



**The Jewish Federation of St. Louis: Early Childhood Education Study  
Final Report**

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**Completed by Leslie Scheuler, PhD ,  
Becky Welge and Allison Scheuler, LS Associates  
and Elisa Zieg, United 4 Children**

**August 21, 2017**

## ACKNOWLEDGMENTS

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We also want to thank all those who contributed ideas and recommendations to this project, taking time out of busy schedules to complete interviews and surveys.

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## Table of Contents

<b>Executive Summary</b> .....	1
<b>Introduction</b> .....	4
<b>Part One: Interview Summary</b> .....	7
<b>Part Two: Respondent Demographics</b> .....	9
<b>Part Three: Early Childhood Care Descriptions</b> .....	12
<b>Part Four: Perspectives on Early Childhood Care</b> .....	14
<b>Part Five: Plans for the Future</b> .....	24
<b>Summary and Recommendations</b> .....	26
<b>Appendices</b>	
Appendix One: Centers in St. Louis City and Clayton.....	29
Appendix Two: Additional Demographics.....	30
Appendix Three: Enrollment by Center.....	32
Appendix Four: Response Differences (Torah Prep and Others).....	33
Appendix Five: Top Priorities for Early Childhood Care.....	35
Appendix Six: Additional Response Differences.....	37
Appendix Seven: Map of Jewish Early Childhood Centers.....	38



## The Jewish Federation of St. Louis: Early Childhood Education Study Final Report Executive Summary

### Introduction

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In 2017, the Jewish Federation of St. Louis engaged LS Associates, LLC, to conduct a study of the early childhood needs and preferences of young Jewish families in the St. Louis area. The purpose of the study was to extend learnings from the 2014 Jewish Community Study and additional research activities conducted by Emily Bornstein of the Jewish Federation with an emphasis on any unmet needs for families living outside the Jewish core (or east of Highway 170). A specific research question included whether a new early childhood center was needed to serve a growing number of young families living in or near St. Louis City.

The primary strategies for gathering the 2017 data include interviews with key informants (including representatives of local Jewish congregations, early childhood centers, and other nonprofit programs serving the Jewish community) and a Parent Survey that was completed by 341 people.

Altogether, respondents live in 30 different zip codes. Sixty-two percent of respondents had children between the ages of 0 and 4 at the time they completed the survey, while another 17% indicated they plan to have their first children in the next five years. The rest of the respondents had older children and answered the questions based on their previous experiences with early childhood care and education.

Key findings of the 2017 study include the following:

- **77% of the respondents with young children have one or more child enrolled in an early childhood center.** Others had in-home care provided by either one of the parents, a relative, or other caretaker while a few used care provided in someone else's home. More than 80% of respondents' children over the age of 2 are in a center or preschool, and approximately 22% of all children enrolled receive some type of financial assistance to cover the costs of care.
- **76% of the children enrolled in early childhood centers are enrolled in a Jewish facility,** including Torah Prep, the JCC centers, and congregational preschools.
- **58% of all respondents indicated that both partners/spouses in the family are Jewish,** while the other 42% were in mixed marriages. **Most respondents (82%) plan to raise their children as fully Jewish (by religion)** while 15% intend to raise their children as culturally Jewish but not religious.

- **92% “strongly agreed” or “agreed” that their families felt welcomed as members of a St. Louis Jewish community.** Seventy-nine families indicated they were involved in Jewish programs/organizations other than congregations and/or Jewish day schools or early childhood centers.
- Jewish parents and key informants support **the important role that congregation-based early childhood centers serve** in the Jewish community. These centers not only provide childcare, caring environments, Jewish education, and opportunities for Jewish cultural/holiday observance, they also meet family needs related to social engagement and Jewish community connections. Additionally, of the various types of preschools available in the St. Louis area, the congregation preschools appear to be the ones that are experiencing some growth in enrollment.
- **Parents indicated that the aspects of early childhood care and education that are the most important to them are:** 1) their children’s **safety**, 2) a **caring environment** with positive values, 3) the education, experience, and attitudes of **caregivers**, 4) a **balance of play and educational experience**, and 5) **flexibility** in the days and hours care is available.
- **Parents are mostly satisfied with their current early childhood arrangements with more than two-thirds agreeing that they were either “mostly” or “completely” satisfied.** Aspects of care that parents tended to be most satisfied with include the values and culture of caring provided by their placements, followed by the convenience of their care providers’ locations, and the Jewish religious education provided.
- **Parents with children in Jewish early childhood centers expressed similar levels of overall satisfaction as did parents with children in non-Jewish (secular) settings.** In addition, survey respondents (regardless of whether they had young children, or were parents-to-be, or had children enrolled in non-Jewish centers) tended to rate their impressions of Jewish early childhood centers in the St. Louis area as “good” or “excellent” in terms of the quality of staff, programming, learning environment and facilities, although a number of respondents noted that it was difficult to judge them as a whole since there were differences from one center to the next.
- **Areas for improvement in early childhood care (including in Jewish preschools) include:** 1) the **affordability** of care, 2) the levels of **flexibility** in the days and hours care is available, and 3) the **lack of care options on the lesser Jewish holidays.**
- While 40% of respondents believe that additional Jewish early childhood options are needed, many of their comments suggest that they see their current options as too expensive or not flexible enough in terms of scheduling, which are challenges that may not be met simply by adding a new center. Thus, **there does not appear to be a crisis-level or urgent need for a new center or centers at this time.** The study process did not find that a significant number of Jewish families are in need of care or education beyond what is currently available, although families do want more coverage/flexibility and lower costs.
- **Positive levels of skill and experience of the caregivers at early childhood centers are a top concern for those who responded to the Parent Survey.** Early childhood centers of all kinds find it exceedingly difficult to meet the needs for extended hours and flexibility among households with two working adults while also

trying to attract quality staff to work in their centers. Salaries for early childhood staff are critically low, and hinder the centers' ability to attract personnel with the educational backgrounds, training, experience, and nurturing attitudes needed to provide high quality care and education.

- While a growing number of Jewish young adults are living in St. Louis City (with a concentration in South City neighborhoods), **there does not yet appear to be a critical mass to support a stand-alone center.** Also, Parent Survey and interview results suggest that a good percentage of these families may opt to move to the County when it's time to send their children to kindergarten/ elementary school, due to the current instability among schools in the St. Louis district. Additionally, according to an interview with a staff member at Central Reform Congregation, a strong possibility exists for an expansion of their early childhood programming in the Central West End. This option may be appropriate for a good portion of the families now living in St. Louis City.
- **According to survey respondents, Clayton is the most convenient location for a new or expanded center.** Approximately 50% of respondents live in municipalities/zip codes in or near Clayton (including University City, Olivette and Ladue). Altogether, nearly 40 respondents indicated that they either live in Clayton or that they or their partners/spouses work there. Thus, if more early childhood options were added for families east of 170, Clayton, where the Kol Rinah congregation is considering expanding their existing program, would likely be a more sustainable option than a neighborhood closer to the City.

**Together, these results suggest that there are other, perhaps more sustainable, options for community investments in early childhood programs than the construction of a new stand-alone center.** Based on the study findings, recommendations for community investment include one or more of the following:

- **Support the existing Jewish early childhood centers (including the congregation preschools and plans at Kol Rinah and Central Reform) to help them better meet community needs** in terms of: 1) hiring experienced, highly skilled teachers, 2) offering extended hours (including on lesser Jewish holidays), and 3) helping subsidize placements for families who experience financial hardship in paying for care.
- **Support the expansion of Jewish educational programming for young families**, including for those who live in St. Louis City. A number of existing programs (including PJ Library) offer quality experiences that can help strengthen Jewish identity without the need for its own facilities or an extensive staff (like an early childhood center requires). Expanded programming could not only focus on the needs of young children, but also offer opportunities for parents to develop a supportive community for strengthening Jewish identity through religious education and cultural observance.
- **Offer direct support to those who choose employment/careers as educators in Jewish early childhood settings.** A long-term approach would include a suggestion by Jewish Federation staff of offering scholarships to those who choose to study Jewish early childhood education with the commitment that, after college graduation, scholarship recipients would commit to a certain number of years teaching in a Jewish facility. A shorter-term and perhaps more direct solution may be to offer stipends to supplement the salaries of those who have the desired qualifications (including a background in Jewish education) to attract new professionals to the field.



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### **Introduction**

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In 2010, The Jewish Federation of St. Louis adopted a number of strategic priorities in fulfillment of its mission to “mobilize the Jewish community and its human and financial resources to preserve and enhance Jewish life in St. Louis, Israel and around the world.”<sup>1</sup> These strategic priorities include:

- Ensuring the Jewish identity and engagement of future generations, and
- Creating a vibrant, embracing, local Jewish community that will help retain and be attractive to young adults and families with young children<sup>2</sup>.

A report completed by Emily Bornstein, Planning and Allocations Associate at the Jewish Federation, notes that the early childhood years are “a key time when parents are deciding how to raise their children: Jewish only, not Jewish and no religion, or not Jewish but another religion.”<sup>3</sup> Families who send their children to Jewish early childhood programs not only reap the benefits of the Jewish values and education provided for their children; they also benefit from opportunities to engage socially and culturally with other Jewish families.<sup>4</sup> Thus, Jewish early childhood programs play an important role in helping to ensure Jewish identity, engagement, and the ongoing development of vibrant, embracing Jewish communities.

In 2014, the Jewish Community Study<sup>5</sup> estimated that 27% of children/young people between the ages of 0 and 17 living in the greater St. Louis area were Jewish. The study also confirmed that the areas of St. Louis with the highest densities of Jewish households (referred to as the “Jewish core”) are those west of Highway 170 (with the exception of University City), although there are significant numbers of young children living east of this dividing line. Other study findings related to families with young children include the following:

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<sup>1</sup> <http://www.jfedstl.org/about-us/>

<sup>2</sup> <http://www.jfedstl.org/about-us/strategic-priorities/>

<sup>3</sup> From p. 4 of the report, *Early Childhood in the St. Louis Jewish Community*

<sup>4</sup> From comments shared by parents and key informants during personal interviews

<sup>5</sup> Findings from the 2014 community study were used in the development of the research approach for the current study

- While Jewish parents reported that 53% of their children between the ages of 5 and 8 were being raised as “Jewish only,” they reported that a lower percentage (38%) of younger children (0 to 4) were being raised in the same way.
- Of children between the ages of 0 and 4, parents indicated that only 16% were enrolled in a Jewish early childhood program while the majority (53%) were enrolled in non-Jewish programs.
- Intermarried couples were less likely to send their children to Jewish early childhood programs than couples with two Jewish parents.

