

THE FIRST STEP TO EQUITY



DETAILED METHODOLOGY

INTRODUCTION

The First Step to Equity: Building a Better Future Through Early Childhood Education in St. Louis is a needs assessment of the early childhood education (ECE) system in St. Louis City and St. Louis County. This analysis blends quantitative and qualitative methods to develop localized strategies targeted at the unique needs of communities throughout the region. First, IFF performed a supply and demand gap analysis comparing the availability of licensed and license-exempt ECE providers to the need for ECE services for children birth to five-years of age to quantify levels of access across the region. Then, IFF held conversations with providers and parents in communities with the most and the least ECE access to understand their perspectives and the unique challenges they each face to further inform the work.

STUDY AREA DEVELOPMENT

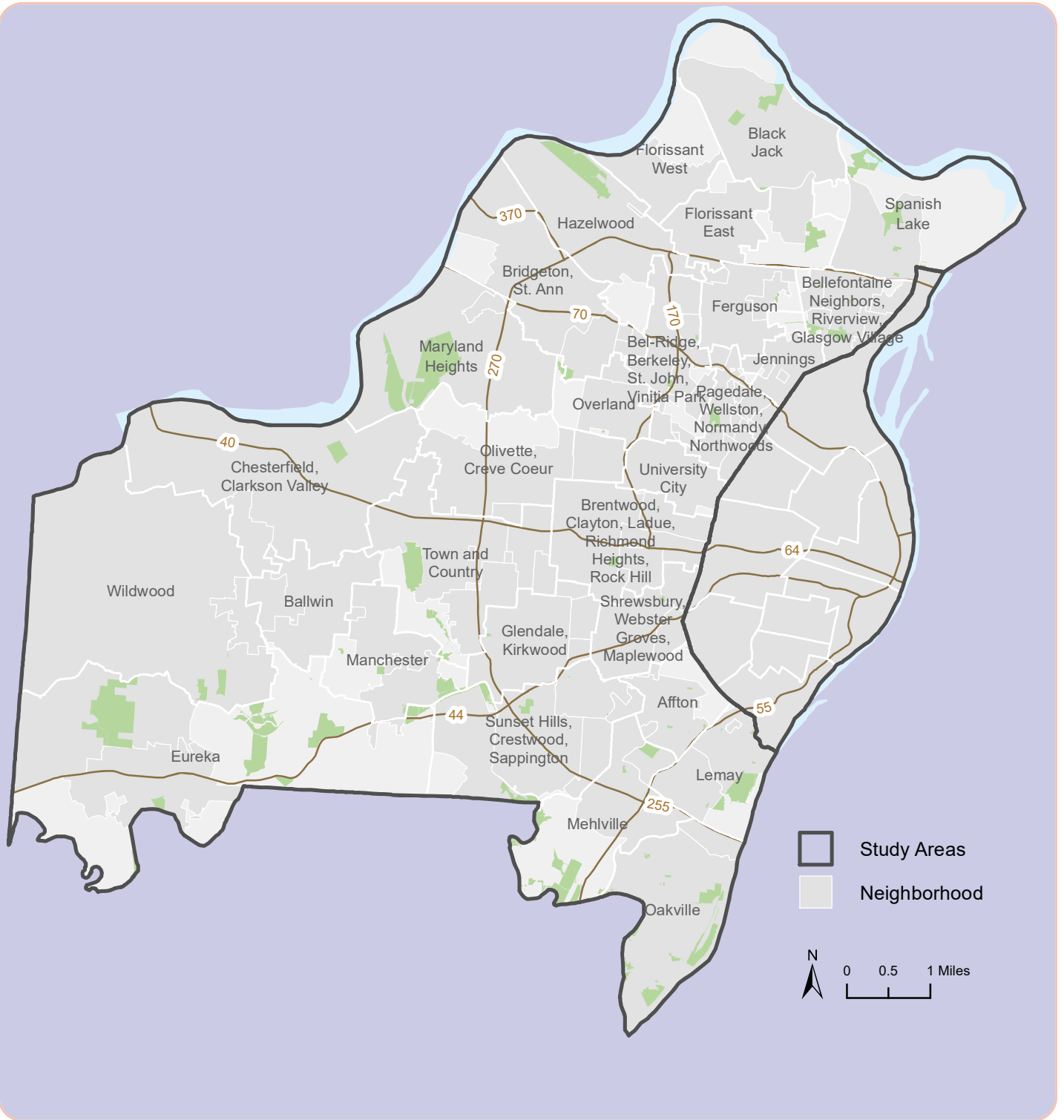
Study areas serve as the primary unit of analysis for this needs assessment. IFF created study areas based on St. Louis neighborhoods and cities and towns in St. Louis County. IFF obtained GIS shapefiles of local boundaries such as municipalities, neighborhoods, major roads, rivers and ZIP Codes. With these local geographies as a foundation, boundaries were adjusted and communities were grouped together to produce geographical areas with comparable-sized populations of children birth to five years of age using U.S. Census tract-level data. Comparably-sized child populations in each study area allow for study areas to be ranked based on the size of their need.

To create roughly equivalent populations in each study area, IFF summed the number of children birth to five-years of age in each local geography. Next, a target number of study areas was determined by dividing the total school-age population by the target number of children per study area. While there is not a set standard for the ideal number of children per study area or the ideal number of study areas, IFF attempted to create enough study areas to allow for meaningful comparisons but not so many that it complicated the interpretation of the findings.

In cases where the local boundaries did not align with census tract boundaries, the census tract-level child population data were distributed into the local boundaries directly proportional to the share of that census tract within the local boundary. Demographic data, such as median household income, were also examined to ensure that demographically dissimilar communities were not combined into a single study area.

An initial draft of the study areas was presented to local stakeholders for feedback to flag areas that did not align with meaningful local boundaries. This local feedback was considered when finalizing the study area boundaries. The final study areas were named based on the communities they encompass.

