



RENEWING OUR GREATEST AND BEST INHERITANCE

Our Historic Opportunity to Empower Latino Families through Catholic Schools
Strategy and Perspectives from Bishops and Pastors



UNIVERSITY OF
NOTRE DAME

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Diocese of Las Cruces
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For it is in and by these schools that the Catholic faith, our greatest and best inheritance, is preserved whole and entire. In these schools the liberty of parents is respected; and, what is most needed, especially in the prevailing license of opinion and of action, it is by these schools that good citizens are brought up for the State.

Spectata Fides, 1865

The education of children is such an important task in forming them as free and responsible human beings. It affirms their dignity as an inalienable gift that follows from our original creation as children made in the image and likeness of God. And because education truly forms human beings, it is especially the duty and responsibility of the Church, who is called to serve mankind from the heart of God and in such a way that no other institution can.

Pope Francis

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Preface

Rev. Joseph V. Corpora, C.S.C.
University of Notre Dame

Among the many demographic, cultural, and financial challenges presently facing the American Church, there is arguably none more complex – nor fundamental to our call as disciples – than that of increasing the participation of Latino families in our Catholic schools. In every (arch)diocese I visit, I hear (arch)bishops, pastors, and lay men and women asking the same questions: How do we get Latino children to enroll in our schools? Why are there hundreds of Latino children in the parish religious education program and a mere fraction of that in our Catholic school?

The sheer volume of these questions suggests a historic opportunity to share the joy of the Gospel with renewed zeal. At the heart of this opportunity is a simple and fundamental reality: our Catholic schools, which are the most effective instruments of catechetical and intellectual formation (and social transformation) this country has ever known, are uniquely positioned to serve Latino families. Should we as a Church respond to this opportunity with the same energy and vision that characterized the foundation of our Catholic schools two centuries ago, we will provide generations of young people with a personal and living encounter with Jesus Christ, and enkindle life and hope in a society desperately in need of authentic witness.

At the invitation of Church leaders from across the country, the University of Notre Dame began to examine such questions in earnest in 2008, when our University President, Fr. John I. Jenkins, C.S.C. convened a task force to analyze and respond to this unique opportunity. The Task Force met over the course of one year and published its findings on the Feast of Our Lady of Guadalupe – December 12, 2009 – in a report titled *To Nurture the Soul of a Nation*. Through this report and the work that continues to follow it, we hope to catalyze a national movement to serve Latino families through the gift of Catholic education.

This monograph focuses specifically on what bishops and pastors can do to increase Latino enrollment in Catholic schools. It synthesizes the insights of four cardinals, three archbishops, eleven bishops, and five pastors. I am very grateful to each one of them for taking the time to share their well-informed perspective on what bishops and pastors can do to make the gifts of a Catholic education more accessible.



I hope that all who read this document will be enlightened and inspired to “put out into the deep” for Latino families. So much is at stake.

May God continue to bless the work that He has entrusted to us.

Foreword

Bishop Oscar Cantú
Diocese of Las Cruces

Growing up, there was a drive my family would make regularly. On Sunday mornings, we – all eight of the Cantú siblings, plus my parents – would file into the “Cantú-mobile,” the family station wagon. We would drive up Everett Street, turn left at the neighborhood panadería and catch a whiff of the freshly baked sweet bread, and continue on Hogan Street several blocks until we arrived at the Church, Holy Name Catholic Church and School. Upon turning onto Hogan Street, I would strain to look straight ahead to catch sight of the two church towers that jutted over the modest, wood-framed homes in the inner city of Houston. The solid, brick structure of the church building spoke of its history, its importance in the community, and the beacon it provided for its families.

My parents were immigrants to the United States. They came here newly married, and all of us siblings were born either in Chicago or Houston. I have a theory as to when my parents assimilated into American culture. I believe it was the year I was born. I have four older siblings, and each of them was given a beautiful, Latin name: Leticia, Ramiro, Luciano, Maria Guadalupe ... and then came Oscar. Either they started watching Sesame Street or the bologna and hot dog commercials had already begun.

I want to share with you the story of one immigrant family – mine – and how we became involved in Catholic schools. Before my parents moved to the States together, my father had already been working in Chicago for a couple of years with his brother and cousin. So, naturally, he took his new bride in the late 50's to the Windy City. The problem with the Windy City was that it was also extremely cold! Tired after a couple of years from shoveling snow, they quickly made their way south to Houston, where my dad found work and where they could be closer to relatives in Monterrey (in northern Mexico). They attended the parish nearby, Holy Name, located on the north side in the inner city. On one occasion they were unofficially told by an usher that the parish for Mexicans was on the other side of downtown, Our Lady of Guadalupe. They did travel to that other parish, where the homily was preached in Spanish by a young Mexican-American priest, Fr. Patrick Flores. Fr. Flores was actually the assistant at Holy Name, but the pastor,

Msgr. John Cassata, allowed Fr. Flores to help the Mexican immigrant population at Our Lady of Guadalupe.

In 1968 Msgr. Cassata was named Auxiliary Bishop of Dallas, and a year later he became the first bishop of the newly established Diocese of Fort Worth. That left Holy Name with need for a new pastor. Fr. David Kennedy would be assigned. A young, dynamic man who engaged with his parishioners, approached my parents early on and asked why their children were not enrolled in the parish school. Expressing concern about the ability to pay tuition for several children, my parents were made aware of the ability – as were other families – to receive tuition credit from fundraising, from doing work for the school, all the while maintaining communication with the school principal as to difficulties with tuition payment.

“Catholic schools put us squarely on the road to success in college and in life.”

I remember clearly, as if it happened yesterday, a conversation I had with my older brother, Ramiro. He was already in high school; I was in grade school. He was attending St. Thomas High School, where I would later attend, as well. He said, “Catholic schools are our ticket out of the barrio.”

From his vantage point, he understood the high quality of academics, the environment conducive to learning, and the support system that surrounded the school, namely the Church. Catholic schools put us squarely on the road to success in college and in life. The neighborhood in which we lived was a rough one: there was violence, as well as drug activity. Upwardly mobile families were moving out of the inner city into suburban areas.

I sensed in my brother a need to escape the inner city. He wanted to be a part of something constructive, even something grand. He wanted to escape the sense of defeatism that was all too prevalent in the inner city. He did not want to find himself trapped in the cycle of poverty. I, too, wanted to explore the world outside of our neighborhood, but I felt called, even at that young age, to come back to the inner city and to be a positive influence in people’s lives. In order to do that, I would have to develop the skills and acquire the tools necessary to build a common vision and to direct others toward it. My dream would eventually become a reality some twenty-five years later when I would return to my home parish as its pastor. The landscape had changed in many ways by that point – the community had become more fluid with recent immigrants and many young families that had moved to the suburbs. I would work hard to create a vision and articulate what God’s Kingdom could look like in our part of the world, particularly for our young parishioners. Many of my specific dreams would not come to fruition – at least not as I had envisioned them. When I was called to work in another part of God’s vineyard as a bishop, I walked away from that parish realizing that my labors would not be in vain; rather, seeds of hope had been planted and others would be called to continue the work of harvesting.