These findings suggested that increased outreach and opportunities were needed to raise the levels of engagement between Jewish families and Jewish early childhood programs. Thus, in 2016, personnel of the Jewish Federation conducted follow-up research on parent preferences and the current status of early childhood centers in the Jewish community. Research activities included parent surveys and interviews along with a survey of existing Jewish early childhood centers. Findings of the 2016 follow-up research include the following:

- The eight Jewish early childhood centers that completed surveys served varying proportions of Jewish and non-Jewish families, with three of the centers based in area congregations serving 90% or more Jewish children, and the JCC centers serving the lowest percentages of Jewish students.
- According to center census data collected by the Federation, most of the congregation-based preschools had experienced increases in enrollment from 2012 through mid-2016.
- Directors of these centers shared that marketing, finding qualified teachers, and providing services for children with special needs were among their biggest challenges.
- The most important early childhood decision-making factors for parents sending children to Jewish preschools included safety, center atmosphere and culture, staff and teachers, hours and flexibility, curriculum and educational rigor, and school leadership. Parents who sent their children to non-Jewish centers or had other caretaking arrangements for their children tended to rate these factors highly as well, and also believed that location was a top factor. The most important difference distinguishing these two groups was the level of importance parents assigned to Jewish content and values.
- Parents whose children attended non-Jewish centers responded to questions about their perceptions of current Jewish early childhood centers. The top reasons they chose not to send their children to these centers include their cost, their locations (which were perceived as less convenient than other centers), lower-quality programming, too many closures for Jewish holidays, and the need for more flexibility or more options in scheduling<sup>6</sup>.

In the spring of 2017, The Jewish Federation of St. Louis hired an independent evaluator, LS Associates, a research and evaluation firm serving nonprofit organizations, foundations and funders, and educational institutions to further explore the interest of the St. Louis Jewish community in adding to the current system of Jewish early childhood education available to young families. Leslie Scheuler, of LS associates, worked in partnership with Elisa Zieg, former Program Officer at United 4 Children, a nonprofit organization that provides education, professional development, and consulting to early childhood service providers as well as parents and families in the St. Louis region. Study methodologies included key informant (qualitative) interviews with

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<sup>6</sup> These and other findings were used by the evaluation team to formulate interview questions and Parent Survey items for the current study



representatives of Jewish organizations, early childhood experts, and parents, and an online Parent Survey completed by 341 people<sup>7</sup>. The purpose of the key informant interviews was threefold: 1) to document their perspectives on needs for additional early childhood programming in the Jewish community; 2) to discuss their own experiences with existing Jewish early childhood programs, and 3) to ascertain their recommendations for the study process, including suggestions for the content of the parent survey. Altogether, the evaluation team interviewed 16 individuals, including leaders of local congregations, directors of Jewish early childhood centers and early education programs, parents who reside in both St. Louis City and County, and other early childhood experts (see Part One for a summary of interview results).

This report includes summaries and analysis of Parent Survey results, along with recommendations based on the findings of both surveys and interviews.

## **Part One: Informant Interview Summary**

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As previously mentioned, the current study included qualitative interviews with 15 members of the St. Louis Jewish community, including three leaders/representatives of local congregations (two located in the County and one in the City), leaders/staff of four current Jewish early childhood centers, five parents who shared perspectives both from their work in the community as well as from their perspectives as parents or parents-to-be, staff/leaders of family education programs in the Jewish community, and two early childhood experts who are also members of the Jewish community. Organizations/congregations represented include the JCC, the congregations of B’Nai Amoona, Shaare Emeth, Central Reform, PJ Library, and St. Louis Jewish Parents. Interview participants all strongly believed in the importance of Jewish early childhood programming in meeting the needs of St. Louis’ Jewish families. Their comments are summarized by theme below.

### **Indicators and preferences for quality programs:**

- Several respondents commented on the importance of social and emotional development, noting that parents value early childhood teachers who understand this importance and know how to support social and emotional development in their children; however, parents may use different terminology when commenting on this aspect of quality and effectiveness.
- A growing number of families appears to value “add-ons” to early childhood programs, like outdoor classrooms, yoga, swim classes, and similar offerings. Some programs are offered as optional pull-out activities and are provided at additional cost. One interviewee suggested there may be current mainstream (secular) early childhood centers that serve significant numbers of Jewish children that would consider providing optional Jewish education/cultural opportunities as pull-out activities.
- Perceptions exist that some Jewish early childhood centers don’t offer the level of quality young families expect. This may be suggested by declining enrollment at specific centers, although other preschools (like those affiliated with congregations) are experiencing growth.

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<sup>7</sup> Invitations to complete surveys were emailed to approximately 1,200 households. The JCC and Torah Prep emailed survey links to their members as well. The 341 survey completions represent a response rate of approximately 28%.

- Respondents noted that all parents desire high levels of safety for their young children along with positive environments and caring teachers; other decision-making factors are less clear to early childhood professionals.
- Interview participants predicted that parents of young children will differ in their opinions about the precise factors that make a center “Jewish,” the level of Jewish content that is desired, and how these preferences interact with the desire for attracting or maintaining diversity.

#### **Early childhood needs among families living east of the Jewish core:**

- A growing number of Jewish young adults are living in St. Louis City (with a concentration of young people in South City neighborhoods) but it is not known how many of them will remain in the City as they have children and or as their children grow. Some informants predicted that a good percentage of these “young pioneers” may opt to move to the County when it’s time to send their children to school, due to the current instability among a number of St. Louis Public Schools.
- Young Jewish parents and parents-to-be living in St. Louis City are more likely than their County counterparts to value diversity in their children’s early childhood experiences; diversity is typically thought of as diversity in skin color, but religious, ethnic and socioeconomic diversity are important factors as well. It is not known if these would choose a less diverse program in order to have their children in a Jewish center. Quality and diverse programs east of the Jewish core (mentioned by a couple participants) include Harris Stowe Early Childhood Center, University City Children’s Center, Urban Sprouts, and the Cornerstone Early Childhood Center on Shaw Avenue<sup>8</sup>.
- The congregations of Kol Rinah (located in Clayton) and the Central Reform Congregation in the Central West End are considering expanding the availability of Jewish early childhood education in locations east of the Jewish core. Clayton and University City are typically considered as mostly convenient to many City residents as well. Some respondents spoke in favor of the Central West End as a good location for potential sites for expansion, the Central West End area seems to be the most conveniently located.

#### **Support for congregational early childhood centers:**

- Congregational preschools were generally recognized by respondents as effective, not only in providing quality Jewish education to young children, but they also serve social/bonding needs of young families. In addition to their affiliation with often familiar, trusted, welcoming institutions, congregation preschools provide a supportive setting for forming long-time parent/family friendships.
- Congregation preschools play an important role by helping families feel connection to a Jewish community, and helps support long-term affiliation/membership in Jewish congregations.
- In a number of ways, congregation early childhood programs have better access to their prospective market because they can recruit new children/students through their congregation members.
- There were strong opinions expressed by several interview informants that community funds should be used to support existing congregation centers rather than to construct or develop new centers.

#### **Early childhood enrollment trends:**

- Two interviewees commented that the centrally located secular, non-Jewish early childhood centers with which they were affiliated began seeing declining enrollments beginning in 2008. Families who

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<sup>8</sup> A list of current early childhood centers that tend to serve families, in the same socioeconomic brackets (middle/upper middle income) as the majority of the St. Louis Jewish community east of Highway 170 is included in Appendix One.

lived in the City seemed to be more affected (due to employment layoffs and more limited incomes) than County families. Some individual parents in these families elected to stay home while the children were young, while the other parent worked full-time in positions that provide family health insurance benefits. For a number of young families, the cost of day care is more than what one of the parents earns in the course of a week or month, making early childhood centers out of reach financially<sup>9</sup>.

**Challenges in meeting family needs for early childhood care:**

- Cost is an ongoing concern for both families and existing early childhood programs, particularly in terms of how to keep quality high while containing costs to families. There may be affordability factors for families living in the City that are more pronounced than among families living in West County or living/working in Clayton.
- Interviewees acknowledged the great need for additional scholarship/financial assistance funds for families who are less well-off who wanted their children to attend Jewish early childhood programs. In addition, existing centers (including both secular and Jewish centers) continue to struggle to find and hire qualified teachers given the low salary levels that are typical in early childhood programs. If centers hire more qualified teachers, they need to raise tuition rates substantially, and they realize that many of today's families cannot afford the increases.
- Other programs that offer educational and faith-related content for young children are well-regarded in the community, and are viewed as more affordable options for those who want Jewish education for their preschoolers. These programs include Mommy and Me programs, the PJ Library, and Shalom Baby.
- Given the prevalence of households in which both parents work outside the home, the need for infant care, for flexibility in scheduling, and for extended hours is higher than ever. This presents additional challenges for early childhood centers that want to meet family needs but face difficulties in sustaining these options due to the extra costs involved with facilities (particularly for infant care) and personnel.

**The need for collaboration:**

- While participants tended to believe that Jewish early childhood programs are very important for supporting/sustaining Jewish identity, several mentioned current divisions that exist among a number of Jewish organizations, including early childhood centers. Many of these divisions are related to real or perceived scarcities in resources, which leads to competition and conflict when more coordination and collaboration would definitely benefit the organizations and community as a whole.

Altogether, interviews with community representatives provided valuable input for this study in a number of ways: 1) the types of content needed for the Parent Survey, 2) the context for the interpretation of Parent Survey results, and 3) the development of recommendations to support Jewish early childhood education in the future.

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<sup>9</sup> While there is anecdotal evidence (including testimonials) that suggest a significant number of St. Louis area high quality early childhood centers are experiencing challenges in maintaining enrollment (as parents find other options for early childhood care), the evaluation team was unable to find published statistical information to validate these trends.

## Part Two: A Demographic Profile of Survey Respondents

As previously stated, 341 individuals completed the Jewish Early Childhood Survey. Of these, **58% indicated that both partners/spouses in the family are Jewish**; another 39% are Jewish themselves but their partners are not. The remaining 3% of respondents were not Jewish but their partners were.

**Ages of Children: 210 respondents (62%) currently have children between the ages of 0 and 4**, while 57 respondents (17%) did not have children but planned to start families in the next several years, and others had older children. The majority of parents (64%) have one child while 31% have two (and others have 3 or more). The average number of children per respondent is 1.4.