Map 1: Study Area Map – St. Louis County



Map 2: Study Area Map – St. Louis City



Table 1: Study Areas by Total Population & Child Population, 2017

Study Area	Geography	Total Pop	0-5 Pop
Affton	County	34,008	2,195
Baden, Walnut Park, Mark Twain, Penrose	City	31,546	2,318
Ballwin	County	36,545	2,342
Bel-Ridge, Berkeley, St. John, Vinitia Park	County	27,874	2,385
Bevo Mill, Dutchtown	City	25,656	2,244
Black Jack	County	39,529	2,190
Brentwood, Clayton, Ladue, Richmond Heights, Rock Hill	County	46,758	2,517
Bridgeton, St. Ann	County	32,012	2,248
Carondelet, Patch, Holly Hills	City	28,067	2,218
Chesterfield	County	46,978	2,250
Dogtown, The Hill, SouthWest Garden, Central West End	City	46,147	1,982
Eureka	County	33,951	2,245
Ferguson	County	29,017	2,475
Florissant East	County	33,548	2,296
Florissant West	County	30,542	2,265
Hazelwood	County	28,692	2,087
Jeff Vanderlou, O'Fallon, The Ville, Vandeventer	City	27,271	2,093
Jennings	County	24,118	2,266
Kirkwood, Glendale	County	35,490	2,370
Lemay	County	33,426	2,213
Manchester	County	36,913	2,501
Maryland Heights	County	34,772	2,127
Mehlville	County	45,968	2,478
Oakville	County	41,037	2,283
Old North, Downtown, Midtown, St. Louis Place	City	29,970	2,263
Olivette, Creve Coeur	County	42,179	2,464
Overland	County	27,503	2,174
Pagedale, Wellston, Normandy, Northwoods	County	27,168	2,259
Riverview, Bellefontaine Neighbors, Glasgow Village	County	27,347	2,235

Shaw, Fox Park, Lafayette Square, The Gate District	City	32,378	2,531
Shrewsbury, Webster Groves, Maplewood	County	38,024	2,366
SouthHampton, Princeton Height, St. Louis Hills, Lindenwood Park	City	39,074	2,555
Spanish Lake	County	23,009	1,960
Sunset Hills, Crestwood, Sappington	County	39,641	2,113
Tower Grove South, Benton Park West, Gravois Park	City	29,393	2,511
Town and County	County	41,015	2,243
University City	County	37,951	2,392
West End, Wells Good Fellow, Kingsway E &W	City	26,762	2,340
Wildwood	County	38,332	2,137

DEMAND CALCULATION

Demand is the number of children birth to five years of age living in each study area who are likely to access ECE services. To calculate demand by age, IFF uses population projections from Esri. Esri uses Experian, the US Postal Service (USPS), Metrostudy—a Hanley Wood company, and several ancillary sources to provide what is considered the most accurate population count in the industry. Esri demand estimates by census tract were overlaid with the study areas to estimate demand by study area. In cases where the study areas did not align with census tract boundaries, the census tract-level data were distributed into the study areas directly proportional to the share of that census tract within the study area.

IFF calculated the number of children likely to access ECE services using data from the 2016 Early Childhood Program Participation (ECP) survey, which is part of the National Household Education Surveys Program and conducted by the U.S. Department of Education, Institute for Educational Sciences (IES) and National Center for Education Statistics (NCES). The ECP survey provides data on utilization of ECE services by families across the United States. The results of this survey were analyzed to determine the likelihood that families will seek formal ECE services for their child based on household type.

Table 2 summarizes data from the ECP survey by household type and age group. As the data indicate, families are less likely to access formal ECE services for children birth to two years of age than for children ages three to five. Using these percentages as a multiplier, the demand was calculated as a proportion of the total population of children in each group.

Table 2: Rate of Formal ECE Participation by Household Type and Age, ECPP 2016

Household Type	Age 0 to 2	Age 3 to 5
Two-parents, both working	44%	66%
Two-parents, one working	10%	47%
Two-parents, neither working	17%	35%
One-parent, working	32%	58%
One-parent, non-working	10%	47%

Calculating Demand by Subsidy Program

In addition to calculating the overall demand for ECE by study area, IFF also calculated the demand for federal and state subsidy programs by study area.

Early Head Start & Head Start

Early Head Start (EHS) and Head Start (HS) are federal programs established to improve the long-term educational outcomes of children from families with low incomes across the United States. EHS serves children from birth to two years of age, while HS serves children three to five years of age. Children from families whose income is below the federal poverty level (FPL) are eligible for these programs. IFF used data from the U.S. Census American Community Survey (ACS), 2012-2016, 5-Year Estimate to estimate the number of children in each study area who are income eligible for EHS/HS. Subsequently, the percent of children below the income threshold was multiplied by the overall demand to estimate the EHS and HS demand.

Missouri Child Care Subsidy Program

Subsidized care programs vary by state but are generally designed to assist low-income parents with ECE services. Eligible children are identified according to the requirements established by the state. In 2017, working families living at or below 138% FPL were eligible for Missouri’s Child Care Subsidy Program—referred to in this study as subsidized care. The ACS does not provide population estimates for 138% FPL, so IFF used 125% FPL for this analysis and therefore likely underestimated the need for state-subsidized ECE services. In addition, the analysis used household type data from the ACS to estimate the percent of children living in households with working parents, as employment is a requirement for state subsidy. Subsequently, the percent of children below the income threshold and living in households with working parents was multiplied by the overall demand to estimate the subsidized demand.

Table 3: Demand by Age and Subsidy Program, 2017

Type	Demand, Ages 0-2	Demand, Ages 3-5	Demand, Ages 0-5
Early Head Start/Head Start	3,049	4,832	7,881
Subsidized Care	3,503	5,214	8,717
Overall Demand	13,523	21,147	43,670

SUPPLY CALCULATION

Supply is the total capacity of all licensed and license-exempt early childhood education providers—centers, homes, and schools—throughout the St. Louis region on July 2, 2018. In Missouri, providers are differentiated by the following types:

License Exempt Program: Services provided by religious organization or nursery school for preschool aged children

Licensed Center: Services provided in other location and licensed to serve children based on facility size

Licensed Family Home: Services provided in provider’s home to 5-10 children

Licensed Group Home: Services provided in provider’s home or other location to 11–20 children

Registered Family Home: Services provided by a family, friend or neighbor (FFN) to less than 4 unrelated children and registered to receive subsidy

In order to estimate supply by age group, IFF utilized self-reported enrollment data from local providers that completed the state-wide market rate survey. Using actual and desired enrollment by facility type (i.e., child care center, school district, licensed exempt center, licensed family childcare, and licensed group home), the percent by age group was applied to the total capacity to estimate capacity by age group.