All the Cantú siblings are quite different, all eight of us. We have all pursued varied and different professions. Among the three sisters, two work in schools, one in health care. Among the five brothers, one has worked in finance, another in management, one in local politics, another in entertainment, and of course, I am in the priesthood. I tell my mother, “All we need is a funeral director – since we have one for the money, two for the show, three to get ready... we just need one to go.”



Catholic schools have produced leaders in business, government, health care, the arts, Church leadership, schools, and of course, in families and in homes. How important it is that these centers of influence be permeated with examples of hope-filled service, faith-filled hearts, and creative minds!

In the Creed we profess that Jesus descended into hell. We profess this dark reality knowing that he would rise on the third day. He descended to announce his impending resurrection to those that awaited the light. Since there is no resurrection without the cross, we will venture into the darkness of a looming reality in our country.

As many of you know, Hispanics are the fastest growing segment of the US population. Hispanics accounted for more than half the total increase in U.S. population – that is, 15.2 million of the total 27.3 million – between 2000 and 2010. In 2010, 49.7 million Hispanics were counted in the US population, which was 16 percent of the total population. The U.S. Census Bureau projects there will be 132.8 million Hispanics by 2050, which would be an astounding 30.2 percent of the total population. In the past ten years the rate of growth among Hispanics has been four times faster (43 percent) than that of the general population (9.7 percent). The simple point being made with all of these statistics - the Hispanic population in the United States is growing and growing rapidly.



Now the little, dark secret: educational achievement, or lack thereof, among Hispanics. In 2009 the high school drop-out rate of students identified as “white” was 5.2 percent. The dropout rate among blacks was 9.3 percent; among Hispanics it was 17.6 percent! We know that there are many reasons that account for this reality. However, it is inescapable that when we put together the trajectory of the fastest growing segment of the U.S. population with the drop-out rate of this same segment, the prospects are frightening! If this trajectory is left unmitigated, what will this mean for the future of our country? If we do nothing to mitigate this looming and frightening reality, in twenty years, the country will be asking

the Catholic Church, “What did you do to prevent this?” Particularly since most of these Hispanics are Catholic.

“On the third day, he rose from the dead.” We are a people of hope. Catholic schools graduate 98 percent of their students. What a happy marriage this can be – Catholic education and the Hispanic community in the United States. How do we do this? How do we go about convincing the Hispanic community that: 1) Catholic schools exist, 2) they are worthwhile, and 3) they are accessible?

Marketing Catholic schools to Hispanic communities must be a concerted, strategic effort. It is not a difficult task, but it will take some planning that is creative, strategic, and reflects knowledge of the culture. That statistic of the graduation rate in Catholic schools (98 percent) is a marketing tool we ought not to underestimate. Getting the word out about the wonderful work of our Catholic schools, particularly to our Hispanic families, will take some new and creative planning. However, once a spark is ignited and a positive word-of-mouth network is set in motion, growth can be very promising.

Secondly, in convincing Hispanic families that Catholic schools are worthwhile, we have to bring them to look at the long-term benefits of Catholic education. Students in Catholic schools learn and live the faith of the Church. They learn the value and joy of serving others through outreach to the community. They receive an excellent academic formation that prepares them for success in college. And finally, while this last detail may not be a high priority on our list of values, it is on the mind of many working class families: a better education will increase the student’s earning potential.

Other benefits of Catholic education also reach into the long-term. Catholic schools provide loving, encouraging communities in which students can flourish. The school community becomes the “extended family” – particularly important for our immigrant families that may not have relatives nearby. Catholic schools help to produce happy children – those who know they are loved, accepted, and nurtured.

The third part of this multi-layered task is perhaps the most difficult: making Catholic schools financially accessible, and convincing families that they are so. Scholarship programs are essential, and we must work with families to ensure a process of accountability is just, formative, and charitable.

Increasing Hispanic enrollment in our Catholic schools will require some strategic and purposeful outreach, but it is entirely feasible. Often it will be quite simple, like Fr. Kennedy's personal invitation to my parents several decades ago. Many of you have already done this and continue to do so.

Growing up I thought Saturday mornings were made for sleeping in and watching cartoons. My father didn't think so. Having grown up on a farm, he believed wasting daylight was a mortal sin, and would therefore wake us up early and get the boys to mow the lawn, rake the yard, and pull weeds in the garden. The girls meanwhile would clean the house. My mother would prepare lunch – my favorite: caldo de res (Mexican beef soup). So when we were all done with our Saturday morning chores, and having cleaned up, we would gather at table, pray for God's blessings, and dig into that wonderful caldo de res, homemade tortillas, and limonada. My father would preside at the table, with mom at his side. He would repeat many of his colorful stories of growing up in Mexico – all revealing the values he held dearly and which he impressed upon us. I'm not sure how often he repeated his sermon, but it was certainly forged in my imagination and memory: "Don't make the mistake I made," he would tell us. "I dropped out of school when I was young because I didn't like school, and my father gladly took me to work on the farm.

But I've been paying for that decision all my adult life." And he would show us his rough, blue collar hands. "Look how hard I have to work," he said. "Stay in school. Study. It will open up opportunities for you. Stay close to the Church," he would say. "It will guide you through life."

Those two towers of Holy Name Catholic Church that I saw every Sunday as we drove to Mass came to represent for me those two values that my father impressed upon us so strongly: faith and education, the Church and school. The parish and school became an extended family for the Cantús. They were an extension of the values, faith, and care that we found at home.

Sadly, many of our Catholic schools in urban areas are closing. Sometimes these are in areas where we need them most. There are certain governing models that are no longer sustainable. However, we must be agents to create sustainable schools that will be available to Hispanic families. These schools may be regional, private, or diocesan – but they must be Catholic.

Immigrants come to this country to work, to better their lives, to discover opportunities for their families. Immigrants also seek to be sustained by their roots of faith – the Catholic Church, one of the few familiar institutions that immigrants find when they arrive in the United States. They look to it for support through the difficulties of navigating a new and unfamiliar culture. Catholic schools can be a true source of comfort for these families, not to mention a benefit to them and to the communities of

"Marketing Catholic schools to Hispanic communities must be a concerted, strategic effort. It is not a difficult task, but it will take some planning that is creative, strategic, and reflects knowledge of the culture."

which they become a part. Work, family, and faith are values deeply imbedded in the Latino DNA. As a Church, we can offer them a creative place where these values can be brought together – Catholic schools.

“Catholic schools can be a true source of comfort for these families, not to mention a benefit to them and to the communities of which they become a part.”

Deep in the soul of the Latino community in the United States, there are two towers that give direction and help navigate us through life – towers that promise a future of hope and that guarantee rootedness in Catholic values. Those towers are begging to be built in stone in our Latino communities. Let's get to work!

Introduction

"It is incumbent that we take a hard look at how our schools are run and operated. We need to re-educate the Catholic community as to the importance of these schools in the mission and work of the Church. We must do so without hesitation or timidity and without being nostalgic in terms of what was in the past, but rather address what is needed for their future success."

