

*Grant - Agassiz School Care Project*  
**City of Cambridge**

MASSACHUSETTS

In City Council May 8, 1972

	YEA	NAY	ABSENT	
Mr. Clinton	✓			
Mr. Danehy		✓		
Mr. Duehay	✓			
Mrs. Graham	✓			
Mr. Moncreiff	✓			
Mr. Owens	✓			
Mr. Sullivan		✓		
Mr. Vellucci	✓			
Mayor Ackermann	✓			
	7	2	0	

# City of Cambridge

In City Council,

May 8, 1972.

ORDERED:-

That the City Council hereby approves proposal for a grant of \$38,080.00 for the Agassiz After School Care Project from funds of the City of Cambridge and the Office of Child Development, U. S. Department of Health, Education and Welfare.

In City Council May 8, 1972.

Adopted by a yeas and nays vote -

Yeas 7; Nays 2; Absent 0.

Attest:- Paul E. Healy, City Clerk.

AGASSIZ AFTER SCHOOL CARE PROJECT

A Proposal to

U.S. Department of Health, Education and Welfare

Office of Child Development

for

Funding as a Demonstration Research Project

in

FY 1972 and FY 1973

from

Cambridge Community Schools, Cambridge, Mass.

April 1972

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## AGASSIZ AFTER-SCHOOL CARE PROJECT

### Narrative Description of Project Proposal

This proposal from Cambridge Community Schools is being submitted to the Office of Child Development of the U.S. Department of Health Education and Welfare, for funding as a one-year Demonstration Project in FY1972 and FY1973.

#### Project Definition

The Agassiz After-School Care Project combines observation and research with the operation of an experimental after-school care program. It is planned to test the practicality and desirability of a care program for an age-group for which such service has not been well developed. Observation and research will be shared from time to time in the course of the project, and at its end, so that interested individuals and agencies may have some voice in the project as well as a look at its conclusions. The preparation of a research report and an evaluation will conclude the project.

#### THE FEASIBILITY PROBLEM

Among the many child welfare programs that have been developed and supported in the past, both by public and private agencies, there has been very little done with children from kindergarten through the sixth or seventh grade. That is the problem. It has had to do in part with the lack of facilities and the high cost of professional or licensed individuals to provide the care that has been expected traditionally of mothers in families.

#### Use of School and Other Facilities for Care Programs

Professionally supervised programs for after-school care of young

school-age children of working mothers are very limited in number. All U.S. children in such care have been estimated to be well under 20,000. Cambridge has no such program. Yet the need and potential demand for such services are well-documented and large. For example, in 1971, 43% of the nation's mothers worked outside the home, while in 1948 it was only 18%.<sup>1</sup> About 10% of all mothers who work have family incomes of over \$10,000 and 50% earn less than \$5,000.<sup>2</sup> It appears the overwhelming proportion of mothers who work do so out of economic necessity. It is in society's interest, and in the interest of these families, that many of the nation's mothers be employed. It is estimated that 15% of all working mothers are single parents, bring up children alone, and the alternative to working for many would be AFDC. The national need for services for the over 16 million children under 12 (4.5 million under 6 and some 8 or 9 million in the 5 to 9 year old group) whose mothers work away from home during the day is thus very large. Since the proposed project-area is a fairly well-defined urban microcosm, it is felt it should produce generally applicable guidelines.

Shortage of available space has been one of the major obstacles to the development of after-school child care services. Attractive, safe non-institutional surroundings, with access to recreational, rest and educational resources, have not been available or utilized. Though a variety of social and recreational agencies have offered special activities for young children, their after-school and vacation schedules have been developed to serve several different age groups on an interest, class or project basis, rather than to supply a full range of flexible services to a particular age group over a period of time. This project is designed to test and demonstrate such service. Few agencies that do have their own building have sufficient unused space to house day care pro-

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<sup>1</sup> Bronfenbrenner, Urie, and Bruner, Jerome, "The President and the Children"; New York Times, January 31, 1972; editorial page.

<sup>2</sup> Ruderman, Florence A., Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children; New York: Child Welfare League of America, Inc., 1968.

grams without dropping traditionally scheduled activities. It is anticipated that child care may best be done as a whole thing in itself and not as a function of an already established institution with other responsibilities. Care, however, may best be provided in other institutions facilities, when use can be arranged, rather than in facilities designed only for care. Cost is an important factor.

In Cambridge the Community Schools Program, established and funded by the City, makes it possible for residents of the 14 elementary school districts to create, manage and implement, with the assistance of staff selected by the neighborhood and approved by the Director and the City Manager, a variety of programs designed to meet special neighborhood needs. The school buildings are available for maximum community use after regular school hours, in the evenings, and on week-ends.

The Agassiz community has made a prior identification of the need for an after-school program and has, with Community Schools support, operated a partial after-school program on a drop-in basis that now functions two afternoons weekly. This is inadequate to meet the requirements of working parents, but it is the wish of the community to extend its after-school program, and it is felt this project would help develop this experimental beginning into a solid program.

At least 25 children, likely more, could use such services on a regular basis if they were available at low cost and were of good quality. However, on investigation of probable costs, it is clear that it would not be possible to achieve a quality program without outside financial help. The total Agassiz Community School program budget in 1971 was \$3,771 and the total amount for staff salaries was \$18,115. Parents' fees would have had to carry an inordinate cost in order to get a care program started.

Cambridge Community Schools, in applying to the Office of Child Development for support of this Demonstration Project, expects that a feasible child care program can be developed in the Agassiz

neighborhood. We have an available facility, the children and the need, and some experience in after-school care service. If a solid program can be demonstrated to be possible, and if costs and services are carefully analyzed, it is anticipated that adequate parents' fees and other funding can be brought together to sustain the after-school care program after the demonstration period is over.

#### Improving and Using the CHLS Training Program

Cambridge High and Latin School (CHLS) conducts a special, full-year child care training program for seniors which involves classwork in Early Childhood Education as well as field work. This program is intended for students who do not have other marketable job skills, but who do have empathy with children and would like to learn to work with children at the teacher-aide level. This program has been effective in re-motivating discouraged students to seek further education in preparing to become assistants to teachers or even toward becoming fully qualified teachers. In 1970-1971 there were 17 seniors in the program; in 1971-1972, 20 students were enrolled. Plans for 1972-1973 include classes for both boys and girls who are interested in this paraprofessional vocation. This year, three post-high students not sure of their career direction have been included in the program. They are reported to be doing fine work and are making a recognized contribution to children and to teaching. This program does more than increase job skills and employability potential. It helps young people very close to marriage to prepare for parenthood by gaining understanding of the development stages and growth problems of children, of the importance of treating children kindly and with respect, and how to encourage curiosity and intellectual growth.

During the first six weeks of the academic year, these CHLS students now spend two periods each afternoon studying the principles of Child Growth and Development, and Early Childhood Education. Arrangements are then made for the students to gain ex-

perience as supervised "student-teacher-aides" three afternoons a week in day care centers, kindergartens and primary classrooms throughout Cambridge. They continue their studies of Early Childhood Education at the High School on a two-afternoon, four period a week schedule.

