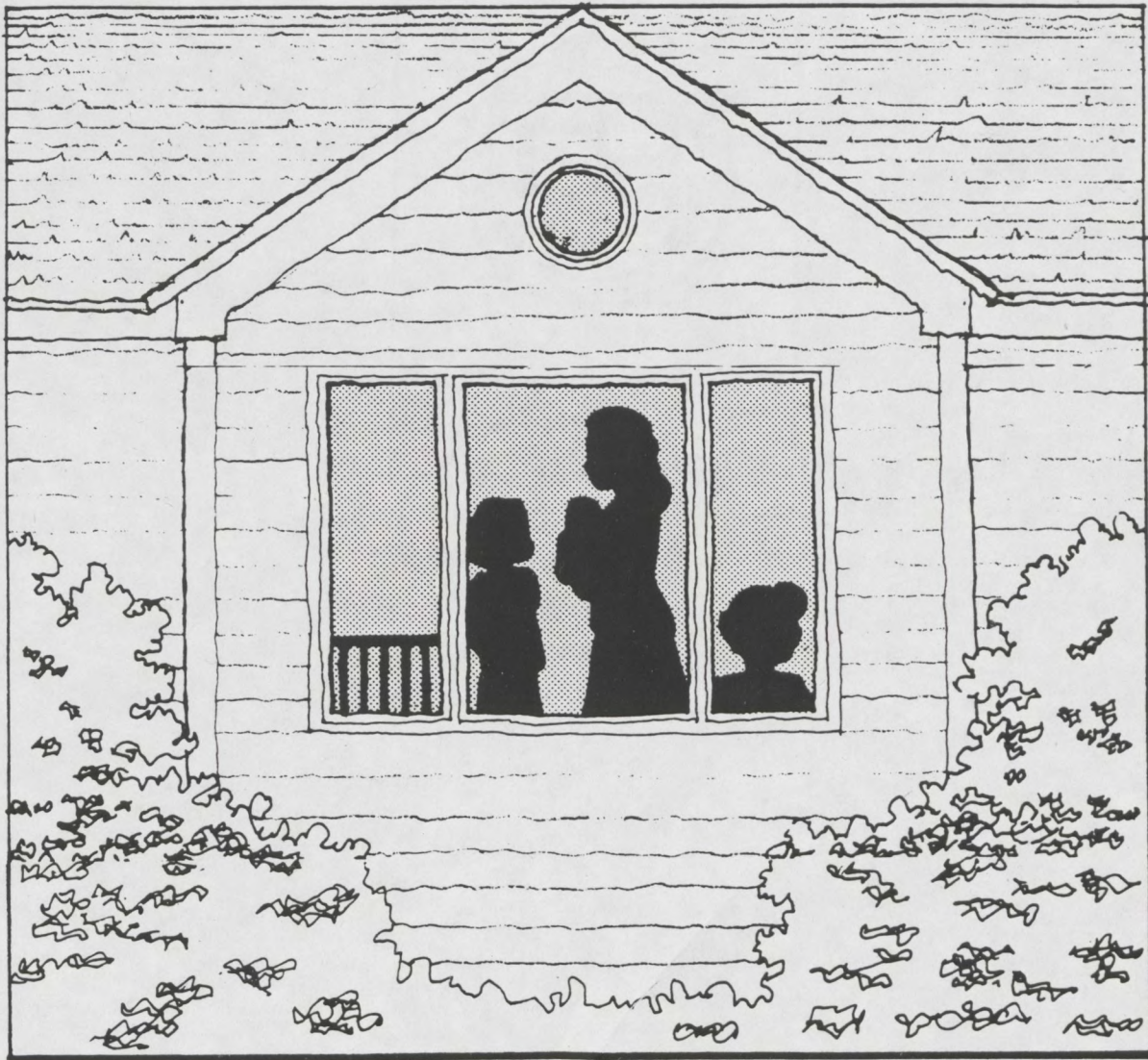


**EXPANDING OPPORTUNITIES FOR
SINGLE-PARENTS THROUGH HOUSING**

**GUIDELINES FOR NEW AND EXISTING
HOUSING AND NEIGHBORHOODS THAT
MEET THE NEEDS OF SINGLE-PARENT
FAMILIES**



EXPANDING OPPORTUNITIES FOR SINGLE PARENTS THROUGH HOUSING

GUIDELINES FOR NEW AND EXISTING HOUSING AND NEIGHBORHOODS THAT MEET THE NEEDS OF SINGLE-PARENT FAMILIES

Christine Cook — Housing Program, University of Minnesota; Minnesota Association for Women in Housing.

Mary Vogel-Heffernan — School of Architecture and Landscape Architecture, University of Minnesota; Minnesota Association for Women in Housing; Bowers, Bryan and Feidt, Architects.

Barbara Lukermann — Hubert Humphrey Institute of Public Affairs and the Center for Urban and Regional Affairs, University of Minnesota.

Sherrie Pugh — Headwaters Foundation; Minnesota Association for Women in Housing.

Esther Wattenberg — School of Social Work and the Center for Urban and Regional Affairs, University of Minnesota.

This report was funded by the Minneapolis/St. Paul Family Housing Fund with assistance provided by the Center for Urban and Regional Affairs, University of Minnesota, and the support of the Minnesota Association of Women in Housing.

CURA RESOURCE COLLECTION

Center for Urban and Regional Affairs
University of Minnesota
330 Humphrey Center

May 1988

TABLE OF CONTENTS

ARCH
20-230
HN
49
100
E972
1007

BACKGROUND	1
INTRODUCTION	2
CHAPTER I PROCEDURES	7
CHAPTER II NEIGHBORHOOD GUIDELINES .	9
CHAPTER III DESIGN GUIDELINES	30
CHAPTER IV SUPPORT SERVICE GUIDELINES	62
CHAPTER V MANAGEMENT GUIDELINES ..	79
CHAPTER VI FINANCE GUIDELINES	88
BIBLIOGRAPHY	102

ACKNOWLEDGEMENTS

ACKNOWLEDGMENTS

Minneapolis/St. Paul Family Housing Fund
Center for Urban and Regional Affairs, University of Minnesota

RESEARCH ASSISTANTS

Terri Weldon, Department of Design, Housing and Apparel, University of Minnesota
Karen Eid, School of Architecture and Landscape Architecture, University of Minnesota

GRAPHICS

Karen Eid, School of Architecture and Landscape Architecture, University of Minnesota

GRAPHIC DESIGN

Mary Vogel-Heffernan and J. Stephen Weeks, School of Architecture and Landscape Architecture, University of Minnesota

COMMUNITY RESOURCE ADVISORS

Wendy Allen
YWCA, Women Emerging
95 N. Lexington Pkwy. #7
St. Paul, MN 55104

Regina Bailey
Passage Community
17 E. 24th St.
Mpls., MN 55404

Virginia Baker
WOW
2344 Nicollet Ave. S. #140
Mpls., MN 55404

Gay Bakken-Shaffer
Senior Human Services Planner
33 Wentworth Ave.
West St. Paul, MN 55119

Lurline Baker-Kent
Asst. Comm.
Dept. of Corrections
450 N. Syndicate St.
300 Bigelow Bldg.
St. Paul, MN 55104

Laurie S. Barge
MCDA
331 2nd Ave. S.
Mpls., MN 55401

Kathy Beecher, Director
EHP, YWCA
65 E. Kellogg Blvd.
St. Paul, MN 55101

Denise Beigbeder
301 Laurel Ave.
St. Paul, MN 55102

Connie Bell
Greater Mpls.
Day Care Association
1006 W. Lake St.
Mpls., MN 55408

Carol Berde
McKnight Foundation
410 Peavey Bldg.
Mpls., MN 55402

Louise Brown
Family and Children's
Services
414 S. 8th St.
Mpls., MN 55404

Majel Carroll
RAP
Washington County
1399 Geneva Ave., Rm. 103
Oakdale, MN 55119

Shirley Carter
PAT
60 Kent Ave.
St. Paul, MN 55102

Murray Casserly
MHFA
400 Sibley St., Suite 300
St. Paul, MN 55101

Paula Childers
Common Space
2550 Pillsbury Ave. S.
Mpls., MN 55404

Phil Cohen
Sen. Durenberger
12 S. 6th St., Suite 1020
Mpls., MN 55402

Helen Dahlberg
Dakota County JTP
33 Wentworth Ave., Suite 149
West St. Paul, MN 55118

Dorothy Davy
St. Paul Public Housing
261 E. University Ave.
St. Paul, MN 55101

Audrey Dougherty
Metropolitan Council
300 Metro Square Bldg.
St. Paul, MN 55101

Joetta Drake
PAT
1315 Penn Ave. N.
Mpls., MN 55411

Sylvia Elrod
62 Wood St. #C
St. Paul, MN 55107

Mary Favorite
MIWRC
1900 Chicago Ave.
Mpls., MN 55404

Mary Grace Flannery
East Side Neighborhood
Development Company
715 Edgerton St.
St. Paul, MN 55101

Therese Fitzpatrick
95 N. Lexington Pkwy.
St. Paul, MN 55107

Evelyn Franklin
University of Minnesota
240 McNeal Hall
St. Paul, MN 55108

COMMUNITY RESOURCE ADVISORS

J. Lou Fuller
Project Self-Sufficiency
310 E. 38th St.
Mpls., MN 55409

Muffie Gabler
Women's Community Housing, Inc.
5103 40th Ave. S.
Mpls., MN 55417

Teri Galles
1225 James Ave.
St. Paul, MN 55105

Sharon George
LNBCC
1920 Pillsbury Ave. S.
Mpls., MN 55403

Scotty Gillette
Mayor's Office
127 City Hall
Mpls., MN 55415

Karla Goodermont
YWCA, EHP
65 E. Kellogg Blvd.
St. Paul, MN 55101

Sharon Gustafson
437 Rice Creek Blvd.
Fridley, MN 55432

Suzanne Guttsen
YWCA, Women Emerging
95 N. Lexington Blvd.
St. Paul, MN 55104

Jon Gutzman
MCDA
331 2nd Ave. S.
Mpls., MN 55401

Gloria Hankins
Project Self-Sufficiency
4925 Clinton Ave. S.
Mpls., MN 55409

Catherine Harris
Public Housing Agency
200 E. Arch St.
St. Paul, MN 55101

Roz Harris
Wilder Foundation
919 LaFond Ave.
St. Paul, MN 55104

Ellen Hart
YWCA
65 E. Kellogg Blvd.
St. Paul, MN 55101

Jan Hively
Mayor's Office
127 City Hall
Mpls., MN 55415

Sharon Holtan
11327 Sherbourne
Stillwater, MN 55082

Sandra Howard
St. Paul Housing
Information Office
21 W. 4th St.
St. Paul, MN 55102

Mary Jo Jackson
Lutheran Social Services
Housing Resource Program
2315 Chicago Ave.
Mpls., MN 55404

Pamela Jackson
Passage Community
17 E. 24th St.
Mpls., MN 55404

Shelley Jacobson
Chrysalis
2104 Stevens Ave. S.
Mpls., MN 55404

Rita Jirik
TLC
1900 111 Ave. NW
Coon Rapids, MN 55433

Betty Jones
HUD
220 S. 2nd St.
Mpls., MN 55407

Carol Kelleher
Powderhorn Residents Group
2951 Chicago Ave.
Mpls., MN 55407

Jane Kennedy
Catholic Charities Office
of Social Justice
328 W. 6th St.
St. Paul, MN 55102

Thomas Kingston
Wilder Foundation
919 LaFond Ave.
St. Paul, MN 55104

Sally Kundert
HSA Office
3916 17th Ave. S.
Mpls., MN 55407

Lisa Kugler
Whittier Alliance
9 E. 26th St.
Mpls., MN 55404

Terry Lindeke
Ramsey County
160 E. Kellogg Blvd.
St. Paul, MN. 55101

Chris Lukesh
St. Paul Housing
Information Office
21 W. 4th St.
St. Paul, MN 55102

Victoria Lucas
Common Space
2550 Pillsbury Ave. S.
Mpls., MN 55404

Susan Marschalk
Block Club Organizer
Midway Coalition District 11
1558 W. Minnehaha Ave.
St. Paul, MN 55104

Lynn McDaniel
MHFA
400 Sibley St.
St. Paul, MN 55101

Sharon McMenamy
Branch Manager
First Minnesota
809 E. Lake St.
Mpls., MN 55407

Kim Merrian
Mpls. United Way
404 S. 8th St.
Mpls., MN 55404

Yusef Mgeni
Northwest Area Foundation
W. 975 First Nat'l.
Bank Bldg.
St. Paul, MN 55101

Bonny Miller
Housing Coordinator
A-1300 Government Ctr.
Mpls., MN 55487

Roxanne Muchko
Passage Community
17 E. 24th St. #204
Mpls., MN 55407

Fran Mudek
72 Wood #B
St. Paul, MN 55107

COMMUNITY RESOURCE ADVISORS

Pat Murphy
Home Free
3409 E. Medicine Lake Blvd.
Plymouth, MN 55441

Virginia Nagle
University of Minnesota
240 McNeal Hall
St. Paul, MN 55108

Sally Nehmer
45 E. Delos St. #A
St. Paul, MN 55107

Kathy O'Brien
Wilder Foundation
919 Lafond Ave.
St. Paul, MN 55104

Aileen Okestrom
WINGS
4167 Lyndale Ave. W.
Mpls., MN 55412

Marily Orchard
TLC
1900 111 Ave. NW
Coon Rapids, MN 55433

Chris Owens
Phillips Neighborhood
Housing Trust
1304 E. 24th St.
Mpls., MN 55404

Nancy Paige
Rental Clearing Housing
Northside Residents Council
1014 Plymouth Ave. N.
Mpls., MN 55411

Diana B. Percy
11A City Hall
Mpls., MN 55415

Beth Reetz
2496 145th St. W.
Rosemount, MN 55068

Nancy Reeves
Housing Div.
Metropolitan Council
300 Metro Square Bldg.
St. Paul, MN 55101

Ann Roberts
Neighborhood Improvement Co.
810-1/2 S. 10th St.
Mpls., MN 55404

Julia Robinson
University of Minnesota
110 Architecture
Mpls., MN 55455

Alvina Sayers
Little Earth
Residents Assoc.
2501 Cedar Ave. S.
Mpls., MN 55404

Myra Segal
c/o Paul Moe
Dept. of Jobs and Training
390 N. Robert St., 5th Fl.
St. Paul, MN 55101

Barbara Schabring
RAP
7024 Stillwater Blvd.
St. Paul, MN 55119

Paula Schaeps
MHFA
400 Sibley St., Suite 300
St. Paul, MN 55101

Sandra Shearer
Family Service/St. Croix
216 W. Myrtle
Stillwater, MN 55082

Elaine Skatig
Little Earth Residents
Assoc.
2501 Cedar Ave. S.
Mpls., MN 55404

Leslie Steen
Twin Cities Housing
Development Corporation
Gilbert Bldg.
413 Wacouta St. Suite 550
St. Paul, MN 55101

Ana Stern
Metropolitan Council
300 Metro Square Bldg.
St. Paul, MN 55101

Hester Stone, Director
Passage Community
17 E. 24th St.
Mpls., MN 55404

Mary Stuber
MHFA
400 Sibley St., Suite 300
St. Paul, MN 55101

Nan Swift
Commonspace
2529 Nicollet Ave. S.
Mpls., MN 55404

Jordana Tatar
St. Paul Progress Hsg.
514 Nicollet Mall, Suite 500
Mpls., MN 55402

Atlanta Thomas
Chart/McKnight Foundation
310 E. 38th St.
Mpls., MN 55409

Karen Webster
Community Development Corp.
328 W. 6th St.
St. Paul, MN 55102

Deanna Weiner
1235 E. Balsam Trail
Eagen, MN 55123

Michelle Wiegand
Powderhorn Residents Group
2951 Chicago Ave.
Mpls., MN 55407

Ann Wynia
309 State Office Bldg.
St. Paul, MN 55155

COMMUNITY RESOURCE PARTICIPANTS

The Minneapolis/St. Paul Family Housing Fund was developed by the two cities and the McKnight Foundation to expand the supply of affordable housing for moderate-income families. The fund is a nonprofit, tax-exempt housing finance corporation, organized to respond to the housing needs of Minneapolis and St. Paul.

Both cities have lost 20 percent of their population since 1960. This decline is attributable, in part, to a shortage of affordable family housing units and an exodus of families with children from the two cities. The cities and the family housing fund hope to attract young families to the cities by focusing on the following strategies:

- (1) Community development — revitalization of neighborhoods by providing jobs, increasing the tax base, converting vacant land to affordable housing, and stabilizing the population
- (2) Housing stock improvements — increasing home ownership opportunities for low- to moderate-income families with children and increasing the diversity and number of available housing types
- (3) Energy conservation — conserving energy through energy efficient construction standards.

Expanding Opportunities for Single-Parent Families through Housing is supported by the family housing fund as a possible extension of the fund's programmatic goals. Single-parent families constitute 22 percent of all families in Minneapolis and St. Paul and 12 percent of all Minnesota households. The role of housing in meeting the needs of the single-parent family is the focus of this report.

The outcome of this project is intended to suggest future policies to shape the development of housing and neighborhoods for single parents and their children. The development guidelines will be used by the family housing fund to implement a program of new construction and retrofitting that responds specifically to the targeted population.

Investment in housing that meets the specific needs of single-parent families is an investment in human resources. Supportive housing and neighborhoods provide developmental opportunities that result in long-term benefits. Viewed in this way, the design, management, neighborhood, support service, and finance guidelines presented are tools that facilitate human growth and development.

INTRODUCTION

PURPOSE

The purpose of this project is to research and develop strategies to provide appropriate housing and neighborhoods for single parents and their children. The objective is to prepare comprehensive, concrete guidelines for developing new housing and retrofitting existing housing and neighborhoods.

The guidelines are to be used as criteria by the Minneapolis/Saint Paul Family Housing Fund for funding new housing construction and retrofitting existing housing and neighborhoods for single-parent families.

The guidelines are not an effort to create new programs for single-parent families. Instead, they are designed to be instructive — showing how housing, newly constructed or retrofitted, can be better designed and operated under existing programs to accommodate the needs of single parents.

It is hoped that in the future, successful housing and neighborhood improvement proposals will be those that take a comprehensive approach to the housing and neighborhood issues affecting single-parent families.

FOR WHOM THE GUIDELINES ARE INTENDED

In addition to providing the family housing fund with criteria for funding proposals, the guidelines provide information to consumers and single-parent advocates, the development community (architects, attorneys, builders, developers, engineers, planners, transportation people, and others) and those delivering support services (providers of child care, medical help, police protection, and transportation and those involved in libraries, parks and recreation, schools, and other institutions).

USE OF THE GUIDELINES

The development guidelines can be used in total or in part as a guide to providing quality housing environments for single-parent families. For example, a neighborhood association may use the recommendations to correct neighborhood deficiencies, to encourage the availability of needed support services in the community, to develop an affordable child care facility, to provide extensive lighting in public spaces, or to assess the quality of the neighborhood.

Public administrators in housing may choose to concentrate on recommendations regarding support services. By targeting resources, they might provide additional education or training opportunities for teenagers and adults on site at public housing communities, or at large-scale Section 8 (rental rehab subsidized) developments.

Taken in total, the guidelines represent a compilation of current information important to the development of housing and neighborhoods. They are a source of reference for new construction, extensive housing rehabilitation, and community development activities to meet the needs of single parents.

A word of caution on the use of the guidelines: They are intended to serve as a tool to stimulate creative strategies and alternative solutions; they are not regulations to stymie housing and neighborhood opportunities for single-parent families.

CONTEXT

The project responds to the special needs of single parents and their children. The vulnerability of this population is well documented. Single-parent families, almost always female-headed households, usually have low incomes and are more likely to be living in poverty than other household types. The "feminization of poverty" is the poverty of single-parent women and their children.

Single-parent, female-headed households, more than other household types, live in rental housing and in housing described as inadequate (Report of the President's Commission on Housing, 1982). Because she is rearing children alone, the woman who is a single-parent has an especially pronounced concern for decent, safe housing and neighborhoods.

Women head about 12 percent of all Minnesota households with children under 18 years of age (Minnesota Housing Finance Agency, 1985). However, over half of all children born in the 1970s will live in a single-parent family sometime before they reach age 18. These households will almost always be headed by women, and they will often be living in poverty.

Single-parent families usually reside in metropolitan areas of the state. Twenty-two percent of all families in the central city are headed by women: 3 percent are single-parent families headed by men. (Minnesota Commission on the Economic Status of Women, 1984).

Much of the current housing stock, and many of the neighborhoods in which that stock is located, do not meet the needs of single-parent families, particularly those headed by women. Five areas of concern have been identified as needing special attention in the development of housing for single parent families: design, financing mechanisms, management, neighborhood and location, and support services.

TARGETED POPULATIONS

The recommendations of this project focus on three populations of single parents whose different characteristics determine the content of the guidelines.

RESIDENT PROFILE #1

The Developmental Model

The first group of single parents are leading stress-filled lives, are emerging from crisis, have underdeveloped or undeveloped management and coping skills, are economically vulnerable, and are in need of services tailored to meet their needs and the needs of their children.

Adults and children in this group are in need of many hard and soft social services (see chapter IV, Support Service Guidelines, for definitions). For the most part, housing that responds to the needs of this group will need to serve very low-income families; many families will be on public assistance, and many parents will be marginally employed.

RESIDENT PROFILE #2

The Self-Help Model

The second group of families are able to organize themselves with little assistance. Single parents in this group are self-selected — that is, they seek cooperative living arrangements as a means of availing themselves of peer support. They need and welcome communal living situations in which they can form networks with women whose experiences are similar to their own.

For the most part, single parents in this group are low-income, employed adults (working poor). They need access to some soft support services.

RESIDENT PROFILE #3

The Nonorganizational Model

The third group of families places high value on privacy and self-sufficiency. They require a good flow of up-to-date information and access to information networks. For the most part this group will be employed and earn low-to-moderate incomes. These families need temporary assistance to maintain their current status as home owners or assistance to enter into home ownership.

Emergency and/or crisis housing is not discussed in this report.

GUIDING PRINCIPLES

The goal of this project was to develop strategies to provide quality environments for single-parent families. The project was driven by the principles that follow. The principles are the base upon which guideline users (those recommending new development and retrofitting of existing housing and neighborhoods) should establish their proposals for single-parent family housing.

Appropriate housing empowers single parents and their children allowing them to take control over their lives by increasing their capacity and desire to plan ahead and by providing choices and alternatives. Empowerment is achieved when housing is more than shelter. Housing that provides space and an environment that meets many human needs stimulates and supports human development.

The recommendations in design, finance, management, neighborhood, and support services provide choices and suggest alternatives for creating opportunities to increase economic, social, and psychological independence.

Appropriate housing provides a stimulating yet safe and stable environment for single-parent families.

A stimulating environment is one that challenges individuals — adults and children. For example, the provision of support services, neighborhood facilities, local employment opportunities, and selected management practices are suggested as methods to create a stimulating and challenging environment.

A stable and safe environment is one that is carefully designed and sited to provide both psychological security as well as physical safety.

The recommendations address the need for stable housing and neighborhood environments over the long-run and the need for developmental opportunities for single parents and their children.

Appropriate housing is developed holistically to provide quality residential environments.

The recommendations consider the interdependency of design, finance, management, neighborhood, and support services. Interdependency suggests that provision for opposing needs may be necessary. For example, housing should provide individual, family, and group privacy yet offer socialization opportunities; management should be responsive yet accountable; environments should be stable yet challenging.

Appropriate housing for single-parent families is developed first by assessing their needs as a group and then by providing for these needs.

The recommendations recognize that single parents, particularly women, have severe housing problems. Often, the source of these problems is that single parents usually earn low incomes and are invariably the sole adult in the household. Maintaining a home on one income, performing all the household tasks, and rearing children are time consuming and demanding.

Single parents, on the average, cannot afford to purchase all the services they need in the marketplace. This means that services need to be incorporated into the program of housing delivery and packaged to provide maximum cost efficiency.

Within the group of single-parent families, there are differences of race, ethnicity, marital status, age, education, income, and lifestyle. Appropriate housing for single parents and their children responds to these differences.

The recommendations of this project focus on three populations of single parents whose different characteristics shaped the development of the guidelines. However, the socioeconomic and demographic diversity of single parents suggests that alternative housing opportunities, in a great variety of neighborhood settings, are desirable.

To use the guidelines as they are intended, the population to be served must be assessed and their similar needs and diverse characteristics understood. It is an understanding of the populations to be served that directs appropriate housing and neighborhood responses.

Appropriate housing for single parents and their children provides opportunities for developing neighborly relations and encourages the development of strong neighborhood networks.

The recommendations view neighbors as a tremendous resource.

Appropriate housing for single parents does not isolate families into ghettos by marital status or by other socioeconomic or demographic characteristics.

The recommendations suggest that only one to twenty units that are homogeneous by marital status or sex be developed. Small-scale, population-specific developments allow families with similar special needs to be most effectively served.

However, larger scale developments, those of twenty or more units, need to consist of a mixture of populations and life-styles. On the neighborhood scale, demographic mix is essential to the creation of viable, healthy communities.

CHAPTER I

PROCEDURES

PROCEDURES

The guidelines and recommendations that follow were developed by a core group of professionals, composed of representatives from architecture, community development, housing, planning, and social work. The process employed to develop the guidelines is described below.

First, a systematic search was made of research and design literature pertaining to the planning and design of housing and neighborhoods for single parents, families, and children. The literature was used to generate recommendations that were then presented to community specialists for their reaction during a series of working sessions.

A goal of the working sessions was to identify constraints that frustrate the design, delivery, and development of appropriate housing and neighborhood solutions and strategies. (See the appendix for details of the communications and scheduling.)

On July 15, 1986, single parents and service providers were invited to attend a community forum. The discussion focused on the housing and neighborhood needs and difficulties faced by single heads of families. About fifty participants attended, and preliminary responses to the following predetermined discussion questions were recorded:

- (1) What are the specific housing and neighborhood problems you have faced and are facing?
- (2) What solutions to these problems have you tried?
- (3) Were they successful? Why or why not?
- (4) What are the barriers — institutional and others — that prevent(ed) implementation?
- (5) What solutions would you like to see implemented that address the housing and neighborhood problems of single-parent families?

Following the July 15 meeting, a series of five working sessions were used to identify what is known and not known about the housing and neighborhood needs of single-parent families. Local, national, and international strategies, whether successful or unsuccessful, were examined to evaluate the methods used to accommodate the special needs of single-parent families.

At the first of these sessions, on August 21, 1986, a panel of women who are single parents presented their personal perspectives on appropriate housing and neighborhood solutions. Later, representatives from Women's Community Housing — developers of second-stage, program-directed housing — and from Project Self-Sufficiency, of Dakota county, Minnesota, explained their housing solutions.

At this session, participants engaged in focused brainstorming in small groups. Each small group discussed components of housing strategies and barriers to providing solutions. Each group confined its discussion to one perspective: design, finance, management, neighborhood, or support services. The results of this session shaped the second working session.

During the second session, held on September 21, 1986, each participant spent the entire session working in a group focused on an interest area. The areas were design, finance, management, neighborhood, and support services. By this time, core group members had drafted the first recommendations for participant reaction. Each participant was asked to react to these drafts and to make changes, additions, and deletions.

As work progressed, three final working sessions were scheduled to get community feedback on five sections of the guidelines. The third session was on support services and neighborhood; the fourth on management and design; and the fifth on finance. At each of these three sessions, participants were asked questions about unresolved issues, conflicting recommendations, and unexplored strategies and solutions.

At the conclusion of the working sessions, guidelines were assembled that reflected the survey of research and design literature and included the ideas of community participants. The guidelines and recommendations detailed in this report are the result of the survey of research and design literature and of the working sessions.

The guidelines reflect a wide range of research on appropriate housing and neighborhood strategies and, wherever possible, community consensus from the working sessions. Recommendations were developed when consensus was achieved. Recommended options or strategies were developed for the guidelines when the group was unable to arrive at consensus.