Children’s ages ranged from newborn to four years. Forty-five percent of respondents’ children are under one year of age. **The average age of respondents’ children is 25 months.**

<i>Children of Respondents</i>	<i>Percent</i>
<b>Number of children per family:</b>	
One	64%
Two	31%
Three or more	5%
<b>Age of children</b>	
0-6 months	27%
7-11 months	18%
12-17 months	20%
18-23 months	8%
24 months and older	27%

**Geographic Dispersion:** 170 respondents shared the zip codes in which they live, with the most frequently reported areas listed as **University City** (63130, 48 or 28% of respondents), **Olivette** (63132, 24 or 14%), **Chesterfield** (63017, 19 people or 11%), **Creve Coeur North/Maryland Heights** (63146, 15 people or 9%) and **Creve Coeur South** (63141, 13 people or 8%). Other areas represented by 3 or more respondents include Clayton (63105), St. Louis City: Central West End, The Hill and Missouri Botanical Garden (63110), Ladue (63124), St. Louis City: Tower Grove South (63116), and Richmond Heights (63117).

Other zip codes (with 2 responses from each) are shown in the table to the right. Altogether, survey respondents represented 30 different zip codes, mostly in St. Louis City and County.

<i>Respondents’ Home Zip Codes</i>	<i>Percent of Those Reporting Zip Codes</i>
63130	28%
63132	14%
63017	11%
63146	9%
63141	8%
63105	4%
63110	3.5%
63124	3.5%
63116	3%
63117	2%
63005	1%
63104	1%
63139	1%
63144	1%

n=170<sup>10</sup> respondents who reported their zip codes, *Other zip codes were reported by 1 respondent each and are shown in Appendix Two.*

<sup>10</sup> The “n’s” shown throughout this report indicate the number of people who responded to the item in question. Survey respondents were able to skip questions they didn’t feel comfortable answering (or that they wanted to skip for other reasons). The use of forced options in survey research (in which respondents must answer all questions in order to move through the survey, a common practice in marketing surveys) violates tenets of human subjects’ protection in behavioral research. The numbers of missing responses for different survey items in this study are not unusual given the length of the survey.

**Gender and Educational**

**Attainment:** More than two-thirds of the survey respondents (72%) identified as women; 26% identified as men, while others identified as gay/lesbian/ bisexual or queer/fluid/transsexual (see tables in Appendix Three for this information). Respondents and their spouses tended to be well-educated, with 65% of respondents and 58% of partners/spouses having attained graduate or doctoral degrees as their highest levels of academic achievement.

	<i>Respondents n=158</i>	<i>Partners/Spouses n=151</i>
Masters/graduate degree	50%	47%
Bachelors degree	33%	35%
Doctoral degree	15%	11%
Two-year technical/ Associates degree	2%	2%
High school diploma/GED	1%	1%
Some college	--	3%

**Income and Employment Information:** One hundred and fifty-five respondents provided information related to their household income.

**More than one-third (38%) selected the category “We have enough money,” while another 26% described their situation as “We manage to make ends meet.”** Just over one-quarter described themselves as “well-off” or “having some extra money,” while 6% reported they have “difficulty making ends meet” (data not shown in table).

	<i>Respondents n=157</i>	<i>Partners/Spouses N=151</i>
Employed full-time	73%	83%
Employed part-time	17%	9%
Not employed outside the home, not looking for employment	6%	2%
Not employed, looking for employment	2%	2%
Other (student)	2%	4%

Of those who answered questions about employment, **nearly three-quarters (73%) of respondents were employed full-time while 83% of their partners/spouses were similarly employed** (see the table above). A total of 4% reported that they or their spouses/partners are currently unemployed.

<i>Top Zip Codes for Workplaces</i>	<i>Respondents n=153</i>	<i>Partners/Spouses n=131</i>
63105	23	20
63130	16	13
63141	14	1
63146	12	8
63017	11	11
63132	10	7
63110	9	9
63102	4	5
63108	4	7

While questions about respondents’ professions and places of employment were not included on the survey, respondents were asked to share the zip codes in which they and/or their partners/spouses are employed. The top zip codes for workplaces (in descending order of frequency) are 63105 (Clayton), 63130 (University City), 63141 and 63146 (Creve Coeur/Maryland Heights), 63017 (Chesterfield), 63132 (Olivette), 63110 (St. Louis City: Central West End, The Hill and Missouri Botanical Garden), 63102 (Downtown St. Louis), and 63108 (Central West End: Delmar to Grand Center).

## Jewish Identity

As previously stated, 58% of the 341 individuals who completed the Jewish Early Childhood Survey **indicated that both partners/spouses in the family are Jewish**; another 39% are Jewish themselves but their partners are not. The remaining 3% of respondents were not Jewish but their partners were.

Of the 111 people who listed their denominations, **the largest percentage is Orthodox, followed by Reform and Conservative<sup>13</sup>**. The top congregations represented by respondents (with 124 replying to this question) include Agudah Israel, Temple Israel, Shaare Emeth and United Hebrew.

**Most respondents (82%) plan to raise their children as fully Jewish (by religion)** while 15% intend to raise their children as Jewish by culture, but not religious.

**Seventy-nine families indicated they were involved in Jewish programs/organizations** other than congregations and/or Jewish day schools or early childhood centers. Seven respondents reported they were involved in too many organizations to list. Organizations/programs listed by more than 2 respondents include:

- Jewish Federation (16 respondents)
- Aish (9)
- PJ Library (7)
- Kollel (4)
- Rhythm ‘n Ruach (4)
- NCJW (3)

Two respondents each reported they were involved with Jewish Arts and Soul and Nishmah, with one each in the American Jewish Committee, Ashrinue, Chabad, JGrads, JPro, Moishe House, Tomchei Shabbos, TPS, or Vaad Hoer.

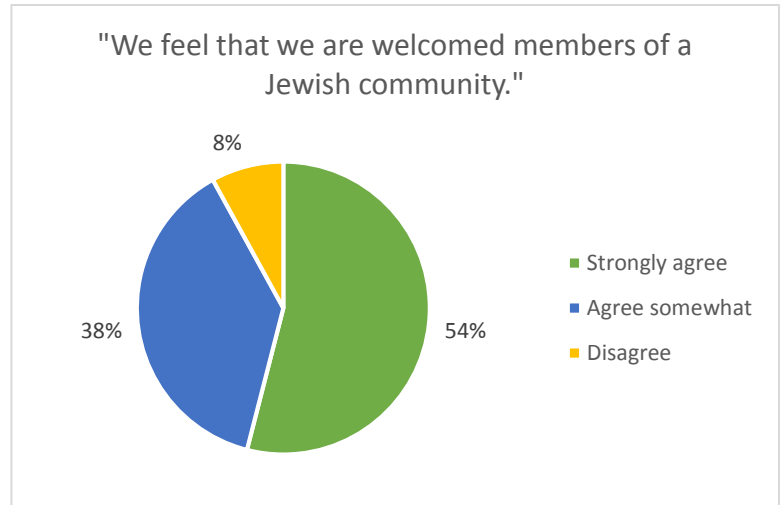
Jewish Identify and Affiliations	Percent
<b>Denominations (n=111)</b>	
Orthodox	33%
Reform	31%
Conservative	16%
Other (Jewish, not applicable)	20%
<b>Affiliations (n=124)</b>	
Agudah Israel	22%
Temple Israel	11%
Shaare Emeth	10%
United Hebrew	10%
Young Israel	10%
B’nai Amoona	7%
Kol Rinah	6%
Bais Israel	5%
Tipheres Israel Chevra Kadish	5%
Central Reform Congregation	4%
Other <sup>11</sup>	10%
<b>Intentions for Children (n=115)</b>	
Jewish by religion	82%
Jewish, not religious	15%
Partially Jewish	3%
<b>Observation of Jewish Holidays and Practices (n=157)</b>	
Regularly observes Shabbat	52%
Regularly observes High Holidays	26%
Sometimes observes holidays/ Shabbat	14%
	6%
<b>Sources of Jewish Education (n=61)</b>	
Religious school	38%
Tutoring/education at home	30%
Other school or program <sup>12*</sup>	18%
Congregation school	11%
Hebrew school	3%

<sup>11</sup>Other congregations with fewer respondents from each include Ashreinu, Nusach Hari, and Shaare Chesed.

<sup>12</sup> Other Jewish programs/organizations mentioned include day schools, Aish, and Rhythm ‘n Ruach.

<sup>13</sup> Reported denominations differed by City/County residents. Those who lived in the City were less likely to be Orthodox (0 in the City compared to 26% of County residents) and more likely to identify as Conservative (22% of City respondents vs. 8% of County residents) and slightly more likely to identify as Reform (22% in the City compared to 19% in the County).

The overwhelming majority (92%) of survey respondents either “strongly agreed” or “agreed” that their families felt welcomed as members of a St. Louis Jewish community.



### Part Three: Early Childhood Care

Of the 210 respondents with children, 176 (or 77%) indicated that one or more of their children (ages 0 to 4) is enrolled in an early childhood center. Altogether, parents reported on child care/early childhood placements for a total of 298 children. Although a fair number of respondents chose not to answer more detailed questions on child care, the table below shows estimates of the percentages of children, by age, that are enrolled in early childhood centers.

- The youngest age group of children, not surprisingly, are the least likely to be enrolled. Of the 39 children between 0 and 6 months, 36% are being cared for at early childhood centers while 46% are cared for in another setting (mostly at home).

	<i>Enrolled</i>	<i>Not Enrolled</i>	<i>Unspecified</i>
0-6 months (n=39)	36%	46%	18%
7-12 months (n=48)	40%	48%	12%
13-18 months (n=14)	71%	21%	7%
19-24 months (n=62)	60%	19%	21%
25-30 months (n=8)	75%	--	25%
31-36 months (n=59)	80%	7%	13%
37 months and older (n=62)	82%	--	18%

- Three-quarters or more of children over age 2 are enrolled in an early childhood program. Of the 62 children aged 3 and 4, 82% are enrolled.**

For the young children who are not in preschools, about half of their parents (54% of 39 total) indicated the children are cared for in their homes by the respondent or their partners/spouses, while 44% are cared for by a nanny or relative or someone else in the home, and 31% are in someone else’s home (percentages add up to

more than 100% because a number of respondents used a combination of caregivers). Of those with children cared for in someone else’s home, 1 person indicated that the setting was a licensed, accredited placement.

Respondents provided enrollment information for 159 children enrolled in early childhood centers. Of these, **108 (76%) were enrolled in Jewish Early Childhood Centers while 34 were enrolled in other centers.**

Forty-one children of survey respondents attended the early childhood program at Torah Prep, which constitutes 26% of all children<sup>14</sup>. The Jewish centers listed for the most children (after Torah Prep) include the JCC Early Childhood Center in Creve Coeur, the Deutsch Early Childhood Center at Temple Israel, and the programs at Kol Rinah, B’nai Amoona and United Hebrew.