The Late Bishop Joseph McFadden, Diocese of Harrisburg

In his keynote address at a gathering of school pastors hosted by the University of Notre Dame's Alliance for Catholic Education (ACE) in June 2012, the late Bishop Joseph McFadden, Bishop of Harrisburg and Chair of the United States Conference of Catholic Bishops Committee on Catholic Education, called upon pastors to approach Catholic education with a "renewed sense of mission and fresh eyes."

Notre Dame's 2009 report *To Nurture the Soul of a Nation*, and the work that has followed it – an initiative called the Catholic School Advantage Campaign – aspires to embody precisely that sense of renewed mission and fresh eyes.

The data presented in *To Nurture the Soul of a Nation* on the state of play for Latino enrollment in Catholic schools reveals what is often referred to as a "demographic imperative." The report revealed that Latinos now represent approximately 70% of all practicing Catholics under the age of 35, yet only 3% of school-aged Latino children are enrolled in Catholic schools. This is particularly regrettable because a Latino child is more than 40% more likely to graduate from high school and more than twice as likely to graduate from college if he or she attends a K-12 Catholic school.

Responding to this demographic, we launched the Catholic School Advantage Campaign, a multi-faceted outreach initiative designed to help double Latino enrollment in Catholic schools nationally. Now in its fourth year, the campaign involves efforts including direct marketing, Latino leadership development, school consultation, and work with bishops, pastors, superintendents, and principals.

The Catholic School Advantage Campaign is designed to serve as a catalyst for a broader national effort to increase Latino enrollment in Catholic schools. To this end, we have helped established local initiatives throughout the country (including the archdioceses of Chicago, Los Angeles, and New York) and collaborated closely with a number of national programs (including the Catholic Extension Society and Catholic School Foundation's Hispanic Recruitment Initiative). In so doing, we aspire to catalyze a vibrant national movement with a dual focus:

- Promoting the unique value of Catholic schools to Latino communities
- Helping these schools respond effectively to the unique needs of their Latino families

Amidst all of the research, analysis, and strategic planning that will continue to guide this evolving campaign, it is important to recognize that such work is much more a reflection of who we are as a Church than what we do. The success of this work will ultimately rest on the authenticity and vigor with which the Church develops fresh and imaginative ways to help Latino families hear and respond to the Gospel.

"The Bishops of the United States are deeply committed to Catholic schools and clearly understand our need to be more aggressive in supporting this important mission in the Church, especially in our increasingly secular and materialistic society... [our Committee has been asked by Cardinal Dolan, President of the Bishops Conference] to focus more attention on the situation of our Catholic schools and that we increase our efforts in articulating more clearly the importance of this work of education in the mission of the Church, making it just as much a priority as the Bishops' stance on pro-life and immigration."

The Late Bishop Joseph McFadden, Diocese of Harrisburg

It is in such a spirit of re-imagination that we offer the following insights from bishops and pastors on the integral role that they play in engaging Latino families and children into our Catholic schools. Today more than ever, the Church needs vibrant Catholic schools, which are our most effective means of bringing children to completeness in the image of Jesus Christ. The suggestions offered herein come from every corner of the country, from bishops and pastors who have generously shared their own perspective on this vital work. We hope

that they may serve to enhance your own efforts to proclaim the Good News.

We have organized this monograph in four parts.

We begin with a set of reflections solicited from (arch)diocesan and parish leaders on the integral role that (arch)bishops and pastors play in maximizing the participation of Latino families in Catholic schools. These reflections, framed in three distinct themes, provide valuable perspective on how much transformative work is already underway and suggest the great opportunity before us.

Next, we outline five “bright spots” for Latino families and Catholic schools. These are (arch)diocesan programs, university-school partnerships, and highly-leveraged fundraising initiatives that have shown great promise and are worthy of replication and adaptation.

The third section is a case study from the Diocese of Richmond, in which Bishop Francis DiLorenzo discusses an exciting new venture that he and his colleagues have developed and offers insight on the elements of the program that he has found to be most valuable.

We conclude with a list of practical, user-friendly strategies that pastors can employ to increase Latino enrollment in their parish school(s). These strategies, which have been collected from Catholic schools nationwide, have proven to be extremely valuable in engaging a parish community in the enterprise of welcoming Latino families.



Reflections from (Arch)bishops and Pastors

Three Guiding Themes

“The results of our pastoral work do not depend on a wealth of resources, but on the creativity of love.”

Pope Francis

1. EMBRACE THE URGENCY

Bishops and pastors have unique authority to articulate both the urgency and importance of this work. The data on sacramental participation, educational outcomes, and civic engagement all indicate a “demographic imperative” that the Church more effectively serve Latinos through K-12 Catholic schools. Research indicates that Catholic school graduates are more likely to live and practice their faith, engage in civic life more fully through voting and public service, demonstrate higher academic achievement and attainment, and enjoy higher earning potential than their similarly situated public school peers. In addition, Catholic schools generate social cohesion and preserve civic order in our local communities by stimulating parental engagement and advocating for the marginalized. These schools, which save taxpayers nationally more than \$20 billion a year, are truly sacred places serving important civic purposes. By extending the Catholic School Advantage to a new generation of Latino children, we not only help renew the face of the Church, but also advance the common good.

2. CELEBRATE THE OPPORTUNITY

The time-honored legacy of the American Church is one of zealous and visionary service to newly arrived people and communities. Historically, the Church has provided a shining example of the Gospel invitation to serve those at the margins of society – to continually gather them in faith and send them forth in love. The present opportunity to more effectively serve Latino families through our Catholic schools represents an exciting new chapter in this narrative.



3. PROVIDE AUTHENTIC WITNESS

“The glory of God,” said St. Irenaeus, “is the human person fully alive.” Our efforts to increase the participation of Latino children in Catholic schools are most effective when they are most fully embodied by our pastoral and episcopal leadership. Of course, this work isn’t simply a transactional question of filling the seats in certain buildings. It involves boldly and joyfully encountering the people of the emerging Church on a direct and personal level; walking together in the challenges and triumphs of daily life, and providing a visible and authentic witness to the Good News of Jesus Christ.

1.

Embrace the Urgency

"It is clear that in the coming years the Latino Catholic community will play an increasingly important role in the work of the Church in the United States. As bishops, it is of great importance that we develop well-qualified Latino Catholic leaders by promoting Catholic education in the Latino community and helping families to enroll their children in our Catholic schools. Our Latino Catholics deserve the opportunity to share in the well documented benefits of Catholic education, but bringing more Latino families into our schools will require focused outreach and recruitment. All too often, our Latino parishioners are not aware of the Catholic school option or presume that it is out of reach for them."

Cardinal Seán Patrick O'Malley, OFM Cap, Archdiocese of Boston

I have found in all my years as a local Ordinary that my role in promoting Catholic school education in the Latino community is crucial because the Hispanic population is dynamic and ever-growing. Their faith is deeply devotional yet the children and young people must receive proper catechetical formation and spiritual instruction, which Catholic schools can provide.