There are two points at which it is felt this CHLS program could be strengthened, although it is already recognized and praised by school administration, teachers, and the press. These two points support the feasibility of this project. The CHLS program lacks a demonstration child-care facility where students can observe on a regularly scheduled, supervised basis as an integral part of their training. Secondly, each year two or three of the students, out of necessity, have had to drop out of the program. They could not afford to spend three afternoons a week, from 1 to 3 P.M., as unpaid student-teacher-aides in the schools. Instead of participating in field work, they used their time for any paying work they could get.

The proposed Agassiz project, by incorporating a formal relationship with the CHLS program, shows promise of merging separate needs, which standing alone are hard to meet, into a potential mutual strength. The high cost of professionals has hindered the development of child-care; the difficulty of getting practical experience has handicapped the development of child-care paraprofessionals. By providing part-time employment for two of the most deserving and capable students, and thus enabling them to stay in the program, and by providing an observation site for other students in the class, a mutual and constructive benefit will be gained.

Another value of the CHLS relationship to the After-School Project rests in the opportunity it provides for evaluation, research, and dissemination. Through Dr. Billie K. Press, Director of the CHLS Early Childhood Program, the Agassiz Project is able to relate to the Curriculum Development Program of EDC and to the service of EDC staff in general evaluation.

## RELATED RESEARCH AND PRACTICE EXPERIENCE

Cambridge, and especially the Agassiz neighborhood, make the correlation of research and practice exceedingly desirable and potentially possible. The winds that blow through the town-gown separation sometimes blow exceedingly strong here. But we do have, in the Community Schools and in the institutions of higher learning, a combination of potentials that might tie the theoretical and the practical together in creative strength.

Recent research makes it clear there is a need for after-school day care. Attention can be called to Ruderman's national study,<sup>1</sup> to DHEW publications and reports, to the Massachusetts studies by Fine and others, and to the broader Child Care in Massachusetts: The Public Responsibility by Richard R. Rowe, et al.<sup>2</sup> One point that comes through strongly in these recent studies is that almost all day-care planners and operators have been concerned with pre-school children and with services for them. Another point that comes through is that parents want child care services, but they want them close home, in the neighborhood, and at an economically rational cost.

Parents want facilities and services where their children can be happy, safe, healthy, associated with other children and with considerate adults, and constructively occupied in the times before and after school when necessary work means the parents and children must be separated.

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<sup>1</sup> Ruderman, op cit, p.276.

<sup>2</sup> Low, Seth and Spindler, Pearl, "Child Care Arrangements and Working Mothers in the U.S.", U.S. Department of Health, Education and Welfare, Children's Bureau, and U.S. Department of Labor, Women's Bureau, 1968.

Fine, et al, Mass. Early Education Project, "Analysis of a Survey of Current Child Care Practices, Parental Needs and Attitudes in Mass.," Cambridge: Harvard, 1971.  
Child Care in Massachusetts: The Public Responsibility, Richard R. Rowe, Director and Editor, Massachusetts Early Education Project, February, 1972.

In the Agassiz School district many, perhaps most, of the parents of 5 to 9 year olds are absent from home during the afternoons because they are at work. For a child to have a grandparent living in the area, or even to have other relatives nearby, is exceedingly rare. Most people have come from someplace else and will eventually move someplace else. The number of children per family is small. The children of the community generally lack the usual, familial persons who provide care while parents are at work during the time they are not in school. Grandparents, relatives and siblings being generally absent, neighbors, baby-sitters, parents or no one provide child care for the after-school child. At least 20 families in the Agassiz neighborhood have expressed strong desire for an after-school program such as is proposed, and have expressed a willingness to contribute what they can afford for fees.

There are five licensed preschool child care programs in Cambridge under the aegis of Community Schools. One of these is a very successful, cooperative preschool child care program now operating in the Agassiz Community. The growth and success of this preschool program shows that the neighborhood and its Community School have the ability to design and operate economically viable child care programs. Cambridge Community Schools in most parts of the City have developed considerable skill and experience in creating and running worthwhile projects for young children.

There is a second unanimity of emphasis in the literature on child care that supports the idea that it is good for high school students to take courses in child growth and development, and for them to have practical, on-the-job experience working with young children. Katherine Baker and F. X. Fane, for example, in Understanding and Guiding Young Children, say such programs are of great value to ". . . those who take seriously their responsibility of preparing for the profession of parenthood."<sup>1</sup> Many of the areas of behavior that are of special concern to teen-age youth are clarified by observation and sharing with young children. Independence, the need to feel valued, problems of jealousy and rivalry, struggles with authority and managing strong feelings, especially anger and aggressiveness, are sometimes partially mirrored in the lives of smaller

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<sup>1</sup> Baker, Katherine R., and Fane, F.X., Understanding and Guiding Young Children, New Jersey, Prentice-Hall, 1971 (preface).

children and thus made clear for those who are older. Experience across life-cycles helps to establish satisfactory life-styles.

Practical work experience in general is constructive for teen-aged or adolescent people. Alissi, for example, discussing the "emotional instability and general turbulence associated with adolescence," suggests that this arises from the "indeterminate status of the adolescent" in our social structures "rather than from innate constitutional causes."<sup>2</sup> He goes on to say, "Unless the social and cultural systems are altered, instability will continue to be the normal state of adolescence. . . . Young people in industrialized nations find it difficult to develop stability because they seldom receive recognition for their actual or potential contributions to society and they frequently are denied opportunities to take a significant role."<sup>2</sup>

It is felt that the benefits which CHLS students have discovered in their Early Childhood Education Training Program will demonstrate themselves in the Agassiz project, and that the experience will further strengthen these students.

### OBJECTIVES

The primary objective of this demonstration project is to develop and disseminate research and operational-observation findings which will assist in the development and maintenance of after-school care programs. Questions such as the following will be asked.

What is the effect on the well-being of twenty-five children, in the highly vulnerable 5 to 9 year old age group, of being in an after-school care program conducted in public and private facilities, supported by city and parental funds, answering to the expressed need of parents for day care in which they can participate?

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<sup>2</sup> Alissi, Albert, "Bridging the Concept Gap in Work With Youth", Children, February, 1971.

What is the effect of after-school care provided by a team made up of licensed professionals as director and consultants, unlicensed professional as head teacher, and paraprofessionals as assistant teachers, with high school students in field work training, and with participant-observers?

How may a child's and a family's well-being be measured, as affected by after-school care or by its absence? What kind of care is best for whom?

Such items as school performance, attendance, and academic achievement can be measured. Is it possible to measure or evaluate intangibles, such as a child's social adjustment, and a family's satisfaction and economic well-being? Are interviews, questionnaires, or self-evaluations most effective? Are there other means, such as films, tapes, and narratives, that can measure the values the project is designed to enhance?

It is possible to set up a rigorous interview plan that will cover expectations as well as reflective end-valuations. This will be done. It is also possible to establish a responsible number of control types or groups. There will be children who participate in drop-in after-school programs, families in the Agassiz neighborhood who do not participate in the demonstration project, and children and families in other Cambridge or Boston-area neighborhoods who prefer or must choose other forms of after-school care for their children. Sets will be matched as closely as possible (always safeguarding confidentiality) in terms of a variety of appropriate variables, such as family configurations such as size, both or one parent in the home, siblings present, etc.

It is intended that research, observation and evaluation will relate to the curriculum of the program, to the development of the children and their satisfaction, to parental satisfaction, to the economic, housing, and employment implications of the program, and to the satisfactoriness of the choices that other families have to make among the alternatives that are available to them.