<i>Name of Childhood Center</i>	<i>Percent/ Number of Children Attending</i>
<b>Jewish Early Childhood Centers</b>	<b>76%</b>
Torah Prep Early Childhood program	41
JCC Early Childhood Center (Creve Coeur)	12
Deutsch Early Childhood Center	11
Kol Rinah Early Childhood Center	10
B'nai Amoona	8
United Hebrew Saul Spielberg Early Childhood Center	8
Temple Israel Preschool	5
Epstein Hebrew Academy	5
Shirlee Green-Shaare Emeth	4
Ganeinu (Sima Pentelnik)	2
JCC Early Childhood Center (Chesterfield)	2
<b>Other (non-Jewish) Early Childhood Centers</b>	<b>24%</b>
Ladue Early Childhood Center	5
St. Louis Children’s Hospital Child Development Center	4
Casa dia Montessori	2
Chesterfield Day School	2
Children’s Discovery Day School	2
Other	13

The non-Jewish early childhood centers mentioned by the highest numbers of respondents were Ladue Early Childhood Center (reported for 5 children) and St Louis Children's Hospital Child Development Center (4 children). Other centers reported for 2 children each include Casa dia Montessori, Chesterfield Day School, and Children’s Discovery Day School.

When parents were asked how they had determined which early childhood centers their children would attend, most respondents (93%) mentioned that recommendations from others were important influences while 84% had participated in center tours or visits. Just under one-third (31%) mentioned online sources of information while 15% mentioned receiving the centers’ marketing materials (percentages add up to more than 100% because most parents selected ore than one source of information).

<sup>14</sup> Torah Prep was one of the organizations that supported this research study by sending the Parent Survey online link to all their families. This resulted in a strong response from parents in terms of survey numbers. Due to the possibility of bias (introduced into survey results by a large portion of respondents who share similar characteristics), additional analyses were completed to identify significant differences between these households as compared to survey respondents as a whole. When significant differences exist, they are noted in footnotes or in Appendices Four and Six.



For a full list of centers named by respondents, please see Appendix Three.

On average, children were enrolled in their early childhood centers on a **full-day basis** (for an average of 31.5 hours per week).

Costs per week ranged widely, with an **average cost of \$273.46 per week**. Most parents paid \$15.00 or less per hour for their children’s care, with an average of \$9.69 per hour.

Respondents indicated that 35 children (22% of all children with enrollment information) received some level of financial assistance to cover the costs of their care.

- 14% of these 35 children received assistance covering 20% or less of their weekly costs, 14% received 21%-40% coverage, 38% received 41-60%, and the rest received 61% or more.
- The dollar value of assistance averaged \$126.34 per week.

	<i>Percent</i>
<b>Hours per week</b>	
15 hours or less	14%
16-30 hours	26%
31-45 hours	50%
46 hours or more	10%
<b>Cost per week</b>	
\$100 or less	14%
\$101-\$200	25%
\$201-\$300	33%
\$301-\$400	15%
\$401-\$500	5%
\$501-\$600	4%
\$601 or more	5%
<b>Cost per hour</b>	
\$7.50 or less	51%
\$7.51-\$15.00	38%
\$15.01-\$30.00	8%
\$30.01 or more	3%

#### Part Four: Perspectives on Early Childhood Care

A significant section of the Jewish Early Childhood Parent Survey focused on parents’ satisfaction levels with their current child care arrangements along with the things they valued most about early childhood care.

- Of the 137 parents who provided ratings of overall satisfaction, 80% indicated they are “satisfied” while 15% believe their arrangements were “adequate.” Five percent (7 respondents) said they are “dissatisfied” with their current arrangements.
- **Overall, parents tend to be satisfied with their current arrangements although approximately 20% (27 households) may be interested in changing their arrangements if better options are provided.**

	<i>Dissatisfied (1-4 on a 10 pt. scale)</i>	<i>Adequate (5-7 on a 10-pt. scale)</i>	<i>Satisfied (8-10 on a 10- pt. scale)</i>	<i>Average Rating</i>
Overall satisfaction ratings	5%	15%	80%	8.5

n=137

Parents also rated their levels of satisfaction with various components of their current early childhood care.

- The components that respondents rated the highest include **values/culture of caring** (with an average rating of 5.7 on a 6-point scale), **convenience of location** (5.5), **Jewish religious education** (5.5), and **ability to keep Kosher** (5.5).
- The components with the lowest ratings of satisfaction (ratings below 5) are **Availability of “extras” (yoga, swim lessons, etc.)** (with an average rating of 4.4), **Availability of services to address learning**

**needs/delays (4.5), Availability of screening for learning needs/delays (4.7), Facilitation of connections to elementary schools (4.8), and Racial/ethnic diversity (4.9)<sup>15</sup>.**

	<b>1= Completely dissatisfied</b>	<b>2= Somewhat dissatisfied</b>	<b>3= Neutral</b>	<b>4= Somewhat satisfied</b>	<b>5= Mostly satisfied</b>	<b>6= Completely satisfied</b>	<b>Mean</b>
Indoor/outdoor safety (n=133)	--	2%	6%	2%	29%	61%	5.4
Convenience of location (n=134)	1%	3%	4%	5%	16%	71%	<b>5.5</b>
Convenience related to drop off/pick up and parking (n=132)	1%	4%	2%	5%	28%	59%	5.3
Flexibility of days and hours care is available (n=132)	1%	5%	4%	6%	19%	66%	5.3
Education and experience of caregivers (n=132)	1%	3%	2%	10%	36%	48%	5.2
Attitudes and skills of caregivers (n=132)	1%	1%	4%	6%	36%	53%	5.3
Balance of play and educational experience (n=132)	1%	4%	2%	7%	24%	62%	5.3
Quality/appearance of the facility (n=132)	--	3%	5%	7%	32%	52%	5.3
Availability of outdoor play areas (n=132)	2%	4%	6%	6%	28%	55%	5.2
Availability of screening for learning needs/delays (n=130)	4%	4%	17%	10%	20%	44%	<b>4.7</b>
Availability of services to address learning needs/delays (n=126)	4%	4%	18%	17%	20%	37%	<b>4.5</b>
Socioeconomic diversity (n=130)	--	4%	12%	10%	20%	54%	5.1
Racial/ethnic diversity (n=130)	--	6%	14%	14%	16%	50%	<b>4.9</b>
Others (staff and other families) who are most like you (n=127)	--	--	10%	5%	30%	55%	5.3
Values/culture of caring (n=131)	--	2%	2%	1%	18%	78%	<b>5.7</b>
Jewish religious education (n=127)	4%	2%	3%	1%	6%	83%	<b>5.5</b>
Jewish culture/Shabbat/holiday observance (n=132)	6%	2%	8%	4%	6%	74%	5.2

<sup>15</sup> While the average overall satisfaction rating was similar for both Torah Prep respondents and others, significant differences exist in satisfaction levels with the components listed. Please see Appendix Four for difference details.

	1= <i>Completely dissatisfied</i>	2= <i>Somewhat dissatisfied</i>	3= <i>Neutral</i>	4= <i>Somewhat satisfied</i>	5= <i>Mostly satisfied</i>	6= <i>Completely satisfied</i>	Mean
Opportunities for parent engagement (n=132)	1%	6%	4%	12%	26%	50%	5.1
Opportunities for social engagement with other parents (n=131)	4%	9%	12%	11%	29%	35%	<b>4.6</b>
Availability of “extras” (yoga, swim lessons, etc.) (n=130)	8%	8%	18%	12%	18%	37%	<b>4.4</b>
Ability to keep Kosher (n=130)	1%	--	6%	4%	15%	74%	<b>5.5</b>
Ability to bring food (better options) for your child (n=130)	1%	3%	6%	4%	14%	72%	5.4
Facilitation of connections to your elementary school of choice (n=130)	4%	5%	16%	7%	15%	53%	<b>4.8</b>

Parents (and prospective parents who plan to have children in the near future) rated the same list of early childhood care attributes in terms of their importance.

	<i>Not at all important 1</i>	<i>Somewhat important 2</i>	<i>Very important 3</i>	<i>No Opinion or N/A</i>	Mean (1-3)
Indoor/outdoor safety (n=179)	--	8%	90%	2%	<b>2.9</b>
Convenience of location (n=179)	2%	32%	65%	1%	2.6
Convenience related to drop off/pick up and parking (n=180)	11%	50%	37%	2%	2.3
Flexibility of days and hours care is available (n=180)	3%	25%	70%	3%	<b>2.7</b>
Education and experience of caregivers (n=180)	--	12%	87%	1%	<b>2.9</b>
Attitudes and skills of caregivers (n=180)	--	7%	92%	1%	<b>2.9</b>
Balance of play and educational experience (n=180)	2%	17%	81%	1%	<b>2.8</b>
Quality/appearance of the facility (n=180)	2%	49%	48%	1%	2.5
Availability of outdoor play areas (n=178)	3%	30%	67%	1%	2.6
Availability of screening for learning needs/delays (n=179)	6%	35%	54%	5%	2.5
Availability of services to address learning needs/delays (n=179)	5%	32%	54%	9%	2.5
Socioeconomic diversity (n=179)	26%	46%	20%	4%	1.9
Racial/ethnic diversity (n=179)	27%	44%	21%	7%	1.9
Others (staff and other families) who are most like you (n=176)	21%	53%	19%	6%	2.0
Values/culture of caring (n=179)	--	8%	91%	1%	<b>2.9</b>
Jewish religious education (n=177)	12%	29%	55%	4%	2.5
Jewish culture/holiday observance (n=179)	12%	22%	52%	4%	2.4

	<i>Not at all important</i> 1	<i>Somewhat important</i> 2	<i>Very important</i> 3	<i>No Opinion or N/A</i>	<i>Mean (1-3)</i>
Opportunities for parent engagement (n=178)	7%	63%	28%	2%	2.2
Opportunities for social engagement with other parents (n=179)	18%	61%	18%	3%	2.0
Availability of “extras” (yoga, swim lessons, etc.) (n=178)	31%	49%	14%	5%	1.8
Ability to keep Kosher (n=179)	42%	13%	39%	6%	2.0
Ability to bring food (better options) for your child (n=179)	16%	40%	37%	6%	2.2
Facilitation of connections to your elementary school of choice (n=176)	24%	47%	16%	13%	1.9

Based on average ratings of importance and parents’ own listings of their priorities, the most important components of early childhood care include<sup>16</sup>:

- Indoor/outdoor safety (with an average importance rating of 2.9 on a 3-point scale)
- Shared values and a culture of caring (2.9)
- The education and experience of caregivers (2.9)
- The attitudes and skills of caregivers (2.9)

Other highly-rated components include: Jewish cultural observance and/or religious education, a good balance between play and educational experience, and flexibility in the days and hours when care is available<sup>17</sup>.

