

ATTITUDES ABOUT LUTHERAN SCHOOLS
JOINT STUDY OF LCMS AND WELS SCHOOLS
IN SOUTHEAST WISCONSIN

SUMMARY REPORT

December 1992

Prepared by

MEITLER CONSULTANTS, INC.
9415 W. Forest Home Avenue - Suite 302
Hales Corners, WI 53130
414-529-3366

GFN/1/17

**ATTITUDES ABOUT LUTHERAN SCHOOLS
JOINT STUDY OF LCMS AND WELS SCHOOLS
IN SOUTHEAST WISCONSIN
SUMMARY REPORT**

Table of Contents

	<u>Page</u>
I. RATIONALE FOR THE STUDY.....	1
II. METHODOLOGY.....	4
III. ENROLLMENT TRENDS ANALYSIS.....	6
A. Elementary School Enrollment	
B. Secondary School Enrollment	
C. Observations	
IV. FINANCIAL TRENDS ANALYSIS	22
A. Lutheran School Cost Concerns	
B. Tuition Trend Analysis	
C. Lutheran Congregations' Ministry Funding Priorities	
D. Lutheran School Revenue Sources Analysis	
E. Observations	
V. PRIORITIES AND EXPECTATIONS	33
VI. FINANCIAL AND ENROLLMENT TRENDS IN OTHER PRIVATE SCHOOLS.....	40
VII. RECOMMENDATIONS	46
A. Quality Programs	
B. Support for Lutheran Schools	
C. Enrollment/Promotion	
D. Finances	
E. Summary	

ATTITUDES ABOUT LUTHERAN SCHOOLS

JOINT STUDY OF LCMS AND WELS SCHOOLS

IN SOUTHEAST WISCONSIN

SUMMARY REPORT

I. RATIONALE FOR THE STUDY

In early 1991, several meetings were scheduled to discuss trends which were affecting Lutheran elementary and secondary schools in southeast Wisconsin. The meetings were attended by LCMS District and school representatives, WELS synodical and local leaders and members of Meitler Consultants, Inc. staff. After these consultations, it became evident that many of the Lutheran schools in both synods were facing almost identical challenges and potential problems.

The patterns seemed to suggest a shift in the attitudes of the Lutheran population toward Lutheran schools. However, evidence for these attitudinal changes was rather speculative and needed to be further researched before concrete actions could be taken.

Listed below are some of the observed trends which had potential for negative or positive impact on Lutheran school ministry in future years:

- There is a growing recognition that other areas of congregational ministry which have been given lower priority in the past will need additional resources. If available dollars are limited, there could be competition for funding between these programs and Lutheran elementary schools and secondary schools.
- There seems to be decreasing loyalty and commitment to institutions in general. There is documented decline in the support for protestant churches nationwide, and there is evidence of some loss of institutional support within the WELS and LCMS.

- Many congregations are facing financial struggles. Stewardship programs have failed to keep pace with congregations' financial needs. Congregations seem to find it more difficult to successfully challenge congregation members to respond with biblical stewardship in an increasingly secular society. Consequently, some congregations find it more difficult to fund their Lutheran elementary school and the Lutheran high school.
- There is an increasing trend toward charging more tuition in Lutheran schools. There is concern that this could eventually affect the commitment to send children to Lutheran schools and the expectations of parents toward the Lutheran school.
- Cost increases in Lutheran schools are rising faster than the rate of inflation, particularly because congregations and conferences are trying to raise teachers' salaries which have been historically low.
- Retention of students from kindergarten through 8th grade has been declining. The trend has been of special concern in the upper grades.

It was decided that more information was needed about these trends to determine if the trends were verifiable and if they were significantly affecting the Lutheran school ministry. The study was primarily motivated by the desire to plan for the future of Lutheran schools by anticipating potential future trends.

The objectives to be achieved were the following:

1. To evaluate the attitudes of Lutherans toward Lutheran elementary and secondary schools in the following areas:
 - a. Quality of instruction and programs
 - Religious instruction
 - Spiritual dimension of the school
 - Academic program
 - Extracurricular and other programs
 - b. How schools should be funded
 - Congregational responsibility
 - Parents' responsibility
 - Others' responsibility
2. To evaluate factors influencing enrollment of children

3. To evaluate the importance of Lutheran schools as part of the congregation's ministry
4. To evaluate changing attitudes toward Lutheran schools over the past ten years
5. To evaluate the future of Lutheran schools

The following section briefly outlines the methodology which was used to conduct the study which is described in this report.

II. METHODOLOGY

Schools and association congregations in southeast Wisconsin were involved in the study. The number included was as follows:

	Number of Schools		Association
	<u>Elementary</u>	<u>Secondary</u>	<u>Congregations</u>
WELS	67	3	93
LCMS	<u>55</u>	<u>3</u>	<u>61</u>
TOTAL	122	6	154

A Planning Committee was convened to work with Meitler Consultants, Inc. staff members to conduct the study. The following individuals participated on the Planning Committee:

WELS Mr. Wayne Baxmann, Principal - Kettle Moraine Lutheran High School
 Dr. Ray Dusseau/Mr. Neil Scriver, Principals - Shoreland Lutheran H.S.
 Rev. Ronald Heins, Superintendent - Wisconsin Lutheran High School
 Mr. Richard Scharf, Elementary Coordinator - Wisconsin Lutheran H.S.
 Dr. Daniel Schmeling, Board for Parish Education - Wisconsin Synod

LCMS Mr. Fred Boldt, Principal - St. Paul's Lutheran School
 Mr. Perry Bresemann, Principal - Elm Grove Lutheran School
 Mr. Tom Buck, Superintendent - Lutheran High School Association
 Mr. Ray Hauer, Principal - Racine Lutheran High School
 Mr. Roger Laesch, Admin. Asst. - South Wisconsin District

The Siebert Lutheran Foundation provided approximately two-thirds of the funding. The remaining one-third was provided by the participating high schools, the South Wisconsin District - LCMS and the Wisconsin Ev. Lutheran Synod.

The study was conducted in four phases.

- The first phase included preparation of a survey instrument which was distributed to a sample of Lutheran congregations in southeast Wisconsin and was compiled and analyzed. Eleven thousand, two hundred and seventy-two (11,272) surveys were distributed, 3,662 were returned for a response rate of 32%.

- Focus group interviews were conducted with eleven groups to seek additional information about the attitudes of Lutherans toward Lutheran schools. The survey data was used as a basis for determining focus group questions.
- Data was obtained regarding financial trends and enrollment trends in southeast Wisconsin Lutheran schools. Data was also compiled regarding trends in Catholic schools because it appeared that there were patterns in their enrollment and finances which might provide helpful lessons for Lutheran schools.
- A summary report was prepared which analyzed results of the three phases of study and presented recommendations for the Lutheran schools.

The following Summary Report contains a synopsis of the Survey Report, blended with insights from the Focus Group Report and the trend data that was compiled. The reader is encouraged to study the separate reports to obtain additional background. The Summary Report analyzes the enrollment and financial trends in light of the survey data and focus group responses, and presents recommendations for consideration and implementation.

III. ENROLLMENT TRENDS ANALYSIS

Enrollment trend data was compiled and analyzed as part of the the study of attitudes of Lutherans toward Lutheran schools. Increasing or decreasing enrollment can be an indicator of the attitudes of Lutherans toward their schools. At the outset of this study, concern was expressed about enrollment declines at the elementary and secondary level. Enrollment trend data was compiled from 1981-82 for the elementary schools and from 1985-86 for the secondary schools. In most cases, comparable data was available for analysis.

A. Elementary School Enrollment

WISCONSIN LUTHERAN HIGH SCHOOL CONFERENCE

Composite data from all elementary schools in the Wisconsin Lutheran High School Conference is presented in Table 1. Analysis of the data in Table 1 shows the following:

- During the eleven year period enrollment in grades 1 through 8 fluctuated in a very narrow range from 4,205 students to 4,564 students. Low enrollment occurred in 1985-86 with 4,205 students. In 1991-92, enrollment is 4,496.
- Analysis of data from Table 1 shows a significant loss of students as they move from the 1st to 8th grade:

**Eighth Grade Enrollment
 Related to First Grade Enrollment**

<u>Year</u>	<u>1st Grade</u>	<u>Year</u>	<u>8th Grade</u>	<u>Rate of Retention</u>
81-82	593	88-89	443	75%
82-83	601	89-90	439	73%
83-84	662	90-91	536	81%
84-85	613	91-92	499	81%

This trend is particularly troubling because synod-wide data shows that the 8th grade classes which graduated between 1980-81 and 1983-84 actually gained enrollment during the prior eight years and had a retention rate of over 100%.

- The net loss of students as they move from grade to grade shows a somewhat erratic pattern from year to year. Reasons for the changes from year to year are difficult to analyze because the data represents a composite of many elementary schools. For ease of analyzing the data in Table 1, the average net loss of students from grade to grade for the most recent five years is summarized below:

Average Annual Net Loss
1986-87 to 1991-92

<u>Grade</u>	<u>Avg. Net Loss</u>
1st to 2nd	- 4
2nd to 3rd	- 9
3rd to 4th	- 18
4th to 5th	- 12
5th to 6th	- 10
6th to 7th	- 13
7th to 8th	- 27

The data clearly shows a loss pattern in all grades, especially after the 3rd grade year. The data does not show a significant loss pattern in the middle grades, except for the larger number which are lost as students move from 7th to 8th grade.

Table 1

Elementary School Enrollment Trends
Wisconsin Lutheran High School Conference

GRADE	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
INDEPENDENT PRESCHOOLS											
ELEMENTARY SCHOOLS											
Pre-K											
K	539	642	615	586	613	614	566	565	579	629	572
1	593	601	662	613	612	625	595	581	577	594	624
2	550	564	570	634	587	605	608	585	609	581	568
3	558	556	568	541	527	564	585	617	583	584	575
4	570	551	559	520	511	607	552	560	590	576	565
5	594	553	543	514	502	513	591	534	572	561	566
6	577	593	542	524	487	477	495	588	524	564	551
7	548	589	565	517	492	473	466	483	565	522	548
8	524	527	555	501	487	476	456	443	439	536	499
TOTAL PRE-K TO 8	5,053	5,176	5,179	4,950	4,818	4,954	4,914	4,956	5,038	5,147	5,068
TOTAL 1-8	4,514	4,534	4,564	4,364	4,205	4,340	4,348	4,391	4,459	4,518	4,496
NET GAIN OR (LOSS) FROM GRADE TO GRADE											
1st to 2nd	(29)	(31)	(28)	(26)	(7)	(17)	(10)	(10)	28	4	(26)
2nd to 3rd	6	4	(29)	(107)	(23)	(20)	9	(25)	(2)	(25)	(6)
3rd to 4th	(7)	3	(48)	(30)	80	(12)	(27)	(25)	(7)	(7)	(19)
4th to 5th	(17)	(8)	(45)	(18)	2	(16)	(18)	(18)	12	(29)	(10)
5th to 6th	(1)	(11)	(19)	(27)	(25)	(18)	(3)	(3)	(10)	(8)	(10)
6th to 7th	12	(28)	(25)	(32)	(14)	(11)	(12)	(12)	(23)	(2)	(16)
7th to 8th	(21)	(34)	(64)	(30)	(16)	(17)	(23)	(23)	(44)	(29)	(23)
TOTAL NET GAIN/LOSS GRADES 1 TO 8	(57)	(105)	(258)	(270)	(3)	(111)	(82)	(66)	(96)	(110)	(110)

KETTLE MORAINÉ HIGH SCHOOL CONFERENCE

- Total enrollment in grades 1 through 8 shows steady increases for the years that are presented in Table 2. Enrollment increased from 1,024 students in grades 1-8 in 1984-85 to 1,204 in 1991-92.
- In the four years in which net losses can be calculated, there is very little grade to grade net loss in these elementary schools.