Cardinal Daniel DiNardo, Archbishop Galveston-Houston

With the large and growing number of Latino children and youth in the Church in the United States, there is a special urgency to promote the opportunity of a Catholic education for this new generation. The future flourishing of Catholic elementary and secondary education in the United States will depend largely on increasing the enrollment of Latino children in our schools. The Latino presence is not only important for our schools, but also for faith formation of our Latino youth.

Bishop Kevin Rhoades, Diocese of Fort Wayne-South Bend

A bishop along with his Catholic Schools superintendent and other school leaders needs to assess whether Catholic schools are family friendly. Especially for our Hispanic Catholic families, the bishop can help the schools by asking: Is speaking Spanish welcome at the school? Does the school invite and engage the whole family to share in the education and formation of the students? Are parents invited to be partners in the education of their children and of themselves?

Bishop Gerald Kicanas, Diocese of Tucson

We, bishops and priests, must do all we can to encourage Hispanic/Latino parents to send their children to Catholic schools. For the Church to be successful in this endeavor we must create an environment of trust in order to build strong relationships with Hispanic/Latino families. This requires that bishops and priests assess all ministries and programs at diocesan and parish levels to ensure that a spirit of welcome is indeed present.

Bishop Joe Vásquez, Diocese of Austin

In the United States, we have seen an increasing number of Latino families putting down roots in our communities and contributing to the life of our nation. The energy and love of the Latino community for the Catholic faith brings a welcome vitality to our Catholic family. With a shepherd's care, the bishop must find ways to communicate the availability and value of Catholic education for children of Latino families.

Archbishop George Lucas, Archdiocese of Omaha

Jesus' hidden years in Nazareth have always provoked thoughtful meditation among many Christians. What happened during those years? After Jesus began his public ministry, the Lucan narrative tells us that he went to the Synagogue of Nazareth "according to his custom". This seemingly insignificant reference to "his custom" tells us much about Jesus. All good customs or good habits are learned. One might have a particular inclination to certain behaviors. Jesus certainly had a natural inclination to prayer and worship. Still, all good habits are taught and then hopefully acquired through learning. This was true for Jesus. It continues to be true for those who seek to follow the Lord.

Catholic Education is intrinsically linked to the Incarnation. As bishop, together with teachers and all those who collaborate in this essential ministry of the Church, I hope that we can continue the mysterious work of the Incarnation, bringing the Word to dwell in the hearts and minds of the children and young people who attend our Catholic schools. I believe we have a special opportunity to do so for our Latino families.

Much attention in recent years has been given to the acquisition of the cognitive knowledge of the Faith among those enrolled in our schools. Borrowing from the example of Luke, we also need to be attentive to the cultivation of good habits, especially the habits of prayer and worship. Reading, writing, mathematical logic and critical thinking are all necessary habits in the pursuit of academic excellence. Along

with these must be those customs that nurture habits of the heart so that these children can follow the example of the Lord Jesus. This will both help to renew our Church and revitalize our local communities.

Bishop Jamie Soto, Diocese of Sacramento



"The parish priest has to help people understand that the United States is not a Catholic culture. It's difficult for a modern American to understand the way religiosity pervades Latin cultures. In many towns, people celebrate their patron saint each year with weeks of partying. In traditional Hispanic culture, children's names are based on the calendar of the saints. If you're born on August 28th, you're an Augustine! In environments that are charged with religiosity, passing on the faith is much easier. On the other hand, here in the United States, parents have to make special efforts to pass on the faith. Research shows that attendance at a Catholic primary school makes a significant difference in the adult practice of the faith. Our schools are vital if we are to help Hispanic immigrants preserve their faith as they enter American culture."

Rev. Mike Enright, St. Paul Parish, Archdiocese of Chicago

2. Celebrate the Opportunity

Indeed, today we feel the urgent need to give a fresh impetus and new approaches to the work of evangelization in a world in which the breaking down of frontiers and the new processes of globalization are bringing individuals and peoples even closer.

Pope Emeritus Benedict XVI

Catholic schools are not only the most effective agent – outside the family – of passing on the faith, but also, according to sociologists, a uniquely successful tool of ‘Americanization,’ as they embrace the children of our immigrants and prepare them to become responsible, virtuous citizens. How sadly ironic that an immigrant group almost totally Catholic – our Latinos – are not being educated in the schools that so brilliantly formed past immigrants into faithful Catholics and loyal Americans.

Cardinal Timothy Dolan, Archdiocese of New York

“As Catholic schools did for Catholics coming to America in the last two centuries, so they can and must do for the new wave. They were essential to imparting the faith then, and they remain so now. To ignore the reality that the Church in the United States is rapidly becoming more and more Hispanic is worse even than the proverbial ostrich burying its head in the sand. There is no study, no poll, no data, no statistics about the Church in the U.S. at this moment in history which indicates other than our need to direct as much of our resources and to recommit our priority to providing children of Hispanic parents with an education in general and an education in faith at the same time. To do nothing and even to do less is to consign the future to a Church declining in membership and practice.”

Bishop Robert Lynch, Diocese of St. Petersburg



The Church in the United States has used the Catholic schools as a primary vehicle for maintaining the faith of children of immigrants. The parents built the schools, very often, before they built the parish church. Today, the immigrant families come from Catholic Asia, from Eastern Europe and, especially, from Latin America. More than ever the schools are necessary for passing on the faith, because the public school system is unable to give a child a complete education. In Catholic schools, a community that models Christ's love for children creates a space that is free for learning because it is safe for loving. Parochial schools are more costly than ever, however, and the bishop and pastors depend upon the generosity of others to maintain the schools, especially the sacrifices made by parents of children in them. Bishops concerned about transmitting the faith are concerned about increasing the number of Latino children, in particular, in our Catholic schools.

Cardinal Francis George, O.M.I., Archdiocese of Chicago

This pastoral task of outlining differences is essential for our schools since in most Latin American countries, Catholic schools are only for the rich. Here in the United States we have a long history of Catholic Schools educating immigrants and helping them integrate into American culture. This is a history our immigrant population does not know. For them, sending their children to a Catholic School would be an impossible dream. The pastor has to teach families our history and the role of Catholic Education in helping poor immigrant children make their way in American culture. This role of Catholic Education in American culture is distinctly different from what our immigrants experienced at home.

Rev. Mike Enright, St. Paul Parish, Archdiocese of Chicago

"I recently happened upon a yearbook from the St. Agnes Grade School in Springfield, Illinois class of 1962, now 50 years ago! As I looked through the photos of all the students, families, and Dominican Sisters, I remembered that years before that class, St. Agnes Parish began a grade school with the ministry of the Springfield Dominican Sisters in the late 1890's to educate the children of Catholic families in that part of town. Many of these children were of Irish and Italian immigrant families. When I am in contact with my friends who attended St. Agnes School and Parish, we often reflect that in many ways our God-given talents and, above all, our faith – which we rely on daily – were developed and strengthened by the mission of the parish grade school. The need for Catholic education is no less today, and in fact, even greater. Especially for our Hispanic families, who soon, if not already in places, constitute a majority of the Catholic faithful in our dioceses and parishes. All of our efforts reflect the importance of Catholic education, and the foundation of its mission years ago: to serve immigrant families so that they maintain their Catholic faith, and develop their God-given gifts for community, society and family. The newest generation of immigrants to our parishes, our Hispanic families, deserve the same opportunities that were blessings for all of us."

