



# LOS ANGELES CATHOLIC SCHOOLS:

Academic Excellence and Character Formation  
for Students Living in Poverty



## A CENTER FOR CATHOLIC EDUCATION RESEARCH REPORT

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March 2014  
Los Angeles, CA

# PHASE 3

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## INTRODUCTION



For more than three decades, the United States has engaged in an evolving process of reforming an educational system that, while demonstrating some improvements, still fails to produce desired academic outcomes (Rampey, Dion, & Donahue, 2009). The legislative effort has focused on providing school choices and fostering competition to ensure that educational options available to families are of the highest possible quality. This two-pronged strategy is viewed as particularly important for low-income urban communities, which have too often been failed by their local public schools. The federal No Child Left Behind (NCLB) Act of 2001 led to the rapid growth of charter, magnet, and pilot schools, offering families alternative educational options (NCLB, 2001). The American Recovery and Reinvestment Act of 2009, which supports the Race to the Top federal program, has allocated more than \$4 billion in competitive grants to states demonstrating innovative, large-scale school reform efforts to improve student achievement and college readiness.

Largely absent from these reform discussions is Catholic education—a proven model with a long track record of success. Founded in the mid-19th century to assist the immigrant population with the transition into American life, Catholic schools have for more than 150 years served as a pillar for many poor and marginalized communities, offering urban, minority families an alternative to inadequate neighborhood schools (Hunt & Walch, 2010). Catholic schools in urban areas have consistently produced higher graduation rates and standardized test scores than similarly situated public schools—with the most pronounced differences occurring among low-income and minority youth (Bryk, Lee, & Holland, 1993; Coleman & Hoffer, 1987; Grogger & Neal, 2000; Neal, 1997). Moreover, by building character and giving young people a sense of community and belonging, Catholic schools provide an invaluable service to the larger society—graduating students who become civically engaged, socially conscious, and economically productive members of their communities.

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At a time when their contributions to U.S. education are needed more than ever, Catholic schools are grappling with declining enrollments and financial challenges that have forced many to close. Catholic schools have also experienced a decline in religious staff willing to work for minimal compensation, which has led to an increase in lay staff and rising operational costs. These changes have nothing to do with the quality of Catholic schools; rather, they result from hard economic realities. Many of the low-income families that stand to benefit most from Catholic education are unable to afford the cost of tuition, even when assistance is provided; as Catholic schools seek to accommodate as many of these families as possible, they often find themselves following an economically unsustainable model. Given the urgency of improving the U.S. educational system and the incalculable societal benefits of Catholic education—most notably in disadvantaged urban communities—the future welfare of the Catholic school system is of vital concern to the common good of society.

*The future welfare of the Catholic school system is of vital concern to the common good of society.*



## ABOUT THIS REPORT

This report, based on a study by the Loyola Marymount University (LMU) Center for Catholic Education, provides compelling evidence of the benefits of attending Catholic school for students living in poverty. Following a sample of nearly 600 students who enrolled in Archdiocese of Los Angeles Catholic high schools in 2008 with tuition assistance from the Catholic Education Foundation (CEF), we found that these students, who were primarily Latino and in some cases students whose first language is not English, and who were living at or below poverty levels in under-resourced areas, were substantially better prepared and more likely to enroll in college than their counterparts attending public schools.

Specific findings include:

- All (100%) of the CEF-supported Catholic school students in the study graduated from high school. By comparison, the high school graduation rate for public school students in California that same year was 79%; in the Los Angeles Unified School District, it was 67%.



- A total of 68% of students in the study successfully completed the courses required to attend universities in the University of California or California State University systems (California's public four-year higher education systems), versus 66% of students at comparable charter schools and 36% of students at comparable public schools. All (100%) of the students completed the courses required to attend a California community college. The CEF-supported Catholic school students also had substantially higher rates of taking the SAT and ACT tests required for four-year college admissions than their public school counterparts.
- In this population of low-income and predominantly Latino students, 96% were admitted into a two- or four-year college and 92% were attending college in the fall of 2012, making many of them the first in their family to matriculate past high school.

The study also interviewed students and their parents, as well as CEF-supported Catholic school graduates who have since gone on to college. Across the board, parents, students, and alumni viewed excellence in academics and character formation to be the strengths of Catholic school education. Specific themes that emerged from the interviews included the benefits Catholic schools confer through a safe and supportive school climate, financial assistance, and the foundation for critical thinking and moral integrity—understanding others' points of view, embracing differences, and acknowledging interdependence.

At a time when the United States is seeking to reform its educational system through expanded choice and competition—particularly for families living in poverty—the results reported on the following pages present a strong case for ensuring that the long tradition of Catholic schools not only continues to survive, but thrives as a viable and affordable option for all who wish to attend.

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## THE CONTEXT OF **NATIONAL EDUCATION REFORM**

**As the nation grapples with how to revamp its educational system, Catholic schools are rarely included in the discussion.**

Catholic schools are among the oldest educational institutions in the United States and comprise the largest entity within the private education sector, with close to 2 million children enrolled (McDonald & Schultz, 2012). Yet, as the nation grapples with how to revamp its educational system, Catholic schools are rarely included in the discussion.

For more than a decade, there has been a legislative effort in favor of education reform, prompted by reports indicating substandard academic achievement in the United States, particularly when compared with that of other countries. A major shift began to occur with the passage in 2001 of the federal No Child Left Behind (NCLB) Act, which called for greater accountability, stronger high school graduation requirements, increased standards for highly qualified teachers, and choices for families with low-performing neighborhood schools (NCLB, 2001).

NCLB paved the way for numerous reform efforts grounded in the argument of providing families with a choice in their educational experiences. For example, families attending low-performing public schools can: choose to attend a public school other than their neighborhood school with transportation provided by the state; engage in supplemental free tutoring or support services; or homeschool their children (U.S. Department of Education, 2009). Most notably, NCLB has led to the rise of charter, magnet, and pilot schools, offering families new publicly funded educational options (U.S. Department of Education, 2009). Such schools are free to families and state-funded, yet are authorized by local, state, or other organizations that monitor them, generally operating under a specific “charter” rather than adhering to centralized governing regulations.

Education reform efforts have also focused on encouraging competition among schools. These efforts have been enacted primarily through the federal Race to the Top program (American Recovery and Reinvestment Act of 2009), which has dedicated more than \$4 billion in competitive grants to states that advance innovative, large-scale school reform efforts toward the goal of improving student outcomes—raising test



## A CEF SUCCESS STORY

scores, increasing graduation rates, and improving college and career readiness. The reform efforts identified by the Race to the Top program include increasing the supply of quality charter schools. As a result, charter schools have become the fastest-growing sector of public education nationally, with close to 2.3 million students. During the 2012-2013 academic year, Los Angeles had the largest number of students enrolled in charter schools—more than 120,000—of any school district in the nation (National Alliance for Public Charter Schools, 2013).

Taken together, these and other efforts have led to a tremendous growth in alternative educational choices, especially in urban areas, where access to a public school experience equal to that of more affluent communities has been sorely lacking.

Despite the rise of charter schools and other public school options, many students living in poverty still do not have access to a quality educational experience. Given that Catholic schools have demonstrated positive outcomes, particularly for students living in poverty, it is important to consider this system in the conversation around educational choice.

### CARMEN VILLASENOR SANTIAGO

*St. Matthias High School, Class of 2012*  
*College Attending: University of Southern California*  
*Expected Graduation: 2016*



Carmen was originally raised in Mexico, but the summer before she started the sixth grade, her family moved to the United States. “This tore apart the world I knew,” Carmen recalls. Faced with the challenge of starting from scratch in an unfamiliar place and learning in an unfamiliar language, Carmen persevered. To say she succeeded would be an understatement—she graduated from middle school as valedictorian.

Thanks to financial assistance from the Catholic Education Foundation, Carmen enrolled at the small, all-girl St. Matthias High School. “There I found a true home,” she says. “I grew as a young woman and met the friends I knew would last forever.” She also graduated with honors and as valedictorian of her class.

Carmen is now majoring in business administration at the University of Southern California, one of the nation’s top business schools. “Without the financial help I would not have been able to follow my dreams and pursue higher education,” says Carmen. Her goal is to one day manage a corporation and “inspire others like myself to know that anything is possible if you’re willing to fight for it.”

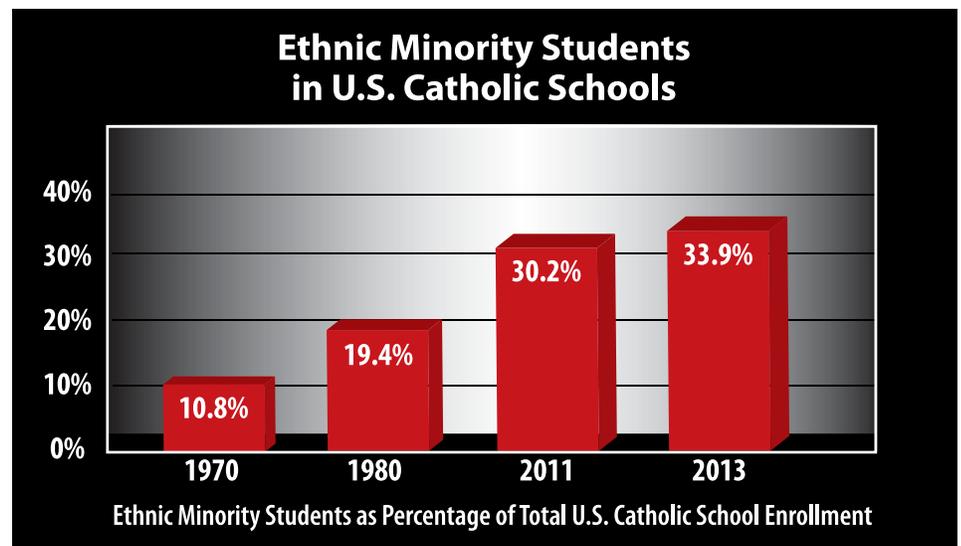
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## CATHOLIC SCHOOLS: **A CONTINUING LEGACY OF SERVING POOR AND MINORITY POPULATIONS**

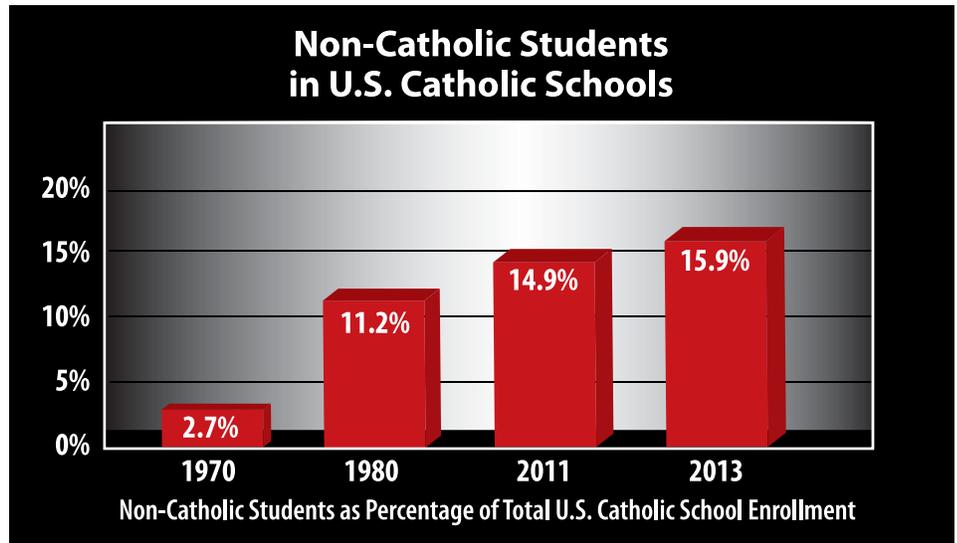


When Catholic parochial schools were established by the bishops of the United States in 1852, the primary goal was to embrace and assist the immigrants who made up much of the U.S. Catholic population at the time (Hunt & Walch, 2010). The success of these efforts is reflected in the generations of immigrant families who became successful and influential leaders after being educated in Catholic schools. Although the ethnic makeup of the U.S. Catholic population has changed in the last 160-plus years, the commitment of Catholic schools to serving the poor and marginalized has remained steadfast. Of the approximately 2 million students enrolled in Catholic schools, 34% are members of ethnic minorities; 16% are non-Catholic (McDonald & Schultz, 2012). **[Figures 1 & 2]** Today, close to 43% of all Catholic schools are situated in urban areas. Given that poorly performing public schools are disproportionately found in low-income urban minority communities, Catholic schools thus provide an invaluable service by offering families in these communities a strong alternative.

