Catholic Schools in an Increasingly Diverse Church

Challenges and Possibilities

This presentation builds on data from the Summary Report of Findings from the National Survey of Catholic Schools Serving Hispanic Families

Archdiocese of Indianapolis
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Most materials in this presentation were developed in collaboration with Dr. Weitzel-O’Neill from BC’s Roche Center for Catholic Education
• 43% of all Catholics in the country are Hispanic.

• About 60% of all Catholics under 18 are Hispanic.

• How are our Catholic schools and Catholic structures in the U.S. adjusting to these demographic changes?
• 4,300+ Catholic parishes

• 61% of parishes w/Hispanic ministry located in the South and the West. HOWEVER, only 39% of all parishes are in these two regions.

• Most of the growth of U.S. Catholicism is taking place in the South and the West, largely thanks to the Hispanic presence.

• Most of the Catholic structures are located in the Northeast and Midwest.

• Catholic schools were identified by pastoral leaders serving Hispanic Catholics as key partners in the evangelization of the new generation of Catholics.
Parishes with Hispanic Ministry

23% of Hispanic parishes

24% of Hispanic Parishes

38% of Hispanic parishes

15% of Hispanic Parishes
Other “new” Catholic voices

• About 5% of Catholics in the U.S. are Asian. Asians are the fastest growing group in our church.

• About 4% of Catholics in the U.S. are Black/African-American.

• A growing number of refugee families, many of them Catholic, are now in our dioceses.

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I. Leadership and School Culture
Percentage of Responding Principals who Identify as Hispanic and non-Hispanic

- Hispanic: 14%
- Non-Hispanic: 86%

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<table>
<thead>
<tr>
<th>Demographics</th>
<th>Non-Hispanic Principals 557</th>
<th>Hispanic Principals 94 Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Common Age Range</td>
<td>55-64</td>
<td>35-44</td>
</tr>
<tr>
<td>Born in the U.S.</td>
<td>93%</td>
<td>77%</td>
</tr>
<tr>
<td>Fluent in Spanish</td>
<td>8%</td>
<td>75%</td>
</tr>
<tr>
<td>Male</td>
<td>31.5%</td>
<td>20%</td>
</tr>
<tr>
<td>Female</td>
<td>68.5%</td>
<td>80%</td>
</tr>
<tr>
<td>Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience Living Internationally</td>
<td>24%</td>
<td>37%</td>
</tr>
<tr>
<td>Holds a Graduate-Level Degree</td>
<td>93%</td>
<td>92.5%</td>
</tr>
<tr>
<td>Received Training on Hispanic Ministry and Theology</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Received Training on Cultural Competency Related to Hispanic Catholics</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Professional Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Years as Principal of Current School</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
## Percentages of Teaching Staff Who are Hispanic

<table>
<thead>
<tr>
<th>Region</th>
<th>Full-Time Teachers</th>
<th>Part-Time Teachers</th>
<th>Instructional Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Regions</strong></td>
<td>12%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Northeast</strong></td>
<td>7%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Midwest</strong></td>
<td>4%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>South</strong></td>
<td>13%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>West</strong></td>
<td>26%</td>
<td>26%</td>
<td>13%</td>
</tr>
</tbody>
</table>

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Culture & Spiritual Environment

- Liturgies include Spanish language components: 36%
- Prayers are written and shared in Spanish: 35%
- Symbols are culturally diverse and inclusive: 25%
- Signage displayed in Spanish and English: 21%
Culture & Spiritual Environment

- Display Prominent School Signs in Spanish and English
- School Symbols are Intentionally Culturally Diverse and Inclusive
- Share School Prayers in Spanish and English
- School Liturgies Include Spanish Language Components

Percentage of Schools

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58% of respondents offer at least one program for students who speak Spanish at home.

- Tutoring: 43%
- Remedial instruction: 40%
- In-class assistance: 40%
- Before/after-school instruction: 20%
- Pull out program for every grade: 17%
- ESL program: 14%
- Other: 13%
- Bilingual or dual-language curriculum: 4%
Emerging Insights: Leadership and School Culture

• Signs of Vitality

  • Catholic school principals who speak Spanish or have participated in cultural competency training programs are more likely to ensure that their schools are welcoming environments for Hispanic families.

