

 **DLR**GROUP



Design Book

Schematic Design

December 10, 2024



Transition Learning Center covers a wide continuum of student needs and services.

TLC is dedicated to improving the quality of life of students by endorsing choices and protecting rights.

TLC provides each student the skills necessary to achieve greater independence; through classes such as culinary, community, based instruction, technology, recreation and social skills.

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Project Brief

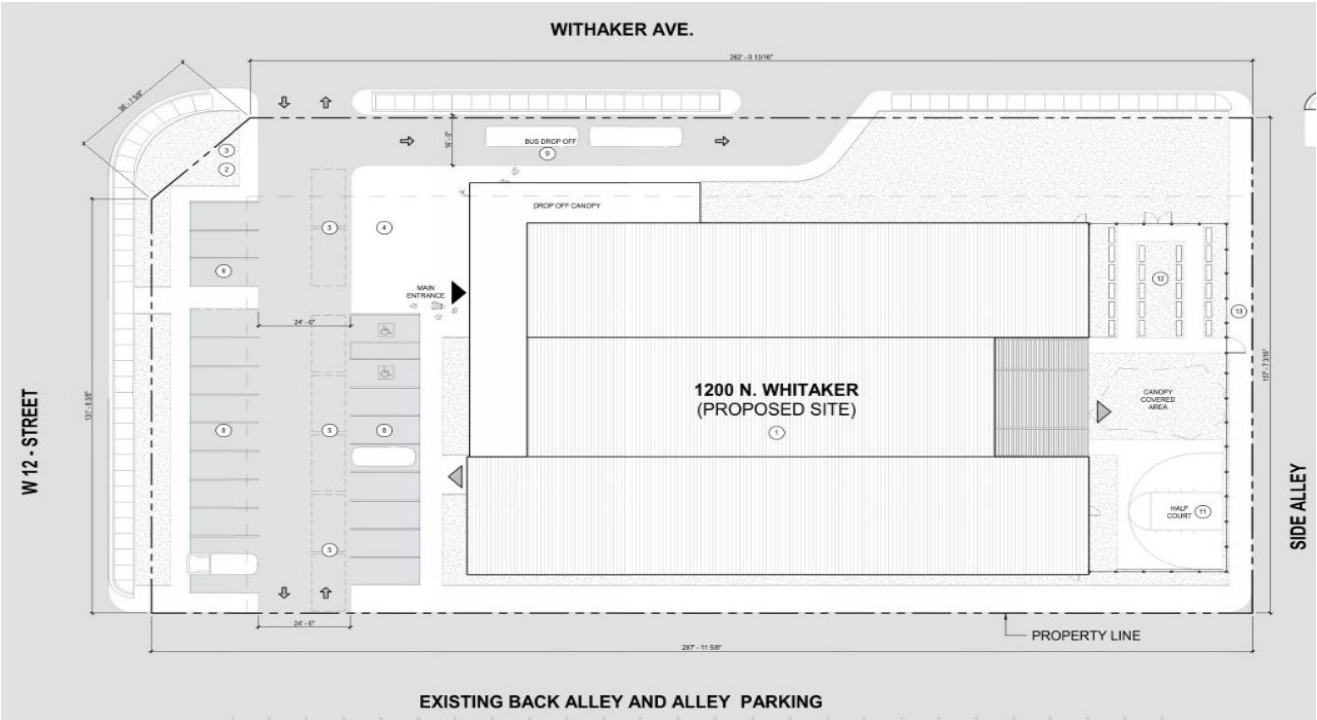


Project Brief

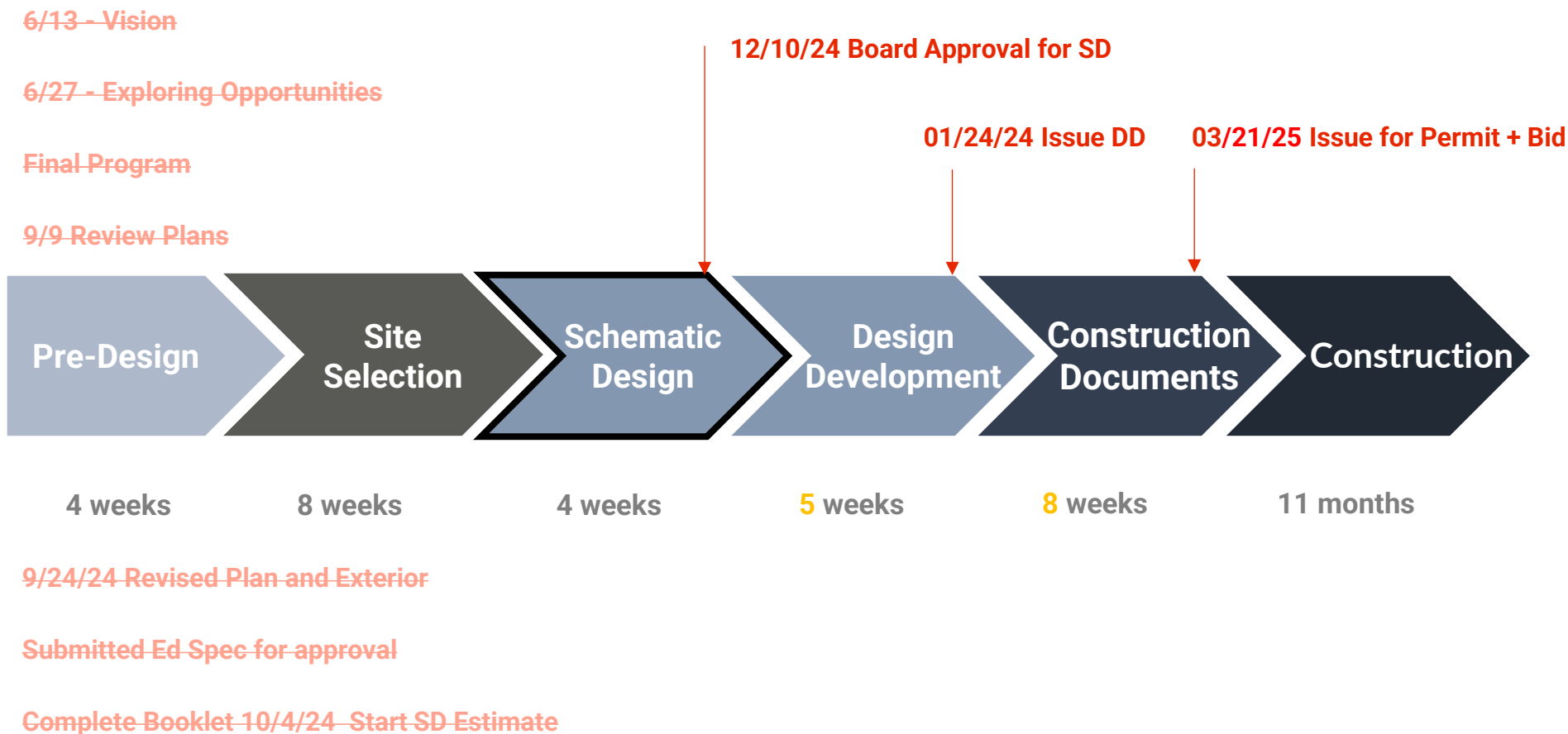
The need for a new Transitional Learning Center was identified by ECISD 2023 bond planning. This supplemental Education Specification (Ed Specs) expands upon the 2024 Education Specification prepared by Ector County ISD and addresses the Transitional Learning Center (TLC) program specifically.

This document was prepared by DLR Group with the critical input of TLC staff, learners, members of the EC ISD district leadership. The new TLC facility will serve a population of approximately 55 learners with diverse, overlapping, and significant special needs. Learners communicate in a variety of ways: verbally in English and Spanish and nonverbally using sign language, specialized switches, and music. Multiple and varied mobility equipment assists learners with movement throughout the day. The TLC’s population also includes a significant number of adults such as educators, teaching assistants, and private-duty nurses as required to address the learners’ unique needs. The TLC campus will be relocated from its current site at 1111 W 12th St, to 1118 W 12th St.

The new facility will be no more than 16,000 gross-square-feet in size to accommodate adequate space for collaboration, specialized instruction, community connection, federally mandated Americans with Disabilities Act (ADA) required clearances, and specialized storage requirements. Site scope for this project includes a new bus drop off area, staff and visitor parking, outdoor learning and play area. See the Building Program section for more detailed breakdown of spaces.