	<i>Percent Naming this Component as...</i>		
	<i>Top Priority</i>	<i>One of 3 Top Priorities</i>	<i>One of 5 Top Priorities</i>
Indoor/outdoor safety	28%	46%	61%
Values/culture of caring	15%	30%	48%
Quality/experience of caregivers and staff	14%	46%	61%
Jewish religious education/culture/holiday observance	14%	39%	52%

The next table below shows a comparison of priority ratings as compared to parents’ levels of satisfaction with the components as they exist in their current early childhood care arrangements (with top ratings shown in bold type). Highlights of comparisons include the following:

<sup>16</sup> Several significant differences existed in ratings of importance assigned by those who did not have young children yet but who planned to start families in the near future. These families (who were also more likely to live in St. Louis City) assigned higher average ratings of importance to social/economic and racial diversity than families who already had children. This group also assigned lower average ratings to the importance of Jewish education and cultural observance in early childhood centers.

<sup>17</sup> See Appendix Five for a table summarizing the top priorities as written in by respondents.

- Parents’ top priority is the safety of their children, and overall, they tend to be satisfied with the levels of safety provided by their current placements.
- Other top priorities are the education/experience and attitudes/skills of their children’s caregivers. Parents tend to be mostly satisfied with the current caregivers of their children, although there is some room for improvement; ratings for these aspects were not among the top ratings for satisfaction.
- Shared values and a culture of caring were highly important, and respondents also tended to be very satisfied with their current arrangements.

	<i>Level of Importance 3-point scale (n=179)</i>	<i>Current Satisfaction 6-point scale (n=134)</i>
Indoor/outdoor safety	<b>2.9</b>	<b>5.4</b>
Education and experience of caregivers	<b>2.9</b>	5.2
Attitudes and skills of caregivers	<b>2.9</b>	5.3
Values/culture of caring	<b>2.9</b>	<b>5.7</b>
Balance of play and educational experience	<b>2.8</b>	5.3
Flexibility in the days and hours when care is available	<b>2.7</b>	5.3
Convenience of location	2.6	<b>5.5</b>
Availability of outdoor play areas	2.6	5.2
Quality/appearance of the facility	2.5	5.3
Availability of screening for learning needs/delays	2.5	4.7
Availability of services to address learning needs/delays	2.5	4.5
Jewish religious education	2.5	<b>5.5</b>
Jewish culture/Shabbat/holiday observance	2.4	5.2
Convenience related to drop off/pick up and parking	2.3	5.3
Opportunities for parent engagement at school	2.2	5.1
Ability to bring food (better options) for your child	2.2	<b>5.4</b>
Others (staff and other families) who are most like you	2.0	5.3
Opportunities for social engagement with other parents	2.0	4.6
Ability to keep Kosher	2.0	<b>5.5</b>
Socioeconomic diversity	1.9	5.1
Racial/ethnic diversity	1.9	4.9
Facilitation of connections to your elementary school of choice	1.9	4.8
Availability of “extras” (yoga, swim lessons, etc.)	1.8	4.4

The following components were rated, on average, as **least important** in parents’ desires for quality early childhood care: socioeconomic and racial/ethnic diversity, the facilitation of connections to elementary schools, and the availability of extra programming like yoga or swimming lessons.

Sixty-eight respondents provided descriptions of ideal early childhood experiences. Twelve people mentioned the **importance of Jewish identity/education**. A sample of their comments on a quality program include the following:

- *High quality Jewish religious education and values at the same time as high quality secular education, given over in an age-appropriate manner, with an overall emphasis on age-appropriate social-emotional skills, from highly trained staff in a safe environment.*
- *A school where children feel loved and safe, learn to cherish and celebrate their Judaism, and are engaged and excited about the learning.*
- *There are plenty of preschools; if we were to use a Jewish preschool or school [it] would have to be teaching Judaism.*

Eight parents commented on the value of **play-based learning**. Sample comments include:

- *We value play-based learning. Not too much structure. Focus on social-emotional skills as well.*
- *Child centered, play-based, nurturing.*
- *Play-based, child-centered, open-ended, developmentally appropriate.*

Seven respondents mentioned the **importance of quality caregivers**.

- *Great engaging teachers who care about your child with a nice, safe facility that is open until 6:30.*
- *Great teachers teaching great values.*
- *Teachers are trained in development and curriculum. Teachers and director care about the kids and families and have great communication. Activities are developmentally appropriate and designed to help kids grow in all areas. Parents' decisions are honored.*

Five parents remarked on the importance of a **caring environment**. Their comments include:

- *A warm and caring environment with education that is developmentally appropriate.*
- *A program that provides a safe, warm, nurturing environment with much opportunity for play based learning and meticulous care.*

Other descriptions include:

- *A safe, caring environment for a child that fosters creativity, growth, and social interactions.*
- *A center that provides my children with the opportunity to thrive, while providing the necessary flexibility for our schedule.*
- *Encouraging and teaching kindergarten readiness.*

**Subgroup Comparisons:** There were similarities and differences in how different groups of respondents replied to the satisfaction and importance items on the surveys<sup>18</sup>.

For example, **the 52 parents whose young children were not currently enrolled in an early childhood center enjoyed about the same level of overall satisfaction with their current arrangements as the 176 parents whose children were enrolled in preschools.** However, there were some differences in how they rated the individual components, although there were only two differences that were statistically different (meaning that the results are not likely due to chance or random error alone):

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<sup>18</sup> Other than differences shown in Appendices Four and Six for Torah Prep respondents and all other respondents.

- Parents whose children were enrolled in early childhood centers were more likely than parents of children who had other childcare arrangements to be satisfied with the 1) balance of play and educational experience their children receive, and 2) the availability of outdoor play areas.

	<i>Currently Enrolled (n=176)</i>	<i>Not Enrolled (n=52)</i>
<b>Overall satisfaction</b>	<b>8.5</b> (out of 10)	<b>8.4</b> (out of 10)
Indoor/outdoor safety	5.4 (out of 6)	5.4 (out of 6)
Convenience of location	5.4	5.8
Convenience related to drop off/pick up and parking	5.3	5.6
Flexibility of days and hours care is available	5.4	5.4
Education and experience of caregivers	5.3	5.1
Attitudes and skills of caregivers	5.4	5.2
Balance of play and educational experience**	5.5	4.6
Quality/appearance of the facility	5.3	4.9
Availability of outdoor play areas**	5.3	4.3
Availability of screening for learning needs/delays	4.7	4.3
Availability of services to address learning needs/ delays	4.6	4.2
Socioeconomic diversity	5.1	4.7
Racial/ethnic diversity	4.9	4.9
Others (staff and other families) who are most like you	5.3	5.5
Values/culture of caring	5.7	5.7
Jewish religious education	5.5	5.5
Jewish culture/Shabbat/holiday observance	5.3	4.8
Opportunities for parent engagement at school	5.1	4.8
Opportunities for social engagement with other parents	4.6	4.2
Availability of “extras” (yoga, swim lessons, etc.)	4.4	3.9
Ability to keep Kosher	5.5	5.7
Ability to bring food (better options) for your child	5.3	6.0
Facilitation of connections to elementary school	4.9	4.6

\*\*p is significant at p<0.01

**The 73 parents with children enrolled in Jewish Early Childhood Centers expressed similar overall levels of satisfaction as the 19 parents with children enrolled in non-Jewish centers.** However, these two groups also showed significant differences in their quality ratings for a number of components.

- As expected, the first group of parents (whose children are enrolled in Jewish centers) are more satisfied with Jewish religious education, the ability to keep Kosher, and Jewish content/cultural observance provided at their centers than the others.
- They are also more satisfied with their opportunities to engage both with the centers their children were in and with other parents.
- Finally, parents whose children attend Jewish early childhood programs are more satisfied with the availability of programming extras and with connections between early childhood centers and elementary schools.

	<i>Comparisons for Families with Children Enrolled...</i>	
	<i>In Jewish Early Childhood Centers (n=73)</i>	<i>In Other Early Childhood Centers (n=19)</i>
Overall satisfaction	<b>8.5</b> (out of 10)	<b>8.6</b> (out of 10)
Indoor/outdoor safety	5.3 (out of 6)	5.7 (out of 6)
Convenience of location	5.4	5.4
Convenience related to drop off/pick up and parking	5.2	5.7
Flexibility of days and hours care is available	5.2	5.5
Education and experience of caregivers	5.3	5.2
Attitudes and skills of caregivers	5.4	5.4
Balance of play and educational experience	5.6	5.2
Quality/appearance of the facility	5.3	5.1
Availability of outdoor play areas	5.2	5.3
Availability of screening for learning needs/delays	4.7	4.6
Availability of services to address learning needs/delays	4.6	4.4
Socioeconomic diversity	5.1	5.0
Racial/ethnic diversity	4.8	5.0
Others (staff/other families) who are most like you	5.4	5.1
Values/culture of caring	5.7	5.8
Jewish religious education***	<b>5.8</b>	<b>2.0</b>
Jewish culture/Shabbat/holiday observance***	<b>5.6</b>	<b>1.8</b>
Opportunities for parent engagement at school**	<b>5.2</b>	<b>4.3</b>
Opportunities for social engagement with other parents*	<b>4.8</b>	<b>3.8</b>
Availability of “extras” (yoga, swim lessons, etc.)**	<b>4.6</b>	<b>3.1</b>
Ability to keep Kosher***	<b>5.6</b>	<b>4.2</b>
Ability to bring food (better options)	5.5	5.0
Facilitation of connections to elementary school**	<b>5.3</b>	<b>3.6</b>

\*\*p is significant at p<0.01; \*\*\*p is significant at p=0.000

**Perceptions of Jewish Early Childhood Centers:** Following the questions about quality and importance as related to early childhood programs overall, the Parent Survey asked respondents to rate their perceptions of Jewish early childhood centers as a group, regardless of whether or not their children were enrolled in these centers. This question was intended to gauge overall perceptions of early childhood programs in the Jewish community in order to help understand reasons why parents may not be choosing these centers for their young children.