Table 2
Elementary School Enrollment Trends
Kettle Moraine High School Conference

<u>GRADE</u>	<u>84-85</u>	<u>85-86</u>	<u>88-89</u>	<u>89-90</u>	<u>90-91</u>	<u>91-92</u>
INDEPENDENT PRESCHOOLS						
ELEMENTARY SCHOOLS						
Pre-K						
K	145	142	145	159	161	147
1	145	157	146	138	153	172
2	120	137	152	150	134	154
3	127	125	145	151	154	132
4	118	131	158	150	152	158
5	120	110	135	155	151	158
6	123	117	130	129	150	143
7	131	130	130	128	131	156
8	140	136	120	128	132	131
TOTAL PRE-K TO 8	1,169	1,185	1,261	1,288	1,318	1,351
TOTAL 1-8	1,024	1,043	1,116	1,129	1,157	1,204
NET GAIN OR (LOSS) FROM GRADE TO GRADE						
1st to 2nd		(8)		4	(4)	1
2nd to 3rd		5		(1)	4	(2)
3rd to 4th		4		5	1	4
4th to 5th		(8)		(3)	1	6
5th to 6th		(3)		(6)	(5)	(8)
6th to 7th		7		(2)	2	6
7th to 8th		5		(2)	4	0
TOTAL NET GAIN/LOSS GRADES 1 TO 8		2		(5)	3	7

SHORELAND LUTHERAN HIGH SCHOOL CONFERENCE

The data in Table 3 shows that enrollment in grades K to 8 increased each year since 1985-86.

- Kindergarten, 1st grade and 2nd grade enrollment has been increasing in recent years, showing potential for overall enrollment increases in the future.
- Some losses are experienced as children move from grade-to-grade. However, the pattern is somewhat inconsistent.

Table 3
Elementary School Enrollment Trends
Shoreland Lutheran High School Conference

GRADE	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
ELEMENTARY SCHOOLS								
K	134	122	122	130	128	148	140	141
1	103	128	129	116	138	122	137	143
2	114	98	119	120	105	138	128	143
3	95	111	110	108	122	105	131	124
4	109	90	102	105	110	124	94	139
5	97	111	93	100	108	107	124	99
6	116	90	113	86	99	110	98	127
7	91	110	96	110	94	105	105	96
8	<u>124</u>	<u>85</u>	<u>106</u>	<u>89</u>	<u>101</u>	<u>90</u>	<u>104</u>	<u>113</u>
TOTAL K TO 8	983	945	990	964	1,005	1,049	1,061	1,125
TOTAL 1-8	849	823	868	834	877	901	921	984
NET GAIN OR (LOSS) FROM GRADE TO GRADE								
1st to 2nd		(5)	(9)	(9)	(11)	0	6	6
2nd to 3rd		(3)	12	(11)	2	0	(7)	(4)
3rd to 4th		(5)	(9)	(5)	2	2	(11)	8
4th to 5th		2	3	(2)	3	(3)	0	5
5th to 6th		(7)	2	(7)	(1)	2	(9)	3
6th to 7th		(6)	6	(3)	8	6	(5)	(2)
7th to 8th		(6)	(4)	(7)	(9)	(4)	(1)	8
TOTAL NET GAIN/LOSS GRADES 1 TO 8	(30)	1	(44)	(6)	3	(27)	24	

SOUTH WISCONSIN DISTRICT ELEMENTARY SCHOOLS

The data in Table 4 shows the trend in all Missouri Synod elementary schools in the South Wisconsin District. A separate table was not prepared for just the feeder schools to the Lutheran High School Association of Greater Milwaukee. Analysis of the data shows the following:

- Preschool enrollment is reported and shows substantial increases from 955 students in 1981-82 to 2,021 in 1991-92.
- Total grade 1 through 8 enrollment fluctuated in a very narrow range from 7,448 students to 7,794 students.
- Grade 1 through 8 enrollment hit the lowest point in 1984-85 with 7,448 students and increased steadily to 7,776 in 1991-92. The pattern of enrollment in these schools is almost identical to the trend in the Wisconsin Lutheran High School Conference.
- Analysis of data from Table 4 shows the following student loss pattern from 1st to 8th grade:

Eighth Grade Enrollment
Related to First Grade Enrollment

<u>Year</u>	<u>1st Grade</u>	<u>Year</u>	<u>8th Grade</u>	<u>Rate of Retention</u>
81-82	982	88-89	792	81%
82-83	953	89-90	695	73%
83-84	1,033	90-91	775	75%
84-85	1,089	91-92	821	75%

Retention percentages are not available from earlier years. However, we are told that, similar to the Wisconsin Synod, LCMS elementary schools experienced retention rates in excess of 100% during the 1970's and early 1980's.

- The net loss pattern as students move from grade to grade is somewhat erratic during the ten year period. For purposes of analysis, the average net loss for the most recent five years was calculated and is shown below:

Average Annual Net Loss
1986-87 to 1991-92

<u>Grade</u>	<u>Avg. Net Loss</u>
1st to 2nd	- 26
2nd to 3rd	- 43
3rd to 4th	- 18
4th to 5th	- 33
5th to 6th	- 52
6th to 7th	- 39
7th to 8th	- 39

The data shows a consistent loss pattern in all grades. However, the average net loss of 52 students between grades 5 and 6 suggests that there is more movement to public middle schools in that year. There continues to be a high loss from grades 6 to 7 and 7 to 8.

Table 4

Elementary School Enrollment Trends

South Wisconsin District - LCMS

GRADE	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
INDEPENDENT PRESCHOO	225	206	269	307	354	413	489	514	613	622	646
ELEMENTARY SCHOOLS											
Pre-K	730	787	812	975	1,109	1,120	1,076	1,202	1,269	1,256	1,375
K	867	971	1,025	1,103	1,093	1,090	1,077	1,018	1,001	1,077	1,040
1	982	953	1,033	1,089	1,109	1,145	1,066	1,081	1,040	1,027	1,121
2	966	967	941	1,008	1,077	1,081	1,108	1,073	1,050	1,012	984
3	960	950	948	908	1,006	1,035	998	1,051	1,036	1,038	984
4	927	938	910	927	868	964	991	992	1,040	1,008	1,038
5	989	923	922	895	918	817	913	953	946	1,032	986
6	1,077	962	918	863	852	870	773	862	897	903	966
7	957	1,073	943	868	837	824	837	719	824	856	876
8	936	916	1,033	890	823	792	781	792	695	775	821
TOTAL PRE-K TO 8	9,391	9,440	9,485	9,526	9,692	9,738	9,620	9,743	9,798	9,984	10,191
TOTAL 1-8	7,794	7,682	7,648	7,448	7,490	7,528	7,467	7,523	7,528	7,651	7,776
NET GAIN OR (LOSS) FROM GRADE TO GRADE											
1st to 2nd	(15)	(15)	(12)	(25)	(12)	(28)	(37)	7	(31)	(28)	(43)
2nd to 3rd	(16)	(16)	(19)	(33)	(2)	(42)	(83)	(57)	(37)	(12)	(28)
3rd to 4th	(22)	(22)	(40)	(21)	(40)	(42)	(44)	(6)	(11)	(28)	0
4th to 5th	(4)	(4)	(16)	(15)	(9)	(51)	(51)	(38)	(46)	(8)	(22)
5th to 6th	(27)	(27)	(5)	(59)	(43)	(48)	(44)	(51)	(56)	(43)	(66)
6th to 7th	(4)	(4)	(19)	(50)	(26)	(28)	(33)	(54)	(38)	(41)	(27)
7th to 8th	(41)	(41)	(40)	(53)	(45)	(45)	(43)	(45)	(24)	(49)	(35)
TOTAL NET GAIN/LOSS GRADES 1 TO 8	(129)	(129)	(151)	(256)	(177)	(284)	(335)	(244)	(243)	(209)	(221)

B. Secondary School Enrollment

Enrollment in the five Lutheran secondary schools in southeast Wisconsin is shown in Tables 5 through 9. A brief analysis of the data in Tables 5 through 9 is presented in the following section:

WISCONSIN LUTHERAN HIGH SCHOOL

- Enrollment declined from a high of 947 students in 1986-87 to a low of 830 in 1990-91, a decline of 12%. However, there was a substantial enrollment increase to 901 students in 1991-92 and another increase to 937 in 1992-93.
- Only 1% of Conference enrollment comes from non-association or non-Lutheran sources.

KETTLE MORAINES LUTHERAN HIGH SCHOOL

- The school had very stable enrollment from 1985-86 through 1990-91. In 1991-92 enrollment increased to a high of 254 students and increased again in 1992-93 to 270.
- Fifteen percent (15%) of the Association enrollment is from non-association and non-Lutheran sources.

SHORELAND LUTHERAN HIGH SCHOOL

- Enrollment declined from 243 students in 1985-86 to 175 students in 1989-90, a decline of 28%. However, enrollment increased to 200 students by 1991-92 and to 214 in 1992-93.
- Eight percent (8%) of the enrollment is from non-association and non-Lutheran sources.

LUTHERAN HIGH SCHOOL ASSOCIATION OF GREATER MILWAUKEE

- Enrollment declined steadily through the first seven years shown in Table 8 from 1,341 in 1985-86 to 1,124 in 1991-92, a 16% decline. However, an increase of 64 students to 1,188 occurred in 1992-93.
- Fifteen percent (15%) of the Association's enrollment is from non-association and non-Lutheran sources.

RACINE LUTHERAN HIGH SCHOOL

- Enrollment fluctuated in a narrow range with 180 students in 1991-92 being the lowest in the past five years. An increase to 190 occurred in 1992-93.
- Twenty-eight percent (28%) of the enrollment is from non-association and non-Lutheran sources.