It will be a major research objective to investigate the economic and taxation effects of after-school child care programs, using this demonstration project as a model, but paying attention to the experience and insight available from the literature on child care and community development.

It is desirable to project an estimate of how many women will be able to work, to continue in education, or return to education, because after-school child care programs are available and within their means. How will earnings compare to the expenses of day care? To what degree can child-care become self-sustaining economically, and to what degree will it require public support or subsidy?

What are the feelings and attitudes of people without children, or of people with grown children, about child care? What regional, cultural, age, or class distinctions can be made about attitudes toward day-care?

#### MODE OF OPERATION

##### a) Service: As a Real Need and As an Observational Base

The innovative service this project is designed to provide is all the child care services required for 25 participants during the normal work week for one calendar year. The service will be both after-school when school is in session, and full-time during vacations and special days when the public school is closed (except August). Research questions will be based on or related to this service.

The annual operating schedule will begin on September 1, 1972. The time between September 1 and September 12 will be devoted to developing team concepts among the staff and to the assignment of preliminary tasks. The children's first day will be September 12. The center at the Agassiz School will be renovated and readied before that time. The Center will be open every day from 2:30 to 6:00 P.M. from September 12, 1972 through July 27, 1973, except for 14 paid holidays and Saturdays and Sundays.

On "snow days", school holidays and vacations the Center's operating schedule is tentatively set to be from 8:30 A.M. to 6:00 P.M. Some early arrangement or adjustment may be necessary, depending on the hours that parents must leave in order to get to work. During August, 1973 there will be no program under the Demonstration grant, although it is expected that an established care program without the research component will then be operational. During August the staff of the project will be completing the evaluation and research or will be on vacation. All full-time staff hired by September 1, 1972 will be entitled to two weeks paid vacation at staggered times during the project year.

On days when the public school would be in session, the following activity-flow would be typical or a guide-line from which to depart for good reason: 2:30 P.M., children arrive. . .planning. . .outdoor play or activity. . .snacks. . .structured activities. . .arts and crafts. . .tutoring. . .quiet time, table games, TV, stories, music. . .6:00 P.M., children will have left.

Special arrangements will be made for the children in kindergarten, since the Agassiz school has separate morning and afternoon sessions for kindergarten children, and these children could not be cared for in the Center before 2:30 P.M. on a regular school day. In order to accommodate these children, use will be made of an already operating program which is being run by the Agassiz Community School for children aged 2 to 5 years. This program, the Agassiz Community Playgroup, is a well-established, licensed neighborhood cooperative located near the Agassiz School. It is almost entirely self-supporting, being only partially supported by Cambridge Community Schools through the provision of one part-time teacher.

Those children who attend the morning kindergarten session would join the Playgroup children for lunch and the early afternoon. Those in the afternoon session would join the Playgroup for the morning and for lunch, and would go to the Center at the school at 2:30 P.M. Financial assistance in terms of in-kind service, space modification, and part-time staff would be provided for the Agassiz Playgroups to accommodate the kindergarten children from the after-school program.

On days when regular school sessions are not held, the following activity-flow would be typical: 8:30 A.M., children arrive. . . planning. . . free play. . . structured activities. . . snack. . . arts and crafts. . . outdoor play. . . (noon) lunch. . . quiet time, music, stories, rest, naps and quiet activities. . . outdoor play. . . snack. . . structured activities. . . arts and crafts, tutoring. . . free play. . . quiet time, stories, music, TV, table games. . . 6:00 P.M., children will have left.

These suggested progressions and alternations of activity will, of course, be subject to substantial modification, depending on the individual child's needs and interests, on special events and trips or projects, and on the judgment of the teaching staff and parents.

The content of the program is intended to provide a stable yet flexible accepting, enriching atmosphere for the children during the afternoons or all day. The same friendly adults and tee-agers will be available as "teacher-mother-father-brother-sister-grandmother-grandfather-surrogates." They will keep track of where the children are, welcome them back warmly from special activities, accompany them on trips away from the school, listen to their enthusiasms and problems, show a constructive interest in their school work, and make every effort to enhance the relationships of the children to their parents.

A special room with comfortable furniture will be set aside for use as home base. That room, and the supplementary neighborhood facility for the preschool program, contain special interest areas, such as housekeeping, science and quiet corners. Areas will also be set up for instruction in such activities as child hobbies, photography, music, art, and cooking. The project will supply in addition wood-working tools, a pottery wheel, easels, looms, cameras, books, games, and other supplies for play and learning purposes. Children will be guided in the use of these resources in regularly scheduled activity periods, in individual instruction, and they will be allowed to use some of them during free play time.

Stimulation and encouragement of the children's intellectual and skill development will be carefully attended to by largely informal, <sup>means,</sup> with adults taking an interest in the child's school progress just as a mother or father would, listening to them read, talking with them, reading stories to them, singing with them, and helping them to use the auxiliary learning tools and materials that are available and recommended. The balance between initiative and response will be carefully observed and recorded both for program improvement and for evaluation and research purposes.

Each afternoon participating children would be encouraged, if their health did not caution against it, to spend an hour or so in vigorous outdoor play in the Agassiz School yard, in the adjacent Tot Lot, or in the Sacramento Field. The school gym is also available for indoor activities. Balls, ropes, and other child's play equipment will be on hand. A teacher and an aide or volunteer would be with the children and would encourage, but not interfere with, their free outdoor play. From time to time, the aides or teachers would initiate and organize group games and activities.

Although intellectual growth is a distinct goal within this program, a relaxed, happy, informal and non-pressured atmosphere will not be sacrificed. After-school is not school. In fact, it is of prime importance that the children experience and realize the difference between the after-school program and the rest of the school day. The thrust of this program will be creative educationally, but not in terms of structured learning, because children of this age group can not be expected to tolerate a structured situation for an entire day.

Children will often be released from regularly scheduled programs to take part in or attend special interest activities sponsored within the building by Community Schools, including activities that drop-in children will be engaged in. Field trips and attendance at plays and other events will be planned. The Agassiz community is fortunate to be located within walking distance of many places that make Cambridge a rich and stimulating place to live. Excursions will be made to the world-famous ethnology museum,

to a zoology museum, to several museums of fine arts, and to a five acre wooded site made available to the Agassiz School community by Harvard University.

A service intended for parents is to reduce their anxiety. They will know where their children are; that they are not spending hours watching inappropriate television programs; that someone whom they know and trust is providing their children with the kind of responsive care and attention they would provide at home. Moreover, this program is designed to provide a link with home. It will not replace the family, but will be supportive of family relationships and structure. Parent participation is central to the program and every attempt will be made to accommodate parents' busy schedules but yet keep them involved with their children and with the program. Parental involvement of every kind will be welcomed and appreciated. In addition to parent-teacher conferences on individual children's strengths and needs, general meetings of staff and parents will be scheduled regularly to discuss and evaluate the program.

b) Client Sample

The participants will consist of 25 children aged five to nine years, kindergarten through third grade, most of whom attend the Agassiz School, and their parents. Priority for enrollment will be given to children whose mothers or fathers are not able to care for them after school or on vacations, because of full or part-time employment, enrollment in school, or long-term illness. Another priority for selection will be income. A sliding-scale for fees, agreed upon by parents, will be established and will be maintained in confidentiality.

