Who Are Catholic Schools For? Who Should Lead Them?

The Contemporary Context
(In Search of a Recipe?)

Loyola University, Chicago
CHEC Conference
Catholic School Leadership
October 2, 2009
Invitation to Stir the Pot

Look At:

- Past
- Possibilities for today
- Critical questions for decision makers
- Consequences of decisions or no decisions
- Mission confusion
- Examples of difference
- Need for research regarding who we serve
- Need for research regarding New Models
- Time is now --- Slippery slope
- Need recipes for the future
Who were Schools For?

(Fond Memories)

- Founded as separate alternative to public protestant schools to serve parish children
- Large Catholic families
- Urban immigrant families
- Founded by religious orders, before the school became a requirement for parishes and dioceses.
- No cost or low cost --- due to donated services
- ........Suppressing, the real cost of education
- YOU know the story and it is our story
- ..... “60 in my classroom” ---”we all turned out okay”
- Fast forward today-- very different --- not acceptable to some
Who are Catholic Schools For? Little Consensus

- Catholic children in the parish?
- Students who pay the cost?
- Students living near accessible schools?
- Poor and minorities (vehicle out of poverty)?
- Immigrants from Africa, El Salvador, Mexico, Asia?
- Marginal students or those in need of special services?
- All who seek a Catholic education?
- Depends on finances, geography, and consensus.
- Question - Whose CONSENSUS?
Catholic Schools Today? For Whom- Is there consensus?

- Why do Catholic schools continue today?
  - We have charters! Conservative Schools!
  - Great public schools!

- Who Should and Do they serve (target audience)?

- Who decides? Multiple stakeholders.
  - Answers: Complex, political and often challenge the Catholic school mission.

- Dioceses and schools must decide?
Who decided? How?
Who is Chosen Controls and Constrains Critical Outcomes

Choosing the target becomes the basis for all other choices

- Manifesting culture of catholic identity
- School leadership both spiritual and academic
- Recruiting and maintaining quality staff
- School infrastructures -- Academic programs
- Policy choices and implementation
- Governance, Finance, Political and economic relationships
Universal Mission Describes Who is Chosen

- Address of His Holiness Benedict XVI in Meeting with Catholic Educators April 17, 2008.

“Indeed everything possible must be done, in cooperation with the wider community, to ensure that they are accessible to people of all social and economic strata. No child should be denied his or her right to an education in faith which in turn nurtures the soul of a nation.”
“Some today question the Church’s involvement in education, wondering whether her resources might be better placed elsewhere. … It is timely, then, to reflect on what is particular to our Catholic institutions. How do they contribute to the good of society through the Church’s primary mission of evangelization?”

“A university or school’s Catholic identity is not simply a question of the number of Catholic students. It is a question of conviction.”
Universal Mission [Plus]
Little Consensus = Confusion

- Many places (diocese, parishes, independent schools) are faced with mission confusion.
- Results = Inconsistency, competition and conflict
- Good ? = Yes - Allows for unique identities
- Problem = Very low level of “in communion with the Church”
  - Confusing to families, foundations, vendors, and potential government supporters.
  - The words “Catholic School” means what?
Articulation of Diocesan Mission Defines Targets

- Articulated mission is the privilege of local jurisdictions at different levels.

- Higher Ed – Where do you fit in “communion”?
  - Decisions differ from Archdiocese to diocese.
  - Principle of subsidiarity and what that means for Central offices and each school.
  - Local parishes and the leadership of independent schools differ. Very weak “communion.”
  - Where are Catholic Colleges/Universities in the deliberations and decision making?
Choice – Articulation of Diocesan Mission Supports Governance Models

WHY?

- Catholic schools (K-12) are viewed as a system of schools, NOT a school system.
- Systematizing is very difficult – Training for public and Catholic leadership must account for this – totally opposite!
- A critical misinterpretation by public/private sector.
- Legitimate authority belongs to local school leadership.
- Limited authority to implement policy and power to influence and lead change are the domain of central leadership.
- Training for K-12 Leadership must explore varying models of governance.
Who Decides Who we Serve?

