

FINAL REPORT
ON CATHOLIC SCHOOLS IN THE
DIOCESE OF MANCHESTER

JUNE 2006



**“What greater work is there than training the mind
and forming the habits of the young?”**

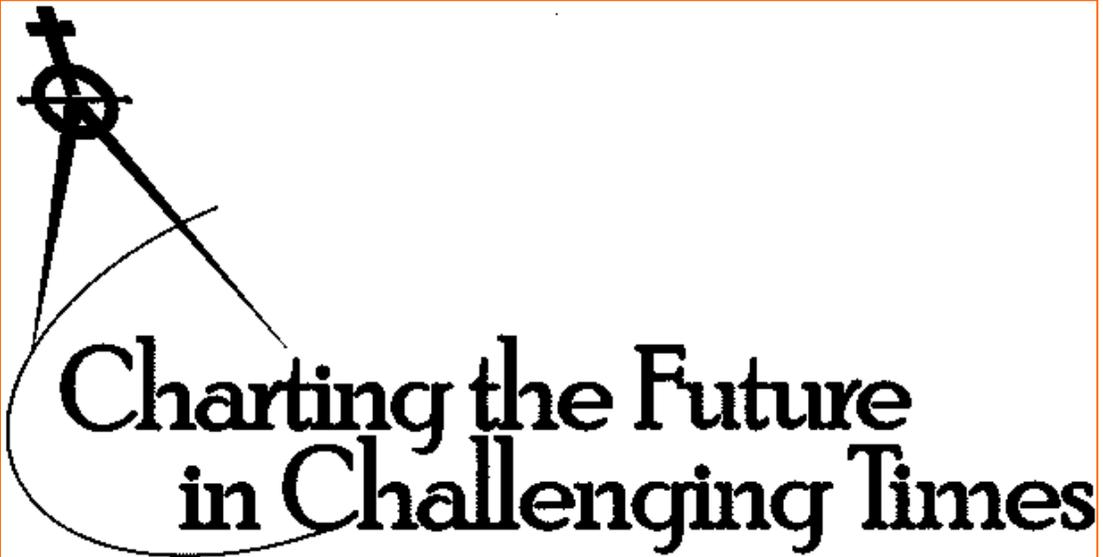
St. John Chrysostom

**Charting the Future
in Challenging Times**

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INTRODUCTION



**FINAL REPORT
DIOCESE OF MANCHESTER
JUNE 2006**

INTRODUCTION

THE CONTEXT

The Diocese of Manchester has committed to creating a plan for the Diocesan Catholic Schools that will give the schools a vision and guidance for the next 5-10 years. The Diocesan School Board established a strategic planning committee to oversee the development and implementation of the plan. The Diocese of Manchester engaged The Reid Group, a national Church consulting firm, to partner with and assist in the planning process. The planning process is known as: *Charting the Future in Challenging Times*.

The guiding principles of the Plan:

- A. Reinforce the Catholic identity of schools
- B. Renew the Catholic community's commitment to the availability, accessibility and affordability of Catholic elementary and secondary schools for an increasingly diverse Church population
- C. Ensure that the major contributions that Catholic Schools make to the state and Catholic community are shared and understood by all
- D. Ensure that resources are available for the formation and retention of quality Catholic educators, and for the facilities in which they teach
- E. Explore the formation of a Catholic School education foundation to support the needs of those who cannot afford a Catholic School education

THE UNITED STATES BISHOPS COMMITMENT TO CATHOLIC SCHOOLS

Charting the Future in Challenging Times has been influenced by the U. S. Bishops' document issued in June of 2005 called *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium*. In that report the Bishops articulate again their support for Catholic Schools based on four goals:

1. Catholic Schools will continue to provide a Gospel-based education of the highest quality.
2. Catholic Schools will be available, accessible and affordable.
3. The Bishops will launch initiatives in both the private and public sectors to secure financial assistance for parents, to exercise their right to choose the best schools for their children.
4. Catholic Schools will be staffed by highly qualified administrators and teachers who receive just wages and benefits, as the Bishops' expressed in the pastoral letter, *Economic Justice for All*.

The Bishops note:

Young people are a valued treasure and the future leaders of our Church. It is the responsibility of the entire Catholic community—Bishops, priests, deacons, religious, and laity—to continue to strive towards the goal of making our Catholic elementary and secondary schools available, accessible, and affordable to all Catholic parents and their children, including those who are poor and middle class. All Catholics must join together in efforts to ensure that Catholic schools have administrators and teachers who are

prepared to provide an exceptional educational experience for young people—one that is both truly Catholic and of the highest academic quality.

The Bishops reiterated the four-fold purpose of Catholic School education saying that Catholic schools afford the fullest and best opportunity, via the most effective means available, to provide an atmosphere in which:

1. the Gospel is proclaimed
2. community in Christ is experienced
3. service to our sisters and brothers is the norm
4. thanksgiving and worship of our God is cultivated

According to many Church documents the term Catholic education refers to the broad range of educational activities within the Church including but not limited to Catholic Schools, parish religious education or catechetical programs, life-long faith formation for all ages, etc. In *Charting the Future* we will use the term Catholic Schools to include religious and broad based academic curricula which usually happens in a traditional school building, but is not limited to that. Catholic elementary and secondary schools based on religious and academic curricula could happen in community settings which take advantage of teachers as well as distance learning through electronic means.

The Catholic Schools Office is emphasizing **availability, accessibility and affordability** along with Catholic identity in its planning process. The following “working descriptions” were generated by the Diocesan School Board for discussion in *Charting the Future*. These descriptions flow from the U. S. Bishops’ document, *Renewing our Commitment*. There the Bishops talk about the “challenge to provide schools close to where our Catholic people live. Catholic Schools should remain available and accessible in all areas of a diocese for children who are from poor and middle-class families who face major economic challenges.” The Bishops praise the efforts of “those who offer reduced or no tuition for at-risk students. These schools utilize comprehensive and innovative educational approaches to improve the academic progress of some of the most disadvantaged young people.”

Availability, accessibility and affordability, while somewhat distinct, are closely linked in actuality.

Availability refers to schools or “educational systems without walls” that are open and reachable. Catholic Schools or educational systems are there for all who desire to use to their benefit. The Catholic School system exists to give everyone the option of receiving a Catholic School education, if they wish. A Catholic School education can be obtained by any Catholic child, not just the college bound.

Summary: Catholic School education can be obtained by all, regardless of capability or future plans and/or expectations.

Accessibility refers to something within your reach. The term is used here to focus primarily on geography. Accessibility means serving the underserved, and serving all parishes. Distance (Internet) learning can conceivably make a Catholic School education more accessible.

Summary: Everyone can reasonably choose a Catholic School education, regardless of location or means.

Affordability refers to a Catholic School education that is reasonably priced and a good value. All can bear the true cost of the education without serious detriment to their financial status. A Catholic School education can be acquired by all no matter what their financial means. Any family can fit the tuition into their budget, if they choose it as a primary value for their family. If a Catholic School education is affordable, there is a sense that both the school and the parents feel the cost is reasonable. If it is affordable, money is not an obstacle to any student receiving a Catholic School education.

This includes a discussion of per-pupil costs. Teachers and administrators need and deserve just wages and benefits, and these costs need to be included in the actual per-pupil costs. It is important not to have an artificial per-pupil cost.

Summary: All parties share the responsibility for affordable Catholic School education: teachers and administrators, students and their families, as well as the entire Catholic Community. Financial assistance needs to be made available from the school or diocese for those who need it.

Resources

The Religious Dimension of Education in a Catholic School, Congregation for Catholic Education, Vatican City, 2001

Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, United States Catholic Bishops, Washington D.C. 2005

DESIRED OUTCOMES

The Diocesan School Board and the Catholic Schools Office requested a comprehensive report on the current state of Catholic Schools in the Diocese, and a clear vision and Master Plan to be implemented over the next five years that could fulfill the mission of Catholic Schools. Catholic Schools in the Diocese include elementary, junior high and high schools. The primary focus of this planning project is elementary and junior high schools. High schools have their own recommendations and are also incorporated in relationship to the elementary and junior high schools in a given region.

The Master Plan was expected to include:

- A. Analysis of the Catholic identity of the school
 1. Certification of teachers to teach religion
 2. Eucharistic and devotional practices
 3. Service projects
 4. Faith formation of faculty
- B. Analysis of Strengths and Weaknesses of the current situation
- C. Development of mission, values and vision statements
- D. Directional Statements related to models and resources
- E. Action Plans including marketing strategies

THE REID GROUP PROJECT TEAM

The Reid Group Project Team consists of Tom Reid & Maureen Gallagher as Project Coordinators. Other Reid Group members include Carol Guenther, John Reid and Brent Flickinger.

PROJECT PHASES

The project was laid out in six phases.

- **PHASE 1: PREPARATION (APRIL-AUGUST 2005)**
Analysis of Data, Research and Scheduling of On-Site Visits

- **PHASE 2: ON SITE VISIT #1 (OCTOBER 2005)**
Gather Input From Local Leaders and Shareholders in Catholic Schools

- **PHASE 3: RESEARCH AND DEVELOPMENT (NOVEMBER '05-JAN. 06)**
Preparation of 1st Draft of the Plan

- **PHASE 4: ON-SITE VISIT #2 (FEBRUARY 2006)**
Present 1st Draft of the Plan to Designated Groups

- **PHASE 5: ON-SITE VISIT # 3 (MARCH 2006)**
Present 2nd Draft of the Plan

- **PHASE 6: DELIVER FINAL REPORT OF THE PLAN FOR CATHOLIC SCHOOLS FOR THE DIOCESE OF MANCHESTER (JUNE 2006)**

PROJECT OUTCOMES PROVIDED BY THE REID GROUP

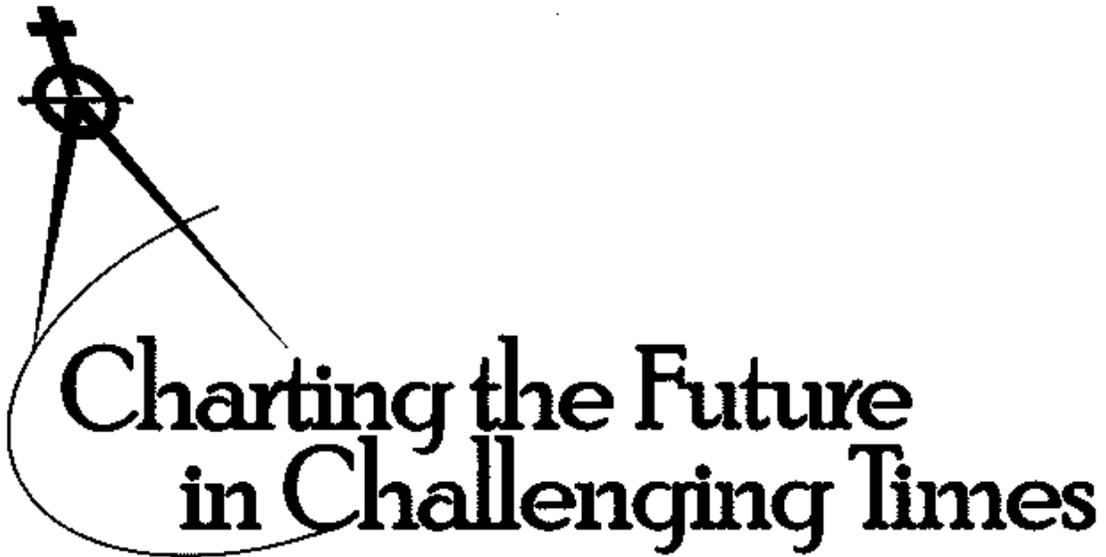
- A. Strategic Mission, Value and Vision statements for the Catholic Schools in the Diocese of Manchester upon which the entire plan is based
(This does not preclude each school having its own mission and vision statement.)
- B. An articulation and an analysis of the strategic issues facing Catholic Schools in the Diocese
- C. A Plan for Catholic Schools which will take into account whatever Parish Planning has happened
- D. Practical goals, objectives and action steps with suggestions for implementation based on needs articulated by various constituencies. This could include but would not be limited to the following:
 - School collaboration models which would direct resources toward improving quality and diminishing duplication of efforts
 - Catholic School identity as seen in relationship to evangelization
 - Academic excellence as related to national standards
 - Possible New Governance models
 - Regionally cooperative endeavors
 - New strategies for financing schools
 - Leadership training models
- E. A Suggested Implementation Process

THE REID GROUP APPROACH TO PROJECTS

The Reid Group utilizes a personal and issue approach to implementing projects.

- By personal approach, The Reid Group means that Listening Sessions and individual and focus group interviews are a primary means of gathering data. Research surveys are a secondary means of data gathering.
- By issue approach, The Reid Group means that the data gathered will always be organized into useable information through identification of key issues or challenges impacting an organization's present and future.
- A comprehensive reflection on the key issues in light of the desired outcomes will lead to clear and specific action recommendations for consideration by an organization's leaders.

CONSULTANT OBSERVATIONS



CONSULTANT OBSERVATIONS

The consultants conducted listening sessions, regional meetings and focus group interviews which included diocesan leaders, principals, pastors, parents and school board members from the ten regional and eleven parish elementary schools, two regional junior high schools and three diocesan high schools addressed in this plan.

Based on background information, enrollment information, financial information and these interviews, the consultants make the following observations on some realities within the Catholic Schools in the Diocese of Manchester.

1. Bishop McCormack is committed to strengthening Catholic Schools throughout the Diocese.
2. Catholic Schools are blessed by many dedicated parents, principals, faculty, staff and pastors who are committed to the future of Catholic Schools.
3. Catholic school elementary and junior high enrollments have been steadily decreasing at a much greater rate than public school enrollments in most areas over the past five years, while Catholic high school enrollments have been steady or slightly increasing over the past five years.
4. Catholic Schools have a reputation for academic excellence in the Diocese. To date, eight schools have been granted full ten year accreditation by the New England Association of Schools and Colleges and ten schools have achieved “candidacy” with the NEASC. The remaining schools have been asked to begin the process at the earliest possible date.
5. The cost per student has risen at all levels over the past three years.
6. The Diocese supports Catholic Schools through an Assessment Mechanism that has been in place for seven years to which every parish contributes. This mechanism provides approximately 10% of the cost of elementary education. A review of this mechanism will be completed by the end of June 2006.
7. There is an uneven approach and access across the Diocese to the advancement of Catholic Schools through marketing and development.
8. There is a growing regional momentum for greater collaboration and cooperation among schools to enhance quality and make better use of resources.
9. Some schools report the need for capital repairs and improvements. This is a serious concern for many principals and parents. The diocesan Catholic Schools Office will work with the diocesan Real Estate Office to coordinate a process for consistent Catholic school facility review and written needs assessment for each facility.
10. The Superintendent and Associate Superintendent of Schools are well respected and have worked diligently for many years to serve all schools well. The small size of the Department of Catholic Schools (Superintendent, Associate Superintendent and Administrative Assistant) is inadequate to meet the growing needs of Catholic Schools in all five regions.
11. Pastors play a critical role as supporters and advocates in thriving elementary and junior high schools. Many pastors are ambivalent about the value of Catholic Schools in the context of total parish ministry because of the financial drain on parishes and questions of Catholic identity.

12. There are several broader issues that are affecting the present challenges faced by Catholic Schools:

- Downturn of the local economy resulting in the loss of many jobs
- Diminishing number of pre-school children in the general population in New Hampshire
- Declining number of practicing Catholics
- The Long Range Planning for parishes in the Diocese of Manchester
- The events in Boston related to the closing of parishes and schools
- The clergy misconduct scandal
- Declining number of priests and religious
- Differing understandings of Church.

ORGANIZATION OF DIOCESE OF MANCHESTER



Charting the Future
in Challenging Times

ORGANIZATION OF DIOCESE OF MANCHESTER CATHOLIC SCHOOLS

BISHOP

In the Diocese of Manchester, the Bishop is responsible for providing Catholic formation for all his people. The Bishop, as indicated in Canon Law, has the primary responsibility and authority for Catholic Schools and for the policies and practices of the schools.

SECRETARY FOR EVANGELIZATION AND EDUCATION

As a member of the Bishop's cabinet, the Secretary for Evangelization and Education in the Diocese of Manchester is delegated to oversee all areas of Christian formation and acts as executive for the Bishop. The Secretary's acts carry the Bishop's authority and have the same effect in law.

SUPERINTENDENT OF CATHOLIC SCHOOLS

The Superintendent is appointed by the Bishop and is the representative of the Bishop in all school matters. The Superintendent is responsible to the Secretary for Evangelization and Education. As the chief administrative officer of the Diocesan School System he or she works to maintain the Catholic identity of the schools. In addition, the Superintendent supervises the general administration of the schools.

ASSOCIATE SUPERINTENDENT OF CATHOLIC SCHOOLS

The Associate Superintendent shares in the responsibilities and specific functions of the Superintendent. The primary responsibility of the Associate Superintendent shall be to provide professional leadership to the schools. The Associate Superintendent is responsible to the Superintendent of Catholic Schools.

DIOCESAN SCHOOL BOARD

The Diocesan School Board is a consultative body to the Superintendent of Schools in the formulation of educational policy for schools under the jurisdiction of the Bishop. The Diocesan School Board shall advise and cooperate with the Superintendent of Schools in the review, implementation and evaluation of policies and programs for the school system.

PASTOR

The Pastor is the Bishop's local representative in the parish. The Pastor of a Catholic school ensures that catechetical formation in a Catholic School is rooted on solid teaching in the sacramental life, the Biblical tradition of the Church, the moral teachings of the Catholic Church, and in promoting service to others. The pastor enhances the Catholic identity of the school by his presence and his support to the staff and students.

PRINCIPAL

The Principal is the chief administrative officer of the school and works to maintain the Catholic identity of the school. The principal is responsible for immediate direction of the school and its total educational program. The principal carries out the administrative functions of the school in accordance with the policies, regulations and directives of the Diocese and of the Department of Catholic Schools.

LOCAL SCHOOL BOARD

The local School Board will be a consultative body to the pastor and principal in the creation, implementation and evaluation of policies within its purview, for the good of the school.

MISSION, VALUES AND VISION

MISSION STATEMENT

A Mission Statement addresses: Why does an organization exist? What is its identity and purpose? What makes the Diocese of Manchester Catholic Schools unique or distinctive? This statement is able to be repeated from memory, usually 30 words or less without jargon.

VALUE STATEMENTS

Value statements reflect the core values, or key beliefs of the organization. Values are guiding principles of conduct. They reflect what an organization is willing to stand up for. Shared values help Catholic Schools in the Diocese of Manchester act on their mission and live into their vision.

VISION STATEMENT

A Vision Statement captures what the Catholic Schools in the Diocese of Manchester will look like once their mission is fully realized. This is a longer statement, usually more poetic, and written in the present tense as if the vision has been accomplished. This statement expresses the hoped for results of living out a mission.

Resources: “Forming and Communicating the Vision,” Dennis Doverspike, Tim Assay and Pamela Vaiana in *Momentum* September/October 2005
“Strategic Vision for the Future of Catholic School education in the United States,” NCEA’s Centennial Symposium on the Future of Catholic School education, *Momentum*, April/May 2004

WORKING MISSION STATEMENT

Catholic Schools in the Diocese of Manchester educate and form students in mind, body and spirit within the Catholic Tradition, challenge students toward academic achievement in a Christ-centered environment, and inspire a commitment to service, justice and evangelization.

WORKING VALUE STATEMENTS

Catholic Schools in the Diocese of Manchester value:

- **FAITH**
Witnessing to a strong belief in God and a lifelong commitment to follow Jesus.

- **ACADEMIC ACHIEVEMENT**
Providing a positive and challenging learning experience supportive of each student's potential for growth.

- **AVAILABLE, ACCESSIBLE & AFFORDABLE EDUCATION**
Ensuring that as many children as possible can participate in and benefit from Catholic Schools.

- **BUILDING CARING COMMUNITIES**
Bringing together students, parents, families, faculty, staff and parishioners where everyone experiences a sense of belonging.

- **GOSPEL LIVING**
Developing awareness and acceptance for the dignity of all people and for a responsible and moral way of life.

- **DIVERSITY**
Welcoming and retaining students and faculty who represent the cultural, economic and family makeup of our community and supporting the learning differences of our children.

- **COMMUNITY SERVICE**
Inspiring social responsibility and Christian service within the community.

WORKING VISION STATEMENT

A VISION FOR CATHOLIC SCHOOLS IN THE DIOCESE OF MANCHESTER -- TOWARD 2011

Catholic Schools throughout the state of New Hampshire are working together to help pre-schoolers through adults experience growth in faith and academic achievement. In partnership with parents and parish communities, Catholic Schools prepare students from richly diverse backgrounds to be transformative leaders in our community.

Each school provides a safe and challenging environment where high academic standards are joined with high moral values. Our Catholic Schools promote spiritual, moral, social and physical growth as well as academic success for each student.

Prayer, reflection and study of the Catholic faith are integrated throughout daily activities. The Sacraments, Sacred Scripture and Catholic Tradition prepare students to work for a more just and peaceful world. Teachers, staff, parents and students consistently model the Great Commandment through example, attitudes and interactions.

A spirit of collaboration between schools and the local community creates a dynamic approach towards addressing regional and global needs. Themes such as compassion, respect, generosity and social concerns are woven into the curriculum along with art, music, drama, and service projects as well as league and intramural athletics.

Through creative combinations of traditional classrooms and distance learning technology, Catholic Schools are available in all five regions of the Diocese of Manchester.

Catholic Schools are the number one choice of both parents and students. Effective and committed principals, teachers, pastors, parish communities and alumni create a home for students, parents and the broader community to thrive.

FOUNDATIONAL DESCRIPTION OF STRONG, VIBRANT CATHOLIC SCHOOLS



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in Challenging Times

FOUNDATIONAL DESCRIPTION OF STRONG, VIBRANT CATHOLIC SCHOOLS

There is no one set of criteria for strong and vibrant Catholic Schools. However, after examining Church documents on Catholic School education and the National Catholic School Educational Association (NCEA) publications, one can begin to formulate criteria for strong, vibrant Catholic Schools for consideration by educational and pastoral leadership in the Diocese of Manchester.

Some criteria are only named here, because they are developed in other parts of *Charting the Future*. In areas where no such development takes place, they are described in summary fashion and references are given for those who wish to pursue the topic further.

Strong and vibrant Catholic Schools show evidence of:

1. An animated Catholic faith

This informs the Catholic identity of the school and is evident in the staff and students, the environment, the curricula, extra curricular activities and the life of the school community. The visibility, support and presence of pastors and priests greatly enhance the Catholic identity of the school.

Resources

The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic School Education, The Vatican, December 1997

Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, United States Conference of Catholic Bishops, Washington, 2005

2. Excellent educational programs including the emphasis on the ongoing Christian formation of staff and students for global citizenship

Some dimensions of such programs and processes include but are not limited to the following:

- Catechetical programs and processes for children and parents based on the *General Directory for Catechesis* and the *National Directory for Catechesis*
- Solid curricula based on high academic standards and outstanding achievement leading to academic excellence
- The appropriate and regular use of up-to-date technology that will enhance and provide new and more meaningful opportunities for our children to understand themselves as citizens of the global community, as well as learn to appreciate the cultures and values of different peoples and act to alleviate injustice, where possible
- Learning processes which are student focused and are based on the most solid educational research on teaching, learning, brain studies, etc.
- Accreditation by the New England Association of Schools and Colleges

Resources

General Directory for Catechesis, Congregation for the Clergy, Vatican City, 1997
National Directory for Catechesis, United States Conference of Catholic Bishops, Washington, 2005

Our Hearts Were Burning Within Us, United States Conference of Catholic Bishops, Washington, 1999

“Technology” and “Learning Styles” found in *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph and Ronald Nuzzi, NCEA, Washington, D.C. 2002

“The Accreditation Process as a Tool for School Improvement and Catholic Identity,”
Melanie B. Verges in *Momentum*, September-October 2005

3. Dedicated and Professional Teachers

Recent Church documents have highlighted the role of teachers. *The Catholic School on the Threshold of the Third Millennium* points to two significant aspects of teaching: the important role of the relationship between teacher and student and the fact that teaching in a Catholic school is a recognized vocation within the Church.

Some research has been done on the ideal qualities of Catholic School teachers. Shimabukuro in 1993 analyzed Church documents and came up with a profile of an ideal Catholic School teacher. She described five skills and abilities:

1. fosters spiritual growth in students
2. is vocationally prepared
3. builds community
4. forms humanity
5. is professionally prepared

Results from these and other studies strongly suggest that formal Catholic faith formation is needed to empower teachers in Catholic Schools to possess the desired qualities to contribute to the religious mission and vision of Catholic Schools.

Lay Catholics in Schools, promulgated by the Sacred Congregation for Catholic School Education, specifically said that formation for Catholic school teaching was indispensable: “The concrete living out of a vocation as rich and profound as that of the lay Catholic in a school requires an appropriate formation both on the professional plane and on the religious plane.”

In conclusion, there is a renewed interest expressed in Church documents that reflect the need for Catholic School teachers to be paid justly and formed well in order to fulfill their vocation as Catholic educators.

Resources

The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic School education, the Vatican, December 1997

Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, United States Conference of Catholic Bishops, Washington, 2005

“Teachers,” Timothy J. Cook in *Catholic Schools Still Make a Difference: Ten Years of Research 1991-2000* edited by Thomas C. Hunt, Ellis A. Joseph, Ronald J. Nuzzi, NCEA, Washington, D.C. 2002

“University Programs Provide Teachers for Under-Resourced Catholic Schools,” Frank DiMaria, *Momentum* April/May 2004

“Teacher Retention,” *NCEA Notes*, September 2005

4. Prophetic and Visionary Leadership

Much is expected of Catholic School leaders, both principals and presidents. The United States Catholic Conference published three volumes on the formation of Catholic School Principals. They deal with the Principal as Educational Leader, The Principal as Managerial Leader and the Principal as Spiritual Leader. The underlying premise of the volumes is that Catholic School leaders need to be transformational leaders—that is, they need to recognize the immediate needs and demands of followers, but also seek to satisfy higher needs and engage the whole person. The visionary leadership of the principal raises both the leader and the follower to new consciousness about important issues. Transformational leadership promotes growth toward higher goals than those associated with self-interest.

Because Catholic Schools have a mission that integrates religious and academic goals, the leader must possess a strong and vibrant faith as well as an animated conviction about the potency of an excellent education that is permeated with faith. In most of the highly successful schools the principal appreciates the support of a visionary and encouraging pastor or priest.

Resources

Formation and Development for Catholic School Leaders: Volume I, The Principal as Educational Leader; Volume II, The Principal as Spiritual Leader; Volume III, The Principal as Managerial Leader, 2nd Edition, Maria J. Ciriello, O.P. author and editor, United States Catholic Conference, Washington D.C. 1996

“Where’s the Ministry in Administration?” Paul Graseck, *Phi Delta Kappan*, January 2005

5. Shared Decision Making

Decision making is shared with faculty, parents and school boards. Problem solving, delegation and decision making are all part of the everyday life of Catholic School leaders. Knowing what can be delegated and to whom comes from wisdom and experience. Defining problems, searching for alternative solutions and developing actions plans with others are ways to involve others in decision making. The best group decisions in terms of implementation and support are those made by consensus and genuine unanimity. Successful schools implement shared decision making processes.

Resources

“Organizational Management, Delegation and Communication” and “Group Process Skills,” in *Formation and Development for Catholic School Leaders Volume III, The Principal as Managerial Leader*, Maria J. Ciriello, O.P. United States Catholic Conference, Washington, D.C. 1998

6. Financial Viability and Comprehensive Organizational Development

The factors listed here will only be named, as they are developed in other parts of *Charting the Future*.

- a. Marketing and recruitment of staff and students
- b. Development
 1. General development and advancement activities
 2. Participation in appropriate government programs
 3. Alumni support and where possible, grandparent support

- c. Financial viability and stability, including tuition assistance for low income families
- d. Ongoing school improvement planning

7. Parent Involvement and Support

Parents are the primary educators of their children. Schools build upon the values of the home and partner with parents in the education of their children. Parental involvement is essential to Catholic Schools and provides parents an opportunity to grow in their own faith as they nurture their children's faith. Children flourish when they see their parents involved. Schools become stronger when the gifts and talents of parents are shared.

8. School Boards

School boards play an important role in aiding the pastor and principal in the development of policy and they contribute to planning for the future.

9. Safe Facilities which Adequately Support the Mission, Values and Vision of the School

The Catholic Schools Office, in collaboration with the diocesan Real Estate Office, will assist in the evaluation of Catholic School facilities.

10. "Right-Sized" School

There is no one right size for a Catholic elementary or high school. Schools need to fit the environment and culture where they are found. Rural schools will generally be much smaller than urban or suburban schools. Financial viability and the over-all quality of the educational program are important criteria for a "right-sized" school.

There are effective Catholic high schools with enrollments around 200. There are successful Catholic elementary schools in rural areas with enrollments around 100. It is possible to have effective schools smaller than 100. These may be innovative and have some aspects of the traditional classrooms but also employ distance learning for other parts of the curriculum. The criteria listed above for vibrant, strong schools have been employed in many different sized schools. Two small rural Catholic Schools are described in the "Best Practice" which follows because they mirror demographic situations found in New Hampshire.

Resources

"Urban and Rural Schools: Overcoming Lingering Obstacles," Paul Theobald, "Differing Circumstances, Shared Challenges," Diane Truscott and Stephen D. Truscott, *Phi Delta Kappan*, October 2005

Best Practice

Topic Area: Two Successful Rural Schools, St. John the Evangelist, Spring Green, WI and St. Luke in Plain, WI

Source: "Two Schools Linked to One Pastor, Build On Long Traditions in Wisconsin Communities," *Momentum*, February/March 2005. Principal at St. John the Evangelist is Janet Peddecord (jpeddecord@yahoo.com); Principal at St. Luke is Cindy Haag (chaag@straphael.org)

Summary

St. John the Evangelist in Spring Green is in a rural community with a population of 1,444. The school has evolved from a first-through-eighth-grade elementary school to a pre-kindergarten-through fifth-grade school. The current enrollment is 72 students in kindergarten through grade 5 and 42 in preschool. The school has a computer lab, art and music room and library. The school motto is “We are more than a school, we are a family.” St. John considers their preschool program a key to their success. They now have 17 enrolled in kindergarten. Their “Home and School” raises \$50,000 at a Fun Fest. They consider that they are successful “because of the desire and commitment of families and educators to give children the best education possible in their communities.”

St. Luke School in Plain is in a rural community with a population of 777. It has been in existence since 1876. St. Luke is a K-8 school with 126 students and an independent preschool with about 30 students. There are nine classroom teachers, a part-time Spanish teacher and one staff member who doubles as librarian and classroom aide. Some teachers double as physical education teachers and computer teachers. Some students from St. John the Evangelist transfer to St. Luke for middle school. The staff does all it can to provide for the “learning-challenged and gifted and talented students.” Generous donations have made it possible to upgrade facilities and teacher salaries.

Situations where this Best Practice may be appropriate

The story of these two schools both thriving in rural areas with small enrollments shows what can happen where there is real determination and not only parish support, but also parent and community support. One of the “take-aways” from these two examples is the importance of pre-schools as feeders to kindergartens and ultimately elementary schools.

PARENTS



**Charting the Future
in Challenging Times**

PARENTS

FAMILY INVOLVEMENT

Faith and Values

The family is the most basic unit of the Church. Going back to the early Church Fathers, St. John Chrysostom called the family the Church. Pope Leo XIII called the family the first form of Church. The Second Vatican Council referred to the family as “the domestic Church.” Pope John Paul II said “The family called together by word and sacrament as the Church of the home, is both teacher and mother...” For years the Church has taught that parents are the primary teachers of their children. Research shows that 85% of the values espoused by children come from their families.

Catholic Schools are an extension of parents as educators. The schools strive to build upon the values of the family and provide opportunities for families to grow together in solidarity with one another and with the larger Church. For these efforts to be successful there must be positive interactions between the schools and families. These interactions can be seen in four areas: parent involvement in the catechesis of their children; parent involvement in their own faith development; parent involvement in enhancing their parenting skills and parent involvement in building a sense of community with other parents. These opportunities for growth and development can be offered through the Catholic School and the parish working together. They can be organized in such a way that all families with school aged children can be recipients of opportunities to grow in faith, not just families who attend the Catholic School.

Political Action

Families have a powerful influence on legislative action. Whether it is busing, vouchers, textbooks, government services or tax credits, parents are a loud voice and will be heard by elected officials. Often it is the state Catholic Conference which sponsors workshops for those who volunteer to get involved. Parent political action groups often unleash monies that can be used to help, directly or indirectly, Catholic School education. Parent advocacy should be encouraged and supported by every school. Parents should be trained regionally to become involved.

The U.S. Bishops, in *Renewing Our Commitment*, comment that “government at all levels, acting in partnership with parents, has responsibility to provide adequate professional and material resources to assist all children to attain a quality education.” The Bishops go on to call upon the entire Catholic community to join in advocacy for the opportunities and resources to implement parent rights. They call us to “intensify efforts in advocating just and equitable treatment of our students and teachers in federal and state-funded educational programs.” The Bishops “encourage the entire Catholic community to advocate for parental school choice, and personal and corporate tax credits, which will help parents to fulfill their responsibility in educating their children.” Strengthened community advocacy will support the affordability of Catholic education for all.

Participant Comments

Throughout the Listening Sessions we heard about the need to involve families in Catholic Schools. A representative sample of comments from the Listening Sessions includes:

- Parents are the primary teachers of their children
- Assist parents in educating their children in the ways of the faith
- Provide a safe, secure trusting family oriented environment
- Provide the continuation of Catholic teachings from church and family to school
- Be in partnership with parents
- Stronger ties with Church families
- Opportunities for more involvement for families to become connected
- Family based continuity
- Have intergenerational education/formation opportunities
- Welcome parents into our school activities

Emerging Questions

1. How can parents be supported to grow in their own faith?
2. What actions can be taken to support parents to realize and accept their primary role as educators in the faith?
3. What can be done to address the reality that some Catholic parents send their children to Catholic Schools but do not participate in the life of the Church especially regular participation at Sunday liturgy?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. Principals will establish or continue to support Home and School Organizations, consistent with the guidelines established by NCEA, at every school whose primary function is to be a good communication liaison between parents and the school, and secondarily a “fund raising” organization.
2. Principals, in collaboration with pastors and directors of religious education, will continue to provide high quality programs required for parents to support the catechetical formation of their children, especially sacramental programs.

Short Term (January 1, 2007 – June 30, 2008)

1. Principals, in collaboration with pastors and directors of religious education, will offer at least twice a year (perhaps during Advent and Lent) family programs where school and parish families have opportunities for families to grow in faith together and serve other people.
2. Principals, with assistance from other regional principals and appropriate staff from the Diocese of Manchester, will encourage, support and train parents to be involved in legislative advocacy, especially in areas that effect their children.

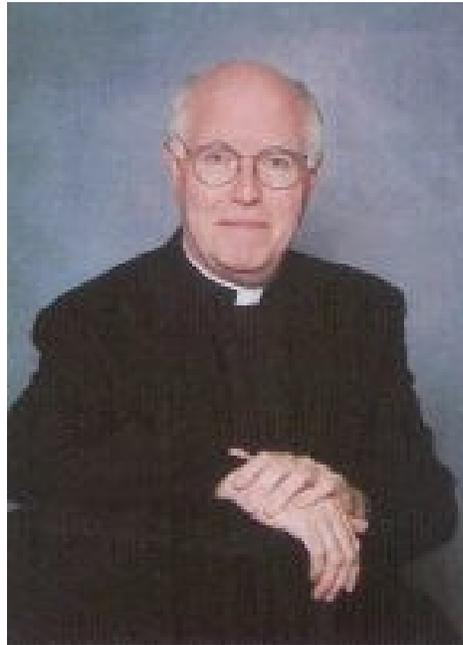
Long Term (July 1, 2008 – June 30, 2011)

1. Principals, working together in regions and with the assistance of Home and School organizations and agencies such as Catholic Charities, will offer parenting skill classes for families in Catholic Schools and families who send their children to religious education classes.
2. Principals, working together with other principals in their regions, will offer opportunities and training for parent volunteers to assist with school activities.
3. Marketing and recruitment committees at the regional level will involve and train parents as recruiters for new students.

Resources:

“Parents: The Primary and Principal Educators,” James Frabutt, *Catholic Schools Still Make a Difference: Ten Years of Research 1991-2000*,” edited by Thomas Hunt, Ellis Joseph, Ronald Nizzo, NCEA, 2002

PASTORS



PASTORS AS OVERSEERS AND SUPPORTERS OF CATHOLIC SCHOOLS

1. Role of Pastors

The pastor is *ex-officio* the chief executive officer of a parish school. The principal is the chief administrative officer, responsible for the direction of the school and its programs. Effective administration of the school depends on the cooperation and mutual support of both the pastor and the principal. Both pastors and principals are called to adhere to Diocesan School Policies.

The pastor as primary spiritual leader of the parish has the responsibility for fostering, guiding and overseeing the educational ministry in the parish. By virtue of his office the pastor has the prime responsibility for those matters within the school which affect worship, the Ministry of the Word and the spiritual welfare of students. It is his duty to see that the teachings of the Roman Catholic Church are clearly and accurately presented. Through a relationship of trust and mutual respect, while retaining broad oversight for the school, pastors delegate much of their responsibility for the Catholic identity of the school to the principals. The Bishop or pastor may delegate to other priests a particular responsibility for ministry to Catholic Schools.

It is the principal's responsibility to see that solid catechetical ministry is implemented based on *The General Directory for Catechesis* and the *National Directory for Catechesis*. The principal with the support of the pastor is the spiritual leader of the school in terms of ensuring the spiritual development of the faculty as well as the students. When solid relationships are built between the pastor and the principal, pastors and principals work collaboratively for the spiritual development of faculty, students and their families.

In a regional school all pastors are called to be supportive of the school and contribute to its success. In such cases one pastor may be designated as the liaison to the Catholic School, but all should be involved to the degree possible and all should feel welcomed and a part of the school which their parish supports.

2. Relationship between the Pastors and Principals

Communication is essential to ensure good relationships between principals and pastors. While many pastors are happy to delegate almost everything that has to do with the school to the principals and principals are by-and-large happy to have the near total administrative responsibility for the school, there is still an essential need for clear, regular, frequent and good communication. Principals need support from the pastors; they need to know the pastors understand what is happening in the school; when there is a crisis they need to know they will be supported and receive the best advice the pastor has to offer.

Pastors, on the other hand, need to know that they are important to the life of the school and not just called upon when asked to preside at liturgy. They need to know that their efforts to maintain the school are appreciated. Pastors in most cases want to have a role in the functioning of the school, which is not viewed as interference, which does not demand a great deal of time, but reflects a presence that is important to the lives of the students and faculty.

Participant Comments

Throughout the Listening Sessions and our meetings with principals and pastors we heard how important pastors were to parish schools as well as requests for better communication between pastors and principals. A representative sample of comments from the Listening Sessions includes:

- Why don't the pastors speak up for Catholic Schools more?
- Why don't the principals invite me to do more than preside at Mass with the children?
- I'd like to be more involved, but I'm never asked
- My pastor is great and his presence makes a great deal of difference to the students
- We need support from the pastors
- The principals only communicate when they need me for something
- We need pastors to come out and say why Catholic schools are important in the Church
- When you have a pastor who supports a Catholic school, it makes your job easier
- I wish our schools were truly Catholic. I worry about Catholic identity

Emerging Questions

1. What are effective ways for pastors to express consistent support for Catholic Schools?
2. How can pastors and principals work together well to ensure accomplishment of the parish and school mission?
3. What is the role of each supporting pastor and priest in a regional school or in a high school?
4. How can the priest personnel process be more effective in assigning pastors who are promoters of Catholic Schools with parish or regional Catholic Schools?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Superintendent will convene pastors and principals to initiate dialogue about the value of Catholic Schools and encourage good communication and team building between pastors and principals.
2. The Superintendent will involve the pastors in hiring decisions about who will be the principal at their parish or regional school.
3. The Superintendent will involve the pastors in the performance review of the principals.
4. Pastors will initiate or continue to make efforts to ensure good communication with their principals.
5. Pastors will demonstrate support for the local Catholic high school by showing interest in the high school students and programs, especially those directly related to liturgy and faith formation.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent will convene annual meetings with enriching programs for principals and pastors.

2. The Superintendent will ensure that pastors are aware of their role in the governance of the school and provide workshops that clarify roles between principals, pastors and school boards.
3. Pastors will frequently offer public support for Catholic Schools from the pulpit and in other public forums.
4. Pastors will view and include or continue to include the principals as part of the pastoral ministry of the parish.