Bishop Kevin Vann, Diocese of Orange



3. Provide Authentic Witness

The Bishop must communicate to all that recruiting Latinos for Catholic schools is a priority. If staff and others see the Bishop involved in this, they will know that it is important.

Archbishop Jerome ListECKi, Archdiocese of Milwaukee

The promotion of Latino enrollment in our Catholic schools should be a priority of our pastors, principals, school boards, and parish and school communities. Bishops have a leadership role in this promotion, ensuring that it is a priority for the diocese. The bishop's commitment is essential as he ensures that the Diocesan Office of Catholic Education actively promotes this priority among all the Catholic schools and parishes of the diocese and assists them in endeavors to increase Latino enrollment. This priority necessarily involves also diocesan, parish and school stewardship efforts so that Catholic schools are indeed affordable for Latino families.

Bishop Kevin Rhoades, Diocese of Fort Wayne-South Bend

The bishop needs to speak up consistently and persistently on behalf of Catholic Schools and encourage his priests, deacons, and all diocesan leaders to do the same. People must see in the bishop a strong advocate for Catholic Schools... His presence is a strong statement that these schools are important for the mission of the Church.

Bishop Gerald Kicanas, Diocese of Tucson

There is a need for bishops to be clearly and visibly leading the way in support of Catholic schools and making them visible in our wider culture as a privileged place where Christ is lived and Christ is taught.

Bishop Joseph Tyson, Diocese of Yakima

Bishops can play an integral role in supporting pastors and educators to make a Catholic education accessible to their Latino families. For example, the bishop can assign to parishes with schools only those priests who are committed to Catholic education and will involve themselves in the life of the school. He can emphasize to his pastors the importance of hiring principals who are committed to increasing Latino enrollment and giving full support to these principals when difficult decisions need to be made.

Bishop Anthony Taylor, Diocese of Little Rock

There is no substitute for personal contact in order to establish a spirit of trust. These efforts must go beyond the parents to include the extended family, which creates a foundation for this attitude of change.

Bishop Joe Vásquez, Diocese of Austin

"Most bishops are accustomed to developing strategic plans, setting priorities, and inviting clergy and diocesan leaders to collaborate in implementation. Often, even if such plans and priorities are challenging and entail a great deal of effort, they are straightforward in that they involve taking certain steps in an ordered and generally familiar way. When a bishop sets a goal as important and complex as increasing Latino enrollment in Catholic schools, however, he is doing something quite different: he is asking everyone involved in Catholic education to see and understand their mission and the families they serve in a new way. He must realize that he is committing himself to understand, in all its complexities, the task he is setting as a priority; he is committing the diocese to help in seeking resources and providing formation so that pastors and other leaders can come to a similar – and even better – understanding of the task at hand; he is committing the diocese to a fundamental approach to Catholic education that is rooted in the earliest vision of American Catholic Schools; he is committing himself to helping school leaders and parents understand how their schools must change in order to attract Latino parents and educate their children; he is committing himself to patient implementation of the goal; and he is committing the best resources of Catholic education to children who deserve what Catholic schools offer, children who will thrive in the atmosphere of those schools, children who will be the leaders of the Church's next generations. Thus, setting a vision and goal as crucial as increasing Latino enrollment in Catholic schools, a bishop must realize that he is making a step in hope."

Archbishop J. Peter Sartain, Archdiocese of Seattle



It is no secret that many pastors today do not want to serve at a parish with a Catholic School. They know that a school in the parish brings with it many challenges, worries, frustrations, and demands. The bishop needs to engage the pastors, to give personal examples of support, and to empathetically challenge them to be advocates, promoters, and recruiters for our Catholic Schools. He must help pastors of parishes with a school to deal well with the problems schools present so they can see and experience the rewards of having a Catholic School.

Bishop Gerald Kicanas, Diocese of Tucson

We must understand the feelings, problems, and barriers of those we are inviting to attend Catholic schools. Catholic education is not a business, but a ministry. Therefore, as we open the doors to our Hispanic brothers and sisters, we must first pave the road we are inviting them to walk.

The late Rev. Roberto Quant, Sacred Heart Parish, Archdiocese of Oklahoma City

"A personal invitation from a pastor has greater weight with parents than marketing tools when it comes to the recruitment of Latino/Hispanic children in Catholic Schools. This encouragement to consider a Catholic School can easily take place during a home blessing or visit; or when pastors are asked to speak to participants in movements like Prayer Groups, Cursillos, or Marriage Encounters, where many Latinos find spiritual renewal and a sense of community."

Rev. Stephen S. Dudek, Holy Name of Jesus Parish, Diocese of Grand Rapids

"It must be the ministry of the entire parish staff, as well as the school staff, to open the doors of Catholic education to Hispanics. The parish and the parish school are not two separate institutions working independently, with the pastor being the common denominator. All parish offices must have information to share about the school, such as brochures, business cards, and enrollment and tuition assistance information."

The late Rev. Roberto Quant, Sacred Heart Parish, Archdiocese of Oklahoma City

When the pastor speaks with conviction about a subject such as Catholic education, his words can have a tremendous impact. It is not a matter of authority so much as a matter of trust. So, a Pastor should not speak so much about the obligation to send children to Catholic school as he should assure Latino parents that the Catholic school, in his judgment, really is a far superior option.

Rev. Peter Pacini C.S.C., St. Adalbert's Parish, Diocese of Ft. Wayne-South Bend

Our Catholic Schools are "pearls of great price" and like the Reign of God, call for an investment of our time, energy and resources (Mt. 13, 45-46). A pastor has to really want a Catholic school to succeed, and if so, will find a way to make it happen. These "valuable pearls" of ours are not obtained or maintained without ongoing sacrifice and hard work. Many a ministry has been sabotaged by leadership that has remained passive. The quickest way for a pastor to close a Catholic School is to ignore it!

Rev. Stephen Dudek, Holy Name of Jesus Parish, Diocese of Grand Rapids

5 BRIGHT SPOTS

1. Cultivating Systemic and Sustainable Access

The Diocese of Joliet

In many ways, the Diocese of Joliet represents an ideal “witness to the possible” with regards to the vitality and growth that can result from a systemic focus on increasing Latino enrollment. Joliet sits firmly in the America’s heartland – an area that has suffered from a marked economic downturn and dramatic demographic changes.

Under the direction of Bishop Daniel Conlon and his Superintendent, Fr. John Belmonte, SJ, the Diocese has responded to these challenges with exceptional vigor, and now stands a shining example of the power of the “Catholic School Advantage.” Conservative estimates put the Latino population in the Diocese of Joliet at 40%. More than thirty Masses in Spanish are celebrated every weekend in seventeen parishes across the diocese. Through an ambitious combination of direct marketing and privately funded scholarship support, the Diocese has developed a highly effective approach to serving Latino families in K-12 Catholic schools.