Attitudes About Lutheran Schools
 JOINT STUDY OF LCMS & WELS SCHOOLS
 IN SOUTHEAST WISCONSIN

Table 5

HIGH SCHOOL ENROLLMENT TRENDS

Wisconsin Lutheran High School

Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
9	236	270	235	231	216	221	307	269
10	248	223	241	224	204	208	210	293
11	221	236	206	225	206	199	192	183
12	205	218	220	194	215	202	192	182
TOTAL 9-12	910	947	902	874	841	830	901	937

NO. OF STUDENTS:

Association	899	936	891	863	829	819	892	926
Non-Association	7	7	8	6	7	7	5	3
Non-Lutheran	4	4	3	5	5	4	4	3
TOTAL	910	947	902	874	841	830	901	937

Table 6

HIGH SCHOOL ENROLLMENT TRENDS

Kettle Moraine Lutheran High School

Grade	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
9	66	59	64	61	56	64	83	73
10	61	66	59	60	60	57	62	80
11	51	57	64	60	63	55	55	62
12	59	48	58	63	58	58	54	55
TOTAL 9-12	237	230	245	244	237	234	254	270

NO. OF STUDENTS:

Association	229	222	236	234	219	210	218	229
Non-Association	2	3	6	4	14	13	21	29
Non-Lutheran	6	5	3	6	4	11	15	12
TOTAL	237	230	245	244	237	234	254	270

Table 7

HIGH SCHOOL ENROLLMENT TRENDS

Shoreland Lutheran High School

<u>Grade</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
9	75	49	55	38	56	63	59	61
10	45	72	40	51	40	50	56	55
11	57	39	68	39	44	40	50	52
12	66	52	43	69	35	42	35	46
TOTAL 9-12	243	212	206	197	175	195	200	214

NO. OF STUDENTS:

Association	230							197
Non-Association	4							8
Non-Lutheran	9							9
TOTAL	243							214

Table 8

HIGH SCHOOL ENROLLMENT TRENDS

Lutheran High School Association of Greater Milwaukee

<u>Grade</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
9	355	331	312	298	292	296	297	329
10	362	331	305	295	285	295	275	299
11	338	333	307	285	281	273	279	274
12	286	321	325	291	279	261	273	286
TOTAL 9-12	1,341	1,316	1,249	1,169	1,137	1,125	1,124	1,188

NO. OF STUDENTS:

Association	1,122	1,123	1,092	1,030	998	970	967	1008
Non-Association	105	94	76	61	62	70	56	74
Non-Lutheran	114	99	81	78	77	85	101	106
TOTAL	1,341	1,316	1,249	1,169	1,137	1,125	1,124	1,188

Table 9

Table 9

HIGH SCHOOL ENROLLMENT TRENDS

Racine Lutheran High School

<u>Grade</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>
9	58	49	51	42	54	53	49	58
10	56	42	50	47	43	51	48	40
11	41	49	40	52	46	39	48	45
12	53	39	42	40	53	50	35	47
TOTAL 9-12	208	179	183	181	196	193	180	190
NO. OF STUDENTS:								
Association	153	137	140	134	139	123	129	137
Non-Association	21	16	22	21	25	26	11	12
Non-Lutheran	35	26	21	26	32	44	40	41
TOTAL	209	179	183	181	196	193	180	190

C. Observations

Enrollment in grades 1 through 8 in the Wisconsin Lutheran High School Conference and the South Wisconsin District was very stable between 1981-82 and 1991-92. There were some fluctuations in interim years, but almost no change from the beginning to the end of the ten-year period.

The rate of retention from 1st to 8th grades in elementary schools in the Wisconsin Lutheran High School Conference ranged from 73% to 81% and showed improvement in the last two years. The South Wisconsin District elementary school retention rate ranged between 73% and 81%, but showed decline in the most recent years. These retention rates are of special concern when compared to 100% retention rates of a decade earlier.

At the outset of the study, the secondary schools expressed concern about the potential loss of elementary students in the middle grades. Consequently, special attention was given to analysis of this data. The Wisconsin Lutheran High School Conference shows no exceptional losses from grades 5 to 6 and grades 6 to 7. However, there is an increase in the number of losses between grades 7 and 8. The South Wisconsin District data shows larger losses from 5th to 6th grade and in other higher grades. Any loss of students during the elementary years is of concern to the high schools because it means that the pool of students from which they recruit has been somewhat diminished.

Four of the five secondary schools experienced enrollment losses for a number of years but all have shown enrollment gains in the most recent years. Much of the enrollment loss in the secondary schools can be explained by the smaller number of 8th grade students from which freshman classes could be recruited. Data in Tables 1 and 2 show that the 8th grades in both the Wisconsin Lutheran High School Conference and the South Wisconsin District reached a low point in 1989-90 and have started to increase since that time. It is interesting to note that the pattern of 8th grade decline in both synodical groups is almost identical through the ten-year period. Increases occurred at the same time in an almost equal amount.

From the data presented in this chapter, it appears that the elementary school and high school enrollments in both synods are being affected by the same demographic factors as well as the same pattern of attitudes among constituent members. Data presented in the next two chapters tends to affirm this observation.

IV. FINANCIAL TRENDS ANALYSIS

This chapter describes responses to questions in the survey about attitudes toward funding Lutheran elementary and secondary schools. Actual financial data was obtained from the elementary and secondary schools in southeast Wisconsin and is also presented and analyzed in this chapter. The purpose of this analysis is to determine if there are patterns in the attitudes and in the actual funding data which provide a basis for making recommendations to Lutheran schools.

A. Lutheran School Cost Concerns

Survey respondents were asked "In your congregation, identify the extent to which each of the following factors is likely to present a challenge to the Lutheran elementary school or high school in the next ten years". A series of 13 challenges could be rated on a 10 point scale. Responses are presented in Table 10.

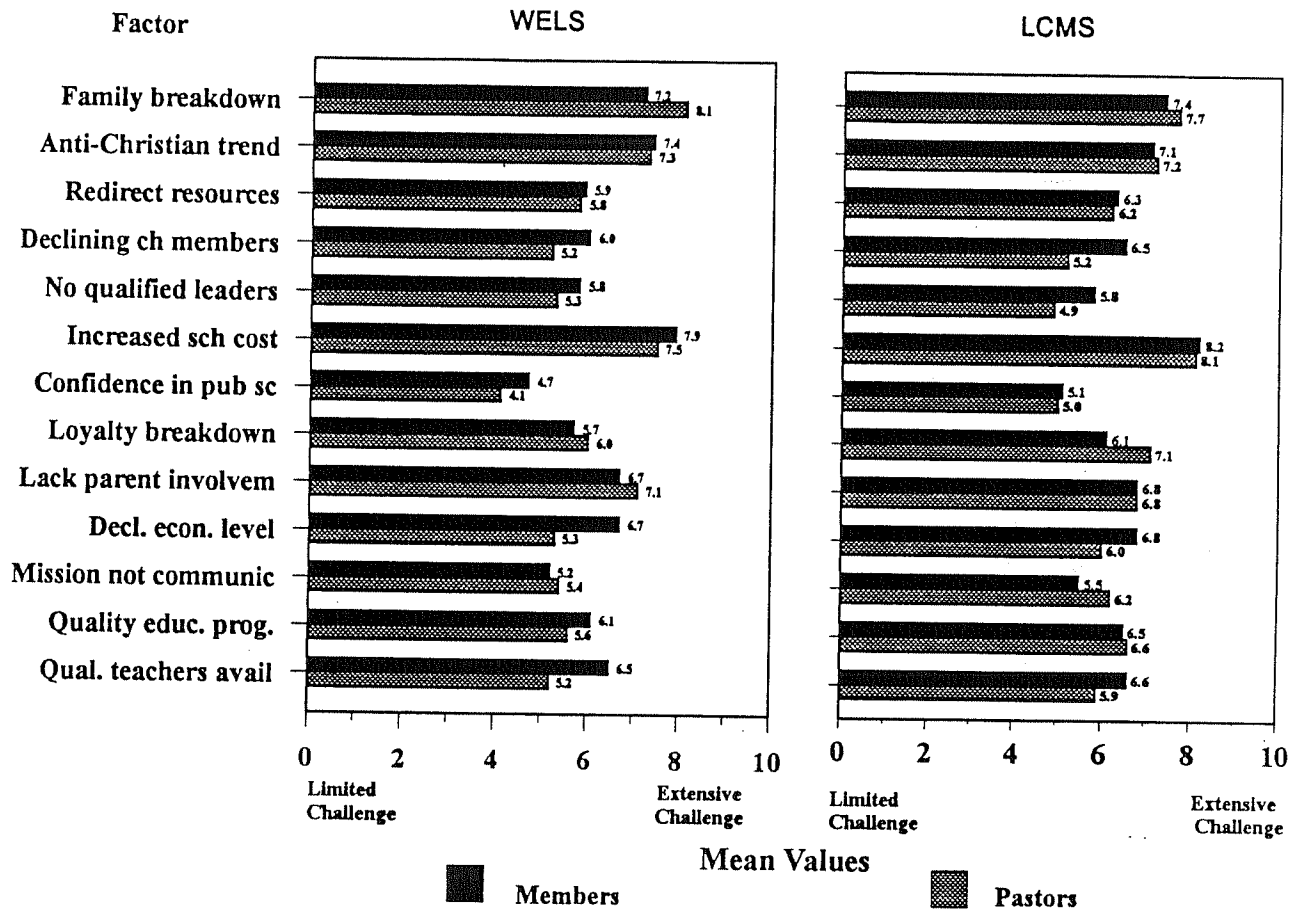
Respondents in both synods rated "increased school costs" as the greatest challenge facing Lutheran schools in the next ten years. WELS pastors rated only one item higher on the scale and that was "family breakdown".

The list of 13 challenges contain many potentially threatening factors to Lutheran schools. The fact that increased cost ranked ahead of the other factors suggests that financial issues are of major concern with both members and pastors of Lutheran congregations.

The table further indicates that concerns about all of the 13 challenges are quite similar in the two synods.

Table 10

Likelihood of Certain Factors Presenting
 a Challenge to Lutheran Schools in Next 10 Years

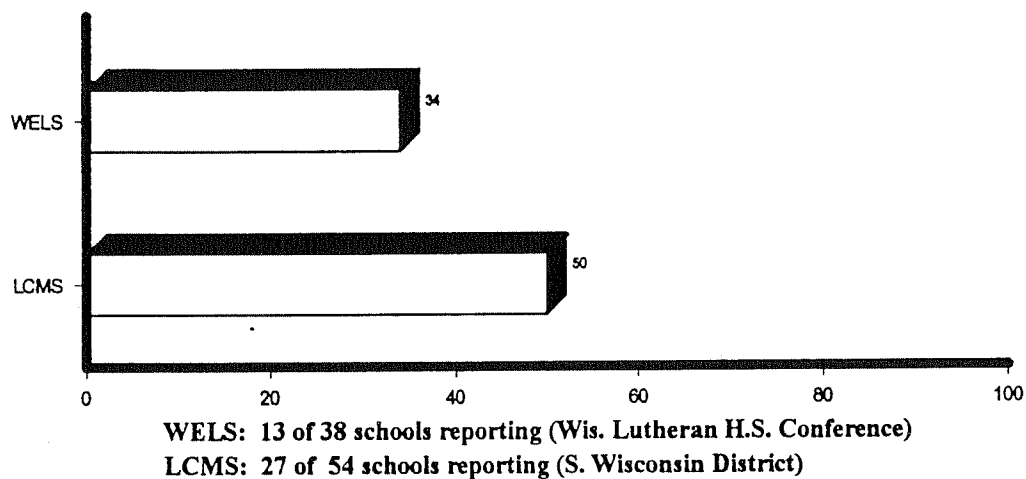


B. Tuition Trend Analysis

Table 11 shows the percentage of of southeast Wisconsin Lutheran elementary schools which charged tuition to family members in 1992. The data indicates that about 34% of the WELS schools and 50% of the LCMS schools were charging tuition. The number of schools which charge tuition has been increasing in recent years.