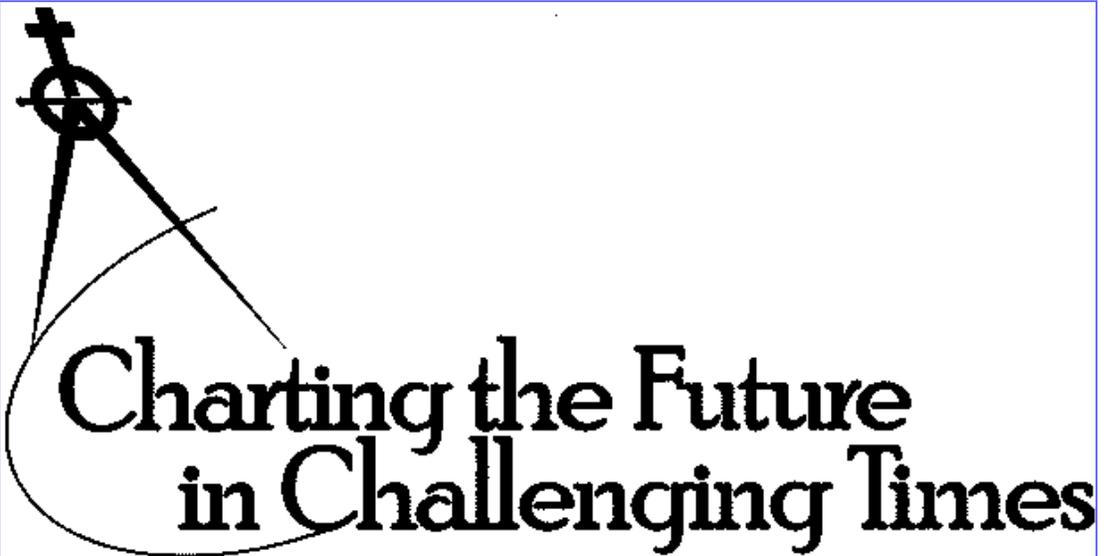
Long Term (July 1, 2008 – June 30, 2011)

The pastors and the pastoral ministers on staff at parishes will promote the Catholic School as one vital part of pastoral ministry for the parish or the region and will encourage principals, teachers and families to support all ministries of the parish.

Resource:

“The Principal As Part of the Pastoral Team,” *Formation and Development for Catholic School Leaders: Volume II The Principal as Spiritual Leader*, 2nd Edition, Maria J. Ciriello, O.P. author and editor, United States Catholic Conference, Washington D.C. 1996

PRINCIPALS



PRINCIPALS

1. Principal as Prophetic and Visionary Leader

Much is expected of Catholic School principals. The United States Catholic Conference published three volumes on the formation of Catholic School Principals. They deal with the Principal as Educational Leader, The Principal as Managerial Leader and the Principal as Spiritual Leader. The underlying premise of the volumes is that Catholic School leaders need to be transformational leaders—that is, they need to recognize the immediate needs and demands of followers, but also seek to satisfy higher needs and engage the whole person. The visionary leadership of the principal raises both the leader and the follower to new consciousness about important issues. Transformational leadership promotes growth toward higher goals than those associated with self-interest.

Because Catholic Schools have a mission that integrates religious and academic goals, the leader must possess a strong and vibrant faith as well as an animated conviction about the potency of an excellent education that is permeated with faith.

A visionary and prophetic Catholic School leader must understand and embrace the mission, values and vision of the school. He or she may be called upon to help create such statements with others, if none exist. As a prophetic leader the principal is called to be a beacon of light for inclusivity. This may include encouraging the underrepresented segments of the community to be part of the Catholic School community, whether they are newcomers, low income families, refugees, homeschoolers or those who are alienated from the Church. The leader understands that at the heart of Catholic education is the integration of faith, learning and values with real life. The “principal is the champion and protector of the Catholic identity of the school,” as well as the one who ensures that the school is truly Catholic by being open to all segments of the Catholic community.

Claire Helm, in the first volume of *Formation and Development of Catholic School Leaders* (p.9), summarizes the prophetic and visionary role of a Catholic School principal as follows:

Effective principals have a clear understanding of the impact of a school’s culture. More importantly, they must possess an acute awareness that as trustees of the school’s identity they are in the focal position to provide the leadership necessary to create the special sense of purpose, mission and identity (which is) the mark of the truly excellent school. This leadership is best described as cultural and symbolic or transformational. Catholic school leaders must exercise an educational vision that flows from the Catholic identity of the school and is respectful of its dual purpose. By promoting healthy staff morale and developing the leadership potential of the faculty, the Catholic school principal sustains the vision and strengthens the culture of the school. Identifying the areas of needed change and developing action plans that are consistent with research are ways the leader preserves the mission and refreshes the school’s identity.

2. Principal as Chief Administrative Leader

As Chief Administrative Leader, the principal often focuses the major part of his or her time as instructional leader in the broadest sense of the word. During the past ten years much has

been written and put into practice about standards in education, including curriculum standards, teaching standards and standards for principals. The Interstate School Leaders Licensure Consortium (ISLLC) in 1994 was charged with enhancing the skills of school leaders and linking school leadership with effective educational processes and valued outcomes. The Consortium recognized the principal as the instructional leader and identified six standards of effective leadership.

The instructional leader:

1. promotes a vision of learning
2. nurtures a school culture and instructional program conducive to student learning and professional growth
3. manages the organization, operations and resources for a safe, efficient and effective learning environment
4. mobilizes community resources
5. acts with integrity and fairness
6. responds to political, social, economic, legal and cultural contexts

These standards include knowledge indicators, disposition indicators and performance indicators. All these standards are focused on promoting the success of all students.

3. Principal as member of a Parish Team

One of the primary roles of the principal is to witness to the Gospel (Vatican II, *Declaration on Christian Education*). As such, principals of parish schools are often members of parish teams—all of whom focus on the mission of the Church, to evangelize, to teach, to catechize, to worship, to witness to social justice and to serve. Teaming with other parish ministers will involve all aspects of the principal's ministry: spiritual leadership, educational leadership and management. While the principal is the person primarily responsible for the school, under the pastor, the school leader will find valuable resources from other team members. Directors of Religious Education are tremendously helpful in sacramental preparation and the catechetical dimension of the school. Liturgists are of great assistance in preparing the liturgy. Youth ministers have creative resources for engaging young adolescents in faith building activities. Principals can be of assistance to the other parish ministers by sharing expertise, space and commitment to all parish ministries.

4. Principal in relationship with the Pastor

The principal's relationship with the pastor is of utmost importance. Clear, frequent and regular communication is essential for mutual support and understanding. Because of the pastor's schedule and the many roles that he plays as pastor, it is often up to the initiative of the principal to ensure that effective communication happens with the pastor. Good communication leads to:

- Mutual respect
- Meaningful dialogue
- Good information about what is happening in the school and parish
- Mutual support
- Shared beliefs about the value of Catholic Schools and parish programs
- Consistent communication with the parish, parents, parish council and school board
- "No surprises"

- A clear understanding of the pastor’s involvement in the school and the principal’s involvement in the parish.
- A sense of support in crisis situations

Participant Comments

Throughout the Listening Sessions and our meetings with principals we heard and witnessed their dedication and expertise. A representative sample of comments from the Listening Sessions includes:

- Principals are very dedicated and work hard and long hours for the good of their schools
- Principals are great resources to the Diocese of Manchester
- Principals are recognized as leaders in their school communities
- Principals desire to be consulted and used for the greater good of Catholic School education in the Diocese
- Principals have many responsibilities currently, don’t want to be micro-managed, and need to be both empowered for greater leadership and recognized by the Diocese for the leadership they possess and exert on their school communities
- Many principals expressed willingness to contribute to the good of the whole spectrum of Catholic School education in the Diocese of Manchester
- Principals desire to have greater support and better communication with pastors and priests
- Some principals expressed a concern about the need to “form” the next generation of Catholic School principals

Emerging Questions

1. What are a few specific ways the Catholic Schools Office can continue involving Catholic School principals in regional and diocesan planning?
2. What is an effective plan for Catholic School leadership in the Diocese of Manchester to recruit, train and form the next generation of Catholic School principals?
3. How can Catholic School principals be more recognized and supported in their professional role?
4. How can principals and pastors work together more effectively?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Secretary for Evangelization and Education or the Superintendent will invite the principals of the Diocese of Manchester to form their own professional organization of principals. The focus of the organization would be to provide professional updating and support for their membership; develop processes and programs which would advance the professional development of their teachers; share ideas and resources; work continually in collaboration with the Superintendent and Associate Superintendent of Schools to enhance the quality of Catholic School Education in the Diocese of Manchester.

2. Principals will respond to the invitation to form a professional organization of principals, study models from other dioceses, and form a steering committee focused on the development of the organization.
3. The Superintendent will initiate meetings between pastors and principals which bring about mutual respect, understanding the value of Catholic Schools, good communication and collaboration between the two sets of leaders.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent will form a committee of principals, appropriate educational leaders from the local colleges, priests and interested parties from the business community to plan for the “formation” of future Catholic School principals.
2. The Superintendent and Associate Superintendent in collaboration with the principals will develop a strategy to recruit new principals to the Catholic Schools in the Diocese of Manchester.
3. The Superintendent and Associate Superintendent will recognize and use the gifts and talents of the principals and invite them to provide services to the Catholic School community.
4. The Superintendent and Associate Superintendent will encourage, support and use regional Catholic School principal leadership for advice and service to the regional Catholic School community.
5. Principals will recognize their gifts and talents and be generous in contributing them for the good of the whole of Catholic School education in the Diocese of Manchester.
6. Principals will continue to make efforts to develop good relationships and communication with their pastors.
7. Principals, with the support of the pastors, will develop and implement a plan for welcoming newcomers, low income families, refugees, homeschoolers and those who are alienated from the Church in the spirit of evangelization.

Long Term (July 1, 2008 – June 30, 2011)

1. The Superintendent will ensure that a method has been established and is operational for the “formation” of future Catholic School principals.
2. Principals will work as partners with parish catechetical leaders to strengthen faith formation in the parish and school communities.

Resources:

Formation and Development for Catholic School Leaders: Volume I, The Principal as Educational Leader; Volume II, The Principal as Spiritual Leader; Volume III, The Principal as Managerial Leader, 2nd Edition, Maria J. Ciriello, O.P. author and editor, United States Catholic Conference, Washington D.C. 1996

“Where’s the Ministry in Administration?” Paul Graseck, *Phi Delta Kappan*, January 2005

Best Practices

Topic Area: Professional Associations of Catholic School Principals

Source: MAEPA (Milwaukee Archdiocesan Elementary Principals Association) The Secondary Schools have a similar organization.

Summary

MAEPA is a separately incorporated organization with its own officers, by-laws and constitution. It has a very collaborative relationship with the Archdiocesan School Office. One member of the School Office is a liaison to the organization. The organization works on various professional initiatives such as assessment of student learning, renewal of teaching licenses, standards, curriculum guidelines, etc. MAEPA has two general meetings a year which usually consist of retreats and or professional development. MAEPA meets monthly or bi-monthly in regions for the sharing of resources, ideas and problem solving. About 6-8 times a year MAEPA meets with one representative from each region for communication and planning purposes.

Situations where this Best Practice may be appropriate

The principals of the Diocese of Manchester, both elementary and secondary, might consider forming such an organization for both mutual support, enrichment, service and to be a voice for the quality of and essence of Catholic School education in the Diocese. One organization could be formed with two different divisions: elementary and secondary.

Topic Area: Academic Programs for Developing Catholic School Principals

Source: Catholic University, Washington D.C. Doctoral Program in Catholic School Administration (summers, with work during the year); Boston College, Dual Master Degrees or Certificates in Pastoral Ministry and Education focusing on pastoral skills and a licensure as an administrator; University of San Francisco, ICEL (Institute for Catholic Educational Leadership) giving a Master Degree in Educational Leadership for potential principals. On going formation of Catholic School principals who have four or more years in administration of Catholic elementary/middle schools is offered through the NCEA Principals Academy. See College/University/NCEA websites for more information on these programs.

Summary

This is a sampling of existing programs which could help equip potential principals to be leaders in Catholic Schools.

Situations where this Best Practice may be appropriate

Part of the study for “forming” Catholic School principals should consider existing programs and analyze the advantages and disadvantages of forming a program for the Diocese or subsidizing potential Catholic School principals to attend existing programs under a contractual basis to be a leader in a Diocese of Manchester Catholic School.

DIOCESAN CENTRAL OFFICE



DIOCESAN CENTRAL OFFICE

STRUCTURE AND SERVICES

Diocesan offices are invaluable to Catholic Schools because they promote, empower and sustain high quality schools. In the Diocese of Manchester the Catholic Schools Office is staffed by two administrative staff, the Superintendent of Schools and the Associate Superintendent and a support staff person. Many participants commented about their gratitude for the constant and effective work accomplished by Rev. Dennis Audet, the Superintendent and Sr. Elaine Poitras, the Associate Superintendent as well as Jo-Ann Ellison, the former Administrative Assistant.

The administrative staff oversees the recruitment, evaluation and retention of principals in the elementary schools, provides directives and opportunities for staff development, develops curriculum guidelines and methods of assessment, develops policy with the Board of Education, assists in resolving conflicts, collects and analyzes data, provides input into financial support for the schools, represents the Diocesan Schools at regional and national forums.

In doing some research related to how diocesan offices working with approximately the same number of schools are structured, the consultants found a wide range of structures and number of staff servicing the schools. Here is a sampling of the research. Staffing does not include support staff.

Diocese	Number of Schools	Staffing
Albany, NY	31 Elementary 4 High Schools	Superintendent Assistant Superintendent Assistant for Instruction Director of Education Technology Director of Financial Operations Director of Public Relations Director of Development Director of Prevention In-services 2 Prevention Coordinators 1 Safety Coordinator Total 11 people
Wilmington, DE	25 Schools	Superintendent Associate Superintendent Assistant Superintendent Technology Assistant Total 4 people
Burlington, VT	15 Elementary Schools 2 High Schools	Superintendent Associate Superintendent Total 2 people
Kalamazoo, MI	21 Elementary Schools 3 High Schools	Superintendent Associate Superintendent Assistant Superintendent Total 3 people

Participant Comments

At the Listening Sessions we heard about the need for additional assistance from the Central Office for the local schools. A representative sample of comments from the Listening Sessions includes:

- Is the Central Office with its limited staff prioritizing their time to serve the majority?
- We need a rededication of the Diocese to Catholic School education
- Can the diocese construct a hands-on “management team” that can serve parishes and schools in areas such as: school board development, fund development, enrollment strategies, communications assistance?
- More support (money) from the Diocese to assist with marketing, retaining excellent teachers, improving facilities, offering scholarships/financial aid, etc.
- Further training our staff so we keep the quality of education as high as possible
- Enhance diocesan support
- Define the roles and responsibilities of the Diocese, schools, parents, Stewardship Councils, donors, foundations, etc.
- Have the Diocese help us get laws changed that will help our schools
- Diocese should help us write grants
- Diocese needs to take the lead and market our schools
- Have consistent standards in the Catholic Schools in the Diocese of Manchester

Emerging Questions

1. How will the transition to a new Superintendent be managed so that schools will continue to be served and the challenges facing them addressed?
2. How will the Catholic Schools Office be configured to serve the new and emerging regional needs of schools, especially those dealing with marketing and funding?
3. How can the Catholic Schools Office align with other diocesan departments and outside experts to assist the Catholic Schools of the 21st Century?
4. How can the Superintendent empower principals to exert more leadership at a local and regional level?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Superintendent will hire a Director of Marketing and Development to work with regional committees to promote Catholic Schools and raise third source funding.
2. The Catholic Schools Office Staff, the Secretary for Evangelization and Education, and the Diocesan School Board will develop and expedite a three-year Implementation Plan for *Charting the Future*.
3. The Director of Marketing and Development will ensure that services are provided to Catholic Schools at the diocesan and regional level.
4. The Director of Marketing and Development will form an advisory committee of Catholic School alumni and other leaders from the business community to assist in fund development for the future of Catholic Schools.

5. The Superintendent will ensure the development and formation of the Diocesan School Board in light of regional collaborative efforts and the possibility of regional boards.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent/Associate Superintendent will develop a plan to decentralize some of the services currently provided to a regional level with more local leadership taking some responsibility for implementation. (In some cases stipends will need to be offered for local services.)
2. The Director of Marketing and Development will ensure that all government programs in which Catholic Schools can participate are made known to schools and assistance is given in applying for grants to obtain resources.
3. The Superintendent/Associate Superintendent will tap the expertise of other Diocesan Offices such as Religious Education, Youth Ministry, Evangelization, Communication, Sexual Abuse Awareness, etc. and make these resources available to Catholic Schools as feasible.
4. The Superintendent/Associate Superintendent will continually ensure the Catholic identity of the schools and the continual development of high quality curriculum guidelines.
5. The Superintendent/Associate Superintendent will develop and implement human resource guidelines and screen potential candidates for principal positions. An approved list of potential principals will be developed and provided to the pastor(s) who will hire/renew/terminate principals at the local level according to the diocesan guidelines.
6. The Superintendent/Associate Superintendent will provide workshops for pastors and principals on recruiting, hiring and supervising employees.

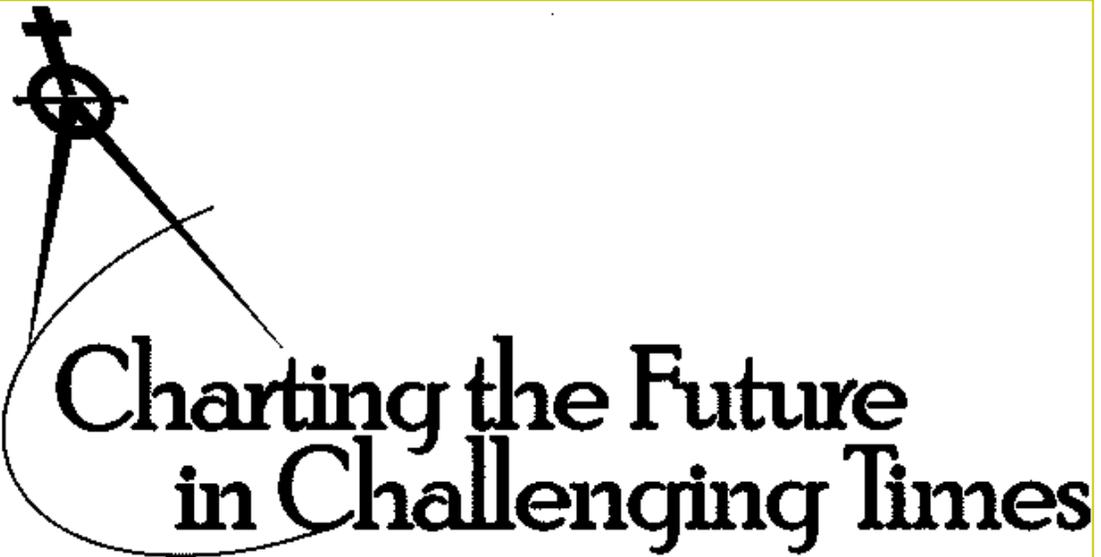
Long Term (July 1, 2008 – June 30, 2011)

The Superintendent/Associate Superintendent in collaboration with St. Anselm College, Boston College or other appropriate colleges or universities will develop or provide opportunities for leadership training for future principals of Catholic Schools.

Resources

“A New IDEA,” Dale McDonald, PBVM, *Momentum*, February/March 2005

CATHOLIC IDENTITY



CATHOLIC IDENTITY

Parents are the primary educators of their children. Because of this, Catholic Schools must work in partnership with parents and guardians to ensure that students in Catholic Schools grow in faith, in intellectual capacity, and in qualities of effective living and leadership in our world. A strong and clear Catholic identity is central to the effectiveness of each and every school. The United States Bishops in *Renewing our Commitment* remind us that the foundation to live morally and uprightly in our complex modern world is rooted in the “unique Catholic identity which makes our Catholic elementary and secondary schools ‘schools for the human person’ and allows them to fill a critical role in the future life of our Church, our country and our world.” The goal of a solid Catholic identity is to actively promote, support and enhance the faith and development of all students, parents, faculty, staff and principals.

Some key elements of Catholic identity that help young people and adults grow in understanding of and commitment to their faith and in living their faith day to day include the following:

- Proclaiming, teaching and witnessing the Good News of Jesus Christ (Pope John Paul II’s *The Church in America* in 1999 stressed the vital role Catholic Schools play in the evangelizing mission of the Church)
- Implementing a strong integrated academic curriculum infused with Gospel values
- Providing opportunities to discuss the meaning and implications of Catholic identity
- Working together to promote human dignity, challenge injustice and help transform the world
- Preparing students to be faith-filled followers of Jesus and leaders in the community through active practice of their faith and responsible citizenship in light of Catholic social teachings
- Fostering personal and communal prayer, while encouraging students and parents to participate in weekly Sunday Mass, as well as in other liturgical celebrations throughout the year
- Providing ongoing, meaningful and appropriate learning experiences for students and parents

Many Catholic Schools contribute to the educational mission of the parishes that sponsor them. In these situations, priority attention must be given to building and strengthening parish-school, and pastor-principal relationships for the good of all. Other Catholic Schools are regional and in these cases, there must be a strong, positive relationship with the local parishes that send students to them. In these situations, principals must relate to multiple pastors and parish communities.

What does a Catholic School look like when Catholic identity is alive and well? Here are some expected outcomes:

- Families are worshipping in church regularly
- Students and parents are growing together in their faith
- Gospel values are understood, accepted and lived out
- Faculty and principals are trained and effective teachers of the faith and models of Christian living
- The entire curriculum reflects an integration of the richness of the Catholic tradition

- Catholic schools are places where evangelization happens--“bringing the Good News into all the strata of humanity and through its influence transforming humanity from within and making it new” (Pope Paul VI)

Catholic identity is rooted in the Church as community. The Vatican highlights this in the 2001 document “The Religious Dimension of Education in a Catholic School.” It states that the Catholic School “is no longer viewed as an institution, but rather as a community of the People of God” (31). Its “pastoral service consists in mediating between faith and culture.” The Catholic School has the “identity not only as the presence of the Church in society, but it is a place of evangelization and pastoral action” (33).

Catholic Schools have wonderful opportunities for evangelization. By having high quality, integrated, faith-based curriculum, Catholic Schools can “proclaim the Good News in such a way that it can be really perceived as ‘Good News’ for the lives of people and society.” (GDC 30) But perhaps the greatest advantage of Catholic Schools is that they can help young people see and respond to God’s presence through various areas of the curriculum. Language Arts offers many opportunities to reflect, read and write about the presence of God in the world. Science puts forward times of marvel and awe at the beautiful yet mysterious world God has created. Music presents opportunities to praise God for the Good News of Jesus Christ.

For Catholic Schools to accomplish their mission, they must devote time and resources to the ongoing formation of teachers, both those who teach religion and those who teach all subjects. The Diocese is to be commended for beginning a Diocesan Adult Faith Formation Program with a certification component for teachers of religion. A recent survey indicates that, at the beginning stages of implementing the program, many elementary and junior high teachers of religion are in need of this certification. In the Catholic high schools, teachers are degreed and certified in their field.

When the principals were asked for their “wish list” regarding the spiritual formation of their faculty and students, high on their lists were faculty retreats, training on the basics of the Catholic faith, and teachers who are active in the practice of their faith.

Current faith sharing opportunities for faculties, which were reported, seemed very uneven. Incorporating prayer into faculty meetings seemed to be a common occurrence, but other spiritual opportunities varied greatly from school to school.

In their surveys the principals also indicated their desire to provide for student retreats, service response projects, and faith-based leadership training.

When asked about faith formation activities for students above and beyond religious education, many principals indicated that they have monthly Mass for the students, prayer services and devotional practices such as praying the Rosary. Some pastors are very present to the students and this is greatly valued by principals, staff, students and their parents.

Participant Comments

At the Listening Sessions we heard from many participants about the importance of a strong Catholic identity. A representative sample of comments from the Listening Sessions includes:

- Provide an education that nurtures the Christian ideal in children as disciples of Christ
- Challenge students via Catholic teaching to transform the world
- Form students for life long discipleship and stewardship
- Faithfully impart the Catholic tradition and history to our students
- Use an integrated curriculum so that the Catholic faith permeates everything done in school
- Promote moral teaching which leads to respect for self, for others, and respect for all God's creation
- Employ teachers who are practicing Catholics and educated in religion
- Celebrate a full sacramental life with the school community
- Focus on Roman Catholic religious formation
- Emphasize moral teaching which leads to respect for others and the environment

Emerging Questions

1. What support do parents need to be better equipped as the primary educators of the faith?
2. What steps will Catholic Schools and local parishes take to help school families become more effective leaders in their parish communities?
3. What is the most effective way for diocesan leadership to reach out to Catholic Home School families to learn from their experience and share resources?
4. What are two or three strategies to strengthen Catholic Social Teaching in the religion curriculum of all schools?
5. What structures will the Catholic Schools Office create to ensure the initial and continual Catholic theological and spiritual formation of principals and faculties?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. Principals and teachers will create or strengthen a yearly process by which the religion curriculum is presented to parents at all grade levels.
2. Principals, with regional support and assistance from the Catholic Schools Office, will work with teachers to continue to strengthen the integration of core components of Catholicism (word, worship, community and service) into the total educational experience.

Short Term (January 1, 2007 – June 30, 2008)

1. Principals in collaboration with pastors and other principals will continue to enhance faith formation opportunities for the administration and faculty of each school.
2. Principals and Pastors will continue to mutually develop effective communication and collaboration between the school and parish faith formation programs.
3. Pastors will partner with Principals to continue to enhance the faith dimension of the school: faculty, student body and parent community.

4. Principals will ensure that all responsible for providing faith formation in schools are certified to teach the Catholic faith.
5. Principals, with regional support from other principals and assistance from the Catholic Schools Office, will train all Catholic school teachers to integrate Catholic values and connect faith across the curriculum.
6. Principals with the support of pastors will provide Catholic devotional experiences, retreat experiences and service opportunities for their students, as appropriate.
7. Pastors with Principals will create two opportunities each year for dialogue and reflection on the components of faith formation with parents who home school their children.

Long Term (July 1, 2008 – June 30, 2011)

1. Principals will provide a period of study and reflection annually on the principles of evangelization and will train their entire staff to be effective evangelizers.
2. Principals will ensure that all aspects of faith formation are continually evaluated and enhanced.

Resources

The Religious Dimension of Education in a Catholic School, Congregation for Catholic School education, Vatican City, 2001

The Catholic Identity of Catholic Schools, NCEA, 1991

The Catholic Character of Catholic Schools, James Youniss, et. al., University of Notre Dame, 2000

Catholic Schools and the Common Good, Bryk, Lee, Holland, Harvard University Press, 1993

National Directory for Catechesis, United States Conference of Bishops, 2005

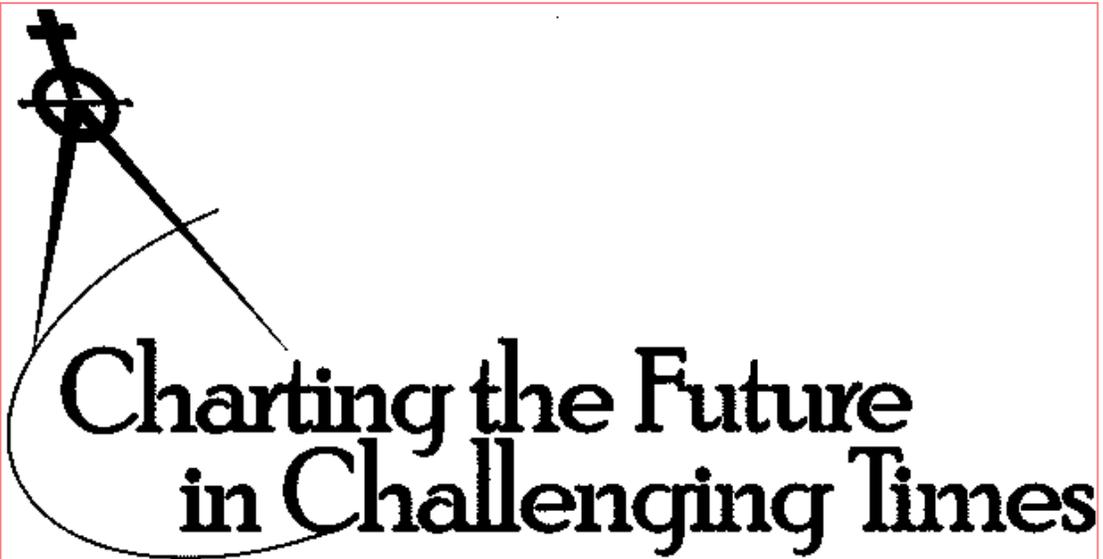
General Directory for Catechesis, Congregation for the Clergy, Vatican City, 1998

“Catholic Identity,” Ronald Nuzzi, in *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph, and Ronald Nuzzi, NCEA, 2002

Satellite Theological Education Program (STEP), University of Notre Dame,

www.step.nd.edu

CURRICULUM AND INSTRUCTION



CURRICULUM AND INSTRUCTION

“Curriculum and Instruction” are at the heart of what schools are and do. Today nationally there is an emphasis on standards-based education and exit expectations. National standards have been established at all levels of K-12 education. The Catholic Schools Office in the Diocese of Manchester is to be commended for developing with other New England Dioceses standards for Catholic Schools based on national standards. These standards are the basis for curriculum guidelines established for all Catholic Schools in the Diocese. These guidelines are revised on a regular cycle to keep up with the challenges of the changing world. The curriculum guidelines are based on the belief that they will aid all schools to continue to offer solid and outstanding academic and religious formation programs, for which Catholic Schools are noted.

The Catholic Schools Office is also to be commended for its work in preparing children and young people for the future. The “Creating the 21st Century Catholic School” project is forward looking. The thrust of the materials shared at workshops for principals for future development include an emphasis on global consciousness, moral development, critical thinking, mission and skills needed for tomorrow’s leaders.

The integration of faith into all aspects of the curriculum guidelines is to be commended along with an emphasis on the education of the whole person. The schools that we have been able to visit reflect an atmosphere of holistic learning and Christian caring and outreach. For instance, schools welcomed victims of the hurricane Katrina, contributed \$55,000 for the victims of the tsunami and participated in other community service projects. It was obvious that the schools embraced “faith in action” as their actions proclaimed to do what God asks—“To act justly, to love tenderly, and to walk humbly with your God” (Micah 6:8).

Catholic Schools are called to integrate Catholic Social Teaching into all aspects of the curriculum. This teaching according to the United States Catholic Bishops can be summarized as follows:

Call to conscience, compassion, and creative action in a world confronting the terrible tragedy of widespread abortion, the haunting reality of hunger and homelessness, and the evil of continuing prejudice and poverty. It lifts up the moral and human dimensions of major public issues, examining the “signs of the times” through the values of the Scripture, the teaching of the Church and the experience of the People of God. (*A Century of Social Teaching: A Common Heritage, A Continuing Challenge*)

Catholic Social Teaching forms the heart of the moral framework of catechesis in Catholic Schools.

The United States Bishops, in *Renewing our Commitment*, point to a Harvard University study issued in 2000 which reported that Catholic school students performed better than other students on the three basic objectives of civic education—the capacity for civic engagement (e.g., voluntary community service), political knowledge (e.g. learning and using civic skills), and political tolerance (e.g., respect for opinions different from their own). These behaviors reflect the Gospel values of respect, service and responsibility which permeate the curriculum and life of Catholic Schools. They could be used to promote the value of Catholic education totally from a secular point of view.

The teaching process has a different emphasis today than it did ten years ago. It is much more interactive and student centered than teacher driven. The focus is on what is happening to the learner, not on what the teacher does. Student inquiry, exploration and discovery, along with interaction with other learners frame the knowledge or skill activity. Rubrics are developed to help in both self-assessment and teacher assessment. All these contribute to academic excellence.

Differentiated learning helps engage all students. It draws on the brain research and involves many varied learning activities, all focusing on the same content.

The United States Bishops, in *Renewing Our Commitment*, remind us of the need to include those with “special educational and physical needs.” They call for advocacy so that government monies for children with special needs can flow into our schools. The Bishops recognize that “educating students with disabilities often requires more intensive instructional support.” One of the hallmarks of the Catholic Church is inclusivity. We embrace this value when we provide for children who have various learning needs.

There were many suggestions from the Listening Sessions on the need for some special needs education. There are ways to provide for both the gifted and talented and those with special learning needs without setting up special classrooms and hiring specialists. Regular classroom teachers can be trained to help special needs children learn, depending upon what their learning needs are. In some cases every school has someone trained to be of assistance in this specialty. The Federal IDEA program provides assessment through the local public school system. According to a recent survey conducted by the United States Conference of Bishops, 7% of all students in Catholic Schools across the nation have a diagnosed disability (*Momentum*, November/December 2005 p. 84). Less than 1% of those diagnosed received services from IDEA.

National standardized assessments (*CTB/McGraw Hill’s TerraNova and InView*) are used in schools throughout the Diocese.

Participant Comments

At the Listening Sessions we heard much about the value of academic excellence and the integration of faith into the curriculum. (It should be noted that what we heard about faith formation can be found in the Catholic identity section of this report.) A representative sample of comments from the Listening Sessions includes:

- Academic excellence rooted in the mission of Jesus Christ
- Quality education coupled with Gospel teaching
- Quality education of the whole person where values and faith play a vital role
- Catholic faith based curriculum and environment
- Spiritual and academic education of mind, body and soul
- Look into the possibility of “Magnet” schools, especially in the city of Manchester.
- Fashioning faith-filled socially responsive individuals
- Provide for learners with special educational needs and for those who have gifts and need to be challenged in certain areas
- Set higher academic benchmarks than the public schools, especially in terms of math and science

- Have specific Catholic School professional development
- All schools should be accredited by NEASC (New England Association of Schools and Colleges)

Emerging Questions

1. What kind of professional development is needed to continually enable teachers and administrators to integrate Gospel values into the curriculum?
2. What are the best ways to provide for children with special educational needs as well as those who need to be challenged and stretched to develop their gifts and talents?
3. How can curriculum at various levels become more standardized across the diocese?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Catholic Schools Office will continue to implement the policy that every Catholic School must be accredited by the New England Association of Schools and Colleges (NEASC).
2. The Catholic Schools Office will establish a “Special Needs Professional Development Committee” made up of principals, teachers and representatives from the education departments of the local colleges to study and provide in-service opportunities for teachers to work with children with special learning needs, as well as those who are considered gifted in certain areas and need to be challenged to reach their potential.
3. Principals in collaboration with each other and with the support of the Catholic Schools Office will continue to provide and enhance faith formation and a solid academic curriculum.
4. Principals with the support of the Catholic Schools Office will ensure that all elementary and junior high religion text books have the approval of the National Bishops Committee for Catechetics.
5. Principals will ensure that students have a regular opportunity to plan and participate in Eucharistic celebrations and communal prayer.

Short Term (January 1, 2007 – June 30, 2008)

1. The Inter-diocesan Curriculum Committee will continue to implement systematic, research-based curriculum guidelines that enable students to master and integrate intellectual, spiritual, physical, social and practical knowledge and skills into their lives now and to prepare them to be global citizens. The guidelines will include cultural diversity and different cultural approaches as well as the latest research on multiple intelligences and brain-based or compatible learning.
2. Principals will collaborate in regions (and diocesan-wide where appropriate) to continually enhance the professional development of teachers so that they are equipped with the skills and knowledge needed to utilize interactive student-centered teaching and learning strategies which will optimize each student’s potential for achievement.
3. Principals will use national standardized assessments and other appropriate measures to assess the progress of students and to continually raise the bar for student achievement.

4. The Catholic Schools Office, in collaboration with those responsible for Marketing and Development, will proclaim the high quality of education provided by Catholic Schools.
5. The Catholic Schools Office, in collaboration with principals from each region, will promote and implement the “Creating the Twenty-first Century Catholic School” project for participation of all schools throughout the Diocese.
6. The Catholic Schools Office, in collaboration with the “Special Needs Professional Development Committee,” will provide supportive learning processes for teachers to work with children with special learning needs as well as those who are gifted in certain areas, so that all children may reach their learning potential.
7. Principals will ensure that Catholic Social Teaching is integrated throughout the curriculum at appropriate grade levels.
8. Principals at the elementary and junior high level, with the support of pastors and in collaboration with parish human concerns committees, will continue to provide service learning opportunities for all students based on authentic community-based service, connected to learning objectives and guided by reflection activities.
9. Principals at the high school level will continue to ensure that service learning activities are integrated into the curriculum where appropriate, and that faith reflection opportunities are integrated with the service projects.
10. Principals with the assistance of the Catholic Schools Office and the Diocesan School Board will study the possibility of one or more “Magnet” schools, especially, but not limited to, the city of Manchester.

Long Term (July 1, 2008 – June 30, 2011)

The Diocesan Curriculum Committee will continually assess curriculum development standards from a national and global perspective and make needed changes in diocesan guidelines to reflect worthy national and international trends.

Resources

- “Importance of Service Experiences” Merylann J. Schuttloffel, *NCEA NOTES*, May 2005
- “Serving Students with Special Needs in Catholic Schools,” H. Roberta Weaver and Mary F. Landers, *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph, and Ronald Nuzzi, NCEA, 2002
- “Gifted Education in Catholic Schools,” Leslie S. Reborn, *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph, and Ronald Nuzzi, NCEA, 2002
- “Learning Styles,” Dorothy D. Miles, Linda J. Bufkin, Ann M. Rule, *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph, and Ronald Nuzzi, NCEA, 2002
- “Finding Power in our Strengths and Weaknesses,” Delmer Wagner, *Momentum*, November/December 2005
- “Faithful Citizenship Embraces Global Responsibility,” William Hudson, *Momentum*, September/October 2004
- “Rethinking Inclusion: School-wide Applications,” Wayne Sailor and Blair Roger *Phi Delta Kappan*, March 2005

Best Practices

Topic Area: Differentiated Learning

Source: Diocese of Covington, KY. A brief article on differentiated learning appeared in *Momentum*, November/December, 2005.

Summary

The diocesan in-service for 2004-05 was focused on differentiated learning. Further training was available during the summer. Principals have begun to look for differentiated learning in lesson plans and during observations. There is excitement in students who learned important concepts from different strategies from mime, games, drama, art and music.

Principals pooled their staff development resources in various regions and were able to hire nationally known speakers and purchase videos to assist in staff development.

Situations where this Best Practice may be appropriate

Differentiated learning as a concept would be valuable to be implemented in any school. If a diocesan or regional theme related to it, or any other curriculum area for that matter, were chosen, staff development funds could be pooled and the training could happen in a local region. Follow ups where teachers of the same grade level exchanged strategies could be an ongoing process of staff development.

Topic Area: Comprehension Instruction: Research-based Best Practices

Source: *Comprehension Instruction* Edited by Cathy Block and Michael Pressley, Guilford Press, New York, 2002

Summary

This large book of more than 400 pages gives comprehensive, research-based best practice strategies on how to help young people read and comprehend what they read. Things like comprehensive monitoring by thinking aloud, graphic organizers, listening and mental imagery are described among other ways to help comprehension. The research is segmented into preschool, primary, intermediate, middle school, high school and college. Practical ideas such as annotated checklists and bibliographies abound in this volume. The editors sum up their volume with simple comprehensive instruction mandates: begin in primary grades; develop decoding skills; have students read diverse texts; teach students to relate their prior knowledge to the text; teach students to use well-validated strategies and help them know if they are understanding the text.

Situations where this Best Practice may be appropriate

The many best practices contained in this book would be excellent for anyone teaching reading or literature. There are many ideas to help those who may be struggling with reading or those who wish to be challenged to understand complex material.

Topic Area: Effective Instruction --Thirteen Principles of Best Practice

Source: *Best Practice, New Standards for Teaching and Learning in America's Schools*, Zemelman, Daniel and Hyde (1998) (Synopsis in NCEA Notes, September 2004)

Summary

The Thirteen Principles of Best Practice are summarized as follows:

- schooling should be student-centered
- learning should be experiential
- learning needs to be holistic
- learning should be authentic

- students need to learn many forms of expression to deeply engage ideas
- learning must include reflection
- teachers need to tap into the primal power of social relations
- learning is collaborative
- learning to be productive includes democratic procedures
- learning comes from cognitive experiences
- learning is developmental
- learning is constructive
- school is challenging

A reproducible handout to use for faculty in-service is found in the NCEA article along with a process for use with teachers.

Situations where this Best Practice may be appropriate

This resource summarizes some of the best effective learning strategies based on research in readable form and could be used very effectively with faculties who are engaging in school improvement activities related to 21st century learning.

COMMUNICATIONS AND TECHNOLOGY

“The Church views emerging technologies as gifts of the Spirit in this age and challenges God’s faithful people to make creative use of new discoveries and technologies for the benefit of humanity and the fulfillment of God’s plan for the world...” *Aetatis Novae*, #2, #3; Rome, 1992

Schools in the Diocese of Manchester are to be commended for their use of computers and for the curriculum guidelines involving technology. Many schools seem to be updating as well as adding to the numbers of their instructional computers. There seems to be an ongoing commitment to provide, if not state-of-the art tools, up-dated, high quality equipment to the students they serve.

The areas for computer use have been expanding in education. There are three significant areas where schools can use technology to enhance their mission: 1) instruction and learning; 2) communication; and 3) administration.