Timeline



Program Development

A group of four people are gathered around a table, focused on a large-scale map or architectural plan. One person, wearing a white sleeveless top and a red necklace, is using an orange marker to write on a yellow sticky note. Another person, wearing an orange t-shirt, is pointing at the map. A third person, wearing a red blazer, stands behind them. A fourth person, wearing a blue shirt, is partially visible on the right. The table is covered with various sticky notes in yellow, blue, and pink, and a clear plastic container filled with more sticky notes. The background is slightly blurred, showing other people and a casual office or meeting environment.

FINNS Framework

Flexibility: Movement, space for learning activities

Individualization: Personalized activity settings, right-sized furniture

Naturalness and Nature: Connections to nature/natural light, and comfort

Stimulation: Right size, appropriate colors

The SEI/TEI™ research



Neuroscience research



Educational psychology research



P.Barrett (2018) Well designed classrooms can boost learning, case study on *EPSRC Lens on Research and Innovation* webpage: <https://epsrc.ukri.org/newsevents/casestudies/well-designed-classrooms-can-boost-learning/>



What we heard

- **Adaptability**
Need to be prepared to aid students with different needs now and to come.
- **Culinary**
Two areas – home culinary skills and restaurant culinary skills, with accessible counter and stove tops.
- **Community Based Instruction**
Include areas for support groups and external teachers, as well as dedicated spaces for teaching daily tasks such as grocery shopping and library use, etc.
- **Technology**
Space must be able to adapt to different technological needs, from laptop use, to using a magnifying glass.
Must be sure technology is incorporated to support jobs options.
- **Recreation**
Space for teaching leisure skills as well as athletic skills.
- **Vocational Skills**
Pre-vocation and vocational skills building lab

KEEP

KEEP	District Support	Stories of success despite current facilities
Students are happy	Capacity to adjust space use	Team flexibility to attend student needs
Outdoor classroom space	Controllable Lighting zones	Controlled access from exterior
Game and exercise equipment	Team Culture and Effort	Spaces that replicate household
Homebound and autism easy access without disturbing other spaces		

TOSS

TOSS	Bathrooms	Old building !
Lack of space	Lack of dedicated spaces	Narrow hallways
Bad lighting	Pests	Guardrails
Lack of space for exercise and gym	Indoor brick walls - need space to hang things	Lack of ramps / less need for ramps for accessibility
Multiple building access points		

Program Summary

SPACE / FUNCTION	SQFT
ADMINISTRATION	2,252
CLINIC	376
SPECIAL CLASSROOMS	7,628
ATHELTICS / PHYSICAL EDUCATION	650
VOCATIONAL LAB	300
ANCILLARY	320
UNASSIGNED SPACE (MECH, CIRCULATION, WALLS, ETC) @ 35% NET AREA	4,034
TOTAL BUILDING GROSS SQUARE FEET	15,560

