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(DAY CARE CENTERS' MANPOWER ELEMENTS AND TRAINING NEEDS)

By

Philip Kwakuvi Kudiabor

A Practicum Report Submitted in Partial Fulfillment of
the Requirements for the Degree of Master of Social Work

Portland State University

1971

Approved by Faculty Committee:

Harold A. Jambor: Chairman:

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PREFACE

In response to the growing interest in formal training for child care staff in day care centers, the Tri-County Community Council Day Care Research Committee and the Portland State University School of Social Work sponsored this study of "Day Care Centers' Manpower Elements and Training Needs". It was done in connection with the researcher's second year work for a M.S.W. at the Portland State University School of Social Work.

The purpose of this study was to explore into the nature of training needs of manpower employed in day care centers.

In the research design of this project, an attempt was made to use a day care center model as a means for studying manpower elements and training needs.

Special recognition is due to those serving on the Tri-County Community Council's Day Care Research Committee who saw the value of a study and who wanted critical examination of manpower elements in day care centers. Mrs. Susan Dietsche, who was the chairman of this Committee when the project began, provided much of the early encouragement and insights into day care and related questions. Although none of the Committee members were responsible for the actual research, their support and interest were crucial. My special thanks goes to Mrs. Dietsche who helped in the construction of the instruments used in the examination of the day care centers.

I also benefited greatly from my many talks with persons intimately acquainted with the day care scene and the complex child care issues, especially Dr. Arthur C. Emlen of Portland State University, School of Social Work.

At the Day Care Section of the Oregon Public Welfare Division,
I would like to thank Miss Helen Lierboe and Mrs. Cathy Woods who
provided me with information on licensed day care centers.

Philip Kudiabor, Portland 1971

CHAPTER I

Statement of Problem and Study Objectives

CHAPTER I

STATEMENT OF THE PROBLEM AND STUDY OBJECTIVES

In the Portland Metropolitan area, a wide range of programs and facilities, including informal arrangements, are used for the care of children outside their homes during some part of the day. These programs and facilities include those whose primary purpose is child development, education, or recreation (Headstart, Parent and Child Centers, Nursery Schools, Kindergartens, Extended School Services, and Play School). They also include day care provided by non-profit organizations such as churches and hospitals by private proprietary day care operators and independent family day care homes, and by employers and labor unions in addition to cooperatives.

These programs involve a large number of personnel of diversified backgrounds and training. They include professionals, paraprofessionals and nonprofessionals. These programs need to be classified in order to facilitate sound planning and development of training programs to meet the needs of such manpower. For purposes of this study, they were viewed as constituting a social system.

The emphasis was on the staff working directly with children. In addition to the operators or directors in charge of most facilities, day care centers have at least one other staff member who works directly with children. These include teachers and social workers.

The objectives of the study were to describe the manpower elements in the day care centers and to ascertain training needs and present modes of agency training activities.

It was expected to develop a training proposal to meet the needs of the manpower elements identified in the day care centers; if it was so determined by the results of the survey.

CHAPTER II

An Overview Of Day Care As A Social System

DAY CARE VIEWED AS A SOCIAL SYSTEM

For the purpose of this study, day care as a social system is presumed to include all programs in which children are cared for with the purpose of providing direct care and protection outside of their own homes during a portion of a 24-hour day. Comprehensive services include, but are not limited to, educational, social, health, and nutritional services and parent participation. Such services require provision of supporting activities including administration, coordination, admissions, training, and evaluation.

At present, a wide range of resources and facilities, including informal arrangements and organized programs under various auspices, are used for the care of children outside of their homes during some part of the day. These resources and facilities have been established to serve many different purposes. They place differing emphasis, reflected in their programs and the children whom they serve, on the responsibility for care, protection, child development, education or treatment.

It is now evident that these programs include those whose primary purpose is child development, education, or recreation (Headstart, Parent and Child Centers, Nursery Schools, Kindergartens, Extended School Services, and Play Schools). They also include day care provided by nonprofit organizations other than social agencies, such as churches and hospitals by proprietary day care centers and independent family day care homes, and by employers and labor unions.

For the purpose of this study these programs are classified into models. There are at least three models in the system and they are listed as follows:

I. Day Care Center: Model A

This model serves groups of 12 or more children. It utilizes sub-groupings on the basis of age and special needs but provides opportunity for the experience and learning that accompanies a mixing of ages. Day care centers do not accept children under two years of age unless the care available approximates the mothering in the family home. Centers may be established in a variety of places, e.g., private dwellings, settlement houses, schools, churches, social centers, public housing units and specially constructed facilities.

