

A CHILD CARE CENTER FOR THE
BOSTON MODEL CITIES PROGRAM

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Submitted in Partial Fulfillment of the Requirements
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Submitted to the Department of Architecture on 23 May 1969
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ABSTRACT

The Boston Model Cities office has asked the Massachusetts Institute of Technology's Department of Architecture to assist them by undertaking the design of a Child Care Center for the Model Cities area of Boston. Professor C. Sprague is the Director of this project; and this thesis work is done in assistance of him in this project. The work is organized under Professor Sprague's direction and encompasses the design of the physical facilities for the Child Care Center.

We have worked, at first as a group, to develop the program given us by the Model Cities office, and then as individual designers, to raise issues and possibilities of the project so that Professor Sprague might be better prepared to deal with the actual design for Model Cities.

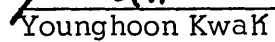
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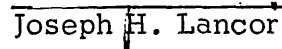
116 Chestnut Street
Cambridge, Massachusetts
May 23, 1969

Professor Donlyn Lyndon, Chairman
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Dear Professor Lyndon:

We submit this thesis as required for the Degree of Bachelor of Architecture to the Massachusetts Institute of Technology's Department of Architecture.


Younghoon Kwak


Joseph H. Lancor

ACKNOWLEDGMENT

We would like to thank those people from the Model Cities office and other service groups in Boston interested in day care who helped us to become familiar with this work--especially Meg Cline .

We would also like to thank our fellow students for their criticism and advice; and we would most like to thank Chester Sprague and Patrick Morreau.

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In February of 1969, this thesis work was undertaken with the design of the physical facilities of a Child Care Center for the Model Cities area as its object. At that time the Boston Model Cities Office was preparing to go ahead with construction as soon as the necessary Government financial backing could be guaranteed; so the thesis work had as its primary goal the assistance of Professor Sprague as Director of the project. However, due to complications in Washington, D.C., the funding has not yet at this time been guaranteed.

It became necessary to alter the initial grounds of the thesis work so that we might proceed. We had been provided with a substantial written program by the Model Cities Office of Boston, which was quite good and fairly complete. However, they could not proceed with a site acquisition without funds; so we posed a hypothetical, but likely, site in the Roxbury area.

The clients still being enthusiastic, we worked with them and their program as a design basis, and the community of Roxbury as a reference. The intention was to produce for a particular (but hypothetical) site, designs investigating the proposed Child Care Center as a new and distinct building type. This was to be done within the constraints of the clients' program, the clients' budget, existing construction techniques and the existing community.

The structure and character of the community of Roxbury was a continual reference for the design throughout the entire project. We began the design process by producing rapidly a number of possible schemes all generated from differing interpretations of the given program. A meeting with the clients was then arranged; and through discussion of the varied schemes, a clarification of the intent of the program was achieved. This pattern of work cycled a few more times in this manner, during which time the clients' program and the designers involved became reconciled.

This work was supplemented by a few observational tours of functioning child care centers in the Boston area; notably, the Salvation Army Day Care Center and the Columbia Point Day Care Center.

The Salvation Army Center takes advantage of a gently sloping site with many large trees, which is relatively large for the size of the center. This site is in the center of a single family dwelling neighborhood and is

somewhat park-like. The center has three large "pie-shaped" classrooms surrounding most of the edge of a circular multi-use room. There is little contact between classrooms, which seems to somewhat limit the range of activities in which the children can become involved. We regarded this "cellular" division as being a little too much like the conventional school type and in many ways similar to the home, where contact with large groups and the wider range of active possibilities that experience offers is lacking.

The Columbia Point Center was a brick fortress with classrooms either side of a corridor. Much advantage had been made in the classrooms there by building shelf and storage elements out into the square rooms to somewhat subdivide them. The corridor wall had much glass in it at child level and so involved the corridor in the classrooms but to a small extent since it was very narrow. At the ends of the corridor were offices and "official" rooms which seemed by their presence to influence the children into playing in the center of the corridor away from the "no man's land" of the official rooms. In this very limited use of the corridor as a meeting area for play and exchange, we began to see the contrast with the Salvation Army concept which had superior classrooms in size, siting, expense, etc., but which proved infinitely more dull in activity than the Columbia Point Center.

After some discussion with Meg Cline of the Headstart Program and the current Model Cities Child care consultant, we concluded that the attitude which differentiated most significantly the child care center from home or from school was that it should provide for a much wider range of experiences with groups and with the world. It should have something of the character of the "endless field trip" and in that way become a strongly desirable place for the children--yet substantially different from home or from school.

Our research showed that those day care centers which tried to be like home or like school were least successful. Our standards of success became activity and laughter per square inch. With this attitude and conception of the place, we identified some further design factors which would control what we would do. First, it became obvious that to do this center in Roxbury we would have to respect the community attitudes of black power. We recognized the problem of vandalism but did not dwell on this negative approach. Secondly, we realized that the center would serve the community as a whole if it were open to all of the people of the community. So, the

center contains possibilities of activities for all age groups.

It was a criteria of the program that the center be flexible enough to adapt to many varied sorts of activities, such as, meetings, lectures, games, riots, local disaster, and emergency guidance and shelter. The center was envisioned by Model Cities as a source of domestic guidance and counsel, as well as assistance in emergency or need. These considerations led to a curious relationship of function within the building. This occurred between the class activities of the children and the social, community action oriented goals of the center as a coordinating center of resources for the domestic needs of the community.

At this point in the study, we began separately to generate a design solution, each designer encompassing the total project, working from the clients' program, the community of Roxbury, the budget, existing construction techniques and the time limit remaining.

Much of the original program provided by Model Cities follows, as we wished to preserve it as a record.

COMPREHENSIVE CHILD CARE PROGRAM

I. Introduction

Programs providing care of children necessarily have many goals. It has been the position of the Model Cities planning staff that unless a comprehensive approach is taken and an effort made to meet all the different kinds of needs which children have, the project could not succeed. An unmet need, in other words, could cause the program to fail to achieve another goal; and the effort to seek it would be wasted. It was necessary to develop a program from many different points of view. This will, it is hoped, eventually lead to a variety of services and options for families needing child care. Child care takes many different forms: group care in a center; family day care; hourly care; emergency residential care; nighttime care; infant care; homemaker service; after school programs for older children. These are all valuable options for one circumstance or another, provided all are focussed on the need of children for healthy physical, emotional and intellectual development.

II. Goals

1. To provide child care services through new centers and by referral service to any family in the Model Cities area that needs or desires such services, for any age child, at any time of the day or night.
2. To sustain and reinforce family life.
3. To meet the basic needs of all children served, and to foster the unique abilities and meet individual needs of each child.
4. To provide rich educational and social experiences appropriate to the age level of the children served.
5. To involve local residents in all phases of planning, governing and operation of the program.
6. To develop between the child and his family and the community responsible attitudes toward each other.
7. To provide a mixed socio-economic and ethnic experience for all staff, parents and children in the program.

8. To provide training in all phases of child care at all academic levels from Jr. High to Graduate schools.
9. To create new jobs and new careers in child care.
10. To coordinate all available local public and private resources related to the care of children.
11. To develop industrial participation in offering child care services.

III. The Need for Child Care

The need for comprehensive child care services can be documented in many ways. Most visibly, the national statistics on the number of working mothers are increasing steadily. A 1967 report from the Department of Labor¹ pointed out that in March, 1966, there were 9.9 million working mothers with children under 18 years of age. This was the highest number ever recorded, more than six times the number in 1940, and more than twice the number of working mothers in 1950. Two out of five mothers in the labor force in March, 1966 (39%) had children under 6 years of age. This number is expected to increase dramatically.

Although more opportunities are available to women, most mothers work because of economic necessity either to raise the family income above poverty level or in order that the family income might approach closer to the standards of modest adequacy (about \$7,000 per year for a family of four).²

A study of the use of unlicensed family day care in New York³ reported that of the working mothers who said they worked because they wanted to or had to, as opposed to the majority who said they had to work, most were motivated by the financial need to stay off relief, to supplement their husband's income, or to have a higher income. It was established that if the mothers in this group didn't work, only three out of ten families would actually be able to maintain an adequate standard of living. The Labor Department reports that

¹"Working Mothers and the Need for Child Care Services," U. S. Department of Labor, Women's Bureau, May, 1967.

²Ibid.

³"Magnitude and Scope of Family Day Care in New York City," Children's Bureau, April, 1964-October, 1966, Milton Willner.

economic need is the primary reason why mothers with small children work. This is especially true of non-white mothers. Many working mothers are the sole support of their families.

The children of working mothers number in the millions. In March, 1965, the Children's Bureau of the U.S. Department of Health, Education and Welfare⁴ estimated that there were 17 million children under the age of 18 whose mothers worked. Of this number, 4.5 million children were under 6 years of age (2.0 million under 3 years; 2.5 million 3 years to 5 years); and 6.4 million children between 6 and 12.

How does a working mother provide good care for her children while she works? What alternatives does she and do her children have? Because of the gross lack of child care facilities across the nation, this problem is becoming a burden.

Paradoxically while the numbers of working mothers and their children are increasing rapidly, the number of licensed child care facilities is growing at a snail's pace. We have fewer facilities now than we did after World War II. In July, 1945, approximately 1,600,000 children of working mothers under six were receiving care in nurseries and day care centers financed by Federal funds. Yet, in 1964, there were 4 million similar children of working mothers and facilities for only one-sixth the number of children cared for in July, 1945.⁵ Today there are 11 million children under 12, but fewer than one-half a million places in licensed day care centers across the country.⁶ In a Labor Department breakdown on day care arrangement made by working mothers in 1964, only 2% of 12.3 million children under 14 were cared for in licensed group care facilities.⁷

An investigation of family day care in New York found that although group care in a center was preferred, family day care was the only choice

⁴"Working Mothers and the Need for Child Care Services"
op. cit.

⁵"The Nation's Working Mothers and the Need for Day Care,"
Address by Mary Keyserling, Director, Women's Bureau, U.S. Department
of Labor, May, 1965.

⁶"Fact Sheet," Day Care and Child Development Council of America,
Inc., July, 1968.

⁷op. cit. 5.

available to 60% of working mothers in the sample. Group care in a center was not available to them because: (1) no resource existed to serve their children who were either too young or too old--42%; (2) mothers said no day care centers existed in their neighborhoods, or their waiting lists were enormous if there were centers--49%; (3) some said they could not pay the required fees--9%.⁸ These statistics suggest that there is a need for more child care services of a more comprehensive nature, including infant care and care for elementary school children. Services also need to be expanded to reach all segments of the population, which means services must be available at low costs to families.

The implications of this gross lack of licensed child care facilities is significant to children and their parents. The Labor Department reports that too many children of working mothers lack good child care services. Forty-six per cent of the children whose mothers worked more than 27 weeks in 1964 were cared for at home by father, brother, sister, relative, or hired baby-sitter; 28% mother looked after while she worked, or she worked only during school hours; 18% were cared for away from home; only 2% were cared for in group care centers; and 8% looked after themselves.⁹ The Bureau of the Census says that 5 out of 46 children who receive at-home care are cared for by a sibling under 16. The 8% who look after themselves represent more than a million children. For most of the children cared for outside of their home, unlicensed and unsupervised family day care is the typical arrangement. In this situation a day care mother takes care of other children in her home while their parents work. The problem with family day care is that most homes do not meet the requirements to be licensed or there are no standards for licensing facilities for certain groups, specifically for children under three. Without standards and without supervision there are no safeguards insuring that these millions of children are receiving adequate, far less good, care. Society in many ways is failing to meet its obligation to these children and their parents.

Magnitude and scope of family day care in New York reports that of the mothers sampled who initially preferred family day care, 44% (only

⁸op. cit. 3.

⁹op. cit. 5.

one-half of this group) still preferred family day care after experience with it.¹⁰ Among their reasons for dissatisfaction with this kind of care were: lack of reliability; poor supervision of children; lack of activity; improper atmosphere; and poor conditions in the day care home. In actuality, the researchers found that most of the day care homes would not meet the standards for licensing. We can assume that the youngsters in this situation are having a wide variety of experiences, many damaging and deadening.

For a variety of reasons, children cared for in their own homes by a relative or a hired caretaker may not be receiving good care. Fathers, sisters, brothers, or maid may not have the time to adequately supervise young children and to keep house. Illness, appointments, emergencies, other activities, lack of skill and training, lack of appropriate materials and space may lessen the chances that these children are receiving care that provides for their optimum development and which meets their individual needs. "600,000 infants cared for by older sisters and brothers under 16 seldom get a health balance of sunlight, play, rest and learning opportunities."¹¹

The need for child care services can be seen from another perspective. Perhaps comprehensive services could make a significant difference to families on welfare. Although national prosperity is increasing, the number of families on welfare continues to rise. In 1940, 865,300 children received A.D.C.; in 1950, 1.63 million; in 1966, 3.3 million children and 1.1 million mothers on welfare.¹² Of great importance in light of these statistics is a report from the Advisory Council of Public Welfare which estimates that of the mothers receiving A.F.D.C. payments, between 200,000 and 300,000 might become self-sufficient, removing 600,000 to 900,000 children from poverty--"If appropriate training can be provided and if suitable care is available for their children." A 1967 amendment to the Social Security Act requires that child care is a service provided for welfare mothers in job training programs. Comprehensive child care services could enable these

¹⁰ op. cit. 3.

¹¹ "Who is Sabotaging Day Care for Our Children?" Ladies Home Journal.

¹² Having the Power, We Have the Duty, Advisory Council on Public Welfare, June, 1966.

mothers to work to raise their standard of living.

Another statistic on poverty suggests the possible contribution of child care services. Seventy-one per cent of all poor families have four or more children, while the national average is 1.35 children per family. Perhaps the children themselves are contributing to the family's poverty. A children's center might provide that 4th, 5th or 6th child with the care and individual attention that his mother is unable to provide herself. In so doing, child care services could prevent family breakdown, especially cases where such children as those described above are placed in foster homes.

From the point of view of early childhood education, child care services could benefit all children. There is an increasing consensus on the importance of early childhood development and education in the child's future success in school and in life. Statistics show that one's education level is related to employment level. "Today's unemployable young man is the twelve year old who had no playground or adult leader in his crowded city street. He is the same young child whose mother had to leave him in inadequate custodial care while she went out to work. He is the same toddler whose growing curiosity and need to explore and assert himself had to be discouraged for his own safety and the comfort of others in a crowded city apartment...It seems reasonable to expect these children to have difficulty in learning when they enter school and difficulty in earning when they are adults."¹³

The Massachusetts Mental Retardation Planning Project completed in December, 1966, pointed out that "the heavy prevalence of mild retardation in certain deprived population groups suggests that adverse social and economic factors may play a major causative role." An enriched child care program could substantially alleviate environmental conditions contributing to retardation.

Thinking in terms of developing human resources, giving every child the opportunity to develop to his full potential and a chance at a successful life, child care services become tremendously important for all

¹³"A Child Development Center in a Factory," BAEYC Reports Boston Association for the Education of Young Children, December, 1967, Vol. 9, No. 2.

children who need them, regardless of whether mothers work or not, or families are poor or not.

There is a dearth of statistics on the need for day care in the Model City area and in Boston. We can assume, however, that the national statistics pointing out the need are reflected and magnified in the Model Neighborhood because of its concentration of urban problems. Its characteristics, high unemployment rates, 1/4 of the A.F.D.C. cases for Boston, high incidence of one-parent families, mothers who have to work to supplement the family income or support their families, poor schools and achievement, poor health service, substandard housing and overcrowding make child care an inherent problem.

Child care service was chosen as a top priority of the Model Neighborhood in setting up its milestones and was also selected as an area to be included in the initial planning period.

According to the 1960 census, there were approximately 8,600 children under 6 years of age and 8,000 children from 6 to 12 in the Boston Model City area. For more than 16,000 children in the Model City area under 12, today there are ten day care centers in the area and eighteen in neighboring areas. These facilities serve approximately 700 Model City children, only 300 of these children for a full day.

1960 Census Breakdown for Children under 12 by Model City Sub-Area, Including Day Care Centers in Each Area and the Number of Children Served

	0-6 Yrs	6-12 Yrs	Licensed Centers	Children Served
Area 1	816	718	2	67
Area 2	803	738	3	110
Area 3	1795	1747	2	140
Area 4	1703	1614	0	0
Area 5	2094	1963	2	115
Area 6	1139	1100	1	40

A questionnaire circulated to these centers early in 1968 revealed that all the centers have waiting lists. Most centers indicated large percentages of the children served had working mothers, were on welfare, or had only one parent.

There are no statistics on the numbers of unlicensed child care facilities in the area, or on the number of children cared for in these places. We can only assume that some arrangements have been made when possible for those in need of care, i.e., children of working mothers, but for many no arrangements are made at all.

Local Neighborhood Employment Centers serving the Model City area report that the lack of day care facilities is a problem for working mothers and mothers being trained for positions. The Jamaica Plain NEC reported that one-half of the people served were women, and of these about one-third took or looked for part-time jobs because of lack of day care for their children. Also, many women seek nighttime employment for the same reasons. The Dorchester NEC reported in February, 1968, that 275 women since May, 1967, could only accept part-time jobs because of the lack of day care facilities. Also mentioned as a top priority was increased day care for elementary school children. Beverly Franklin from Associated Day Care Services of Boston also stressed the need for after school care.

Reports from the local NYC point to the need for day care. A member of their counseling staff reported that most of the children of the women training were between 0 and 3 years of age and that day care is a tremendous problem. Counselors spend a great deal of time trying to locate baby-sitters. Lack of child care facilities is a major reason for drop-outs and, also, husbands are relegated to baby-sitting.