- Local Jurisdictions
- Local Parishes and local Independent boards.
- Little consensus which constrains
  - Ability to Systemically work for:
    - governance and excellence
    - funding and finance
    - to serve all who seek a Catholic education

Is Catholic Higher Ed engaged in conversation?
WE are Not Singing the Same Song!
Outcomes of Mixed Mission Messaging!

- Multiple Approaches leading often to **COMPETITION** and **CONFLICT**

- **Today – Three Islands of Catholic Ed**
  - Pre-K-8 schools (Independent/Parochial)
  - High Schools (Independent/ Parochial)
  - Catholic Higher Ed

(Becoming more public than Catholic?)

- **Areas Affected:**
  - Catholic Identity
  - Finances
  - Enrollments
  - Academic Quality
Implications for Future Leaders

Need to know and fully understand:

- Who will you serve?
- The required commitment of all stakeholders?
- Is this possible? Yes
- Cristo Re Model – Clear mission – target – systemically determines all other features of the community.
  - (Note: Higher Ed. Model?)
How Do we Prepare Leaders?

- Look at the possible populations, locations and resources available.
- Select the combinations and permutations of the characteristics that best define those who will be served.
- Adopt a “University Mission” to serve the K-12 schools that serve this population. Requires University communion to prepare CS leaders.
Look AT and STUDY the WHO!

WHO

- Central Office Level - Archbishops, Bishops, Vicars, Education offices, Leadership of Religious orders. (All different.)
  - What do they think?
  - What is the role of Canon Law?
  - What is the consensus on mission in different places such as Bridgeport, DC, New Orleans and how fragile is the consensus.

- Local Level - Pastors, Boards, Presidents, and Principals.
Somewhere in the mix are the persons with authority and the persons with the power of influence and persuasion.

- What do Pastors think?

- “... half (46%) agree that non-Catholic students represent an opportunity for evangelization. Over half, however, (53%) would restrict tuition discounts to active Catholic families only.”

- Yet – “(65%) of the priests DO NOT BELIEVE that Catholic schools should be for Catholic children only,..”
Look AT and STUDY the WHO!

Research Findings - Catholic University Research, Winter 2009:

• How many priests attended Catholic Schools?
  • Elementary  Average # years = 5.9
    • Percent attended All 8 years = 45.9%
  • High School  Average # years = 2.7
    • Percent attended all four years = 52.7%

• Higher Ed – what is offered to support and prepare Priests?
Look AT and STUDY the WHO!

- Local Level - Presidents, and Principals
  Are they part of a leadership team?
  
  - What is the required training?
  - Are the folks graduates of Catholic schools?
  - Is there support for Catholic school principals at the central office level?
  - Expectations from pastors, parishioners, parents?
  - What will they need in the future?
Look AT and STUDY the WHO!

Staff -

- Catholic or Non Catholic – Why?
- Catechists or not? (Requirements?)
- Expectations – Evaluation and Assessments?
- College Graduates with Certification? Expectations? Important today?
- Level of Commitment to MISSION?
- Ability to provide JUST salaries/benefits for Staff? (Higher Ed models – good idea source?)
Look AT and STUDY the WHO!

Families’ Religion: Catholic or Non-Catholic

- Catholic families:
  - Primary target with missing folks – Why?
  - HOME schooling – why not at Catholic Schools?
  - Charter schools, other Christian schools?
  - Communities of Families independently establishing schools and seeking recognition as Catholic Schools?
  - New Immigrants with no funding for assistance?

- Do you prepare leaders differently for different kinds of Catholics? Charismatic to Cafeteria?
Look AT and STUDY the WHO!

Families’ Religion: Catholic or Non-Catholic

- Non-Catholic Families:
  - Seeking quality education for children.
  - Traditionally minority moving into inner city neighborhoods, (old homes of Catholics).
  - Usually the poor and in need of assistance.
  - Others moving to inner suburbs (rim) as gentrification moves baby boomers back to the city high rise condos and poverty out of city.
Look AT and STUDY the WHO!