STRATEGIES TO INCREASE LATINO ENROLLMENT

1. Marketing

General: Identify communities with large Latino populations using the census.

Targeted: Target parish schools best positioned to meet the needs to the prospective Latino students and their families.

Personal: Develop a Madrinas Mentorship Program* and lead annual Madrinas workshops for training, networking and sharing of best practices.

2. Recruitment

Personal Engagement: Pastors and principals reach out personally to identified families and present them with tuition support options.

**For more information about the Madrinas Mentorship Program, please see #25 on page 47.*

Minimizing Barriers to Entry: School leaders and Madrinass help families complete the necessary paperwork for enrollment and tuition assistance.

Funding: Establish a financing model in which the family, the school, and the Catholic Education Foundation (CEF) are equal partners in educating the child. The standard award to a student who shows need is \$1500 from the CEF, which parents and the school must then each match.

3. Retention

The CEF makes a multi-year commitment to the family, supporting the student until they graduate from the eighth grade, pending yearly financial eligibility.

A SNAPSHOT OF THE RESULTS

44% increase in Latino enrollment in the diocesan elementary schools in two years.

Eight schools showed a greater than 40% increase in Latino enrollment in three years.

The Latino enrollment for 2013-14 exceeds 10% of the total student population.

THE KEY DRIVERS OF CHANGE

1. An emphasis on relationships and cultural understanding. Some families are undocumented, hesitant to fill out forms, unfamiliar with US banking systems, and often belong to the cash economy.
2. The creation of the Madrinass Mentoring Program.
3. A thoughtful and deliberate approach to scholarship fundraising and distribution.

2.

Personal Attention and Public Funding

The Diocese of St. Petersburg

The Diocese of St. Petersburg provides an outstanding model for the systemic transformation of Latino outreach. By focusing on select “super-levers” to school improvement such as creative strategic planning, governance innovation, and participation in publicly funded scholarship programs the Diocese has increased enrollment steadily in recent years, and the continued focus on serving Latino families has yielded remarkable results.

STRATEGIES TO INCREASE LATINO ENROLLMENT

1. Strategic Planning

Develop a comprehensive strategic plan to reach out to the Latino population that includes the development of programming to provide needed support services (including, but not limited to K-12 schools) to Latino families.

2. Governance Models

Implement new governance models (Diocesan Elementary Schools and ACE Academies) to provide long-term financial and leadership stability.

3. Bilingual Support

The Superintendent leads bilingual meetings in parishes with large Latino populations to provide information on Catholic schools and to offer assistance with applying for tax credit scholarships and diocesan tuition assistance.

Recruit Spanish speaking administrative assistants to help families enroll and pursue tuition assistance.

The Superintendent facilitates professional development sessions for teachers and staff on areas of cultural sensitivity and diversity, with the aim of creating more welcoming and accepting school communities.

4. Parental Choice

Focus on increasing participation in Florida's Step Up For Students Scholarship, a publicly funded scholarship program that provides tuition assistance to families in need.

A SNAPSHOT OF THE RESULTS

Latino registrations have increased at every parish school at which the superintendent has given presentations.

St. Joseph's School in Tampa has seen enrollment grow dramatically from 215 in 2012-13 to 272 students for the 2013-14 school year through successful registration of Latino families.

THE KEY DRIVERS OF CHANGE

1. Developing a strategic plan that identifies Latino enrollment as a priority and establishes an ambitious framework for growth.
2. Enlisting pastors to reach out personally to Latino families and invite them into their school.
3. A personal, hands-on approach by the superintendent and his administrative assistant to work with individual families.
4. The willingness of well-qualified school administrators to assist in both recruiting Latino families and forming welcoming, culturally sensitive school communities for them.

Supporting Pastors and Principals

The School Pastors' Institute and Latino Enrollment Institute

There is arguably no factor more critical to the vibrancy of a K-12 Catholic school – regardless of its geographic, demographic, or historical context – than the talent and disposition of its leadership. Catholic schools with leaders who implement a fully integrated Catholic culture of continuous improvement – a will to be great – typically become what they aspire to be. Such leaders recognize that a Catholic school's success is not dependent on the abundance of resources that it brings to bear, but rather on the authenticity and vigor with which it develops fresh and imaginative ways to unlock the full potential of the young people it serves.

It was with this sentiment in mind that the University of Notre Dame's Alliance for Catholic Education (ACE) developed a set of leadership formation programs specifically designed to serve Latino families:

The School Pastors' Institute (SPI) is an leadership formation symposium designed to help school pastors develop skills in strengthening the Catholic identity, financial management, academic quality, and marketing for Latino families. Developed in 2011 at the explicit request of (arch)bishops and pastors from across the country, the SPI has grown to serve pastors from more than 61 (arch)dioceses in the United States.

The Latino Enrollment Institute (LEI) provides school principals, administrators, and teachers with marketing strategies and school culture interventions to help Catholic schools attract and serve Latino families in the local community. The four-day program includes lectures and presentations from school leaders with demonstrated success in developing innovative Latino outreach programs. Each school works with a mentor principal from the LEI Design Team during the subsequent academic year.



A SNAPSHOT OF THE RESULTS AND DRIVERS OF CHANGE

SCHOOL PASTORS INSTITUTE

More than 200 Pastors from approximately 61 arch/dioceses have attended the SPI over the past three summers.

Participants have returned to their parishes with fresh ideas, and have noted that they now more readily invite Latino families to enroll their children in the parish school.

LATINO ENROLLMENT INSTITUTE

48 schools from 26 arch/dioceses have participated, the majority of which have experienced a substantial increase in Latino enrollment.

Several schools have reported enrollment increases as high as 100% in a short time as the result of a concerted effort led by the principal.

4.

Leveraged Philanthropy

The Catholic School Foundation's Hispanic Recruitment Initiative

In 2008, less than 5% of school age Latino children were enrolled in Boston-area Catholic schools. As data on the unique value of a Catholic education for Latino families continued to emerge, it became clear that the situation represented a clear and present opportunity for the entire Catholic community to help place a new generation of young people firmly on the path to college and heaven.

In response, a group of school administrators, philanthropists, and community leaders helped the Boston's Catholic Schools Foundation (CSF) develop an initiative to recruit Latino families and children. This initiative, the Hispanic Recruitment Initiative, takes a thoughtful and deliberative approach to identifying and addressing the most common barriers to increasing Latino enrollment.

STRATEGIES TO INCREASE LATINO ENROLLMENT

1. Gather Input

A study was conducted at several Masses celebrated in Spanish across Boston and it found that cost and a lack of information were the biggest obstacles to enrolling Latino children into Catholic schools.

2. Clarify the Value

40% of responses to a survey showed that families were under the impression that Catholic schools were double or triple their actual tuition. Rectifying this misperception remains "step one" in demonstrating that Catholic schools are a possibility for new families.