CHAPTER II

NEIGHBORHOOD GUIDELINES

NEIGHBORHOOD GUIDELINES

Christine Cook

It is neither advisable nor possible to detach the house from its surrounding neighborhood. Especially for families with children, the house and the neighborhood are interwoven. In studies of residential satisfaction, women in urban neighborhoods, compared to suburban and rural women, are particularly dissatisfied with their immediate neighborhoods (Cook, 1986; Reardon and Boles, 1978). Despite this, single-parent families, a group almost exclusively headed by women, are more likely to live close to the central business district than are two-parent families.

Single parents are socioeconomically and demographically heterogeneous. Therefore, housing opportunities in a variety of neighborhoods with different characteristics are necessary. However, community environments that are supportive of the needs of single parents and their children have some common elements.

Successful neighborhoods are those that are safe for women and children, are close to employment and services, and provide public transportation, and quality schools and child care. These elements are necessary for the family with children. The resources — time and money — of single parents, however, are considerably more strained than those of other households.

The guidelines in this section focus on the components of neighborhood and community environments that can provide a stimulating and safe setting for the single-parent family. The neighborhood, like the house, management, design, and finance, must provide a stable environment for the long-run. It must, as well, enhance developmental growth opportunities for single parents and their children.

The objective of these guidelines is to answer, at least in part, this question: What neighborhood features will contribute to the overall well-being and growth of single parents and their children?

RECOMMENDATIONS

Recommendations concerning five major issues are proposed. Appropriate neighborhoods for single parents must include these elements: (1) safety and security; (2) services; (3) opportunities for interaction with socioeconomically and demographically similar populations on the micro-scale and diverse populations on the macro-scale; (4) a surrounding neighborhood that is well maintained; and (5) communities receptive to single-parent housing that are not themselves concentrations of vulnerable populations.

Many communities in which single parents currently reside are inappropriate because they do not include one or more of these necessary elements.

NEIGHBORHOOD SAFETY

People's experience of crime and their fear of crime are critical factors affecting the creation of a stable living environment and a viable neighborhood. For single parents, their safety and their children's safety is the single most important component of residential satisfaction (Cook, 1986). Actual security, and the feeling or perception of security, are equally critical.

Note: On October 9, 1986, the neighborhood guidelines were reviewed by community participants. They suggested that the neighborhood safety recommendations be reported in order of importance. As suggested, the neighborhood safety recommendations are reported as ranked at this meeting.

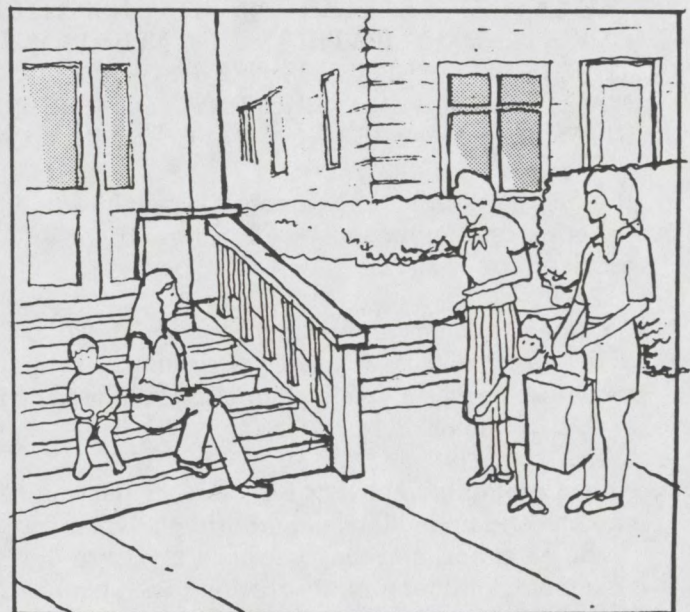


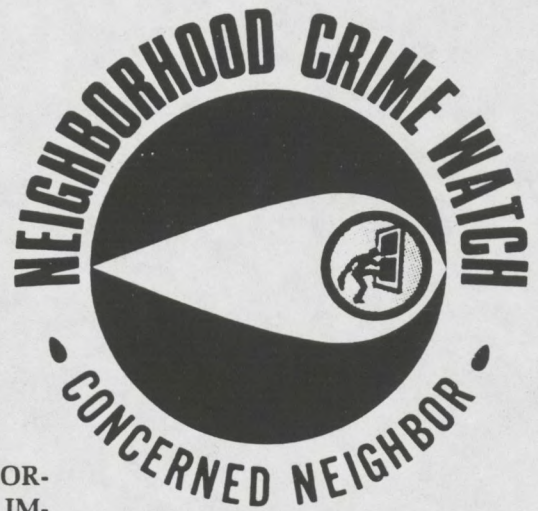
IMPROVE OPPORTUNITIES FOR RESIDENTS WITHIN THE DEVELOPMENT TO INTERACT WITH THOSE IN THE IMMEDIATE NEIGHBORHOOD. LOCATE HOUSING FOR SINGLE PARENTS WHERE STRONG FORMAL OR INFORMAL NEIGHBORHOOD ASSOCIATIONS AND/OR NETWORKS EXIST.

Whether owners or renters, urbanites or suburbanites, people feel safer if they have friends living nearby, if they know most adults living around their home, if their neighbors watch out for the homes of others, and if they feel that other residents are similar to themselves (Weidemann and Anderson, 1982).

In one study, satisfaction with neighbors and the presence of friends in the neighborhood were important predictors of overall neighborhood satisfaction among low-income, suburban single-parent women who rent their homes. Low-income single-parent women living in urban neighborhoods, however, knew fewer people by sight than their suburban counterparts (Cook, 1986).

Nearly half of all women who are single parents rent their homes. Renters, in particular feel alienated from their neighbors because they believe them to be unlike themselves (Michelson, 1977). Therefore, renters need additional opportunities to become acquainted with their neighbors, to establish their common interests and shared concerns.





NEIGHBORHOOD SURVEILLANCE BY POLICE AND NEIGHBORHOOD WATCH GROUPS SHOULD INCLUDE THE AREA IMMEDIATELY AROUND THE HOUSING DEVELOPMENT, NEIGHBORING STREETS, BUS STOPS, AND PATHWAYS AND SIDEWALKS TO SERVICES.

Police surveillance should be targeted to specific locations where crime occurs. Community residents can help identify these locations. For example, "in Los Angeles, bus crime was pinpointed to . . . geographically dispersed dangerous intersections . . . [R]esearchers have suggested that planners can significantly decrease crime by changing the location of bus stops and, in some cases, by better organizing crowded transfer points" (Leavitt, 1984:6).

LOCATE HOUSING IN NEIGHBORHOODS WHERE POLICE SURVEILLANCE IS REGULAR AND RESPONSE TO COMPLAINTS IS QUICK AND SYMPATHETIC. IN NEIGHBORHOODS WHERE THIS IS NOT THE CASE, NEIGHBORHOOD ASSOCIATIONS, MANAGEMENT, OR CONCERNED OTHERS NEED TO TAKE STEPS TO GAIN THE HELP AND COOPERATION OF POLICE.

Residential satisfaction is greatest in neighborhoods in which residents perceive police to be efficient and concerned (Weidemann and Anderson, 1982).

Community leaders or building associations should meet with local police to (1) discuss the roles of residents and police in reducing crime itself and (2) detail techniques for alleviating the perception or fear of crime.

Note: Community activists feel strongly that police are more sympathetic and understand neighborhood dynamics better if they live in the neighborhood they patrol. A return to this policy has been recommended (community session of September 25, 1986).

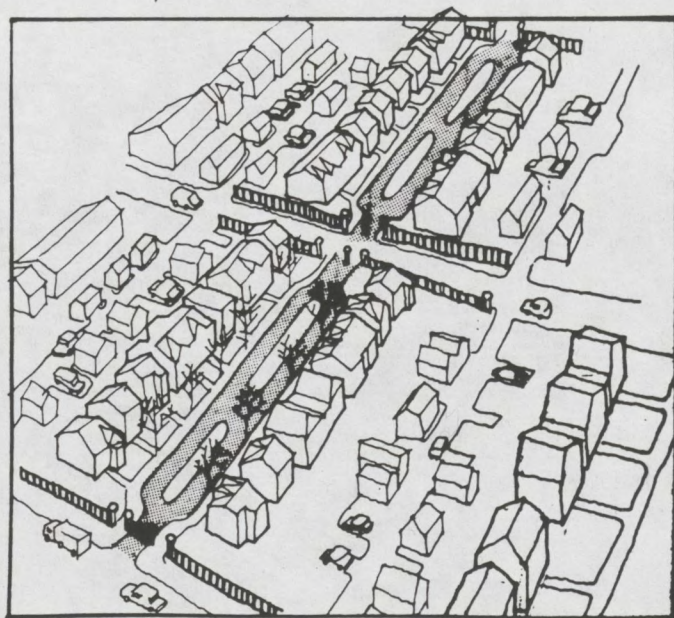
IDENTIFY COMMERCIAL ACTIVITIES AT THE PROPOSED DEVELOPMENT SITE(S) THAT MAY THREATEN THE PHYSICAL SAFETY AND PSYCHOLOGICAL SECURITY OF WOMEN AND CHILDREN. LOCATE DEVELOPMENTS AWAY FROM POTENTIALLY DANGEROUS AREAS SUCH AS LIGHT OR HEAVY INDUSTRIAL SITES, BARS, AND OTHER COMMERCIAL SITES THAT MAY PROVE A CONTINUAL THREAT TO WOMEN AND CHILDREN.

Housing located adjacent to commercial streets suffers proportionally higher crime and vandalism (Newman, 1973). "To increase the safety of residential areas position public zones and entries so that they face on areas which, for a variety of reasons, are considered safe . . . (Newman, 1973:108-109).



SITE RESIDENTIAL DEVELOPMENTS FOR FAMILIES TO PROTECT CHILDREN FROM VEHICULAR TRAFFIC. WHERE SITES ARE CUT OFF FROM NEIGHBORING DEVELOPMENTS BY BUSY STREETS, PROVIDE AND MAINTAIN PEDESTRIAN BRIDGES, BIKE PATHS, WALKWAYS, AND OTHER MEANS TO AVOID HEAVY TRAFFIC.

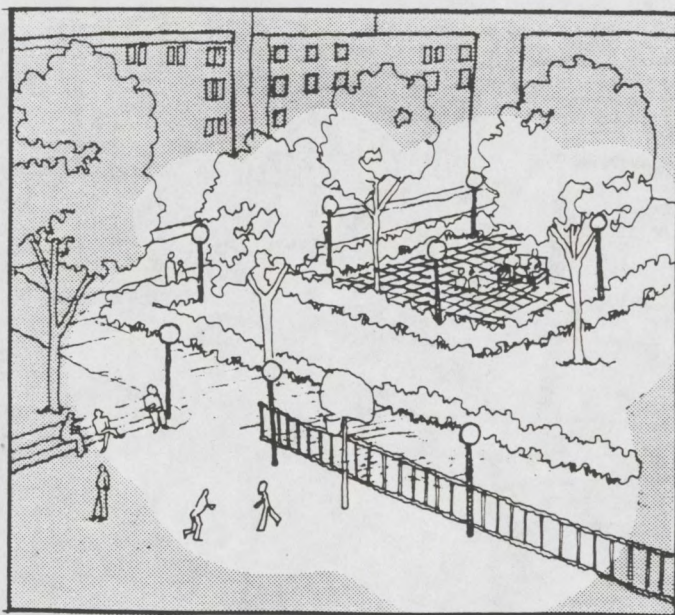
“... Certain sections and arteries of a city have come to be recognized as being safe — by nature of the activities located there; by the quality of formal patrolling; by the number of users and extent of their felt responsibility; and by the responsibility assumed by employees of bordering institutions and establishments. The areas most usually identified as safe are heavily trafficked public streets and arteries combining both intense vehicular and pedestrian movement . . .” (Newman, 1973:108-109).



TO REDUCE CRIME AND THE FEAR OF CRIME, PROVIDE EXTENSIVE LIGHTING OF HOME EXTERIORS, INTERIOR PATHWAYS, CAR PARKING AREAS, CHILDREN'S PLAY AREAS, NEIGHBORHOOD SIDEWALKS, STREETS, AND BUS STOPS AND SHELTERS.

Poor people are unable to buy "neighborhood packages" that meet their need for personal safety and security (Lee, 1981). Investigations of the perception of safety and security among women who are single parents suggest women are especially sensitive to these neighborhood issues (Cook, 1986). Because these women often live alone and are the primary caretakers of young children, steps must be taken to decrease their vulnerability.

Studies indicate that women are the primary users of public transportation; they are less likely to own or have access to an automobile. Therefore, the pathways to and from bus stops, and the bus shelters themselves, need sufficient lighting to permit them to be easily monitored by vehicular traffic and passersby and by neighboring residents and business establishments.



SERVICES

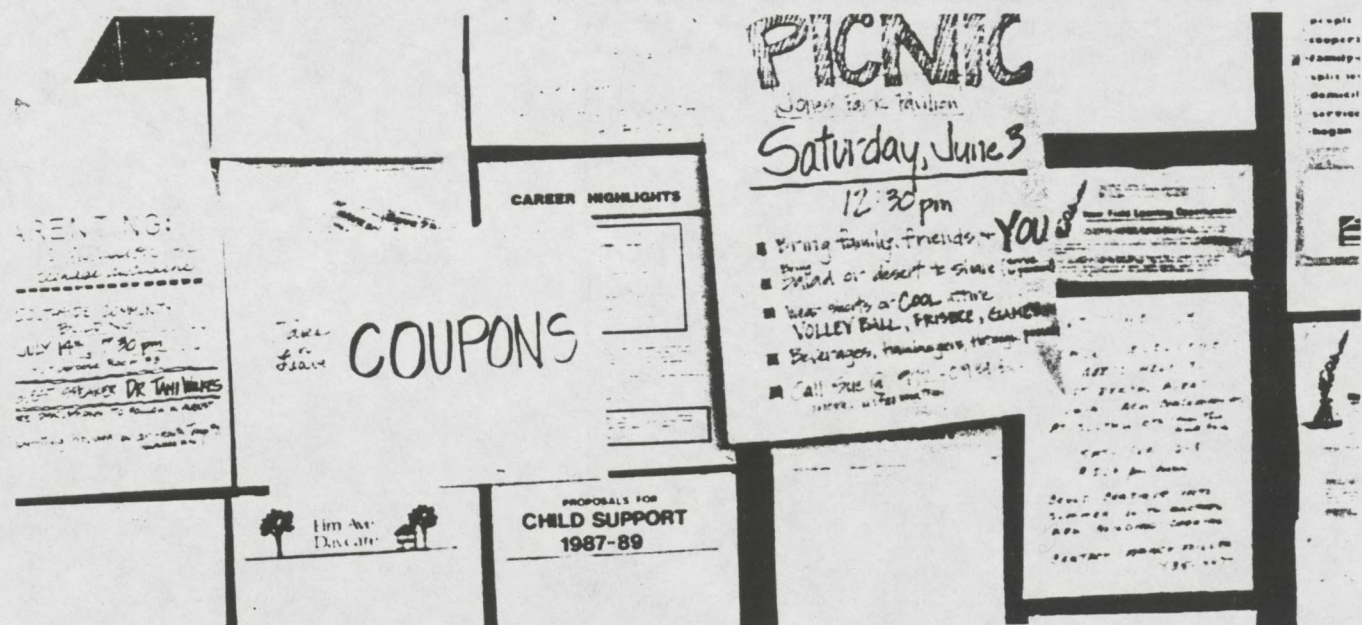
No residence is independent of a "context" (Howell, 1980). An ideal housing development that is isolated from daily service needs or physically barriered by highways or that contains incongruent land uses will be resisted by the intended user. When asked what factors make a location bad, respondents replied that housing that is far away from the place of employment and far from good schools, shopping, friends, and recreation (listed in order of importance) is undesirable (Newman, 1981).

RECOMMENDATIONS

Housing developers cannot be expected to provide all the services that may be needed by single-parent families. However, siting of housing for single parents must include consideration of the following: (1) availability and intensity of use of specific services by single parents and their children; (2) distance to services measured in amount of time to reach them; and 3) method of accessing the service — can it be reached by walking or public transportation, or only by automobile?

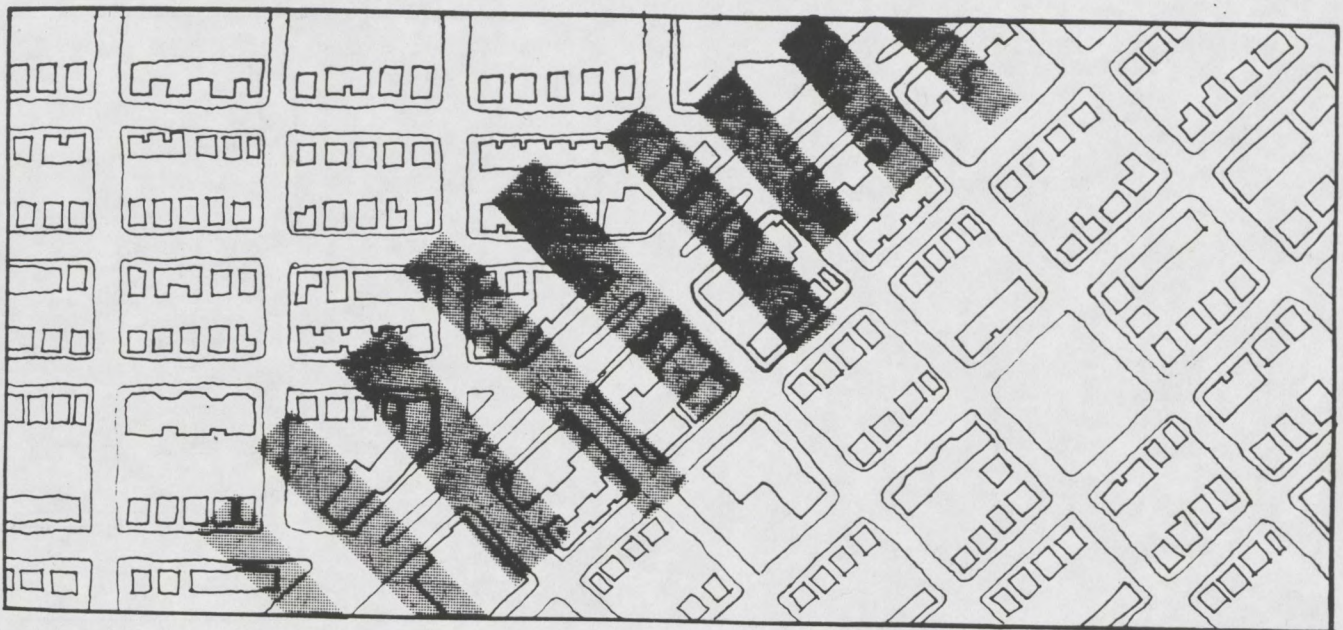
CONSIDER FORMING NEIGHBORHOOD OR TENANT SUPPORT-SERVICE NETWORKS TO PROVIDE INFORMATION TO RESIDENTS ABOUT THE AVAILABILITY OF TRANSPORTATION, CHILD CARE AND SCHOOLS, EMPLOYMENT OPPORTUNITIES, AND SUPPORT SERVICES.

Note: Community advisors and researchers were unable to precisely define walking distance at a meeting held on October 9, 1986. It was concluded that "sensitivity to the needs of mothers with young children, strollers, and groceries must be evident."



PROVIDE CHILD CARE ON SITE WHERE APPROPRIATE. WHERE ECONOMIC OR OTHER CONSIDERATIONS MAKE THIS IMPOSSIBLE, "CENTERS SHOULD BE PROVIDED FOR 1/2 MILE CATCHMENT AREAS, AND SHOULD BE LOCATED ON THE SEAMS BETWEEN NEIGHBORHOODS" (Moore, et al., 1979). CENTERS NEED TO BE HIGH QUALITY AND AFFORDABLE FOR SINGLE PARENTS.

Most parents want to have child care close to home, preferably at home, where children will feel less separation from the familiar. Child care that is within walking distance from home, is residentially scaled, and homelike in character helps establish the sense of security required.

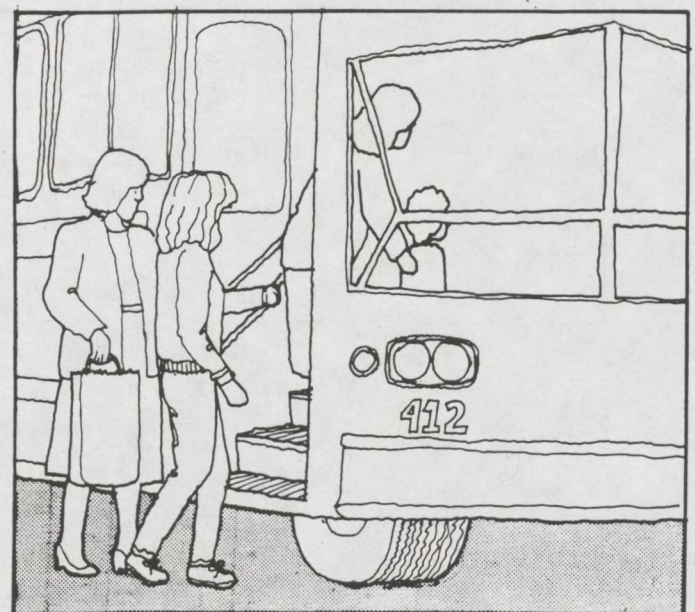


SERVICES

LOCATE HOUSING IN NEIGHBORHOODS WHERE PUBLIC TRANSPORTATION IS AVAILABLE WITHIN WALKING DISTANCE AND WHERE PUBLIC TRANSPORTATION ROUTES PASS THROUGH A VARIETY OF SERVICES AND EMPLOYMENT CENTERS.

Studies of travel behavior conclude that it is women — single parents and elderly — who are the principal users of public transportation. Public transportation is frequently cited as the most important of community resources (McKnight, Savar, and Paaswell, 1986; community sessions, 1986; Cook, 1986). Public transportation must be inexpensive and must be linked to low-income population centers, routed to service, school, training and employment centers, and scheduled regularly throughout the day and night.

For single-parent families, easy access to public transportation is critical. Female single parents are less likely than their male counterparts to have driver's licenses (Cichocki, 1980) or own cars (Cook, 1985). Among single parents, 16 percent of Indian women in the Twin Cities metropolitan region have no automobile. Among single parents who live outside the Twin Cities, 15.5 percent of white women and 27.9 percent of Indian women have no car. In addition, the poor condition of the automobiles of low-income women may make them unreliable, thus heightening dependence on public transportation.



st. paul
technical vocational institute

tvi

...reason for pride

MC

MINNESOTA
COMMUNITY
COLLEGES

LOCATE HOUSING IN NEIGHBORHOODS WHERE ALTERNATIVE SCHOOLS AND TRAINING OPPORTUNITIES ARE AVAILABLE TO SCHOOL-AGE CHILDREN, TEENAGERS, AND ADULTS.

An important source of residential dissatisfaction among women who are single parents is the lack of quality schools available to their children. Urban women are especially concerned about this aspect of their community (Cook, 1986). As is the case with mothers of preschoolers, many mothers of school-age children would prefer that their children's schools be within walking distance of their homes. The neighborhood school is viewed as an unfortunate loss.

Continuing education, university outreach, community colleges, training opportunities are important resources for adults as well as children. There are many highly motivated single parents who want additional opportunities to improve and update their skills. Neighborhood-based access to these opportunities or to a good public transportation system can help to meet this need.



SERVICES

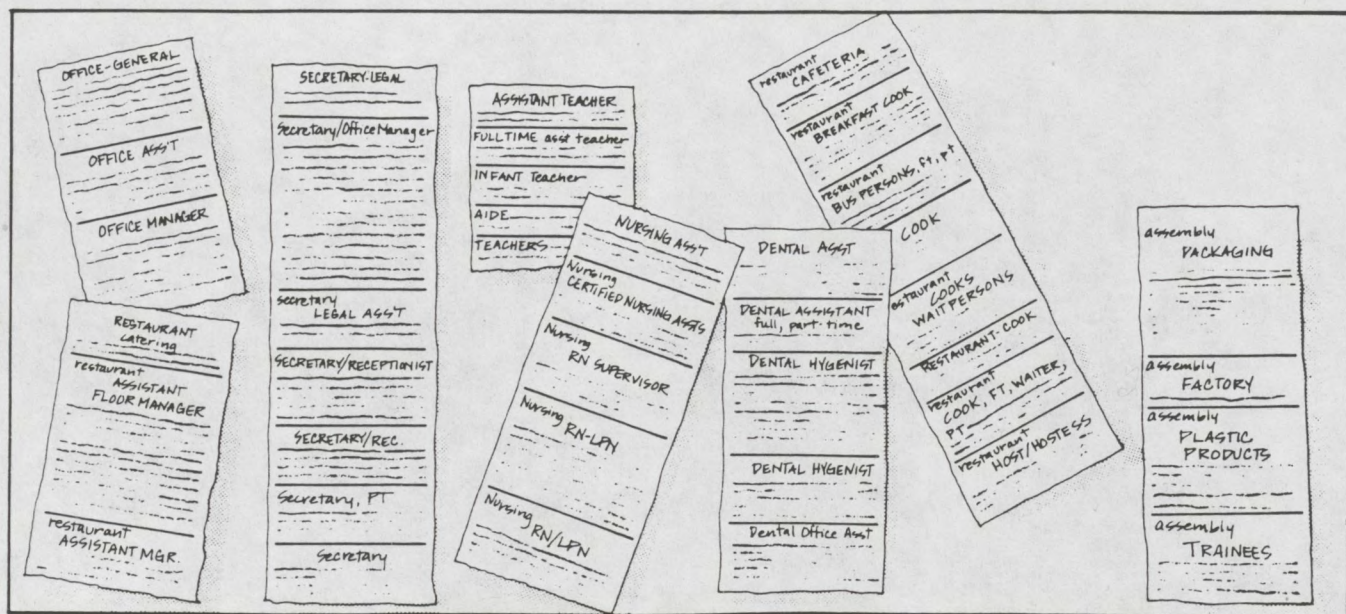
SITE HOUSING IN NEIGHBORHOODS THAT PROVIDE POTENTIAL EMPLOYMENT OPPORTUNITIES FOR SINGLE PARENTS AND TEENAGERS.

Like other women, single parents, for whom time and money are especially limited resources are frustrated by neighborhood features that restrict employment opportunities or lengthen their journey to work.

Thirty-five percent of women in Minnesota are employed in clerical work (secretaries and bookkeepers), 21 percent as service workers (food and health services), 16 percent in professional and technical work (teachers and nurses), and 11 percent as operative workers. Assessing the equity of this situation is beyond the scope of this report. Reality suggests, however, that housing developments be located in communities accessible to employment centers with jobs of this type.

As travel time increases, satisfaction with the location of one's home decreases. Previous research also indicates that one of the forces in mobility is proximity to employment. Women have traditionally selected employment closer to home than their spouses (Kain, 1973; Ericksen, 1977). They often choose employment so that they are home close to the end of their children's school day.

Neighborhood opportunities for teenagers to earn money also can add to the household income and can provide teenagers with experiences in the marketplace.



LOCATE HOUSING IN NEIGHBORHOODS WHERE RECREATION OPPORTUNITIES WITHIN WALKING DISTANCE OF HOME ARE AVAILABLE FOR ADULTS, TEENAGERS, SCHOOL-AGE CHILDREN, AND PRESCHOOLERS.

Single parents, particularly because they often work during the day and may have no adult upon whom to rely for supervision of children, need environments that support the recreational activities of children.

Off-site and on-site areas for leisure and recreation should provide spaces that are designed for certain ages and activities. Adequate play space separates preschoolers from older children, school-age children from teenagers, and teenagers from youngsters and adults; this space should also permit informal supervision by adults. The provision of adequate play space for children inside and outside the unit makes a tremendous difference in parents' own satisfaction or dissatisfaction with a development (Becker, 1974).

