goal is stated as;

"Provide access for 30 additional children to quality pre-school services in the Sheridan community."

If this objective is accomplished the Center would provide pre-school services to 110 children ages 3 through 5 years of age,
Presently the Board of Directors and staff at the Center are working with planners on space programming that would provide accommodations for 34 slots in each of four class rooms (4 x 34 = 136 slots). If utilized at the 1.35 ratio identified above these slots would have a maximum capacity of 184 children. The Director has advised that the additional slots will initially be used at a maximum of 24 slots per classroom for a total of 96 slots out of the 136 licensed. She expects to enroll 100 children resulting in a ratio of 0.75 children per licensed slot.

As required by federal regulations, 50% of the enrolled children will be traditionally developing children serving as “pacer children” for the disabled children enrolled.

The services provided are governed by state and federal laws related to the Individuals with Disabilities Education Act (IDEA).

Possibilities for Expansion

The board and director for the Center are interested in examining the feasibility of expanding or replacing the physical plant to accommodate the above describe capacity increases.

Baseline Data

In order to establish a baseline for the analysis the study looks at the total population of children who are between the ages of three and five years old living in Sheridan County. The census data used does not make any differentiation between disabled children and traditionally developing children.

Age Groups in Child Care Settings

The rules also provide a clear definition of the age groups within the child care populations of interest in this study.

- Infants are ages birth to twelve (12) months,
- toddlers are twelve (12) months to thirty six (36) months,

and the group of interest in this study........

- **preschool is any child three (3) years to five (5) years of age**

In preparation for the analysis of market need we will first examined the rules governing the delivery of Child Care Services as promulgated by the Wyoming Department of Family Services.
The Regulated Environment for Child Care and Preschool Programs

The State of Wyoming governing rules for child care services are authorized by Wyoming Statute 9-2-2104; 14-4-104 and 16-3-101 and published in the Administrative Rules for Certification of Child Care Facilities.

The rules clearly identify third party child care as a supplement to daily parental care.

Providers of the child care services are identified for purposes of licensing categories by the Wyoming Department of Family Services as:

1. Family Child Care Home (FCCH) -

   "A child care facility in which care is provided for three (3) to ten (10) unrelated children from more than one immediate family for part of a day in the home of a provider."

2. Family Child Care Center (FCCC) –

   "A child care facility in which care is provided for a maximum of fifteen (15) unrelated children for a part of a day, which may be in a residential or commercial type structure."

3. Child Care Center (CCC) –

   "Any private person, partnership, association or corporation that is operating a business for profit or otherwise, where sixteen (16) or more children receive care for part of a day."

According to the Wyoming 2004 Child Care Market Survey the CCC category includes Head Start, Early Head Start and Child Development Centers throughout the state.

Populations - General

An analysis of the county's general populations is useful in projecting the stability and sustainability of a suitable base of children who may need services. Data from the U.S. Census Bureau provides information about the general populations and the demographics of those populations in Sheridan County. The following table estimates the totals for the general populations in the county by five year periods.

<table>
<thead>
<tr>
<th>SHERIDAN COUNTY</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POPULATION</td>
<td>26,560</td>
<td>27,369</td>
<td>28,328</td>
</tr>
<tr>
<td>CHANGE IN POPULATION</td>
<td>809</td>
<td>959</td>
<td></td>
</tr>
<tr>
<td>TREND FOR PERIOD</td>
<td>3.1%</td>
<td>3.5%</td>
<td></td>
</tr>
<tr>
<td>TREND PER YEAR</td>
<td>0.6%</td>
<td>0.7%</td>
<td></td>
</tr>
</tbody>
</table>

Source: US Census - Claritas 2005 Projections - Population by Age and Sex Trends

The data shows growth of 3.5% between 2005 and 2010.
An examination of Wyoming for the same period shows that Sheridan County is holding its own, growing slightly faster that the state as a whole.

<table>
<thead>
<tr>
<th>STATE of WYOMING</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POPULATION</td>
<td>493,782</td>
<td>505,543</td>
<td>520,113</td>
</tr>
<tr>
<td>CHANGE in POPULATION</td>
<td>11,761</td>
<td>14,570</td>
<td></td>
</tr>
<tr>
<td>TREND for PERIOD</td>
<td>2.4 %</td>
<td>2.9 %</td>
<td></td>
</tr>
<tr>
<td>TREND for YEAR</td>
<td>0.5 %</td>
<td>0.6 %</td>
<td></td>
</tr>
</tbody>
</table>

Source: US Census – Claritas 2005 Projections – Population by Age and Sex Trends

**Wealth of the Population**

The next indicator that we should consider is the relative wealth of the populations in the County compared to the state as a whole. This will provide an indicator of the ability of the family households to pay for services if the household does not qualify for pre-school service subsidies. Based on median household incomes ....

