



PRESERVING THE TRADITION,
TRANSFORMING THE FUTURE:
THE REBIRTH OF
CATHOLIC SCHOOLS IN
THE ARCHDIOCESE OF BALTIMORE



THE PREMIER SEE

ARCHDIOCESE
of BALTIMORE

PRESERVING THE TRADITION,
TRANSFORMING THE FUTURE:
THE REBIRTH OF
CATHOLIC SCHOOLS IN
THE ARCHDIOCESE OF BALTIMORE



ARCHDIOCESE
of BALTIMORE

THE PREMIER SEE

March 4, 2010

Dear Readers,

One year ago, I asked our faithful in the Archdiocese to embark with me on a journey to revitalize and strengthen our Catholic schools. The evidence before us at that time was extremely troubling; in fact, it is not an exaggeration to say it was at a crisis point. With the ongoing economic downturn, this current school year has increased our concern as school enrollment continued its previous downward spiral.

For several years, many Catholic schools in our Archdiocese, especially in and near Baltimore City, have faced a number of challenging factors threatening their ability to operate. These factors, primarily demographic and economic, have forced our schools to raise tuition, placing an increasing financial burden on the families of the students they serve. In just the past two years, the Archdiocese has directed more than \$10 million in tuition aid and operational support to our schools and their families. In spite of these efforts, the situation for many of our schools has not improved, a fact that can be measured in the 10,000 seats that sit empty.

Last year, to address these challenges, I took two steps to chart a new course for Catholic schools. First, I appointed a Blue Ribbon Committee on Catholic Schools, a distinguished group of superintendents, philanthropists, business and community leaders, educational experts, and representatives from parishes and schools. I asked the Committee to develop a comprehensive Strategic Plan on Catholic Schools that would provide a blueprint for Catholic school education for many decades to come.

I also approved the formation of the Office of Schools Planning and directed that office to develop recommendations concerning school consolidation and enhanced academic programs for implementation in the fall 2010 school year. Because the Office of Schools Planning also staffs the Blue Ribbon Committee, there is complete coordination between these two efforts. The Blue Ribbon Committee has promised to submit their report to me in June and they are on track to meet that commitment. I am very pleased, however, that recognizing the imminent challenges facing us, the Committee has recommended adoption of some key components in their plan and these measures are previewed in this report. I am most grateful to the Committee for their foresight in this regard and their extra efforts to make this happen.

This report also contains some very tough news. As a result of under enrollment and financial difficulties, I must do what many organizations, businesses, and families are doing in these challenging economic times: make difficult but necessary decisions about the allocation of limited resources. Therefore, I have decided that 13 schools in the Archdiocese will be consolidated at the end of the current school year. This does not mean, however, that any child currently enrolled in a consolidated Catholic school will be turned away next year. On the contrary, we are committed to protecting accessibility to a Catholic education and there will be a seat in a nearby Catholic school next year for every child currently enrolled in a Catholic school.

This is a most painful decision and was made only after careful study of our entire system over the past year. This report details the top-to-bottom review that was conducted, the comprehensive research and analysis performed, and the open and transparent process carried out in the last

12 months, including input from more than 1,500 participants. I am confident that no stone was left unturned and that this report benefits from that diligence.

In addition to information about consolidations, this report contains some descriptions of measures to improve our operations, including providing professional development opportunities for school leaders, the introduction of a new model of school governance, the Archdiocesan Collaborative School Model, as well as seven new academic and service programs to broaden the diversity of our educational offerings. We also are committed to expanding our tuition assistance program to students across the Archdiocese. These new initiatives, coupled with the school consolidations, will help assure that there will be a strengthened and vibrant school system in the future, while simultaneously maximizing our resources to provide the excellence that is a hallmark of Catholic education.

Developing new programs, continuing to provide tuition assistance to our neediest families, and addressing facility needs, will require our Church to pull together as one body to achieve these objectives. At the outset of this process, I set a guiding principle that all parishes – including those with no attachment to a school – be active supporters of Catholic schools. A plan to implement that principle is being developed and we will be looking to our Catholic faithful and our other generous benefactors to help us in this regard.

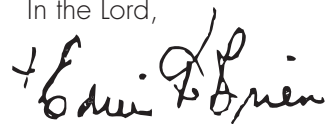
I would like to address now those personally affected by the consolidations. To the students and parents, I earnestly ask for your understanding, for your patience, and your trust. I assure you there is a seat in a Catholic school next year for every child currently enrolled in a Catholic school in the Archdiocese of Baltimore. Archdiocesan staff will be contacting each family to answer questions and, if requested, to help guide a family to a new Catholic school for your child. Please let us know how we can help.

To our principals, I offer my deep appreciation for your support and outstanding professionalism, particularly over the last two months as we have begun to plan for the transitions ahead. You are a fine group of leaders and we are grateful for your presence in our schools each and every day.

To our teachers and staff, we thank you for all that you have done to contribute to the success of so many students educated under your care. You are truly the unsung heroes of our schools, not only for us adults but, particularly, for our school children.

Finally, dear Readers, I ask for your prayers that God will walk with all of us in this challenging and exciting rebirth of our Catholic school system in the Archdiocese.

In the Lord,

A handwritten signature in black ink that reads "+ Edwin F. O'Brien". The signature is written in a cursive style with a cross at the beginning.

+Edwin F. O'Brien
Archbishop of Baltimore

A Vision for Catholic Schools *in the Archdiocese of Baltimore*

Transformation is not a challenge unknown to the history of Catholic schooling in America. From the earliest days of Catholic education in Baltimore, the first American diocese, Catholic school leaders, such as St. Elizabeth Ann Seton and Mother Mary Lange, had to overcome many obstacles and challenges to fulfill their dreams of classrooms where the Catholic faith is practiced and taught—alongside of reading and arithmetic. Effectuating change was not easy for those leaders, nor was it for the many who followed. Catholic educators and parishes have faced many difficult decisions such as opening new schools, and determining how to repopulate a work force of teachers depleted by the declining vocations of religious sisters and brothers.

In February 2009, Archbishop Edwin O'Brien similarly reached a crossroads for administering Catholic schools in the Archdiocese of Baltimore. Faced with dwindling enrollment and a number of school closures, Archbishop O'Brien could either passively manage the attrition, or he could stake out a new route, developing a new path to stability, growth and excellence for Catholic schools. Taking that latter road—committing the Archdiocese to transformational change—was the course he selected.

From the outset, Archbishop O'Brien enumerated a number of key tenets that he believed should guide the intensive evaluation of Catholic school education in the Archdiocese. First and foremost, he made it clear that he would not consider abandoning Catholic school education. Simply put, he declared that a future that does not include Catholic schools was not on the table. Furthermore, understanding the need for changes in the governance and management of schools to optimize performance and accountability, the Archbishop called for transforming the status quo and establishing a school system, rather than a system of schools.



The Archbishop also established the directive that all parishes – including those with no attachment to a school – be active supporters of Catholic schools. Education, especially of our children, has long been central to the Church's mission of evangelization, and thus, it is the responsibility of all Catholic parishes to support the teaching mission of the Church.

The Archbishop recognized that the Archdiocese's history of educating both non-Catholic children, as well as those children who cannot afford a Catholic education but are no less deserving of one, must continue if we are to remain a Church committed to its charitable and civic responsibilities. To assist in addressing those in need, the Archbishop established the objective of broadening the base of financial support for students in our Catholic schools—including the entire Catholic community, philanthropic organizations, and government entities.

Focused on improving the quality of our educational offerings and our ability to be effective educational providers in an increasingly competitive school marketplace, the Archbishop declared that our schools must uphold a commitment to provide children and youth an affordable, values-based, academically excellent education in a safe environment that is rooted in the sacred traditions of our faith. Catholic schools must produce graduates that are prepared to take their rightful place in a democratic society and work to incorporate Christ's teachings into the very fabric of community life.

In sum, the Archbishop established the following goal for all planning efforts:

To make Catholic education as affordable and accessible to as many Catholic youngsters as possible as well as to non-Catholics in some of our more impoverished communities.

The Backdrop

for Consolidation Decisions & Future Planning

The need for a new plan for Catholic schools in the Archdiocese of Baltimore has evolved over the recent decades. To comprehend where we are today and where we are headed, it is best to consider these challenges in the context of our recent history and the demographic and economic changes and factors which we currently face.

When the state's population swelled with the influx of immigrants from European, Catholic countries in the early part of the last century, so too did the number of Catholic schools. Administered by religious sisters and brothers, these parish schools had little overhead and the schools could charge parents extremely low tuition. For the family with eight children or the family whose parent lost a job, the parishes – which the school families supported on Sundays – could make up the difference.

This paradigm changed dramatically after Catholic school enrollment peaked in this country in 1965. A decrease in religious vocations reduced the number of nuns and brothers in the schools, requiring the schools to hire lay professionals to operate the school. To pay these professionals the just salaries and benefits they deserve, operating expenses and tuition began to dramatically increase. As salaries and benefits have risen, the affordability gap widened for the families our schools serve, requiring the schools, parishes, donors, and the Archdiocese to provide the funds to close that gap.

Over the past 16 years, many generous supporters of Catholic schools have stepped forward to help the Archdiocese by contributing approximately \$21.5 million to fund scholarships for some 21,000 of our neediest students. Despite these contributions, rising costs related to securing and retaining high quality teachers and support staff, coupled with declining enrollment have further strained school viability.

The recent economic downturn has exacerbated the situation, shining a bright light on the fragile economic state of many of our Catholic schools. Since the economic crisis struck over two years ago, annual enrollment

declines have doubled, from an average loss of 600 students to more than 1,200 in each of the past two years—*the equivalent of four full schools*. With double-digit unemployment in Baltimore City, it is our city Catholic schools that have been hardest hit. Families of students in our Baltimore schools have been confronted with difficult decisions such as continuing to invest in a Catholic education while also balancing necessities such as a mortgage, groceries and utilities. Because of these challenging times, many parents have been forced to withdraw their children, contributing to the excess capacity and reduced revenue to support Catholic schools throughout the Archdiocese. Like our families, many school administrators find themselves having to choose among which bills to pay.

As of December 2009, Catholic schools owed the Archdiocese \$11.7 million for unpaid insurance, pension contributions, payroll advances and other subsidies. They are on track to add an additional \$2.2 million to that debt for this fiscal year. In addition, schools across the Archdiocese are expected to have budget deficits, cumulatively totaling \$7.4 million for the current fiscal year. Over the past two school years, the Archdiocese will have provided nearly \$10 million in scholarship aid and other direct financial assistance to students and schools to fill the financial gap.

While the Archdiocese continues to do what it can to bridge the gap for both families and schools, this approach to school subsidies is unsustainable and threatens the very foundation of Catholic education in Baltimore.

To underscore the extent to which Catholic schools in the Archdiocese are operating inefficiently, consider that 10,000 of the 32,500 total seats in Archdiocesan Catholic schools are unoccupied and that enrollment in Catholic schools over the past 10 years has declined by 14 percent. The aging infrastructure of school buildings further compounds the fiscal challenges, as approximately \$20 million of deferred maintenance requires attention.

Forging a New Direction

Appointment of the *Blue Ribbon Committee on Catholic Schools*

This troubling financial picture juxtaposed with the Archdiocese's commitment to its students, families, teachers and staff, principals, and supporters required bold leadership and vision. Because Church law assigns the Archbishop pastoral responsibility for the care of Catholic education, including the quality of religious education, general education, and the stewardship of the learning facilities, the Archbishop felt compelled to preserve the history of Catholic education while also ensuring a vibrant future.