As a group, teenagers are frequently forgotten and unplanned for in housing developments. Separate community rooms and outdoor spaces need to be provided within walking or easy biking distance (Becker, 1974). "[One plan might be to] . . . use existing facilities on the development, such as day care centers, in the evening for teenage activity. [A] separate teen community room . . . might . . . be located on the boundary between the development and the area outside of it, so that teenagers from outside the development could use the facility. Whatever the location or type of space allocated, the supervisor is crucial to its success and must be acceptable to the users. This person must be paid, and the salary should become a line item in management's operating budget" (Becker, 1974:160).



SERVICES

LOCATE HOUSING IN NEIGHBORHOODS WHERE AT LEAST ONE FULL-SERVICE GROCERY STORE IS WITHIN WALKING DISTANCE.

Small-scale convenience stores are not a substitute for the full-service grocery store because they are expensive and do not sell a full range of necessities. Out of necessity, low-income single-parent families shop for food more frequently and buy smaller quantities at each visit than households with more discretionary income. In addition, single parents frequently lack an automobile. Thus the consensus among community activists and single-parent consumers is that they can live without many things, but the full-service grocery store is not one of them — it is essential.



DEMOGRAPHIC MIX

DEMOGRAPHIC MIX

Opinions vary regarding the appropriate distribution of poor and rich, married and single, old and young, and dysfunctional and functional households within a given location.

RECOMMENDATIONS

It is generally agreed that the creation of small, distinct developments within the larger urban environment can be successful when they are defined for special populations and designed to answer specific needs. A small-scale (fewer than twenty units), population-specific development permits families with similar backgrounds to coalesce. This can reduce the antagonism that life-style differences sometimes create.

When asked by researchers about an acceptable mix of blacks and whites, however, most respondents indicate that racial integration is preferred. No group considers a minority status for themselves as acceptable (Newman, 1980).

Therefore, the recommendations suggest that small-scale developments (fewer than twenty units) may segregate households by marital status, sex, life-style, and/or income, but never by race. In addition, it is recommended that in buildings of more than twenty units, population heterogeneity is an essential component of viable neighborhoods.



CREATE SMALL DISTINCT DEVELOPMENTS WITHIN THE LARGER URBAN ENVIRONMENT FOR SINGLE-PARENT FAMILIES WITH SIMILAR LIFE-STYLES.

Current findings suggest that, within a single development, mixing households having widely different moral beliefs, life-styles, and education should be avoided (Francescato, et al., 1979). In research by Francescato, et. al it was shown that "the more residents in a development were perceived to be similar to oneself, the higher the level of satisfaction with other residents and with living in that development" (1979: ES-6 and ES-7).

DEVISE SCHEMES WHERE NEIGHBORING DEVELOPMENTS AND LARGER SCALE SITES AND BUILDINGS CONSIST OF A MIXTURE OF DIFFERENT INCOME AND RACIAL GROUPS.

"The future of American cities lies in the creation of housing environments which consist of a fine-grained mixture of different . . . income and racial groups. . ." (Newman, 1981:21).

PROVIDE OPPORTUNITIES FOR SINGLE-PARENT FAMILIES TO LIVE IN NEIGHBORHOODS WHERE THEY CURRENTLY RESIDE OR TO LIVE IN OTHER LOCATIONS.

Although it is sometimes said that familiarity breeds contempt, applicants to Passage Community (a transitional housing program for women, located in Minneapolis, Minnesota) came from close, neighboring communities. Inquiries prior to application suggest that many women did not want to move from their neighborhoods. This same phenomenon exists in the real estate market at large. A family's existing knowledge of a neighborhood will tend to geographically restrict their search for a new home.

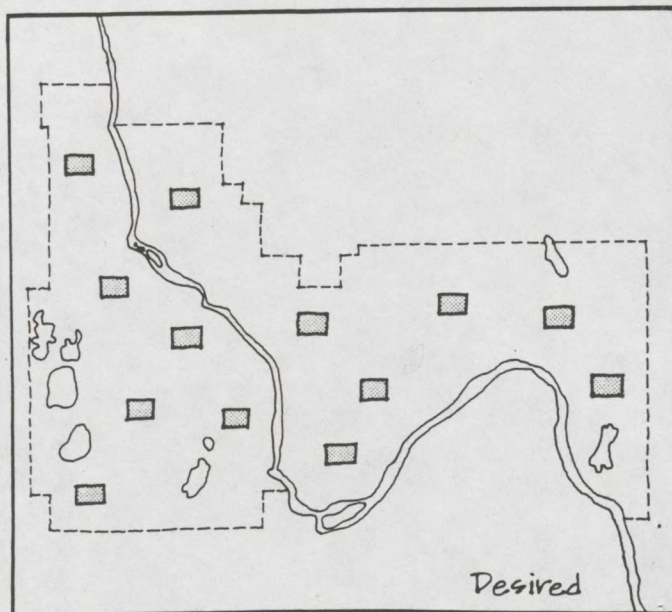
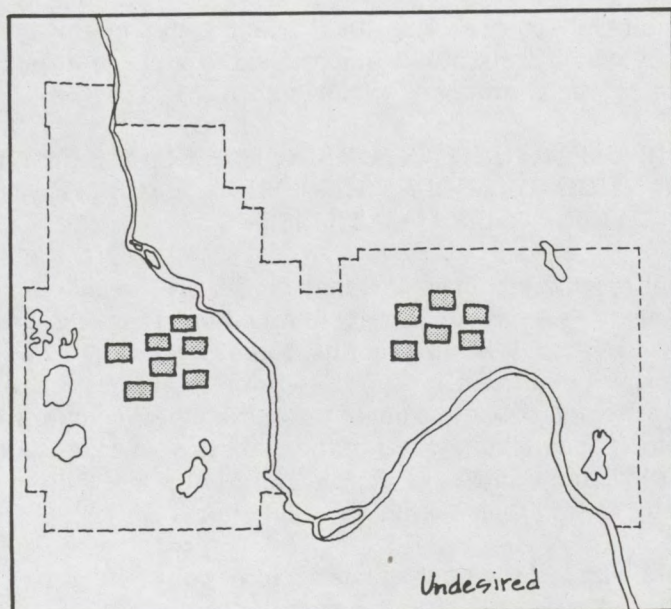
For those who feel their current neighborhood is inadequate, however, alternative locations are needed.

DEMOGRAPHIC MIX

CONCENTRATIONS OF VULNERABLE POPULATIONS WITHIN A LOCATION SHOULD BE AVOIDED.

There is no research on the appropriate mix of vulnerable populations. However, some neighborhoods, because of their level of acceptance or tolerance of special populations, become overburdened with housing that contains populations that have special requirements: halfway houses, single-room occupancies, and homes for the mentally ill and developmentally disabled. These vulnerable populations need to be dispersed throughout the communities of a metropolitan area.

On the macro-neighborhood level, integration of racial, economic, vulnerable populations must occur. However, to stabilize neighborhoods there should be a base of less vulnerable, higher income groups (Newman, 1981:21).



NEIGHBORHOOD REPUTATION

NEIGHBORHOOD REPUTATION

Neighborhood reputation or image is a nebulous concept. The factors that go into making a neighborhood's image are not entirely understood. Certainly, the safety and security of the area, its schools, and its level of maintenance are ingredients that contribute to people's overall response to a particular environment. Evidence of vandalism, graffiti, broken glass, garbage, boarded-up commercial spaces, and vacant housing are a few of the "clues" that tell passersby, as well as residents, that the neighborhood has problems.

CAREFULLY INVESTIGATE THE REPUTATION AND IMAGE OF A NEIGHBORHOOD PRIOR TO SELECTING POTENTIAL HOUSING SITES. USE NEIGHBORHOOD CRIME STATISTICS TO ASSESS THE APPROPRIATENESS OF THE NEIGHBORHOOD FOR WOMEN AND CHILDREN. CONSIDER NEIGHBORHOODS THAT MAY BE IN THE PROCESS OF "TURNING AROUND."

Areas that are economically viable, that are safe, and that have a mix of families and housing opportunities will best serve single parents and their children. Housing for single parents can make an important contribution to the affordable housing stock in a neighborhood in the process of turning around.

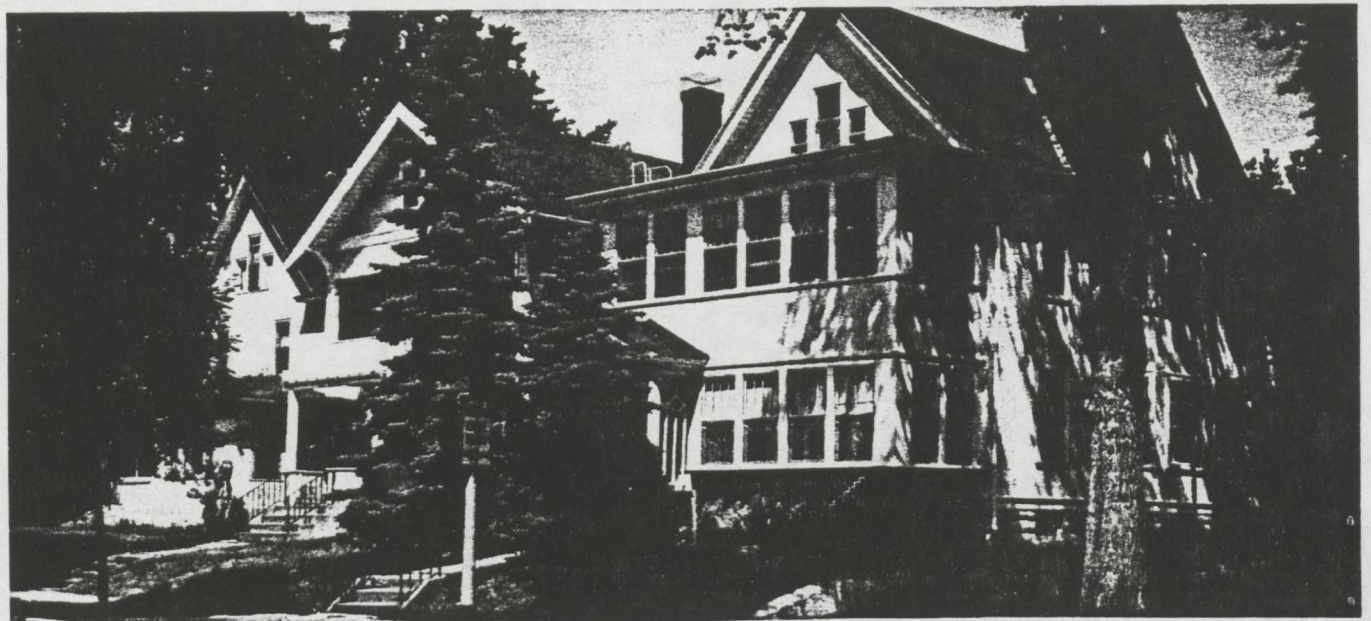
Areas that have access to community development funds or an infusion of city and neighborhood monies or in which nonprofit housing groups are active, can be excellent locations for housing sites affordable for single-parent families.



NEIGHBORHOOD REPUTATION

SITE HOUSING IN WELL MAINTAINED NEIGHBORHOODS.

Neighborhood maintenance appears to be a very important component of residential satisfaction (Weidemann, and Anderson, 1982). People who consider their neighborhoods well maintained are more satisfied with their housing and community than are those who do not. There should be greater concern with the visual aspects of a neighborhood. Services such as snow removal, leaf and newspaper collection, and garbage and large-item collection are important to residents. Landscaping and plantings that are well maintained instill a sense of pride and community in residents.



COMMUNITY ACCEPTANCE

COMMUNITY ACCEPTANCE

Community residents often resist new housing developments. Fear and mistrust can halt or slow a development. Approaching communities before development — to alert them to the proposed housing development, to allay fears, and to correct misconceptions — is important to the overall well-being of the development.

PRIOR TO DEVELOPMENT, PROVIDE COMMUNITIES WITH INFORMATION ABOUT THE PROPOSED NEW DEVELOPMENT AND ITS RESIDENTS. IDENTIFY THE EXPECTED IMPACT ON THE NEIGHBORHOOD AND SERVICES. LEARN THE REASONS FOR COMMUNITY RESISTANCE. ADDRESS THESE CONCERNS THROUGH APPROPRIATE DESIGN SOLUTIONS AND MANAGEMENT PLANS.

Resistance to low-income housing developments should not be underestimated. Some development plans may have to be abandoned because community resistance is so strong.

Stimulating neighborhood-based community development corporations or other nonprofit groups (coalitions of churches, for example) to sponsor or cosponsor development can be an effective alternative strategy in gaining neighborhood support. When housing for single-parent families emerges from the community itself, its success is more likely.



CHAPTER III

DESIGN GUIDELINES

DESIGN GUIDELINES

Mary Vogel-Heffernan

Most single parents are busy people with high demands on their time. Parenting is a big job in itself, and single parenting is particularly challenging. Many single parents have the sole responsibility for their children twenty-four hours a day, seven days a week.

Parenting is only one part of the responsibility a single parent faces. Running a household takes time and effort. Holding a job outside the home, participating in job training, and/or attending school also demand commitment, effort, and energy. If there are many children and/or if the children are very young, life for the single parent is even more strenuous.

The housing unit for single-parent families — whether it is a single family dwelling, a duplex, a rowhouse, a unit within a sixplex or an apartment complex — should be designed to help the members of a single-parent family live more fulfilled, less stressful lives.

The design guidelines address issues on two levels. The following paragraphs discuss broad conceptual issues that shape the whole design. The pages that follow articulate more detailed design recommendations.

Care has been taken to give information specific enough to provide guidance to the client, developer, financier, and designer, yet general enough so that the designer will have the freedom to respond fully and appropriately to specific design challenges as they occur.

RECOMMENDATIONS

Appropriately designed housing that meets the needs of single-parent families must address the following issues:

- (1) **Homelike Quality:** the housing should be domestic in character. Care should be taken to create an environment that both looks and feels like a home.
- (2) **Safety and Security:** the housing should be both secure and feel safe. Plant materials, pedestrian pathways, siting, lighting, sight lines from the housing, and other features should contribute to the safety of the housing.
- (3) **Quality Residential Environment:** the housing provided for single-parent families should withstand the extra demands energetic children put on an environment. Materials should be durable and require little maintenance. The design should be suited to the climate, well insulated, and energy efficient.
- (4) **Privacy and Community:** the design of the housing should foster privacy for individual members of the family and for the family unit. At the same time, the design should provide opportunities for sharing and mutual support among families, potentially fostering the development of a sense of community.
- (5) **Indoor and Outdoor Connection:** because children need to be out-of-doors daily, housing for single parents should provide a direct connection to the outside. Preferred ways to provide this connection include a private patio, porch, or deck.
- (6) **Appropriate Scale, Density, and Arrangement of Units:** the housing should have the scale and density that is compatible with the surrounding neighborhood. Units with a large number of bedrooms should have direct access to the outside whenever possible. Care should be taken not to place active areas of one unit over the sleeping areas of another unit.

NEIGHBORHOOD COMPATIBILITY

PROBLEM

Housing that is out of scale with the buildings around can create problems. Not only does it help destroy the texture of the neighborhood, it tends to become a community within itself with little connection to its immediate neighbors and the larger community.

RECOMMENDATION

Single parent housing should be integrated into its neighborhood. The form of the buildings should be compatible in

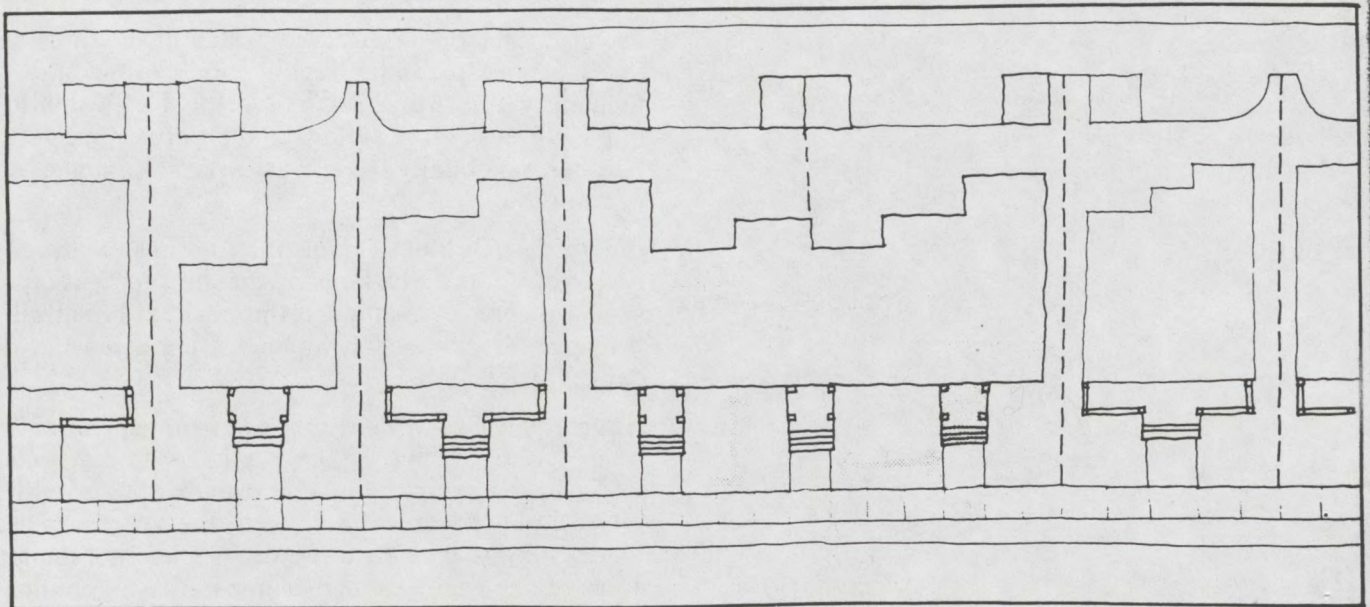
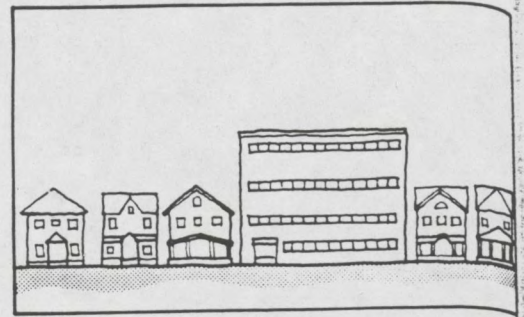
- Building type
- Building entry
- Yard privacy and use
- Number of stories
- Number of residents per unit and building

The massing and land use should also be compatible in terms of

- Lot size (overall, front, side)
- Ratio of building area to land area
- Front width of building
- Depth of building

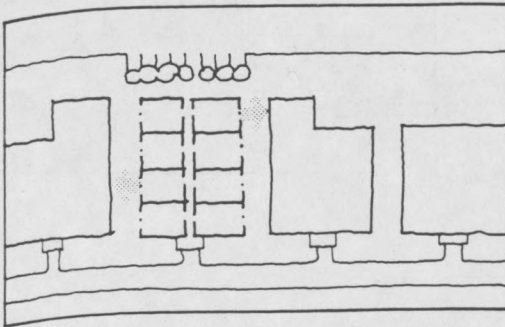
There should be compatible architectural style in terms of vocabulary, detailing, quality, and type of building materials.

Extensive lighting of home exteriors, exterior pathways, car parking areas, children's play areas, neighborhood sidewalks, streets, and bus stops will reduce crime and the fear of crime.



SITE

SITING OF BUILDING



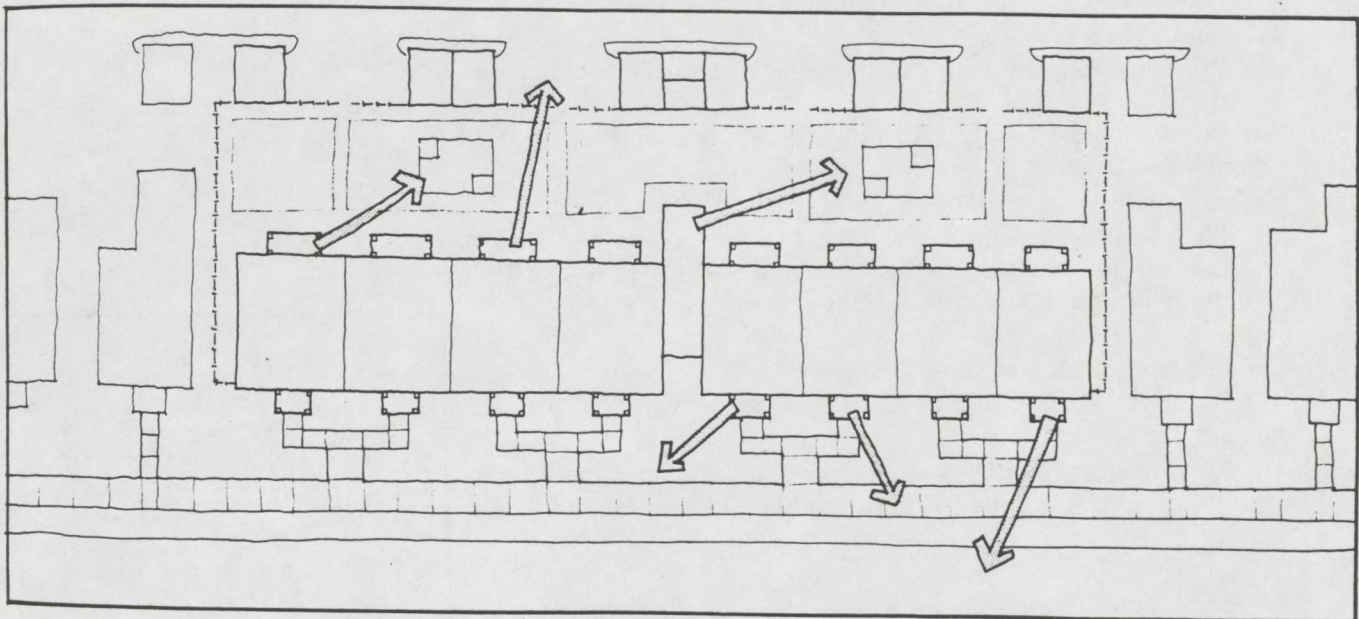
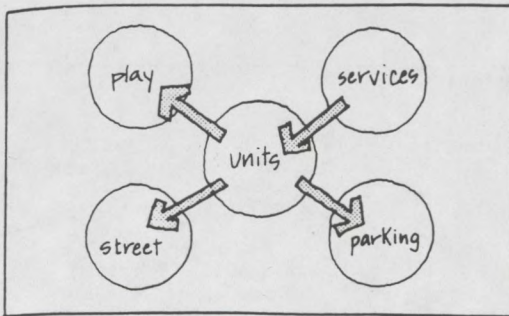
PROBLEM

Poor placement and configuration of the building(s) on the site can create security problems, hinder supervision of outdoor play, and contribute to an impersonal environment.

RECOMMENDATION

Siting and configuration of the building should permit the design of the following:

- A residential environment that allows residents to have visual control over the site
- A site entry that allows transitional space from the street to the front door
- Sight lines from entry and units to parking areas, entrances, play areas, and street drop off areas
- A functional path system
- Features that take sun, wind, shade, and neighboring structures into consideration
- Unobtrusive and efficient servicing of building and site (for example, garbage collection, snow removal, and lawn mowing)
- Windows, doors, unit entries, porches, and landscaping that are positioned to allow residents to survey the exterior and interior public areas of their units



SITE

LANDSCAPING

RECOMMENDATION

It is recommended that the landscaping have the following characteristics:

Surfaces

- Ensure that no gravel or stones, or loose or heavily textured finishes are used
- Ensure that surfaces are well drained

Plant Material

- Ensure that placement and size of plant materials do not create security problems (no hiding places)
- Use environmentally and seasonally appropriate plant materials
- Use durable and appropriate shade materials that require little maintenance
- Use no poisonous plants or plants with thorns
- Use wood chip mulch where appropriate

Pathways

- Provide ramps for buggies and bicycles
- Ensure that pathways are designed for children's wheel play, having adequate turning space, distance from obstacles, and width enough for a trike to pass a pedestrian
- Ensure that pathways are adequately drained and slip resistant when wet
- Avoid single steps in paths if possible, ensure that elevated paths and outside areas have railings with vertical members (6 inches on center). Balustrades should be 3'6" high at a minimum
- Minimize roof eaves and drips over walkways and entries

Fencing

- Ensure that placement and size enhance security and that fencing is not climbable
- Ensure that placement accommodates snow removal

Personalization

- Provide opportunities for the personalization of individual outdoor space
- Provide opportunities for the community development of shared space

Exterior Lighting

- Provide extensive lighting of home exteriors, interior pathways, car parking areas, and children's play areas; use indestructible, noninstitutional exterior lighting

Snow

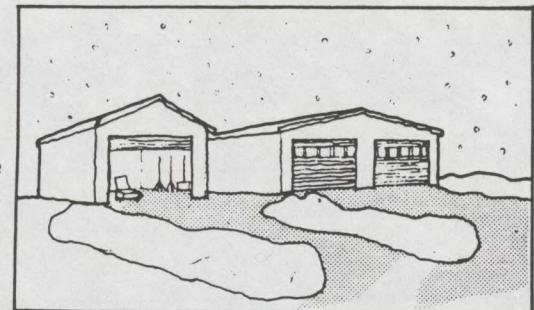
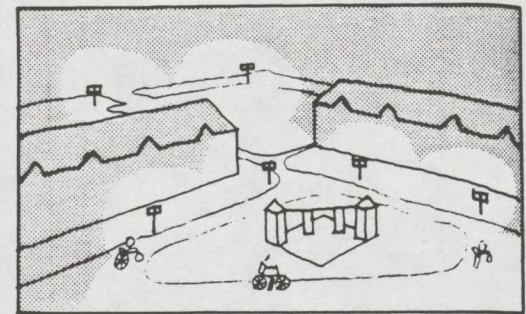
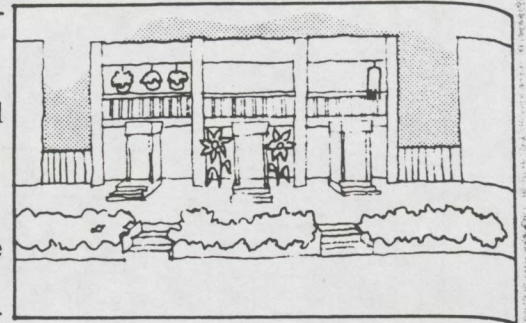
- Provide for ease of snow removal
- Minimize drifting in play areas and pathways

Storage

- Provide storage of yard maintenance equipment in a separate building on site (MHFA) with double doors and easy accessibility

Play Areas

- See Outdoor Areas below



PROBLEM

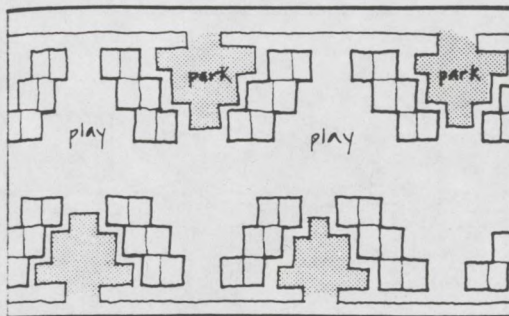
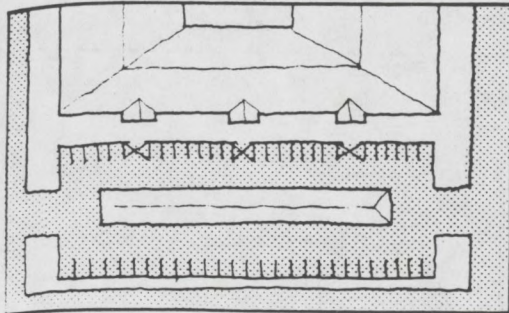
Large parking lots or garages at a distance from the units are difficult to supervise, causing security problems for children, adults, and cars.

RECOMMENDATION

Garages are preferred to lots; attached garages are preferred to separate garages.

