



November **2024**

Child Care Infrastructure in the District of Columbia

A Review of Physical Environments
for Young Children





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A row of homes that includes a child development home (CDH) near historic Anacostia

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Introduction and Study Overview

This is the second installment in a series on child care supply and infrastructure in the District of Columbia commissioned by the Office of the State Superintendent of Education (OSSE) and Hurley and Associates with support from federal American Rescue Plan funds for child care. It builds on current and future child care supply and demand projections outlined in the first report of the series, *Assessing the Gap*, with detailed review of the ways physical infrastructure and other challenges affect supply and quality of child care in the District.

Using data from a survey of child development facility directors on perceived physical conditions of existing spaces and neighborhoods, this report considers how programs plan for, seek out funding, and navigate local regulations in efforts to improve facilities or expand the number of children they serve. It also includes discussion of extensive qualitative information collected via interviews and site visits at 25 licensed child development facilities to further inform high-level trends from the survey and closes with trends and themes gleaned from interviews conducted with various stakeholders throughout the District, including government agency staff, developers, and financial intermediaries.

Survey, site visit, and stakeholder interview data presented throughout this report provide a picture of the current composition, wellbeing, strengths, and weaknesses of the District's existing stock of child development facility buildings, their associated outdoor spaces, and the streets they are physically located on. This report builds on the supply and demand analysis in the first report, which helps inform broad planning priorities and identifies gaps and surpluses in child care supply. Taken together, the two reports can further inform District policies and programs to promote child care access, quality and affordability, as well as efforts of private actors including philanthropic funders, child development facility operators, and developers.

Executive Summary

This report presents and analyzes information collected through surveys, site visits, and stakeholder interviews to understand the current physical infrastructure for early learning in the District. Building on the first report, which focused on understanding supply and demand and analyzing gaps and how they have changed over time, key findings provide a deeper understanding of the physical infrastructure as it is today and the barriers that child development facilities may face in making infrastructure improvements.

Key Findings

- Surveyed leaders of child development facilities in the District were positive about the quality of indoor space within their facilities in terms of age appropriateness and suitability for children and educators. More variation appeared during site visit reviews of indoor spaces, and reviewed facilities that mostly cater to low- and moderate income children participating in the District's Child Care

Subsidy Program conveyed greater difficulty in enhancing physical infrastructure due to financial limitations.

- Some child development facilities reported difficulty paying for expenses to maintain or update their space, more respondents disagreed (37.3%) than agreed (35.3%) with the statement, "I am able to pay for regular repairs and maintenance in my facility."
- Access to and quality of outdoor space is a persistent challenge for child development facilities in the District. Facility leaders are less likely to identify outdoor play areas as being supportive of child development and learning than indoor spaces, made more complicated by the fact that almost 40% of surveyed programs rely on shared playgrounds and public parks to meet outdoor licensing requirements.
- High reported reliance on shared spaces and off-site civic infrastructure means things like road safety, walkway amenities, and proximity of services can influence child care program operations. Cars and road traffic are the most commonly reported issue among surveyed leaders; just 30% of those in the survey sample agreed with the statement, "Cars driving near my facility rarely go faster than the speed limit."
- Child care facilities rely on a variety of public and private spaces to serve children effectively, but they report having limited authority to improve the public realm around their buildings (i.e., sidewalks, intersections, public parks). Surveyed leaders in Wards 7 and 8 were more likely than those in higher income areas like Wards 2 and 3 to report issues related to cleanliness, noise, and public safety in the public spaces immediately surrounding the buildings they operate from.
- Facilities in certain areas in the District face unique operating challenges and regulatory barriers based on the types of buildings they operate from. Ward 2 facilities report the highest occupancy costs and issues related to competition for suitable, ground-floor commercial space in expensive commercial real estate markets. Many program directors across the District identify challenges navigating and interpreting land use policies, building codes, and other development regulations as they impact child care.

A woman is sitting on the floor in a classroom, surrounded by a group of young children. They are in a room with educational posters on the wall, including one that says "Hands to yourself", "Inside Voices", "Listening Ears", "Walking Feet", and "Wash Your Mouth". There are also toys and books visible in the background.

Survey of Existing Child Development Facilities

To assess broad perspectives on physical infrastructure and experiences with facilities improvement and expansion projects, LIIF conducted a survey of child development facility directors and site supervisors over six weeks in July and August 2023. This section includes an overview of the survey methodology and sample followed by review of data based on three primary sections of the survey:

- Physical Space and Costs
- Perspectives on Existing Conditions of Facilities
- Improvement and Expansion Considerations

Survey of Existing Child Development Facilities, (cont'd)

Methodology and Sample

The electronic survey was open to all OSSE-licensed child development facilities in the District from July 5 – August 11, 2023, in English, Spanish, and Amharic. Following an initial distribution email sent by OSSE to all licensed providers on the first day of the survey window, additional outreach to programs occurred through LIIF's existing and historical grantee and applicant databases for facilities funding programs, Hurley and Associates' Capital Quality participants, LIIF's Back to Work Child Care (B2WCC) cohort, and member distribution lists for the Multicultural Spanish Speakers Association of DC (MSSPA) and the DC Family Child Care Association (DCFCCA).ⁱ All survey participants received \$25 gift cards for their participation, and programs with multiple sites were instructed to complete a unique survey for each individual location.

The survey sample was limited to respondents that successfully answered a screener question requesting their OSSE license number (ensuring that only eligible facilities completed the survey), and includes child development centers (CDCs) that operate from commercial spaces as well as child development homes (CDHs) and expanded child development homes (CDXs) that serve children within residential settings.

In total, 160 of the 452 (35.4%) total child development facilities with active licenses as of July 2023 completed the survey. Table 1 compares the sample of survey respondents by ward and license type against the total population of licensed child development facilities in the District. The survey had a slight under-sampling of facilities from Wards 2 and 5, and marginal overrepresentation of Wards 4, 7, and 8. Child development centers (CDCs) and homes (CDHs) were also underrepresented, while child development expanded homes (CDXs) were slightly overrepresented. These trends in response rates were consistent with survey outreach and distribution strategies, as many recent A2Q awardees used grant funds to expand from CDH to CDX licenses, and other District funding and support programs like Capital Quality and B2WCC have prioritized investments in wards where more families and low income children live.

The proportion of providers by wards and facility types all fell within 6.0% of the actual market share by ward and facility type of the sector as a whole. Of the 160 total respondents, 149 responded to the English survey link, 11 to the Spanish link, and none to the Amharic link.

Table 1. Survey Response Rates and Population Representativeness by Ward and Facility Type

	Sample (N)	Actual Population*	Sample Percent of Actual Population	Difference between Sample and Actual Population Proportions**
Ward 1	14	36	38.9%	0.8%
Ward 2	14	52	26.9%	-2.8%
Ward 3	15	44	34.1%	-0.4%
Ward 4	33	84	39.3%	2.0%
Ward 5	12	60	20.3%	-5.8%
Ward 6	22	60	38.6%	0.5%
Ward 7	25	51	51.0%	4.3%
Ward 8	25	65	41.7%	1.2%
CDC	125	355	35.2%	-0.4%
CDH	15	45	33.3%	-0.6%
CDX	20	52	38.5%	1.0%
Total	160	452	35.4%	

*The Actual Population is the total number of Active and Restricted child development facility licenses as of the launch of the survey. Data come from OSSE's July 2023 Child Development Facilities Listing.

**This difference provides insight into any over- or under-representation by ward or facility type. Positive values indicate that the group made up a larger share of survey responses than it does of the actual population. Negative values reflect an under-representation in the sample compared to the actual population.

Survey of Existing Child Development Facilities (cont'd)

Physical Space and Costs

The first section of the survey sought information on the physical infrastructure of participating child care facilities. Table 2 displays the results of these questions for the entire survey sample, as well as each individual ward and facility type. More facilities participating in the survey rent (53.3%) their buildings than own (34.2%), although ownership rates vary by ward and facility type. Ownership rates were higher in Wards 7 and 8 and lower in Ward 2, where most space is commercially owned. Center-based programs in the sample were more likely to rent their facilities than those that operate from homes; approximately 63% of CDCs rent, compared to 13.3% of CDHs and 26.3% of CDXs. A significant minority of facilities (12.5%) reported that they had some other occupancy arrangement. Nearly all of these programs described use of in-kind or donated space, with most being co-located with a District public or charter school, a church, or an office building (e.g., federal government or law office).

The survey also collected information on respondents' monthly rent, mortgage or other occupancy costs, which are

summarized in Table 2, with additional detail in Appendix A. Across the sample, the median monthly occupancy cost for a facility is between \$4,001-6,000. CDCs spend much more on rent and mortgage payments than home-based facilities. Across all facility types, respondents in Wards 2 and 6 have higher median occupancy costs than the full sample, whereas those in Wards 1, 7, and 8 spend less, on average, on rent and mortgage payments (\$2,001-4,000).ⁱⁱ Monthly occupancy costs are correlated with amount of indoor space available, but there is a less obvious relationship between occupancy costs and the amount of outdoor space available.

Beyond total space available, facilities vary in the types of outdoor space they have access to. As displayed in Table 3, 59.6% of survey respondents reported they have access to private, on-site outdoor space, whereas 34.6% rely on shared public spaces like parks. Another 5.9% indicated some other shared arrangement, typically private playgrounds owned by schools or other child development facilities nearby. Wards 5 (63.6%), 2 (50%), and 1 (46.2%) had the largest shares of programs using public parks as their primary outdoor spaces.

Table 2. Physical Infrastructure in Licensed Child Development Facilities

	Ownership				Occupancy Costs		Physical Space (square feet)			
	N	Rent	Own	Other	N*	Median	N*	Indoor Median	N*	Outdoor Median
Ward 1	13	69.2%	30.8%	0.0%	10	\$2,001-4,000	13	1,001-3,000	12	1,001-3,000
Ward 2	13	53.8%	7.7%	38.5%	9	\$8,001-10,000	10	3,001-5,000	8	< 1,000
Ward 3	13	61.5%	30.8%	7.7%	12	\$4,001-6,000	13	5,001-7,000	11	3,001-5,000
Ward 4	31	58.1%	35.5%	6.5%	28	\$4,001-6,000	26	3,001-5,000	24	< 1,000
Ward 5	11	72.7%	18.2%	9.1%	10	\$4,001-6,000	11	1,001-3,000	10	1,001-3,000
Ward 6	19	63.2%	10.5%	26.3%	18	\$6,001-8,000	18	3,001-5,000	15	1,001-3,000
Ward 7	25	36.0%	60.0%	4.0%	24	\$2,001-4,000	20	1,001-3,000	19	1,001-3,000
Ward 8	27	37.0%	48.1%	14.8%	23	\$2,001-4,000	24	3,001-5,000	18	1,001-3,000
CDC	118	62.7%	22.9%	14.4%	101	\$6,001-8,000	105	3,001-5,000	90	1,001-3,000
CDH	15	13.3%	73.3%	13.3%	15	\$1-2,000	13	1,001-3,000	12	< 1,000
CDX	19	26.3%	73.7%	0.0%	18	\$2,001-4,000	17	1,001-3,000	15	< 1,000
Total	152	53.3%	34.2%	12.5%	134	\$4,001-6,000	135	3,001-5,000	117	1,001-3,000

*Respondents that selected the "I don't know" option in relevant survey questions are not included in calculation of medians.

Survey of Existing Child Development Facilities (cont'd)

Table 3. Types of Primary Outdoor Space Used by Licensed Child Development Facilities

	N	Private	Shared, Public	Shared, Other
Ward 1	13	53.8%	46.2%	0.0%
Ward 2	12	50.0%	50.0%	0.0%
Ward 3	13	61.5%	38.5%	0.0%
Ward 4	28	57.1%	35.7%	7.1%
Ward 5	11	18.2%	63.6%	18.2%
Ward 6	13	46.2%	38.5%	15.4%
Ward 7	24	83.3%	16.7%	0.0%
Ward 8	22	72.7%	18.2%	9.1%
CDC	106	59.4%	35.8%	4.7%
CDH	14	64.3%	35.7%	0.0%
CDX	16	56.3%	25.0%	18.8%
Total	136	59.6%	34.6%	5.9%



Survey of Existing Child Development Facilities (cont'd)

Perspectives on Existing Conditions of Facilities

The second set of questions in the survey asked about respondents' perceptions of the conditions of their indoor and outdoor spaces, as well as the streets and neighborhoods immediately surrounding their facilities. For each physical setting, the survey presented a series of statements for respondents to indicate levels of agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). All maps and tables in this section follow the same scale for comparing responses across statements such that each statement has three groupings of responses: (1) Agreement (i.e., selecting the "Agree" or "Strongly Agree" category), (2) Neutrality (i.e., selecting the "Neither Agree nor Disagree" category), and (3) Disagreement (i.e., selecting the "Disagree" or "Strongly Disagree" category). Following each section, facilities were asked to provide more information through open-ended responses for any statements they disagreed with. Responses shed light on facility leaders' perspectives on the existing state of their facilities and possible areas for improvement.

Figure 1 includes breakdowns of responses for each indoor facility statement across the sample. More than half of respondents (54.5%) agreed with the statement, "There is enough indoor space in my current facility to serve as many children as I would like." However, facilities in Wards 2 and 3, where facilities tend to be larger, agreed with the statement at higher rates (83.3% and 78.6% agreement, respectively) than those in Wards 5 (27.3%), 1 (35.7%), and 4 (48.4%), the three geographies with the lowest median indoor space. Although majorities of respondents expressed agreement with statements related to presence and adequacy of ancillary spaces for educator comfort and essential program operations, significant pluralities did not agree their buildings have dedicated space for staff breaks, lesson planning and separated work space and flexible rooms for meetings with parents, all of which can benefit program operations and staff well-being but are not mandated.

Although most facilities expressed satisfaction with the amount of space they have, some identified constraints. Out of 64 open-ended responses analyzed, nearly half emphasized that spatial constraints significantly hinder their capacity for expansion. Moreover, many cited ongoing enrollment difficulties stemming from the inability to allocate space and establish classrooms for younger children, particularly as 3- and 4-year-olds transition to free school-based pre-K programs.

One notable concern raised by a facility pertains to the scarcity of suitable spaces approved by OSSE and building regulators for infant care, which tend to be among the most expensive commercial real estate options in the DC market, typically large ground-floor spaces. Another facility underscored the intricate interplay between total square footage, ancillary space, and the challenges posed in accommodating younger children.

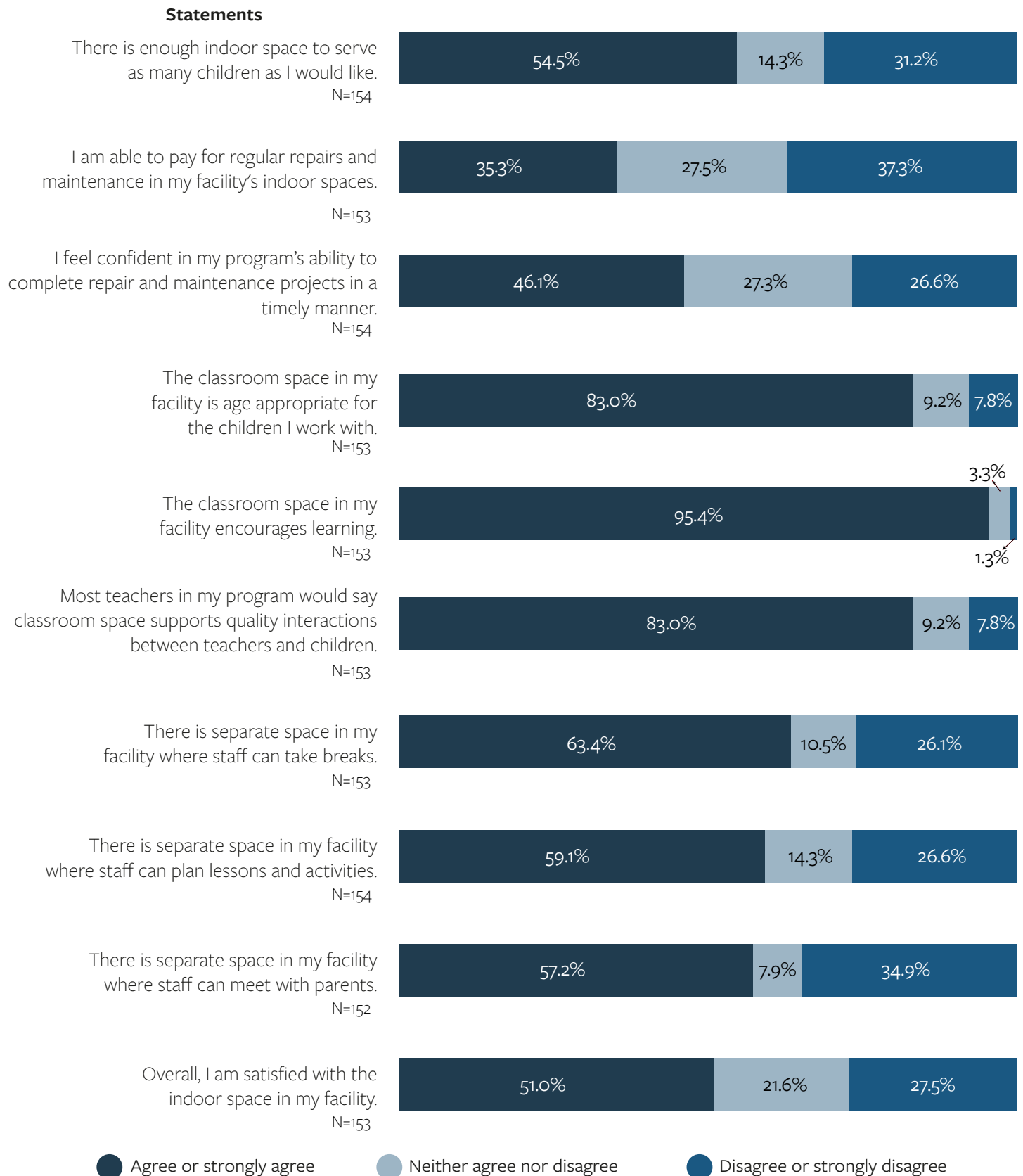
"We need more space for the children to crawl and walk. We do not have any storage space other than a few cabinets. Most of our cribs, cots and push toys are in the preschool classroom upstairs. We need space to set up a learning environment that can have more space for learning centers and large push toys without feeling cramped when we have 4 or 5 cribs set up in our small space."