- Perceptions of these centers were positive in terms of providing a **caring environment**, with 47% of respondents rating this attribute as “excellent” and another 23% rating their perceptions as “good.”
- Parents also tended to believe that the **Jewish content** available at these centers is “excellent” or “good.”
- Attributes that were more likely to be rated as “poor” or “fair” include the number of closures for Jewish holidays and the costs of their programs.



<i>Perceptions of All Jewish Early Childhood Centers<sup>19</sup></i>					
<i>Attribute</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>	<i>Unsure</i>
Cost	11%	28%	30%	5%	26%
Location	9%	23%	38%	22%	8%
Convenience	10%	19%	40%	22%	10%
Quality of Facilities	1%	15%	38%	29%	16%
Quality of Staff	1%	6%	40%	26%	26%
Quality of Program/ Curriculum	1%	9%	33%	30%	27%
Safety	1%	7%	34%	33%	25%
Caring Environment	--	5%	23%	47%	25%
Jewish Content	5%	10%	29%	34%	23%
Opportunity for Parent Involvement	3%	11%	29%	21%	37%
Closures for Holidays	11%	19%	35%	6%	30%
Diversity of Staff	5%	11%	26%	11%	47%
Diversity of Children/Families	9%	15%	24%	10%	42%

n=158

Nineteen respondents included comments about their perceptions of Jewish early childhood centers. **Six** parents commented on the **number of closures** for breaks/holidays:

- *Current options are good, and likely meet the needs of many families living West of the City. For families living in the City of St. Louis, the distance is inconvenient; however, we would be willing to make the drive for our child if Jewish early childhood centers provided more full-time care options, especially in the summer months when many have limited hours or surrounding holidays. It makes sense that synagogues are closed for major Jewish holidays, but as we look for childcare options, we are finding that many are closed 20+ days a year, compared to the 8 that most child care centers are closed.*
- *The only complaint/difficulty my friends who use Jewish daycares have is that they all close for all Jewish holidays, and most of my friends get really stressed about covering childcare on those days as we don't get off work (except on high holidays).*
- *The number of closures for holidays has caused our family to look at day care centers outside the Jewish community. The number of closures is unreasonable.*

Several parents commented on other topics:

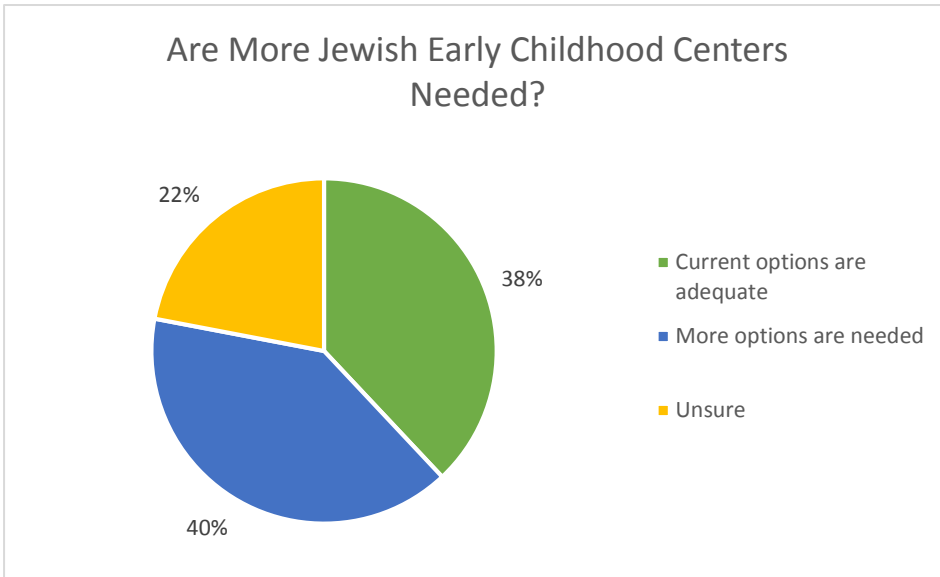
- *The cost of [one of the larger programs] is too costly and difficult for many young families.*
- *I need a daycare to open before 7 am!!!!*
- *For Jewish Education I don't think diversity should even be a question. The real issue that I see is that it is hard to get a good mix of Jewish values and education and also have consistent care (8 am-6 pm) year round (excluding Jewish holidays).*

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<sup>19</sup> Parents were asked to share perceptions of current early childhood centers in the Jewish community, including the congregation preschools/centers as well as the JCC centers in Creve Coeur and Chesterfield.

Finally, some respondents commented that they didn't feel comfortable responding to this section of the survey because the centers are not all equal in quality:

- *It is very hard to judge them as a group. I think there are a few well run, wonderful Jewish facilities in St. Louis. But I also think there are some scary bad ones.*
- *I think it's nearly impossible to give a fair opinion on all these centers as a whole, as they are all very different from each other.*
- *[It is] difficult to answer because it varies from institution to institution.*



**Overall, 40% of survey respondents believe that more options for Jewish Early Childhood Centers are needed,** that more families would choose Jewish centers if they had the right choices. Slightly fewer (38%) believe that current options are good or adequate, and meet the needs of the Jewish community<sup>20</sup>. Responses to this question tended to differ for different subgroups. For example, while 21% of those who currently have children believe more options are needed, a higher percentage

(32%) of those who do not yet have children believe the same. Responses also differed by geographic areas, with 63% of the 19 City residents who responded to this question believing that more options are needed versus 33% of County residents<sup>21</sup>.

Thirty-one people added comments on the need for additional options in terms of the following factors:

**Affordability** (mentioned by 9 people, with the following sample comments):

- *There's a strong need for a formal, affordable orthodox program for children aged 4 months to 2 years.*
- *Cost has to be affordable. This is keeping many Jews out of the JCC, temples, and Jewish institutions.*
- *My youngest son attended the JCC program and it was very good, but we simply could not afford to have him stay there. Cost and insufficient scholarships mean that only wealthy Jews can afford a Jewish education for their children.*

**Need for flexible/longer hours** (mentioned by 3 people):

<sup>20</sup> A significant difference was found in the responses of Torah Prep respondents as compared to others. Specifically, parents from Torah Prep were more likely to believe that more options are needed. See Appendix 5.

<sup>21</sup> These two differences (between current parents and parents-to-be, and between City and County residents) are closely related because a higher percentage of City residents do not yet have children.

- *Longer hours that cater to two working parents without the cost being exorbitant. Convenience and flexibility is a must.*
- *Currently very difficult for Orthodox Jewish homes with both parents working. No programs accommodate the hours. Aftercare needs to be later or more aftercare options are needed.*
- *Need a place that is open until 6:30 and not closed for every minor Jewish holiday.*

**Additional capacity needed** (with 6 comments, including the following):

- *The best current programs seem at or near capacity. Enhancing capacity within those programs is important.*
- *There is a severely under-served market for kids between the age of 0-3 in the University City area. Currently, I know of a significant amount of families driving out to Chesterfield for care for that age range. Once they hit 3 they may go to Epstein or Torah Prep but until then, they are under-served with limited options.*
- *Additional EC programs for the Orthodox community (in addition to what is offered by Torah Prep and Epstein) would be helpful.*
- *Would like to see more non-congregation affiliated centers.*

**Location:**

- *A city option would be great! Locations too far west end up decreasing access and diversity. Overall staff and facilities are great, but some sites are more high energy, positive and welcoming than others.*

Other comments include the following:

- *I'd like a program for Israeli families who want their kids to speak Hebrew. In California they have this and it's very successful. Can you make my dreams come true?*
- *Our kids went to the JCC and we loved it and really appreciated their scholarships!*
- *I would not be deterred by a small program or by a facility with minimal playground/up-to-date/fancy structure. It's all about who teach and a caring environment.*

## **Part Five: Plans and Preferences for the Future**

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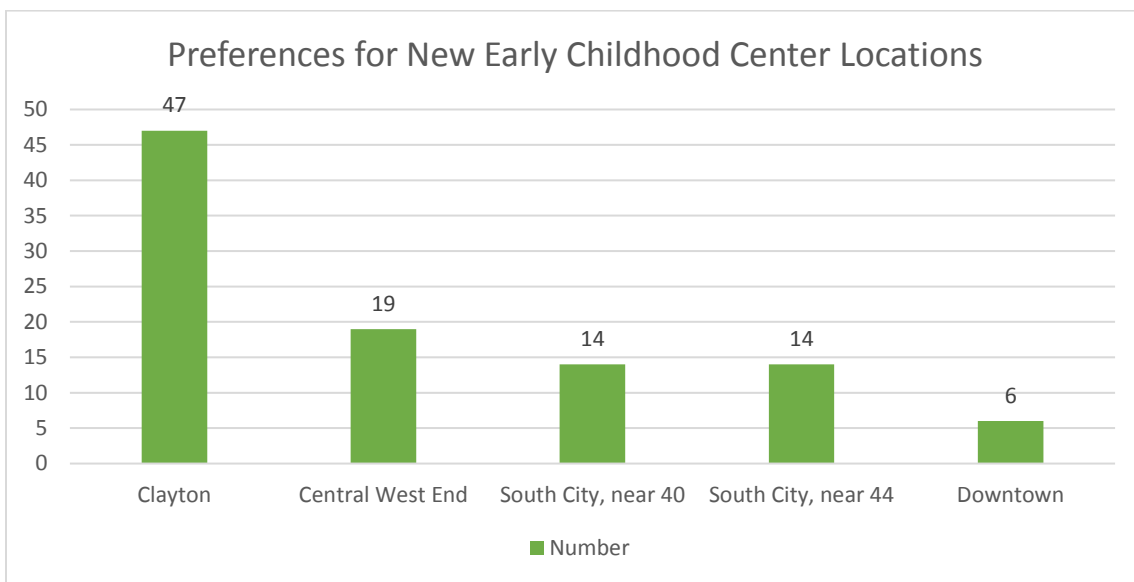
Twenty-four respondents responded affirmatively when asked if they anticipate **changing their current child care/early childhood program arrangements in the next two to three years**, besides enrolling their children in kindergarten. Anticipating a sizable percentage of respondents who believe that additional Jewish early childhood options are needed, the Parent Survey listed potential locations for new programs that are located to the east of current Jewish early childhood centers (or outside the Jewish core).

Seventy-two respondents responded with their preferences for additional locations (while 39 parents responded that the question was not applicable to their plans)<sup>22</sup>.

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<sup>22</sup> Please note that respondents could select more than one convenient location, thus the number of "votes" exceeds the total number of people who responded to this survey question.