Smaller lots and clusters of garages that have the following characteristics are preferred:

- A parking location that is close to and within sight of individual units
- A street entrance that is safe and convenient to street traffic patterns and conditions
- A configuration that prevents nonresident drive-through traffic
- A size adequate to accommodate the vehicles of residents
- Adequate guest parking
- Adequate drainage
- Adequate security lighting
- Accommodations for winter conditions (garages and plug-ins with timers)
- Seasonal water supplies and electric outlets for car maintenance



SITE

OUTDOOR AREAS: ADULT AND FAMILY

RECOMMENDATION

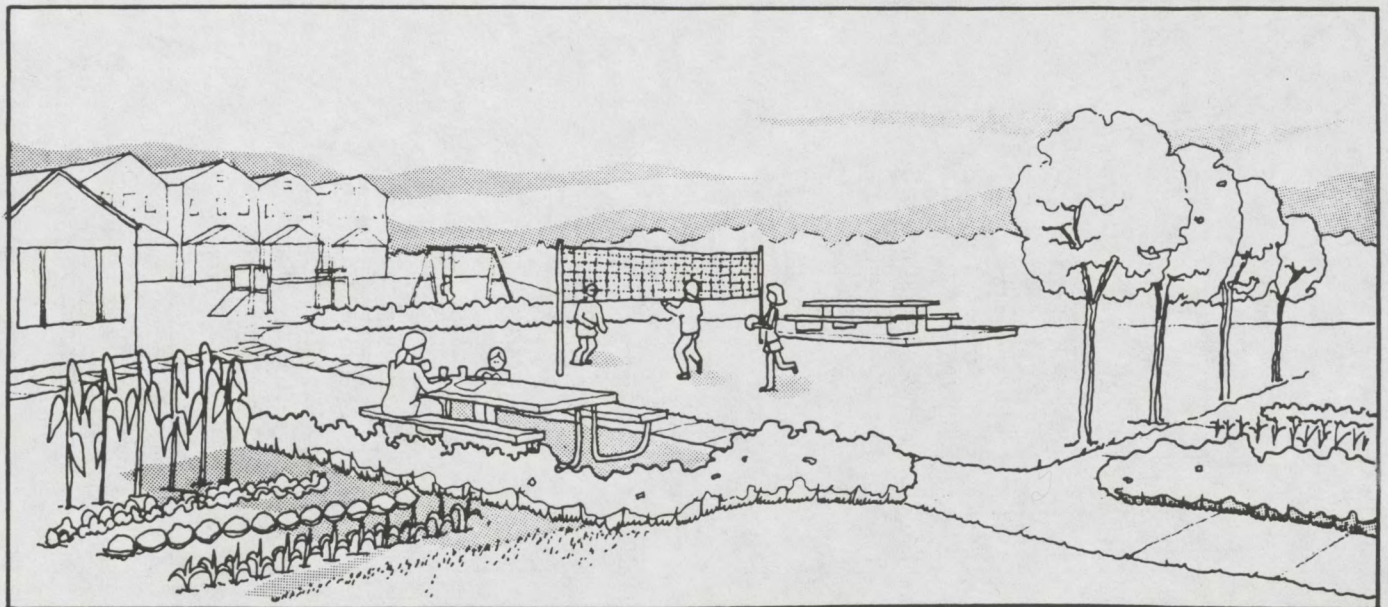
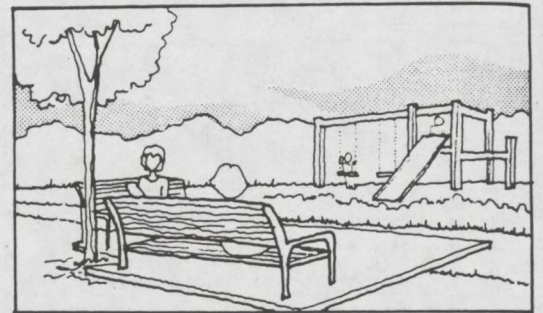
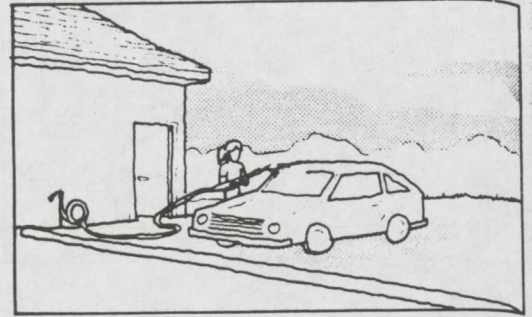
Adult and family space with the following characteristics should be provided on the site:

Adult Spaces

- Leisure activities area (communal deck or patio)
- Outside work area (for car maintenance, and other chores)
- Garden space; laundry drying area
- Area for watching children at play that allows adults to be physically separate from the children

Family Spaces

- Organized game area
- Picnic areas with places to cook



OUTDOOR AREAS: CHILDREN AND ADOLESCENTS

RECOMMENDATION

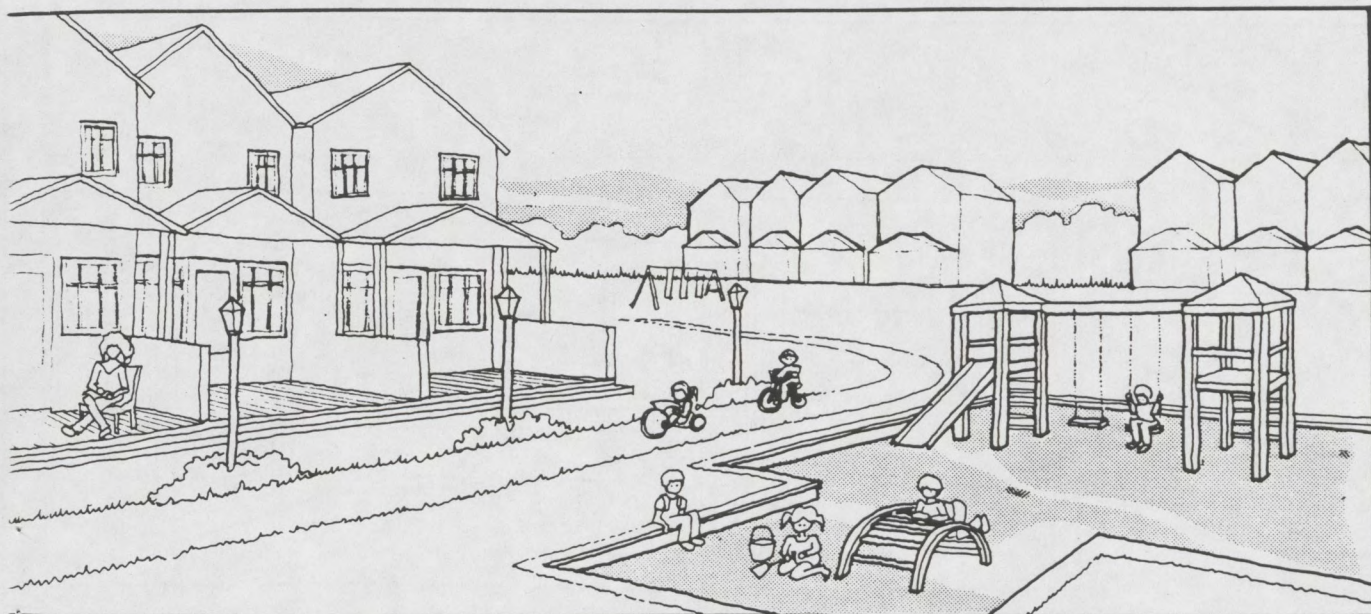
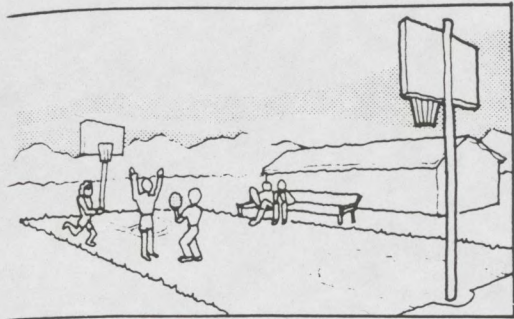
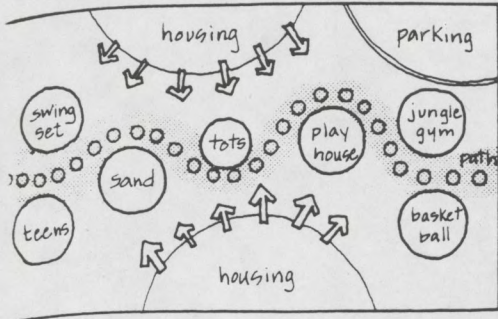
Play areas with the following characteristics should be provided for tots, grade school children, and teenagers:

For Children

- Variety of defined areas for different play activities
- Year-round outdoor play area
- Transitional space between playgrounds and building or unit entrance (for sand and snow shake-off)
- Close proximity of small children's play areas to their homes
- Easy visibility from individual units
- Adequate sun and shade provision
- Protection from wind and car pollution
- Proper drainage
- Child-safe surfaces
- Protection from traffic by a fence that can't be climbed by small children (no hand or toe holds, no horizontal rails or members, minimum height of 4 feet, with spaced openings between members)

For Teenagers

- Screened for visual privacy (location should not accommodate nonresident use)
- Recreational facilities located away from parking and drives
- Bicycle racks at the rate of one rack for every four dwelling units



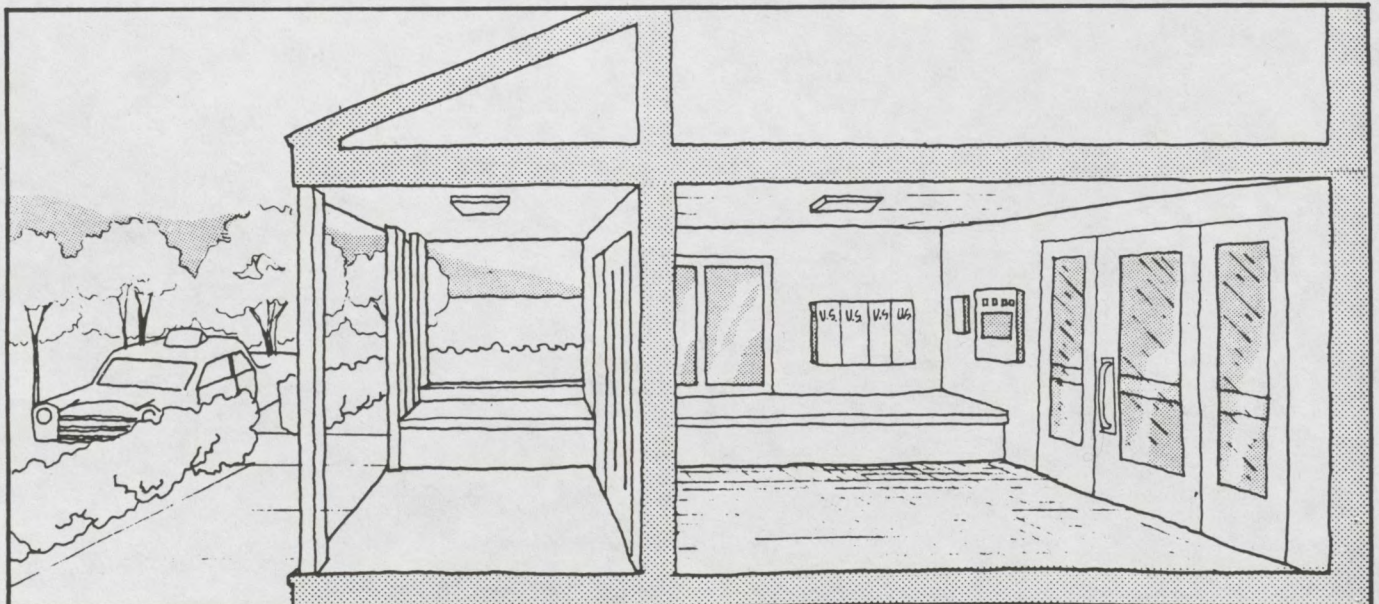
BUILDING

COMMON ENTRY

RECOMMENDATION

Individual entries to the units are preferred, however, some building types have common entries. Entry into the building should be secure, yet easy for residents to negotiate while carrying a child, groceries, or both. A waiting bench that is large enough for an adult and several children should be provided. The features of a good common entry are:

- An entry intercom system with buzzers to individual units, community room, and office
- Mailboxes
- A fire alarm panel
- A keybox for fire departments
- A built-in bench with sight lines to street
- A place for setting parcels and/or infants when opening door
- A door that is not hard to open
- Overhead protection from the weather
- Weatherlock
- Adequate lighting



PROBLEM

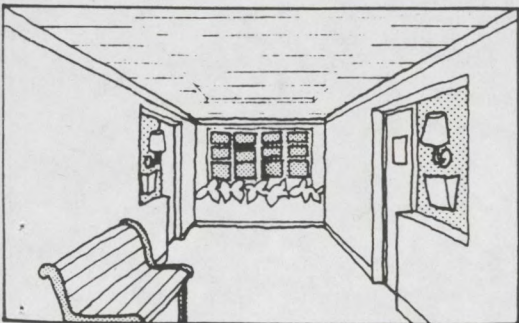
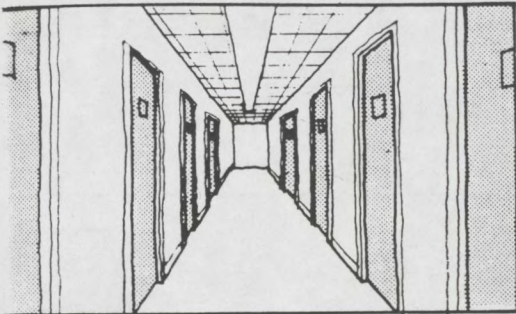
Long corridors with no natural light are undesirable. Institutional in character, they are hard to maintain and often become noisy racetracks for play. When many units open onto a single corridor, privacy is difficult to maintain. Closed fire doors can be a safety hazard, because children can catch their fingers in the jam when playing around them.

RECOMMENDATION

Interior hallways should be shared with as few units as possible; a maximum of four units per hall is desirable.

The following are the desirable characteristics of common interior hallways:

- Durable materials on walls such as enamel paint or vinyl wall covering (MHFA, 1985) (see Materials)
- Low pile floor carpeting
- Sound-deadening ceilings
- Natural light and ventilation preferred (MHFA, 1985)
- Individual task lights to accompany general lighting
- Where length of hallway is necessarily long, hallway should be staggered
- Durable lights placed so that a ladder is not required for bulb replacement
- Fire doors with magnetic holders that hold them open
- Places provided for personal displays

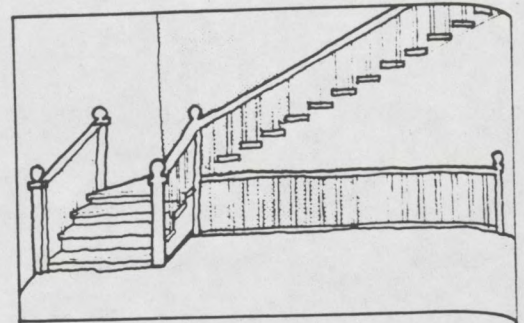


BUILDING

COMMON STAIRWAYS

PROBLEM

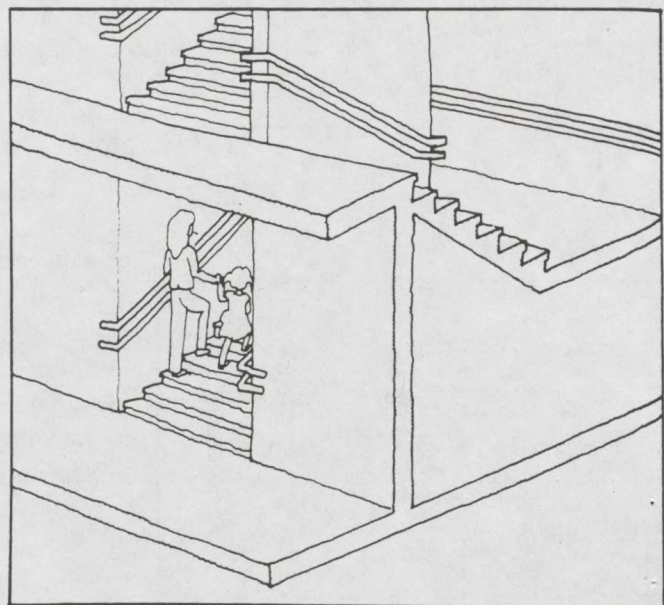
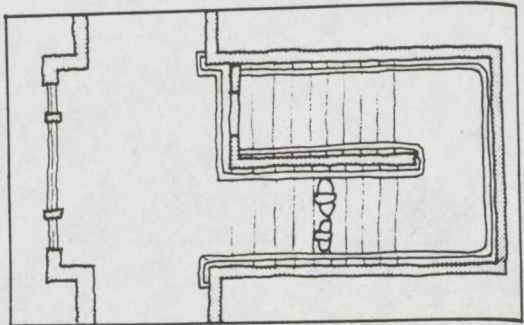
Stairways can be a real problem in residential buildings for families. They are places where children often play. Because they are usually not designed with children in mind, they can be dangerous and add to the burden of parenting. Open stairways or stairways with long runs are inappropriate for children. Frequently the placement of railings and the tread size make it difficult for a young child to go up and down independently.



RECOMMENDATION

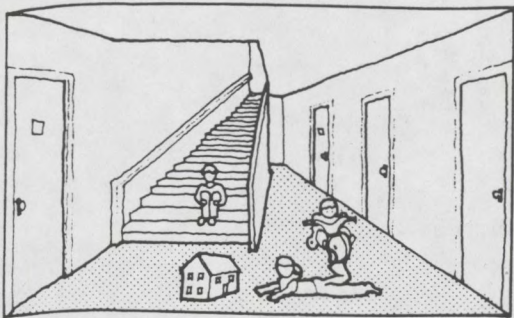
The characteristics of an appropriate stairway are:

- U-shaped design with dividing wall separating runs
- No tapered treads on stairs (Page); low risers, wide treads, no open treads, no open risers
- Stairway width should be wide enough for an adult and a child to walk together
- Double railings (one adult height, one child height) with circular (not rectangular) forms that allow continuous hand movement along the railings (Page)
- Vertical (rather than horizontal) elements, with minimum spacing of 6 inches, used on staircase and landing balustrades so they cannot be climbed
- Low-pile carpeting
- Wainscoting made of durable materials
- Natural light and ventilation preferred (MHFA, 1985)
- Lighting (fluorescent) on separate circuits (MHFA, 1985)



BUILDING

INDOOR PLAYSPACE

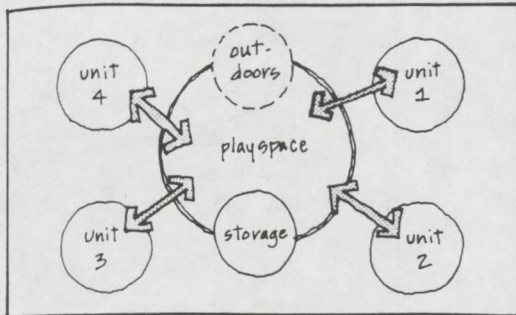


PROBLEM

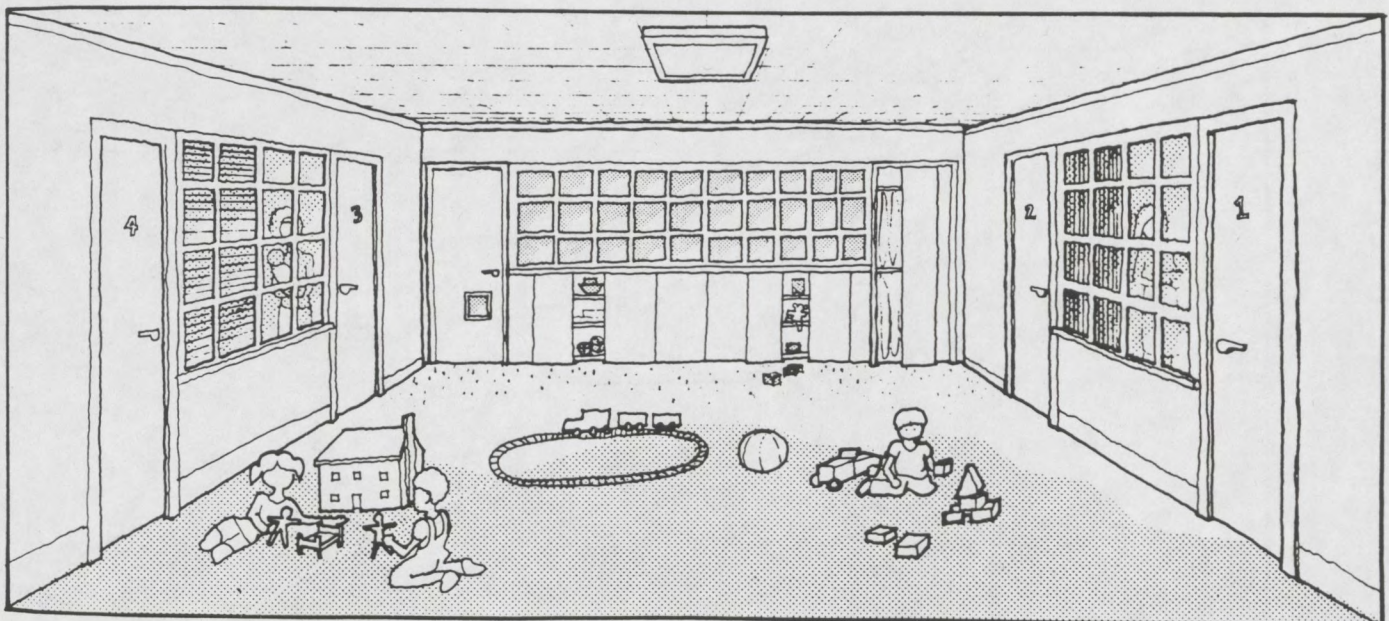
Because of Minnesota's severe weather, public circulation spaces are often used as informal play areas. This creates noise, maintenance, and safety problems.

RECOMMENDATION

Accessible play space provided adjacent to units permits safe play, respects privacy, and contributes to a sense of community. The characteristics of the space are:



- Visibility from interior of units
- Flexibility for child, family, and adult activities
- Sound insulation
- Natural light
- Access to outdoors with locking enclosure
- Storage for various activities (coats and play and meeting equipment)
- Common toilet (MHFA, 1985)



BUILDING

LAUNDRY

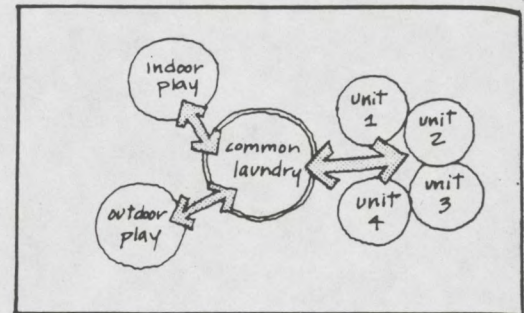
PROBLEM

Common laundry facilities can be underutilized, poorly maintained and subject to vandalism if located in an isolated part of the building.

RECOMMENDATION

If properly designed, a common laundry could also function as a gathering place for parents while they watch young children. A common laundry should have the following characteristics:

- A convenient location by the cluster of units it serves (one on every floor in a multi-level building)
- Play space
- Access to outdoor drying area
- Opportunities for socializing
- Hookup for iron
- Adequate sound separation
- Shelves (perhaps a lockable place for supplies); space to hang clothes
- Curbed concrete or fiberglass premounted pads for washers with floor drain (MHFA, 1985)
- Enamel paint or vinyl wall covering (MHFA, 1985)



BUILDING

STORAGE

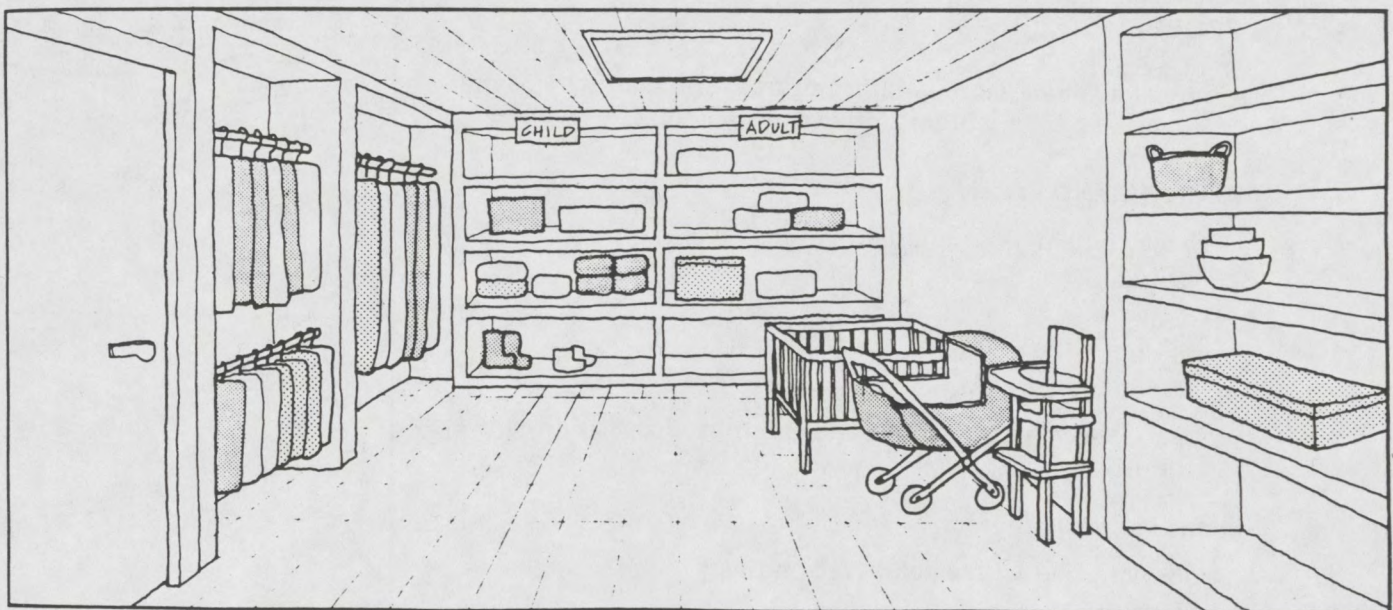
PROBLEM

Money in a home headed by a single parent is often very limited. Growing children put great demands on those limited resources.

RECOMMENDATION

A hand-me-down storage room is recommended for storing equipment, toys, and clothes; these items can be passed around when needed by the residents to help incomes go further. The locked storage space should have:

- Shelves
- Rods for hanging clothes
- Space for large equipment



BUILDING

GARBAGE DISPOS.

PROBLEM

Families generate large volumes of trash. Efficient trash removal is essential to maintaining a quality residential environment.

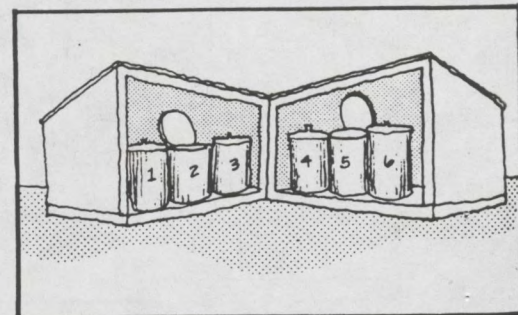
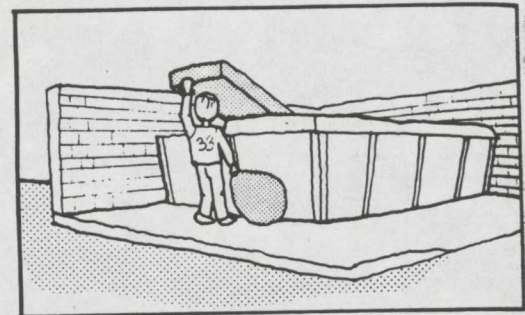
RECOMMENDATION

Garbage containers should be:

- Durable
- Quiet
- Spill and kick proof
- Fitted with a light lid
- Easily accessible to adults and children (close to units and easy to fill)

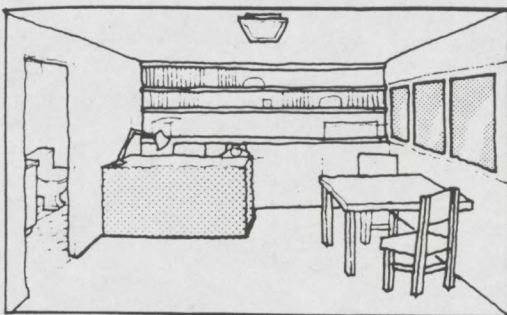
Dumpster areas should

- Be screened with a solid wall and gate
- Have a concrete slab



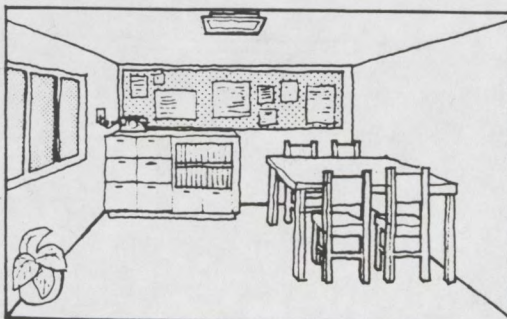
BUILDING

OFFICE



RECOMMENDATION

The Developmental Model and the Self-Help Model need office space that is conveniently located within the housing.