Respondents were overwhelmingly positive about the quality of space on statements about age appropriateness and suitability for children and educators. Over 95% of respondents agreed with the statement, "The classroom space in my facility encourages learning."

Fewer respondents agreed with two questions about their abilities to pay for and complete indoor repairs and maintenance projects. More facilities disagreed (37.3%) than agreed (35.3%) with the statement, "I am able to pay for regular repairs and maintenance in my facility." Less than 7% of CDHs and 17% of CDXs agreed with this statement, compared to nearly 42% of CDCs. Facilities in Wards 2 (75.0%) and 6 (59.1%) expressed most agreement with their ability to pay for repairs and maintenance projects, compared to much smaller shares that agreed in Wards 5 (18.2%), 7 (20.0%), and 8 (20.8%). In open-ended responses, many programs expressed challenges working with landlords and building owners to improve spaces or maintain conditions. Others discussed a reinforcing cycle of revenue challenges driven by low post-pandemic enrollment and the inability to maintain their spaces.

As displayed in Figures 2 and 3, respondents agreed more with statements about their ability to pay for indoor (35.3%) maintenance and repair projects than outdoor ones (26.2%). This difference held true across all geographies other than Wards 7 and 8, where respondents expressed slightly higher – but overall low – levels of agreement about paying for outdoor (25.0% and 27.3%, respectively) than indoor (20.0% and 20.8%) maintenance.

Figure 1. Perspectives of Licensed Child Development Facilities on Conditions of Indoor Space



Survey of Existing Child Development Facilities (cont'd)

Figure 4 includes agreement levels across all statements covering outdoor space. Trends largely mirror statements on indoor space, with respondents expressing the most agreement with statements covering developmental appropriateness and the abilities of outdoor spaces to support learning and interactions between children and teachers, followed by questions of total space and repair and maintenance considerations. However, as represented in Figure 5 and 6, facilities agreed with the statement, “The primary outdoor space my facility uses supports learning,” noticeably less (67.4%) than they did the equivalent statement regarding indoor classroom space (95.4%). A clear mismatch between director perspectives on age and developmental appropriateness also appeared, with 83.0% agreeing regarding indoor space and 65.8% agreeing about outdoor space. Open-ended responses confirmed these trends. Many facilities conveyed desires to add more challenging equipment or space for activities and play specifically geared toward infants and toddlers, and others described an overall lack of equipment or interactivity as they primarily use grass fields or other open spaces not intentionally designed for child development. One facility that primarily uses a public park summed up common experiences faced by those that use shared spaces:

“The public park is geared more towards children 4-5 and up. It does not support group [play] for children 3 and under [and] has little to provide for them.”

The series of statements related to outdoor conditions, including spaces for child pick up and drop off, had the highest levels of agreement of any in this section, but lower agreement from Ward 2 facilities revealed unique characteristics of operating in denser commercial areas. Based on responses to open-ended questions, facilities in neighborhoods with more prevalent public safety challenges also appeared to interpret these questions somewhat differently than others, often referencing concerns over gun violence or loitering in public spaces outside their facilities that parents must navigate during pick up and drop off. Data from a complementing parent survey discussed in the third report of this series further contextualize these trends, as certain parents describe crime, noise, and litter as barriers to safe and comfortable pick up and drop off when asked to report on their daily commutes between home and child care.

The final set of statements in this section more deliberately sought perspectives on the streets and neighborhoods surrounding child development facilities. Figure 7 and the corresponding table disaggregated by ward and facility

Figure 2. Percent of Facilities that Agree: “I am able to pay for regular repairs and maintenance in my facility’s indoor spaces.”

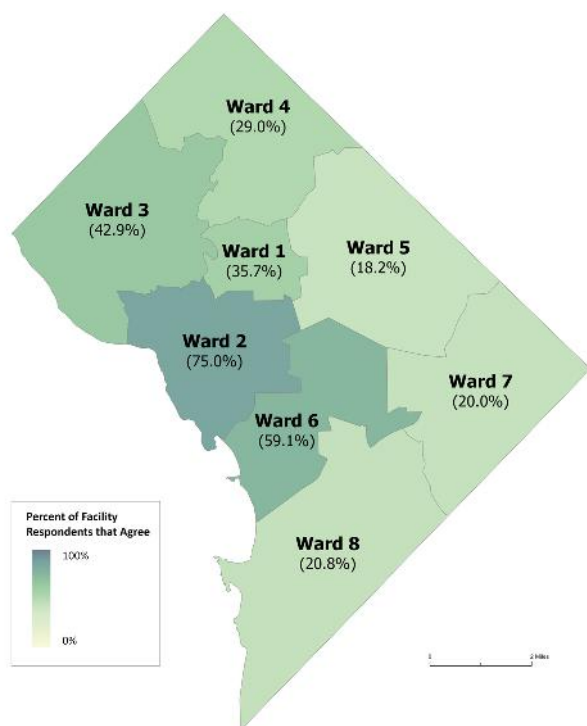


Figure 3. Percent of Facilities that Agree: “I am able to pay for regular repairs and maintenance in my facility’s outdoor spaces.”

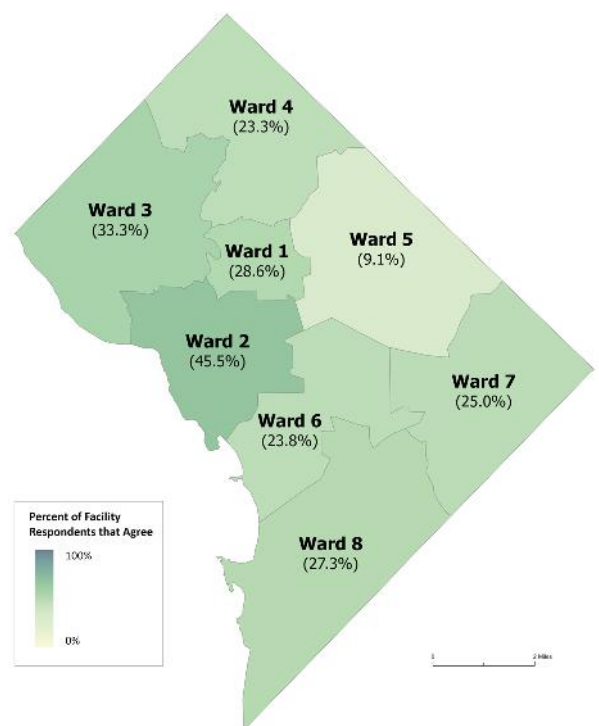
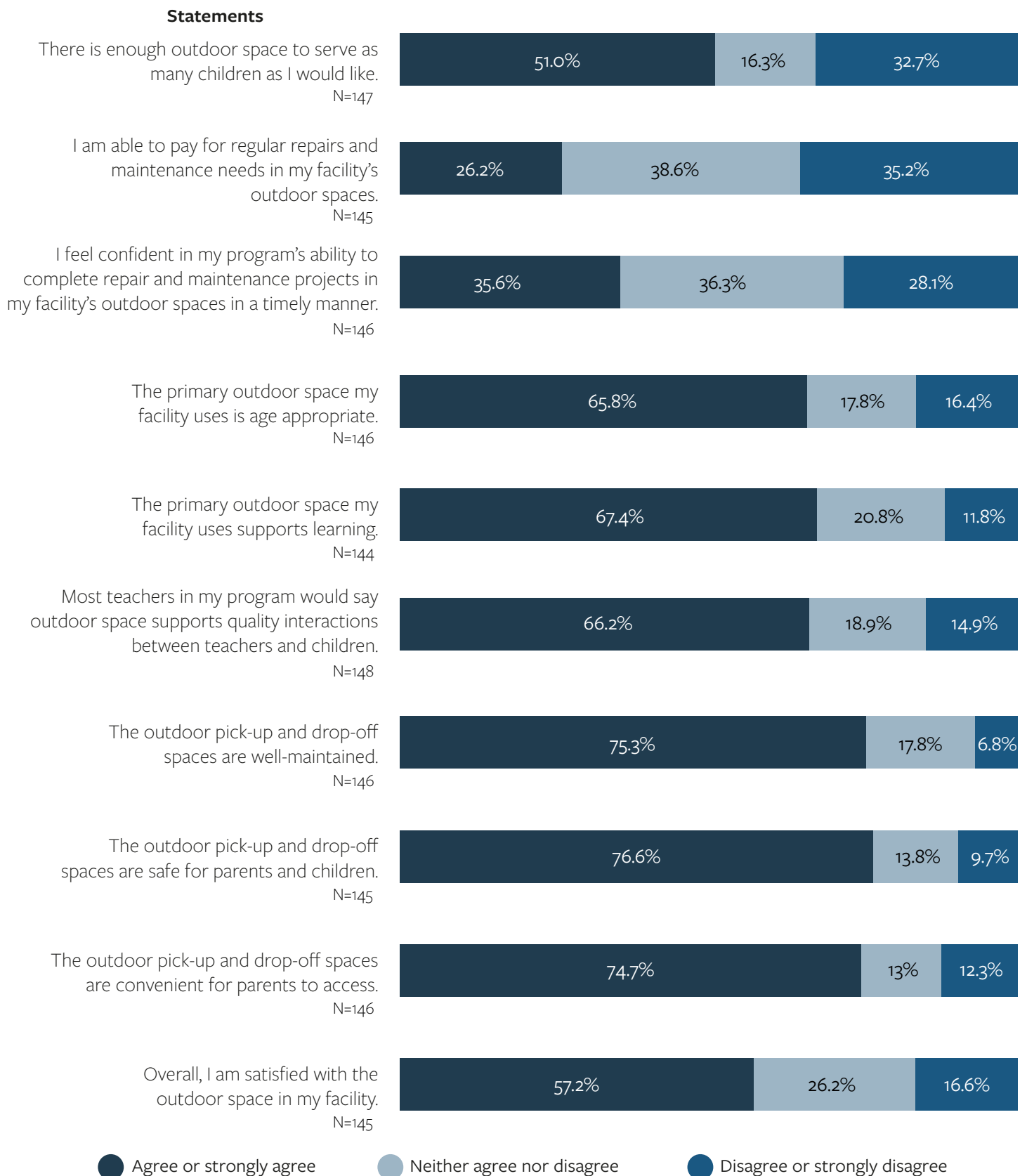


Figure 4. Perspectives of Licensed Child Development Facilities on Conditions of Outdoor Space



Survey of Existing Child Development Facilities (cont'd)

in type in Appendix A, Table 5 provide insight into the ways directors perceive and engage with the broader built environment. Responses to the statement, “The neighborhood my program is in feels safe for young children,” provides initial insight into variability by geography. More than 90% of facilities in Wards 2 and 3 agreed with this statement, compared to 48% in Ward 7 and about 26% in Ward 8. An open-ended response from a Ward 7 respondent expanded on its review of neighborhood safety and the experiences of young children:

“[Our] facility is very nice and well maintained, [but] it happens to be located in a high crime area. Safety is a major concern for management, staff, and the families that attend the program, although many of [our] families...are residents of the community and are faced with the same insecurities at home.”

Perceptions of cleanliness of streets surrounding facilities and green space and park access also differed substantially by ward. Across the sample, 70.7% of respondents agreed that the streetscape surrounding their facility is clean, 61.6% agreed that they are proximate to sufficient green space, and 57.0% agreed that they have enough public parks and playgrounds nearby. Ward 2 respondents expressed universal

agreement (100%) about cleanliness but displayed among the lowest levels of agreement regarding neighborhood space for play (50.0% agreed on green space and 33.3% agreed on parks and playgrounds). More than 95% of all facilities agreed that they are located within walking distance of a public transit stop (e.g., Metro train, bus, etc.). Although this statement did not address physical distances to stops or use of public transit by parents and children, near universal agreement warrants additional research and consideration of the safety and suitability of walking routes between child development facilities and broader civic infrastructure.

The statement with the lowest levels of agreement (30.0%) in the streetscape and neighborhood conditions statement set was, “Cars driving near my program rarely go faster than the speed limit.” Facilities in the highest and lowest income geographies in the District were in alignment in responses to this statement with 14.3% agreeing from Ward 3 and 22.7% agreeing from Ward 8, a clear divergence from responses to other statements. Nearly every open-ended response corresponding to statements on streetscape and neighborhood conditions mentioned car traffic and speeds. Given the magnitude of responses covering this issue, four sample quotes are included below:

Figure 5. Percent of Facilities that Agree:
“The *indoor* classroom space in my facility supports learning.”

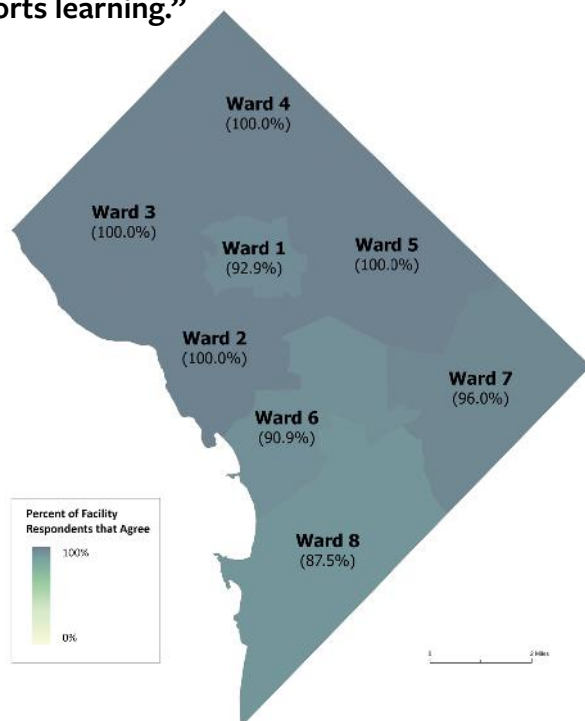
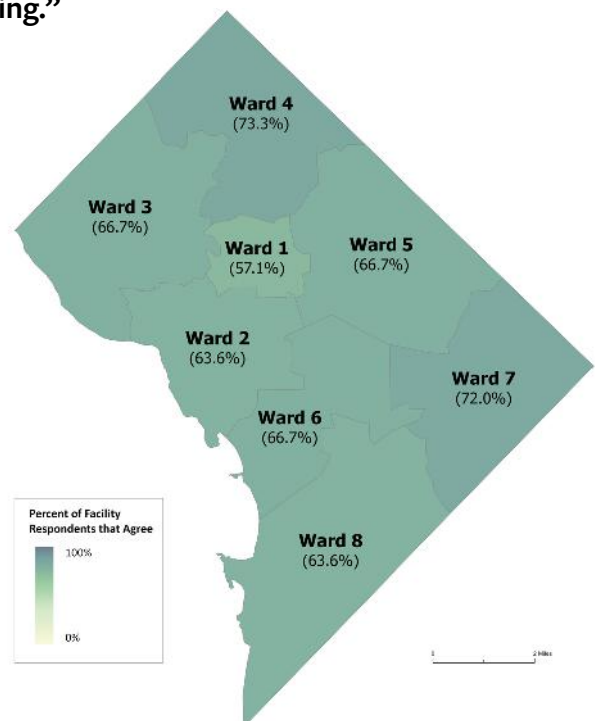
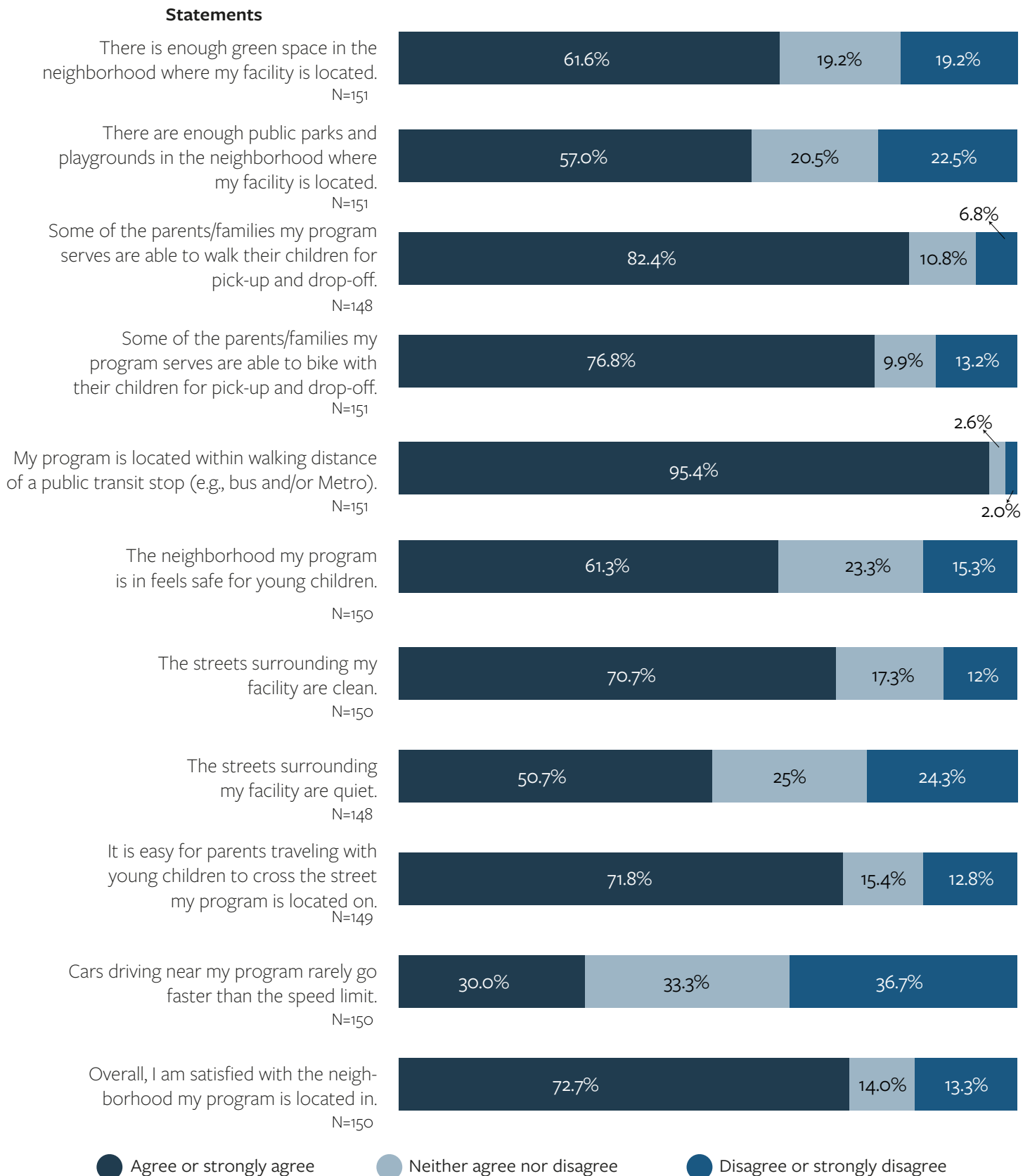


Figure 6. Percent of Facilities that Agree:
“The *outdoor* space in my facility supports learning.”



