

**The Relationship between Early Childhood Learning Centers and Wisconsin
Evangelical Lutheran Synod Lutheran Elementary School Enrollment**

by

Philip M. Gustafson

Thesis

Submitted in partial fulfillment of the requirements for the
Master of Science Degree in Education

Graduate Studies

Martin Luther College

New Ulm, MN

November 2015

Signature Page

Date:

This thesis paper has been examined and approved.

Review Committee:

Paul Tess, Chair

John Meyer

Carla Melendy

Approved:

John Meyer
Director of Graduate Studies

Abstract

Enrollment in Wisconsin Evangelical Lutheran Synod (WELS) schools has been declining in the last 25 years. In the same time frame, Early Childhood Learning Center (ECLC) enrollment has been on the increase. This study looks at the factors that have impacted ECLC enrollment and their effect on Lutheran Elementary School (LES) enrollment.

Quantitative data were gathered from the Commission on Lutheran School (CLS) enrollment statistics. Qualitative data were gathered from surveys and interviews with WELS administrators. Two hundred twenty-nine WELS LES administrators that have a connected LES were asked to participate in the survey. A connected LES can be defined as an ECLC and LES that are run by the same congregation and work together to enroll the ECLC students in the LES kindergarten. Ten administrators were contacted for further interview questions.

Results from the study indicate that there are some key factors that may lead to an ECLC that can grow LES enrollment. These factors include encouraging a positive interaction among ECLC parents and LES parents, running a high quality ECLC, and creating a seamless transition from preschool to kindergarten.

Table of Contents

Abstract.....	3
List of Figures.....	6
Chapter I: Introduction.....	7
Problem Statement.....	7
Purpose of the Study	8
Research Questions	9
Definition of Terms.....	10
Assumptions and Limitations of the Study	10
Overview	11
Chapter II: Literature Review.....	12
Introduction.....	12
Early Childhood in the WELS	12
Benefit Learned from the Public School System.....	14
Summary	15
Chapter III: Methodology.....	16
Introduction.....	16
Research Question(s)	16
Research Design and Procedures	16
Population and Sample	17
Instrumentation	18
Data Analysis Procedures	18
Limitations	19
Summary	19
Chapter IV: Results	21
Introduction.....	21
Data Analysis	21
Summary	35
Chapter V: Summary, Conclusions, and Recommendations.....	37
Introduction.....	37
Summary of the Results	37
Conclusions.....	39
Recommendations.....	40
References.....	46
Appendix A: Survey Questions.....	47
Appendix B: Interview Questions.....	50
Appendix C: Survey Responses Question 1.....	52
Appendix D: Survey Responses Question 2.....	53
Appendix E: Survey Responses Question 3.....	54

Appendix F: Survey Responses Question 4	55
Appendix G: Survey Responses Question 5	56
Appendix H: Survey Responses Question 6	57
Appendix I: Survey Responses Question 7	58
Appendix J: Survey Responses Question 8.....	59
Appendix K: Survey Responses Question 9	62
Appendix L: Survey Responses Question 10.....	65
Appendix M: Survey Responses Question 11.....	67
Appendix N: Survey Responses Question 12.....	68
Appendix O: Survey Responses Question 13	70
Appendix P: Survey Responses Question 14	71
Appendix Q: Survey Responses Question 15	72
Appendix R: Interview Responses Question 1	74
Appendix S: Interview Responses Question 2.....	75
Appendix T: Interview Responses Question 3.....	76
Appendix U: Interview Responses Question 4	77
Appendix V: Interview Responses Question 5	78
Appendix W: Interview Responses Question 6	79
Appendix X: Interview Responses Question 7	80

List of Figures and Tables

Figure 1: LES Enrollment with ECLC.....	22
Figure 2: LES Enrollment without ECLC	23
Figure 3: Percentage of Members Leaving after ECLC Enrollment	24
Figure 4: Percentage of Non-members Leaving after ECLC Enrollment.....	24
Figure 5: Reasons for Enrolling in LES.....	26
Figure 6: Reasons for Starting an LES	27
Figure 7: Positive Characteristics of an LES	28
Figure 8: Reasons for a Successful LES	29
Figure 9: ECLC Improvements.....	30
Figure 10: Improvements for ECLC and Connected LES	31
Figure 11: ECLC Promotion.....	32
Figure 12: LES Recruitment	33
Figure 13: Successful ELC and Connected LES	34
Table 1: Correlation between LES Enrollment and Type of ECLC	35

Chapter I: Introduction

Problem Statement

Enrollment in Wisconsin Evangelical Lutheran Synod (WELS) schools is declining. Since enrollment peaked in 1990 with almost 32,000 students, enrollment has declined to 24,170 students in 2013-2014 (WELS Commission on Lutheran Schools, 2014). Since numbers are declining, some WELS members wonder about the future of WELS schools. The numbers are declining in 10 WELS districts (all but Southeast Wisconsin and South Atlantic). Meyer asserts that “at this rate, those 253 WELS schools will disappear by 2051” (Meyer, 2013, p. 1).

WELS Lutheran Elementary Schools (LES) are essential to the Synod. “Lutheran elementary and secondary education has played an important and historical role in providing the Synod with a laity that is well versed in Scripture and biblical doctrine” (Schroeder, 2013, p. 2). Many current members in WELS congregations can trace their membership back to attendance in a WELS LES. One church in California discovered this as “slightly over 40% of our congregation’s membership could be traced back directly to the school” (Valleskey, 2014, p. 1). Right now, in a time of declining enrollment, the WELS needs to take a look at how they can continue to grow with the overall goal of carrying out the Great Commission.

Various factors are contributing to this declining enrollment. Some of these factors include “the decline in membership in our congregations; the ‘greying’ of our congregations; smaller family sizes; and the perception on the part of some members that our small schools don’t provide the amenities they think their children should enjoy” (Valleskey, 2014, p. 6). This declining enrollment has also led to schools closing their

doors. The number of WELS LESs declined from 345 in 2006-2007 to 316 in 2012-2013 (Schmill, 2013, p. 40).

Not all areas of WELS Christian education are facing a declining enrollment. During the same period that WELS Lutheran Elementary School (LES) enrollment has declined, early childhood ministries (or Early Childhood Learning Centers) have seen growth. Early Childhood Learning Centers (ECLCs) are defined as a curriculum-based program run by the church during the school day for children from birth to kindergarten. From 2006-2013, LES enrollment declined 7% from 26,035 to 24,254 while early childhood ministries increased 11% from 9,354 to 10,423 (Schmill, 2013, p. 40). This growth is seen as a source of hope for the WELS school system. “At a time when many Lutheran elementary schools are shrinking and even closing, the explosive growth among early childhood ministries has been a source of optimism for many in our Synod” (Otterstatter, 2013, p. 1). WELS schools can use the blessings that God has given them in this thriving ministry to continue that growth in the LES and WELS as a whole.

ECLCs may serve as a form of outreach and as a way to recruit younger families into the church and school. Some LESs in the WELS have looked to ECLCs to reinvigorate their schools, but just opening an ECLC does not mean it will yield results. This study sought to find some of the factors that can lead to increased LES enrollment.

Purpose of the Study

A number of WELS congregations have ECLCs and LESs that are connected. This means that the ECLC and the LES are run by the same congregation and work together to enroll the ECLC students in the LES kindergarten. In a time of declining enrollment in the Wisconsin Synod, this research may provide schools with information

on how ECLCs affect a connected LES. The researcher's current school, St. Mark in Eau Claire, has a preschool that meets three times per week with only four students. The school board and church council have talked about the need for expanding an ECLC program, but the board decided to table the discussion in order to gather more research. The research from this study may help St. Mark make that decision.

Other schools may also benefit from this research. Some congregations may be struggling with this question: "Should we add an ECLC to our LES?" These congregations may believe it is not worth the money and cannot see the benefits of beginning such a ministry. They may struggle to see how an ECLC can carry out the mission of the connected church and school. Other congregations may be looking to revitalize their current ECLC program and expand. With more research on this topic, WELS school boards and congregations can make informed decisions on how to proceed with the ministry in their current setting. It is the hope of the researcher that WELS schools and congregations can use this information to make those decisions as they look for ways to reach out to the unchurched and grow LES enrollment.

Research Questions

In order to understand the role of ECLCs in the WELS and how they affect a connected WELS LES, the following research questions will be investigated:

1. Do LESSs that have a connected ECLC tend to have higher enrollment than LESSs without an ECLC?
2. What percentage of member and non-member students stay at the connected LES rather than switching to another school for kindergarten?

3. According to administrators, for parents that do stay in the connected LES, what are the important factors that led to continuing their child's education at the LES?
4. Does the type of ECLC (full-time vs part-time) relate to LES growth?

Definition of Terms

Early Childhood Learning Center (ECLC). A curriculum based program run by the church during the school day for children from birth to kindergarten.

Connected LES. An ECLC and a LES that are operationally connected through one congregation. The connected ECLC does not have to be in the same building as the LES.

Assumptions and Limitations of the Study

This study will invite all WELS administrators with a connected ECLC and LES to participate. Not all schools will participate in the study, limiting the amount of data that will be collected by the researcher. Only 10 administrators will be interviewed out of the 229 schools that have a connected ECLC and LES.

This study will also examine the enrollment statistics obtained from the CLS office. In some cases, schools do report their enrollment numbers in all years studied. Only 151 out of the 229 WELS LESs that have a connected ECLC reported data for the five years that were studied. Factors for growth or decline cannot be studied in all schools. Many factors could have contributed to the growth or decline in each congregation since each circumstance is unique. The researcher will focus on factors that were most common in the responses obtained.

Overview

WELS LES enrollment has seen a decline in recent years. Various factors have contributed to this decline over the past two decades, however not all WELS ministries have seen decline. ECLCs are seeing growth across the Synod. Many places across the Synod connect these two ministries, and some administrators are looking for ECLCs to increase their LES enrollment. Limited literature and research related to WELS ECLCs and their impact on LES enrollment is available. Without proper data, it is difficult for congregations to make an informed decision when looking to start or expand an ECLC. This study aims to provide research for congregations looking to start or expand an ECLC ministry.

Chapter II: Literature Review

Introduction

Much has been written on the need for early childhood education in general. “Early Childhood Learning Centers will help to eliminate issues of children not being properly prepared for kindergarten, extra tax dollars being spent on special education, and children needing and school districts paying for remedial help in the future” (Gartner, 2010, p. 2). Parents are sensing this need as well and are looking for programs to provide opportunities for their child’s future academic success.

Very little, however, has been written on the effect of early childhood in the WELS. Many WELS papers have indicated that there are benefits to early childhood education as children of all ages are included in the Great Commission. Some papers suggest that there may be some benefits for connected LESs, but there is little research to support the suggested benefits. The public school system has seen specific benefits from the early contact with parents from which WELS congregations might gain insights. Overall, more research needs to be done on the impact ECLCs can have in the WELS.

Early Childhood Education in the WELS

Current literature on early childhood education in the WELS focuses on the mission and importance of including preschool age children in spiritual instruction. “WELS early childhood ministries can meet spiritual needs by providing the ‘one thing needful,’ the only benefit with eternal results” (Loomis, 2005, p. 3). Being able to provide for the eternal well-being of preschool age children in our WELS congregations, as well as in the community, is certainly carrying out the great commission to all nations. As outlined by WELS President Mark Schroeder; “Christian Education -of all types- is an

integral part of the ongoing mission of the church” (Schroeder, 2013, p. 1). Here lies the ultimate reason for ECLCs around the Synod and the motivation behind starting an ECLC.

WELS early childhood ministries allow their congregations to carry out the Great Commission by providing spiritual instruction to the “little lambs” who attend. Dave Gartner, principal at St. John in Redwood Falls, MN, discovered other benefits of WELS Early Childhood Ministries. His congregation started an ECLC with hopes of bringing in new families to the already established LES. He states that there has been progress:

I believe our new ECLC program and its flexible extended hours is the missing piece that St. John has been looking for to increase enrollment, offer quality academics, and bring the saving message of salvation to little children. This program is already producing fruits, since we have received into membership five new members to our congregation since it opened in August of 2009. They come for the convenience and the quality of the program, and they stay because the Holy Spirit has been able to work in their hearts (Gartner, 2010, p. 34).

Congregations that start early childhood programs may see benefits in the LES. “For the best results from a church’s preschool, a clearly defined relationship between the church and parents is essential” (Barnes, Haar, Isch, & Raddatz, 1986, p. 9). Not only will this proper relationship produce positive church results, but it has been suggested that it will also yield positive results for the connected LES. Parents with children in the early childhood program will start to become familiar with the LES. “Preschools are popular with parents and having enrolled the child in the preschool, the parent may find it convenient and satisfactory to continue the child’s enrollment in the elementary school”

(Barnes, Haar, Isch, & Raddatz, 1986, p. 9). If parents find it convenient and satisfactory to continue on to the LES, WELS enrollment in the LES may see growth.

Benefit Seen from the Public School System

The public school system also sees benefits from ECLCs that will reach beyond just the preschool years. According to the Wisconsin Department of Public Instruction, 54 benefits to early childhood education were identified. One of the benefits was that early childhood programs “increase contact between school districts and parents of young children” (Benefits-School Districts, n.d., p. 3). Early childhood programs are a way to bring parents into the school. This early contact will allow parents to become familiar with the school and the school familiar with the parents. It would be logical that this increase in contact will be positive for both parents and school districts.

WELS schools can use early childhood centers to bring parents into the school. Benefits have been noticed when WELS ECLCs are closely located near an LES, either in the same building or in close proximity to it.

This situation will allow the parents to see what could be their child’s future classroom and teacher. It will also let the children see the rest of the school and student body and become more acclimated to both, while parents will be mingling with other parents while they wait to pick up their child after school (Gartner, 2010, p. 36).

WELS schools can benefit from this increased contact at an early age just like the public schools. By involving parents when their children are at an early age, the LES is being promoted naturally. Soon, like Gartner stated, the parents will “stay because the Holy Spirit has been able to work in their hearts (Gartner, 2010, p. 34).