In the area of instruction and learning it is helpful to note that schools in the 21st century are moving beyond teaching children and young people how to use computers toward using them as part of the instruction and learning process. Global consciousness is enhanced as children exchange learnings with children from around the globe. Joint projects worked out internationally bring joy and a great sense of achievement. The world seems smaller as students and their families enjoy and learn from cultural exchanges.

Students are not going to computer labs to work on computers, but rather have access to computers and the internet as they are working on projects in their classrooms. “Fire walls” and various filtering and monitoring software are used throughout the system.

Communication with parents and families via e-mail or programs such as *Web-Grader* are growing in popularity throughout the nation. Through such programs students and their parents can check assignments and grades. Many report cards are generated on line. Technology

enhances parent-school communication, but it does not take the place of the human voice or face-to-face communication.

Interactive web pages, including virtual tours of schools, and featuring student work are effective marketing tools for Catholic Schools. Parent volunteers who have a proficiency in designing web pages are often very willing to work with the school administration to design and implement effective school marketing projects using computer technology.

Administrators are finding computer programs to be effective ways to keep track of data concerning student achievement. Curricula are produced and stored on computers. Financial information is collected and analyzed for the smooth running of schools via computer programs. Newsletters are generated and distributed via the internet.

Schools have policies regarding the responsible use of technology where school responsibility is delineated; user responsibility is explicated and disciplinary action for infractions are made clear. The user agreement forms and parent permission forms are kept on file in the school.

Participant Comments

At the Listening Sessions we heard the desire to continually upgrade technology and use it effectively. A representative sample of comments from the Listening Sessions includes:

- Take advantage of new trends in technology
- Upgrade technology
- Allot monies for updated and improved technology
- Make marketing come alive
- Enhance computer labs
- Educate teachers and be sure they use technology in their lessons.
- How many teachers use the free CD with their texts? How many have a working knowledge of the world-wide-web?
- Coordinate technology purchases
- We need computers
- Improve technology in the classrooms and bring libraries up-to-date

Emerging Questions

1. What steps need to be taken to adopt the state or national technology education standards?
2. What support do Catholic Schools need to continually update technology hardware and software?
3. Are there local corporations with whom Catholic Schools can partner as they upgrade their technology and information systems?
4. Are Catholic Schools currently maximizing their use of available public dollars to enhance their technology systems? (E-rate, etc.)

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

Principals, with a local technology committee made up of teachers, interested parents and parishioners, will establish a comprehensive technology plan that will govern the acquisition of equipment, curriculum development and professional training.

Short Term (January 1, 2007 – June 30, 2008)

Principals, with the support of local colleges, other principals in the region and diocesan support, will provide ongoing education on the effective use of technology in instruction, communication and administration.

Long Term (July 1, 2008 – June 30, 2011)

1. Principals will develop a supportive faculty who will ensure that students meet or exceed the Diocesan Technology Curriculum Standards.
2. Principals with the technology committee will consistently evaluate the use of technology in the classroom and make every effort to implement technology programs which enhance learning across the curriculum and create global awareness and responsibility.

Resources

“Web-Based Student Information Systems Offer Easy Tracking of Student Records,”
Momentum, November/December 2005

“Texas School Earns 21st Century Schools of Distinction Recognition for Innovative Use of Technology,” Kate Dailey, *Momentum*, February/March 2005

“Technology Trends: Communication-A Portal for Addressing Catholic Social Teaching,”
Angela Ann Zukowski, MSHS, *Momentum*, September/October 2004

Best Practice

Topic Area: Technology and College Collaboration (Educator-to-Educator E2E)

Source: “Marymount University and the Diocese of Arlington Collaborate to Bring Computer Resources to the Classroom,” *Momentum*, November/December 2005

Summary

Through a grant from the U.S. Department of Education, Marymount University was able to build a community partnership with the local schools to help bridge the technology gap. The partnership model known as E2E (Educator to Educator) assisted in technology integration. E2E initiatives included such things as curriculum development teams, technology workshops and K-12 summer technology programs. Two schools, St. Thomas More and St. Mary, participated in the project working on Virginia history and the Renaissance respectively. The partnership benefited both the elementary schools and the university.

Situations where this Best Practice may be appropriate

The government has grants available for technology education. E2E is a good example of how local Catholic Schools can benefit from collaboration with a college or university. This is especially true where the institute of higher education has a strong education department or technology department. Catholic high schools and elementary schools may need to take the initiative in beginning collaborative relationships with the colleges.

INNOVATIVE INITIATIVES

Over the last ten years there has been a great deal of research done on the human brain and learning. Howard Gardner has developed a theory of “multiple intelligences,” which focuses on how people learn. Child centered learning as opposed to teacher directed education has been espoused. Parents have been given many alternatives in educating their children. They can choose from “whole language,” “cooperative learning,” Montessori schools, Waldorf education, and many other kinds of schools in both public and private education. Standards--national, state and local--have been developed and assessment has taken on new life. The business community has become more than interested in education as seen in *The Monster Under the Bed* by Stan Davis and Jim Botkin. Riane Eisler in *Tomorrow’s Children* offers a partnership education model for the 21st century.

In order to make Catholic School education available to all Catholics in the state of New Hampshire, innovative, cost-conscious and high quality approaches will need to be developed. In rural areas where no schools currently exist, is it possible to think creatively and use existing parish or community space to provide education for children? Can parish families come together and with the help of the Catholic Schools Office design multi-age educational settings where creative teachers can help young people learn? Can technology be used to its fullest so that those living away from urban centers can engage in fruitful and productive learning that may be superior to that in traditional settings?

Is it possible to upgrade schools so that the world of knowledge can be made more accessible to all kinds of learners whether they have special learning needs or need to be challenged to use their gifts well? Is a combination of face-to-face learning and “Virtual Learning” a possibility?

Participant Comments

At the Listening Sessions we heard many comments related to opening more schools and innovative instruction. A representative sample of comments from the Listening Sessions includes:

- Open more schools
- Have special education
- Sell old buildings; build new cooperative Catholic Schools
- Use the community to help enhance education
- Intergenerational education/formation opportunities
- Have family centers
- It’s time to reinvent Catholic Schools—new models—take advantage of trends in technology
- Expand the role of Catholic Schools in the community to include collaboration with parishes, universities and colleges
- Keep up with the latest trends in education and skills
- Walk the talk by serving others and by implementing community hands-on projects
- Be innovative
- Need 21st century skills and knowledge

Emerging Questions

1. How can the community, pastoral and educational leadership of the Diocese of Manchester provide high quality, available, accessible and affordable Catholic School education to as many Catholics as possible in New Hampshire given the high cost of running schools?
2. What kind of innovations can be developed that reflect approaches such as “schools without walls?”
3. How can “learning leaders” be recruited who are committed to providing excellent learning opportunities which help children and young people meet national and diocesan standards in new and innovative ways?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Short Term (January 1, 2007 – June 30, 2008)

The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will convene a committee of educational, business and community leaders to explore innovative cost-effective ways to provide high-quality Catholic education in areas where it does not currently exist or where buildings are antiquated or not meeting the needs of the 21st century student.

Long Term (July 1, 2008 – June 30, 2011)

1. The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will develop an implementation plan for the viable innovative initiatives.
2. An Innovative Initiatives subcommittee of the Diocesan School Board, with assistance from the Catholic Schools Office and local colleges, will be formed to oversee the awareness of and communication about new initiatives which could benefit the Catholic Schools in the Diocese of Manchester for the future.

Resources

The Monster Under the Bed, How Business is Mastering the Opportunity of Knowledge for Profit, Stan Davis and Jim Botkin, Simon and Schuster

Tomorrow's Children, Riane Eisler, Westview Press-Perseus Books

The Other Side of Curriculum, Lois Brown Easton, Heinemann, Portsmouth, NH

Appleton School District

Appleton eSchool--opened Fall 2002

920-832-1744

Ben Vogel, Principal

CESA 7 On-line Learning (Charter School)

Dr. Carol Gerhardt

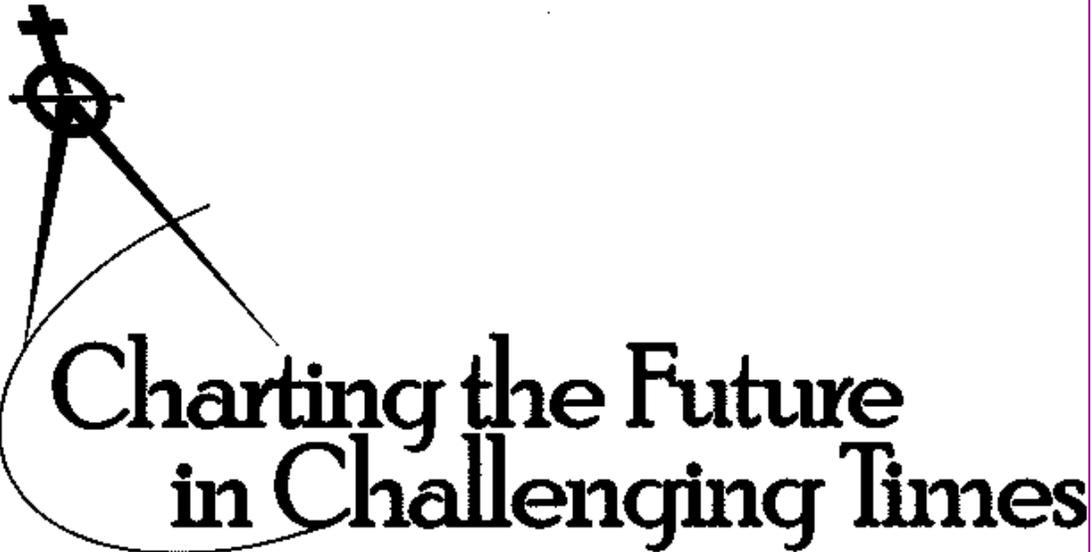
920-492-5960 ext. 612

Green Bay, WI 54304

Diocese of Manchester – Charting The Future
Final Report June 2006

Catholic Resources for People of Faith
<http://www.cyberfaith.com>
<http://www.silk.net/ReIEd/>

HIGH SCHOOLS



HIGH SCHOOLS

The Diocese of Manchester has three diocesan high schools: Bishop Brady in Concord, St. Thomas Aquinas in Dover and Trinity in Manchester. A private Catholic high school, Bishop Guertin, is located in Nashua and its enrollment of 886 is at capacity. The school can admit one third of the applicants.

Bishop Brady High School has a strategic plan for the 2005-2009 school years. The school has just finished a successful capital campaign for \$4,000,000 to construct an addition and make improvements regarding the current facilities. Bishop Brady High School provides a “challenging college-preparatory curriculum and calls its students forth to live Gospel values, recognize the dignity of each person, develop a social consciousness and to accept responsibility for their actions.” In 2005-06 the enrollment was 439, an increase of 138 students over the past eleven years. The strategic plan calls for an increase of enrollment to no more than 500 pupils.

St. Thomas Aquinas High School in Dover has a strategic plan which spans 2002 to 2007. It is a college preparatory high school whose mission is to “transform the lives of our students through a rigorous Catholic School education guided by the light of the Gospel.” The school focuses on educating the whole person. One of its strategic goals is “to construct new facilities to address science, technology and library resources and to provide dedicated space for fine arts and the athletic program.” The 2005-06 enrollment was 717 students. This is an increase of 125 students over the past eleven years. Given the limitation of the current size of the campus, St. Thomas Aquinas has no plans to increase enrollment.

Trinity High School has gone through a remarkable transformation over the past ten years. According to the history rendered in the strategic plan the school’s enrollment was at a long time low, the endowment was depleted and there was a \$1.8 million dollar debt. The debt has been paid off; the enrollment has increased from 391 students to 536 (2005-06) over the past eleven years; the physical plant has been updated with new labs and other items; staff salaries have increased; and 98% of Trinity’s graduates go on to college. The goals for the future include continual up-grading of facilities and technology, an effective development program, professional development of teachers and continually up-grading curriculum and advanced placement offerings.

All the Catholic high schools are to be commended for their vision for the future, their strategic plans, their efforts at institutional advancement and their increases in enrollment. The Catholic high schools in the Diocese are also to be commended for their welcoming non-Catholic students, which is in line with the United States Bishops’ support of the availability of Catholic Schools for non-Catholics who wish to attend them.

ACCESSIBILITY (New Schools)

The Diocesan School Board defines accessibility as something within reach. Accessibility, while related to availability and affordability, is based primarily on geography. It focuses on the underserved as well as serving all parishes. Distance (Internet) learning can conceivably make a Catholic high school education more accessible. In summary, accessibility means everyone can reasonably choose a Catholic Schools regardless of location or means.

Currently children who live in the Western Region, the far north to north-east and the southern part of the diocese do not have Catholic high school education readily accessible. There is a well-known and respected private Catholic high school in the southern part of the diocese, Bishop Guertin in Nashua, but it is at capacity. A number of parents in the Nashua area express frustration that application and acceptance in the school are limited and very competitive. The school is “land locked” and has no room for expansion at its current site.

PRESIDENT/PRINCIPAL MODEL

During the past thirty years Catholic high schools have developed new methods of administration. Schools owned and operated by religious orders, especially the Jesuits, were leaders in developing the President-Principal model. Many larger diocesan Catholic high schools as well as religious order schools now employ this model. Succinctly put, the president is the chief executive officer and the principal is the chief operating officer.

Briefly the roles can be described as follows: the president is the exterior face of the school. The president looks at the “big picture.” The president is responsible for financial management, public relations, major fundraising, facilities’ assessment and looking strategically at the future of the school. The president oversees policy formation and ensures the implementation of the mission and vision of the school. He or she ensures that the values of the school are lived. The president works with the board on planning and development.

The principal of the school is the instructional leader, oversees the day-to-day operations of the school and is accountable to the president for such. Besides academic achievement, the principal is responsible for student management, social and athletic activities and parent relationships. Both administrators need to have a good working relationship.

Many Catholic high schools with an enrollment over 700 consider the president/principal model. In some cases where there are smaller enrollments, the principal is also the president. When such is the case, there are usually at least two vice-principals—one for curriculum and academics—one for discipline and extra-curricular activities.

Recent research shows that 46% of leaders in Catholic high schools have a title other than principal. However, only 29% use the title “principal/president.” In 2003-04, 66% of all independent and religious community-sponsored high schools had the principal/president model of governance; 31% of diocesan and parochial high schools had the principal/president model.

RELATIONSHIP WITH THE ELEMENTARY AND JUNIOR HIGH SCHOOLS

Throughout the recommendations, we often refer to collaboration between the elementary, junior highs and local Catholic high school where that is geographically possible. Things like developing K-12 curricula, sharing extra curricular activities, planning joint faculty in-services and faith sharing experiences are ways to conserve resources and enhance the academic, co-curricular and faith life of both the high schools and the grade schools. Planning joint marketing activities and communication strategies to promote Catholic School education beyond either elementary or high school and increase the public impact of the value of Catholic School education.

Participant Comments

Throughout the Listening Sessions we heard about the value of Catholic high schools as well as some concerns. A representative sample of comments from the Listening Sessions includes:

- Enrollment in the Catholic High Schools of the diocese is highly desirable to many parents due to the excellent programs they offer and the very high percentage of graduates going to excellent colleges--the high schools are especially commended for their Campus Ministry programs
- We need a non-prep school attitude—inclusive rather than exclusive
- We need to address the vocational needs of the Catholic population
- Catholic Schools need to become more inclusive of people who may have a handicap or learning disabilities
- Make the schools affordable
- Open more schools
- It is time to reinvent Catholic Schools—new models—take advantage of trends in technology
- Have regional campuses K-12
- Get away from buildings and be creative; use technology

Emerging Questions

1. What are specific ways the needs of high-school-aged Catholic students can be served with existing and new resources?
2. How will the Diocese of Manchester determine the feasibility of establishing a new high school in the Southern Region?
3. How can Catholic high school students who are not college-bound be served more effectively?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Diocesan School Board with the assistance of the Catholic Schools Office will convene a group of educational, parish and business leaders to assess the feasibility of building, supporting and sustaining a new high school in the Southern Region of the diocese. This study will include dialogue with the leadership of Bishop Guertin High School.
2. Catholic high school principals and school board members will work with elementary and junior high school principals and school boards to study the feasibility of adopting one of the three collaborative models for the future.

Short Term (January 1, 2007 – June 30, 2008)

1. The Diocesan School Board with the assistance of the Catholic Schools Office will convene a group of educational, parish and business leaders to assess the feasibility of establishing satellite Catholic high schools in the Northern and Western Regions connected to one of the established traditional high schools using the technology of “Distance Learning” with some face-to-face time with teachers and some extra curricular activities.

2. The Catholic Schools Office will establish a Task Force made up of selected Catholic high school administrators, school board members and diocesan staff to study the president/principal model for staffing Catholic high schools and make recommendations to the Diocesan School Board and Catholic Schools Office staff.
3. The Catholic Schools Office will establish a High School Curriculum Committee to study and design a way to empower the Catholic high schools to expand their educational opportunities for those students who are not college bound and to increase diversity and multi-cultural appreciation and activities for all students.

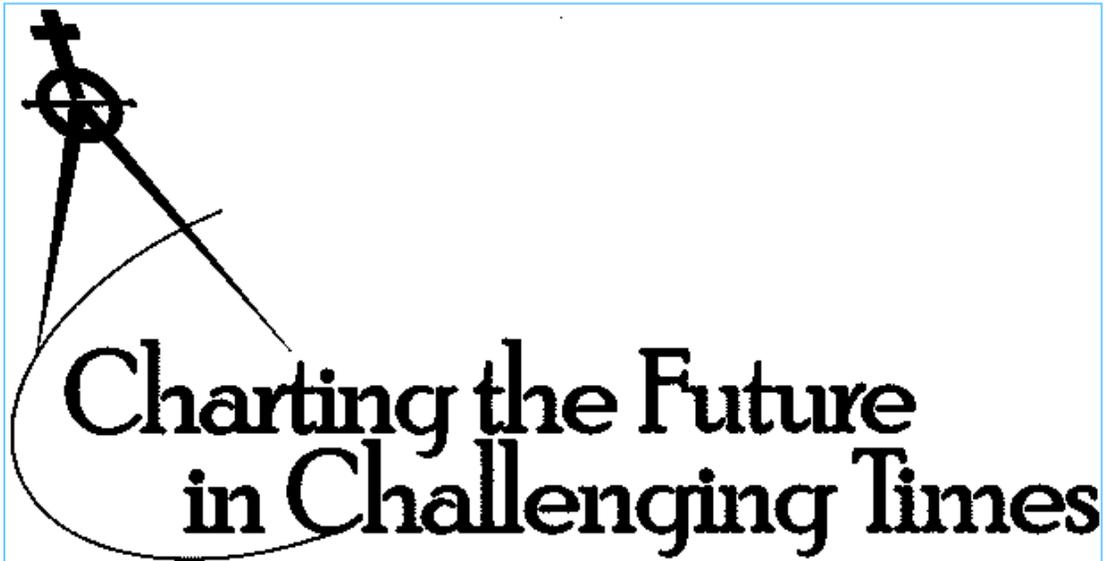
Long Term (July 1, 2008 – June 30, 2011)

The Catholic high school leadership will work together to conserve resources and enhance their schools by joint planning of curricula, staff in-service, marketing and development, common admissions policies and procedures, as well as diversity training and multi-cultural activities.

Resources

Development of the President/Principal Model in the Catholic High School,
John T. James, Ed.D, and Brother Raymond J. Vercruysse, CFC, editors, NCEA 2005
“Governance and Administration,” Patricia M. Kelleher, *Catholic Schools Still Make A Difference: Ten Years of Research, 1991-2000*, Edited by Thomas Hunt, Ellis Joseph, and Ronald Nuzzi, NCEA, 2002
“Joys of Running a Large High School Far Outweigh the Challenges,” Patrick Murphy, *Momentum*, February/March 2005
“East Catholic High School Board Nurtures Feeder Elementary Schools.” Kathleen Schroeder, *Momentum*, February/March 2005
“Diocese of Marquette Programs Overcome Distance and Isolation,” Gloria Kalbfleisch, *Momentum*, February/March 2005

NEW COLLABORATIVE SCHOOL STRUCTURES



NEW COLLABORATIVE SCHOOL STRUCTURES

The educational and pastoral leadership of the Diocese of Manchester is to be commended for forming regional schools in some areas and providing a mechanism for several parishes to support one school. Both of these efforts are preparing the way for further collaborative efforts.

The structure of Catholic Schools needs to be addressed in order for Catholic Elementary Schools to continue to maintain and enhance academic excellence, and to become available, accessible and affordable to as many as possible who want a Catholic School education. Stand-alone individual schools will not be able to withstand the current pressures to provide an excellent Catholic School education for all those who desire it. By sharing and enhancing resources with other schools, schools will strengthen their position and viability. The idea of parish Catholic Schools standing alone as independent islands is no longer sustainable or realistic.

Both to provide a distinguished education and to eliminate unnecessary costs Catholic Schools need to form affiliations with one another. By forming various alliances such as “Cooperatives,” “Partnerships” and “Systems,” Catholic Schools will improve their ability to be economically viable and provide a quality Catholic School education.

Three different models are described to enhance the viability of Catholic Schools in the Diocese of Manchester.

- Model One: Cooperative Model for Catholic Schools
- Model Two: Partnership Model for Catholic Schools
- Model Three: Geographic System Model of Catholic Schools

While the recommendations call for choosing one of the models, the consultants acknowledge that combinations of models or new, but similar, models may be more appropriate in some areas of the Diocese.

MODEL ONE: COOPERATIVE MODEL FOR CATHOLIC SCHOOLS

The Cooperative Model encourages collaboration among two or more schools in such areas as Evangelization and Christian Formation, Educational Enrichment, Parent Education, Family Activities, Marketing and Recruitment and Fund Raising. Schools in a cooperative relationship often work on forming common tuition and salary scales.

There is no change in governance in the Cooperative Model, but the Model is formalized. Much of the work is done by an “oversight” steering committee made up of representatives from each school, parish and school community. This body may have task forces that look at certain issues. For instance, someone who has expertise in marketing may head up a task force that looks at common recruiting processes and shared print material. Planning common retreats for the seventh graders or First Communion programs for second graders may help conserve resources and enhance the quality of the experiences. Working cooperatively with the local Catholic high school can also enhance both schools.

Taking on an issue like transportation, which may be an obstacle to some children attending a Catholic School, as a Cooperative may generate possibilities never imagined by one school. In

the Cooperative Model each school retains its individual identity and financial basis for support. However, things like cooperative buying can help conserve resources.

Some advantages of the Cooperative Model over an “individual stand-alone” school model include:

1. The educational activities of all schools in a specific Cooperative Model can be enhanced by sharing resources, programs and various activities. Sometimes programs which call for specific materials, such as science equipment for a certain unit, will be enriched because two or more schools share both the funding and use of materials. This is particularly effective where any one school could not afford the purchase, but by working and planning together the materials can be purchased and the children in both schools can be enriched with the new equipment.
2. Educational activities can be enhanced by joint planning. Sharing ideas for common curriculum experiences can be enriching for all involved.
3. Financial resources can be conserved by doing things like cooperative buying and sharing of existing resources. Generally, purchasing in bulk saves money.
4. The model builds relationships and strengthens bonds that allow for future initiatives to take place, such as moving toward a Partnership Model.
5. While the primary focus of this Model has been on Catholic elementary schools, the model also supports the notion of cooperation with the Catholic high schools. Cooperation in things like band programs, sports programs, drama, debate, etc. can increase the effectiveness, visibility and viability of the high school, junior high school or elementary school.

The Cooperative Model can augment the affordability of a school, by keeping costs down because some expenses can be shared as indicated above. If barriers to being educated in a Catholic School include transportation and that is tackled successfully by a Cooperative, chances are Catholic School education will become more accessible.

In a cooperative model local school boards meet together for planning and collaboration two or three times a year.

MODEL TWO: PARTNERSHIP MODEL FOR CATHOLIC SCHOOLS

Partnerships are alliances formed to create formal networks and clusters of individual Catholic Schools. Partnerships are more intense and deliberate than Cooperatives. As with the Cooperative, there is no change in how the individual schools are governed, but joint or regional school board meetings are recommended at least two or three times a year.

One of the things that many Partnerships consider is hiring joint staff. For instance, two or more schools may hire a development director who has oversight for recruitment, marketing, fund raising and public relations, tuition planning, endowments and knowledge of and accessibility to state and federal funding opportunities. The development director works for the Partnership and reports to one designated administrator. This could be a principal or a pastor.

Another example might be, given the presence of children, a person with expertise in that field might be hired and shared to work in several schools to help classroom teachers meet the needs of all children—those with unique learning needs as well as those who need to be challenged and

stretched to use all their talents. Besides the cooperative possibilities listed in Model 1 other possibilities include but are not limited to hiring specialists who might work in a given Partnership in the following areas:

- Technology
- Fine and Performing Arts
- Foreign Languages
- Catechesis
- Guidance Counselor
- School nurse
- Other

Another possibility in a Partnership is for two schools to restructure themselves so that one is lower elementary and one is upper elementary or middle school. This reflects good stewardship of resources especially if both schools have low enrollments. This could eliminate the need for teachers with very small class sizes and provide an opportunity to hire a specialist to enhance some part of the curriculum. This assumes that there would be excellent “partnering” between the principals and pastors.

Merging two schools is also a possibility within the Partnership Model. One school building might be “equally sponsored” by two parishes.

The Partnership Model may set up a financial committee to work toward a common tuition and salary scale plan. This could add stability and credibility to the partnership. If the partnership parishes are far apart on the amount of tuition charged or the salary scales, a plan could be put in place that is implemented over a three year period.

Some of the advantages of the Partnerships Model include the following:

1. In the Partnership Model services especially related to “Availability” can be provided for children with special learning needs and those who have to be challenged to use their talents because resources from several schools are available to hire a specialist.
2. By enhancing the curriculum with more specialists, the schools will become more attractive; more people will choose them; and at a certain level this will help make them more affordable. Declining enrollments increase costs, which have to be borne by fewer people. Increasing quality and enhancing enrollments at a designated point will affect affordability positively.
3. Restructuring or merging schools to avoid very small classes has the possibility of reducing costs. Adding a specialty teacher in lieu of several under-utilized teachers enriches the curriculum and makes the schools more attractive and affordable.
4. Partnership schools conserve resources and enhance the quality of the schools.
5. Where applicable Catholic high schools should be included in Partnerships with elementary or junior high Catholic Schools.

MODEL THREE: GEOGRAPHIC SYSTEM MODEL FOR CATHOLIC SCHOOLS

The Geographic System Model calls for a new governance structure. The Catholic Schools Office or pastors within a certain geographic area may see the wisdom of forming a Catholic School system and request the Bishop of the Diocese to set up a system. The Geographic System is overseen by a Board, much as the high schools are now. It could be very advantageous for the

Geographic System Board to have a liaison to the Diocesan Board of Education. The Board follows Diocesan School Policies but has some autonomy regarding the implementation of the policies. Systems are often separately incorporated civilly with the Bishop being the “sole” member. The operational board has its own officers and in reality is delegated and responsible for the running of the system. The Bishop in most cases delegates the Catholic Schools Office to ensure the financial viability of the school system, its Catholic identity and its adherence to Diocesan Policies.

In a Geographic System a Director is usually hired to oversee the entire operation with each school building having its own principal. A Finance Officer is usually hired to oversee the development, implementation and monitoring of the budget. Parishes and the Diocese contribute to the support of the school, based on an agreed upon formula. The Director, or an Advancement Director, secures third party funding and develops, with a committee, a marketing, public relations and recruitment plan. Sharing of specialists noted in Model One and Two above are integrated into the Geographic System Model. Catholic high schools should be invited, where appropriate, to considering joining a Geographic System of Catholic Schools. There is strength in numbers!

Some advantages to a Geographic System Model include:

1. It maximizes resources and allows for flexibility concerning the number of classrooms needed, buildings required and staff that is necessary.
2. It allows for increased offerings and specialties depending upon the number of students involved.
3. It saves on resources needed by consolidating small classes into moderate sized ones.
4. It tends to increase ownership as it gives more responsibility for the school to local leadership.
5. It provides many opportunities for consolidated efforts at third source funding, recruitment, public relations and marketing.
6. The model can increase affordability by monitoring costs and increasing the possibility of third source funding. It has the possibility of making Catholic Schools more available to children with various learning needs because with increased numbers, increased services can be offered. It has the possibility of making the System more accessible, because with an enhanced status more people may make an effort to obtain transportation for their children to attend and the System may reach out to help solve transportation problems.

Participant Comments

Often at the Listening Sessions we heard about the need to share resources and consolidate our learning activities. A representative sample of comments from the Listening Sessions includes:

- Consolidate resources without jeopardizing values and mission
- Share resources, equipment, ideas
- Have open communication with other teachers in the Diocese.
- Allow greater access to use the school’s own resources for financial planning
- Merge some elementary schools
- Build new cooperative Catholic School campus to share resources
- Look at ways to use financial resources more efficiently—buying power for common supplies
- Regionalize schools

- Continue to encourage having good school boards who can help strengthen the financial situation of the school with lay experience in this area
- Have a regional development director

Emerging Questions

1. What will help increase cooperation and limit competition in order to support the new Cooperatives, Partnerships or Geographic Systems?
2. What will support diocesan and regional leaders to implement the three new models for Catholic Schools?
3. How will parents of Catholic School children learn about the new models so they can support them?

Recommendations

Specific recommendations for New Collaborative School Structures are found in the Regional Recommendations. The recommendations found in the Governance Section deal with the implementation of governance strategies for the chosen collaborative models.

Best Practice

Collaborative Models

Topic Area: Collaborative Structures

Source: A helpful resource for promoting collaboration among schools is the “Archdiocese of Milwaukee Catholic Elementary Schools 2005 Strategic Plan.” A copy can be obtained from the Catholic Schools Office, P.O. Box 070912, Milwaukee, WI 53207-0912.

Summary

The Milwaukee Plan details models called Alliance, Cooperative and System. It was published in 1998 and has evolved since that time. Some of the rationale and descriptions of the Models do not fit the schools in the Diocese of Manchester, but some of the concepts have been helpful in the suggested Strategic Goals for Manchester.

Situations where this Best Practice may be appropriate

It might be helpful to discuss with Archdiocesan educational staff where the plan is now and what collaborative results were achieved. Contact David Prothero, Director.

Other Comments

While some of the elements of the Milwaukee plan are dated, others still apply today. The models have successfully worked in Milwaukee.

SCHOOL GOVERNANCE MODELS

In the Diocese of Manchester, as in all Dioceses, the Bishop is responsible for providing Catholic formation for all his people. The Bishop, as indicated in Canon Law, has the primary responsibility and authority for Catholic Schools and for the policies and practices of the schools. The Bishop is assisted in his responsibility by the Secretary for Evangelization and Education, the Superintendent, the Associate Superintendent, the Diocesan School Board, Pastors, Principals and Local School Boards. Their roles are described in the section of this document called “Organization of the Diocese of Manchester Catholic Schools.”

Currently there are three different types of Catholic Schools in the Diocese:

PAROCHIAL/PARISH SCHOOL

A school owned, operated, and governed by one parish.

REGIONAL SCHOOL

A school where the property is owned by one parish but the school operation is regionally operated and governed by a local board with representation from two or more parishes.

DIOCESAN REGIONAL SCHOOL

A school owned and operated by the Diocese and governed by a local board with regional representation.

Catholic Dioceses across the United States face many of the same challenges as the Diocese of Manchester in regard to maintaining and/or expanding Catholic Schools. New forms of governance are being studied to keep Catholic School education available, accessible and affordable.

For instance, the Genesis project in the Archdiocese of Chicago has a goal of increasing lay participation in the decision-making and ownership for Catholic Schools by establishing Boards of Limited Jurisdiction. They are also seeking to establish “Area Schools” and “Consortiums of Schools.” They envision two-tier board structures to govern and to raise funds to sustain the consortium. (See Best Practice)

The Diocese of Grand Rapids, Michigan which is somewhat comparable to the Diocese of Manchester in terms of the number of Catholic Schools, (38 elementary and middle schools and four high schools) has initiated a “New Vision for School Governance.” Like Manchester they too are asking all parishes to support Catholic Schools. Their governance structure calls for the Diocesan Board of Education with the assistance of the Superintendent and Secretariat for Diocesan Schools to develop Regional Education Councils. Each council has a liaison to the Diocesan Board of Education. (See Best Practice)

Participant Comments

At the Listening Sessions we heard the need to decentralize some aspects of Catholic Schools. A representative sample of comments from the Listening Sessions includes:

- Would a governance model like “boards of limited jurisdiction” be a more effective model for some schools to move forward and enable benefactors to give to a school without the fear of entanglement with other diocesan resources?
- More cooperating and sharing of resources. Who begins the conversation?
- Network regional development
- Continue encouraging good school boards who can help to strengthen the financial situation with lay expertise in this area
- Share development resources
- Have more uniformity regionally: policies, structures, school schedules, etc.
- Non-competition between elementary schools
- Bring the schools into the communities as a collaborative entity
- Create a budget platform for the operation of a Catholic school based on quantitative and qualitative analysis
- Go to our own experts and alums for suggestions
- Improve school administration by establishing a strong administrative position to run the school business and permit the principal to focus on the curriculum and education of students
- We need education and training for school board members. How can we be a proactive and dynamic board that furthers the mission of the school?
- Examine the current method of hiring principals. Should the parish or boards be hiring the principals with diocesan oversight? What are the canonical and civil ramifications of the current practice where the Bishop actually hires all principals?

Emerging Questions

1. What support is needed to ensure the success of the new governance and leadership structures being established?
2. What are a few ways regional leadership can be promoted and sustained?
3. How can local autonomy and central authority be reconciled for the good of Catholic Schools?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Superintendent/Associate Superintendent in collaboration with the Diocesan School Board, and a representation of principals, pastors and local school boards will form a “Governance Review Committee” (not to exceed twelve people) to examine ways to enhance and implement the collaborative models of Catholic Schools with appropriate models of governance such as Diocesan School Board, Regional School Boards and Local School Boards. This will be done in such a way that does not expand the number of meetings, but truly enhances communication and collaboration. It may mean local boards meet two or three times a year; regional boards meet four or five times a year and the Diocesan School Board meets four to six times a year. It is envisioned that there be representatives of the regional boards on the Diocesan Board to ensure good communication, planning and the implementation of *Charting the Future*.

2. The “Governance Review Committee” will study how school governance is handled in other dioceses, consult with the Bishop and appropriate canon and civil lawyers as they design the governance structures for the Catholic Schools.
3. The “Governance Review Committee” will study how and where the Diocesan Catholic High School Governance aligns with the newly proposed structures and make adjustments where viable.

Short Term (January 1, 2007 – June 30, 2008)

1. The “Governance Review Committee” will establish a timeline and tasks to be accomplished to implement the new collaborative models and governance for each region, in collaboration with regional leadership.
2. The Bishop will approve all governance models and by-laws.
3. The “Governance Review Committee” will ensure that good communication consistently happens throughout the change process.
4. The “Governance Review Committee” will be in regular communication with the appropriate parish councils to ensure support and assistance where needed.

Long Term (July 1, 2008 – June 30, 2011)

1. The “Governance Review Committee” will monitor the progress of implementing the new models for the region, ensure on-going communication with all parties, both internal and external to the process, and surface leadership for new governance structures.
2. The “Governance Review Committee” will ensure that the new governance structures are in place and that formation has taken place for the new leadership.

Resources

“Governance and Administration,” Patricia M. Kelleher, *Catholic Schools Still Make a Difference: Ten Years of Research 1991-2000*,” edited by Thomas Hunt, Ellis Joseph, Ronald Nizzo, NCEA, 2002

“Odyssey of St. Vincent de Paul School Board,” Stella Simpson, *Momentum*, November/December 2004

“School Boards Provide Leadership for the Future,” Regina Haney, *Momentum*, April/May 2004

Best Practices

1. Archdiocese of Chicago

Topic Area: New Governance Structures

Source: A helpful resource is *Genesis, A New Beginning for Catholic Schools* from the Archdiocese of Chicago, Office of Catholic Schools, www.archchicago.org

Summary

Genesis, issued by the Archdiocese of Chicago in September 2005, is the result of two years of research. The plan includes “new directions and ongoing goals that will help modify school governance, improve instruction, strengthen curriculum, increase professional development for faculty and administrators and utilize networks of educators and other constituencies.”

Situations where this Best Practice may be appropriate

In planning for long-term vitality of the schools the plan suggests goals dealing with stewardship, fiscal management, financial challenges, governance, area schools and consortiums of schools, as well as marketing and leadership. While the Archdiocese of Chicago is very different than the Diocese of Manchester, the governance ideas are worth consideration in planning for the future of Catholic Schools in Manchester.

Other Comments

The entire *Genesis* plan projects a solid future for Catholic Schools in the Archdiocese of Chicago, if the proposed goals are met.

2. Diocese of Grand Rapids, Michigan

Topic Area: New Governance Structures

Source: A helpful resource is *New Vision for School Governance* from the Diocese of Grand Rapids issued in April of 2003,
www.dioceseofgrandrapids.org/schools/vision.html

Summary

New Vision for School Governance is the result of a strategic planning process that began in 1999. It was implemented in 2001. It soon became apparent that the governance part of it needed to be enacted upon for the rest of the plan to be effective. A “Governance Task Force” developed 14 recommendations for the governance of schools in the Diocese. These recommendations met with the Bishop’s approval and helped frame a vision for Catholic School education in the Diocese. Key features included a collaborative model for management and financial support, availability (including services for special needs children), affordability, efficiency, effectiveness, collaboration and roles of the pastor, school board, Superintendent, etc.

Situations where this Best Practice may be appropriate

The part of the plan which may be advantageous for the Diocese of Manchester to consider is the governance structure which calls for Regional Education Councils where pastors develop collaborative agreements for the standardizations of financial responsibilities within the region. Through the use of committees and the process of consensus, the regional councils would determine the educational needs of the region and decide the best way of providing the needed resources.

The Regional Education Councils consist of pastors and lay representatives from the parishes. Membership on the Diocesan Board of Education comes from the regional councils with the Bishop’s approval.

Other Comments

The educational and pastoral leadership of the Diocese of Manchester may wish to consider the regional educational councils or regional school boards. Depending upon how the regional councils are structured, marketing, fund development and supporting the over-all quality of the schools could certainly be within the purview of a regional council. The by-laws for the Regional Councils are available on the Diocese of Grand Rapids website.

PUBLIC RELATIONS MARKETING RECRUITMENT



**Charting the Future
in Challenging Times**

PUBLIC RELATIONS/MARKETING/RECRUITMENT

MARKETING

The educational and pastoral leadership of the Diocese of Manchester is to be commended for initiating *Charting the Future in Challenging Times*. The initiative is based on the desire to make schools available, accessible and affordable to all who seek a Catholic School education. Marketing, recruitment and public relations are an integral part of any successful plan for the future of Catholic Schools. In *Renewing Our Commitment*, the Bishops commend dioceses for their marketing efforts.

Accessibility

As previously stated, the Bishops of the United States along with Bishop McCormack and the Diocesan School Board have a goal of making Catholic Schools accessible to all who desire a Catholic School education. Accessibility refers to something within reach. The term is used to focus primarily on geography. Accessibility also includes serving the underserved and all parishes. Distance (Internet) Learning can conceivably make a Catholic School education more accessible.

Recruitment

Besides the challenge of making Catholic Schools accessible to all who desire them, there is another important challenge: recruiting students to participate in the Catholic Schools.

Recruitment and marketing are two sides of the same coin. Marketing assesses the needs of families of school-aged children. It helps identify what they are looking for in the education of their children. Once this has been established and schools or Distance Learning methods have been planned then recruitment strategies need to be employed.

The building blocks for a successful recruitment plan include but are not limited to the following:

- Research and planning
- Leadership development of staff and volunteers
- Identification of prospective students
- Public relations and advertising
- Development of promotional materials
- Development of an interactive web site which includes “virtual tours” of Catholic Schools; the web site should also have a regional focus
- Cultivation of families of prospective students
- Events and special programs for the community at large, including prospective students
- Registration including the request for financial assistance, if appropriate
- Retention of students including a mentoring program for students and their families, as well as exit interviews and “climate studies”

Successful plans also include “branding.” A brand is a recognizable mark or symbol. The brand carries an image or visible symbol which indicates the distinctiveness of the Catholic Schools in New Hampshire.

To accompany the brand one needs a positioning statement such as “Catholic Schools exist as the most effective way to develop Catholic leaders for the future because our young students learn how to think and live as Christ did” or “Catholic Schools exist to educate their students to build a better world based on Gospel values.” Powerful mission, values and vision statements can be used effectively in marketing campaigns.

Through research and working with experts in the marketing and communications field, many dioceses have developed effective brands, positioning statements and recruitment plans.

It should be noted that a marketing plan needs to include more than parents of potential students. It needs to be segmented to include pastors, civic leaders, the business community, and alumni.