Table 11

Percent of SE Wisconsin Lutheran Elementary Schools
 Charging Member Tuition in 1991-92



The data in Table 12 shows the various tuition ranges which were being charged by LCMS and WELS elementary schools in 1991-92. WELS schools were just beginning to charge tuition in many cases and most were below \$250. Twenty-two out of 54 LCMS schools were charging over \$250. The trend toward higher tuition rates has been accelerating in recent years.

Table 12

Elementary School Tuition Range

<u>Tuition Range</u>	<u>WELS</u>	<u>LCMS</u>
\$0 - 249	8	5
\$250-499	4	7
\$500-749	0	12
\$750-999	0	1
\$1000 plus	<u>1</u>	<u>2</u>
	13	27

WELS - Out of 38 schools reporting

LCMS - Out of 54 schools reporting

Table 13 shows tuition rates in Lutheran secondary schools in southeast Wisconsin. It is surprising that tuition rates in the five schools are so close to each other, considering that these schools have independently established tuitions throughout the years. The two largest schools have tuition rates almost identical to each other. Their rates are higher than the rates charged by the three smaller secondary schools.

Table 13

<u>Secondary Schools' Tuition Rates</u>			
	<u>1980-81</u>	<u>1985-86</u>	<u>1990-91</u>
WELS			
Wisconsin Lutheran HS	\$825	\$1,380	1,890
Kettle Moraine	795	1,200	1,595
Shoreland	-	1,175	1,695
LCMS			
Racine Lutheran	\$780	\$1,250	\$1,635
LHS Association	885	1,270	1,880

The tuition rates charged by Lutheran elementary schools and secondary schools are relatively low compared to the rates charged by Catholic schools in the Milwaukee Archdiocese and by private, non-sectarian schools. Because there has been a history of no tuition or low tuition, especially in the Lutheran elementary schools, Lutherans probably consider their current tuition rates to be quite high.

C. Lutheran Congregations' Ministry Funding Priorities

Respondents to the survey were asked "If your congregation were faced with limited financial resources and you were forced to put programs in priority order for funding from the congregational budget, what would be your priorities?" WELS and LCMS members provided an almost identical ranking of the options. The WELS members ranked Lutheran early childhood programs ahead of Lutheran high schools, whereas LCMS members tied these two programs for 4th place. It is significant to note that educational programs occupied the 2nd, 3rd, 4th and 5th place ranking in each of the synods. It is also worth noting that elementary schools and Sunday schools ranked higher than Lutheran high schools.

Responses from pastors in both synods were almost the same, with a few exceptions. WELS pastors ranked Lutheran elementary schools 5th and LCMS pastors ranked Lutheran elementary schools 4th. WELS pastors ranked Lutheran high schools 6th and LCMS pastors agreed with that ranking.

School leaders should be encouraged by the fact that Lutheran schools were ranked high on the priority list by congregation members who appear willing to designate significant portions of congregational funding for the Lutheran school ministry.

Table 14

Ministry Funding Priorities

WELS		LCMS	
MEMBERS	PASTORS	MEMBERS	PASTORS
1. Worship Services	1. Worship Services	1. Worship Services	1. Worship Svcs.
2. Luth. Elem. Sch.	2. Missions	2. Luth. Elem. Sch.	2. Missions
3. Sunday School	3. Sunday School	3. Sunday School	3. Adult Education
4. LECP	4. Adult Educ.	4. Luth. H.S.	4. Luth Elem. Sch.
5. Luth H.S.	5. Luth. Elem. Sch.	4. LECP	4. LECP
5. Missions	6. Luth. H.S.	5. Missions	4. Sunday School
6. Adult Educ.	7. Youth Prog.	6. Adult Education	5. Youth Programs
7. Social Outreach	8. LECP	7. Social Outreach	6. Luth. H.S.
7. Spec. Needs	9. Spec. Needs	7. Special Needs	7. Special Needs
7. Youth Prog.	10. Social Outreach	7. Youth Programs	8. Social Outreach

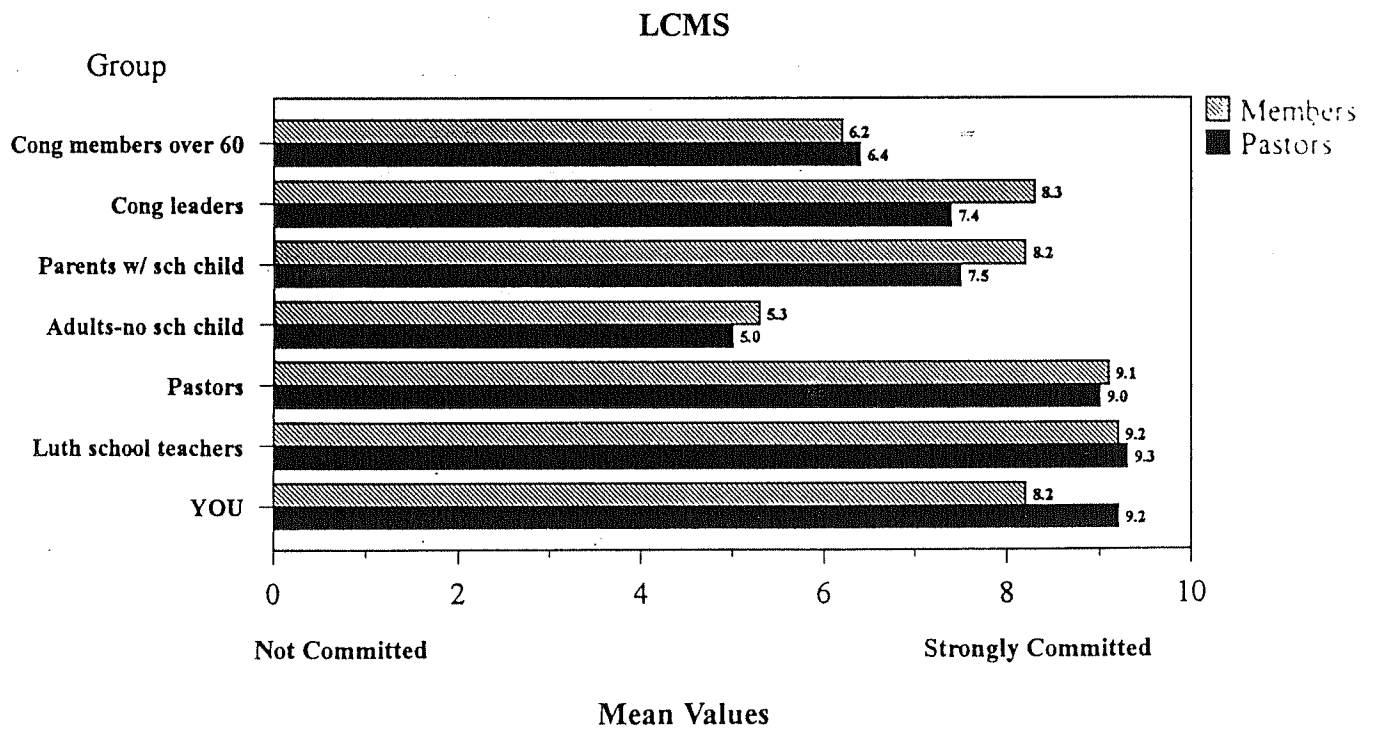
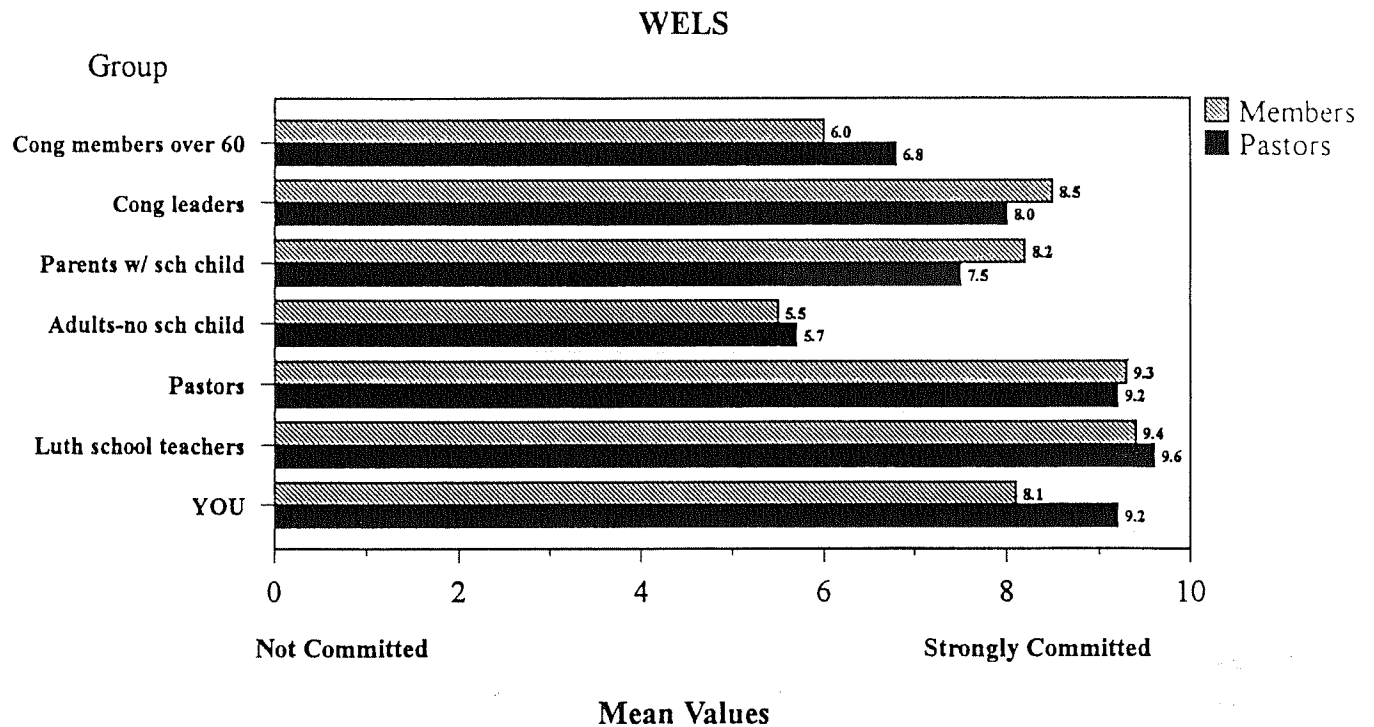
The previous question sought to determine the importance of Lutheran schools relative to other congregational ministries. Another question was asked which sought to determine if various groups in the congregation would place a differing priority on the use of congregational resources to ensure the viability of Lutheran elementary schools. The opinions of members and the opinions of pastors are reported separately in the bar graphs in Table 15.