Summary

While much has been written on early childhood education in general, not much has been written on how early childhood education impacts WELS LES enrollment. Current literature focuses on including young children in spiritual training. “Let the little children come to me”(Matthew 19:14, New International Version), Jesus states. This statement shows that children need to hear the saving message of the gospel as much as anyone, and that means starting their Christian education at an early age. In today’s society, more parents are looking for early childhood education at a younger age. WELS congregations can meet the needs of these parents which may lead to an increase in their LES enrollment. More research needs to be done to see how an ECLC can impact a LES. In the loving Christian environment of our WELS ECLCs, parents and children may find the “one thing needful” for eternal salvation, and continue that Christian education through a connected LES.

Chapter III: Methodology

Introduction

WELS congregations can learn from the success of ECLCs around the Synod. In the past, there has been limited data available to help congregations learn from these successes. This study aims to provide more data for congregations. First of all, enrollment trends were studied to find how ECLCs can effect LES enrollment. The main part of this study focused on a survey and interview of WELS administrators that may suggest why some ECLCs and connected LESs are so successful. This data can provide some answers for those looking to start or expand an early childhood ministry.

Research Questions

Data obtained in this study was used to answer the following questions:

1. Do LESs that have a connected ECLC tend to have higher enrollment than LESs without an ECLC?
2. What percentage of member and non-member students stay at the connected LES rather than switching to another school for kindergarten?
3. According to administrators, for parents that do stay in the connected LES, what are the important factors that led to continuing their child's education at the LES?
4. Does the type of ECLC (full-time vs part-time) relate to LES growth?

Research Design and Procedures

This study was conducted using both quantitative and qualitative data. First of all, the study quantitatively compared schools with and without an early childhood ministry. Secondly, WELS statistical reports were used to quantitatively look at enrollment trends

for those schools that have an early childhood ministry in the five years immediately before and five years immediately after implementing an ECLC at the school.

ECLCs with a connected LES were located by communicating with the Synod CLS office. A list was sent to the researcher of all LESs that had a connected ECLC and those that did not. Using the list that included schools with a connected LES, the year the ECLC was opened was found by using WELS statistical data. The enrollment trends in these schools were studied using the WELS statistical reports submitted by each school.

In order to identify factors that could impact the success of an early childhood program and the connected LES, a survey was sent electronically to all schools with a connected ECLC and LES. This survey (see Appendix A) qualitatively studied the factors for the growth or decline in the ECLC and connected LES. The survey also used quantitative data to study the percentage of families that stay in the LES starting in kindergarten, as well as the percentage that leave after preschool for another school. An interview (see Appendix B) was conducted over the phone with 10 random school administrators of schools that completed the survey to further focus on factors affecting the enrollment of the program. Responses were written down by the researcher during the interviews. After the interviews took place, all responses were transferred to Microsoft Excel for analysis.

Population and Sample

Data were collected from three sources. First, WELS statistical reports were used for enrollment data. Secondly, a survey was sent out to all administrators with an LES and connected ECLC. Finally, an interview was done with 10 random administrators.

There are 229 LESs in the WELS with a connected ECLC. On March 27, 2015, a survey was sent to all administrators of those 229 LESs via email. On April 14, 2015, a reminder email was sent to all administrators that had not filled out the survey. Finally, one last reminder email was sent out on April 30, 2015. 34 administrators responded to the survey for a 14.8% response rate. 10 administrators were contacted for an interview from the list of 34 that completed the survey in June of 2015. All interviews were conducted via phone in June of 2015.

Instrumentation

All data from WELS statistical reports were obtained from wels.net or through the Synod communications office. Survey and interview questions were written by the researcher with the goal of answering the four specific research questions. The survey was made using Survey Monkey and emailed through the site using the list of administrator emails obtained from CLS. Administrators were contacted via email address that they provided at the end of the survey to set up a phone interview.

Data Analysis Procedures

After the enrollment data were obtained from the WELS statistical reports, all data were organized using Microsoft Excel. Enrollment averages were found for the last five years for schools that have an ECLC and schools that do not have an ECLC. Enrollment statistics were also organized in Excel for analyzing the trends for the five years before and five years after starting an ECLC.

Survey results were organized by Survey Monkey and exported into Microsoft Excel to be analyzed. All qualitative responses were coded to find common themes. Interview responses were written down during the interviews and exported to Excel for

analysis following the interviews. Once again, responses were coded to find trends among the factors for success.

Limitations

The response rate was low (14.8%) for the survey. The low rate might have been due to the amount of information asked on the survey. Some of the questions relating to enrollment trends and percentages may have been time consuming for busy administrators. Low response rate lowered the amount of data collected and analyzed and who was available to be contacted for an interview.

Some data were also not readily available for study from the Synod offices. The Synod does not keep data on ECLC openings. Also, schools may not report data every year. This made it difficult to find accurate enrollment data for the five years before and five years after an ECLC was opened. Because of the lack of accurate information, enrollment numbers in the five years before and five years after an ECLC opened were not used in this report.

Finally, it was difficult to choose administrators at random for a phone interview. 10 administrators were initially chosen at random to be interviewed, however only five responded back. The remaining five interviews were conducted with administrators who indicated they would be willing to be interviewed but not part of the random selection. Even though it was not a random selection, there seemed to be a balanced representation of the schools studied in the interviews.

Summary

Quantitative and qualitative data were used in this study. Enrollment trends were obtained from the CLS and studied. Results were organized using Microsoft Excel.

Surveys were sent via email in spring of 2015. All qualitative data obtained from the surveys and the interviews were coded and organized in Microsoft Excel. Limitations to the study centered around the low response rate to the survey, lack of data in the Synod office, and the lack of 10 random sampling interviews.

Chapter IV: Results

Introduction

The purpose of this study is to see if anything can be learned from the success in ECLC ministry across the Synod. Many LESs are struggling with enrollment and are looking for new ways to reach out and get new families into the school. One way to get new families into the school is through ECLCs since parents are looking for early childhood education. The question is, once administrators enroll students in the ECLC, how can they encourage them to stay for kindergarten?

Each congregation and LES is unique. The different culture and atmosphere at each congregation, and in each community, create a variety of factors that can influence school enrollment. A survey and interview were conducted to find the common factors that influence school enrollment. All data were used to find answers to these specific research questions:

1. Do LESs that have a connected ECLC tend to have higher enrollment than LESs without an ECLC?
2. What percentage of member and non-member students stay at the connected LES rather than switching to another school for kindergarten?
3. According to administrators, for parents that do stay in the connected LES, what are the important factors that led to continuing their child's education at the LES?
4. Does the type of ECLC (full-time vs part-time) relate to LES growth?

Data Analysis

- 1. Do LESs that have a connected ECLC tend to have higher enrollment than LESs without an ECLC?**

A list was obtained from CLS of all schools with and without a connected LES and ECLC. A connected LES and ECLC was defined as an ECLC and a LES that are operationally connected through one congregation. Enrollment data were sorted by year, and enrollment averages were found for each of the last five years. Only schools with enrollment data from the last five years was used. One hundred fifty-one schools that reported enrollment data have an ECLC connected to an LES and 65 schools that reported enrollment data do not have a connected ECLC. According to the data, both LESs with an ECLC and without an ECLC are seeing a slight increase in enrollment over the last five years (see Figures 1 and 2). The difference is that LES enrollment in schools with an ECLC is almost 20 more per school each year. This shows that schools with an ECLC do have a higher enrollment than schools without an ECLC.

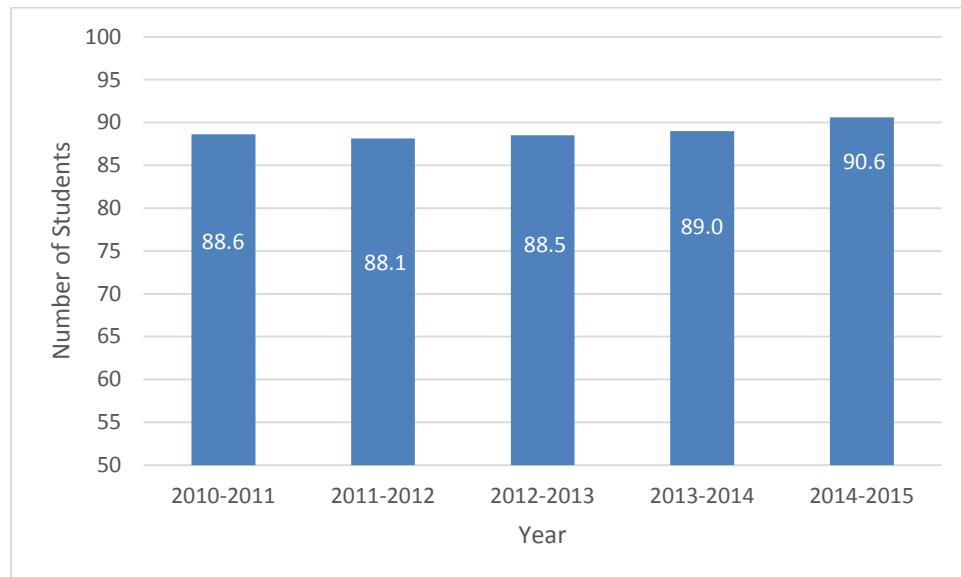


Figure 1. Average LES enrollment by year for schools that have a connected ECLC.

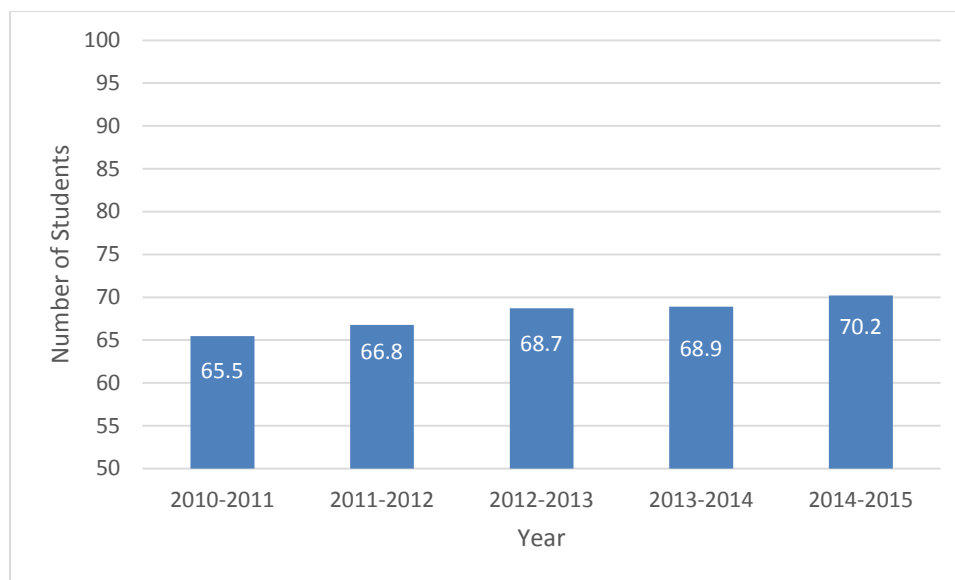


Figure 2. LES enrollment by year for schools that do not have a connected ECLC

2. What percentage of member and non-member students stay at the connected LES rather than switching to another school for kindergarten?

In the survey that was sent to administrators of LESs with a connected ECLC, administrators were asked for the percentage of member students and non-member students that leave their school for kindergarten in another school. Percentages were charted and then the average percentage for each year was found. This percentage was put in the form of a chart (see Figures 3 and 4) showing the five year trend.

Overall, it was found that members leave for a different school at a rate far lower than non-members. This is not surprising since most members are likely to stay for the LES education. Both sets of data show that these numbers are staying fairly steady with only a slight increase in percentage leaving in both cases over the five year period. Even though non-member rates are higher, the overall data does show that more non-members end up staying for kindergarten (60.35% last year) rather than leave (39.65% last year).

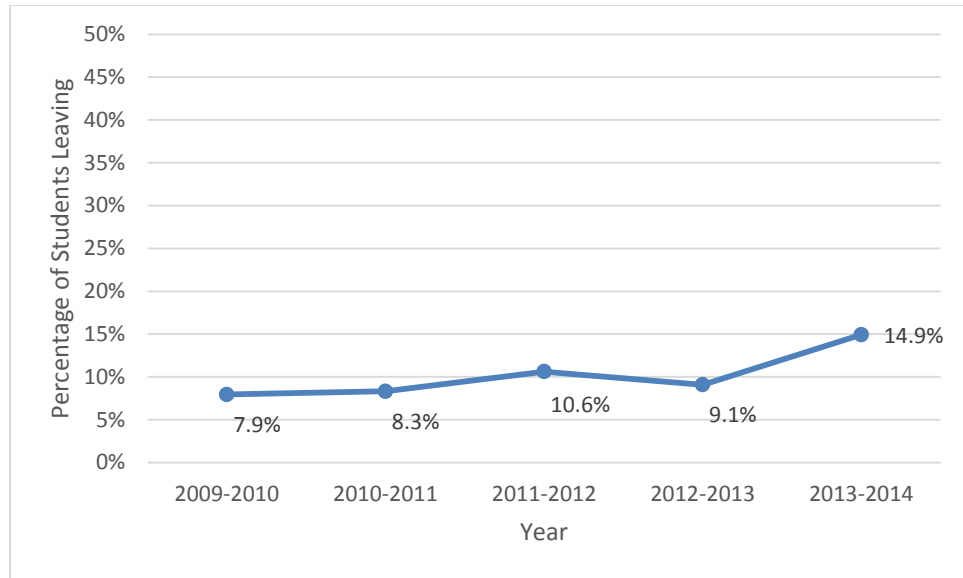


Figure 3. Percent of member students that leave for another school after being enrolled in a WELS ECLC.