Design Approach

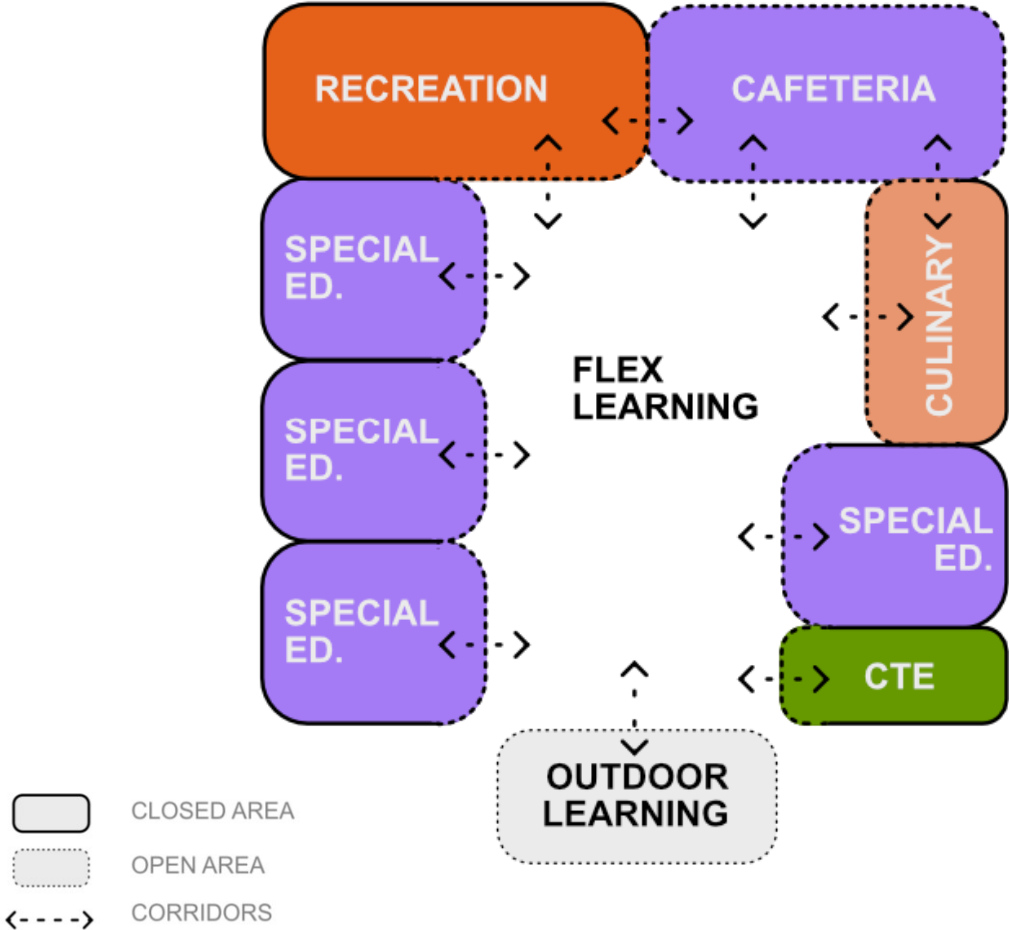
Flexible Learning

GUIDING PRINCIPLE

Flexible Learning Space

In response to program layout wants and needs the Flexible Learning space is placed as the central organizational moment. All other program spaces are oriented around that space or lead to it. This strategy allows dedicate rooms to open to the flexible area when needed for additional students or special activities.

This design principle serves not only as an organizational tool but also as the heart of the plan layout. It becomes a crucial moment in the experience of the building to the students and staff.



Concept and Inspiration

Inspiration in Place



Concept and Inspiration

Precedents

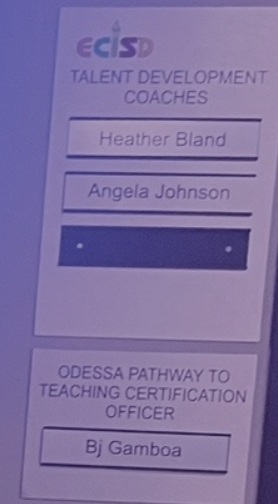
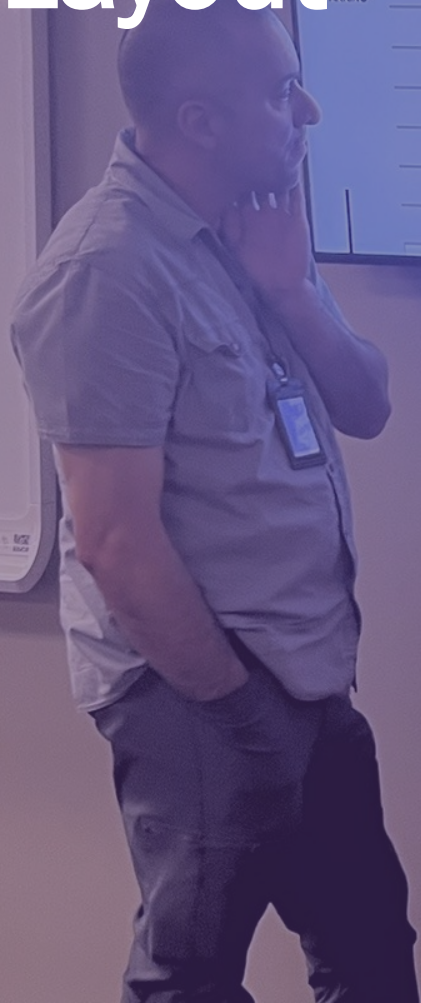


Spatial Wants

PLEASE NOTE: This image shows residential grade ventilation hoods – this facility will require commercial-grade hoods with integrated fire-suppression.