Survey of Existing Child Development Facilities (cont'd)

Figure 7. Perspectives of Licensed Child Development Facilities on Streetscape and Neighborhood Conditions



Survey of Existing Child Development Facilities (cont'd)

- *"I like the neighborhood we are located in, but drivers are very dangerous, and they seem more annoyed by a large group of children than cautious or considerate. One of the children in my program (and her caregiver) has been hit by a car while crossing a street to get to school."*
- *"Persons driving past the school I have noticed that they speed, do not stop at the stop signs and do not allow for parents and students to walk across due to not stopping at the stop signs. [We] find ourselves having to help families cross the street to ensure that cars stop at the stop signs."*
- *"I am afraid for the safety of [the] children and families I serve [because there are no] deterrents to prevent drivers from speeding."*
- *"We are located in downtown. The traffic is challenging, especially with cars turning corners, and trying to 'beat' walkers. Also, bicyclists and scooters on the sidewalks makes walking with children or using buggies challenging."*

Despite consistently low levels of agreement about car speeds and traffic outside facilities, a number of respondents also expressed dismay in open-ended responses with their abilities to petition for traffic calming improvements. Multiple facilities cited unfulfilled requests made to the District Department

of Transportation (DDOT) for speed bumps, stop signs, and crossing guards. Still, about 72% of surveyed directors agreed that parents and children can easily cross the street in front of their facilities, with the highest agreement coming from Ward 2 (91.7%) and the lowest from Wards 6 (59.1%) and 8 (60.9%). One open-ended response addressed traffic calming and the unique challenge posed by road crossings and intersections:

"We are located in an area where the cars drive by fast. Our parents walk in the neighborhood to take their school age children to school where there is lots of traffic. Just recently, they put up a cross sign that I never see light up for the children and parents to cross the street to walk to school. We have to wait for the cars to go by to make sure it is safe to cross the street."

Further geographic divides appeared in two statements regarding parent ability to walk or bike with their children to facilities for pick up and drop off. Both statements had high levels of agreement across the board (82.4% for walking and 76.8% for biking), but those operating from Wards 3 (100% for both walking and biking), 1 (85.7% walking, 92.9% for biking), and 6 (85.7% for walking, 81.8% for biking) agreed at noticeably higher rates than those in Wards 7 (76.0% for

Figure 8. Percent of Facilities that Agree: "The neighborhood my program is in feels safe for young children."

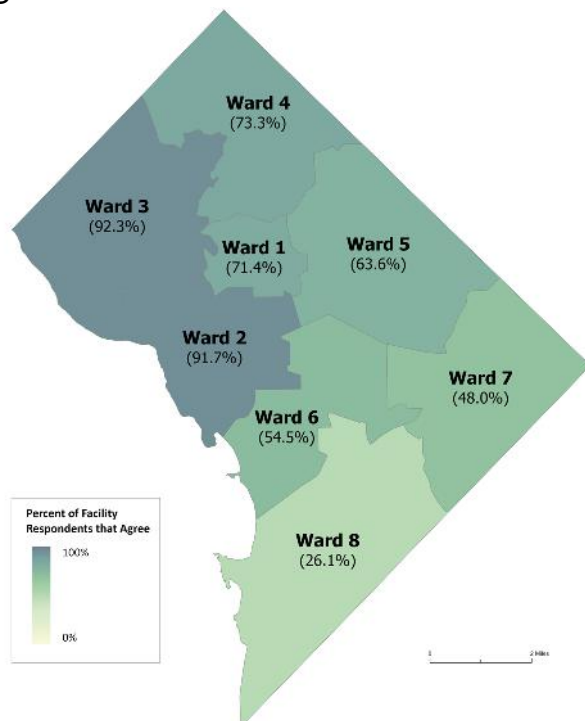
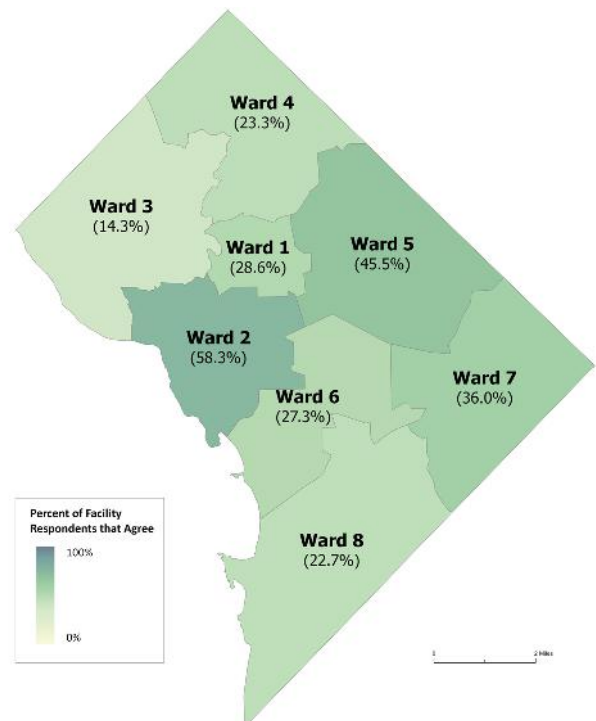


Figure 9. Percent of Facilities that Agree: "Cars driving near my facility rarely go faster than the speed limit."



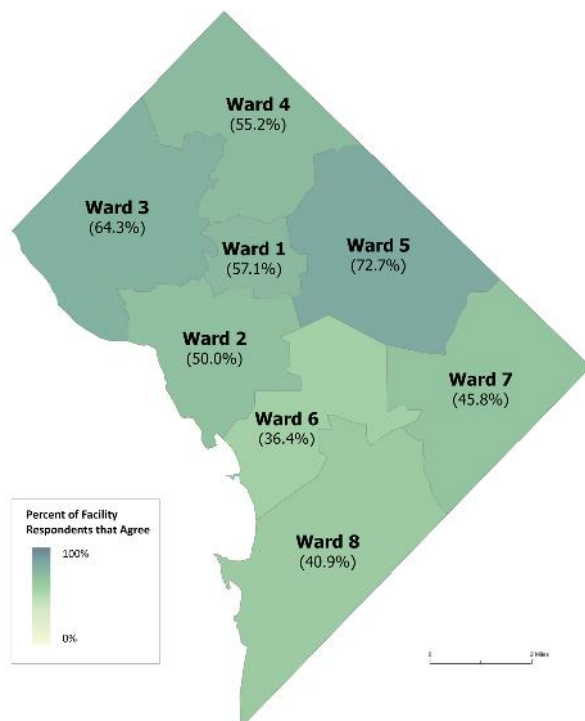
walking, 64.0% for biking) and 8 (78.3% for walking, 56.5% for biking).

Figure 10 displays geographic distribution of agreement to a final statement in this series on perceptions of noise and sound outside of facilities. Growing evidence suggests that noise pollution is unequally distributed, as areas in the United States with higher nonwhite populations and where more low-income people live experience higher noise levels than whiter and wealthier neighborhoods.ⁱⁱⁱ Young children are uniquely affected by noise and sound both within homes and classrooms and that which comes from street traffic or construction in their neighborhoods.^{iv} Survey participants from Wards 5 (72.7%) and 3 (64.3%) most exceeded the overall sample agreement level of 50.7%. Less than half of facilities responding from Wards 6, 7, and 8 agreed that the streets they operate from are quiet.

Improvement and Expansion Considerations

The final series of survey questions covered experiences and considerations of facilities in efforts to improve building conditions or expand their capacity through varying types of infrastructure investments.

Figure 10. Percent of Facilities that Agree: “The streets surrounding my facility are quiet.”



Facilities Improvement Project Data

Table 4 includes information reported by facilities on past experiences with improvement projects, organized by the type and scale of project completed or considered. For minor renovation, major construction, and program relocation projects, the survey specifically asked participants to select one of three statements that best describes recent experiences:

1. Yes, I have completed a [project type] in the past three years.
2. I have a [project type] currently underway.
3. No, I have not completed a [project type] in the past three years.

The survey provided examples of types of projects that fit each category. Minor renovation examples included kitchen renovation, flooring or countertop upgrades, outdoor equipment installations, or HVAC unit replacements. The major construction category covered more extensive and lengthier project types, such as the addition of a new building wing or classroom, a roof replacement, or conversion of unused basement or cellar space to a classroom. Relocation projects were simply described as efforts to move an existing facility to a new building or site. Facilities that suggested they had not completed a project within three years and did not have one currently underway were prompted to select a time range of when they had last undertaken the project type with options of ‘4-6 years ago,’ ‘7-10 years ago,’ ‘More than 10 years ago,’ or ‘I have never completed this type of project.’

Overall, more than 81% of survey respondents indicated that they have completed a minor renovation within the last seven years or currently have one underway. In Ward 5, just over half of respondents (54.5%) reported experience with a renovation or repair project, compared to all directors responding from Ward 3 (100%) and most from Ward 6 (89.5%). Fewer facilities suggested they have completed or started a major construction (49.0%) or relocation (10.1%) project in this window. Among survey respondents, the highest rates of these types of projects have occurred in Ward 6, where nearly 90% affirmed major construction project experience and more than 26% indicated they have or are planning to relocate their facility to a new building. There are clear limitations in self-reported facilities project experience – notably due to the tenure of directors responding to the survey and the initial open-date of certain

Survey of Existing Child Development Facilities (cont'd)

facilities – but overall responses help provide general insight into the types of projects child development facilities are completing on a regular basis.

Challenges and Barriers to Facility Improvement

Following questions on experience with facility improvement projects, the survey presented participants with a series of statements on barriers and challenges to indicate levels of agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

As represented in Figure 11, directors expressed low levels of agreement across all statements assessing ease of navigating various processes and policies associated with any type of facility construction project. For 7 of 9 statements, less than a quarter of respondents agreed that processes are “easy” to navigate or complete, and no statement received more than 41.8% agreement. The first five statements covered regulations and systems that govern the child care sector and physical development projects writ large. About 15% agreed that zoning and building code regulations had been easy to navigate in past efforts to make improvements to their facilities. Surveyed facilities in Wards 3, 4, and 8 had lower levels of agreement regarding building permit and zoning regulations than the average for the sample.

Facilities expressed higher levels of agreement on ease of navigating fire codes (36.6%) and OSSE’s licensing regulations (41.8%). Home-based facilities (CDH and CDX facility type) agreed at higher rates than those operating from centers (CDCs) on the statement about fire safety regulations being easy to navigate, but the inverse was true for child care licensing regulations, where CDCs agreed at the highest rates (42.7%). The statement regarding OSSE’s reimbursement rate policies and the child care subsidy program had lower overall levels of agreement with less than 17% of facilities suggesting District policies had been easy to navigate in past efforts to expand.

The last set of barriers and challenges statements asked facilities to consider their experiences looking for help during facilities projects or seeking out suitable spaces. Just 17.9% of respondents agreed that it is easy to find funding for facilities projects, and 20.0% indicated agreement about ease of finding sites that are suitable for child care. Ward 4 facilities had the lowest levels of agreement on these two statements (3.8% agreed on funding; 8.0% agreed on sites).

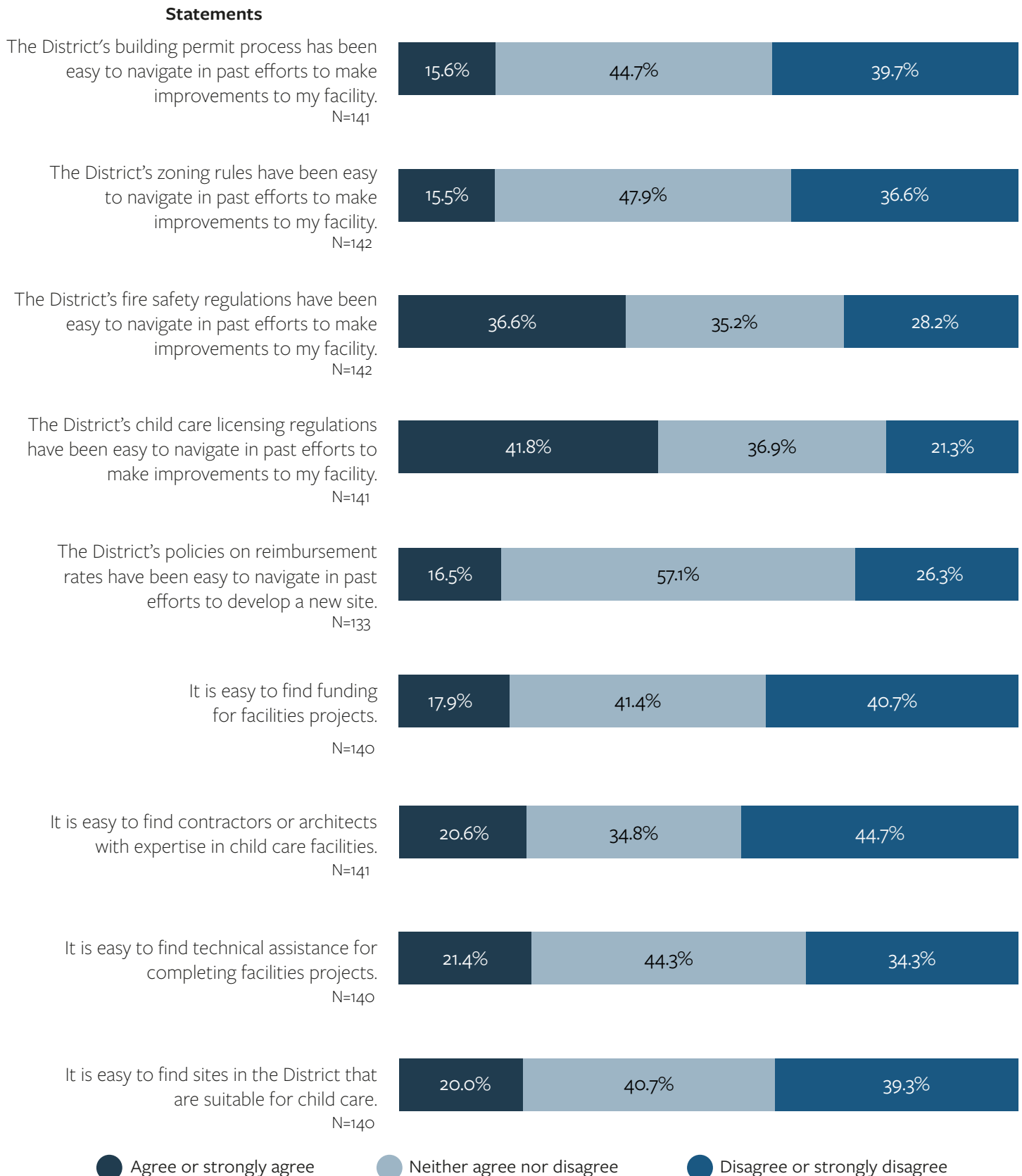
Table 4. Percent of Respondents Reporting Starting or Completing a Facility Project within the Last 7 Years*

	Minor Renovation		Major Construction		Relocation	
	N	Percent	N	Percent	N	Percent
Ward 1	14	85.7%	14	28.6%	13	7.7%
Ward 2	13	61.5%	13	30.8%	13	0.0%
Ward 3	13	100.0%	13	69.2%	13	7.7%
Ward 4	30	86.7%	29	31.0%	29	10.3%
Ward 5	11	54.5%	11	54.5%	11	18.2%
Ward 6	19	89.5%	19	89.5%	19	26.3%
Ward 7	24	87.5%	24	66.7%	24	4.2%
Ward 8	26	73.1%	26	50.0%	26	3.8%
CDC	117	81.2%	116	48.3%	116	11.2%
CDH	14	85.7%	14	42.9%	14	0.0%
CDX	19	78.9%	19	57.9%	18	10.1%
Total	150	81.3%	149	49.0%	148	10.1%

*This table aggregates facilities that indicated they had completed a project within the last 7 years (i.e., selecting the ‘Within the last 3 years’ or ‘4-6 years ago’ option in the survey) and those that said they have a project currently underway.

Survey of Existing Child Development Facilities (cont'd)

Figure 11. Perspectives of Licensed Child Development Facilities on Policies and Regulations Affecting Development Projects



Survey of Existing Child Development Facilities (cont'd)

Recent Expansion Considerations

The survey concluded by asking respondents about their experience or interest in expanding their facilities to serve more children. Like the section on improvement projects, facilities had to select one of four categories that best described expansion efforts and considerations in the past three years:

- 1. Expanded+:** In the past three years, I have successfully increased the number of children I serve and have plans to increase further.
- 2. Expanded:** In the past three years, I have successfully increased the number of children I serve.
- 3. Considered:** In the past three years, I have considered increasing the number of children I serve but have not yet done so.
- 4. Not Considered:** In the past three years, I have not considered increasing the number of children I serve.

Table 5 presents a summary of responses to this question, with about 30% of all survey respondents reporting that they have successfully expanded within the last three years. Of

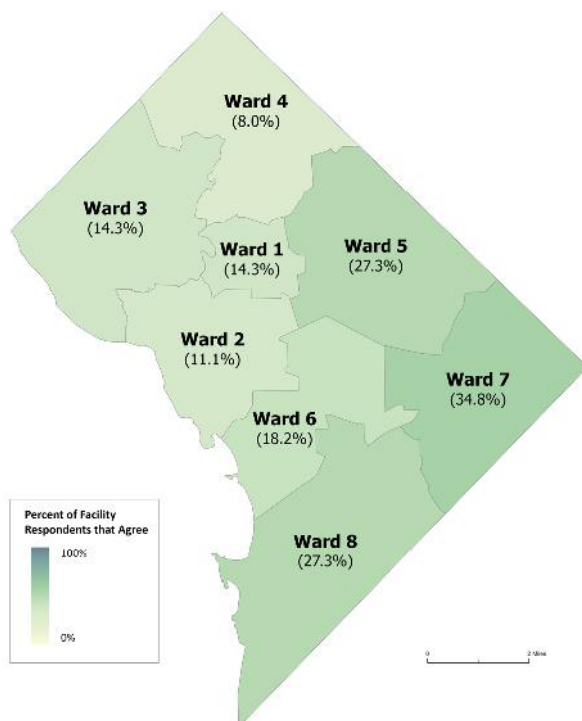
these, half are now actively considering expanding again. More than 42% have considered expanding but have not yet done so, and 27.5% have not considered expanding in this time frame. Facilities in Ward 3 indicated the highest rates of recent expansion (46.2%), followed by those in Wards 7 (39.1%) and 6 (33.3%). About 45% of responding CDXs, 30% of CDCs, and 14% of CDHs suggested they have recently increased capacity. This trend may be driven by the fact that recent infrastructure programs available through OSSE, like the Access to Quality (A2Q) Child Care grant program, directly targeted CDHs seeking to expand capacity with conversions to CDX license types.