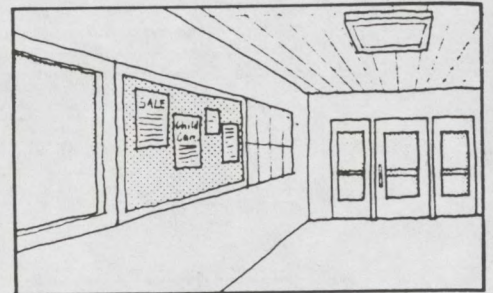
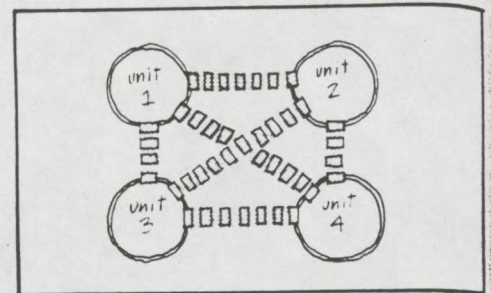


The Developmental Model is staffed half time by an on-site person. The staff space in this model is a small suite consisting of an office large enough for small group meetings and an adjoining half bath. Storage should include shelving for resource materials and lockable filing cabinets for confidential files.

The Self-Help Model requires an office space that can be used by the residents and the facilitator for small group meetings and coordination of activities. A bulletin board and storage for resource materials and records should be provided.

BUILDING

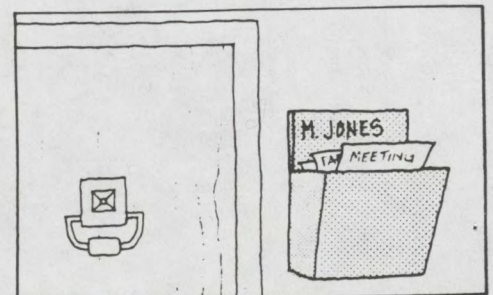
COMMUNICATION



RECOMMENDATION

Because single parents need information and need the ability to share child care responsibilities, it is recommended that communication within the housing be facilitated:

- A between-unit intercom system
- Bulletin boards
- Boxes by doors for messages
- A public telephone in a private nook with seating



UNIT SPACES

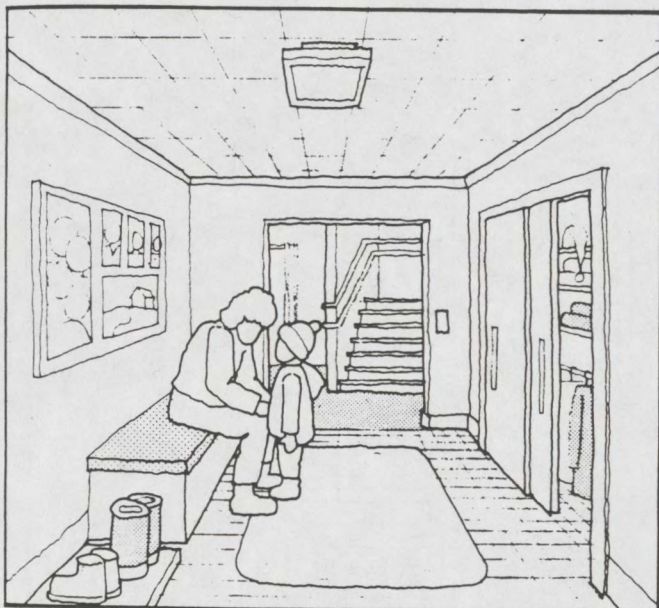
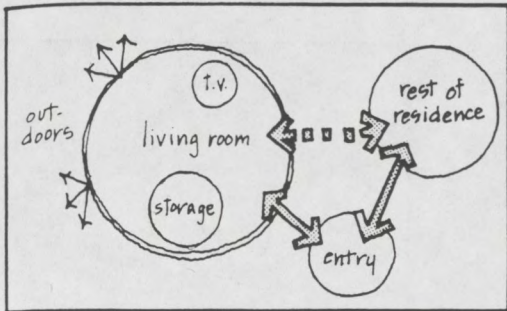
ENTRY



RECOMMENDATION

It is recommended that the front entry have the following characteristics:

- Articulation that identifies the entry clearly
- Direct outdoor connection
- Covered entry stoop or porch with exterior bench
- Immediate access to indoor and outdoor light control
- Weather resistant surfaces (hard- surface floors)
- Coat storage space, boot changing place, and a place to set parcels
- Access to living room
- Proximity to circulation paths
- No visual connection to bedroom and bathroom areas
- Opportunities for personalization
- Insulated primary door with self-storing combination storm and screen doors
- Dead bolt locks on doors (see Materials)



UNIT SPACES

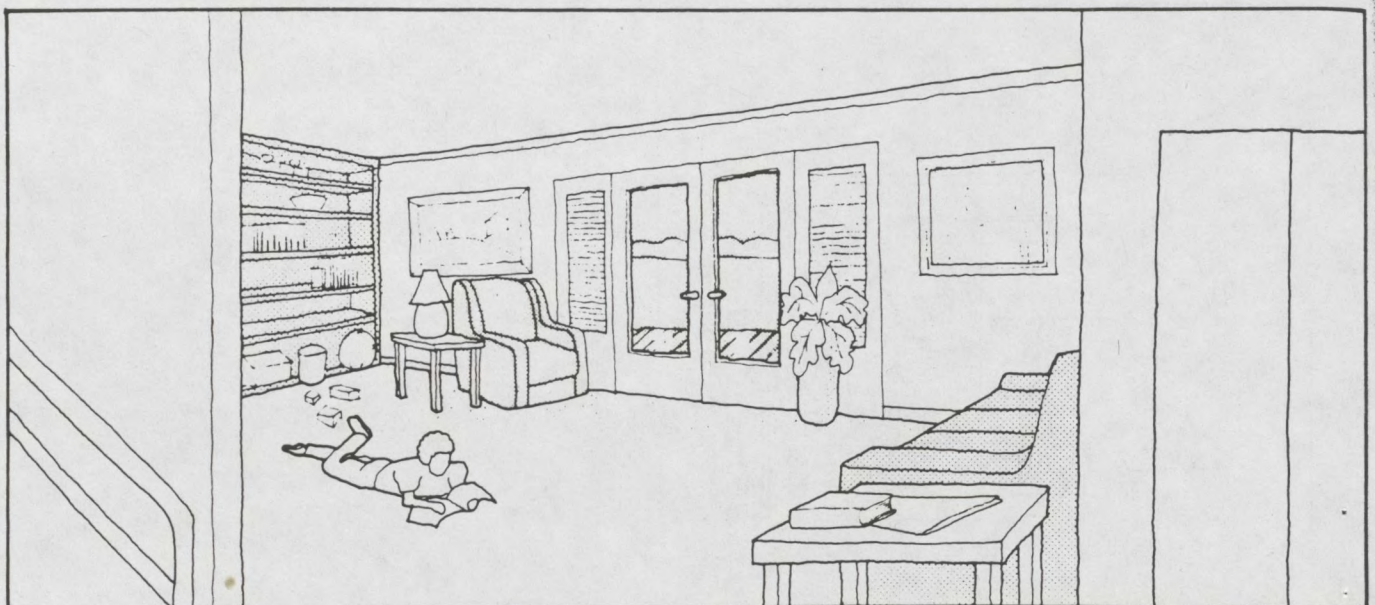
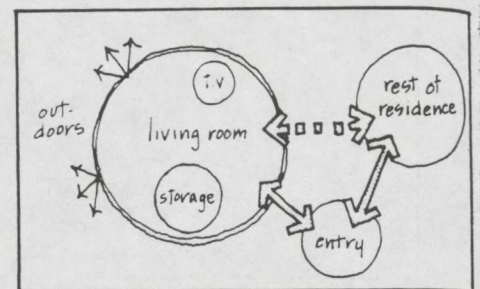
LIVING ROOM

RECOMMENDATION

The living room as the main circulation space is to be avoided.

The living rooms should have the following characteristics:

- Proximity to unit entry
- Access to outdoors
- Ability to accommodate a variety of furniture arrangements and activities
- An interior color scheme able to accommodate various furnishing, colors, and patterns
- Operable windows for natural light, ventilation, and view
- Designated location for cable television
- Storage and display space for toys (child level) and adult articles (adult level)



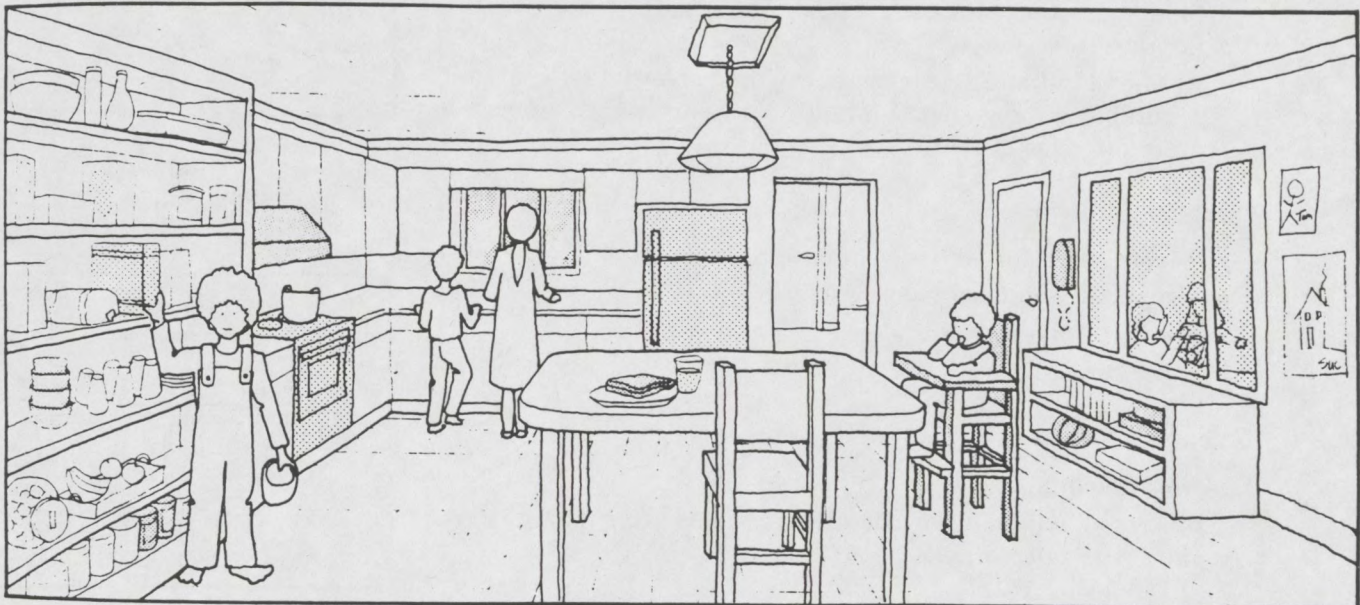
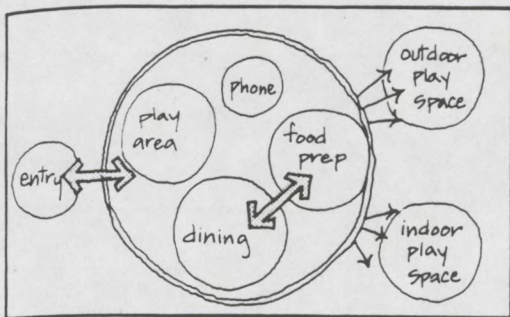
UNIT SPACES

KITCHEN/DINING

RECOMMENDATION

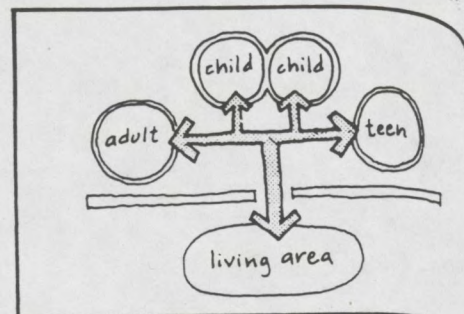
A kitchen with the following characteristics helps a single parent with household and child care responsibilities:

- Food preparation area, telephone area, and eating area should be large enough to accommodate high chairs and serve as play space for children
- A dining room and kitchen combination is preferred over a living room and dining room combination
- The kitchen should be functional for a variety of people in terms of their size and age
- It should accommodate several people at the same time and yet be efficient for one person
- No route through the kitchen should interfere with work carried on at the sink/refrigerator/stove triangle
- There should be sufficient task lighting over work area
- The kitchen should have an operational window for natural light, ventilation, and a view to play areas
- Stoves should not be positioned in peninsula, isolated units, corners, or at end of counters
- There should be level work space on either side of stove
- A ventilation fan with a light and grease shield should be provided
- Range controls should be located at the rear of the stove
- Food and equipment storage areas should be accessible to older children and inaccessible to younger children
- Counter tops should have rounded edges, and cabinet doors should open 180 degrees
- Telephone outlet should be wall mounted
- Floors should have hard surfaces; walls and ceilings should be covered with semigloss enamel
- A wood or vinyl base should be used
- Floors and countertops should be easily cleaned



UNIT SPACES

BEDROOMS

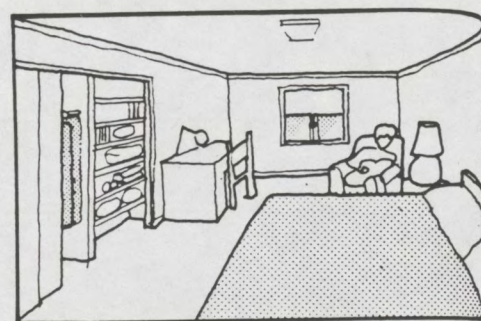


RECOMMENDATION

The bedroom is often the only private space individual family members have; it should therefore be located away from the living areas. Single parents have a high need for privacy. The following are recommended for the bedrooms:

Children's Bedrooms

- Arranged around a short corridor for night parental monitoring
- Function as sleeping space, play space, and quiet space
- Floors covered with commercial grade/gauge vinyl seamless flooring (see Materials)
- Ample closet and storage space with shelves (vinyl coat) and a durable door system (sliding doors and hinged doors are preferred over bi-fold)

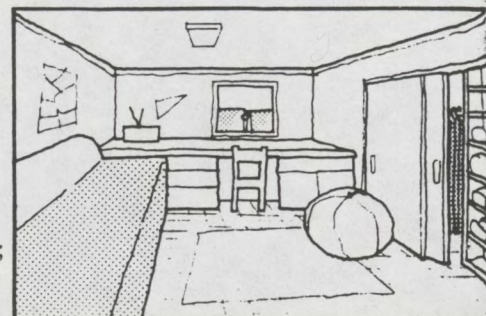


Parent/Adult Bedroom

- Private space for activities other than sleeping
- Telephone and television outlet
- Ample storage space
- Space for desk

Teenagers' Rooms

- Noise separation
- Room for entertaining friends, separated from parent's room; extra seating available
- Space for desk



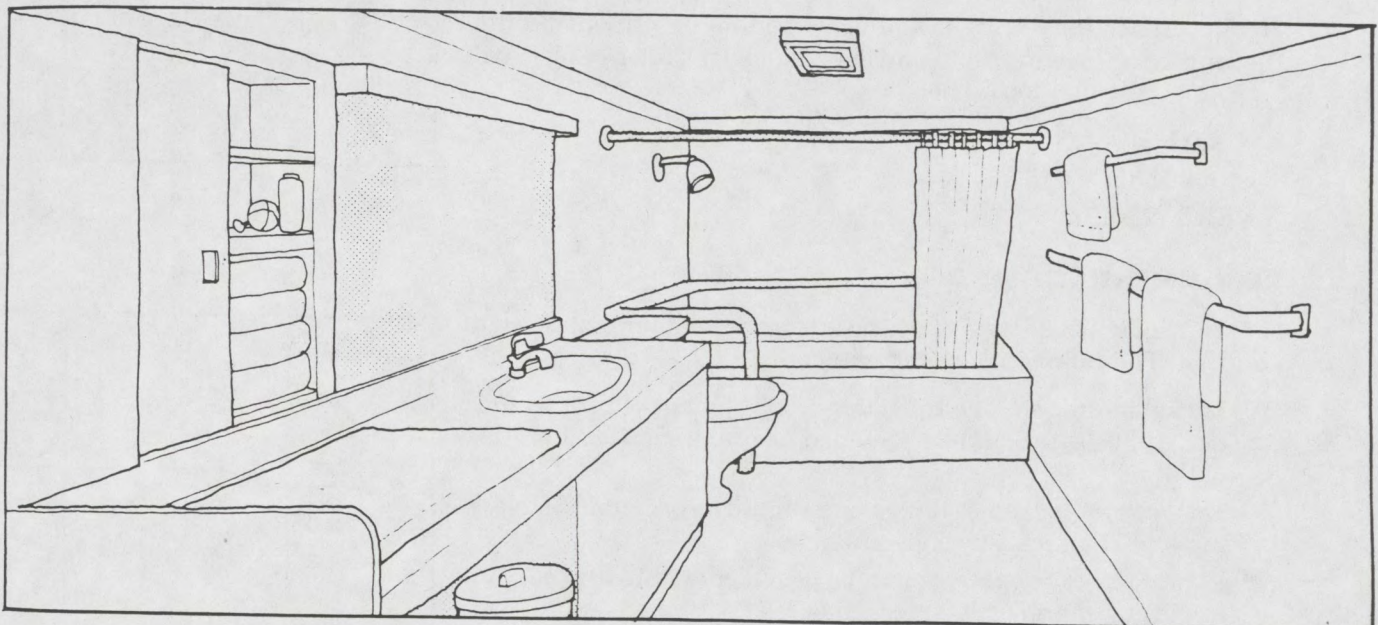
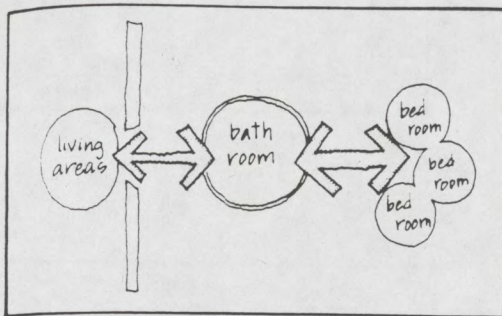
UNIT SPACES

BATHROOM

RECOMMENDATION

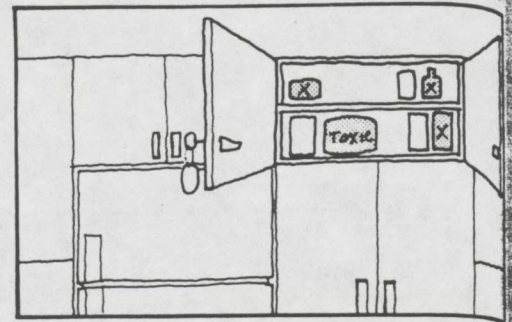
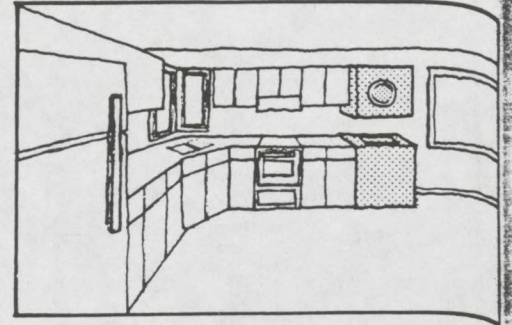
It is recommended that the bathroom have the following characteristics:

- Location close to bedrooms
- Sink area separate from toilet for large families
- Skid-proof tub surface and grab bars for children
- Shower curtain preferred over glass doors in tub/shower
- Enameled iron or steel bathtub
- Ceramic tile or fiberglass around tub/shower
- Sink and tub with single-handle, lever-type faucet that is easily operated by small hands
- Thermostatically controlled mixer valves
- Vanity mounted wash basins do not use wall hung sinks
- Large vanity top area big enough to serve as a diaper changing and shampoo area for preschool children
- Lockable medicine cabinet with sound separation from neighboring unit
- Mirror to accommodate a variety of heights
- Wall-mounted durable towel racks and clothing hooks accessible to adults and children
- Ventilation fan to outdoors separate from light switch and controlled by a timer
- Adequate storage space for cosmetic supplies, towels, dirty diapers, toilet paper, cleaning supplies, trash
- Bathroom locks that are capable of being opened from the outside if necessary
- Sheet vinyl (commercial gauge) or ceramic tile floor covering
- Semigloss finished walls



UNIT SPACES

LAUNDRY/STORAGE

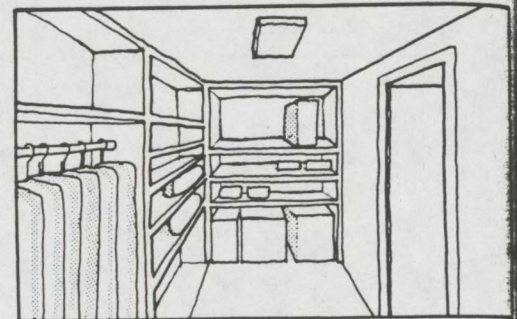


RECOMMENDATION

Parents prefer that the unit have the capacity for laundry facilities.

Hookup space for a washer and dryer should be provided within the unit in a location that prevents acoustical interference with sleeping. Potential locations are:

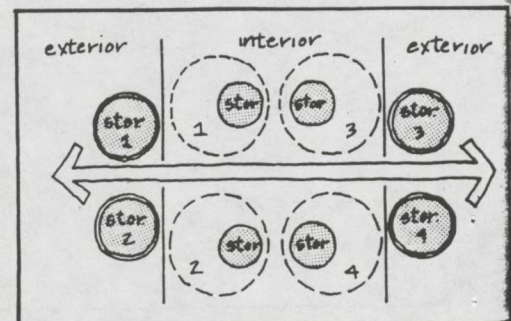
- Kitchen
- Bathroom
- Hall closet



RECOMMENDATION

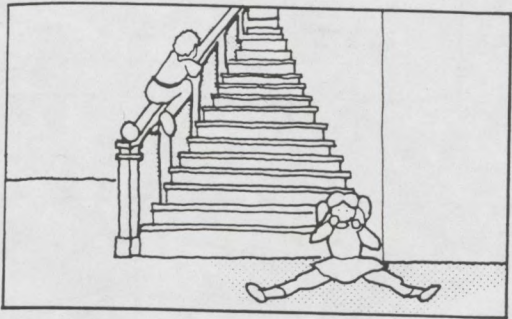
A variety of kinds of storage spaces are important for families with children. The following are recommended:

- Lockable unit storage for outdoor equipment (strollers, bicycles, tricycles) should be provided near entrance used most by children
- One interior lockable storage unit should be provided for cleaning and chemical supplies in kitchen
- Walk-in storage space should be provided within the unit (preferred) or at an easily accessible area



UNIT SPACES

STAIRWAYS

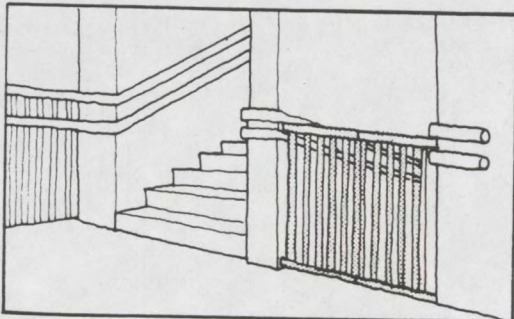


PROBLEM

Many kinds of stairs are dangerous to children.

RECOMMENDATION

The following are the recommended characteristics of stairs within units:



- U-shape configuration; no long runs of stairs
- Deep treads and low risers
- Closed risers
- Low railing for children in addition to railings at adult height
- Balustrades (vertical element) spaced 6 inches or less on center
- A stair width that allows for use of standard child gate; blocking provided in the wall for gate installation at top and bottom of stairs
- Low-pile carpeting

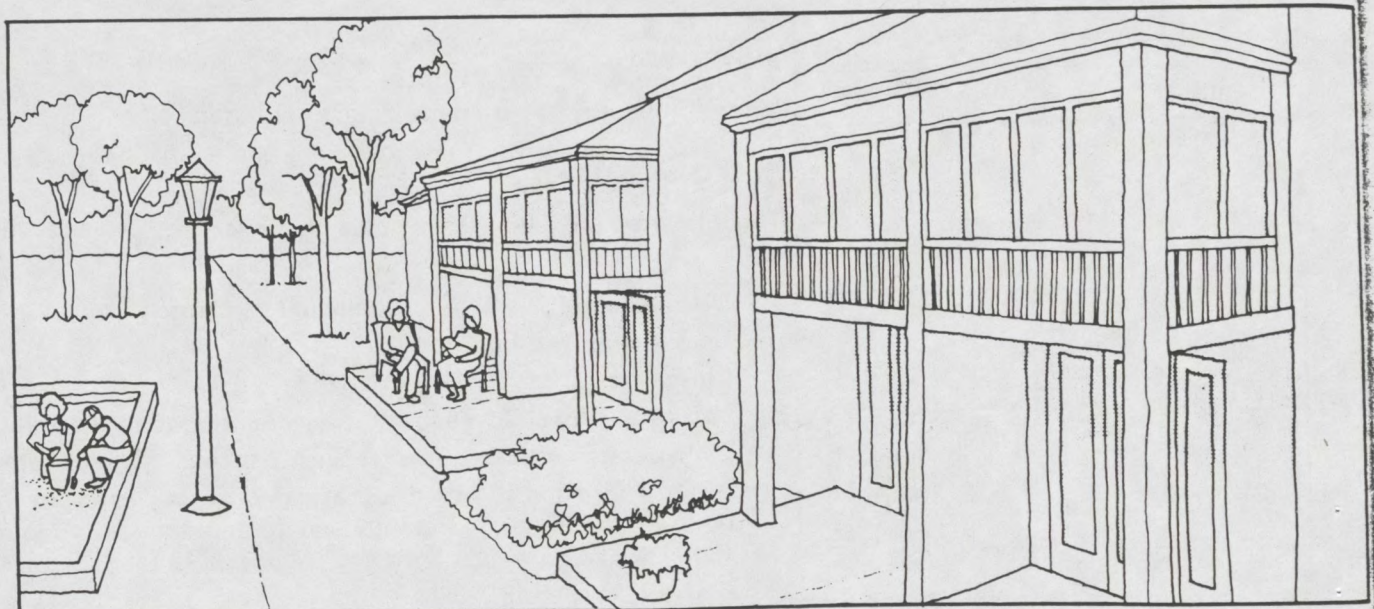
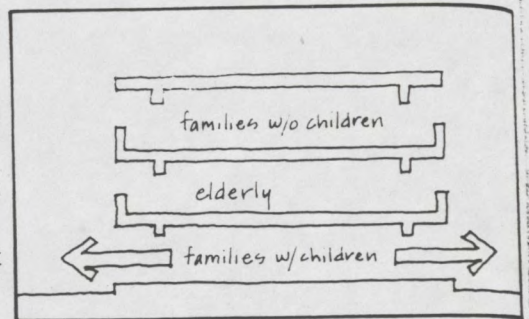
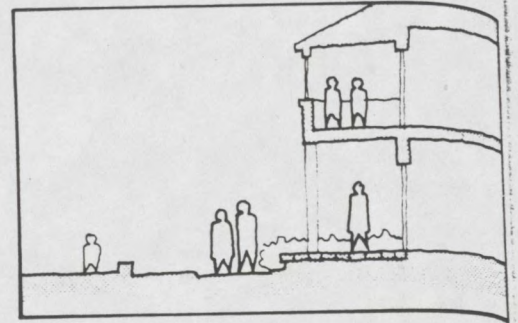
UNIT SPACES

PRIVATE OUTDOOR SPACE

RECOMMENDATION

Whenever possible, each unit should have a private outdoor space that has the following characteristics:

- Proximity to the main activity areas of the unit
- Ground level access for units with small children; a patio, low deck, three season porch, or regular porch are preferred
- For those units without ground level access, three season porches or regular porches are preferred to balconies or open decks (all screening and windows selected should be safe for children)
- Visual and acoustical screening from neighboring units and common outdoor spaces;
- A design that does not create an additional security problem for the unit
- Railings that have vertical elements, 6 inches on center, not horizontal ones that are easy for children to climb
- Fencing that controls small children and pets



STATEMENT

For time-efficient, easily maintained residences, single parent families require floors of durable, high-quality materials that have the following characteristics:

- Plywood not particle board underlayment and subflooring
- Wood base throughout; the kitchen, bathrooms, laundry, and utility rooms may have vinyl base. These include the refrigerator and range recesses and under kitchen and bathroom cabinets
- Seamless resilient inlay vinyl with 3/32-inch thickness for kitchen, bathrooms, and children's bedrooms. In rehabilitation projects, hardwood floors are acceptable — maintain with 3 coats of polyurethane or the Swedish product Celista
- Carpeting in corridors and public spaces — class 2, low-level loop, direct glue-down; handicapped units — class 2, low-level loop, direct glue-down; typical units — class 1 plush, with separate pad tackless installation
- Caulk joints with silicone-sealant between tub/shower module and floor tile and around base of toilet.