Marketing, recruitment and public relations are all areas which contribute to availability, accessibility and affordability, along with Catholic identity. With a good marketing and recruitment plan enrollments will increase. With increased enrollments there should be less need for increases in tuition. Therefore the schools will be more affordable. With more students and better marketing and public relations more people will know about the value of the schools and the securing of third party funding should be easier to obtain. A good marketing program will also address the civic community. The more confidence a community has in Catholic Schools, the more likely the leaders are to promote the schools.

Participant Comments

Over and over again we heard at the Listening Sessions how important marketing and public relations were to the schools. A representative sample of comments from the Listening Sessions includes:

- We need to do better public relations and advertise more
- Have exciting web sites
- Centralize; media savvy marketing
- Revitalize Catholic Schools Week
- Have an annual campaign and new ways of marketing
- Marketing from the pulpit is essential!
- Network regional development/marketing directors with the Diocesan Director
- Work toward a common Diocesan Catholic School identity to allow more system-wide adaptability
- Have Catholic School buttons, tee shirts to be worn all year round
- Provide diocesan-wide marketing techniques to present a united front
- Provide a marketing plan from the Catholic Schools Office to promote us

Emerging Questions

1. How can there be a unified voice within the Catholic School community regarding all the good news of Catholic Schools?
2. What are specific local, regional and diocesan actions that can contribute to positive public relations regarding Catholic Schools?
3. What new initiatives will ensure that the recruitment and retention of students is a high priority for the next five years?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

The Director of Marketing and Development will work with regional leadership to establish Marketing and Recruitment Committees.

Short Term (January 1, 2007 – June 30, 2008)

1. The Director of Marketing and Development and the Director of Communication will establish a funding mechanism for diocesan media campaigns for Catholic Schools.
2. The Director of Marketing and Development will work with regional committees to establish recruitment goals for each region.
3. The Director of Marketing and Development will oversee the use of “climate surveys” and exit interviews to strengthen student retention.

Long Term (July 1, 2008 – June 30, 2011)

The Director of Marketing and Development will assess the viability of regions hiring Marketing Directors for the region to work in collaboration with the Diocesan Director.

Resources

“School Ambassadors Become Marketing Marvels,” Terry Burnes Edelman, *Momentum*, September/October 2005

Best Practice

Topic Area: Marketing and Recruitment

Source: Archdiocese of Milwaukee web site: www.archmil.org (Click on “About Us” “Our Departments” “Communication Services” “Resources” “Schools Marketing Items”)

Summary

This website has guides and examples of marketing resources and plans. Newsletters and radio ads are also available. The Archdiocese of Milwaukee has one of the most comprehensive Catholic School marketing resources in the country and they are willing to share their materials. The Recruitment Guide is particularly beneficial.

Situations where this Best Practice may be appropriate

The structure and materials provided in the marketing guide may be used easily by any Catholic School whether they have marketing expertise or not. There is enough detail to help all schools be successful.

FINANCING CATHOLIC SCHOOLS



FINANCING CATHOLIC SCHOOLS

Affordability and how Catholic Schools are funded are two of the key challenges for the 21st century. The educational and pastoral leadership of the Diocese of Manchester call on administrators, faculties, parishes and parents to assist in keeping Catholic Schools affordable. The Diocese of Manchester values Catholic Schools being available to as many families as possible, no matter what their income status. Tuition assistance is an integral component to affordability.

The educational and pastoral leadership of the Diocese of Manchester have worked very hard for many years on issues related to the financing of Catholic Schools. The current Diocesan Support Policy was first established in 1998 and reviewed in 2002. This policy, which commits every parish to the financial support of Catholic Schools, describes the Catholic School Assessment Mechanism as follows:

It is current diocesan policy that every parish in the Diocese will support Catholic Schools. Each parish is assessed a percent of its assessable income. Parish assessments for schools are billed monthly and incorporated into the Diocesan monthly statement and payments are sent to the Diocese. The Diocese distributes these funds to the elementary and junior high schools using a formula that insures a fair disbursement. There are currently five categories of assessments. The diocesan elementary and junior high schools use these funds to provide a discounted (supported) tuition rate to parents that meet the eligibility requirements determined by the Pastor. The average per student discount is \$400.00 - \$500.00. The Catholic Schools Assessment does not provide funding for the diocesan high schools or private elementary schools.

FIVE CATEGORIES OF PARISH ASSESSMENTS

- (a) **Parish with a School:** A parish with a school will be assessed at 15% of its assessable income.
- (b) **Host Parish of a Regional School:** A host parish of a regional school will be assessed at 10% of its assessable income.
- (c) **Accessible Parish:** An accessible parish will be assessed at 4.5% of its assessable income. An accessible parish can be defined as a parish that has access to a Catholic School. A parish within a 10 mile radius of a Catholic School is considered accessible.
- (d) **Non-Accessible Parish:** A non-accessible parish will be assessed at 2.5% of its assessable income. A non-accessible parish is a parish that does not have a reasonable access to a Catholic School.
- (e) **Flat Rate:** A parish that is presently contributing more to Catholic Schools than the fixed rate of its above grouping will experience a cap on its present contribution to Catholic Schools of 75%. This rate was taken from the contributions toward Catholic Schools listed in the 1995-1996 parish financial reports. A flat rate parish will be moved into its appropriate tier once its flat rate assessment is equal to or greater than its appropriate assessment tier.

Almost \$2,000,000 is raised by the Catholic School Assessment Program, yet many challenges still remain. Some pastors have concerns about the fairness of the assessment categories. A task force has been formed to review the support policy and will present its recommendations to Bishop McCormack. A final decision is anticipated from Bishop McCormack by late 2006. Implementation is envisioned in July 2007.

The Annual Catholic Schools Collection taken up during Catholic Schools Week (CSW) is retained by the parishes and used to pay their monthly Catholic School assessment.

The Future of Our Faith Fund, begun in an earlier capital campaign, has four separate divisions. One is a Catholic School Education Endowment Fund, which has been used to support Catholic Schools and part of which has been utilized for religious education in parishes.

Increasing costs of Catholic School education, especially adequate and just compensation, are easier to cover when enrollments are expanding. However, during times of declining enrollment like the present reality, it is very difficult to manage the costs.

Many people are calling for augmenting or establishing new ways of generating increased funding for Catholic Schools. Funding comes from three primary sources – tuition, subsidy from the parish or diocese, and third source funding. This form of funding for Catholic Schools covers the many ways of raising monies beyond tuition to support the educational programs. Such efforts often include annual fund appeals, auctions, dinners, the development of alumni associations, corporate giving, and various other ways of raising money. A number of people have also expressed interest in creating a new Catholic School Endowment Fund to support and secure the future of Catholic School education. These funds would be dedicated for:

- Schools in need – including capital needs
- Scholarships and tuition assistance
- Principal and teacher development
- Other special initiatives.

Another reality to address is that some Catholic Schools in the Central Region are competing for the same students and teachers and in some cases this is based on tuition and salary levels. Regional and diocesan cooperation between and among Catholic Schools would maximize buying power, reduce expenses and increase capacity for needed marketing and development initiatives.

In 2003 a study done by Meitler and Associates examined four models of funding used by Catholic Schools: stewardship, cost-based tuition and need-based financial aid; negotiated tuition and the traditional subsidy-based model. The traditional model is by far the one most used. According to the research, however, it does not provide a long-term solution. Costs continue to rise and parishes have limited resources which they can put into Catholic Schools. A growing trend in some dioceses is to recommend moving away from the traditional model to funding Catholic Schools by incorporating the cost-based/need-based approach. The underlying premise of this model is that those with the means should pay the actual cost of education. Given the Church's preferential option for the poor, the primary focus for all tuition assistance should be on families who have a demonstrated need.

Tuition Assistance for Low Income Families

The Bishops, in *Renewing our Commitment*, advocate for providing Catholic Schools for the poor and disadvantaged:

Catholic schools are often the Church's most effective contribution to those families who are poor and disadvantaged, especially in poor inner city neighborhoods and rural areas. Catholic schools cultivate healthy interaction among the increasingly diverse populations of our society. In cities and rural areas, Catholic schools are often the only opportunity for economically disadvantaged young people to receive an education of quality that speaks to the development of the whole person. As we continue to address the many and varied needs of our nation's new immigrant population, the Church and its schools are often among the few institutions providing immigrants and newcomers with a sense of welcome, dignity, community, and connection with their spiritual roots.

Our Catholic schools have produced countless numbers of well-educated and moral citizens who are leaders in our civic and ecclesial communities. We must work with all parents so they have the choice of an education that no other school can supply—excellent academics imparted in the context of Catholic teaching and practice.

The Bishops acknowledge:

While we have made progress in opening offices for development, endowments, marketing and institutional advancement, we must expand these efforts on both the diocesan and local levels. If we are to respond to the need for more Catholic schools we must seek innovative ways including the use of tax free bonds, to finance them and to maintain those that currently exist. The programs will allow our Catholic schools to maintain quality programs, hire quality staff, and attract more students. We will need to utilize the collective wisdom of the members of our Church and the society in which we live if we are to be successful in this effort. We need to remind the business and civic communities of the contributions made by graduates of Catholic schools who help to build the success of these enterprises. Diocesan and school leaders should continue actively to pursue financial support from the business and civic communities.

From the Bishops' point of view, greater efforts need to be made both locally and at the diocesan level to secure funding from the business and civic communities for the Catholic Schools of the future. Some of these funds need to be restricted to subsidize the tuition for low income families, some of whom may be new immigrants or refugees.

Participant Comments

At the Listening Sessions we heard many comments relating to financing of Catholic Schools. A representative sample of comments from the Listening Sessions includes:

- Offer Catholic School education to all who want it
- That it would become financially feasible for every child who is Catholic to have the ability to attend a Catholic School
- School tuition will be affordable for all who desire to enroll
- Ability to draw highly qualified staff with competitive benefits and salaries

- More affordable to more students
- Accessible to everyone - (financially)
- Establish a development office
- Affordable – not elitist; Available; Accessible
- Greater resources for tuition, diocesan support, faculty & staff, salaries, benefits
- High school tuition impacts elementary schools
- Upgrade technology and physical plant

Emerging Questions

1. What are two or three strategies the educational leadership of the Diocese of Manchester can employ to access public dollars to help subsidize Catholic Schools?
2. How soon can the revised Diocesan Support Policy be implemented to address present concerns, while simultaneously increasing pastor and priest support?
3. What funds from the Future of the Faith Fund can be allocated to support Catholic Schools on an annual basis?
4. What new sources of revenue can be raised to secure the future of Catholic School education?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. The Bishop, the Superintendent/Associate Superintendent and the Finance Officer will promote the development of a plan for raising significant funds to ensure the availability, accessibility and affordability of high quality Catholic Schools both now and in the future.
2. The Diocesan Finance Office, in collaboration with the Catholic Schools Office, will work with local parish/school business managers to implement a process for “buying in bulk” to conserve resources.

Short Term (January 1, 2007 – June 30, 2008)

1. Pastors and Principals will implement the revised Diocesan Support Policy for Catholic Schools.
2. The Bishop will establish a new Catholic School Endowment Fund as part of the Catholic Foundation for the Diocese of Manchester.
3. The Superintendent and the Finance Officer will establish a fund to increase the number of low income families, new immigrants or refugees, and others in need to be able to access a Catholic School education.

Long Term (July 1, 2008 – June 30, 2011)

The Bishop, the Superintendent and Finance Officer will evaluate progress and modify the funding of Catholic Schools as appropriate.

Resources

Gelo, Gary and Meitler, Neal (June 2003) *Catholic elementary school funding models: One size does not fit all*, Meitler Consultants, Inc. Hales Corners, WI

“Maintaining the Status Quo Won’t Pay the Bills,” David Byrnes, *Momentum*, April/May 2004
“Archdiocese of Chicago Adopts Tuition Covenant—Cost-Based Tuition/Needs-Based Assistance,” *Momentum*, February/March 2003

Diocese of Greensburg

<http://www1.dioceseofgreensburg.org>

Action Institute, for the Study of Religion and Liberty

“Taxes and Tuition: Families Squeezed by Rising Costs of Religious Education”

<http://www.action.org>

St. John the Baptist School

<http://www.sjbelementary.org/COST-BASED-TUITION-SJB.PPS>

FACTS: Cost-based Tuition/Need-based Tuition Aid

<http://www.factsmgt.com>

“Catholic School-State University Cooperation Called Philanthropic Phenomenon,” Jackie Cavilia Allen, *Momentum* February/March 2005

“Finance and Development,” Theodore J. Wallace *Catholic Schools Still Make a Difference: Ten Years of Research 1991-2000*, NCEA, 2002

SALARIES AND BENEFITS

“A just wage is the legitimate fruit of work. To refuse or withhold it can be a grave injustice.” (Catechism of the Catholic Church #2434)

“Catholic Schools will be staffed by highly qualified administrators and teachers who would receive just wages and benefits, as we expressed in our pastoral letter, *Economic Justice for All*.” This is one of four major goals set out in the United States Catholic Conference of Bishops pastoral, “*Renewing Our Commitment*.” In the same document the Bishops note that 95% of the administrators and teachers in our Catholic Schools are lay people.

Unfortunately, there is not one salary scale that can be called a “just wage.” But there are ways to examine salaries and compare them with other salaries for similar work. The following is a comparison of clustered salaries in regions of the Diocese of Manchester and regions in the public schools in New Hampshire. The median teacher salaries for 2004-05 for elementary, junior high and secondary schools in the Diocese were compared to the average salaries for 2004-05 in the New Hampshire public schools in the cities where there are Catholic Schools. (The public school salaries were clustered by cities in the same region as the Catholic Schools.)

Region	Average of Median Salaries for Elementary and Secondary Schools in the Diocese	Average Salary in the Public Schools in the Cities in the Region where there are Catholic Schools	Percentage of Difference
Northern	\$28,058	\$43,526	64%
Southern	\$26,827	\$43,777	61%
Western	\$26,520	\$42,992	62%
Seacoast	\$30,834	\$46,125	67%
Central	\$29,229	\$40,691	72%

In studying the data provided by the Catholic Schools Office of the Diocese of Manchester, we are aware that the schools do not offer similar benefits across the board. While some schools offer health, retirement, dental, disability and life insurance, some only offer health.

Stories of young teachers coming to Catholic Schools, getting some good teaching experience and then leaving to go to the public schools because they had college loans to pay off, needed better benefits, and wanted to know they would be able to retire with income are common among principals of the New Hampshire Catholic Schools. To maintain a solid quality Catholic School system the salary and benefit packages must be addressed.

Participant Comments

At the Listening Sessions we heard many comments relating to financing of Catholic Schools. A representative sample of comments from the Listening Sessions includes:

- Salary structure that is competitive and uniform with levels of increase for experience, education and training
- Qualified well-trained teachers, better paid with ongoing education
- Free tuition or reduced tuition for the children of Catholic School teachers
- Teachers need to be fairly compensated
- Every year we are losing good teachers for financial reasons
- Examine teachers' benefits
- Fair competitive wages for teachers
- Adequate compensation and more staff development for teachers
- Just-salaried teachers with retirement system
- Increase faculty development, compensation and retirement benefits

Emerging Questions

1. The Bishops state that “The Catholic community must not ignore the reality of inadequate salaries, which often require these individuals (teachers and administrators) to seek supplemental employment (*Lay Catholics*, no. 27) to meet living expenses and expenses due to limited or non-existent health care and retirement benefits.” How can the pastoral and educational leadership in the Diocese of Manchester keep Catholic Schools affordable and at the same time provide just wage and benefit packages for staff, teachers and administrators?
2. Given the uneven distribution of benefits in the diocesan schools currently and the reality that justice issues involve more than salaries (health insurance, disability insurance, life insurance and pension benefits), how can the educational and pastoral leadership in conversation with the Finance Office of the Diocese of Manchester assist in the development of a compensation plan which will be fair, and still be affordable?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. Pastors, principals, finance committees and school boards will analyze where their teachers, support staff and principal's salaries are compared to the local public school scales.
2. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, support staff and principals in manageable increments to at least 75% of the local Public Schools over the next three years.
3. Pastors, principals, finance committees and school boards will develop a plan to subsidize the tuition of low income families so they can attend a Catholic School.

Short Term (January 1, 2007 – June 30, 2008)

1. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, principals and support staff in manageable increments to at least 85% of the public schools over the next six years.
2. Pastors, principals, finance committees and school boards will establish or reinforce policies whereby all schools offer group health insurance to their school employees and their families.
3. Pastors, principals, finance committees and school boards will establish an interim policy that children of staff working in Catholic Schools get reduced tuition for their children who attend Catholic Schools until salaries reach at least 85% of the public schools.

Long Term (July 1, 2008 – June 30, 2011)

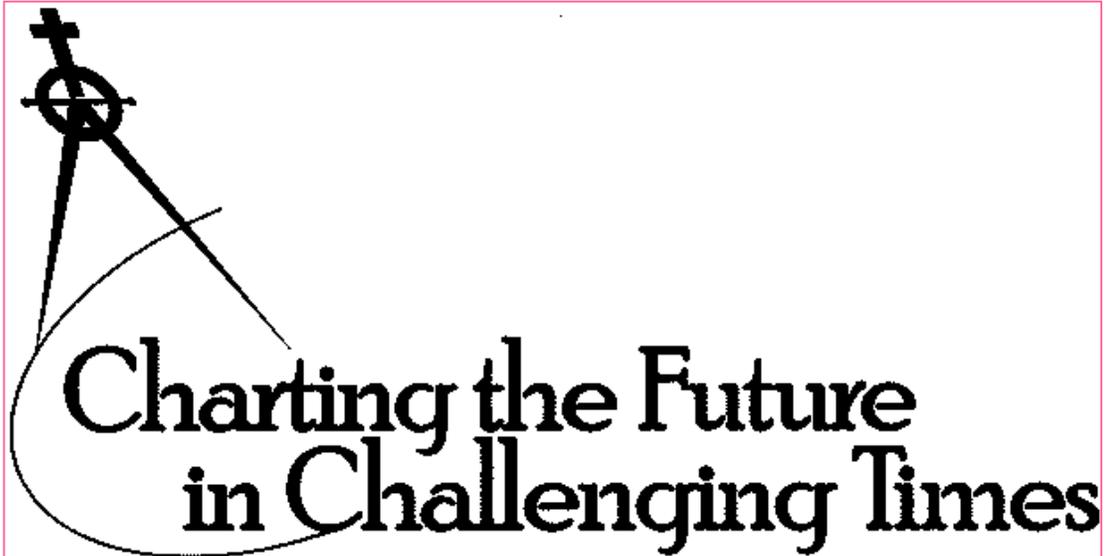
1. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office, will establish a policy that all employees of Catholic Schools receive the benefit of a retirement plan.
2. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office and the support of the Bishop, in light of Church teaching on just salaries, will promote, encourage and support schools moving toward parity with local Public School salaries in order to ensure high quality administrators and teachers in Catholic Schools for the future.

Resources

"The Just Wage: A Theoretical Framework and Practical Applications" published by National Association of Church Personal Administrators (NACPA)

"Working Toward a Holistic Compensation Model," *Momentum*, NCEA, March 2003

REGIONAL RECOMMENDATIONS



REGIONAL RECOMMENDATIONS
CENTRAL REGION

The Central Region is comprised of four elementary schools, one regional Junior High School and one Senior High School, all located in the city of Manchester.

SCHOOL	CONFIGURATION	PRINCIPALS
St. Anthony School, Manchester	K – 6	Carl Sabo
St. Benedict Academy, Manchester	K - 6	Sr. Maria Rosa
St. Casimir School, Manchester	K – 8	Sr. Lawrence Lojko
St. Catherine School, Manchester	Pre K – 6	Sr. Janet Belcourt
St. Joseph Jr. High School, Manchester	7 – 8	Sr. Barbara McLean
Trinity High School, Manchester		Denis Mailloux

Two Listening Sessions were held in the Fall in the Central Region, one during the day and one in the evening in Manchester. One Focus Group Session of parents with children who do not attend Catholic Schools was held in the evening in Bedford.

In March of 2006 another meeting was held with the leadership of the Central Schools. Feedback was given on the Second Draft of *Charting the Future* and suggestions were given regarding the collaborative models for the future.

We commend principals and pastors for their hard work and strong leadership. The clear commitment of faculty, staff and parents, the attention given to fostering community and a disciplined, safe learning environment and high academic and moral standards are serving school families well.

Participant Comments

At the Listening Sessions in October 2005 we heard about the need to share resources and consolidate our learning activities. A representative sample of comments from the Listening Sessions includes:

- Our schools provide an opportunity for students to experience a “full” learning environment that is not restricted to academics, yet provides academic excellence
- A sense of community and family and teamwork with family/school in achieving goals
- Regular and consistent way of imparting the faith to all children
- Consolidate resources without jeopardizing value and mission
- The buildings need to be repaired and updated
- Use public school model: merge some elementary schools and make St. Joe’s 6-7-8
- Provide opportunities with facilitators for increased communication among our schools
- Create a network for regional development and marketing
- Think unity

- A continuum of students - even if it means closing or restructuring the present schools - system (e.g. K-5, 6-7-8, high school)

A representative sample of comments we heard in March of 2006 for the future of Catholic Schools in the Central Region includes:

- Let us be sure that we are serving our Catholic families and being respectful to all others
- We need to be able to differentiate what makes Catholic schools unique by stressing that we offer a unique approach integrating faith, discipline and academics - market our schools in this way
- Collaboration with other schools would be great for the schools
- Better salaries/benefits to help recruit/maintain quality principals/teachers/staff
- Marketing plans need to be regional
- Vibrancy of school/church (parish)
- Actively target donors in parishes
- Region needs a steering committee to determine top10 problems, meet with principals on collaborative basis to come up with a solution.
Then steering committee drives the solution.

Emerging Questions

1. Would Catholic students, families and parishes be better served by merging the existing four elementary schools into three regional schools?
2. How can each school make itself accessible and affordable for new immigrant families?
3. Should St. Joseph Junior High School convert to the middle school format?
4. How can Trinity High School work more closely with the elementary and junior high school?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. Each school will convene a season of study and reflection on the final *Charting the Future* Plan among principals and pastors, faculty and staff, parents and parish leaders.
2. The Superintendent/Associate Superintendent will convene the pastors, principals and local school boards to guide them in beginning to form a Cooperative Model which when fully operative would address the following issues:
 - Curriculum Coordination
 - Marketing
 - Development
 - Sharing of resources, where feasible
 - Planning some joint teacher professional development days
 - Planning retreats where appropriate
 - Looking at innovative ways to provide a Catholic education to those not currently being served
3. Develop a common tuition structure that promotes outreach to new immigrants through need-based tuition assistance.

4. Form a joint marketing committee representative of all six schools with the goal of increasing enrollments by no less than 5% for the next three years in each elementary school.
5. The principals of St. Anthony, St. Benedict and St. Casimir Schools will explore the feasibility of offering pre-school classes for three year olds and four year olds.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent/Associate Superintendent will monitor the development of the Cooperative Model, begin to adopt the Partnership Model as appropriate, and provide any needed in-services to ensure its success.
2. The Superintendent/Associate Superintendent will ensure the leadership of the schools in the Central Region will have access to and make use of diocesan resources especially those related to marketing, development and staff in-services.
3. The Superintendent/Associate Superintendent will ensure diocesan resources for the evaluation of all buildings of each school in the Central Region in order to support the local leadership in developing immediate and long-term plans to address facilities issues.
4. Local leadership (pastors, principals and school boards) under the guidance of the Superintendent/Associate Superintendent will begin to explore adopting the Geographic Model for the Central Region.

Long Term (July 1, 2008 – June 30, 2011)

Local leadership (pastors, principals and school boards) under the guidance of the Superintendent/Associate Superintendent will establish the Geographic System Model and provide any necessary support to ensure its success. The Geographic Model would include such things as:

- Common governance structure
- Common tuition at the elementary school level
- Common salary scales
- K-12 curriculum
- Shared administrative staff where feasible, e.g. business manager, etc.

NORTHERN REGION

The Northern Region is comprised of three elementary schools and one high school. Elementary schools are in Laconia, Concord, and Berlin. Bishop Brady High School is in Concord. Claremont was a member of this region, but has since switched to the Western Region.

SCHOOL	CONFIGURATION	PRINCIPALS
St. Michael, Berlin	Pre K – 6	Karen Wood
St. John, Concord	K – 8	Sr. Irene Turgeon
Holy Trinity, Laconia	K – 8	Jack Fortier
Bishop Brady, Concord		Jean Barker

Three different Listening Sessions were held in the Fall of 2005 in the Northern Region. Two were held in Laconia—one during the day and one in the evening. One was held in the evening in Berlin. One Focus Group Session of parents with children who do not attend Catholic Schools was held during the day in Concord.

In March of 2006 another meeting was held with the leadership of the Northern Schools. Feedback was given on the Second Draft of *Charting the Future* and suggestions were given regarding the collaborative models for the future.

The Northern Region is to be commended for the strengths articulated at the Listening Sessions including promoting an ethic of service and selflessness, embracing diversity while maintaining the unity of mission, preparing children for life, not just the next step in education, dedicated teachers and administrators. The Northern Region enjoys the reputation of “Catholic Schools produce great people.” People recognized the high quality of religious education and academics. The small size of the classes was seen as an advantage for individualized instruction.

Participant Comments

At the Listening Sessions in October 2005 we heard suggestions for the future of Catholic Schools in the Northern Region: A representative sample of comments from the Listening Sessions includes:

- Increase enrollment
- We need renewed commitment from pastors for Catholic Schools
- We need physical resources like computers
- Define student outcomes
- Create alumni associations
- Have regional marketing director
- Share resources
- Improve facilities
- Work with homeschoolers where possible
- Open a small cooperative Northern Regional High School in Laconia or northward
- Have special education classes

A representative sample of comments we heard in March of 2006 for the future of Catholic Schools in the Northern Region includes:

- We need to share resources
- We need to help all schools prosper and grow
- We do not want a system model
- We need a cooperative effort
- Geography will hinder some possibilities
- We could work on marketing and fundraising on a regional or diocesan level
- We could do joint professional development
- Have annual board meeting of all boards to plan together

Emerging Questions/Issues

1. How can Catholic Schools thrive in the Northern Region given the diminishing enrollment?
2. Are there “non-traditional” models of effective education which might better serve the Northern Region of the Diocese?
3. Is there a sufficient spirit of cooperation which can overcome parochialism and forge ahead to create new ways to provide Catholic School education by sharing resources and avoiding unnecessary duplication?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

The Superintendent/Associate Superintendent will convene the pastors, principals and local school boards to guide them in beginning to form a Cooperative Model which when fully operative would address the following issues:

- Marketing to stabilize enrollment
- Development securing additional third source funding
- Sharing of Resources (while acknowledging geographic limitations)
- Planning some joint teacher professional development days
- Planning retreats where appropriate
- Looking at innovative ways to provide a Catholic education to those not currently being served

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent/Associate Superintendent will monitor the development of the Cooperative Model and provide any needed in-services to ensure its success.
2. The Superintendent/Associate Superintendent will ensure the leadership of the schools in the Northern Region will have access to and make use of diocesan resources especially those related to marketing, development and staff in-services.
3. Local leadership (pastors, principals and school boards) under the guidance of the Superintendent/Associate Superintendent will begin to explore the Partnership Model between Bishop Brady High School, Trinity in Laconia and St. John in Concord while at the same time working with St. Michael’s in Berlin as a cooperative partner. The Partnership Model would consider such things as:
 - Marketing to increase enrollment by 10%

- Begin to move toward common tuition at the elementary school level
- Begin to move toward common salary scales
- K-12 Curriculum

Long Term (July 1, 2008 – June 30, 2011)

Local leadership (pastors, principals and school boards) under the guidance of the Superintendent/Associate Superintendent will begin to explore the Geographic System Model between Bishop Brady High School, Trinity in Laconia and St. John in Concord while at the same time working with St. Michael's in Berlin as a cooperative partner. The Geographic System Model would consider such things as:

- Common governance structure
- Shared administrative staff where feasible, e.g. business manager, etc.

SEACOAST REGION

The Seacoast Region is comprised of four elementary schools and one high school. These are: Sacred Heart School, Hampton; St. Elizabeth Seton School, Rochester; St. Mary Academy, Dover; St. Patrick School, Portsmouth; and St. Thomas Aquinas High School, Dover.

SCHOOL	CONFIGURATION	PRINCIPALS
Sacred Heart School, Hampton	Pre K – 8	Sr. Mary Joan Walsh, OLL
St. Elizabeth Seton School, Rochester	K - 8	Suzanne Boutin
St. Mary Academy, Dover	Pre K – 8	Rosemary Reese
St. Patrick School, Portsmouth	K - 8	Sr. Mary Joan Walsh, OLL (interim)
St. Thomas Aquinas High School, Dover		Mr. Jeff Quinn

Two different Listening Sessions were held in the Fall of 2005 in Somersworth for the Seacoast Region—one during the day and one in the evening.

In March of 2006 another meeting was held with the leadership of Seacoast schools. Feedback was given on the Second Draft of *Charting the Future* and suggestions were given regarding the collaborative models for the future for this region.

We commend the principals, faculty, staff, pastors, board members and parents of the Seacoast Region for their faith, hard work, strong leadership and for their dedication to the mission of Catholic education.

Participant Comments

At the Listening Sessions in October 2005 we heard many comments and suggestions for Catholic Schools in the Seacoast Region. A representative sample of comments from the Listening Sessions includes:

- Provide a Catholic High School option that is affordable to everyone who would like one
- Have qualified, well trained teachers, who are better paid, offer ongoing learning
- Get parishes on board for Catholic Schools. Not us against them
- Actively seek out large sponsors (e.g. individuals, companies)
- Educate community on the cost of doing business
- Provide modern and improved facilities
- Seacoast schools need to work together i.e. academically, curriculum, etc.)
- Need to raise funds/support professionally – bake sales, calendars and raffles won’t do in the 21st century
- Begin a diocesan-wide planned giving program modeled on national organizations with local affiliates...
- Provide free tuition or reduced tuition for Catholic school teachers who are full time

A representative sample of comments we heard in March of 2006 for the future of Catholic Schools in the Seacoast Region includes:

- We don't talk to each other at a deep level
- Need to publicize our best stories
- A concern that we cannot meet the need of special education students
- The need to establish need-based tuition assistance and cost- based tuition rates
- The aging of our buildings is a reality and an immediate need to be addressed
- Would a regional Catholic middle school help keep families in Catholic Schools?
- We must answer the very large question of special education and vocational education at the high school level

Emerging Questions

1. What are some practical steps that can be taken to enhance communication and collaboration among the Catholic Schools of the Seacoast Region?
2. How will the Seacoast Region stem the dramatic drop-out rate of students after 4th grade?
3. How might the marketing and development of Catholic Schools in the region be strengthened by joint efforts to increase enrollment in each of the elementary schools?
4. How can a Catholic Education at the high school level become more affordable?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond initial suggested time frame.

Immediate (July 1, 2006 – December 31, 2006)

1. Each school will convene a season of study and reflection on the final *Charting the Future* Plan among principals and pastors, faculty and staff, parents and parish leaders.
2. The Superintendent/Associate Superintendent will convene the pastors, principals and local school boards to guide them in formalizing a Cooperative Model for the region, which when fully operative would address the following issues:
 - Curriculum coordination
 - Marketing
 - Technology development
 - Joint teacher professional development days
 - Joint parent education opportunities
 - Joint retreats and other opportunities to strengthen the spiritual development of students
 - Looking at innovative ways to provide a Catholic education to those not currently being served (students with special needs, high school students who are not college-bound, etc.)
 - Form a solid alliance with the business community in the Seacoast region to explore options to make Catholic Education more affordable to all.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent/Associate Superintendent will monitor the development of the Cooperative Model and provide any needed in-service training for local school boards, principals, pastors and teachers to ensure its success.

2. The Superintendent/Associate Superintendent will ensure diocesan resources for the evaluation of all buildings of each school in the Seacoast Region in order to support the local leadership in developing immediate and long-term plans to address facilities issues.
3. The Superintendent/Associate Superintendent will initiate a process of region-wide dialogue and discernment of the feasibility of a Catholic middle school in the Seacoast Region.

Long Term (July 1, 2008 – June 30, 2011)

Local leadership (pastors, principals and school boards) under the guidance of the Superintendent/Associate Superintendent will begin to explore the Partnership Model between the four elementary schools. The Partnership Model would consider such things as:

- a. Common tuition structures
- b. Common salary scales
- c. Special education
- d. K-12 curriculum

SOUTHERN REGION

The Southern Region is comprised of seven schools in the towns of Derry, Litchfield, Nashua, Pelham, and Salem. Nashua has three Catholic Schools (including one junior high), and each of the other towns has one. The schools, configurations and principals are as follows.

SCHOOL	CONFIGURATION	PRINCIPALS
St. Joseph Regional School, Salem	1-8: K & Pre-K (Parish Only)	Pauline Boulanger
St. Patrick School, Pelham	K-8: Looking at Pre-K	Roger Dumont
Infant Jesus School, Nashua	K-6	Sr. Marie Henault
Nashua Catholic Regional Jr. High School, Nashua	7-8	Sandra Clay-Hillyard
St. Francis School, Litchfield	K-6	Susan Hogan
St. Christopher School, Nashua	Pre K-6	Luane Nugent
St. Thomas Aquinas School, Derry	K-8: Looking at Pre-K	Lena Vitagliano

Listening Sessions were held in the Fall 2005 in the Southern Region in Manchester.

In March of 2006 another meeting was held with the leadership of the Southern Schools. Feedback was given on the Second Draft of *Charting the Future* and suggestions were given regarding the collaborative models for the future.

Principals are providing effective leadership for the schools and work well together. They also work hard in supporting parents who are the primary educators of their children. Some of the realities in the Southern Region include:

1. All schools except St. Patrick, Pelham are experiencing declining enrollment, as are the public schools.
2. There is not much competition between the Catholic Schools in and near Derry.
3. The public schools in Nashua now have a 6-8 grade middle school arrangement.
4. There are different school models in this Region: K-4 and 5-8 in Litchfield;
5. There are two elementary schools in Nashua just 1.5 miles apart.
6. Some of the schools are just minutes from the Massachusetts border.
7. There is need for more formalized cooperation or partnership.

Participant Comments

At the Listening Sessions in October 2005 we heard many comments and suggestions for Catholic Schools in the Southern Region. A representative sample of comments from the Listening Sessions includes:

- Build a new Catholic high school in the region
- Have a regional marketing director and centralize development activities
- Pool our buying power
- Push Catholic identity
- Ask pastors to be more supportive
- Teachers need to be better compensated; have regional salary scales

- Develop strong school boards
- Share personnel and resources
- Share costs to enhance curriculum
- Collaborate with the public schools

A representative sample of comments we heard in March 2006 regarding the future of Catholic Schools in the Southern Region include:

- Parents who are committed to Catholic education in K-8 should have some confidence that their child will be able to continue their Catholic education in high school.
- We see a new high school being built in a central location
- A Geographic/Partnership Model which takes the best of both models would provide a full Catholic education
- The Collaborative Model has been piloted on a smaller scale through regional principal meetings. The team approach is effective and efficient
- Although we prefer the stand-alone arrangement for each school, some continued cooperation is needed. This is already being done to a great extent

Emerging Questions

1. Focus on a Diocesan Survey: What can we do to identify target groups to investigate why parents do or do not send their children to Catholic schools?
2. Focus on Marketing: What can we do to increase enrollment? Examples might include preaching from the pulpit, billboards, real estate partnerships, insurance company partnerships, etc.
3. Focus on Promotion: What can we do together to collaborate on what we do right so that we can promote that to our potential families as what sets us apart from non-Catholic schools. How can we best assert our Catholic identity?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006-December 31, 2006)

1. The Superintendent/Associate Superintendent will convene the pastors, principals and local school boards to guide them in beginning to form a Cooperative Model which will address the following issues:
 - Creating and managing a specialist pool that includes sharing guidance counselors, Music/Art/World Language/Phys Ed specialists, and Assessment/PR-Marketing/Computer Tech/Special Ed specialists
 - Implementing common marketing strategies to stabilize enrollment
 - Expanding development efforts to secure additional third source funding
 - Planning some joint teacher formation programs.
2. The Superintendent/Associate Superintendent will convene the pastors, principals and local school boards in the Southern Region to explore:
 - The feasibility of establishing a high school outside of Nashua

- The possibility that the new potential high school, current diocesan high schools, and Bishop Guertin would guarantee admission to students who graduate in good standing from diocesan eighth grades
3. The principals and school boards in the Nashua schools (Infant Jesus, St. Christopher, Nashua Catholic) will discuss the pre-K through 8 Enrollment Profile, focusing on the viability of the Catholic School grade structure (K-6 and 7-8) in light of declining enrollment due to the public school grade structure (K-5 and 6-8).
 4. The principals in the Southern Region will define and strengthen the links among the schools - elementary to junior high and elementary to elementary and explore grade transitions in light of curriculum, child development and building utilization.

Short Term (January 1, 2007 – June 30, 2008)

1. The principals, pastors and local school board leaders will explore moving from being a cooperative to greater sharing and collaboration as seen in a partnership. Besides continuing to address the staffing, marketing, development and formation activities suggested above, the partnership will explore:
 - Developing “Best Practice pre-K-12” models for curriculum development, teacher evaluation and Catholic identity
 - Planning joint retreats for both students and faculty
 - Looking for innovative ways to provide a Catholic education to those not currently served
 - Inviting school boards to meet together at least semi-annually
 - Inviting parents and families to joint social functions
2. The pastor, principal, School Board and Finance Council at St. Joseph Regional School explore the feasibility of incorporating K and possibly Pre-K into its school

Long Term (July 1, 2008 – June 30, 2011)

Pastors, principals and local school boards will pursue greater collaboration in an effort to conserve resources and enhance student learning by:

- Developing teachers who are experts in “differentiated instruction”
- Developing high profile common marketing efforts using all forms of media
- Developing common salary and tuition scales
- Developing family programs for the community to increase the visibility of the schools and to serve the greater communities.

WESTERN REGION

The Western Region is comprised of three elementary schools, St. Patrick in Jaffrey, St. Joseph in Keene and the most recent addition to the region, St. Mary in Claremont.

SCHOOL	CONFIGURATION	PRINCIPALS
St. Mary, Claremont	Pre K – 8	Patricia Daly
St. Patrick, Jaffrey	Pre K – 8	Sr. Cecile Provost, CSC
St. Joseph, Keene	Pre K – 8	Sr. Laura Della Santa

Listening Sessions were held in the Fall 2005 in the Western Region in Manchester.

In March of 2006 another meeting was held with the leadership of the Western Schools. Feedback was given on the Second Draft of *Charting the Future* and suggestions were given regarding the collaborative models for the future.

We commend pastors and principals for their superb leadership. We recognize the excellent physical condition of the schools and the many up-dated features. We recognize the leadership of the pastors and principals in their focused understanding and commitment to assisting parents as the primary educators of their children; for their dedication in fulfilling the Church’s educational mission in creative ways; for their ability to garner and use the resources of the community to provide high quality Catholic education. We praise the parents for their support for the Catholic Schools and their involvement in them.

Participant Comments

At the Listening Sessions in October we heard many comments and suggestions for Catholic Schools in the Keene-Jaffrey area. (St. Mary in Claremont attended the Northern Region at the Fall Listening Session.) A representative sample of comments from the Listening Sessions includes:

- Get faith into our bloodstream
- Have more of a community presence
- Make the schools more available, accessible and affordable
- Increase enrollments and think outside the box for ways to cover tuition and fees
- Help parishes to see Catholic Schools as part of their ministry
- Have more involvement of parents and connect the school, family and community
- Collaborate to minimize costs and share resources
- Have joint marketing efforts and fund raising; tap alums
- Have joint faculty meetings and training for formation
- Enhance the use of technology
- Combine schools for Odyssey of the Mind

A representative sample of comments we heard in March 2006 for the future of Catholic Schools in the Western Region includes:

- Develop a model which addresses our issues
- Share resources such as school board formation
- Share parent expertise in fundraising

- Don't duplicate efforts
- Have joint dances
- Share marketing and development efforts

Emerging Questions

1. How will the Western Region Catholic Schools work together to increase their enrollments to continue to make their schools viable?
2. How will a spirit of sharing resources and eliminating unnecessary duplication enable the three schools to remain strong and viable?
3. What can be done to ensure that the excellent leadership amongst the principals and pastors continues and how can the local communities be energized to support and “grow” the schools?

Recommendations

Many of the recommendations suggested below under the three time frames have an on-going dimension and need to have a consistent focus beyond the initial suggested time frame.