3. Outreach

Schools now take a proactive approach to serving a nexus of support for the local Latino community.



4. Tiered Pricing

Principals are encouraged to analyze classroom capacity and assess the possibility of allowing students of lesser financial means to attend at a discounted tuition.

A SNAPSHOT OF THE RESULTS

Latino enrollment in Boston Catholic schools has risen by 26% since 2008.

THE KEY DRIVERS OF CHANGE

1. Reaching out to prospective new families in their native language.
2. Positioning the school as an extension of the parish. Participating schools are encouraged to have a regular presence at Masses, and to serve as a venue for parish sponsored community events and festivals.

An Integrated Approach

The Archdioceses of Chicago and Los Angeles

CHICAGO

There is perhaps no more persuasive sign of the renaissance taking form in K-12 Catholic education than the extraordinary work underway in the Archdiocese of Chicago. Despite historic financial challenges and an increasingly fragmented education sector, enrollment in the Archdiocese (which remains the largest Catholic school system in the United States) has risen for several consecutive years for the first time in more than a generation. Through a unique combination of direct support to principals for increasing Latino enrollment, a tuition assistance program led by the Big Shoulders Fund, and aggressive interventions to improve academic quality, Chicago has become a symbol of the transformation that is possible in Catholic school communities throughout the country.

STRATEGIES TO INCREASE LATINO ENROLLMENT

1. Personal Recruiting

The Archdiocese has implemented a Madrinas Mentoring Program, “The Parent Ambassador Program,” designed to enlist the support of school families in recruiting and welcoming Latino students.

The Archdiocese has partnered with the Alliance for Catholic Education (ACE) Program’s Catholic School Advantage Campaign to appoint a full-time “Field Consultant,” who works with 27 elementary schools to support Latino enrollment efforts.

2. Tuition Assistance

The Archdiocese’s Big Shoulders Fund is a school support and tuition assistance enterprise that helps provide a high quality Catholic education to thousands of at-risk children in Chicago. Big Shoulders awards more than \$12 million annually in scholarships and school improvement grants.

A SNAPSHOT OF THE RESULTS

Latino enrollment throughout the Archdiocese has risen by more than 6% since 2010. Latino children now represent more than 20% of the total student population.

20% of all elementary schools are now more than 50% Latino.

THE KEY DRIVERS OF CHANGE

1. Working with school principals to develop a fully integrated culture of continuous improvement informed by Catholic tradition, where all members of the school community are held accountable for student learning.
2. A relentless approach to promoting the quality of the school in comparison to other local options.
3. Establishing personal relationships with potential school families and supporting their enrollment and scholarship applications.
4. Hiring a full-time “Field Consultant” to educate and engage the Latino community on the unique value of a Catholic education. These consultants work with a cluster of schools designated by the Catholic schools office, supporting principals in areas such as: *recruiting and forming a network of Madrinas, designing and implementing an ambitious and creative school marketing strategy, and cultivating relationships with prospective school families in the neighborhood.*

LOS ANGELES

As the largest archdiocese in the United States – and the most ethnically diverse arch/diocese in the world – Los Angeles represents a stirring example of the miracles that often unfold when Catholic schools “put out into the deep” in service to immigrant communities. In response to what is rightly recognized as an unprecedented

opportunity to renew the face of the Church, the Archdiocesan Catholic Schools Office has identified increasing Latino enrollment as its number one priority for the next decade. By taking an aggressive approach to recruiting highly qualified Latino professional staff, leveraging university-school partnerships, and a tuition assistance program, Los Angeles has established a model for Latino growth in one of the second largest Catholic school systems in the country.

STRATEGIES TO INCREASE LATINO ENROLLMENT

1. Staff Recruitment

Implementing a plan to increase the population of highly qualified Latino professional in schools throughout the arch/diocese.

2. Personal Recruiting

The Archdiocese has partnered with the Alliance for Catholic Education (ACE) Program's Catholic School Advantage Campaign to appoint a full-time "Field Consultant," who works with a cluster of elementary schools to support Latino enrollment efforts.

3. Tuition Assistance

The Catholic Education Foundation (CEF) provides tuition assistance to at-risk students in more than 180 schools in the Archdiocese. CEF awards more than 8,000 scholarships a year, and 98% of its recipients graduate from high school and go on to college.

A SNAPSHOT OF THE RESULTS

Latino enrollment throughout the Archdiocese has increased by approximately 900 students (3%) since 2011-2012.

Archdiocesan elementary schools are now more than 50% Latino.

THE KEY DRIVERS OF CHANGE

1. Developing a network of Madrinas and Padrinos for Catholic schools throughout the city.

2. The willingness of the local ordinary (Archbishop José Gomez) to position the issue of increasing Latino enrollment in Catholic schools as a personal priority, and to serve as a credible and passionate witness of the possible.

A Case Study from the Diocese of Richmond

The Segura Initiative
Bishop Francis DiLorenzo

The Diocese of Richmond has its own version of the Dream Act. We call it the Segura Initiative. This initiative, which began in 2011, has increased the number of Latino students in our Catholic schools by 30 percent in the last two years.

Why did we do it? We began with the realization that the Catholic schools of our diocese had about 2000 empty seats. At the same time, the 2010 Census revealed that the Latino population within our diocese numbered about 250,000, a 50 percent increase since the previous census. Another realization was that virtually all of our Catholic school students graduate from high school and go on to college. Contrast that number with the graduation rates and college attendance rates of newly arrived Latino children, and there really was no choice but to move forward. With the help of the Office of Catholic Education, local pastors and members of the Latino community, a plan was developed to begin to fill seats in Catholic schools with newly arrived Latino children who would ordinarily have no expectation of attending a parochial school.

This plan is much more than an exercise in economics, however. I am the grandchild of Italian immigrants who came to America looking for opportunity and a better life for their children. My grandparents braved a new, challenging way of life in America with the hope that though life would be hard for them, their children and their children's children would benefit from their sacrifices.

Today, my siblings and I, the beneficiaries of an earlier generation's struggle, are living what most people would consider the American dream. The most powerful catalysts for my family's rise to the middle class were, without a doubt, our Church and our Catholic schools.

I believe it is my responsibility, as Bishop, to ensure that our newly arrived families are truly welcomed into our parishes and Catholic schools. The Segura Initiative was founded to provide access to Catholic schools as a means of nurturing faith and building opportunities for Latino families. Segura seeks to provide the same formative opportunities for our Latino students that I experienced growing up: a superb education with a strong foundation in faith and morality.



How did we begin? We began with focus groups conducted with Latino families about what they know about Catholic schools and what they desired in a school for their children. We worked with local pastors to recommend Catholic schools to their families. We hired diocesan staff to put together a plan to recruit Latino students, as well as systems to monitor and ensure retention. We developed a “bridge scholarship program” to supplement diocesan and school-based scholarships. We wrote grants to provide for families’ transportation needs, as well as for infrastructure for the program. We developed a steering committee from the Latino community to help drive the program and set its goals. We put together a burse of funds for special scholarships for very poor families, and we advocated successfully for school choice legislation.