A 1967 study of the intake of child welfare agencies in Metropolitan Boston¹⁴ concludes that, "There are not enough group placement resources and there are not enough day care centers." On the prevention of child welfare problems, the report recommends, "Unless there is a substantial shift of resources to this end of the continuum (prevention), the network will continue to be inundated with chronic long established problem situations that are very difficult to deal with. It is recommended that the network, (of child welfare services)...devote a substantial portion of its resources to designing, researching and demonstrating a program with a view to making it one of the network's regular functions. Such a program should include not only the

¹⁴Intake and Referral in Child Welfare Agencies, Massachusetts Committee on Children and Youth.

development of preventive activities focussed on individuals and on families, but also should be focussed on a high-risk neighborhood or community.

There is a concensus among parents, community leaders, and professional care-givers on the need to make available comprehensive infant, child and adolescent care services, at a low cost, to more than the somewhat less than one per cent of the children being served today.

Fair Housing, Inc., an agency serving the Roxbury area, reports the need for child care services from another perspective. Their interest in day care developed from working for better housing and working with the Boston Tenants Association. Sub-standard housing and over-crowded conditions make raising children a burden for mothers with large families or on welfare. Such mothers may not have time to take their younger children outside; so in many cases, these children are often kept cramped inside, unable to play freely and creatively until they are old enough to go outside alone. Because of the lack of adequate play space and materials inside and outside (Fair Housing mentions the scarcity of supervised playgrounds in our area), children are forced to play in the streets or in hallways, many times causing extensive damage to property. They suggest child care centers and supervised play areas attached to housing projects would benefit children, families, other tenants and landlords.

There are many indications on the national level and on the local that child care services are needed desperately and will benefit children, parents, families, communities and the nation.

Evidence is incomplete, however, and the case for day care will not be proven until we have a pilot comprehensive program with a formal research and evaluation component built in. For example, there is much evidence to suggest that work with children from deprived homes during their pre-school years is one of the most promising ways of combating mental retardation, school maladjustments, drop-outs, delinquency and other problems that arise in the later years of childhood.¹⁵ On the need for research, this report from a day care conference held in 1963 in Maryland, concludes: "We still need

¹⁵"Day Care for Children...A Preventive Service," Maryland State Department of Public Welfare, October 29, 1963.

far more research, however, on the effects of day care, as well as on many other facets of day care work ranging from the best types of facilities to the services offered and the techniques used." At what ages do children reap greatest benefits? What criteria can guide us in determining whether day care in a family or a center is best for a particular child? To what extent do other supportive services in the community reinforce the benefits from day care? What services to parents can best be provided within the day care program?

Too often those of us who have seen what day care means to children expect others simply to take our word for it. A public that has many claims upon its dollars has a right to expect more than vague assurances. They have a right to facts and figures based upon carefully controlled studies. As we mount this national drive to expand day care programs, we can succeed only if we build into these programs research that will give us knowledge to strengthen and improve them; also, and most importantly, evaluation measures designed to yield hard evidence of just what is being achieved.

IV. Project Proposal

A. Introduction

A comprehensive program for the care of children in the Model Cities area must include all the types of arrangements that parents might choose for their children, of whatever age, at any time of the day or night.

The National Committee on Day Care suggests that a good child care service for children should provide "...educational experiences and guidance, health and social services as needed by the child and his family. It safeguards children, helps parents to maintain the values of family life, prevents family breakdown. It benefits the community culturally and financially."

In order to provide good child care services for the area, all facilities and programs providing child care services must be coordinated into an overall plan which will include family day care homes, group day care centers, nursery schools, homemaker services, recreation programs, and parent education programs. Provision must be made for infants, pre-schoolers and school age children.

Coordination of different types of child care service is essential in today's large, complex city, for family problems and family work schedules

do not always produce child care needs that will be solved by the day care center. The day care center has traditionally operated for a span of from eight to twelve hours between 6 a.m. and 6 p.m., and generally serves children between the ages of 3 and 6 years.

In such a center no care is provided for infants or children over 6, thus making it necessary for some parents to make separate arrangements for the care of siblings. Furthermore, no care is provided any child before or after the hours the day care center is open.

Although foster homes and institutional residents do operate around the clock and will take children of any age, they both have serious drawbacks. Foster homes are generally considered appropriate for children needing long-time care and where it is deemed advisable to make an emphatic separation between the parental home and the substitute service. Large institutions offering care have frequently become so overcrowded and so impersonal that they are rarely viewed as an adequate solution to the problem of caring for normal children whose parents are either temporarily or permanently unable to bring them up. Neither small homes nor large institutions appear to offer adequate solutions to all child care needs. If we want to maintain family life for as many children as possible, we need child care services that are flexible, as well as comprehensive.

A mother may need hospitalization for only a few weeks and be unable to arrange for adequate care for her children while she is away. Night shifts are not uncommon for parents from lower socio-economic backgrounds; but frequently employees are on these shifts for only a few weeks or months. Thus, the child care need for a working mother may vary throughout the year. Some parents with emotional problems can be relieved of the burden of child care for a temporary--not necessarily a long--period of time. Families facing eviction may need a place to leave their children while looking for new housing. There are uncommon, but by no means rare, cases where a family provides acceptable care for most of the week; but there may be a serious breakdown on the weekend (such as in certain patterns of alcoholism).

The examples cited above are but a few of the many evidences of need for readily available child care services for all ages of children at all hours of the day or night. They indicate a real need for neighborhood based day care/night care centers with highly flexible ways of scheduling service

according to the unique requirements of the family and the occasion, and somehow to keep such centers small, homey and informal enough to preserve at least some of the advantages of the normative family household.

In order to provide such a center and to meet the needs of all the families in the Model Cities area, we propose to build a Children's Center that will be the hub of all child care programs needed to fill the gaps in the existing services. In addition, the Center will house the administrative offices for the variety of child care programs operated outside the Center building but directly related to it.

Located in the Center will be an Intake Office for all child care programs directly related to the Center and a Referral Office for all child care services offered in the Model Cities area--Headstart, private schools and centers, day care programs in industries, hospitals, etc., as well as to child care in the suburbs or other cities where parents from the Model Cities area are employed. Information will also be available to parents on where to seek help with any problem pertaining to family life--nutrition, family counseling, family planning, etc. Thus, parents desiring care for their children, whether for an hour, a day, or a few months, on a regular or irregular basis, will be able to obtain guidance in their choice of an adequate plan for child care.

Priority for families needing child care will be based on need as defined in the Child Welfare League of America. Standards for day care service are listed below:

1. Children whose mothers work.
2. Children whose father is the only parent in the home.
3. Children in families with illness or other problems.
4. Children living under poor housing condition.
5. Children with physical, mental or emotional handicaps whose parents, with some relief, can maintain family life for them.
6. Children whose mother is overburdened with a large family.

Also located in the Center will be offices for coordinating training programs that would make it possible for all child care staff in the area to

progress up a career ladder. Courses at nearby colleges and universities leading to degrees as well as in-service, no credit courses would be developed and coordinated. New careers and jobs would be created by this child care program. (See section on "Training and Career Development.")

B. Description of Services

Following is a description of the services a center such as this would provide, within the building itself, in satellite day care homes, cooperative nurseries and through extensive and imaginative intake and referral services.

Programs Operated in the Children's Center

1. Day care (12 hour daytime program) for 40 children, ages 2-6
6 a.m. - 6 p.m.
2. Nursery school (4 hour daytime program) for 20 children, ages 2-6.

These 60 children would be combined in four pre-school groups of 15 children each. When the 5 half-day children leave directly following lunch, the children will be regrouped into three groups averaging 13 children (fewer in the younger groups; more in the older groups) for the remainder of the day. Cutting down the class size for some of the long-day children in centers is desirable both from the standpoint of the children and in making the best use of staff. From the children's point of view, there is greater opportunity for small groups or individual activities in the afternoon. Staff can be used more efficiently under this arrangement. Two full-time staff members can assist with the pre-school classes in the a.m. and then conduct an after school program in the p.m.

3. Before school/after school care for 20 children, ages 6-12; two groups of 10 each.
4. Residential care for 10 children.
5. Nighttime care for 5 children.
6. Hourly care for 20 children at a time (by appointment only, except in case of emergency).

A permanent trained staff member would direct this program, assisted by teenagers who are in training to do babysitting in area homes.

7. Parent education and creative activities could be provided in the center workshop and in a special parent's room which would include a library and space for meetings and conferences.
8. A workshop and small gallery where creative productions made in the workshop may be displayed will provide a place where teachers, parents and children will have an opportunity to use many different kinds of materials and tools. Art materials, various crafts and woodworking opportunities, photography, electronics, or whatever materials or skills for which the children and their families express an interest, will be available to children during the day and to adults in the evening. Families can use the workshop on weekends. A workshop director will be responsible for getting supplies, giving guidance in using the materials (where this is necessary), scheduling the use of the center, and displaying works of art in the gallery. Families will be able to use tools for making useful items for their homes, as well as making artistic productions primarily to satisfy the need to be creative. Teachers will be able to make things for their classrooms. Elderly citizens in the neighborhood may also use this workshop.

9. The 12-14 Club

This room in the center will be reserved for the exclusive use of the Jr. High group whose parents feel they should have a "checking in" place in the afternoon when no adult is at home. A counselor (could be a college student) will be available to the youths and will help them plan activities. Since this age group tends to resent supervision and certainly does not see themselves as needing "care" after school, every attempt will be made to make this "club" attractive to them and to meet their individual needs. It is likely that only a few of the 20 will see the club as a place to "hang around" every afternoon. Most of this group will have other group interests; and those that do not will be encouraged to form them when this is advisable. Thus, a girl may check into the club for a snack every afternoon, and then spend Monday as a volunteer in the nursery school; Tuesday and Wednesday in the nearby library working

on her homework; listen to records at the center on Thursday; and go outside for her guitar lesson on Friday. The counselor's job will be to know where she is and that her afternoons and school vacation periods are spent in activities she and her parents feel are appropriate. Group activities, trips, parties and games would be planned only when enough members of the group wanted them.

Programs Operated by the Children's Center
Outside the Center Building

1. Outside the Children's Center, but under the same administration, will be 20 family day care homes, providing service for 60 children, ages 0-12 years.
2. Three cooperative nursery schools will also be satellites of the center, providing three hour nursery school programs for 45 children whose mothers have time and inclination to cooperate in this type of program. Generally a professional staff member is hired to teach 15 children, and two mothers of the children in the program serve as her assistants on a regular basis. Mothers also make up the Board that administers the program.
3. Infant Care
A demonstration center operated for group care of infants, proposed to begin with a cohort of approximately 20 children under one year of age, and each year thereafter, for four years, add 20 such children carrying on the previous year's group. After five years of operation, there would be a group facility for 100 children below school age. (This demonstration will be funded separately. Proposal is attached.)
4. Family Day Care Homes
Twenty homes in the area will provide day and/or night care for 60 children, ages 0-12, who will benefit from being placed in a small group or family setting.
5. Homemaker Service
Twenty homemakers will be available to help in homes in an emergency. Unlike the traditional homemaker service, these homemakers will be

available both day and night when needed. (For further description of this service, see section on "Training.")

6. Babysitting in Homes

Twenty-five teenagers will be available for babysitting with children in homes in the area after school and during vacation periods. In order to be listed at the center, these mother's helpers will be required to complete a short course in the care of children whose parents are out of the home for short periods. (See section on "Training.")

7. Summer and Vacation Camp

A summer camp should be operated in conjunction with the center. Located within a 60 mile radius of the city, the camp should be available for overnight camping for school age children and day camp for younger children. Nature study programs can be offered year round during vacation periods. Families could use the camp on weekends.

8. Cultural and Recreational Program for Children in Child Care and their Parents

As part of the day care and residential program, all varieties of cultural and recreational activities should be available to school age children and their families. Music lessons, art lessons, dancing lessons, dramatic groups, ball teams, swimming teams, etc., should be provided by volunteers, other area organizations, and by the center teachers who work with school agers. List of piano teachers, dramatic groups, etc., should be kept at the center as a service to area families and their children.

9. Centers and Homes for Children with Special Needs who Need Child Care

Wherever advisable, children with physical, emotional, or mental handicaps will be included in day care centers so these children can learn to live with "normal" children. However, whenever such children need special services, these will be developed. Centers for mentally retarded, physically handicapped and emotionally disturbed will be developed if needed, and mothers who provide care in their homes and who have an interest and aptitude for caring for such children will receive special training for working with children with handicaps.

10. Centers Outside the Model Cities Area in the Suburbs or in Other Cities

Ideas and services will be exchanged. Model City area residents may work in areas where other child care services are available. Suburban mothers may come to work in the Model Cities area and use our centers. Joint staff training should be possible. Parents' groups might get together for recreation, conferences, or even community action regarding children; e.g., pressure groups for more funds for day care.

Social Services Provided by the Center

Day Care Neighbors

(This is an experimental way of providing social services. It is likely to be oriented toward the "normal" rather than to family pathology and can be provided by only one trained social worker. Question: How does this tie in with, or conflict with, neighborhood aides of anti-poverty agencies, health agencies and the case aides of the Welfare Department or other?)

The Day Care Neighbor Service planned in the Model Cities program is adapted from a service developed by the Field Study of the Neighborhood Family Day Care System, a project in Portland, Oregon, supported by a Children's Bureau Grant.

Fifteen part-time day care neighbors will be recruited by the two social workers at the same time that they are recruiting candidates for the homemaker training. Day care neighbors will be chosen because they reside in fifteen different small neighborhoods, and because they are home-centered women with a natural neighborliness and interest in helping others.

Such women already have a key role in the existing social system, although the role has suffered some loss of self-confidence due to the increasing emphasis on professionalization in the social services. Neighbors become hesitant to offer their help, aware as they are of their own failings and lack of professional competence. The day care neighbor concept allows neighbors to fill a helping role in a natural way, based in their home and neighborhood, with greater sense of confidence, rather than becoming professionalized and agency based.

The job of a day care neighbor includes the following:

To provide accurate information about existing day care operations in the neighborhood. Informal, living room care is thought to be widespread; and little information about it exists except for the Portland study and the study by Milton Willner in New York City.

To bring services to existing day care operations to enrich the quality of their service. Givers of service can participate in some of the training opportunities offered by the center once they are known. The day care neighbors themselves, as they absorb more and more of the center's program, will be a resource for other givers of service in a neighborly, unthreatening way.

To provide information to those who want to set up family day care services as to what is required and what help is available. The day care neighbors can recruit new day care mothers into the family day care program operating out of the center.

To provide information to mothers seeking day care as to what their options are: Family day care in the neighborhood; group care at the center or other accessible group centers near where they live or near where they work.

To be aware of, to counsel, or to refer families in which severe problems arise. Usually some referral to a professional will be needed in cases in which a family has such severe problems that day care is less desirable as a solution than foster care would be. In other cases early professional service may prevent serious personal or family deterioration. The day care neighbors will be trained to refer such cases to appropriate agencies and to follow up and provide help when appropriate.

The center will use these part-time, home-centered workers as a referral service; referring givers and users of service to one another; referring potential applicants for training to the center; referring people in need of social or medical help to the appropriate agency. When in doubt about community resources, the day care neighbor can get information from the social workers at the center.

Training

Day care neighbors are not expected to be trained to become something else. Instead they are supported to have confidence in their ability to

fill a role which already exists and which they have the personal qualities to fill. The social worker's task in orienting these neighbors to their work will be to define the role, give it status, and give support as the women attempt to fill it. The neighbors are treated as colleagues of the social worker, with specialized knowledge of the neighborhood which puts them into a consultative position with the social workers, mutually sharing their special knowledge. For this reason, clients in need of social service are not referred to the social workers at the center, but the social workers help the day care neighbor to make the referral to the appropriate agency.

During the initial orientation period, consultation will be provided fairly frequently at the center. The neighbors will need help in learning what their duties are to be and what their relation to the center will be. Since these women are home-centered and may have children of their own, they will not be expected to attend numerous lengthy meetings. As soon as they have confidence in their role, they operate out of their homes with telephone contact with the social worker and a newsletter to keep in touch with what other day care neighbors are doing. They will then meet once a month with the social worker, alone, to talk over all the contacts made.

According to the Portland model, one social worker can offer consultation to 15 day care neighbors. They, in turn, provide service to people who are not necessarily reached by a social service agency--people in the neighborhood school, in church, in local politics, on the street, in social organizations. Day care neighbors have an effect on parents, their children, on day care givers and their children and all the network of family relationships involved. It is estimated that each day care neighbor reaches between 20 and 50 users and givers of service, each of which has between 1 and 5 children. In other words, one social worker can reach at least 600 families.

The social workers of the center who will supervise both the home-maker service and the day care neighbors will provide a necessary link in the communication system at the professional and agency level. In this way the center will be able to provide social services in a natural way to a large number of residents of the Model Cities area.

Services Offered to the Center

1. Health Services

All health services, both physical and mental, will be provided by the

family health centers. (See their proposal.)

2. Educational Television

Television should be used for both educational and recreational purposes for children, parents and teachers. Appropriate portions of the new national program--Children's Workshop--for children will be used in both centers and homes. Programs of local interest for children will be developed by the center staff. The New Urban League of Boston has explored this possibility with Channel 2 and has proposed developing a TV studio in the area that will provide educational programs for children and training in child care for teachers. Their proposal states: "What is needed...is programming close to the community which can supplement the national broadcasting with local information on trips, recreational facilities and community services, and work also as a direct part, and in close coordination with, the local training program. This community program also permits participation between program and viewer and finally development of community skills and talent for such programming." (Proposal for Development of a Child Care Program and Community Television Service", mimeo--Boston Urban League.)