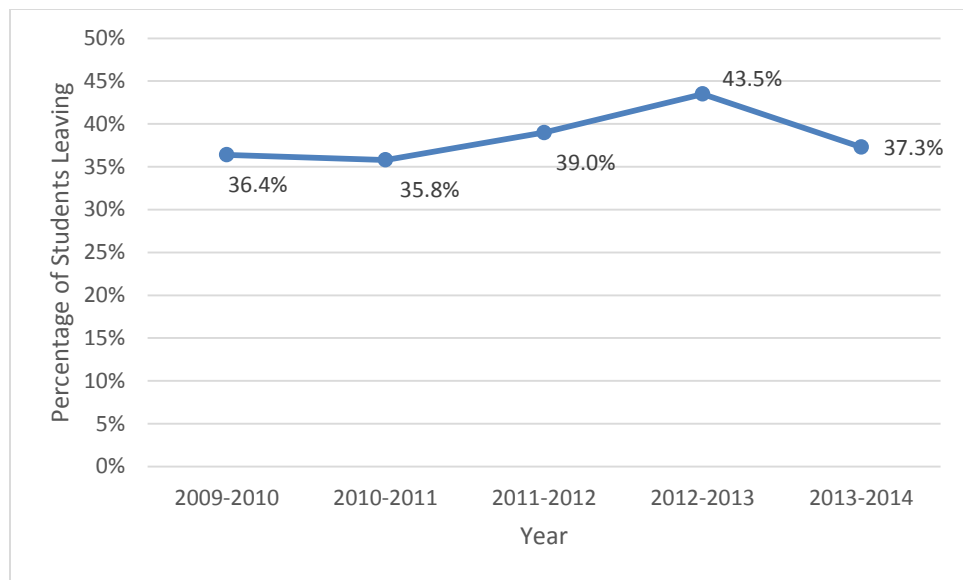


Figure 4. Percent of non-member students that leave for another school after being enrolled in a WELS ECLC.

3. According to administrators, for parents that do stay in the connected LES, what are the important factors that led to continuing their child's education at the LES?

Many of the questions in the survey and interview were asked to answer this research question. Overall, seven main factors were found that may lead to ECLC students continuing their education in a connected LES. Each question that deals with research question three will be addressed individually. For each survey question, the responses have been coded into different categories to make the responses easier to analyze. Thematic analysis (Creswell, 2009) was used to categorize the responses. The full data for each of these questions can be found in the appendix of this research report.

In question 15 of the survey sent to all administrators of ECLCs and LESs, respondents were asked what factors they felt were most important in continued enrollment in the LES. A total of 50 qualitative comments were received from the 34 respondents. Comments were coded into seven different factors: cost, Christian education, quality program, convenience, teachers, reputation, and word of mouth. All comments could be divided into one of these seven factors (see Figure 5). In the opinion of the administrators that responded, two factors were given to explain the reason students stay for kindergarten after enrolling in the ECLC; Christian education and teachers. Parents value God's Word being taught in the classroom, and they want their children continuing to learn these truths. It also shows the impact that teachers in the ECLC and LES can have on continued enrollment. Parents who gain a connection with the teachers at the school seem more likely to continue their enrollment.

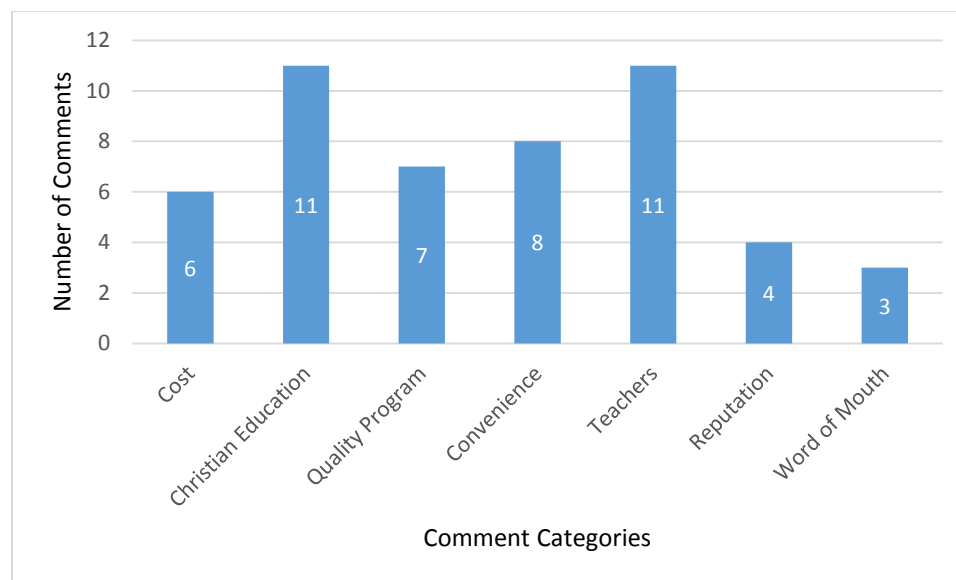


Figure 5. Reasons given by administrators for continued enrollment in LES.

Other factors for continued enrollment in the LES are also important in the eyes of the administrators as reported in Figure 5. Eight qualitative comments referred to convenience. This means that many parents continue their child's enrollment in the LES because it is the most convenient option. Their children don't have to change buildings, they already are familiar with classmates and teachers, and parents don't have to go through the enrollment process at another school. This same thought was also referred to by administrators during the follow up interviews. In question one of the administrator interview, 30% of the respondents listed getting students started at an early age as a main reason for starting the ECLC at their school (see Figure 6). The idea is that schools want to enroll students at their own school before they have an opportunity to enroll at another school. Many parents will remain for convenience as long as things are going well since they are already enrolled. Most WELS LES systems are set up for a seamless transition between the ECLC and LES.

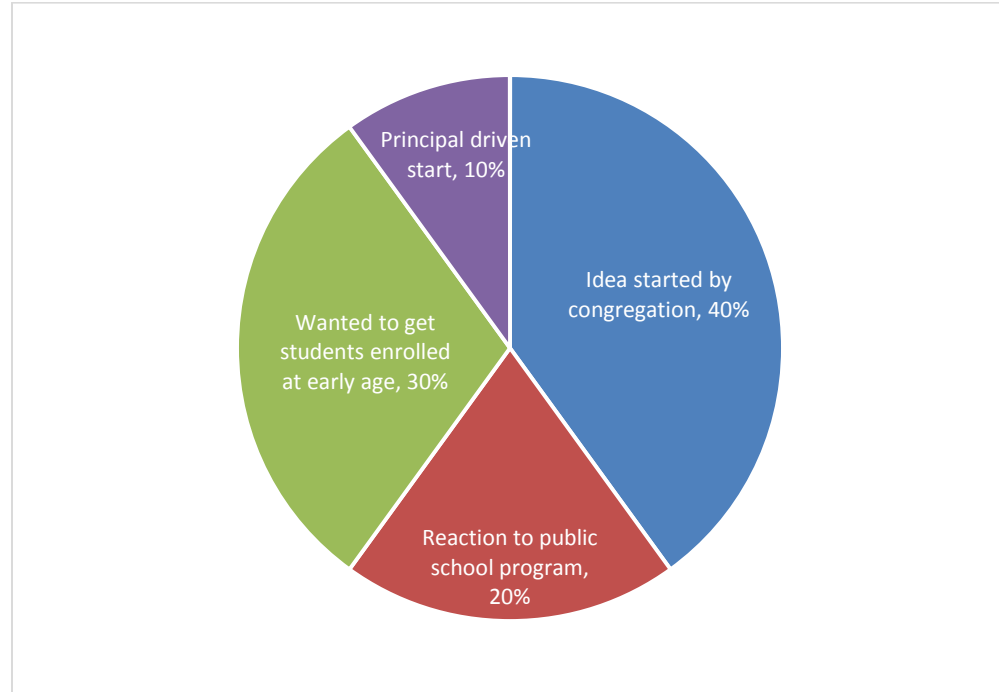


Figure 6. Reasons given by administrators for starting an ECLC.

Another key factor for continued enrollment in an LES comes from parents being pleased with the type of education their child receives. Administrators were asked in question eight of the survey what things they do well in their current ECLC. Respondents were asked to give three positives and their responses can be seen in Figure 7. A total of 96 qualitative comments were received. Comments were coded and divided into 10 categories: quality staff, operation with the LES, quality program, low cost, sharing the Gospel, program flexibility, new church members, family environment, ECLC events, and other comments. All comments that did not fit easily into the first nine categories were put into the other comments category. All responses can be seen in Appendix J. The two most common responses were sharing the gospel and having a quality program. Administrators consistently listed the fact that their ECLC shares the gospel as the most

important positive attribute. Along with that comment, many ECLCs around the Synod have a reputation of running programs designed to meet the needs of the children and the parents with teachers well-trained to carry out the programs.

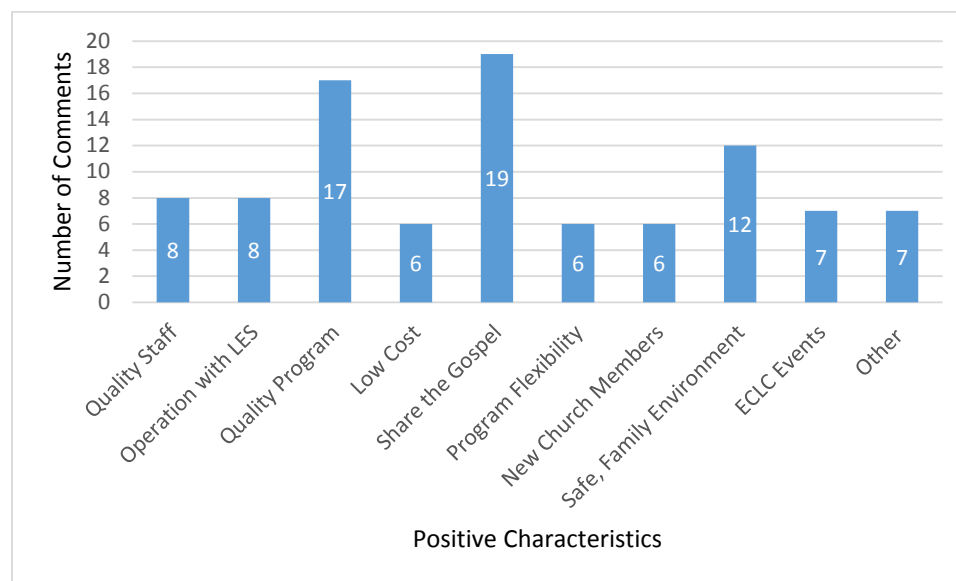


Figure 7. Positive attributes of ECLC as reported by administrators.

Since having a program which is recognized by parents as highly educational is seen as a positive attribute, question 10 in the survey focused on what makes the ECLC a success in each community. Respondents were asked to identify factors in their community that have led to a successful program. Thirty-two qualitative comments were received and coded into eight different categories: word of mouth, reputation, need for ECLC in the area, quality teacher or facilities, cost, flexibility, church connection and outreach or advertising (see Figure 8). A need for an ECLC in the area received the most comments. The next two most received comments refer to similar ideas that the success of the program relies on parents spreading a positive reputation around to other parents.

This suggests the importance of word of mouth in the community and how important a role parents play in the success of an ECLC program.

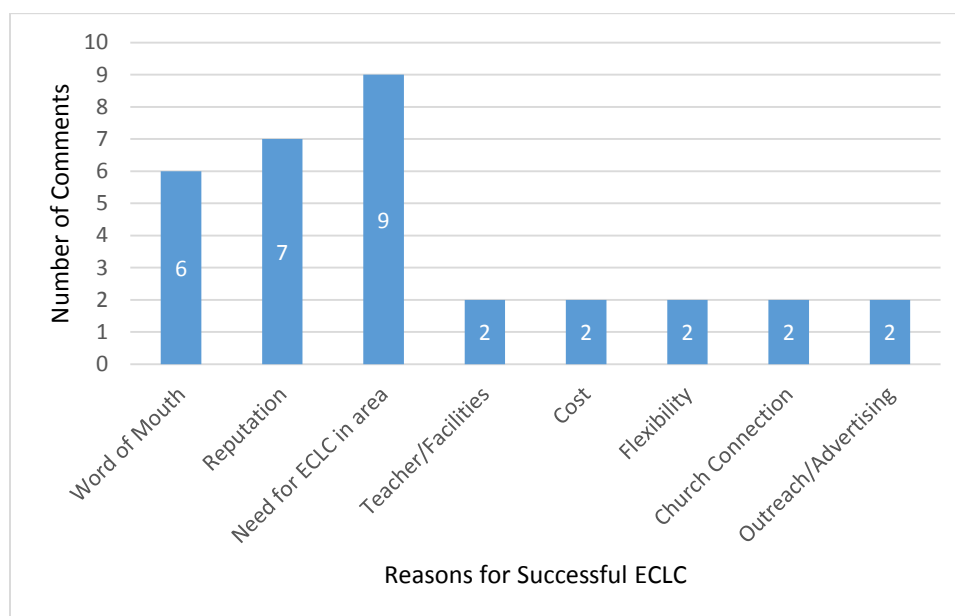


Figure 8. Factors leading to a successful ECLC.

Many schools see the need for improvement in order to make their program more successful. Administrators were asked in question 9 of the survey what they would like to do to improve their current ECLC. Eighty-six qualitative comments were made and coded into 10 categories: more contact with parents, better connection to the LES, more advertising or outreach, a better facility or more space, improved curriculum, more congregational support, more support for staff, increased family activities, more before or after school care offerings, and other comments. The most common response was more advertising or outreach (see Figure 9). This was closely followed by more support for the staff, more contact with parents, and a better connection to the LES. Administrators realize that there are many ways to improve their current ECLC and know that this is important to reach its full potential.

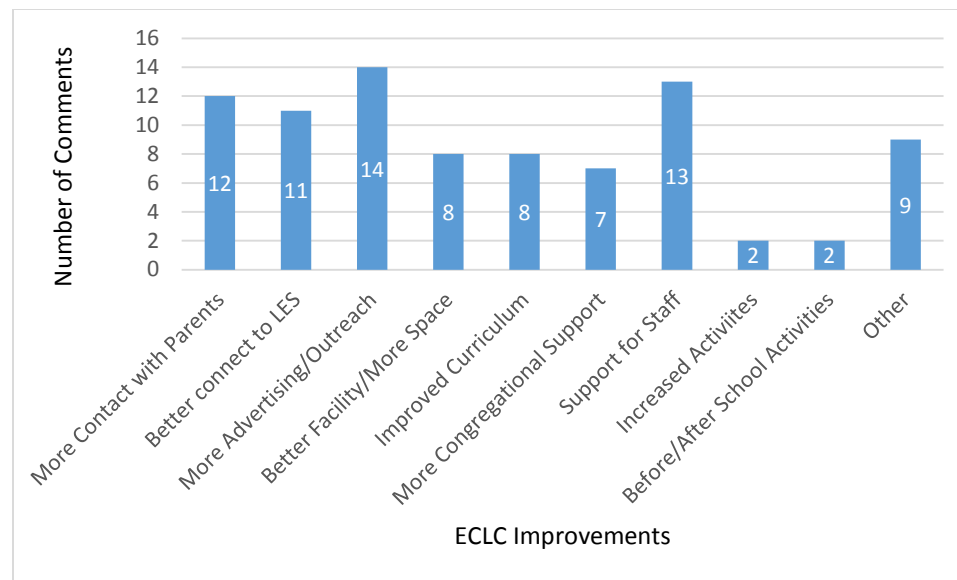


Figure 9. Needed improvements for ECLCs.