Immediate (July 1, 2006-December 31, 2006)

The Principals will convene the pastors and local school boards to guide them in beginning to form a Cooperative Model which will address the following issues:

- Combined faculty retreat
- Common marketing strategies to stabilize enrollment
- Development efforts to secure additional third source funding
- Planning some joint teacher formation programs

Short Term (January 1, 2007 – June 30, 2008)

The Principals, Pastors and local school board leaders will explore moving from being a cooperative to greater sharing and collaboration as seen in a partnership. Besides continuing to address the marketing, development and formation activities suggested above, the partnership will explore:

- Developing common curriculum
- Sharing specialty teachers
- Planning joint retreats for both students and faculty
- Looking for innovative ways to provide a Catholic education to those not currently served
- Inviting school boards to meet together at least semi-annually
- Inviting parents and families to joint social functions

Long Term (July 1, 2008 – June 30, 2011)

Pastors, principals and local school boards will pursue greater collaboration in an effort to conserve resources and enhance student learning by:

- Developing teachers who are experts in “differentiated instruction”
- Developing high profile common marketing efforts using all forms of media
- Developing common salary and tuition scales
- Developing family programs for the community to increase the visibility of the schools and to serve the greater communities.

IMPLEMENTATION



IMPLEMENTATION INITIAL ACTION STEPS

The consultants believe that successful planning leads to successful action. Too often, however, plans are not implemented effectively. The first priority with implementation is the appointment of an Implementation Team who can facilitate the important transition from a planning process to an action oriented implementation process.

The following three suggestions are offered to move forward with the needed Implementation Team.

1. Bishop McCormack, in consultation with the Secretary for Evangelization and Education and Superintendent, appoints an Implementation Team by June 30, 2006. This is the “guiding team”--the right group of people with the characteristics and influence to lead the change effort. This team will need to operate based on trust and mutual respect. Team members should include at least one or two representatives from the following groups:
 - Bishop’s Cabinet
 - Catholic Schools Office
 - Diocesan School Board Member
 - Current Pastors
 - Current Principals
 - Current Parents
 - Diocesan Directors
 - Ethnic cultural leaders
2. Appoint Sr. Mary Elizabeth Whalen and the Superintendent as Co-chairs of the Implementation Team.
3. Develop regional sub-committees to support pastors and principals on the local level.

When thinking about implementation the consultants suggest three time frames for consideration:

- The first three months (July through September 2006);
- The next three months (October 2006 through December 2006);
- The next six months (January 2007 through June 2007).

IMPLEMENTATION PART I (JULY - SEPTEMBER 2006)

This period of transition from a planning to an implementation process is critical. Key tasks the Implementation Team can assist with include:

1. Work with the new Superintendent to get him/her oriented to *Charting the Future* and help the new leader to set priorities for the first year.
2. Develop the Nature, Purpose and Function of the Implementation Team.
3. Convene the newly appointed Implementation Team to:
 - clarify roles and responsibilities;
 - provide information and formation on the change process needed to implement *Charting the Future*; and

- develop materials and processes needed for the Implementation Team to be successful;
- 4. Assist in the development of regional subcommittees who will assist with implementation on the regional level.
- 5. Empower the various leaders (principals, pastors, etc). to move forward with the immediate recommendations.
- 6. Develop strategies with diocesan leaders and the Implementation Team to engage pastors in areas of *Charting the Future* where they can be most effective.
- 7. Assist with the orientation of the new Marketing and Development Director to *Charting the Future* especially as the position relates to Catholic Schools, both centrally and regionally.
- 8. Offer support to the Governance Review Committee as they study and propose new models of governance. Expedite approval of the models at the diocesan level.
- 9. Ensure the development of a communications plan that would provide information on the project through print, the web site, in parish bulletins as well as in other areas.

IMPLEMENTATION PART II (OCTOBER - DECEMBER 2006)

1. Continue to support the local and regional implementation of *Charting the Future*.
2. Work to continually update priorities for implementation.
3. Monitor the work plan that supports the decision-making by the Bishop, the Diocesan School Board, Superintendent and other leaders regarding the various recommendations.
4. Ensure the provision of facilitators for regional conversations and actions regarding establishing the new collaborative model in each region along with discussion of pressing local issues.
5. Design the periodic evaluation process, identifying progress, obstacles, and areas requiring extra attention.

IMPLEMENTATION PART III (JANUARY – JUNE 2007)

1. Make sure all decisions on the recommendations take place in a timely manner.
2. Plan in-service on new governance models which the Governance Review Committee is recommending and which have been approved by the Bishop
3. Supervise the design and implementation of a diocesan-wide summit on Catholic education and faith formation.
4. Assist the various individuals and groups to plan for successful implementation of their particular recommendations, simultaneously addressing obstacles as they arise.
5. Promote the development of a diversity education and training plan for the diocese.

APPENDIX



APPENDIX

COMBINED RECOMMENDATIONS

The action recommendations that follow are for all the people of the diocese who care for and are committed to ensuring a vibrant future for Catholic Schools in the Diocese of Manchester. The responsibility for implementing these recommendations, however, rests with specific individuals and groups that are identified below in alphabetical order. All recommendations are then listed in chronological order. The consultants believe that an Implementation Team must be appointed as soon as possible to oversee the actions that will result from the recommendations that follow.

RECOMMENDATIONS FOR THE BISHOP:

Immediate (July 1, 2006 – December 31, 2006)

The Bishop, the Superintendent/Associate Superintendent and the Finance Officer will promote the development of a plan for raising significant funds to ensure the availability, accessibility and affordability of high quality Catholic Schools both now and in the future.

Short Term (January 1, 2007 – June 30, 2008)

1. The Bishop will approve all governance models and by-laws.
2. The Bishop will establish a new Catholic School Endowment Fund as part of the Catholic Foundation for the Diocese of Manchester.

Long Term (July 1, 2008 – June 30, 2011)

The Bishop, the Superintendent and Finance Officer will evaluate progress and modify the funding of Catholic Schools as appropriate.

RECOMMENDATIONS FOR THE CATHOLIC SCHOOLS OFFICE:

Immediate (July 1, 2006 – December 31, 2006)

1. The Catholic Schools Office will continue to implement the policy that every Catholic School must be accredited by the New England Association of Schools and Colleges (NEASC).
2. The Catholic Schools Office will establish a “Special Needs Professional Development Committee” made up of principals, teachers and representatives from the education departments of the local colleges to study and provide in-service opportunities for teachers to work with children with special learning needs, as well as those who are considered gifted in certain areas and need to be challenged to reach their potential.

Short Term (January 1, 2007 – June 30, 2008)

1. The Catholic Schools Office, in collaboration with those responsible for Marketing and Development, will proclaim the high quality of education provided by Catholic Schools.

2. The Catholic Schools Office, in collaboration with principals from each region, will promote and implement the “Creating the 21st Century Catholic School” project for participation of all schools throughout the Diocese.
3. The Catholic Schools Office, in collaboration with the “Special Needs Professional Development Committee,” will provide supportive learning processes for teachers to work with children with special learning needs as well as those who are gifted in certain areas, so that all children may reach their learning potential.
4. The Catholic Schools Office will establish a Task Force made up of selected Catholic high school administrators, school board members and diocesan staff to study the president/principal model for staffing Catholic high schools and make recommendations to the Diocesan School Board and Catholic Schools Office staff.
5. The Catholic Schools Office will establish a High School Curriculum Committee to study and design a way to empower the Catholic high schools to expand their educational opportunities for those students who are not college bound and to increase diversity and multi-cultural appreciation and activities for all students.
6. The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will convene a committee of educational, business and community leaders to explore innovative cost-effective ways to provide high-quality Catholic education in areas where it does not currently exist or where buildings are antiquated or not meeting the needs of the 21st century student.
7. The Diocesan School Board with the assistance of the Catholic Schools Office will convene a group of educational, parish and business leaders to assess the feasibility of establishing satellite Catholic high schools in the Northern and Western Regions connected to one of the established traditional high schools using the technology of “Distance Learning” with some face-to-face time with teachers and some extra curricular activities.

Long Term (July 1, 2008 – June 30, 2011)

1. The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will develop an implementation plan for the viable innovative initiatives.
2. An Innovative Initiatives subcommittee of the Diocesan School Board, with assistance from the Catholic Schools Office and local colleges, will be formed to oversee the awareness of and communication about new initiatives which could benefit the Catholic Schools in the Diocese of Manchester for the future.
3. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office, will establish a policy that all employees of Catholic Schools receive the benefit of a retirement plan.
4. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office and the support of the Bishop, in light of Church teaching on just salaries, will promote, encourage and support schools moving toward parity with local public school salaries in order to ensure high quality administrators and teachers in Catholic Schools for the future.

RECOMMENDATIONS FOR THE DIOCESAN SCHOOL BOARD:

Immediate (July 1, 2006 – December 31, 2006)

1. The Diocesan School Board with the assistance of the Catholic Schools Office will convene a group of educational, parish and business leaders to assess the feasibility of building, supporting and sustaining a new high school in the Southern Region of the diocese. This study will include dialogue with the leadership of Bishop Guertin High School.
2. The Superintendent/Associate Superintendent in collaboration with the Diocesan School Board, principals and local school boards will convene regional leaders, including pastors and parents to establish or confirm which collaborative structural models for Catholic Schools (Cooperative, Partnership, Geographic System) will be used in the region and when these models will be implemented.

Short Term (January 1, 2007 – June 30, 2008)

1. The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will convene a committee of educational, business and community leaders to explore innovative cost-effective ways to provide high-quality Catholic education in areas where it does not currently exist or where buildings are antiquated or not meeting the needs of the 21st century student.
2. The Diocesan School Board with the assistance of the Catholic Schools Office will convene a group of educational, parish and business leaders to assess the feasibility of establishing satellite Catholic high schools in the Northern and Western Regions connected to one of the established traditional high schools using the technology of “Distance Learning” with some face-to-face time with teachers and some extra curricular activities.

Long Term (July 1, 2008 – June 30, 2011)

1. The Diocesan School Board, with assistance from the Catholic Schools Office and with representation from appropriate regions, will develop an implementation plan for the viable innovative initiatives.
2. An Innovative Initiatives subcommittee of the Diocesan School Board, with assistance from the Catholic School Office and local colleges, will be formed to oversee the awareness of and communication about new initiatives which could benefit the Catholic Schools in the Diocese of Manchester for the future.
3. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office, will establish a policy that all employees of Catholic Schools receive the benefit of a retirement plan.
4. The Diocesan School Board, in collaboration with the Catholic Schools Office and Finance Office and the support of the Bishop, in light of Church teaching on just salaries, will promote, encourage and support schools moving toward parity with local public school salaries in order to ensure high quality administrators and teachers in Catholic Schools for the future.

RECOMMENDATIONS FOR THE DIRECTOR OF MARKETING AND DEVELOPMENT

Immediate (July 1, 2006 – December 31, 2006)

The Director of Marketing and Development will work with regional leadership to establish Marketing and Recruitment Committees.

Short Term (January 1, 2007 – June 30, 2008)

1. The Director of Marketing and Development and the Director of Communication will establish a funding mechanism for diocesan media campaigns for Catholic Schools.
2. The Director of Marketing and Development will work with regional committees to establish recruitment goals for each region.
3. The Director of Marketing and Development will oversee the use of “climate surveys” and exit interviews to strengthen student retention.

Long Term (July 1, 2008 – June 30, 2011)

The Director of Marketing and Development will assess the viability of regions hiring Marketing Directors for the regions to work in collaboration with the Diocesan Director.

RECOMMENDATIONS FOR THE PASTORS:

Immediate (July 1, 2006 – December 31, 2006)

1. Pastors will initiate or continue to make efforts to ensure good communication with their principals.
2. Pastors will demonstrate support for the local Catholic high school by showing interest in the high school students and programs, especially those directly related to liturgy and faith formation.
3. Pastors, principals, finance committees and school boards will analyze where their teachers, support staff and principal’s salaries are compared to the local public school scales.
4. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, support staff and principals in manageable increments to at least 75% of the local public schools over the next three years.
5. Pastors, principals, finance committees and school boards will develop a plan to subsidize the tuition of low income families so they can attend a Catholic School.

Short Term (January 1, 2007 – June 30, 2008)

1. Principals in collaboration with pastors and other principals will continue to enhance faith formation opportunities for the administration and faculty of each school.
2. Principals and pastors will continue to mutually develop effective communication and collaboration between the schools and parish faith formation programs.
3. Pastors will partner with principals to continue to enhance the faith dimension of the school: faculty, student body and parent community.
4. Principals with the support of pastors will provide Catholic devotional experiences, retreat experiences and service opportunities for their students, as appropriate.

5. Pastors with principals will create two opportunities each year for dialogue and reflection on the components of faith formation with parents who home school their children
6. Pastors will frequently offer public support for Catholic Schools from the pulpit and in other public forums.
7. Pastors will view and include or continue to include the principals as part of the pastoral ministry of the parish.
8. Pastors and principals will implement the revised Diocesan Support Policy for Catholic Schools.
9. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, principals and support staff in manageable increments to at least 85% of the public schools over the next six years.
10. Pastors, principals, finance committees and school boards will establish or reinforce policies whereby all schools offer group health insurance to their school employees and their families.
11. Pastors, principals, finance committees and school boards will establish an interim policy that children of staff working in Catholic Schools get reduced tuition for their children who attend Catholic Schools until salaries reach at least 85% of the public schools.

Long Term (July 1, 2008 – June 30, 2011)

The pastors and the pastoral ministers on staff at parishes will promote the Catholic School as one vital part of pastoral ministry for the parish or the region and will encourage principals, teachers and families to support all ministries of the parish.

RECOMMENDATIONS FOR THE PRINCIPALS:

Immediate (July 1, 2006 – December 31, 2006)

1. Principals and teachers will create or strengthen a yearly process by which the religion curriculum is presented to parents at all grade levels.
2. Principals, with regional support and assistance from the Catholic Schools Office, will work with teachers to continue to strengthen the integration of core components of Catholicism (word, worship, community and service) into the total educational experience.
3. Principals will respond to the invitation to form a professional organization of principals, study models from other dioceses, and form a steering committee focused on the development of the organization.
4. Principals in collaboration with each other and with the support of the Catholic Schools Office will continue to provide and enhance faith formation and a solid academic curriculum.
5. Principals with the support of the Catholic Schools Office will ensure that all elementary and junior high religion text books have the approval of the National Bishops Committee for Catechetics.
6. Principals will ensure that students have a regular opportunity to plan and participate in Eucharistic celebrations and communal prayer.
7. Principals, with a local technology committee made up of teachers, interested parents and parishioners, will establish a comprehensive technology plan that will govern the acquisition of equipment, curriculum development and professional training.

8. Principals will establish or continue to support Home and School organizations at every school whose primary function is to be a good communication liaison between parents and the school, and secondarily a “fund raising” organization.
9. Principals, in collaboration with pastors and directors of religious education, will continue to provide high quality programs required for parents to support the catechetical formation of their children, especially sacramental programs.
10. Pastors, principals, finance committees and school boards will analyze where their teachers, support staff and principal’s salaries are compared to the local public school scales.
11. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, support staff and principals in manageable increments to at least 75% of the local public schools over the next three years.
12. Pastors, principals, finance committees and school boards will develop a plan to subsidize the tuition of low income families so they can attend a Catholic School.

Short Term (January 1, 2007 – June 30, 2008)

1. Principals in collaboration with pastors and other principals will continue to enhance faith formation opportunities for the administration and faculty of each school.
2. Principals and pastors will continue to mutually develop effective communication and collaboration between the school and parish faith formation programs.
3. Pastors will partner with principals to continue to enhance the faith dimension of the school: faculty, student body and parent community.
4. Principals will ensure that all responsible for providing faith formation in schools are certified to teach the Catholic faith.
5. Principals, with regional support from other principals and assistance from the Catholic Schools Office, will train all Catholic school teachers to integrate Catholic values and connect faith across the curriculum.
6. Principals with the support of pastors will provide Catholic devotional experiences, retreat experiences and service opportunities for their students, as appropriate.
7. Pastors with principals will create two opportunities each year for dialogue and reflection on the components of faith formation with parents who home school their children.
8. Principals will recognize their gifts and talents and be generous in contributing them for the good of the whole of Catholic School education in the Diocese of Manchester.
9. Principals will continue to make efforts to develop good relationships and communication with their pastors.
10. Principals, with the support of the pastors, will develop and implement a plan for welcoming newcomers, low income families, refugees, homeschoolers and those who are alienated from the Church in the spirit of evangelization.
11. Principals will collaborate in regions (and diocesan-wide where appropriate) to continually enhance the professional development of teachers so that they are equipped with the skills and knowledge needed to utilize interactive student-centered teaching and learning strategies which will optimize each student’s potential for achievement.
12. Principals will use national standardized tests and other appropriate measures to assess the progress of students and to continually raise the bar for student achievement.
13. Principals will ensure that Catholic Social Teaching is integrated throughout the curriculum at appropriate grade levels.

14. Principals at the elementary and junior high level, with the support of pastors and in collaboration with parish human concerns committees, will continue to provide service learning opportunities for all students based on authentic community-based service, connected to learning objectives and guided by reflection activities.
15. Principals at the high school level will continue to ensure that service learning activities are integrated into the curriculum where appropriate, and that faith reflection opportunities are integrated with the service projects.
16. Principals with the assistance of the Catholic Schools Office and the Diocesan School Board will study the possibility of one or more “Magnet” schools, especially, but not limited to, the city of Manchester
17. Principals, with the support of local colleges, other principals in the region and diocesan support, will provide ongoing education on the effective use of technology in instruction, communication and administration.
18. Principals, in collaboration with pastors and directors of religious education, will offer at least twice a year (perhaps during Advent and Lent) family programs where school and parish families have opportunities for families to grow in faith together and serve other people.
19. Principals, with assistance from other regional principals and appropriate staff from the Diocese of Manchester, will encourage, support and train parents to be involved in legislative advocacy, especially in areas that effect their children.
20. Pastors and principals will implement the revised Diocesan Support Policy for Catholic Schools.
21. Pastors, principals, finance committees and school boards will develop a plan to build budgets that will raise the salaries of teachers, principals and support staff in manageable increments to at least 85% of the public schools over the next six years.
22. Pastors, principals, finance committees and school boards will establish or reinforce policies whereby all schools offer group health insurance to their school employees and their families.
23. Pastors, principals, finance committees and school boards will establish an interim policy that children of staff working in Catholic Schools get reduced tuition for their children who attend Catholic Schools until salaries reach at least 85% of the public schools.

Long Term (July 1, 2008 – June 30, 2011)

1. Principals will provide a period of study and reflection annually on the principles of evangelization and will train their entire staff to be effective evangelizers.
2. Principals will ensure that all aspects of faith formation are continually evaluated and enhanced.
3. Principals will work as partners with parish catechetical leaders to strengthen faith formation in the parish and school communities.
4. Principals will develop a supportive faculty who will ensure that students meet or exceed the Diocesan Technology Curriculum Standards.
5. Principals with the technology committee will consistently evaluate the use of technology in the classroom and make every effort to implement technology programs which enhance learning across the curriculum and create global awareness and responsibility.
6. Principals, working together in regions and with the assistance of Home and School organizations and agencies such as Catholic Charities, will offer parenting skill classes

for families in Catholic Schools and families who send their children to religious education classes.

7. Principals, working together with other principals in their regions, will offer opportunities and training for parent volunteers to assist with school activities.

RECOMMENDATIONS FOR THE SECRETARY FOR EVANGELIZATION AND EDUCATION:

Immediate (July 1, 2006 – December 31, 2006)

1. The Secretary for Evangelization and Education or the Superintendent will invite the principals of the Diocese of Manchester to form their own professional organization of principals. The focus of the organization would be to provide professional updating and support for their membership; develop processes and programs which would advance the professional development of their teachers; share ideas and resources; work continually in collaboration with the Superintendent and Associate Superintendent of Schools to enhance the quality of Catholic School education in the Diocese of Manchester.
2. The Diocesan School Office Staff, the Secretary for Evangelization and Education, and the Diocesan School Board will develop and expedite a three-year Implementation Plan for *Charting the Future*.

RECOMMENDATIONS FOR THE SUPERINTENDENT:

Immediate (July 1, 2006 – December 31, 2006)

1. The Superintendent will convene pastors and principals to initiate dialogue about the value of Catholic Schools and encourage good communication and team building between pastors and principals.
2. The Superintendent will involve the pastors in hiring decisions about who will be the principal at their parish or regional school.
3. The Superintendent will involve the pastors in the performance review of the principals.
4. The Superintendent will initiate meetings between pastors and principals which bring about mutual respect, understanding the value of Catholic Schools, good communication and collaboration between the two sets of leaders.
5. The Superintendent/Associate Superintendent in collaboration with the Diocesan School Board, principals and local school boards will convene regional leaders, including pastors and parents to establish or confirm which collaborative structural models for Catholic Schools (Cooperative, Partnership, Geographic System) will be used in the region and when these models will be implemented.
6. The Superintendent will hire a Director of Marketing and Development to work with regional committees to promote Catholic Schools and raise third source funding.
7. The Superintendent will ensure the development and formation of the Diocesan School Board in light of regional collaborative efforts and the possibility of regional boards.

Short Term (January 1, 2007 – June 30, 2008)

1. The Superintendent will convene annual meetings with enriching programs for principals and pastors.

2. The Superintendent will ensure that pastors are aware of their role in the governance of the school and provide workshops that clarify roles between principals, pastors and school boards.
3. The Superintendent will form a committee of principals, appropriate educational leaders from the local colleges, priests and interested parties from the business community to plan for the “formation” of future Catholic School principals.
4. The Superintendent and Associate Superintendent in collaboration with the principals will develop a strategy to recruit new principals to the Catholic Schools in the Diocese of Manchester.
5. The Superintendent and Associate Superintendent will recognize and use the gifts and talents of the principals and invite them to provide services to the Catholic School community.
6. The Superintendent and Associate Superintendent will encourage, support and use regional Catholic School principal leadership for advice and service to the regional Catholic School community. .
7. The Superintendent and the Finance Officer will establish a fund to increase the number of low income families, new immigrants or refugees, and others in need to be able to access a Catholic School education.
8. The Superintendent/Associate Superintendent will develop a plan to decentralize some of the services currently provided to a regional level with more local leadership taking some responsibility for implementation. (In some cases stipends will need to be offered for local services.).
9. The Superintendent/Associate Superintendent will tap the expertise of other Diocesan Offices such as Religious Education, Youth Ministry, Evangelization, Communication, Sexual Abuse Awareness, etc. and make these resources available to Catholic Schools as feasible.
10. The Superintendent/Associate Superintendent will continually ensure the Catholic identity of the schools and the continual development of high quality curriculum guidelines.
11. The Superintendent/Associate Superintendent will develop and implement human resource guidelines and screen potential candidates for principal positions. An approved list of potential principals will be developed and provided to the pastor(s) who will hire/renew/terminate principals at the local level according to the diocesan guidelines.
12. The Superintendent/Associate Superintendent will provide workshops for pastors and principals on recruiting, hiring and supervising employees.

Long Term (July 1, 2008 – June 30, 2011)

1. The Superintendent will ensure that a method has been established and is operational for the “formation” of future Catholic School principals.
2. The Bishop, the Superintendent and Finance Officer will evaluate progress and modify the funding of Catholic Schools as appropriate.
3. The Superintendent/Associate Superintendent in collaboration with St. Anselm College, Boston College or other appropriate colleges or universities will develop or provide opportunities for leadership training for future principals of Catholic Schools.

SCHOOL ENROLLMENT & FINANCIAL DATA



SCHOOL ENROLLMENT & FINANCIAL DATA

School Enrollment Trends, 2000-2005¹ Diocese of Manchester, New Hampshire

I. Introduction

This report compares population trends in the Diocese with school enrollment trends. The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

The graphs in this report give a summary of the trends that have been taking place in school enrollment throughout the Diocese.

II. Elementary Schools Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

Total Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
52,622	50,400	51,218	50,845	48,839	-3,783	-7.2

Total Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
6,342	6,256	5,996	5,680	5,365	-977	-15.4	4,983

¹ The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

Public school enrollments have been decreasing throughout the Diocese to match lower birth rates over the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with the loss occurring at twice the rate as in the public schools from 2000 to 2005.

Between 2000 and 2005, Catholic elementary school enrollments (pre-k-8) fell by 15.4%-- double the 7.4% loss of public school children in the towns served by Catholic Schools. When the 2005-06 school year is considered, the six-year drop in Catholic school enrollment has been 26.6%.

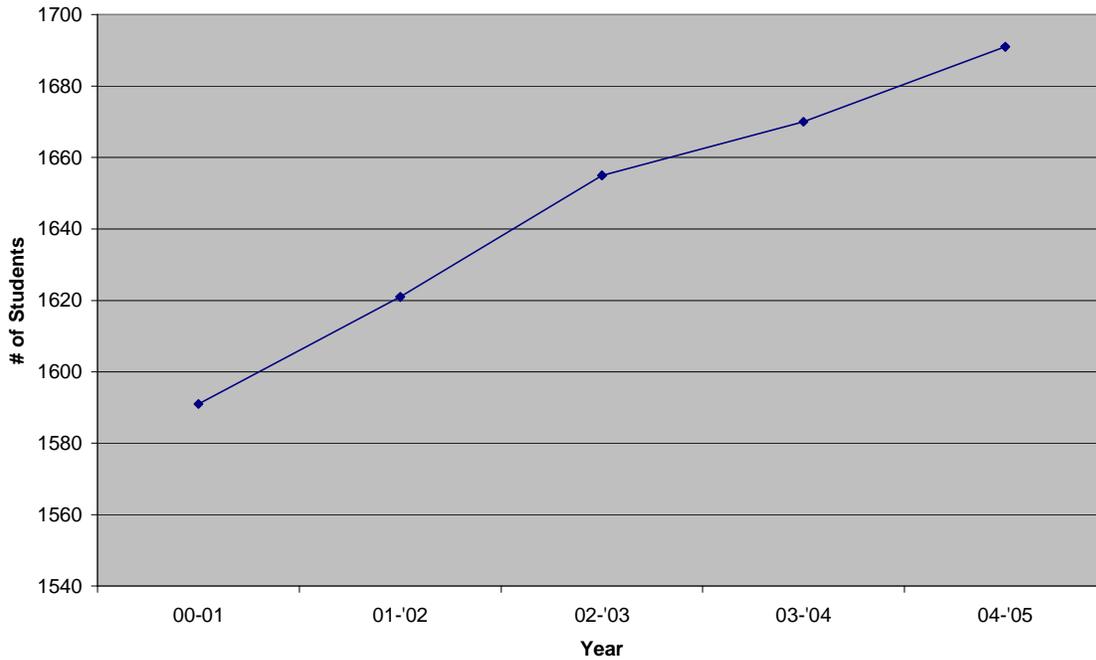
III. High School Enrollment Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade. Because of these general population trends, the demand for more space in high schools has been growing over the last several years.

Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



IV. Summary

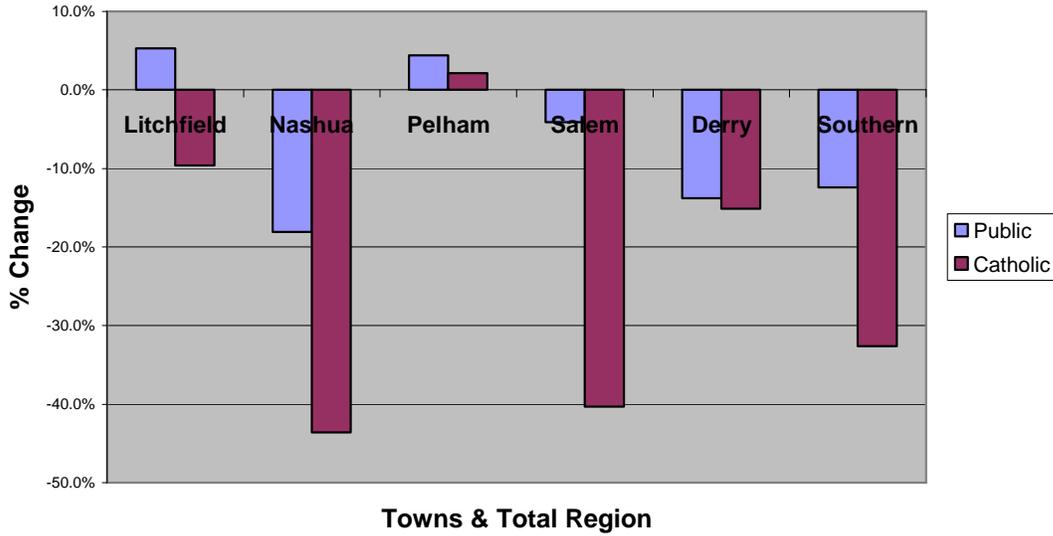
In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

The 2005-06 Catholic school elementary school population (excluding private schools) is highest in the Southern region, followed by the Central, Seacoast, Northern, and the Western regions. Based on figures from May 2005, the total number of pupils in the Diocese fell from 6,342 in the 2000-01 school year to 5,365 in 2004-05, and to 4,983 in the current school year, 2005-06. This is a drop of 977, or 15.4%, from 2000 to 2005 and 1,359, or 21.4%, from 2000 to 2006. The rate of decreases in Catholic school enrollments was similar to the diocesan rate of 15.4% in the Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments for each region and for the Diocese.

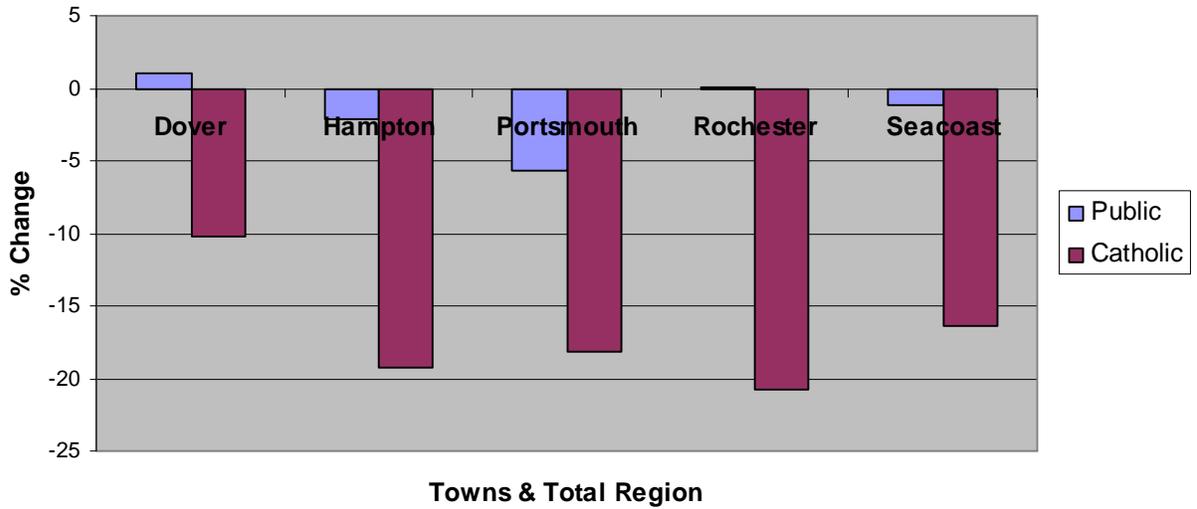
Enrollment Change, Public & Catholic Elementary Schools, Southern Region, 2000-05



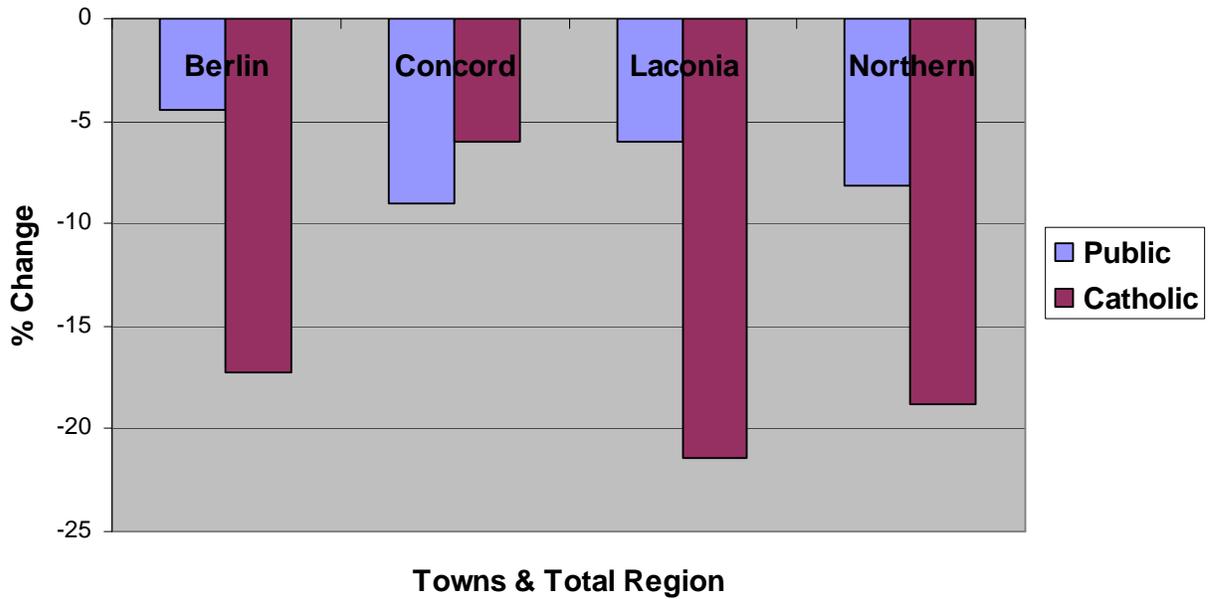
Enrollment Change, Public and Catholic Elementary Schools, Central Region, 2000-05



Enrollment Changes, Public & Catholic Elementary Schools, Seacoast Region, 2000-05



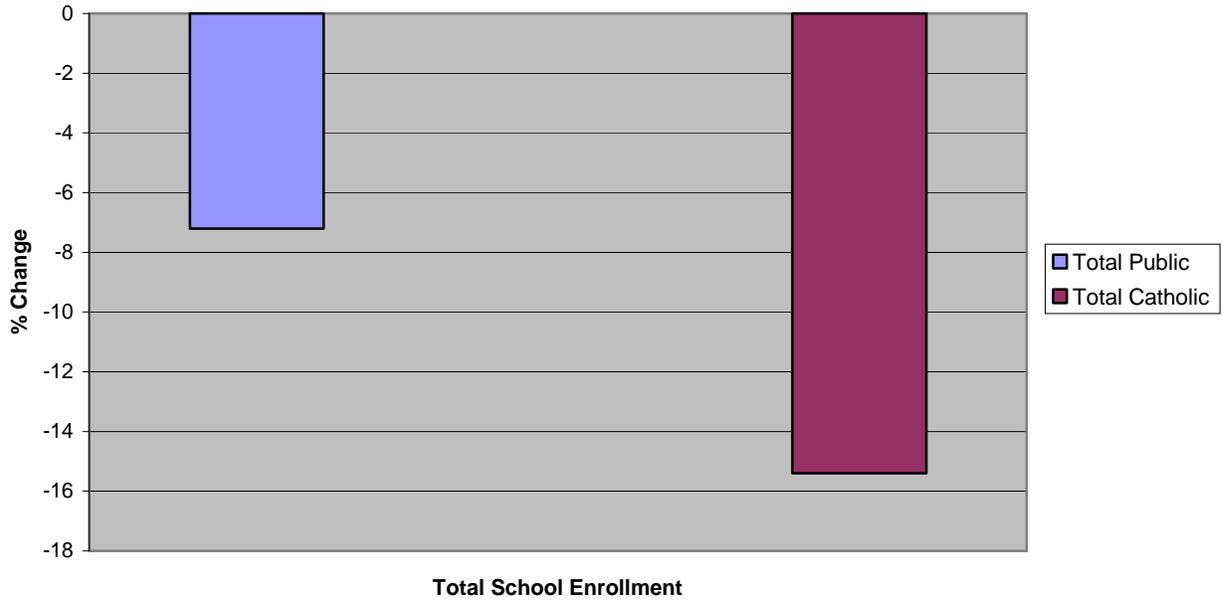
Enrollment Change, Public & Catholic Elementary Schools, Northern Region, 2000-05



Enrollment Change, Public & Catholic Elementary Schools Western Region, 2000-05



Enrollment Change, Diocese of Manchester, Public & Catholic Elementary Schools, 2000-05



School Enrollment, 2000-2005² Central Region Diocese of Manchester, New Hampshire

I. Introduction

The Central Region of the Diocese is the city of Manchester, which houses four Catholic elementary schools (St. Anthony, St. Benedict, St. Casimir, and St. Catherine), one junior high (St. Joseph), and one high school (Trinity). The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

II. Regional Trends

U.S. Census	2000	1990	Change	% Change
Total Pop.	107,006	99,567	7,439	7.5
Under 5	7,162	7,744	-582	-7.5
5-14	14,235	11,870	2,365	19.9
15-19	6,693	6,164	529	9.0

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
11,135	10,996	10,966	10,954	10,954	-181	-1.6

Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
1,531	1,541	1,479	1,408	1,325	-206	-13.5	1,241

Manchester experienced growth from 1990 to 2000, though, as elsewhere, the under-five population declined. Public school enrollment remained steady, but the number of Catholic school children fell by 13%.

III. Elementary Schools Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important

² The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

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Total Catholic School Elementary Enrollment

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Enrollments have been decreasing throughout the Diocese to match lower birth rates over the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with the loss occurring at twice the rate as in the public schools from 2000 to 2005.

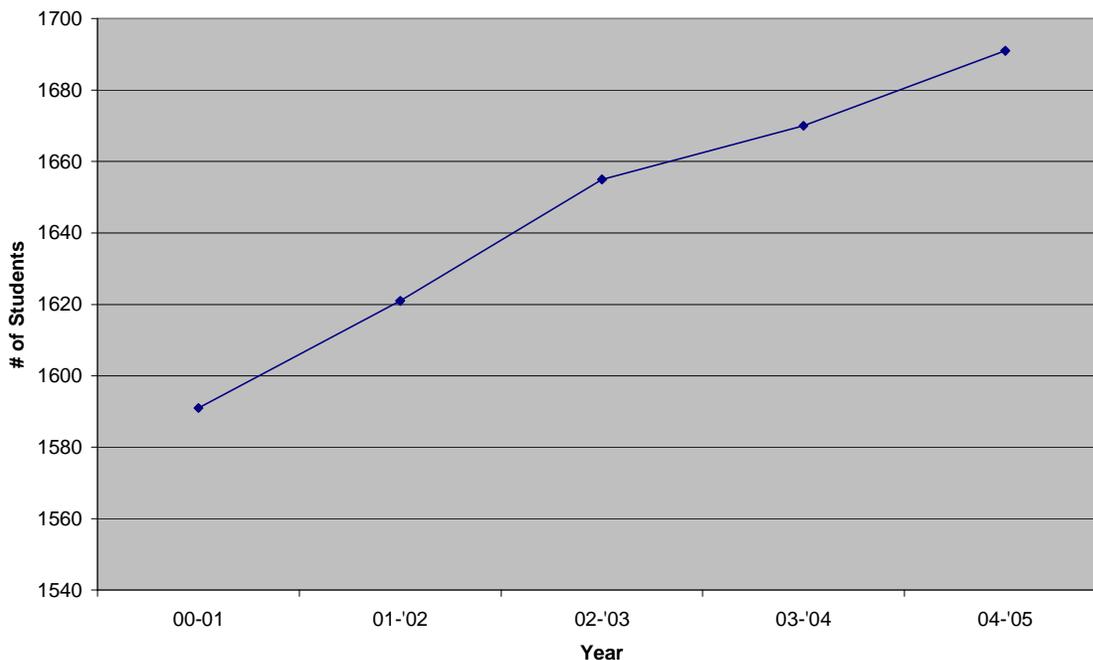
IV. High School Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade.

Because of these general population trends, the demand for more space in high schools has been growing over the last several years. Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



V. Summary

In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

The 2005-06 Catholic elementary school population (excluding private schools) is highest in the Southern region, followed by the Central, Seacoast, Northern, and the Western regions. Based on figures from May 2005, the total number of pupils in the Diocese fell from 6,342 in the 2000-01 school year to 5,365 in 2004-05, and to 4,983 in the current school year, 2005-06. This is a drop of 977, or 15.4%, from 2000 to 2005 and 1,359, or 21.4%, from 2000 to 2006. The rate of decreases in Catholic school enrollments was similar to the diocesan rate of 15.4% in the Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

Manchester experienced growth from 1990 to 2000, though, as elsewhere, the under-five population declined. As has been the case in the Central Region, public school enrollments have been decreasing in the Diocese to match lower birth rates during the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with a loss of about 15% of the students from 2000 to 2005. Overall, public school enrollment in the Central Region was down less than 2% from 2000 to 2005 while Catholic school enrollment dropped by 13%.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments.