- Of the 72 who responded, 47 (65%) selected “**Clayton, near Forest Park Parkway**” as a convenient location.
- Significantly fewer people (19) selected “The Central West End, with easy access to Forest Park Parkway.”
- Fourteen people selected a South City location with easy access to Highway 40. The same is true for a South City location near Highway 44. There was a significant degree of overlap in the respondents who chose one or both of these locations, with 17 respondents total selecting South City as a convention location.
- The downtown area was not a popular option, with only six people who selected it.



“Other” locations written in by 21 respondents include municipalities that are located within the Jewish core, including the eastern part of the county (including University City, Ladue, Clayton and Creve Coeur, which together received 18 mentions), West County (including Chesterfield and Wildwood, with 6 mentions), North County-Maryland Heights (1 mention) and other locations not specified (2).

**Future Educational Plans:** Just over half of the respondents (51%) indicated that they either plan to enroll their young children in a Jewish Day School for elementary school or they have older

<i>Elementary School Choices</i>	<i>Percent</i>
Jewish day school	51%
Public school	44%
Magnet school	3%
Charter school	3%
Private school	4%
Home school	1%
Unsure	7%
Other	3%

n=135

children currently enrolled in Jewish Day Schools<sup>23</sup>. Somewhat fewer (44%) plan to enroll or currently send their children to public schools. The elementary school choice of 6% of parents includes a magnet or charter school. Other choices are shown in the table to the right.

Thirty-two parents indicated that their families may move to a different area in the next five years. Of these, 6 parents said they may move to Clayton, 10 parents named Olivette (5 families), or University City (5 families), and 5 more selected Ladue. Other locations include Creve Coeur (3 families) and Brentwood (2). Of the 19 respondents who currently reside in City zip codes, 6 (32%) anticipate moving to the County or out of state in the relatively near future.

The following areas were each named by one person: Kirkwood, South City, St. Charles, and Webster Groves. Several respondents indicated they'd be moving to other states, while 6 more intend to move but they haven't selected their new neighborhoods.

<i>Area Families May Move To:</i>	<i>No. of Responses</i>
Clayton	6
Olivette	5
University City	5
Ladue	5
Chesterfield	3
Creve Coeur	3
Brentwood	2
Outside the St. Louis region	3
Unknown	6

n=34

### **Jewish Early Childhood Study Key Findings and Recommendations**

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The current study contributes to what is known about young Jewish families and their needs and preferences for early childhood programming. Although the sample size is not large enough for generalization to all young Jewish families in the St. Louis area, Parent Survey and interview results are sufficient to suggest possible directions for early childhood programming in the near future, especially as they relate to the purposes of this study.

Recommendations are based on the following sources: 1) a review of data previously collected through other studies of the St. Louis Jewish community (as referenced in the introduction to this report); 2) interviews with key informants (as summarized in Part One), and 3) a thorough analysis of the Parent Survey results (as detailed in Part Two).

**Finding and Recommendation Number One:** Overall, parents are mostly satisfied with their current early childhood arrangements. While there is a sizable number of families who believe additional Jewish early childhood options are needed in the St. Louis area, or those who may use other options if they were available,

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<sup>23</sup> This percentage is much lower for families whose children are not currently enrolled at Torah Prep. While all respondents with children enrolled at Torah Prep plan to continue with Jewish day school, only 20% of other parents plan to do the same.

there does not appear to be a crisis-level or urgent need for new centers. The study process did not find that a significant number of Jewish families are in need of care or education beyond what is currently available.

Based on comments made during the survey process, some of this desire for more options has to do with cost or with the need for extended hours or coverage during Jewish holidays. This may suggest that other efforts may be more appropriate than making a large capital investment in a new facility, which would face similar challenges in meeting family needs for extended coverage while also maintaining a financially sustainable business model. Examples of other efforts could include increased availability of community financial support for either families for whom the expenses of a Jewish center are a hardship, or direct support to centers that are willing and able to extend the hours when care is available (including on the lesser Jewish holidays when parents must work).

Additionally, unmet needs and preferences expressed by key informants and the parents surveyed do not represent a clear consensus on the type of new option(s) needed in terms of curriculum or programming. As detailed in the report, some families place a higher value on Jewish educational content and religious observance than others, and some families desire more socioeconomic and racial/ethnic diversity than others. Investments in family-oriented programs providing Jewish education and opportunities for deepening into community life during children's early childhood years may help meet needs for cultural and religious identity, again, without investing in a new early childhood center.

**Finding and Recommendation Number Two:** Jewish parents and key informants support the important role that congregation-based early childhood centers serve in the Jewish community. They not only provide childcare, caring environments, Jewish education, and opportunities for Jewish cultural/holiday observance, they also serve to meet family needs related to social engagement and Jewish community connections. Additionally, of the various types of preschools available in the St. Louis area, the congregation preschools appear to be the ones that are experiencing an overall growth in enrollment.

The expansion and ongoing support of congregational early childhood centers may also be a more sustainable approach than the development of a new, "stand-alone" Jewish early childhood center. Being affiliated with a congregation not only means that centers have a foundation of financial support (along with facilities and personnel that serve other functions, supporting cost-effectiveness) but also have what may be easier-to-access markets for recruiting new families/students (in the same way that Jewish preschools can help attract families to congregations).

**Finding and Recommendation Number Three:** Of the various locations both inside and outside the current Jewish core neighborhoods/municipalities, Clayton appears to be the location that would be most preferable for a new center. Clayton is a meeting place for those in central and western segments of St. Louis County and is also relatively accessible for families living east of Clayton (by virtue of Highway 170 and Forest Park Parkway).

Clayton is also an appropriate preference for new early childhood options when considering that 39 survey respondents (and/or their partners/spouses) either live or work in Clayton. The map included as Appendix Seven clearly shows that Clayton is a central location when considering where current young Jewish parents live and work.

Finally, as a primary center of commerce and the seat of St. Louis County government, Clayton is in a prime position to attract families/working parents who are either more loosely associated with Judaism than those who responded to this survey, as well as families who are not Jewish who want convenient, high quality care for their children. A significant number of large corporations and other employers are located in Clayton, and the area has thrived economically for decades.

**Finding and Recommendation Number Four:** There are young Jewish families living in St. Louis City who favor new early childhood options closer to their homes. However, at this point, only 3 of these survey respondents currently have children enrolled in a center of any kind. Some of those who anticipate having children in the future are also considering moving to the County at some point in the next five years. While there is support (expressed by 17 survey respondents) for a new center located in South City, there may not be a “critical mass” of families who plan to remain in the City in the future to justify a new Jewish center that would be financially sustainable over time.

According to an interview with a staff member at Central Reform Congregation, a strong possibility exists for the creation of an early childhood program (although it may still serve a relatively small number of families as compared to larger centers) in the Central West End. This option may be appropriate for a good portion of the families now living in St. Louis City.

**Finding and Recommendation Number Five:** Positive levels of skill and experience of the caregivers at early childhood centers are a top concern for all parents, including the Jewish parents who responded to the Parent Survey. Early childhood centers of all kinds find it exceedingly difficult to meet the needs for extended hours and needs for flexibility among households with two working adults while also trying to attract quality staff to work in their centers. Thus, salaries for early childhood center staff are critically low, and not very effective in attracting personnel who possess the educational backgrounds, training, experience and loving attitudes needed when providing high quality care and education.

Because the early childhood years represent an important opportunity for the support and development of Jewish identity and community connections, not only for young children but also for their relatively young parents, it may be worthwhile to develop plans to subsidize existing centers in some way, to both increase their capacity to extend hours and meet family needs while hiring top quality staff members who can also support goals for Jewish education and cultural observances.

**Appendix One: List of Current Early Childhood Centers Located in St. Louis City and Clayton**

<i>Centers Located in St. Louis City</i>	<i>Address</i>	<i>Ages Served [From...To]</i>		<i>Total Capacity</i>
Childgarden	4150 Laclede St. Louis, MO 63108	6 weeks	6 years	153
Creative Nursery and Preschool, LLC	6500 Arsenal St. St. Louis, MO 63139	6 weeks	6 years	34
Developmental Child Care Inc.	1211 Tamm Ave. St. Louis, MO 63139	birth	6 years	99
Downtown Children’s Center	607 N 22nd St. St. Louis, MO 63103	6 weeks	6 years	107
Harris- Stowe State University	10 N Compton St. Louis, MO 63103	6 weeks	12 years	148
Kindercare Education LLC	2500 Hampton Ave. St. Louis, MO 63139	6 weeks	12 years	120
Nestle Purina Child Development Center, Inc.	1000 S 9 <sup>th</sup> St. St. Louis, MO 63104	6 weeks	6 years	76
Peace for Kids	325 N. Newstead Ave. St. Louis, MO 63108	6 weeks	5 years	36
Rainbow Castle Child Development Center	1222 Spruce St. Ste. 1303 St. Louis, MO 63103	6 weeks	6 years	91
St. Louis Children’s Hospital	321 S Newstead St. Louis MO 63110	6 weeks	6 years	235
St. Louis Children’s Hospital	4353 Clayton Ave. St. Louis, MO 63110	6 weeks	12 years	225
Washington University Family Learning Center	840 Rosedale Ave. St. Louis, MO	6 weeks	6 years	156

<i>Centers Located in Clayton</i>	<i>Address</i>	<i>Ages Served</i>		<i>Total Capacity</i>
Clayton Early Childhood Center	1 Oak Knoll Park Clayton, MO 63105	6 weeks	5 years	120
Goodvibe School	7530 Maryland Ave. Clayton, MO 63105	24 months	17 years	25
First Congregational Preschool	6501 Wydown Clayton, MO 63105	24 months	6 years	57
Samuel Church Prekindergarten School	320 N. Forsyth Clayton, MO 63105	24 months	5 years	63