Since connecting ECLCs and LESs was seen as being important, administrators were asked in question six of the interview for ways that they could better connect the LES and ECLC. Responses were coded and placed into four categories: more interaction between ECLC and LES, more interaction among parents of ECLC and LES, more active communication with the parents of the ECLC, and doing everything that needs to be done. Administrators saw that more interaction among ECLC and LES is the most important way to connect the two ministries with 50% of administrators responding with that answer (see Figure 10). Having more contact between the ECLC and LES may promote a seamless transition between the two programs. In some cases, the schools have consciously made the effort to make no distinction between the programs, and simply refer to their K3-8th grade program when talking with parents. This seamless transition communicates with families that they are enrolling for the entire program when signing

up their three-year-old. Increased activities between the ECLC and LES only expand upon that idea.

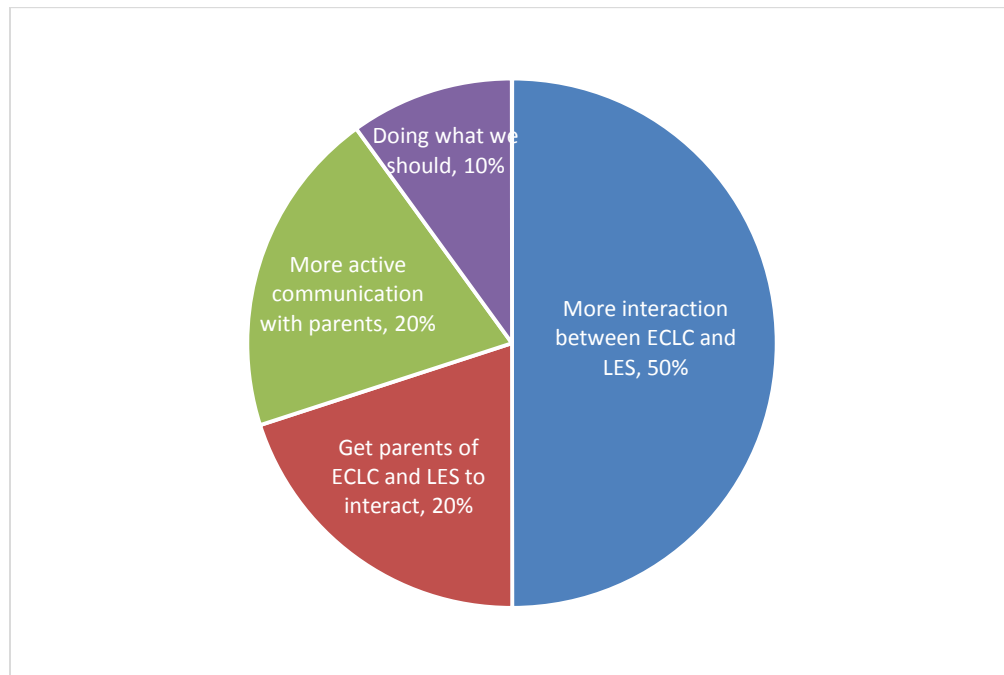


Figure 10. Ideas for improving ECLC and LES connection.

In order to enroll more students in the ECLC initially, outreach is a huge component. Congregations use a variety of ways to reach out to their community. In the interview of administrators, 25 qualitative comments were received on how the ECLC reaches out to the community to contact more families. Responses were coded and placed into six categories: mailings, word of mouth, brochures or posters, ad in paper, open house or parent activities, and signs on the school building. Six of the 10 administrators surveyed responded by saying word of mouth is the key to their outreach in the community for nearly a quarter of all qualitative comments (see Figure 11). Administrators commented on many different forms of outreach, but many stated that no other method of outreach was as successful as word of mouth. It is clear that

administrators see word of mouth as a powerful tool in bringing in more families. It is important for a fellow parent to recommend a school compared with the school leadership doing the same. Parents feel comfortable talking with other parents and see the information as less biased.

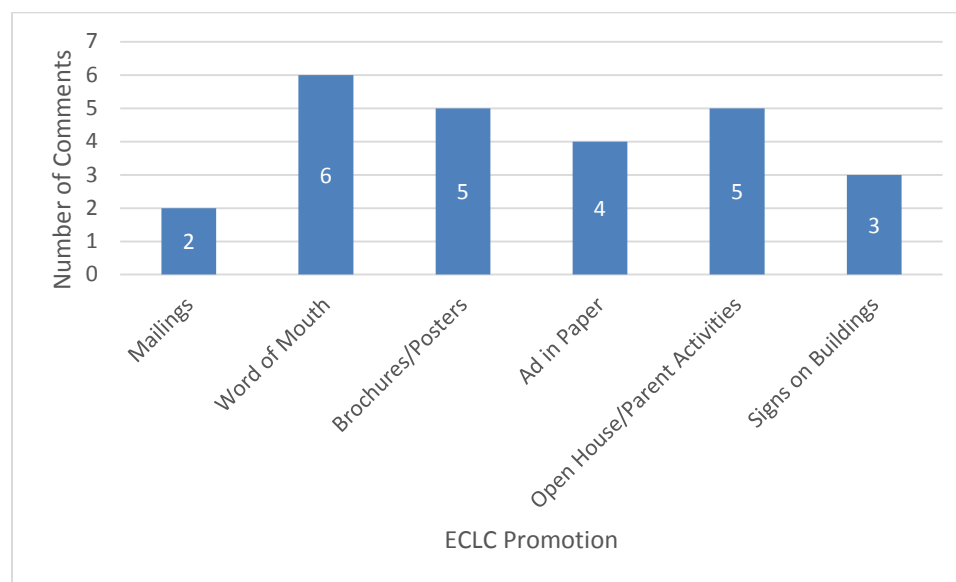


Figure 11. ECLC promotion in the community.

In connection to promoting the ECLC in the community, question 12 of the survey was looking for ways that the school recruits families of the ECLC for the LES. Sixty-nine qualitative comments were received and were divided into nine categories: school activities, church activities, word of mouth, teacher communication, principal communication, advertising, internet, round up/open house, and an ECLC/LES connection. Again, word of mouth was seen as an important reason for parents deciding to send their child on to the LES after the ECLC (see Figure 12). School activities and a round up or open house were also factors in keeping students in the LES after the ECLC.

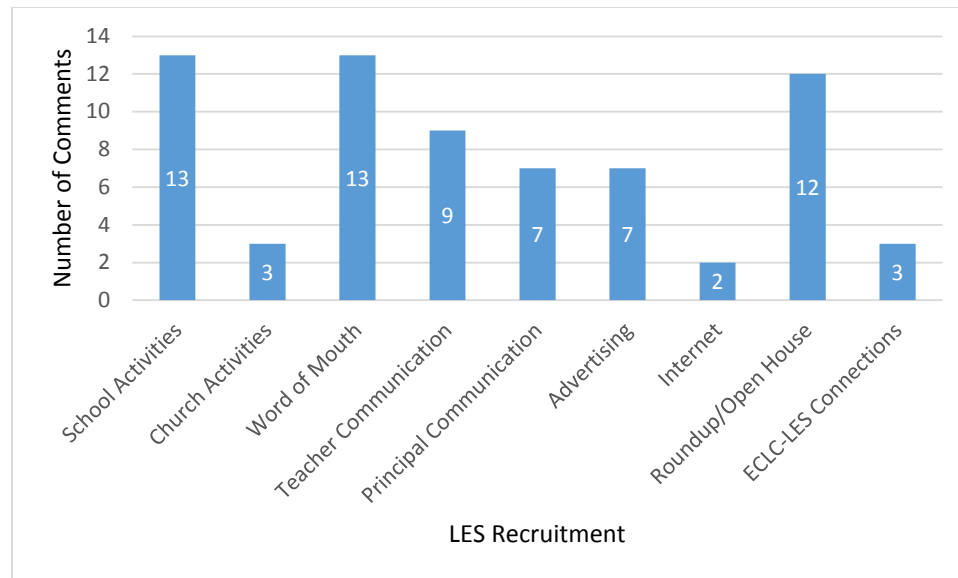


Figure 12. LES promotion in the community.

Finally, the last question of the interview asked for the administrator's opinion on what factors are a part of ECLCs that grow LESs. The results can be seen in Figure 13. Communication was seen as a key attribute among ECLCs that contribute to higher enrollment in the connected LES. The other key factors, according to administrators, include a strong connection among parents, a seamless transition between the ECLC and LES, and a high quality ECLC program. By creating a quality ECLC program, administrators believe it will be harder for parents to leave.

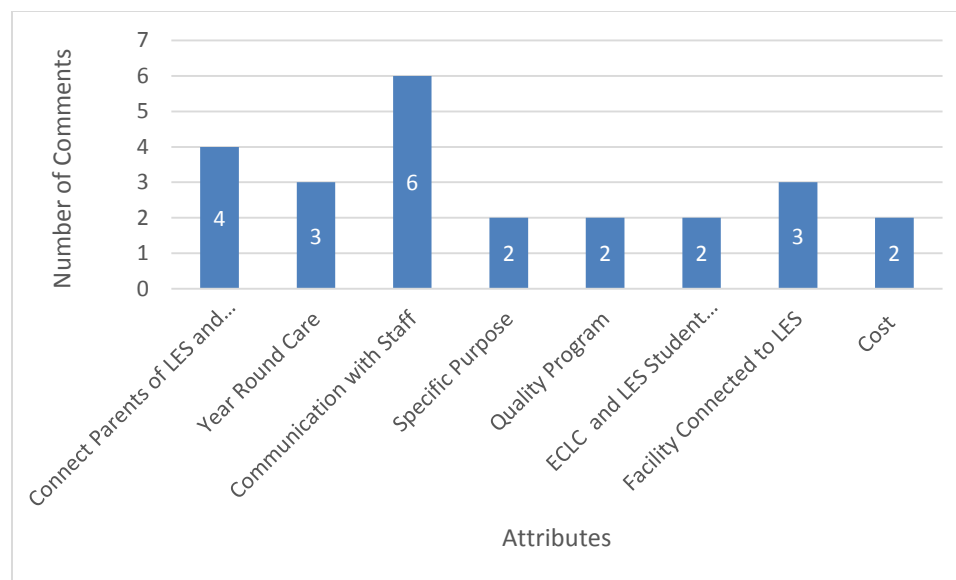


Figure 13. Attributes of ECLCs that grow LES enrollment.

4. Does the type of ECLC (full-time vs part-time) relate to LES growth?

Many types of ECLC programs exist around the Synod. Some are only a few days of the week during the school year and some are every day, all day year round. A part-time program is defined as meeting less than five times per week or only offering their program in mornings or afternoons. A full-time program is defined as offering their program mornings and afternoons five days a week. Administrators were asked in the survey to identify what type of program they have (see Appendix F). 34 responses were received with 18 responding that they offer full-time programs and 16 responding that they offer part-time programs.

Schools were then divided into two categories based on the type of program. Five separate point biserial correlations were computed between the LES enrollment by year and whether or not the ECLC was full time. The results revealed that 2010-2011 enrollments were not significantly correlated with the type of ECLC program, $r_{pb}(32) =$

+0.27, $p = .12$. This correlation is weak as only 7.3 % of the total variation in enrollment can be explained by type. Similar results were found for the other years studied. The results for the point biserial correlations (r_{pb}) and the coefficients of determination (r^2) can be seen in table 1. Based on the results from the data received, there does not appear to be a correlation between the type of ECLC and LES growth.

Table 1

Point biserial correlations between the LES enrollment by year and whether or not the ECLC is full or part time.

Year	r_{pb}	p	r^2
2010-2011	+0.27	0.12	7.3%
2011-2012	+0.29	0.10	8.1%
2012-2013	+0.26	0.14	6.8%
2013-2014	+0.26	0.13	6.9%
2014-2015	+0.29	0.10	8.3%

Summary

This study was conducted to answer four specific research questions on how ECLC enrollment may relate to LES enrollment. God has richly blessed the ministry of early childhood around the Synod and many positive comments were received. Many LESs have benefited from these programs. Of course, it is not the program or the staff that is responsible for these blessings, but the Holy Spirit who is at the heart of each program. It is also important to remember that this is not an experimental study, and although effects can be seen, causal conclusions cannot be drawn.

Based on the results from the schools in the sample data, benefits can be seen. Overall, schools with a connected ECLC do tend to have higher enrollments than schools

that do not have an ECLC. Only about 10% of members leave for another school after being enrolled in an ECLC and 40% of non-members leave. This shows that more non-members actually tend to stay at the LES than leave. No difference is seen in LES growth based on the type of program, part-time or full-time, that is offered by the ECLC.

Many of the survey and interview questions in this study focused on the factors that make a quality ECLC and factors that lead to students continuing on to the connected LES. Seven main factors for continued enrollment for the LES were found. The seven main factors were: cost, Christian education, quality program, convenience, well-trained Christian teachers, reputation, and word of mouth. Teaching the gospel with well-trained Christian teachers was seen as the top factor leading students to continue to the LES. A quality ECLC program was key to moving students from the ECLC to LES. Many schools have been blessed with a quality reputation in the community based on word of mouth referrals to the program. Even though there are many variables, an LES that is connected to an ECLC may see blessings such as a higher enrollment and the opportunity to spread the Gospel message to more families.

Chapter V: Summary, Conclusions, and Recommendations

Introduction

Early childhood and Lutheran elementary schools are essential to the ministry of the WELS. The foundation created through this Christian education will train the next generation of WELS called workers and lay leaders. Anything that can be learned from this study will be beneficial as the Synod moves forward with the mission of reaching more souls. Blessings can be seen in WELS ECLCs and connected LESs. This study has focused on these blessings.