<table>
<thead>
<tr>
<th>SHERIDAN COUNTY</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDIAN HOUSEHOLD INCOME</td>
<td>$34,645</td>
<td>$40,476</td>
<td>$45,430</td>
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</table>

Claritas: Household Trends - 2005

...... Sheridan is not as wealthy as the rest of the state. Sheridan households were estimated to have median incomes that were about 9% lower than the balance of the state in 2005. The ability to pay privately for services in preschool settings will be lower in Sheridan. Subsidies may be required from the Department of Family Services for the traditionally developing children enrolled.

**Populations – Persons with Youngest Children**

Another important population group living in the county are the parents of pre-school children. The demographic patterns for this age group reflect the vitality of the community relative to a pool of families who may have a need for child care related services, i.e. day care, preschool, early intervention and kindergarten services. For this study we have examined the persons who are between the age of 21 years old and 34 years as the primary age group that is most likely to have children three to five years old. The data from the census projection series shows:

<table>
<thead>
<tr>
<th>STATE of WYOMING</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDIAN HOUSEHOLD INCOME</td>
<td>$38,353</td>
<td>$44,204</td>
<td>$49,788</td>
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</table>

Claritas: Household Trends - 2005
This age group is expected to grow significantly in Sheridan County over the next five years, about twice the increase projected for the state. The age group is expected to grow at a rate nearly 4 times than that projected for the general population in the county. This is a positive indicator of a growing need for child care services in the future. Comparing this to the projected growth for 3 to 5 year old children ……

**Populations – Pre-School Age Qualified Children**

The following table provides projections from the Wyoming Workforce study for the populations of children living in Sheridan County that are of interest in an analysis of child care for the Child Development Center.

<table>
<thead>
<tr>
<th>SHERIDAN COUNTY</th>
<th>2000</th>
<th>2005</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>GENERAL POP</td>
<td>26,560</td>
<td>27,369</td>
<td>28,328</td>
</tr>
<tr>
<td>3 YEAR</td>
<td>279</td>
<td>309</td>
<td>336</td>
</tr>
<tr>
<td>4 YEAR</td>
<td>276</td>
<td>302</td>
<td>332</td>
</tr>
<tr>
<td>5 YEAR</td>
<td>274</td>
<td>298</td>
<td>327</td>
</tr>
<tr>
<td>TOTAL AGE GROUP</td>
<td>829</td>
<td>909</td>
<td>995</td>
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<tr>
<td>CHANGE IN POPULATION</td>
<td>80</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>TREND FOR PERIOD</td>
<td>9.7%</td>
<td>15.4%</td>
<td></td>
</tr>
</tbody>
</table>

The projections for the growth in the 3 to 5 age group, after lagging slightly behind the parent age group between 2000 and 2005, tracks very closely for the 2005 to 2010 period.

Estimates show 909 age qualified children (three through five years) in Sheridan County in 2005. This number is expected to increase by slightly more than 15% to 995 children over the five year period between 2005 and 2010. The focus for any development must be on increasing capacity for the existing population of children who may be underserved as well as an increase of capacity to accommodate the increasing numbers age qualified children in the near future.
Parents Who Work

The Wyoming Department of Family Services has reported that both parents work outside the home in 63% of families with children under the age of six. In the state 15,500 children were living in families where both parents worked. The data for Sheridan County shows about 2,100 families in the 21 to 34 year age group. At 63% this would mean that 1,300 families in Sheridan County have both parents working. These families have young children and are providing day care for their children in some setting (relatives, non-relatives, day care centers, private homes, preschool).

Children's Day Care Programs

Parents have a variety of reasons for needing or wanting quality child care from the community. Young mothers working to provide a part of the family income need dependable situations that they can count on day after day. Students with mixed schedules of school, work and parenting need affordable service.