MATERIALS

WALLS

Walls that are easily maintained and that provide acoustical separation between units, are essential for the home of a single parent.

Exterior surface should have the following characteristics (MHFA, 1985)

- Solid wood (for example, redwood, cedar, fir, pine) is preferred to other wood products
- Plywood sheet siding with a minimum 5/8-inch thickness if used
- Exterior finish of two coats of heavy-bodied stain should be applied
- In rehabilitation of existing buildings, painted exterior walls should be tested for lead.

Interior surfaces should be of easily maintained (washable), high-quality materials. In addition, the following characteristics are important:

- Painted wood should have two coats — one undercoat and one enamel finish coat
- Interior drywall should have a washable two-coat finish: enamel primer and eggshell enamel finish
- Kitchen and bathroom should have a two-coat finish: enamel primer and semigloss enamel finish
- Epoxy material should be used for trash, mechanical, and compactor rooms
- Lead-base paints are not acceptable
- In rehabilitation of existing buildings, painted interior walls should be tested for lead.

Windows must receive special attention in single-parent homes. Most new windows come with screens that are not safe for children. The frames are easily loosened, and the screening separates from the frame. When located close to the floor or when bordered with wide ledges, this type of window is particularly hazardous. The following characteristics help provide window conditions that are safe for children:

- Casement windows with interior guard rails
- Sliding windows with exterior guard rails or window stops
- Double-hung windows that open on top and have stops on the bottom
- Above ground-floor, no window sills provided in children's bedrooms; This discourages climbing or sitting in window (Page)
- Windows in children's bedrooms that are not easily opened by children (Page)

Secure, easily maintained, and functional windows require the following characteristics:

- Secure locking device (MHFA, 1985)
- Durable screens
- Easy storm window operation
- Standard sizes for economical drapery fitting
- Standard, fireproof solid blocked drapery tracks that are 120 percent of window width (MHFA, 1985)
- Shades for privacy provision in bedroom and bathroom, white, room darkening type, jamb-mounted (MHFA, 1985)

Glazing should not be placed in locations where it can be easily broken (for example, at the foot of the stairs). It should have the following characteristics:

- Energy-efficient, triple-glazed windows are preferred
- Safety glazing should be used in all glass doors, especially in lower panes, sidelights, floor-to-ceiling windows, shower panels, and patio doors

MATERIALS

DOORS/HARDWARE

Because safety and security are of particular importance for the well-being of single-parent families, and children often have a hard time with doors, doors and their hardware should have the following characteristics:

- Provide hallway fire doors with magnetic door hold openers
- Select doors of solid core construction
- Avoid pivot doors (Page)
- Use self-storing combination storm doors (MHFA, 1985)
- Provide lever handles for doors
- Use extra long screws for door locks and strikes (MHFA, 1985)
- Provide durable closet doors; sliding doors or hinged doors are preferred; doors less than 3/4-inch thick require two or more braces glued to back of panel and fastened to frame (MHFA, 1985); Bypass doors shall not exceed a height of 7 feet and shall not be used for openings less than 36 inches wide
- Provide kick plates and level handles on all public and handicapped unit doors, kick plates should be 10 inches high and 2 inches less than door width
- Provide in addition to entry lock sets dead bolt locks with 3/4-inch minimum throw. Provide a reinforced strike plates. Secure strike plates with screws long enough to penetrate a minimum of 2 inches into stud.
- Provide peep view holes and knockers
- Atrium doors are preferred to patio doors; they help maintain security, are easily maintained, and have a viewing area comparable to that provided by patio doors
- Provide public doors with a safety glass viewing panel approximately 2 feet above floor
- Hang doors so they open against walls and do not encroach upon living and playing space (Page)

MATERIALS

APPLIANCES

Appliances with the following characteristics help provide a safe kitchen environment for families with children:

- Refrigerator should be a two-door model with adjustable shelves and a separate cycle-defrost freezer compartment on top; a family unit with one or two bedrooms requires a 14-cubic-foot refrigerator; a family unit with three or more bedrooms requires a refrigerator with a minimum capacity of 16 cubic feet
- Electric ranges of 30-inch width with a view window in the oven door and two shelves are preferred; controls must be located at the rear
- Grease shields must be made of stainless steel or baked enamel on steel and must span the full width of the range; provide shields on side wall if range is in a corner

MATERIALS

MECHANICAL

For functional economic operation of the housing, the mechanical systems should have the following characteristics:

- Double compartment kitchen sinks of at least 33 inches by 22 inches should be used (MHFA 1985)
- Enameled cast iron or steel bathtubs are preferred
- Bathtubs should have non-skid bottoms (MHFA, 1985)
- Bathrooms should have vanities
- Toilet seats shall be made of solid, high-impact plastic; ribbed-shell, plastic seats are not acceptable
- Provide floor drain in laundry and utility rooms (MHFA, 1985)
- When laundry facilities are located above ground level, provide concrete or preformed drain trays under all washers
- Faucets in lavatories and kitchen sinks should have aerators
- Kitchen exhaust fans should be individually controlled
- Exhaust fans in unit bathrooms, public toilets, laundry rooms, and tub rooms shall be on springback timers that are separate from the lights
- If air conditioning sleeves are provided, they shall be through-the-wall type and must have architectural grills. In two-bedroom units, provide one in living room and one in master bedroom; for two-story townhouses, one sleeve shall be provided in the upper floor (adult bedroom or corridor) and another in the first floor living room; locate 220V outlet adjacent to the sleeve (MHFA, 1985)
- Heating system shall have radiation units with no exposed, sharp edges
- Wall thermostats shall be provided

MATERIALS

ELECTRICAL

For secure and safe housing; the electrical systems have the following characteristics:

- Security system should include a vestibule-located intercom with remote door latch release in each unit and the community room; backup power should be provided by battery packs or emergency generators.
- TV system should be a cable TV system
- Lighting in corridor and interior and exterior public spaces shall be on a house meter; switching should allow use of corridor lighting at night
- Initial cost, long-term maintenance cost, and energy efficiency should be considered when selecting lighting for the parking areas
- Provide one head bolt heater plug-in for each unit if open parking is provided

CHAPTER IV

SUPPORT SERVICES GUIDELINES

SUPPORT SERVICES

Esther Wattenberg

Support services can be divided into hard services (responding to basic needs for income, housing, employment, job training, vocational education, child care, health care, and nutrition) and soft services or personal social services (responding to personal difficulties requiring counseling, assistance with child development, abusive situations, self esteem, and family stress). Not all of these services are available at the neighborhood level, but they are usually available within a municipality or county. In Minnesota income maintenance and personal services are available through county human services departments.

Support services are funded by a complex mix of federal, state, and local public monies, along with private funds that may be generated from the United Way, foundations, and for-profit and nonprofit sources.

Social services may be available through these organizations:

- (a) Neighborhood programs (such as the Martin Luther King Center)
- (b) Social service agencies (for example, Family and Children's Service)
- (c) County agencies (usually designated as Community Human Services)
- (d) Volunteer programs, usually sponsored by church groups
- (e) Programs attached to existing public entities such as schools, housing, and health departments

This chapter includes recommendations concerning the provision of services for both single parents and their children. The recommendations alert developers to residents' needs for support; they are based on the profiles (developmental, self-help, and nonorganizational) of residents to be served.

Information is presented about child care — its availability, licensing requirements, costs, and other considerations. Children's needs are central to housing intended to meet the needs of single-parent families.

RECOMMENDATIONS

To provide the supportive community environment needed by single parents and their children, housing must be more than bricks and mortar. The terms *shelter plus* and *program-directed housing* are used to describe housing that includes support services, available either on-site or in the community.

Developers may not be the providers of on-site services for single parents and their children. They do have a responsibility to be aware of the support services needed by the residents, however. The recommendations are designed to stress the important linkage of housing and services and to suggest community linkages that can make the provision of support services possible.

A SUCCESSFUL ENVIRONMENT THAT MEETS THE NEEDS OF SINGLE-PARENT FAMILIES MUST INCLUDE SUPPORT SERVICES.

Single parents' problems are compounded by insufficient and fragmented services. If housing is to benefit its residents, support services must be considered during the initial phases of development. These support services include the following:

- (a.) Sensitive outreach
- (b.) Support groups
- (c.) A core of strong families who are willing to help their neighbors, have leadership qualities, and know how to track down and use resources
- (d.) Emergency funds and resources for personal situations and child-related problems
- (e.) A family learning center at the community level
- (f.) Safe and secure child care
- (g.) Parenting education and early childhood development information

IDENTIFY NEEDED SUPPORT SERVICES BASED ON THE CHARACTERISTICS OF THE RESIDENTS IN THE DEVELOPMENT.

Single parents and their children may need to avail themselves of support services. Because their financial and social situations vary widely, their needs for services are diverse.

Different levels of support service are recommended to meet the needs of the three population subgroups described in the Introduction. A note of caution is in order: these groups are not always clearly separate and distinct. Random events and unexpected personal crises will from time to time change the nature of problems that require solutions.

The goal is to provide a secure, safe environment that encourages growth, independence, and competency in managing life both within the family and without.

RESIDENT PROFILE #1

RESIDENT PROFILE #1 – THE DEVELOPMENTAL MODEL

IN THE DEVELOPMENTAL MODEL, THERE IS A PERSON, USUALLY ON SITE, WHO ACTS AS A MODEL, GUIDANCE COUNSELOR, AND ADVOCATE (A HALF-TIME PERSON FOR EVERY TWENTY UNITS). BY PROVIDING INFORMATION, KNOWLEDGE, AND DIRECT ASSISTANCE, THE STAFF PERSON ASSISTS THE RESIDENTS IN GAINING ACCESS TO A WIDE SET OF RESOURCES AVAILABLE IN THE COMMUNITY AND ASSISTS THE RESIDENTS IN USING THESE RESOURCES APPROPRIATELY.

Characteristics of the residents: (a) stress-filled lives; (b) undeveloped management and coping skills; (c) economically and socially vulnerable; and (d) in need of support services tailored to individual circumstances.

Typically, these single parents are recovering from traumatic experiences of violence and abuse, institutional life associated with drug treatment and correctional programs and/or teen parenthood in especially deprived circumstances.

This model could also include single parents who are being reunited with children who have been in foster care or with adolescent children who have been in group treatment facilities or who are attempting to cope with severely handicapped children.

Single-parent families with this profile have very low incomes and are likely to be on public assistance or are employed in a low paying job.



Hard and soft support services that single-parent families headed by women may need include, but are not limited to, the following:

HARD SUPPORT SERVICES

Income, probably through Aid to Families with Dependent Children
Child support enforcement (to pursue child support)
Medicaid (for health services)
Food stamps
Subsidized school lunches
Training funds
Transportation
Child care

These services are chiefly available at county human services units. Except for child support enforcement, the services are only available if income is very limited or nonexistent. County human services will provide information on eligibility guidelines. Scattered throughout the community are small funds that might be available for emergency grants, loans, and job preparation items (uniforms and bus fare, for example). First Call for Help is a good source of information about these resources.

RESIDENT PROFILE #1

SOFT SUPPORT SERVICES

For children and adolescents

- Child guidance
- Child neglect
- Child protection and abuse services
- Health screening for children
- Shelter care for runaway children
- Day and residential treatment programs for emotionally disturbed children and adolescents
- Foster home care
- Adoptions

RECREATIONAL PROGRAMS

For single parents

- Family counseling
- Remedial education
- Mental disability (retardation) services
- Family planning
- Legal assistance
- Vocational rehabilitation
- Employment assistance
- Drug and alcohol treatment
- Psychotherapy
- Unmarried mother services
- Domestic abuse counseling
- Sexual abuse counseling
- Information and referral services
- Recreational services
- Home management services
- Financial counseling

SOURCES OF SERVICES

Most of these services are available at county human service agencies with the exception of legal assistance, which is available from Southern Minnesota Regional Legal Services and Legal Aid in Minneapolis. Many of the services are available in community agencies as well. First Call for Help is a good source of information. A social worker, on site, can be an effective link between the single parent and the appropriate services(s).

RESIDENT PROFILE #2 – THE SELF-HELP MODEL

IN THE SELF-HELP MODEL A FACILITATOR MAY BE REQUIRED. (AS STATED EARLIER, A FACILITATOR IS A PERSON EXPERIENCED IN GROUP DYNAMICS; USUALLY AVAILABLE IN A COMMUNITY ADVOCACY AGENCY OR A SOCIAL SERVICES AGENCY.) LATER ON, A FACILITATOR MIGHT BE AVAILABLE AS NEEDED (ON CALL) OR ON A CONTRACT WITH AN AGENCY FOR SEVERAL HOURS PER WEEK.

Characteristics of the residents: In this model, the residents are able to organize themselves, but need and seek communal living situations in which peer support is available.

They are (a) familiar with the high participation demands required by tenants' organizations, residents' councils, co-ops, and other cooperative situations; (b) they select cooperative and communal situations; and (c) they see themselves as independent and cooperative.

SERVICES NEEDED

Facilitator
Child support enforcement information
Child care information
Employment information
Education information
Loan fund information
Financial counseling

SOURCES OF SERVICES NEEDED

Community agencies
Child care associations
First Call for Help
Family and children's agencies



RESIDENT PROFILE #3

RESIDENT PROFILE #3 — THE NONORGANIZATIONAL MODEL

ALTHOUGH NO FACILITATOR IS NEEDED IN THE NONORGANIZATIONAL MODEL, A PART-TIME OR VOLUNTEER COORDINATOR TO DISSEMINATE INFORMATION IS ADVISABLE. A NEWSLETTER AND/OR STRATEGICALLY PLACED BULLETIN BOARDS WOULD FACILITATE OPPORTUNITIES TO SHARE INFORMATION.

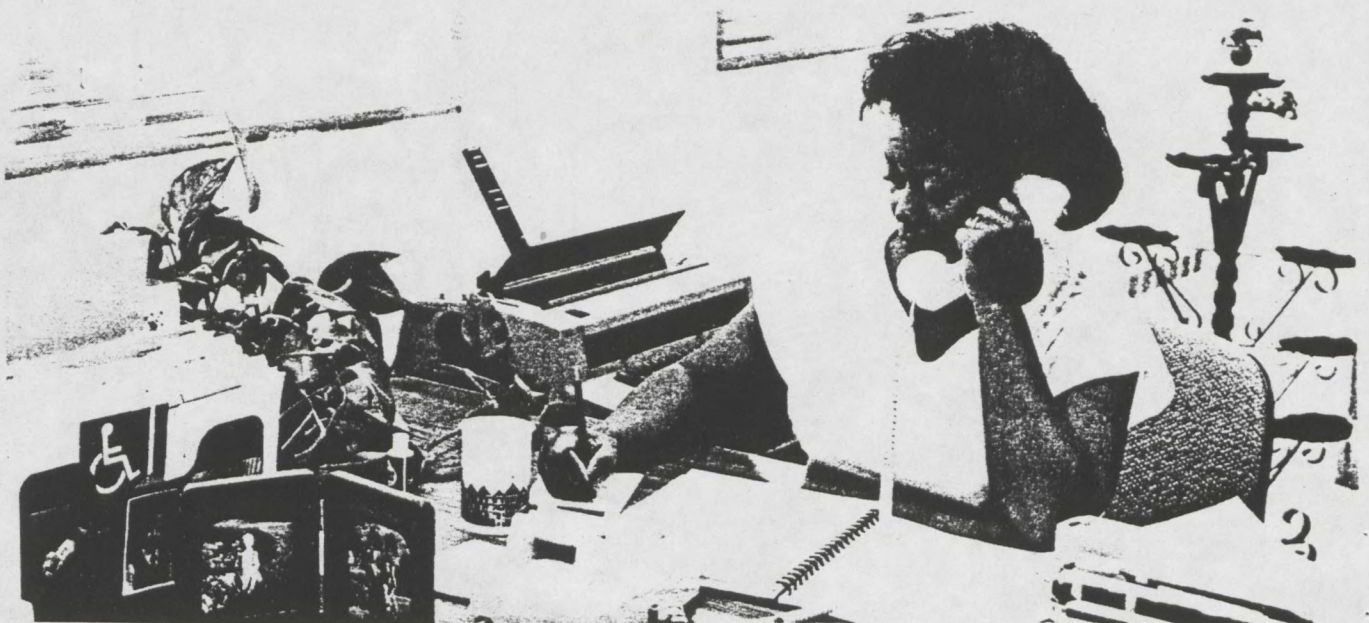
The Characteristics of the Residents: (a) place high value on privacy and self-sufficiency; (b) require a good flow of up-to-date information on topics such as housing, transportation, bank loans, credit, and child support; and (c) are experienced in using information successfully.

SERVICES NEEDED

Information requested by residents

SOURCES OF SERVICES NEEDED

Volunteer(s) and gatherers of information



THE PROVISION OF CHILD CARE

There is growing consensus that early childhood experiences are life shaping. Attention to sound early childhood development is needed in housing developments where very young children of one-parent families are expected to reside.

Early identification and early intervention are positive ways in which the healthy development of very young children may be enhanced.

Providing resources in early childhood development for very young children of single parents may take several forms.

RECOMMENDATIONS

A significant portion of the children of single parents are living in high-stress environments, with single parents who themselves are struggling with a range of personal and economic problems.

Therefore, developing housing for single-parent families requires an understanding of the details of child care provision. The training of staff; the ratio of staff-to-children; the availability of equipment; the program structure; and nutrition and the delivery of well-balanced meals have implications for neighborhood, design, management, and finance considerations.

TO DEVELOP A CHILD CARE PLAN, USE A CONSULTANT, AN ADVISORY BOARD OF PARENTS, THE RESIDENT MANAGER, AND THE PERSON ASSIGNED TO DEVELOP CHILD CARE RESOURCES.

Developers need to include a child care plan. This will show (a) the recruitment and management plan; (b) evidence of consultation with experts concerning local codes for fire, health, and safety; (c) insurance requirements; and (d) evidence of having consulted an advisory group in planning the program and facility.

The input of residents is critical in establishing the appropriate care needed by individuals. Age of child(ren), resources available to the parent, and the patterns of work and study determine the child care choices that respond best to residents' needs.

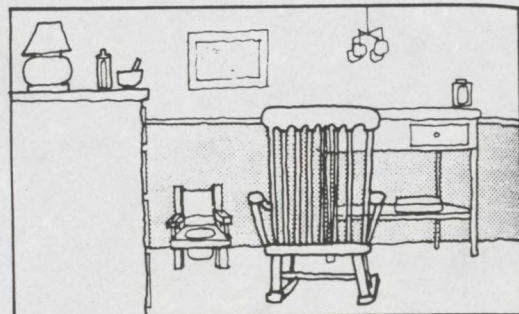
For example, older children requiring latchkey care arrangements in the early hours and late afternoon may find Family Day Care preferable. Family Day Care is also typically preferred for infants and Center Care for toddlers and preschoolers.

Parents who work odd shifts or who are in part-time jobs or school programs may require access to informal reciprocal or cooperative arrangements. Some parents need to mix arrangements, for example, use Center Care in the morning and Family Day Care in the afternoon.

PROVISION OF CHILD CARE

Several types of child care arrangements may be available in the neighborhood.

- (a.) **Family Day Care** is informal care available in private homes within the neighborhood. Family Day Care is affordable and convenient. This mode is a strong preference for families with infants and toddlers and for families in which it is desirable to keep siblings together. However, the care is not standardized. Family Day Care offers a family environment since the care is usually given by a mother who has no more than six children in her care. A parent who cares for children from more than one family, besides her own, requires a license.
- (b.) **Group Family Day Care** is intermediate; it lies between Family Day Care and Center Care. Typically, up to fourteen children may be accommodated in a home that has the staffing and physical accommodations necessary to meet fire, health, and safety codes.
- (c.) **Co-operative Child Care** is an informal care arrangement set up by parents themselves. It may be based on a credit system or on a reciprocal basis. If a room is set aside outside an individual's residence, the operation must be licensed. This form of care is flexible, especially for parents with part-time or untypical work or study schedules. This method, however, requires the initiative of parents to develop and maintain it.
- (d.) **Center Care** is formal, regulated child care with structured programs that typically have a cognitive development focus. This arrangement often takes place in space provided by churches and community centers, in buildings designated for the purpose of center care, at the workplace, or in apartment complexes. Staffing ratios, safety precautions, and building and fire codes make this a high-cost arrangement.
The quality of care in a center is monitored, and the opportunity for parental participation and education are enhanced. It is also typically less flexible in caring for sick children and for parents with untypical work schedules.
Center Care may be undesirable for very young children unless there is a high staff component. Infant care under this arrangement is very expensive and poses certain health risks for infants and toddlers.
- (e.) **Specialized Child Care** is available in some communities but not in all. Specialized child care includes, but is not limited to, sick care, emergency care, and therapeutic child care.



A CHILD CARE PLAN MUST REFLECT AN UNDERSTANDING OF CURRENT REGULATORY DEFINITIONS

Licensed Family Child Care is care that has met the approval of the county licensing unit in terms of numbers of children, conditions of the care home or facility, and quality of the program. Family Day Care and Center Care are under separate licensing rules. Information on requirements can be secured through the counties for Family Day Care and through the Minnesota State Department of Human Services for Center Care.

In-home care is provided in a child's home by an adult (18 years or older) who does not live in the household. Only children living in the home can be cared for.

Legal unlicensed care is care provided by adults (18 years or older) in their own homes. They may not care for children from more than one family in addition to their own.

DAY CARE

LICENSED HOME

PROVISION OF CHILD CARE

THE AVAILABILITY OF SUBSIDIES AND THEIR TERMS SHOULD BE TAKEN INTO ACCOUNT WHEN PROVIDING CHILD CARE FOR SINGLE-PARENT FAMILIES.

The state, as well as Hennepin and Ramsey counties, provides subsidy programs for child care. These programs have diverse sources of funding and may include vouchers, sliding fees, and other assistance related to work and study efforts.

In the voucher program, the parent is assigned a monthly charge that is paid directly to the provider chosen. The provider bills the administrating county agency for the remainder of the fee. The voucher program is typically available to families with incomes below 60 percent of the state median. The child care under this system must be licensed. In Hennepin county, the care must also be under contract with the county.

The sliding fee program is funded by the state, controlled by the counties, and often administered by a nonprofit organization such as the Greater Minneapolis Day Care Association and Resources for Childcaring, Inc.

In the sliding fee program, the family pays only a portion of the child care cost, and the subsidy covers the other portion. For Hennepin county and Ramsey county, families with incomes that are 60 to 75 percent of the state median are eligible. Care in Hennepin county must be licensed and under county contract. Care in Ramsey county must be licensed, in-home care or legal unlicensed care.

In Hennepin county, there is an additional subsidy program — a Parent Assistance Fund. The program is administered by the Greater Minneapolis Day Care Association. It is available to families with incomes that are at or above 75 percent of the state median income. Care must be licensed, in-home, or legal unlicensed.

It must be noted that the availability of and the eligibility criteria for subsidy programs change from time to time.

PROVISION OF CHILD CARE

START-UP AND OPERATING COSTS FOR VARIOUS FORMS OF CHILD CARE MUST BE CONSIDERED IN PLANNING FOR ON-SITE SERVICE IN A RESIDENCE COMPLEX.

Start-up costs: Start-up costs include the cost of planning, construction, equipment, and licensing. Start-up costs also depend on whether the center will operate in an existing building that requires rehabilitation or in a new structure. Waiting lists for government subsidies are currently long (from six months to one year).

New centers go through an initial period of instability because they must establish a client base. Cost also depends on the type of program and the type of children to be served; infants are the most expensive.

Cost determination is contingent on many specific aspects of a particular project. *Consultation is highly recommended.*



Operating costs: Operating costs depend on various factors. The largest cost is staffing, which may take from 45 to 75 percent of the center's budget. It also depends on the type of children being served as some age groups require more daily equipment and attention. Operating cost budgets must consider that the center may never operate at full capacity. It is recommended that budgets be prepared based on a capacity a few slots short of the numbers of children for which the facility is licensed.

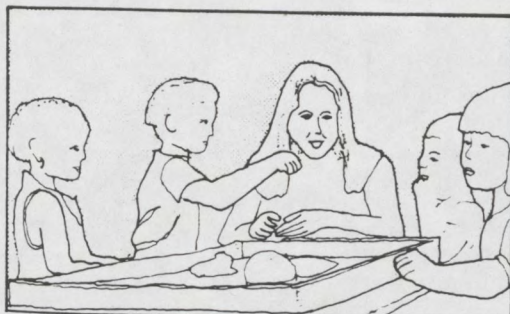
In figuring operational costs, it is important to be aware that the average rates per day are approximately equal to the daily cost per day.

For Hennepin County, the following is illustrative:

The median rate for infants is \$99 per week or \$19.80 per day.

The median rate for toddlers is \$76.75 per week or \$15.35 per day.

The median rate for preschool is \$68 per week or \$13.60 per day.



Insurance costs: Insurance costs are often included within operational cost budgets. Policies require experienced personnel to handle them. Child care on-site usually raises the insurance rates of a building substantially.

PROVISION OF CHILD CARE

RESIDENT PROFILE #1

THE RESIDENT PROFILE AND THE AGE AND NEEDS OF THE CHILD HELP TO DETERMINE THE LOCATION AND TYPE OF CHILD CARE THAT IS NEEDED. PARENT PREFERENCES ARE A GUIDE TO THE USE OF THE CHILD CARE OPTIONS SELECTED.

For example, for single-parent families with a great many needs (Resident Profile #1), an enriched, focused development program for children, based on the Head Start model, is recommended. In this model, a high degree of parent participation is stressed. On-site or near-to-site child care facilities are needed.

This profile may need a therapeutic milieu because resident children have suffered trauma, either through separations, unstable home environments, or neglect, violence, and abusive situations. For these children, a preschool therapeutic child care center is suggested.