Summary of the Results

This study focused on the impact ECLCs have on the enrollment of a connected LES. Evidence exists showing that schools with an ECLC have higher enrollments than schools that do not. Once children are enrolled in an ECLC, more stay than leave for kindergarten. This study also examined responses of administrators when asked about factors that could lead LES enrollment to grow because of ECLCs.

The four main questions in this study were:

1. Do LESs that have a connected ECLC tend to have higher enrollment than LESs without an ECLC?
2. What percentage of member and non-member students stay at the connected LES rather than switching to another school for kindergarten?
3. According to administrators, for parents that do stay in the connected LES, what are the important factors that led to continuing their child's education at the LES?
4. Does the type of ECLC (full-time vs part-time) relate to LES growth?

After looking at the enrollment statistics of the 216 WELS schools that reported their enrollment to the CLS office the last five years, schools that have an ECLC tend to have a higher enrollment than schools that do not have an ECLC. Over the five year period studied, LESs that are connected to an ECLC have an average enrollment of 89 students compared with an average enrollment of 68 for schools that are not connected to an ECLC.

Based on the information obtained from 34 administrators in the survey, about 90% of members and 60% of non-members continue their children's enrollment in WELS LESs for kindergarten. The data showed that the percentages of members and non-members staying for kindergarten were fairly consistent over the five year period studied.

There are many different types of ECLCs in the Synod, but most can be categorized as either part-time or full-time. No correlation exists between the type of program, full- or part-time, and the connected LES growth. Both groups had similar enrollment trends over the five year period studied.

The main impact on the enrollment in an LES relates to the positive factors that are found in the connected ECLC. This study showed three common factors, which in the eyes of the administrators surveyed, could lead to enrollment growth in the connected LES. First of all, administrators had many responses relating to the importance of word of mouth and parent communication in an ECLC and connected LES. Secondly, a quality ECLC needs to be in place. A quality program includes trained Christian teachers, an organized curriculum and a low cost, flexible program. Finally, it is important to provide a seamless transition between the ECLC and LES.

Conclusions

Little research has been done on WELS ECLCs. Current literature in the WELS focuses on the need for young children to hear the Word of God and how early childhood education can be a good way to connect that Gospel message with young families. Public schools are seeing the benefits of ECLCs by enrolling new students when the children are young (Benefits-School Districts, n.d., p. 3). As shown in this study, ECLCs do have an impact on LES enrollment and the ministry of the church as a whole.

Congregations that have an ECLC and an LES tend to have more students than schools without an ECLC. One of the reasons for this may be seen by looking at the data for research question two (Figures 3 and 4). More members and non-members stay for kindergarten in the LES than leave. This means many students around the Synod started in the school's ECLC before enrolling in the LES. ECLCs can lay that foundation of Christian education at an early age that may continue into the LES.

According to the data, there was no correlation between the type of ECLC and LES growth. Many different types of early childhood education exist and parents are looking for a variety of early childhood care. Each congregation needs to determine its needs and the needs of the community when deciding what type of program to set up.

Each congregation is unique and has a different atmosphere. What works in one ECLC may not work in another. Even with these differences, administrators did comment on common factors in an ECLC that can lead to LES growth. Word of mouth was a response for several questions of the survey and by six of the 10 administrators in the interviews. According to those surveyed, parents are influenced by the recommendations of other parents when selecting a school. This is seen as one of the most important

recruiting tools by many administrators. Once the students are enrolled in the ECLC, teachers are important by creating relationships with parents that encourage them to enroll their children in kindergarten. Finally, whenever possible, it is beneficial to communicate to parents that the ECLC and LES are one school with a unified program rather than two schools with differing programs. All of these factors ease the transition into the LES and help parents continue their child's Christian education in the connected LES.

Recommendations

The following recommendations are proposed to increase the enrollment of WELS LESs through ECLCs: (1) focus on creating a quality ECLC, (2) communicate the importance of word of mouth with current LES parents, (3) and foster an environment where no difference is seen between the ECLC and the LES. Future studies on how successful ECLCs are run would also be beneficial.

Focus on creating a quality ECLC. Congregations cannot expect results overnight by adding or expanding their early childhood ministry. Creating a quality ECLC takes time and research. First of all, research needs to be done on ECLCs in the community. One of the factors that administrators listed as being key to a successful program was a need for early childhood in the area (see Figure 8). It is important to gather data on the market for early childhood in the area. It would not be beneficial to start a new program in an area that already has many other early childhood programs. It is also important to set up a cost-effective ECLC. Other early childhood programs may be created to make a profit. ECLCs with the support of a WELS congregation may make it

possible to offer lower tuition than other programs in the community. This may draw people to the cost-effective program.

The facilities for an ECLC need to be clean, need to be inviting, and need to be up to code. Thirty-three of the 34 responses on the survey reported that their facility was in the same building as the LES. This is seen as a positive when trying to retain families for kindergarten. Parents will be drawn to facilities that can provide a safe learning environment for their children.

Many parents are also looking for a first-rate curriculum when looking for an ECLC. Today's parents are looking for an excellent education at a younger and younger age. Children in early childhood programs are at a variety of developmental levels. A quality ECLC program will be structured to meet the needs of all students at all levels. Parents are also drawn in by the flexibility the program can provide. Many parents looking for ECLCs are working parents who need to have their child in the ECLC during their work schedule. Offering a variety of early childhood programs or hours offers the flexibility they desire.

Finally, a quality program needs to be run by qualified Christian teachers. Cost, facilities, and curriculum are things that many parents look for, however it is the teacher that can make a real difference. Besides the qualifications the teacher has for educating the child and building a relationship with the parents, the ultimate goal of our ECLCs is to preach God's Word. Qualified Christian early childhood teachers are key in sharing that gospel message with the students and their families. This will help the ECLC fit underneath the mission of the church and carry out the Great Commission. With that as

the primary goal, parents will see the benefits of Christian education in the ECLC, opening the door for the next step of enrolling their child in the LES.

Communicate the importance of word of mouth with current LES parents.

Word of mouth was mentioned by many of those surveyed and interviewed as an important way of getting new families into the school. Advertising in the community through various means and events has its place when spreading the word about an ECLC, however, administrators constantly stated that word of mouth was most effective. First of all, it is effective because parents are getting their information from other parents. Administrators stated in their interviews that it is much less intimidating and parents are more willing to listen when the information comes from other parents as opposed to school leaders.

Parents constantly talk with other parents. This often happens in informal conversations on the playground or with neighbors. Parents are often eager to share where their children go to school, and this can create a positive reputation about the ECLC and connected LES. One administrator that was interviewed said there are parents active on parent blog sites that promote the school. Schools around the Synod have also set up special activities for parents to bring their children and talk with one another. These events range from VBS and “Power Hour” activities to simple play groups in the park. VBS and “Power Hour” are events run by school parents or teachers that have scheduled activities focused on God’s Word. Parents can then talk with one another about the school while parents and kids are introduced to Christian education. Play groups are less formal but still allow for parents and children to interact.

Whether it is through an event sponsored by the school or in an informal conversation in the community, the ECLC and connected LES can benefit from communicating the importance of word of mouth with parents. Many parents do this naturally without being told to do so, but it is also good to talk to parents about their role in recruiting new families. It does not require much effort for a school to remind its parents of the powerful effect that word of mouth can have and thank parents for providing a positive reputation in the community. It may seem insignificant, but word of mouth is a simple way to carry out the Great Commission.

Foster an environment where there is no difference between the ECLC and the LES. Convenience is key when parents are looking for a school. Administrators said that one of the main reasons the ECLC was started was to enroll students at their school before they went elsewhere (see Figure 6). Convenience was also listed as one of the top reasons for continued enrollment in the LES (see Figure 5). The reason for starting an ECLC is to spread the gospel message to more families. If starting that Christian education at an earlier age means contact with more students and families, then it is an important part of creating a successful ECLC and connected LES.

One way to create this environment is to make sure parents of the ECLC are connected with the parents of the LES. This was seen as a key reason for a successful ECLC and connected LES by administrators (see Figure 15). One administrator commented on having lower grade LES parents “mentor” an ECLC parent. This “mentor” can be in charge of making them feel welcome and inviting them to school events. The more that parents get together, the more they feel like they are part of the

family environment of the school. Changing schools is more difficult when you feel like a part of the family.

Another way this environment can be created is by having joint events as a whole school. Christmas services should include ECLC and LES students. ECLC and LES students should be a part of singing in church. Daily events such as chapel, lunch, and recess can be done at the same time to include all students at all times. After school events such as plays, talent shows, concerts, and academic fairs can be done together as well. Any time there is an opportunity to include all students, it will seem more like one unified school rather than separated ECLC and LES programs. Some schools do school “team building” events where students from all grade levels compete or participate in mixed age group teams to build school unity. Through events like this, all students, including ECLC students, will get to know one another and feel a part of the school.

Finally, the school can help this environment by talking about the ECLC and LES as one school. Some schools that were surveyed refer to their program as 3K-8th grade rather than an ECLC and LES. It seems like a simple thing, but building the idea of unity can be powerful. This seamless transition reinforces the idea to parents that they do not have to reapply for the LES, or do anything for their child’s continued enrollment in kindergarten. If administrators talk about a unified program, parents will start to understand the cohesiveness of the program and continue their enrollment.

ECLCs and LESs can and should work together. Parents are looking for early childhood education and LES administrators can take advantage of this fact. Each school is different in the various congregations and communities around the country. However,

by following common positive attributes of ECLCs and connected LESs, the WELS LES system may see enrollment increases because of early childhood education.

References

- Barnes, G. R., Haar, B. M., Isch, J. R., & Raddatz, D. H. (1986). *Preschools and Day-Care Facilities*. Retrieved from WLS Essays: <http://www.wlsessays.net/files/BarnesPreschools.pdf>
- Benefits-School Districts*. (n.d.). Retrieved from Wisconsin Department of Instruction: http://4kca.dpi.wi.gov/benefits_districts
- Creswel, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.)*. Thousand Oaks, CA: SAGE.
- Gartner, D. (2010). *The Importance of Early Childhood Learning Centers*. New Ulm MN: Martin Luther College.
- Granberg, S. (2013). *Taskforce on Lutheran Schools Report*. WELS Book of Reports and Memorials.
- Haar, B. (1997, October). The Lutheran Educator. *Early Childhood Education*, 38(1), pp. 21-26.
- Loomis, C. (2005, October). The Lutheran Educator. *Education Through the Ages: Early Childhood Education*, 46(1), p. 3.
- Meyer, J. (2013). Issues in Lutheran Education Blog. *Is it Too Late for WELS Schools?* Retrieved from <http://blogs.mlc-wels.edu/wels-educator/2013/05/15/is-it-too-late-for-wels-schools/>
- Otterstatter, M. (2013). Issues in Lutheran Education Blog. *Can WELS early childhood ministries fulfill their outreach promise?* Retrieved from <http://blogs.mlc-wels.edu/wels-educator/2013/01/30/can-wels-early-childhood-ministries-fulfill-their-outreach-promise/>
- Schmill, G. (2013). *Commission on Lutheran Schools Report*. WELS Book of Reports and Memorials.
- Schroeder, M. (2013). Issues in Lutheran Education Blog. *Preserving and Enhancing the Ministry of Our Lutheran Schools*. Retrieved from <http://blogs.mlc-wels.edu/wels-educator/2013/06/28/theses-for-discussion-preserving-and-enhancing-the-ministry-of-our-lutheran-schools/>
- Valleskey, D. J. (2014). *Outreach and our Lutheran Elementary Schools and Pre-Schools*. Report at the Ohio Pastor/Teacher Delegate Conference. Retrieved from <http://www.wlsessays.net/files/Outreach%20and%20Our%20Lutheran%20Elementary%20Schools%20and%20Pre-Schools.pdf>
- WELS Commision on Lutheran Schools. (2014). *School Summaries Report*. Retrieved from WELS Connect.

Appendix A: Survey for Administrators of Connected Early Learning Centers and LESs

Please answer each question as accurately as possible. The responses for each question will be kept confidential. Responses will only be used by the researcher to find common factors of success and growth among connected Early Childhood Learning Centers (ECLC) and Lutheran Elementary Schools (LES) across the WELS. Specific names of schools will not be used in the final report.

For the purpose of this survey, the term ECLC means a curriculum based program run by the church during the school day for children from birth to Kindergarten.

1. How long has your congregation's ECLC been in existence?
2. What is your congregation's ECLC enrollment for each of the past 5 years?
3. What is your congregation's LES enrollment for each of the past 5 years?
4. Is your ECLC full time (5 days per week and offers morning and afternoon sessions) or half time (less than 5 days a week, or only offering morning or afternoon sessions)? What are the hours of your ECLC?
5. What percentage of member students in your congregation's LES were recruited to your school in each of the last 5 years through your congregation's ECLC? Non-member students?
6. What percentage of member students in your congregation's ECLC have left your school for Kindergarten after attending your congregation's ECLC in each of the last 5 years?

7. What percentage of non-member students switched to Kindergarten in another school after attending your congregation's ECLC in each of the last 5 years?

8. From your viewpoint, list three positives, or things you do well in your congregation's ECLC

9. List three things you think your congregation's ECLC can do a better job of overall?

10. What factors in your community make your congregation's ECLC successful?

11. Using the following scale, how supportive of your ECLC is your congregation?

1. Not at all supportive
2. Somewhat supportive
3. Mostly supportive
4. Very Supportive

12. How does your congregation's school recruit families of the ECLC for the LES?

13. Is your congregation's ECLC in the same building as the LES?

- a. Yes
- b. No

14. Using the following scale, how much contact do ECLC parents have with LES parents?

1. No contact at all (different buildings, never see each other)

2. Very little contact (see each other before or after school on occasion)
3. Some contact (regularly interact before and after school)
4. Regular contact (regularly interact together at school and at school related events)

15. What factors, from your viewpoint, influence ECLC parents to continue using the LES?

16. Would you be willing to be contacted by the researcher for further questions?

- a. Yes
- b. No

17. If yes, please include your email address below.

**Appendix B: Interview Questions for Administrators of Connected Early Learning
Centers and LES.**

1. What were the reasons for starting your congregation's ECLC?
2. Does the Early Learning Center exist to promote and extend the mission of the church?
How does this happen?
3. What do you do to promote the Early Learning Center in the community?
4. Using the following scale:
 - a. How supportive are the pastors in the ministry of the Early Learning Center?
 - b. How supportive is the congregation in the ministry of the Early Learning Center?
 - c. How supportive is the LES faculty in the ministry of the Early Learning Center?
 1. Not at all supportive
 2. Somewhat supportive
 3. Mostly supportive
 4. Very Supportive
5. In your opinion, does the Early Learning Center do a good job of promoting the LES?
How does this happen?