With this backdrop, the Archbishop appointed the Blue Ribbon Committee on Catholic Schools, a group of esteemed leaders in our community representing the fields of education, philanthropy and business. The Committee includes school superintendents, philanthropists, community leaders, educational experts, and representatives from parishes and schools (See Appendix A for a complete list of Blue Ribbon Committee members). Frank Bramble, an executive with many years of local and national experience with financial institutions and a deep commitment to Catholic schools, was selected to Chair the Committee.

The Archbishop charged the Blue Ribbon Committee with developing a comprehensive strategic plan for Catholic schools. The Committee has been working diligently for the past year and is on target to deliver its report to the Archbishop in June of this year. This plan will include detailed recommendations addressing the fundamental areas of school mission, performance, operation and administration. Specifically, the Committee is examining the areas of Catholic identity, Academic Excellence, Governance, and Stewardship.

Recommendations from the Blue Ribbon Committee on Catholic Schools

Recognizing the immediate challenges confronting the Archdiocesan schools, the Committee has recommended adoption of key concepts contained in their plan which are previewed in this report. The Committee will continue to work on their recommendations and will provide final recommendations in June.

The following is a summary of recommendations from the Committee that are included in this report (see referenced page for greater detail).

Governance

- Archdiocesan Collaborative School Model (p. 15)
- Archdiocesan Catholic School Board (p. 16)

Catholic Identity & Academics

- Professional Development for Educators
 - Principals Leadership Institute (p. 11)
 - Collaborative Project with Religious Communities on Catholic Identity (p. 11)

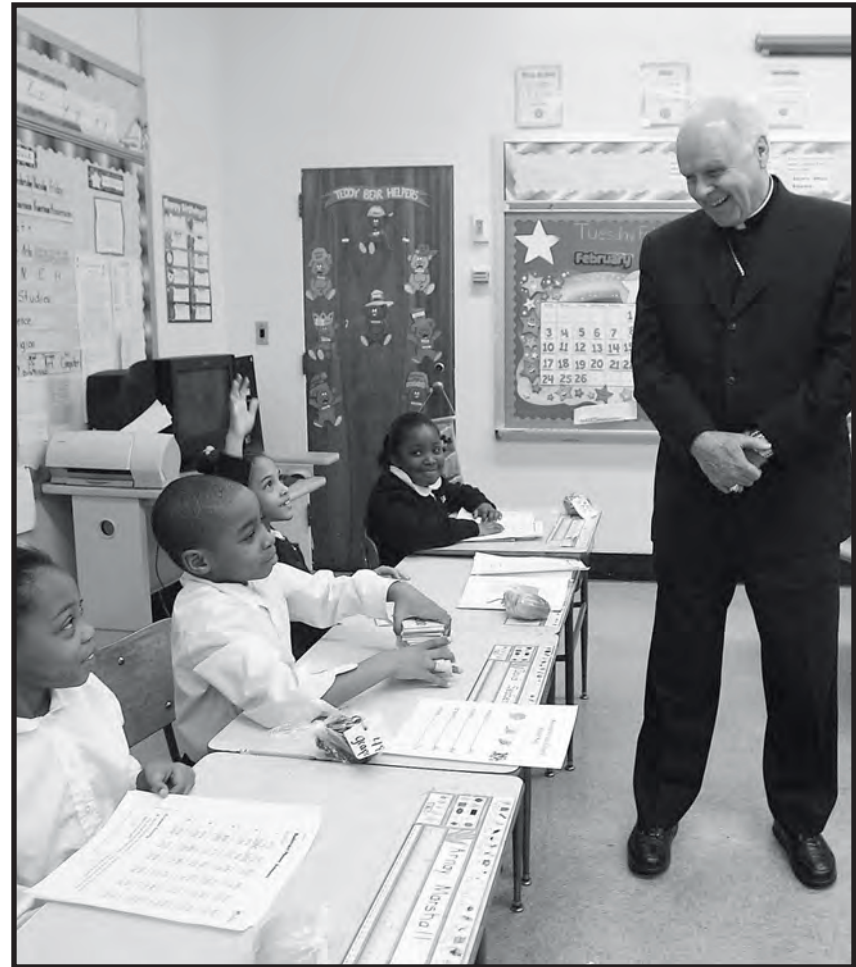
Stewardship

- Tuition Assistance (p. 11)
- Funding Support
 - All Parishes Support Catholic Schools (p. 16)
 - BOAST legislation (p. 16)

Addressing *the Immediate Challenges*

To support the work of the Committee, the Archbishop authorized the formation of an Office of Schools Planning and named Monsignor Robert Hartnett, also a member of the Blue Ribbon Committee, as Executive Director of that Office. Because the Blue Ribbon Committee's strategic planning process would not address enrollment and financial challenges faced by some schools, the Archbishop recognized that he would be compelled to act now to consolidate schools while also enhancing programming. In his November 29, 2009 column in *The Catholic Review*, the Archbishop wrote: "While no decisions have been made at this time, the process will likely involve difficult changes [including] a reconfiguration of schools."

The Archbishop instructed the Office of Schools Planning to conduct an exhaustive assessment of every school in the Archdiocese of Baltimore. The charge of the Office of Schools Planning was to develop school consolidation recommendations while also identifying programmatic enhancements. The Archbishop recognized that consolidating schools was not the only answer to the challenges facing the schools, and that as a result of the exhaustive review the Office of Schools Planning would be in a position to evaluate changes on a school-by-school basis.



Assessing Schools, Consulting Stakeholders

Research, Analysis and Planning

Understanding the historic nature of the endeavor, the Archdiocese conducted a 360-degree evaluation of the schools, gathering input from all stakeholders. The feedback consisted of school-level self-assessments, Division of Schools program evaluations, demographic and financial trend analysis, best practice research on Catholic school sustainability, parental feedback, priest and parish input, and a six-month public comment period.

This feedback, in conjunction with the input of the Blue Ribbon Committee on Schools, has guided the strategic direction, informing critical decisions such as determining the appropriate number of schools, and identifying programmatic changes to enhance Catholic school education. The background research, constituency participation, and consultation included the following components.

School-level Assessments

All Archdiocesan schools benefitted from a thorough analysis, consisting of a self-assessment, external review, and a market-based trend analysis.

Self-Assessment: Each school, with feedback from its key stakeholders, conducted a self-assessment utilizing a tool entitled *Viability Profile*, which examined 10 key factors of Catholic school viability. These factors include:

- Catholic identity
- Development and planning
- Diversity
- Educational programs
- Facilities
- Family involvement
- Finances
- Governance
- Leadership
- Technology

External Review and Findings: In concert with the school's self-assessments, visiting teams, consisting of three to five individuals, including

representatives from the Department of Catholic Education Ministries, Catholic school principals and other educators, conducted an external evaluation of the school utilizing a standard visit protocol. Visits consisted of school tours, classroom observations, formal and informal conversations with school staff, and interviews/meetings with representatives of the major stakeholders. After each visit, the visiting teams met to discuss the school's self-assessment, as well as the visiting team's external assessment, which informed a comprehensive school report.

Upon completion of the report, the Team Leader conducted a post visit consultation with the school's administration and, where appropriate, with the Pastor and/or School Board Chair. The purpose of this meeting was to provide an in-depth report of the team's findings, measured side-by-side with the school's self assessment. This level of transparency was critical for both sharing insights and allowing the school to address areas where they disagreed with the team's findings.

The outcome of this collaborative analysis was the development of a Continuous Improvement Plan that identified areas of immediate and long-term improvement. Thus, every school in the system, even if not the subject of a potential school consolidation, underwent this intensive scrutiny and benefited from the development of a Continuous Improvement Plan.

Market-based Trend Analysis: To complement the extensive individual school-level analysis, the Office of Schools Planning gathered strategic data. For example, the team examined factors and trends germane to a school's immediate catchment area, i.e. demographic trends and information on competing schools. Additionally, the team conducted literature reviews to garner information on policies and strategic plans from other dioceses across the country that would help to inform the Archdiocese of Baltimore's strategic plan. Factors analyzed include, but were not limited to:

- Current Demographics and Future Trends of School Age Children in the Areas Served by the Archdiocese (through 2017)
- Enrollment Projections (through 2017) for all Public Schools within a Four-Mile Radius of Every Catholic School in the Archdiocese of Baltimore
- Standardized Testing –both Stanford 10 and ACRE (Assessment of Catholic Religious Education) Test Scores
- Academic Challenges of Children in Archdiocesan Markets
- Pre-Kindergarten Programs: Comparison of State and Archdiocese
- Homeschooling
- Cost per Student: Comparison of State Public School Data and Cost and Tuition Data for Schools in the Archdiocese
- Student/Teacher Ratio: Comparison of Public Schools with Archdiocese of Baltimore Student/Teacher Ratio
- Average Class Size
- Distance Traveled to School by Archdiocese Students
- Religious Education Program Enrollment of K-8 Students in Archdiocese
- Teacher Salary Comparisons of Archdiocese with other dioceses and public schools
- Teacher & Principal certifications—both Maryland State Department of Education and Archdiocese Catechetical certification
- Strategic Planning in Other Dioceses: Analyzing 265 Factors Affecting Catholic Identity, Governance, Academics, and Stewardship in Nine Dioceses
- Number of Catholic Schools: Comparison with Other Dioceses (looking at Parishes/Catholic Population)
- School Surveys by Archdiocese of Baltimore

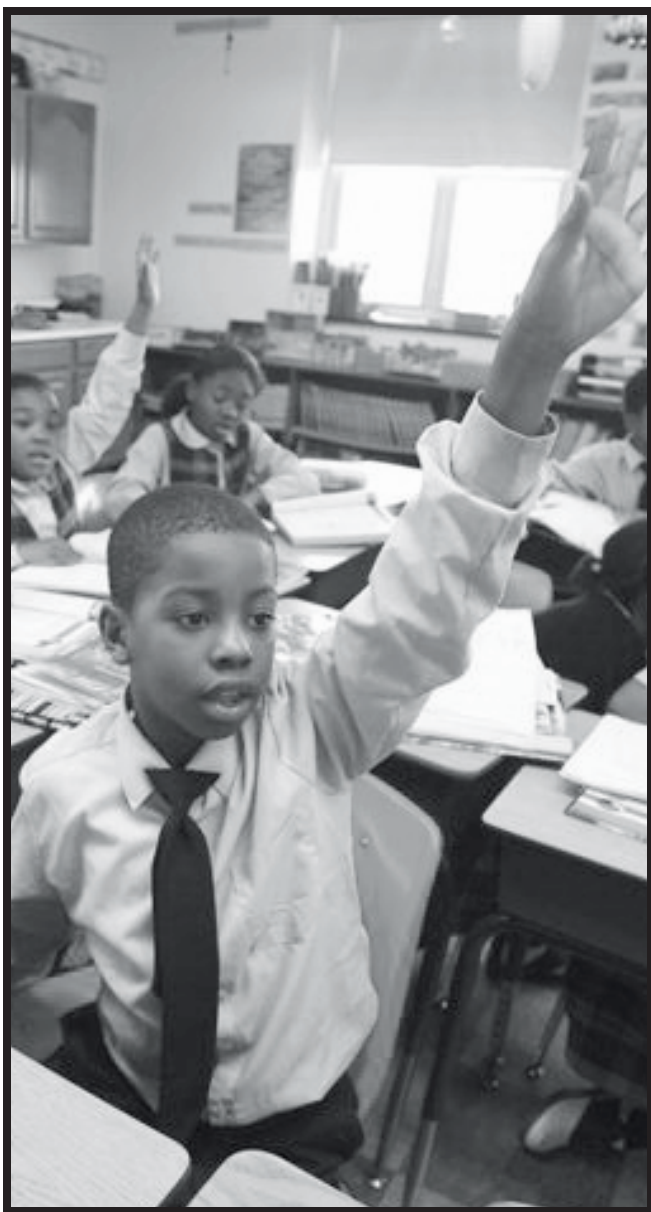
Gathering Input from Stakeholders

To ensure that anyone with a vested interest in Catholic schools had an opportunity to participate in the planning process, several forums were available to submit comments, express views, and dialogue with Archbishop O’Brien, the Blue Ribbon Committee on Catholic Schools, or the Office of Schools Planning.