  • 9 in 10 (93%) principals of Catholic schools serving Hispanic families hold graduate degrees.

  • Two-way immersion (TWI) Catholic schools are making a remarkable difference in their engagement of Hispanic families and children.
• Areas that require immediate attention

  • A dramatically small number of teachers (12%) and principals (14%) working in responding schools self-identify as Hispanic.

  • Only 17% of responding principals speak Spanish fluently.

  • Less than a quarter of responding principals have received explicit training about Hispanic culture. Only 17% have participated in training related to Hispanic ministry/theology.

  • Half of principals leading Catholic schools serving Hispanic families are 55 or older.
II. Students and their Families
Distribution of K-12 Hispanic Students in the U.S. by School Type

- Public: 96.2%
- Catholic: 2.3%
- Private, Non-Catholic: 1.5%
Comparing Hispanic Enrollment in Catholic Schools with the Catholic School-Age Population


Note: Numbers are approximations.
Percentiles denote the percentage of total school age children in each state that are of hispanic origin.
Hispanic Enrollment among all Responding Schools, by Region

- Northeast: 16%
- Midwest: 11%
- South: 10%
- West: 33%

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Emerging Insights: Students and their Families

• Signs of Vitality

• The Catholic school-age population in the United States has never been larger than today: about 14.6 million—of them, 8 million (54% are Hispanic).

• Most Catholic schools in this study are serving Hispanic families who live in the socioeconomic peripheries of our society.
Emerging Insights:
Students and their Families

- Areas that require immediate attention
  - Only 4% of school-age Hispanic Catholic children attend Catholic schools in the U.S. That percentage is smaller (2.5%) when all Hispanic school-age children are considered.
Areas that Require Immediate Attention in Catholic Schools

- Less than a quarter (23%) of responding principals have received explicit training about Hispanic culture.

- Only 17% have participated in training related to Hispanic ministry and/or theology.
Areas that Require Immediate Attention in Catholic Schools

- Efforts to reach out to Hispanic families and their children must translate into welcoming environments.
  - Only 21% of study schools display prominent school signage in Spanish and English.
  - 25% ensure that school symbols are culturally diverse and inclusive.
  - 35% share school prayers in Spanish and English.
  - 36% incorporate Spanish language in school liturgies.
III. Stewardship Dynamics
## Average Tuition and Costs per Student among Responding Schools

<table>
<thead>
<tr>
<th>Region</th>
<th>Average Tuition Cost per Pupil</th>
<th>Average Total School Costs</th>
<th>$ “Gap” per Student</th>
<th>% of Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>$4,213</td>
<td>$6,196</td>
<td>$1,973</td>
<td>31%</td>
</tr>
<tr>
<td>Midwest</td>
<td>$3,440</td>
<td>$5,638</td>
<td>$2,198</td>
<td>38%</td>
</tr>
<tr>
<td>South</td>
<td>$5,101</td>
<td>$6,628</td>
<td>$1,527</td>
<td>23%</td>
</tr>
<tr>
<td>West</td>
<td>$4,652</td>
<td>$5,836</td>
<td>$1,184</td>
<td>20%</td>
</tr>
</tbody>
</table>

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Finances & Tuition Assistance

• **88%** of responding schools independently provide need-based tuition assistance.

• **21%** say that Hispanic students receive scholarships or tuition assistance that are not based on need.

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Tuition Assistance

• 65% assist with completing required forms.

• 20% offer financial assistance workshops.

• 15% offer “other” assistance (e.g. translating application information into English/Spanish).

• 73% provide support for Hispanic families who chose to apply for financial aid.

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Median Percentage of Students Receiving Tuition Assistance, by Racial/Ethnic Group

- Asian: 10%
- Caucasian: 17%
- Multiracial: 33%
- African-American: 40%
- Hispanic: 50%

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Percentage of Hispanic Families Receiving Need-Based Tuition Assistance by Region

Northeast: 70%
Midwest: 50%
South: 49%
West: 46%

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Does your school have an enrollment plan? (n=524)

- Yes: 38%
- No: 62%

For those who said yes

Is this a targeted enrollment plan, with specific strategies for different populations? (n=320)

- Yes: 23%
- No: 78%

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Targeted Enrollment Plans

Among those who have a targeted enrollment plan:

Does the plan include strategies to recruit Hispanic families/students? (n=73)
- Yes: 84%
- No: 16%

Does the plan include strategies to retain Hispanic families/students? (n=73)
- Yes: 74%
- No: 26%

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School Choice States, by Region
School Choice State: Indiana

- Voucher Program: “Choice Scholarships”

- Participation growth:
  - 2011-2012 school year: 3,911 students
  - 2014-2015 school year: 29,148 students

- “Enrollment isn’t an issue since Indiana has…school choice scholarships. Families flock to Catholic schools under these conditions.” —Responding principal
School Choice State: Florida

- Tax Credit Scholarship Program: “Step Up for Students”
- 81.7% of program participants chose to attend a religious school (2014-15)
- 38% of program participants are Hispanic
- Average household income: $24,135
Emerging Insights: Stewardship Dynamics

• **Signs of Vitality**

  - Catholic schools serving Hispanic families are consistent in their efforts to develop and use targeted materials to reach out to Hispanic families.
  
  - **Over 50% of schools participating in the study are able to provide need-based assistance to about 50% of Hispanic students.**
  
  - **Participating schools in the South and the West, where most Hispanic families live, are more likely to implement financial practices that are closer to covering the total cost of education per student.**
  
  - **24 States, plus D.C., have implemented school-choice policies** (tax credits and vouchers).
  
  - Local, arch/diocesan, and national foundations investing in Hispanic-specific initiatives to support access and retention of Hispanics in Catholic schools are a true sign of hope.
Emerging Insights: Stewardship Dynamics

- Areas that require immediate attention

  - 38% of responding schools do not have enrollment plans. Of those that do have enrollment plans, only 23% report that those plans include specific strategies for different demographic groups.

  - Schools need support from Dioceses and Parishes to target market Hispanic families.
IV. Relationship with Parishes and Arch/Dioceses
Parishes and Schools

- Symbiotic relationship

- Relationship has been evolving in response to urgent needs (i.e., financial), challenges (e.g., declining number of vowed religious and clergy), emerging models of governance

- Need a national conversation about the future of the relationship between parishes and schools, particularly as the Catholic population continues to change in the United States
94% of responding schools are affiliated with one or more parishes

Number of Parish Affiliations

- One Parish: 72%
- Two Parishes: 10%
- Three Parishes: 6%
- Four or More Parishes: 12%

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Parish Activities

Percentage of Respondents Reporting that at Least One Affiliated Parish does the following:

- Serves Spanish-speaking families in religious ed programs: 92%
- Provides pastoral care and presence at school: 85%
- Ministers to Spanish speaking families: 57%
Parish Office of Hispanic Ministry

Does at least one affiliated Parish have an Office of Hispanic Ministry? (n=599)

- Yes 53%
- No 47%

For those who said yes

Does the Parish have a Director of Hispanic Ministry? (n=312)

- Yes 71%
- No 29%

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Director of Hispanic Ministry

- **34%** of schools with a Director of Hispanic Ministry report that the Director is involved in their school.

- Directors are most often involved by:
  - Serving on planning team/committee
  - Acting as a member of the school board
  - Interpreting or translating Spanish/English
  - Teaching

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Within the past two years, has anyone from the **Office of Hispanic Ministry** reached out to your school regarding Hispanic families/Students?

- Yes 28%
- No 63%
- Uncertain 9%

Have you worked with the **Office of Hispanic Ministry** on a project involving your school and Hispanic families/students?

- Yes 17%
- No 83%
Do we know who we are and work with each other?

- Only 38% of school leaders are aware that their parishes with Hispanic ministry have a person who oversees this ministry (cf. Survey of Schools).

- 97% of all Diocesan Directors of Hispanic Ministry are aware of the existence of a Catholic Schools Office.

- YET....

- Only 51% have intentionally worked with a Catholic School office to promote access and support to Hispanic families interested in Catholic schools (cf. National Study of Parishes).

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Within the past two years, has anyone from the Office of Catholic Education reached out to your school regarding Hispanic families/students? (n=626)

- Yes: 50%
- No: 43%
- Uncertain: 7%

Have you worked with the Office of Catholic Education on a project involving your school and Hispanic families/students? (n=624)

- Yes: 29%
- No: 71%
Marketing

- **29%** of responding principals said that at least **one** of their affiliated parishes provides initiatives to target the recruitment of Hispanic families and students.