This long-range project will be considered at a later date. During the first year of center operation existing TV programs, both educational and recreational, will be used; reactions of children to these programs carefully observed; and such observation used as a basis for TV programs that will be developed in the future.

C. Training and Career Development

It is relatively easy to achieve excellent results from a demonstration center well staffed with selected highly trained personnel. However, when this model is replicated on a large scale, professional people would become very scarce. Here in Massachusetts, the shortage of professionals will become a problem as the probable expansion of child care services arising from the Social Security Amendments coincides with a state mandated expansion of kindergarten programs.

It will become increasingly important to make fullest use of each professional in the program. It will be equally important to develop new ways

of attracting and training people to work in the field of child care.

The training program planned for the Model Cities demonstration child care program will need a relationship with an academic institution and a mutual development of in-service training and classroom courses which will have as options both two-year and four-year academic credit. Plans are being developed for a Community College in the Model Cities area which, when it is established, will be the ideal institution to work with the center, because of location, programs offered and underlying philosophy. It will be several years, however, before this college is in operation. In the meanwhile, the center will develop an interim relationship with some college or university.

An analysis of the various tasks of the professionally trained people will be made, and those tasks which do not need professional training will be differentiated from those which do. Bank Street College has worked out such an analysis for the State of New Jersey. The Model Cities program in Boston will make use of, and build on, what is being learned in New Jersey.

A pre-service training program of six months will be established to begin in January of 1969. Participants will be the Director of the Center, a career counselor (the training director), the head teacher of the nursery school program, the head of the infant care program, heads of the cooperative schools, and other professional staff. These professionals will need both pre-service and in-service training. Emphasis will be on how to organize their time to make most effective use of their professional skills; how to work with, stimulate and best use the talents of neighborhood people who are just beginning their careers; how to relate their professional specialization to the conceptual frameworks of other disciplines to develop a comprehensive, interdisciplinary program.

They will become familiar, if they are not already, with the neighborhood in which they will work, the community resources on which it can draw, its people, their values and problems. They will be prepared to meet the special needs of the handicapped, the exceptionally gifted, the educationally disadvantaged and foreign-speaking children. They will learn the history, customs, values and cultural characteristics of the families who will be using the service.

These key personnel, with the help of the academic consultants,

will make use of the Bank Street approach, the experience of other programs, their own discussion of the goals of the program to be established, the needs of the community, the work to be done in planning for a staffing pattern and a program for alternative career options within the Model Cities Child Care Program. The development of the plan for dividing the work to be done among the various professional and sub-professional workers is likely to result in a more solid program if the plan is made by key staff in conjunction with sub-professional and client representatives. (See S.A. Fine, "Guidelines for the Design of New Careers," August, 1967, New Careers Development Center, New York University.)

In selecting professional staff, the Model Cities program will not limit itself to those trained in schools of education. Child care programs cut across so many fields of specialization that to approach them from any one discipline is probably to be over-specialized.

The program needs people whose approach to children, parents and staff is as broadly interdisciplinary as possible. Such people may be found in any of the fields which have an interest in human growth and development, such as sociology, psychology, cultural anthropology, many specializations within the medical field, economists, liberal arts and education. Important advances in learning are often made when a person relates a new set of experiences and concepts he brings from another field.

During this pre-service training period, a career development curriculum will be worked out for the neighborhood people who will be employed in the program. It is planned that the center will provide opportunities for employment for many who lack formal education, but who have personal characteristics which will enable them to work successfully with children, and to relate well to the parents of the children. Most of the people seeking training will probably be women; but men trainees will be encouraged to enter the field, because they can make an important contribution to the children's development. Thought will be given to distinguishing between male and female roles in the program.

The training program for community people will begin with a two-week orientation period; but from that point on, the emphasis will be strongly on in-service training rather than pre-service training. There are several reasons for heavy reliance on in-service training. First, there is an immediate

need for staff development, which will be better met without the delay of a long pre-service period. Second, being hired and put to work at once lends reality to the training situation in the eyes of the trainees, leading to better motivation. Third, it will automatically weed out those who are not able to work or who are not interested in filling these positions after a training period. Most important, the training will be much more effective and relevant if there are real children and concrete situations on which to focus.

This is not to say that the trainees are expected to "pick up" knowledge about children through working in the program, nor does it mean that the trainees can be full-time aides during an informal training period without time set aside for structured learning. There will need to be solid emphasis on a structured training course in the program, with a part of each day set aside for bringing out particular aspects of the program. The training will be structured; but the techniques used in training will be those more informal methods which have been found most successful with persons who have had no previous training: Discussion of particular incidents which are fresh in everyone's mind to bring out particular points about human behavior and development; film; tape; games; role playing; and, later, some reading. Trainees will also visit other centers and other related services with instruction in what to look for. They will study care of children in their own homes by families.

Through all these experiences, the focus will be on concrete aspects of the program; only in later stages of the training will the philosophy behind the program begin to be abstracted.

Trainees will learn material in the following areas: Childhood development from infancy through school age. It will be important for all workers to know something of what the child has been and what he will become. Such training, which is not over-specialized for an age group, will allow for flexibility in hiring, and will better enable a trainee to use his training as a basis for seeking employment elsewhere.

As the trainees work with different age groups, their effectiveness can be evaluated as a help in deciding where to place them in the program.

Besides child development, others areas which will be studied will be: Curriculum materials; parent relations; school and community relations; health and safety information and techniques; basic information about

nutrition; family life; use of office equipment; learning theory; fundamentals of emotional health. Some basic education for trainees will be offered, and a high school equivalency program will be an option. Much emphasis will be placed on personal opportunities for the trainees. Their own widened response to art, for example, through visits to museums, or to music, through attending concerts, will contribute to their ability to develop these responses in children. A goal of the program will be developing an ease and comfort in using such community resources as a library. Since the trainees will be of differing ages, sexes and degree of educational and other experiences, an essential aspect of the training program will be individual counseling.

Among other materials already developed in other programs, Head-start training materials will be used. A central goal will be the development of a real commitment on the part of all trainees that play, interaction, conversation, reading, adult response and stimulation, are all at least as important as good food and safe care.

Since some of the children in the Model Cities program are likely to be poor, and others to have mothers who are not available to them for much of the day because of employment, they are especially in need of a high quality program. A major emphasis will be placed on developing the necessary commitment among all staff and trainees which will lead them to want to develop skills in working with children. It is essential that they understand the importance of their work. Applicants who are judged unlikely to develop such understanding will be helped to find training in other types of work.

The training will be under the direction of the career counselor. This important staff member will need good knowledge of the field and will also need counseling skills and awareness of the changing spectrum of community opportunities for personal growth. This person is the link between the trainee and the academic ladder, both two-year and four-year programs which exist in relation to this particular program, and other academic opportunities which exist in the area. The career counselor will have knowledge of other job training and educational opportunities outside the field of child care; for example, in industry, for mothers who are seeking to use the opportunity provided by the child care program to pursue various careers. The career counselor will keep in close touch with academic programs in the urban area, with programs in industry and in government. Such information

can be obtained from the Department of Labor, from the New Careers Newsletter, attending conferences, and close touch and referrals to employment programs in the Model Cities program.

Ideally it should take about two years to train a person for successful work in the field of child care; and, in fact, training will continue for two years. The initial six months' period, however, will be designated as the "training period," and during this time a person employed at the center will be designated a "trainee," with a pay rate of \$4,000 yearly (\$2.00 an hour).

At the end of this "training period," although training will continue, the trainee will be qualified to be hired as a teacher assistant in the center or one of its satellite cooperative schools; a health aide, either in the center, one of the cooperative schools, or in the Family Day Care Program.

A family day care mother (see description of training program); an infant care assistant; or a homemaker, when not on duty in a home (see description of homemaker training), can also be used in the center or the cooperative schools interchangeably as an assistant.

The above positions will all pay \$4,500 per year (\$2.25 per hour) for full-time workers. In addition to the above opportunities, the training will be coordinated with other training programs so that there will be transferability to other programs. Community people are being trained for work in health centers, public schools and other programs.

After two years' successful experience in in-service training in these positions in the center's program, it is expected that many of the individuals might have gained sufficient expertise through experience, staff meetings, outside conferences, institutes, and lectures, as well as the continuing training sessions, to take on further responsibilities. An assistant teacher could also take responsibility for a group of infants, with the title "Infant Nurse." These positions will pay \$5,000 per year with annual increments which would bring the salary in two years' time to \$6,000, the salary usually offered in this part of Massachusetts for a starting public school teacher. (Or: These positions will pay \$5,750 per year, which is the minimum pay mandated by the Massachusetts Legislature for a starting public school teacher.)

Family day care mothers, after a pre-service orientation, will be given in-service training while they are caring for children in their own homes.

They will be given opportunity for continuing learning through visits from the director, career counselor and other staff, through meetings at the center with other day care mothers and professional staff to talk over particular situations; through films, speakers, and other educational programs. Provision will be made for substitutes to take over the program in the day care homes so that those providing this service will not be isolated in dead-end jobs and the children in their care will have the benefit of an enriched program.

The children in family day care homes and the family day care mother's own children can sometimes be brought together with other family day care children and with children in group care for special occasions and trips. In the same way, parents using the family day care service will have an opportunity to join with other parents in parent education programs.

After several years of experience, many family day care mothers may find this a rewarding career. Such women remain home-centered. Other women may want to move on to other opportunities to use the talents they have developed and the experience they have gained in family day care. Such opportunities can be provided within the center's demonstration program. They could take on positions in the nursery school program or the infant care program if they prefer a change; or, they may become administrative assistants in the family day care program, providing enrichment for other day care mothers.

New careers opening up in the field of child care must be planned in such a way that they are not dead-end jobs. One danger is that the assistants will be used for drudgery work, which the professionals do not want to do, and that their duties will remain essentially those of a janitor or maid with a better sounding title and slightly better pay. Another danger is that the assistant will be trained for duties so specific to a particular program that he cannot use the training to secure employment in other programs. There must be an established relation between these new jobs and other new jobs. The Model Cities program will coordinate its training with that of the task force in the Department of Education, which is planning training for auxiliary personnel for the public schools.

There must also be a relation to jobs already established in the field. For this reason, attention must be given to creating bridges across the gap between the sub-professional and the professional for those who are

gifted or motivated to want to cross it. The lack of such a bridge gives rise to situations which would be absurd if they were not tragic.

Example: George, a hospital orderly, had worked for many years in a hospital. His experiences and his outstanding personal insights gave him abilities which even the professionals cannot match; and his advice was of value to doctors and nurses. Yet, he is unable to advance out of a low status job because of lack of formal academic requirements. It would be absurd to require that the gifted experienced worker take formal courses in what he may already know better than the teacher. Such absurdities exist. On the other hand, he will clearly have gaps in his knowledge which should be filled in. The bridge must be built from the side of the learner, too. The center's program, developed in cooperation with some academic institution, can encourage such people to take credit courses especially designed to make up for lack in their learning.

This kind of upgrading will require sound qualitative judgment. The director of the center and other professionals will be alert to encourage experienced sub-professionals to seek further opportunities for professional growth. The educational institution, out of its continuing association with the center, will develop cooperatively with the center credit courses which are realistic and designed to meet the special needs of the field and the people in it.

The existence of a bridge between the new sub-professional roles and the already established professional roles may not be a bridge which great numbers will aspire to cross. Even so, it is essential that it exist to give meaning to the other planned steps in the career ladder.

Not every worker aspires to climb the vertical academic ladder which is so inviting to the academically oriented middle class. Exclusive stress on college sometimes leads to unnecessary frustration and guilt. Some are content to remain below the professional level where they may function very effectively and find satisfaction in the work. For such workers, good salary increments are well justified by their accumulated experience.

The staffing needs of the satellite cooperative schools will be met in the same training program as the demonstration center. In-service training

can begin in the cooperative centers as soon as they are able to accept children; before that time, staff can be trained at the center itself.

It may well be that non-working mothers in the cooperative centers and in the center itself may want to give time assisting the teacher in lieu of fees. There is no better avenue of parent education. Relaxed, informal training for such mothers can be provided at the cooperative centers by the teachers of the group in which their child is placed, and the pre-service training for professionals will give attention to this type of parent relationship. The goal will not be to professionalize the mother nor to make her guilty whenever her response to her child differs from the way a professional nursery school teacher operates. Rather, the teacher will try to broaden the mother's understanding of child development through experience with other children and support the mother's confidence in her own contribution.

Homemakers

The center will train 20 homemakers. These homemakers will go into the homes during periods of severe medical or emotional family emergency, doing all those things which are normally done by a mother: child care; certain health tasks; care of the elderly; and home management. The homemaker's job is far more demanding than that of a domestic servant and requires extensive training and continuing consultation and support by social workers in order that she be helpful in the myriad of family health and social problems which she will meet in the course of her work. For this reason, operating a homemaker service is much more complex than running an employment service. The person sending the homemaker into the home will need to match the particular strengths of the individual with the situation to be coped with. Two social workers will be needed to operate and supervise the continuing homemaker program. They will also provide the training for the homemakers and will recruit the trainees.

Selection of trainees will be especially important. Homemakers provide an essential human service which is vitally needed. The family receiving the service regards it often as a lifeline for survival. Recognizing this many women feel great personal satisfaction and status in their jobs as homemakers. Other women, however, may perceive this job as low status domestic work and will not be able to find rewards in it. If the program is to

succeed, trainees must be selected who have, or can develop, pride in their competence in providing this important service. They must be able after a training period to meet criteria such as those which have been established by family service for success in homemaking.

The program will emphasize in-service training almost from the beginning with intensive supervision and support. This emphasis on in-service training seems to be especially important for homemakers. According to information gathered by Family Service Association, there are roughly fifty training programs in the Boston area training homemakers; but almost no homemakers are entering service at the end of the training.

Apparently women can be attracted by an easy going and well paying training program even if they are later to prove either unable or unwilling to work as homemakers. Hiring the trainees at once and putting them on the job after a limited orientation period should make the training more real and should ensure that those who participate are those who remain interested in actually working as homemakers.

Training will consist first of extensive orientation in their relations with the center; the extent of their responsibilities, the responsibilities of their supervisors; how to work in the organization. After such orientation, homemakers will work in homes with visits from supervisors and constant telephone communication. There will be discussions of particular problems encountered; and some group sessions in mental health, home management, home nursing, and care of the elderly are planned. Child care will be taught through in-service work at the day care center with all the age groups and participation afterward in the structured sessions designed for training teacher's assistants. The training program recommended by the National Council for Homemaker Services will be a model for the more structured aspects of training. Family Service Association will be consulted.

With this type of training, homemaker trainees will be qualified to work in homes providing homemaking or to work as an assistant in the center interchangeably. Both flexibility and continuity would be the advantages of such a program, if many of the trainees have this dual ability to work in homes or in its subsidiary services. Homemaker service provided in this way will be especially helpful to those families who use the group day care offered by the center. These children, confronted with a serious family

emergency, will be cared for by a person they may already be familiar with as a center staff member, trained in child care practices consistent with those used in his daily program at the center.

Homemaker service will also be offered to the entire Model Cities area. It is important that it be available at any time of the day or holidays. A child facing a serious family problem should not be presented with further problems by being disrupted in the middle of the night. A homemaker will be available to go to the child's home, maintaining some order and stability there in the initial crisis. In a calm and orderly way the homemaker can then bring the child into the group care available at the center and, if it is necessary, help in the transition to the emergency residential care.

(Note: Some of the above is more properly program than training. The above description would be how to build in "our own" homemakers. The interchangeability with assistant teachers is somewhat unique and has only been mentioned, as far as we know, in connection with the KLH project; so it should be interesting to funding groups. However, it might be easier to contract this service to Family Service. They could recruit in the Model Cities area, train and supervise homemakers working here. This would have to be arranged with Don Moreland, Director of Family Service.)

Baby-sitters

A special program for teen-age baby-sitters will be offered at the center in the afternoon for six weeks. Young people will be trained in child care, care of the elderly, first aid, home safety, emergency community resources. Those who successfully complete the course will have their names and telephone numbers posted on a bulletin board at the center and all satellite services as responsible to care for children and the elderly.

(Note: This could be subcontracted to Youth Alliance, who would do a good job of recruiting trainees, as well as working with center staff to set up a good program.)

High School Courses

For those young people who are interested in a career in child care, the center will offer to participate with the public schools in a work-study program, providing in-service training at the center with formal instruction at the high school. The center will also be willing to develop relationship

with the public schools' Family Life and Child Care courses, which are offered in junior high school and again in the twelfth grade.

A separate pre-service training program will be devised for those responsible for developing an after-school program for older children. Such a study would include training in understanding children's behavior; some practical activities enjoyed by children; and a good deal of instruction in community resources which can be used from tutorial programs to museums, music and drama, to sports and playground activities. Parent relations, school relations and community relations will be stressed.

Student Teachers and Nurses

Boston is rich in educational institutions; and it is expected that students from nearby colleges, universities and hospitals will be participating in the center's program, those of its satellite cooperative nursery schools and possibly the family day care homes. Work-study programs for college students may help many of these students to finance their education and will provide additional personnel for the center. Students would be primarily those in training for careers in nursing and early childhood education. In addition, there are opportunities for those in a wide variety of other fields to develop their understanding through concrete experience with children and their families.

Such students could come from a wide variety of medical specializations; from social welfare; sociology; anthropology; linguistics; and many other related fields.