Focus Group Research: The Archdiocese commissioned a focus group study to understand the attitudes and beliefs of Catholic school parents, religious education parents, and prospective parents. A total of eight sessions were held, with two groups each in Baltimore city, Anne Arundel County, Baltimore County, and Frederick County. Key findings from this report will assist the Archdiocese in developing a branding and marketing campaign for Catholic schools and in helping individual schools market their schools to prospective families.

Focus Group Research on Catholic Schools— Key Findings:

- Parents considering Catholic schools begin their decision process very early. By the time a child is three, the parents have begun their research and may have decided the best option for their child.
- Perceptions of Catholic school costs are distorted – many considering Catholic school for their children believe that the cost to attend is far greater than it actually is.
- For parents, one of the most important values in a Catholic education is that faith and values are embedded into everything –every subject and every experience that their children have.



Listening Sessions: Listening sessions were held at 10 school locations throughout the Archdiocese between September 29 and October 21, 2009. Catholic school parents, teachers, staff, and all those having an interest in the future of Catholic education in the Archdiocese were invited and encouraged to participate. Attendance for the 10 sessions totaled 634. Participants were updated on the planning process and then asked to hold discussions in small groups and report their ideas about Catholic schools, particularly concerning the areas of Catholic Identity, Academic Excellence, Governance, and Stewardship. Each session ended with an opportunity for additional commentary in an open microphone format.¹

Public Comments: A Public Comment period was opened on May 15, 2009 inviting all interested parties to submit written comments for consideration by the Blue Ribbon Committee on Catholic Schools and the Office of Schools Planning. Comments were accepted until November 15, 2009 and could be filed online at a dedicated web page on the Archdiocese's web site, by e-mail or through regular mail. The public was notified about this opportunity through an alert on the home page of the Archdiocesan website. An article in the *Catholic Review* also announced the comment period and flyers were sent home with school students in both May and September. In addition, persons who attended the Listening Sessions and Archbishop's Consultations were given contact information for filing comments. A total of 620 comments were received. In addition to expressing both positive and negative opinions, there were many recommendations included in the comments.

Archbishop's Consultations: Consultations with school presidents, principals, priests, and pastoral life directors were held twice during the planning year. In February 2009, at the beginning of the planning process, these groups were consulted to help shape the scope of the planning process, specifically identifying areas that should not be overlooked by the Blue Ribbon Committee and others. In October 2009, these individuals met again and held discussions in small groups and developed specific recommendations for Catholic schools, focusing on the areas of Catholic Identity, Governance, Academic Excellence and Stewardship.

In addition, the Archbishop met with his two bodies of priest-advisors, the Priest Consultors and the Presbyteral Council, several times during the planning year. These priests were consulted on issues ranging from school governance and finances to strategic planning. Both groups of advisors held a special meeting on Catholic School planning to provide feedback directly to the Archbishop. The Archbishop also held many individual meetings over the past year to learn the views of many organizations and individuals.

Consolidated Schools:

As a result of the extensive research and analysis, and consideration of public input, the Archdiocese's Office of Schools Planning developed a recommended Consolidation Plan, to realign the number of Catholic schools in the Archdiocese. The recommendations for consolidations were based on several factors, including: enrollment levels and trends, school capacity, area demographic trends, proximity to other Catholic schools, school viability assessments, facility maintenance needs, and the amount of parish and Archdiocesan funds required to keep the school operating.

The Office of Schools Planning's review did not include private, independent Catholic schools that are separately incorporated.²

The input, data and analysis described above were not only used to analyze which schools to consolidate, but also to evaluate which schools could receive consolidated school students, and which schools could benefit from enhanced academic programs. The Blue Ribbon Committee on Catholic Schools is also utilizing the above information in its strategic planning process.

Based upon this comprehensive review, the Archbishop determined that the following 12 elementary schools will be consolidated as of June 30, 2010:

- **Ascension School (Baltimore County)**
4601 Maple Avenue, Baltimore, MD 21227
- **St. Bernardine Catholic School (Baltimore City)**
3601 Old Frederick Road, Baltimore, MD 21229
- **St. Clare School (Baltimore County)**
716 Myrth Avenue, Baltimore, MD 21221
- **Fr. Charles Hall Catholic Elementary & Middle School (Baltimore City)**
Elementary School Campus: 1526 Fremont Avenue, Baltimore, MD 21217
Middle School Campus: 2848 West Lafayette Avenue, Baltimore, MD 21216
- **Holy Family School (Baltimore County)**
9535 Liberty Road, Randallstown, MD 21133
- **St. Katharine School, Queen of Peace Cluster (Baltimore City)**
1201 North Rose Street, Baltimore, MD 21213

- **Mother Mary Lange Catholic School (Baltimore City)**
4410 Frankford Avenue, Baltimore, MD 21206
- **Our Lady of Fatima School (Baltimore City)**
6410 E. Pratt Street, Baltimore, MD 21224
- **St. Rose of Lima School (Baltimore City)**
410 Jeffrey Street, Baltimore, MD 21225
- **Sacred Heart of Mary School (Baltimore County)**
6726 Youngstown Avenue, Baltimore, MD 21222
- **Shrine of the Sacred Heart School (Baltimore City)**
5800 Smith Avenue, Baltimore, MD 21209
- **St. William of York School (Baltimore City)**
600 Cooks Lane, Baltimore, MD 21229

In addition, the Archbishop also determined that one high school will be consolidated as of June 30, 2010:

- **The Cardinal Gibbons School (Baltimore City)**
3225 Wilkens Avenue, Baltimore, MD 21229

In all, nine schools in Baltimore City and four schools in Baltimore County will be consolidated, affecting a total of 2,152 students.

While consolidations are extremely difficult for the students and their families, as well as for teachers and staff, alumni and members of the surrounding community, the Archdiocese must take this step in order to assure the continued viability of the rest of the school system. The consolidation efforts will allow the Archdiocese to maximize its resources, stabilize its finances, and plan better for the future. It will also allow the Archdiocese to continue to have a presence in certain neighborhoods, particularly in the city where a Catholic school is a stabilizing force and a beacon of hope for many. Without taking this step, there is a risk of our schools dying off one by one until virtually none are left. The Blue Ribbon Committee has assured the Archbishop that the consolidation plan, as well as the other programs announced herein, is consistent with the direction and approach of its strategic plan. This consolidation effort, in concert with new academic programs and the Blue Ribbon Committee's comprehensive strategic plan, will enable our schools not only to survive but to thrive for decades to come.

²In the Archdiocese of Baltimore there are currently four models of school governance: Parish Schools (an affiliation between the school and Archdiocese through the parish; the pastors has primary responsibility over the school.); Interparish or Regional Schools (these schools have an affiliation with two or more parishes, which share responsibility for the governance of the school.); Archdiocesan Schools (governance responsibility rests with the Archdiocese, including hiring and dismissal of the principal, appointing a school board and a degree of financial support.); Independent Catholic Schools (these schools are privately owned and incorporated and operate in the Archdiocese by following certain Archdiocesan precepts to retain their "Catholic" status.

A Seat for Every Child

The Archdiocese took great care to ensure its families, personnel, and supporters that accessibility to a Catholic education will not be impeded by these consolidations. In fact, the average distance from the consolidated schools to the closest remaining Catholic school is less than three miles, with several fewer than two miles. In making the consolidation recommendations, the Office of Schools Planning fulfilled the Archbishop's stated goal of having a seat in a Catholic school for every student affected by the consolidations. Thus, the following schools were identified as those that could receive students from schools consolidated in June 2010 (see chart on the right). Obviously, parents may choose to send their children to any of the Catholic schools in the Archdiocese, but the chart on the right provides the most likely transfer receiving schools, looking at both the geography and capacity of the receiving schools. Based on 2009-10 tuition rates, the average tuition at the receiving schools was \$132 less than consolidating schools, making these schools just as financially accessible to families currently investing in a Catholic education.

It should be noted that the consolidation of Father Charles Hall Catholic Elementary and Middle Schools, St. Bernardine Catholic School, and St. William of York School will result in the formation of a new Catholic school on the Westside of Baltimore. This new school, as yet unnamed, will initially be housed in available space at The Seton Keough High School. If sufficient funds are raised and there is enrollment demand to support a two-track elementary school, a new elementary school would be built on the campus of Seton Keough for the new Westside Catholic School.

Receiving Schools	Receiving Students From Consolidated School:
New Westside Catholic School St. Ambrose School St. Agnes School	Fr. Charles Hall Catholic Elementary School Fr. Charles Hall Catholic Middle School St. Bernardine Catholic School St. William of York School
St. Augustine School Our Lady of Victory School New Westside Catholic School	Ascension School
St. Philip Neri School Monsignor Slade Catholic School New Westside Catholic School Our Lady of Victory School	St. Rose of Lima School
John Paul Regional Catholic School	Holy Family School
St. Thomas Aquinas School St. Pius X School John Paul Regional Catholic School St. Ambrose School	Shrine of the Sacred Heart School
Cardinal Shehan School St. Clement Mary Hofbauer School St. Michael the Archangel School St. Francis of Assisi School	Mother Mary Lange Catholic School
Ss. James & John, Queen of Peace School	St. Katharine Campus, Queen of Peace School
Our Lady of Hope/St. Luke School St. Casimir Catholic School St. Clement Mary Hofbauer School	Our Lady of Fatima School Sacred Heart of Mary School
Our Lady of Mount Carmel Elem. School St. Clement Mary Hofbauer School	St. Clare School
Consultation with area Catholic high schools will take place to identify receiving schools for The Cardinal Gibbons School students.	

A Time of Transition

The Archdiocese is committed to assisting families with students in consolidated schools with making the transition to another Catholic school in the Archdiocese. Fortunately, there are many excellent and close options for families to consider. A full list of receiving schools and their distances from consolidated schools is included in Appendix B.

Understanding the anxiety and emotions associated with the consolidation announcement, the Archdiocese will have a support team in place at every consolidated school for as long as necessary to provide support for both students and staff. Regional meetings and individual school-based meetings will also be held for parents/guardians to answer questions regarding the consolidations and to introduce them to representatives from receiving schools. Other events, such as information sessions and shadow days, to assist families in finding the right new school for their children, will also be offered.

Each consolidated school will be encouraged to acknowledge the history and contributions of its school and thank its students and teachers in end-of-school-year events. In addition, all schools matriculating new students will be encouraged to hold welcoming and orientation events this summer and fall. The Archdiocese stands ready to support these transition activities and coordinate information dissemination through personal outreach to families, as well as by offering assistance through its toll free phone number (1-800-5-CATHOLIC; or 1-800-522-8465) and school website (www.archbalt.org/aplacetogrow)

The Archdiocese's Division of Human Resources will do everything possible to assist its principals, teachers and other school personnel whose jobs are eliminated as a result of the consolidation of schools. All consolidated school employees interested in continued service with the Archdiocese of Baltimore will be given the opportunity to apply for open positions. Every effort will be made to fill openings with the teachers and other staff from consolidated schools prior to any open recruitment. While the

Archdiocese would like to retain these employees in its school system, it is facilitating relationships with the local public school systems for teachers who do not have an opportunity to remain in the Archdiocese.