**[Figure 1]**



[Figure 2]



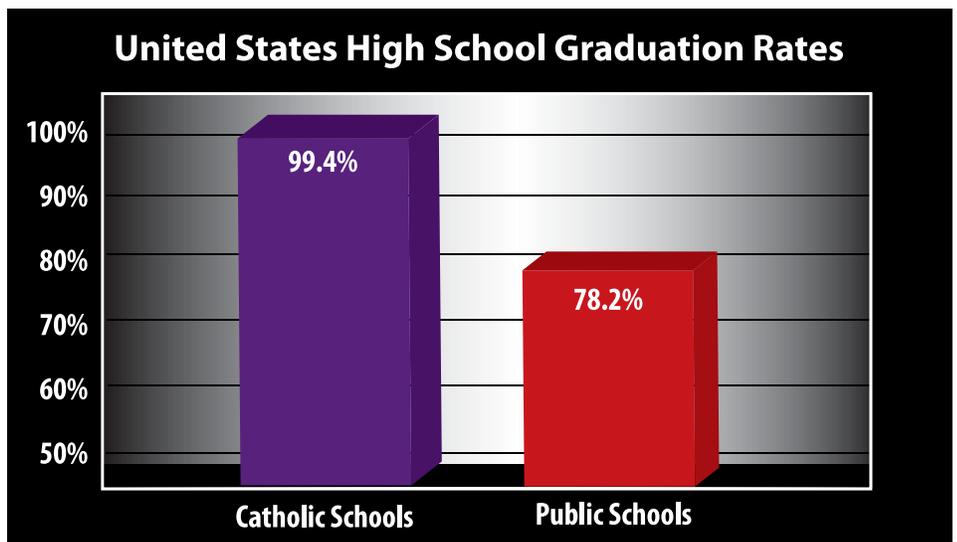
The benefits of attending Catholic school appear to be greatest for low-income and minority youth.

Previous studies have found that Catholic schools produce better outcomes than their public school counterparts across a variety of measures (Altonji, Elder, & Taber, 2005; Brinig & Garnett, 2012; Bryk, Lee, & Holland, 1993; Coleman & Hoffer, 1987; Grogger & Neal, 2000; Hunt & Walch, 2010; Jaynes, 2002; Neal, 1997). For example, current national graduation rates are higher for students attending Catholic school (99%) than public school (78%) (Broughman, Swaim, & Hryczaniuk, 2011; Stillwell & Sable, 2013).

**[Figure 3]** Scores on the National Assessment of Educational Progress (NAEP) are higher for Catholic school students than for students in public schools in both reading and math at the fourth- and eighth-grade levels.

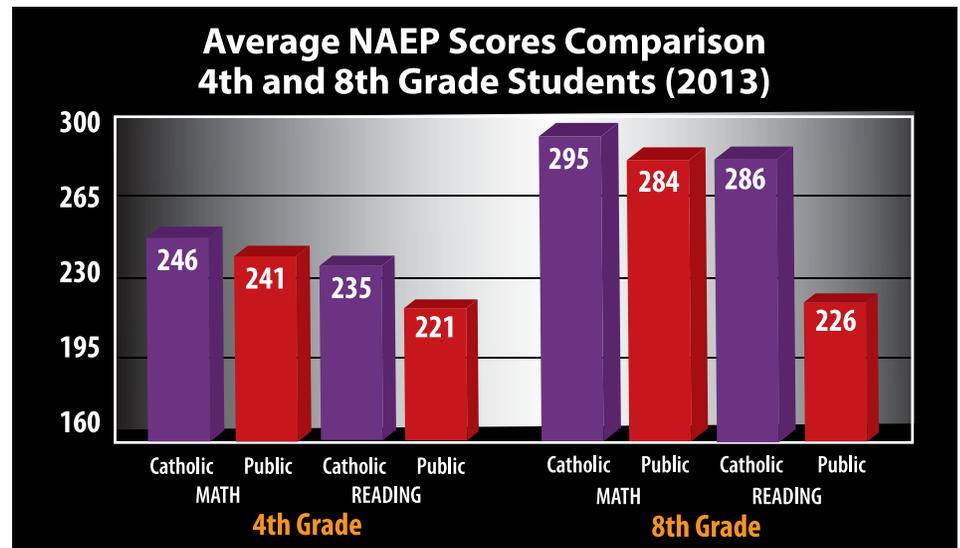
**[Figure 4]** Moreover, the benefits of attending Catholic schools appear to be greatest for low-income and minority youth. Research has found, for example, that attending Catholic school increases the probability of graduating high school by 26% for urban minority youths and by 10% for urban white youths. Minority youths attending a Catholic school are also 17% more likely to attend college (Grogger & Neal, 2000).

[Figure 3]



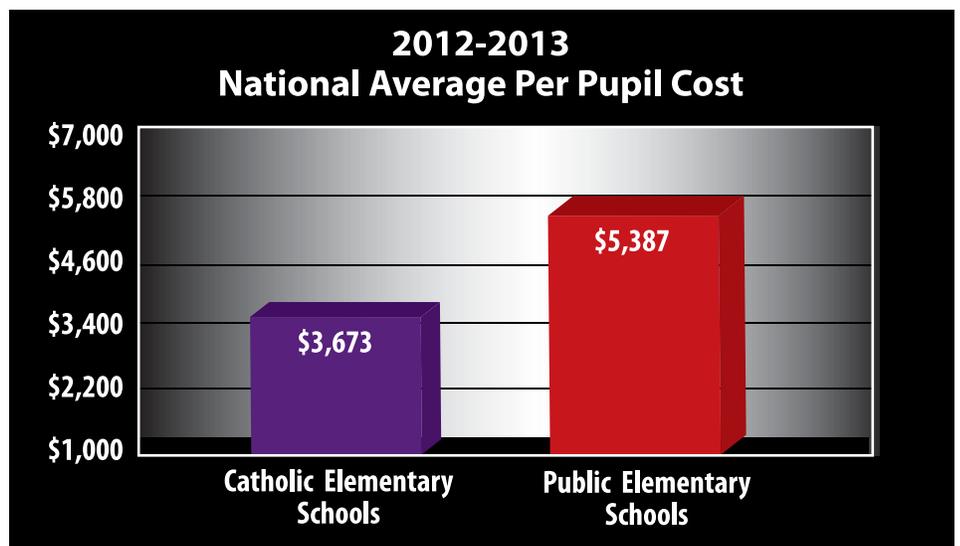


[Figure 4]



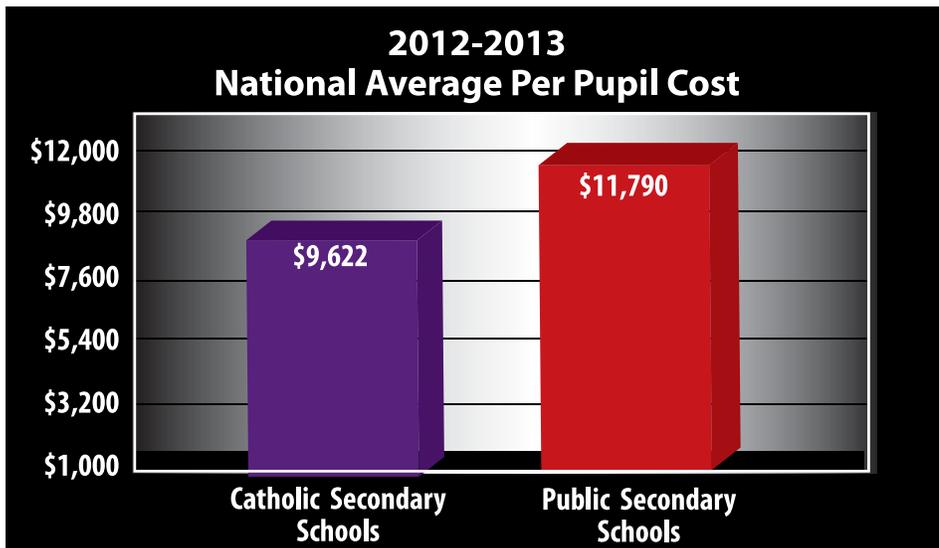
Many of the same families that stand to gain the most from a Catholic school education are unable to afford tuition. The average cost of educating a student in a Catholic elementary school is \$3,673; for a student in Catholic secondary school, it is \$9,622 (McDonald & Schultz, 2012). Although prohibitive for many low-income families, these amounts are less than the per-pupil cost of educating a child in public school, estimated to be \$5,387 for elementary and \$11,790 for secondary schools (McDonald & Schultz, 2012).<sup>1</sup> [Figures 5 & 6]

[Figure 5]



*Many of the same families that stand to gain the most from a Catholic school education are unable to afford tuition.*

[Figure 6]



Catholic schools often charge tuition rates that are less than the actual cost of educating each student. In addition, most Catholic schools offer needs-based assistance—adjusting tuition rates according to the family’s ability to pay. Discounts—for being a member of the parish, early payment, or enrolling multiple children/siblings, for instance—are common practice (Goldschmidt & Walsh, 2011; McDonald & Schultz, 2012). Tuition assistance, scholarships, patron programs, and private foundations also help to make it possible for many students from low-income backgrounds to attend. All of these financial approaches are consistent with Catholic schools’ commitment to educating the poor and marginalized, but are difficult to sustain.

<sup>1</sup>The cost of elementary education tends to be lower than that of secondary education for both public and Catholic schools.

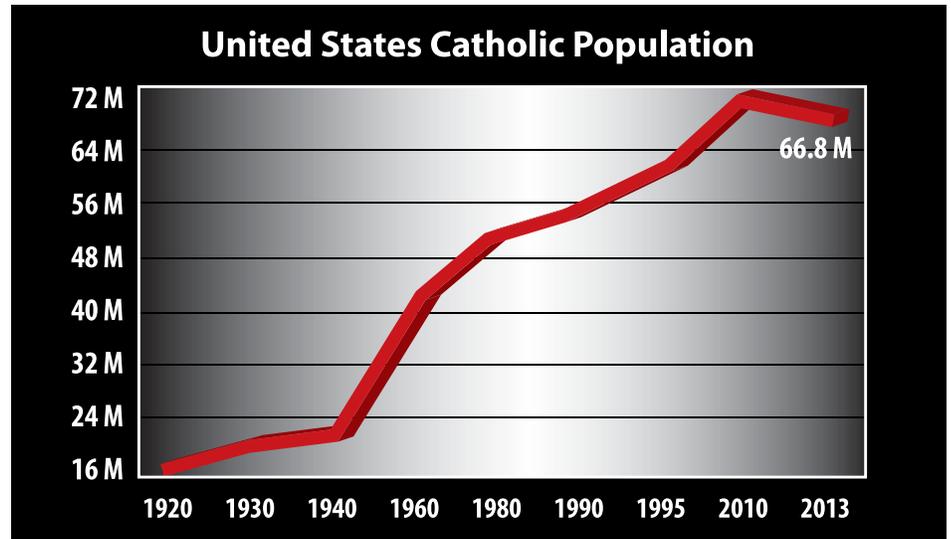




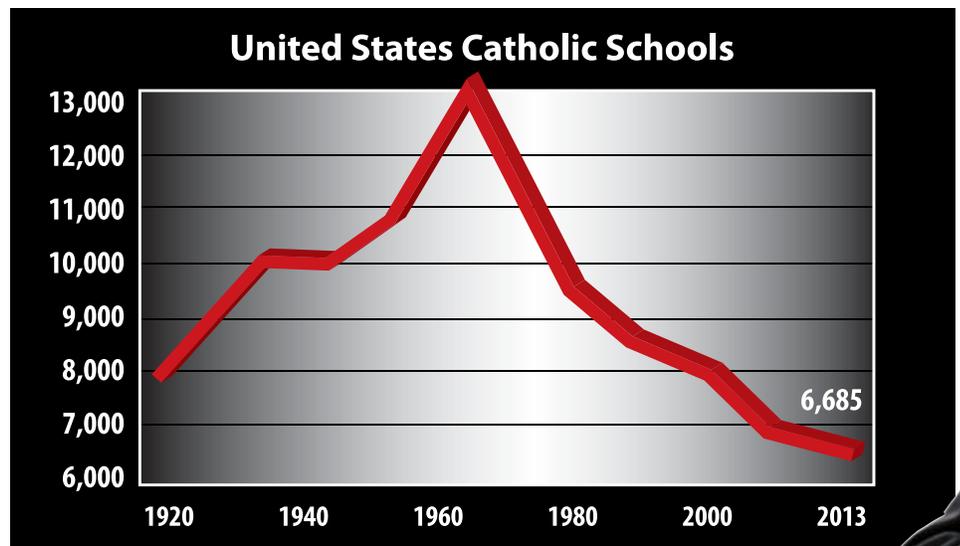
There is a clear and urgent need to consider ways to protect this important institution as a viable educational option and maintain access for low-income families.