Selection of the 25 will be made from among those interested and eligible, by a committee made up of after-school program staff, a special sub-committee formed of members of the Agassiz Neighborhood Council, the Assistant Director, and the Project Director. Enrollment would be open to children from neighboring school districts if that should seem proper or desirable.

In the spring of 1972 about 150 children aged 5 through 9 were enrolled in the Agassiz School. About 105 of them are children of residents of the immediate neighborhood; other of them come to this school from other districts nearby.

The Agassiz area, one of 14 elementary school districts in Cambridge, is an ethnically and socio-economically mixed area. While stereotypes and statistical averages are inaccurate when applied to individuals within a given population, it can be said that Agassiz residents range from poor to wealthy, from unemployed and underemployed to internationally eminent professionals and public figures. But the majority of the residents who have small children work hard to obtain a secure standard of living for their families. In many cases, both parents work in order to maintain lower-middle class or lesser incomes. The area has a relatively high proportion of single-parent families headed by working mothers, and many families headed by graduate students who depend on their <sup>has</sup> wives incomes for meeting living expenses.

c) Community and Organizational Elements

The community and inter-agency agreements that are necessary and required to conduct this project are of two kinds: those without whose consent and support it could not be carried on, and those without whose in-kind contributions and participation it could not be done well.

In the first category are the Director of Community Schools in Cambridge, the City Manager of Cambridge, the City Community Schools Commission and its Community Schools Advisory Committee, the Agassiz Neighborhood Council, and a cross-section concensus of the residents of the Agassiz district.

In the second category are agencies or individuals without whose participation or support the program could not achieve excellence. We feel fortunate over the number of persons or agencies expressing an interest in participating in the project. Among them are:

Dr. Billie K. Press, Teacher-Coordinator of the Early Childhood Education Training Program in the Home Economics Department of Cambridge High and Latin School; Marilyn H. Clayton, Director, Child Development Project, Educational Development Center, Cambridge, Mass.; Dr. Barbara Powell, Catherine Cobb, and Kathleen Horani, staff members of EDC; Ms. Katherine Barron, Principal, The Agassiz School; Dr. Nancy C. Curtis, Director, Cambridge Community Schools; Mr. William Wessels, Program Developer, Cambridge Community Schools; Dr. Alice Nauen, Pediatrician, Cambridge; Dr. Hirsch, MD, Cambridge Guidance Center; residents of the Agassiz community, parents and non-parents, without whose voluntary participation and support the Community School program in Agassiz, and this project, could not function well at all.

Letters of agreement for participation in the project are included in the appendix to this narrative, when they are applicable.

Cambridge Community Schools is an Executive Department of the City of Cambridge, organized under the office of the City Manager. It is authorized, by vote of the City Council and by Ordinance, to use the public elementary schools, outside regular school hours, for programs designed and managed by residents of the particular school districts. As a City Department, Community Schools has the cooperation of other City Departments without the necessity of specific agreements for particular services. In many ways, this enhances the effectiveness of the Community Schools program.

It is intended that a special project board, consisting of parents, other community representatives, the Neighborhood Coordinator for Community Schools, and the Community Schools Director, will be organized once the project is underway. This board will advise and support the program as it is developed, carried on, evaluated, and reported in a plan for general dissemination.

d) Assessment

The assessment of the demonstration project will be continuous throughout its duration. The Project Director, the Secretary

for Records and Evaluation, the Consultant-Evaluator, the Consultant-Principal, the Head-Teacher, the Assistant Project Director, members of the project board, and staff consultants from EDC, will develop evaluation instruments and techniques to be used early in the project year, during its course, and at its end. Short-term longitudinal data will be gathered to describe any changes or developments that may occur among children, parents, teachers, the community, or the City, as a result of the project. Principal responsibility for data gathering will rest with the Secretary for Records and Evaluation and with the Assistant Project Director.

The assessment of the program's impact on the CHLS teacher aide and observation program will be of particular interest. An increase in enrollment, with an increased expectation and possibility of job placement, and a decrease in drop-outs in the high school program, are hoped for. This effect will be carefully observed and evaluated, principally under the direction of the Consultant-Evaluator, Dr. Billie K. Press.

The effects of creating a special group, of mixing groups, rewards, and intensive care as compared to casual, drop-in care will be closely observed and assessed. For example, what experiential and attitudinal differences will be discovered between children who come in the school building on a drop-in or special project or class basis, and those who are in the regular care program? What feeling, motivational or attitudinal difference may there be between a high school aide who is paid and one who comes into the program as an unpaid field work volunteer or as an observer? Can invidious comparisons be avoided between families and children who participate in the care program and others who do not? Can the sliding-scale fee system mix children so that a "failed the means test" impression can be avoided?

What is the best cost-effective model to use for developing care services for children between ages 5 and 12? What effect would possible forms of child care services have on children? on families? on communities? on school systems? on tax rates? on

rentals and property values? on human values and attitudes not connected with money and property? What is the role, in the welfare of the child and the future of society, of the family? of new life-style groupings? of the Town or City, the County, the State, or of the Federal Government?

Dr. Barbara Powell, Director of Teacher Education and Child Development, and Miss Catherine Cobb, Evaluator, both from the federally sponsored Exploring Childhood Project at EDC, have agreed to consult, without fee, on assessment and evaluation. With such counsel, with the staff, and with others who are available, it is felt that the assessment dimension of the project can be sustained at a high, interesting, and productive level.

e) Continuity

It is not expected at the time of this proposal's preparation, that a follow-up grant will be requested for a second year. The testing of the program's feasibility should be able to be done in one year, and the continuity of the care program on its own or with supplemental funding for operational purposes should be established. If further research or exploration should prove to be desirable as a result of the demonstration project, that could be taken up as another or as a revised project.

The value that is likely to remain after the project has ended should be the clear demonstration that it is possible that parents' sliding-scale fees and the use of public facilities in Community School fashion can make after-school child care economically possible on an earning-sharing basis. It is certain that for some time, subsidy from public funds, federal, state, or local, would be needed to supplement what parents could afford to pay for care of their children while they worked. The available services of the Community Schools Program Developer will be helpful in discovering the supplemental public or private funds that will be needed.

The local program is expected to become increasingly feasible on a cost basis because of the continuing support of the City of Cambridge and its Community Schools, and because of the expected increased earning power made possible by a program which allows parents to work productively.

f) Program or Service Diffusion

It was observed before that five Cambridge Community Schools sponsor licensed day care or nursery school programs for preschool age children. Others are contemplated or in process of being developed. Cambridge has shared in the nationally increasing interest in day care programs in the last few years. Lesley College, located in the Agassiz neighborhood, has under a recent grant given a course in day care management for staff members and residents. It is expected that the Agassiz After-School Care Project will provide some guidance on good paths and pitfalls for those interested in using schools or other neighborhood facilities for after-school care programs. There will be a definite diffusion of the experience and insights of the project among the other Community Schools in Cambridge.

State-wide, regional and national associations of Community Schools, through their conferences, workshops, newsletters and publications, form a broader means of sharing the experience of the project.

The Cambridge Day Care Association, the Cambridge-Somerville 4-C Committee, Boston Area Educators of Young Children, the Governor's Commission, and colleges and universities are potential media of worth for acquainting those interested with the results of the demonstration.