Sponsorship: The programs are carried out under various sponsorships such as:

- (a) Public: Through U.S. Department of Health, Education, and Welfare, The Office of Economic Opportunity and the Department of Labor, federal funds to be administered by agencies are granted upon submission of project proposals.
- (b) Private Non-Profit: This would be a Community Chest Fund donated by individuals and organizations to be used in meeting community needs, such as child care - Volunteers of America is an example. The sponsorship is provided through use of the Board of Directors and the projects are community sanctioned.
- (c) Private Proprietary: These fall under three categories:
 - 1. Center organized and run by private corporations, usually a franchise.
 - 2. Individual Proprietor - A center organized and run by one individual for profit of the individual.
 - 3. Co-operatives - These will be centers formed by

clientele such as a group of ADC mothers
or just parents. It is financed and con-
ducted by the group.

4. Churches - Example; Providence, St. Vincent.

Clientele or Grouping of Children Served:

The age factor for determining eligibility for admission is very consistent with the definition of day care center aforementioned. Thus, day care centers do not accept children under three years of age unless the care available approximates the mothering in the family home.

For the agencies that must meet Federal Interagency Guidelines* the day care centers also meet the following requirements set by the State Health and Welfare Departments:

- (a) Three to four years: No more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 5 to 1.
- (b) Four to six years: No more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1.
- (c) Six through fourteen: No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

* Federal Interagency Day Care Requirements, U.S. Department of H.E.W., Sept. 23, 1968.

Federal Interagency Requirements have not been set for centers that care for children under three years of age. If center programs offer care for children younger than three, State Licensing regulations and requirements have to be met.

Program Emphasis: Different emphasis are reflected in the center programs include the following areas:

- (a) Headstart emphasis: A preschool program for three to five year olds, or a school age program may be provided for one group with a maximum of 12 to 20 children in a small group facility or for several groups of school age children in one large facility. Primarily, short care programs include kindergarten and nursery schools.
- (b) Child development emphasis: This is a comprehensive day care program with the responsibility for seeing that children and parents receive a total service, as determined by their needs. Components include educational programs, social services, parent involvement, health, recreation and nutrition.

Manpower Elements:

The manpower in the center is highly organized and formal. They usually have administrators, supervisors, and social workers. *

II. Family Day Care Homes: Model B

The Family Day Care Homes serves only as many children as it can integrate into its own physical setting and pattern of living. It is

- - - - -

* For the complete report on the manpower elements and needs in the Model, refer to Chapter III - Manpower Elements in Day Care Centers.

especially suitable for infants, toddlers, and sibling groups and for neighborhood- based day care programs, including those children needing after-school care. However, family day care homes may serve no more than six children (three through fourteen) in total (not more than five when the age range is infancy through six), including the family day care mother's own children.*

There seems to be three family day care home sub-models:

(a) Privately operated and independent licensed day care homes:

These include privately operated or proprietary group day care programs and independent family day care homes, conducted as a business. They offer a valuable service for which many parents can pay and which they choose to use. Any such operation caring for 5 or more children must be licensed under Oregon Law. Recent Federal regulations encourage the use of such licensed proprietary facilities as resources for the purchase of -care by public agencies administering a day care service** Through licensing, the parent and the child who are users of the services, and also the operators, are assured certain protections. Also the consultative, educational, and standard-setting activities of the State help to maintain and improve quality of services.

(b) Independent day care home or babysitter model:

These homes probably serve a preponderance of children at any given time. There are no standards or licensing requirements

* Section 522 (d) Economic Opportunity Act, 1968.

** Economic Opportunity Act issued in 1968.

established for the operators. It is basically a private contractual arrangement between parents and day care "mothers" (babysitters).

(c) Independent family day care home - agency organized:

These are largely agency supervised programs for family day care. The aim is to provide a complete day care service that meets the developmental needs of children. The approach usually involves providing a complete range of health services, social services, and educational programs for the families who use the day care facility. The operators are required to meet Federal Interagency Day Care Requirements (pursuant to Section 522 (d) of the Economic Act) and State Public Welfare Department Requirements.

III. Group Day Care Homes: Model C

The group day care home offers family-like care, usually to school age children, in an extended or modified family residence. It utilizes one or several employees and provides care for up to twelve children. It is suitable for children who need before and after-school care, and who do not require a great deal of mothering or individual care, and who can profit from considerable association with their peers.

Usually the children range from three through fourteen years. No child under three is accepted into this type of care. When pre-school children are cared for, the child-staff ratio does not exceed five to one.

These programs are carried out under both public and private sponsorship. They must meet licensing requirements of State and Federal agencies.

The major difference between Model C and Model A is one of size.
The day care center is always larger.

Manpower Elements: The group day care homes are commonly 1 or 2 person operations. They are usually the babysitter or the woman with whom the children are left.