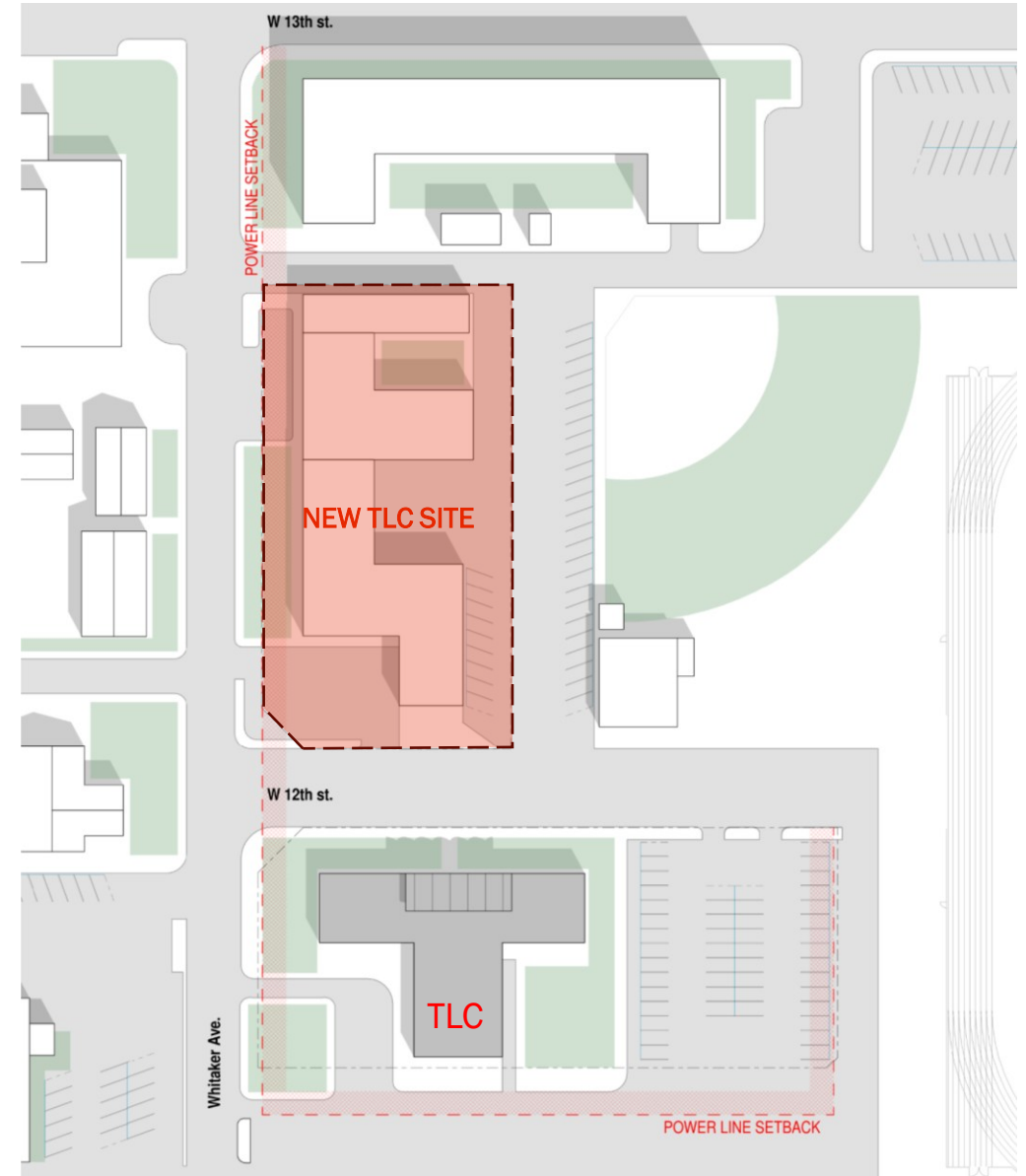
Plan Layout



Site Selection

Zoning Summary

- Retail zoning
 - *Education Facility is Permitted Use*
- Maximum Primary building coverage 35%
 - Site Area: 45,302 SF
 - Maximum Coverage: 15,855 SF
- Parking:
 - Provided: 20 Stalls + 2 ADA
- Setbacks
 - Front 25' (12th street)
 - Side 5'
 - Rear 0'