EDC has scheduled a series of workshops for teachers who are collaborating on field testing of curricula on Exploring Childhood. At these conferences information on the Agassiz After-School Care Project will be disseminated to the participating teachers who come from districts throughout Massachusetts. These conferences are an excellent forum for sharing ideas on early childhood education and cross-age teaching and programs. EDC is also contemplating

a newsletter for teachers in cross-age teaching programs. This also will be useful for dissemination. But the principal value of EDC assistance will be in the continuing availability of the no-cost consultative service which they have offered. The presence of the EDC evaluators, and of Dr. Press, in the observation and research dimension of the project will assure the production of information ready for dissemination throughout the program.

The Program Developer employed by Cambridge Community Schools is a published writer. He will assist the staff and parents and children in preparing or editing relevant interpretive articles for the popular press and for educational and professional journals. To assure the release of coherent and well-formed interpretive materials, all articles, press releases, and other information disseminated on the project will be subject to the approval of representatives of the Agassiz Neighborhood Council, the Neighborhood Coordinator, and the Director of Cambridge Community Schools, in terms of content and quality. A thorough observational and evaluative report, useful for general dissemination purposes, will be prepared for the Office of Child Development at the end of the project.

The part-time job of the Secretary for Records and Evaluation is designed to support the teaching, research, and dissemination aspects of the program. This is viewed as a research assistant function and this person will not be a general secretary for other aspects of the Agassiz Community School program.

#### PROJECT STAFF

The proposed staff positions in the project include those provided by Cambridge Community Schools, staff time given by cooperating agencies, and project staff to be paid with OCD support funds.

##### Paid from Cambridge Community Schools Budget

##### Project Director and Central Office Support Staff

The Director of Cambridge Community Schools will serve as project director, being responsible for overall supervision of the program

to ensure quality and performance in accord with the terms of the proposal. The Director will sit, ex officio, on all relevant committees and, with the assistance of other Central Office Staff members (program developer, accountant, administrative assistant, and typist), will provide the required support services, including financial reports, payrolls, and payment of program expenses. The Director will also consult on the educational component of the program as needed. The estimated time contribution of the Director and support staff is 15 to 20 hours a week. This position is filled by Dr. Nancy C. Curtis.

#### Assistant Project Director and Assistants

The Neighborhood Coordinator of the Agassiz Community School will assist the Project Director, as delegated, in overall day-to-day supervision of the program, and will sit ex officio on all relevant committees, and, with the help of the Assistant Neighborhood Coordinators, will support the head teacher of the project in coordinating the Agassiz After-School Care Project with other Agassiz activities. He will consult on the educational, research, and recreational components of the program as needed. He will also have responsibility for all parent and other associated Agassiz community relationships. The total estimated time contribution of the Neighborhood Coordinator and Assistants is about 40 hours a week. This position is filled by Mr. Richard E. Mumma.

#### Paid from HEW:OCD Funds

The following positions that are not filled ex officio will be filled by persons to be selected and hired by a search committee composed of elected members of the Agassiz Neighborhood Council, the Neighborhood Coordinator, and the Director. Preference will be given to hiring City residents. In some cases, recommendations are made in this proposal.

#### Head Teacher

The head teacher will be responsible, full time, for planning, implementing, and coordinating the teaching/recreational/social aspects of the program for the participating children. With the

support and overall supervision of the project director and assistant project director, and of the consultant-evaluator and the consultant-principal, she will supervise the assistant teacher, the teachers' aides, and volunteers. She will act as the liaison to other after-school activities of the Agassiz Community School. Ms. Janet Kaplan is recommended for this position.

#### Assistant Teacher

The assistant teacher will assist the head teacher full time in implementing the teaching/recreational/social aspects of the program for participating children, assuming responsibility for supervision of one or more groups of children as delegated. Candidates who have graduated from the CHLS child development training course will be given preferential consideration in hiring, although the importance of providing a male presence among the children will also be considered.

#### Teacher Aides

There will be two teacher aides who will assist the head teacher and the assistant teacher in performance of their duties as delegated. Candidates will have standing in the CHLS child development training course and preference will be given to those with the greater economic need. These positions will involve part-time work while school is in session and full-time work during school vacations.

#### Consultant-Evaluator

This job, because of the nature of the project design, is ex officio. The incumbent is Dr. Billie K. Press. She will be responsible for coordination and supervision of student observation assignments to ensure maximum learning experience for the CHLS students, without interference with the child-centered teaching/recreational/social components. She will also suggest various training assignments for the paid aides, and will consult on program content and child development in general, as requested by the project director.

### Consultant-Principal

This job also is ex officio. It is presently filled by Ms. Katherine Barron, Principal of the Agassiz School. Her duties will be to advise and consult on the development of all project programs and on uses of facilities and equipment in the Agassiz School. She will also consult on research design and evaluation.

### Secretary for Records and Evaluation

The secretary for records and evaluation is a part-time research assistant who will keep records and help with evaluation of the project both in terms of interviews of participants before and after the project, and the on-going progress of each child and each family. This person must be familiar with the educational and social objectives of the project and with the research methods and standards developed for study and evaluation. The person recommended is Ms. Miriam Goldberg, a parent in the Agassiz Playgroup who is trained and experienced in counseling and in testing.

### Custodian

There is a standing agreement among agencies of the City (the City Manager, Community Schools, and the School Department) that in small schools with one custodian, a School Department custodian must be present in the building when Community School activities are going on. It is appropriate to charge the expected increase in custodian costs to the funded part of the program. Mr. David Cushing is the custodian of the Agassiz School. He is paid on an overtime basis, with City rather than School Department funds, on Community School authorization, for Community School work.

### Matron

The position of matron has not been written into this proposal, but it considered perhaps desirable to provide such services. It is expected that some children will on occasion become ill or require some assistance in cleaning up, and it is expected also that lunches and snacks and general picking up may require help. If it should be decided to fill such a position, an older person who might supply a grandmotherly presence would be considered.

## FACILITIES

The Agassiz School is a small, older Cambridge School with brightly painted walls and an intimate, home-like atmosphere. The rooms available for Community School use and therefore for use by this project, are an all-purpose room specifically assigned to Community Schools, the school library, one classroom with easily moveable furniture, and the gym/auditorium with its equipment and stage. The Community Schools room, which will serve as home-base for the project, is a warm sunny place with a rug on the floor, comfortable chairs and couch, and generally casual, friendly air. Books in the library will be available to children in the project. Some adaptations and renovations will be needed to equip the room adequately for a care program and for its other general uses.

In addition to the indoor space, there are several outdoor facilities that offer a variety of spaces for the children. Across from the school is the Alden Tot Lot, a modern City facility that was planned by the neighborhood. It offers modular climbing structures, swings, slides, see-saw, a sand area, and a large black-top play area in a partly shaded partly open-sky section. It is an excellent facility for young children, one of a very few in the city that serve as models for small children's playgrounds. One-half block from the school is an enclosed area, the Sacramento Field, which offers a large grassy area for games, a basketball court, a small size soft ball diamond, and perimeter land which is projected to be used for little public gardens to be planted by the community. In addition, the Agassiz Community School has had access to the Sachs Estate, a large wooded tract of land owned by Harvard University. Until Harvard develops approved plans to build faculty housing there, continued use of this fenced-in wood lot in the middle of the city is expected. This affords an unusual opportunity for outdoor exercise and for nature study.