Table 4: ECE Provider Capacity by Type and Age, July 2017

Provider Type	Number of Providers	Capacity 0-2	Capacity 3-5	Capacity 0-5
Child Care Center	354	12,877	13,524	26,402
District School Exempt	86	-	7,862	7,862
Licensed Exempt Center	117	4,252	4,019	8,271
Licensed Family Child Care	128	562	478	1,040
Licensed Group Homes	11	90	83	173
TOTAL	696	17,781	25,966	43,747

Calculating Supply by Subsidy Program

IFF utilized data from Child Care Aware of Missouri to identify whether a provider accepts state subsidy and data from YWCA, Youth in Need and Urban League of Metropolitan St. Louis to identify Early Head Start and Head Start programs.

To estimate the percentage of state subsidized slots by age group, multipliers by facility type were applied based on previous IFF work in another geography where subsidized enrollment data was provided. Using these percentages as a multiplier, the supply was calculated as a proportion of the capacity in each age group.

Table 5: Multipliers for Calculating Subsidized Supply by Age Group

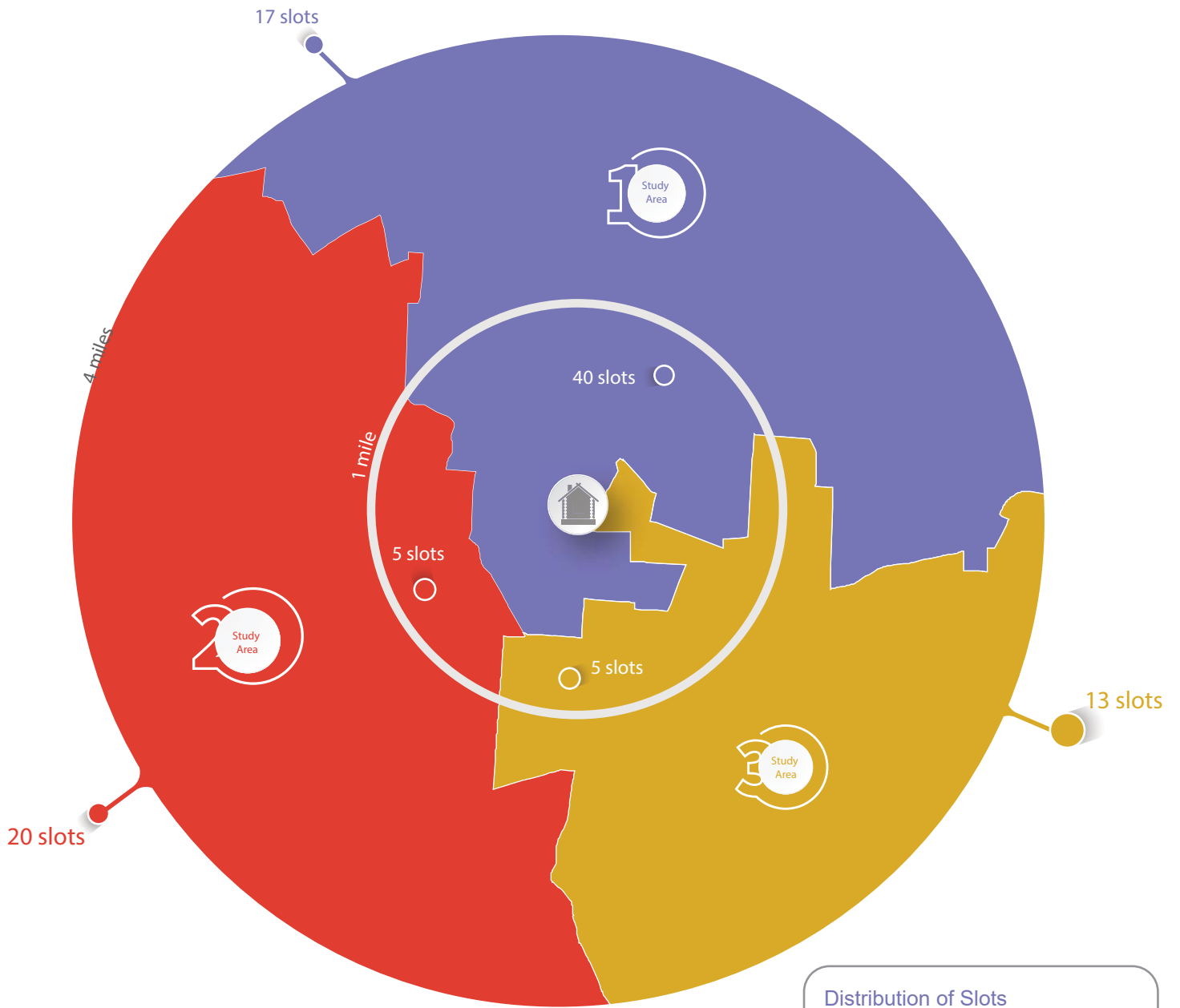
Facility Type	Ages 0 to 2	Ages 3 to 5
Child Care Center, Licensed Exempt Center, District School Exempt	17%	17%
Licensed Family Child Care, Licensed Group Homes	40%	40%

Actual enrollment data was used to estimate capacity for Early Head Start and Head Start providers.