CHAPTER III

MANPOWER ELEMENTS IN DAY CARE CENTERS

A. Day Care Centers' Operation and Management

There is considerable variety in the purpose of day care center programs in the Portland Metropolitan Area. Some of the centers primarily offer custodial services to working mothers who ask only that their children be given good physical care. Quite different are those centers which serve parents who want their children equipped to enter a highly competitive, technologically oriented society for which they feel early training is a necessity.

Still other facilities - the majority perhaps - fall somewhere between these extremes. A few may be successful in providing a type of environment in which children can grow and develop in all areas - physical, social, emotional, and intellectual - without sacrificing one for the other. The day care centers that were in the study sample illustrate several varied orientations. No effort was made to distinguish between custodial or child development orientation.

In the Portland Metropolitan Area as in the rest of the country, the day care services are offered mainly under proprietary auspices. The Portland Metropolitan Area does not differ from many geographical areas in its paucity of non-profit centers. A small number of these are sponsored by agencies other than churches. Suburban churches sometimes offer day care not only to meet community needs in areas where strict zoning limits the availability of commercial centers, but also to increase the use of their facilities on week days. These church centers most commonly do not subsidize care and expect their day care centers to be self-supporting.

Day care for low-income families is provided primarily by centers supported by Federal grants and United Good Neighbors. Typically, day

care centers are managed by the administrators and the service programs are carried out by a staff of teachers and social workers. In Table I, detail is presented on staff in the centers studied.

TYPES OF STAFF BY SIZE OF CENTERS - Table I.

Category	Total	Small	Medium	Large	Extra Large
Administration	11	3	3	3	2
Asst. Administrator	3	-	1	1	1
Child Dev. Sup.	3	-	1	-	2
Asst. Supervisor	2	-	-	-	2
Other Supervisor	3	-	-	-	2
Head Teacher	17	1	5	2	9
Teachers	26	9	2	8	7
Asst. Teachers	10	-	7	3	-
Teacher Aides	31	1	9	-	21
Social Workers	2	-	-	-	2
Social Work Aides	6	-	-	-	6
TOTAL STAFF	114	14	28	17	55
TOTAL CHILDREN	601	98	158	245	120
Ratio of Staff:Children		1:7	1:6	1:4	1:2

B. Survey Methodology

An effort was made to obtain data from a representative sample of day care centers of varying sizes from among the licensed day care centers in the Portland Metropolitan Area. These centers offer full day care for pre-school age children.

1. Selecting the Sample:

First, a list of licensed day care centers was obtained

from the State Day Care Office in Salem. A day care center is defined by the State Public Welfare, Day Care Division, as one with twelve or more children in care. There are 46 centers listed.

Secondly, from the list of 46 centers, 41 centers were selected. Centers with satellites and administered by one central agency were combined. The combination was necessary because the questionnaire was directed at the administrators of the central programs only.

Thirdly, the 41 day care centers were classified by size into:

1. Small (Centers with less than 30 children)
2. Medium (Centers with 31 to 59 children)
3. Large (Centers with 60-159 children)
4. Extra Large -(Centers with 160 or more children)

Fourthly, using a table of random numbers, four centers were randomly picked from the small, medium, and large groups. In addition, the two extra large programs were picked to represent a fourth size group.

Thus, the 14 centers constituted the study sample. These centers offered full day care for pre-school age children in the Portland Metropolitan Area.

2. Developing the Questionnaire:

Personal interviews were held with program administrators and personnel of the 14 centers as well as the members of the Tri-County Community Council Day Care Research Committee to develop questions regarding the major areas to be covered in the questionnaire.

The interviews were carried out by the researcher on a

scheduled basis. The exact timing varied slightly depending on the center's schedule. The duration of each observation also varied according to the size of the center and the nature of their operations. The plan was to obtain at the minimum an hour and a half observation and an interview at each center. In actual practice this goal was not always achieved because of the wide variety of staffing practices which the researcher encountered. Even so, it was felt the child care administrators made significant contributions to the development of the survey questionnaire.

3. Collecting the Data:

Questionnaires were mailed or delivered personally to each program administrator of the 14 centers.* One week was allowed for the completion and return of the questionnaires. All the questionnaires were returned.

The response to the questionnaires were then tabulated for the next phase of the study.

C. Findings:

The findings were based on the data from the questionnaires administered to the 14 centers. The data grouped naturally around the following major categories:

1. Characteristics of Manpower Elements
2. Training Needs.

1. Characteristics of Manpower Elements:

With respect to the educational attainment of the day care workers presently employed by day care centers surveyed, there is a clear indication that higher education or education attainment

* See sample questionnaire in Appendices.

beyond the elementary school level is not a universal characteristic of those employed.