Pastors saw themselves as being very willing to use congregational resources to ensure the financial viability of Lutheran schools. Members also see their pastors as being very willing to use resources in this way. It is encouraging to note that both groups also saw Lutheran teachers, congregational leaders and parents with children quite willing to use financial resources of the congregations to support Lutheran schools. Survey respondents also identified themselves personally willing to use congregational resources in this way.

Perhaps not surprisingly, the two groups perceived by survey respondents to be least likely to use congregational resources to support Lutheran elementary schools were congregation members over age 60 and adults with no school-age children. The size of these two groups is growing because of declining birth rates, more couples who do not choose to have children, and an increasing number of members who are over age 60. It is important to recognize that these growing groups may be less enthusiastic about using the congregation's financial resources for elementary schools. It is likely that they may have a higher personal interest in other ministries provided by the congregation.

Table 15

Extent of Congregational Groups' Commitment
to Using Congregation's Financial Resources
to Ensure Viability of Lutheran Schools



D. Lutheran School Revenue Sources Analysis

Table 16 presents the actual revenue sources for Lutheran elementary schools as reported in 1990-91. Note that tuition and fees provided about 21% of the revenue in LCMS elementary schools and about 14% in WELS elementary schools.

Table 16

Lutheran Elementary School
Sources of Revenue 1990-91

<u>Income</u>	<u>WELS</u>	<u>LCMS</u>
Tuition & Fees	14%	21%
Congregation	82%	76%
Other	4%	3%

Survey respondents were asked "What percentage of the total cost of Lutheran elementary school education should come from each of the following sources?" Survey respondents were not told how the schools are presently funded. The data in Table 17 shows that WELS members feel that 38% should be provided by parents and WELS pastors feel that about 26% should be provided by parents. LCMS members were almost identical to WELS members and said that 39% should be provided by parents. LCMS pastors were somewhat higher than WELS pastors and said that 35% should come from parents.

It is also interesting to note that the survey respondents felt that between 9% and 16% of school revenue should come from gifts and grants. The actual amount received at the present time from gifts and grants is only 3% to 4% as shown in Table 16.

In summary, there is substantial disparity between the actual sources of revenue for elementary schools and the opinions of survey respondents. Congregation members feel that more revenue should come from parents and from development/fund raising and that substantially less should come from the congregation.

Table 17

**Percentage of the Total Cost of Lutheran ELEMENTARY
 School Education Which Should Come From Each of the Following Sources**

	WELS		LCMS	
	MEMBERS	PASTORS	MEMBERS	PASTORS
Congregation	47%	65%	45%	56%
Child's Parents	38	26	39	35
Gifts & Grants	15	9	16	9
Total	100	100	100	100

Values are based on medians indexed to total 100

The data in Table 18 shows how LCMS and WELS secondary schools were funded with congregational support in 1980-81, 1985-86 and and 1990-91.

Table 18

Lutheran High School Funding from Congregational Support

	<u>1980-81</u>	<u>1985-86</u>	<u>1990-91</u>
WELS			
Wisconsin Lutheran HS	28%	34%	30%
Kettle Moraine	32%	31%	29%
Shoreland	-	44%	36%
LCMS			
Racine Lutheran	23%	27%	15%
LHS Association	32%	28%	25%

The data in Table 19 shows how survey respondents feel the high schools should be funded. Survey respondents were not told how the high schools are presently funded and it is likely that many of the respondents have little familiarity with a high school budget.

Table 19

**Percentage of the Total Cost of Lutheran HIGH
 School Education Which Should Come From Each of the Following Sources**

	WELS		LCMS	
	MEMBERS	PASTORS	MEMBERS	PASTORS
Congregation	30%	37%	28%	30%
Child's Parents	51	46	53	49
Gifts & Grants	19	17	19	21
Total	100	100	100	100

Values are based on medians indexed to total 100

Several observations can be drawn from the data in Tables 18 and 19.

- WELS high schools receive a higher percentage of their revenue from congregations than do LCMS high schools (*Table 18*).
- All five high schools have experienced a decline in the percentage of congregational support since 1985-86 (*Table 18*).
- Pastors are willing to be more generous than members with regard to funding the high schools through congregational support (*Table 19*).
- Actual funding for the high schools from congregations is generally less than members or pastors think it should be. The only exceptions are Wisconsin Lutheran and Kettle Moraine which are funded just as congregation members feel they should be.
- Survey respondents feel that high school income from gifts and grants should be between 17% and 21%, which is more than double the actual revenue received from third source funding.

E. Observations

The survey data shows that congregation members and pastors are quite concerned about the high cost of providing a Lutheran education. The data further shows that members and pastors believe that Lutheran elementary and secondary schools are a high priority and should remain a central focus of congregational ministry.

There is a recent trend toward charging tuition in more elementary schools and toward higher tuition rates. The Lutheran high schools have experienced this trend for a number of years. Because the Lutheran high schools have had to sell their educational program to parents at higher tuition rates, it would be advisable for elementary schools to learn from the high schools how to make a successful transition to higher tuition.

Higher tuitions probably have not had a negative impact on enrollments as of this time. However, we do not know why some Lutherans choose to enroll their child in a public school. It could be that some families can't or won't make the sacrifice to pay tuition when the other option, public school education, is cost free. The possible relationship between tuition and enrollment is explored further in a later chapter where we investigate data from Catholic schools.

Survey respondents in both synods, both pastors and members, said that congregational support should be less and more funding should come from tuition and development sources. The present funding sources in Lutheran high schools are somewhat near the percentages that were suggested by the survey respondents. Elementary schools, however, are funded quite differently from the way in which survey respondents suggested they should be funded (*See the data in Table 17*). The survey does not create a mandate for action. The survey is only an indication of how parish members and pastors feel toward the issue of elementary school funding. One conclusion might be that members are poorly informed and need to have a better understanding of elementary school costs and congregational funding. Another conclusion could be that congregations should begin to prepare their members for a future time when tuition rates will be higher and more income will be raised from development sources.

V. PRIORITIES AND EXPECTATIONS

In this chapter, survey data is presented and analyzed regarding the expectations and priorities of Lutheran members and pastors. In the last chapter of this report we will integrate the expectations and priorities with some of the trends which were observed in the areas of enrollment and finances. The purpose is to see if there are trends which provide a basis for making recommendations and developing future plans for Lutheran schools.

Survey respondents were asked the question, "In your opinion, what are the three most compelling reasons why Lutheran congregations should support Lutheran schools in the future?" Responses to this question from WELS and LCMS members and pastors are presented in Table 20.

Table 20

Compelling Reasons for Support of Lutheran Schools

	WELS		LCMS	
	MEMBERS	PASTORS	MEMBERS	PASTORS
Encourage Church Wk.	22%	35%	13%	31%
Christian nurture	76	97	78	79
Qual. education	57	19	68	41
Safe environment	20	5	20	2
Trans Luth tradition	43	33	40	33
Counter unchr values	58	59	60	64
Evangelization	9	40	8	41
Other	2	8	2	5
None of above	1	0	1	0

Percent of respondents

Observations about data in the table are the following:

- "Assisting families with the Christian nurture of their children" was clearly the highest preference of all survey respondents.
- The second choice was "providing high quality education." Almost equally ranked was "counteracting the growth of unChristian values and morals in our society."

Pastors agreed with members on the second issue, "counteracting unChristian values", but did not agree that "quality education" was of the same high priority. WELS pastors in particular did not identify quality education as a very high priority compared to the other choices.

- "Transmitting our Lutheran tradition to the next generation" was the next highest rated item. Most other items on the list received relatively little priority rating from survey respondents.
- Responses from WELS and LCMS members were very similar in almost every case. WELS pastors and LCMS pastors were quite similar except for the relatively low ranking given to "quality education" by WELS pastors.

The data in Table 21 presents responses to the question, "In your opinion, during the next ten years, which of the following features of Lutheran schools will have the greatest appeal to parents who are thinking about enrolling their children in Lutheran schools?" The purpose of the question was to help schools determine what the future expectations might be and how the schools can most effectively appeal to parents and market their schools in future years.

Table 21

Features of Lutheran Schools Which Have the
 Greatest Appeal to Parents

	WELS		LCMS	
	Elem. School	High School	Elem. School	High School
Academic quality	62%	70%	66%	76%
Christian instruct.	78	67	72	59
Supp. family values	38	34	38	34
Spec. ed. prog.	3	2	2	3
Extra-curriculars	2	6	2	5
Qualified staff	23	24	25	25
High qual. facility	11	12	13	16
School location	7	7	6	6
Affordability	30	39	31	38
Small class size	9	5	8	5
Safety & security	18	18	18	17
Caring staff	18	11	19	13

Percent of respondents

The following observations can be drawn from the data in Table 21:

- WELS and LCMS respondents were nearly identical in their identification of the priorities of parents in future years.
- For Lutheran elementary schools, "Christian instruction" was ranked first and "Academic quality" was ranked second. No other items in the ranking approached the number of responses these two issues received.
- For Lutheran high schools, "Academic quality" was ranked first and "Christian instruction" was ranked second by WELS and LCMS members. Respondents were given the opportunity to select three items from the list. Clearly, these two items were selected as two of the three choices by most of the respondents and their third preference is divided between many of the other items on the list.

Survey respondents were asked, "If you had to choose the years in which you feel a Lutheran education is most important, what level would you choose?" The paired forced choices are shown in Table 22.