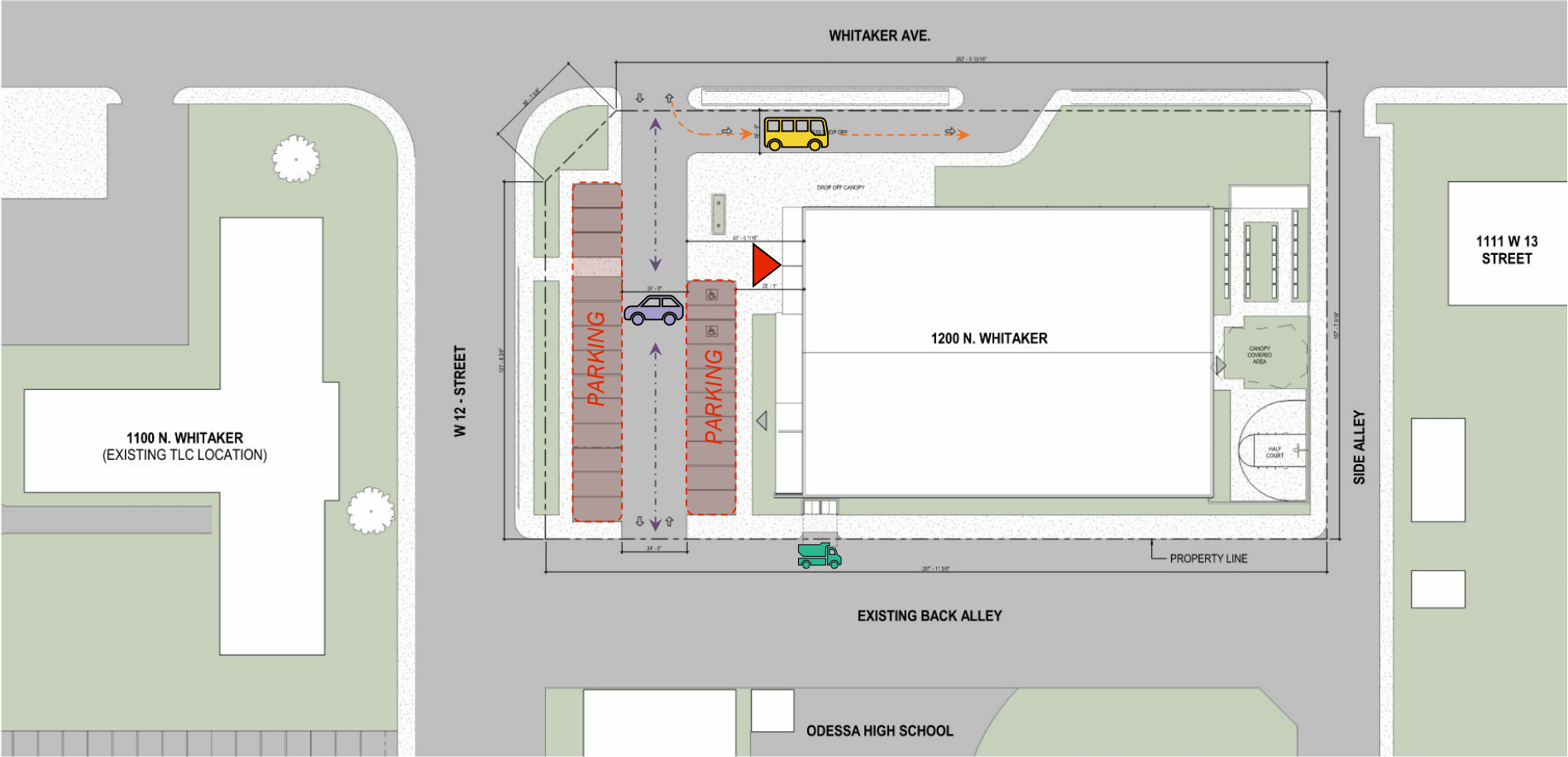


Site

 DUMPSTER

 BUS DRIVE

 CAR DRIVE



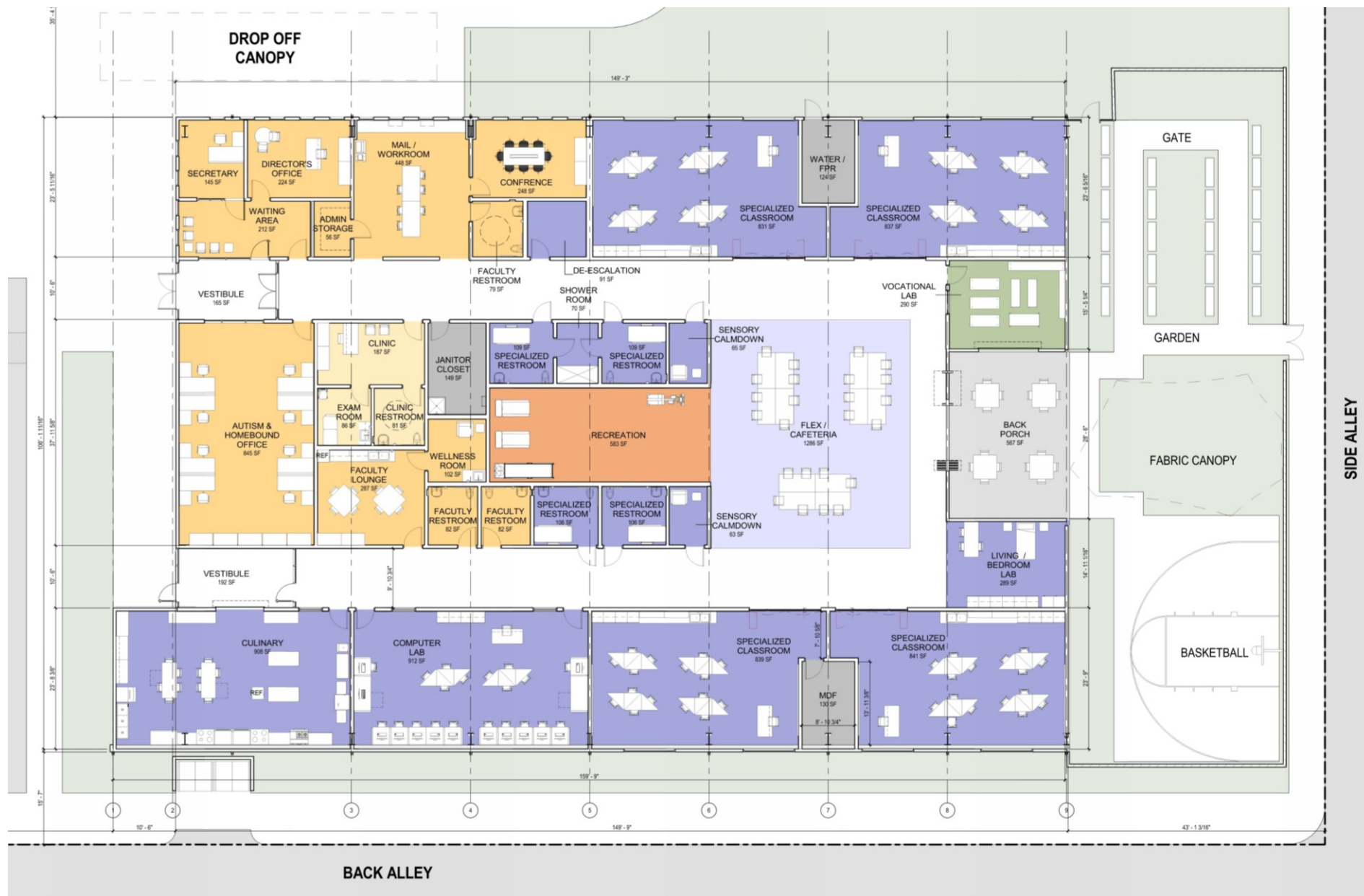
Design Considerations

- Clear, simple & efficient circulation.
- Maximize accessibility.
- Centralize around flexible learning spaces.
- Celebrate building corner at Whitaker Ave.
- Secure & enclosed waiting area.
- Centrally located utility rooms & adjacencies to maintenance areas.
- Opportunities for de-escalate.
- Vocational Lab direct access to exterior.
- Outdoor garden and hardscape.