The assistance of the students in the program will free the staff and trainees for other activities, bringing flexibility to the program. The points of view represented by a variety of professional disciplines will add breadth to the program as the students participate in staff meetings with teachers, trainees and parents.

Supervision of the work of the students will be primarily the responsibility of the sending institution, with a small amount of evaluation by the center's professional staff. The staff will also try to cooperate in the students' specific assignments to a limited extent. There is a point beyond which the work involved in the assisting and supervising of students is far greater than their assistance in the program justified; and the determination

of the number of students and the kind of help which can be given must be made on the basis of what the available staff can handle.

Board Training

Part of the training program will be some orientation of new parent Board members in a friendly, informal way into their new responsibilities as Board members.

ESTIMATED SPACE NEEDED FOR CHILDREN'S CENTER

	<u>Square Feet</u>
1. Workshop and Gallery (Arts; crafts; woodworking; photography; electronics; etc. used by all age groups in the center and open to parents and community groups in the evening and on weekends)	1,500
2. Pre-School Activity Space for 60 Children Divided into Four Groups	2,500
3. School-Age Activity Space for 20 Children Divided into Two Groups	1,000
4. Jr. High Activity Space for 20 Children and Counseling	1,000
5. Space for Hourly Care of Children--20 Children at One Time - Ages: 3-12	1,000
6. Space for Isolated Medical Care (Beds; Records; First-Aid Supplies)	200
7. Space for Children Needing Night Care	500
8. Space for Staff Member on Night Care Duty	200
9. Space for 10 Residential Children Adjacent to House Parent's Apartment	1,500
10. Apartment for House Parents	1,000
11. Kitchen Space (Preparation on Week-days for 20 Breakfasts; 100 Lunches; and Dinners)	1,000
12. Flexible Dining Space to Accommodate 60 People in Various Patterns	1,000

13. Space for Staff Meetings and Lounge	1,000
14. Auditorium Space for 100 People (Community Meetings; Training; Conferences)	1,000
15. Space for Parents' Lounge and Meetings	800
16. Space for Library, Exhibit and Display	800
17. Bathrooms	1,000
18. Office Space	1,500
19. Circulation and Connection	2,000
20. Indoor Play Space	2,000
21. Ancillary Multi-Purpose Space	<u>2,000</u>
Total Square Feet	25,000

D. Standards for Quality of the Program

Whether the service offered takes the form of group child care, family day care, infant care, residential care, hourly care, or homemaker service, it is essential that it meet the children's inseparably intertwined physical, emotional and intellectual needs.

With the new developments in the study of learning, we now know that what a child learns in his earliest years is of vital importance in his later learning. His early relations with adults, his sense of himself, his sense of trust in others, his developing language and concept formation are all of crucial importance in these early years.

Any day care program which does not provide the stimulation and human interaction which a child needs and which ideally his mother provides when she is at home is guilty of serious neglect in terms of recent developments in the study of learning. This neglect would be serious for any child at any socio-economic level. In the case of low-income children, it would be criminal. It is unthinkable to take a child whose experience may already be handicapping to him because of overcrowding, poor housing, family anxieties over economic problems, unsafe streets and lack of opportunities for his closest adults, and then further deprive him by providing anything less than what is essential to a comprehensive child care program.

The center and its different forms of child care services will, therefore, provide a comprehensive program of high quality for all children who need its service. All children share a set of basic needs which must be met for good educational, emotional and physical development. In each of these aspects, compensatory programs may be needed for certain of the children. Such compensatory programs will be provided in addition to, rather than instead of, meeting the needs which all children have in common.

The core centers will serve as hubs around which the family day care programs, the cooperative nursery schools and other child care arrangements can revolve. The core centers will provide enrichment, training, workshops, professional stimulation for staff, referrals back and forth to other programs, a revolving library of materials for children and for adults, health services, social services, advice and consultation.

Interagency standards of the federal government and the state's standards for the health and safety of the children will be met; in addition, the center will have its own high standards for all the children entrusted to its care.

V. Coordinated Community Child Care Planning

The Model Cities Child Care Program is designed as a coordinated Child Care Program. This plan, outlined by the Federal Panel on Early Childhood, seeks to mesh the operations of all the various federal child care programs in a community by providing local public and private agencies with a common framework of regulations and procedures. The goals of such coordination include: more effective planning; continuity of service to child and family; more efficient use of local resources; maximum use of federal funds. Although there will be coordination of efforts by various agencies to get funds and establish adequate training programs, the autonomy of individual programs will be encouraged.

The State Office of Planning and Coordination, which has been assigned the responsibility of coordinating child care planning, has requested technical assistance in establishing a state level mechanism. Model Cities has worked closely with this office. It is expected Model Cities will be the agency for coordinating child care programs in its area.

Coordination between the new and the already established is not accomplished. Model Cities has discussed its program with many of the agencies and departments listed below and will coordinate its services with all the other public and private agencies working in the Model Cities area.

Private Agencies:

Family Service Association

Provides homemakers and other social services to residents of the area.

Boston Children's Service Association

Provides foster care, group care and casework services to children in their own homes, adoption and service to unmarried mothers, primarily for residents of Metropolitan Boston.

Centaum

Serves unmarried pregnant teen-age girls and their families. Most girls keep their babies and return to high school.

Massachusetts Society for the Prevention of Cruelty to Children

Provides casework service to families when parents are unable to recognize the need for help or effect improvement. It works with the courts and the Division of Child Guardianship of the Massachusetts Department of Public Welfare in giving care and protection to children considered to be neglected, abused, or in other types of substandard care. This is a state-wide agency with 17 districts. The Boston district will be the one with which the Model Cities program will coordinate with appropriate communication at the state level.

New England Home for Little Wanderers

Provides foster home care for children of all ages; group homes for adolescents; diagnostic in-patient and out-patient study; service to unmarried mothers; and adoption service. Most applications for service come from the Metropolitan Boston area.

Children's Mission to Children

Provides a family focused service of foster home care or service in their own home to children with problems of physical or emotional illness.

It has no specific geographical boundaries. It is attached to the Children's Hospital Medical Center but autonomous in its administration.

Catholic Charitable Bureau of Boston

Provides family and children's services, including foster home care casework services to children in their own homes and adoption and service to unmarried mothers. Its central branch is in Boston.

Church Home Society

Provides foster home care and service to children in their own homes and adoption and services to unmarried mothers for Episcopalian children and families in Metropolitan Boston. It is a small agency.

Jewish Family and Children's Service

Provides in separate facilities family and children's service for Jewish families and children.

Nazareth Child Care Center

A large children's institution under Catholic auspices providing temporary residential care to children from 18 months through the 8th grade without regard to religious background.

Public Agencies:

ABCD

The Community Action Agency of Boston which operates Headstart, New Careers and many other services.

AFDC

An experimental program operating out of the Grove Hall Welfare Office.

Division of Child Guardianship, Massachusetts Department of Public Welfare

Provides, along with licensing and similar functions of child welfare, direct services of adoption and foster care to children of the state, purchasing services from other agencies as needed. Children are received on voluntary requests or by court commitments. The agency must accept foundlings and children born to inmates of Massachusetts correctional institutions. The state has recently reorganized, bringing local agencies under state administration. The Boston agency is the appropriate one with which Model Cities

will work. In addition, we will work with the state agency.

Youth Service Board

A state-wide agency charged with the responsibility for custody, diagnosis, care and treatment of juvenile delinquents. It is included in the Department of Education but not subject to its control. Territory includes the eastern third of Massachusetts. Age limits are 7 to 17 years.

Commission for the Blind

Rehabilitation Commission

Department of Administration and Finance, Bureau of Retardation

Department of Administration and Finance, Health and Welfare Planning Commission

Department of Mental Health

Division of Employment Security

Department of Education

The public schools must accept "graduates" from child care centers, nursery schools, and family day care homes in the Model Cities area. They will already be serving the school-age children enrolled in the child care program. Good relationships with these schools and an exchange of records is essential. Public schools may also provide courses for baby-sitters at junior and senior high school level; such as, human development, child care techniques, etc.; either in addition to courses offered at the Children's Center or in place of such courses, depending on the willingness of the schools. The new Campus High should have a day care center among its buildings so teachers may leave their children at the center and students will have an opportunity to observe the development of young children and good child care practices without leaving the high school campus. PTA and Home and School Association meetings will be useful for publicity and recruitment.

Department of Public Health--Division of Maternal and Child Health Services;
Division of Maternal and Infant Care

Department of Public Welfare--Division of Public Assistance (DCG already described)

Department of Community Affairs

This newly established department will carry out state programs in housing, urban renewal, relocation, housing code enforcement, model cities, new towns, local and regional planning, aging, economic opportunity and training of personnel for community development. In addition, it will coordinate the hundreds of local, state and federal programs that come together at the community level. According to the Governor, "This Department will be the principal agency of the Commonwealth to which our people and our communities can turn to for advice, counsel and assistance in solving local problems. It will assist other state agencies in focusing their available resources on the solution of such problems. The principal functions of this Department will be to act as a clearinghouse for information data and other materials useful to local governments and regional agencies, and to assist state and local agencies in taking full advantage of federal grants available for community development."

Department of Public Safety

Commonwealth Service Corps

An agency within the Department of Community Affairs. It is the state-level OEO agency.

Massachusetts Committee on Children and Youth

A semi-public/semi-private agency which provides needed research or social-action on behalf of children.

United Community Services

The "Red Feather" agency in the Greater Boston area, a geographic territory encompassing seventy-two cities and towns. UCS has stimulated an initial meeting to discuss the 4-C program among public and private officials and seems destined to plan a strong role in future planning. Associated Day Care Services of Greater Boston has been funded by UCS to be its planning firm for Boston. It also provides direct service through five (six?) centers within the limits of Boston proper. Some consultation to groups is provided, but funds are limited. See attached proposal for ADCS's view of its role within the system of coverage provided by a coordinated child care program for Metropolitan Boston.

Relations with the Departments of State Government

The Departments of Health, Welfare, Education, Mental Health, the Division of Employment Security and the anti-poverty agencies have been consulted in the development of the Model Cities program. It is expected that there will be close cooperation among all these related interests as the project becomes operational.

There will be a natural relationship with the state-administered local welfare office. The Model Cities program can offer service for children whose need is pathological and service for children with "normal" needs (these mothers work, etc.).

The Welfare Department is becoming increasingly aware that a "normal" or "preventive" approach to child care is needed. On the basis of their study, "Child Welfare Problems and Potentials," the Massachusetts Committee on Children and Youth recommends a substantial shift in child welfare resources...to programs of prevention" and that focusing on a high-risk community the "child welfare network should initiate joint demonstrations in cooperation with other interests such as maternal and child health, community mental health and anti-poverty toward preventive goals." The Social Security Amendments of 1967 provide day care under two different titles--one as a child welfare service and the other as an avenue to economic self-help. Both are now the interest of the Welfare Department.

The center will work closely with the Welfare Department's Division of Public Assistance, as well as with the Division of Child Guardianship through OEO programs, especially the New Careers program and the WIN program, administered by the Division of Employment Security.

Working with the Division of Child Guardianship, the center will refer families with special needs to other public and private agencies. In some cases, foster care may be more useful than day care. In others, problems may be easily solved because the center exists and referrals are early.

The initial participation by the Welfare Department is likely to be through purchase of service and participation in an informally coordinated 4-C program. (See "Funding--4-C) During the first year of operation, plans will be developed for a more formal coordinated relationship. It is logical that the Model Cities Center, with its inherent interest in coordination, will

be a major participant in the establishment of a 4-C program in Boston.

Several conferences were attended in September with focus on the 4-C program in the Boston area and in the state. Model Cities will participate in, or sponsor, future conferences geared toward coordination.

During the first phase of the project when the core center is being established, coordination will be informal and focused on the following aspects:

Training

Model Cities will request to participate in training programs operated or planned by Head Start, the Department of Health, the Department of Education and other agencies and will invite other trainees and trainers to appropriate Model Cities training sessions. Greater coordination of training may be catalyzed by Model Cities' interest, resulting in more valuable training with more breadth and transferability.

Intake

Intake, referrals and transfers back and forth between Model Cities and other programs will be made in order to best meet the needs of the applicant. Model Cities admissions staff personnel will talk with those in other projects to encourage such referrals to the most appropriate service.

Personnel Referrals

Personnel referrals back and forth among programs will be encouraged by opening up discussions of this subject among directors of projects. Career ladders can be pursued more effectively.

Joint Activities

Joint activities for children and parents will be encouraged between the Model Cities families, those in Head Start, those in ADC centers and other centers in the Model Cities areas.

Subcontracting for specialized services (i.e., for crippled children, blind, etc.) and accepting subcontracts for such services from other agencies will be encouraged. This will involve discussions and conferences in order for each agency to become familiar with what services are available. Model Cities' interest may catalyze more mutual sharing of services and better understanding of what is available, improving the quality of service in general in the area.

A Program Coordinating Committee will be sponsored by the Model Cities agency to include local officials active in other private and public programs in the area which are related to child care. During Stage I, the Program Coordinating Committee will have as goals communicating and cooperation among programs. During Stage II, they will be holding discussions leading toward a federation of autonomously run programs which are closely related fiscally but which are independent on program matters.

VI. Industrial Participation

During the first fiscal year of the demonstration project, a plan will be developed for several industry-based child care centers to operate as satellite cooperating centers connected with the demonstration center and run by parent-controlled boards. This aspect of the project is being postponed to a second step of the project in order to leave time for thorough planning and also time to gather some further needed information. An industrial center at the KLH factory funded by the Children's Bureau is now underway. Information from this project concerning the costs and feasibility of child care in such a setting will be very helpful in planning; but solid data will not be available for some time.

The KLH project is a demonstration aimed at investigating the feasibility of one self-contained child care project connected with a particular industry. Those who planned the KLH project recognized the need for a further step--a demonstration of how such a project would fit into the structure of community planning and how a mechanism for industry-community cooperation can be established. It is this further step which will be the focus of the Model Cities demonstration.

During the first year of planning, the planning staff will discuss the child care project with those industries which have already expressed an interest and with those which may become interested. There will be certain criteria which will be used to judge an industry's eligibility for participation. Some of these criteria will be:

1. A significant number of Model Cities residents are employed in the industry. It is not necessary that the industry itself be located in the Model Cities area in order to meet this criteria. People today do not necessarily work and reside in the same neighborhood. It is not necessary to force

Model Cities residents into a pattern which does not apply to the general population.

2. There must be a demonstrated lack of discrimination in the policy of hiring and promoting in the industry. We will require some tangible evidence of success of these policies.

3. There must be a training program which gives the employee a skill which he could use to seek employment elsewhere if he chooses. Training for upgrading will be considered as important as entry training. There should be evidence that the industry is moving people up so that there continues to be room for entry at the bottom.

4. There must be a reasonable entry rate of pay and step increases.

The KLH project has indicated a need for some kind of mechanism for industry-community partnership for similar projects to succeed. Model Cities, with its 4-C emphasis, could supply such a mechanism and provide an important demonstration of how the KLH demonstration could be replicated. Some of the industries with which we will be planning are the following, all of which have expressed an interest:

KLH, a factory located in Cambridge's Model Cities area, hires Model Cities residents from Boston and Cambridge. At present a parent group has a Children's Bureau grant to operate a child care center and is fully funded. This group will be interested in cooperating with other industries and community groups to contribute to the total planning for community child care.

AVCO has started a branch in the Model Cities area. A parent group is planning to establish a child care project with the help of Boston University. This group, too, will cooperate in the interests of a general expansion of available child care.

EG&G has established a branch in the Model Cities area.

Polaroid Inner City Corporation located in the Model Cities area provides entry training and opportunity for employment for Model Cities residents. After a training period employees are likely to be employed in other Polaroid plants in Cambridge, Waltham and other locations.

New England Telephone Company hires a large number of women--many of them from Model Cities area in Boston and Cambridge.

Laundries in the Model Cities area hire women in large numbers but probably do not meet the criteria for a reasonable rate of pay.

If these projects are to succeed, parents will need the option of placing their children near where they work as well as near where they live. In an urban metropolitan area, this will require coordinated planning among the several communities involved.

Another aspect which will need to be worked out is a formula for a reasonable funding pattern. How much can be expected of the industry, and how much will be needed from public funds, in order to establish and then to continue such centers? Opinions have been expressed, but more solid information is needed by community planning groups. The experience of the center at KLH, plus the work of the planning phase of the Model Cities project, will contribute to a sound and replicable program involving industries.

The format proposed would establish industrial centers as cooperative centers with their own parent-run boards in the same way that certain neighborhood-based parents will form cooperatives. The core center will provide some services and some administration but will allow a certain amount of program autonomy to the parent policy making boards.

Model Cities will provide a staff person to plan a proposal for an industrial input to the child care network, working with Associated Industries of Massachusetts, Chamber of Commerce, the National Association of Manufacturers and particular industries. By the second year of Model Cities operation, the planning group will submit a proposal to private foundations or the federal government for a demonstration of industry-community partnership in order to enlarge the number of options and opportunities open to Model Cities residents.

Besides providing an additional resource to help in funding child care projects, the industry-based model may have certain other advantages to children and their families (see KLH proposal to Children's Bureau, 1965). One aspect which will need investigation is the fact that industry is often metropolitan in scope, cutting across traditional political sub-divisions based on residence.