Despite a U.S. Catholic population of nearly 67 million individuals, many Catholic schools are closing and enrollment has been on a steady decline nationally since 1960 (The Official Catholic Directory, 2013; McDonald & Schultz, 2012). **[Figures 7-9]** The number of Catholic religious has decreased, affecting the makeup of the faculty and staff working in Catholic schools and affecting significantly the operating costs for schools (McDonald & Schultz, 2012). **[Figure 10]** Given the research supporting the benefits of Catholic education—especially for low-income, minority youth—and the societal benefits of offering multiple educational choices for families, there is a clear and urgent need to consider ways to protect this important institution as a viable educational option and maintain access for low-income families.

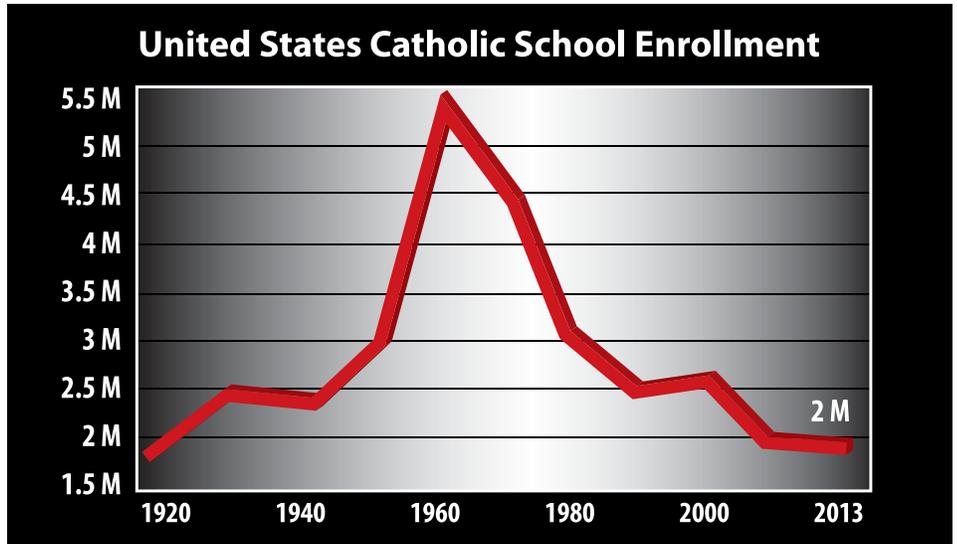
**[Figure 7]**



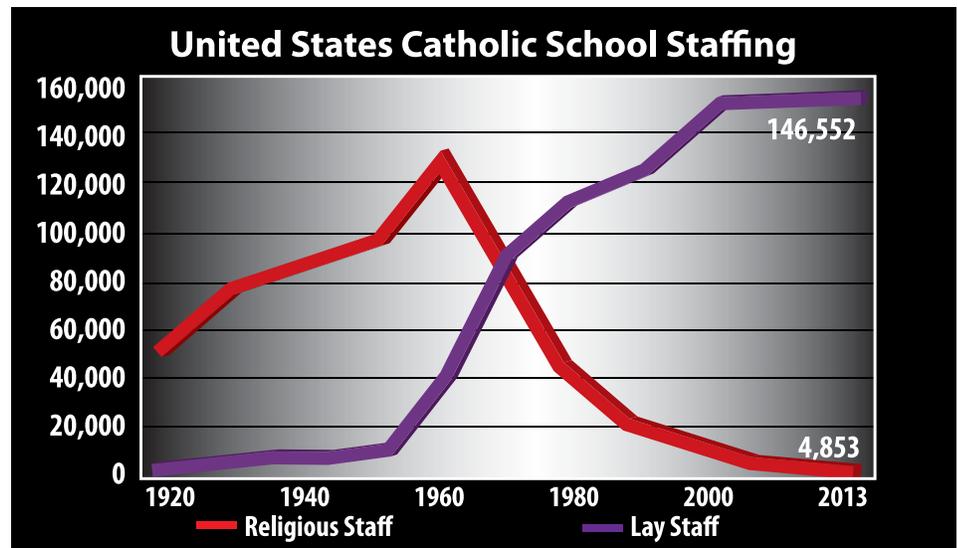
**[Figure 8]**



[Figure 9]



[Figure 10]



## TUITION ASSISTANCE FOR STUDENTS LIVING IN POVERTY:

### THE CATHOLIC EDUCATION FOUNDATION

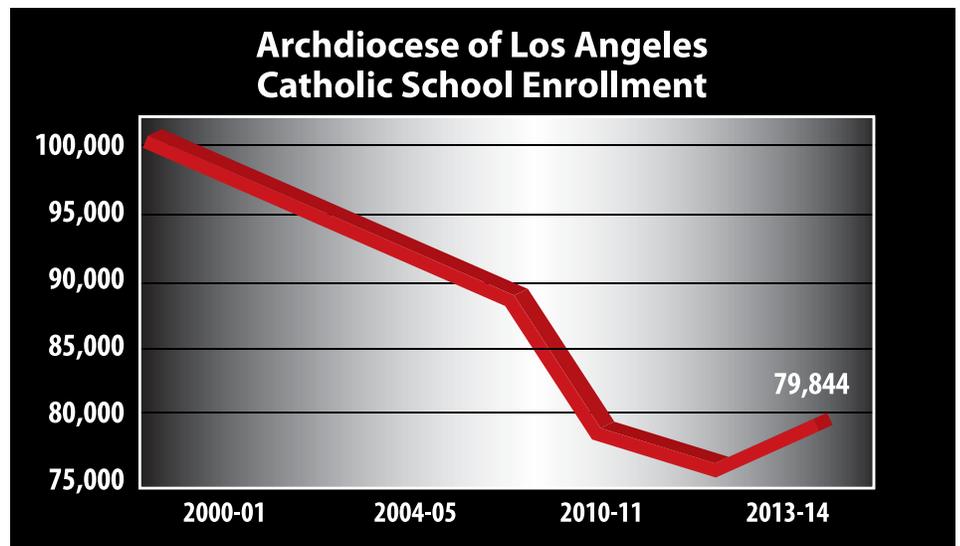


In Los Angeles, close to 80,000 students were enrolled in Catholic schools in 2013-2014—a figure comparable to a large urban public school district (if it were public, the Archdiocese of Los Angeles would be the fourth-largest district in California) (McDonald & Schultz, 2013). **[Figure 11]**

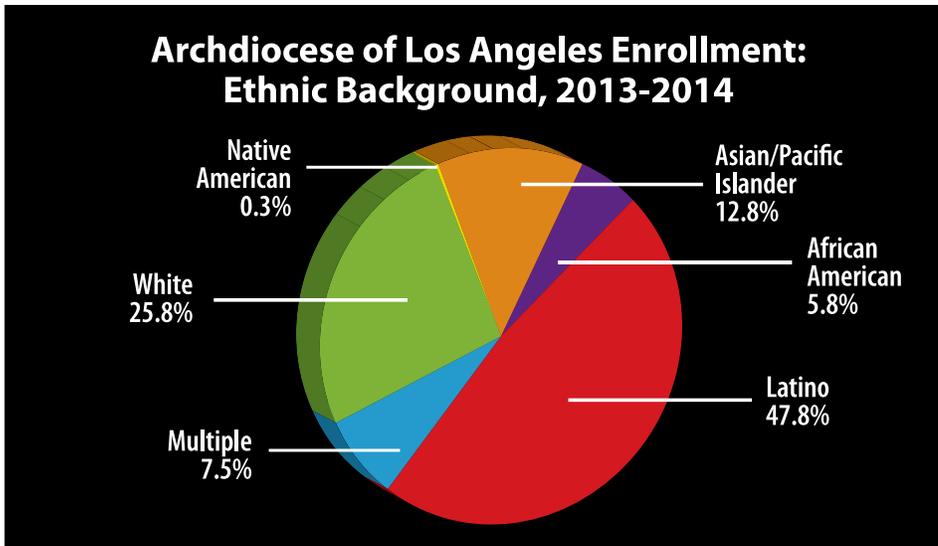
Compared to national numbers, in which 74% of students enrolled in Catholic schools are white, the Archdiocese of Los Angeles is ethnically diverse (McDonald & Schultz, 2013). The Los Angeles Archdiocese consists of five regions covering Los Angeles, Ventura, and Santa Barbara counties; it represents an ethnically and linguistically diverse population of students, with a heavy concentration of diversity in inner-city areas.

**[Figure 12]** A great effort has been undertaken by the Los Angeles Archdiocese to support the ability of low-income families to attend Catholic schools. Many of these families receive tuition assistance from the Catholic Education Foundation (CEF), which was established in 1987 and is now the largest tuition assistance program in the Archdiocese of Los Angeles. **[Figure 13]**

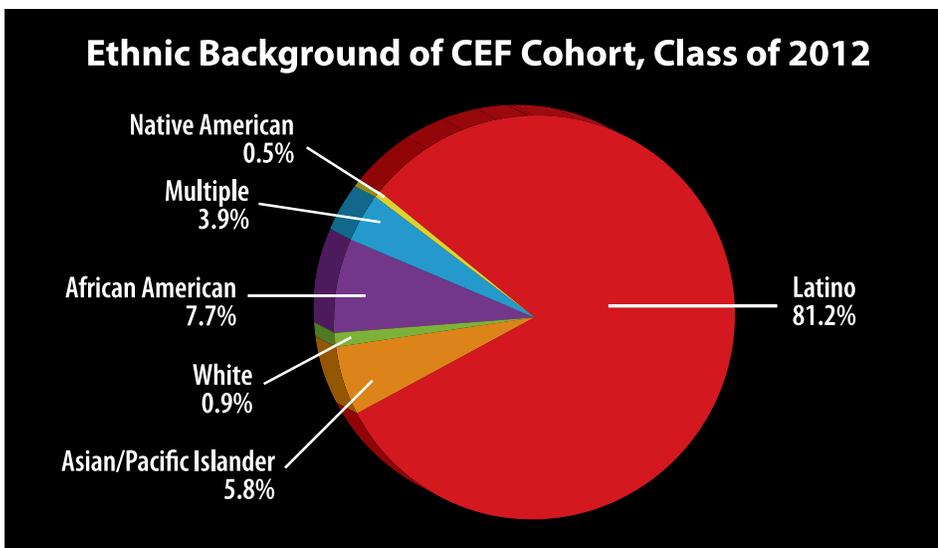
**[Figure 11]**



[Figure 12]



[Figure 13]





**CEF programs serve families living at or below the poverty line and most of these students do not have a family history of college attendance.**

According to the CEF, students receive tuition assistance based not on academic criteria but solely on financial need. For students to be eligible for this, their parents must meet criteria at or below the federal income guidelines for poverty (See Appendix B for the Federal Free and Reduced Lunch Eligibility Scale and Catholic Education Foundation Eligibility Guidelines). For a family of four in 2012, the CEF requirement was a median household income of \$33,414 or lower. Living in Los Angeles on that salary for four people is an extreme burden that the CEF attempts to alleviate. Eligible families are accepted into the Tuition Assistance Program (TAP) regardless of ethnic or religious background. TAP provides \$1,000 in annual assistance to pre-K students, \$1,000 to elementary school students, and \$2,000 to high school students. The CEF also offers the Save Our Students (SOS) program, which helps those who are considered most at risk of dropping out of school due to extraordinary financial and family circumstances. Students served by the SOS program include foster children, children living in shelters, children who have an incarcerated parent, and children who have been victims of abuse or neglect. Students living under these circumstances often drop out of school entirely, making

the financial assistance from CEF critical. Applicants to the SOS program must be recommended by their principal or pastor in order to apply. The SOS program provides tuition assistance awards of \$1,500 per student in elementary school and \$2,500 per student in high school. While the CEF remains the largest tuition assistance program in the Archdiocese of Los Angeles, there are currently 5,000 eligible students on the waiting list to receive funding assistance.