Many programs are available in Sheridan County serving this need. Some are private, some are for-profit and others are nonprofit entities that are mission driven in their services. The agencies who are responsible for helping with placement in these programs tell us that all of these services are very busy. The programs are full and getting a child into pre-school can take some time. Parents are known to use combinations of providers during a workday or work week to manage their child care needs. Some use licensed services for a part of a day and then turn to family for fill-in when child care is not conveniently available.


- 40.2 % of children five and under receive their care from relatives
- 22.7 % receive their care from an licensed child care center
- 13.8 % receive their care from licensed Family Care and non licensed in home care
- 23.3 % do not have regular arrangements for child care services

The 22% identified above are the children of interest to the Child Development Center. The Workforce Child Care Needs Assessment report provided comparative information about the distribution of this group of children receiving child care services in Sheridan County.
The Capacity of Services – Sheridan County

An examination of the Workforce study for Sheridan County provides an analysis of the licensed and available child care services for this age group in the county. It is interesting to note that just because a program is licensed does not mean that it is providing services at the licensed capacity. Most are serving more children than their licensed capacity (slots) allows. This is due to the way parents use the services for only a part of each day. Multiple children are served in each licensed slot during each operating day.

Information provided by the study shows a total capacity for licensed child care of 1,026 slots in Sheridan County. Ages of children enrolled in these licensed slots range from infants to children 12 years old. A breakdown of this capacity shows……

- 42 licensed child care providers operating in Sheridan County
- 9 unlicensed (Exempt) providers operating in Sheridan County (does not include unlicensed providers who are not declare "Exempt" under state regulations)

The distribution within the total licensed capacity was:

- 14 are licensed as Child Care Centers (664 slots – 788 enrolled children)
- 28 are license Family Child Care Centers/Homes (362 slots – 358 enrolled children)

Utilization of Capacity in Sheridan County

According to the Workforce Study, 539 children 3 to 5 years old were enrolled in licensed pre-school programs. This number accounted for 68% of the 788 total children enrolled in licensed centers in the county. Clearly pre-school services make up a significant portion of the utilization of the licensed centers.

Underserved Age Group

We have identified 909 pre-school age qualified children in the county in 2005. The Workforce identified 539 children enrolled in pre-school leaving 370 additional children who could benefit from enrollment in pre-school.

Child Development Center goals identified expansion of capacity in its pre-school programs from 80 enrolled children mid year 2006 to 100 enrolled children when the new facility is completed. Twenty children out of 370 age appropriate children is only 5% penetration of the potential unmet need. This is a very modest market share increase.
Need to Become Inclusive

Based on the findings of this study, additional pre-school services are needed in the community at this time. There is a need for the Child Care Center to add more slots and enrollments to its preschool programs in order to better serve the children of the county, both for traditionally developing children and for children with disabilities under the Individuals with Disabilities Education Act (IDEA). A requirement to create inclusive programs that mix traditionally developing children with disability delayed children means that when the center adds additional child enrollments to its program it must, at the same time add an equal number of these “pacer” children. The traditionally developing children help to create a natural setting for the disabled populations.

The ratio required for compliance is 50% traditionally developing children with the developmentally delayed children in the pre-school. An increase of twenty enrolled children will require that 10 pacer children and 10 developmentally delayed children will be added. The program, when the facility expansion is completed, will provide services to 50 developmentally delayed children and 50 traditionally developing children.

Programs for Children with Disabilities

The current “on-premises” service environment encompasses day to day preschool for a specific cohort within the child population in Sheridan County. The children served by the Center have mental, physical or psychological disabilities which impair a child’s learning. The purpose of the program is to prepare these children for inclusion into the public school systems, namely through the kindergarten programs in the community. The Wyoming Department of Education acting with the Developmental Disabilities Division directs and has oversight on the delivery of services.

Federal Rules for the Preschool Setting

Federal rule is provided by the Individuals with Disabilities Education Act (IDEA) enacted in 1975 as the nation’s special education law. IDEA provides the funding flow and monitoring oversight for approximately 6 million children across the county who have varying degrees of disabilities and are participating in special education activities. This funding act requires the recipients to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) possible. Part B, Section 619 of IDEA contains provisions related to the education of the preschool children served at CDC in Sheridan.

An Important component of IDEA is the concept of LRE. The general goal is to allow children with disabilities to be educated with their peers in a regular classroom to the greatest extent possible. The LRE concept is manifested by the provider by incorporating preschool activities for IDEA qualified children in their natural environments such as in programs that are provided to typically developing children.
Preschool Programs within IDEA

IDEA Part B, Section 619 contains provisions related to the education of the preschool children served at the Center in Sheridan. The focus of this program is preparation of these children for enrollment into kindergarten and public school classroom settings.