It is expected that trips and visits to places of interest, and occasional participation in group activities in other Community Schools, will add variety to the experiences of the children.

## FINANCING

This proposal has not been submitted elsewhere. As was noted before, in the discussion of project staff, three sources of support are contemplated: Community Schools and the general services available from the City of Cambridge and the School Department, gifts in kind or services or use of facilities from other agencies or professional individuals, and the requested support for the project from HEW:OCD.

For purposes of budget and program planning, and to establish a cost over-view of the proposed program, we have made a summary of costs for services, facilities, supplies and equipment needed or offered this far. These have been assigned to functional categories and separated into grantee/in-kind and OCD support funds. We estimate the total grantee/in-kind contribution to be at least \$31,257. It is expected this amount will increase as the program develops and other individuals and agencies assist the project. We estimate the amount needed from HEW:OCD to be \$38,080.

Finance Schedule A, which follows, sets forth the details for these totals. Finance Schedule B, which also follows, sets forth the estimated time and value committed to the project by Cambridge Community Schools and the Agassiz Neighborhood Council.

## PRINCIPAL DRAFTERS OF THIS NARRATIVE AND REQUEST

The principal drafters of this request for funding, in its present form, were:

Ms. Janet Burns, resident of the Agassiz neighborhood, working mother of an after-school child, former officer of the Cambridge Community School Advisory Committee, member of Agassiz Neighborhood Council.

Dr. Nancy C. Curtis, Director, Cambridge Community Schools.

Ms. Miriam Goldberg, resident of the Agassiz neighborhood, mother of pre-school child, professionally trained in counseling, testing, and research, member of the Agassiz neighborhood Council.

Ms. Jill Herold, resident of Agassiz neighborhood, mother of preschool children, professional teacher, coordinator of the Agassiz Playgroup, member of the Agassiz Neighborhood Council.

Ms. Janet Kaplan, resident of Somerville, Assistant Coordinator for After School Programs, Agassiz Community School, staff member of Cambridge Community Schools.

Mr. Richard Mumma, resident of Agassiz neighborhood, Administrative Coordinator for Agassiz Community School, staff member of Cambridge Community Schools.

Dr. Billie K. Press, resident of Belmont, Coordinator-Teacher of Early Childhood Education Training Program at Cambridge High and Latin School, member of Cambridge Day Care Board, member of Cambridge Headstart Policy Committee.

An earlier version of this proposal, written to be established in the Tobin Community School district, was submitted by Cambridge Community Schools under the April 1 deadline, and is in the hands of Dr. Lois-ellen Datta. The proposal's location was changed from Tobin to Agassiz because of an adverse community reaction in the Tobin district, based partly on the fear that to accept the grant would increase taxes in a year or two, partly on reservations about child care in general.

Community Schools considers the project worthwhile and believes that a successful experience will demonstrate a capacity for an ultimate lowering of tax rates as well as great benefits for children, families, and communities.

April 11, 1972

AGASSIZ AFTER-SCHOOL CARE PROJECT

Finance Schedule A

<u>ITEM</u>	<u>Local</u>	<u>Total</u>	<u>OCD</u>
<u>Personnel Costs</u>			
<u>Cambridge Community Schools</u>			
Director, value part-time service	\$ 1,776	\$ 1,776	
Admin. Asst., part-time	1,456	1,456	
Program Developer, part-time	912	912	
Accountant, part-time	706	706	
Clerk-typist, part-time	542	542	
<u>Agassiz Community School</u>			
Adm. Coord., part-time	3,000	3,000	
Asst., Playgroup, part-time	600	600	
Asst. Coord., After-School, pt-time	1,500	1,500	
Coordinator, Playgroup, part-time	150	150	
<u>Executive Dept., City of Cambridge</u>			
Custodian, part-time	2,940	5,880	\$ 2,940
<u>Consultants</u>			
Consultant-Evaluator	1,500	3,000	1,500
Consultant-Principal	500	1,000	500
Consultants, EDC	(n/a)	(n/a)	(n/a)
Consultant-Final Review		500	500
<u>Project Staff</u>			
Head Teacher		8,500	8,500
Assistant Teacher		5,200	5,200
Teachers' Aides, 2 at \$1,990		3,980	3,980
Sec. for Records and Evaluation		3,000	3,000
Substitute Teachers		1,125	1,125
Neighborhood Volunteers	3,200	3,200	
CHLS Volunteer	500	500	
Fringe Benefits		835	835
<u>Professional Services</u>			
Pediatric Consult./Medical Advisor	200	200	
Emergency Medical Care, First Aid		125	125
Agassiz Playgroup, Kindergarten Care	2,250	3,750	1,500
<u>Supplies</u>			
Consumable goods		1,500	1,500
Office Supplies and Postage		750	750
Snacks		800	800
Games and Recreation Supplies			
<u>Travel</u>			
Group Trips		450	450
Staff mileage		250	250
<u>Alterations and Renovations</u>			
Community School Room, Agassiz		1,850	1,850
Agassiz Playgroup Facilities		500	500
<u>Value of Facilities Used/Provided</u>			
Agassiz School	3,000	3,000	
Agassiz Playgroup	300	300	
Harvard Outdoor Areas	3,500	3,500	
(more)			

<u>ITEM</u>	<u>Local</u>	<u>Total</u>	<u>HEW</u>
(continued)			
<u>Equipment</u>			
New Project Equipment		2,125	2,125
Value of use, School Equipment	1,000	1,000	
Value of use, Com. Sch. Equip.	750	750	
<u>Insurance</u>		150	150
<u>Cambridge Guidance Center</u>			
Professional Service	975	975	
TOTALS	<u>\$31,257</u>	<u>\$69,337</u>	<u>\$38,080</u>

A NOTE ABOUT PARENTS' CONTRIBUTIONS

It is anticipated that the parents of the 25 children to be admitted to the demonstration program would contribute a total of about \$4,500 toward the costs of the program. On a sliding-scale fee basis, this would be an annual average of \$180 per child. It is expected that miscellaneous fund raising within the community would raise about \$500. It would be a project goal to hold these funds on hand as a balance to get the second year program underway, but if it should be necessary for policy reasons, parents' fees could reduce the request to OCD, or they could provide some funds for unforeseen expenses. Including the estimated \$5,000 increases the local contribution to \$36,257.

AGASSIZ AFTER-SCHOOL CARE PROJECT

Finance Schedule B

April 11, 1972

CAMBRIDGE COMMUNITY SCHOOL STAFF TIME DEVOTED TO THE PROJECT

<u>Personnel</u>	<u>Annual Salary Rate</u>	<u>% Time on this Project</u>	<u>Value of time</u>
Dr. Nancy Curtis, Project Director	\$22,000	8%	\$1,776
Richard Mumma, Asst Project Director	\$ 9,400	32%	\$3,000
Adm. Asst, Central Office (vacant)	\$ 9,100	16%	\$1,456
William Wessels, Prog. Development	\$11,400	8%	\$ 992
Janet Kaplan, Asst. Coordinator, Head Teacher proposed	\$ 3,000	50%/100%	\$1,500
<u>Clerical Staff</u>			
Kathleen Cummings, Jr. Accountant	\$ 8,860	8%	\$ 709
Jr. Clerk Typist, (vacant)	\$ 6,778	8%	\$ 542
<u>Agassiz Playgroup</u>			
Katherine Gulinello, Teacher	\$ 3,000	20%	\$ 600
Jill Herold, Administrator	\$ 960	15%	\$ 150

## AGASSIZ AFTER-SCHOOL CARE PROJECT

Narrative Description and Justification of Budget Items

April 11, 1972

(To be attached to Budget Request Form CB-CWRD)

It is the purpose of this narrative to explain and provide justifications for items included in the project budget submitted for the Agassiz After-School Care Project.