In short, CEF-supported students come from some of the most challenging circumstances in the Los Angeles Archdiocese. CEF programs serve families living at or below the poverty line and most of these students do not have a family history of college attendance. Without tuition assistance from the CEF, these ethnically and linguistically diverse students would not be able to afford tuition at a Catholic school. These tuition assistance recipients are the students who were followed in the current study.



## A CEF SUCCESS STORY

### TRAVIS ARMAND

*St. Francis High School, Class of 2010*

*Now Attending: University of San Francisco*

*Expected Graduation: May 2014*



At first, Travis Armand wasn't excited about attending the all-boys St. Francis High School. But the welcoming environment and memorable experiences quickly changed his mind. Travis played football and baseball at St. Francis—and ultimately found himself accepted into the University of San Francisco, where he describes his four years in college as life changing. "I have grown up here," Travis says. "I have had too many experiences to even count that have changed my life for the better."

Among the most pivotal: a finance internship Travis accepted during his sophomore year at a digital advertising start-up called RadiumOne, which led to the company offering Travis a full-time position. When he began his college career Travis never could have foreseen a career in finance, but now he couldn't be happier. "I am graduating with great experience at an amazing job with a company that is about to go public," he says. "My experience thus far has made me realize how blessed I am. I have made friends here that I will have for the rest of my life, and my family has supported me throughout."

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## STUDY BACKGROUND **AND METHODS**



This study represents Phase 3 of a longitudinal, multi-phase research project conducted by the LMU Center for Catholic Education on the effects of Catholic school attendance for students in Los Angeles receiving CEF support. The purpose of Phase 3, which is based on data collected from the CEF and the Archdiocese of Los Angeles Department of Catholic Schools, is to replicate and build upon previous phases of this project.

### **PHASE 1**

Phase 1 (Litton, Martin, Higareda, & Mendoza, 2010) found that among a sample of mostly (80%) Latino students who received tuition assistance to attend a Catholic elementary school, 100% continued from eighth to ninth grade and 69% continued on to Catholic high school. Moreover, 98% of the students in the study graduated from high school in four years—a higher graduation rate than for California public schools (71%) and for the Los Angeles Unified School District (66%) in the same year (2004-2005).

## PHASE 2

Phase 2 of the study (Higareda, Martin, Chavez, & Holyk-Casey, 2011) examined ethnically diverse students, most living at or near the federal poverty level, over a five-year period. This study further demonstrated the efficacy of inner-city Catholic schools in Los Angeles by examining how Catholic schools prepare students for college and found that 98% of the cohort continued on to postsecondary education—a rate that is 13% higher than the national average for Catholic schools. A total of 73% of the CEF-supported students took the SAT, versus 40% for comparable Los Angeles public school students. The study also found that 98% of the cohort of low-income students graduated from high school in four years, compared with 69% of California public school students.

## PHASE 3

The current phase of the project sought to determine the impact of attending Catholic schools for a new cohort of tuition assistance recipients while extending the previous research by introducing charter school comparison data; additional indicators of high school success such as ACT sitting rates and test scores along with college acceptance rates; and early indicators of college success.

Beyond that, Phase 3 captured the voices of the students and their family members in an effort to delve deeper into the perceptions of Catholic schooling for students who, without CEF support, would not have been able to attend. Finally, we interviewed former tuition assistance recipients who are now in college to understand their perceptions of how Catholic high school contributed to their early college experiences.

Phase 3 findings are based on a variety of sources, including: a review of the high school transcripts of the sample cohort of 586 CEF-supported students; data from the National Clearinghouse and College Board; information on AP courses and ACT scores; comparison data from the California Department of Education website for public and—for the first time—charter schools, selected based on the student's likelihood of attendance at that school; and interviews with tuition assistance recipients, their families, and alumni of the tuition assistance program currently in college. (A detailed description of the study's methodology can be found in Appendix A.)



**Phase 3 reviewed high school transcripts and for the first time compared Catholic schools to public and charter schools.**

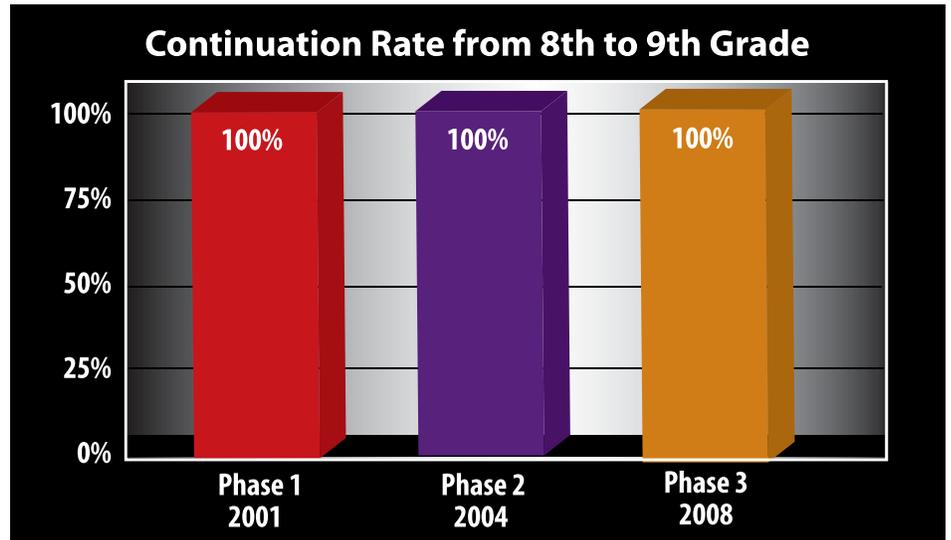


Through an examination of academic records from wide-ranging sources and from interviews with the participants involved, the results of the study make a strong case for the value of Catholic schools in promoting academic excellence, college readiness, and character formation for low-income students, most of whom are from communities of color.

**CONTINUATION RATE AND TYPE OF HIGH SCHOOL**

As in Phases 1 and 2, all CEF-supported students in the Phase 3 study continued from elementary to high school, with 70% attending a Catholic high school, 21% attending a public high school, 7% attending a charter high school, and 1% attending a magnet high school. [Figures 14 & 15]

[Figure 14]



[Figure 15]

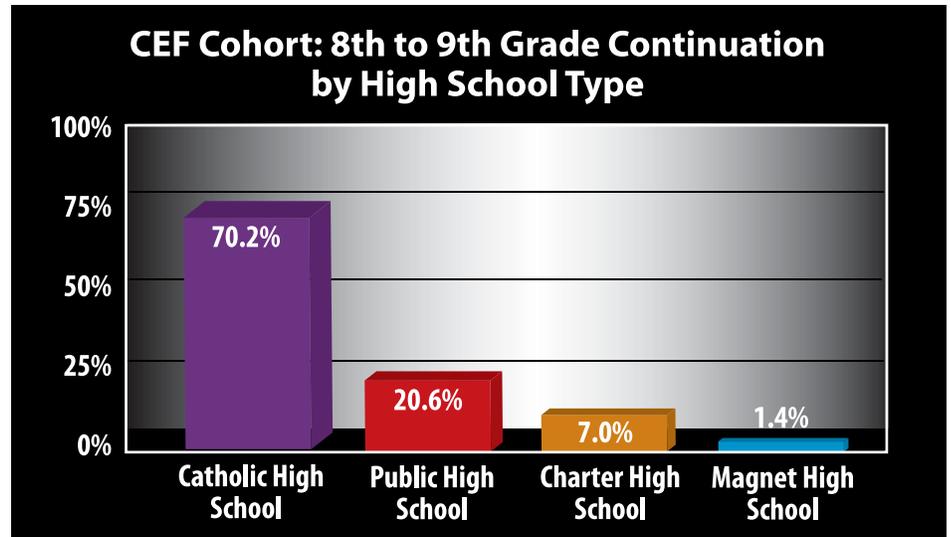


Figure 15: Two students continued on to private non-Catholic high school which is why the percentages do not add up to 100%.

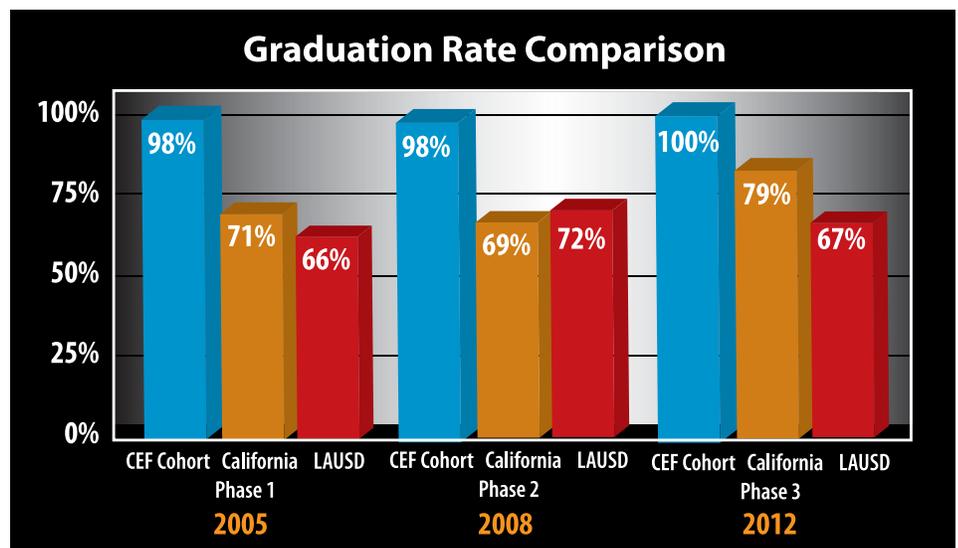
## HIGH SCHOOL GRADUATION RATE

All 586 students graduated from a Catholic high school in 2012—a stark contrast to the 67% graduation rate reported by the Los Angeles Unified School District (LAUSD) and the 79% graduation rate in California public schools the same year.<sup>2</sup> [Figure 16] These results are even more impressive when considering that the sample of CEF-supported students in the study represent a low-income, primarily Latino population, some of whom are English Language Learners and all of whom would be considered “socioeconomically disadvantaged” by public school definition. In LAUSD, for example, the 2012 graduation rate for students identified as “socioeconomically disadvantaged” was 66%, compared with the 100% rate for the CEF-supported students attending Catholic schools. Comparing graduation rates for Catholic schools where CEF-supported students were in attendance, we find a 98% graduation rate compared to an 85% graduation rate at comparable public schools and a 78% rate at comparable charter schools.