Information from a number of resources suggests the between 8 and 10 percent of the children in the preschool age group exhibit conditions that inhibit or delay them in their educational pursuits. 909 children 3 years through 5 years old were estimated to be living in the Sheridan County in 2005, with that number increasing to 995 children by 2010.

Applying these percentages to the age qualified children previously identified we can estimate that 10% of the 909 children living in Sheridan County would exhibit disabilities. This would mean that 91 children would be qualified for enrollment in the Child Development Center’s preschool program under IDEA in 2005. This number would be expected to increase to 100 children in 2010.

The expansion plan calls for an additional 10 developmentally delayed children to be enrolled for a total of 50 children covered by IDEA. This is approximately one half of the possible total for IDEA qualified children living in Sheridan.

Other Providers

The Wyoming Department of Education did not show any providers other than the Child Development Center qualified under the rule of IDEA. Inquiries to the Child Care Finders office did indicate that other providers of preschool services had discussed participation in the special education activities required by IDEA. At this time there does not appear to be any other center or private licensed child care entity that is providing these services.

Conclusion

Given the information contained in this report it is quite clear that there is an unmet need for additional slots and enrollment for children who are qualified by age and IDEA disabilities screenings in 2005. The plans proposed by the Child Development Center are very conservative in nature and do not constitute an unreasonable expansion or penetration of the potential market need for services. Neither does the enrollment of ten additional traditionally developing children in the program. These plans are very compatible with the plans being developed for a possible new community child care and learning center.
Sustainable and Green Building Options

Background

Various methods and means to create sustainable buildings that have less impact on the environment and create healthier spaces have been in existence for many years. In light of recent developments such as global warming, high energy costs, health concerns related to building interior environments and new green building materials and technologies, many building owners, state governments and local communities are adopting a green strategy in the planning of their new buildings. One of the most adopted national systems to measure and certify green buildings is LEED (Leadership in Energy & Environmental Design). This system was developed by the USGBC (United States Green Building Council). Persons that are specifically trained and certified under LEED are designated LEED AP. TSP has several LEED AP professionals within its staff.

The Board of directors for the CDC has declared that they wish to create a building that is as highly sustainable as is possible within the limits of the budget. The options listed below are several areas that can be pursued in a sustainable strategy on this project.

Options

Potential key green and sustainable elements are as follows:

✓ Incorporate a high level of natural daylighting through the use of energy efficient windows and skylights to reduce the dependence on artificial lighting and provide better lit interior spaces.

✓ Use high efficiency; Energy Star rated mechanical systems to reduce the utility consumption of the building. Consider ground source heat pump systems and CO2 sensors.

✓ Orient the building, if possible, to maximize the benefit derived from the solar path.

✓ Reuse as much of the existing building as possible. This minimizes the impact on natural resources.

✓ Use natural, recycled and renewable materials in the construction of the building.

✓ Use low VOC emitting interior finishes. This reduces out gassing of compounds in the air that can aggravate conditions such as asthma.
✓ Incorporate site strategies that reduce storm water run-off such as pervious paving materials, rain gardens and storm water collection. Consider Xeriscaping Options.

✓ Use light sensors and motion sensors on light fixtures to reduce usage of electricity.

✓ Use fluorescent T-5 or T-8 and compact fluorescent lamps to reduce energy consumption.

✓ Use quiet mechanical systems and sound absorptive materials to create better interior acoustics that are more conducive to children with hearing disabilities.

Many of these strategies can be incorporated into the project scope with little or no increase in initial cost. Other items may cost more but may offer lifecycle paybacks in relatively short periods.
Potential Funding and Donor Sources

State of Wyoming

✓ State Land Investment Board

Federal Government

✓ US Department of Health and Human Services
  ○ Administration for Children and Families
    ▪ Child Care and Development Block Grant
    ▪ Head Start Bureau

✓ US Department of Housing and Urban Development
  ○ Community Development Block Grant

✓ US Department of Agriculture
  ○ Rural Development Program

Private Corporations

✓ Energy Companies
✓ Mineral Extraction Companies
✓ Financial Institutions

Foundations

✓ Non-Profit Organizations

Other

✓ Individual Donations
✓ Individual Memorials
✓ Fund Raising Campaign
✓ Fund Raising Events
Project: CDC Sheridan
Date: October 30, 2006