Calculating Supply by Study Area

In order to determine the ECE supply accessible to children living in each study area, IFF created a service area for each provider. A service area is a clearly defined geographic area in which the provider's services are considered to be generally available and readily accessible to families. For home-based ECE providers, the service area was a 1-mile radius. That is, IFF estimated that 100% of the supply of home-based providers is accessed by children living within a 1-mile radius of the provider. For school or center-based ECE providers, the service area was a 4-mile radius. For center-based providers, IFF estimated that 50% of their supply is accessed by children living within a 1-mile radius and the remaining 50% is accessed by children living within a 1-mile to 4-mile radius. While these service areas were somewhat arbitrary, they were based on IFF's previous ECE work in urban communities that suggests that families prefer ECE care close to home and are more likely to travel farther for center-based than home-based care. As detailed in Graphic 1, once service areas were defined for each provider, the intersections of the service area and study area boundaries were examined. For each service area, provider slots were distributed proportionally based on the percentage of a service area within a study area.

Graphic 1: Spatial Approach to Supply Distribution for Center-Based Provider



Distribution of Slots

4 miles

1 mile

50%

50%

Total ECE Provider Slots = 100

- 50 slots distributed to 1 mile radius
- 50 slots distributed to 1-4 mile radius

SERVICE GAP CALCULATION

This needs assessment is grounded in a supply and demand gap analysis. Within each study area, the demand for ECE slots was subtracted from the distributed supply of ECE providers. The difference between supply and demand is called the **service gap**. The larger the service gap, the greater the need for ECE services in the study area. In addition to the overall service gap, IFF also calculated the service gap by subsidy program for each study area. Because eligibility requirements for subsidy programs overlap, some children were eligible for more than one program and therefore were counted in the demand for each subsidy program. The overall demand, however, was an unduplicated count.

In addition to the service gap, the **service level** was calculated for each study area by dividing the supply by the demand to determine the percent of children with access to an ECE slot.

The service gap was used to identify communities in need of more ECE services. Study areas were ranked by the size of their service gap overall and for each subsidy program. The top quartile of study areas was categorized as highest-need. See Appendix A for maps that highlight gaps in subsidized care as well as other barriers to access from the report.

OTHER FACTORS USED TO PRIORITIZE INVESTMENT

In consultation with the advisory committee, IFF also examined a couple of other factors beyond the service gap to prioritize communities based on need – providers meeting requirements beyond licensing and community initiatives.

Providers Meeting Requirements Beyond Licensing

The State of Missouri lacks a quality rating and improvement system (QRIS) to assess and communicate the level of quality of an ECE program. In the absence of this objective measure of quality, IFF identified providers that had met requirements beyond licensing standards. These requirements include state and national accreditations, such as Missouri Accreditation (MOA), National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), National Association of Church Personnel Administrators (NACPA), Early Head Start and Head Start programs, school district-based pre-K programs, and TEACH sponsorship. For the purposes of this analysis, these providers were flagged for having made investments in quality improvement. Communities were categorized based on the extent to which there were providers that met requirements beyond licensing.

Community Initiatives

The St. Louis region has several ongoing community development efforts focused on regional priorities. These initiatives, which include 24:1 Initiative (Normandy School District), Project Launch (zip codes: 63107 & 63106), Promise Zones, Invest STL, Choice Neighborhoods, Child Development Accounts (multiple zip codes), were overlaid with the study areas to identify where community investments were already being made to facilitate the coordination of investments.

COMMUNITY CONVERSATIONS

To understand barriers to access and challenges to improving provider quality, IFF conducted focus groups and site visits with local providers, as well as a focus group with parents. To identify focus geographies for this work, IFF summarized key trends across study areas related to the service gap and providers that met requirements beyond licensing. Subsequently, IFF grouped communities with like characteristics and identified goals of the conversations. The final approach to the conversations was also informed by local stakeholders. Table 5 outlines each target group/community, the methodology used, and the key questions addressed.

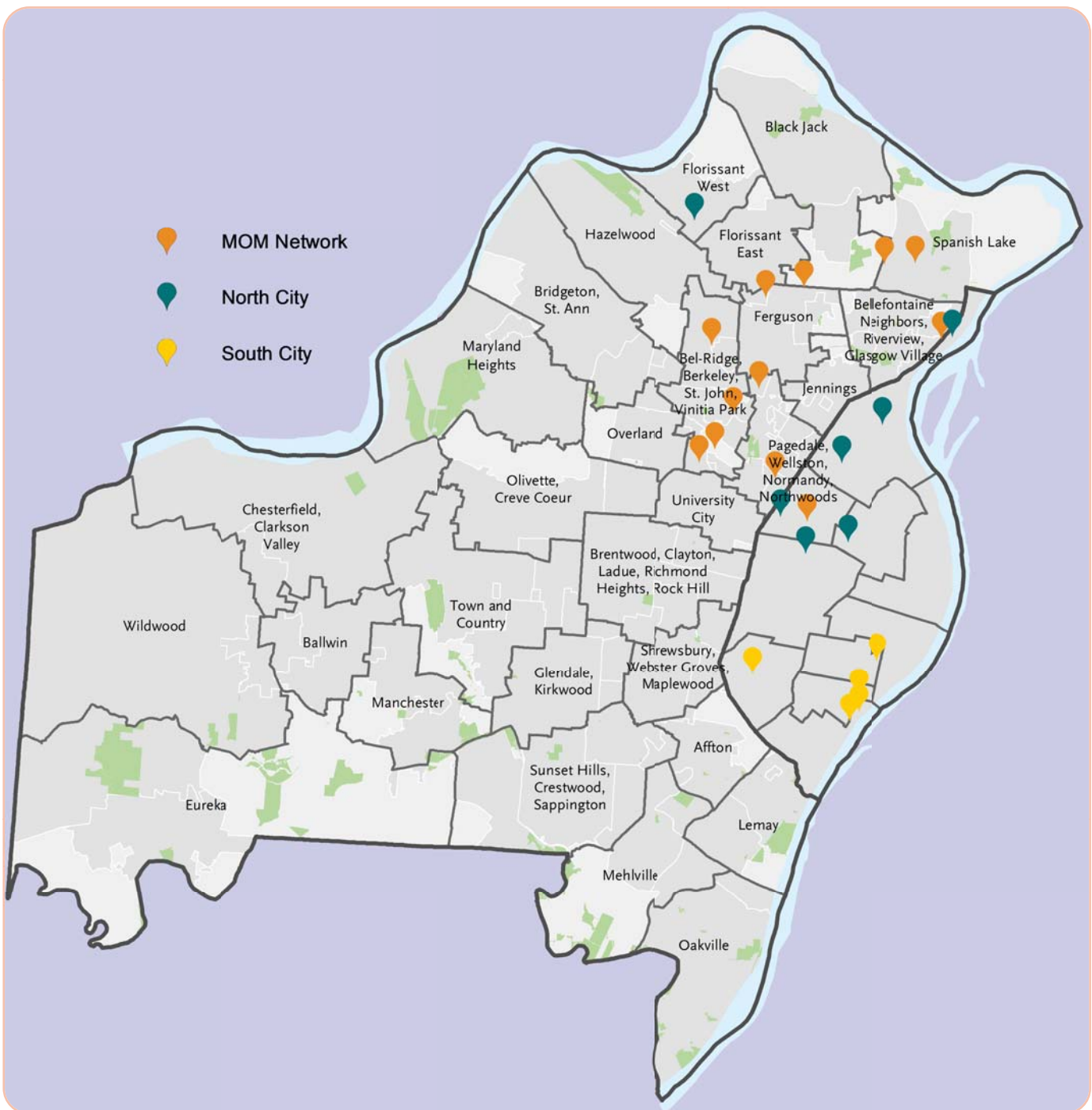
Table 6: Community Conversations Approach