This is shown in Table II for all the centers surveyed and according to size of operation:

Table II

EDUCATIONAL ATTAINMENT OF PERSONNEL ACCORDING TO THE SIZE OF PROGRAM

Education	%	Total	Small	Medium	Large	Extra Large
Graduate	2	2	-	-	-	-
College Grad.	16	18	1	5	1	11
High School	38	43	4	15	16	8
Less Than High School	44	50	9	8	-	33
TOTAL	100%	114	14	28	17	55

At first glance the high proportion of persons with less than high school education may appear to be unusual. Several factors may be at work here. Obviously, it is not easy for day care centers to be staffed entirely, or even largely, with college-educated personnel. A second factor, however is the conception of day care as a nonprofessional service. This conception is that child care, in any setting, probably requires intelligence and affection for children, but not formal training or education. To the general public, even educated segments of it, the need for specialized, college-level education in child care is not always clear.

In this connection it is interesting to note that a study by Dr. Ruderman points to the finding that only a few people feel that having a college educated child care staff is important.*

Table III

SEX OF STAFF BY SIZE OF CENTER

Category	%	Total	Small	Medium	Large	Extra Large
Female	89	100	13	27	12	48
Male	11	14	1	1	5	7
TOTAL	100%	114	14	28	17	55

All centers surveyed showed a preponderance of female day care workers. The data on this is given in Table III. The predominance of women in this field is not surprising, since culturally women play a major role in child care.

It would be interesting to determine the ages of these women in child care work.

* Only a few groups feel this is important. In the preschool stratum 60% say a college-education staff is very important; among rabbis, 50% do. Professionals in private agencies have a majority saying this, 56%; those in public agencies follow with 49%. In the labor stratum, 44% feel this is very important. In other groups, the proportion is lower: for example, among ministers, 37%; businessmen 30%; priests 14%. (Among priests the mode - 45% - say this is not important at all.)

Most child care workers are employed as paid staff. The nonpaid are found principally in the extra large operations. The detail on this is shown in Table IV.

Table IV

PAID AND UNPAID STAFF COMPARED TO SIZE OF CENTER

Category	%	Total	Small	Medium	Large	Extra Large
Paid	81	92	13	28	17	34
Non-paid	19	22	1	-	-	21
TOTAL	100%	114	14	28	17	55

2. Training Needs

The data in Table V suggest that about half of the day care centers' administrators saw some need for the training of day care workers.

Table V

PROGRAMS THAT SEE NEED FOR TRAINING BY SIZE OF CENTER

Category	Total	Small	Medium	Large	Extra Large
Yes	8	2	2	2	2
No	6	2	2	2	-
TOTAL	14	4	4	4	2

These are administrators who at the present time do not provide any training for their workers, but nevertheless said they saw a need for training.

It is worth noting that about 40% or more did not see any need for training. Some of the administrators in this

group suggested during the interviews that they saw child care training largely as agency routines, provision for good physical care and making a home for children.

The day care centers presently providing training is shown in Table VI.

Table VI

SIZE OF CENTER AND PROVISION OF TRAINING

Training Provided	Total	Small	Medium	Large	Extra Large
Yes	8	2	3	1	2
No	6	-	1	3	2
TOTAL	14	2	4	4	4

Table VII

FACILITIES PREFERRED FOR PROVISION OF TRAINING

Facilities Preferred	Total	Small	Medium	Large	Extra Large
Portland Community College	1	-	-	1	-
Portland State U. D.C.E.	2	-	1	1	-
On the job Training	10	4	3	2	1
Montessori School	1	-	-	-	1
Total TOTAL	14	4	4	4	2

According to the data in Table VII, the majority of the administrators prefer on-the-job training to training provided outside their centers. Some would like to continue providing

this opportunity for growth and development through a planned in-service training program while others suggested the Division of Continuing Education and Portland Community College as institutions that may provide additional opportunities for day care workers through conferences on child care and academic courses relevant to their needs.

D. Conclusions

One of the major findings of this survey suggests there are about 43% or more day care workers with less than high school education. This only describes the educational backgrounds of day care workers in the 14 centers surveyed.

It is unclear at this time if such a low educational background of day care workers establishes a need for training, for the simple reason that there are no minimum qualifications for employment in day care.

However, it would seem logical to assume that with most of the day care centers in the Portland Metropolitan Area being privately owned day care centers, wage cost might be a key factor in determining the type of staff employed.

Another major finding of the survey shows that ten out of the 14 centers studied prefer on the job training for their day care workers. These programs are presently offering program oriented training. During the study some of the administrators explained the difficulty in providing an off-the-job training to their employees. The reasons for the preference are many. For example, one administrator who had been running a medium size center for the past 25 years, gave family responsibility and lack of motivation to take college

courses in child development in addition to the urgency to return to their own families after an eight hour day as a basic reason for her preference.

Finally, whether the argument presented in this paper based on the small sample of this study suggests a collaborator type of training (on the job training) would be of any value to the day care workers themselves is still unknown and open for further study.