Interview with Classroom Teachers

Present:

Randy Zaddach   TSP – Architect
Del Acker       TSP - Principal
Kelli Macha     Para
Jessica Layher   Preschool Teacher
Jessie ??       Para
Mandy Dube      Part B Coordinator
Melissa Condos  Sub Teacher
Sandy Marosik   Director
Debbie Hall     Para
Molli Spilman

Notes:

1. Currently (3) classrooms. No infants served on-site only, 3-5 year olds for therapy.
   Each classroom has 4 separate sessions.
   Move to 4 day all am / all afternoon – need (6)
   Use 12 kids/classroom. May go to 12-16 kids/classroom in future (*may go to 24 kids/classroom).
   Current 3 staff (Teacher/2 para)
   Need bathroom in classroom, not in hall
   All classrooms’ can be uniform in size and design.

2. Classroom aspects:
   - Some dividable areas – rolling casework
   - Art area/messy zone
   - Adult size sink/child size in bathroom
   - PT in classrooms – storage in rooms
   - Spot to hang from ceiling
   - Cubbies in classroom (access from exterior)
   - Outside door from every classroom.
   - Low, open shelving for toys
   - 10ft. space
- Drinking fountain in classroom
- Computer/internet
- Lockable storage

3. Washer/dryer central area
4. Larger activity room
5. Need larger lobby space (comfy chairs)
6. Larger kitchen (snacks only) (larger refrigerator, rangetop, microwave oven, D/W (commercial grade) need more snack storage area). More space to stack trays – wire racks?
7. LCD projector unit in large room for movies.
8. Need Para-work room: Storage for supplies:
   - laminator
   - project storage areas
   - shared computer station

9. Screenings – happen in classrooms, offices, etc. – screen 24 kids/day – 10 minutes each x 6 stations plus check out. Evaluation room needed.
10. Fluorescent lights – not good for some kids. In classrooms
11. Bus parking spot – used twice/day (2 vans for staff)
12. Natural light is great – windows.
13. Outside storage items
14. Approved playground surface
15. Viewing rooms into classrooms
16. Dutch doors – code issue
17. Fm wired systems – infrared
18. Tackwalls
19. Parking is too little
20. Parents could come back to classrooms for pickup
21. Need more general storage – water/sand tables, paper plates, seasonal items.

OT/PT Wednesday at 2:30pm
Admin Wednesday after OT/PT
Sup’s Wednesday after 3:30

Randy Zaddach at TSP, Inc. prepared the meeting minutes.
Project: CDC Sheridan
Date: October 31, 2006

Present:

Randy Zaddach  TSP  672-6496
Del Acker  TSP  672-6496
Anna Hubbard  EI, FSC  672-6610
JoLynn Andrews  Part C Coordinator  672-6610
Linda Garretson  Early Interventionist  672-6610
Tracy Jones  Family Service Coordinator, School Nurse  672-6610

TSP, Inc.  Page 1  10/31/2006

Notes:

Preschool 3-5 year
-Current – 3 classrooms with 4 sessions each
-6 classrooms – 12-16 kids (up to 24) per 1 teacher and 2 paras.
-Immediate access to bathrooms
-Art suite, wet area
-Adult size sink and child size sink with drinking fountain
-Shared storage for therapy equipment
-Eyehook for equipment
-Cubbies in classroom

Washer/dryer in the building
Direct access to play area

MPR for inclement weather, LDC projector

Lobby – large
Kitchen – for snacks only

Classroom – low shelving
Rolling casework
Lofts – are great

Wireless
Para work room – laminator
Coats, one or two computers

Screenings happen in classrooms, plus other areas, 6 stations

1 mini bus
2 vans

Outside toy storage
Playground surface and sidewalks

Entrance door to classrooms

Voice enhancement
Low level white /tack board

Storage – need to be larger

B.d. meeting – Nov. 9th

**Family Service Coordinators**
- Working with family
- 4 coordinators - one space

B-3: do all screenings

Office space for at least 4 coordinators
4 separate offices (screening takes place in each office)

Community room plus ½ - 2/3 of conference room all together in one area.
One-way mirror from at least one office
Storage within each office, or one storage closet.