Target Group	Methodology	Key Questions
Meeting of the Minds (MOM) Provider Network	Conduct provider focus group	<ul style="list-style-type: none"> What is the role of the MOM network? What supports do members receive? What are the challenges providers are facing? Do they vary by location?
Providers in High Service Gap + High % Met Requirements Beyond Licensing	Conduct two focus groups (north and south)	<ul style="list-style-type: none"> What are providers doing to meet additional requirements? What provider supports exist? Why is there not enough access for subsidized care?
Providers in Low Service Gap + High % Met Requirements Beyond Licensing	Conduct interviews and site visits with four providers	<ul style="list-style-type: none"> What provider supports exist? Why are more providers able to meet additional requirements? What models can be adapted to other areas?
Parents in High Service Gap + Low % Met Requirements Beyond Licensing	Conduct focus groups with support of Project LAUNCH	<ul style="list-style-type: none"> How are parents making decisions on if, where, and who they receive services? How far are parents traveling for care? Are there services we are missing through formalized ECE?

IFF conducted three focus groups with 29 ECE providers, four site visits to ECE providers, and a focus group with 11 parents to understand system-wide challenges. These activities were conducted across the city as well as north county. IFF collected data from each provider and parent who participated in the focus groups and conducted an interview with the program director during each site visit. The protocols used to guide this work with providers and parents are included in Appendix B.

IFF transcribed each focus group and interview. The focus group and interview responses were sorted by topic and then coded by theme. Key themes were reviewed by local stakeholders. Finally, responses were anonymized, and quotations were selected to represent the themes in the final report.

Map 3: Locations of Provider Interviews - St. Louis County



Map 4: Locations of Provider Interviews - St. Louis City



COMPLEMENTARY RESEARCH

SkipNV is a local think tank that co-designs system-level strategies with children, parents, educators, nonprofit organizations, and foundations to enhance educational equity for students growing up in socio-economically challenged communities throughout Missouri. SkipNV conducted a community-based, qualitative research study to evaluate the ECE system in St. Louis. Information from both their teacher and parent interviews helped to inform IFF's report.

For its parent interviews, SkipNV sought to understand the factors that caregivers consider when making decisions of whether or where to enroll their children in care. Of the 71 face-to-face interactions, 53 were individual in-depth interviews ranging from 6 minutes to 84 minutes, although most ranged between 15 and 30 minutes. Participants included parents and caregivers of young children birth to five years of age, who were living or working in communities with low socioeconomic resources.

For its teacher interviews, a total of 33 ECE workers from eight different ECE centers across the St. Louis region were recruited to participate in interviews using snowball sampling through recruiting sources. Using in-depth, semi-structured interviews averaging 15-20 minutes in length, these sessions were held either in private rooms or open areas within the center depending on availability. A Grounded Theory coding approach was used to identify key themes.

Data Sources

Data used to prepare this report were collected from the following sources:

Child Care Aware of Missouri

2018 Registered Providers List
2018 Market Rate Survey

Missouri Department of Elementary & Secondary Education

2018 Preschool List

Esri Demographics

2017 Population by Single Year Age and Sex

Missouri Department of Health & Senior Services

2018 Regulated (Licensed & License Exempt) Childcare Facilities

U.S. Census

2012 – 2016, American Community Survey

YWCA

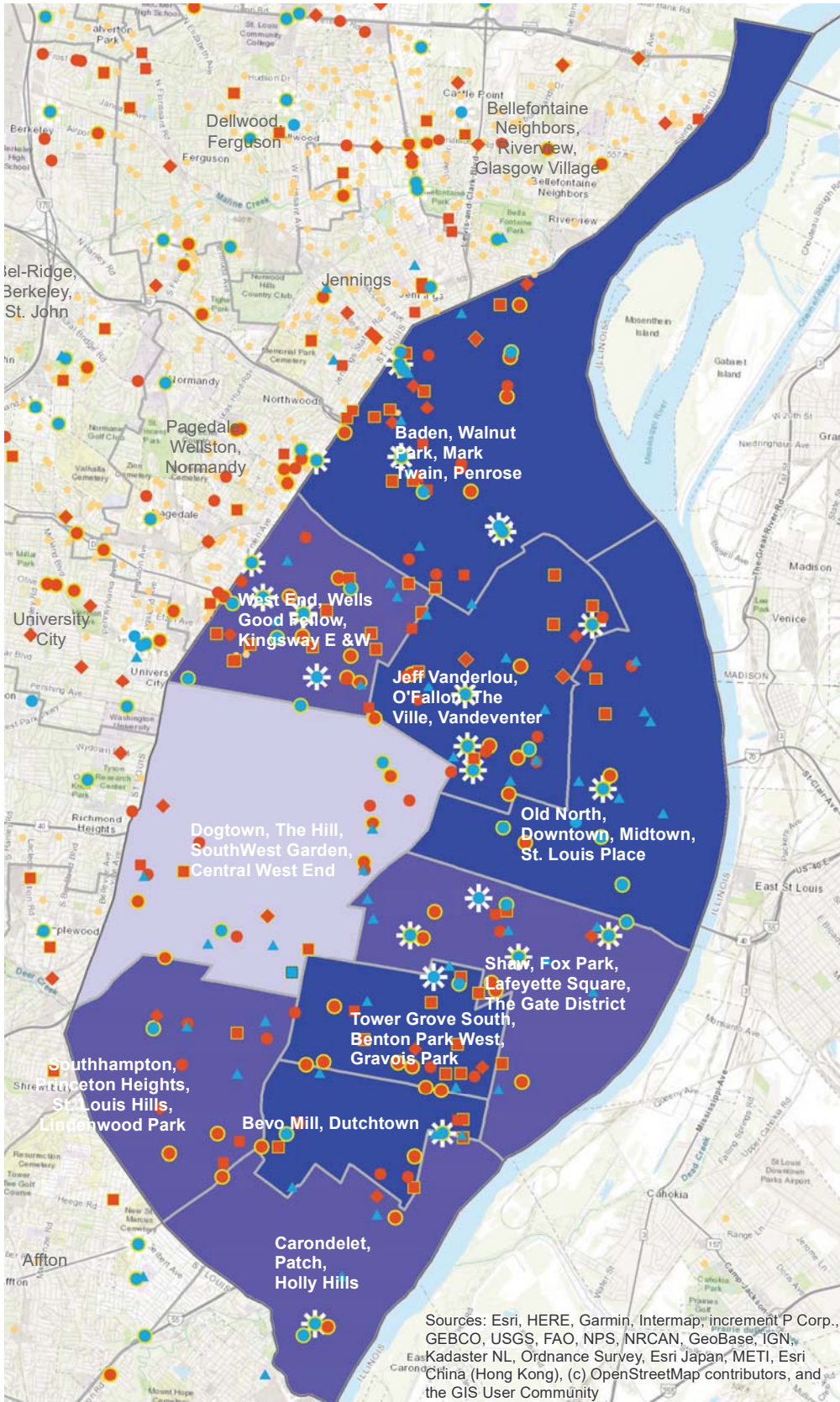
Youth in Need

Urban League of Metropolitan St. Louis

U.S. Department of Health and Human Services, Administration for Children & Families,
Office of Head Start

2018, Early Head Start and Head Start Facilities

Appendix A: Access to Subsidized Care Maps



Access to Subsidized Care

- Lowest Access
- Low Access
- Moderate Access
- Highest Access

Provider Type

- Child Care Center
- ◆ Licensed Exempt Center
- ▲ District School Exempt
- Licensed Family Care or Group Home
- Family, Friend or Neighbor Care

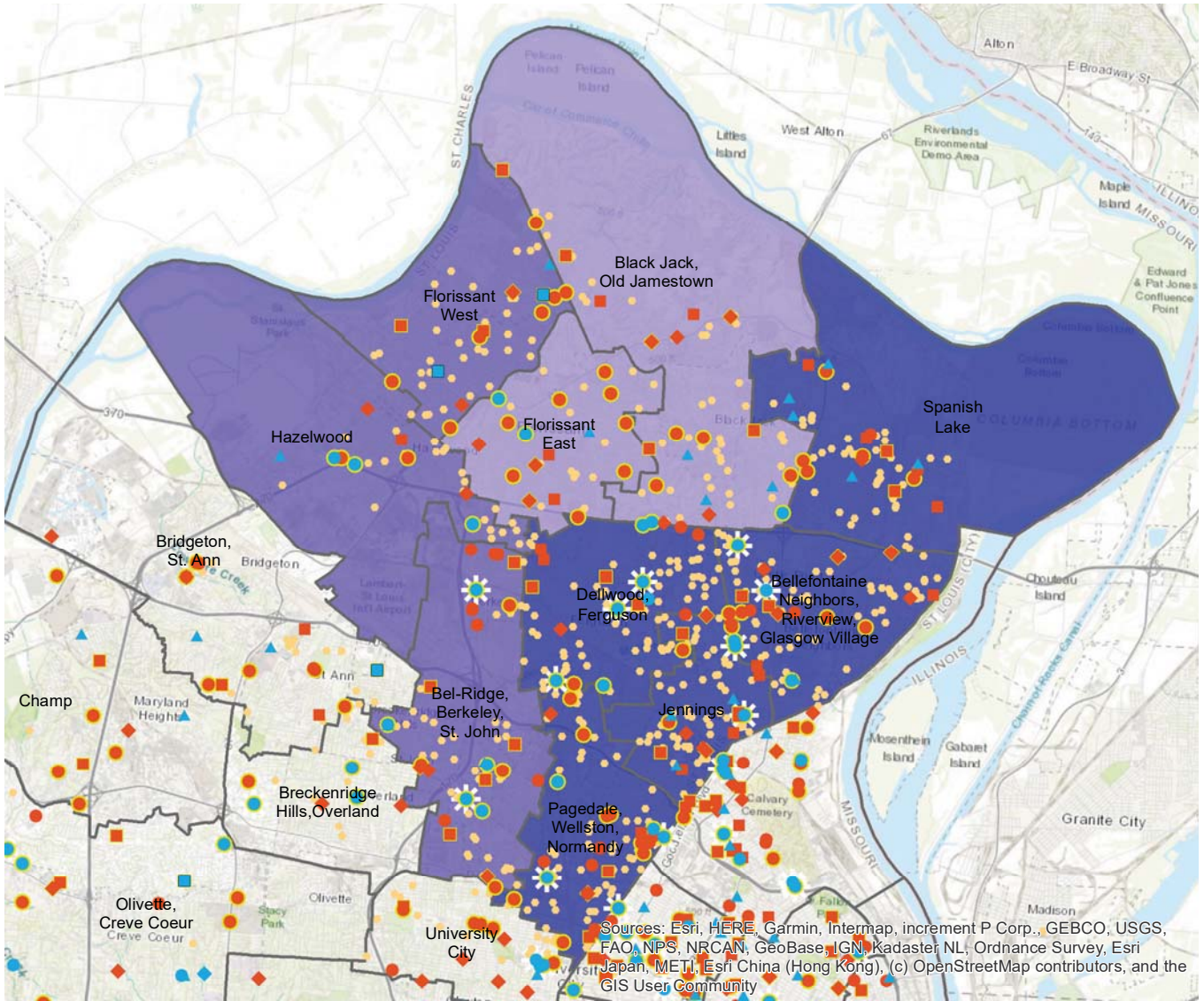
Provider Met Requirements Beyond Licensing