The administrators of the programs provided the data for this study. A study of the people (day care workers) to be affected by the need established in this paper may not provide the same results.

CHAPTER IV

IMPLICATIONS FOR DEVELOPMENT OF CHILD CARE WORKERS TRAINING PROPOSAL

Without being so presumptuous as to claim I have all the solutions to the many problems faced by day care centers, I will attempt to suggest a solution for one of the major findings of this study - "more than half of the centers surveyed want on the job training for their day care workers". This is a major undertaking, for in the past we were inclined to assume that day care workers are a homogenous group with the same tasks, the same capacities, and the same professional direction - an assumption that is far from justified. We are now aware of the differentiated manpower elements involved in the provision of day care and training needs.

How should the training be provided? It is suggested here that agencies and schools must help each staff member to see his or her own role as being important in fulfilling the institution's responsibility for child care.

The need for agency-school partnership in training is evident by the results of this study. But, it is a difficult and complex task. How schools, agencies, conferences, workshops, institutes, and other training resources will meet this goal is the tough practical question for us to ponder. We need to recognize and deal with the limitations and learning blocks of child care workers and develop consultation and education to meet the needs of the diverse groups.

We should seek a clear definition of day care from the agencies involved in day care. Day care, as it appears, is mostly a custodial arrangement as opposed to child development. The definition will help clear the vague interpretation of day care in the minds of all and facilitate a goal oriented partnership between the agencies and the schools.

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APPENDICES

A

PSU

DATE: January 22, 1971

TO: Administrators

FROM: Philip Kudlabor, School of Social Work, Portland State University

INTRODUCTION LETTER

Dear _____

In connection with my second year work for a M.S.W., I am conducting a study of Day Care Manpower Training needs in the Portland Metropolitan Area, in Oregon.

The purpose of this survey is to gather information about the nature and extent of Day Care Manpower training needs in the area served by your activities. Your Agency has been selected as a sample representative of all day care programs in the Portland Metropolitan Area that have similar characteristics, especially in terms of size. The survey is being carried out in cooperation with the Tri-County Community Council, Day Care Research Committee, and Portland State University, School of Social Work.

The data gathering phase of the survey involves the use of this questionnaire and prior on-site observations of the randomly sampled programs - day care centers - across the Metropolitan Area.

The Information you furnish in this questionnaire will be compiled and analysed with the purpose of developing an adequate information service on manpower resources and needs in the Day Care programs.

We will appreciate your cooperation.

Thank you.


Philip Kudlabor

PK:ty

QUESTIONNAIRE

A. DATA ON CENTER

1. Name of Center _____
2. Address _____
3. Capacity _____
4. Number of Children Presently Served _____
5. Age Range _____

B. PERSONNEL/STAFF ELEMENTS

1. Total number of Personnel _____
2. Ratio of Staff / Children _____
3. Types of Staff Employed _____

[illegible]

C. TRAINING

1. With respect to the staff working directly with children from day to day, i.e., teachers, nurses, social workers:

- a. Do you provide any training in Child Care and Development?

- b. If so, (if no training provided, go to page 4 "c")

1. What is the content of the training being provided? _____

2. Where is the training being provided?

(i) _____

(ii) _____

(iii) _____

Etc. _____

3. Are you accommodating any trainees for other Agencies in the training program being provided? _____

4. If so,

- a. What agencies are providing the trainees?

(i) _____

(ii) _____

(iii) _____

5. What is the duration of the training involved? _____

6. If not,

1. Would you be willing to supervise a training program? _____

2. Do you see a need for training of Child Care Workers? _____

Day Care Workers? _____ Comments _____

3. What should the content be? _____

4. How should it be provided. For example the following:

(i) In-service training on the job.

(ii) Community College, etc.

Comments: _____

D. RELATED FACTORS

1. If staff were trained, what would the reward be in terms of the following?

a. Advancement _____

b. Pay _____

c. Job opportunities elsewhere _____

E. CONCLUSION

1. Are there any comments about this survey? _____

GROUPING OF DAY CARE CENTERS BY SIZE

Small Size Day Care Centers: Capacity Less Than 30 Children

	Size
Kiddieville Day Nursery-----	15
Neighborhood Day Nursery-----	16 *
Fruit and Flower Day Nursery-----	19
Gateway Day Nursery-----	20
Central Day Nursery-----	20
Lorene Day Nursery-----	20
Oaklake Day Care Center-----	20
Albertina Kerr Homes-----	20
Parent Child Center-----	22
Neighborhood House Inc.-----	25 *
Mt. Scott Day Nursery-----	26 *
Flavel Drive Day Nursery-----	30
Pixie Playhouse Day Nursery-----	30
Happy Day Christian Nursery-----	30 *
Heidio-Ho-Haienda Day Nursery-----	30
Chicken Little Day Nursery-----	27

Medium Size Day Care Centers: Capacity 31-59 Children

Raleigh Hills Kitties-----	39
Bearean Child Care Center-----	40
Petite Preparatory Play School-----	40
Pinehurst Day Nursery-----	40 *
Rose City Day Nursery-----	40
St. Vincent Montessori-----	40

* Sample Programs

Medium Size Day Care Centers, contd.