Survey respondents (N=103) that indicated they had successfully expanded or considered doing so in the past three years received a series of additional questions regarding ages of children the new seats serve or will serve, as well as project type and financing. Table 6 displays the breakdown of responses to each of these questions for programs in the Expanded+, Expanded, and Considered categories.

The vast majority of new slots that respondents reported adding or planning to add are intended to serve younger children, which aligns with the findings of the first report of this series, which found significant increases in capacity to serve toddlers District-wide from 2017-2023. Both for facilities that have expanded or are considering doing so, more than two-thirds of respondents indicated that new slots will accommodate infants and toddlers. Just 37% of facilities that created slots did so for preschool-age children, and only 35% of those considering expanding intend to increase preschool capacity. No recently completed expansion projects reported in the sample added school-age slots.

Facilities that have successfully expanded in the past three years reported doing so primarily through conversion of unused or vacant space at existing sites (25.6%) and opening another facility at a new site (20.9%). Those considering expansion were more likely to say they would do so through addition of more staff (42% for those considering; 12% for those recently completing). Beyond staffing increases, nearly 37% of respondents indicating they plan to expand reported they will convert space at their existing sites to accommodate more children, 25% reported they will open an additional program at a new site, and 22% suggested they will add space to an existing site.

Figure 12. Percent of Facilities that Agree: “It is easy to find sites in the District that are suitable for child care.”



The largest source of funding reported for expansion projects was facilities grant funding from OSSE, distributed through LIIF. The second most common source of funding for successful expansion efforts was a loan from a bank (37.2%), a figure somewhat higher than those considering expansion (30%). About 49% of recently completed projects received grants (e.g., Access to Quality Child Care), and 77% of those considering expansion plan to use such funds. The District government has not committed funding in future fiscal years. Figure 13 shows the raw counts of projects reported by ward that either have or plan to use grants from OSSE through LIIF for expansion, the largest numbers of which are in Wards 4, 7, and 8.

Differences emerged between facilities that completed expansion projects and facilities that are considering expansion when asked about challenges experienced. Those that have completed entitlement processes, land use reviews, and fire and licensing inspections needed to expand or open a new facility were more likely to identify these as barriers than those who are still actively working on or considering expanding. Both groups of facilities agreed on challenges identifying suitable sites for child care and paying for their projects, although those only considering expansion were much more likely to identify costs as a barrier than programs that have expanded.

Figure 13. Total Number of Expansion Projects Identifying Grants from OSSE and LIIF as a Use or Intended Use of Funds

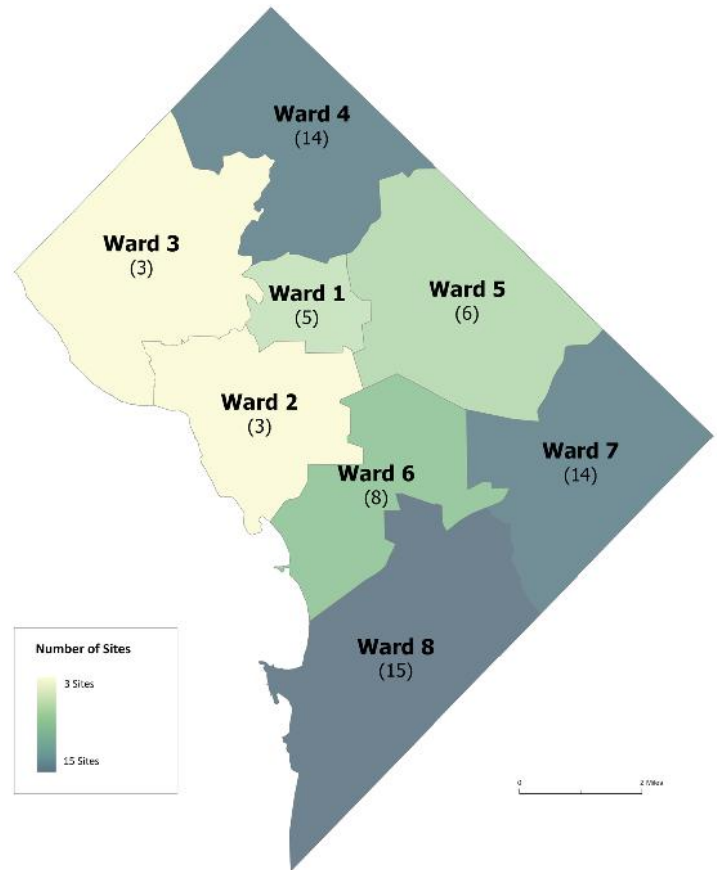


Table 5. Recent Expansion Experiences and Considerations

	N	Expanded+	Expanded	Considered	Not Considered
Ward 1	13	15.4%	7.7%	46.2%	30.8%
Ward 2	12	25.0%	8.3%	16.7%	50.0%
Ward 3	13	7.7%	38.5%	15.4%	38.5%
Ward 4	27	14.8%	7.4%	44.4%	33.3%
Ward 5	11	9.1%	18.2%	63.6%	9.1%
Ward 6	18	22.2%	11.1%	38.9%	27.8%
Ward 7	23	13.0%	26.1%	43.5%	17.4%
Ward 8	25	12.0%	12.0%	56.0%	20.0%
CDC	110	12.7%	17.3%	38.2%	31.8%
CDH	14	14.3%	0.0%	64.3%	21.4%
CDX	18	27.8%	16.7%	50.0%	5.6%
Total	142	14.8%	15.5%	42.3%	27.5%

Survey of Existing Child Development Facilities (cont'd)

Table 6. Recent Expansion Project Details and Considerations

	Expanded* (N=43)	Considered (N=60)
	Percent	Percent
Ages Served		
Infants	67.4%	66.7%
Toddlers	76.7%	68.3%
Preschoolers	37.2%	35.0%
School-Age	0.0%	15.0%
Project Type		
Convert space at existing site	25.6%	36.7%
Build more space at existing site	7.0%	21.7%
Move existing program to new site	11.6%	18.3%
Open additional program at a new site	20.9%	25.0%
Hire more staff	11.6%	41.7%
Project Financing		
Loan from a bank	37.2%	30.0%
Grant from a foundation	20.9%	33.3%
Grant from OSSE	48.8%	76.7%
Donations/loans from individuals	18.6%	25.0%
Challenges Experienced		
Identifying a site	16.3%	16.7%
Project cost	37.2%	55.0%
Child care licensing requirements	27.9%	21.7%
Approval from DC Fire and FEMS	18.6%	13.3%
Building zoning requirements	30.2%	18.3%
Building code requirements	34.9%	16.7%
District subsidy reimbursement policy	11.6%	10.0%
Approval from building owner	7.0%	8.3%
Lack of staff time to manage the project	16.3%	16.7%
Lack of staff expertise to manage the project	11.6%	8.3%
Difficulty hiring staff needed to expand	27.9%	25.0%

*The 'Expanded' category of this table includes information on programs that have expanded and considered expanding further (Expanded+) and programs that have expanded only (Expanded) in the past three years.

Survey respondents not considering expansion were asked to provide reasons. As shown in Table 7, the most commonly selected reason was “My program is not at full capacity,” (56.4%) followed by “My program does not have enough money to pay for an expansion project,” (30.8%) and “My program does not have a wait list” (23.1%).

In general, facilities not seeking to expand identified considerations regarding daily operations and business sustainability as reasons for not pursuing expansion over considerations related to regulations like zoning or building occupancy permitting.

Table 7. Reasons for Not Expanding

N=39	Percent
My current program is not at full capacity.	56.4%
My program does not have enough money to pay for an expansion project.	30.8%
My current program does not have a wait list.	23.1%
I am happy with the size of my program and do not want to grow.	17.9%
I don't think I could hire staff if I expanded.	12.8%
District quality rating and subsidy reimbursement policies make it hard to financially plan for a new site.	12.8%
Completing licensing requirements would be too complicated.	7.7%
Meeting zoning requirements would be too complicated.	7.7%
Completing building code permitting requirements would be too complicated.	7.7%
Completing a fire department review would be too complicated.	7.7%
I don't think there is a need for more child care spaces in my community.	5.1%

Site Visit Review of Facilities Conditions

To further explore challenges and opportunities uncovered through the survey, LIIF conducted in-depth reviews of physical building conditions and director perspectives on infrastructure for a subset of facilities that responded to the survey. This analysis occurred primarily through an interview and site visit protocol with 25 licensed child development facilities in the District, completed between August and September 2023.

Program Selection and Review Methodology

About 15% of survey respondents (25 of 160 total participants) were selected for deeper review. Table 8 includes summary information on geographic distribution, primary funding sources, license types, Capital Quality ratings, and types of outdoor space used across the 25 facilities. LIIF grantmaking and technical assistance staff selected one facility per ward based on known facilities challenges or recent experiences with OSSE infrastructure grants. All other facilities were randomly selected from the sample of all sites that participated in the facilities survey so that at least two programs from each ward were represented. Site visits were all conducted on weekdays in August and September 2023, each lasting between 60-90 minutes. Facility directors received a \$250 gift card for their participation.

Each site visit began with an interview of the facility's owner or site director. Interviews allowed child care leaders to share personal experiences with past or planned facilities projects, perspectives on child care and development regulations in the District, and information on infrastructure challenges at the site. Following each interview, trained LIIF staff conducted qualitative reviews of physical conditions and characteristics of licensed indoor space, primary outdoor space, and the streetscape immediately surrounding the program.

Table 9 includes primary review categories for each component of the visits. Indoor and outdoor review methodology builds on existing LIIF tools used during site assessments and in technical assistance with existing or prospective child development programs seeking to complete a facilities project.^v Outdoor analysis also built in components of a review tool from the National Wildlife Federation's Early Childhood Health Outdoors (ECHO) program for greening and naturalizing play spaces for children.^{vi} The streetscape and neighborhood review occurred through an adaptation of the Institute for Transportation and Development Policy's (ITDP) Pedestrians First tool, a mechanism for measuring safety and comfort of public passageways and routes.^{vii, viii}

Within each review category, facilities received scores across a series of statements for assessing physical spaces. Statements were designed so that reviewers assigned a score of 1 to 5 for each statement, and observers were trained in advance on facilities elements or conditions that warranted specific scores. All statements also had a Not Applicable option for reviewers to abstain from scoring if the review category did not apply to the site (e.g., statements about developmental appropriateness of outdoor space for infants in facilities that only served preschoolers). At least two reviewers participated in each site visit.

Overall Trends and Conditions of Child Development Facilities in the District

To assess overall trends and conditions of facilities in the District, each program received a Facility Conditions Score once site visits were completed. This score represents the sum of a facility's outcomes on Indoor, Outdoor, and Streetscape review, each equally weighted as a value out of a maximum 100 points per category.

Because some facilities did not have all applicable elements and thus did not receive a score on each statement, Indoor, Outdoor, and Streetscape review scores are the actual number of total points received across all 1-5 reviews divided by the maximum possible points the program was eligible for (i.e., 5 points received on all applicable questions). The product of this analysis is a percentage of total possible points received, with the minimum possible being 20 points, or equivalent to a 1 out of 5 on the review scale, and the maximum possible being 100 points, equivalent to a 5 out of 5 on the review scale.

Therefore, sites were eligible for a maximum score of 100 points within each setting, and Facility Conditions Scores could not exceed 300. Figure 14 displays median scores by each review setting, as well as ranges of outcomes by facility included in the sample. The median facility received an Indoor Conditions Score of 75, Streetscape Conditions Score of 64, and Outdoor Conditions Score of 50. Scaled to the format of site visit assessments, this means typical facilities received about a 3.5 out of 5 on indoor review statements, compared to a 3.25 and 2.45 on streetscape and outdoor review statements, respectively. Wide variation was observed across programs, as the high and low scores on Indoor Conditions

Table 8. Program Information, Site Visit Participant Sample*

Program Characteristic	Count
Total Site Visits	25
Geographic Breakdown	
Ward 1	2
Ward 2	3
Ward 3	3
Ward 4	4
Ward 5	3
Ward 6	3
Ward 7	3
Ward 8	4
Primary Operating Funding	
Private Pay	11
Child Care Subsidy	14
License Type	
Child Development Center	20
Child Development Home	1
Expanded Child Development Home	4
Outdoor Space Type	
Private (on-site)	16
Shared (off-site)	9
Capital Quality Rating	
High Quality	2
Quality	6
Progressing	4
Preliminary	4
Not Participating	9

*Capital Quality designations displayed in Table 8 are current as of October 2023.

Site Visit Review of Facilities Conditions (cont'd)

Scores ranged from 36 to 99 points, on Outdoor Conditions from 23 to 90 points, and on Streetscape Conditions from 44 to 90.

As displayed in Figure 15, site visit observation data also revealed some divergence across reviewed facilities by primary source of operating funds. Facilities that primarily serve private pay and subsidy eligible families, alike, exhibited the lowest review scores in outdoor assessments. Review of streetscape conditions around facilities also only marginally diverged by operating source. However, private pay facilities in the sample received consistently higher indoor review scores than those that primarily serve low- and moderate income children whose families participate in the District's subsidy program.

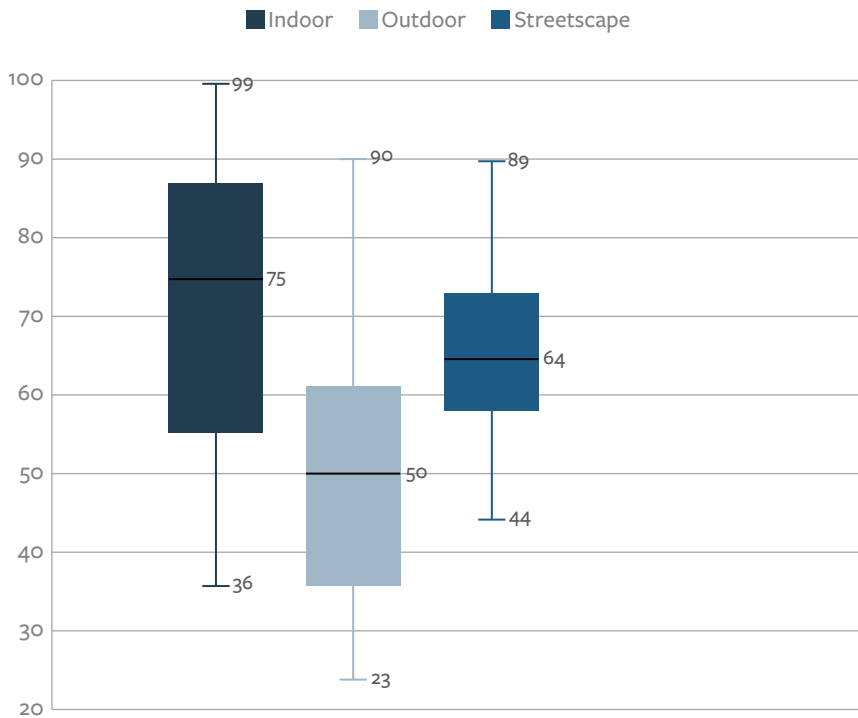
In effect, the areas that individual child care facilities have the most control and authority over – the licensed indoor spaces where children spend most time – displayed the most obvious inequities along lines of child and family income. Classroom spaces and indoor conditions are often the areas that are most heavily regulated and that individual facilities have the most control and authority over. However, when review extends to include public parks that some reviewed programs use for outdoor play and the public realm surrounding spaces for child care, facilities have minimal authority to implement their own changes to improve conditions

Data from review categories used to calculate overall scores surfaces additional strengths and areas for improvement within each review area, as summarized in Table 10. A full list of average scores within each review category is included