Enrollment Change, Public and Catholic Elementary Schools, Central Region, 2000-05



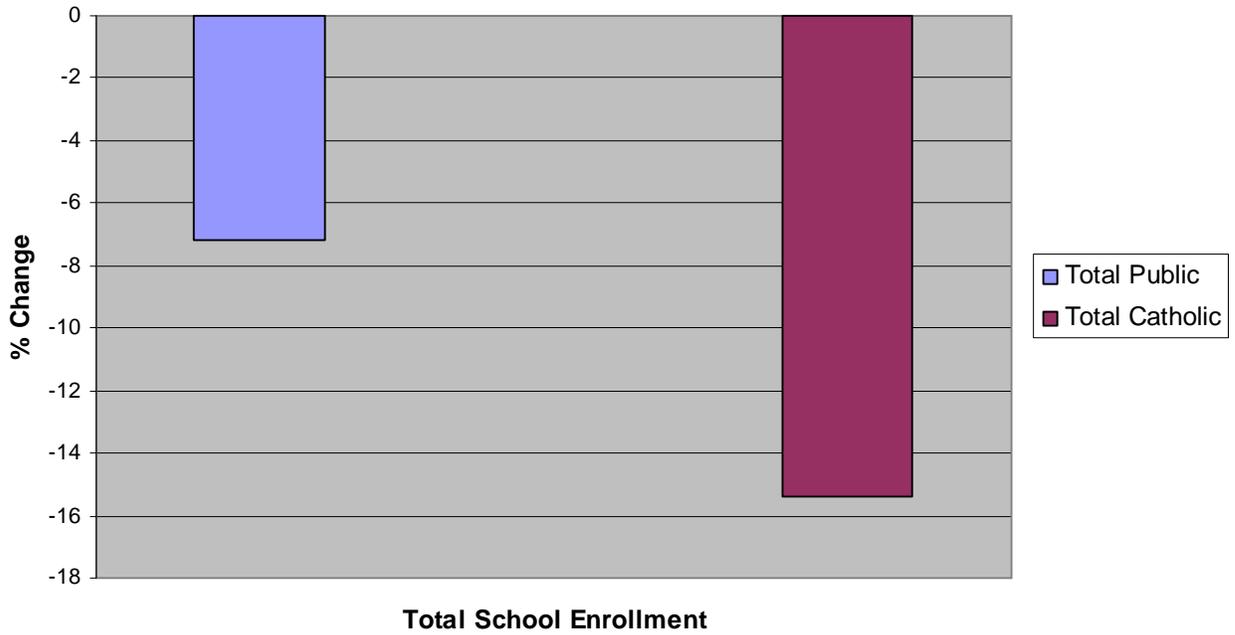
Public Elementary Schools

	Enrollment			
	2000-01	2004-05	Change	% Chg
Central	11,135	10,954	-181	-1.6%

Catholic Elementary Schools

		Enrollment			
		2000-01	2004-05	Change	% Chg
St. Anthony School	Manchester	437	352	-85	-19.5
St. Benedict Academy	Manchester	178	144	-34	-19.1
St. Casimir School	Manchester	187	152	-35	-18.7
St. Catherine School	Manchester	411	385	-26	-6.3
St. Joseph Reg. Jr. High (7-8)	Manchester	318	292	-26	-8.2
Central Total		1,531	1,325	-206	-13.5

**Enrollment Change, Diocese of Manchester
 Public & Catholic Elementary Schools, 2000-05**



Public Elementary Schools

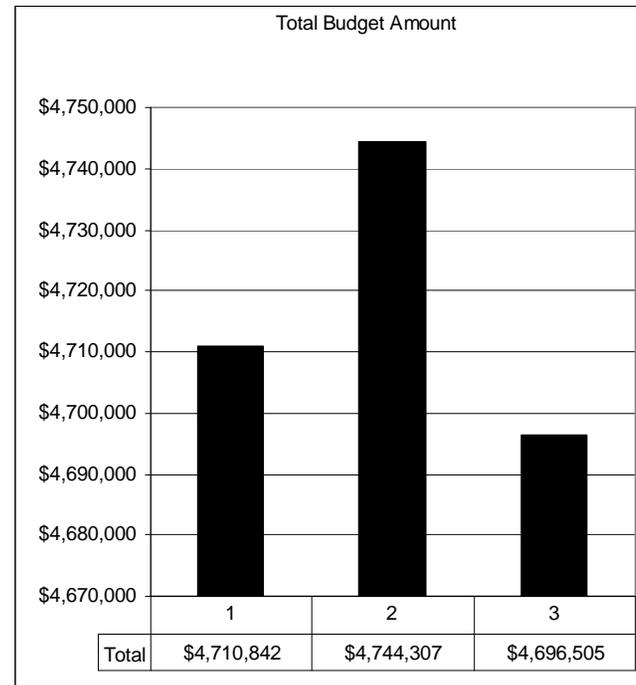
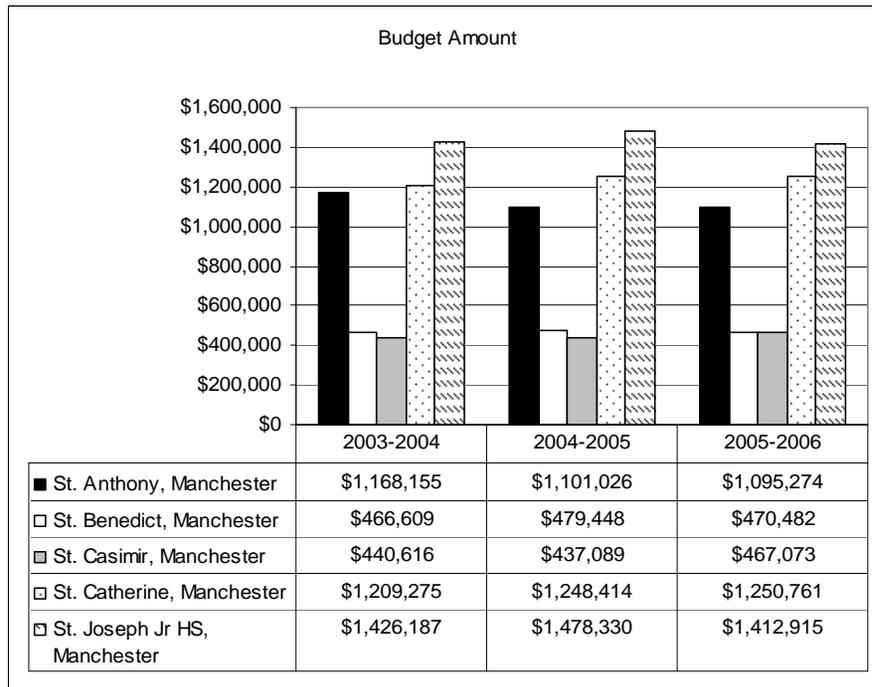
	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	52,622	48,839	-3,783	-7.2

Catholic Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	6,342	5,365	-977	-15.4

2003-2006 CENTRAL REGION GRADE SCHOOL DATA

Grade Schools	Budget Amount			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Anthony, Manchester	\$1,168,155	\$1,101,026	\$1,095,274	-6.2%
St. Benedict, Manchester	\$466,609	\$479,448	\$470,482	0.8%
St. Casimir, Manchester	\$440,616	\$437,089	\$467,073	6.0%
St. Catherine, Manchester	\$1,209,275	\$1,248,414	\$1,250,761	3.4%
St. Joseph Jr HS, Manchester	\$1,426,187	\$1,478,330	\$1,412,915	-0.9%
Total	\$4,710,842	\$4,744,307	\$4,696,505	-0.3%



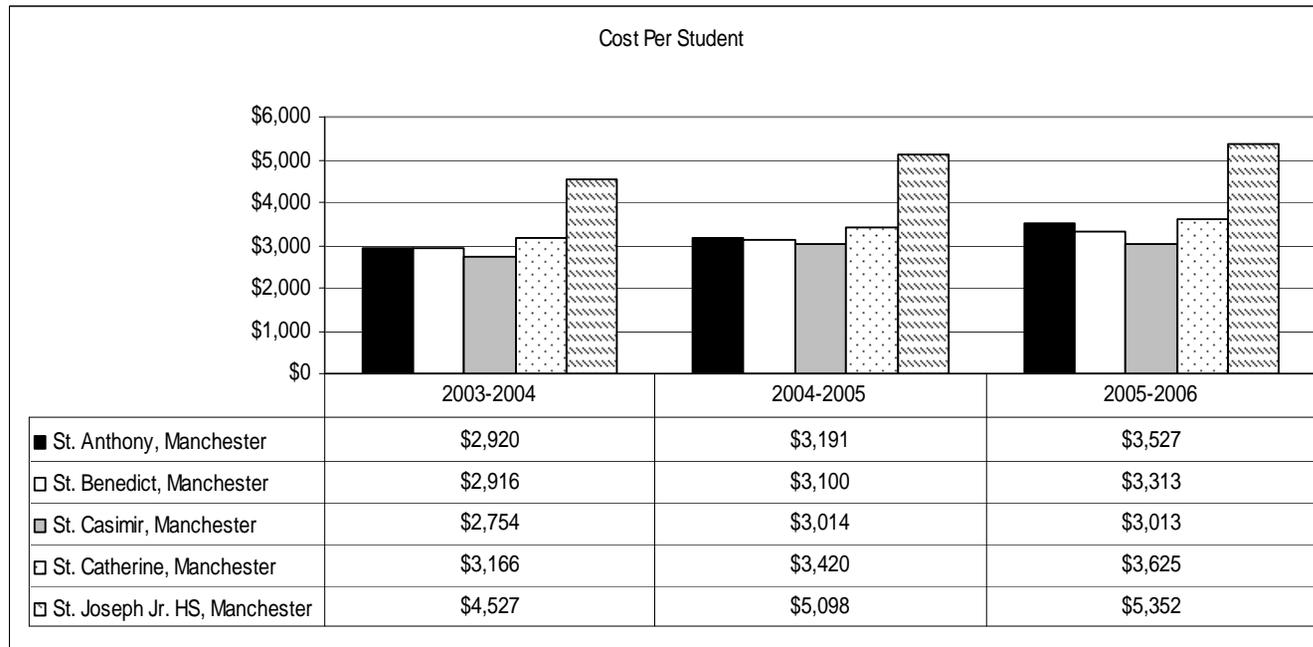
** % increase or decrease is between 2003/04 and 2005/06

Diocese of Manchester-Catholic Schools, September 2005

2003-2006 CENTRAL REGION GRADE SCHOOL DATA

Grade Schools	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Anthony, Manchester	\$2,920	\$3,191	\$3,527	20.8%
St. Benedict, Manchester	\$2,916	\$3,100	\$3,313	13.6%
St. Casimir, Manchester	\$2,754	\$3,014	\$3,013	9.4%
St. Catherine, Manchester	\$3,166	\$3,420	\$3,625	14.5%
St. Joseph Jr. HS, Manchester	\$4,527	\$5,098	\$5,352	18.2%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 CENTRAL REGION GRADE SCHOOL DATA

Grade Schools	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Anthony, Manchester	\$2,185	\$2,475	\$2,572	17.7%	\$2,605	\$2,910	\$3,036	16.5%
St. Benedict, Manchester	\$2,225	\$2,385	\$2,585	16.2%	\$2,625	\$2,785	\$2,985	13.7%
St. Casimir, Manchester	\$1,650	\$1,800	\$1,800	9.1%	\$1,950	\$2,100	\$2,100	7.7%
St. Catherine, Manchester	\$2,615	\$2,596	\$2,946	12.7%	\$3,030	\$3,039	\$3,389	11.8%
St. Joseph Jr. HS, Manchester	\$3,600	\$3,990	\$4,250	18.1%	\$4,140	\$4,334	\$4,844	17.0%

	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Anthony, Manchester	4%	5%	5%	78%	81%	80%	2%	4%	7%
St. Benedict, Manchester	4.5%	5%	5%	80%	81%	78%	3%	3%	7%
St. Casimir, Manchester	17%	5%	4%	66%	63%	63%	23%	28%	28%
St. Catherine, Manchester	2.7%	3%	4%	79%	79%	77%	3%	4%	5%
St. Joseph Jr. HS, Manchester	5%	5%	4.2%	85%	85%	86%	4%	5%	5%

17% most represents Bingo

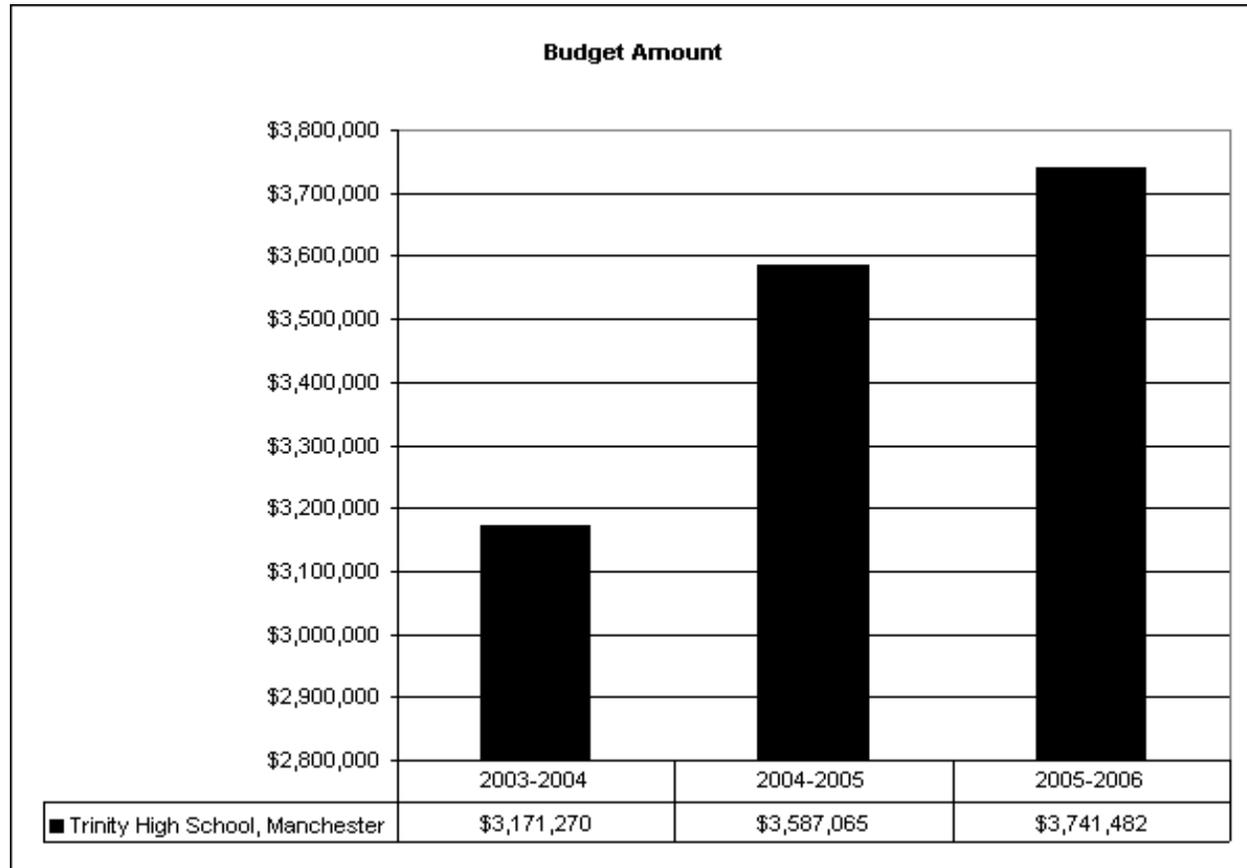
	Percent Diocesan Support			Percent Other Revenue		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Anthony, Manchester	7%	7%	7%	13%	8%	6%
St. Benedict, Manchester	10%	9%	9%	7%	7%	6%
St. Casimir, Manchester	10%	9%	9%	1%	0%	0%
St. Catherine, Manchester	10%	9%	9%	8%	8%	9%
St. Joseph Jr. HS, Manchester	8%	8%	7%	3%	2%	2%

Diocese of Manchester-Catholic Schools, September 2005

2003-2006 CENTRAL REGION HIGH SCHOOL DATA

High School	Budget Amount			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Trinity High School, Manchester	\$3,171,270	\$3,587,065	\$3,741,482	18.0%

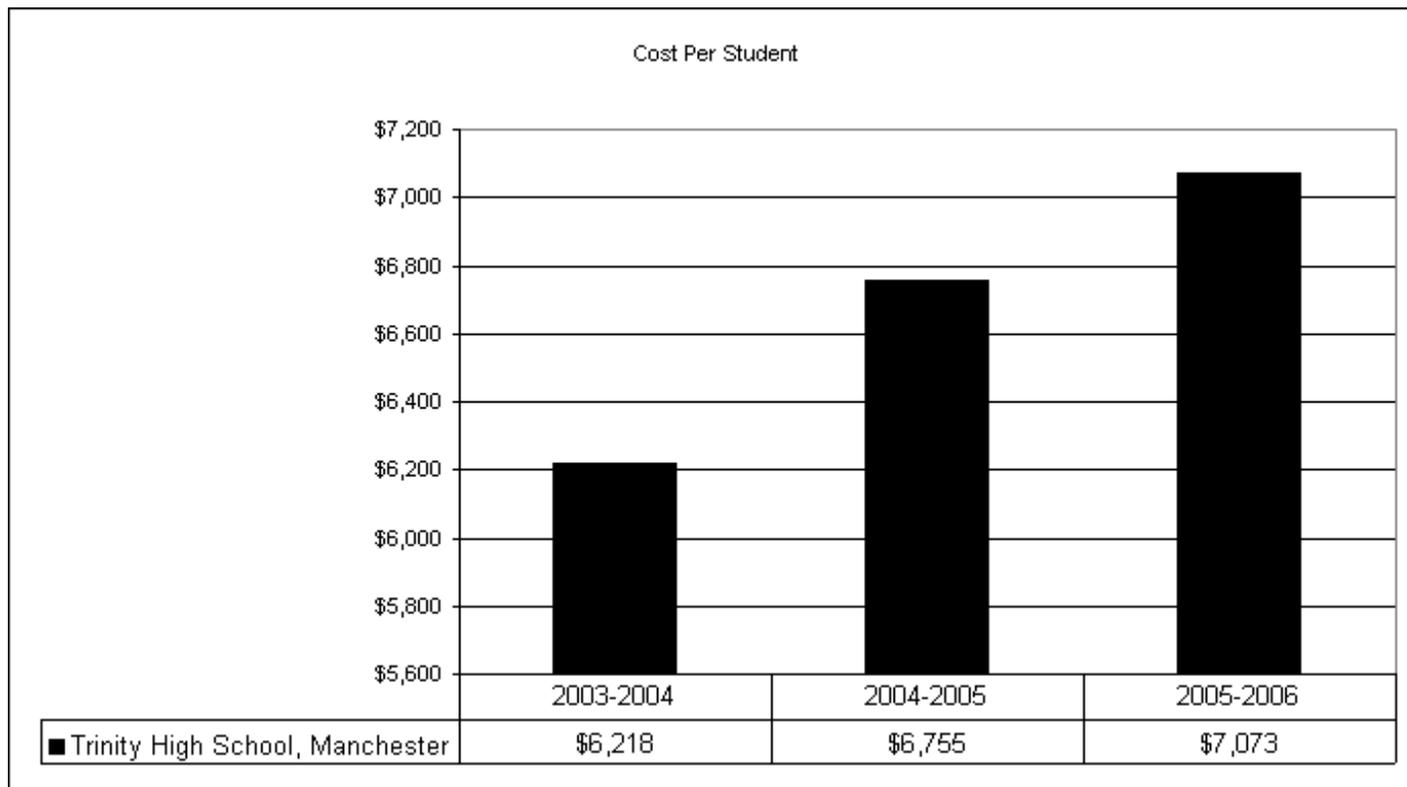
** % increase or decrease is between 2003/04 and 2005/06



Diocese of Manchester – Charting the Future
 Enrollment & Financial Data

High School	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Trinity High School, Manchester	\$6,218	\$6,755	\$7,073	13.8%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 CENTRAL REGION HIGH SCHOOL DATA

High School	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
Trinity High School, Manchester	\$5,550	\$5,900	\$6,270	13.0%	N/A	N/A	N/A	

	Percent Financial Aid		
	2003-2004	2004-2005	2005-2006
Trinity High School, Manchester	2%	3%	3%

	Percent of Tuition, Fees			Percent of Development			Percent Diocesan Support		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Trinity High School, Manchester	90%	91%	92%	4.5%	4%	3%	0%	0%	0%

	Percent Other Revenue		
	2003-2004	2004-2005	2005-2006
Trinity High School, Manchester	5.5%	5%	5%

School Enrollment, 2000-2005¹ Northern Region Diocese of Manchester, New Hampshire

I. Introduction

The Northern Region of the Diocese contains Catholic elementary schools in the towns of Berlin (St. Michael), Concord (St. John Regional), and Laconia (Holy Trinity), and Bishop Brady High School in Concord. The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

II. Trends by Town

Berlin

U.S. Census	2000	1990	Change	% Change
Total Pop.	10,331	11,824	-1,493	-12.6
Under 5	531	703	-172	-24.5
5-14	1,268	1,477	-209	-14.2
15-19	661	738	-77	-10.4

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1,074	1,061	1,052	1,034	1,026	-48	-4.5

Catholic School Elementary Enrollment (St. Michael)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-0	05-06
99	100	86	80	82	-17	-17.2	89

The population and overall number of children living in Berlin decreased between 1990 and 2000. From 2000-05, public school enrollment decreased slightly while the number of Catholic school children fell at a faster pace. Catholic school enrollment at St. Michael's went up slightly for this 2005-06 school year.

¹ The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

Concord

U.S. Census	2000	1990	Change	% Change
Total Pop.	40,687	36,006	4,681	13.0
Under 5	2,373	2,558	-185	-7.2
5-14	5,361	4,438	923	20.8
15-19	2,498	2,152	346	16.1

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
3848	3810	3644	3634	3503	-345	-9.0

Catholic School Elementary Enrollment (St. John Regional)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
265	263	254	253	249	-16	-6.0	243

The population of Concord followed the most typical pattern in the Diocese between 1990 and 2000 with an overall population increase and yet a drop in the under-five age group, though not as dramatic a decrease as in some other towns. From 2000 to 2005, public school enrollments dropped by 9% while Catholic school enrollment fell only 6%.

Laconia

U.S. Census	2000	1990	Change	% Change
Total Pop.	16,411	15,743	668	4.2
Under 5	866	1,185	-319	-26.9
5-14	2,117	2,238	-121	-5.4
15-19	1,036	1,101	-65	-5.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1721	1668	1694	1984	1618	-103	-6.0

Catholic School Elementary Enrollment (Holy Trinity)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
201	187	177	158	158	-43	-21.4	143

The number of children in Laconia went down between 1990 and 2000, with a drop of over 25% in the under-five group. Public school enrollment decreased slightly from 2000 to 2005, while Catholic school enrollment dropped by more than 20%. Between the 2000-05 and 2005-06 school years, Holy Trinity lost another 15 pupils.

III. Regional Trends

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
8124	7924	7742	7686	7470	-654	-8.0

Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
565	550	517	491	489	-76	-13.5	475

Overall, Catholic school enrollment from 2000 to 2005 has dropped much more rapidly than in the public schools (13.5% vs. 8%). Only in Concord was the rate of decrease less in the Catholic Schools.

In addition to this trend, the overall under-five population dropped considerably from 1990 to 2000. This trend, if it continues, will mean that there will not be no increase in the number of school-age children in the near future.

IV. Elementary Schools Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

Total Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
52,622	50,400	51,218	50,845	48,839	-3,783	-7.2

Total Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
6,342	6,256	5,996	5,680	5,365	-977	-15.4	4,983

As has been the case in the Northern Region, public school enrollments have been decreasing throughout the Diocese to match lower birth rates over the last ten years. At the same time, the

drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with the loss occurring at twice the rate as in the public schools from 2000 to 2005.

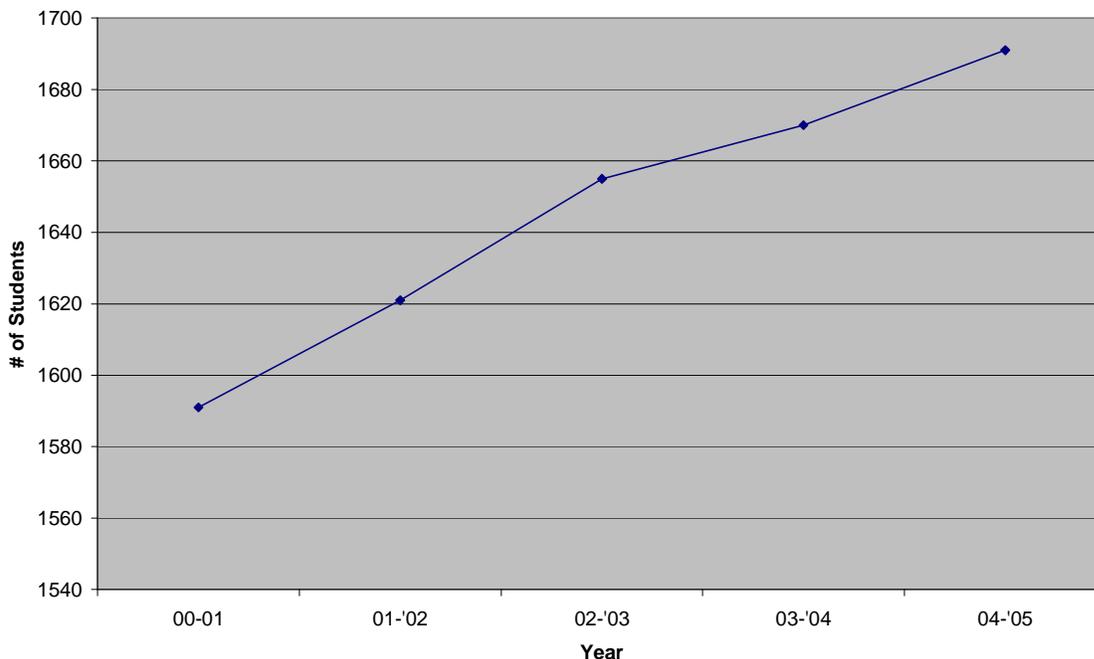
V. High School Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade.

Because of these general population trends, the demand for more space in high schools has been growing over the last several years. Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



VI. Summary

In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

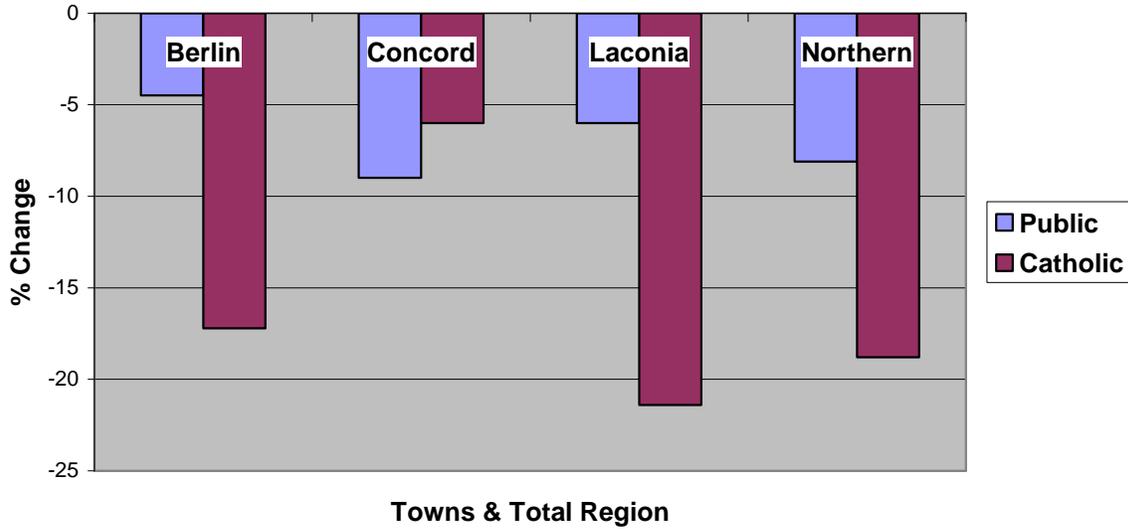
The 2005-06 Catholic school elementary school population (excluding private schools) is highest in the Southern region, followed by the Central, Seacoast, Northern, and the Western regions. Based on figures from May 2005, the total number of pupils in the Diocese fell from 6,342 in the 2000-01 school year to 5,365 in 2004-05, and to 4,983 in the current school year, 2005-06. This is a drop of 977, or 15.4%, from 2000 to 2005 and 1,359, or 21.4%, from 2000 to 2006. The rate of decreases in Catholic school enrollments was similar to the diocesan rate of 15.4% in the Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

As has been the case in the Northern Region, public school enrollments have been decreasing in the Diocese to match lower birth rates during the last ten years, though more precipitously than in the Northern Region. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been dramatic, with a loss of about 15% of the students from 2000 to 2005.

Though public school enrollments in the Northern Region have fallen during the last five years, Catholic school enrollments have continued to fall more rapidly, with the loss of 137 students and a 19% decrease in the number of students from 2000 to 2005.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments.

Enrollment Change, Public & Catholic Elementary Schools, Northern Region, 2000-05



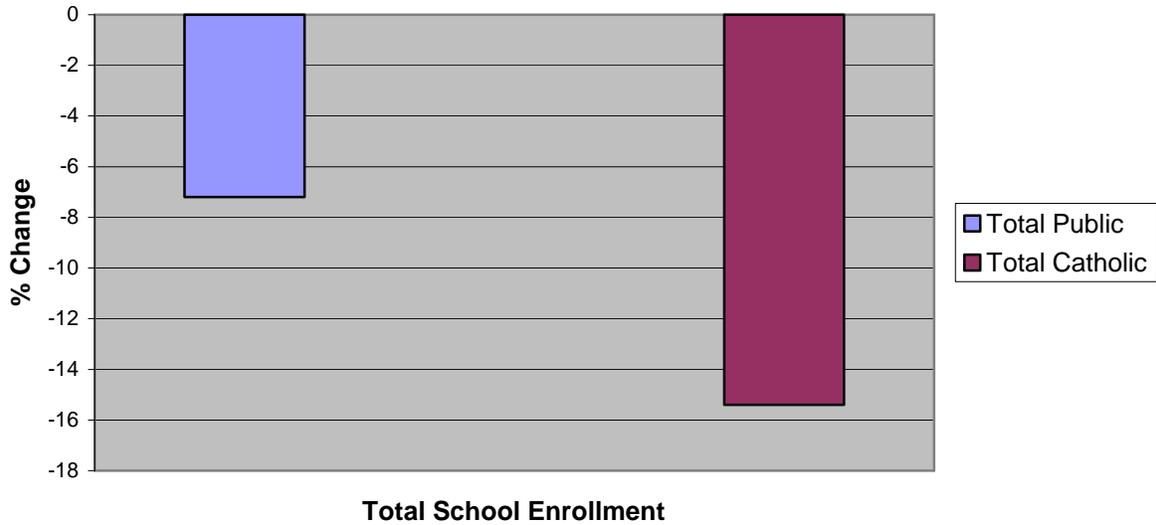
Public Elementary Schools

	2000-01	2004-05	Enrollment Change	% Chg
Berlin	1074	1026	-48	-4.5
Concord	3848	3503	-345	-9.0
Laconia	1721	1618	-103	-6.0
Northern	6643	6147	-496	-7.5

Catholic Elementary Schools

		2000-01	2004-05	Enrollment Change	% Chg
St. Michael School	Berlin	99	82	-17	-17.2
St. John Regional School	Concord	265	249	-16	-6.0
Holy Trinity School	Laconia	201	158	-43	-21.4
Northern Total		565	489	-76	-13.5

Enrollment Change, Diocese of Manchester Public & Catholic Elementary Schools, 2000-05



Public Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	52,622	48,839	-3,783	-7.2

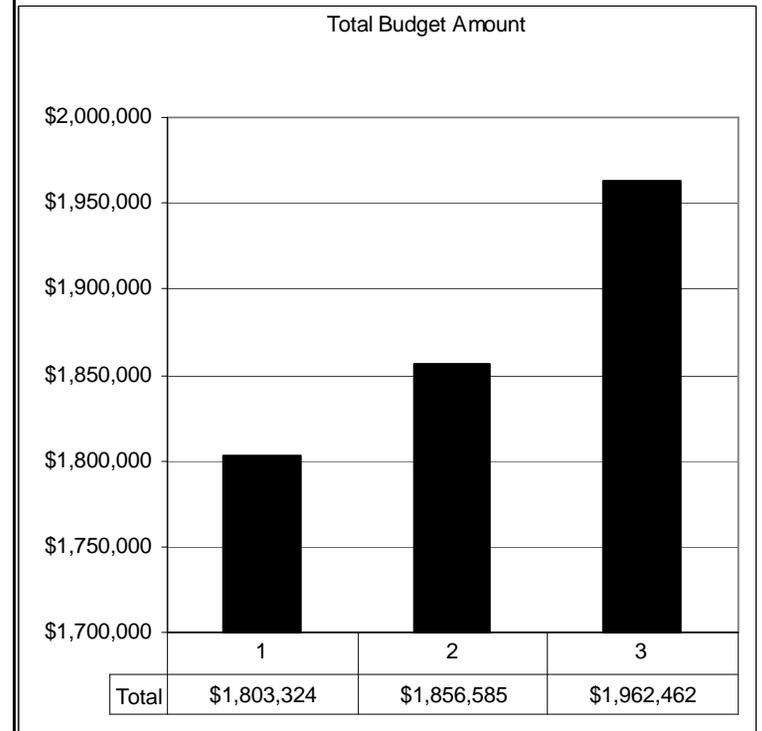
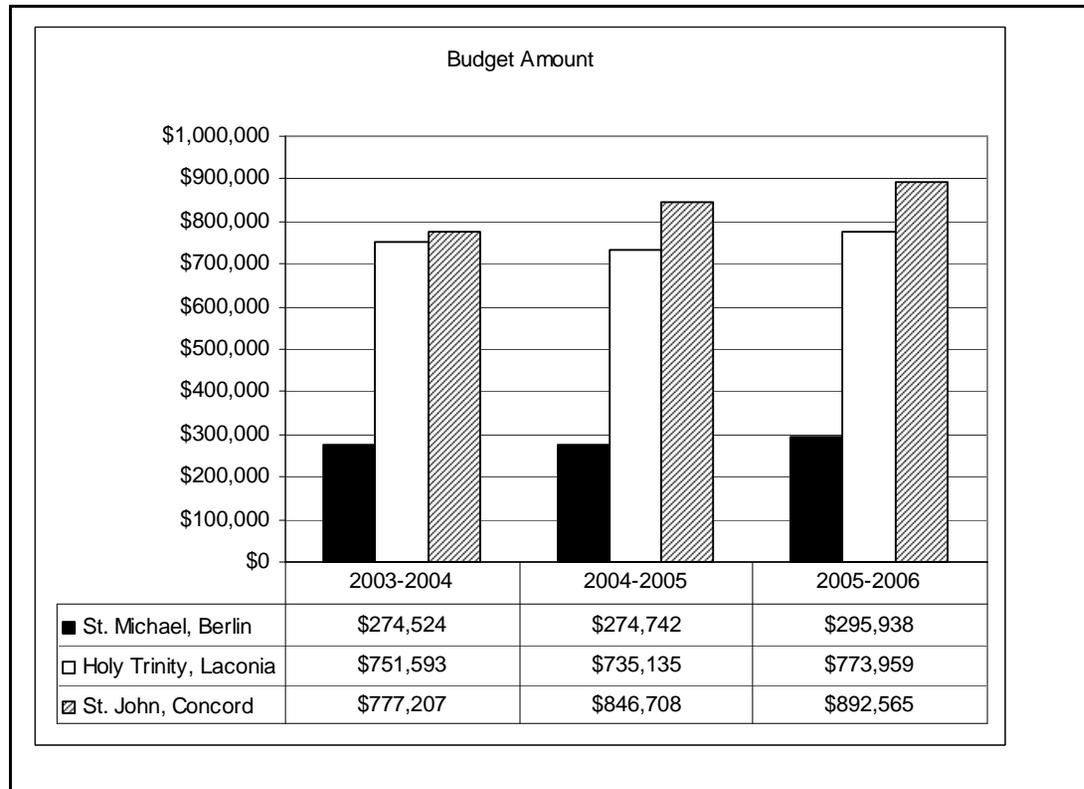
Catholic Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	6,342	5,365	-977	-15.4

2003-2006 NORTHERN REGION GRADE SCHOOL DATA

Grade Schools	Budget Amount			% increase or decrease
	2003-2004	2004-2005	2005-2006	
St. Michael, Berlin	\$274,524	\$274,742	\$295,938	7.8%
Holy Trinity, Laconia	\$751,593	\$735,135	\$773,959	3.0%
St. John, Concord	\$777,207	\$846,708	\$892,565	14.8%
Total	\$1,803,324	\$1,856,585	\$1,962,462	8.8%

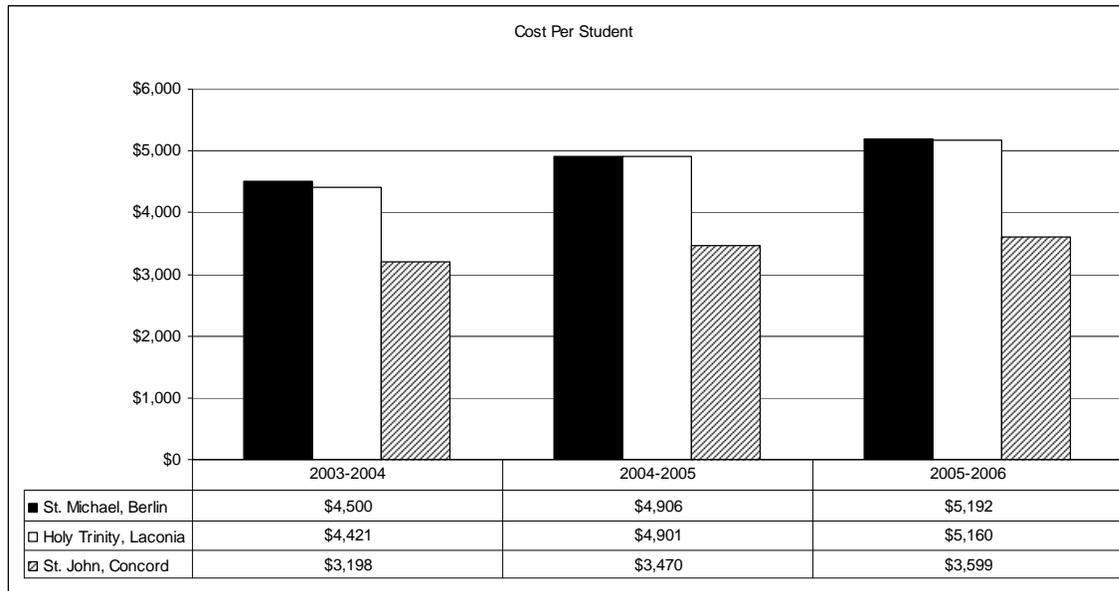
** % increase or decrease is between 2003/04 and 2005/06



2003-2006 NORTHERN REGION GRADE SCHOOL DATA

Grade Schools	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Michael, Berlin	\$4,500	\$4,906	\$5,192	15.4%
Holy Trinity, Laconia	\$4,421	\$4,901	\$5,160	16.7%
St. John, Concord	\$3,198	\$3,470	\$3,599	12.5%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 NORTHERN REGION GRADE SCHOOL DATA

Grade Schools	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Michael, Berlin	\$1,870	\$2,038	\$2,222	18.8%	\$2,370	\$2,458	\$2,642	11.5%
Holy Trinity, Laconia	\$3,075	\$3,560	\$3,780	22.9%	\$3,650	\$4,150	\$4,400	20.5%
St. John, Concord	\$2,549	\$2,957	\$2,926	14.8%	\$3,048	\$3,471	\$3,470	13.8%

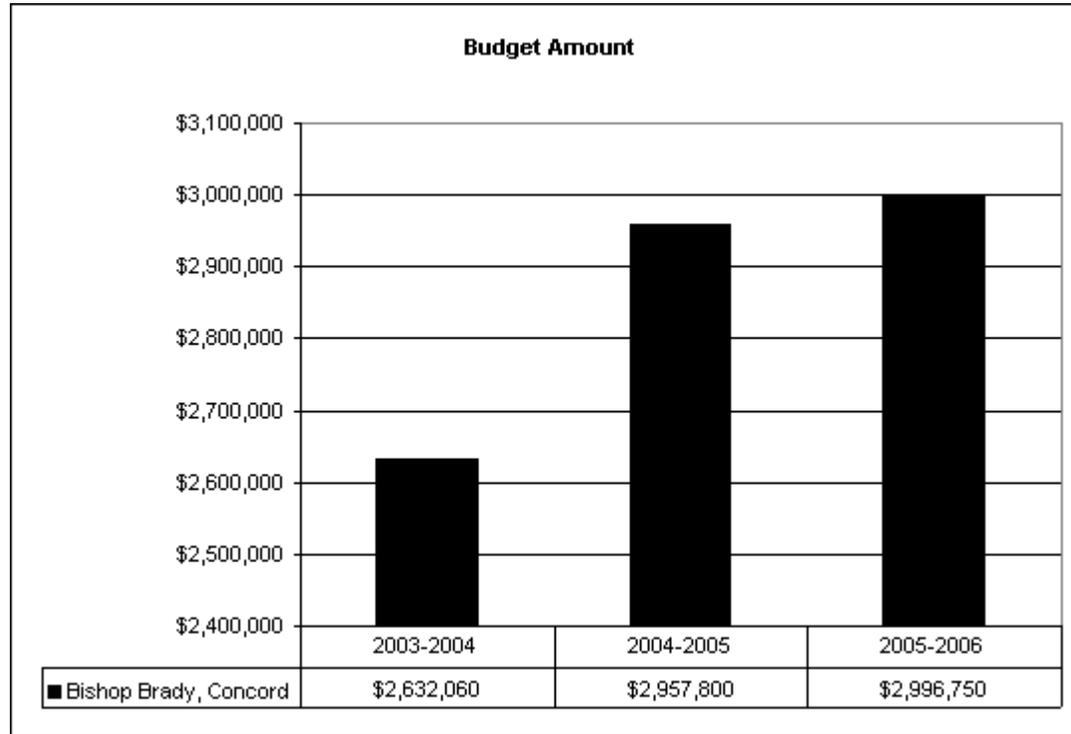
	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Michael, Berlin	0%	0%	0%	38%	39%	48%	22%	13%	13%
Holy Trinity, Laconia	13%	11%	11%	71%	70%	71%	18%	15%	18%
St. John, Concord	5%	5%	5%	78%	80%	79%	6%	5%	4%

	Percent Diocesan Support			Percent Other Support		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Michael, Berlin	39%	38%	32%	1%	10%	7%
Holy Trinity, Laconia	8%	8%	8%	3%	7%	3%
St. John, Concord	15%	13%	14%	1%	2%	3%

2003-2006 NORTHERN REGION HIGH SCHOOL DATA

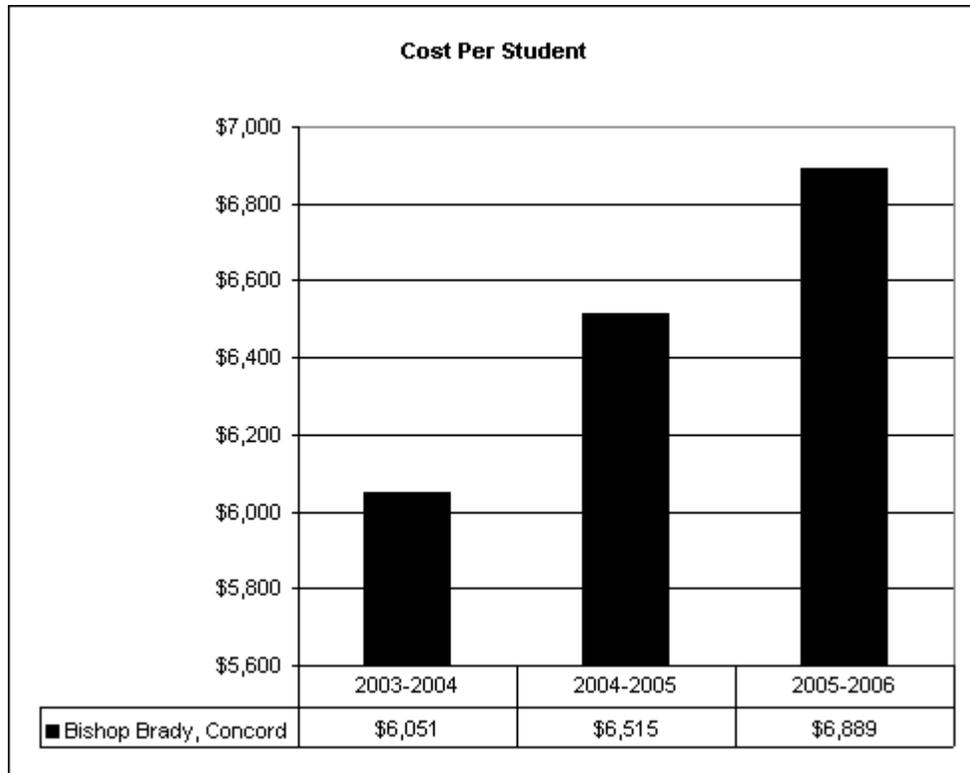
High School	Budget Amount			% increase or decrease
	2003-2004	2004-2005	2005-2006	
Bishop Brady, Concord	\$2,632,060	\$2,957,800	\$2,996,750	13.9%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 NORTHERN REGION HIGH SCHOOL DATA

High School	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Bishop Brady, Concord	\$6,051	\$6,515	\$6,889	13.8%



Diocese of Manchester-Catholic Schools, September 2005

2003-2006 NORTHERN REGION HIGH SCHOOL DATA

High School	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
Bishop Brady, Concord	\$5,800	\$6,200	\$6,600	13.8%	N/A	N/A	N/A	

	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Bishop Brady, Concord	2.5%	3%	2.8%	86%	95%	96%	8%	2%	2%

	Percent Diocesan Support			Percent Other Revenue		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Bishop Brady, Concord	0%	0%	0%	6%	3%	2%

School Enrollment, 2000-2005¹ Seacoast Region Diocese of Manchester, New Hampshire

I. Introduction

The Seacoast Region of the Diocese contains Catholic elementary schools in the towns of Dover (St. Mary Academy), Hampton (Sacred Heart), Portsmouth (St. Patrick), and Rochester (St. Elizabeth Seton), and St. Thomas Aquinas High School in Dover. The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

II. Trends by Town

Dover

U.S. Census	2000	1990	Change	% Change
Total Pop.	26,884	25,042	1,842	7.4
Under 5	1,537	1,581	-44	-2.8
5-14	3,110	2,698	412	15.3
15-19	1,516	1,380	136	9.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05
2,372	2,362	2,429	2,484	2,395	23	1.0

Catholic School Elementary Enrollment (St. Mary Academy)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
498	496	483	464	447	-51	-10.2	400

The overall number of children living in Dover rose between 1990 and 2000 (except for a small drop in the under-five population). From 2000-05, public school enrollment remained steady, yet the number of Catholic school children decreased by 10%.