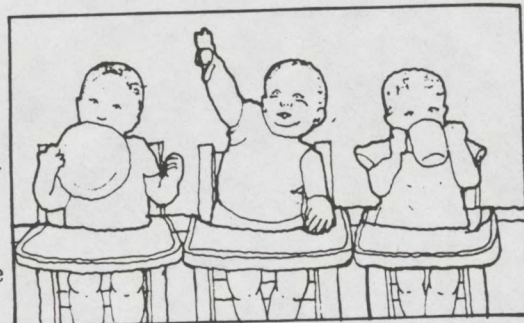
In this option, the coordinator provides an assessment of each child's needs and acts as an advocate to obtain the resources that the children will need. Two primary tasks of the coordinator in this option are to teach parenting skills and develop a therapeutic milieu for the high-risk children.

Important components of this option include the following:

- (1) Providing child care onsite
- (2) Ensuring good nutrition
- (3) Providing modeling and growth and development opportunities for single parents
- (4) Monitoring the health and medical condition of the children
- (5) Providing a treatment plan for each child, which may include psychiatric counseling
- (6) Assisting mothers in helping each other in a peer helping model
- (7) Giving mothers and children the security of knowing there is a person available for intervention and support

Personnel: A therapeutic center requires a highly skilled team composed of a social worker and an early childhood development specialist; the team also needs access to psychiatric consultation. The number of staff depends on the children enrolled. A low staff-to-child ratio (usually one adult to four children) is required.

Facilities: Equipment suitable for a child care center is necessary (refer to the Center for Early Education and Development, Institute of Child Development, University of Minnesota).



PROVISION OF CHILD CARE

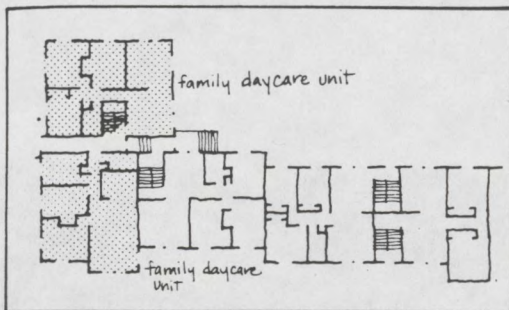
RESIDENT PROFILE #2

For children of Resident Profile #2, a system of family child care is suggested. A system of family child care is preferred for children up to three years of age.

In this option, each provider cares for no more than five young children in a private home. The advantages are wide flexibility and intimacy for each child under care. Under the most favorable circumstances, the system replicates a family atmosphere. Though the care is informal, some structured program elements may be included.

In this system, it is assumed that the family day-care provider has the basic knowledge and skills to ensure early childhood development. The interactions of the child and the caregiver are of critical importance. They should be such that the development of the child's self-esteem is unimpeded and grows out of encouragement and positive reinforcement.

The framework of this model is a network of reliable family child care providers within the neighborhood.



Personnel: This system requires a coordinator who has training in early childhood development, some early assessment skills, and management capabilities. The coordinator is required to recruit, supervise, and train a network of family day-care providers; assist the providers in meeting licensing requirements; identify resources for payment of the family day-care provider; and supervise and act as consultant to the family child-care providers.

The coordinator is the resource person for this satellite system, which consists of five to seven family day-care providers scattered throughout the neighborhood, not too distant from the location of the housing unit. In this situation, the coordinator becomes the link to whatever community resources there may be in the neighborhood.



The coordinator's role is to develop a trusting relationship with the mothers and to assist them in developing trust in each other.

Facilities: A van to assist in transporting children to and from family day-care is recommended.

Center Care: Center Care may also be available in the neighborhood, and parents may prefer this structured, intensely supervised type of child care, particularly if children are three to five years of age.

PROVISION OF CHILD CARE

RESIDENT PROFILE #3

Families of Resident Profile #3, require an effective information and referral program to make use of available day-care. Various options for child-care, including a cooperative model may be appropriate.

It is assumed that the parents in Resident Profile #3, possess certain competencies, self-esteem, and a basically good knowledge of parenting skills. The parents need only information and referral to available child care resources within the community.

A coordinator in this option develops strategies for parents to assist each other in developing a cooperative model for child care that meets needs associated with work and training opportunities, emergency care, and sick care.

The availability of a child care coordinator facilitates a cooperative network of parents. Strategies might include a communal dining room in which parents are able to share meals once or twice a week. This provides an opportunity to become acquainted and to build trust for exchanging child care responsibilities. Self-help groups should be encouraged.

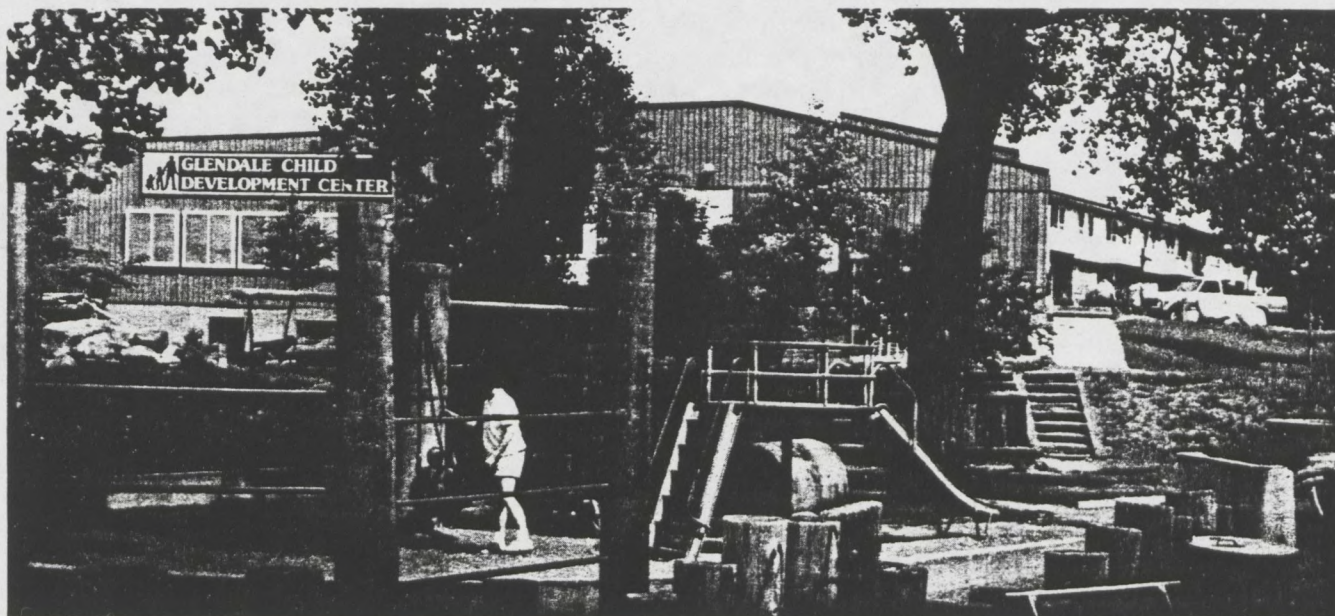
When a housing development has residents that fall into the three profiles, and in which multiple needs for child care are present, a coordinator will be required. This person should have the multiple skills of resource provision, supervision, consultation, and early assessment and should have linkages to community advocacy resources. The coordinator will require a salary commensurate with these specialized skills.



THE ADVANTAGES AND DISADVANTAGES OF ON-SITE CHILD CARE VERSUS NEIGHBORHOOD PROGRAMMING ARE UNCLEAR.

On-site child care features convenience and the potential for establishing a supportive community among residents. These positive aspects of on-site care, however, may be offset by the disadvantages of segregating children from the neighborhood.

If a center is located on-site, enrollment should be extended to children in the neighborhood.



PROVISION FOR ADOLESCENTS

FAMILIES WITH ADOLESCENTS HAVE SPECIAL NEEDS THAT NEED ATTENTION IN HOUSING DESIGN, NEIGHBORHOOD SITTING, SUPPORT SERVICE PROVISION, AND MANAGEMENT PLANNING.

Single parents with adolescent children may experience extreme stress as adolescents act out their own needs for separation and risk and their own discovery of boundaries, limits, and uncertainties.

The coping capacities of many single parents are stretched thin when dealing with the wide variations of behavior of the adolescent children.

Community resources for the adolescent are essential: recreation, counseling, school assistance, and employment opportunities may be some of the resources needed. Further, in single-parent, female-headed households, the question of providing positive male role models may be an important consideration.

Provision for the adolescent includes consideration of the following:

- (a.) The presence of male- and female-headed families and two-part families in the neighborhood.
- (b.) Services easily accessible by walking or public transportation
- (c.) Same-sex mentors with experience and background
- (d.) Special health care and teenage clinics
- (e.) Workshops in family values and sexuality clarification
- (f.) Special recreational facilities both on-site and near neighborhood and community
- (g.) Acoustical separation within the residential unit and the buildings in the development

CHAPTER V

MANAGEMENT GUIDELINES

MANAGEMENT GUIDELINES

Barbara Lukermann

Management plays a key role in fostering overall satisfaction (Francescato, et al., 1979). Management needs to be respectful, friendly, and cooperative; fairly and promptly enforce policies and rules; make repairs promptly; provide adequate maintenance; anticipate and establish practices for protection from crime and vandalism; and provide for emergency situations.

By contrast, the following management practices frustrate and anger residents: rules against decorating and personalizing both the inside and outside of individual dwellings; rules banning pets; lack of strictness and enforcement of rules designed to curb noise, vandalism, and other undesirable behavior; and management's prerogative of entering dwelling units at will (Francescato, et al., 1979).

It is the characteristics of the single-parent families residing in the proposed development(s) that drive the management plan.

Management has a crucial role to play in expanding opportunities for single-parent families. The needs of the single-parent families targeted for the development will determine the specific management strategies, style, and responsibilities of management and staff.

Three populations have been identified as needing expanded opportunities through housing. Each group has some unique management needs. However, other needs are common among single-parent families. The characteristics of these three groups are identified in the Introduction and elaborated upon in the Support Services Guidelines in this report. Implications for a plan of management, based on the profiles of potential residents, is presented in this section of the report.

RECOMMENDATIONS

The guidelines in this section focus on the components of the management plan — its style, structure, and strategies — that are essential to successful development.

Management's role and responsibility will always contain two overall components — responsiveness and accountability. The responsibility to maintain a comfortable, supportive environment and the responsibility to run an efficient business consistent with the expectations of the developers and owners will often create tensions.

The management plan must address the solutions to potential areas of conflict over the dual set of responsibilities. A well defined set of policies, clearly explained to tenants and equitably and uniformly enforced, will eliminate perceptions of favoritism or unnecessary interference with personal lives.

BECAUSE OF ITS INFLUENCE OVER THE DAILY LIVES OF RESIDENTS, THE MANAGEMENT PLAN MUST SUPPORT THE GOAL OF EMPOWERING SINGLE-PARENT FAMILIES TO TAKE CONTROL OVER THEIR LIVES.

Empowering residents implies providing opportunities to take control over their lives so they can make informed choices and take responsibility for those choices. The management practices that nurture this environment will not mean less responsibility for management. Each management plan should be carefully designed with the above goal in mind.

THE MANAGEMENT PLAN MUST INCLUDE BOTH A COMPONENT TAILORED TO THE NEEDS OF THE RESIDENTS AND A MORE GENERAL COMPONENT, APPROPRIATE TO ANY COMPREHENSIVE MANAGEMENT PLAN.

The guidelines are divided into two parts. The first part identifies elements of the management plan that are determined by the needs and characteristics of the potential resident population. This population will be one of the three groups targeted. In this section the planning strategies are sometimes offered as options because no single strategy emerges as the right one to employ.

The second part is more general and includes the elements found in most comprehensive management plans.

PART I: RESIDENT BASED MANAGEMENT PLAN

PART I: RESIDENT-BASED MANAGEMENT — BASED ON TARGETED RESIDENT FAMILIES

RESIDENT PROFILE #1 — THE DEVELOPMENTAL MODEL

For the most part, housing that responds to the needs of this group will have to serve very low-income families, many of whom will be on public assistance or will be supported by a marginally employed adult.

THIS RESIDENT POPULATION REQUIRES A PROGRAM STAFF PERSON, USUALLY ON SITE, WHO ACTS AS A COUNSELOR AND ADVOCATE.

By providing information, knowledge and direct assistance, the staff person assists the residents in gaining access to a wide set of resources available in the community, assists in the appropriate use of these resources by the residents, and fosters personal planning for residents' lives.

The program staff person who acts as a counselor and advocate needs to have the following characteristics:

- (a.) Is capable of setting high expectations
- (b.) Knows the quantity and quality of community services available
- (c.) Is familiar with the background and experiences of residents
- (d.) Is skillful in facilitating group process that encourages resident participation
- (e.) Is capable of being a role model
- (f.) Is able to project a tone and style of optimism
- (g.) Maintains a strong advocacy perspective and is persistent
- (h.) Is capable of staying on the job to provide stability
- (i.) Is comfortable with residents with ethnic and racially diverse backgrounds



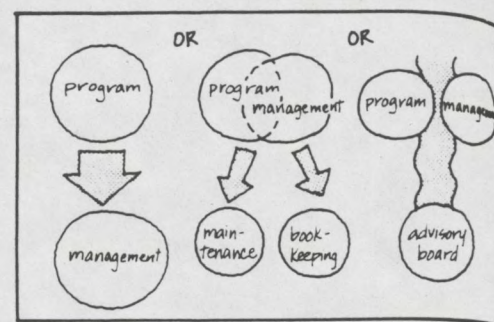
PART 1: RESIDENT BASED MANAGEMENT PLAN

A COMPREHENSIVE MANAGEMENT PLAN THAT IS SHAPED BY RESIDENT POPULATION #1 MUST SPECIFY THE HIERARCHY OF MANAGEMENT RESPONSIBILITIES AMONG STAFF.

The management and program staff roles and relationships will directly affect the level of responsiveness and quality of management. These options should be considered, and the selected option should be justified in the management plan.

The following are the options:

- (1) A program staff person supervises the manager
- (2) The program staff person and manager are combined in one person who receives staff assistance in property management and bookkeeping tasks
- (3) A program staff person and the manager arrange a partnership in which each has prearranged roles and responsibilities (an advisory board is in place to resolve difficulties).



Careful consideration of the division of responsibility is recommended. Community advisors to this report did not reach agreement on the option preferred. Most argue that staff cannot function effectively both as an advocate and counselor and as a property manager. Even if the program person and the property management person are two or more individuals, the question of who supervises whom is still left unresolved. The options used in various housing developments need to be carefully evaluated, and the evaluations need to be monitored to shed light on this issue.

SITES IN NEIGHBORHOODS WITH VERY DISSIMILAR DEMOGRAPHIC CHARACTERISTICS MUST HAVE MANAGEMENT PLANS THAT ADDRESS POSSIBLE CONFLICT POINTS.

Scattered sites or large complexes where there are a large number of children can create tensions, and conflict can develop as the result of residents' dissimilar life-styles. A concentration of families in Resident Group #1 will require carefully coordinated neighborhood, design, and management guidelines.

Potential problems relating to population density, outdoor noise, outdoor play, and off-site parking will be greatest where the surrounding neighborhood has a distinctly different demographic composition in age, density, and household composition than the development does.

Specific management strategies must be devised to resolve anticipated areas of conflict when the fit between the residents' characteristics and the neighborhood's character is not smooth.

PART 1: RESIDENT BASED MANAGEMENT PLAN

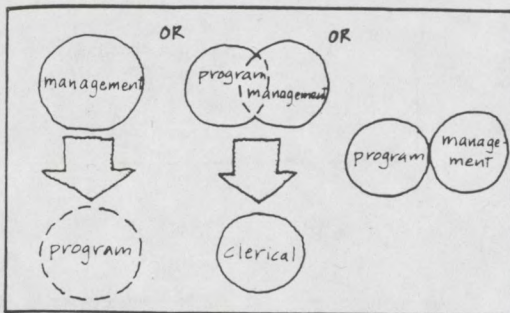
RESIDENT PROFILE #2 — SELF-HELP MODEL

Cooperative housing arrangements, active tenants' organizations, and/or resident councils respond appropriately to the needs of this group. Those served will primarily be low-income, employed families (working poor).

FAMILIES IN THIS GROUP REQUIRE A PROGRAM FACILITATOR ON STAFF; THE FACILITATOR DOES NOT NECESSARILY HAVE TO BE EMPLOYED FULL TIME.

A facilitator is a person experienced in group dynamics; one is usually available in a community advocacy agency or a social service agency. The facilitator possesses the same characteristics as the program staff person described in Resident Profile #1.

A COMPREHENSIVE MANAGEMENT PLAN THAT IS SHAPED BY RESIDENT POPULATION #2 MUST DEFINE THE SHARED RESPONSIBILITIES OF THE FACILITATOR AND THE MANAGER OF THE PROPERTY.



These are the options:

- (1) The manager supervises the program facilitator who is available as needed (on call) or who works with the development based on a contract made with an outside agency
- (2) The program facilitator and manager are combined in one person who receives clerical help with routine management tasks
- (3) The program facilitator and manager arrange a partnership in which each has prearranged roles and responsibilities

ANY COOPERATIVE MANAGEMENT OPPORTUNITIES FOR EMPLOYING RESIDENTS TO ASSIST OR ADVISE IN MANAGEMENT FUNCTIONS MUST BE INCLUDED IN THE MANAGEMENT PLAN.

Employment of residents in management functions must be handled as a business arrangement, subject to specific policies that cover staff performance. The authority of residents who are hired in management position in cooperative ownership situations must be clearly defined in writing to ensure accountability and remove unnecessary frustration or ability to carry out duties. Topics that must be covered in writing include the following:

- (a.) Tenant selection and eviction
- (b.) Property maintenance
- (c.) Policies and procedures
- (d.) Tenant requests and grievances

PART 1: RESIDENT BASED MANAGEMENT PLAN

RESIDENT PROFILE #3 - THE NONORGANIZATIONAL MODEL

The third group of families requires a good flow of up-to-date information and access to information networks. For the most part, this group will be employed, earning low to moderate wages. These families may need temporary assistance with rent to maintain their current status as home owners or assistance to enter into home ownership.

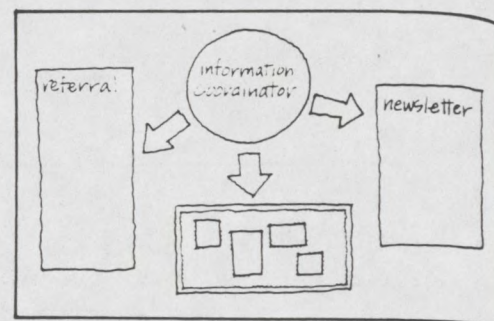
THIS RESIDENT POPULATION DOES NOT NEED A PROGRAM STAFF PERSON OR FACILITATOR. INSTEAD, A PART-TIME OR VOLUNTEER COORDINATOR TO DISSEMINATE INFORMATION IS RECOMMENDED.

The information coordinator must have access to networks. This person could be a staff member of the management agent, a resident, or a staff member of a social, government, information or referral agency.

A COMPREHENSIVE MANAGEMENT PLAN THAT IS SHAPED BY RESIDENT POPULATION #3 MUST STRESS THE INFORMATION AND REFERRAL RESPONSIBILITIES.

The two most likely sets of responsibilities would involve the following:

- (1.) Establishing information coordinator and management roles and responsibilities
- (2.) Providing a bulletin board, newsletter, or other media of communication



PART II: FEATURES OF THE GENERAL MANAGEMENT PLAN

Several areas of management responsibility follow in outline form. They conform to the categories used by the public housing authorities, the Minnesota Housing Finance Agency, or the Department of Housing and Urban Development.

These items could be used as a checklist for proposals. The specific components of the plan, however, will depend on the location, the number of units, and the design features of the housing.

The tenant eligibility criteria should be spelled out *first*. The characteristics of the single-parent families residing in the development drive the management plan in total.

A. Tenant eligibility

1. Profile of residents
 - (a.) Eligibility criteria for occupancy
 - (b.) Selection policies and procedures (Who selects tenants?
Is the selection subject to review?)
 - (c.) Population mix by age, race and family composition
2. Policies and procedures for continued occupancy

B. Social programming

1. Information, referral, and provision role of management
2. Role of residents in provision of service support
3. On-site service provision: day care; counseling; education and/or training; information and referral
4. Off-site service provision: health care; recreation for children and youth; financial and credit counseling
5. Other social service needs anticipated

PART II: FEATURES OF GENERAL MANAGEMENT PLAN

C. Staffing arrangements and personnel policy:

1. Identification of on-site and off-site staffing needs based on population profile in Part I and number of dwelling units at location
 - (a.) On-site staffing: job descriptions; accountability of each staff member; supervisory relationships among staff; salary and benefits; training and promotion opportunities; grievance and termination procedures; expectations from resident families
 - (b.) Off-site staffing: arrangements for access to programs and services outside building

D. Tenant-management relations and communication

1. Plans for employing residents to assist in management functions based on resident profile in Part I
 - (a.) Tenant selection
 - (b.) Property maintenance
2. Occupancy agreements and maintenance inspection
3. Policies and procedures for tenant requests and grievances
4. Plans for orienting new residents to requirements, policies, and procedures

E. Marketing strategies

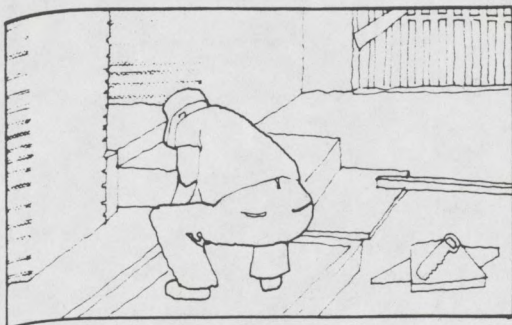
1. Deliberate strategies for attracting intended resident population as described in Part I
2. Plans for use of waiting lists and for on-going recruitment



PART II: FEATURES OF GENERAL MANAGEMENT PLAN

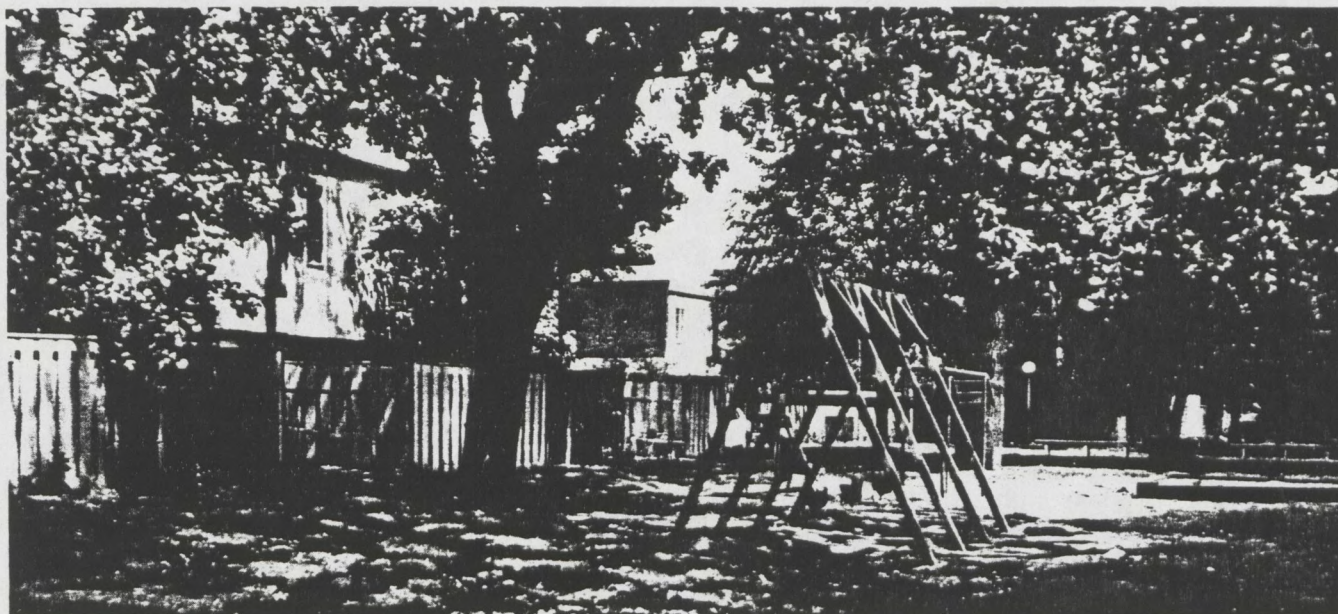
F. Property Maintenance

1. Policies and procedures to avoid vandalism and crime on premises
2. Standards for continued occupancy
3. Procedures for inspecting and carrying out maintenance activities during residency, prior to a departure, and prior to an arrival
4. Installation check, inventory process, and service of appliances and mechanical equipment
5. Schedule for interior and exterior painting and redecorating
6. Landscaping standards
7. Trash management procedures and contracts



G. Financial Management

1. Rent collection policies
2. Annual financial budgets
3. Capital replacement fund in budgets
4. Plan for residents' participation in setting priorities for capital replacement
5. Reserves and contingency funds
6. Subcontracting pro formas for property services (for example, trash removal, snow plowing, yard maintenance, cleaning of common areas, redecorating)



CHAPTER VI

FINANCE GUIDELINES

FINANCE GUIDELINES

Sherrie Pugh

The cost of housing that meets the needs of single-parent households requires a different perspective from that usually used to develop housing. It requires viewing the recommended support services, management, and design guidelines as an investment in human capital. Although housing which meets the needs of single-parent families usually requires subsidies, the subsidy can be justified by the positive impact that this type of housing will have on its residents.

The financing of single-parent housing will be determined by the per unit cost, the rents — which must be affordable to each of the target populations — and the amount of subsidy needed.

RECOMMENDATIONS

The recommendations for financial structuring varies with each of the models discussed in these guidelines. Three options for resident profile #1 and two options for resident profile # 2 are presented below. No financing options are presented for resident profile #3.

Each option contains the following information:

- 1) a review of the description about the resident profile and 2) the assumptions about resident support services, the provision of child care, resident annual income, unit mix, financing assumptions, operating expenses, potential funding sources for program and capital, and a description of a hypothetical pro forma based on the preceding detail.

RESIDENT PROFILE #1

As previous chapters have indicated, the Developmental Model calls for a person, usually on-site, who acts as a guidance counselor and advocate. Because this person is expected to be on-site at least part of the day, office space, an easily accessible bathroom, and telephone are required.

In addition, there are specific costs for the program provided by the on-site staff. On-site child care is essential if the provision in the immediate neighborhood is not adequate.

Though the overall costs of the developmental model are high, the long term results are extremely beneficial. This group has a great potential for moving upward economically and socially. These are individuals who are motivated to change their circumstances.

THE TOTAL DEVELOPMENT COST FOR RESIDENT PROFILE #1 SHOULD INCLUDE: (A) COST OF NEW CONSTRUCTION AND/OR REHABILITATION; (B) COST OF THE SPACE TO LOCATE CHILD CARE; (C) COST OF THE PROGRAM AND MANAGEMENT.

The financing of all the costs is consistent with the goal of this model in that it integrates all the needed developmental components, ensuring that the program will not be discontinued for lack of funds.

In this scenario, the subsidy should be a one-time grant, used to reduce the total development cost so that the rents can support the on-going operation of the project. This grant would have to be repaid if the use of the building changed.

The operational budget of child care should be self-supporting through the fees collected from participating families and the various operational subsidy programs for child care.

The use of a one-time grant at the beginning of the development would eliminate the need to raise on-going support every year for the program. In addition, it means that child care would not have to pay rent from its operating budget.

Since child care will be utilized by the residents of the development, there should be no problem in having their rents cover the cost of developing that space.

RESIDENT PROFILE #1

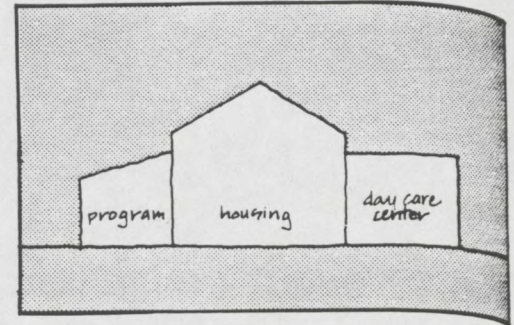
OPTION 1 RESIDENT PROFILE #1 DEVELOPMENTAL MODEL WITH CHILD CARE

RESIDENT SUPPORT SERVICES

Half-time program staff	\$15,000 year
Program cost (office and loan fund for residents)	10,000 year
Office space for program staff	500 sq. ft.
Use of existing services and organizations in the community to supplement the program staff's work	

CHILD CARE

- On-site center space to accommodate 40 children (\$70,000 development cost)
- Cost of child care space included in total development cost so each unit pays a portion of space cost in their rent
- Operation budget excluding space cost is supported by fees for service: resident payment, Title XX, or sliding fee
- Staffing mandated by state guidelines.