Table 9. Review Categories for Program Site Visits

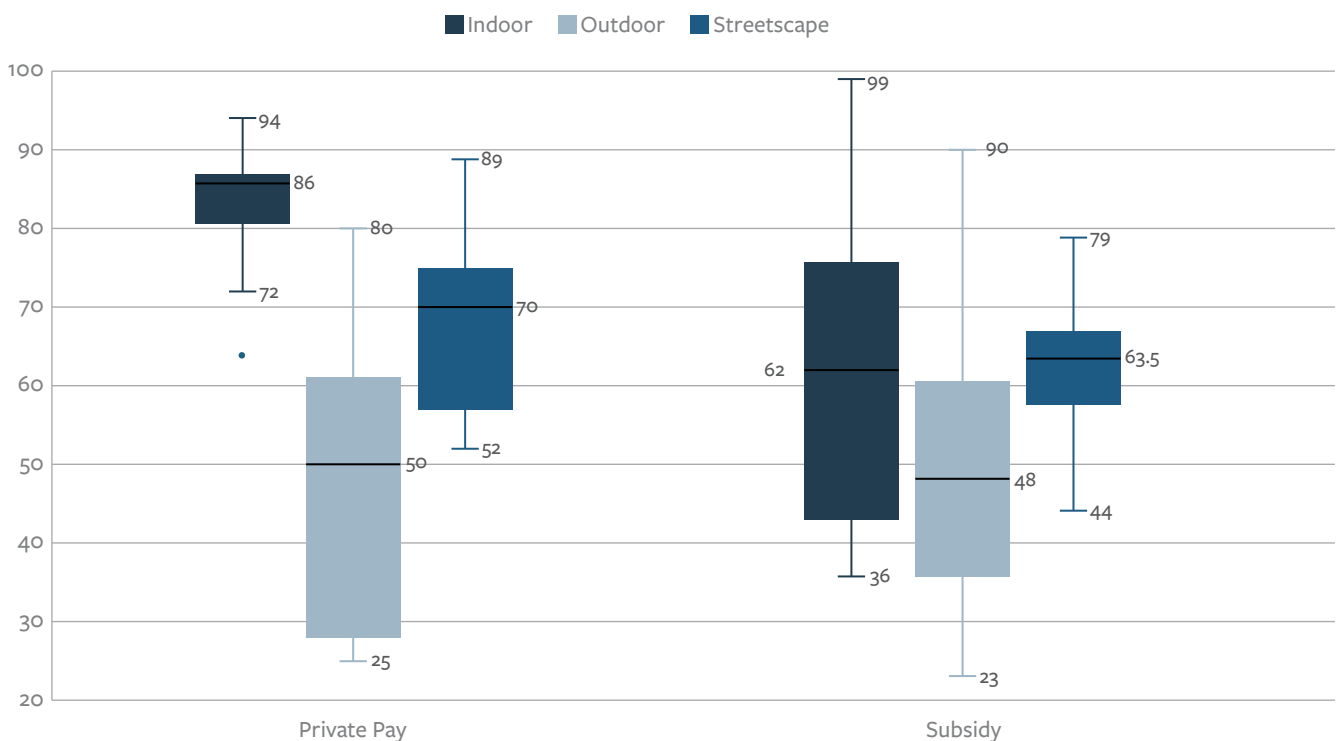
Setting	Review Tool Source	Review Categories	
Indoor	<ul style="list-style-type: none"> • <i>Facilities Site Assessment Checklist</i>, Low Income Investment Fund • <i>Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities</i>, Low Income Investment Fund 	<ul style="list-style-type: none"> • Flooring • Ceilings • Walls and Classroom Layout • Windows and Light • Heating, Ventilation, and Air Conditioning (HVAC) 	<ul style="list-style-type: none"> • Bathrooms and Plumbing Fixtures • Age-Specific Design • Furnishings • Ancillary Spaces • Noise
Outdoor	<ul style="list-style-type: none"> • <i>Facilities Site Assessment Checklist</i>, Low Income Investment Fund • <i>Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities</i>, Low Income Investment Fund • <i>Outdoor Activity Settings and Component Ideas Checklist</i>, National Wildlife Federation Early Childhood Health Outdoors (ECHO) 	<ul style="list-style-type: none"> • Equipment and Furnishings • Layout and Activity Zones • Settings and Components • Age-Specific Design • Noise 	
Streetscape and Neighborhood	<ul style="list-style-type: none"> • <i>Pedestrians First Tool</i>, Institute for Transportation and Development Policy (ITDP) 	<ul style="list-style-type: none"> • Walkways • Comfort and Dignity • Crossings • Road Safety • Parking and Dropoff 	<ul style="list-style-type: none"> • Walkway Amenities • Cycling Infrastructure and Behavior • Transit Access • Age-Specific Design • Noise

Figure 14. Site Visit Review Score Range, All Facilities



Surveyed leaders of child development facilities in the District were positive about the quality of indoor space within their facilities in terms of age appropriateness and suitability for children and educators. More variation appeared during site visit reviews of indoor spaces, and reviewed facilities that mostly cater to low- and moderate income children participating in the District's Child Care Subsidy Program conveyed greater difficulty in enhancing physical infrastructure due to financial limitations.

Figure 15. Site Visit Review Score Range, Facilities by Primary Operating Funds



Site Visit Review of Facilities Conditions (cont'd)

in Appendix B, Table 1. The tables include averages for each primary review area, with higher averages colored in green. Lower average scores for specific review areas appear in bright red. The rest of this section discusses specific themes and trends uncovered during site visits and director interviews that help explain averages presented in Table 10.

Indoor Trends

Of the three site visit review areas, facilities tended to have the highest scores on Indoor Conditions assessments. Individual facilities that received the highest Indoor Conditions Scores often received scores of 5 out of 5 on all review statements in the Indoor subsection of Table 1 in Appendix B. This meant indoor spaces were clean and well maintained and the facility had elements that exceeded basic health and safety requirements like air purification mechanisms, extensive natural light and child-sized fixtures in classrooms and bathrooms, ancillary spaces for teacher or administrative work time, and furnishings or color schemes that were developmentally appropriate and engaging for the ages of children served. Subsequent analysis of data across all sites surfaces several trends in conditions and characteristics of indoor spaces used by sample facilities::

- Review areas that align with licensing requirements and/or Capital Quality standards tend to be the most consistently positive across facilities.** Facilities are clearly motivated by licensing reviews and Capital Quality designations based on observations. Statements covering child safety within classrooms scored the most consistently highly during the indoor review. Protection of sight lines for teachers and removal of sharp edges within classrooms had average scores of 93 and 90, respectively. Flooring was also generally clean and well maintained with area rugs commonly layered throughout, a best practice that adds to the comfort and safety of a facility and is identified in Capital Quality observation tools. Facilities that serve infants scored highly on program layout practices for spaces where infants spend time, such as making toys easily accessible to children that cannot yet walk and strategically placing cribs and diaper changing stations for ease of access. Facility directors confirmed keen awareness of licensing and Capital Quality observation tools during interviews, often identifying specific feedback from past reviews as their most pressing, urgent priorities, even when they had other ideas in mind for the futures of their spaces and facilities that diverged from outcomes of past reviews.

Table 10. Average Review Scores by Setting and Category

Review Area	Average
Indoor Total	71
Flooring	84
Ceilings	84
Walls & Classroom Layout	80
Windows & Light	56
Heating, Ventilation & Air Conditioning	56
Bathrooms & Plumbing Fixtures	66
Age-Specific Design	75
Furnishings	73
Ancillary Spaces	61
Noise	81
Outdoor Total	49
Equipment & Furnishings	47
Layout & Activity Zones	47
Settings & Components	38
Age-Specific Design	47
Noise	87
Streetscape Total	65
Walkways	90
Comfort & Dignity	73
Personal Security	80
Crossings	70
Road Safety	62
Parking & Dropoff	68
Walkway Amenities	41
Cycling Infrastructure & Behavior	42
Transit Access	67
Age-Specific Design	54
Noise	67

- **Scores on many review areas are tied to building structure, design, and type.** A facility's ability to score highly in some indoor review areas was often uniquely tied to the layout and type of building it operates from. Big variations in review of windows and natural light, access to outdoor space, separation of classrooms, and ancillary spaces illuminate this trend. Many programs operating from buildings that were previously used for another purpose (e.g., retail) did not receive sufficient investment early on to add floor-to-ceiling walls to separate classrooms or create spaces for teacher planning or administrative offices. Other structures wedged within multiple other buildings in dense commercial areas lacked interior windows, with at least two such facilities having no natural light at all. Conversely, facilities intentionally constructed for child care or that made big investments during planning and start-up to retrofit a space often had ample light and child-height windows with fully segmented spaces for classrooms and essential programs functions. Some facilities had the funds to develop creative solutions to respond to building limitations, such as installing skylights in classrooms where child height windows were not possible or oversized closet or storage space for teacher rest areas and break rooms
- **Air quality and HVAC systems are an area of weakness across observed facilities.** Facilities had low scores on review of the installation of air quality and HVAC improvement mechanisms, with an average score of 38 out of 100 across the sample. Directors regularly cited HVAC systems as their biggest facilities challenges, and even those who had recently replaced or repaired units were looking for ways to do so as inexpensively as possible. As climate change worsens, directors noted in interviews the growing importance on improving the indoor conditions of child care facilities so that children have ample space to play and move during harsh weather conditions. In addition to HVAC and indoor air quality issues, facilities averaged a score of just 33 on presence of ancillary spaces, and gross motor or indoor play areas tended to be one of the least common extra rooms for programs to have on-site. Such spaces are increasingly critical for outdoor play are expected to diminish during anticipated periods of prolonged heat and flood risk in the District.^{ix,x}
- **Big differences exist in quality of furnishings and materials used within facilities.** Although average

scores on conditions and quality of furnishings in programs were relatively high, big variations existed in review of cohesion of furniture, texture, and color within classrooms. In some facilities, especially those that used a Reggio Emilia or Montessori inspired approach to teaching, learning, and facility design, furnishings were intentional and useful to interactions between children adults. Wall art, toys and loose materials, and furniture in these programs struck balance between cohesion and flexibility. They allowed children to see themselves in and make a space work for their activities and interests of the day without overwhelming senses. Many other sites, even those that may have been well-designed and orderly, lacked intention and purpose in the furnishings of their classrooms. Even more relied too heavily on plastic materials and primary colors.

Outdoor Trends

Outdoor Conditions Scores were lower, on average, than Indoor and Streetscape ones. Top scoring facilities on reviews of outdoor spaces had play areas that allowed for a variety of types of play (e.g., individualized, large group, etc.) specifically tailored to different ages of children served.^{xi} Such facilities also had robust opportunities for children to interact with nature through furnishings, landscaping, and equipment, and spaces were designed to facilitate interactions between educators and children through varied seating and activity zones. Major themes and trends from site visits and discussions with directors and site supervisors on conditions of outdoor spaces for play and learning included:

- **Facility leaders are acutely aware of deferred maintenance issues and substandard quality of outdoor spaces, with many identifying outdoor upgrades as a major need for future fundraising.** Physical condition of outdoor equipment received an average score of 70 across the sample, but big variation appeared across individual programs. During director interviews, some participants suggested they would rather have no equipment at all in open outdoor space than to try to piece together resources to maintain and upgrade it on a regular basis. Two facilities where site visits occurred received below average scores on conditions of outdoor upgrades at the time of the visit, but they were actively engaged with LIIF and the National Wildlife Federation (NWF) to upgrade their space. Both of these facilities conveyed that such upgrades would not have

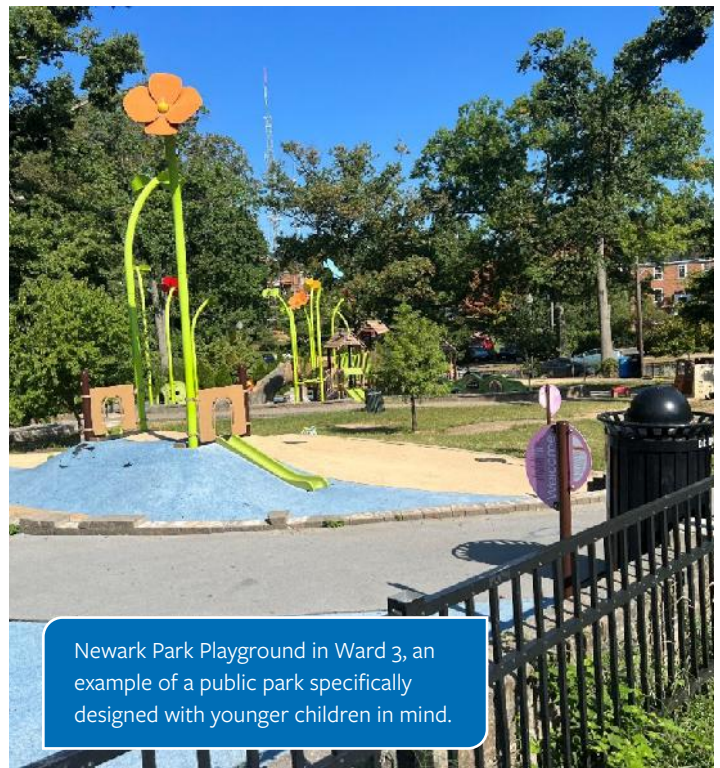
Site Visit Review of Facilities Conditions (cont'd)

been possible or as well-designed without public resources and technical assistance that accompanied them. Even sites that were able to maintain their outdoor equipment had room for improvement, with low average scores on measures of quality and amenities beyond play equipment, such as handwashing and drinking fountains, accessible bathrooms, and comfort areas or seating for educators.

- **Like indoor facility conditions, outdoor spaces are not equipped to withstand sustained harsh weather patterns.** The average facility received a review score of 46 out of 100 on assessments of shade covering outdoor play areas and equipment. On multiple occasions during visits, reviewers observed signs of melting and distortion of plastic play equipment from direct exposure to sun, with nearly every interviewed director discussing growing challenges with outdoor play time during hot months. Facilities across the board received consistently low scores on reviews of nature-based outdoor settings and components, where the average program received a score of 38. This review area primarily looked for whether primary outdoor play spaces had green, natural elements like wildlife gardens, natural play equipment, mud kitchens, and other areas for earth or nature-based play.
- **Young children are often an afterthought in design of shared outdoor spaces.** Many facilities included in the sample did not have direct outdoor space on-site, and even those that did have small yards still reported regularly taking neighborhood walks with children to shared playgrounds and recreation facilities. For facilities that lacked direct outdoor space on-site, outdoor review occurred at the park or green space the program identified as the place they go most often for outdoor time. Play spaces at shared spaces were rarely designed with infants and toddlers in mind, explaining the low average scores in developmental appropriateness reviews for non-ambulatory and smaller children (average scores of 31 and 45 for infants and toddlers compared to 62 for preschoolers).
- **Financial resources for upgrading outdoor space can be hard to find, but improvements do not have to be cost prohibitive.** As noted above, one of the review areas with the lowest average score came from checks for nature-based and green play opportunities in outdoor spaces. In conversations with facilities participating in LIIF and NWF's cohort for redesigning outdoor spaces, though, significant opportunity for improvement was clear.

Through this initiative, landscape architects from NWF intentionally partner with facilities through design meetings and the construction process with a goal of incorporating more nature-based play elements. Directors participating in the cohort shared overwhelmingly positive stories and suggested that the cost of upgrading their space in these ways was often less substantial than buying manufactured play equipment would have been. These stories contrasted experiences of other facilities that have received small grants or donated play equipment from private funders for outdoor spaces. These partnerships have tended to be less collaborative, with two site visit participants sharing that they had no choice in the plastic climbing structures that were purchased and installed for them.

- **Satisfaction and comfort of educators is generally left out of the equation in consideration of outdoor space quality.** Facilities of all types received an average score of 48 on availability of seating of any kind outside, as well as a 56 for flow and layout of outdoor spaces to allow for multiple modes of activities (e.g., small and large group, quiet play, etc.). These elements have unique impacts on the satisfaction and comfort of educators. For example, one program in a dense urban neighborhood had to rely on a tennis court behind an apartment building for their outdoor space.



Newark Park Playground in Ward 3, an example of a public park specifically designed with younger children in mind.

With no seats and a hard, hot blacktop as the ground surface, educators were disengaged from babies and toddlers they took outside to play. It would have been uncomfortable for educators to sit on the ground for long periods of time, and differentiating activities for small and large groups was challenging with so many children and limited structure.

Streetscape and Neighborhood Trends

Assessment of streetscapes and neighborhood conditions where programs operate from had the most variety in outcomes across review areas. As identified in the Streetscape subsection of Table 1 in Appendix B, conditions reviewed in this component of the analysis ranged from assessments of cleanliness, personal security, and walkability to more granular review of street amenities or road and walkway design for the unique mobility needs of young children and caregivers. The highest scoring facilities were located on streets with wide, clean sidewalks and clear barriers between pedestrians, cyclists, and car traffic. They had ample amenities (e.g., street plants and trees, benches

and public restrooms, public art or play structures) and were well connected to high frequency public transit.

Particularly through Safe Routes to School initiatives in cities globally and across the United States, education agencies have shown increasing interest in linking the safety and design of corridors around school buildings to reviews of building and program conditions.^{xii} Such momentum has not yet translated formally to the early care and education sector, as review of streetscape and neighborhood conditions is not typically a component of child care licensing or quality reviews. Therefore, takeaways and learnings from this part of the analysis were vast:

- **Child development facilities benefit from well-maintained, connected, and accessible walkways throughout the District.** The highest ranking, most consistent review areas across all three settings covered conditions and suitability of sidewalks and walkways for young children and caregivers. With an average score of 95, nearly every facility had dedicated sidewalks on both sides of the street around their facility, and reviews of



Site Visit Review of Facilities Conditions (cont'd)

ramps off sidewalks to accommodate wheelchair users or stroller pushers received an average score of 98. Consideration of these elements of planning and design encapsulate the ways in which choices around needs and abilities of young children and their caregivers bolster comfort and dignity for broader populations in urban environments.

- **Despite good conditions of walkways, amenities for pedestrians traveling with young children are lacking.** On the sidewalks surrounding most child care programs, there tended to be a lack of space for caregiving. The average facility received a score of 61 on reviews of space for adults to pause and interact with young children they might be walking with, carrying, or pushing in strollers. Additionally, few facilities had sufficient public seating, bathrooms, or drinking water available on the streets they operated from, all critical amenities for children, parents, and educators taking walks with classes of children. Beyond basic necessities, reviewers looked for evidence of intentional, child-friendly amenities that make walking and commuting around facilities more pleasant and engaging. Presence of play structures or public art around facilities received an average score of 45, compared to street plants and natural elements which received an average score of 56.