	Size
Shallon Day Nursery-----	40
Playland Day Nursery-----	42 *
Powellhurst Day Nursery-----	45
Hiedodie-Ho-Parkrose-----	40
Parkrose Day Nursery-----	52
Bright and Early Day Nursery-----	55
Young Women Christian Association-----	48 *
Errol Heights Day Nursery-----	50 *
Gladstone Day Nursery and Pre-school-----	35
Northeast Christian Pre-school-----	57

Large Size Day Care Centers: Capacity 60-75 Children

Christian Pre-School and Day Nursery-----	60
Halladayland Day Nursery-----	60 *
First Christian Church-----	60
Noah's Arc Day Nursery, Number 2-----	60 *
St. Martin's Day Nursery-----	60
Kinderland Day Nursery-----	70 *
Volunteers of America Day Nursery -----	75 *

Extra Large Size Day Care Centers: Capacity 160 Children

Albina Child Development Center-----	160
Providence Montessori-----	160

* Sample Programs

MULTNOMAH COUNTY**Albina Child Care**

3212 S.E. Ankeny

Portland, Oregon

Operator: William Long, Director

Capacity: 20

Age Range: 2 thru 6 yrs.

Telephone: 233-6321

Albina Child Development

58 N.E. Morris

Portland, Oregon

Operator: William Long, Director

Capacity: 140

Age Range: 2 thru 6 yrs.

Telephone: 288-6921

Bearean Child Care Center

4822 N. Vancouver Avenue

Portland, Oregon

Operator: Rozell Gilmore, Director

Capacity: 40

Age Range: 2 thru 6 yrs.

Telephone: 281-0530

Bright and Early Day Nursery

1610 S.E. 130th

Portland, Oregon

Operator: Sandra Thompson, Director

Age Range: 2 thru 6 yrs.

Capacity: 52

Telephone: 253-1543

Chicken Little Day Nursery

1590 E. Powell

Gresham, Oregon

Operator: Mrs. Parker

Capacity: 30

Age Range: 6 mos. thru 6 yrs.

Telephone: 666-3542

*** Dexter Day Care Center**

8708 S.E. Foster Road

Portland, Oregon

Operator: Virginia Dexter

Capacity: 10

Age Range: 3 thru 6 yrs.

Telephone: 777-1644

Errol Heights Day Nursery

7103 S.E. 60th

Portland, Oregon 97206

Operator: Sybil Chittick

Capacity: 48

Age Range: 2 thru 9 yrs.

Telephone: 774-3850

*** Ewan Child Care**

2842 N.E. 56th Avenue

Portland, Oregon 97213

Operator: Ruth Ewan

Capacity: 5

Age Range: 3 thru 7 yrs.

Telephone: 281-2239

Flavel Drive Day Nursery

1609 S.W. 12th Avenue

Portland, Oregon 97201

Operator: Frances K. Ousley

Capacity: 90

Age Range: 3 thru 6 yrs.

Telephone: 228-8349

Fruit and Flower Day Nursery

1609 S.W. 12th Avenue

Portland, Oregon 97201

Operator: Frances K. Ousley

Capacity: 90

Age Range: 2 thru 6 yrs.

Telephone: 228-8349

Gateway Day Nursery

631 N.E. 102nd

Portland, Oregon

Operator: Mrs. J.W. Clark

Capacity: 25

Age Range: 2 thru 6 yrs.

Telephone: 253-3080

Gladstone Day Nursery and Preschool

3674 S.E. Gladstone Street

Portland, Oregon 97202

Operator: Mrs. Arthur Thompson

Capacity: 50

Age Range: 2 thru 6 yrs.

Telephone: 774-5290

MULTNOMAH COUNTY CONT.