All 586  
CEF-supported  
students graduated  
from a Catholic  
high school.

<sup>2</sup> Of the 586 tuition assistance recipients followed through their Catholic high school education, 96% were enrolled in a Catholic high school consecutively from 9th through 12th grade; 4% attended public/charter school for at least one year.

[Figure 16]





## PREPARATION FOR COLLEGE: UC/CSU ELIGIBILITY

Beyond ensuring that every student graduates, Catholic schools in the Archdiocese of Los Angeles establish the expectation that all students will attend college. Findings indicate that this expectation is reflected in the actions of the CEF-supported students. Specifically, we examined admissions criteria for acceptance into the California public university system: the University of California (UC) system or the California State University (CSU) system. Both are comprised of four-year institutions and mandate specific eligibility criteria for attendance. The three criteria to be considered for admission include a strong grade point average (GPA), passing specific courses with a C or better, and taking the SAT or ACT exam.

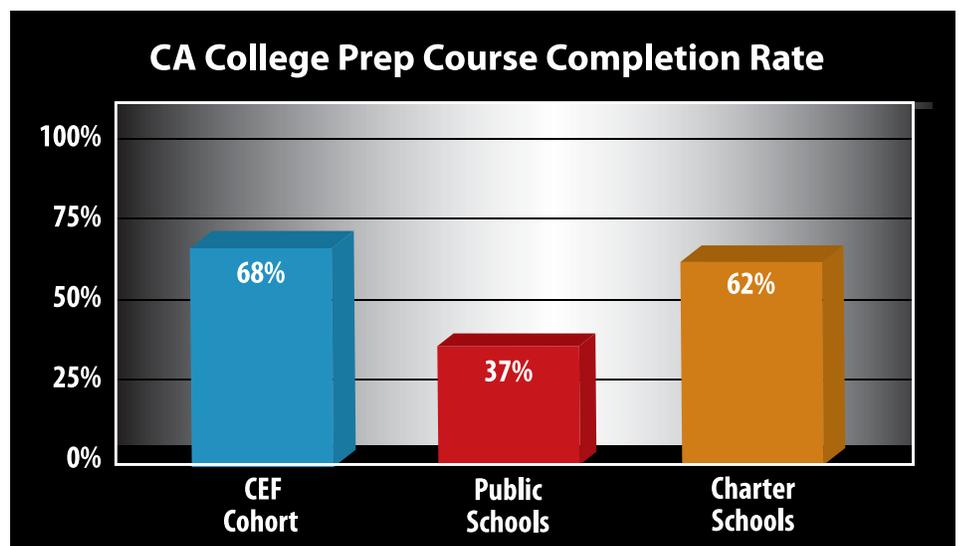
### GRADE POINT AVERAGE (GPA)

Among the criteria to attend a UC school is a 3.0 (or better) GPA, and among the criteria to attend a CSU is a 2.0 (or better) GPA. At a time when high school graduation rates are on the decline in many urban areas, the Catholic high school students in this study not only graduated but did so with strong GPAs that made them eligible to attend college—often as the first in their families to do so. Nearly half (48%) of the CEF-supported students in the study graduated with a GPA of 3.0 or higher, and 95% of the students graduated with a GPA of 2.0 or higher.

### COLLEGE PREP COURSES

To be considered for admission to a UC or CSU school, students must have passed with a C or better a series of courses (called “A-G courses”) representing specific content areas during the 10th through 12th grades. A total of 68% of CEF-supported students met these requirements. By comparison, 62% of students at comparable charter schools and 37% of students at comparable public schools passed A-G courses with a C or better. [Figure 17]

[Figure 17]

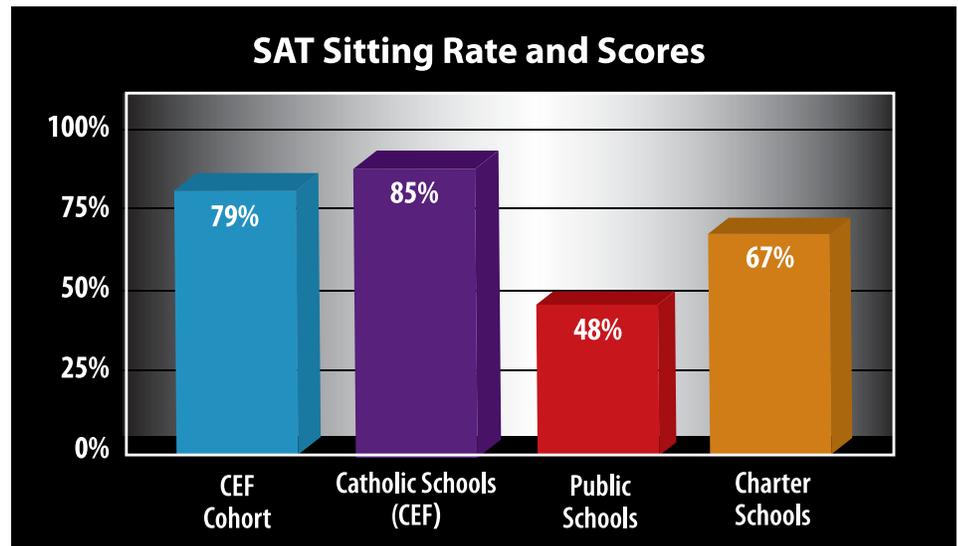


## SAT SITTING RATES AND SCORES

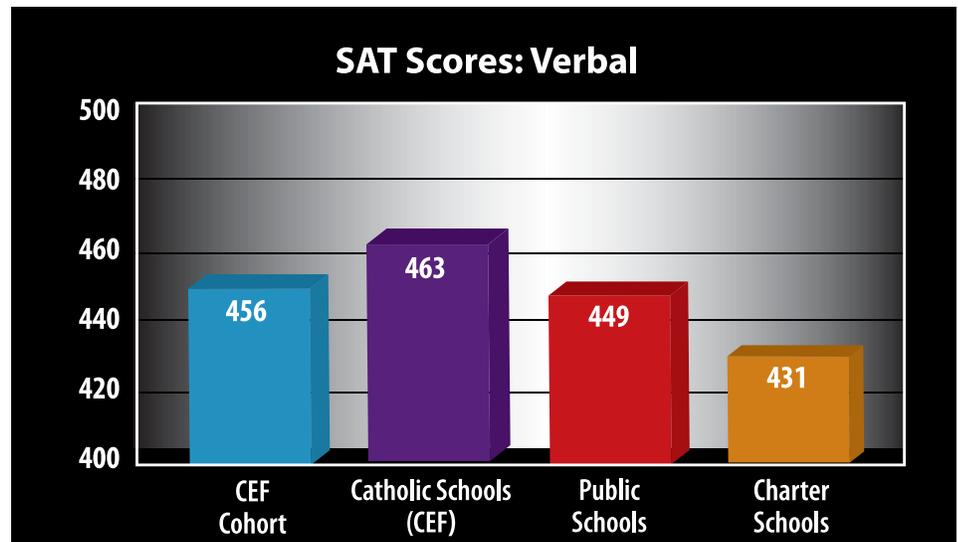
For admission to college, students must also take the SAT exam. The SAT sitting rate for the CEF-supported students followed in the study was 79%. In the Catholic high schools attended by the CEF-supported students, 85% of students took the SAT. This school-wide number suggests that the Catholic schools promote a college-going culture in which the majority of students take the entrance exam. Conversely, the SAT sitting rate was only 48% at comparable public schools, and 67% at comparable charter schools. **[Figure 18]** Among students who took the SAT, both the cohort of CEF-supported students followed in the study and the larger body of all students at the Catholic high schools where CEF-supported students attended outperformed students at comparable public schools in the subject areas of critical reading (verbal) and writing, but not in math. **[Figures 19-21]**

Nearly half of the Catholic school students in the study graduated with a 3.0 GPA or better.

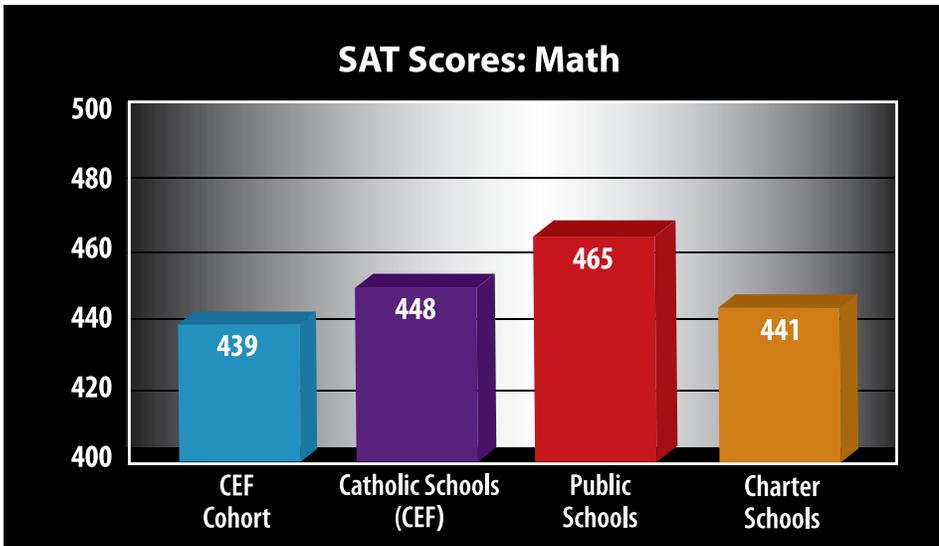
**[Figure 18]**



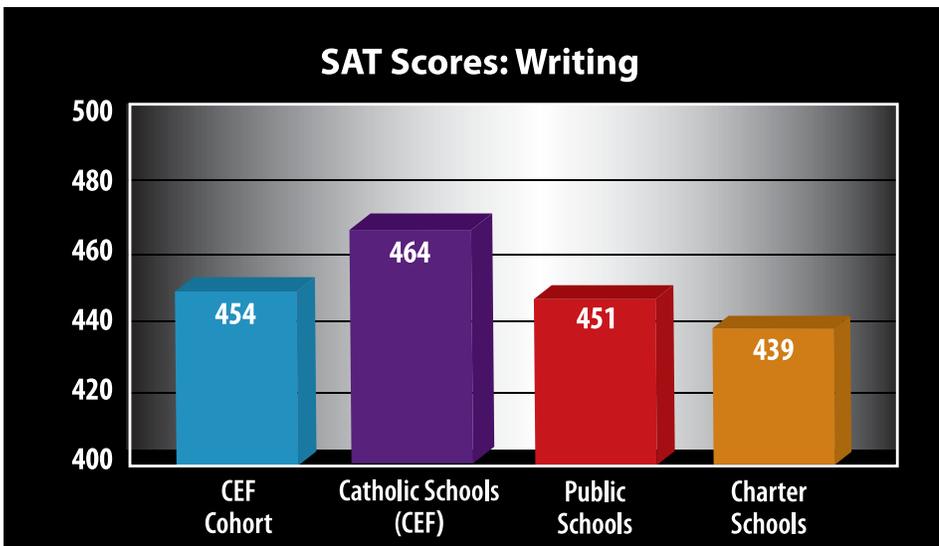
**[Figure 19]**



[Figure 20]



[Figure 21]



Figures 18-22: "Catholic Schools (CEF)" refers to the schools where CEF-supported students were in attendance. Individual student data are not available for public and charter schools, so a comparable school-to-school comparison is shown. See the Methodology in Appendix A for an explanation of the comparison schools used.