Transforming the Future

Over the course of its year-long assessment – particularly through listening sessions, consultations and public comments – the Office of Schools Planning received many requests and suggestions concerning how the Archdiocese can make Catholic schools more accessible and how our schools can better compete with the many educational options available to parents. Their comments, on issues ranging from tuition assistance and to specialized academic offerings, are reflected in the following recommendations:

Tuition Assistance

Making a Catholic school education available to students in need has long been a priority of the Archdiocese. The Partners in Excellence program and the Archbishop’s Annual Appeal have both provided significant scholarship support, particularly to students in Baltimore city. Exploring new opportunities for support, the realignment of schools and the attendant cost efficiencies, will enable the Archdiocese to strengthen its tuition assistance program.

The Blue Ribbon Committee on Catholic Schools recommends that the Archdiocesan tuition assistance program be available to students across the Archdiocese. Addressing the needs of low to middle income students, affected by socio-economic challenges and trends across the Archdiocese, has been a frequent and urgent request of families and pastors. A more detailed plan for tuition assistance will be included in the Committee’s Strategic Plan report.

Professional Development for Educators

Providing professional development opportunities for principals, teachers, staff, and school boards is an integral aspect of assuring a dynamic and successful school system. The Blue Ribbon Committee on Catholic Schools offers the following previews of two elements of

professional development for educators. More details on these concepts, as well as other recommendations pertaining to educator constituencies will be forthcoming in its final report.

Principals Leadership Institute

Principal development is a critical element in ensuring the future success of Catholic schools in the Archdiocese. The Office of Schools Planning is exploring partnerships with College of Notre Dame, Loyola University, and Mt. St. Mary’s University to develop a Principals Leadership Institute to provide needed professional development for current and aspiring Catholic school principals and assistant principals.

Collaborative Project with Religious Communities on Catholic Identity

In developing recommendations on Catholic Identity, the Blue Ribbon Committee on Catholic Schools is interested in following up on the Archbishop’s discussion with the leaders of religious communities about their involvement in the ongoing formation of Catholic school principals and school boards. The Committee will make recommendations in its final Strategic Plan concerning the parameters of a pilot professional development program that emphasizes Catholic identity and mission effectiveness. This will be conducted in partnership with representatives of interested religious communities.

Transportation

The transportation needs of students attending Catholic schools in the Archdiocese were raised several times in the past year in the listening sessions, consultations and comments. Of immediate concern are the students in schools that are consolidating and whether transportation is a factor in selecting another Catholic school to attend. Fortunately, for many

families, the distance between their consolidated school and the nearest Catholic school with open seats is less than three miles away (See Appendix B for a chart on mileage distances).

Mileage distance may vary for some students due to the location of the family residence, parents' travel routes to work, before and before and after care arrangements. These factors and others can affect transportation needs. Some parents would be comfortable with bus transportation for their children while others may prefer to drop off and pick up their children at school each day.

To better assess the transportation needs of children at our Catholic schools, the Archdiocese will conduct a survey of parents and caregivers to determine their interest in bus service. While the initial focus will be assessing the needs of families with students at consolidated schools, there is interest in understanding the views of parents and caregivers across the Archdiocese on this topic. It will be important to determine if the provision of transportation can expand the accessibility of Catholic education.

Catholic School Facility Recommendations

Addressing the aging infrastructure of our school facilities and assuring that our buildings and technological resources support the delivery of a first-rate education are important facility objectives that will be addressed over the next several years. To accomplish these objectives, a strong infusion of capital will be required and the Archdiocese is currently in the process of assessing its case for a capital campaign.

As a result of the intensive review of our schools by the Office of Schools Planning, with support from the Division of Facilities Management, several projects have been identified to strengthen our inventory of schools. None of these projects will proceed unless there are ample funds, strong enrollment and demand, and fiscally sound school operation. These projects include:

New Elementary School Building on the campus of Seton Keough High School

The consolidation of elementary schools on the west side of Baltimore will result in a new elementary school within the building at Seton Keough High School in the fall of 2010. If sufficient funds are available and adequate demand is present, the Archdiocese would like to build a new two-track elementary school on this campus. This would be the

first new Archdiocesan Catholic elementary school built within the city of Baltimore since 1950.

Renovation and Expansion of Queen of Peace School (Ss. James & John Campus)

The students of the two Queen of Peace cluster schools (St. Katharine and Ss. James and John) in East Baltimore will come together this fall in the school building at the Ss. James and John campus. This 163-year-old building has served thousands of Baltimore school children but now is in need of upgrades as well as more space to develop its pre-Kindergarten through 8th grade program.

Other Facilities Expenditures

A substantial number of smaller facility projects, at school buildings across the Archdiocese, are recommended for attention to address mechanical, electrical, and plumbing systems, roofing and window needs, as well as science laboratory, library, and gymnasium upgrades.

The Archbishop has great hopes that there will be significant interest in supporting these facility objectives.

New Academic & Service Programs

There was consistent feedback on the breadth of the Archdiocese's academic programs and the ability of the programming to respond to the need of Catholic school students. There was also a request from across the Archdiocese to improve our competitive product so that choosing a Catholic, values-based education is not perceived as sacrificing academic excellence. It became clear to the Archdiocese that expanding the traditional school program offerings to create more diverse educational opportunities is an important objective in building a new and improved school system. Here is a snapshot of the feedback from parents, teachers and principals.

- Our student body includes a diversity of learners; Not every child learns the same way.
- Some come to Catholic schools speaking different languages.
- Some are better at different subjects – some excel at science, others at history.

- Some have brains that are wired differently—they learn better, for example, through manipulatives or hands-on learning tools.
- Catholic schools need to get its students ready for a global economy that includes a burgeoning array of technological advances and multiple languages.

The parents and guardians of the 28,000 children in Catholic parish religious education programs also need to be shown that today's Catholic school is not the Catholic school of the 1960s, 70s or 80s. While test scores, attendance records, college acceptances, and scholarship offerings demonstrate a consistent commitment by our schools to excellence in the classroom, expanding academic program choice would make this "great" school option even better. With this feedback in mind, the Archbishop approved the development or exploration of the seven new academic and service programs described below.

□ **Dual Language School**

New Initiative: *A dual language program will be initiated at one Catholic elementary school.*

According to the National Dual Language Consortium, dual language education is "a form of bilingual education in which students are taught literacy and content in two languages. Dual language programs foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages."

Although extensive research has documented the cognitive and social benefits of dual language programs, there is a significant lack of dual language programs in the state of Maryland. Last year, a state Task Force on Preservation of Heritage Language Skills found that there are only two dual language programs in the state and recommended the creation of at least 10 new dual language programs for Maryland public schools by 2012. Establishing an English-Spanish dual language program at one school in the Archdiocese will meet a growing need while increasing the diversity of the Archdiocese's academic program portfolio.

The dual language program will be implemented in kindergarten, seeking to build competency in both native and partner language skills from the outset. The program, ideally, will have a mix of students – some whose

primary language is English and some whose primary language is Spanish, and perhaps some whose primary language is English but who are exposed to Spanish because of their heritage but lack fluency. In sum, the goal will be to produce graduates who have fluency in both languages.

□ **PRIDE Plus Program**

Expanded Initiative: *The current PRIDE program, for students with special learning needs, will be expanded from two elementary schools to four, and additional training will be offered for teachers across the school system to help them better address the needs of students with learning challenges.*

The current PRIDE (Pupils Receiving Inclusive Diversified Education) program serves as an innovative Archdiocesan resource designed to meet the special needs of students of average and above average intelligence with minimal learning disabilities in grades K-8. Teachers trained in the field of special education, who design specific programs to meet the personal needs of each child, staff the program. Small class sizes ensure that children receive individualized attention, and the values of integrity, respect and dependable work habits are emphasized. Special education teachers plan language and math instruction in a small group setting that occurs during the regularly scheduled language and math time periods. Each child in the program also is an integral part of a regular mainstream homeroom; part of their day is spent with their mainstream classmates in social studies, science, religion, and special area subjects.

The two current PRIDE programs (which are in schools that will be consolidated) will be transferred to nearby Catholic schools. A feasibility study will be conducted to assess where the two additional school-based PRIDE programs will be located. The new PRIDE Plus Program will be expanded to include professional development opportunities for teachers across the Archdiocese. Better equipping regular classroom teachers to recognize special learning needs and provide them with instructional measures that aid them in assisting children with special needs will enable our schools to improve the education provided to these children.

□ **STEM Program**

New Initiative: *A Science, Technology, Engineering and Math (STEM) Program will be instituted at four Catholic elementary schools.*

Improving educational opportunities for students in mathematics and science has long been a goal of Catholic schools in the Archdiocese of Baltimore. To complement and expand upon the development of Science, Technology, Engineering and Mathematics (STEM) programs at some Catholic high schools, the Archdiocese will work with four Catholic middle schools to develop STEM programs. Ultimately, the purpose of STEM academic programs is to prepare students for potential careers in the fields of science, technology, engineering, and mathematics. By capturing students' attention, inspiring them to achieve in these fields, and providing them with academic tools, STEM middle school programs can increase the number of students pursuing advanced science and technology coursework in high school and beyond. The fields of engineering, computer science, and technology offer challenging and well-paid careers and qualified employees in these fields are in great demand in the global economy.

A STEM Program Advisory Committee will be formed to develop the STEM middle school program as well as to investigate the opportunities to offer the program to the lower elementary level in future years. The committee will also examine ways to establish ongoing relationships with regional technology corporations and universities to provide students at the STEM middle schools with in-class projects led by industry professionals and off-site field trips to experience technology workshops. Opportunities for professional development for STEM, including science and math teachers at non-STEM schools, would also be explored as would providing science and mathematics students and teachers at all Catholic elementary schools with recommended STEM activities by grade level via a STEM Internet portal.

□ **Montessori Primary Program**

New Initiative: *A Montessori Primary Program, for children ages 3-6, will be introduced at one Catholic elementary school.*

The Montessori program, developed by Dr. Maria Montessori, is a comprehensive educational approach that allows children to proceed at their own pace and focuses on all aspects of human development – intellectual, social, emotional, physical, and spiritual. Montessori classes place children in three-year age groupings: Primary (ages 3-6), and Elementary (ages 6-9 and 9-12). Thus, a primary classroom would have children ages three, four and five, each developing their own skills but working together during occasional group activities or spontaneously where, for example, a five

year old might assist a three year old in an activity. A certified Montessori teacher, assisted by a trained teacher aide, is there to observe and present new activities as children demonstrate their need and readiness. The Catholic faith formation component of the Montessori program, the Catechesis of the Good Shepherd, allows children, assisted by a trained catechist, to learn about signs of the Catholic liturgy and Holy Scripture.

Loyola University is very interested is working with the Archdiocese to support their interest in introducing Montessori education in the preschool years. Loyola has one of the premier Montessori graduate programs in the country and its Center for Montessori Education houses the oldest Association Montessori Internationale (AMI)-accredited training center in North America. One of the ways that Loyola faculty and its Washington Montessori Institute might work with the school would be in planning and program implementation.

□ **New American Academy Model**

New Initiative: *Elements of the New American Academy Model, an innovative educational model, will be implemented in one Catholic elementary school.*

Elements of the New American Academy (NAA) model, developed at Harvard University, would be introduced at one school in the Archdiocese. The creator of the model is very interested in working with the Archdiocese of Baltimore in applying this new model in a Catholic school and will allow us to scale the model to fit one of our schools and adjust the academic program to allow for the incorporation of a full Catholic religion curriculum.