VII. Budget

Building Costs (Renovation)

25,000 Sq. Ft. x \$20/Sq. Ft. \$ 500,000.00

Staff

Administration & Supervision

(1) Project Director	\$ 15,000.00
(1) Center Director	10,000.00
(2) Secretaries @ \$5,000/Year	10,000.00
(3) Social Workers @ \$7,500/Year Intake and Referral; Supervision of Homemakers and Day Care Mother Programs	22,500.00

Center Staff

(4) Pre-School Teachers @ \$6,500/Yr	26,000.00
(6) Teacher Aides @ \$4,500/Yr	27,000.00
(2) Teachers for School-Age Groups @ \$6,500/Year	13,000.00
(1) Teacher Part-time for Jr. High Grp	3,350.00
(1) Teacher - Hourly Care Unit	6,500.00
(2) House Parents	10,000.00
(1) Night Care Worker (College Student)	3,250.00
(1) Workshop Director	8,000.00
(1) Maintenance Supervisor	5,000.00
(1) Cook and Meal Planner	5,000.00
(1) Cook's Aide (Part-time)	2,750.00

The Satellite Centers Staff

(20) Family Day Care Mothers @ \$4,500	90,000.00
(20) Homemakers @ \$4,500	<u>90,000.00</u>

Total Staff Costs \$381,740.00

Fringe Benefits--10% 38,174.00

Training

Training; Career Counselor and Contracted Services	58,000.00
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Budget (Continued)

Equipment

New Equipment for Center (Classrooms)	\$ 6,000.00
Workshop	5,000.00
Initial Allowance For Family Day Care Homes - 20 @ \$150	3,000.00

Supplies

Children's Educational for Center & Satellite Programs (230 x \$50/Child)	11,500.00
Parent's Educational	500.00

Food

Day Care Program--140 Children; 30 Staff Meals & Snacks @ \$150	25,500.00
Residential Program--15 Children; 3 Staff	3,000.00

Research and Evaluation 30,000.00

Travel

Trips for Children; 7 Classes; \$20/Class Per Month; 20 Homes-\$5/Home/Month	2,880.00
Travel for Staff; Professional Meetings, etc.	1,000.00
Phone, Office and Miscellaneous Supplies	<u>2,300.00</u>

Total Cost without Building	<u>\$ 560,737.00</u>
Total Cost Including Building	\$1,060,737.00 *

*This was the initial budget provided by Model Cities and has yet to be reconciled (February, 1969).

VIII. Evaluation

The program is planned as a demonstration of a comprehensive child care service with a coordinated approach by all community interests. The built-in evaluation will attempt to assess some of the effects of the service on the children, on their families and on the community.

Much useful information will be gathered by a careful documentation of the unfolding pattern of need which is reflected in those who seek the service. This information will be fed back into the program so that plans for the next stages of expansion can make sure that the program expands in the direction of the demand. In the analysis of the demand, more will be learned than any pre-survey would reveal since the existence of a service has an effect on the demand. Much can be learned about people and about the service in relation to them. Who is seeking this service and why? What are the superficial reasons, and, later on, what are the deeper reasons? Upon introduction of the service, what changes occur in the group seeking it? What changes occur in those being served--both the children and the adults?

Since the center will offer several different options to families (i.e., group care, family day care, cooperatives, hourly care, infant care, etc.), it will be useful to evaluate what kind of service people prefer among the options offered. Is there any change in their preference after the establishment of the service? What are their reasons for their preference? Where do people live in relation to where they work as employment opportunities are expanded? In the second stage of the project it should be possible to evaluate the several industrial options planned and determine whether people prefer child care near where they work or near where they live. The relative advantages of child care in industrial settings as compared with neighborhood settings will be investigated, as well as the disadvantages.

Data will be gathered on the extent to which the child care center and its satellite services may have increased the employment of adult residents of the Model Cities area, both in the center and outside it. The extent to which the costs of financial aid to families may have been reduced will be measured. An attempt will be made to assess the impact of this system of service on other systems of services, to determine whether the existence of the child care center may reduce the costs of other services to children. The health and educational benefits to the children will be measured.

What are the effects of this child care service on family life? Is the employment opportunity disruptive of family life? Why do women choose to work? Does the program have any effect on the aspirations on the parents for themselves and for their children? Does the existence of the service attract women into employment who otherwise would have remained at home?

This kind of evaluative approach would enable the community to establish its needed service out of response to reality. Early feedback about the effectiveness of various aspects of the service and the direction of the pattern of demand would allow for constant modification. The service could grow in an organic way out of real needs of real people, rather than being established by a pre-conceived master plan.

The evaluation will be carried out by a team of investigators from a college or university in the Boston area.

DESIGN SOLUTION - CHILD CARE CENTER

Younghoon Kwah

May 23, 1969

I regard architecture as only a part from which to make a total environment for human functions -- in this case, child care; it should have a maximum plurality and utility to activate other parts to help make it a useful and functional place with freedom of choice so that the individual character of each child is nourished and sustained in an atmosphere as free as possible of pressure toward artificial conformity.

My personal tendency to favor "need satisfaction" theory over "behavior regulatory" thought dominates my design attitude.

Younghoon Kwah

Some thoughts that affected the design decision:

1. Classroom spaces for children are the most important part of the building.
2. Rest of the programmed function ought to enhance the children's development.
3. Playground accessibility.
4. Light quality.
5. Privacy and community.
6. Continuity between age groups.
7. Consideration of urban pattern.

PROGRAMMED FUNCTIONS INTO MAJOR DIVISIONS

City Program Administration

Director (s)
Intake/Referral
Social Workers (Research)

Interaction Staff: Parents

Counseling Parents
Library
Staff-Staff Interaction
Staff Refuge
Display

Teen & Adult Facilities

Workshops
Music
Study
Snack
Large Assembly: Meetings;
Entertainment; Recreation.

Child Care

Residence (sleep; dress; eat)
Night Care
Day Care
Outdoor Play
Indoor Play
Nursing & First Aid
House Parents

Service

Kitchen
Maintenance

First, the classrooms for daytime children are considered to be most important. They have access to playgrounds and exposure to natural light. The spaces are irregular, and they are clustered around the common multi-purpose area which generates the tendency to mix with each other when children want. The area is always in sight of a receptionist and access to a bridge to playgrounds or down to other classroom spaces.

The night-care spaces are on the second floor, which is connected by a ramp-way and has a rooftop outdoor play area which is used by school children after school when the afternoon sun is abundant.

Residential care spaces are on the third floor for privacy. They have a protected big rooftop playground for themselves connected to the second rooftop play area and the playground. These areas require a resident staff, so space for it is provided with a separate entryway.

Second, administration functions are on the second floor level with vertical circulation to the common space for children and view of most of the playground for control.

Adjacent lounges are located to encourage parents and other adults to interact with staff members. Library space is also used for mixing possibility in addition to its own service function.

Third, the teen club has been treated specially through a separate entrance way and ground floor area with skylights which have removable colored glass to use natural light to help make an exciting teen space.

The social workers' offices are separated from the administrative offices and close to teen club and workshop to increase dialogue among them and give professional guidance.

The exhibition and lounge space is common to them and the outdoor area is also for their separate use and yet connected to the major playground with the thought that children's venture may be an interesting one.

The lounge is connected upward to the first floor lounge and dining area to encourage flow between them.

Last, a kitchen is located on every floor rather than one big one for service convenience to the various other activities. The main kitchen is

reached by a road off the rear alleyway.

Storage, maintenance, etc. are on the ground floor level close to the classrooms for supply of materials and furniture.

Playgrounds

"There is contrast between playgrounds invented by adults for children and those invented by children. "

I want to make it a natural playground (bushes; trees; water; dirt; sand; banks; etc.). The level change is irresistible to run up and down. Children seem to adore climbing, crawling, and sliding; and full advantage would be taken of any differences of level.

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PRE-SCHOOL
ACTIVITY SPACE

PRE-SCHOOL
ACTIVITY SPACE

SOCIAL WORKERS
OFFICE SPACE

SERVICE TO KITCHEN

STORAGE & EQUIPMENTS

WORKSHOP
ARTS, CRAFTS, WOODWORKING
PHOTOGRAPHY, ELECTRONICS

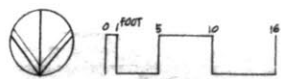
EXHIBIT

SKYLIGHT

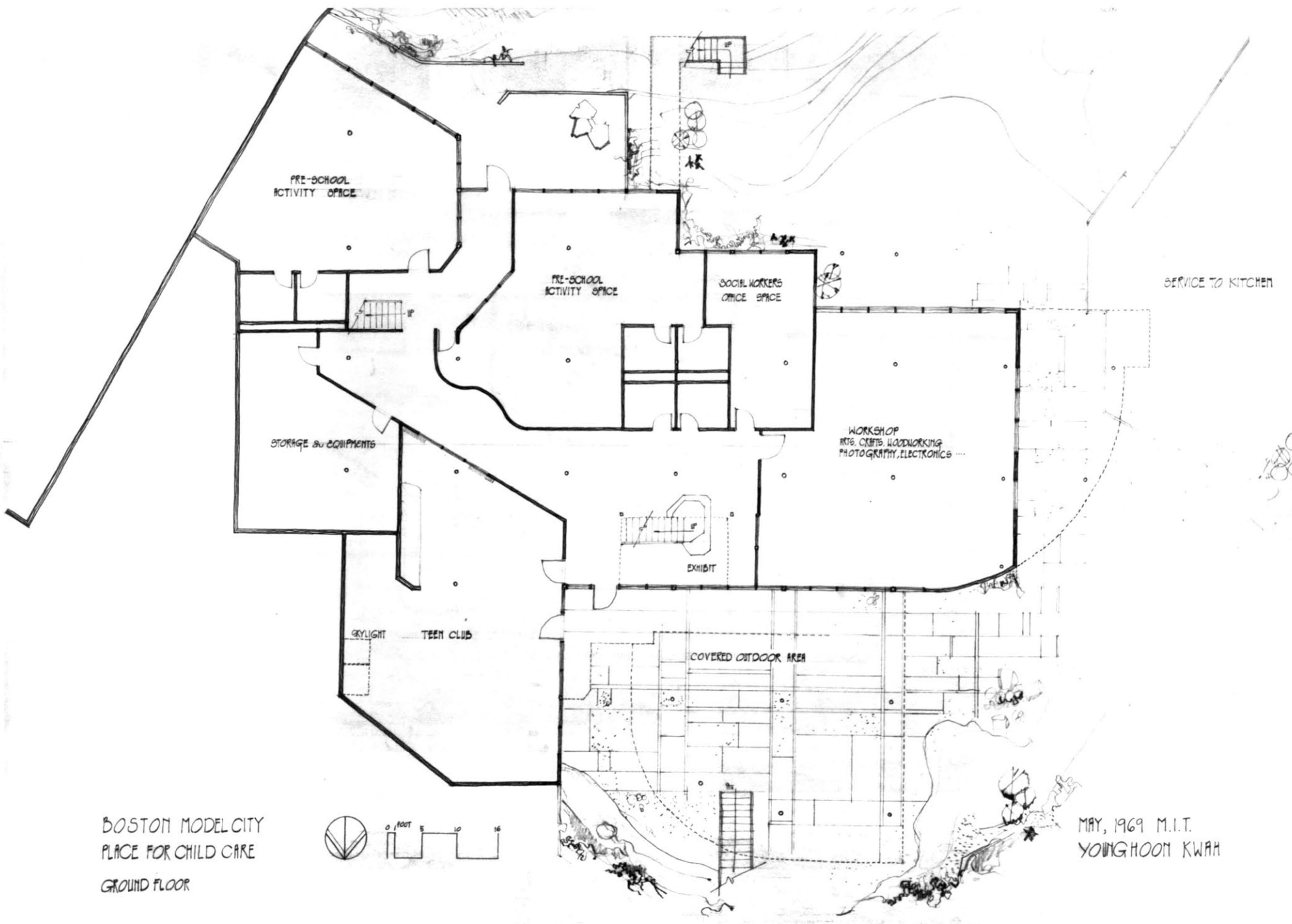
TEEN CLUB

COVERED OUTDOOR AREA

BOSTON MODEL CITY
PLACE FOR CHILD CARE
GROUND FLOOR



MAY, 1969 M.I.T.
YOUNGHOON KWAK



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PRE-SCHOOL ACTIVITY SPACE

HOURLY-CARE SPACE

MULTI-PURPOSE OFFICE

SERVICE TO KITCHEN

KITCHEN SPACE

PRE-SCHOOL ACTIVITY SPACE

DINING & ASSEMBLY SPACE

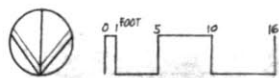
RECEPTION &
FIRST-AID

CLERKSTORY WINDOW

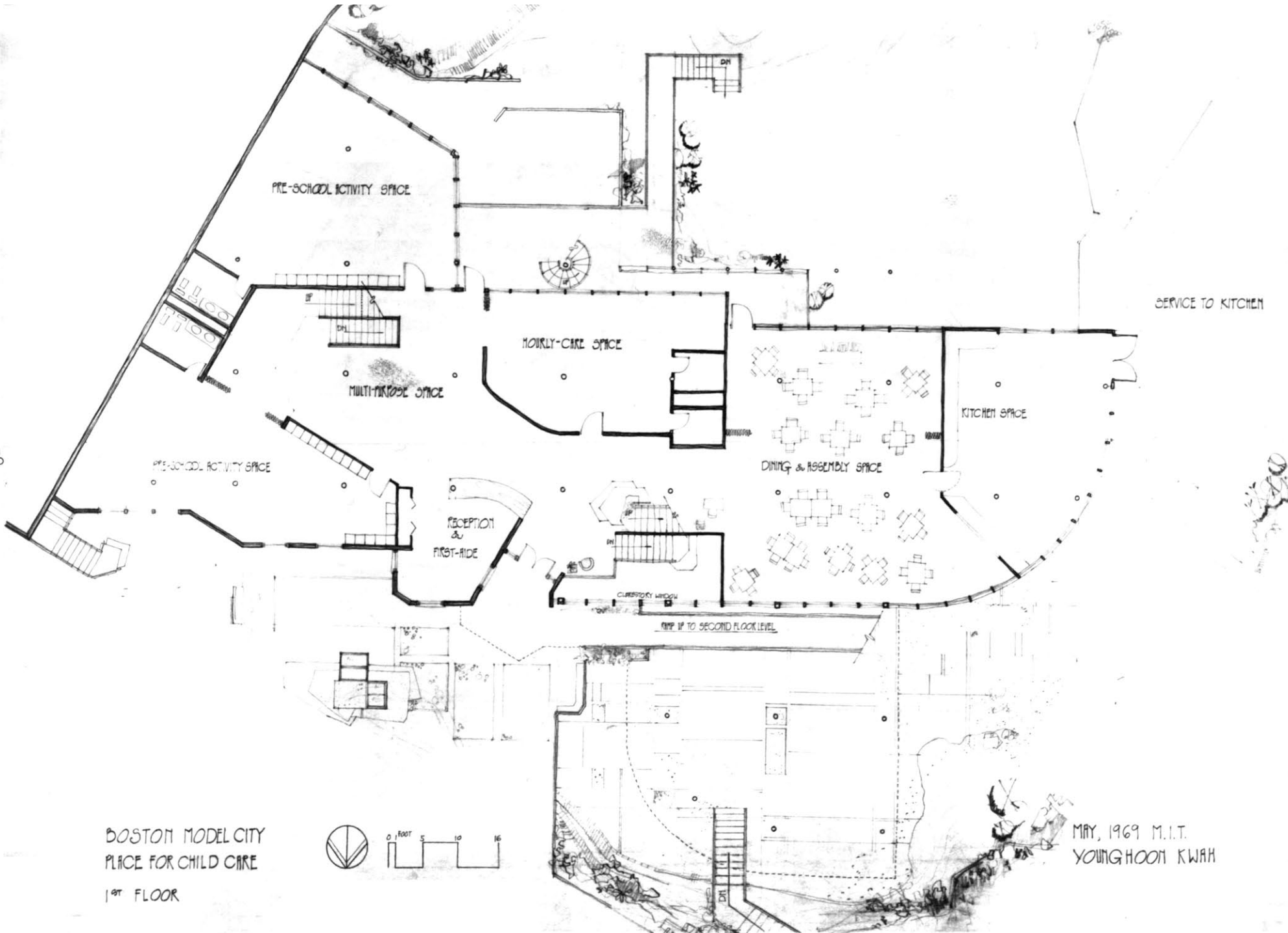
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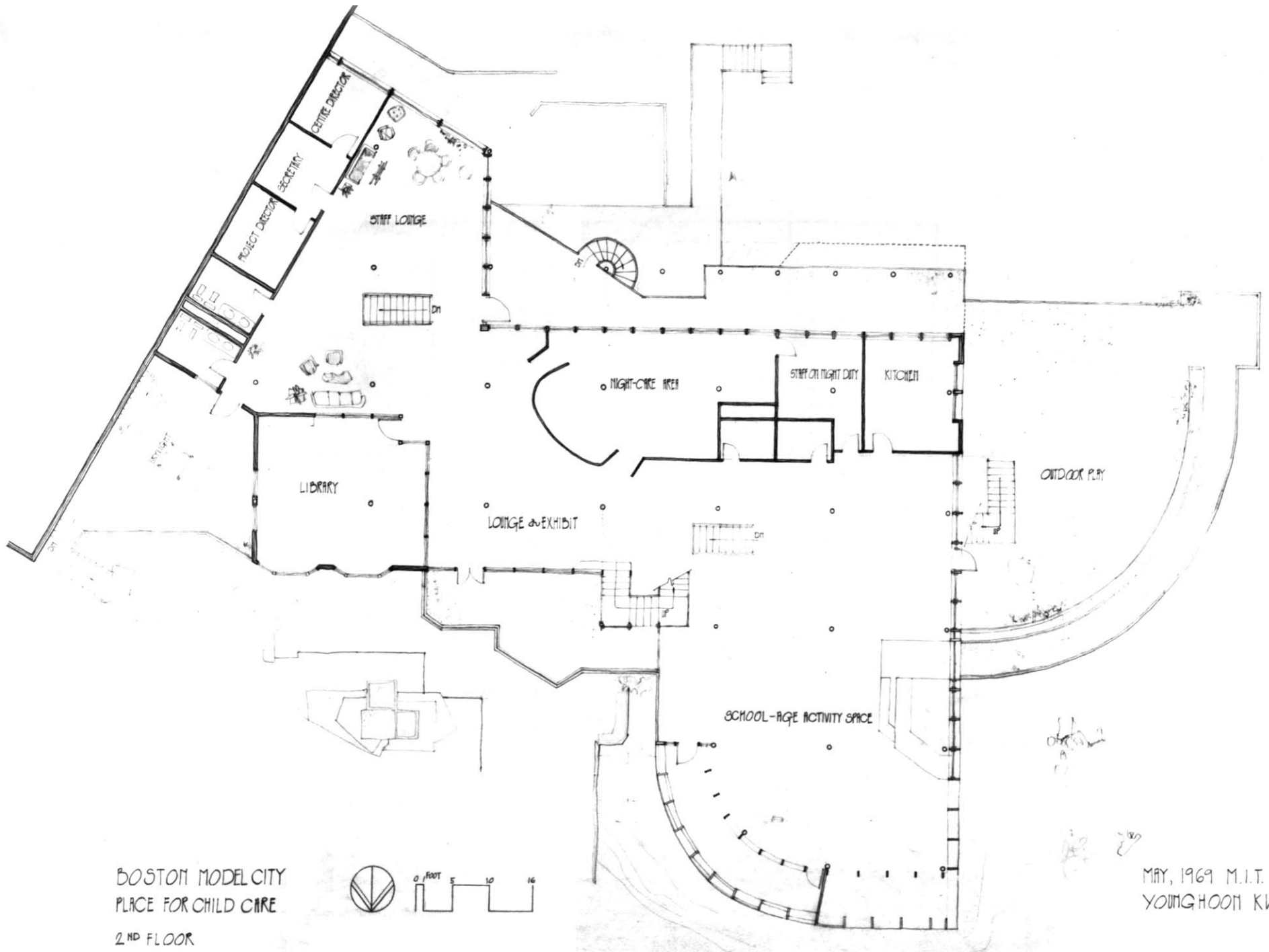
BOSTON MODEL CITY
PLACE FOR CHILD CARE