- **Many neighborhoods that facilities operate from feel safe and dignified, but with a few big outliers.** Reviews of cleanliness, liveliness, and personal comfort on the streets facilities operate from had high overall average scores. However, some specific facilities – particularly in areas with limited green space and tree coverage, fewer trash cans and benches, and lots of closed storefronts or vacant buildings – diverged significantly from the average facility. Directors in these communities shared concerns about gun violence and property crime. Two programs recently had to replace windows when stray bullets from active shootings shattered glass, and others have boarded up windows altogether for safety concerns. Another director walked LIIF interviewers into her facility while asking multiple people convening outside the liquor store next door to the child care program to stop blocking the facility's front door.
- **Conditions of facilities are intimately tied to traffic volume and space dedicated to cars immediately outside facilities.** Site visit themes add nuance to findings from the director survey about perceptions of car traffic and speeds outside child development facilities. Across the sample, facilities scored just 57 on average for measures of traffic excessiveness, 54 for



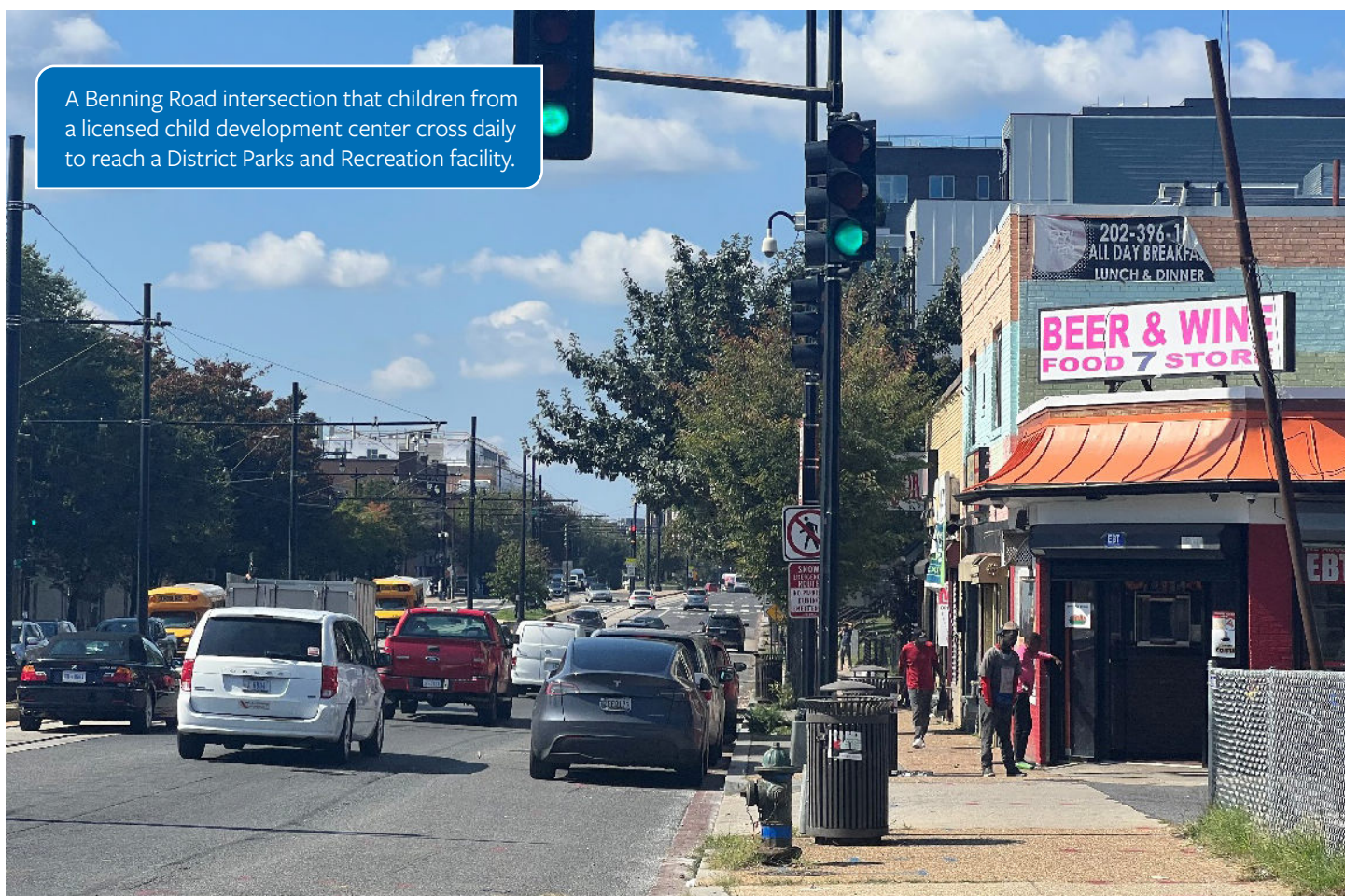
Recent streetscape improvements immediately outside a child development center.

checks on whether drivers obeyed the speed limit, and 39 on the presence of traffic calming measures. In almost every interview with directors, they shared specific streets and intersections that educators are not allowed to cross with children when they go on neighborhood walks or go to local parks for play due to traffic danger. Most facility leaders also talked specifically about petitions they had made to the District Department of Transportation (DDOT) for traffic calming measures. Many of these requests have gone unmet, and even in facilities that requested and ultimately received speed bumps or bulb outs on their blocks, directors shared frustration that they never received responses or engagement from city staff they petitioned for help.

- **Many parents commute by bike or public transit, but infrastructure and planning in these areas rarely feels connected to the unique needs of children and caregivers.^{xiii}** Despite significant investments in cycling, bus, and train infrastructure throughout the District, reviews of those systems immediately proximate

to the child development facilities reviewed received low scores. Most bike lanes on reviewed streets were not fully protected from car traffic, causing observed parents with young children on cargo bikes to ride on the sidewalk instead. On two separate site visits, observers witnessed moving cars hit cyclists immediately outside of the child development facilities under review. Even in the few places where facilities abutted dedicated, protected bike lanes or trails, program directors expressed a lack of engagement with officials focused on bike infrastructure, and worried that they may be missing opportunities to help more parents see cycling as a legitimate means of transport to and from child care. Similarly, although most programs were proximate to at least one transit station with an average score of 91, boarding areas often lacked design elements focused on experiences of young children and caregivers. The average transit stop closest to reviewed child development facilities received a score of just 39 on assessments of seating and comfort for people traveling with small children.

A Benning Road intersection that children from a licensed child development center cross daily to reach a District Parks and Recreation facility.



Policy Landscape and Stakeholder Feedback

LIIF conducted interviews, focus groups, and other stakeholder convenings to supplement and contextualize research on the existing landscape of child care supply and conditions of child development facilities in the District. A full list of organizations engaged as part of this process is available in Appendix C. This section presents LIIF's analysis of data gathered during this stakeholder engagement process, highlighting high level themes and recommendations from those engaged across sectors. Themes are organized by key topics influencing local child care supply and fall into five key buckets:

- child care operations
- development codes and regulations
- housing and community development
- planning, urban design, and transportation
- parks and green space

Child Care Operations

A significant, consistent theme in interviews with providers and broader stakeholders centered around the relationship between operations of child care programs and the physical spaces they operate from.

- **Community-based child care programs struggle to compete with District of Columbia Public Schools (DCPS) and charter schools for 3 and 4 year olds enrolled in pre-K.** Programs engaged throughout report development consistently spoke of their inability to “compete with free,” particularly in the early fall months of each year as parents enroll preschool-age children but drop out of programs within weeks when they are accepted into lottery seats for their DCPS preschool sites of choice. This creates budgetary and planning challenges for programs and leads to consistent under enrollment. Declining preschool enrollment has motivated some facilities to retrofit classrooms originally designed for older children to serve more infants and toddlers, but many directors cited challenges associated with building codes (i.e., not being able to serve non-ambulatory children in upstairs classrooms or spaces that lacked direct egress) and resources for facility modernization.
- **Capital Quality participants interested in expanding need more communication and technical support to do so.** Some programs have benefitted substantially since the District implemented tiered subsidy reimbursement policies that link Capital Quality ratings to the rates programs are paid for serving children from low-income families. Recently, the District has also updated Capital Quality policies so that facilities with existing Capital Quality designations can conditionally maintain their rates when they relocate, expand, or open new facilities.^{xiv} However, interviews with facility leaders and child care sector stakeholders revealed a misunderstanding of this policy change, with many citing concerns that their existing quality programs would have to start at the lowest reimbursement tier and restart Capital Quality ratings if they opened a new site OSSE has successfully mitigated these concerns through policy change, but lack of awareness of this change may still prevent some facilities from expanding.
- **Providers that received public facilities grants from OSSE and benefit from other District efforts**

to improve conditions or reduce occupancy costs identified significant positive impacts from these supports. Multiple programs suggested that past facilities grants or partnerships with District government to use publicly owned space at nominal occupancy costs are the only reasons they are able to accommodate infants and toddlers or accept children from families using subsidy vouchers. During site visits, likely because many programs perceived observers as connected to OSSE or LIIF, directors asked for information on future facilities grants and funding opportunities while pointing out specific ideas they had for projects.

- **Programs that have multiple sites or that belong to larger umbrella organizations are better equipped than small, independent ones to maintain their facilities.** During a single site visit day in mid-September, two observed programs had recently experienced floods in the basement spaces of their buildings. One was a franchise of a large, national child care chain and the other a small, independent family child care home. The larger program was able to quickly respond to the problem by submitting a maintenance request to its organization’s national facilities team and covering costs with flexible maintenance reserves the larger organization keeps on hand at all times. The owner of the smaller program was working with their own teenage children to clear soaking wet materials out of the basement classroom space while simultaneously on hold with an insurance provider to submit a damage claim. This experience provides a clear example of the ways small programs struggle to balance daily program operations with backend business functions.

Development Codes and Regulations

Wide-ranging stakeholders expressed concerns about and ideas for improvements and cost mitigations to local development regulations.

- **OSSE has made significant progress on a “one-stop-shop” approach to licensing and development review, but child care programs remain overwhelmed by processes.** In recent years, OSSE has funded positions at the Department of Buildings (DOB) and DC Fire and Emergency Management Services (DC FEMS) through a Memorandum of Understanding to jointly conduct reviews of spaces individuals are seeking

to operate child development facilities from. While this process has benefitted many programs actively pursuing facilities projects, more work is needed to inform programs with projects in the pipeline about the full arc of the review process and technical assistance available in navigating future site reviews and inspections.

- **Rigid and disconnected codes prevent attempts at coordination from having full impact.** Even in a scenario of perfect coordination by District agencies and information among child care programs, some codes and regulations continue to make projects difficult and confuse programs. The most commonly noted of these barriers included zoning adjustments, building occupancy codes specifically related to egress, and requirements around sprinkler systems in child development homes. Each of these elements can extend project timelines by 6-12 months and increase overall project costs. These barriers are particularly relevant to programs using public resources for facilities improvement or expansion, as local regulations can often be the reason projects go over budget or fail to achieve full intended impact.

Housing and Community Development

Greater coordination between planned housing and child care investments and the financial tools that both rely on was a common recommendation shared by stakeholders across sectors.

- **Despite significant new housing development in the District, very little is focused on accommodating families with young children.** Developers interviewed for this report regularly conveyed challenges they face in building family-oriented housing given increasing construction costs and financial barriers to developing fewer units, especially given maximum allowable height restrictions in certain neighborhoods and District-wide. Buildings created with larger units (i.e., three- and four-bedroom) to accommodate families tend to generate less income for developers, and with caps on how tall a building can be, the economics of housing construction creates big barriers to new construction of anything other than studios and one- and two-bedrooms.^{xv} Broader stakeholders shared concerns that development trends toward smaller studio and one bedroom apartment units could worsen the District's declining population of families with young children over the next

decade. Other stakeholders suggested that, even beyond unit mix and building specifications, new housing often lacks amenities that children and families need, such as child care and parks investments. A few interviewed child care providers shared experiences moving into ground floor commercial spaces in new multifamily buildings, but most perceived that these spaces are seldom developed for child care programs and therefore lack the plumbing infrastructure, access to green space, and other important considerations necessary to support a high-quality child care program at a reasonable build out cost.

- **Housing and community development agencies and funders lack clarity and direction on ways they can support the child care sector.** Government agencies that manage housing resources and other funders of affordable housing development conveyed a general interest in supporting efforts to expand child care supply but lack of understanding on how they fit into the equation. This was especially true for child development homes, where actors expressed concern over legal or fair housing implications.
- **Housing finance tools that could stretch child care investments further are underused.** Efforts to improve existing DC Housing Authority properties and build in more amenities for residents, to convert office buildings in downtown to residences, and to build new affordable housing with programs like the Low Income Housing Tax Credit and Housing Production Trust Fund are all important opportunities to jointly build child care supply. At present, however, a concerted focus on co-location of child care facilities is not part of the design and implementation of these programs in the District. Even in the programs where co-location with child care is an existing stated priority, impact is often muted because of competing scoring and review incentives. Without increased incentives specifically to include child care projects in developments, child care will often be one of the last amenities considered by developers given complex nature and thin margins of the sector.

Planning, Urban Design, and Transportation

Similar to the housing and community development sectors, those working in planning and transportation for the District have an interest in supporting child care but often a lack of understanding on how best they can support.

- **The upcoming Comprehensive Plan update represents a significant opportunity to hone focus on child care in planning and design initiatives.**

With a new Comprehensive Plan development process scheduled to launch in 2025, the District could capitalize on momentum to forge new partnerships across agencies focused on safety and opportunities for engagement for children in public spaces. A focus group conducted with key staff from the Office of Planning revealed interest in applying research tools and best practices from the field of planning to the child development sector. Participants suggested this could occur through better coordination and use of population forecasting data for child care needs assessment and planning, or by focusing explicitly on the experiences of young children through the development of small area plans or assessments of high-profile corridors for redevelopment or improvement. Planning staff stressed that other agency partners, notably OSSE and the District Department of Transportation (DDOT), be involved in this work to ensure effective implementation and resource deployment.

- **District and WMATA real estate portfolios are emerging tools for building child care supply.** Agency staff, elected officials, and representatives from the Washington Metropolitan Transit Authority (WMATA) expressed interest in considering how Request for Proposals (RFPs) for development on publicly owned land could be a wedge for building child care supply. Actors indicated need for greater collaboration with OSSE and other social services agencies to make such efforts as effective as possible, but the overall consensus tended toward a desire to prioritize child care and other family-serving amenities in redevelopment of surface parking lots, vacant lands, and other publicly-owned buildings and properties.
- **Transit planning is key to the work of child development facilities but rarely cognizant of where they are located or the unique needs of parents and young children.** Stakeholders affirmed much of the analysis in this report around child-friendliness of transit systems, regularly discussing the unique barriers babies, toddlers, and their caregivers, in particular, face in navigating public transit and cycling infrastructure. Most program directors and child care specialists saw the transportation sector as a critical

potential partner, especially through avenues that the DDOT and WMATA already have with DCPS and local schools around Safe Routes to School, crossing guards, and free transit passes for students. However, the lack of a formal system and network for multiple types of child care facilities to organize under makes coordination on these issues challenging.

Parks and Green Space

Stakeholders also regularly raised issues around park planning and access to green space as both a barrier to the child care sector and opportunity for significantly enhancing quality.

- **Development of and upgrades to shared public spaces represent an opportunity to enhance amenities for children and child development facilities while also helping residents feel stronger senses of place.** Various stakeholders saw access to parks and green space as one of the overwhelming strengths of living and working in the District. Because of this, they called for a doubling down of focus on these spaces to support the child care sector and make communities stronger and more resilient. Perhaps the most compelling observation centered around parks as places that allow for more “chance” in the day-to-day lives of District residents, including children. Upgrading these spaces so they are safe and appropriate for children would allow for more chance encounters and senses of belonging among residents, all while increasing important access to nature and tree canopy in neighborhoods that face disproportionate effects of extreme heat induced and worsened by climate change.
- **Child care programs need public parks to get licensed, but there are no processes across District agencies for reviewing quality and safety of parks for young children.** This leaves child care programs regularly feeling stuck in their abilities to request upgrades or maintenance at the parks they use with children every day. Because licensing does not review public outdoor space and does not know where programs take children on a regular basis, programs and the children they serve could benefit from coordination and partnership between OSSE and DC Parks and Recreation (DPR) to clarify standards and advise on upgrades or renovations.

Conclusion

This study builds on the assessment of child care supply and demand in the District of Columbia completed in the first report of this series, *Assessing the Gap: An Evaluation of Current and Projected Future Child Care Supply and Demand in the District of Columbia*, through an in-depth review of physical conditions of and stakeholder perspectives on child care infrastructure.

Such analysis is often excluded from local and regional child care supply and demand studies or needs assessments. However, robust understanding of the existing conditions and capacities of the child care sector is essential for shaping future strategies, policies, and budgets to meet projected long-term child care needs.

Survey, site visit, and stakeholder interview data elevate barriers and opportunities to expansion and improvement of child development facilities. Forging new partnerships between OSSE and the agencies with the most influence over the built environment is a critical component of achieving goals around access, quality, and affordability of child care in the District.

The next report in this series expands on these findings even further through an assessment of the ways young children and caregivers navigate the District of Columbia. Findings and takeaways from each of the three reports can inform policy and programmatic recommendations for expanding and enhancing the District's child care supply.