- Child Care Center
- ◆ Licensed Exempt Center
- ▲ District School Exempt
- Licensed Family Care or Group Home

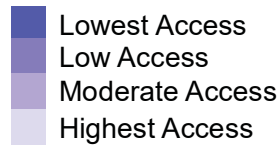
Provider Accepting State Subsidy

- ◆ ▲ ■
- ★ Early Head Start / Head Start Provider

Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community



Access to Subsidized Care



Provider Met Requirements Beyond Licensing

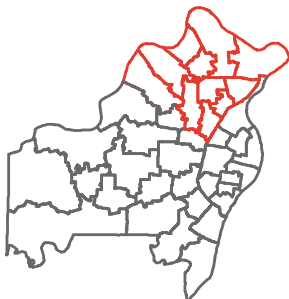
- Child Care Center
- ◆ Licensed Exempt Center
- ▲ District School Exempt
- Licensed Family Care or Group Home

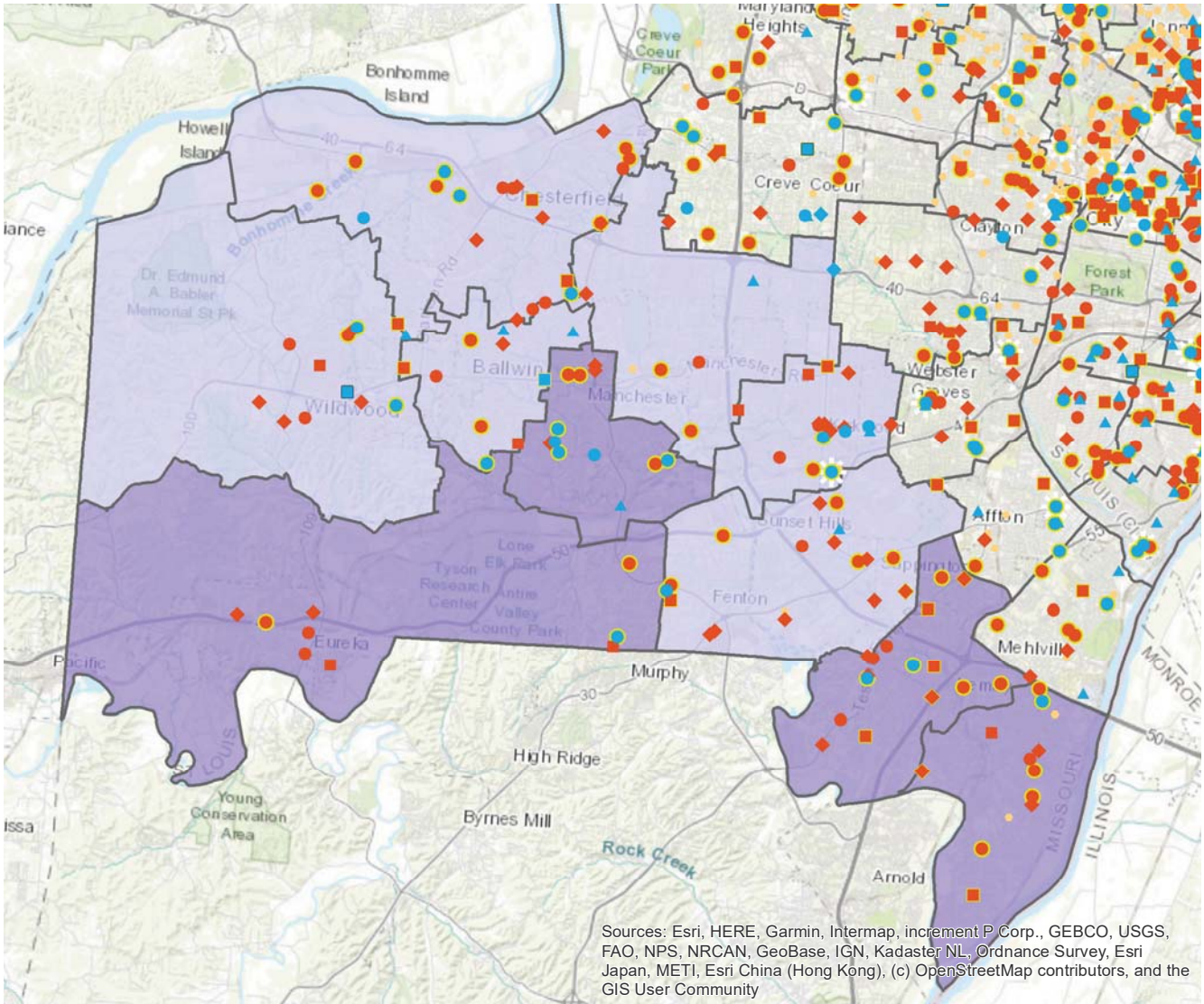
Provider Type

- Child Care Center
- ◆ Licensed Exempt Center
- ▲ District School Exempt
- Licensed Family Care or Group Home
- Family, Friend or Neighbor Care