Floor Plan

Support Gross Area*	4,032*
Total Building Gross Square Feet	15,535

A compass rose indicating North with a circle and an arrow. Below it is a scale bar with markings at 0, 20, and 40.



Plan Layout

Security



KEYED LOCK



PRIMARILY EGRESS



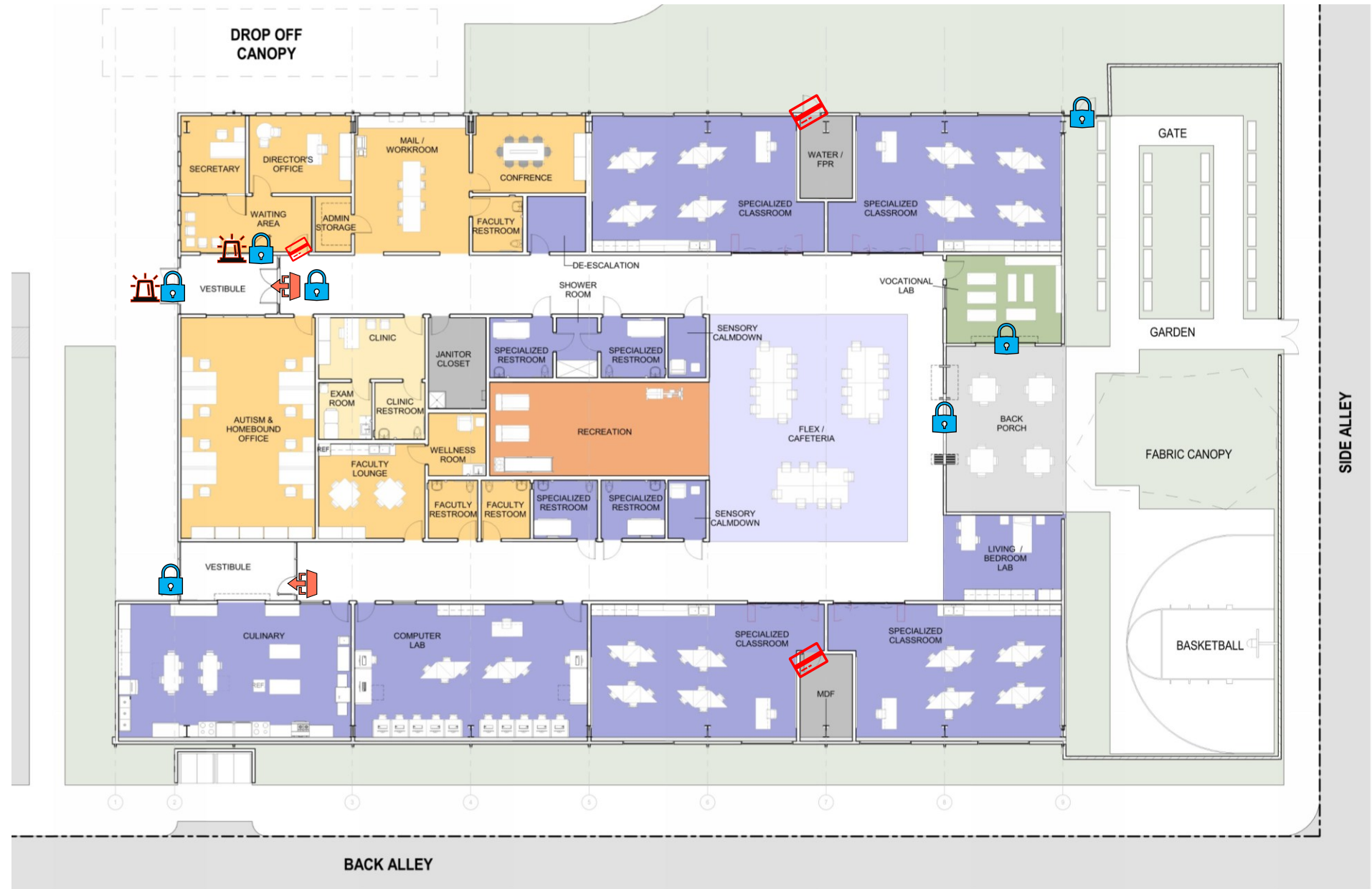
KEY-CARD



SPEAKER / BUZZER



North





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