- **33%** said that their **(arch)diocese provides support for the development of marketing strategies** to welcome Hispanic families to Catholic schools.
Emerging Insights: Relationship with Parishes and Arch/dioceses

- Signs of Vitality
  - The majority of participating schools (57%) have explicitly discussed strategies with arch/diocesan offices to increase the presence of Hispanic students/families.
Emerging Insights: Relationship with Parishes and Arch/dioceses

- **Areas that require immediate attention**

  - Half of responding principals (54%) reported that at least one of the parishes affiliated with their school has an office of Hispanic ministry. Only 38% have worked directly with the person in charge of Hispanic ministry to reach out to Hispanic families.

  - A silo mentality permeates the work of Church offices and officials advocating for Catholic education and Hispanic ministry.
Areas that Require Immediate Attention in Catholic Schools

• About two-thirds (62%) of responding schools have enrollment plans while 38% do not.

• Of those that have enrollment plans, only 23% report that those plans addressed specific strategies for different demographic groups (half mentioned Hispanics as a target).
Areas that Require Immediate Attention in Catholic Schools

- A silo mentality still permeates the work of Church offices and officials advocating for Catholic education and Hispanic ministry. Important connections among these ministries are regularly missed. They aim at achieving similar goals but often fail to work collaboratively. Supporters of one fail to see the importance of supporting the other.

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What’s Next?

Five Practical Recommendations and Commitments
1. Target the new generation of Catholic families in our midst

• Know your own reality and make specific commitments: “preferential options”

• Develop partnerships: local parishes (“ethnic”), cultural brokers (e.g., madrinas), “go to the peripheries”

• Create a culture of Catholic education: this means spending time with families that traditionally have NOT sent their children to Catholic schools

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2. Diversify the Leadership in Your School

- Hire teachers and administrators whose background resemble that of the students

- Mentor a new generation of teachers and administrators from the communities that are transforming our communities. We must take the first step.

- Invest in ensuring that all members of the school community, especially teachers, administrators, and board members receive intercultural competency training.
3. Invest in a welcoming environment

- Enrollment is an important question, but not the only one.

- We must ask: what are we offering to these children and their families once they arrive in their schools? Do we sincerely affirm their religious and cultural values? Are we ready to invest in integration instead of waiting for some form of “magical” assimilation?

- Everything matters: signs, reception, food, rituals, language, images, curriculum, etc. Attention to diversity is something that permeate every day and every aspect of the school, not something that is celebrated once or twice a year.
4. Think outside the box. Consider emerging models that are yielding interesting fruits.

- Catholic schools as we know them have yielded significant fruits. This does not mean that we cannot think of potential alternatives.

- Every diocese should have a “Think Tank” of experts and “dreamers” imagining ways of doing Catholic education in different ways.

- One example: Two-Way Immersion (TWI) education?
TWINCS
Two-Way Immersion Network for Catholic Schools
Why Two-Way Immersion (TWI)?

- TWI approach to second-language and literacy development proved to be the most successful school-based language program model available.
- English-proficient immersion students who achieved relatively high levels of second-language proficiency also acquired higher levels of English language skills and metalinguistic awareness.
- Fully proficient bilinguals outperform monolinguals in the areas of divergent thinking, pattern recognition, and problem solving.
- Bilingual students display greater facility in learning additional languages when compared with monolinguals.
- Started 2012 with 10 schools
- Today the network has grown to 20 schools and several schools in the discerning process
- Serve populations of which at least one third of students speak the same non-English language
- Implement curriculum in Spanish or Mandarin as well as English.
The TWIN-CS network is composed of:

- Principals
- Teachers
- Mentors
- Parents
- School Board members
- University Advisors
- Roche Center staff
- Leaders from Catholic schools across the country
- TWIN-CS have experienced strong enrollment
- Original networks increase enrollment since 2011: 49%
- Diocesan schools in district: 7.3% enrollment decrease
5. Work with parish and diocesan structures

• We need to break the silo mentality that continues to predominate in many of our Catholic offices and institutions

• Work closely with offices of Hispanic ministry and cultural diversity in the Church

• Involve ministers, volunteers, and other leaders from various cultural communities in the life of the school.
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