## Appendix Two: Additional Information on Respondent Demographics

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<i>Relationship Status</i>	<i>Percent</i>
Married	89%
Living with a partner	6%
Single/never married	5%
Single/divorced	--
Separated	--
Widowed	--
Prefer not to answer	--

n=157

<i>Highest Levels of Education Attained</i>	<i>Respondents n=158</i>	<i>Spouses/Partners n=151</i>
Masters/graduate degree	49%	44%
Bachelors degree	33%	35%
Doctoral degree	15%	11%
Two-year technical degree or Associates degree	2%	2%
High school diploma/GED	1%	1%
Some college	--	3%
Other: Law degree; masters' in process	1%	3%

n=158

<i>Gender/Sexual Orientation</i>	<i>Respondents n=156</i>	<i>Spouses/Partners n=152</i>
Male	26%	72%
Female	72%	26%
Gay/lesbian/bisexual	1%	1%
Transgender/fluid/queer	1%	--
Prefer not to answer	1%	1%

n=156

<i>Home Zip Codes</i>	<i>Number of Households</i>
60062	1
63005	2
63017	19
63043	1
63069	1
63104	2
63105	7
63107	1
63109	1
63110	6
63112	1
63116	5
63117	3
63118	1
63123	1
63124	6
63125	1
63128	1
63129	1
63130	48
63132	24
63134	1
63139	2
63141	13
63143	1
63144	2
63146	15
63303	1
63376	1
65201	1

n=170

### Appendix Three: Full Listing of Early Childhood Centers in which Respondents' Children Are Enrolled

<i>Name of Center</i>	<i>Number of Families with Children Enrolled</i>
Torah Prep	42
Jewish Community Center ECC	16
Deutsch Early Childhood Center	14
Kol Rinah	11
B'nai Amoona	9
United Hebrew	8
Shirlee Green-Emeth Preschool	7
Epstein Hebrew Academy	5
Ladue Early Childhood Center	5
Babysitting/in-home daycare	4
Temple Israel	4
Children's Hospital Child Development Center	3
BJC Daycare	2
Casa dia Montessori	2
CDLC Day School	2
Chesterfield Day School	2
Ganeinu (Sima Penteinik)	2
Little Sunshine Playhouse and Preschool	2
Nestle Purina Child Development Center	2
Shaare Emeth	2
University City Children's Center	2
Ethical Society Nursery School	1
Forest Park Montessori	1
Harris Stowe Clay Early Childhood Center	1
Hope Montessori	1
Kindercare	1
Saul Spielberg Early Childhood Center	1
Special preschool for Autistic children	1
Strictly Pediatrics	1
The Elegant Child	1
University Child Development Center (UMSL)	1
Mercy	1
Washington University Family Learning Center	1
Webster Child Care Center	1

## Appendix Four: Significant Differences in Satisfaction and Importance Ratings for Torah Prep Parents and Others

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**Satisfaction:** Respondents with children enrolled in Torah Prep tended to rate their satisfaction with the following aspects of their early childhood experience **more highly** than other respondents:

- Socioeconomic diversity
- Others (staff and other families) who are most like you
- Jewish religious education
- Jewish religious/cultural/holiday observance
- Ability to keep Kosher
- Facilitation of connections to elementary school

Conversely, their average ratings were **lower** than the ratings of others for the following:

- Indoor/outdoor safety
- Availability of screening for learning needs/delays
- Availability of “extras” (yoga, swim lessons, etc.)

<i>Satisfaction with Early Childhood Centers</i>	<i>Average Ratings for</i>	
	<i>Torah Prep Respondents</i>	<i>Other Respondents</i>
<b>Overall Satisfaction</b> <i>The difference between these ratings is not statistically significant; the difference may be due to chance/random error alone</i>	<b>8.2 (out of 10)</b>	<b>8.5 (out of 10)</b>
Indoor/outdoor safety (p=.05)	5.0 (out of 6)	5.6 (out of 6)
Balance of play and educational experience (p=.01)	5.6	5.3
Availability of screening for learning needs/delays (p=.05)	4.6	4.9
Socioeconomic diversity (p=.05)	5.3	4.9
Others (staff and other families) who are most like you (p=.01)	5.8	5.1
Jewish religious education (p=.001)	6.0	5.3
Jewish culture/Shabbat/holiday observance (p=.01)	6.0	5.0
Availability of “extras” (yoga, swim lessons, etc.) (p=.05)	3.7	4.6
Ability to keep Kosher (p=.01)	6.0	5.3
Facilitation of connections to elementary school (p=.001)	5.9	4.4

**Importance:** Respondents with children enrolled in Torah Prep tended to rate the importance of the following early childhood center aspects **more highly** than other respondents:

- Others (staff and other families) who are similar
- Jewish religious education
- Jewish religious/cultural/holiday observance
- Ability to keep Kosher
- Ability to bring food in (better options) for their children
- Facilitation of connections to elementary school.

Torah Prep families tended to assign **lower** ratings to the importance of the following:

- Balance of play and educational experience
- Quality/appearance of facilities
- Socioeconomic and racial/ethnic diversity
- Opportunities for social engagement with other parents

<i>Importance of Early Childhood Center Attributes</i>	<i>Average Ratings for</i>	
	<i>Torah Prep Respondents</i>	<i>Other Respondents</i>
Flexibility of days and hours care is available (p=.001)	2.2 (out of 3)	2.8 (out of 3)
Balance of play and educational experience (p=.05)	2.6	2.9
Quality/appearance of the facility	2.2	2.5
Socioeconomic diversity (p=.001)	1.4	2.0
Racial/ethnic diversity (p=.001)	1.4	2.0
Others (staff and other families) who are most similar (p=.001)	2.3	1.9
Jewish religious education (p=.001)	3.0	2.3
Jewish culture/Shabbat/holiday observance (p=.001)	3.0	2.3
Opportunities for social engagement with other parents (p=.05)	1.8	2.0
Ability to keep Kosher (p=.001)	3.0	1.8
Ability to bring food (better options) for your child (p=.05)	2.5	2.2
Facilitation of connections to elementary school (p=.01)	2.3	1.8

### Appendix Five: Top 5 Priorities in Selecting Early Childhood Options as Listed by Respondents

<i>Priority Level</i>	<i>Responses</i>
<p>No. 1 Priorities (n=137)</p>	<p>Safety: 28%            Values/culture of caring: 15%            Quality/experience of caregivers/staff: 14%            Jewish religious education: 10%            Hours/flexibility of schedule: 5%            Jewish culture/Shabbat/holiday observance: 4%            Balance of play/education: 3%            Cost: 3%            Ability to keep Kosher: 3%            Location: 2%            Diversity (social and/or racial): 2%            Loving, nurturing environment: 1%            Jewish observance: 1%            Convenience: 1%            Availability of screening: 1%            Other 6%</p>
<p>No. 2 Priorities (n=136)</p>	<p>Quality/experience of caregivers/staff: 18%            Safety: 13%            Location: 12%            Jewish culture/observance: 8%            Balance between play and education: 8%            Values/culture of caring: 7%            Flexible schedule: 7%            Jewish religious education: 6%            Flexibility of hours/schedule: 6%            Kosher: 5%            Diversity: 3%            Education/curriculum: 3%            Caring environment: 1%            Cost: 1%            Screening: 1%            Outside play area: 1%            Religious sensitivity: 1%            Quality of education: 1%            Services offered: 1%</p>
<p>No. 3 Priorities (n=133)</p>	<p>Quality/experience of caregivers/staff: 14%            Location: 9%            Kosher: 8%            Flexibility of schedule/hours: 8%            Balance between play/education: 8%            Values/culture of caring: 8%            Jewish religious education: 6%            Indoor/outdoor safety: 5%            Jewish culture: 5%            Diversity: 3%            Cost: 3%            Screening for developmental delays: 2%            Outdoor play area: 2%            Education/curriculum: 2%            Availability of services: 2%            Availability of "extras" (yoga classes): 2%            Caring environment: 2%</p>

	<p>Jewish: 2%</p> <p>Experience: 1%</p> <p>Ease of drop off, pick-up: 1%</p> <p>Quality of care: 1%</p>
<p>appendNo. 4 Priorities (n=125)</p>	<p>Indoor/outdoor Safety: 12%</p> <p>Experience/education of staff/caregivers: 10%</p> <p>Balance between play/education: 10%</p> <p>Values/culture of caring: 8%</p> <p>Convenience of hours/schedule: 8%</p> <p>Location: 6%</p> <p>Jewish culture: 6%</p> <p>Convenience: 5%</p> <p>Diversity: 4%</p> <p>Jewish religious education: 4%</p> <p>Cost: 3%</p> <p>Facility: 2%</p> <p>Flexibility: 2%</p> <p>Jewish content/values: 2%</p> <p>Outdoor area: 2%</p> <p>Education/experience: 2%</p> <p>Availability of services: 2%</p> <p>Jewish observance: 2%</p> <p>Like-minded people/values: 2%</p> <p>Kosher: 2%</p> <p>Availability of “extras” (yoga classes): 1%</p> <p>Ease of drop off, pick-up: 1%</p> <p>Communication between school and parents: 1%</p> <p>Parent engagement: 1%</p>
<p>No. 5 Priorities (n=119)</p>	<p>Balance: 12%</p> <p>Values/culture of caring: 10%</p> <p>Diversity: 9%</p> <p>Jewish religious education: 7%</p> <p>Location: 7%</p> <p>Convenience of hours/schedule: 7%</p> <p>Education/experience of caregivers: 5%</p> <p>Kosher: 4%</p> <p>Indoor/outdoor safety: 3%</p> <p>Facility: 3%</p> <p>Cost: 3%</p> <p>Availability of services: 3%</p> <p>Availability of screen for develop-mental delays: 3%</p> <p>Curriculum: 3%</p> <p>Outdoor area: 3%</p> <p>Flexibility: 2%</p> <p>Availability of “extras” (yoga): 2%</p> <p>Connection to elementary school: 2%</p> <p>Convenience: 2%</p> <p>Jewish culture: 2%</p> <p>Play-based learning: 1%</p> <p>Social engagement: 1%</p> <p>Emotionally supportive climate: 1%</p> <p>Like-minded people/values: 1%</p> <p>Communication between parents and school: 1%</p> <p>Ease of drop off, pick-up: 1%</p>

**Appendix Six: Need for Additional Options -- Response Differences for Parents Who Send Children to Torah Prep and Parents Who Send Children to Other Centers**

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Thirty-one percent of Torah Prep respondents believe that more early childhood education options are needed compared to 22% of other respondents.

Need for Additional Early Childhood Options in the Jewish Community	Torah Prep Parents n=32	Parents with Children in Other Centers n=87
Yes	31%	22%
No	38%	32%
Unsure	13%	12%
No response	18%	34%



## Appendix Seven: Map of Current Jewish Early Childhood Centers with Indicators of Household and Workplace Density by Location

In the map below, current locations of Jewish early childhood centers are shown with green stars (although Kol Rinah's is blocked by the markers showing the relative sizes of the number of survey respondents who live or work in Clayton).

The blue markers show the relative density of the number of survey respondents who live in that community (plotted by zip code) while the orange markers show the number of survey respondents and their partners/spouses who work in that area. So, for example, the area with the highest number of survey respondents, as illustrated by the largest blue marker, is University City, while the orange markers in Clayton and certain areas of St. Louis City show where a significant proportion of respondents (and their partners/spouses) work. The smallest-sized markers represent one person only.