6. What things would you like to do to better to connect the Early Learning Center and LES?

7. Please comment on any other factors that you think are important for a successful Early Learning Center and connected LES.

Appendix C: Survey Question 1 Results

What year did your ECLC start?	
Responses	
1978	
1978	
1987	
1988	
1990	
1990	
1990	
1990	
1992	
1993	
1993	
1993	
1993	
1996	
1996	
1997	
1997	
1998	
2002	
2002	
2003	
2003	
2004	
2004	
2007	
2008	
2008	
2009	
2010	
2010	
2011	
2011	
2012	
2013	
2015	

Appendix D: Survey Question 2 Results

What is your congregation's ECLC enrollment for each of the last 5 years?					
	2010-2011	2011-2012	2012-2013	2013-2013	2014-2015
1	2	2	0	3	2
2	90	90	90	90	90
3			78	105	123
4	11	9	13	22	25
5	64	76	90	108	114
6	8	10	11	10	12
7	21	17	11	15	12
8	17	15	22	23	19
9	57	60	63	65	61
10	24	26	28	32	18
11	8	12	12	5	11
12	15	12	6	10	14
13	14	21	25	22	22
14	8	11	10	12	9
15	18	20	33	33	33
16	27	20	17	20	19
17	19	23	18	17	14
18		7	20	25	53
19	15	19	35	32	61
20	13	14	15	17	21
21	39	48	42	44	37
22	34	43	45	44	48
23	31	26	15	26	26
24	15	17	14	18	19
25	21	17	19	13	11
26				25	30
27	11	5	3	8	5
28	38	37	37	32	33
29	55	58	64	57	51
30	16	14	13	15	8
31	18	27	25	30	30
32	23	22	25	23	24
33		9	10	17	14
34	30	36	36	45	45
TOTAL	762	823	945	1063	1114
AVERAGE	25.40	25.72	28.64	31.26	32.76

Appendix E: Survey Question 3 Results

What is your congregation's LES enrollment for each of the last 5 years?					
	2010-2011	2011-2012	2012-2013	2013-2013	2014-2015
1	11	12	12	11	7
2	242	243	252	263	269
3	46	47	53	56	61
4	85	75	71	74	67
5	18	45	81	112	138
6	102	110	117	126	132
7	121	106	110	113	110
8	42	39	29	34	34
9	23	23	25	27	21
10	271	266	272	265	268
11	90	98	98	94	89
12	55	53	56	46	43
13	56	52	55	54	58
14	57	50	51	47	45
15	123	110	95	103	96
16	96	99	97	95	111
17	62	63	58	57	39
18	46	56	55	60	53
19	67	71	66	79	89
20	53	56	54	57	62
21	144	136	134	122	111
22	193	196	195	200	213
23	137	140	136	120	120
24	67	65	70	68	64
25	43	35	24	20	25
26	35	37	44	40	44
27	137	125	123	105	110
28	96	83	88	86	81
29	178	175	187	198	184
30	68	70	68	64	70
31	27	21	29	31	31
32	137	132	134	121	107
33	55	58	60	59	61
34	87	90	91	98	120
TOTAL	3070	3037	3090	3105	3133
AVERAGE	90.29	89.32	90.88	91.32	92.15

Appendix F: Survey Question 4 Results

Is your ECLC full time (5 days per week and offers morning and afternoon sessions) or half time (less than 5 days a week, or only offering morning or afternoon sessions)? What are the hours of your ECLC?	
Number	Response Text
1	Full time M-F 7:30am-5:15 pm. They must attend a minimum of 2 days a week from 8:30-11:30 am when the curriculum is taught.
2	5 days a week, morning only
3	half time mon-fri 8:45-11:45 am
4	PK3-Tuesday/Thursday or Wednesday/Friday 8:30-11:30 am; PK4- Monday through Friday 12:15-3:15 pm
5	five day all day
6	3 year old: 2 days per week 8-11 AM, 4 year old 3 days per week 8-11AM
7	8 am -11 am for 3 year old and 12:10 pm - 3:10 pm for 4 year old preschool. Both classes are available 5 days a week
8	Three days per week; 1:00-3:20 PM
9	full time 7- 5:30
10	half, 12:00-3:00
11	8:00-11:30 Five Days a Week
12	full time or half time, 2 days, 3 days, or 5 days 8AM to 11:15AM for half days
13	PreK3 Tues/Thurs. 8-10:30 or 12:30-3:00 PreK4 M/W/F 8-11 or Noon-3
14	6:30 A.M.-6:00 P.M.(day care) 4K&3K8:30-11:00
15	Full Time - 8am-5:30pm
16	full time 6am - 6pm
17	full time 7:00-5:30
18	full time - 8 am - 3 pm
19	half time 7:50 - 11:30
20	Half time mornings
21	Half Time - full days on Tuesday and Thursday
22	3 and 5 day options, 8:30-12:00
23	full time / 8:00 a.m.-3:15 p.m.
24	8:15 AM-11:30 AM - Five days a week
25	5 half days
26	full time 8:15-3:00
27	4's are 3 mornings; 3's are two mornings 8:30-11:30
28	PK-3 meets T and Th from 8 to 10:30 A.M. PK-4 meets M, W, and F from 8 to 11 A.M.
29	5 days a week, 8:00 a.m. - 3:30 p.m.
30	5-full days with options of half-days ... open from 7am-6pm
31	4 yr.-M,W,F 8:00-3:00 / 3 yr.-T, Th 8:00-11:15
32	Full Time 6:30-6:30
33	full time, year round, 7am-6pm
34	half time, 12:30-3:00 T,TH previously 12:30-3:00 MWF

Appendix G: Survey Question 5 Results

What percentage of member students in your congregation's LES were recruited to your school in each of the last 5 years through your congregation's ECLC? Non-member students?	
Number	Response Text
1	90% 95% non-member
2	60%, 90% nonmember
3	90% members 80% non-members
4	2013/14-Member 60%,Non 18%; 2012-3 100% member; 2011-2 100% member; 2010-11 100% member; 2009-10 60% member, 0% non
5	50 %
6	68% Member, 5 % non-member
7	70% of member students were from the ECLC and 80% of non-member students.
8	0
9	18 m 13 non
10	10
11	70
12	100 %, 50%
13	10
14	non-members @5%
15	20%, 70% are nonmembers
16	NA
17	Over the last 4 years we have had 2 families(3 children) = 6% and 1 member family 2% of each "kind" = 2%
18	?
19	45%
20	100%
21	All member students (100%) who attended ECLC attended LES. Non-member percentages are reflected below.
22	Members 10%, Non-Members 20%
23	Member 85%; Non-member 28%
24	60% 20%
25	100%
26	1% - 5%
27	2010-11 75%; 23% 2011-12 33% 29% 2012-13 50% 30% 2013-14 67% 23%
28	each year would be near one percent
29	we're choice, most are non-members; 1 member, 10 or more non-member
30	Each year we baptize and bring about 15 students and 6-8 families into our church
31	I can't say because the school's reputation precedes the ECLC's; also they may already be coming because of older siblings
32	35%(that is somewhat misleading as we do not have a many member families in the ECLC) and 16% non-member
33	10
34	0%, 0%

Appendix H: Survey Question 6 Results

What percentage of member students in your congregation's ECLC have left your school for kindergarten after attending your congregation's ECLC in each of the last 5 years?					
Number	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	40	0	0	0	40
5	30	10	10	20	10
6	26	26	32	32	38
7	0	0	5	0	1
8	14	20	0	33	0
9	0	0	0	10	0
10	40	60	75	60	80
11	45	52	55	45	70
12	10	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	5
17	0	0	0	0	0
18	0	0	0	0	0
19	40	30	50	40	55
20	0	0	0	0	20
21	0	0	0	0	0
22	0	0	0	0	0
23	0	25	50	0	0
24	10	10	10	10	0
25	0	0	0	0	0
26	1	0	1	0	0
27	0	25	67	50	33
28	0	5	6	9	7
29	0	0	0	0	0
30	0	0	0	0	0
31	14	20	0	0	17
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	33
Total	8.4%	8.8%	11.3%	9.7%	12.8%

Appendix I: Survey Question 7 Results

What percentage of non-member students switched to kindergarten in another school after attending your congregation's ECLC in each of the last 5 years?					
Number	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1	40	20	10	5	0
2	0	0	50	50	50
3	90	66	45	50	50
4	100	0	100	100	82
5	30	10	10	20	10
6	0	0	0	0	0
7	100	100	100	100	87
8	67	0	100	0	0
9	50	50	50	50	25
10	50	20	10	25	5
11	55	48	45	55	30
12	75	100	42	100	50
13	20	20	20	15	15
14	50	50	50	50	50
15	50	60	45	60	40
16	50	50	50	20	15
17	0	0	33	100	66
18	0	0	0	0	0
19	75	80	75	70	80
20	100	50	50	100	50
21	0	100	40	100	80
22	70	50	83	84	80
23	33	89	63	100	80
24	10	10	10	10	0
25	0	0	0	0	0
26	70	85	80	97	95
27	0	77	71	70	67
28	0	0	0	9	0
29	0	0	0	0	0
30	5	14	28	40	55
31	50	71	67	0	25
32	0	0	0	0	82
33	0	0	0	0	0
34	0	0	0	0	0
Total	38.8%	38.1%	41.5%	46.3%	39.6%

Appendix J: Survey Question 8 Results

From your viewpoint, list three positives or things you do well in your congregation's ECLC.	
Code	Positive
1	Quality staff
1	Teacher
1	excellent, caring staff that shares God's Word
1	Awesome caring teacher
1	Our preschool teacher is an experienced Mom which greatly enhances her teaching ability
1	offer families Christian caregivers for their children
1	Pastors, Teachers and School families interact with preschoolers and parents
1	Good communication with parents by the preschool teacher
2	Preschool operates the same hours and the same location as the LES
2	It is part of the LES and operated the same way
2	preschool is considered part of school
2	incorporate our ECE with our school
2	Preschool and LES are in the same building
2	working at strengthening the bridge between preschool and K
2	recruit for k
2	Recruitment into our K
3	Well run program
3	Kindergarten prep
3	Building of social and academic skills
3	Playtime... Social interaction
3	Give students a positive academic experience
3	provide structured learning centers for age appropriate learning
3	Teach the whole child
3	Prepare children for the social norms of school.
3	field trip opportunities-minimum one field trip per month keeps kids connected to the community
3	Education
3	Introduce them to letters, colors, etc.
3	introduce academic concepts to children who have had no such introduction
3	right mix of academic structure and social play
3	Encourage a love of learning in children.
3	small class
3	provide space and resources
3	Remodeled Classroom that looks like fun occurs
4	We offer our preschool tuition free for its members.
4	competitive tuition rates
4	Cheaper rate to go from preschool to our kindergarten
4	very competitive cost
4	Offer an affordable program
4	offer families a reasonable cost structure and more flexible scheduling considering the market
5	God's Word is taught across the curriculum
5	Teach Christ-centered curriculum at the PK age level
5	teach Gospel

5	Religious lessons
5	Teaching the Gospel
5	Share the love of Jesus
5	provide Christian education
5	Teaching the Bible
5	Teach the children about Jesus
5	teach about Jesus
5	Introduce student and family to Jesus
5	teach the love of Jesus
5	Share God's love with the children.
5	Share God's Word
5	Christian love and nurturing
5	The teachers get to spread the Good News about Jesus and let their light shine in others' lives.
5	Share with parents the purpose of Christian education
5	teach God's word in its truth and purity
5	Share the love of Jesus
6	Flexible Hours
6	scheduling flexibility
6	Have an open door policy (parents/grandparents are welcome any time-and they are very involved)
6	Parents can choose the number of days they want their child to be in preschool, 1-5 days.
6	center flexibility
6	willing to improve and make changes
7	Have nonmember parents become members
7	In two+ years running the ECLC, we have over 30 new church members.
7	reach non members
7	Nearly 40 % or all none members like the preschool so well they join the church.
7	Baptism of children in ECLC
7	All children are either members or mission prospects that became members within the year
8	parent involvement
8	engage parents lovingly
8	family feeling
8	Families feel loved and cared for
8	Show love to students and families
8	Offer families a Christian setting for childcare and growth
8	very welcoming
8	Safety
8	safe, well-furnished facility
8	Provide a safe, Christ-centered social classroom
8	provide a safe learning environment
8	Provide a safe, clean environment for students
9	Twinkling Stars program- Quarterly program where preschool parents are invited to hear various topics, babysitting is provided
9	Promote the 4k program through Open House etc.
9	Activities and events to include the parents
9	Worship and events
9	Invite parents to participate in the K-8 school activities

9	Students participate in singing for church and other presentations
9	Invite students and families to church and school functions
10	We have a large group of nonmembers due to advertising.
10	Our own congregational members are committed to the preschool
10	communication
10	Even though we have had lower enrollments in recent years, the congregation remains highly supportive.
10	Simple advertising with yard signs
10	committed church support
10	We have almost 30% Spanish speaking students from our mission outreach in the community.