Families’ Religion:

- Non-Catholic Families:
  - Split mission: call to serve versus ability to serve and need to serve.
  - Evangelization and/or passing on the faith.
    - Critical to the future of Catholic schools
  - Higher Ed: Who are you preparing to lead schools with a large percentage of non-Catholics?
  - How do you TEACH religion to the unchurched?
    - Where are the texts and best practices?
Look AT and STUDY the WHO!

Family Structures:
- Traditional – Nuclear – Very Few
- Extended – many forms
- Single Parents
- Gay Couples
- Foster Parents
- Guardians - Grandparents/Aunts Uncles

Higher Ed: Is Sociology in Schools of Ed?
Look AT and STUDY the WHO!

**Employment/Income status:**
- Working – Professional, Blue Collar, Hourly, Itinerant
- Who is working and How many jobs?
- Unemployed?
- Government or Military?
- Corporate Leaders, Lawyers, Doctors?

- Do the students work as well?
Look AT and STUDY the WHO!

Ho do your families live – Residenc:
- Own or Rent
- Gated Communities or High Rises
- Single or multi family structures
  - Multiple families in single family structures
- Homeless Shelters
- Urban, Suburban, Rural or Rim

- Is Economics in Schools of Ed?
Look AT and STUDY the WHO!

Ethnic Identity:

- Multi racial
- Immigrant – Which country? How many countries?
- Predominantly one ethnic group represented?

- Higher Ed – Are Psychology and Business Admin in School of ED?
Look AT and STUDY the WHO!

**PARENTS Age:** (not the full professors’ age)

*Always understand this demographic*

- Folks usually 30-50 for k – 12 with the exceptions.
- Expectations different and change continuously as society changes and research continues.
- Today –
  - Technology in the classroom and beyond
  - Data based decisions
  - Comparative Data available for decision making.
- On line access to EVERYTHING – reports, profiles, grades, meetings etc.
Look AT and STUDY the WHO!

Parent and Catholic Community Expectations:

- Role of Laity in school leadership and planning
- Participation in school and outside of school
- Political issues
- SAFETY and Health Issues
Need New Research

- Tomorrow – Where will authentic Catholic schools be and how can Catholic Higher Ed assist?
- Key – Basic Structural Change is necessary
  - Governance Models – need more research in support of schools struggling to find the right one.
  - Financial Models – need the Finance Departments of Catholic Higher Ed?
  - Need Catholic Universities in “communion” to sustain Catholic schools (K – 12) into the future.
Example: Future School Leadership and New Governance?

**Future - Examples to study and communicate**

- Appointed Canonical Leaders for school clusters and other new models such as year long or all day school – requires different leadership model
- Appointed Deans for school clusters and special schools
- Regional Schools - with Regional marketing and niche programs focused on one target “who”.
- Development, Enrollment Management leadership.
- Leadership teams with focus on Instruction and classroom effectiveness?
Example: Future School Resources and Financing

RESOURCES:

- Finances – How will this enterprise be financed? Need new models!
- Today – Parish based and unsustainable except in wealthy parishes.
- Others clustering schools named consortium, or regional schools with campuses. Funding managed by independent or semi independent boards.
- Diocesan Tuition Assistance or Scholarships – still do not meet the need –
- Little Government Aid – with Resistance growing.
The Time is Now or the Slippery Slope will become a Landslide

- Enrollments Declining
- Tuitions Increasing
- Tuition Assistance not keeping up
- Schools Closing
- Charter Schools #1 Competitor
- Faux Catholic schools
- Little Consensus - Mission Confusion

-Three Island Approach.
## Enrollment Trends – National

**NCEA - Statistical Report 2009**

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>4,373,000</td>
<td>880,000</td>
<td>5,253,000</td>
</tr>
<tr>
<td>2009</td>
<td>1,568,000</td>
<td>624,515</td>
<td>2,192,531</td>
</tr>
<tr>
<td>Difference</td>
<td>2,807,000</td>
<td>255,485</td>
<td>3,060,469</td>
</tr>
</tbody>
</table>