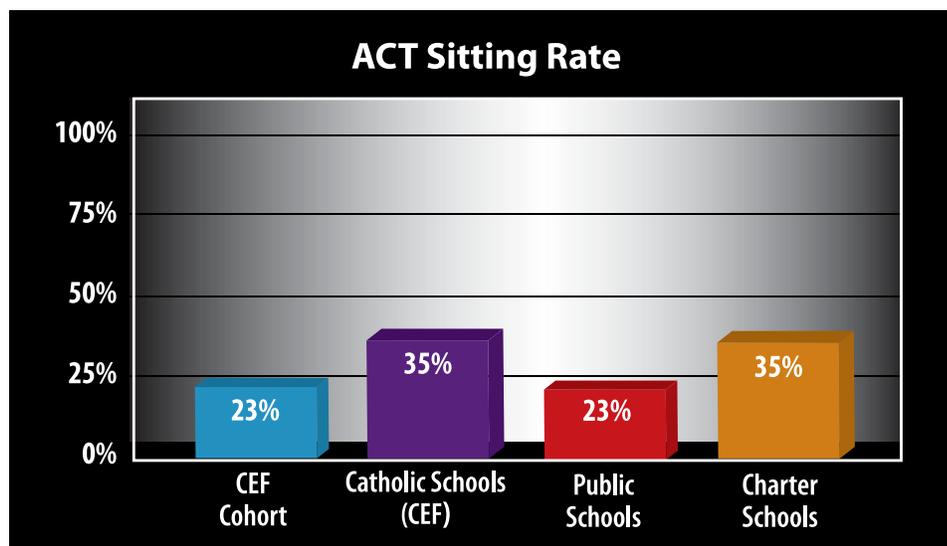
***83% of CEF-supported students completed at least one of the exams necessary to attend a university within the UC or CSU systems.***

### **ACT SITTING RATES AND SCORES**

In addition to the SAT, most colleges and universities review scores on the ACT as part of their admissions process. Unlike the SAT, which is an aptitude test measuring reasoning, the ACT measures what a student has learned in school. A total of 23% of CEF-supported students and 35% of all students at Los Angeles Catholic schools where students received CEF funding completed the ACT, compared with 23% of students in public schools and 35% of students in charter schools. **[Figure 22]** The average composite ACT score for CEF-supported students was 19 out of 36. Average scores at schools where CEF-supported students attended were similar (20) to those at public (20) and charter schools (19).

Taken together, 83% of CEF-supported students completed at least one of the exams necessary to attend a university within the UC or CSU systems, a clear indication of a college-going culture even among this low-income population.

**[Figure 22]**





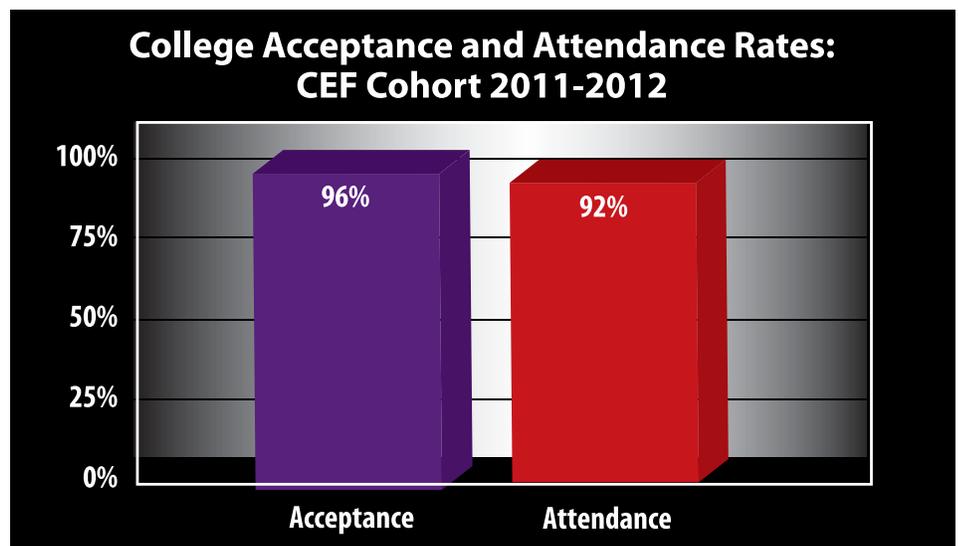
## ADVANCED PLACEMENT COURSE COMPLETION AND PASSING RATE

A further indication of students' preparation for college is their participation and performance in Advanced Placement (AP) courses. Among the CEF-supported students followed in the study, 52% completed at least one AP course; altogether, these students completed a total of 791 such courses, with a 97% passing rate.<sup>3</sup>

## COLLEGE ACCEPTANCE AND ATTENDANCE RATES

All of this evidence of academic achievement, combined with a culture in which college attendance is expected starting in Catholic elementary school, leads to rates of college attendance that would be high for any group of students—but particularly for this cohort of low-income students. An overwhelming proportion (96%) of the CEF-supported Catholic school students followed in this study were accepted into a two-year college (i.e., community college), a four-year institution, or a military academy. **[Figure 23]** A majority of the students (62%) were accepted into a four-year institution. As of the fall of 2012, 92% were attending college.<sup>4</sup> Of the 33% attending a California two-year community college, almost a third (32%) met the UC/CSU eligibility requirements.

**[Figure 23]**



<sup>3</sup> Transcripts for 20 students were missing and thus not included in the analysis.

<sup>4</sup> Comparable data for public school graduates are not available; these data were last released by the California Department of Education in 2008-2009 and 2006-2007 (as estimates).

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## CATHOLIC SCHOOLS AND LATINOS: **CLOSING THE GAP**

Across the nation, there is a concern that Latinos are falling behind when it comes to completing college. The 2009 report *To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity* by the Notre Dame Task Force on the Participation of Latino Children and Families in Catholic Schools found that Latinos were not equitably represented through the Catholic school pipeline and concluded that Catholic schools must make a concerted effort to help increase college enrollment among the Latino population.

This college gap is a particular concern in California, where Latinos comprise 38% of the population. According to a report by the Campaign for College Opportunity advocacy group, approximately 11% of Latinos in California hold a bachelor's degree, compared with 48% of Asian Americans and Pacific Islanders, 39% of whites, and 23% of African Americans. Latinos are also more likely to attend community college even when their high school performance makes them eligible for four-year institutions. Examining data from the fall of 2012, 46% of Latino students who graduated high school with top scores enrolled in two-year community colleges, compared with 27% of whites, 23% of African Americans, and 19% of Asian students. Among Latino college freshmen, 69% were enrolled in community colleges, 14% were enrolled in a California State University (CSU) school, 8% were enrolled in for-profit colleges, 5% were enrolled in the University of California (UC) system, and 4% were enrolled in non-profit institutions.





All of the Latino CEF-supported students graduated high school in 2012.

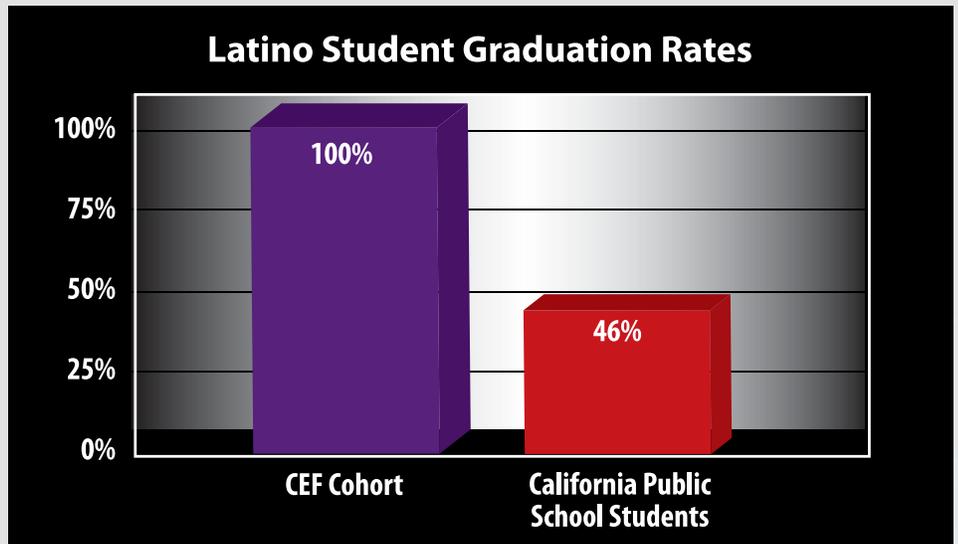
National data suggest that close to 40% of Latino students enrolled in Catholic schools nationally are in the West. Among our sample of CEF-supported students, 81% identified as Latino. Given these numbers, it is instructive to break down the results of our study specifically among Latinos attending Catholic school with CEF tuition assistance.

### HIGH SCHOOL GRADUATION RATE

All of the Latino CEF-supported students graduated from high school in 2012; this 100% graduation rate can be compared to a 46% high school graduation rate for Latino students in California public schools in 2012.

[Figure 24]

[Figure 24]

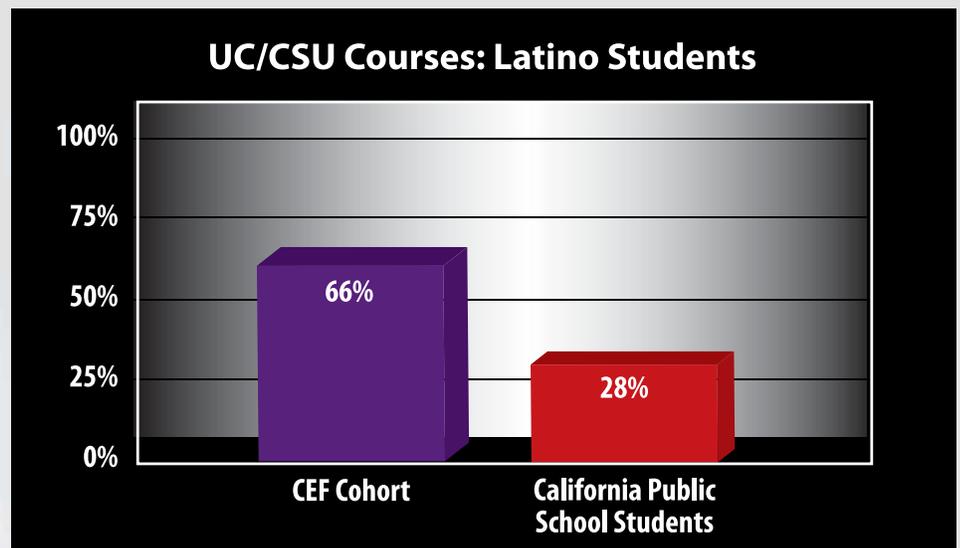


## PREPARATION FOR COLLEGE: UC/CSU ELIGIBILITY

To be eligible for admission to a UC/CSU school, students must complete and pass the A-G courses with a C or better, meet a required GPA, and take the SAT/ACT exam. In our sample, 94% of CEF-supported Latino students met the 2.0 (or better) GPA requirement to attend a CSU school and 47% met the 3.0 (or better) GPA requirement to attend a UC school.<sup>5</sup> Meanwhile, 65% of CEF-supported Latino students passed the A-G courses with a grade of C or better and completed the SAT or ACT to make them eligible for admission to a UC or CSU.

The comparisons between CEF-supported Latino students and Latino students in public high schools in California are striking. Out of almost 200,000 Latino students who graduated public California high schools in 2012, only 28% were college ready. This percentage does not take into account student GPAs or whether these students completed the SAT or ACT. Using the same definition, we find that 66% of CEF-supported Latino students graduated ready for college.<sup>6</sup> [Figure 25]

[Figure 25]



<sup>5</sup> Sixteen Latino students were missing transcripts; they were not included in calculations.

<sup>6</sup> Sixteen Latino students were missing transcripts but nine were found attending a UC/CSU and were therefore included as having met the A-G requirements. Seven Latino students are not included in the calculations.