Code	Category	Number of Comments	Percent of Total Comments
1	Quality Staff	8	8.3%
2	Operation with LES	8	8.3%
3	Quality Program	17	17.8%
4	Low Cost	6	6.3%
5	Share the Gospel	19	19.8%
6	Program Flexibility	6	6.3%
7	New Church Members	6	6.3%
8	Safe, family Environment	12	12.5%
9	ECLC Events	7	7.3%
10	Other	7	7.3%
		96	100%

Appendix K: Survey Question 9 Results

List three things you think your congregation's ECLC can do a better job of overall.	
Code	Improvement 1
1	Contact parents to encourage to start Bible Info Classes
1	Sponsor more parent informational meetings.
1	Make more intentional contacts with the nonmember families
1	Continue developing our 0-3 age contact program in our congregation to make families aware of the 4k-8 Grade School system that we have.
1	more follow up with parents
1	We can work to maintain communication between our congregation's Power Hour group and potential prospects for our school.
1	BIC Classes
1	Communication between LES parents and ECLC parents
1	Parental involvement
1	parent involvement
1	Keep new families informed and involved in the school
1	Find new ways for the pastor to interact with the parents
2	connecting to our LES
2	Moving more children into our K-8 program after preschool
2	We have a split campus. Both campuses house ECLC's. Keeping both campuses connected is somewhat challenging
2	Transition into Kindergarten
2	Connect ECLC parents with the LES
2	increase school-to-church connections
2	moving students to our LES
2	Assimilate non-member families into the school family population.
2	Even more connection to school
2	transitioning kids from PK to K more effectively
2	Get them into the family atmosphere of the church and school
3	better advertising
3	Outreach
3	Advertising
3	Advertise
3	Advertising
3	reaching more people
3	Outreach
3	Promote the program
3	Promoting our program in the community
3	Outreach
3	Marketing could be improved
3	Advertising
3	community footprint
3	Do more and better advertising/outreach
4	Due to limited room, we have only been able to maintain a preschool in the afternoon which inhibits enrollment.
4	Find room to enroll more
4	expansion plans
4	Need room to grow

4	build more space
4	Better facilities
4	Develop a better location for 4k. Currently in lower level of school. Need to build several Early Childhood rooms
4	Build to bring in more children ... we have wait lists in all ECLC classrooms and not enough elementary space to add them all who want to enroll
5	outside play structure
5	Math
5	Set curriculum
5	working with kids in even smaller groups
5	Offer a full-day option
5	Provide written curriculum.
5	level of academic achievement
5	increase academic performance
6	Congregation must provide for expanded infant care facilities
6	Congregational support
6	Engage our school's assistant principal to lead a committee that studies the role of Early Childhood at our congregation.
6	stronger encouragement from church
6	Making cong. aware of our growing blessings
6	too content with what we have
6	Encourage more from the congregation to make use of the ECC and LES
7	Call a director with an ECM degree
7	lack of experience
7	Provide more staff to handle the larger numbers on certain years.
7	Continue to develop hired (WELS) teachers for leading Bible time with students
7	Calling a full time instructor instead of hiring.
7	Teaching the Word (we have no WELS trained teachers for the last year.)
7	better training for employees
7	Work on staffing shortage
7	Work on having each worker (lead teacher and/or assistant) to see their important work
7	Find workers affiliated with the WELS
7	higher pay for employees
7	Staff burnout
7	Teacher involvement in recruiting students.
8	lack of family-centered activities
8	provide age appropriate activities in the summer
9	Provide more age appropriate activities for before and after school.
9	expanding before and after school care
10	Continuing to get solid biblical materials into the homes
10	Group involvement
10	Overcome the financial hurdle that most nonmember parents cite as the reason for not continuing
10	Reduce the cost of fees so no one is left out. Current fee is \$1100 per student.
10	patience with children and parents from uneducated backgrounds
10	Special education needs
10	Administrate separately from the LES
10	Increase board support or encouraging the use of the Arizona Tuition Tax Credit program
10	Consistency

Code	Category	Number of Comments	Percent of Total Comments
1	More Contact with Parents	12	14%
2	Better connect to LES	11	12.8%
3	More Advertising/Outreach	14	16.3%
4	Better Facility/More Space	8	9.3%
5	Improved Curriculum	8	9.3%
6	More Congregational Support	7	8.1%
7	Support for Staff	13	15.1%
8	Increased Activities	2	2.3%
9	Before/After School Activities	2	2.3%
10	Other	9	10.5%
	TOTALS	86	100%

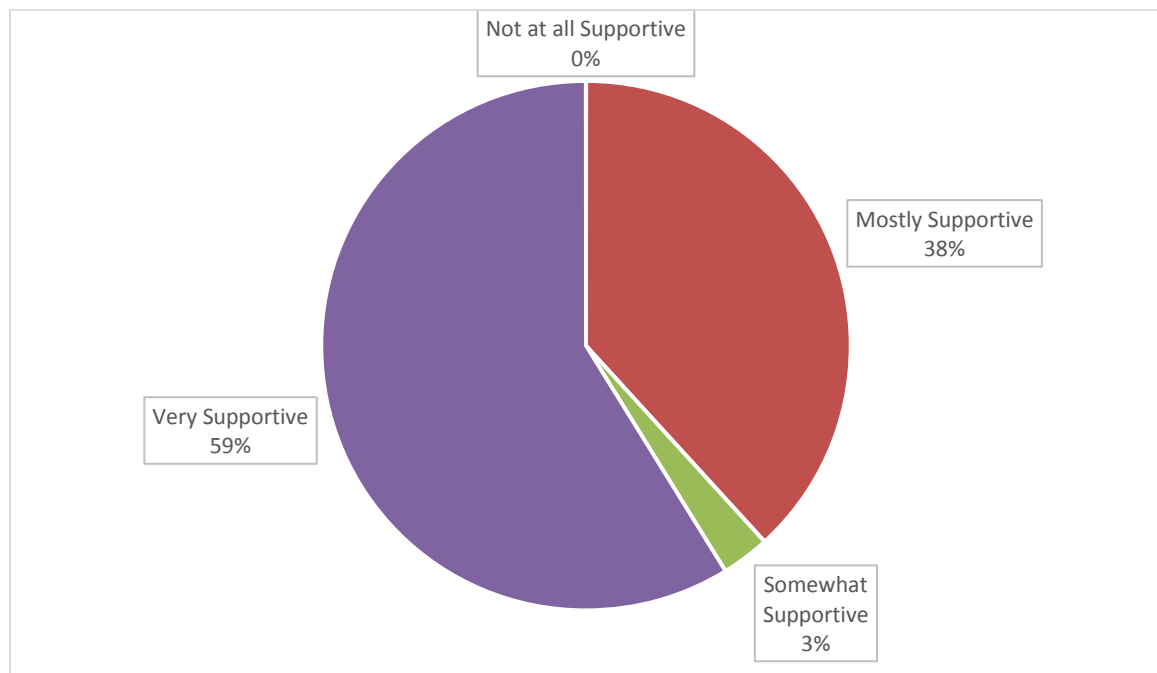
Appendix L: Survey Question 10 Results

What factors in your community make your congregation's ECLC successful?	
Code	Response Text
1	quality, positive word of mouth from parents
1	Lack of success in public schools and word of mouth by our parents
1	word of mouth, advertising, Christian based, good reputation
1	We really do not have a community being a rural congregation, so word of mouth among parents works the best
1	word of mouth is powerful
1	word of mouth
2	We are the only real ECLC in the area. The public school tries to copy ours but doesn't
2	need for ECLC
2	We have a well-established congregation. Our preschool and school has a positive image in the community. We are located at a central location that is visible in our community.
2	Caring parents look at school choice
2	The name Immanuel has created with quality ECLC education
2	good reputation
2	Our school has a long history of providing a quality, Christ-centered education
3	Good reputation in the community; only PK 3 program in the area
3	Limited number of 3 year old PK programs are available
3	Poor Schools/ Overloaded classrooms
3	cost of living, parents need 2 incomes
3	Not too many Christ-centered ECLC in the area, large bussing area for the district, good sized congregation
3	choice program, parents looking for a safe setting, lots of children
3	We are a Christian, clean, stable school for children ... 4-year-olds have a voucher where they can go for free
3	lack of quality preschools
3	Location
4	we have excellent teacher and facilities
4	Loving environment based on God's Word
5	we have lower cost
5	Our ECLC is much more cost-effective for families versus other options in the community. Word of mouth is important in our community.
6	flexible for parents to choose the day or days they want
6	easy to schedule, affordable, coordinated with school
7	The factors are that many people are not only school shopping but also church shopping.
7	non-public PK
8	Keeping our program before the community where possible
8	Our active evangelism program connected to our Scriptural enrollment policy - no Christians from other denominations so no sheep stealing.

Code	Category	Number of Comments	Percent of Total Comments
1	Word of Mouth	6	18.8%
2	Reputation	7	21.9%
3	Need for ECLC in area	9	28.1%
4	Teacher/Facilities	2	6.3%
5	Cost	2	6.3%
6	Flexibility	2	6.3%
7	Church Connection	2	6.3%
8	Outreach/Advertising	2	6.3%
		32	100%

Appendix M: Survey Question 11 Results

Using the following scale, how supportive of your ECLC is your congregation?					
Answer Options	Not at all Supportive	Somewhat Supportive	Mostly Supportive	Very Supportive	Response Count
Congregation Support	0	1	13	20	34



Appendix N: Survey Question 12 Results

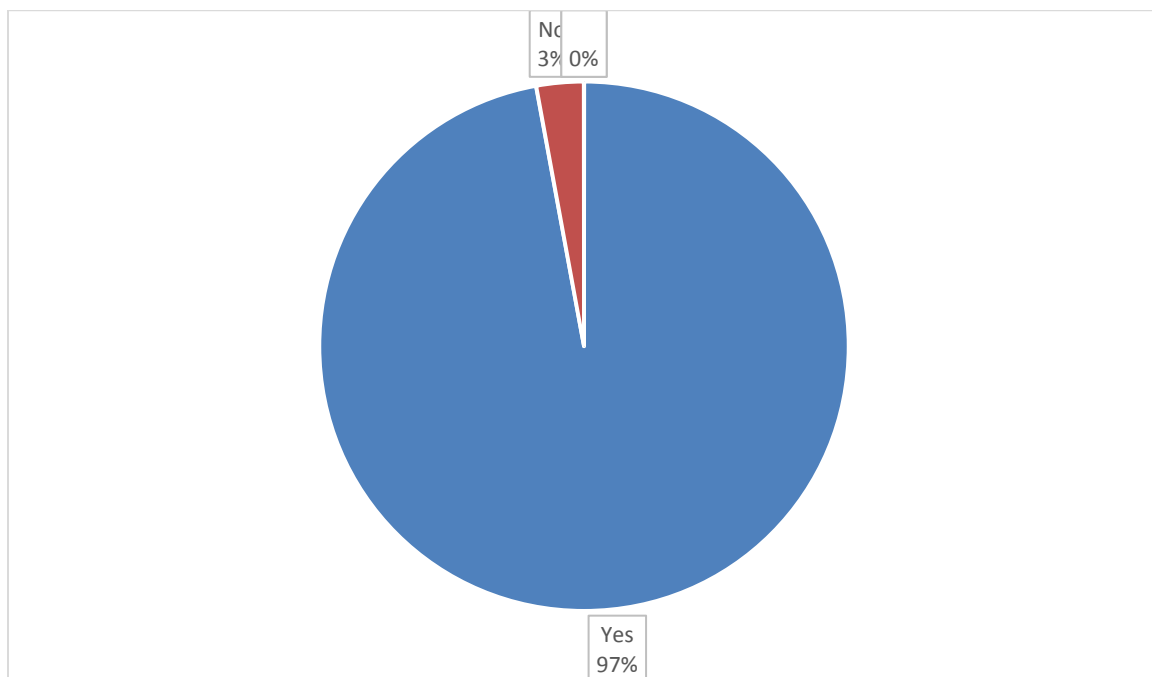
How does your congregation's school recruit families of the ECLC for the LES?	
Code	Response Text
1	Fun Nights, Messy Mondays
1	School events done together
1	PK 4 has scheduled play times with K
1	all families are invited to school and church activities
1	school plays and fairs participation
1	We have joint activities with prek and kindergarten
1	promotion through Power Hour and Vacation Bible School
1	invite them to participate in many activities
1	Visits and interaction with Kindergarten
1	Invitations to participate in K-8 activities to get to know other families.
1	Show school recruitment video at events
1	We include kids in K-8 activities and extra-curricular activities
1	We have many interactions between ECM and LES children on a daily basis
2	ECLC sings in church 4 times per year
2	Singing in church several times during the year
2	sing in church
3	Talking in Halls
3	current families refer new families
3	word of mouth
3	Contact by parents
3	word of mouth/personal contact with friends and neighbors
3	word of mouth
3	word of mouth
3	school/church parents talk to them, invite 3 year olds to join 4 K program
3	Word of Mouth
3	contact with our area sister congregations
3	Word of Mouth
3	Our LES has a great reputation so supply/demand helps!
3	word of mouth
4	Personal connections and invitations
4	The preschool teacher will talk to parents directly when in her classroom for dropping off and picking up
4	conferences
4	Newsletters
4	By the teachers making them feel welcome and discussing the possibility of attending the school after preschool.
4	Talking with parents one-on-one,
4	staff talking to parents
4	personal invitations
4	Greeting families as they bring their child to the center.
5	Making as many contacts as we can with the parents
5	Letter from Principal
5	principal interaction
5	phone calls

5	Membership/Outreach
5	Tours of school
5	principal and teacher meets with them
6	advertising in local periodicals
6	Some limited advertising in the newspaper
6	Radio, internet, banners
6	Flyers, handing out information about the AZ Tuition Tax Credit program
6	Promotional Materials
6	Weekly newsletter, mailings
6	congregational publicity
7	website, Facebook
7	Church/School Website
8	Visitation days
8	Having preschool and K open house on the same day
8	Hosting two open houses per year (January and March)
8	Open house, mixers
8	Kindergarten roundup
8	Kindergarten open house
8	Kindergarten round-up
8	Kindergarten round-up
8	Open Houses, Family Fun Night
8	Open House in March
8	Open House
8	Personalized invitations to Kindergarten Parent Information Meeting and Kindergarten Roundup.
9	They have combined the two into one school grades P3-8th.
9	same building and facilities, a natural seamless progression into the school
9	Partnering with the LES for a variety of activities from dress up days to reading buddies.