The elements of the New American Academy (NAA) model targeted for potential implementation include:

- *Team teaching:* Pairing a senior or “master” teacher with a junior or “associate” teacher inside a classroom allows collaboration, mentoring, and leverage for the instructors.
- *Differentiated Instruction:* Team teaching also allows instructors to break off groups of students as needed to address enrichment work necessary for students above and below grade level.
- *Looping with the students:* At the end of the academic year, teachers will move with the students as they progress to the next grade level. This allows continuity of critical relationships and heightened appreciation of the specific skills of each student as they develop academically.

- *Hands-on learning; student collaboration:* Curriculum will be geared toward collaborative projects that are “hands-on” with the intent of building social skills, leveraging the unique contributions of each student, and applying learning to “real world” systems.

It is proposed that, during the inaugural year, the model would be implemented only in the kindergarten and first grade.

□ **International Baccalaureate Program**

New Initiative: *A study to determine the feasibility of implementing the International Baccalaureate Program at one or more Catholic high schools will be conducted.*

While the majority of this plan focuses on elementary school education, the Archdiocese recognizes the importance of maintaining strong academic programs at our Catholic high schools. To that end, a study will be conducted to assess the feasibility of a high school or schools within the Archdiocese offering the International Baccalaureate program.

In this rigorous college preparatory program, International Baccalaureate students take examinations, graded by external IB examiners, at the completion of their courses. Similar to Advanced Placement (AP) courses, IB students with certain test scores can receive college credit. In addition to taking IB courses, students may seek an IB diploma based upon a full program of instruction that includes completing an extended essay, a theory of knowledge course, and a creativity, action and service requirement. Evaluation of the benefits, need for, high school interest in, and costs of an IB program will be undertaken by an IB Study Committee who will evaluate, assess and make recommendations for the future.

□ **Community Schools**

New Initiative: *Four Catholic elementary schools will extend the breadth of their service to students and families by becoming Community Schools that provide additional opportunities and services for students and their families, as well as for the community where these schools are located.*

Unlike the other new programs included in this report, which have a more strictly academic focus, the development of the Community School model in the Archdiocese is seen as a more holistic program that seeks to address the full needs of students and their families, while also strengthening ties to the neighborhood and/or parish community. As envisioned for

schools in the Archdiocese, the Community School concept is one in which the school is a hub of activities for our families. In addition to the full academic program, these schools would provide before and after school care, summer programs for children, evening and weekend activities for children and families, and enhanced access to support services to assure that the physical, social and emotional needs of students are addressed.

The Office of Schools Planning is working closely with Catholic Charities and other community partners to explore the creation of a Community School model that could be applied to four schools in the Archdiocese. It is expected that a planning year would be undertaken to develop key components of the model and explore services that might be provided, as needed, to families of students attending our Community Schools. In addition, Loyola University also has a strong interest in this model and would be invited to be a collaborating partner to plan and implement this program.

A New Governance Model

The governance of Catholic schools is one of the four primary issue areas being addressed by the Blue Ribbon Catholic Schools in its Strategic Plan for Catholic Schools. The Committee expects to submit detailed governance recommendations to the Archbishop in its report in June. As a preview to that report, the Committee shared with the Archbishop two very important recommendations concerning a new governance model (entitled the Archdiocesan Collaborative School model), and the formation of an Archdiocesan Catholic School Board. The Committee’s description of these items is as follows:

Archdiocesan Collaborative Schools

The Blue Ribbon Committee on Catholic Schools strongly recommends a new Archdiocesan Collaborative School (ACS) model as the preferred model of governance for elementary schools. A hybrid structure, the new Archdiocesan Collaborative Model combines the benefits of centralized governance with the benefits of local community involvement and a sense of ownership and decision-making at the local level.

Centralized services such as accounting, tuition collection, payroll, advancement, marketing, and technology will be provided by the Archdiocese. The Head of School (President or Principal) will be selected, mentored, evaluated and dismissed by the Superintendent, with advice and

input from the local school board.

The local School Board will be comprised of individuals with strong ties to the community. A Canonical Representative (e.g. local pastor), appointed by the Archbishop, will represent the interests of the parish communities in the area, coordinate priests to provide worship services at the school, and serve on the local school board.

The Blue Ribbon Committee on Catholic Schools recommends that, beginning in July 2010, the Archdiocesan Collaborative School (ACS) model be implemented for approximately ten to twelve schools in order to test and refine the model and its procedures. The Blue Ribbon Committee strongly recommends that, in subsequent years, all elementary schools move to this model.

Archdiocesan Catholic School Board

The Blue Ribbon Committee on Catholic Schools recommends the formation of an Archdiocesan Catholic School Board. The inaugural Board members will be appointed by the Archbishop; thereafter the Board will be self-perpetuating, with the Board electing its own members, subject to the Archbishop's reserved powers. The Board will be advisory to the Archbishop and will be charged with a strong oversight function to help assure the long-term viability of Catholic schools in the Archdiocese. Members of the Board will include representation from constituencies, with an interest in Catholic school education, from across the Archdiocese.

The Archdiocesan Catholic School Board will recommend policies consistent with the mission of Catholic schools in the Archdiocese of Baltimore and provide needed advice on administering an Archdiocesan school system. Specific charges to the Board will include:

- Monitoring the implementation and updates of the strategic plan and overseeing ongoing strategic planning for Catholic schools in the Archdiocese;
- Monitoring the implementation of the Archdiocesan Collaborative School model and recommending improvements or other changes;
- Recommending policy to the Archbishop and Superintendent for approval, where needed;
- Providing strategic direction and advice concerning advancement, finance, facilities, and leadership matters affecting Catholic schools; and
- Working to develop and strengthen the capacity of local school

boards. **Funding Support**

The Blue Ribbon Committee on Catholic Schools acknowledges that supporting its recommendations will require raising funds, creating endowments, and establishing improved school budgetary procedures. The Blue Ribbon Committee expects to make very specific recommendations in its Strategic Plan Report, in June, on these topics. At this time, the Committee expresses its particular endorsement of two critical measures related to the funding of Catholic schools:

All Parishes Support Catholic Schools

The Blue Ribbon Committee on Catholic Schools supports the Archbishop's desire that all parishes support Catholic schools and, to that end, will recommend a mechanism to achieve that goal.

Building Opportunities for All Students and Teachers (BOAST) in Maryland Tax Credit Legislation

The Blue Ribbon Committee on Catholic Schools also recommends strong endorsement of the Building Opportunities for All Students and Teachers (BOAST) in Maryland Tax Credit legislation (pending in the Maryland General Assembly), to provide a state income tax credit to businesses that donate to scholarship organizations for nonpublic school students or innovative educational programs for public school students.



Communicating the Value of a Catholic Education

To ensure that the community understands the changes underway, as well as overall value of a Catholic education, the Archdiocese formed a Marketing Advisory Committee, and commissioned an economic impact analysis to quantify the value of Catholic schools, both to their students, and the community at-large. A summary of these initiatives follows:

Schools Marketing Advisory Committee

A Schools Marketing Advisory Committee was formed to examine the marketing needs of Catholic schools, as well as the public relations and communications issues surrounding the announcement of the Consolidation Plan and Strategic Plan. Members of the Committee include: marketing professionals, communications experts, a former television news anchor/reporter, an elementary school principal, a Catholic school public relations and development professional, and Office of Schools Planning staff.

The School Marketing Advisory Committee, driven by the results of the market research conducted through focus groups, recommended a new branding initiative to promote the newly formed Catholic school system. The Committee also recommended consistent application by Archdiocesan schools of the brand and the need for improved marketing and recruitment through school websites, direct marketing to prospective parents, especially at the pre-school level, and more effective outreach through local media by individual schools. The Archbishop approved these recommendations and these marketing efforts will be implemented in the near term. It is expected that the Schools Marketing Advisory Committee will continue to advise the Archdiocese on issues requiring marketing and communications strategies during the upcoming year as the Consolidation and Strategic Plans are implemented.

Economic Impact Study

The Archdiocese commissioned an economic impact study to quantify the value of Catholic schools. While the many benefits of a Catholic school education are readily apparent to those who are products of Catholic schools, the economic value of a Catholic education to the wider community is less understood. Noted economist and President of Sage Policy Group, Anirban Basu, conducted an economic analysis to determine the benefits delivered to Catholic school graduates and the state and local community by Catholic schools.

The report examined factors such as the impact of Catholic schools as operating entities on the local economy, the impact of Catholic schools on work-life earnings, and the impact of schools in terms of stabilizing populations in older communities (See Appendix C for a chart on mileage distances). Sage Policy Group's

Economic Benefits of Catholic Schools

Key Findings:

Catholic schools graduates:

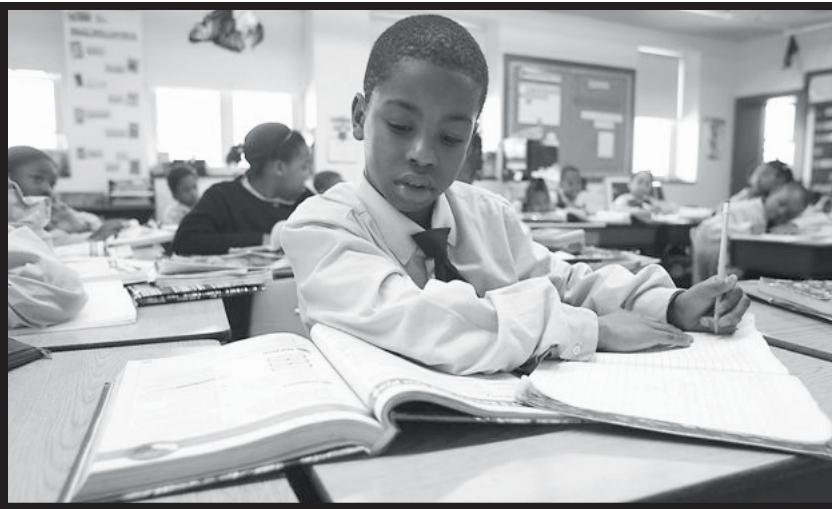
- Can expect work-life earnings, on average, roughly \$225,000 (in 2008 dollars) more than their public school counterparts;
- Support more jobs, income formation and business sales in the broader economy;
- Contribute more to State and local government coffers than their public school counterparts; and
- Are more likely to emerge as societal leaders and organizers.

Catholic schools are:

- Important cost-savers to government, reducing State and local educational expenses by over \$380 million each year; and
- Of disproportionate benefit to older and lower-income communities, including having a stabilizing influence on older communities.

Source: The Economic Benefits Produced by Archdiocese of Baltimore Catholic Schools & Their Graduates, Sage Policy Group, Inc., February, 2010.

analysis found that there are significant economic benefits to students, their families, and to the state and local economy. In fact, Catholic school graduates have much higher earnings (\$225,000 over a work-life) and have significant ancillary effects on the economy. For example, ten years of graduates from Catholic schools would be expected to generate nearly \$400 million in tax revenue over their careers. Archdiocese of Baltimore Catholic school students also benefit the region by saving state and local governments over \$380 million each year by reducing capacity requirements of public preK-12 public school systems across the jurisdictions where Catholic Schools operate. See sidebar on *Economic Benefits of Catholic Schools: Key Findings*.



Moving Forward

Easing the Transition

The Archdiocese is committed to assisting each and every family affected by a school consolidation with a Catholic school placement for their child for the next school year. The Archbishop's promise that there will be a seat for every child will be honored. To assure fulfillment of that commitment, Archdiocesan staff will be contacting each family to answer questions and, if requested, to help guide a family to a new Catholic school for their child.