* Grassi Play Nursery

2681 S.W. Vista
Portland, Oregon 97201
Operator: Molly Grassi
Capacity: 5
Age Range: 2 thru 8 yrs.
Telephone: 223-5078

Happy Day Christian Nursery

3830 S.E. 62nd Avenue
Portland, Oregon
Operator: Mrs. Brons
Capacity: 30
Age Range: 3 thru 6 yrs.
Telephone: 771-8856

Heidio-Ho-Hacienda Day Nursery

10339 N.E. Prescott Street
Portland, Oregon
Operator: Gloria Childress
Capacity: 27
Age Range: 2 yrs. and under
Telephone: 253-9077

Heidio-Ho-Parkrose Day Nursery

10130 N.E. Skidmore
Portland, Oregon
Operator: Gloria Childress
Capacity: 40
Age Range: 2 thru 6 yrs.
Telephone: 252-5460

* Jack and Jill Day Nursery

2626 N.E. 18th Avenue
Portland, Oregon 97212
Operator: Christine Klotz
Capacity: 5
Age Range: 2 thru 6 yrs.
Telephone: 281-8082

Kiddieville Day Nursery

5764 S.E. 115th Avenue
Portland, Oregon 97266
Operator: Florence Zimmerman
Capacity: 15
Age Range: 2 thru 9 yrs.
Telephone: 761-3121

Kinderland Day Nursery

4817 S.W. 53rd Avenue
Portland, Oregon
Operator: Mrs. Fred Harter
Capacity: 70
Age Range: 2 thru 6 yrs.
Telephone: 246-2022

Lorene Day Nursery

2736 N. Hunt
Portland, Oregon 97217
Operator: Lorene Hilgesen
Capacity: 20
Age Range: 2 thru 6 yrs.
Telephone: 289-3518

Midway Day Nursery

2609 S.E. 136th
Portland, Oregon
Operator: Sybil Chittick
Capacity: 2 thru 6 yrs.
Telephone: 761-4181

* Misner Day Care Center

1230 N. E. Brazee Street
Portland, Oregon 97212
Operator: Beverly Misner
Capacity: 5
Age Range: 0 thru 2 yrs.
Telephone: 287-3883

Mt. Scott Day Nursery

6535 S.E. Reedway
Portland, Oregon
Operator: Marlaine Stokes
Capacity: 26
Age Range: 2 thru 6 yrs.
Telephone: 775-6097

Neighborhood Day Nursery

400 Sixth Street
Fairview, Oregon
Operator: Monty Fast
Capacity: 16
Age Range: 2 thru 6 yrs.
Telephone: 771-5996

DAY CARE CENTERS & NURSERIES

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MULTNOMAH COUNTY CONT.

Noah's Ark Day Nursery #2
116 N.E. 29th Avenue
Portland, Oregon 97232
Operator: Kay Northrup
Capacity: 60
Age Range: 3 thru 6 yrs.
Telephone: 233-2663

Parkrose Day Nursery
4610 N.E. 105th Avenue
Portland, Oregon 97220
Operator: Viola Bolton
Capacity: 35
Age Range: 2 thru 6 yrs.
Telephone: 252-2889

Parkrose Heights Assembly of God
12707 N.E. Rafael
Portland, Oregon 97230
Operator: Reverend Mindt
Capacity: 80
Age Range: 2 thru 6 yrs.
Telephone: 254-1733

* Pete's Day Nursery
12547 S.E. Kelley
Portland, Oregon 97236
Operator: Lorraine Redifer
Capacity: 10
Age Range: 2 thru 6 yrs.
Telephone: 761-2794

Petite Prep Play School
545 S.E. 157th Avenue
Portland, Oregon 97233
Operator: Mrs. Charles Van Housen
Capacity: 40
Age Range: 2 thru 6 yrs.
Telephone: 761-2794

Pinehurst Day Nursery
7704 S.E. 13th Avenue
Portland, Oregon 97202
Operator: Geraldine Blair
Capacity: 40
Age Range: 2 thru 6 yrs.
Telephone: 232-9743

Pixie Playhouse Day Nursery
2740 S.E. 174th Avenue
Portland, Oregon 97236
Operator: Mrs. Hettum
Capacity: 30
Age Range: 2 thru 6 yrs.
Telephone: 761-4341

Playland Day Nursery
3031 S.E. Hawthorne
Portland, Oregon
Operator: Irene Daubenburger
Capacity: 42
Age Range: 2 thru 6 yrs.
Telephone: 235-9834

Powellhurst Day Nursery
4332 S.E. 130th Avenue
Portland, Oregon
Operator: Ruth Einerson
Capacity: 45
Age Range: 2 thru 6 yrs.
Telephone: 761-6246

Providence Montessori School
830 N.E. 47th Avenue
Portland, Oregon 97213
Operator: Sister Marcella Ann
Capacity: 160
Age Range: 2 1/2 thru 6 yrs.
Telephone: 234-9991

Raleigh Hills Kitties Lounge
4945 S.W. 77th
Portland, Oregon 97225
Operator: Murlene Cairati
Capacity: 39
Age Range: Infant thru 6 yrs.
Telephone: 292-4949

* Robert's Child Care
5704 S.E. 52nd Avenue
Portland, Oregon 97206
Operator: Margery Roberts
Capacity: 8
Age Range: 2 thru 6 yrs.
Telephone: 771-2340

DAY CARE CENTERS AND NURSERIES

(12/1970)

MULTNOMAH COUNTY CONT.