### PERSONNEL

Head Teacher           \$8,500

The Head Teacher will work at least a full 40 hour week in the Center and in preparation, parent conferences, meetings, and evaluation. She will act as liaison between the After-School demonstration project and other after-school activities of the Agassiz Community School.

Assistant Teacher       \$,5,200

The Assistant Teacher will work a full 40 hour week, principally responsible for work in the Center, for preparation, and for parents' conferences.

Teacher Aides           Two at \$1,990 each, Total \$3,980

Two Teacher Aides will be scheduled to work part-time from 2:30 to 6:00 PM daily, 15.5 hours a week, while school is in session. They will work full time, 40 hours a week, during vacations. The pay rate is \$1.75 an hour.

Consultant-Evaluator     \$1,500

The Consultant-Evaluator will devote a minimum of 3 hours a week to on-site work with the program, other hours at CHLS and by appointment. The cost is calculated on an annual rate of \$15,000. The

minimum time commitment to the project is estimated to be about 10% of a professional work week.

Substitute Teachers     \$1,125

To provide coverage during vacations and illnesses of the Head Teacher and the Assistant Teacher, as well as released time for professional meetings, 45 days of substitute teaching have been scheduled for the duration of the project. The rate for substitutes in Cambridge is \$25 per day.

Custodian Services     \$2,940

In Cambridge schools it is required that a custodian be on duty whenever a building is open to the public, and it is required that the custodian be a School Department employee under Civil Service. This means regular custodians must work on an overtime basis. The rate is then about \$7 an hour and it is expected that the annual cost of covering the building from 2:30 to 6:00 PM five days a week would be about \$5,880. One half of this amount has been allocated to the regular Community School program and one half to the project.

Matron

The assistance of a Matron in the program has been considered desirable, but this has not been written into the proposal. If it should be determined that such services are necessary, it is estimated the cost should be calculated on a five hour day at \$2.00 per hour.

Secretary for Records and Evaluation     \$3,000

This is a permanent part-time job, set at 20 hours a week, at a rate of \$3.00 an hour. The position is understood as that of a research assistant and not as a traditional office secretary.

Fringe Benefits     \$835

Fringe benefits are scheduled only for the head teacher, the assistant teacher, and the secretary. They are intended only for medical-hospital insurance, and are calculated at 5% of the three

cash salaries:	5% of \$8,500 =	\$425
	5% of \$5,200 =	260
	5% of \$3,000 =	<u>150</u>
	Total	<u>\$835</u>

Consultant Services

Consultant-Evaluator      \$500

The Consultant-Evaluator role in the project is expected to be filled by Dr. Billie K. Press. In addition to her services throughout the year, part of which are recognized as an in-kind contribution, part as paid professional services, the Consultant-Evaluator will spend two full weeks in August working on research evaluation, in association with other project staff and evaluators from EDC, preparing the final report to OCD. A fee of \$500 has been agreed upon for this.

Consultant-Principal      \$500

The project is fortunate to have the counsel and participation of Ms. Katherine Barron as a consultant. Her work in relation to the project will be apart from and in addition to her responsibilities as Principal of the Agassiz School. Daily at 2:30 PM, or shortly thereafter, school ceases and after-school begins, and it is felt to be very important that everyone, including the children, understand that a transition has occurred. But Ms. Barron's experience and insight as an educational administrator in the community is one of the factors that make the project promising. She has agreed to contribute a value of voluntary services which has been set at \$500, and she has agreed to serve as a consultant-participant for a fee of \$500.

Supplies

Consumable Goods      \$500

Expendible goods and materials are limited to books and educational materials. Total cost is set at \$20 per year per child, with \$15 per child for books.

Arts and Crafts Materials     \$1,000

Arts and Crafts material expense is estimated at \$40 per year per child. Among contemplated projects are photography and carpentry, which use fairly large amounts of expensive materials.

Office Supplies and Postage     \$750

The item for office supplies is intended primarily for parent communications and research evaluation and records. The proportion proposed is \$500 for office supplies and \$250 for postage.

Cost of Snacks     \$800

Snack foods and drink are estimated at 25 cents per serving, with one snack planned during afternoon sessions and two during full day sessions. It is intended to provide wholesome fruit, milk, and protein foods. The cost of lunches will be the responsibility of parents. The school will have a refrigerator and warming oven available.

Games and Recreational Supplies

It had been intended to include an item of \$125 for games and recreational supplies, averaging \$5 per year per child, but through an oversight it was left out of the list in Finance Schedule A. It is noted here, but not included in the budget request.

Travel

Bus Trips     \$450

One trip by bus per month to some place of interest is projected, at an average cost of \$45 per bus rental. The period for trips is set at 10 months, hence \$450. Admission costs, if any, would be carried by parents.

Car Mileage     \$250

Necessary short trips to arrange for special activities in other neighborhoods, or within the Agassiz neighborhood, and trips to get or deliver materials required for the program, have been budgeted at 10 cents per mile, not to exceed \$250 for the project time.

Patient Care Costs            \$125

This item assumes one first aid trip to the Doctor per child during the year. The estimate is \$5 per child. This is half or less than a typical office call and the difference is recognized as a generous contribution of in-kind service in the event it is needed.

Alterations and Renovations    \$1,850

To make the home-base Agassiz Community School room useable to its maximum potential, a few renovations are necessary. The ceilings are high, and the addition of a loft will greatly increase the available space in the room and form quiet areas where a child can read or rest or look at things. This will also increase the multiple-purpose use of the room, which is essential. Also, because there will be a necessary increase in supplies and materials over those used in the present program of drop-in care, more storage units, open and locking, will be needed. A carpenter's estimate for low-cost construction of these units is as follows:

Loft,	\$450
Locking storage,	600
Open storage,	800
Total	<u>\$1850</u>

It will be helpful also to mount a locking door on the Community School room, which presently is open to the corridor of the first floor. This item has not been included in the budget. It is a modest item, however, and can be covered locally.

Alterations and Renovations    \$500

Kindergarten arrangements required because of the two class, morning and afternoon, make it necessary to add an estimated 5 to 7 children for parts of the day to the Agassiz Playgroup. To compensate for the extra dividers, furnishings, and space arrangements, and to assure that the additional children do no handicap those already in the playgroup, an item of \$500 for adaptation in their rented facilities has been included.

Equipment and Non-Consumable Materials

Arts and Crafts Equipment        \$875

Among the planned projects and activities are pottery, carpentry,

photography, and weaving, which require expensive equipment, relatively. These things are not itemized, but a conservative limit of \$875 has been budgeted.

Office Equipment        \$750

Office equipment not on hand, that will be required because of the importance of the research and evaluation aspect of the demonstration, include locking file cabinets, typewriter, etc. This cost is kept from being higher because of the availability of some equipment in the Agassiz School and other in the Central Office of Community Schools, as well as certain other departments of the City. But secure storage for papers and records, and immediate access to a typewriter without having to go across town, are important.