Meetings will be held to discuss the transition process and to introduce families to designated recipient schools. It is the Archbishop's very strong desire that every child in a Catholic school – right now in March 2010 – will be in a Catholic school again when the bell rings on the first day of school this fall.

Blue Ribbon Committee on Catholic Schools

The Blue Ribbon Committee on Catholic Schools will continue to develop its Strategic Plan for Catholic Schools and will submit that plan to the Archbishop in June. Developing specific recommendations for Catholic identity, academic excellence, governance and stewardship, including expanding upon the preview of recommendations included in this report, will be part of that effort.

A New Superintendent

Last November, Archbishop O'Brien announced that Dr. Ronald J. Valenti, Superintendent of Schools, will be retiring at the end of the current school year (June 30, 2010), after nearly 20 years in the Division of Catholic Schools. The Archbishop thanked Dr. Valenti for his many years of dedicated service to the students, principals, teachers and staffs in the Archdiocese's Catholic schools and expressed his gratitude for Dr. Valenti's unwavering dedication to the academic, faith-filled excellence of our schools.

A Superintendent Search Committee was appointed by the Archbishop and is expected to make a recommendation for a candidate for Superintendent to the Archbishop by May 2010. With new academic programs, a new model of school governance, and the Strategic Plan of the Blue Ribbon Committee awaiting implementation, the new Superintendent will have a robust but exciting agenda for her or his first year in office.

Implementation Planning

In addition to staffing the Blue Ribbon Committee on Catholic Schools through the completion of its work in June, the Office of Schools Planning will begin work on a detailed Implementation Plan to accompany both this report and the Strategic Plan recommendations. The Office of Schools Planning will work in close conjunction with the new Superintendent and the new Archdiocesan School Board to assure that measured and efficacious progress is accomplished in carrying out the Archbishop's vision and plan for

Appendix A

Blue Ribbon Committee *on Catholic Schools*

Mr. Frank Bramble, Chair
Director
Bank of America Corporation

Dr. Andrés A. Alonso
Chief Executive Officer
Baltimore City Public School System

Ms. Maureen Creel
Teacher
St. John the Evangelist School

Mr. James C. Davis
Chairman
Allegis Group

Dr. Nancy Grasmick
State Superintendent of Schools
Maryland State Department of Education

Dr. Joe A. Hairston
Superintendent
Baltimore County Public Schools

Monsignor Robert L. Hartnett
Pastor
Our Lady of Mount Carmel
Catholic Church

Mr. Owen Knott
Chief Operating Officer
Knott Mechanical

Father Michael T. Martin, OFM Conv.
President
Archbishop Curley High School

Reverend Joseph L. Muth, Jr.
Pastor
St. Matthew Catholic Church

Ms. Pamela L. Sanders
Principal
St. Ambrose School

Dr. Mary Pat Seurkamp
President
College of Notre Dame of Maryland

Mr. James R. Stojak
Independent Consultant
Citicorp Credit Services (Retired)

Mr. Casper Taylor, Jr.
Government Relations Consultant
Alexander & Cleaver

Sister Helen Wiegmann, S.S.J.
Former Elementary School Principal

Mr. Thomas E. Wilcox †
President and CEO
Baltimore Community Foundation

Rabbi Lawrence Ziffer
Executive Vice President/Director
Center for Jewish Education

Appendix B

Distance Between Schools

Mileage between Schools (shortest driving distance in miles)

	Westside (new)	St. Ambrose	St. Agnes	
Fr. Charles Hall-elementary	4.1	3.5	5.5	
Fr. Charles Hall-middle	4.0	4.3	3.4	
St. Bernardine	2.5	5.4	2.8	
St. William of York	4.0	5.9	1.1	
	St. Augustine	Our Lady of Victory	Westside (new)	
Ascension	2.9	2.6	3.0	
	St. Philip Neri	Msgr. Slade	Our Lady of Victory	Westside (new)
St. Rose of Lima	3.9	5.7	6.4	4.6
John Paul Regional				
Holy Family School	5.8			
	St. Thomas Aquinas	St. Pius X	John Paul Regional	St. Ambrose
Shrine of Sacred Heart	3.1	3.2	7.5	3.3
	Cardinal Shehan	St. Clement Mary Hofbauer	St. Michael	St. Francis of Assisi
Mother Mary Lange	2.8	3.7	2.4	2.3
Ss. James & John				
St. Katharine	1.3			
	Our Lady of Hope/St.Luke	St. Casimir	St. Clement Mary Hofbauer	
Our Lady of Fatima	4.4	2.7	3.5	
Sacred Heart of Mary	2.8	2.8	4.3	
	Our Lady of Mt. Carmel	St. Clement Mary Hofbauer		
St. Clare	1.6	4.2		

Appendix C

The Economic Benefits Produced by Archdiocese of Baltimore Catholic Schools & Their Graduates

Executive Summary

Introduction

This Sage Policy Group, Inc. (Sage) report focuses on the large, varied and highly positive economic impacts generated through the operations and output of Baltimore's Catholic Schools. These impacts are derived from a number of sources, including: 1) the operations and employment supported by the schools, 2) by the higher lifetime earnings and spending power associated with Catholic school graduates and 3) via the impact on community demographics as the presence of Catholic schools induces households to remain in older communities.

Principal Findings

- Catholic Schools are associated with Better Educational Outcomes

This report cites a number of studies and scholars to assess whether or not Catholic schools are associated with better educational outcomes. University of Chicago Professor Derek Neal sums up available information as follows: "Although many questions remain unanswered, one result remains clear. Black and Hispanic students in large cities often have the most to gain from private schooling, in particular, Catholic schooling." There are those who might think that with some exceptions the region's Catholic schools are largely populated by the children of middle-income and higher-income families. However, this view is not consistent with available data. A number of explanations for the outperformance of Catholic schools have been offered, including the strength of academic programs offered in Catholic schools, stricter discipline and a sense of community. Whatever the

appropriate explanation(s), the outperformance of Catholic schools has been long-lived. This outperformance also positions Catholic schools to produce community leaders of the future.

- Catholic Schools have been Closing in Large Numbers

Between 1970 and 2000 there was a net loss of 3,595 Catholic schools in the US, a decline of 30 percent. This trend has been accelerating. For example, in 2005, 38 Catholic schools were opened, but 223 closed or merged. This is not primarily a reflection of society-wide disinterest in high quality education, but rather a function of urban economics. Catholic schools have in many cases existed in urban settings, but Catholic populations have often shifted to the suburbs, reducing the level of demand for this form of private education in the older communities in which many of these schools operate.

- Impact of the Operations of Catholic Schools on the Regional Economy is Large

Using data describing enrollment, employment, operating expenses, and IMPLAN 3.0 modeling software, the study team estimated the annual economic impact of the operations of the subject 82 institutions. Exhibit E1 provides summary detail. In total, the schools of the Archdiocese of Baltimore support nearly 5,400 jobs in the region associated with labor income of \$212 million. In addition, value-added, which roughly translates into business sales, is augmented by more than \$380 million per annum.

Exhibit E1. Annual Economic Impact of Operations of Archdiocese of Baltimore Schools in Maryland

<i>Type of Impact</i>	<i>Employment</i>	<i>Labor Income (\$millions)</i>	<i>Value Added (\$millions)</i>
Direct	4,125	\$156.6	\$204.3
Indirect	303	\$13.2	\$47.5
Induced	955	\$42.6	\$129.7
Total	5,383	\$212.4	\$381.5

Source: Sage

These economic benefits in turn translate into positive fiscal impacts as economic activity is taxed. Exhibit E2 indicates that the State of Maryland derives \$9.8 million in annual taxes attributable to the operations of the 82 schools. Local income tax collections are bolstered by \$2 million.

Exhibit E2. Fiscal Impact of Operations of Archdiocese of Baltimore Schools on Maryland

<i>Type of Tax</i>	<i>Value (\$millions)</i>
Local Income Tax	\$2.0
State Income Tax	\$4.8
State Sales Tax	\$4.6
Corporate Profits Tax	\$0.4
Total State and Local Tax Revenue	\$11.8

Source: Sage

Catholic schools also generate fiscal impacts beyond tax revenues by reducing capacity requirements of public preK-12 public school systems

across the state. Each jurisdiction/school district is associated with a required maintenance of effort, which defines its required financial contributions per net new student and per State requirements. Recently, several jurisdictions applied for waivers of maintenance of effort requirements due to challenging fiscal circumstances, but were rejected. Because of Catholic school capacity, the nine jurisdictions whose citizens attend Archdiocese schools saved \$380 million in 2008-2009, including \$72 million saved in Baltimore County and \$22 million saved in Baltimore City (Exhibit E3). Based on the average cost of supplying educational services to a public school student in Maryland, the State of Maryland saved roughly \$200 million per year in expenditures due to the presence of Catholic school capacity.

Exhibit E3. Fiscal Benefit of Students in Region Attending Catholic School by Jurisdiction

<i>Jurisdiction</i>	<i>M.O.E Cost of Effort Per Student</i>	<i>Students Attending Archdiocese School</i>	<i>Costs Saved by Students Attending Catholic Schools</i>
Allegany	\$3,164	496	\$1,569,344
Anne Arundel	\$7,510	5,636	\$42,326,360
Baltimore	\$6,339	11,416	\$72,366,024
Baltimore City	\$2,561	8,635	\$22,114,235
Carroll	\$5,620	434	\$2,439,080
Frederick	\$5,849	1,373	\$8,030,677
Harford	\$5,528	1,902	\$10,514,256
Howard	\$9,225	2,052	\$18,929,700
Washington	\$4,137	492	\$2,035,404
Total Local	—	32,436	\$180,325,080
Total State	—	32,436	\$200,561,900

Source: Sage, MSDE Fact Book 2008-2009

In total, the schools of the Archdiocese of Baltimore produce or save a total of over \$380 million per annum for State and local governments in Maryland.

- Catholic School Graduates Earn More and Therefore Produce Greater Economic and Fiscal Impacts

Beyond the impact of school operations are the even larger impacts associated with the economic impacts produced by Catholic school graduates during their working lives. By using educational attainment statistics, the study team was able to estimate the difference in total work-life earnings between those graduating from Maryland public schools and those graduating from Archdiocese schools.

This portion of the analysis concludes that for every 23,100 Catholic school graduates (roughly ten years worth of graduates), lifetime earnings will be \$5.2 billion more than for the equal number of public schools graduates. This translates into roughly \$225,000 per graduate over the course of a working lifetime.

Those additional earnings translate into significantly augmented levels of economic activity over time. If those ten years worth of graduates remain in Maryland throughout their 40-year work-life, 29,191 additional jobs are supported in the economy with an associated \$1.3 billion in additional labor income (the multiplier effect). Local business sales, a proxy for value-added, are increased by nearly \$4 billion over 40 years or by roughly \$100 million per annum.

This is, of course, only for ten years worth of graduates. Over time, the impact of Catholic schools on the local economy will be much larger given many more graduating classes to follow.

Exhibit E4. Induced Economic Impact of difference in work-life earnings of 10 years of graduates on Maryland’s Economy

<i>Type of Impact</i>	<i>Impact (\$millions)</i>
Employment	29,191
Labor Income	\$1,301.9
Business Sales	\$3,967.3

Source: Sage

These additional lifetime earnings translate into additional State/local tax revenue collections. One year of Catholic school graduates (2,310) would be expected to pay nearly \$40 million more over their careers than their public school counterparts. That translates into more than \$17,300 per graduate.