The table above presents the enrollment trends for both elementary and secondary levels over two different years: 1960 and 2009. The difference in enrollment between these years is also highlighted.
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2004-05</th>
<th>2008-09</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia Elem.</td>
<td>4,722</td>
<td>3,079</td>
<td>-34.79%</td>
</tr>
<tr>
<td>DC - High School</td>
<td>3,234</td>
<td>3,268</td>
<td>1.05%</td>
</tr>
<tr>
<td>Montgomery Cty- Elem</td>
<td>8,943</td>
<td>8,343</td>
<td>-6.71%</td>
</tr>
<tr>
<td>MC - High School</td>
<td>2,993</td>
<td>3,280</td>
<td>9.59%</td>
</tr>
<tr>
<td>Prince Georges Cty Elem</td>
<td>6,207</td>
<td>4,751</td>
<td>-23.46%</td>
</tr>
<tr>
<td>PG - High School</td>
<td>2,871</td>
<td>2,996</td>
<td>4.35%</td>
</tr>
<tr>
<td>South MD - Elementary</td>
<td>3,209</td>
<td>2,748</td>
<td>-14.37%</td>
</tr>
<tr>
<td>South MD - High School</td>
<td>652</td>
<td>683</td>
<td>4.75%</td>
</tr>
<tr>
<td>Archdiocese Washington</td>
<td>32,831</td>
<td>29,148</td>
<td>-11.22%</td>
</tr>
</tbody>
</table>
## School Transitions - National

### NCEA - Statistical Report 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Totals</th>
</tr>
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<tbody>
<tr>
<td>1960</td>
<td>10,501</td>
<td>2,392</td>
<td>12,893</td>
</tr>
<tr>
<td>2009</td>
<td>6,028</td>
<td>1,220</td>
<td>7,248</td>
</tr>
<tr>
<td>Difference</td>
<td>4,473</td>
<td>1,172</td>
<td>5,645</td>
</tr>
</tbody>
</table>
# School Transitions – ADW Case

<table>
<thead>
<tr>
<th>School Year</th>
<th># of New Schools</th>
<th># of Schools Closed*</th>
<th>Total # of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2002-2003</td>
<td>2</td>
<td>1</td>
<td>113</td>
</tr>
<tr>
<td>SY 2003-2004</td>
<td>0</td>
<td>0</td>
<td>112</td>
</tr>
<tr>
<td>SY 2004-2005</td>
<td>1</td>
<td>1</td>
<td>113</td>
</tr>
<tr>
<td>SY 2005-2006</td>
<td>0</td>
<td>1</td>
<td>112</td>
</tr>
<tr>
<td>SY 2006-2007</td>
<td>0</td>
<td>6</td>
<td>111</td>
</tr>
<tr>
<td>SY 2007-2008</td>
<td>1</td>
<td>8</td>
<td>106</td>
</tr>
<tr>
<td>SY 2008-2009</td>
<td>0</td>
<td>2</td>
<td>98</td>
</tr>
<tr>
<td>SY 2009-2010</td>
<td></td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>19</td>
<td>96</td>
</tr>
</tbody>
</table>