RESIDENT ANNUAL INCOME

Rents are projected at 30% of AFDC Income	
1 adult, 1 child	\$5,244
1 adult, 2 children	\$6,444
1 adult, 3 children	\$7,452

UNIT MIX

- 10 two-bedroom units
- 10 three-bedroom units

FINANCING ASSUMPTION

- 30% of AFDC income
- Acquisition, construction, and development cost
\$1,700,000 (\$85,000 per unit)
- Mortgage — 30 years at 9%
- Need a large capital grant or equity contribution which is deferred
- Operating reserves \$100 Per Unit Per Annum (PUPA)
- Replacement reserves \$250 PUPA

OPERATING EXPENSES

- Half-time management staff or use of management firm
\$15,000 year
- Insurance cost increase due to on-site day-care.
- Budget for repairs, painting, exterminating, and general maintenance — higher than the norm. Based on turnover rate of two to three years and the child density.

FUNDING SOURCES

- Program: foundations, city and county governments, Community Development Block Grant (CDBG) program, and United Way
- Capital grant: foundations, CDBG, and individual contributions
- Child Care: Title XX, sliding fee (state), and individual payment

RESIDENT PROFILE #1

OPTION 1 PRO FORMA RESIDENT PROFILE #1 DEVELOPMENTAL MODEL WITH CHILD CARE

INCOME

Rent 10— 2-BR. (\$325/mo.)	\$39,000	
10— 3-BR. (\$375/mo.)	<u>45,000</u>	
		84,000
Laundry		2,880
Other		-0-
Occupancy 95%		<u>(4,344)</u>

TOTAL ANNUAL INCOME

\$82,536

EXPENSES

BUILDING DEBT SERVICE (Capital grant \$1,700,000)		-0-
OPERATING/MANAGEMENT		
Renting expenses		600
Administrative		18,500
Operating:		
Janitor/Maint.	1,200	
Exterminating	1,126	
General repair	4,200	
Painting	<u>1,500</u>	
		8,026
Utilities		18,692
Other:		
Insurance	25,000	
Taxes	6,000	
Reserves:		
\$100 PUPA	2,000	
\$250 PUPA	<u>5,000</u>	
		<u>38,000</u>

TOTAL EXPENSES

83,818 83,818

TOTAL NOI*/DEFICIT

(1,282)

RESIDENT SUPPORT PROGRAM

Staff		15,000
Program (office expenses)		<u>10,000</u>
(Rental income for office not included)		

TOTAL SUPPORT PROGRAM

25,000

* Net Operating Income

RESIDENT PROFILE #1

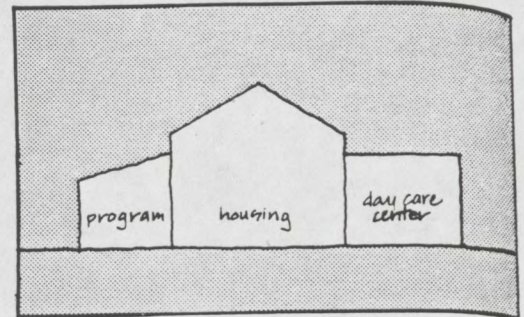
OPTION 2 RESIDENT PROFILE #1 DEVELOPMENT MODEL WITH CHILD CARE

RESIDENT SUPPORT SERVICES

Half-time program staff	\$15,000 year
Program cost (office and loan fund for residents)	10,000 year
Office space for program staff	500 sq. ft.
Use of existing services and organizations in the community to supplement the program staff's work	

CHILD CARE

- On-site center space to accommodate 40 children; (\$70,000 development cost)
- Cost of child care space included in total development cost so each unit pays a portion of space cost in their rent
- Operation budget excluding space cost is supported by fees for service: resident payment, Title XX or sliding fee
- Staffing mandated by state guidelines



RESIDENT ANNUAL INCOME

Residents on AFDC	
1 adult, 1 child	\$5,244
1 adult, 2 children	\$6,444
1 adult, 3 children	\$7,452

UNIT MIX

- 10 two-bedroom units
- 10 three-bedroom units

FINANCING ASSUMPTION

- Use Section 8 Rental Assistance
- Acquisition, construction, and development cost \$1,700,000
- Mortgage — 30 years at 9%
- Need a large capital grant or equity contribution which is deferred (\$968,290)
- Operating reserves \$100 PUPA
- Replacement reserves \$250 PUPA

OPERATING EXPENSES

- Half-time management staff or use of management firm \$15,000 year
- Insurance cost increase due to on-site day-care
- Budget for repairs, painting, exterminating, and general maintenance — higher than the norm. Based on turnover rate of two to three years and the child density

FUNDING SOURCES

- Program: foundations, city and county governments, CDBG program, and United Way
- Capital grant: foundations, CDBG, and individual contributions
- Child Care: Title XX, sliding fee (state), and individual payment

RESIDENT PROFILE #1

**OPTION 2 PRO FORMA
RESIDENT PROFILE #1
DEVELOPMENTAL MODEL WITH CHILD CARE
SECTION 8**

INCOME

Rent 10— 2-BR. (\$600/mo.)	\$ 72,000	
10— 3-BR (\$750/mo.)	<u>90,000</u>	
		162,000
Laundry		2,880
Other		-0-
Occupancy 95%		<u>(8,244)</u>

TOTAL ANNUAL INCOME

\$156,636

EXPENSES

BUILDING DEBT SERVICE (731,710)		
Total Replacement Cost \$1,700,000		70,650

OPERATING/MANAGEMENT

Renting expenses		600
Administrative		18,500

Operating:

Janitor/Maint.	1,200	
Exterminating	1,126	
General repair	4,200	
Painting	<u>1,500</u>	

Utilities		8,026
Other:		18,692

Insurance	25,000	
Taxes	6,000	

Reserves:

\$100 PUPA	2,000	
\$250 PUPA	<u>5,000</u>	

38,000

TOTAL OPERATING EXPENSES

83,818

TOTAL EXPENSES

154,468

TOTAL NOI/DEFICIT

2,168

RESIDENT SUPPORT PROGRAM

Staff	15,000	
Program (office expenses)	<u>10,000</u>	

TOTAL SUPPORT PROGRAM

25,000

RESIDENT PROFILE #1

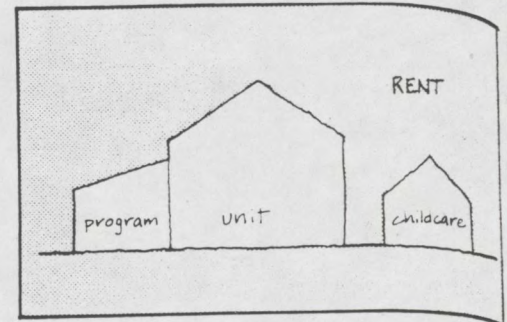
OPTION 3 RESIDENT PROFILE #1 DEVELOPMENTAL MODEL WITHOUT CHILD CARE.

RESIDENT SUPPORT SERVICES

Half-time program staff	\$15,000 year
Program cost (office and loan fund for residents)	10,000 year
Office space for program staff	500 sq. ft.
Use of existing services and organizations in the community to supplement the program staff's work	

CHILD CARE

- No child care on-site
- Residents utilize existing neighborhood child care centers
and home day care
- Residents' rent includes child care costs



RESIDENT ANNUAL INCOME

Residents on AFDC	
1 adult, 1 child	\$5,244
1 adult, 2 children	\$6,444
1 adult, 3 children	\$7,452

UNIT MIX

- 10 two-bedroom units
- 10 three-bedroom units

FINANCING ASSUMPTION

- Use Section 8 Rental Assistance
- Acquisition, construction and development cost
\$1,500,000 (\$75,000 per unit)
- Mortgage — 30 years at 9%
- Need a large capital grant or equity contribution which is
deferred — \$879,945
- Operating reserves \$100 PUPA
- Replacement reserves \$250 PUPA

OPERATING EXPENSES

- Half-time management staff or use of management firm
\$15,000 year
- Budget for repairs, painting, exterminating, and general
maintenance — higher than the norm. Based on turnover
rate of two to three years and the child density

FUNDING SOURCES

- Program: foundations, city and county governments, CDBG
program, United Way and cash flow from the project.
- Capital grant: foundations, CDBG, and individual contri-
butions

RESIDENT PROFILE #1

**OPTION 3 PRO FORMA
RESIDENT PROFILE #1
DEVELOPMENTAL MODEL WITHOUT CHILD CARE**

INCOME

Rent 10— 2-BR. (\$600/mo.) \$ 72,000
10— 3-BR. (\$750/mo.) 90,000

Laundry 162,000
Other 2,880
Occupancy 95% (8,244)

TOTAL ANNUAL INCOME

\$156,636

EXPENSES

BUILDING DEBT SERVICE (602,055) 58,131
Total Replacement Cost \$1,500,000

OPERATING/MANAGEMENT

Renting expenses 600
Administrative 18,500

Operating:

Janitor/Maint. 1,200
Exterminating 1,126
General repair 4,200
Painting 1,500

Utilities 8,026
Other: 18,692

Insurance 7,000
Taxes 6,000

Reserves:

\$100 PUPA 2,000
\$250 PUPA 5,000

20,000

65,818

TOTAL OPERATING EXPENSES

123,949

TOTAL NOI/DEFICIT

32,687

RESIDENT SUPPORT PROGRAM

Staff 15,000

Program (office expenses) 10,000

TOTAL SUPPORT PROGRAM

25,000

95

RESIDENT PROFILE #1

RESIDENT PROFILE #2

THE SELF-HELP MODEL

The residents of the Self-Help Model are expected to be wage earners. Their ability to pay rent will vary. Option 4 presupposes the residents will be working poor. Option 5 assumes residents will have low-to-moderate incomes.

The Self-Help Model calls for a half-time facilitator to be provided through a service contract with existing community services. In this case, only meeting space needs are to be provided in the development. The cost of purchasing services is considered a part of the financing package.

Option 4 recommends establishing a sinking fund — a reserve account that would be committed to the retirement of the debt. The fund would be invested and should cover any shortfall in an individual's ability to pay and the rent needed by the development.

The sinking fund provides a backup to the market-rate rental units because rent-up might be difficult to predict. Money for this fund could be raised from foundations or through tapping established escrow and reserve accounts (such as lawyers' accounts or real estate escrow accounts).

FOR THE SELF-HELP MODEL, STRUCTURE THE DEVELOPMENT AS A COOPERATIVE OR RESIDENT-MANAGED DEVELOPMENT.

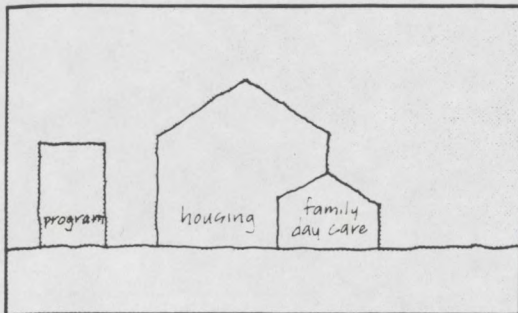
The structure of a cooperative or resident-managed development provides an opportunity for growth and skill development. Design, support services, and management are structured to encourage the exchange of mutual support among residents.

INCORPORATE UNITS IN THE DEVELOPMENT THAT COULD ACCOMMODATE HOME CHILD CARE WITHIN THE DEVELOPMENT. THAT IS, INCORPORATE ONE OR MORE LARGER UNITS IN THE DEVELOPMENT THAT WOULD ALLOW AN INDIVIDUAL TO DO HOME CARE FOR EIGHT TO TEN CHILDREN ON SITE.

On-site child care may not always be as important in this model as in the previous one. Even in this model, however, affordable child care must be available in the neighborhood. Because the residents are willing to organize themselves, home child care is an option in several units on site.

This arrangement can provide an income source for the individuals who are care providers. In addition, the owner could charge higher rent for the larger units that accommodate this service.

A reserve fund should be established to cover those times when a market-rate unit might not be rented to a resident who cannot afford market rate.



OPTION 4 RESIDENT PROFILE #2 – SELF HELP MODEL WORKING POOR WITH CHILD CARE

RESIDENT SUPPORT SERVICES

Half-time program staff
Quarter-time child advocate
(Services provided by existing community service organization)

CHILD CARE

Licensed family child care (within a resident's unit)
Unit insurance covered by resident
Operating cost covered by fees

RESIDENT ANNUAL INCOME

Working poor:

1 adult, with 1 or 2 children \$ 9,000 year
1 adult, with 2 or 3 children \$10,000 year
Resident rent is more than 40% of their income

UNIT MIX

20 unit townhome-type construction
2 bedroom 375/mo.
Rent set to meet market needs: 3 bedroom 450/mo.
Licensed child care unit: 3 bedroom + 600/mo.

FINANCING ASSUMPTION

30 yr. mortgage at 9%
Assumes no rental subsidy (Section 8)
Acquisition, construction and development cost
\$1,500,000 (\$75,000/Unit)

OPERATING EXPENSES

Half-time management staff or use of management firm
Increase in annual operating expenses such as painting, exterminating, and general repair

FUNDING SOURCES

Program: Contracted from community service organizations – county government, city government, United Way
Financing sources: foundations, Family Housing Fund, CDBG
Child Care: Title XX, sliding fee (state), and individual payment

RESIDENT PROFILE #2

OPTION 4 PRO FORMA RESIDENT PROFILE #1 SELF-HELP MODEL WITH CHILD CARE

INCOME

Rent 10 2-BR. (\$375/mo.)	\$45,000	
9 3-BR. (\$450/mo.)	48,600	
1 3-BR., + at 500/mo.	<u>6,000</u>	
		99,600
Laundry		2,880
Other		-0-
Occupancy 95%		<u>(5,124)</u>

TOTAL ANNUAL INCOME

\$ 97,356

EXPENSES

BUILDING DEBT SERVICE (\$350,000)		33,794
Total Replacement Cost \$1,500,000		
OPERATING/MANAGEMENT		
Renting expenses		600
Administrative		18,500
Operating:		
Janitor/Maint.	1,200	
Exterminating	1,126	
General repair	4,200	
Painting	<u>1,500</u>	
		8,026
Utilities		14,592
Other:		
Insurance	15,000	
Taxes	6,000	
Reserves:		
\$100 PUPA	2,000	
\$250 PUPA	<u>5,000</u>	
		28,000
		<u>69,718</u>

TOTAL EXPENSES

103,512

TOTAL NOI/DEFICIT

(6,156)

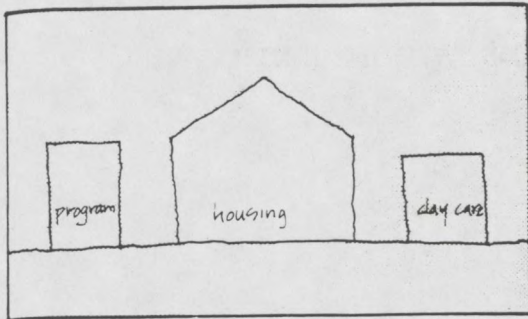
RESIDENT SUPPORT PROGRAM

Staff-Program	15,000
Child Advocate	5,000
Program (office expenses)	<u>10,000</u>

TOTAL SUPPORT PROGRAM

30,000

RESIDENT PROFILE #2



OPTION 5 RESIDENT PROFILE # 2 – SELF-HELP MODEL LOW-TO-MODERATE INCOME WORKING HOUSEHOLDS WITHOUT CHILD CARE

RESIDENT SUPPORT SERVICES

Half-time program staff
(Services provided by existing community service)

CHILD CARE

No on-site facility for residents to use

RESIDENT ANNUAL INCOME

Working with middle income:

1 adult, 1 or 2 children \$15,000/year
1 adult, 3 children \$18,000/year

UNIT MIX

10 2-bedroom at \$450/mo.

10 3-bedroom at \$500/mo.

Rents are set at \$450 and \$500 based on 35% of income or at the market rate of existing, nonsubsidized lower income housing.

FINANCING ASSUMPTION

Acquisition, construction and development cost
\$1,500,000 (\$75,000/unit)

Mortgage – 30 years at 9%

Need a large capital grant or equity contribution which is
deferred – \$1,106,720

Operating reserves \$100 PUPA

Replacement reserves \$250 PUPA

OPERATING EXPENSES

Half-time management staff or use of management firm
\$15,000 year

Budget for repairs, painting, exterminating, and general
maintenance – higher than the norm. Based on turnover
rate of two to three years and the child density.

FUNDING SOURCES

Program: contracted from existing community service organi-
zations – foundations, city and county governments,
CDBG program, and United Way.

Capital grant: foundations, CDBG, and individual contribu-
tions.

RESIDENT PROFILE #2

OPTION 5 PRO FORMA

RESIDENT PROFILE #2

LOW-TO-MODERATE INCOME HOUSEHOLDS WITHOUT CHILD CARE

INCOME

Rent 10-2-BR (\$450/mo.)	\$54,000	
10-3-BR. (\$500/mo.)	<u>60,000</u>	
		114,000
Laundry		2,880
Other		-0-
		116,880
Occupancy 95%		<u>(5,844)</u>

TOTAL ANNUAL INCOME

\$111,036

EXPENSES

BUILDING DEBT SERVICE (\$350,000)		37,973
Total Replacement Cost \$1,500,000		
OPERATING/MANAGEMENT		
Renting expenses		600
Administrative		18,500
Operating:		
Janitor/Maint.	1,200	
Exterminating	1,126	
General repair	4,200	
Painting	<u>1,500</u>	
		8,026
Utilities		18,692
Other:		
Insurance	7,000	
Taxes	6,000	
Reserves:		
\$100 PUPA	2,000	
\$250 PUPA	<u>5,000</u>	
		<u>20,000</u>

TOTAL OPERATING EXPENSES

65,818

TOTAL EXPENSES

103,791

TOTAL NOI/DEFICIT

(7,245)

RESIDENT SUPPORT PROGRAM

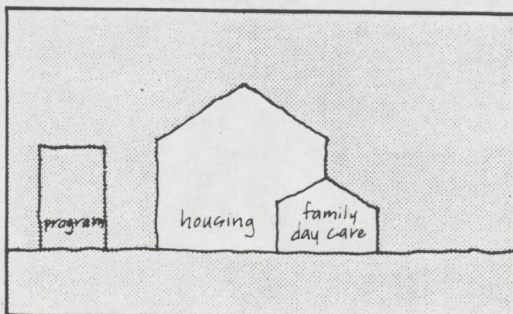
Staff		-0-
Program		<u>10,000</u>

TOTAL SUPPORT PROGRAM

10,000

THE NONORGANIZATIONAL MODEL

The Nonorganizational Model requires the least amount of services because of the socioeconomic characteristics of the residents. The program staffing needs could be provided by volunteers.



WHILE PROGRAMMATIC NEEDS ARE NOT AS CRITICAL TO THE RESIDENTS IN THE NONORGANIZATIONAL MODEL, A CHILD CARE CENTER OR HOME CHILD CARE OPTION NEAR OR IN THE DEVELOPMENT COULD BE AN ESPECIALLY ATTRACTIVE MARKETING TOOL WITH MARKET-RATE RENTERS.

As is the case with the Self-Help Model, a resident managed or a cooperative structure would be desirable for the Nonorganizational Model.

BIBLIOGRAPHY

- Alexander Christopher. (1977). *A Pattern Language*. New York: Oxford University Press.
- Becker, Franklin. (1974). *Design for Living: The Resident's View of Multi-Family Housing*. Ithaca, New York: Center for Urban Development Research, Cornell University.
- Becker, Franklin. (1977). *Housing Messages*. Stroudsburg, Pennsylvania: Dowden, Hutchinson & Ross.
- Bell, Connie. (August 1984). *How to Start a Child Care Center*. Minneapolis, Minnesota: Greater Minneapolis Day Care Association.
- Budd, Arla A. (1986). *A Report on the Homeless in the Twin Cities*. St. Paul, Minnesota: Y.W.C.A.
- Cichocki, M.K. (1980). Women's Travel Patterns in a Suburban Development. In G.R. Wekerle, R. Peterson, and D. Morley (eds.) *New Space for Women*, 151-164. Boulder, Colorado: Westview Press.
- Cook, Christine C. (1986). *Assessing Neighborhood Quality: Responses from Urban and Suburban Single-Parent Women*. Unpublished research report. St. Paul, Minnesota: Housing Program, University of Minnesota
- Cook, Christine C. (1985). *The Residential Location of Families Headed by Women: Choice or Constraint?* Unpublished research report. St. Paul, Minnesota: Housing Program, University of Minnesota.
- Ericksen, J. (1977). An Analysis of the Journey to Work for Women. *Social Problems*, 24:428-435.
- Ester, Peter. (1985). *Consumer Behavior and Energy Conservation. The Netherlands*: Martinus Nijhoff Publishers.
- Evans, E. Belle; Saia, George, and Evans, Elmer A. (1974). *Designing a Day Care Center: How to Select, Design, and Develop a Day Care Center*. Boston, Massachusetts: Beacon Press.
- Francescato, G.; Weidemann S.; Anderson, J.R.; and Chenoweth, R. (1979). *Resident's Satisfaction in HUD-Assisted Housing: Design and Management Factors*. Washington, D.C.: U.S. Government Printing Office.
- Geismar, Ludwig L. (1980). *Family and Community Functioning*. New Jersey and London: Scarecrow Press.

BIBLIOGRAPHY

- Gellen, Martin. (1985). *Accessory Apartments in Single-Family Housing*. New Brunswick, New Jersey: Center for Urban Policy Research, Rutgers University.
- Gittus, Elizabeth. (1976). *Flats, Families, and the Under-Fives*. London: Routledge & Kegan Paul.
- Grigsby, William G., and Rosenburg, Louis. (1975). *Urban Housing Policy*. New York: APS Publications.
- Hayden, Delores. (1981). *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*. Cambridge, Massachusetts: MIT Press.
- Hayden, Delores. (1984). *Redesigning the American Dream*. New York: W. W. Norton & Company.
- Hiort, Esbjorn. (1952). *Housing in Denmark Since 1930*. London: The Architectural Press.
- Hoglund, J. David. (1985). *Housing for the Elderly: Privacy and Independence in Environments for the Aging*. New York: Van Nostrand Reinhold Company.
- Holme, Anthea. (1985). *Housing and Young Families in East London*. London: Routledge & Kegan Paul.
- Howell, S.C. (1980). *Designing for Aging*. Cambridge, Massachusetts: MIT Press.
- Kain, John F. (1973). The Journey to Work as a Determinant of Residential Location. In J. Pynoos, R. Schafer, and C.W. Hartman (eds.) *Housing Urban America*, 211-217. Chicago, Illinois: Aldine Publishing Company.
- Keller, Suzanne (ed.). (1981). *Building for Women*. Lexington, Massachusetts: Lexington Books.
- Kiev, Phyllis Eve. (1981). *The Woman's Guide to Buying Houses, Co-ops, and Condominiums*. New York: Ballantine Books.
- Leavitt, Jacqueline. (1984). The Shelter Plus Issue for Single Parents. *Women and Environments*, 6(2):17-20.
- Lee, B.A. (1981) *The Urban Unease Revisited: Perceptions of Local Safety and Neighborhood Satisfaction Among Urban Residents*. *Social Science Quarterly*, 624:611-629.
- Levitan, Sar A., and Alderman, Karen Cleary. (1975). *Child Care and ABC's Too*. Baltimore, Maryland: Johns Hopkins University Press.

BIBLIOGRAPHY

- Listokin, David (Ed.). (1983). **Housing Rehabilitation: Economic, Social and Policy Perspectives**. New Brunswick, New Jersey: Rutgers. Center for Urban and Policy Research, Rutgers University.
- Liu, John K. C. (1980). **A Study of Family Life and Built Form in Taiwan**. Dissertation. University of California, Berkeley. Berkely, California.
- Masnack, George, and Bane, Mary Jo. (1980). **The Nation's Families: 1960-1990**. Boston, Massachusetts: Auburn House Publishing Company.
- McKnight, C.E.; Savar, N.L.; and Paaswell, R.E. (1986). **Travel Behavior of Female Single Parents in the Chicago Area**. Chicago, Illinois: Urban Transportation Center.
- Michelson, William. (1977). **Environmental Choice, Human Behavior, and Residential Satisfaction**. New York: Oxford University Press.
- Michelson, William. (1984). Maternal Employment, Community Context and Pressures: The Case of Child Care. *Women and Environments*, 6(3):9-11.
- Minnesota Commission on the Status of Women. (1984). *Newsletter*, 78 (March-April).
- Minnesota Housing Finance Agency. (July 1984). **MHFA Study of Handicapped Housing**. Blumentals/Architecture. Inc. and The Frillium Group Incorporated. Minneapolis, Minnesota.
- Minnesota Housing Finance Agency. (June 1985). **Female-Headed Family Households in Minnesota: An Analysis of Housing and Household Characteristics**. Research Division. Minneapolis, Minnesota: Research Division, Minnesota Housing Finance Agency.
- Minnesota Housing Finance Agency. (1985). **Design Standards. Family Housing**. Minneapolis, Minnesota: Minnesota Housing Finance Agency.
- Moore, Gary T.; Cohen, Uriel; and McGinty, Tim. (1979). **Planning and Design Guidelines Childcare Centers and Outdoor Play Environments: Synopsis**. Milwaukee, Wisconsin: The School of Architecture, University of Wisconsin.
- Newman, Oscar. (1973). **Defensible Space**. New York: Collier Books.
- Newman, Oscar. (1981). **Community of Interest**. Garden City, New York: Anchor Books.

BIBLIOGRAPHY

- Newmark, Norma L., and Thompson, Patricia J. (1977). **Self, Space, and Shelter: An Introduction to Housing**. San Francisco, California: Canfield Press.
- O'Mara, W.; Paul, Sears; Cecil, E.; and Wrenn, Douglas. (1984). **Rental Housing**. Washington, D.C.: The Urban Land Institute.
- Page, Magdalen. (1986). **Child Safety and Housing: Practical Design Guidelines for Commissioning Agencies, Architects, Designers, and Builders**. Published for Child Accident Prevention Trust. London: Bedford Square Press.
- Parker, Rosetta E. (1984). **Housing for the Elderly: The Handbook for Managers**. Chicago, Illinois: Institute of Real Estate Management.
- Porter, Douglas R., and Cole, Susan. (1982). **Affordable Housing: Twenty Examples From the Private Sector**. Washington, D.C.: The Urban Land Institute.
- Reardon, C.L. and Boles, W.E. (1978). Housing Opportunity, Quality and Satisfaction for Single Person Households: A Comparative Study. *Housing and Society*, 54:60-63.
- Report of the President's Commission on Housing**. (1982). Washington, D.C.: U.S. Government Printing Office.
- Spake, Amanda. (1986). *The Way We Live*. Ms., 33-40.
- Stein, Clarence S. (1957). **Toward New Towns for America**. New York: Reinhold Publishing.
- Stimpson, Catherine. (ed.). (1981). **Women in the American City**. Chicago, Illinois: University of Chicago Press.
- United States Housing Authority. (1939). **Design of Low-Rent Housing Projects Planning the Site**. Washington, D.C.: United States Department of the Interior.
- Weicher, John C. (1980). **Housing: Federal Policies and Programs**. Washington, D.C.: American Enterprise Institute for Public Policy Research.
- Weidemann, S.; Anderson, J.R. (1982). Resident's Perceptions of Satisfaction and Safety. *Environment and Behavior*, 146:695-724.
- Whittacker, James K., Garbarino, James, & Associates. (1983). **Social Support Networks: Informal Helping in the Human Services**. New York: Aldine Publishing Company.
- Women's Institute for Housing and Economic Development, Inc. (1986). **A Manual on Transitional Housing**. Boston, Massachusetts: Red Sun Press.