Along the way, we re-tooled our diocesan Office of Hispanic Ministry, greatly expanding staffing, catechetical and parish support and outreach.

What can a Bishop do? A bishop can provide the vision, offer counsel, and help to set goals and priorities. He can assemble resources. He can hire excellent leadership. He can be present to those who are working in the various ministries. He can meet with people who can help, philanthropically and politically. He can provide on-going support to this important ministry of the Church.

The Diocese of Richmond’s Dream Act, the Segura Initiative, is in its third year. Retention continues to be strong. We began by placing the first 15 students in two schools. We now have children in 11 schools. We continue to grow and expand. We are filling seats... and changing lives.

A Pastor's Toolkit: 25 Strategies to Increase Latino Enrollment

Rev. Joseph V. Corpora, C.S.C.
University of Notre Dame

It's hard to convey what the priest means to the Latino community. Every priest who regularly celebrates Mass in Spanish will tell you a story that, at one time during the entrance procession as he was walking down the aisle, a little boy or girl shouted out, "Alli va Diosito." There goes God. For all my human weaknesses, it happened to me many times during the 19 years I was privileged to serve Latino families as a Pastor in two different parishes in Arizona and in Oregon. In both of these communities, I came to recognize the deep respect and admiration that Latino people have for the parish priest.

Here we provide 25 tried and true strategies that pastors can adapt to increase Latino enrollment. In addition to my own personal experience implementing these interventions, I have seen them flourish in parishes of every size and socioeconomic status across the country. While these are by no means meant to be exhaustive, I believe they represent some of the most cost-effective approaches that a pastor can take in this work:

"In both of these communities, I came to recognize the deep respect and admiration that Latino people have for the parish priest."

1. Simply approach the family and gently inquire why their children are not enrolled in the parish school. Invite them to consider putting their children in the school. If they believe it is not possible, offer advice helping them to figure out what is possible.
2. Extend personal invitations to prospective students and their parents. Group invitations and "open-houses" may not work as well as personal invitations. Be prepared when you do extend a personal invitation to welcome the extended family and to provide hospitality. Offer agua de horchata or agua de jamaica.
3. Ask the Principal to make Latino enrollment a major topic of your in-service at the beginning of the year when you meet with all your teachers.

4. Ask the Superintendent to make Latino enrollment the theme of your next Pastor/Principal gathering in your arch/diocese.
5. Invite the Hispanic Minister, the Hispanic deacon, and the DRE to make some visits to the classrooms with you. Get them on board with the mission and purpose of the school. Invite the Hispanic deacon to assist at the school Mass.
6. Hire a Spanish-speaking secretary in your office --- even a part-time person.
7. Make sure that there are Latinos on the Parish Pastoral Council and on the School Advisory Council.
8. Get to know the leaders of the various movements and liturgical groups --- Movimiento Familiar Cristiano, Grupo Carismatico, Los Cursillistas, lectors, ushers, extraordinary ministers of the Eucharist, and El Coro. There are typically very good leaders of these groups and movements and, generally, their children are not in the parish school. Make it possible for them to put their children in the school and then ask them to spread the word.
9. Pick out the four or five women who are the movers and shakers of the community. Get to know them. Make it possible for them to put their children in the school, invite them to become involved, and ask them to spread the word.
10. Encourage the principal and staff to become students of your students' cultures. Learn as much as possible about your students "ways of being" in their home community.
11. Develop a personal relationship with the editors of local Latino publications, as well as members of the local Latino media.
12. Find a cultural mentor to help you better understand Latinos.
13. Require that any parish formation or education class that has young parents or families attending be held in a classroom. This includes all sacramental preparation classes (Baptism, First Communion, pre-Cana). Keep the school building open after school and have activities for Latino parents so as to get them into the school. This will allow parents to not only see the school but also begin to understand it as an entity that is part of their parish community.



14. Visit the homes of your parishioners and students and find out what is important to them and their families.
15. Mention Catholic education regularly and often from the pulpit. Personally invite families to consider putting their children in your school.
16. Include culturally responsive religious imagery in the parish office and in the school building. For example, consider placing images of Our Lady of Guadalupe in prominent locations throughout the building and especially at the entrance where inquiring families have their first impression of the school.
17. Post welcome signs in Spanish.
18. Include special feast days, Hispanic heritage month, and other culturally important events and rituals into the parish calendar.
19. Encourage the Principal to expand requirement of parent volunteer hours to include the student's extended family. Allow aunts, uncles, and cousins to fulfill these required hours.
20. Support teachers. Sponsor professional development activities for faculty and staff to learn a new language, advance their practice of teaching English language learners, and effectively incorporate the local culture into their work at school.
21. Offer consistent messaging about long term expectations- if your child enrolls here we expect that s/he will be successful, will be happy, will graduate and go on to high school and then on to be successful in college. We will work with you to help your child grow and mature and become the very best person he/she can be and to become a leader in the community.
22. Be creative about tuition costs. Consider different rates and flexible payment schedules. Allow people to pay weekly. Take cash in the office. Help the Principal, Business Manager, and members of the School Advisory Council to see the wisdom and benefit in taking children at different costs through better understanding fixed costs.
23. Ask other Pastors in your vicariate and deanery and your arch/diocese what they are doing to recruit Latinos. Have a special lunch or gathering with the Spanish-speaking priests in your vicariate, especially those born in Latin America. Seek their support.
24. Utilize the Catholic School Advantage campaign website to read and post success stories in increasing Latino enrollment. You can also find a copy of the 2009 Latino Task Force Final Report and additional resources. You can find us at ace.nd.edu/catholic-school-advantage.

25. Start a Madrinas Program. Madrina in direct translation from Spanish means “godmother.” However, the English usage of this term does not do the role of madrina justice as it is used within most Latino cultures. A madrina is a privileged relationship in which the woman who serves as madrina becomes a close family tie and takes on responsibility for the person she serves. Creating a madrinas program is a great way to better connect inquiring families to the school.
- a. To create a madrinas program, first work with your principal or Pastor to identify a group of five to six Latina moms who already have their children in the school and ask them to be school madrinas.
 - b. The role of the school madrina is to be a point of contact and a source of help and information for inquiring Latino families. They may be especially helpful in school offices where there is no Spanish-speaking secretary.
 - c. When a new Latino family comes in to ask about the school, have the office secretary give one of the school madrinas the new family’s phone number in order to follow up on their visit. This family’s madrina is then able to offer guidance and support in filling out paperwork and enrollment forms, information about upcoming school events, and encouragement in taking the next step. A school madrina creates a personal connection to a network for these inquiring Latino families and gives them a person they will be comfortable calling when trying to figure out what to do next.

"Where does Jesus send us? There are no borders, no limits: he sends us to everyone. The Gospel is for everyone, not just for some. It is not only for those who seem closer to us, more receptive, more welcoming. It is for everyone. Do not be afraid to go and to bring Christ into every area of life, to the fringes of society, even to those who seem farthest away, most indifferent. The Lord seeks all; he wants everyone to feel the warmth of his mercy and his love."

Pope Francis