* School Closure took affect at the end of the school year
Finances

- Increasing Cost
- Increasing Tuitions
- Increasing Need
## Tuition Trends

Archdiocese of Washington

<table>
<thead>
<tr>
<th>Tuitions</th>
<th>2004-05</th>
<th>2009-10</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC - Elementary</td>
<td>$ 6,417</td>
<td>$ 8,355</td>
<td>30.20%</td>
</tr>
<tr>
<td>DC - High School</td>
<td>$11,781</td>
<td>$16,290</td>
<td>38.27%</td>
</tr>
<tr>
<td>MC - Elementary</td>
<td>$ 5,993</td>
<td>$ 7,739</td>
<td>29.13%</td>
</tr>
<tr>
<td>MC - High School</td>
<td>$14,706</td>
<td>$17,254</td>
<td>17.32%</td>
</tr>
<tr>
<td>PG - Elementary</td>
<td>$ 3,639</td>
<td>$ 5,093</td>
<td>39.95%</td>
</tr>
<tr>
<td>PG - High School</td>
<td>$ 7,763</td>
<td>$10,909</td>
<td>40.53%</td>
</tr>
<tr>
<td>South MD - Elementary</td>
<td>$ 3,171</td>
<td>$ 4,557</td>
<td>43.71%</td>
</tr>
<tr>
<td>South MD - High School</td>
<td>$ 6,700</td>
<td>$10,200</td>
<td>52.24%</td>
</tr>
<tr>
<td><strong>Archdiocese of Washington</strong></td>
<td><strong>$ 6,151</strong></td>
<td><strong>$ 8,482</strong></td>
<td><strong>37.90%</strong></td>
</tr>
</tbody>
</table>
Tuition Assistance
Archdiocese of Washington 2009 - 2010

High Schools
- Total Need = $12,285,192
- Total Awarded = $1,557,432

Elementary Schools
- Total Need = $8,048,756
- Total Awarded = $2,713,666
Challenges: Charter Schools

- Impact of the charter school movement
- Serious
- In 2007, with a strong charter school law in place, charter schools enrolled 28% of all D.C. public school students in 83 charter schools.
- Charter schools located in the DC Catholic schools’ neighborhoods.
- Nearly 12 charter schools were within a one mile radius of each CCC school.
Challenges: Charter Schools

- Children attending Charter schools in DC
  - 1996: 160

- Twelve Years Later -
  - 2008: 25,729
  
  Roughly 36% of District of Columbia school age population

- 2009 --- Probably closer to 39%
Challenges - Charters

Growth in D.C. Public Charter School Enrollment
1996-1997 to 2008-2009

Data source: eddc.dc.gov

Graph 1

September 2009 FOCUS
Challenges: Faux Catholic Schools

- Unlike Faux Fur and Faux designer handbags—they are BELIEVED to be authentic.
- Growing Everywhere?
- What are they?
- Schools founded by independent lay persons which teach the Catholic Faith but are not approved by the Bishop. Walk a fine line.
Welcome to
the Avalon School

ACADEMIC, MASCULINE, CHEERFUL

Established in 2003, The Avalon School brings the spirit of adventure and friendship to boys grades two through twelve in an independent day school featuring a challenging liberal arts curriculum. The school seeks to cultivate in its students a sense of intellectual freedom and personal responsibility; to foster the gifts of faith and culture that are within each boy's reach; and to help them fulfill the deep desire to live a noble life that resides in all men.

These ideals form the foundation of the school and are encouraged through rigorous study, hearty athletics, broad activity and the daily example of both faculty and parents. The Avalon School aims to develop not only fine young men but a vital intellectual and social community of families in Montgomery County.
Our Mission

Mission Statement

Pope John Paul II Academy is a private, independent, preparatory day school dedicated to providing a broad classical education in the liberal arts, and to engendering a Catholic understanding of western civilization’s constant intellectual and cultural striving towards that which is true, good, and beautiful. In partnership with parents, and loyal to the magisterium of the universal Church, we joyfully labor to form young men and women who are supple of mind, felicitous in expression, and steadfast of character; and who, as Christian adults confident in God’s ever-abiding love and abundant grace, will dedicate their lives to loving service of God, family, and neighbor.
Contemporary Context

Mission Confusion
plus
Little Government Aid
plus
Growing competition and demand - for Church Subsidies
plus
Increasing low-income student body
plus
Holding Tuition below cost
Plus
Rising Teacher Salaries
plus
Rise in Charters and Faux schools
=
Financial and Metaphysical Crisis

Adaptation based on Formula for Slippery Slope (Karl Zinsmeister April 24, 2008)
Need Recipes for the Future?

- We are called to create the recipes!

  Pope Benedict XVI  
  "It comes as no surprise, then that not just our own ecclesial communion but society in general has high expectations of Catholic educators."

- This calls us to be responsible and offers an opportunity!!

  To Be The Chefs!