One of 4 offices, also nurse’s office
Sink and counter space and cabinets
Cot
Bathroom, if possible, or close

**OT/PT**
- 600 SF.
- Half carpet/half VCT
- Subdividable
-Storage
   -off gym with door to outside play

-OT office – 2-3 people
-PT office – 2-3 people

**Speech-Therapists – 3 speech**
-Office for 3 ok
-2 therapy rooms with observation space between – ea. 11x12
-Voice enhancement in classrooms – use infrared not FM system
-Storage area by offices 8x12
-Hearing room with audiometer – off of therapy rooms not offices RM 128 ok size.

(Claudia Morrison – Creative Curriculum, Teaching Strategies.com)

Need vestibule

**Lobby** – with comfortable seating
-receptionist desk could be smaller than existing too high

Secretary/receptionist (office) work area behind reception counter.
Filing cabinets, computer station, copier (separate from para workroom).

Para work room (separate)
-Discussed in classroom session

(Bigger kitchen – as previously discussed)

Director offices – immediately off lobby

Mental Health
-private office
-play therapy

Timeout rooms adjacent to classroom

Business/human resources assistant office near director and reception

Server room
To Solve. To Excel. Together.

Project: CDC Sheridan  
Date: November 1, 2006

Present:

Randy Zaddach  
Del Acker

MTG #1

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Rogers</td>
</tr>
<tr>
<td>Anne Baures</td>
</tr>
<tr>
<td>Julie Estes</td>
</tr>
<tr>
<td>Rebecca White</td>
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<tr>
<td>Linda Layher</td>
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MTG #2

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<tbody>
<tr>
<td>Claudi Morris</td>
</tr>
<tr>
<td>Rhonda Woller</td>
</tr>
<tr>
<td>Sandi Marosik</td>
</tr>
<tr>
<td>Shawna Ragan</td>
</tr>
</tbody>
</table>

Admin/Support mtg.

Notes:

1. Entry Area:
   - More space, puffy furniture
   - Director right up front
   - Built-in area for staff for belongings, lunch etc.
   - Counter too high – wasted space
   - Smaller reception counter – rounded, next to office – visibility to lobby
   - Space behind counter with file cabinets, desk, copier, table
   - Separate staff work room
   - Files- secure, separate area
   - Restrooms
   - Staff work room can be elsewhere
   - Conf./kitch.

2. Separate para-prof. Work room
3. Separate kitchen for classroom’s usage (kid size cab’s)
4. Conference room: BD mtg’s – 8p  
   Staff – 24p
5. Mental Health:
   - Separate office (10’ x 16’ or 18’)
   - Observation room
   - Play therapy room ideal
   - Therapy in office and in classrooms
   - Time-out room (isolation – near classrooms)
6. Business/Human Resources Office
   - Separate, private office
   - Human Resources files
   - Copier/Printer
   - Next to Director and Rhonda
7. Therapy Pool – wish list item
8. Server Room
9. More Storage!
10. Archive File Boxes (keep 5 years)
11. Screening Room

**OT/PT Group**

Notes:

1. Gross Motor Skill Room (20’ x 30’ ok if dividable)
   - Share with other groups.
   - No curves!
   - Multi-purpose room / gym space
   - Larger classrooms with tile floor (scooter board activity)
   - ½ carpet / ½ tile
   - Dividable with folding wall
   - Outside play eg. Storage
   - PT’s gross motor / OT’s fine motor
   - Cabinet type storage – near OT office area
   - Office needs
     - OT: 8’ x 20’ with 2 p. – 3 future
     - PT:  with 2 p. – 3 future
   - Close to restroom
   - Windows
   - Therapy wing
   - (3) Speech
   - (2) OT
   - (1) PT
• Loft Area

Speech Therapy:

• Current room is OK / if not a walk-through
• (2) therapy rooms with observation rooms
• Office area for 3 people
• Infrared systems for sound reinforcement (in classrooms)
• Therapy room – 1 or more kids at 11’ x 12’
• Separate storage area – near office 8’ x 12’
• Hearing screening
  - Current room size is OK
  - Need better sound isolation
  - Rent noise, near ppl. Outside
  - Locate adj. to therapy rooms
• Some pull-out, some in classrooms

Randy Zaddach at TSP, Inc. prepared the meeting minutes.
SUMMARY:
TOTAL EXISTING PARKING = 24 SPACES
TOTAL PROPOSED PARKING = 54 SPACES