1ST FLOOR

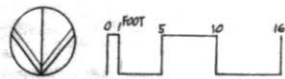


MAY, 1969 M.I.T.
YOUNGHOON KWAN





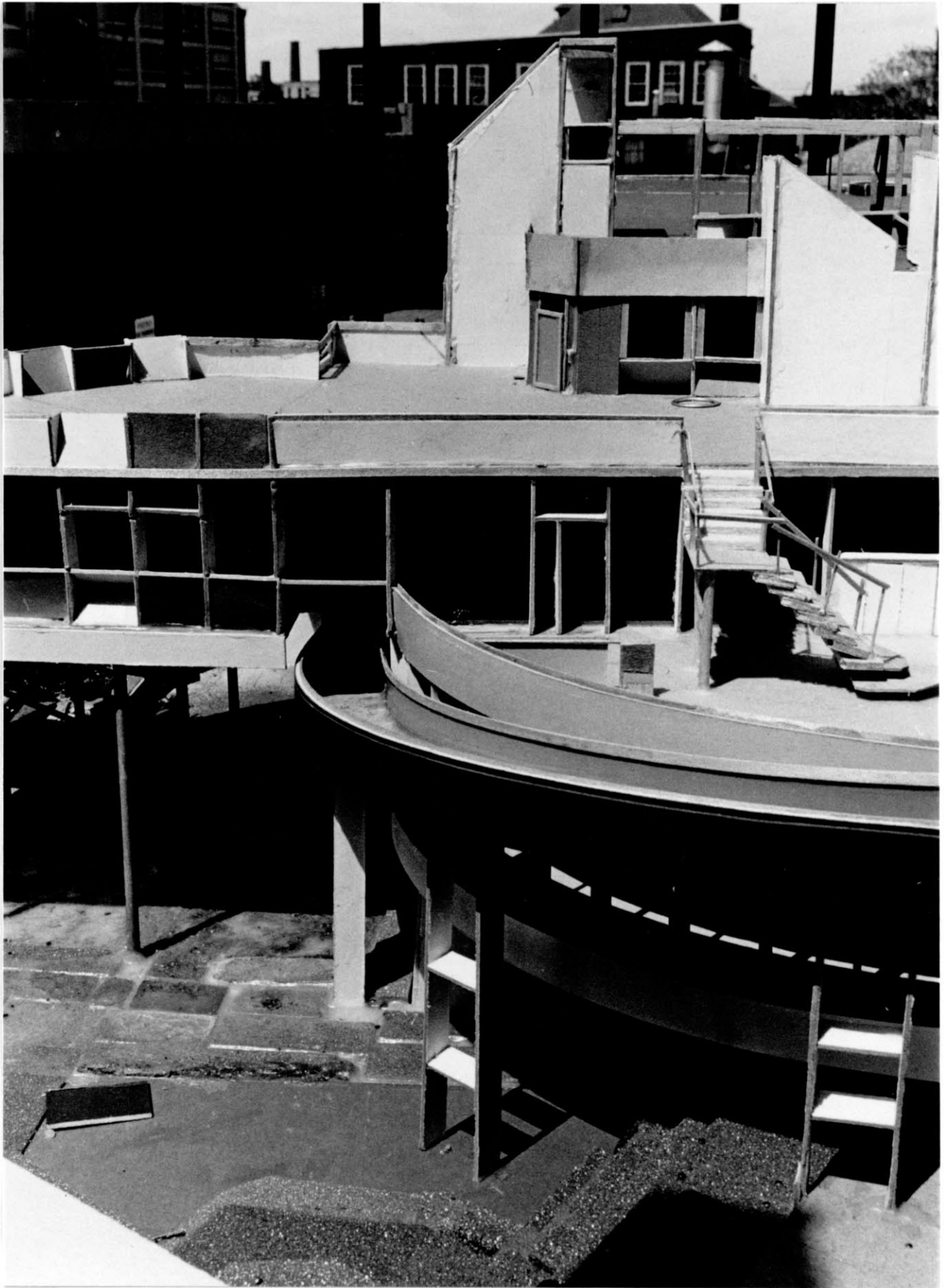
BOSTON MODEL CITY
 PLACE FOR CHILD CARE
 2ND FLOOR



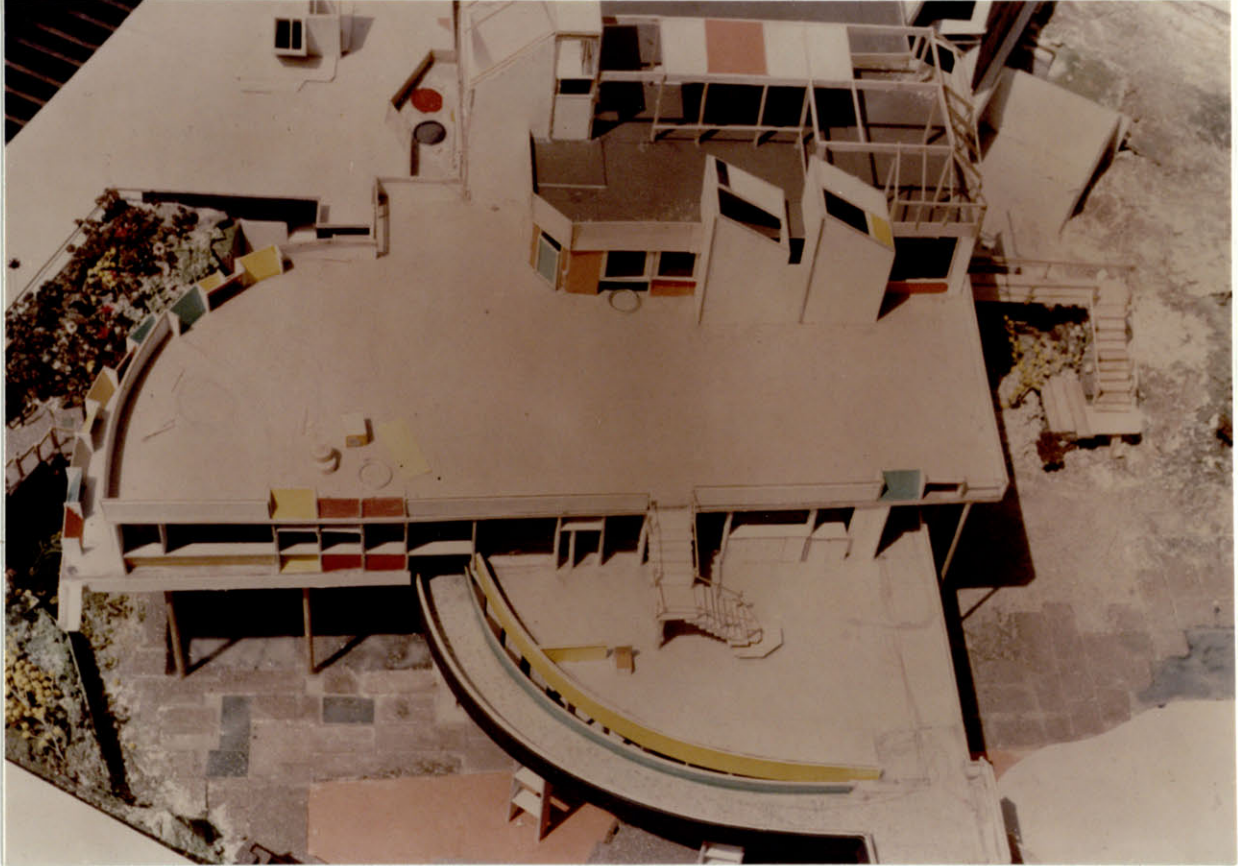
MAY, 1969 M.I.T.
 YOUNGHOON KWAH

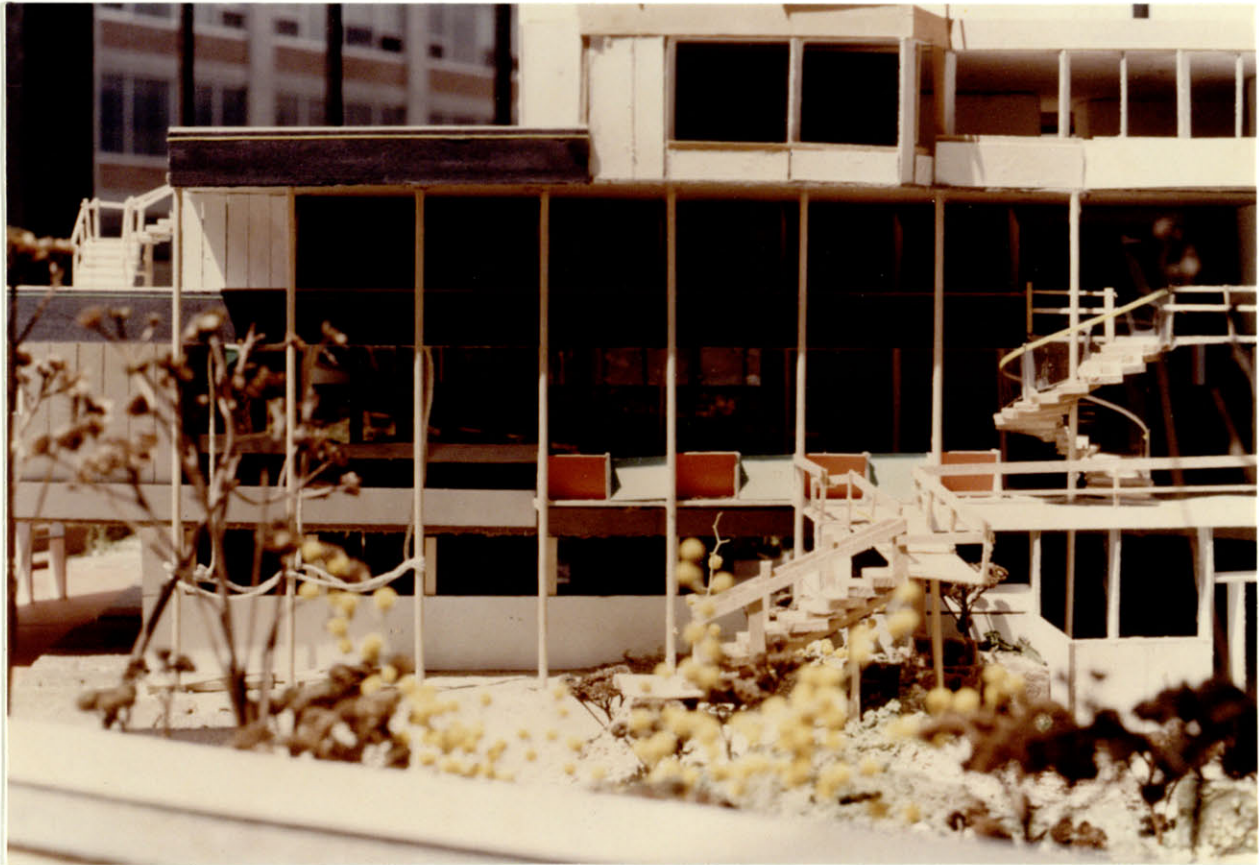
Photographs

pp. 61 - 64









DESIGN SOLUTION - CHILD CARE CENTER

Joseph H. Lancor

May 23, 1969

Children learn through their sensory perceptions forming symbols, relationships and judgments to arrive at an insight. This process of learning is greatly dependent upon the environment for most rapid and complete learning. In attempting to design such an environment for the purpose of learning, such as a school, much planning goes into the organization of the children into groups.

This organization is hierarchical in some manner, by age, or grade, or skill; but a child care facility is of a distinctly different nature than a school. The composition of the children as a group is much more varied; and the time which they spend at the center is, for most, longer, or for others, before and after school.

The distinct nature of a child care center's use may be better described in comparison with a school. Whereas a school is thoroughly organized with the object of the infusion of a specifically directed experiential learning sphere, a child care center must provide something more of an excursion in life. It differs from the experience of home by offering more adventuresome opportunities, both with the groups of children and with all of the bits of life of many varying types which can come into and occur in the center. The children in a child care center may be encouraged to see the adults at work, typing, counseling, organizing, cooking, meeting, etc. All of the roles of life which occur within the center must be, in effect, "on display" for the children. The major part of this burden will fall upon the administrators and staff of the center rather than the architecture; but the architecture should have a scheme of relationships which will foster this enrichment of the children's existence.

The design of suitable activity spaces for the children was influenced by the great variation in these children as a group, coupled with the understanding of the nature of the learning experience to be characteristic of day care.

The character of the learning experience for this specific day care center is determined by the city and people around it, for it is proposed to open the center to the community. The activities of the community must all be absorbed to some extent into the activity of the center. This will give the children of the center a learning experience like a "field trip" into their own community life.

The center will be open to the community as a center of organization of community activities or community sponsored events. Films, dances, political groups, community action organization meetings, or any other such things, may all be accommodated to the benefit of the children. Necessarily there will have to be varying degrees of control over this child-community interaction; but this will occur most properly with the staff members' guidance.

The same control of variability of interaction among the children will be achieved by grouping all of the pre-school age children in an area capable of offering a central open activity space from which groups may withdraw to a corner area as a class. Within the individual class zone of the space and in the corridor circulation spaces, there are provided numerous opportunities for individual activity. Each child's continuity of existence at the center is provided for by ample storage along the walls and by the gradients of openness to corners in the class space. The school-age children come to the center at quite different hours than do the pre-schoolers. They are likewise grouped in an area of varying density, which forms a quiet end for studying and reading, as well as indoor work activities as art, cooking, etc., and an open space for group games or story sessions.

Both children's activity areas provide for the coming together in a group for games, stories or some class project. The whole group of center children may meet in the 2,000 sq. ft. space for plays, films, lectures or indoor play. The classroom space each has an adjacent glassed-in porch area where the floor surface and lighting quality indicate a place more in tune with the outdoors. It is a place in which to grow things, to play on a rainy day, or in all ways be in more close contact with the outdoors while still remaining sheltered.

The children's excursions outdoors in the winter are encouraged by provision of a large "suiting-up" area where adequate preparation of clothing may be made.

All the spaces connecting the classrooms and their attendant facilities make use of much horizontal surface, such that work activities are encouraged wherever there is a window or niche.

The ground level contains all the classroom spaces, a large outdoor play yard of varying size and character, a large room with a 15' ceiling, a kitchen (for the direct serving of meals in the classrooms by

wheeled cart), and a canteen for the staff so that they are encouraged to take their meals and snacks in a location that brings them contact with the children as well as contact with the outside play yard.

The character of children's spaces provided is capable of wide variation ranging from exciting stimulation to a quiet restfulness. The spaces themselves are not so dramatically different as this seeing as how it is only one building in one existing environment; but the physical size and relations with other spaces and things (i.e., windows, plants, outside, hallway) and the children's own daily cycle of energy and rest will satisfy their needs.