¹ The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

Hampton

U.S. Census	2000	1990	Change	% Change
Total Pop.	14,937	12,278	2,659	21.7
Under 5	899	688	211	30.7
5-14	1,824	1,397	427	30.6
15-19	766	757	9	1.2

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05
1,446	1,465	1,456	1,452	1,416	-30	-2.1

Catholic School Elementary Enrollment (Sacred Heart)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
449	438	414	391	363	-86	-19.1	348

Unlike the pattern throughout the Diocese, the number of children living in Hampton rose between 1990 and 2000 in all three categories (Under 5, 5-14, and 15-19). While public school enrollment decreased only slightly from 2000 to 2005, the number of Catholic students dropped by 19%.

Portsmouth

U.S. Census	2000	1990	Change	% Change
Total Pop.	20,785	25,925	-5,140	-20.0
Under 5	998	2,071	-1,073	-51.8
5-14	2,003	3,009	-1,006	-33.4
15-19	861	1,268	-407	-32.1

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05
1,639	1,613	1,586	1,583	1,545	-94	-5.7

Catholic School Elementary Enrollment (St. Patrick)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
203	181	184	165	166	-37	-18.2	135

The population of Portsmouth dropped significantly between 1990 and 2000, especially among children. The fall in the under-five population of over 50% has strong implications for school enrollment in the coming years. From 2000 to 2005, public school enrollments fell by about 6% and the number of Catholic school pupils dropped by 18%.

Rochester

U.S. Census	2000	1990	Change	% Change
Total Pop.	28,461	26,630	1,831	6.9
Under 5	1,894	2,253	-359	-15.9
5-14	4,077	3,814	263	6.9
15-19	1,926	1,580	346	21.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05
3,151	3,149	3,150	3,183	3,155	4	0.1

Catholic School Elementary Enrollment (St. Elizabeth Seton)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
324	325	297	285	257	-67	-20.7	213

As has been the pattern, the population of children went up between 1990 and 2000, except for the under-five group, which fell, though less drastically than in some towns. Public school enrollment held steady from 2000 to 2005 while Catholic school enrollment dropped by 21%.

III. Regional Trends

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05
8,608	8,589	8,621	8,702	8,511	-97	-1.1

Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
1,474	1,440	1,378	1,305	1,223	-241	-16.4	1,096

The overall under-five population dropped in each of the towns except Hampton from 1990 to 2000. The town of Portsmouth saw a large drop in population from 1990 to 2000, including a fall of over 50% in the under-five age group. This trend, if it continues, will mean that there will be fewer school-age children in the near future.

Public school enrollments have generally remained steady from 2000 to 2005. The number of students attending Catholic Schools, however, has continued to fall more rapidly, with the loss of 241 students and a 16% decrease in the number of students during the last five years. During the last school year, the enrollment in the Catholic Schools fell by an additional 137 pupils.

IV. Elementary Schools Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

Total Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
52,622	50,400	51,218	50,845	48,839	-3,783	-7.2

Total Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
6,342	6,256	5,996	5,680	5,365	-977	-15.4	4,983

Though public school enrollments have remained steady from 2000 to 2005 in the Seacoast Region, throughout the Diocese public school enrollments have generally fallen to match lower birth rates during the last ten years. In most of the towns analyzed in the Diocese, the Catholic school population fell steadily during this time period, and the drop has continued into the current school year. The rate of decrease of 15% in the Catholic Schools (excluding the high schools) was double that in the public schools (7%).

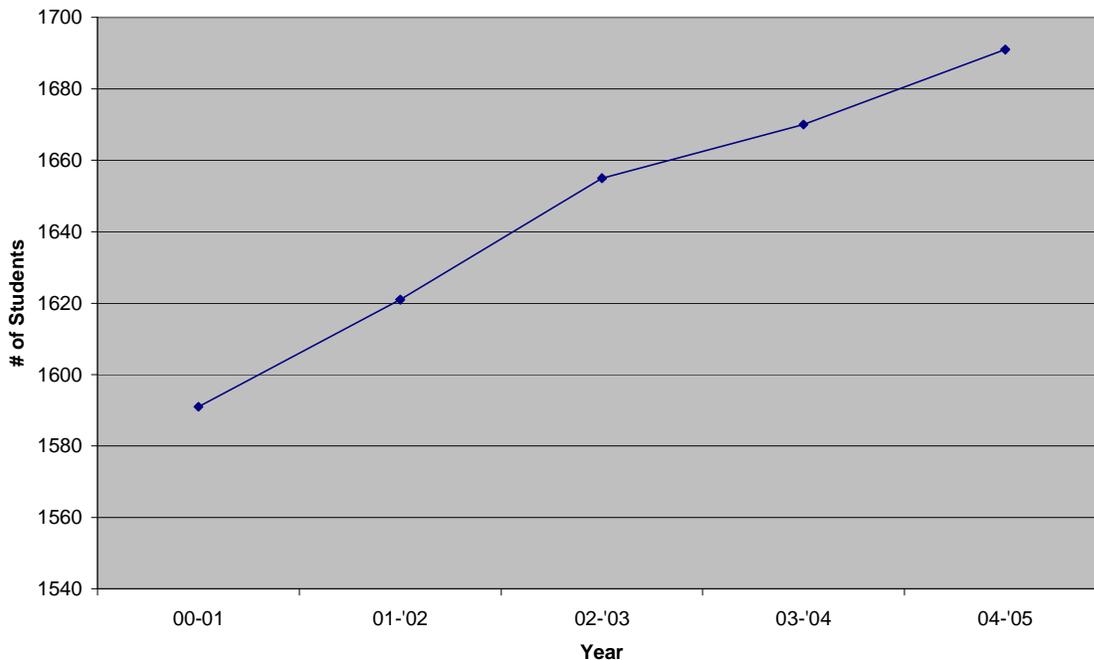
V. High School Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade.

Because of these general population trends, the demand for more space in high schools has been growing over the last several years. Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



VI. Summary

In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

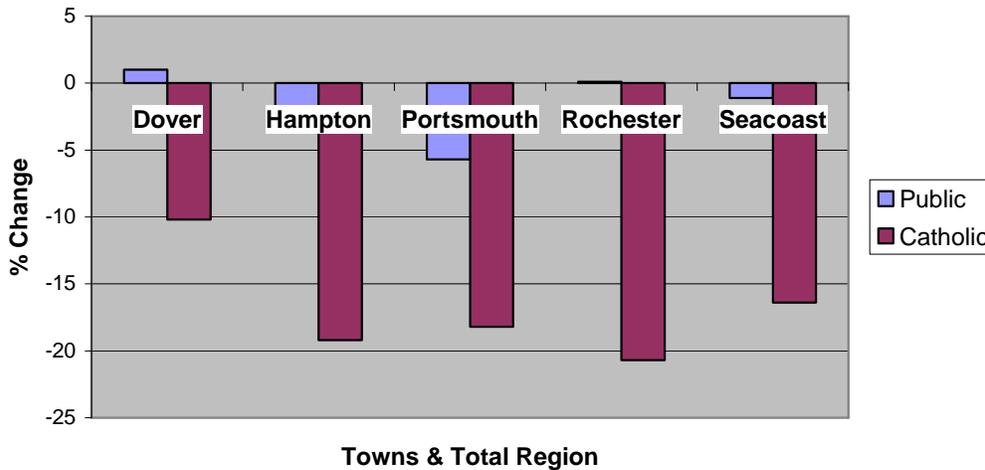
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Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

Though public school enrollments have been decreasing in the Diocese to match lower birth rates during the last ten years, this has not been the case in the Seacoast Region where public school enrollments have generally remained steady during the last five years. However, from 2000 to 2005, Catholic school enrollments in the region have continued to fall steadily, with the loss of 241 students and a 16% decrease in the number of students.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments.

Enrollment Changes, Public & Catholic Elementary Schools, Seacoast Region, 2000-05



Public Elementary Schools

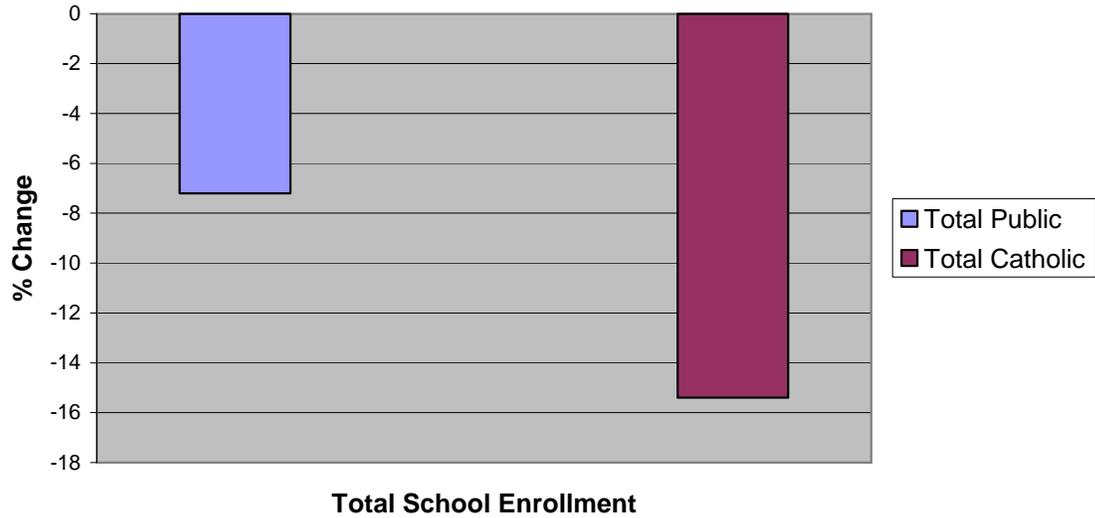
	2000-01	2004-05	Enrollment Change	% Chg
Dover	2,372	2,395	23	1.0
Portsmouth	1,639	1,545	-94	-5.7
Rochester	3,151	3,155	4	0.1
Hampton	1,446	1,416	-30	-2.1
Seacoast	8,608	8,511	-97	-1.1

Catholic Elementary Schools

		2000-01	2004-05	Enrollment Change	% Chg
Saint Mary Academy	Dover	498	447	-51	-10.2
St. Patrick School	Portsmouth	203	166	-37	-18.2
St. Elizabeth Seton School	Rochester	324	257	-67	-20.7
Sacred Heart School	Hampton	449	363	-86	-19.2

Seacoast Total		1474	1,233	-241	-16.4
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**Enrollment Change, Diocese of Manchester,
 Public & Catholic Elementary Schools, 2000-05**



Public Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	52,622	48,839	-3,783	-7.2

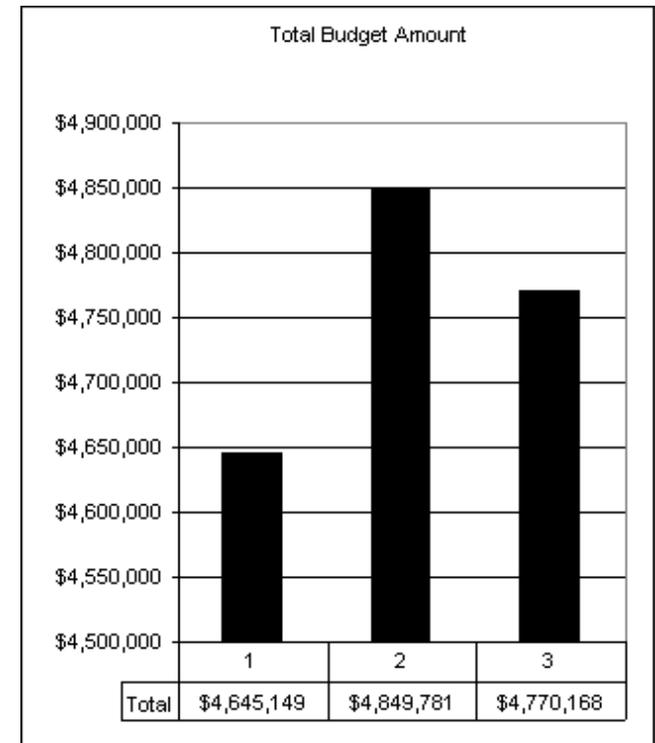
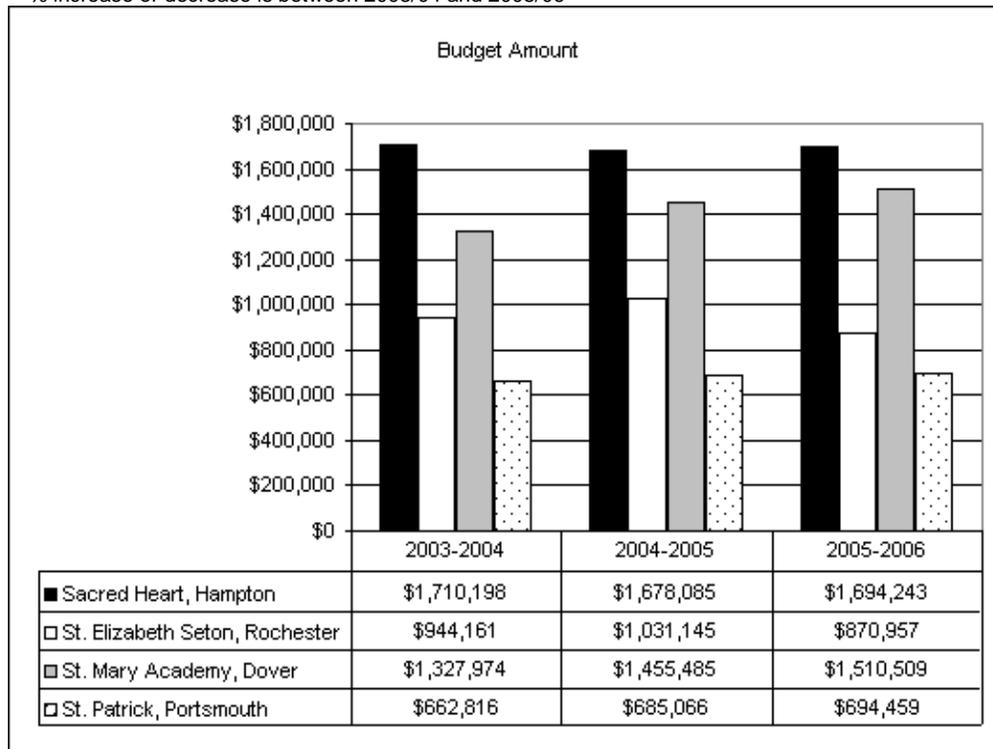
Catholic Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	6,342	5,365	-977	-15.4

2003-2006 SEACOAST REGION GRADE SCHOOL DATA

Grade Schools	Budget Amount			% increase or decrease
	2003-2004	2004-2005	2005-2006	
Sacred Heart, Hampton	\$1,710,198	\$1,678,085	\$1,694,243	-0.9%
St. Elizabeth Seton, Rochester	\$944,161	\$1,031,145	\$870,957	-7.8%
St. Mary Academy, Dover	\$1,327,974	\$1,455,485	\$1,510,509	13.7%
St. Patrick, Portsmouth	\$662,816	\$685,066	\$694,459	4.8%
Total	\$4,645,149	\$4,849,781	\$4,770,168	2.7%

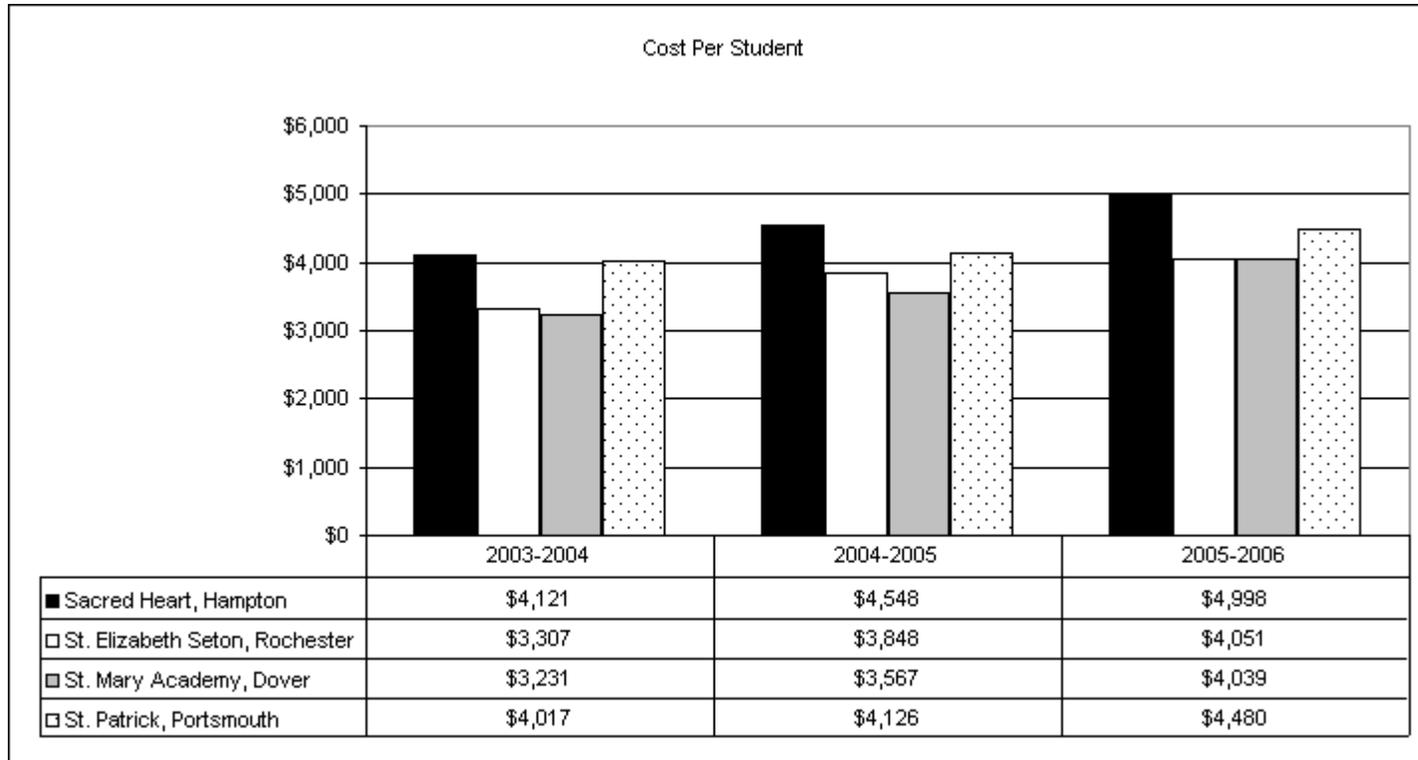
** % increase or decrease is between 2003/04 and 2005/06



2003-2006 SEACOAST REGION GRADE SCHOOL DATA

Grade Schools	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Sacred Heart, Hampton	\$4,121	\$4,548	\$4,998	21.3%
St. Elizabeth Seton, Rochester	\$3,307	\$3,848	\$4,051	22.5%
St. Mary Academy, Dover	\$3,231	\$3,567	\$4,039	25.0%
St. Patrick, Portsmouth	\$4,017	\$4,126	\$4,480	11.5%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 SEACOAST REGION GRADE SCHOOL DATA

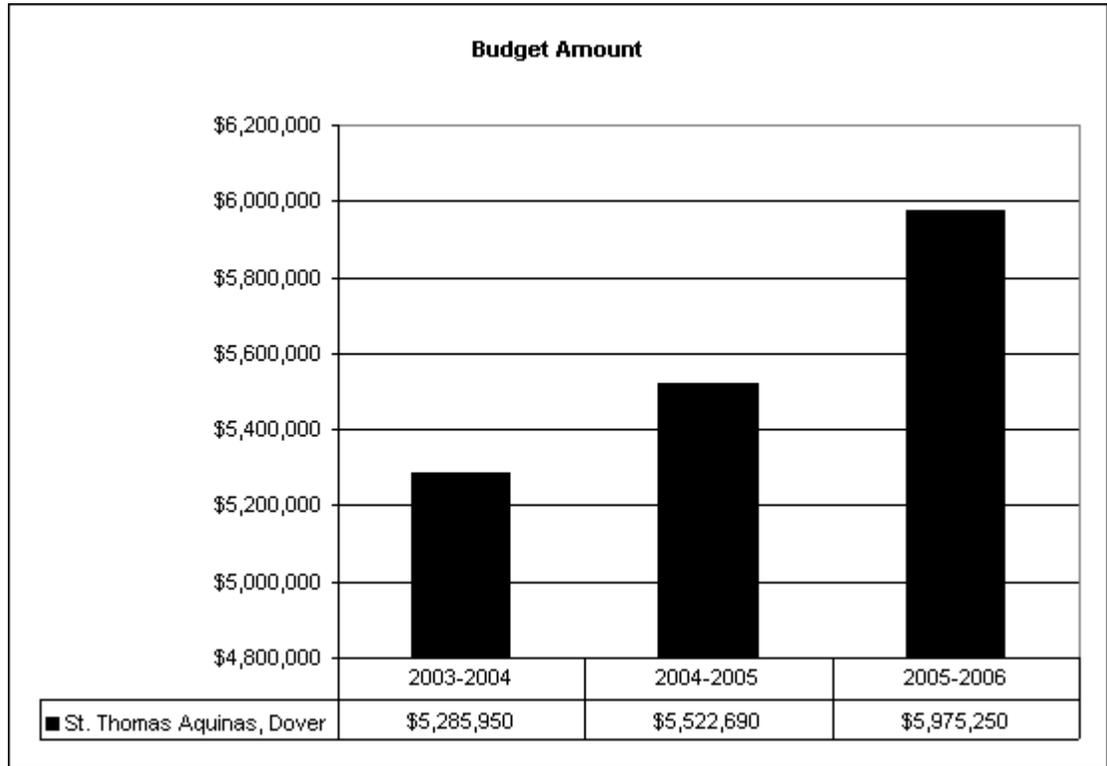
Grade Schools	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
Sacred Heart, Hampton	\$3,030	\$3,370	\$3,872	27.8%	\$3,750	\$4,090	\$4,614	23.0%
St. Elizabeth Seton, Rochester	\$2,450	\$2,900	\$3,070	25.3%	\$3,080	\$3,450	\$3,650	18.5%
St. Mary Academy, Dover	\$2,355	\$2,580	\$2,775	17.8%	\$2,995	\$3,380	\$3,670	22.5%
St. Patrick, Portsmouth	\$3,205	\$3,305	\$3,555	10.9%	\$3,805	\$3,904	\$4,155	9.2%

	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Sacred Heart, Hampton	5%	5%	5%	75%	75%	80%	13%	12%	9%
St. Elizabeth Seton, Rochester	4%	4.5%	4.2%	81%	82%	82%	7%	7%	6%
St. Mary Academy, Dover	4%	5%	5%	80%	80%	81%	5%	5%	5%
St. Patrick, Portsmouth	3.5%	4%	4%	82%	88%	85%	5%	2%	3%

	Percent Diocesan Support			Percent Other Revenue		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Sacred Heart, Hampton	7%	8%	9%	5%	5%	2%
St. Elizabeth Seton, Rochester	9%	8%	9%	3%	3%	3%
St. Mary Academy, Dover	10%	10%	9%	5%	5%	5%
St. Patrick, Portsmouth	7%	7%	7%	6%	3%	5%

2003-2006 SEACOAST REGION HIGH SCHOOL DATA				
High School	Budget Amount			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Thomas Aquinas, Dover	\$5,285,950	\$5,522,690	\$5,975,250	13.0%

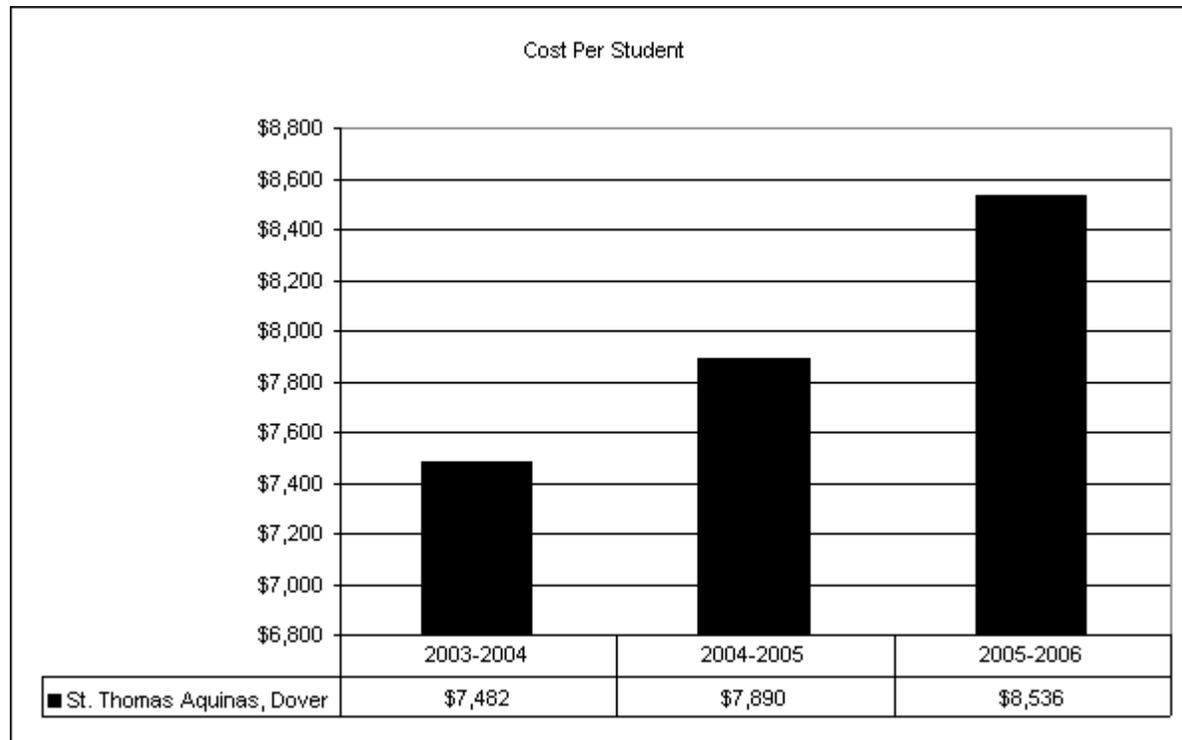
** % increase or decrease is between 2003/04 and 2005/06



2003-2006 SEACOAST REGION HIGH SCHOOL DATA

High School	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Thomas Aquinas, Dover	\$7,482	\$7,890	\$8,536	14.1%

** % increase or decrease is between 2003/04 and 2005/06



2003-2006 SEACOAST REGION HIGH SCHOOL DATA

High School	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Thomas Aquinas, Dover	\$6,300	\$6,800	\$7,400	17.5%	N/A	N/A	N/A	

	Percent Financial Aid		
	2003-2004	2004-2005	2005-2006
St. Thomas Aquinas, Dover	3%	3%	3%

	Percent of Tuition, Fees			Percent of Development			Percent Diocesan Support		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Thomas Aquinas, Dover	86%	88%	88%	8%	9%	9%	0%	0%	0%

	Percent Other Revenue		
	2003-2004	2004-2005	2005-2006
St. Thomas Aquinas, Dover	6%	3%	3%

School Enrollment, 2000-2005¹ Southern Region Diocese of Manchester, New Hampshire

I. Introduction

The Southern Region of the Diocese contains Catholic Schools in the towns of Derry (St. Thomas Aquinas), Litchfield (St. Francis), Nashua (Infant Jesus, St. Christopher, and Nashua Catholic Junior High), Pelham (St. Patrick), and Salem (St. Joseph). The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

II. Trends by Town

Derry

U.S. Census	2000	1990	Change	% Change
Total Pop.	34,021	29,603	4,418	14.9
Under 5	2,432	2,995	-563	-18.8
5-14	6,066	4,423	1643	37.1
15-19	2,523	1,791	732	40.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
4,685	4,648	4,409	4,228	4,039	-646	-13.8

Catholic School Elementary Enrollment (St. Thomas Aquinas)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
298	287	282	258	275	-23	-7.7	253

From 2000 to 2005, unlike the pattern in most towns that house Catholic Schools, the number of Catholic school children decreased by only about half the public school rate (8% vs. 14%). Though the overall number of children living in Derry rose between 1990 and 2000, the number of children under five dropped significantly—by about one-fifth. This large drop in the under-five population, which we see throughout the Diocese, has strong implications for school enrollments in the coming years.

¹ The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

Litchfield

U.S. Census	2000	1990	Change	% Change
Total Pop.	7,360	5,516	1,844	33.4
Under 5	689	575	114	19.8
5-14	1,416	1,017	399	39.2
15-19	521	398	123	30.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1,118	1,144	1,149	1,172	1,177	59	5.3

Catholic School Elementary Enrollment (St. Francis)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
166	174	163	154	144	-22	-13.3	150

The town of Litchfield experienced a significant population growth from 1990 to 2000 and, unlike most areas of the Diocese where the number of children under age five decreased during this period of time, the number of children in all three categories grew significantly. Public school enrollment increased by more than 5% from 2000 to 2005. However, during this time, the number of Catholic school students dropped by 13%, though Catholic enrollment rose between the 2004-05 and 2005-06 school years.

Nashua

U.S. Census	2000	1990	Change	% Change
Total Pop.	86,605	79,662	6,943	8.7
Under 5	5,644	6,425	-781	-12.2
5-14	12,597	9,950	2,647	26.6
15-19	5,338	4,834	504	10.4

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
10,928	10,552	10,490	10,276	8,948	-1,980	-18.1

Catholic School Elementary Enrollment (Pre-K to 6-- Infant Jesus, St. Christopher)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
728	720	706	681	643	-85	-11.7	589

Catholic School Junior High Enrollment (Nashua Catholic Regional Junior High*)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
331	343	350	338	287	-44	-13.3	261

Nashua (cont.)

*The sharp drop in the last two years was partly due to elimination of the 9th grade. Prior to 2004-05, enrollment was steady.

Catholic School Elementary/Junior High Enrollment (Total Pre-K to 8)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
1059	1063	1056	1019	930-	-129	-12.2	850

Public school enrollments dropped by 18% from 2000 to 2005. Catholic school enrollments fell at a slightly slower pace of about 12%. Though the population of children living in Nashua rose between 1990 and 2000, the large drop in the under-five population has strong implications for school enrollment in the coming years.

Pelham

U.S. Census	2000	1990	Change	% Change
Total Pop.	10,914	9,408	1,506	16.0
Under 5	801	715	86	12.0
5-14	1,672	1,565	107	6.8
15-19	801	736	65	8.8

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1,343	1,320	1,359	1,408	1,402	59	4.4

Catholic School Elementary Enrollment (St. Patrick)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
234	241	226	235	240	6	2.6	239

Pelham is a small town which grew in the number of children it housed between 1990 and 2000 and showed slight enrollment gains in both the public and Catholic Schools from 2000 to 2005. This trend of increasing numbers of young children in the general population and in the schools is the opposite of the pattern of decreases seen in most other areas of the Diocese.

Salem

U.S. Census	2000	1990	Change	% Change
Total Pop.	28,112	25,746	2,366	9.2
Under 5	1,765	1,842	-77	-4.2
5-14	4,278	3,330	948	28.5
15-19	1,520	1,737	-217	-12.5

Salem (cont.)

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
3,198	3,100	3,150	3,144	3,067	-131	-4.1

Catholic School Elementary Enrollment (St. Joseph Regional)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
486	478	424	381	376	-110	-22.6	290

While public school enrollment dropped slightly (4%), the number of Catholic school students fell by 23% between 2000 and 2005. There was also a large drop in enrollment of 86 students between the 2004-05 school year and the fall of 2005-06, continuing the steady downward trend.

III. Regional Trends

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
21,272	19,464	20,557	20,228	18,633	-2,639	-12.4

Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
2,243	2,243	2,151	2,047	1,965	-278	-12.4	1,830

The rate of change in enrollment in both the public and Catholic Schools from 2000 to 2005 showed a drop of 12% in the Southern Region. In addition, the overall under-five population dropped considerably from 1990 to 2000. This trend, if it continues, will mean that there will not be an increase in school-age children in the near future.

IV. Elementary Schools Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

Diocesan Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
52,622	50,400	51,218	50,845	48,839	-3,783	-7.2

Diocesan Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
6,342	6,256	5,996	5,680	5,365	-977	-15.4	4,983

As has been the case in the Southern Region, public school enrollments have been decreasing throughout the Diocese to match lower birth rates over the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with the loss occurring at twice the rate as in the public schools from 2000 to 2005.

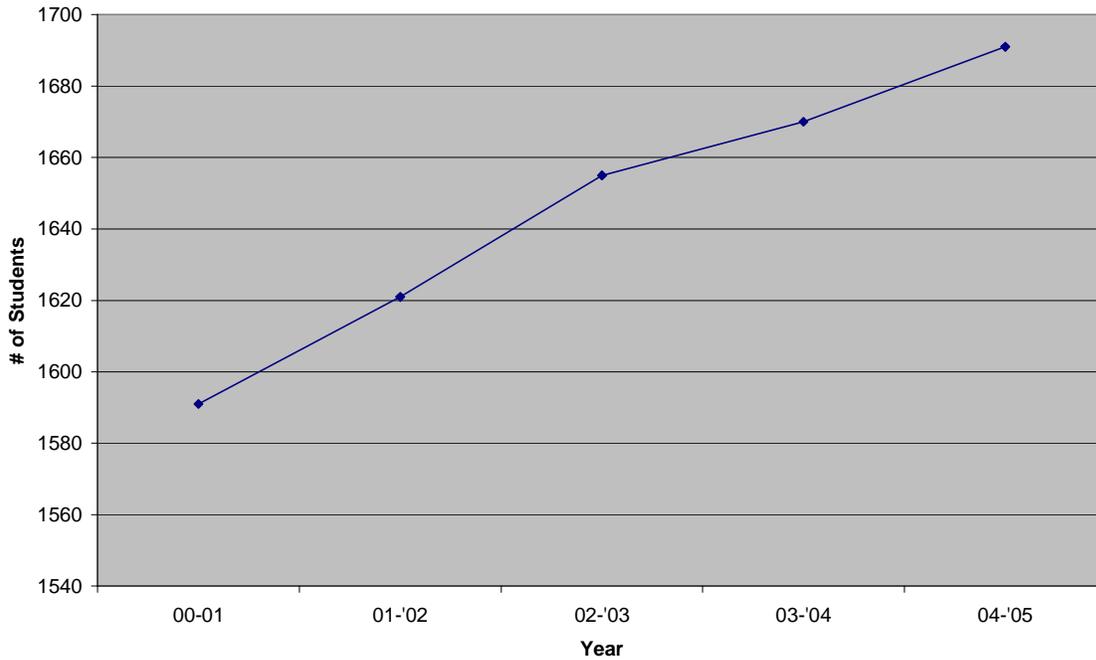
V. High School Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade.