Table 22

Paired Enrollment Level Preferences

	WELS		LCMS	
	MEMBERS	PASTORS	MEMBERS	PASTORS
Early Child Prog.	13%	7%	14%	18%
Grades K thru 8	87%	93%	86%	82%
K-5	63%	75%	63%	72%
Grades 6 thru 8	37%	25%	37%	28%
K-5	64%	71%	67%	75%
High School	36%	29%	33%	25%
Grades 6 thru 8	64%	63%	67%	53%
High School	36%	37%	33%	47%

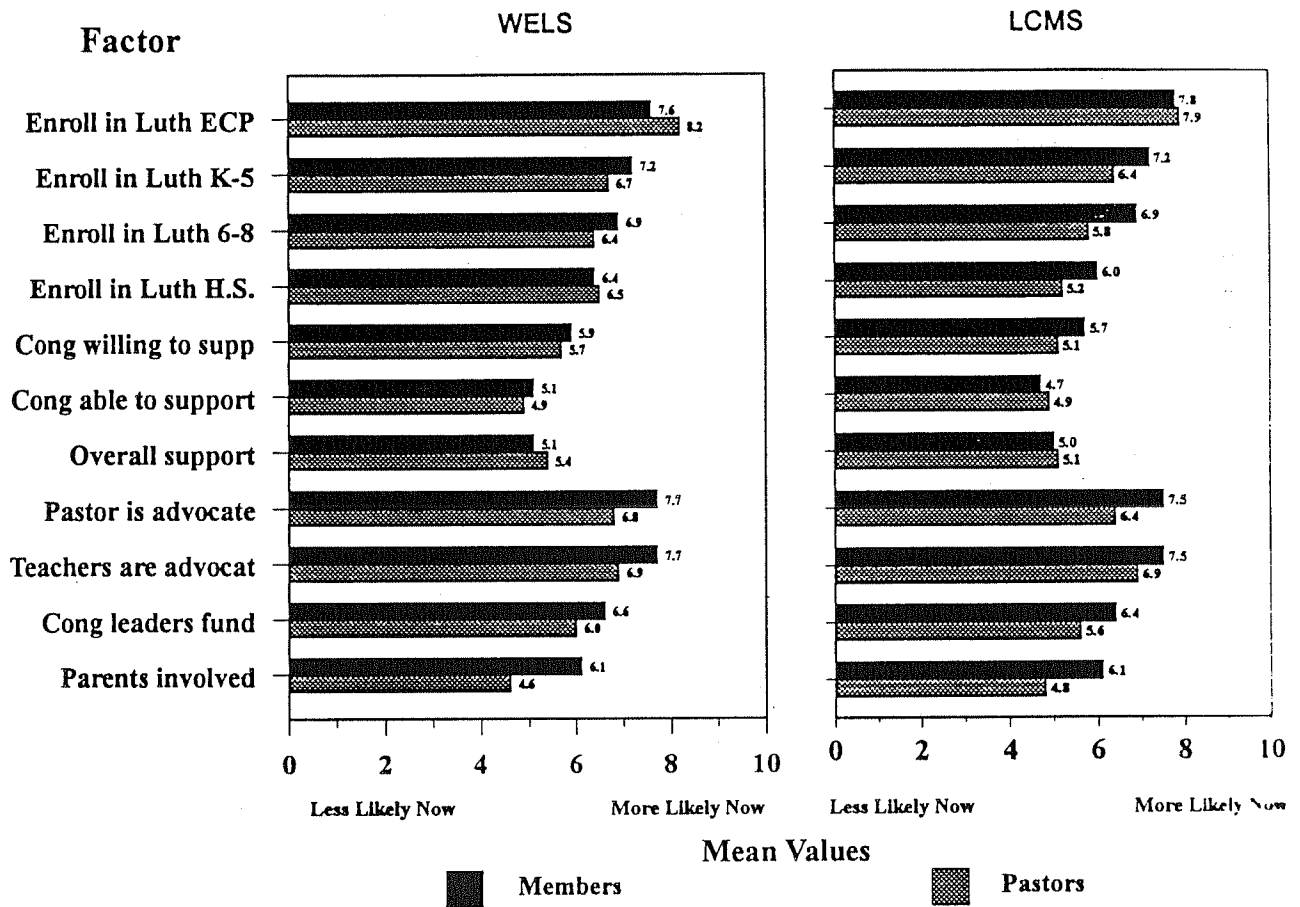
The following observations can be drawn from the data in Table 22:

- If members or pastors have to make a choice, in every case they would choose the lower elementary grades over upper elementary grades, high school or early childhood programs.
- Responses of WELS members and pastors are again almost identical to the responses of LCMS members and pastors.
- This data has significant implications for the high schools. They must consider the relationship of the high schools with the member congregations.

The last table presents responses to a question which attempted to measure the perception of the attitudes of Lutherans ten years ago versus now. We were interested in knowing if attitudes toward Lutheran schools were changing, and if changing, what issues should Lutheran schools consider as they plan for their future. The responses are presented in Table 23.

Table 23

Perception of the Attitudes of Lutherans
10 Years Ago Versus Now



Observations about the information in Table 23 shows the following:

- Survey respondents feel that pastors and teachers are stronger advocates of Lutheran schools now what they were ten years ago.
- Survey respondents indicated that the perception of Lutheran early childhood programs is somewhat more favorable now than ten years ago. This is not surprising when we consider that many of the early childhood programs have been introduced during the last ten years.
- Three of the responses are somewhat related to the earlier discussion of finances in Lutheran schools. The three responses were, "congregation's willingness to support Lutheran schools," "congregation's ability to support Lutheran schools," and "overall support." In each of these cases the data in Table 23 shows an almost equal number of people felt that the perception ten years ago was not as favorable as it is now. About 50% of the people felt that it is more favorable now, consequently, a rating of about 5.0 on the 10-point scale.

OBSERVATIONS

When survey respondents were asked why congregations should support Lutheran schools, their priorities were:

- 1st - Christian Nurture
- 2nd - Quality Education and Counteracting Unchristian Values.

When asked, "What will be the greatest appeal to parents in the next ten years?" respondents' priorities were:

<u>Priority</u>	<u>Elementary School</u>	<u>High School</u>
1st	Christian instruction	Academic quality
2nd	Academic quality	Christian instruction

There is no conflict in the above responses because it is quite logical and acceptable that parents come to Lutheran schools with more than one high priority expectation. Lutheran schools hopefully provide quality Christian instructional programs. Since public schools offer no Christian instruction, there is no conflict or contest in this area. Lutheran schools also offer quality academic instruction. In this area, there is a competitive choice available to parents, the local public schools. Because Lutheran elementary schools have been cost-free to parents, or have charged low tuition, this has not been a major concern. However, as parents pay more for a Lutheran education, they may develop higher expectations regarding quality instructional programs. This subject is pursued further in the remaining two chapters of this report.

The paired enrollment preferences shown in Table 22 verified what we have already known, the local elementary school is often considered a higher priority than the high school, which is not located on the premises. The responses in Table 22 may also reflect the view of some parents that Christian instruction is more important in the early, formative years. While the data is not new or surprising, it reinforces the challenge of the secondary schools to build strong relationships with association congregations.

VI. FINANCIAL AND ENROLLMENT TRENDS IN OTHER PRIVATE SCHOOLS

Data about non-Lutheran schools is included in this report because their trends hold potential lessons for Lutheran schools and congregations. Information in the following four tables presents enrollment and tuition trends for national Catholic schools and for Catholic schools in the Archdiocese of Milwaukee.

Table 24 - National Catholic Schools Tuition

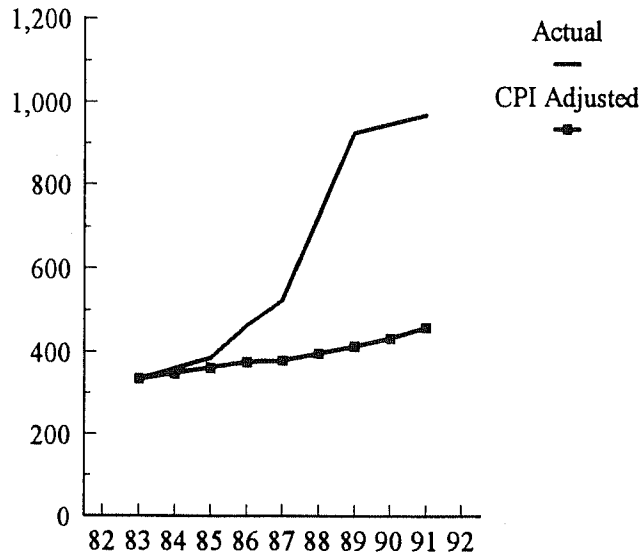
Data in the table shows that from 1983 to 1991 Catholic elementary and secondary school tuition increased much more rapidly than the consumer price index.

Table 25 - Milwaukee Archdiocese Schools Tuition

In the early 1980's, tuition rates in Milwaukee Archdiocese elementary schools increased more slowly than the national average, but have accelerated in recent years. Milwaukee Archdiocese secondary school tuition appears to be higher than the national average; however, national average data for 1991 and 1992 is not available for comparison.

Table 24
National Catholic Schools Tuition

Elementary Schools



Secondary Schools

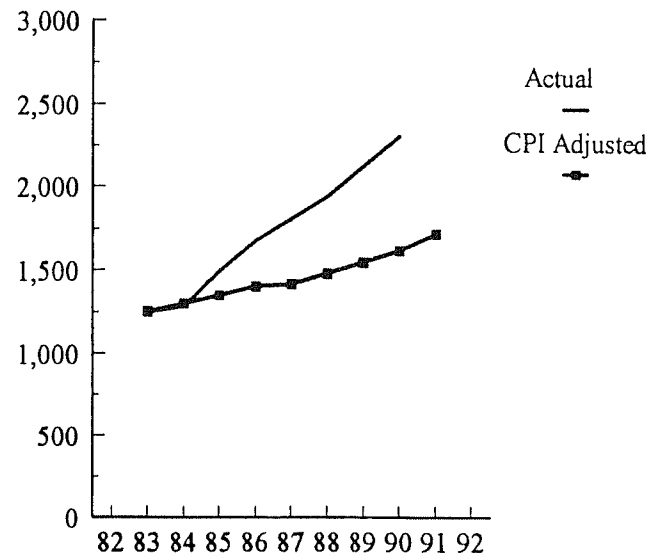
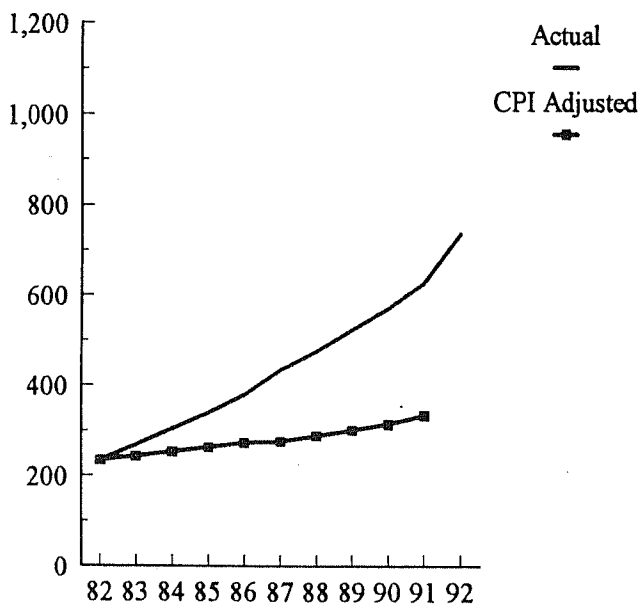
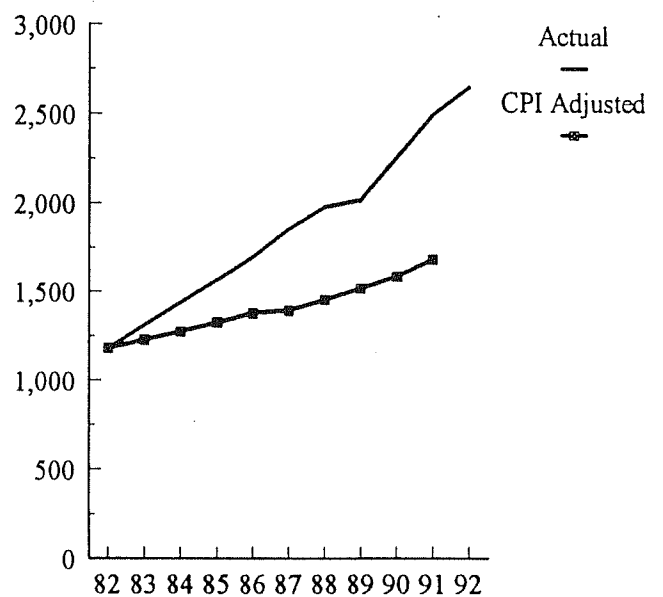


Table 25
Milwaukee Archdiocese Schools Tuition

Elementary Schools



Secondary Schools



**Ordinary Tuition and Basic Fees Charged per Year
for first student from Catholic family in parish.**

Table 26 - National Catholic Schools Enrollment

Analysis of the trends from 1982 to 1992 shows:

	<u>Number Decline 1982 to 1992</u>	<u>% Decline 1982 to 1992</u>
Elementary enrollment	409,698	18%
Secondary enrollment	241,378	29%

Not shown in Table 26 is the significant decline of the previous decade.