When the CEF-supported students, their parents, and tuition assistance alumni now in college were asked to share their reflections on what is working in Catholic schools, the twin themes of academic excellence and character formation stood out. Parents and students viewed Catholic schools as providing a pathway to college—graduating students who are not only prepared for higher education, but who are ready to excel. As one student described: “We were all going to college ... that was the mindset for all of us.” At the same time, the interviewees praised Catholic schools’ emphasis on preparing students to be moral and ethical leaders—producing graduates with integrity and strong moral compasses. “I feel [the teachers are] not just preparing them academically but as human beings,” said one parent. Interestingly, the alumni who were currently in college at the time of their interview were more likely to emphasize character formation over academic preparedness as the most valuable benefit of their Catholic high school experience.

The key factors in achieving outcomes of academic excellence and character formation, according to the students, parents, and alumni who were interviewed, include school climate, personal relationships, and tuition assistance.

## SCHOOL CLIMATE

The interviewees cited the climate of Catholic schools as a strength. Specifically, they valued the safe environment and the small-school atmosphere in which excellence in academics is promoted, personal attention is given, and spiritual formation and Catholic identity are part of the fabric. “Catholic schools tend to be small,” said one student, contrasting the close relationships with teachers with those at public schools, where “sometimes they don’t even know your name.” An alumnus spoke of “a very home-like feeling ... more of a caring for you, so therefore I can’t disappoint these people [who] have faith in me.”

## PERSONAL RELATIONSHIPS

Students and parents praised Catholic schools’ emphasis on establishing caring, supportive, and personal relationships with school personnel and with family and friends—relationships that hold students accountable and encourage excellence. One student said he thought of his Catholic school as “a second home,” and said of the staff, “Any issues, they’re here for you.” He described his classmates as “like brothers to me. I feel like I can talk to any of them.”

## TUITION ASSISTANCE

Participants expressed deep gratitude for the tuition assistance they received, without which they would have not been able to afford tuition. One student spoke of his family having just lost its home, and said the CEF tuition assistance made him believe that “God has helped me and my family ... stay strong and have faith.” The tuition assistance also motivated students to take advantage of their educational opportunities and excel, both for personal satisfaction and so that they would be in a position to give back to others. One CEF tuition assistance recipient described such motivation this way: “People really believe in me and think I can do something. So it’s not just for myself but always for others too. Work hard because people believe in you, and just make them proud.”

## CRITICAL THINKING AND MORAL INTEGRITY

Students and alumni described their Catholic school experiences as preparing them to become individual, rational, and confident thinkers. Participants spoke of Catholic teachings as providing them with a moral compass and firm foundation for understanding others’ points of view, embracing differences, and acknowledging interdependence. One student explained that Catholic schooling “helped me figure out what’s right and what’s wrong ... make decisions more wisely.”



**Parents and students viewed Catholic schools as providing a pathway to college—graduating students who are not only prepared for higher education, but who are ready to excel.**

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## CONCLUSION: CATHOLIC SCHOOLS **AND EDUCATION REFORM**



Even with the efforts of organizations such as the Catholic Education Foundation to support students living in poverty, patron programs and tuition assistance are not enough to sustain Catholic schools. Many families living in circumstances of poverty who would like to send their children to Catholic schools are unable to afford tuition and are placed on a waiting list for CEF funding.<sup>7</sup> Although Catholic schools often charge families significantly less than what it costs to provide such an education—which, as stated earlier, is lower than the cost of educating a student in public school—these efforts are not economically sustainable. For these and other reasons, enrollments are declining and Catholic schools are closing at a significant rate in some dioceses in the United States.

terms, if Catholic schools were to close, the cost to absorb those students, educators, facilities, etc. is estimated at \$21 billion (McDonald & Schultz, 2012).

The push to promote choice in education in the United States is grounded in the principle that all families are entitled to an effective educational experience. With the dramatic increase in publicly funded alternative educational options such as charter schools, families are encouraged to take an active role in securing the best education for their children. Research has found that giving families choices renders them more satisfied with their educational experience (Goldschmidt & Walsh, 2011), and that having multiple educational options within a society is beneficial (Greene, 2011; Walberg, 2007). However, for many families living in poverty, Catholic education is a prohibitively expensive choice. This is a social justice issue because all families, regardless of income, should have access to a Catholic school education.

Concern over the state of the U.S. educational system has stemmed in large part from reports suggesting that the United States is falling behind other countries. In an effort to improve the global rankings of U.S. students, researchers have looked to other countries for ideas about how to improve the educational system (Darling-

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***The national annual savings provided by Catholic schools is estimated at \$21 billion.***

Given the benefits of Catholic education, particularly for low-income, minority youth, the state of Catholic education should be cause for considerable concern that extends beyond the Catholic Church. By producing graduates who are leaders in the workforce and in their communities, Catholic schools make a significant contribution to the common good of society. Additionally, in financial

Hammond, 2010). Many of these countries provide state-supported parochial education for free to families. In 16 of the 24 nations ranking ahead of the United States in math, according to the latest results reported by the Program for International Student Assessment (2012), parochial schools are offered to families at no charge, funded by the government. The same is true for 11 of the 16 nations that rank ahead of the United States in science. The United Kingdom, Ireland, Canada, New Zealand, and Australia are among the nations where private schooling is available without charge (CEEC, 2008). In Canada, public funding for private faith-based schools has been offered for the past century.

Under No Child Left Behind (2001), there was leeway for the United States to move in this direction. The law's provision giving families the right to choose their educational experiences, including private school options, is already in effect in varying ways from state to state. Some have initiated scholarship tax credit or exemption programs, which provide state funding for low-income parents to send their children to private schools. Such programs, beginning with Milwaukee's in 1990 and including the District of Columbia's 2004 Opportunity Scholarship Program and the Florida Tax Credit Scholarship Program, provide

<sup>7</sup> The CEF currently has about 5,000 students on its wait list.

## A CEF SUCCESS STORY

### NELLY QUINTANILLA

*Junipero Serra High School, Class of 2012*  
*Now Attending: San Diego State University*  
*Expected Graduation: May 2016*



Nelly describes the transition as “devastating” when she transferred from the college preparatory Junipero Serra High School to her local public high school. “I wasn’t used to attending such a large campus, nor did I know how to maneuver my way around people who lived very differently than I did,” she says. At

the time, her family had no choice: A series of surgeries had ended up costing Nelly’s father his job and the family its financial stability. “Sending me to a public high school was the only way my parents were able to save up for our daily expenses, and to pay off my father’s surgical expenses,” Nelly says.

Everything changed when Nelly received tuition assistance that enabled her to return to Junipero Serra the following year. “Without this pivotal moment in my life, I wouldn’t have such immense motivation and confidence,” she says. Nelly has parlayed those skills into leadership positions during her time at San Diego State University: as a resident advisor, ambassador, official student representative, tour guide, and orientation leader. A first-generation college student majoring in journalism, Nelly harbors dreams of becoming a broadcast journalist. “I am determined and motivated to make it to my graduation, make my family proud, continue to be a role model for my younger siblings, and create my successful future,” she says.



**By far the greatest direct beneficiaries of Catholic schools are the students depicted in this report and the countless others like them— young people from low-income communities of color.**

public funds for families to access private education. Typically, parents must meet low-income criteria to be eligible for these programs; in the cases of Milwaukee, Washington, DC, and Florida, voucher and tax-credit programs arose because low-income parents wanted options other than their “failing” local public schools. Currently, these school-choice voucher and scholarship tax programs exist in 16 states, generating hundreds of millions of dollars in scholarship money assisting children with tuition for private schools (Goldschmidt & Walsh, 2011; American Federation for Children, 2014).

With U.S. policymakers seeking to promote choice and competition in an effort to bolster an educational system in urgent need of reform, a compelling case can be made for following the lead of the majority of countries ranking ahead of the United States in math and science and providing state-supported parochial education as an option to families. Catholic school graduates contribute positively in every economic sector; they strengthen communities through their civic engagement, charitable donations, and community service; and they reach the highest realm of leadership—as evidenced by the presence of Catholic school alumni on the U.S. Supreme Court. Indeed, by preparing tomorrow’s workforce and citizenry, Catholic schools are a strong educational choice that benefits the public good.

By far the greatest direct beneficiaries of Catholic schools are the students depicted in this report and the countless others like them—young people from low-income communities of color. In many urban settings, Catholic schools represent the only viable option for a quality education. For such youth, Catholic schools provide not just a superior alternative to their public school options, but a ticket to the fulfillment of a dream previously unattainable for their families: a college education leading to a life rich with possibilities.

Yet, without additional action, Catholic schools will continue to close—and with them, the doors of opportunity will close for many of society’s most vulnerable families. When an urban Catholic school is forced by economic realities to shut down, it represents a profound loss for the entire community: the loss of a stabilizing force, a source of neighborhood pride, and, in many cases, the best and only option for a high-quality education. The findings of this report amplify and expand on what previous studies have shown: that Catholic education is a proven model with a strong track record of success, particularly for our society’s most marginalized and vulnerable members. Catholic schools can and should play an integral role in national efforts to bring much-needed improvements to our educational system. All of us, regardless of religious affiliation, have a stake in their future.

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## APPENDIX A: **STUDY METHODOLOGY**

The purpose of this study was to replicate and build on previous research examining the effects of attending Catholic school for students living in poverty. This phase of the research included additional indicators of college readiness: Advanced Placement (AP) courses, ACT scores, college acceptance rates, and early indicators of college success. Unlike previous phases, the current phase of the research also compared outcomes with those of charter schools.

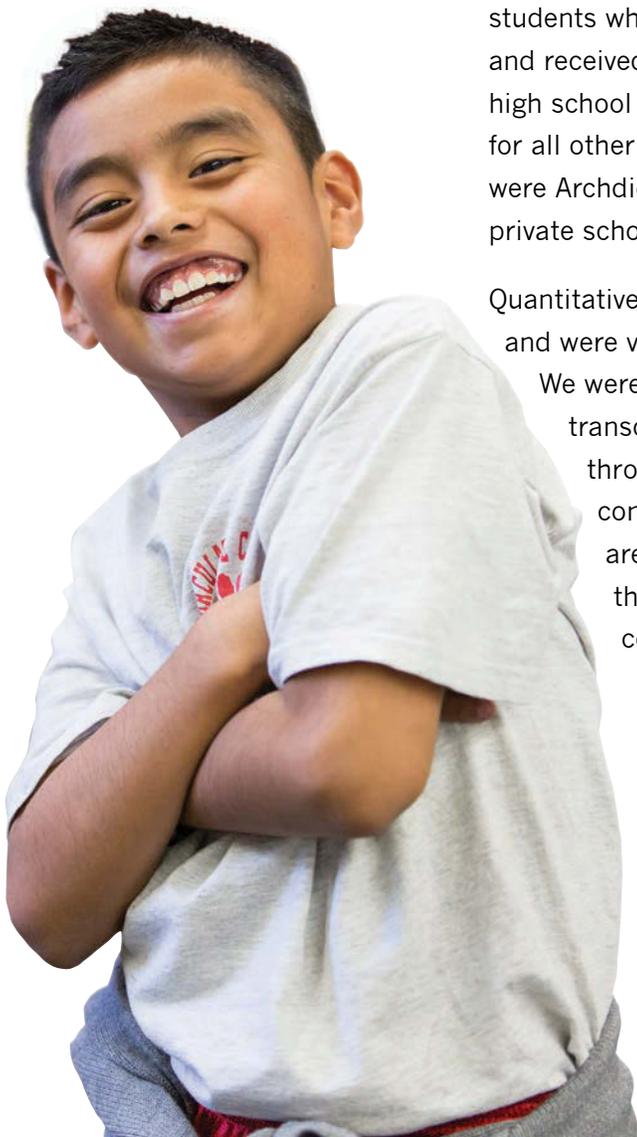
### **PARTICIPANTS AND SOURCES OF DATA**

The CEF supports students who meet federal poverty criteria by providing tuition assistance to attend Catholic elementary and high schools. The first cohort of students included in this study were 671 CEF-supported students enrolled in Catholic elementary school for the eighth grade in 2008. Data from these students were used to calculate continuation rates.