Because of these general population trends, the demand for more space in high schools has been growing over the last several years. Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



VI. Summary

In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

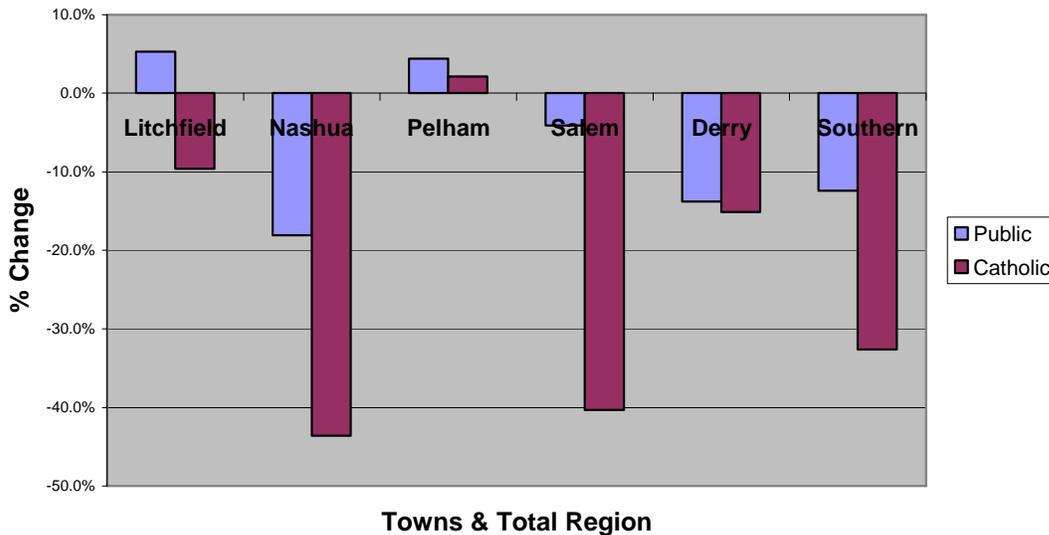
The 2005-06 Catholic school elementary school population (excluding private schools) is highest in the Southern region, followed by the Central, Seacoast, Northern, and the Western regions. Based on figures from May 2005, the total number of pupils in the Diocese fell from 6,342 in the 2000-01 school year to 5,365 in 2004-05, and to 4,983 in the current school year, 2005-06. This is a drop of 977, or 15.4%, from 2000 to 2005 and 1,359, or 21.4%, from 2000 to 2006. The rate of decreases in Catholic school enrollments was similar to the diocesan rate of 15.4% in the Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

As has been the case in the Southern Region, public school enrollments have been decreasing in the Diocese to match lower birth rates during the last ten years, though at a slower rate than in the Southern Region. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been dramatic, with a loss of about 15% of the students from 2000 to 2005.

The rate of change in enrollment in both the public and Catholic Schools from 2000 to 2005 showed a drop of 12% in the Southern Region. In addition, the overall under-five population dropped considerably from 1990 to 2000.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments.

Enrollment Change, Public & Catholic Elementary Schools, Southern Region, 2000-05



Public Elementary Schools

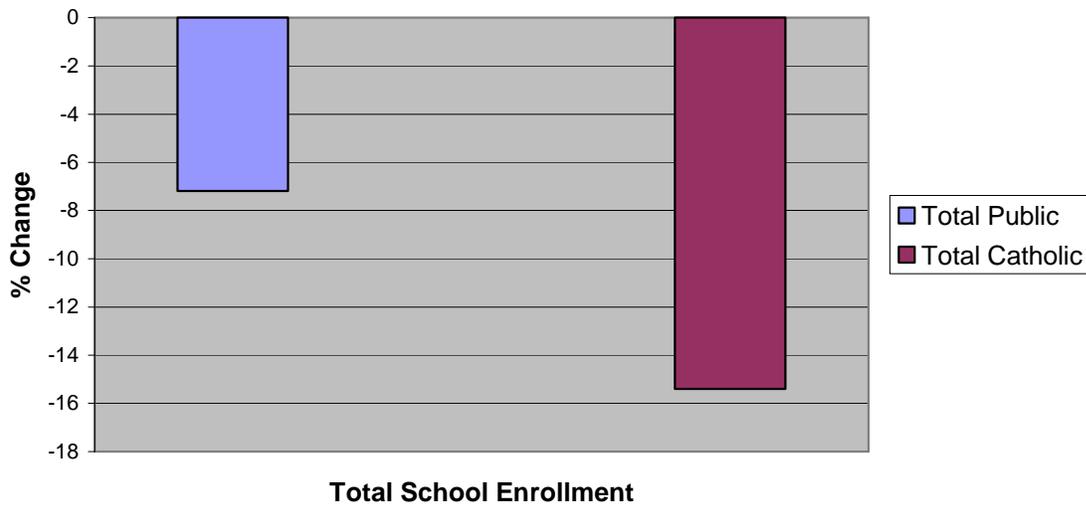
	2000-01	2004-05	Enrollment Change	% Chg
Derry	4,685	4,039	-646	-13.8
Litchfield	1,118	1,177	59	5.3
Nashua	1,059	930	-129	-12.2
Pelham	1,343	1,402	59	4.4
Salem	3,198	3,067	-1310	-4.1
Southern	21,272	18,633	-2,639	-12.4

Catholic Elementary Schools

		2000-01	2004-05	Enrollment Change	% Chg
St. Thomas Aquinas School	Derry	298	275	-23-	-7.7

St. Francis of Assisi School	Litchfield	166	144	-22	-13.3
Nashua Catholic Reg. Jr. High (7-8)	Nashua	331	287	-44	-13.3
St. Christopher School	Nashua	365	318	-47	-12.9
Infant Jesus	Nashua	363	325	-38	-10.5
St. Patrick School	Pelham	234	240	6	2.6
St. Joseph Regional School	Salem	486	376	-110	-22.6
Southern Total		6,342	5,365	-977	-15.4

Enrollment Change, Diocese of Manchester Public & Catholic Elementary Schools, 2000-05



Public Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	52,622	48,839	-3,783	-7.2

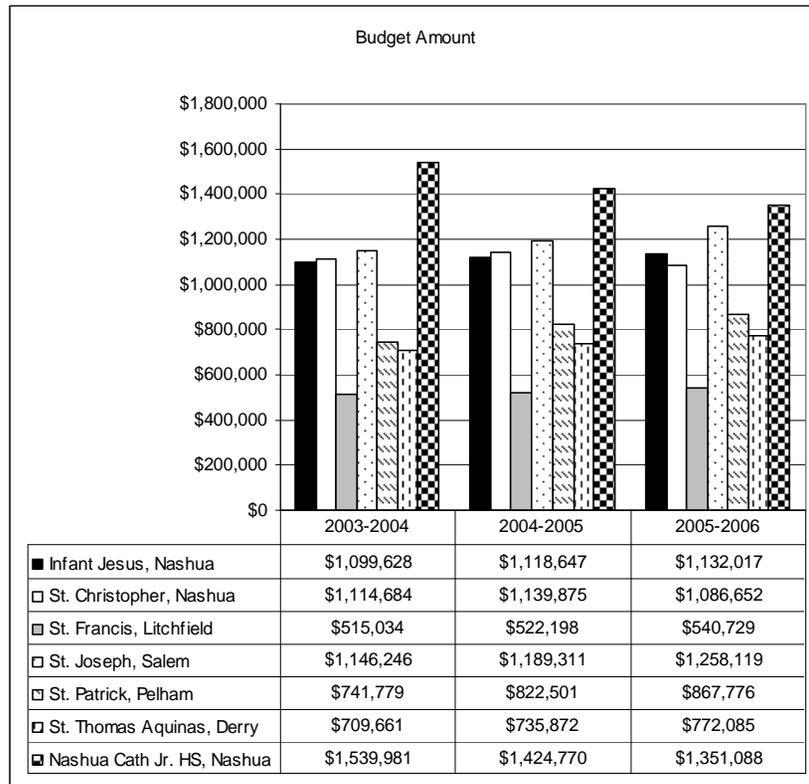
Catholic Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	6,342	5,365	-977	-15.4

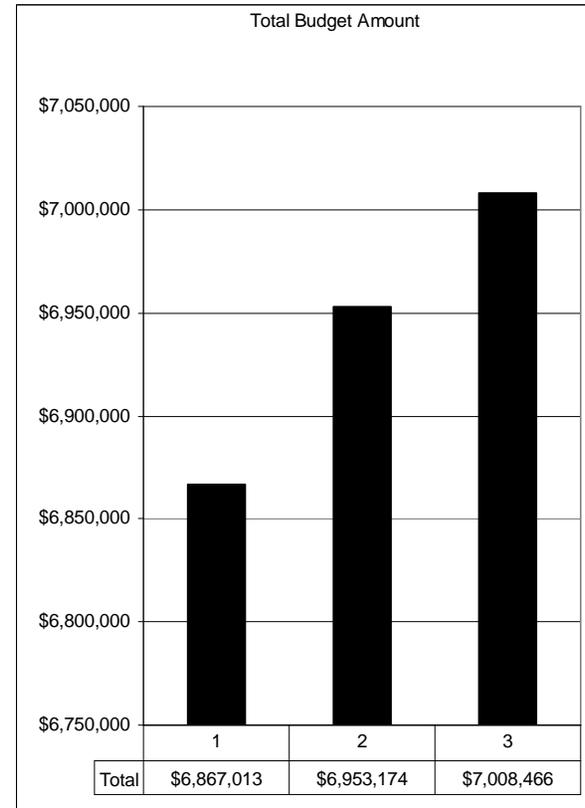
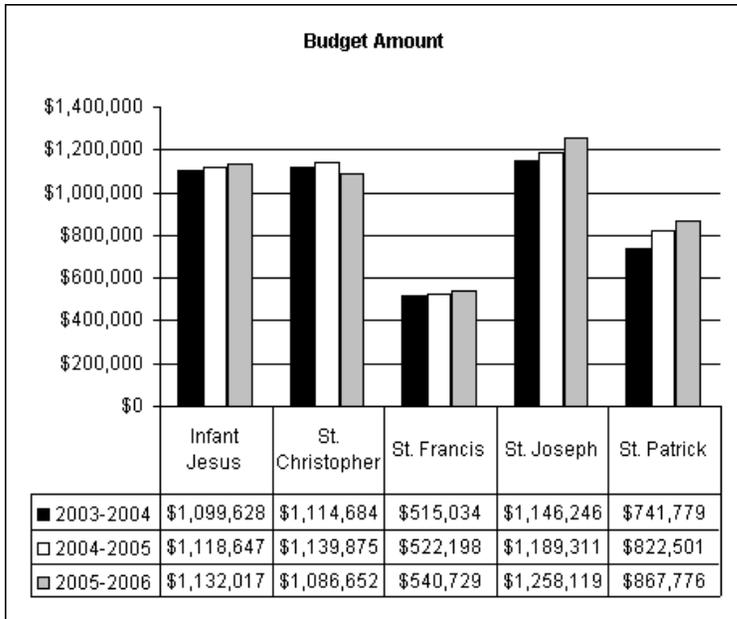
2003-2006 SOUTHERN REGION GRADE SCHOOL DATA

Grade Schools	Budget Amount			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Infant Jesus, Nashua	\$1,099,628	\$1,118,647	\$1,132,017	2.9%
St. Christopher, Nashua	\$1,114,684	\$1,139,875	\$1,086,652	-2.5%
St. Francis, Litchfield	\$515,034	\$522,198	\$540,729	5.0%
St. Joseph, Salem	\$1,146,246	\$1,189,311	\$1,258,119	9.8%
St. Patrick, Pelham	\$741,779	\$822,501	\$867,776	17.0%
St. Thomas Aquinas, Derry	\$709,661	\$735,872	\$772,085	8.8%
Nashua Cath Jr. HS, Nashua	\$1,539,981	\$1,424,770	\$1,351,088	-12.3%
Total	\$6,867,013	\$6,953,174	\$7,008,466	2.1%

** % increase or decrease is between 2003/04 and 2005/06



Diocese of Manchester – Charting the Future
Enrollment & Financial Data



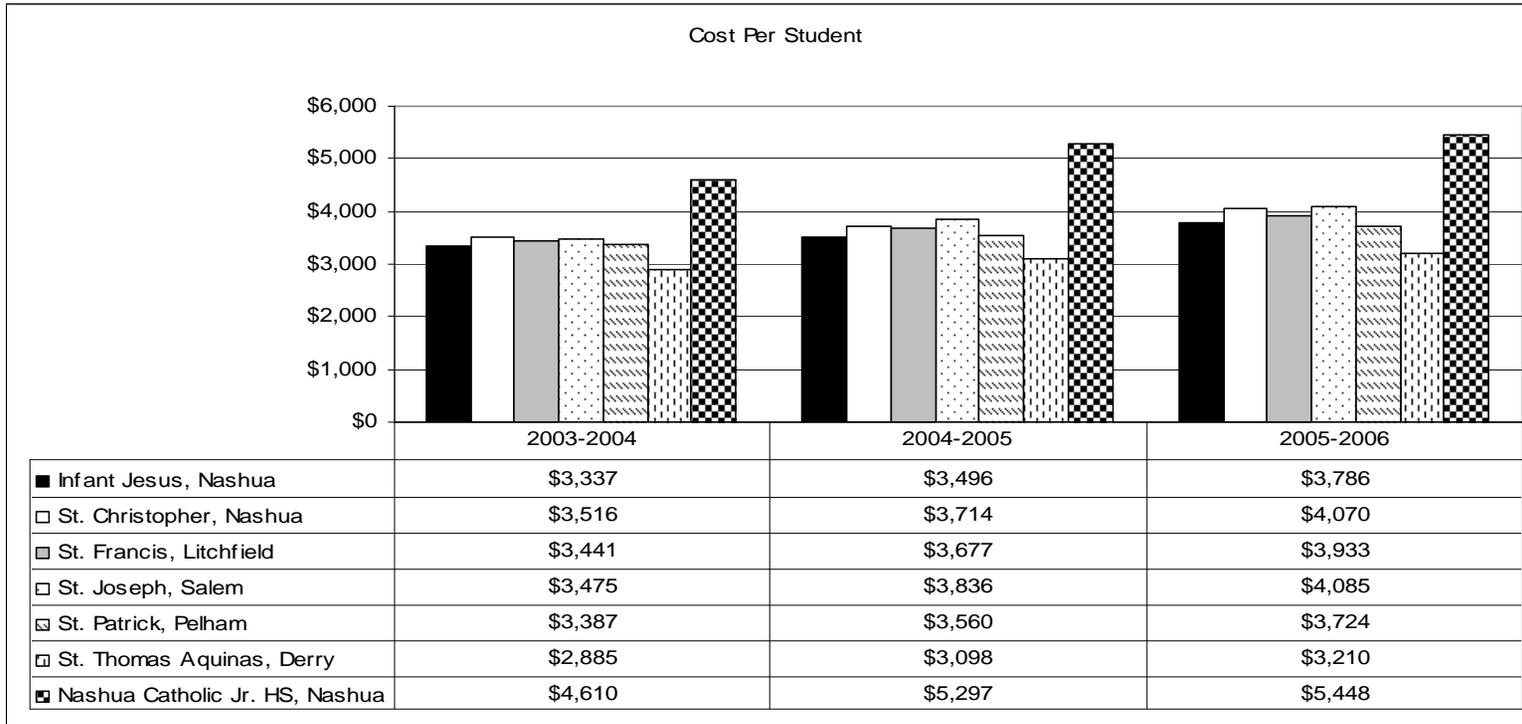
2003-2006 SOUTHERN REGION GRADE SCHOOL DATA

Grade Schools	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
Infant Jesus, Nashua	\$3,337	\$3,496	\$3,786	13.5%
St. Christopher, Nashua	\$3,516	\$3,714	\$4,070	15.8%
St. Francis, Litchfield	\$3,441	\$3,677	\$3,933	14.3%
St. Joseph, Salem	\$3,475	\$3,836	\$4,085	17.6%
St. Patrick, Pelham	\$3,387	\$3,560	\$3,724	9.9%

Diocese of Manchester – Charting the Future
Enrollment & Financial Data

St. Thomas Aquinas, Derry	\$2,885	\$3,098	\$3,210	11.3%
Nashua Catholic Jr. HS, Nashua	\$4,610	\$5,297	\$5,448	18.2%

% increase or decrease is between 2003/04 and 2005/06



2003-2006 SOUTHERN REGION GRADE SCHOOL DATA

Grade Schools	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
Infant Jesus, Nashua	\$2,380	\$2,510	\$2,681	12.6%	\$3,120	\$3,295	\$3,523	12.9%
St. Christopher, Nashua	\$2,625	\$2,750	\$2,970	13.1%	\$3,210	\$3,350	\$3,600	12.1%
St. Francis, Litchfield	\$2,400	\$2,707	\$2,659	10.8%	\$3,240	\$3,641	\$3,728	15.1%
St. Joseph, Salem	\$2,575	\$2,830	\$2,972	15.4%	\$3,150	\$3,465	\$3,638	15.5%
St. Patrick, Pelham	\$2,825	\$2,775	\$2,900	2.7%	\$3,285	\$3,315	\$3,470	5.6%

Diocese of Manchester – Charting the Future
Enrollment & Financial Data

St. Thomas Aquinas, Derry	\$2,113	\$2,245	\$2,395	13.3%	\$2,595	\$2,607	\$2,943	13.4%
Nashua Catholic Jr. HS, Nashua	\$3,685	\$4,342	\$4,432	20.3%	\$4,345	\$4,954	\$5,074	16.8%

	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Infant Jesus, Nashua	5%	5%	5%	83%	83%	82%	3%	3%	3%
St. Christopher, Nashua	5%	5%	5%	83%	85%	80%	5%	5%	7%
St. Francis, Litchfield	2%	2%	2%	78%	79%	82%	3%	3%	3%
St. Joseph, Salem	5%	5%	4.2%	80%	82%	82%	5%	4%	6%
St. Patrick, Pelham	5%	5%	5%	80%	80%	81%	6%	6%	6%
St. Thomas Aquinas, Derry	3%	3.7%	3.5%	78%	78%	79%	8%	9%	8%
Nashua Catholic Jr. HS, Nashua	5%	5%	3%	90%	87%	84%	2%	4%	6%

	Percent Diocesan Support			Percent Other Revenue		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Infant Jesus, Nashua	8%	8%	7%	6%	6%	8%
St. Christopher, Nashua	9%	9%	9%	3%	1%	4%
St. Francis, Litchfield	12%	11%	11%	7%	7%	4%
St. Joseph, Salem	12%	11%	9%	3%	3%	3%
St. Patrick, Pelham	10%	10%	10%	4%	4%	3%
St. Thomas Aquinas, Derry	12%	11%	11%	2%	2%	2%
Nashua Catholic Jr. HS, Nashua	6%	7%	7%	2%	2%	3%

Diocese of Manchester-Catholic Schools, November 2005

School Enrollment, 2000-2005¹ Western Region Diocese of Manchester, New Hampshire

I. Introduction

The Western Region of the Diocese, the smallest in terms of Catholic school enrollment, contains Catholic Schools in the towns of Claremont (St. Mary), Jaffrey (St. Patrick) and Keene (St. Joseph). The public school district serves Jaffrey and Rindge. This report compares population trends for each of the towns with school enrollment trends for pre-school through grade 8. The 1990 and 2000 Censuses is the basis for the population information. The public school districts provided student enrollment figures through grade eight. The Catholic Schools Office provided school enrollment figures, pre-school through high school, and financial information for each school.

II. Trends by Town

Claremont

U.S. Census	2000	1990	Change	% Change
Total Pop.	13,151	13,902	-751	-5.4
<Under 5	759	1,057	-298	-28.2
5-14	1,786	1,834	-48	-2.6
15-19	805	908	-103	-11.3

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1,481	1,385	1,352	1,034	1,323	-158	-10.7

Catholic School Elementary Enrollment (St. Mary)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
164	138	149	144	103	-61	-37.2	131

The number of children in Claremont younger than nineteen fell between 1990 and 2000, especially in the under-five age group. Public school enrollment decreased 11% from 2000 to 2005 while the rate of loss of Catholic school pupils was more than three times as rapid, falling

¹ The Enrollment and Financial Data in this Appendix reflects all the information received by The Reid Group consultants from the Diocese of Manchester in September of 2005. The data was reviewed and modified based on feedback from the Catholic Schools Office and principals through April 2006. While the data needs to be updated regularly, the learnings and trends included here informed the recommendations contained in the Final Report.

37%. This school year saw an increase of 28 students from last year at St. Mary’s, though the 2005-06 enrollment level is still lower than two years ago.

Jaffrey-Rindge

U.S. Census	2000	1990	Change	% Change
Total Pop.	10,927	10,302	625	6.1
Under 5	627	832	-205	-24.6
5-14	1,603	1,508	95	6.3
15-19	1,224	1,084	140	12.9

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
1,210	1,190	1,179	1,163	1,204	-6	-0.5

Catholic School Elementary Enrollment (St. Patrick)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
186	177	164	149	110	-76	-40.9	100

While the percentage of children ages 5-19 grew from 1990 to 2000, the number under age five dropped by almost a quarter. A similar trend took place in New Hampshire, though not as dramatically, where the number of children under five decreased by 10.5% for the state as a whole.

Public school enrollments held steady from 2000 to 2005 while the Catholic school enrollment dropped by over 40% from 2000 to 2006. The small number of students attending St. Patrick makes this drop of 86 pupils dramatic as a percentage change.

Keene

U.S. Census	2000	1990	Change	% Change
Total Pop.	22,563	22,430	133	0.6
Under 5	954	1,303	-349	-26.8
5-14	2,539	2,653	-114	-4.3
15-19	2,375	2,188	187	8.5

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
2,273	2,237	2,153	2,112	2,067	-206	-9.1

Catholic School Elementary Enrollment (St. Joseph)

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
179	167	158	136	140	-39	-20.8	110

The same patterns were evident in Keene. The town saw a drop in the under-five population of over 25% between 1990 and 2000. The public school enrollment went down 9%, while the number of pupils at St. Joseph fell by 39, a drop of 21%.

III. Regional Trends

Public School Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
4964	4812	4684	4309	4594	-370	-7.5

Catholic School Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
529	482	471	429	353	-176	-33.3	341

Overall, public school enrollment was down 7% from 2000 to 2005. During this period of time, Catholic school enrollment dropped by 33%.

In addition to this trend, the overall under-five population dropped considerably from 1990 to 2000. If this trend continues, it will mean that there will be no increase in the number of school-age children in the near future.

IV. Elementary School Trends

The 1990 and 2000 U.S. Censuses show that the population has generally been rising in the towns where Catholic Schools are located in the Diocese of Manchester. However, the number of children under age five dropped by more than 10% during this decade. This has important implications for future school enrollments throughout the state in both public and private schools.

More detailed study can be made by reviewing each of the regional reports and by studying enrollment trends in individual schools. For example, some Catholic Schools do not have kindergarten or pre-k programs. In each school, enrollment trends by grade vary considerably. However, the overall picture is one of large, steady decreases in the Catholic school population throughout the Diocese.

Public School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	%Change 00-05
52,622	50,400	51,218	50,845	48,839	-3,783	-7.2

Catholic School Elementary Enrollment

00-01	01-02	02-03	03-04	04-05	00-05 Pop Chg	% Chg 00-05	05-06
6,342	6,256	5,996	5,680	5,365	-977	-15.4	4,983

As has been the case in the Western Region, public school enrollments have been decreasing throughout the Diocese to match lower birth rates over the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with the loss occurring at twice the rate as in the public schools from 2000 to 2005.

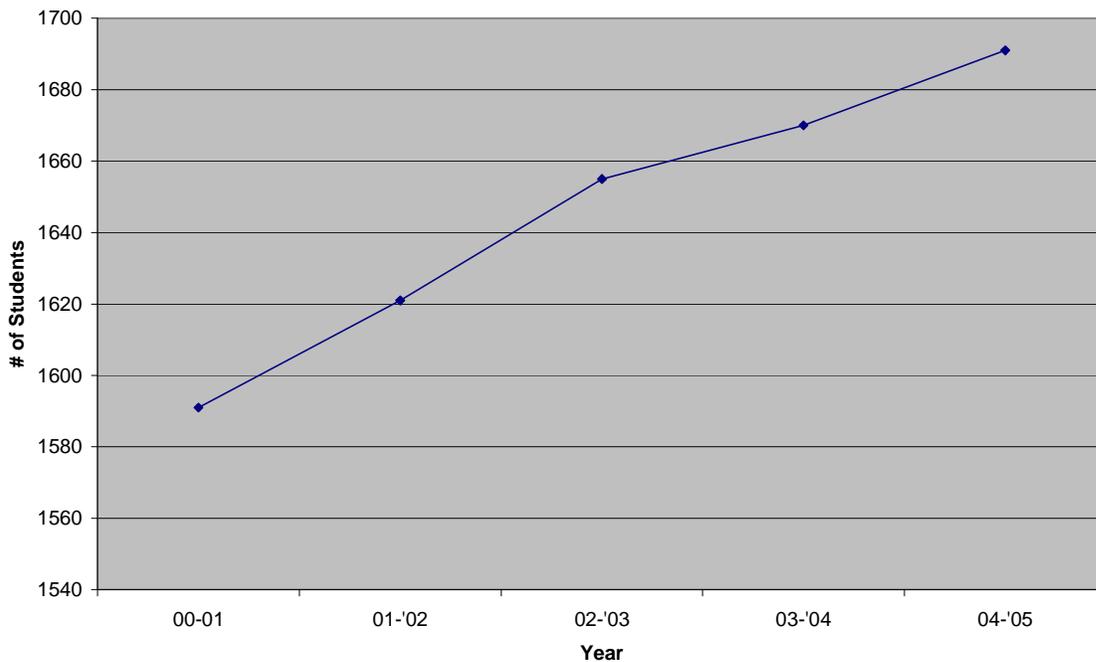
V. High School Trends

The number of children entering school is affected by birth rates and the number of immigrant families moving into an area. Since 1991, birth rates have generally been falling in the United States, and the students born during the mini-baby boom that ended in 1991 are filling middle schools and high schools. Therefore, while elementary school populations have dropped in areas with little immigration, and will continue to remain low in the foreseeable future, the demand for more space in high schools will continue throughout this decade.

Because of these general population trends, the demand for more space in high schools has been growing over the last several years. Led by an enrollment growth of 91 students at Trinity High School in Manchester, the high schools in the Diocese have experienced a 2000 to 2005 enrollment increase of 100 students, or a growth that totaled 6.3%. This compares with a combined 8.3% increase for the public high schools in Concord, Dover, and Manchester.

Caution should be used in planning for new or expanded high school space, however. After 2009, unless areas of the Diocese experience major increases in immigration, high school enrollments will probably begin to decrease.

Enrollment, Catholic High Schools, Diocese of Manchester, 2000-05



VI. Summary

In many areas of the Diocese, the 5-14 and 15-19 year old populations grew between 1990 and 2000. However, as noted above, the number of children under five fell during that decade. This is a trend that must be monitored by school officials as these children, five years after the last Census, are now of elementary-school age. Birth rates are not envisioned to increase in the foreseeable future, and the growth in high school student populations is likely to level off and begin to decrease by the end of this decade.

The public school enrollments from 2000 to 2005 remained steady in several towns, and the Southern Region saw some increases (Catholic school enrollments grew in Litchfield and Pelham, too). However, the overall trend in all the regions has been a steady loss of pupils. With the exception of the Southern Region, though, the decreases in public school enrollments have been much less than in the Catholic Schools.

The 2005-06 Catholic school elementary school population (excluding private schools) is highest in the Southern region, followed by the Central, Seacoast, Northern, and the Western regions. Based on figures from May 2005, the total number of pupils in the Diocese fell from 6,342 in the 2000-01 school year to 5,365 in 2004-05, and to 4,983 in the current school year, 2005-06. This is a drop of 977, or 15.4%, from 2000 to 2005 and 1,359, or 21.4%, from 2000 to 2006. The rate of decreases in Catholic school enrollments was similar to the diocesan rate of 15.4% in the Seacoast, Central, and Southern Regions. In the Northern and Western regions, the population in Catholic Schools has been falling faster than in the Diocese as a whole.

As has been the case in the Western Region, public school enrollments have been decreasing in the Diocese to match lower birth rates during the last ten years. At the same time, the drop in Catholic school enrollments (excluding the high schools) has been more dramatic, with a loss of about 15% of the students from 2000 to 2005. Overall, public school enrollment in the Western Region was down 7% from 2000 to 2005 while Catholic school enrollment dropped by 33%. In addition to this trend, the overall under-five population dropped considerably from 1990 to 2000. If this trend continues, it will mean that there will be no increase in the number of school-age children in the near future.

The following graphs dramatize these trends. The years 2000 to 2005 are compared for public and Catholic elementary school enrollments.

Enrollment Change, Public & Catholic Elementary Schools, Western Region, 2000-05



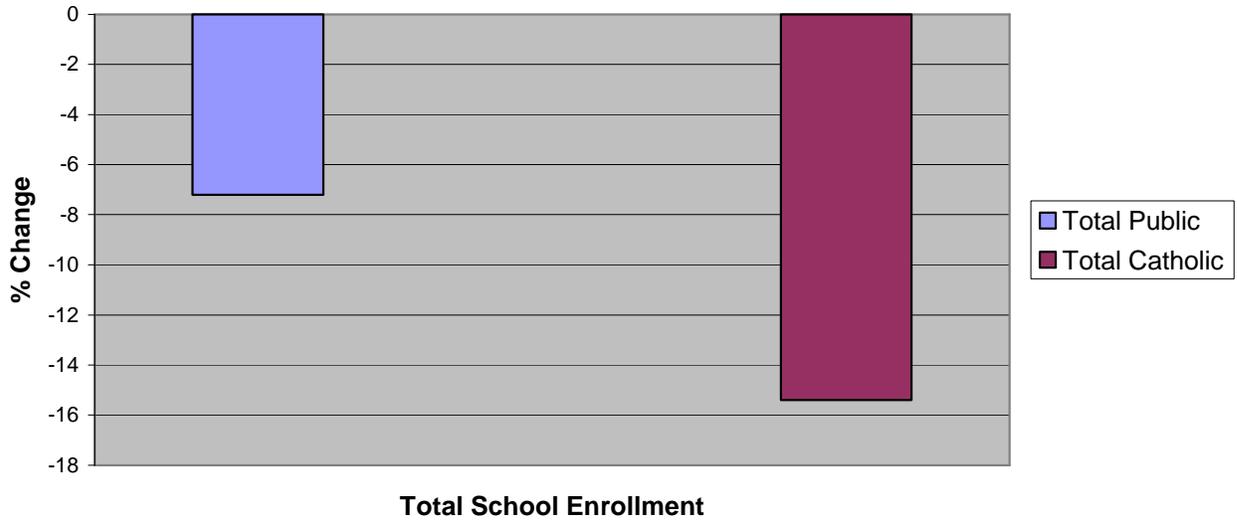
Public Elementary Schools

	Enrollment		Change	% Chg
	2000-01	2004-05		
Claremont	1481	1323	-158	-4.5
Jaffrey	1210	1204	-6	-0.5
Keene	2273	2067	-206	-9.1
Western	4964	4594	-370	-7.5

Catholic Elementary Schools

		Enrollment		Change	% Chg
		2000-01	2004-05		
St. Mary School	Claremont	164	103	-61	-37.2
St. Patrick School	Jaffrey	186	110	-76	-40.9
St. Joseph Regional School	Keene	179	140	-39	-21.8
Western Total	Western	529	353	-176	-33.3

Enrollment Change, Diocese of Manchester Public & Catholic Elementary Schools, 2000-05



Public Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	52,622	48,839	-3,783	-7.2

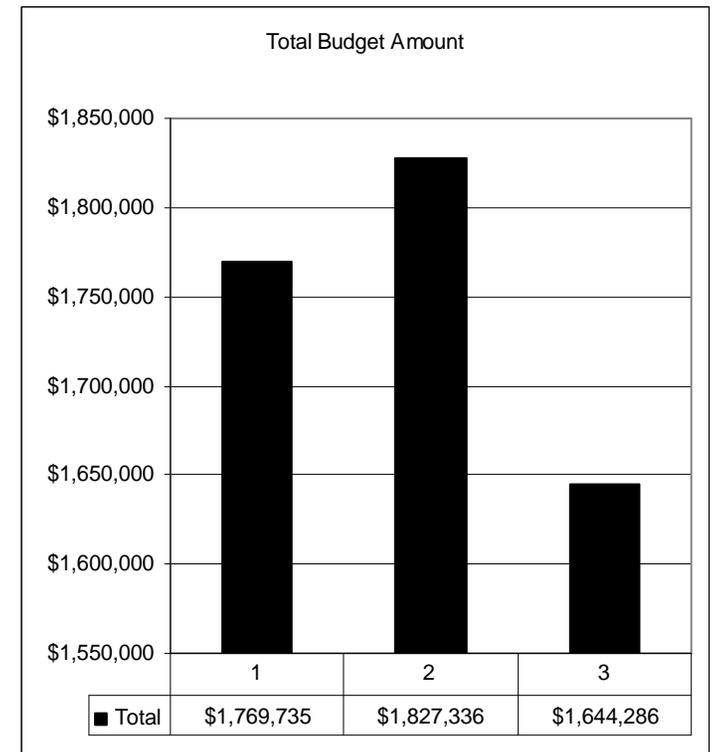
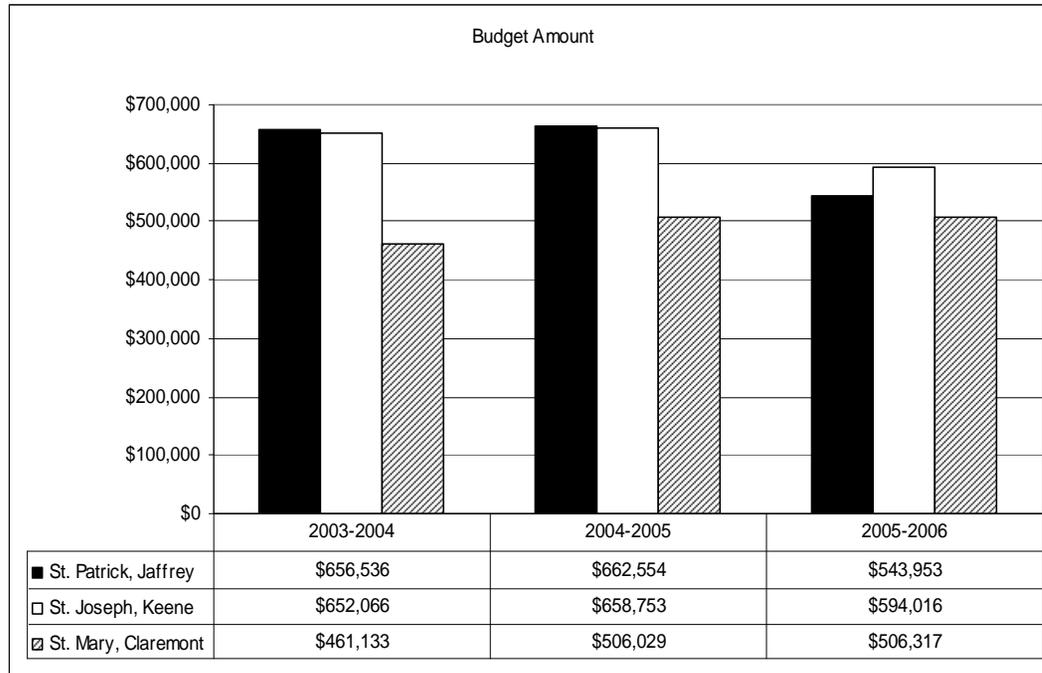
Catholic Elementary Schools

	2000-01	2004-05	Enr Chg	% Chg
Total Elementary	6,342	5,365	-977	-15.4

2003-2006 WESTERN REGION GRADE SCHOOL DATA

Grade Schools	Budget Amount			% increase or decrease
	2003-2004	2004-2005	2005-2006	
St. Patrick, Jaffrey	\$656,536	\$662,554	\$543,953	-17.1%
St. Joseph, Keene	\$652,066	\$658,753	\$594,016	-8.9%
St. Mary, Claremont	\$461,133	\$506,029	\$506,317	9.8%
Total	\$1,769,735	\$1,827,336	\$1,644,286	-7.1%

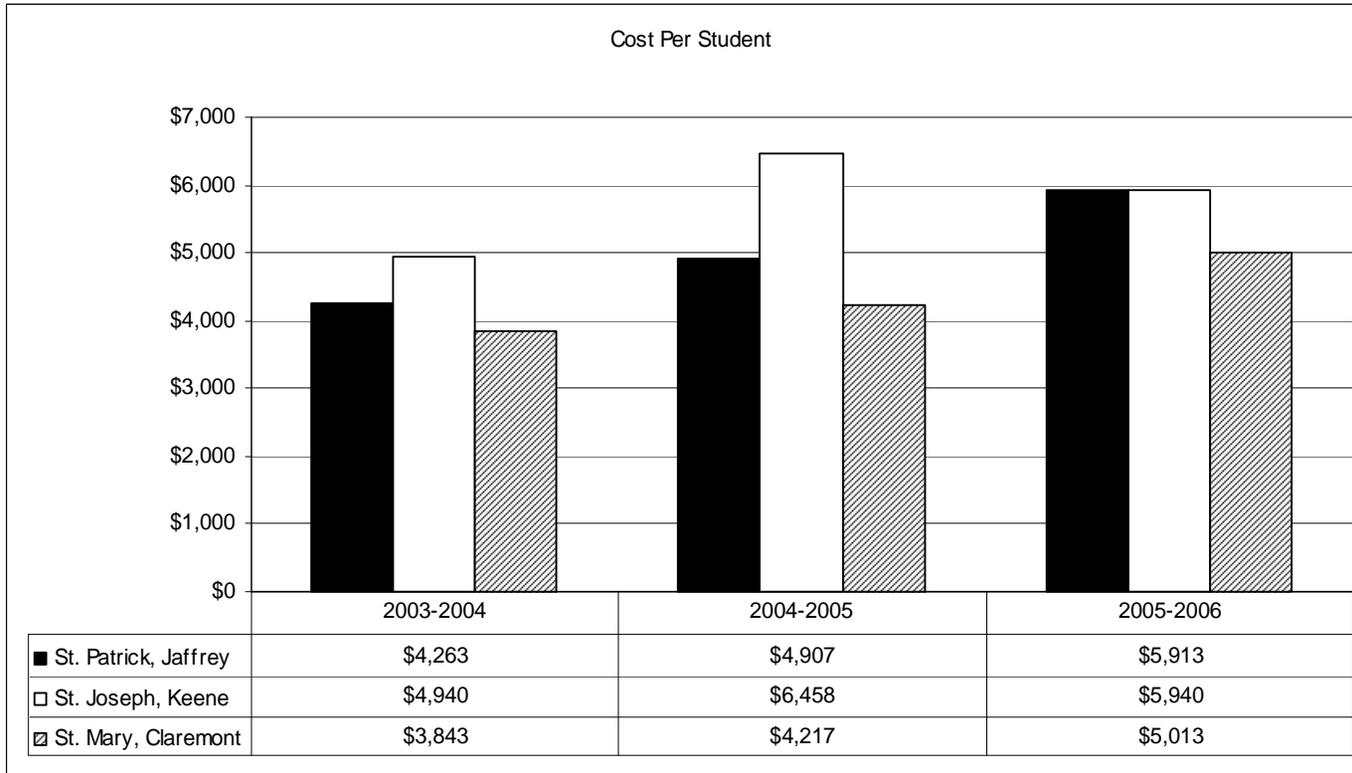
** % increase or decrease is between 2003/04 and 2005/06



2003-2006 WESTERN REGION GRADE SCHOOL DATA

Grade Schools	Cost Per Student			
	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Patrick, Jaffrey	\$4,263	\$4,907	\$5,913	38.7%
St. Joseph, Keene	\$4,940	\$6,458	\$5,940	20.2%
St. Mary, Claremont	\$3,843	\$4,217	\$5,013	30.4%

** % increase or decrease is between 2003/04 and 2005/06



Diocese of Manchester-Catholic Schools, May 2006

**2003-2006 WESTERN REGION GRADE SCHOOL
 DATA**

Grade Schools	Tuition 1 Child Supported				Tuition 1 Child Non-Supported			
	2003-2004	2004-2005	2005-2006	% increase or decrease	2003-2004	2004-2005	2005-2006	% increase or decrease
St. Patrick, Jaffrey	\$2,580	\$2,844	\$2,964	14.9%	\$3,396	\$3,732	\$3,876	14.1%
St. Joseph, Keene	\$3,153	\$3,248	\$3,398	7.8%	\$4,204	\$4,544	\$4,726	12.4%
St. Mary, Claremont	\$2,250	\$2,450	\$2,550	13.3%	\$2,750	\$2,950	\$3,050	10.9%

	Percent Financial Aid			Percent of Tuition, Fees			Percent of Development		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Patrick, Jaffrey	4%	2%		63%	60%		21%	12%	
St. Joseph, Keene	5%	5%	5%	63%	63%	61%	12%	12%	13%
St. Mary, Claremont	2%	2%	2%	64%	66%	63%	11%	9%	9%

	Percent Diocesan Support			Percent Other Revenue		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
St. Patrick, Jaffrey	13%	17%		3%	11%	
St. Joseph, Keene	12%	12%	15%	13%	13%	11%
St. Mary, Claremont	16%	14%	16%	9%	11%	12%