	<u>Number Decline 1972 to 1982</u>	<u>% Decline 1972 to 1982</u>
Elementary enrollment	789,478	26%
Secondary enrollment	180,088	18%

Table 27 - Milwaukee Archdiocese Schools Enrollment

Analysis of the trends from 1982 to 1992 shows:

	<u>Number Decline 1982 to 1992</u>	<u>% Decline 1982 to 1992</u>
Elementary enrollment	8,090	19%
Secondary enrollment	4,301	38%

Not shown in the table is a significant decline in elementary enrollment from 1972 to 1982.

	<u>Number Decline 1972 to 1982</u>	<u>% Decline 1972 to 1982</u>
Elementary enrollment	14,818	26%
Secondary enrollment	988	8%

The Milwaukee Archdiocese elementary school enrollment declines have been identical to the national Catholic enrollment trends for the past two decades.

Table 26
National Catholic Schools Enrollment

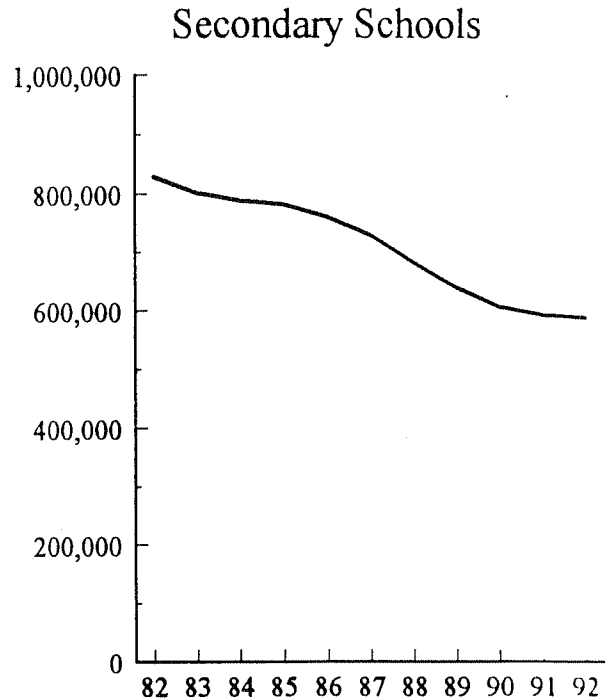
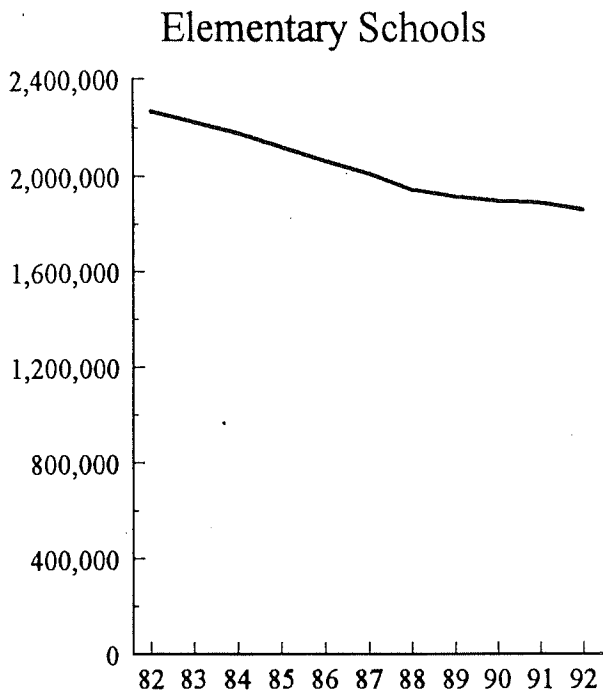
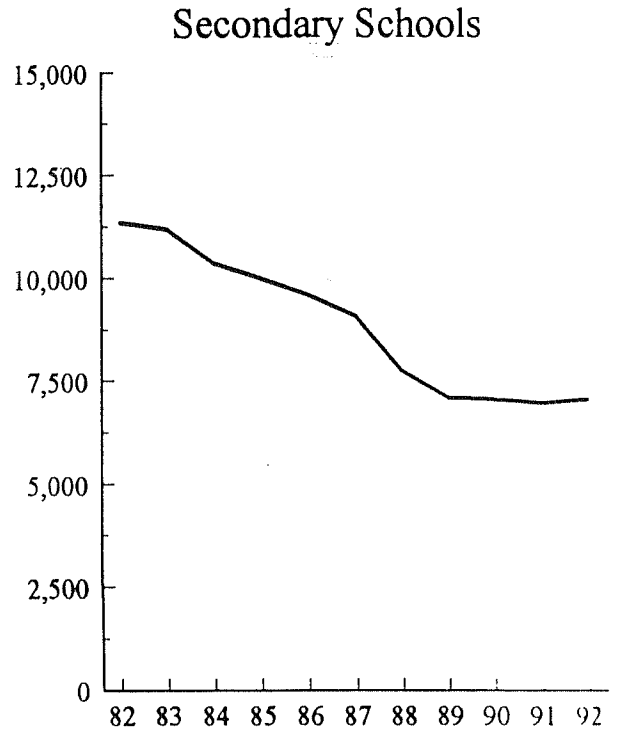
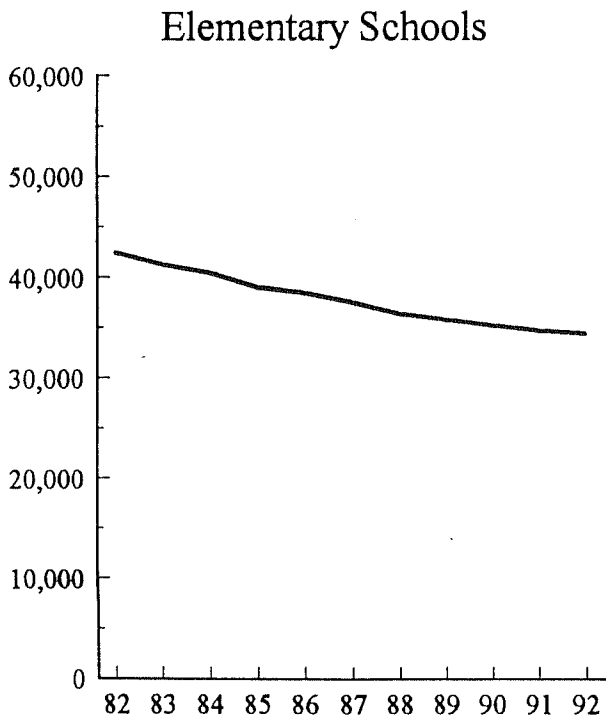


Table 27
Milwaukee Archdiocese Schools Enrollment



OBSERVATIONS

As can be seen from the preceding tables, Catholic schools at all levels have experienced enrollment declines. It should be noted that Catholic elementary schools are beginning to stabilize their enrollment as a result of substantial expansion of their early childhood and kindergarten programs. These expanded programs are resulting in larger enrollment in their lower elementary grades. However, Catholic schools continue to experience substantial losses in the upper elementary grades.

The other trend worth noting is that secondary schools in the Archdiocese of Milwaukee stabilized enrollment during the past four years which they believe is a direct result of their marketing program.

The four tables suggest that there could be a direct relationship between declining enrollment and increasing tuition. Catholic educators nationwide believe that tuition increases are one of the major reasons for their enrollment declines. For many years, Catholic churches failed to market their schools and did not help their families understand the relationship between cost-per-pupil, tuition and the value received in a Catholic education. In Tables 24 and 25 we see that tuition has increased much faster than the consumer price index.

Not shown in the data is the fact that there has been a substantial decline in the level of parish support for Catholic elementary schools during the past ten years. This decline in parish support is partly responsible for rapid tuition increases. Catholic high schools get almost no parish support or archdiocesan financial support.

Catholic educators also report that the expectations of parents have changed considerably as tuition rates have increased. As parents begin to pay more for a Catholic education, they more frequently express interest and concern about the quality of the educational program. They increasingly compare the academic quality of the Catholic program to the public school option, which has no cost associated with it. Catholic schools also find that parents who pay high tuition want to have more say about the content of the educational program. At the same time, Catholic educators report that parents feel that they have paid a fee for services and are sometimes less likely to provide volunteer services because they have already made their commitment in the form of tuition. Because tuition rates in Lutheran schools are increasing, it is worth looking at the Catholic school experience and see if lessons can be learned and applied to Lutheran schools' experience.

There is another private school phenomenon occurring for which data is not available for this report, but which is important to consider. There has been a rapid expansion in the number of fundamental Christian schools throughout the country. Their enrollments have increased quite significantly during the past decade. These schools also charge relatively high tuition rates. Their tuitions are often somewhat higher than Catholic school rates as a result of little or no parish subsidy and higher costs of operation. In the case of many evangelical church schools, we note an opposite trend where enrollments are increasing in spite of high tuition rates. The writers of this report have less data about this phenomenon, but feels that there are lessons to be learned from the fundamental school movement since they seem to have dealt effectively with the rising cost of Christian education and the expectations of parents.

VII. RECOMMENDATIONS

The purpose of this chapter is to present recommendations which result from the survey and trend data. Additional recommendations are presented which are not directly related to the data, but seem appropriate based on the experience of the consultants and Planning Committee.

The recommendations are grouped into four broad categories: (A) Quality Programs, (B) Enrollment/Promotion, (C) Finances and (D) Support for Lutheran Schools. Under each of these four topics we further organize the materials in this chapter as follows:

- ISSUES: A listing of factors we hope to address by the recommendations.
- RECOMMENDATIONS: A listing of recommendations for elementary and/or secondary Lutheran schools which have been identified by the consultants and Steering Committee.