Conclusion

This paper has determined the following:

1. Catholic school students produce higher test scores;
2. Catholic school students are more likely to graduate;
3. Catholic school students are more likely to attend and graduate from college;
4. The presence of Catholic schools is of disproportionate benefit to older and lower-income communities;
5. Catholic school graduates can expect to earn roughly \$225,000 (in 2008 dollars) more than their public school counterparts;
6. Catholic school graduates support more jobs, income formation and business sales in the broader economy;
7. Catholic school graduates will contribute more to State and local government coffers than their public school counterparts;

8. The presence of Catholic school capacity reduces State and local public educational expense by tens of millions of dollars per annum;
9. Catholic school graduates are more likely to emerge as societal leaders and organizers; &
10. Catholic schools are capable of stabilizing older communities.

- Implication

All policymakers and donors should be aware of the myriad benefits produced by Catholic schools and their graduates and should be willing to support emerging models that are successfully building Catholic school capacity anew, including in older communities with large numbers of low income residents and in newer communities that are yet to enjoy the benefits of being able to select a Catholic education.



Bibliography

Address of His Holiness Benedict XVI. Meeting with Catholic Educators.
Washington, DC: The Catholic University of America, April 17, 2008.

Address of His Holiness Pope John Paul II. Address at the Cathedral of Mary Our Queen, October 8, 1995.

Altonji, Joseph G., et al. "Selection on Observed and Unobserved Variables: Assessing the Effectiveness of Catholic Schools," working paper 7831.
Cambridge, MA: National Bureau of Economic Research, August 2000.

Archdiocese of Baltimore. *As One Body...We Celebrate...We Challenge: A Strategic Plan for the Catholic Schools of the Archdiocese of Baltimore.*
Archdiocese of Baltimore, Division of Catholic Schools, March 2001.

Archdiocese of Baltimore. *As One Body...We Celebrate...We Challenge: Strategic Plan Spring 2003 Report.* Archdiocese of Baltimore, Division of Catholic Schools, 2003.

Archdiocese of Baltimore. *As One Body...We Celebrate...We Challenge: Strategic Plan Spring 2008 Report.* Archdiocese of Baltimore, Division of Catholic Schools, 2008.

Archdiocese of Baltimore. *Archbishop Consults with Priests, Introduces Blue Ribbon Committee to Address Challenges Facing Catholic Schools.*
February 10, 2009.

Archdiocese of Baltimore. Archbishop William D. Borders' Catholic School Directives & Plan, Introduction to Executive Summary materials, prepared by BRC Staff, 2009.

Archdiocese of Baltimore. *Catholic Schools at a Turning Point: A Time for Decision.* Pastoral Statement of Archbishop William D. Borders, October 1986.

Archdiocese of Baltimore. *Catholic Schools Blue Ribbon Committee Holds First Meeting on Wednesday, March 18, 2009.*

Archdiocese of Baltimore. "Individual School Viability Profiles." 2009.

Archdiocese of Baltimore. *Rationale for Proposed Reorganization of the Elementary Schools in the Urban Vicariate.* Archdiocese of Baltimore, Division of Schools, January 29, 1973.

Archdiocese of Baltimore. Responses and Final Policy Directives. Archbishop William D. Borders. April 1989.

Archdiocese of Baltimore. *Securing Our Future: Recommendations for Catholic Schools of the Archdiocese of Baltimore.* Dr. Ronald Valenti, Superintendent of Catholic Schools for the Archdiocese of Baltimore, February 2009.

Archdiocese of Boston. *The 2010 Initiative: Strategic Plan for Catholic Schools: Final Report.* Archdiocese of Boston, July 3, 2006.

Archdiocese of Boston. "The Archdiocese of Boston Announces the Launch of the 2010 Initiative." *BostonCatholic.org*, February 2, 2007.

Archdiocese of Boston. "Brockton Phase of the 2010 Initiative Preparing to Launch." *BostonCatholic.org*, January 29, 2007.

Archdiocese of Boston. "Campaign for Catholic Schools." *Archdiocese of Boston*, 2009. Available from <http://www.bostoncatholic.org/CCS.aspx>. Internet, accessed May 28, 2009.

Archdiocese of Boston. "Cardinal, Mayor, 2010 Initiative Break Ground on New Era In Catholic Schools In Dorchester/Mattapan." *BostonCatholic.org*, May 5, 2008.

Archdiocese of Chicago. *Cardinal George Announces Board of Catholic Schools*. March 9, 2009. Available from http://www.archchicago.org/news_releases/news_2009/news_030909.shtm. Internet, accessed May 8, 2009.

Archdiocese of Chicago. "Genesis." Available from <http://schools.archchicago.org/public/genesis.htm>. Internet, accessed May 8, 2009.

Archdiocese of Chicago Office of Catholic Schools. *Genesis: A New Beginning for Catholic Schools*. September 2005.

Archdiocese of Chicago Office of Catholic Schools. *Office of Catholic Schools Report*. 2008.

Archdiocese of Detroit. *Guidelines for Planning for Catholic Schools*. 2004.

Archdiocese of Detroit. *Mileposts on the Journey: Strategic Plan for Parishes and Schools*. Spring 2006.

Archdiocese of Los Angeles. *Strategic Plan*. 2003.

Archdiocese of Milwaukee. *Archdiocese of Milwaukee Catholic Education Strategic Planning Update*.

Archdiocese of Milwaukee. *Catholic Schools Strategic Education Plan*. May 2008.

Archdiocese of Philadelphia. *A Consultation Process for Restructuring Catholic Elementary Schools*.

Archdiocese of Philadelphia. "Archdiocese of Philadelphia to Partner with Gesu Institute." *Archdiocese of Philadelphia*, February 28, 2008. Available from <http://archphila.org/press%20releases/pr001351.htm>. Internet, accessed May 12, 2009.

Archdiocese of Washington. *Converting Catholic Schools into Public Charter Schools: The Experience of the Archdiocese of Washington*. Presentation to the National Diocesan Attorneys Association May 2009.

Archdiocese of Washington. *Looking to the Future with Confidence: New Policies for Catholic Schools*. Summer 2009.

Archdiocese of Washington. *The Future of Catholic Schools*. June 2008.

Barrett, Sarah M. "Inner-City Scholarship Fund supporters go 'Back to Class'." *TheBostonPilot.com*, June 5, 2009. Available from <http://www.thebostonpilot.com/articleprint.asp?ID=10490>. Internet.

Battes, Anne and L. Moore. *Eleven Trends You Cannot Afford to Ignore*, Presented at the 2008 NCEA Convention. March 2008.

Bridgeport Catholic Schools. *The Cathedral Education Cluster – Mission and Vision*. Bridgeport Catholic Schools. Available from http://www.cathedralcluster.org/content/publish/mission_statement.shtml. Internet, accessed May 15, 2009.

Bridgeport Catholic Schools. *Cathedral Education Cluster Tuition Rates*. 2009-2010.

Bridgeport Catholic Schools. *Manual for School Advisory Board Members*. November 2005.

Bridgeport Catholic Schools. *Patrons Program*. Bridgeport Catholic Schools. Available from <http://www.cathedralcluster.org/content/publish/patron.shtml>. Internet, accessed May 15, 2009.

Bryk, A.S., et al. *Effective Catholic Schools: An Exploration*. Washington, DC: National Catholic Education Association, 1984.

Campaign for Catholic Schools. "2010 Initiative for Catholic Education." *Campaign for Catholic Schools*, 2009. Available from http://www.campaignforcatholicschools.org/site/PageServer?pagename=about_2010. Internet, accessed May 28, 2009.

Campaign for Catholic Schools. "A New Model for Catholic Education." *Campaign for Catholic Schools*, 2009. Available from http://www.campaignforcatholicschools.org/site/PageServer?pagename=why_model. Internet, accessed May 28, 2009.

Campaign for Catholic Schools. "Brockton Key Issues and Creative Solutions." *Campaign for Catholic Schools*, 2009. Available from http://www.campaignforcatholicschools.org/site/PageServer?pagename=schools_trinity. Internet, accessed May 28, 2009.

Campaign for Catholic Schools. "Frequently Asked Questions." *Campaign for Catholic Schools*. Available from http://www.campaignforcatholicschools.org/site/PageServer?pagename=about_faq. Internet, accessed May 28, 2009.

The Catholic Education Collaborative. *Catholic Education Collaborative*. Factsheet. Available from <http://www.cecd Dayton.org>. Internet, accessed May 8, 2009.

The Catholic Education Collaborative: A Strategic Plan for Renewing Catholic Education in the Dayton Deanery. Prepared by: Think Tank for Catholic Education and Educational Initiative Teams of the Dayton Deanery, April 16, 2007.

The Catholic Schools Foundation. "Inner-City Scholarship Fund Professionals' Team." Available from http://www.csfboston.org/programs_services/2010_initiative.asp. Internet, accessed May 28, 2009.

Cattaro, Gerald M. "Developments in Catholic Schools in the USA: Politics, Policy and Prophecy." *International Handbook of Religion and Education*, Springer Netherlands, vol. 2 (2007): 73-74.

- Cieslak, Michael J. "The Lack of Consensus among Catholics for Establishing New Elementary Schools." *Catholic Education* 10, no.2 (Dec. 2006): 139.
- Cimino, Tonia N. "Catholic schools to reopen as Academies." *The Queens Courier*, June 24, 2009. Available from http://www.queenscourier.com/articles/2009/06/24/news/top_stories/doc4a42575ea41e3669604541.txt.
- Coleman, J.S., et al. *High School Achievement: Public, Catholic, and Private Schools Compared*. New York: Basic Books, 1982.
- Collier, Virginia P. and Wayne P. Thomas. "The Astounding Effectiveness of Dual Language Education for All." *NABE Journal of Research and Practice*, 2:1. Winter, 2004.
- Convey, John J. *The Archdiocese of Baltimore Catholic School Project: Implementing a Vision, Planning for Interparochial School: A Planning Study for Archdiocese of Baltimore*. Archdiocese of Baltimore, September 1989.
- Dee, Thomas S. "The Effects of Catholic Schooling on Civic Participation." National Bureau of Economic Research, 2003.
- Diocese of Austin. *Strategic Plan for Catholic Schools*, June 2009.
- Diocese of Brooklyn. "Diocese Announces Final Decisions Regarding Draft Reconfiguration Proposals." February 12, 2009. Available from <http://www.csptv.org/pressrelease.html>. Internet.
- Diocese of Brooklyn. *Diocesan Strategic Plan for Catholic Elementary Schools*. December 2007.
- Diocese of Brooklyn. *Preserving the Vision - Executive Summary*. September 25, 2008. Available from <http://www.csptv.org/mission.html>. Internet.
- Diocese of Brooklyn. *Scholarship Programs offered through the Diocese of Brooklyn*, 2008-2009.
- Diocese of Buffalo. *Catholic Elementary School Strategic Plan*. Diocese of Buffalo Department of Catholic Education, 2004-2009.
- Diocese of Memphis. *Jubilee Catholic Schools: Soaring to New Heights*. Brochure.
- Diocese of Memphis. *Jubilee Schools / Catholic Memphis Urban Schools Trust: A Prospectus*. Available from <http://www.cdom.org/schoolsite/pages/jubilee.htm>. Internet, accessed May 11, 2009.
- Diocese of Memphis. *The Parent Pledge*. Available from <http://www.jubileeschools.org/parentpledge.html>. Internet, accessed May 11, 2009.
- Diocese of Scranton. *Diocese of Scranton's Strategic Plan for Catholic Schools: Final Decisions by Bishop Joseph F. Martino*. Diocese of Scranton.
- Diocese of Scranton. *St. Vincent School, Honesdale and Bastress Campus, Williamsport To Close*. February 5, 2009.