Table 1. Physical Infrastructure in Licensed Child Development Facilities

	Total		Ward 1		Ward 2		Ward 3		Ward 4		Ward 5		Ward 6		Ward 7		Ward 8		CDC		CDH		CDX	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Ownership	152		13		13		13		31		11		19		25		27		118		15		19	
Own	52	34.2%	4	30.8%	1	7.7%	4	30.8%	11	35.5%	2	18.2%	2	10.5%	15	60.0%	13	48.1%	27	22.9%	11	73.3%	14	73.7%
Rent	81	53.3%	9	69.2%	7	53.8%	8	61.5%	18	58.1%	8	72.7%	12	63.2%	9	36.0%	10	37.0%	74	62.7%	2	13.3%	5	26.3%
Other	19	12.5%	0	0.0%	5	38.5%	1	7.7%	2	6.5%	1	9.1%	5	26.3%	1	4.0%	4	14.8%	17	14.4%	2	13.3%	0	0.0%
Occupancy Costs	153		13		13		13		31		11		19		25		28		119		15		19	
\$0	13	8.5%	1	7.7%	2	15.4%	3	23.1%	0	0.0%	0	0.0%	4	21.1%	2	8.0%	1	3.6%	13	10.9%	0	0.0%	0	0.0%
\$1–2,000	21	13.7%	2	15.4%	1	7.7%	0	0.0%	2	6.5%	3	27.3%	2	10.5%	6	24.0%	5	17.9%	3	2.5%	10	66.7%	8	42.1%
\$2,001–\$4,000	29	19.0%	2	15.4%	0	0.0%	0	0.0%	10	32.3%	1	9.1%	1	5.3%	9	36.0%	6	21.4%	18	15.1%	4	26.7%	7	36.8%
\$4,001–6,000	20	13.1%	1	7.7%	1	7.7%	3	23.1%	5	16.1%	2	18.2%	1	5.3%	2	8.0%	5	17.9%	16	13.4%	1	6.7%	3	15.8%
\$6,001–8,000	14	9.2%	1	7.7%	0	0.0%	4	30.8%	1	3.2%	1	9.1%	2	10.5%	2	8.0%	3	10.7%	14	11.8%	0	0.0%	0	0.0%
\$8,001–\$10,000	8	5.2%	2	15.4%	1	7.7%	0	0.0%	2	6.5%	0	0.0%	2	10.5%	1	4.0%	0	0.0%	8	6.7%	0	0.0%	0	0.0%
More than \$10,000	29	19.0%	1	7.7%	4	30.8%	2	15.4%	8	25.8%	3	27.3%	6	31.6%	2	8.0%	3	10.7%	29	24.4%	0	0.0%	0	0.0%
I don't know	19	12.4%	3	23.1%	4	30.8%	0	0.0%	3	9.7%	1	9.1%	1	5.3%	1	4.0%	5	17.9%	18	15.1%	0	0.0%	1	5.3%
Indoor Space	150		13		13		13		30		11		19		23		28		118		15		17	
Less than 1,000 sf	14	9.3%	3	23.1%	1	7.7%	0	0.0%	3	10.0%	0	0.0%	2	10.5%	2	8.7%	3	10.7%	5	4.2%	4	26.7%	5	29.4%
1,001–3,000 sf	47	31.3%	5	38.5%	2	15.4%	5	38.5%	7	23.3%	7	63.6%	5	26.3%	10	43.5%	6	21.4%	30	25.4%	8	53.3%	9	52.9%
3,001–5,000 sf	26	17.3%	4	30.8%	2	15.4%	1	7.7%	5	16.7%	3	27.3%	4	21.1%	3	13.0%	4	14.3%	25	21.2%	0	0.0%	1	5.9%
5,001–7,000 sf	12	8.0%	0	0.0%	1	7.7%	1	7.7%	5	16.7%	0	0.0%	3	15.8%	1	4.3%	1	3.6%	11	9.3%	0	0.0%	1	5.9%
7,001–9,000 sf	8	5.3%	1	7.7%	0	0.0%	2	15.4%	0	0.0%	0	0.0%	1	5.3%	2	8.7%	2	7.1%	7	5.9%	1	6.7%	0	0.0%
9,001–11,000 sf	7	4.7%	0	0.0%	0	0.0%	0	0.0%	2	6.7%	1	9.1%	1	5.3%	0	0.0%	3	10.7%	7	5.9%	0	0.0%	0	0.0%
More than 11,000 sf	21	14.0%	0	0.0%	4	30.8%	4	30.8%	4	13.3%	0	0.0%	2	10.5%	2	8.7%	5	17.9%	20	16.9%	0	0.0%	1	5.9%
I don't know	15	10.0%	0	0.0%	3	23.1%	0	0.0%	4	13.3%	0	0.0%	1	5.3%	3	13.0%	4	14.3%	13	11.0%	2	13.3%	0	0.0%
Outdoor Space	148		14		12		13		30		11		18		25		25		115		14		19	
Less than 1,000 sf	39	26.4%	2	14.3%	4	33.3%	2	15.4%	12	40.0%	4	36.4%	4	22.2%	7	28.0%	4	16.0%	23	20.0%	7	50.0%	9	47.4%
1,001–3,000 sf	42	28.4%	7	50.0%	2	16.7%	2	15.4%	6	20.0%	2	18.2%	7	38.9%	7	28.0%	9	36.0%	32	27.8%	5	35.7%	5	26.3%
3,001–5,000 sf	14	9.5%	2	14.3%	2	16.7%	4	30.8%	1	3.3%	1	9.1%	0	0.0%	1	4.0%	3	12.0%	14	12.2%	0	0.0%	0	0.0%
5,001–7,000 sf	9	6.1%	0	0.0%	0	0.0%	1	7.7%	3	10.0%	1	9.1%	1	5.6%	3	12.0%	0	0.0%	9	7.8%	0	0.0%	0	0.0%
7,001–9,000 sf	1	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.0%	1	0.9%	0	0.0%	0	0.0%
9,001–11,000 sf	1	0.7%	0	0.0%	0	0.0%	1	7.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	0	0.0%	0	0.0%
More than 11,000 sf	11	7.4%	1	7.1%	0	0.0%	1	7.7%	2	6.7%	2	18.2%	3	16.7%	1	4.0%	1	4.0%	10	8.7%	0	0.0%	1	5.3%
I don't know	31	20.9%	2	14.3%	4	33.3%	2	15.4%	6	20.0%	1	9.1%	3	16.7%	6	24.0%	7	28.0%	25	21.7%	2	14.3%	4	21.1%
Outdoor Space Type	136		13		12		13		28		11		13		24		22		13		5		4	
Private	81	59.6%	7	53.8%	6	50.0%	8	61.5%	16	57.1%	2	18.2%	6	46.2%	20	83.3%	16	72.7%	10	76.9%	4	80.0%	2	50.0%
Shared	8	5.9%	0	0.0%	0	0.0%	0	0.0%	2	7.1%	2	18.2%	2	15.4%	0	0.0%	2	9.1%	0	0.0%	0	0.0%	2	50.0%
Public	47	34.6%	6	46.2%	6	50.0%	5	38.5%	10	35.7%	7	63.6%	5	38.5%	4	16.7%	4	18.2%	3	23.1%	1	20.0%	0	0.0%
Covid-19 Enrollment Impacts	160		15		15		14		32		12		19		25		28		125		15		20	
About the same	39	24.4%	5	33.3%	1	6.7%	3	21.4%	9	28.1%	4	33.3%	5	26.3%	8	32.0%	4	14.3%	28	22.4%	3	20.0%	8	40.0%
Much higher	15	9.4%	1	6.7%	3	20.0%	2	14.3%	4	12.5%	1	8.3%	2	10.5%	0	0.0%	2	7.1%	11	8.8%	1	6.7%	3	15.0%
Much lower	91	56.9%	8	53.3%	10	66.7%	8	57.1%	17	53.1%	5	41.7%	10	52.6%	15	60.0%	18	64.3%	75	60.0%	10	66.7%	6	30.0%
NA – program not open	15	9.4%	1	6.7%	1	6.7%	1	7.1%	2	6.3%	2	16.7%	2	10.5%	2	8.0%	4	14.3%	11	8.8%	1	6.7%	3	15.0%

Appendix A. Expanded Data Tables, Survey of Child Development Facilities

Table 2. Median Monthly Occupancy Costs by Amount of Indoor and Outdoor Square Footage Available

Monthly Occupancy Cost	\$0		\$1–2,000		\$2,001–4,000		\$4,001–6,000	
	N	Percent	N	Percent	N	Percent	N	Percent
Indoor Space								
5,000 sf or less	5	6.2%	19	23.5%	22	27.2%	14	17.3%
5,001–11,000 sf	3	13.0%	1	4.3%	0	0.0%	4	17.4%
More than 11,000 sf	3	20.0%	0	0.0%	2	13.3%	1	6.7%
Outdoor Space								
5,000 sf or less	6	7.0%	17	19.8%	21	24.4%	11	12.8%
5,001–11,000 sf	0	0.0%	0	0.0%	3	3.5%	0	0.0%
More than 11,000 sf	3	30.0%	0	0.0%	1	10.0%	1	10.0%

Monthly Occupancy Cost	\$6,001–8,000		\$8,001–10,000		More than \$10,000		Median Cost	
	N	Percent	N	Percent	N	Percent	N	Median
Indoor Space								
5,000 sf or less	7	8.6%	5	6.2%	9	11.1%	81	\$2,001–4,000
5,001–11,000 sf	3	13.0%	1	4.3%	11	47.8%	23	\$8,001–10,000
More than 11,000 sf	1	6.7%	1	6.7%	7	46.7%	15	\$8,001–10,000
Outdoor Space								
5,000 sf or less	8	9.3%	4	4.7%	19	22.1%	86	\$2,001–4,000
5,001–11,000 sf	2	2.3%	0	0.0%	3	3.5%	8	\$6,001–8,000
More than 11,000 sf	1	10.0%	1	10.0%	3	30.0%	10	\$4,001–6,000

Table 3. Perspectives of Licensed Child Development Facilities on Conditions of Indoor Space

	There is enough space in my current facility to serve as many children as I would like.				I am able to pay for regular repairs and maintenance in my facility.				I feel confident in my program's ability to complete repair and maintenance projects in a timely manner.				The classroom space in my facility is age appropriate for the children I work with.				The classroom space in my facility encourages learning.			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	14	35.7%	21.4%	42.9%	14	35.7%	35.7%	28.6%	14	57.1%	28.6%	14.3%	14	85.7%	14.3%	0.0%	14	92.9%	7.1%	0.0%
Ward 2	12	83.3%	0.0%	16.7%	12	75.0%	8.3%	16.7%	12	58.3%	25.0%	16.7%	12	75.0%	16.7%	8.3%	12	100.0%	0.0%	0.0%
Ward 3	14	78.6%	21.4%	0.0%	14	42.9%	21.4%	35.7%	14	50.0%	28.6%	21.4%	14	92.9%	7.1%	0.0%	14	100.0%	0.0%	0.0%
Ward 4	31	48.4%	9.7%	41.9%	31	29.0%	32.3%	38.7%	31	45.2%	22.6%	32.3%	30	86.7%	6.7%	6.7%	31	100.0%	0.0%	0.0%
Ward 5	11	27.3%	27.3%	45.5%	11	18.2%	27.3%	54.5%	11	36.4%	9.1%	54.5%	11	81.8%	0.0%	18.2%	11	100.0%	0.0%	0.0%
Ward 6	22	59.1%	9.1%	31.8%	22	59.1%	13.6%	27.3%	22	54.5%	18.2%	27.3%	22	81.8%	4.5%	13.6%	22	90.9%	4.5%	4.5%
Ward 7	25	56.0%	20.0%	24.0%	25	20.0%	36.0%	44.0%	25	36.0%	36.0%	28.0%	25	88.0%	8.0%	4.0%	25	96.0%	0.0%	4.0%
Ward 8	25	52.0%	12.0%	36.0%	24	20.8%	33.3%	45.8%	25	40.0%	40.0%	20.0%	25	72.0%	16.0%	12.0%	24	87.5%	12.5%	0.0%
CDC	120	55.8%	15.0%	29.2%	120	41.7%	23.3%	35.0%	120	48.3%	26.7%	25.0%	119	83.2%	9.2%	7.6%	119	94.1%	4.2%	1.7%
CDH	15	40.0%	20.0%	40.0%	15	6.7%	33.3%	60.0%	15	26.7%	33.3%	40.0%	15	73.3%	13.3%	13.3%	15	100.0%	0.0%	0.0%
CDX	19	57.9%	5.3%	36.8%	18	16.7%	50.0%	33.3%	19	47.4%	26.3%	26.3%	19	89.5%	5.3%	5.3%	19	100.0%	0.0%	0.0%
Total	154	54.5%	14.3%	31.2%	153	35.3%	27.5%	37.3%	154	46.1%	27.3%	26.6%	153	83.0%	9.2%	7.8%	153	95.4%	3.3%	1.3%

	Most teachers in my program would say classroom space supports quality interactions between teachers and children.				There is separate space in my facility where staff can take breaks.				There is separate space in my facility where staff can plan lessons and activities.				There is separate space in my facility where staff can meet with parents.				Overall, I am satisfied with the indoor space in my facility			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	14	78.6%	7.1%	14.3%	14	57.1%	14.3%	28.6%	14	64.3%	0.0%	35.7%	13	53.8%	0.0%	46.2%	14	42.9%	28.6%	28.6%
Ward 2	12	83.3%	8.3%	8.3%	12	75.0%	8.3%	16.7%	12	58.3%	25.0%	16.7%	12	75.0%	8.3%	16.7%	12	66.7%	25.0%	8.3%
Ward 3	14	100.0%	0.0%	0.0%	14	92.9%	7.1%	0.0%	14	64.3%	28.6%	7.1%	14	71.4%	14.3%	14.3%	14	71.4%	28.6%	0.0%
Ward 4	30	90.0%	3.3%	6.7%	31	61.3%	9.7%	29.0%	31	71.0%	9.7%	19.4%	31	58.1%	9.7%	32.3%	31	54.8%	16.1%	29.0%
Ward 5	11	81.8%	0.0%	18.2%	10	60.0%	10.0%	30.0%	11	45.5%	9.1%	45.5%	11	54.5%	9.1%	36.4%	11	54.5%	9.1%	36.4%
Ward 6	22	86.4%	9.1%	4.5%	22	68.2%	9.1%	22.7%	22	63.6%	9.1%	27.3%	22	63.6%	4.5%	31.8%	22	59.1%	9.1%	31.8%
Ward 7	25	72.0%	20.0%	8.0%	25	48.0%	16.0%	36.0%	25	52.0%	16.0%	32.0%	24	50.0%	8.3%	41.7%	25	48.0%	28.0%	24.0%
Ward 8	25	76.0%	16.0%	8.0%	25	60.0%	8.0%	32.0%	25	48.0%	20.0%	32.0%	25	44.0%	8.0%	48.0%	24	25.0%	29.2%	45.8%
CDC	119	81.5%	9.2%	9.2%	119	66.4%	10.1%	23.5%	120	60.8%	14.2%	25.0%	120	60.0%	6.7%	33.3%	119	52.9%	19.3%	27.7%
CDH	15	80.0%	13.3%	6.7%	15	53.3%	6.7%	40.0%	15	46.7%	13.3%	40.0%	14	42.9%	0.0%	57.1%	15	40.0%	13.3%	46.7%
CDX	19	94.7%	5.3%	0.0%	19	52.6%	15.8%	31.6%	19	57.9%	15.8%	26.3%	18	50.0%	22.2%	27.8%	19	47.4%	42.1%	10.5%
Total	153	83.0%	9.2%	7.8%	153	63.4%	10.5%	26.1%	154	59.1%	14.3%	26.6%	152	57.2%	7.9%	34.9%	153	51.0%	21.6%	27.5%

Table 4. Perspectives of Licensed Child Development Facilities on Conditions of Outdoor Space

	There is enough outdoor space to serve as many children as I would like.				I am able to pay for regular repairs and maintenance needs in my facility's outdoor spaces.				I feel confident in my program's ability to complete repair and maintenance projects in my facility's outdoor spaces in a timely manner.				The outdoor space in my facility is age appropriate.				The outdoor space in my facility supports learning.			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	13	53.8%	15.4%	30.8%	14	28.6%	21.4%	50.0%	14	42.9%	28.6%	28.6%	14	64.3%	28.6%	7.1%	14	57.1%	42.9%	0.0%
Ward 2	11	54.5%	9.1%	36.4%	11	45.5%	27.3%	27.3%	11	54.5%	18.2%	27.3%	11	63.6%	18.2%	18.2%	11	63.6%	18.2%	18.2%
Ward 3	13	69.2%	15.4%	15.4%	12	33.3%	33.3%	33.3%	12	41.7%	41.7%	16.7%	13	76.9%	7.7%	15.4%	12	66.7%	16.7%	16.7%
Ward 4	30	50.0%	13.3%	36.7%	30	23.3%	46.7%	30.0%	30	30.0%	36.7%	33.3%	30	70.0%	13.3%	16.7%	30	73.3%	13.3%	13.3%
Ward 5	11	45.5%	18.2%	36.4%	11	9.1%	45.5%	45.5%	11	18.2%	63.6%	18.2%	11	54.5%	18.2%	27.3%	9	66.7%	11.1%	22.2%
Ward 6	21	33.3%	33.3%	33.3%	21	23.8%	47.6%	28.6%	21	23.8%	52.4%	23.8%	21	57.1%	28.6%	14.3%	21	66.7%	33.3%	0.0%
Ward 7	25	60.0%	12.0%	28.0%	24	25.0%	41.7%	33.3%	25	32.0%	28.0%	40.0%	24	70.8%	12.5%	16.7%	25	72.0%	16.0%	12.0%
Ward 8	23	47.8%	13.0%	39.1%	22	27.3%	31.8%	40.9%	22	50.0%	27.3%	22.7%	22	63.6%	18.2%	18.2%	22	63.6%	18.2%	18.2%
CDC	115	50.4%	14.8%	34.8%	113	27.4%	38.9%	33.6%	114	34.2%	38.6%	27.2%	114	62.3%	21.1%	16.7%	113	64.6%	23.9%	11.5%
CDH	14	50.0%	14.3%	35.7%	14	14.3%	28.6%	57.1%	14	35.7%	21.4%	42.9%	14	71.4%	7.1%	21.4%	13	76.9%	7.7%	15.4%
CDX	18	55.6%	27.8%	16.7%	18	27.8%	44.4%	27.8%	18	44.4%	33.3%	22.2%	18	83.3%	5.6%	11.1%	18	77.8%	11.1%	11.1%
Total	147	51.0%	16.3%	32.7%	145	26.2%	38.6%	35.2%	146	35.6%	36.3%	28.1%	146	65.8%	17.8%	16.4%	144	67.4%	20.8%	11.8%

	Most teachers in my program would say outdoor space supports quality interactions between teachers and children.				The outdoor pick-up and drop-off spaces are well-maintained.				The outdoor pick-up and drop-off spaces are safe for parents and children.				The outdoor pick-up and drop-off spaces are convenient for parents to access.				Overall, I am satisfied with the outdoor space in my facility			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	14	64.3%	21.4%	14.3%	14	64.3%	35.7%	0.0%	14	85.7%	7.1%	7.1%	14	78.6%	14.3%	7.1%	14	71.4%	7.1%	21.4%
Ward 2	11	72.7%	9.1%	18.2%	11	63.6%	9.1%	27.3%	11	63.6%	9.1%	27.3%	11	54.5%	18.2%	27.3%	11	72.7%	9.1%	18.2%
Ward 3	13	53.8%	23.1%	23.1%	12	83.3%	16.7%	0.0%	12	91.7%	8.3%	0.0%	12	100.0%	0.0%	0.0%	12	50.0%	33.3%	16.7%
Ward 4	30	80.0%	6.7%	13.3%	30	76.7%	13.3%	10.0%	30	76.7%	13.3%	10.0%	30	73.3%	13.3%	13.3%	29	62.1%	27.6%	10.3%
Ward 5	11	54.5%	18.2%	27.3%	11	72.7%	18.2%	9.1%	11	72.7%	18.2%	9.1%	11	72.7%	27.3%	0.0%	11	45.5%	36.4%	18.2%
Ward 6	21	47.6%	38.1%	14.3%	21	76.2%	23.8%	0.0%	20	70.0%	25.0%	5.0%	21	66.7%	19.0%	14.3%	21	42.9%	38.1%	19.0%
Ward 7	25	64.0%	24.0%	12.0%	25	84.0%	12.0%	4.0%	25	84.0%	4.0%	12.0%	25	80.0%	8.0%	12.0%	25	64.0%	24.0%	12.0%
Ward 8	23	78.3%	13.0%	8.7%	22	72.7%	18.2%	9.1%	22	68.2%	22.7%	9.1%	22	72.7%	9.1%	18.2%	22	50.0%	27.3%	22.7%
CDC	115	63.5%	20.0%	16.5%	114	70.2%	21.9%	7.9%	113	71.7%	17.7%	10.6%	114	70.2%	15.8%	14.0%	113	53.1%	29.2%	17.7%
CDH	14	78.6%	14.3%	7.1%	14	92.9%	7.1%	0.0%	14	100.0%	0.0%	0.0%	14	92.9%	7.1%	0.0%	14	64.3%	28.6%	7.1%
CDX	19	73.7%	15.8%	10.5%	18	94.4%	0.0%	5.6%	18	88.9%	0.0%	11.1%	18	88.9%	0.0%	11.1%	18	77.8%	5.6%	16.7%
Total	148	66.2%	18.9%	14.9%	146	75.3%	17.8%	6.8%	145	76.6%	13.8%	9.7%	146	74.7%	13.0%	12.3%	145	57.2%	26.2%	16.6%