Furnishings        \$300

To enhance a child's comfort and warm response to the Community Schools room, a few additional comfortable chairs, couches, and rugs are important, in addition to those already on hand. The modest amount of \$300 should accomplish this.

Recreational Equipment        \$200

Some equipment, in addition to what is on hand, will be needed: such things as tumbling mats that can double for resting, small, child-sized weight-lifting equipment, and some additional sports equipment. These things are of importance especially for the older children who will be part of the group.

Other Expenses

Insurance        \$150

Insurance will be purchased to cover injury to children and staff while they are inside the building, playing outside, and on trips.

## MEANS OF EVALUATION

The standard evaluation measures such as achievement or intelligence tests or personality inventories are not really relevant in assessing the effects of a program such as the one being proposed. It will, therefore, be necessary to devise some new and experimental measures to serve as an index of the effectiveness of this type of program. It is assumed that the measures developed will be applicable to the evaluation of other daycare programs and other types of community organization.

The basic focus of the evaluation will be on the interrelationships of various individuals, families, and community groups, rather than solely on the individuals involved in the program. Each child participating in the program will be viewed as an individual but also as a family member, and each family in turn will be viewed as a part of a community. The program will be measured in terms of dynamic and functional aspects.

One important part of the evaluation for working parents will be the selection of one or more control groups of children not in an after school program, matched according to age, grade, academic achievement, family constellation and socio-economic group. Through these control groups, it will be possible to find the alternative after school care arrangements made by parents who do not have access to an after school daycare program.

Individual comparisons between the children in the control groups and the after school program participants will also be made on the following grounds:

1. Statements of the children about how the after school hours are spent.
2. School achievement and attitude toward school work.
3. Skills and interests acquired during after school hours.
4. Relationships with peers.
5. Relationships with parents and siblings.
6. Feelings about the neighborhood and community.

In addition, year-long longitudinal studies of each of the children involved would be carried on, focusing on general emotional well-being, scholastic achievement, attitude toward school, family, and community.

The parents of participants would be compared to control group parents in terms of:

1. Family stability.

2. Divorce rate.
3. Smoothness of family functioning.
4. Change in economic status.
5. Changes in parents' work status.
6. Changes in attitude toward the children.
7. Attitudes toward the school and community.

The community aspects of the program could be evaluated by assessing 1) individual family's level of participation in community affairs; 2) the formation and use of community resources; 3) the formation of new friendships with the community members, and 4) greater support of community institutions. It would also be interesting to compare the number of families in control groups who plan to remain in the community at the end of the school year, since this is a community with a relatively high turnover.

The evaluation will depend heavily on in-depth interviews at the beginning and end of the program with control group children and families and participating children and families. It is also proposed to have regular questionnaires over the course of the year both for evaluation of participants and control groups, and also to get feed-back on the program.

To illustrate the means of evaluation, initial questionnaires, one for children and one for parents, are included here.

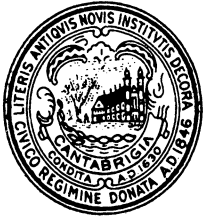
#### INITIAL QUESTIONNAIRE FOR PARENTS

1. What after school care arrangements did you make for your child last year? How much did it cost?
2. How did you feel about those arrangements?
3. Has this after school program enabled you to work longer hours or to get a job you couldn't get before?
4. What would your preferred after school arrangements be?
5. What concerns do you have about this program?
6. How would you like your child to spend his/her time after school in this program?

#### INITIAL QUESTIONNAIRE FOR PARTICIPATING CHILDREN

1. What did you do after school last year?

2. How did you feel about what you did after school last year?
3. Where would you like most to go after school this year?
4. What kind of things do you think you will do in this after school program?
5. What are the things you like to do best after school?



# CITY OF CAMBRIDGE

CAMBRIDGE, MASSACHUSETTS 02139  
Tel. 876-6800

EXECUTIVE DEPARTMENT  
JOHN H. CORCORAN  
City Manager

May 1, 1972

To the Honorable, the City Council:

Please be advised that Dr. Nancy C. Curtis, Director of Community Schools, has transmitted for my approval a grant proposal in the amount of \$38,080 to fund from funds of the City of Cambridge and the Office of Child Development, H.E.W., for the support of the Agassiz After School Care Project.

As evidenced by previous action of your Honorable Body and by virtue of the existence of various day care components in the City of Cambridge, I believe that a viable mechanism ought to be established, at least within the Executive Branch, to properly evaluate and monitor proposals for day care services. In this regard, I am establishing within the Advisory Council on Financial Assistance, and under the Committee on Health, Education and Welfare, a Sub-Committee on Day Care Services. This Sub-Committee shall consist of the following who have either responsibility or programmatic authority over existing day care programs in the City of Cambridge:

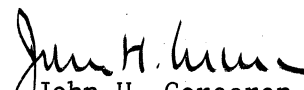
Dr. James B. Hartgering, Chairman  
Mrs. Ruth A. Cowin, Director of Social Service, Cambridge Hospital  
Ms. Dorothy Meyer, MCA  
Ms. Clair Mason, Headstart Inc.  
Mr. James Remeika, MCA  
Dr. Philip Porter, The Cambridge Hospital

It should be emphasized that I anticipate the necessity of increasing the membership on this Sub-Committee at a later date. I have asked Dr. Hartgering to call a meeting of this Sub-Committee immediately to discuss the merits of the Agassiz proposal in terms of sound comprehensive and coordinated planning and to involve in this process representatives of the Agassiz Community School Council and other pertinent agencies. This Sub-Committee shall then prepare on my behalf, for review, a recommendation as provided by the City Charter and Chapter 44, Section 53A of the General Laws.

I submit the proposal, therefore, for your advanced information and urge that you refer the application to the Committee on Health and Hospitals so that proper consideration can be given both by this office and your Honorable Body.

I commend the efforts of the Agassiz Community School staff and Council in preparing this application and solicit their active participation with the Sub-Committee on Day Care Services in the next week.

Very truly yours,

  
John H. Corcoran  
City Manager

JHC/b/b

COMMUNICATION  
from the City Manager trans-  
mitting ~~one from~~

a proposal for a grant of \$38,080.00  
for the Agassiz After School Care Pro-  
ject requesting that same be referred to  
the Council Committee on Health and  
Hospitals for action

May 1, 1972.

Referred to Committee  
on Health & Hospitals

Meeting - Thursday  
May 4th at 7.30 P.M.

# City of Cambridge

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In City Council..... May 8, 1972.....

**The**

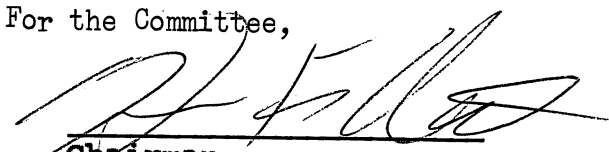
**Committee** on Health and Hospitals

*to which* was referred a communication from the City Manager relative to a proposal for a grant of \$38,080.00 for the Agassiz After School Care Project

**Reports,**

Recommending that the aforesaid matter be referred to the City Council for favorable action.

For the Committee,

  
**Chairman**

**REPORT** 195

**Committee on** *Proposal for Grant*  
*of \$38,080.00*  
*Agassiz After School Care*  
*Program*