The design of the center building was influenced strongly by its particular site. Since the center must provide many spaces for community activities (library; shop; teen center; auditorium; meeting rooms; etc.) as well as offices to serve as coordinating headquarters for day care activities, the total space requirements as compared to the land area available dictated a number of floor levels. Additionally important was that as much open ground space remain for the children's play yard.

I felt that it was primary to place all of the children's major activity spaces on the ground level in direct contact with the ground. Because of the north-south orientation of the site, adequate sunlight for these rooms became the generating criterion for the overall form of the building with the additional requirement that the negative space left by the structure should create a play yard, which by its varying density and character, promotes a wide variety of possible activities.

The kitchen is best provided on the same floor level as the children's activities since they most normally have their meals brought to them by wheeled carts and only occasionally assemble as a group for meals (i.e., Thanksgiving). The kitchen must also serve a large space where a large number of adults may hold a dinner or other group activity requiring the serving of food. This large space may serve a variety of uses as indoor play area, theatre, dance hall, lecture hall, etc. I thought it best to provide a large, primary kitchen at this level while the requirements of food service to other areas of the center such as teen center, house parents' apartment, and children's living quarters are provided by more limited food preparation facilities. (The main kitchen is serviced by a ramp from street level.)

On the street level, the main entry, with an outdoor waiting area, leads past the entry to the teen center three feet above into an open reception area. This area is bounded by the open library, stairwell, shop, reception desk and office, and circulation to the auditorium and parents' meeting room, and to the hourly care space. This level especially contains spaces for community oriented activities.

The use of these community facilities is probably unpredictable over a long time period and so must be able to adapt to other uses. For example, the large shop area with a two-story ceiling is located adjacent to men's and women's toilet facilities and with some additional partitions may become an indoor recreation space for adults.

The teen center is located in a prominent position of view from the street, three feet above the street level with a terrace open out to the sidewalk. It is directly adjacent to a ground level open yard suitable for basketball or other teen sports and views the library and lobby area of the interior of the building through a glass wall. This will continually bring them in contact with the available facilities in the center which may attract their attention. A teen may study in the library or work in the shop, or in the same manner as the children, be exposed to the adult activities and become motivated to participate. This space is strongly determined as a meeting place of a casual nature and is less flexible than other spaces on this level. However, it may serve as a community work center (i.e., mothers sewing or other work).

The third level contains the administrative offices, a large multi-use space of a more open and light nature than the ground level room (it may be used when the ground level room is occupied), counselors' offices, staff meeting space and lounge, and a seminar room for community educational programs.

One of the more important aspects of the center includes its function as a headquarters for community counseling and education in child-rearing and domestic concerns. This activity of the center is described at length in the program.

The night care facilities and house parents' apartment occur on the fourth level where privacy is maximized. The house parents are provided with a two bedroom apartment with a large living room for the many "guests" who

may be invited in. The children's quarters are similar to the house parents in that they have a kitchen and dining space such that they may all eat at one time and a large living room for groups. The circulation connecting the two quarters is used as an indoor adjacent space to the roof deck where children may play. The circulation space is divided at the edge to allow individual children to find a quiet place alone similar to the ground level use of this similar space.

In general, I have tried to foster an "openness" of feeling in those children and adults involved in the center by providing individual rooms but allowing these areas to mix with others. This scheme of relationships may help to allow the community to be absorbed into the functioning of the center so that it may complete the environment for the children, providing for them a sense of awareness of what the community is. This may, in turn, foster willingness to act within the community as the children grow.

The adults who utilize the center will see the children and sense the activity and purpose and may be similarly stimulated to act.

OUTLINE OF CONSIDERATIONS FOR CHILDREN'S ACTIVITIES

<u>ACTIVITY</u>	Active, creative, imaginative, cognitive, social, age, sex, group-processes, <u>season</u> , physical surroundings, attention-span, use-frequency
Important:	(1) Participation in creative and imaginative play. (2) Patterns of activity in time and space. (3) Perceptions of physical surroundings by children.
Criteria:	(1) In-part complex, sensuous, continuous, manipulable, open-ended, choice. (2) Physical challenges of varying degrees. (3) Play areas--robust to calm. (4) Creative and imaginative play. (5) Separation of play areas. (6) Supervision and maintenance. (7) Patterns of activity in time and space.

<u>AREAS</u>	(1) Creative (sheltered) (2) Nature - water element/plants (3) Action and imagination - large scale/small scale (play house) (4) Observation posts (5) Teen areas - sports - basketball (6) Contact with external environment (7) Entry - outdoor gathering (8) Under 5 - mini-scale (9) Water element (10) Experimental - nature
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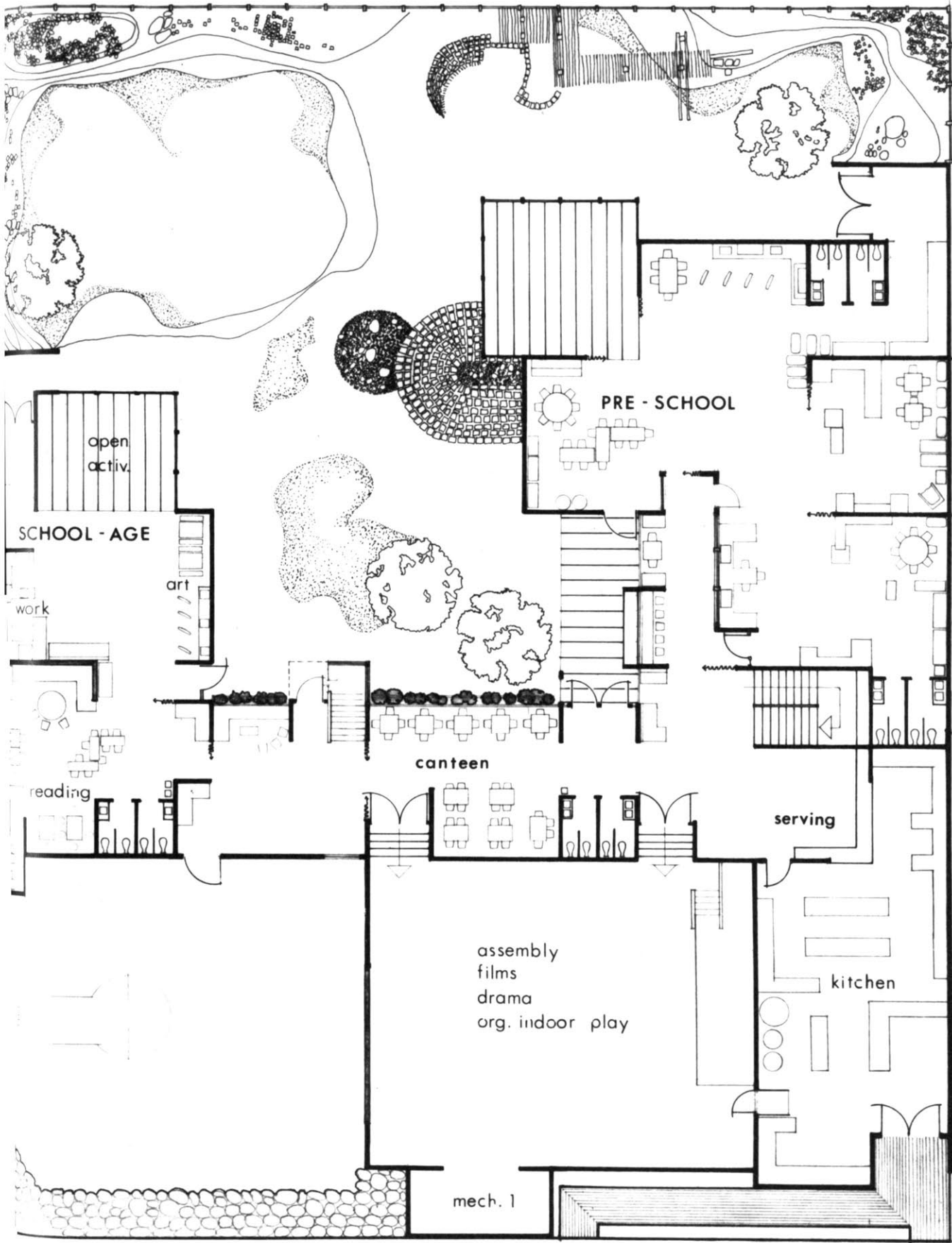
MATERIALS

SURFACES Grass; hard; sand; dirt; wood grate; bricks; "RR" ties.

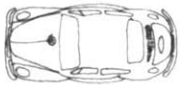
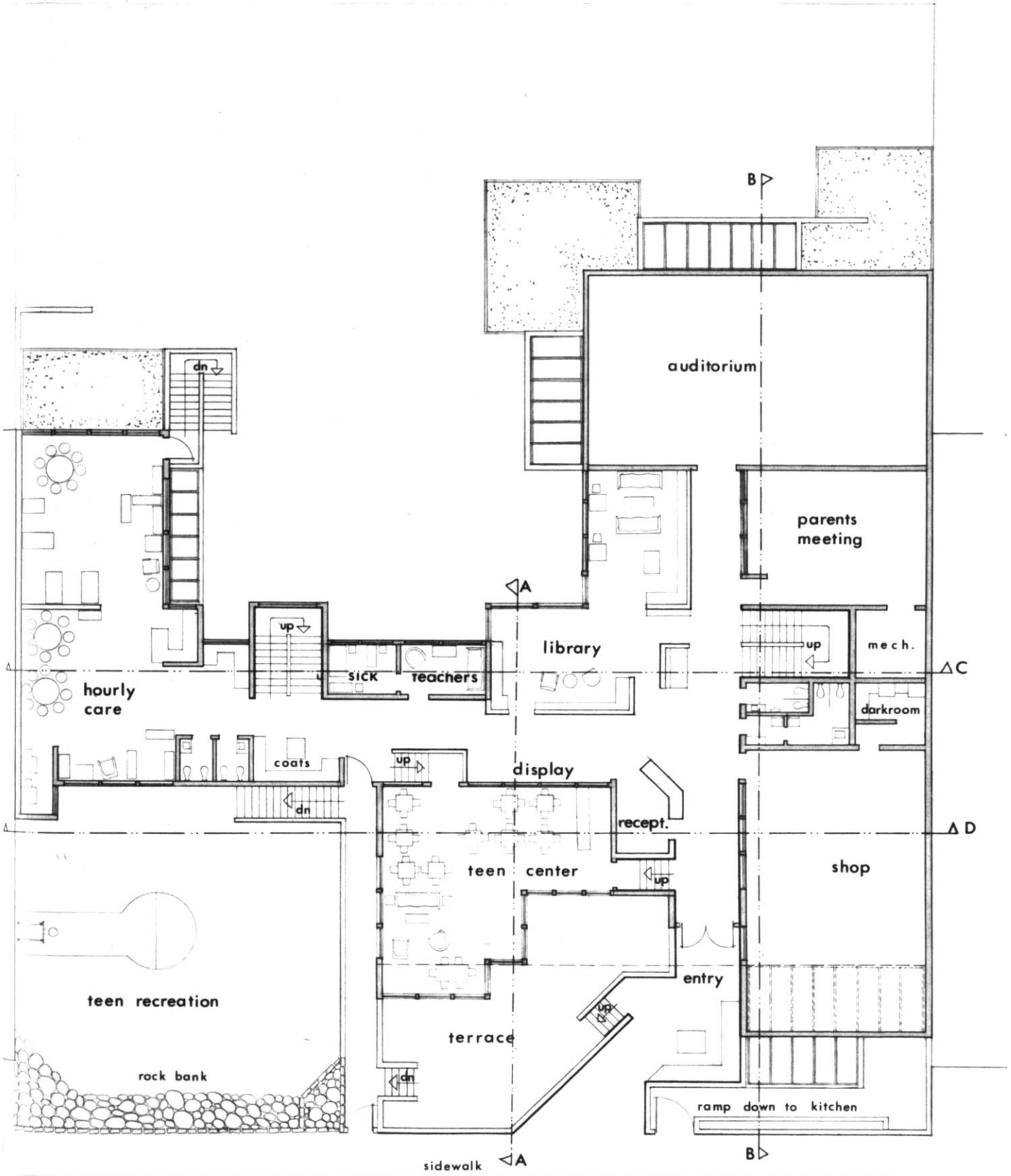
FURNITURE

MECHANICAL TOYS

Swings; merry-go-round; balance pole; spool tower; swing rope; aerial runway; Jungle Jim; stones; seats (all sorts); spring board; Tarzan rope; rope ladder; bat pole; slides; ramps; mobile (sculpture).



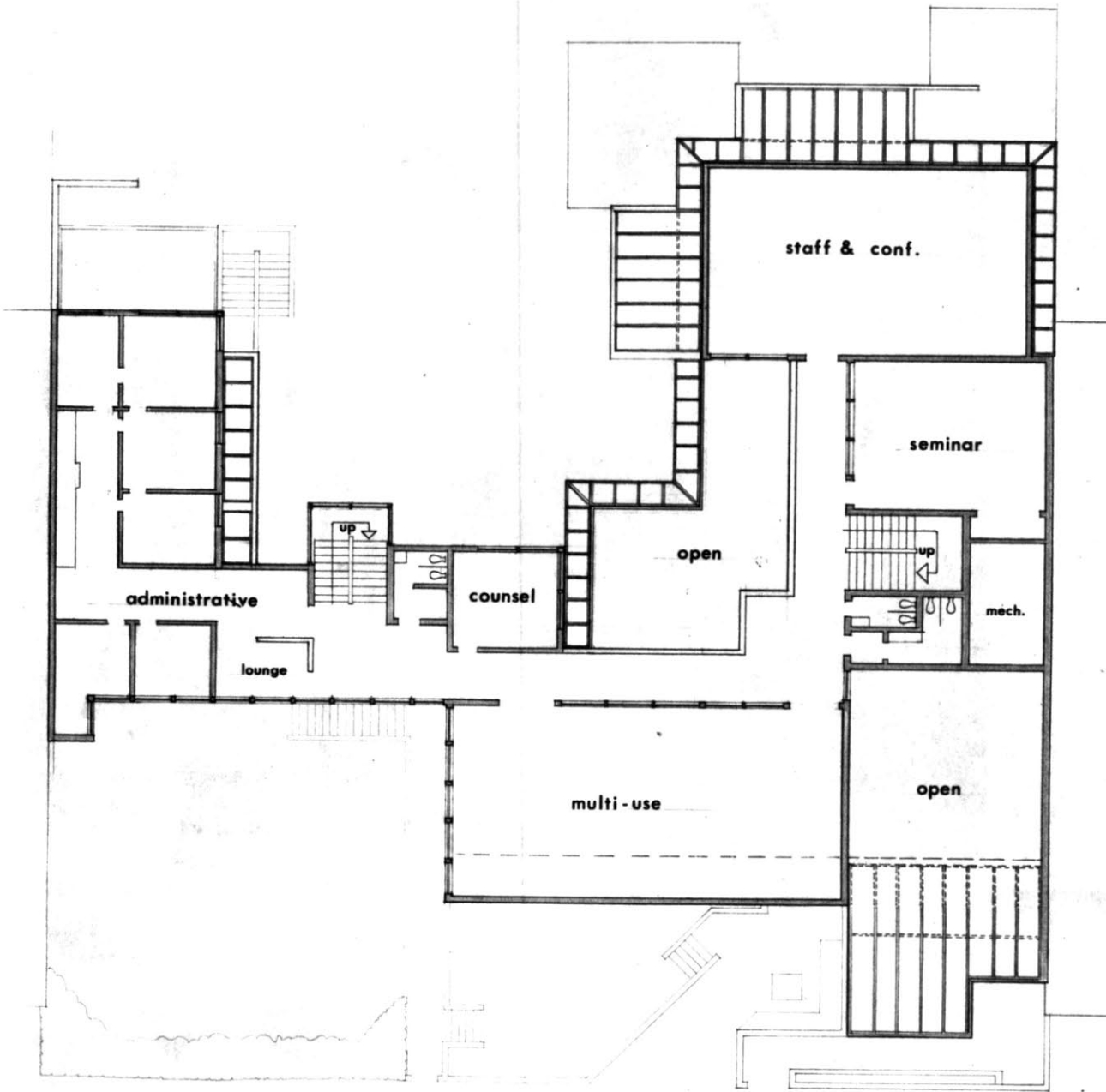
FIRST LEVEL PLAN



0 3 6 9 12 18
1/8" = 1'