Rose City Day Nursery
2200 N.E. 52nd Avenue
Portland, Oregon 97213
Operator: Mrs. H.G. Jensen
Capacity: 40
Age Range: 2 thru 9 yrs.
Telephone: 282-4841

St. Helen's Hall Pre-School
6300 S.W. Nicol Rd.
Portland, Oregon
Operator: Reverend David Leach
Capacity: 94
Age Range: 3 thru 6 yrs.
Telephone: 246-7771

St. Vincent Montessori
2447 N.W. Westover
Portland, Oregon
Operator: Sister Roberta Jean
Capacity: 40
Age Range: 2 thru 6 yrs.
Telephone: 223-1161

St. Martin's Day Nursery
2805 N. Williams
Portland, Oregon
Operator: Sister Mary Ann Hackenmiller
Capacity: 65
Age Range: 2 1/2 thru 6 yrs.
Telephone: 282-8400

* Sanchez Day Schools
11126 N.E. Halsey
Portland, Oregon 97220
Operator: Ann Marie Sanchez
Capacity: 6
Age Range: 2 thru 6 yrs.
Telephone: 252-1025

Shalom Day Nursery
1217 S.E. 4th Avenue
Gresham, Oregon
Operator: Rosemary Toedtemier
Capacity: 40
Age Range: 2 thru 9 yrs.
Telephone: 665-3311

* Teddy Bear's Retreat
2345 N.E. 33rd
Portland, Oregon
Operator: Wanda Kerr
Capacity: 10
Age Range: 2 thru 6 yrs.
Telephone: 287-1752

Volunteers of America
234 S.E. 7th
Portland, Oregon
Operator: Jesse Mae Johnson
Capacity: 100
Age Range: 2 thru 5 yrs.
Telephone: 236-8492

* Williams Child Care
2147 N.E. 102nd Avenue
Portland, Oregon
Operator: Ethel Williams
Capacity: 8
Age Range: 2 thru 9 yrs.
Telephone: 253-9897

Parents Child Care Center
125 N. Killingsworth
Portland, Oregon
Operator: Mary L. Williams
Capacity: 22
Age Range: 1 thru 6 yrs.
Telephone: 289-8201

First Christian Church
1314 S.W. 6th Avenue
Portland, Oregon
Operator: G.L. Hendryx
Capacity: 60
Age Range: 2 thru 6 yrs.
Telephone: 228-9211

Fruit and Flower Day Nursery
430 N.W. 20th Avenue
Portland, Oregon
Operator: Francis Ousley
Capacity: 20
Age Range: 6 thru 8 yrs.
Telephone: 222-1069

DAY CARE CENTERS & NURSERIES

(12/1970)

MULTNOMAH COUNTY CONT.

Christian Preschool and Day Nursery
2734 S.E. 17th Avenue
Portland, Oregon
Operator: Fred Hornshuh
Capacity: 60
Age Range: 2 through 14 yrs.
Telephone: 235-7847

Christian Community Center
128 N.E. Russell Street
Portland, Oregon 97212
Operator: Evelyn Collins
Capacity: 90
Age Range: Inf. thru 9 yrs.
Telephone: 281-6930

Northeast Christian Pre-School
5203 N.E. 22nd Avenue
Portland, Oregon
Operator: Fred Hornshuh
Capacity: 57
Age Range: 2 thru 12 yrs.
Telephone: 284-1451

Oaklake Day Care Center
12450 N.W. Barnes Road
Portland, Oregon
Operator: Mary Ann Greenawald
Capacity: 20
Age Range: 2 thru 6 yrs.
Telephone: 289-8201

Neighborhood House, Inc.
3030 S.W. 2nd Avenue
Portland, Oregon
Operator: Louis Gallo
Capacity: 20
Age Range: 0 thru 5 yrs.
Telephone: 226-3251

Albertina Kerr Homes, Inc.
424 N.E. 22nd Avenue
Portland, Oregon
Operator: Fred A. Hutchinson
Capacity: 20
Age Range: 3 thru 6 yrs.
Telephone: 233-5247

Central Day Care Center
5412 N.E. Flanders
Portland, Oregon
Operator: Verlin Elmore
Capacity: 19
Age Range: 2 thru 14 yrs.
Telephone: 234-7760

YWCA
1111 S.W. 10th Avenue
Portland, Oregon
Operator: Janet Gurney
Capacity: 55
Age Range: 1 thru 14 yrs.
Telephone: 223-6281

Holladayland Day Nursery
2120 N.E. Tillamook
Portland, Oregon
Operator: Miss Carol Hatch
Capacity: 60
Age Range: 3 thru 5 yrs.
Telephone: 287-3074

* NOT INCLUSIVE
Less than 12 children