Table 5. Perspectives of Licensed Child Development Facilities on Conditions of Streetscape and Neighborhood Conditions

	There is enough green space in the neighborhood where my facility is located.				There are enough public parks and playgrounds in the neighborhood where my facility is located.				Some of the parents/families my program serves are able to walk their children for pick-up and drop-off.				Some of the parents/families my program serves are able to bike with their children for pick-up and drop-off.				My program is located within walking distance of a public transit stop (e.g., bus and/or Metro).			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	14	71.4%	7.1%	21.4%	14	71.4%	21.4%	7.1%	14	85.7%	14.3%	0.0%	14	92.9%	7.1%	0.0%	14	100.0%	0.0%	0.0%
Ward 2	12	50.0%	33.3%	16.7%	12	33.3%	25.0%	41.7%	12	83.3%	8.3%	8.3%	12	75.0%	8.3%	16.7%	12	100.0%	0.0%	0.0%
Ward 3	14	78.6%	21.4%	0.0%	14	71.4%	21.4%	7.1%	13	100.0%	0.0%	0.0%	14	100.0%	0.0%	0.0%	14	78.6%	7.1%	14.3%
Ward 4	30	80.0%	13.3%	6.7%	30	63.3%	23.3%	13.3%	29	79.3%	13.8%	6.9%	30	80.0%	6.7%	13.3%	30	96.7%	3.3%	0.0%
Ward 5	11	54.5%	18.2%	27.3%	11	63.6%	18.2%	18.2%	11	81.8%	9.1%	9.1%	11	81.8%	9.1%	9.1%	11	100.0%	0.0%	0.0%
Ward 6	22	40.9%	22.7%	36.4%	22	50.0%	31.8%	18.2%	21	85.7%	9.5%	4.8%	22	81.8%	13.6%	4.5%	22	95.5%	4.5%	0.0%
Ward 7	25	56.0%	28.0%	16.0%	25	52.0%	12.0%	36.0%	25	76.0%	12.0%	12.0%	25	64.0%	12.0%	24.0%	25	96.0%	0.0%	4.0%
Ward 8	23	56.5%	13.0%	30.4%	23	52.2%	13.0%	34.8%	23	78.3%	13.0%	8.7%	23	56.5%	17.4%	26.1%	23	95.7%	4.3%	0.0%
CDC	118	58.5%	19.5%	22.0%	118	54.2%	19.5%	26.3%	116	81.0%	12.1%	6.9%	118	76.3%	11.0%	12.7%	118	95.8%	2.5%	1.7%
CDH	14	78.6%	14.3%	7.1%	14	78.6%	14.3%	7.1%	14	92.9%	7.1%	0.0%	14	85.7%	7.1%	7.1%	14	100.0%	0.0%	0.0%
CDX	19	68.4%	21.1%	10.5%	19	57.9%	31.6%	10.5%	18	83.3%	5.6%	11.1%	19	73.7%	5.3%	21.1%	19	89.5%	5.3%	5.3%
Total	151	61.6%	19.2%	19.2%	151	57.0%	20.5%	22.5%	148	82.4%	10.8%	6.8%	151	76.8%	9.9%	13.2%	151	95.4%	2.6%	2.0%

	The neighborhood my program is in feels safe for young children.				The streets surrounding my facility are clean.				The streets surrounding my facility are quiet.				It is easy for parents traveling with young children to cross the street my program is located on.				Cars driving near my program rarely go faster than the speed limit.				Overall, I am satisfied with the neighborhood my program is located in.			
	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree	N	Agree	Neither	Disagree
Ward 1	14	71.4%	28.6%	0.0%	14	64.3%	14.3%	21.4%	14	57.1%	35.7%	7.1%	13	76.9%	15.4%	7.7%	14	28.6%	42.9%	28.6%	14	85.7%	7.1%	7.1%
Ward 2	12	91.7%	0.0%	8.3%	12	100.0%	0.0%	0.0%	12	50.0%	25.0%	25.0%	12	91.7%	8.3%	0.0%	12	58.3%	25.0%	16.7%	11	90.9%	0.0%	9.1%
Ward 3	13	92.3%	7.7%	0.0%	14	71.4%	28.6%	0.0%	14	64.3%	28.6%	7.1%	14	78.6%	21.4%	0.0%	14	14.3%	28.6%	57.1%	14	92.9%	7.1%	0.0%
Ward 4	30	73.3%	16.7%	10.0%	29	79.3%	17.2%	3.4%	29	55.2%	27.6%	17.2%	30	76.7%	16.7%	6.7%	30	23.3%	50.0%	26.7%	30	76.7%	10.0%	13.3%
Ward 5	11	63.6%	18.2%	18.2%	11	72.7%	9.1%	18.2%	11	72.7%	18.2%	9.1%	10	70.0%	10.0%	20.0%	11	45.5%	18.2%	36.4%	11	72.7%	18.2%	9.1%
Ward 6	22	54.5%	40.9%	4.5%	22	72.7%	18.2%	9.1%	22	36.4%	22.7%	40.9%	22	59.1%	13.6%	27.3%	22	27.3%	27.3%	45.5%	22	68.2%	27.3%	4.5%
Ward 7	25	48.0%	28.0%	24.0%	25	56.0%	24.0%	20.0%	24	45.8%	16.7%	37.5%	25	72.0%	20.0%	8.0%	25	36.0%	32.0%	32.0%	25	64.0%	16.0%	20.0%
Ward 8	23	26.1%	30.4%	43.5%	23	60.9%	17.4%	21.7%	22	40.9%	27.3%	31.8%	23	60.9%	13.0%	26.1%	22	22.7%	27.3%	50.0%	23	52.2%	17.4%	30.4%
CDC	117	59.8%	23.1%	17.1%	117	67.5%	17.9%	14.5%	117	47.9%	25.6%	26.5%	116	68.1%	16.4%	15.5%	118	28.0%	32.2%	39.8%	117	70.9%	13.7%	15.4%
CDH	14	71.4%	21.4%	7.1%	14	100.0%	0.0%	0.0%	13	61.5%	23.1%	15.4%	14	92.9%	7.1%	0.0%	14	50.0%	21.4%	28.6%	14	78.6%	14.3%	7.1%
CDX	19	63.2%	26.3%	10.5%	19	68.4%	26.3%	5.3%	18	61.1%	22.2%	16.7%	19	78.9%	15.8%	5.3%	18	27.8%	50.0%	22.2%	19	78.9%	15.8%	5.3%
Total	150	61.3%	23.3%	15.3%	150	70.7%	17.3%	12.0%	148	50.7%	25.0%	24.3%	149	71.8%	15.4%	12.8%	150	30.0%	33.3%	36.7%	150	72.7%	14.0%	13.3%

Appendix B. Expanded Data Tables, Site Visits (cont'd)

Table 1. Average Review Scores by Setting and Category

Review Area	Average	Review Area	Average
Indoor Total	71	Heating, Ventilation & Air Conditioning (HVAC)	56
Flooring	84	Classrooms and ancillary spaces are able to control heating and cooling.	77
The flooring appears in good condition and properly installed (e.g., tiles are aligned, no visible gaps or missing tiles, etc.).	80	The program has air quality improvement mechanisms.	38
The program layers nonslip area rugs on flooring throughout the facility.	88	Bathrooms & Plumbing Fixtures	66
Ceilings	84	Classrooms are equipped with handwashing stations that children and staff can easily access.	72
Ceilings are appropriate heights in learning environments.	93	Classrooms are well equipped with additional sinks for activities, art, etc.	58
Ceilings are appropriate heights in multipurpose spaces and corridors.	90	Sinks are at child height.	61
Ceilings are in good condition (e.g. no cracking, visible leaking, or staining).	76	Bathrooms are easily accessible from classrooms and allow for staff to maintain clear lines of sight while accompanying children to the bathroom.	66
Ceilings in classrooms are fully finished.	75	Toilets are at child height.	72
Walls & Classroom Layout	80	Indoor Age-Specific Design	75
Classrooms are appropriately separated from one another and ancillary spaces.	73	Adequate workspace for staff exists in infant rooms to accommodate additional needs such as dishwashing, handwashing, refrigeration, diaper storage, and bottle warming.	72
Teachers are able to maintain clear lines of sight and sound of children within classrooms.	93	Diaper-changing stations are well positioned in classrooms.	78
Classrooms are free of sharp edges.	90	The classroom has a well-equipped gross motor area that is separate from the main area of circulation.	67
Corners on trim, counters, partitions, and shelving have rounded edges.	88	Toys are easily accessible for infants.	86
Classrooms have easy access to outdoor space.	54	Areas designated for infant cribs are clearly defined and well-designed.	73
Windows & Light	56	Furnishings	73
Natural light is the primary source of light in the classroom.	54	Classroom furnishings are flexible and movable to allow the environment to adapt to children's needs.	78
Classrooms are located on the exterior perimeter of the building.	65	Classroom furnishings are of sufficient variety.	74
Classrooms have a variety of fixtures and types of lighting that can be controlled by teaching staff.	51	Classroom furnishings and equipment are texture rich.	72
Classrooms have sufficient window area.	56	Classroom furnishings and equipment help create a calm and soothing environment.	70
Windows in classrooms and common areas are child-height.	46		
Window treatments are installed on exterior classroom windows to control light and privacy.	68		

Appendix B. Expanded Data Tables, Site Visits (cont'd)

Review Area	Average
Ancillary Spaces	61
The lobby or waiting area for the program contributes to program quality.	57
The program has sufficient administrative offices.	66
Kitchen equipment and furnishings appear in good condition.	79
The program has ancillary rooms and spaces that support operations and quality.	33
Of the ancillary rooms that exist, space feels sufficiently large for its purpose.	87
Indoor Noise	81
It is quiet enough to have a conversation at normal volume in the primary hallways and/or ancillary spaces of the program.	82
It is quiet enough to have a conversation in the primary classroom space of the program.	79
Outdoor Total	49
Equipment & Furnishings	47
The equipment is well-maintained and in good condition.	70
There is sufficient outdoor storage for equipment.	45
Various types of seating exist to accommodate both adults and children.	48
There are hand-washing stations and drinking fountains in the outdoor space.	26
Layout & Activity Zones	47
The layout of outdoor space allows for separate activity zones accommodating multiple types of play and activity (e.g., quiet and active, large and small group, etc.).	56
There is sufficient shade covering outdoor space and equipment.	46
Bathrooms are easily accessible to outdoor space.	38
Settings & Components	38
Outdoor Age-Specific Design	47
Outdoor play areas are developmentally appropriate for infants.	31

Review Area	Average
Outdoor play areas are developmentally appropriate for toddlers.	45
Outdoor play areas are developmentally appropriate for preschoolers.	62
Outdoor Noise – It is quiet enough to have a conversation at a normal volume in the outdoor space.	87
Streetscape and Neighborhood Total	65
Walkways	90
Pedestrian walkways on both sides of the street are dedicated, paved, and separated from vehicles.	95
The walkway surrounding the program are wide enough for the pedestrian volume.	90
The walkways surrounding the program are free of temporary or permanent obstructions that would prevent a wheelchair user or parent with a stroller from moving from one end of the sidewalk to the other.	88
The walkways are easy to use and barrier-free for people with physical challenges or limited mobility.	89
Comfort & Dignity	73
The walkways are clear of dirt, trash, water, and dust.	73
The walkways are adequately covered by shade or shelter that protects pedestrian from direct sun.	62
There is room to walk comfortably on the walkways without feeling crowded.	86
The street is clean and free of trash.	71
Personal Security	80
You feel safe and comfortable in the walkway.	86
The area is lively and active	75
There are other people are walking around on foot.	84
There is a comfortable and relaxed feeling.	79
Most shops and buildings are open.	74
Crossings	70

Appendix B. Expanded Data Tables, Site Visits (cont'd)

Review Area	Average	Review Area	Average
Signals, if present, have appropriate leading pedestrian intervals.	76	Pedestrians have easy, free access to drinking water.	26
If there are crossing signals, they are timed so that the pedestrian waiting is appropriate for parents traveling with children.	57	There are street vendors who do not obstruct the walkable clear path.	60
There are abundant, regular, and safe crossings that are aligned with key destinations and paths.	51	Cycling Infrastructure & Behavior	42
Cars approach the intersection slowly enough for an elderly person or young child to feel safe crossing the street.	49	There are dedicated, safe, and comfortable bike lanes.	30
Pedestrians never have to cross more than two lanes of traffic at once.	75	There are people cycling near the building.	47
There are pedestrian ramps at crossings so that people using wheelchairs or strollers can cross the street.	98	I would feel comfortable cycling with a small child through the intersection closest to the child care program.	47
Road Safety	62	There is quality, well-maintained bike parking nearby.	43
The legal speed limit is appropriate and safe.	98	Transit Access	67
Drivers obey the speed limit.	54	The nearest transit station is within walking distance.	91
There are curb bulb-outs, medians, raised crossings, or other traffic-calming features that reduce the speed of motor vehicles.	39	There is a bike share station in walking distance.	82
Traffic is not excessive on the street.	57	Within walking distance there are different transit options that carry passengers to several destinations around the city on regular schedules.	67
Parking & Dropoff	68	Transit boarding at the closest stop is accessible and barrier-free for people of all ages and physical abilities.	54
The program has a small pickup/dropoff space to accommodate some parents that drive.	72	The closest transit stop has shelter and seating that is comfortable for a caregiver to sit and relax with young children while they are waiting.	39
On-street parking is well managed and regulated.	45	Streetscape and Neighborhood Age-Specific Design	54
There is little off-street parking (including underground parking and parking facilities).	61	There is a play structure, public art, natural element, or sculpture that toddlers and young children can interact with.	45
All noticeable cars are parked legally.	94	There are prominent, well-maintained street plants accessible to young children.	56
Walkway Amenities	41	There are areas where caregivers can pause to interact with babies.	61
There are comfortable public seats (e.g., benches) intended for anyone to be able to sit and relax.	40	Streetscape and Neighborhood Noise – It is quiet enough to have a conversation at normal volume on the street in front of the program.	67
There are functioning, clean, and affordable public toilets open to all.	26		
There are well-maintained garbage and recycling bins.	71		

Appendix C.

Stakeholder Engagement Overview

Report development was informed by an extensive stakeholder engagement process that occurred through both individual interviews with key sector leaders and a report advisory committee. Organizations engaged through both processes are identified below. For privacy reasons, individual child care programs interviewed or visited for report development are not included, but more than 35 total programs in the District were engaged in some way.

- Age-Friendly DC
- Council of the District of Columbia (misc. staff and elected officials)
- Child Care Director's Exchange
- DC Action for Children
- DC Family Child Care Association (DCFCCA)
- DC Multicultural Spanish Speakers Association (MSSPA)
- District of Columbia Department of Consumer and Regulatory Affairs (DCRA) / Department of Buildings (DOB)
- District of Columbia Housing Authority (DCHA)
- District of Columbia Office of Housing and Community Development (DHCD)
- District of Columbia Office of Planning (OP)
- Gehl
- Greater Greater Washington
- Hurley and Associates
- Kadida Development Group
- Low Income Investment Fund (LIIF)
- Metropolitan Washington Council of Governments (COG)
- Neighborhood Development Company (NDC)
- Office of the Deputy Mayor for Education (DME)
- Office of the Deputy Mayor for Planning and Economic Development (DMPED)
- Office of the State Superintendent of Education for the District of Columbia (OSSE)
- United Planning Organization (UPO)
- Washington DC Economic Partnership (WDCEP)
- Washington Metropolitan Area Transportation Authority (WMATA)
- WC Smith

Appendix D. Endnotes

- i OSSE's Access to Quality (A2Q) Child Care Grant, which was administered in partnership with LIIF, provided \$18 million across two funding rounds to support current and future child development facility operators expand, open, and improve new and existing facilities. The Back to Work Child Care Grant was also a partnership between OSSE and LIIF to provide \$32 million in financial assistance to preserve the supply of child development facilities in neighborhoods most impacted by the coronavirus through the District's recovery. More information on both programs can be found on OSSE's website, [here](#) and [here](#).
- ii Occupancy cost data generally align with capacity restrictions by facility type, as CDHs and CDXs have caps on the total number of children they can serve.
- iii Odom, A. (2020). Addressing Inequities in Exposure to Noise Pollution. Acentech. [Available here](#).
- iv Balk, S. J. (2023). How Noise Affects Children. American Academy of Pediatrics. [Available here](#).
- v National Wildlife Federation Early Childhood Health Outdoors [NWF-ECHO]. (n.d.). Activity Settings and Component Ideas Checklist. See individual guides [here](#).
- vi Low Income Investment Fund [LIIF]. (n.d.). Quality Environments for Children: A Design and Development Guide for Child Care and Early Education Facilities. [Available here](#).
- vii Institute for Transportation and Development Policy [ITDP]. (2018). Pedestrians First: Tools for a Walkable City. [Available here](#).
- viii ITDP's Pedestrians First tool is generally used as a checklist of binary questions, but LIIF's analysis converted all questions to a 1-5 scale for comparison to questions in the Indoor and Outdoor review sections.
- ix United States Environmental Protection Agency [EPA]. (2016). What Climate Change Means for the District of Columbia. [Available here](#).
- x Aspen Institute and Capita. (2023). The US Early Years Climate Action Plan. [Available here](#).
- xi Bernard Van Leer Foundation and Istanbul95. (2019). Playground Ideas for 0-3 Years. [Available here](#).
- xii District of Columbia Department of Transportation [DDOT]. (n.d.). Safe Routes to School. [Available here](#).
- xiii Nearly every facility leader interviewed during site visits indicated that some of the children enrolled in their programs commute by public transit or bike. For more information on parent experiences and facility leader perspectives on usage of bike and transit infrastructure, see the third report in this series.
- xiv OSSE. (2023). A Guide to Capital Quality. [See page 10: subsection labeled 'Impact on Designations Due to Moves in Geographical Location or Program Expansion']. [Available here](#).
- xv McAnaney, P. (2024). Why affordable housing can't pay for itself. Greater Greater Washington. [Available here](#).