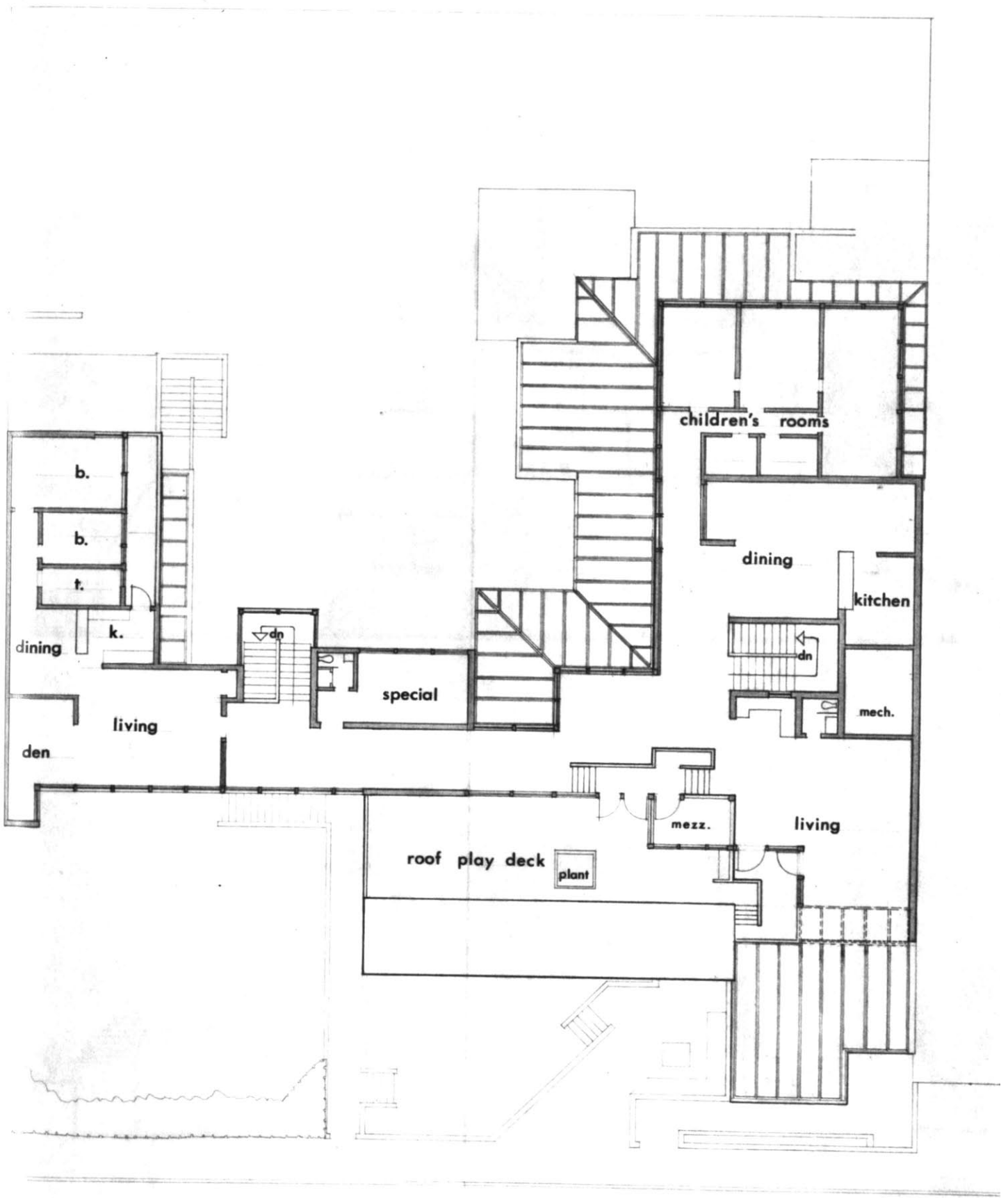
SECOND LEVEL PLAN

2



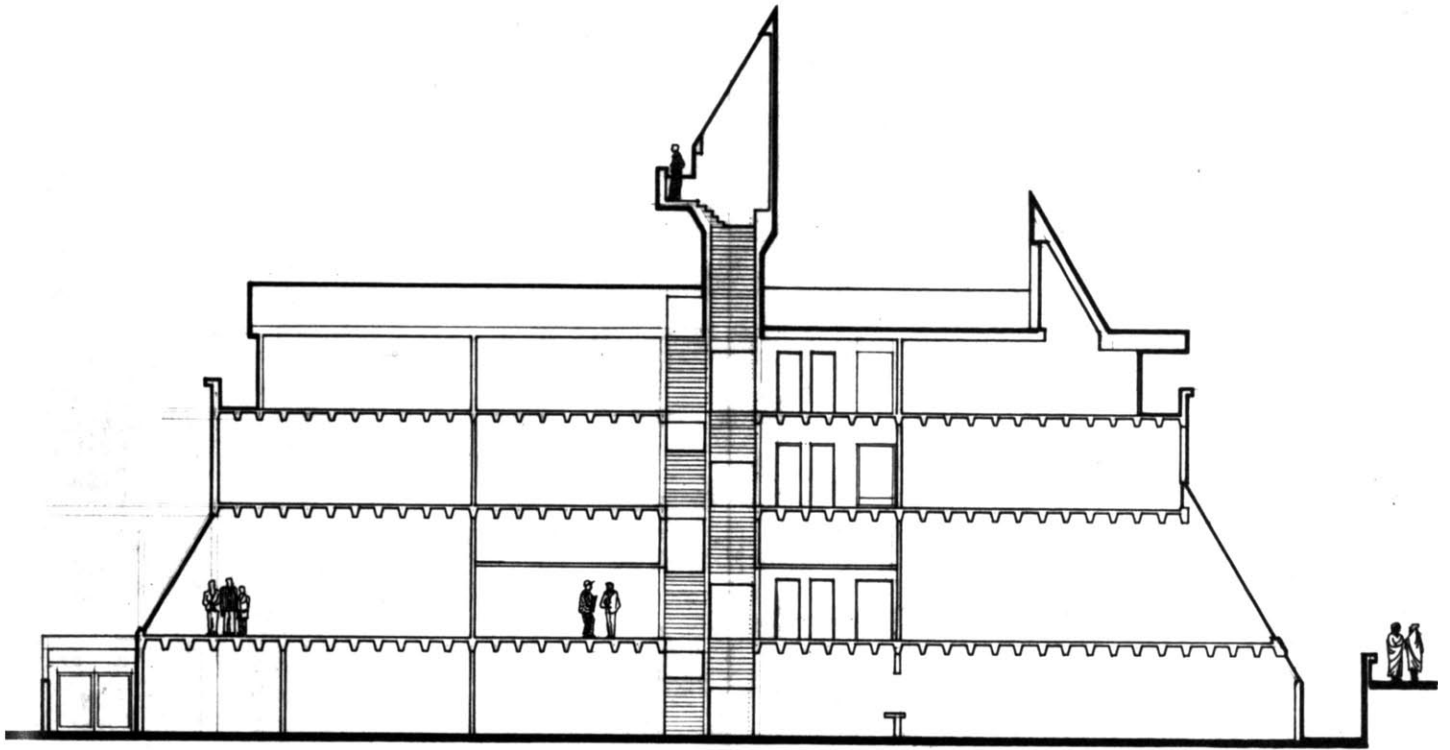
THIRD LEVEL PLAN

3

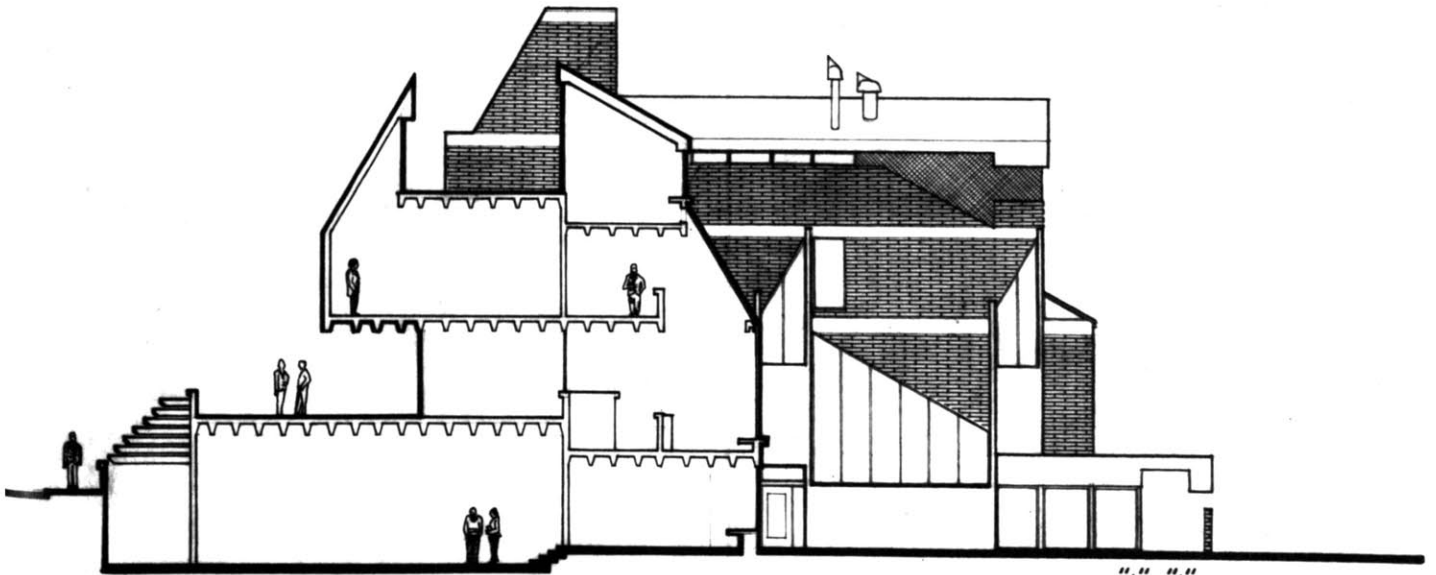


FOURTH LEVEL PLAN

4



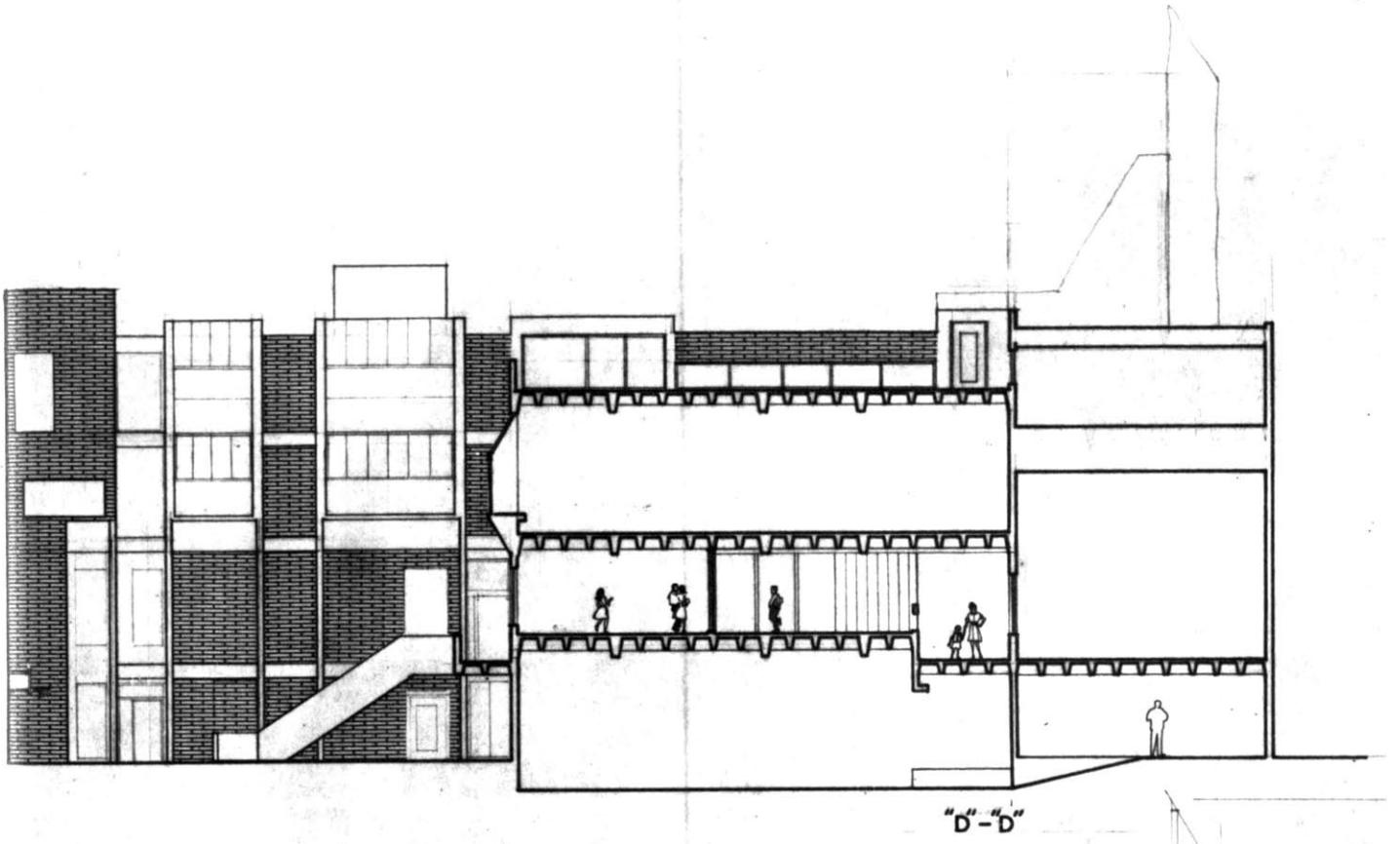
"B-B"



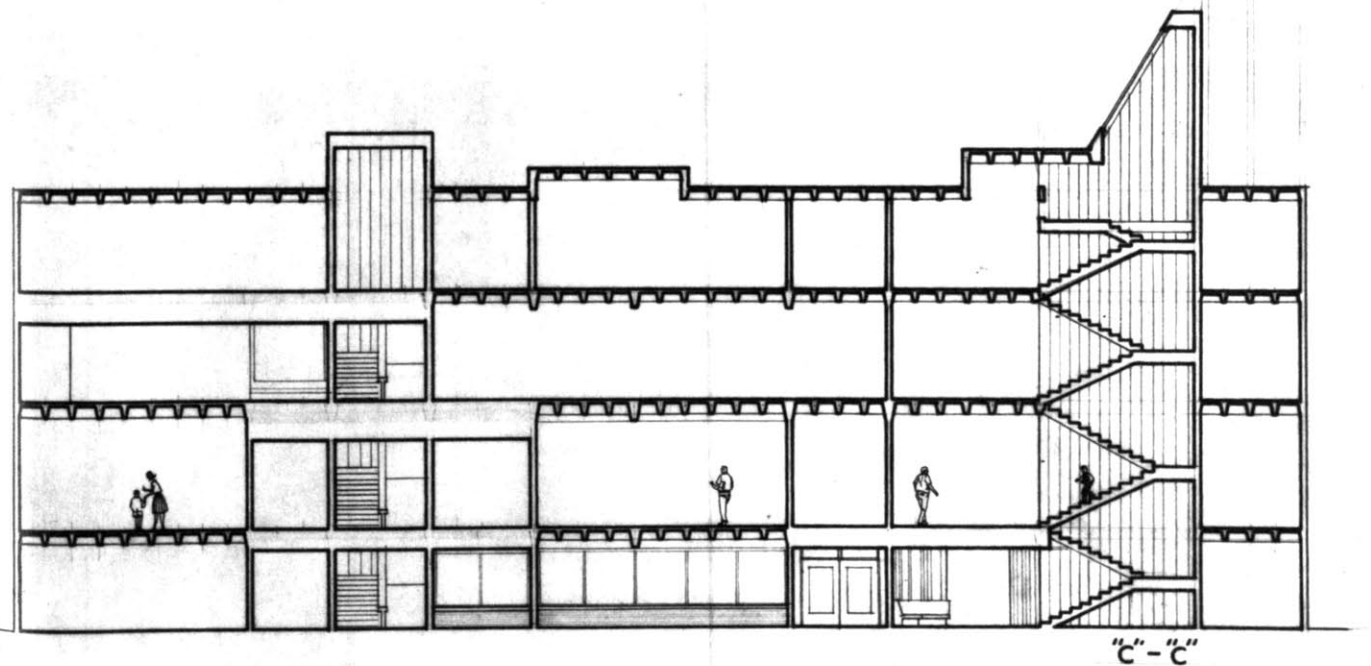
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SECTIONS

5



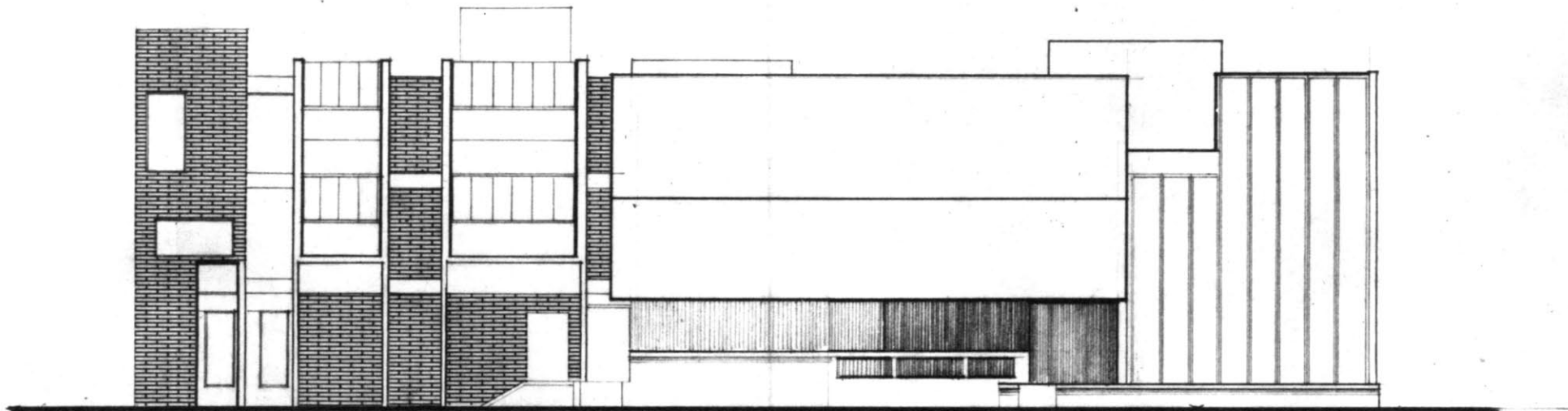
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"C-C"

SECTIONS





STREET ELEVATION

7