- Diocese of Scranton. *Two Luzerne County Catholic Schools To Close*. May 6, 2009.
- Diocese of Wichita. *Catholic Diocese of Wichita: Development and Planned Giving*.
- Diocese of Wichita. *Catholic Diocese of Wichita: We Are Parish Schools*.
- Diocese of Wichita. *Handbook of Policies for the Catholic Schools of the Diocese of Wichita*. Bishop Michael O. Jackels and Bob Voboril, Diocese of Wichita. 2008-2009.
- Driscoll, Kathleen. Presentation to the Office of Schools Planning on Strategic Planning by the Archdiocese of Boston, Baltimore, MD, , September 15, 2009.
- Figlio, David N. "Sex, Drugs and Catholic Schools: Private Schools and Non-Market Adolescent Behaviors" working paper 7990. Cambridge, MA: National Bureau of Economic Research, 2003.
- Gelo, Gary and Neal Melter. "Catholic Elementary School Funding Models: One Size Does Not Fit All." Meitler Consultants, Inc: June 2003.
- Gray, Mark M., and Paul Perl.. "Sacraments Today: Beliefs and Practice among U.S. Catholics." Center for Applied Research in the Apostolate, April 2008.
- Gray, Mark M., and Paul Perl. "Catholic Schooling and Disaffiliation from Catholicism." *Journal for the Scientific Study of Religion* 46: 269-280.
- Greeley, Andrew, et al. *Catholic Schools in a Declining Church*. Kansas City, MO: Sheed and Ward, 1976.
- Grogger, Jeffrey and Derek A. Neal. "Further Evidence of the Effects of Catholic Secondary Schooling." *Brookings-Wharton Papers on Urban Affairs* (2000): 151-193.
- Groome, T. *Education for Life: A Spiritual Vision for Every Teacher and Parent*. Allen, TX: Thomas Moore Press, 1998.
- Hallinan, Maureen T. "Catholic Education as a Societal Institution." *Catholic Education: A Journal of Inquiry and Practice* 6, no.1 (Sept 2002).
- Hamilton, Scott W. *Who Will Save America's Urban Catholic Schools?* Thomas Fordham Institute, 2007.
- Harris, Joseph C. "How to Pay for Catholic Schools." *Commonwealth* 122, no. 17 (Oct 6, 1995): 19.
- Harris, Joseph C. "Is the American Catholic Church Getting Out of the Elementary School Business?" *Chicago Studies*, 31, no. 1 (April 1992): 83.
- Hill, Paul T., et al. *High Schools with Character*. Santa Monica: Rand Corporation, 1990.
- Humphrey, Michael. "Miracle in Memphis." *National Catholic Reporter*, April 4, 2008. Available from <http://www.ncronline.org>.

International Baccalaureate, Mission and Strategy. Available from <http://ibo.org/mission/Internet>.

Jepsen, Christopher. "The Effectiveness of Catholic Primary Schooling." *The Journal of Human Resources* 38, no. 4 (2003): 928.

Johnson, Kirk A. "Comparing Math Scores of Black Students in DC's Public and Catholic Schools." Washington, DC: The Heritage Foundation, 1999.

Kreitmeyer, R. *Leaven for the Modern World: Catholic Social Teaching and Catholic Education*. Washington, DC: National Catholic Educational Association, 1997.

Loyola Marymount University School of Education. *The Promise of Catholic Schools for Educating the Future of Los Angeles*. Available from <http://www.lmu.edu/AssetFactory.aspx?did=26170>. Internet.

Mackinac Center for Public Policy. "Detroit-area Catholic Schools look to future." *EducationReport.org*, November 21, 2006. Available from <http://www.educationreport.org/pubs/mer/article.aspx?id=8028>. Internet, accessed May 11, 2009.

Maryland State Department of Education. "FactBook 2007-2008."

Maryland State Department of Education. "Statistics on Enrollment and Number of Schools Public and Non-Public, 2007." Maryland Department of Planning, Planning Data Services, 2008-2017.

Maryland State Department of Education. "Total Number of Students Taught Through Home Schooling as Reported by Each Local School System, 1993-2007." Available from <http://www.marylandpublicschools.org/NR/rdonlyres/B970DF90-4539-4AF1-BFAC-15CC438ABCE1/17552/HomeSchooling12YearReport0608.doc> Internet; accessed June 17, 2009.

Mathews, Jay and Ian Hill. *Super Test: How the International Baccalaureate Can Strengthen Our Schools*. Chicago: Open Court, 2005.

McDonald, Dale. *United States Catholic Elementary and Secondary Schools 2004-2005: The Annual Statistical Report on Schools, Enrollment and Staff*. Washington, DC: National Catholic Education Association.

McDonald, Dr. Mary C. "Miracle in Memphis." *The Catholic Diocese of Memphis*. Available from <http://www.cdom.org/schoolsite/pages/miracle%20in%20memphis.htm>. Internet, accessed May 11, 2009.

Mochan, H.N., et al, "Catholic Schools and Bad Behavior" discussion paper #599. Institute for the Study of Labor, 2002.

Mulligan, Gail. "Sector Differences in Opportunities for Parental Involvement in the School Context." *Catholic Education: A Journal of Inquiry and Practice* 7, vol. 2 (2003): 246-265.

National Catholic Education Commission. *Catholic School Governance*. May 2002.

- National Catholic Educational Association. "Dollars and Sense: Catholic High Schools and Their Finances, Executive Summary Report 2009." Secondary Schools Department, National Catholic Education Association, 2009.
- Neal, Derek. "Measuring Catholic School Performance." *The Public Interest* (Spring 1997).
- Neal, Derek. "The Effects of Catholic Secondary Schooling on Educational Achievement." *Journal of Labor Economics* 15, no. 1 (1997): 98-123.
- Roman Catholic Archdiocese of Newark. "Benchmarks for the Strategic Plan for Schools." *The Catholic Advocate*, June 3, 2004. Available from http://www.rcan.org/index.cfm/fuseaction/feature.display/feature_id/128/index.cfm. Internet, accessed May 11, 2009.
- Roman Catholic Archdiocese of Newark. "Nine Elementary Schools Adopt Strategic Plan Recommendations For Solid, Stable Catholic Presence Into The Future." *The Archdiocese of Newark*, March 2, 2005. Available from <http://www.rcan.org/news05/030205.htm>. Internet, accessed May 11, 2009.
- Roman Catholic Archdiocese of Newark. "Types of Schools in the Archdiocese of Newark." *The Catholic Advocate*, June 3, 2004. Available from http://www.rcan.org/index.cfm?fuseaction=feature.display&feature_ID=129. Internet, accessed May 11, 2009.
- Sander, William. "Catholic Schools, Dropout Rates and Educational Attainment" in *The Catholic Family, Marriage, Children and Human Capital*. San Francisco: Westview Press, 1995.
- Steib, Bishop Terry J. S.V.D., and Dr. Mary C. McDonald. *2009 Annual Report: Diocese of Memphis Catholic Schools*. Diocese of Memphis, 2009.
- Task Force on the Preservation of Heritage Language Skills in Maryland. *Report of the Task Force on the Preservation of Heritage Language Skills in Maryland, Submitted to the Governor and Maryland General Assembly*. January 1, 2009. Baltimore: Maryland State Department of Education, 2008.
- United States Conference of Catholic Bishops. *In Support of Catholic Elementary and Secondary Schools*. Statement by the United States Conference of Catholic Bishops, 1990.
- United States Conference of Catholic Bishops. *Principles for Educational Reform in the United States*, Administrative Board of the United States Catholic Conference, 1995.
- United States Conference of Catholic Bishops. *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*. Statement by the U.S. Conference of Catholic Bishops, 2005.
- University of Notre Dame. *To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity*, A Report of the Notre Dame Task Force on the Participation of Latino Children and Families in Catholic Schools. Notre Dame, IN: Alliance for Catholic Education Press, December 2009.

U.S. Census Bureau. "1950 Census of Population and Housing." Available from <http://www.census.gov/prod/www/abs/decennial/1950.htm>. Internet.

U.S. Census Bureau. "County Population Estimates: April 1, 2000 to July 1, 2007." Available from <http://www.census.gov/popest/counties/CO-EST2007-01.html>.

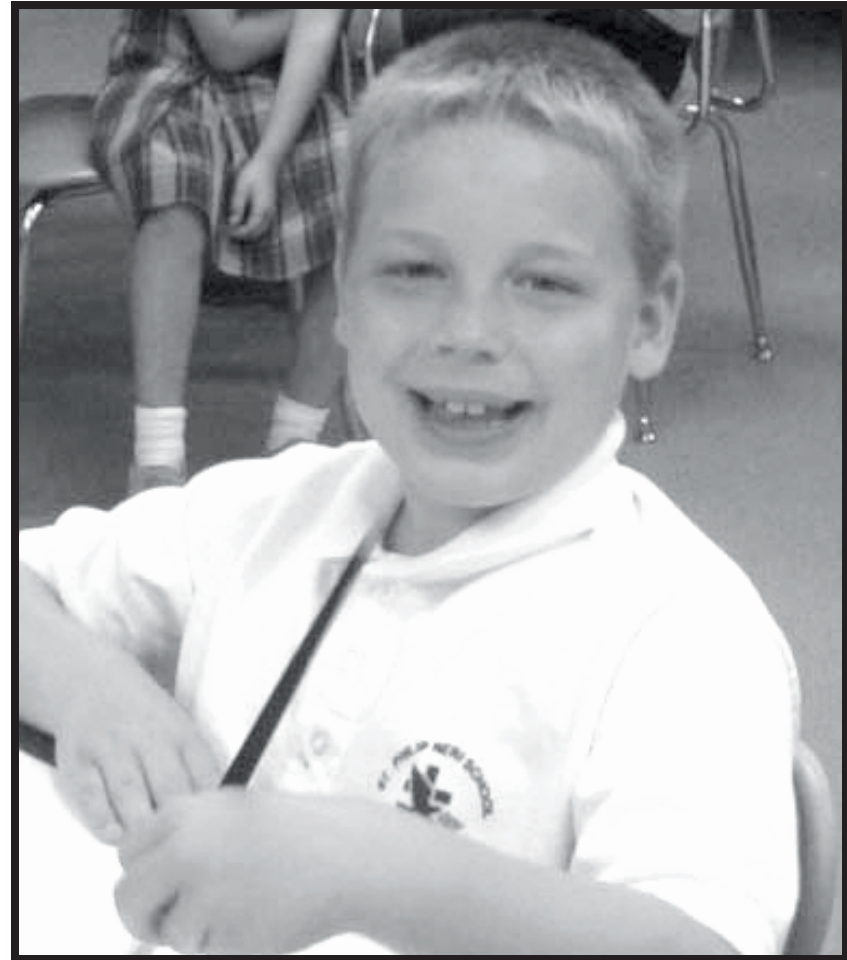
Valencia, Milton J. "Yawkey grant gives archdiocese \$15m boost." *The Boston Globe*, September 27, 2008. Available from http://www.boston.com/news/education/k_12/articles/2008/09/27/yawkey_grant_gives_archdiocese_15m_boost/. Internet, accessed May 28, 2009.

Waronker, Shimon, *The New American Academy: Parent Brochure*, New York, 2009.

Waronker, Shimon, *The New American Academy: Elementary School Application Portfolio*, New York, November 2009.

WTOP, Report: Md. Schools Should Tap Foreign Language 'Assets.' March 5, 2009. Available from <http://www.wtop.com/?nid=316&sid=1616119>. Internet.

Wuerl, Archbishop Donald W. *Catholic Education: Looking to the Future with Confidence, A Pastoral Letter*. Archdiocese of Washington, September 2008.





Charlotte Larkin

Nathan Haupt



Catholic SCHOOLS

A PLACE TO GROW