○◇□ Provider Accepting State Subsidy

★ Early Head Start / Head Start Provider





Access to Subsidized Care

- Lowest Access
- Low Access
- Moderate Access
- Highest Access

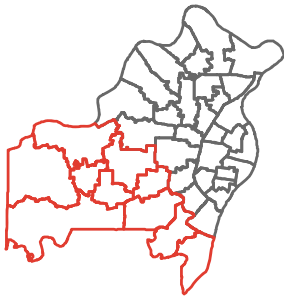
Provider Met Requirements Beyond Licensing

- Child Care Center
- Licensed Exempt Center
- District School Exempt
- Licensed Family Care or Group Home

Provider Type

- Child Care Center
- Licensed Exempt Center
- District School Exempt
- Licensed Family Care or Group Home
- Family, Friend or Neighbor Care

- Provider Accepting State Subsidy
- Early Head Start / Head Start Provider



Appendix B: Qualitative Tools



Focus Group Info Sheet

Your Name: _____

Your Position: _____

Business Name: _____

Business Address: _____

Email Address: _____ Phone Number: _____

Year Business Opened: _____ Total Number of Staff: _____

Current number of children served: _____

What communities do the children you serve come from? _____

Focus Group Guide

St. Louis ECE Needs Assessment 2018

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
Suite 1715
Detroit, MI 48202
313 309 7825

Missouri

911 Washington Ave.
Suite 203
St. Louis, MO 63101
314 588 8840

3105 Gillham Road
Suite 200
Kansas City, MO 64109
816 335 4200

Ohio

500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

Welcome, Thank you – 5:00pm
Overview of purpose of focus group

Introductions—5:10pm

Successes – 5:30pm

- What do you feel are your biggest successes?
- What do parents like most about your program?
- What supports (partnerships, resources, etc.) allow you to be successful?
- How do successes vary by neighborhood?

Challenges – 5:55pm

- What challenges are you facing?
- How do you respond to your challenges?
- How do challenges vary by neighborhood?

System-Wide Focus – 6:15pm

- What suggestions do you have that could make the system as a whole better?

Thank you for your time - 6:30pm

Your Name:

Zip Code: _____

How old are you children?

Do you work: Part Time Full Time

What do you do for childcare?

- I am my child's primary caretaker
- A family member or friend is my child's primary caretaker
- Full time early childhood center
- Full time home-based childcare
- Part time childcare
- Other

What do you do for childcare? _____

What matters most when you consider childcare options? (please select **top three**)

- Cost
- Convenience (how easy it is to get to location)
- Program quality (for example: curriculum, classroom materials, teachers)

What do you look for?

- Facility quality (for example: clean classrooms, safe building, good lighting)

What do you look for?

- Word of mouth
- Faith based program
- Trusting staff
- Time services are available
- Other

What do you look for?

Parent Focus Group Guide

St. Louis ECE Needs Assessment 2018

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
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Ohio

500 South Front St.
Suite 125
Columbus, OH 43215
614 484 1811

Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

Welcome, Thank you—12:10pm
Overview of purpose of focus group

Introductions—12:15

ECE Quality – 12:30pm

- What factors do you consider when you look at early childhood options?
- How do you define quality early childhood education?

ECE Successes – 1:00pm

- What do you like most about your child's early childhood path?
- What do you feel are the most successful pieces of their current provider?

Challenges – 1:25pm

- What challenges are you facing in your child's early childhood options?
- How do you respond to your challenges?

System-Wide Focus – 1:45pm

- What would be the most impactful changes to support families in accessing early childhood options?

Thank you for your time - 2:00pm

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

The Platform
202 East Market St.
Indianapolis, IN 46204
317 860 6900

Michigan

3011 West Grand Blvd.
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414 563 1100

St. Louis Early Childhood Study Site Visit

Facility Name: _____

Address: _____ Reviewer: _____

Date: _____ Time: _____

Facility Information:

Age range: _____

Full/Part Day: _____ Full/Part Year: _____

of Staff: _____ # of Children : _____

of classrooms: _____

Own OR Lease

Single location OR Multiple locations

New construction OR renovation OR neither

Additional comments: _____

Select all that apply: The classroom has space for _____ activities.

Large Group

Small Group

One on One (teacher & student)

Independent (student alone)

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The facility feels safe.					
Comments:					
The facility feels comfortable.					
Comments:					
Classroom items are accessible for children in the classroom (aka things are at child's height and ease of use).					
Comments:					
There are a range of textures in the classroom.					
Comments:					
There are enough windows in the classroom.					
Comments:					
The classroom is well lit.					
Comments:					
The classroom has lighting controls (aka room can become dark for nap time or lit for work time).					
Comments:					
The classroom smells pleasant.					
Comments:					
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The classroom is an appropriate temperature.					
Comments:					
The classroom has an independent temperature control.					
Comments:					
The classroom has appropriate ventilation.					
Comments:					
The classroom is a reasonable volume.					
Comments:					



**Strengthening
nonprofits and
the communities
they serve.**

Sharing a mission of change
SINCE 1988 CELEBRATING 30 YEARS

Illinois

333 South Wabash Ave.
Suite 2800
Chicago, IL 60604
312 629 0060

Indiana

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Suite 125
Columbus, OH 43215
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Wisconsin

215 North Water St.
Suite 225
Milwaukee, WI 53202
414 563 1100

St. Louis Early Childhood Study Provider Interview

Interviewee(s) Name & Title: _____

Format (In Person/Phone/Video Conference): _____

Interviewer: _____

Date: _____ Time: _____

Additional Comments:

Successes (15 mins)

1. What does quality early childhood education look like to you?

2. What do you think your facility does well? What are your biggest successes?

3. What do you think parents like most about your program? How do you know?

4. What supports (partnerships, resources, etc) allow you to be successful?

Challenges (15 mins)

1. What challenges are you facing?

2. How do you respond to your challenges?

Requirements (20 mins)

1. Why might a provider choose to or choose not to meet additional requirements?
2. What kind of supports exist for providers choosing to meet additional requirements?
3. If provider has multiple locations, are there variations in meeting additional requirements by geographic region? What are they?

System-Wide Focus (10 mins)

1. What suggestions do you have that could make the ECE system as a whole better?