Code	Category	Number of Comments	Percent of Total Comments
1	School Activities	13	18.9%
2	Church Activities	3	4.3%
3	Word of Mouth	13	18.9%
4	Teacher Communication	9	13.1%
5	Principal Communication	7	10.1%
6	Advertising	7	10.1%
7	Internet	2	2.9%
8	Roundup/Open House	12	17.4%
9	ECLC-LES Connections	3	4.3%
		69	100%

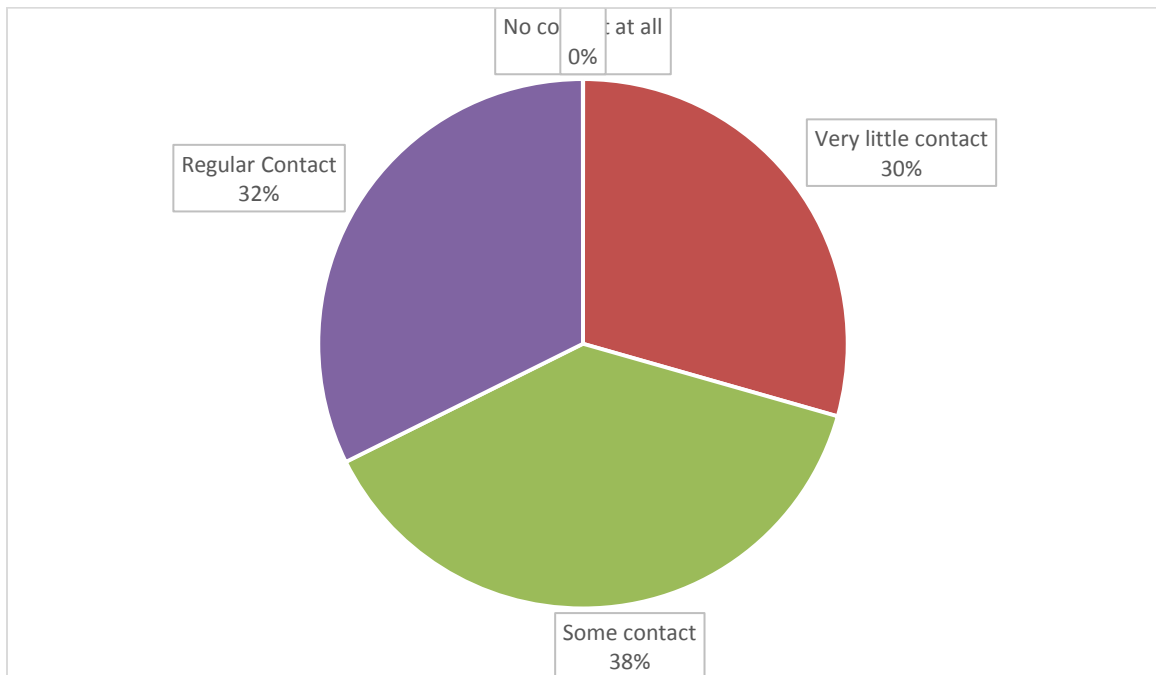
Appendix O: Survey Question 13 Results

Is your congregation's ECLC in the same building as the LES?		
Answer Options	Response Percent	Response Count
Yes	97.1%	33
No	2.9%	1



Appendix P: Survey Question 14 Results

Answer Options	No contact at all (different buildings, never see each other)	Very little contact (see each other before or after school on occasion)	Some contact (regularly interact before and after school)	Regular contact (regularly interact together at school and at school related events)	
Response Count	0	10	13	11	34



Appendix Q: Survey Question 15 Results

What factors, from your viewpoint, influence ECLC parents to continue using the LES?	
Code	Response Text
1	A full student in ECLC pays about \$2500 but to go to kindergarten we charge only \$2000 for a nonmember. This allows the door to be open and not slammed in their face. This gives us time to talk to them about Jesus. We have had 87 people join our church in the last 5 years and most are from our ECLC and school. They are also active members. We had 20 new members join 2 months ago in the same service.
1	Money is the biggest reason by far. If we were no tuition in our LES, we would have almost 100%
1	Cost
1	Finances
1	The low amount of money needed to have the children in our LES
1	competitive pricing
2	whether or not they agree what we teach in relation to God's Word
2	Christian Education
2	Christian Education
2	The number one reason is they see such a positive behavior change in their children when they hear the Christ Light lessons.
2	Quality loving Christian education
2	Christ-centered
2	Most students are from member families so they plan on using the ECLC
2	Continued hearing of God's Word
2	Opportunity to stay connected to God's Word daily
2	Interest in pursuing a Christ-centered education for their children
2	An understanding of fellowship is essential in our community. Additional benefits are an agreement in doctrine with our church body and a desire for a solid, Lutheran education
3	pleased with preschool program; concerns that public schools in area are not as good
3	Class Size
3	They are pleased with the program in preschool; members in the congregation
3	Small, Safe Classroom Environment as opposed to public system
3	Having them see our school in action.
3	quality of academics, outside activities,
3	confidence in curriculum
4	convenience
4	Being in the same building and LES student interactions with ECLC students on a regular basis
4	Comfort with Classmates
4	familiarity
4	children remain in the building for Grades K-8
4	They are part of the school from day one and do not even have to fill out more paper work to enter Kindergarten. They just move on to Kindergarten.
4	Welcoming, loving environment as well as familiarity.
4	convenience
5	Teachers
5	Dynamic teachers
5	members of congregation & contact with school staff
5	Making connections between the faculty and parents

5	Excitement/enthusiasm of the staff to share the Word.
5	Teacher care and competency
5	children already know teachers & other children
5	concerned and compassionate faculty
5	we have some very solid called workers
5	confidence in faculty and staff
5	Kindergarten teacher.
6	Reputation
6	Free public school Kindergarten, We don't offer a full-day option (it's half day with a separate charge for extended care)
6	Our LES has the best "reputation" in town for challenging academics and loving environment
6	Great LES reputation
7	word of mouth
7	Word of mouth
7	Family and friends make a big impact on the decision.

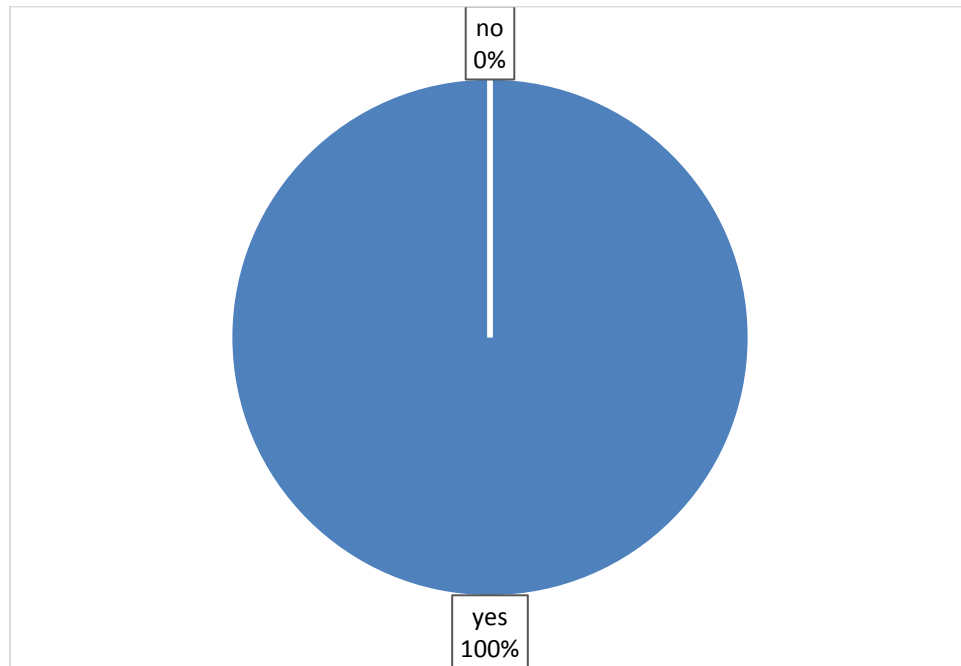
Code	Category	Number of Comments	Percent of Total Comments
1	Cost	6	12%
2	Christian Education	11	22%
3	Quality Program	7	14%
4	Convenience	8	16%
5	Teachers	11	22%
6	Reputation	4	8%
7	Word of Mouth	3	6%
		50	100%

Appendix R: Interview Question 1 Results

Question 1 What were the reasons for starting your congregation's ECLC	
1	Parents started, Teacher volunteered to start it
2	Need from the parents in congregation, Outreach tool
3	Mom's group "Bible Hour" got the idea started
4	In reach-members needed preschool care
5	School board started it in reaction to Public School program
6	ECC programs starting in the area, wanted to provide one with God's Word as focus
7	Wanted to make contact with prospective parents ASAP, before they started somewhere else
8	Wanted to set something up to feed into school to get them in before starting somewhere else
9	Support of school enrollment, get kids in early before another program both in congregation and community
10	Motivated principal at time saw the benefits of ECLC

Appendix S: Interview Question 2 Results

Question 2 Does the Early Learning Center exist to promote and extend the mission of the church?		
1	yes	Shares the gospel with all children of the congregation and brings in others from the community to see what we have to offer.
2	yes	Pastor meets with ECLC parents. Active focus to communicate.
3	yes	Outreach is main goal. 2/3 are not members, 40% end up joining church
4	yes	In reach, Christian education for members
5	yes	No fee for preschool, both outreach and in reach. Brought members back to being active.
6	yes	Enhance the spiritual care of members, outreach
7	yes	Everything done intentionally to follow mission
8	yes	Grow the faith of members, gain members through outreach
9	yes	It is the mission of the church because of so much growth
10	yes	Activities are done to connect it to the church



Appendix T: Interview Question 3 Results

Question 3			
What do you do to promote the Early Learning Center in the community?			
Respondent Number	Response Text	Code	
1	Mailings	1	
	Word of Mouth	2	
2	Parade with brochures	3	
	Word of Mouth	2	
3	Ads in Paper	4	
	Open house	5	
	Signs on building	6	
4	Ad in Paper	4	
	Power Hour	5	
5	Flyers and posters	3	
	Ad in Paper	4	
	Invite to school functions	5	
6	Play groups with moms	5	
	Brochures/Posters	3	
7	VBS ,Fall Festival	5	
	Postcards, Banners, Newspaper	4	
	Word of Mouth	2	
8	Public events with brochures	3	
	Signs on building	6	
	Word of Mouth	2	
	Mailings	1	
9	Word of Mouth	2	
10	Word of Mouth	2	
	Signs on building	6	
	Posters	3	

Code	Category	Number of Comments	Percent of Total Comments
1	Mailings	2	8%
2	Word of Mouth	6	24%
3	Brochures/Posters	5	20%
4	Ad in Paper	4	16%
5	Open House/Parent Activities	5	20%
6	Signs on Buildings	3	12%
		25	100%

Appendix U: Interview Question 4 Results

Question 4	
How supportive are the pastors in the ministry of the Early Learning Center?	
Respondent Number	Response (Scale of 1-4)
1	3
2	4
3	4
4	4
5	3
6	4
7	4
8	2
9	4
10	2
How supportive is the congregation in the ministry of the Early Learning Center?	
Respondent Number	Response (Scale of 1-4)
1	4
2	3
3	4
4	4
5	2
6	4
7	3
8	4
9	4
10	4
How supportive is the LES faculty in the ministry of the Early Learning Center?	
Respondent Number	Response (Scale of 1-4)
1	4
2	4
3	4
4	4
5	4
6	3
7	4
8	4
9	4
10	3

Appendix V: Interview Question 5 Results

Question 5 In your opinion, does the Early Learning Center do a good job of promoting the LES? How does this happen?		
1	Yes	Included in Christian Education week, Book fair, Sing for Christmas service, Family fun day, Preschool Teacher does a good job.
2	Could do better	PreK/K activities, but little contact between parents
3	Yes	Slowly work with parents, Preschool teachers work on it, Parents are invited to events
4	Yes	Roundup/Activities, Kindergarten teacher promotes the school very well
5	OK	Unintentionally, invite parents to participate, have to walk past classrooms to get to ECLC
6	Yes	Parents talk, Teachers promote Kindergarten, Pastors and Principal meet with parents
7	Yes	Not ECLC, viewed as a K3-8th grade program, not separate
8	Yes	School newsletter, K roundup, All school open house, Family night together, P/T Conferences
9	Yes	shared facility, everything done together (lunch, recess, library time) Unified program, only separate financials
10	Could do better	Some activities are together, not many, 4k in school area, 3k is not

Appendix W: Interview Question 6 Results

Question 6 What things would you like to do to better connect the Early Learning Center and LES?		
Number	Response	Code
1	Design of building, separate entrance and isolation is a problem	2
2	A few more joint activities	1
3	Kindergarten interact more with Preschool, More meet and greet nights	1
4	More interaction among LES students and Preschool students	1
5	Teacher or Principal actively contact and communicate with parents	3
6	Make parents feel a part of the system, Activities with LES	1
7	Way in which we speak K3-8th, Expand childcare to year round, Meet with preschool families personally	3
8	More events, Get parents together, more from pastor	2
9	Doing what we should	4
10	Do more activity, No Christmas program currently with 3K, 4K involved	1

Code	Category	Number of Comments	Percent of Total Comments
1	More interaction between ECLC and LES	5	50%
2	Get parents of ECLC and LES to interact	2	20%
3	More active communication with parents	2	20%
4	Doing what we should	1	10%

Appendix X: Interview Question 7 Results

Question 7 Please comment on any other factors that you think are important for a successful Early Learning Center and connected LES.		
Number	Response	Code
1	Activities for Preschool and LES parents	1
	Younger grade parents mentor ECLC parents	1
5	Natural connection, parents in the building	1
6	Parents connect with other parents	1
	School offers extended childcare year round	2
	Staff-School moms employed by daycare, teachers payed above local average	2
10	Keep staff consistent	2
	Good communication among ECLC staff	3
2	Communication between teacher and parents	3
	Contact with School ASAP	3
4	Principal needs to be a face for preschool and knows what is going on	3
	Relationships with parents	3
8	School faculty being welcoming and excited	3
7	Internationalize what you want to do	4
	How you classify program (K3-8th Grade)	4
3	Educate the whole child	5
	Program-curriculum with standards	5
	Preschool interact with other students	6
	Social events for whole school	6
	Using same facility	7
	Stay connected	7
	Facility-"God is worthy of excellence"	7
	Affordable	8
9	Financial- ECLC runs parallel to other programs in area in bottom of market	8

Code	Category	Number of Comments	Percent of Total Comments
1	Connect parents of LES and ECLC	4	16.8%
2	Year round care	3	12.5%
3	Communication with staff and parents	6	25%
4	Specific purpose	2	8.3%
5	Quality program	2	8.3%
6	Students of ECLC interact with LES students	2	8.3%
7	Facility connected to LES	3	12.5%
8	Cost	2	8.3%
		24	100%