A. QUALITY PROGRAMS

1. ISSUES

- Lutheran schools are thought of as "good" schools, but are often not seen by parents as providing programs for exceptional children: e.g., slow learners or high achievers. Providing "high quality" is very consistent with the purpose and mission of Lutheran schools.
- Lutheran elementary schools and small secondary schools often lack funding for the "extras" which can be provided by public schools: e.g., high technology, laboratories, sports facilities, special program teachers, etc.
- Classroom teachers in Lutheran elementary schools must handle a wide range of child behavior and a wide range of academic abilities, with limited special staff and program assistance.
- If Lutheran school tuition rates increase, especially to levels similar to Catholic school rates (Tables 24 and 25), there is potential that parents' expectations of the academic and extra-curricular programs will change: e.g., more extra-curricular programs, more special staff, more technology, etc.
- Perceived failure of schools to meet the academic and extra-curricular program expectations of parents could result in declining enrollment.

2. RECOMMENDATIONS

- a. Regularly communicate with present parents, parents of prospective students and the congregation about quality programs that the school presently has.
- b. Provide an adequate staff development budget so that teachers can pursue masters degrees and participate in professional growth programs and other kinds of developmental activities. Inform parents about teacher development programs and teacher educational achievements. Speak to the issue of "quality teachers". Emphasize that the faculty is the most important factor in a quality educational program.
- c. Assure parents that faculty members are adequately qualified in providing excellence in education. Be ready to confront staff performance problems, even with called workers.
- d. If tuition rates must be increased to higher levels than parents are accustomed to, be sure that programs are expanded or improved at the same time. Parents often do not understand increasing cost when the program remains essentially the same.
- e. While retaining the present high quality focus on religious instruction and values, increase the focus of Lutheran schools on quality programs in areas such as:
 - enhanced programs in math and science;
 - strengthened programs in the middle grades so that Lutheran schools are seen as preferred options over the public school programs;
 - new approaches like outcome-based education or other approaches which introduce new instructional paradigms.
- f. Seek third-source funding (fund raising and development income) for updated technology and computer labs, addition of science labs, and other equipment and programs. Also, convince the congregation and parents that some of these improvements should be funded by congregational support and tuition.

B. SUPPORT FOR LUTHERAN SCHOOLS

1. ISSUES

- Results of the survey are very encouraging and show that there continues to be a high level of support for Lutheran schools (Tables 15 and 23). Pastors, congregation members and school parents all seem willing to do what is necessary to make Lutheran schools successful in future years.
- The typical Lutheran congregation has a growing number of members that are singles, older adults, members with no children, or young couples who wait longer to have children. The effect is an increasing percentage of the congregation membership that has no children in either elementary or secondary schools and may not have the same level of commitment as Lutherans have had in the past to Lutheran schools.
- Support for institutions has been declining in our society and the Lutheran synods have been impacted by this trend. This is one of the reasons why some congregations are finding it challenging to maintain income levels which support all of their congregation's ministry. Lutheran high schools are most susceptible to being affected by this trend because they are one step removed from the congregations which own and support them.

2. RECOMMENDATIONS

- a. Lutheran congregations need to evaluate and, if necessary, rewrite their mission statement, confirming that the Lutheran elementary and secondary school is an integral part of congregational ministry.
- b. Elementary and secondary schools must make continuing efforts to ensure that the school is functioning as a vital part of congregational ministry. Congregation members need to be involved in the school and the school needs to be involved in the congregation. Concrete steps should be taken to ensure that the mutual involvement continues to occur.

- c. The Lutheran high schools must find ways in which they are more involved in the life of each congregation. They need to be perceived as offering benefits to the congregation, in addition to educating high school age children. It would be ideal if the average congregation member saw a role being played by the Lutheran high school in his/her daily life or in the daily life of the congregation.
- d. A continuing communications program is needed in the congregation so that members constantly know what the Lutheran schools are doing, how they are impacting on the individual lives of children and families, and that they are a good ministry investment. This communications program should not be left to happenstance, but should be the responsibility of a group or an individual.

C. ENROLLMENT/PROMOTION

1. ISSUES

- During the past decade substantial population shifts have occurred in southeast Wisconsin, particularly from the cities to the suburbs.
- Lutheran elementary schools in southeast Wisconsin experienced minimal enrollment decline during the past decade (Tables 1, 2, 3 and 4). This is somewhat deceiving because there was an increase in the number of available children in this age group during the decade.
- Present retention rates (Tables 1, 2, 3 and 4) between grades 1 and 8 are somewhat less than historical retention rates and have room for substantial improvement.
- Lutheran secondary schools experienced some enrollment decline, primarily because of fewer available children from Lutheran eighth grades. However, enrollments are increasing in recent years (Tables 5, 6, 7, 8 and 9).
- Although Lutheran school enrollment trends are much more positive than Catholic school enrollment trends, Lutheran elementary and secondary schools have done little promotional work. Historical commitment of Lutherans to Lutheran schools is probably the primary factor for the enrollment stability.

- Potential for higher tuition rates in future years, combined with lack of growth in the economic situation of most parents, makes it advisable to give serious consideration to more promotion of Lutheran schools.

2. RECOMMENDATIONS

- a. Lutheran secondary schools need to develop aggressive promotion programs to ensure stable or increasing enrollment. Secondary schools' financial stability is influenced by their enrollment levels because tuition provides a significant portion of total school revenue.
- b. Lutheran secondary schools could consider setting higher enrollment goals for children from other Lutheran churches, other Christian churches, and other sources. However, enrollment of these students brings a new set of challenges. Lutheran schools must be prepared to help these students and their families transition into the value system of the school.
- c. A promotional audit should be used to determine what elements of existing promotional programs are successful and which are not. Moreover, a promotional audit will identify areas which are being overlooked and which can be cultivated for increased response.
- d. Every Lutheran school needs to have a public relations and promotional program, even if it has capacity enrollment and no financial problems. Congregational financial support and continued capacity enrollment can be ensured by anticipating potential future problems and through an ongoing promotional and public relations program.
- e. Promotional workshops and training are needed, particularly for many elementary schools. Training programs should be provided for principals, teachers and board members to help them see their important role in promoting the school.
- f. Lutheran school teachers can be the most effective promoters of their individual school. Promotion should be part of their job description and they must be given assistance to effectively and efficiently perform this function.

- g. Every school should have materials (brochures, newsletters, bulletin inserts, flyers) which communicate the quality school program. It should also be remembered that personal one-on-one contact is still the most effective means of communicating about the school.
- h. Some elementary schools are faced with the potential of expanding to two sections per grade level. Through careful study and good planning, the potential for building additional classrooms needs to be seriously considered by these congregations. Enough classrooms should be provided in the southeast Wisconsin area for all available children who, as a result of promotional programs, want to attend a Lutheran elementary school.
- i. Some elementary schools lack sufficient space to provide a full range of early childhood programs. These congregations need to investigate the potential for finding additional classrooms to house an expanded early childhood program. Early childhood programs are especially needed in the heavily populated urban areas.
- j. Some elementary schools located in close proximity to each other need to study the potential for restructuring to offer a jointly sponsored middle school.
- k. Congregations which are not able to individually offer an elementary school program should investigate potential for jointly sponsoring a school with one or more other congregations. This recommendation refers to potential consolidation of existing elementary schools as well as opening new schools.

D. FINANCES

1. ISSUES

- Survey data (Table 17) shows that congregational members and pastors feel that elementary schools should be funded more extensively by tuition and by fund raising/development. These attitudes about funding do not suggest that survey respondents are less committed (Tables 14 and 23) to Lutheran schools. Rather, the respondents seem to feel that funding changes are needed because of the financial challenges (Table 10, 21 and 23) facing congregations and schools.

- Congregations should anticipate that school costs will increase faster than the cost of living in future years (Tables 24 and 25). Reasons for higher cost increases are the need to increase teachers' salaries, the need to expand programs and employ a wider range of staff, the need to offer a more competitive program in the middle grades, etc. Problems in our society are making it increasingly necessary to provide more help to the children who are enrolled in Lutheran schools.
- Because school costs have been increasing faster than the cost of living, and costs may continue to increase at a fast rate, anticipate that some congregations may not be able to fund the same percentage of the school budget in future years.

2. RECOMMENDATIONS

- a. Each school needs to develop a five-year financial projection. The projection should assess how the school is likely to be funded five years from now:
 - 1) What are tuition rates likely to be?
 - 2) How much financial support is needed from and can be anticipated from the congregation?
 - 3) What role will third-source funding (fund raising and development) play at that time?

In response to these questions, each school should develop a long-range plan for each of its income sources.

- b. More efforts should be made to improve stewardship programs, especially to support each congregation's educational ministry. Though stewardship programs are sometimes challenged to offset the influence of an increased secular society, congregational subsidy should continue to be the primary means of funding Lutheran schools.

- c. Since it is likely that many schools will have tuition rates which are somewhat higher five years from now, each school should begin now to prepare parents for future tuition increases. Parents should always be fully informed of the cost-per-pupil, be made aware of funding trends affecting the school, and be aware of the value received from a Lutheran education versus the relatively minor cost.
- d. The survey results (Table 17) show that third-source funding is considered an important source of revenue for elementary schools. However, few elementary schools have a successful track record in this area. Assistance is needed for the elementary schools to learn how to realistically and systematically approach third-source funding. It is also important to identify what aspects of the school program could be funded by third-source income. Programs such as tuition assistance, new technology and program expansion may be appropriate targets. Third-source funding programs at the elementary school level need to be carefully integrated with the stewardship program of the congregation, ensuring that both are scripturally founded and are well integrated with each other.
- e. Tuition assistance programs need to be established well in advance of the time when tuition increases become a significant burden to parents. Endowment for tuition assistance is a particularly effective way to utilize the proceeds of an estate or as a target for a fund drive. Creation of an adequate endowment for tuition assistance takes many years and needs to be started soon in anticipation of higher tuition rates.
- f. Schools need to explore more cooperative programs through which they share in the cost of program improvements and expansion because many elementary schools cannot individually bear these costs.
- g. Lutheran high schools need to explore additional ways in which they can cooperatively sponsor programs with elementary schools, e.g., elementary band program, which benefit schools at both levels.

E. SUMMARY

The recommendations in this chapter are focused on taking deliberate action at this time to ensure that Lutheran schools will be viable into the 21st Century. Catholic church and school leaders freely admit that they waited too long to recognize significant trends before beginning to respond appropriately to them. Lutheran schools are still strongly supported by their congregations and have ample lead time to anticipate all of these problems and to make plans for their future.

Lutheran schools need to operate within the context of a long-range planning mentality which uses past and present trends to estimate potential future trends. Shifting attitudes and priorities can be anticipated so that steps are taken to help members, parents and children cope with new paradigms regarding funding, programs, involvement of the congregation, and other subjects which have been addressed through this report.

By the grace of God, the Lutheran schools in southeast Wisconsin continue to be very successful and can have a very secure and blessed future.