The second cohort of students were a sample of 586 CEF-supported students who were enrolled in one of 29 Los Angeles Catholic high schools and received tuition assistance in the form of a CEF scholarship during the high school years of 2008-2012. Data on these students were examined for all other outcomes. Of the 29 Catholic schools, the majority (72.4%) were Archdiocesan schools, followed by parish schools (17.3%), and then private schools (10.3%).

Quantitative data were obtained from high school transcript records and were verified with the National Clearinghouse and College Board.

We were missing transcript data for 20 students. Of the 20 missing transcripts, we found 11 students to be attending a CSU or UC through the National Clearinghouse; they were marked as having completed A-G courses and having taken the SAT/ACT, since these are required for UC/CSU admittance. We found the remainder of the missing students enrolled in some type of college; they were considered as having graduated from high school.





Individual student data are not available for public and charter schools. However, to compare outcomes with those of local public and charter schools, we selected schools based on the student's likelihood of attendance to that school and obtained data from the California Department of Education website. Comparable schools were selected based on several criteria: distance from the Catholic school, ethnic breakdown of the student population, and income level of the student population. Additionally, the ZIP codes of students attending the 29 Catholic schools were used to identify the public school they would have likely attended based on geographic zoning. Using these criteria, we were unable to identify five comparable charter schools. As such, only 24 schools could be matched across Catholic, public, and charter schools.

Qualitative data came from interviews with CEF-supported students who graduated from high school in 2012 and their families. Alumni of the CEF tuition assistance program (who were currently in college) were also interviewed.

### **CONTINUATION RATE AND TYPE OF HIGH SCHOOL**

To determine whether the first cohort of CEF-supported students (N=671), who attended Catholic elementary school in 2008, graduated from the eighth grade and continued on to high school, we worked with elementary schools to determine the name of each student's high school and examined high school enrollment data. Approximately 12% of the CEF-supported students (N=67 students) successfully completed high school but data are not available to determine the type of high school. These students were found, however, in the National Clearinghouse, indicating their college enrollment. As such, we know they attended high school but we do not know the type of high school they attended (i.e., public or Catholic).

### **HIGH SCHOOL GRADUATION RATE**

Graduation rates were obtained utilizing data from the high school transcripts verified with Catholic Census reports. We further examined National Clearinghouse data for college attendance to verify high school graduation. We found all 586 students had graduated from high school. To compare graduation rates, some of the Catholic schools where CEF-supported students attended were single-sex schools. As such, using the criteria to select comparable public and charter schools, we obtained graduation rate data at those schools by gender.

## **GRADE POINT AVERAGE (GPA)**

To obtain data on CEF-supported students' high school GPAs, we calculated GPA using the courses and grades as stated on the students' high school transcripts (N=566). Specifically, we defined GPA as "weighted academic GPA," using the UC/CSU GPA calculation. We examined grades earned in specific courses from 10th through 12th grade, including these A-G content areas: history, English, mathematics, lab science, world language, and visual/performing arts. As such, courses taken in the ninth grade, religion courses, physical education, and other non-A-G elective courses are not counted in this definition of GPA. Following UC/CSU GPA calculations, if honors or AP courses were taken, a maximum of eight extra points were awarded for approved honors or AP courses, using the UC/CSU Doorways lists for each Catholic school. No more than two yearlong courses taken by students in 10th grade were given honors points. Although some schools calculated this GPA and provided it on the transcript, we calculated every transcript by hand to ensure consistency in the calculation, using the UC/CSU online calculator. Using these criteria we found 274 students (48%) had a GPA of 3.0 or better; 535 students (94.5%) had a GPA of 2.0 or better. Only 31 students did not meet the 2.0 GPA requirement for admission to a CSU. However, 36 CEF-supported students graduated with a GPA above a 4.0.

## **COLLEGE PREP COURSES**

To obtain data on the high school courses successfully completed by the CEF-supported students, we calculated UC/CSU course completion status by examining data provided on the high school transcripts (N=566). While we were missing 20 transcripts, we found 11 students enrolled in a UC/CSU through the National Clearinghouse (N=577). We adopted the rules articulated by the UC/CSU system, which include: "12th grade graduates who completed all required courses with grades of 'C' or higher and completed SAT or ACT exam."

To compare CEF-supported students to public and charter UC/CSU course completion rates, we examined school-wide public and charter school data. The California Department of Education website offers only UC/CSU course completion rates defined as passing with a C or better. As such, the rule we applied to CEF-supported students for eligibility is a more stringent rule, because students must have also taken the SAT or ACT. Specifically, 384 CEF-supported students met the A-G requirements and completed the SAT/ACT (66%). For an accurate comparison to available charter and public data, we included an additional eight CEF-supported students (N=392) who completed the A-G courses with a C or better but did not take the SAT/ACT (68%).





School-wide data from the Catholic schools where CEF-supported students were in attendance were not available because to examine college prep courses, we used high school transcripts which were only available for the CEF-supported students. Using the California Department of Education website, we were able to access data for comparable public and charter schools.

### **SAT AND ACT SITTING RATES AND SCORES**

To be eligible for UC/CSU admission, students must pass A-G courses in the 10th-12th grades with a C or better and complete the SAT or ACT exam. The sections of the SAT exam are scored from 200 to 800 and we examined the subject areas of Critical Reading (Verbal), Math, and Writing. The overall SAT score is out of a possible 2400. Data from the College Board were used to calculate SAT sitting rates; we found 463 out of 586 CEF-supported students completed the SAT (79%).

The ACT is scored on a 1 to 36 scale and includes subject/content-specific tests for English, Math, Reading, and Science. These scores are then averaged to create a composite score for each student. To obtain ACT data, we worked directly with the ACT to obtain scores (a similar organization to the College Board for SAT data). We found 136 CEF-supported students took the ACT exam (23%). Knowing that 463 students took the SAT and an additional 24 students completed the ACT, a total of 487 CEF-supported students (83%) completed at least one of the prerequisite exams necessary to attend a UC/CSU university.

To compare SAT/ACT sitting rates and test scores to public and charter schools, data from the California Department of Education website were examined. If fewer than 10 students at a charter/public school took the test, data are not given to protect anonymity. Because of this, data were available for only 21 comparable Catholic, public, and charter schools for the SAT analysis. Therefore, examining school-level data for these 21 schools, we found that 85% of Catholic school students took the SAT, while 48% of public school and 67% of charter school students took the SAT. Data were available for only 18 comparable schools for the ACT analysis because a small number of students take this exam. As such, at these 18 comparable schools, 35% of students at the matched Catholic and charter schools took the ACT, while 23% of students at public schools completed the exam.



**A new indicator of college preparedness was included in this phase of the study—AP course completion and passing rate.**

### **ADVANCED PLACEMENT COURSE COMPLETION AND PASSING RATE**

A new indicator of college preparedness was included in this phase of the study—AP course completion and passing rates. To determine whether CEF-supported students completed AP courses, we analyzed high school transcripts (N=566), identified approved AP courses listed on the UC Doorways resource list for UC and CSU schools, and examined the students' grades. A total of 293 CEF-supported students completed at least one AP course during high school (52%). A total of 791 AP courses were taken, of which 764 were passed (97%).

### **COLLEGE ACCEPTANCE AND ATTENDANCE RATES**

To determine college acceptance and attendance rates for the CEF-supported students, we used data from the National Clearinghouse. Comparable data for public school graduates were not available; these data were last released as estimates by the California Department of Education in 2008-2009 and 2006-2007. We found 563 out of 586 students (96%) were accepted into college. Specifically, the majority of students were accepted into a four-year institution (N=364; 62%), followed by a two-year community college (N=183; 31%), a for-profit school (N=14; 2.39%), and a military academy (N=2; 0.34%). Additionally, we found 539 CEF-supported students attending college (92%) in the fall of 2012. The majority were enrolled in four-year institutions (N=332; 57%), followed by a two-year community college (N=198; 33%), a for-profit school (N=8; 1.37%), and a military academy (N=1; 0.17%). The number attending a community college is higher than the acceptance rate because several students who ended up attending a community college were actually accepted at four-year institutions. Specifically, of the 198 attending community college 196 are at a California two-year community college and 63 of these students met the UC/CSU requirements (32%).



## **CATHOLIC SCHOOLS AND LATINOS**

With such a large presence in our Catholic schools in California, we also opted to examine outcomes for the Latino CEF-supported students (N=475) in the study. We were missing 16 transcripts for Latino students. GPA and AP course completion were therefore calculated out of 459 Latino CEF-supported students. We found 216 graduated with a 3.0 or better (47%) and 431 graduated with a 2.0 or better (94%). Only 28 Latino CEF-supported students did not meet the 2.0 GPA criteria for admission to a CSU. However, 25 Latino CEF-supported students graduated with a 4.0 or better GPA. For AP courses, 252 Latino CEF-supported students completed at least one AP course (55%); a total of 617 courses out of 641 were passed (96%).

We found records of nine students who were missing transcripts attending a UC or CSU through the National Clearinghouse; therefore, a total of 468 Latino students were included in the analyses for college prep courses. A total of 312 CEF-supported Latino students met the A-G course requirements (66%), while 306 CEF-supported Latino students also completed the SAT/ACT exam (65%). We compared UC/CSU requirements met by the CEF-supported Latino students to all 12th grade Latino students in 2012 in the state of California, as defined by the California Department of Education. Data are not available by ethnicity at the district level.

## **REFLECTIONS OF STUDENTS, PARENTS, AND ALUMNI**

To understand perceptions of Catholic high school, we interviewed senior students (N=26) from the graduating class of 2012 who were CEF tuition assistance recipients. Their voices illuminate the quantitative data presented in this report. Additionally, we interviewed these students' parents or guardians (N=12) to further capture the voices of the families related to Catholic school experiences. Finally, to measure early indicators of college success, we tracked participants who had provided qualitative interviews in the earlier Phase 2 research study (high school graduates of 2010 or 2011). These Phase 2 alumni (N=7) were in their sophomore or junior year of college at the time of this study and were interviewed about their post-high school experiences.

## APPENDIX B

### Federal Free and Reduced Lunch Eligibility Scale and Catholic Education Foundation (CEF) Eligibility Guidelines

School Year	Household Size	Annual Income Federal Free Lunch (FFL)	CEF Requirement (Approximately 115% Above FFL Guidelines)
2008-2009	1	\$ 13,520	\$ 15,646
	2	\$ 18,200	\$ 21,060
	3	\$ 22,880	\$ 26,490
	4	\$ 27,560	\$ 31,922
	5	\$ 32,240	\$ 37,337
	6	\$ 36,920	\$ 42,763
	7	\$ 41,600	\$ 48,199
	8	\$ 46,280	\$ 53,620
	For each additional family member	+\$ 4,680	+\$ 5,437
2009-2010	1	\$ 14,079	\$ 16,037
	2	\$ 18,941	\$ 21,671
	3	\$ 23,803	\$ 27,378
	4	\$ 28,665	\$ 33,007
	5	\$ 33,527	\$ 39,644
	6	\$ 38,389	\$ 44,302
	7	\$ 43,251	\$ 49,982
	8	\$ 48,113	\$ 55,631
	For each additional family member	+\$ 4,862	+\$ 5,682
2010-2011	1	\$ 14,079	\$ 16,595
	2	\$ 18,941	\$ 22,413
	3	\$ 23,803	\$ 28,251
	4	\$ 28,665	\$ 34,085
	5	\$ 33,527	\$ 39,905
	6	\$ 38,389	\$ 45,736
	7	\$ 43,251	\$ 51,578
	8	\$ 48,113	\$ 57,402
	For each additional family member	+\$ 4,862	+\$ 5,842
2011-2012	1	\$ 14,157	\$ 16,281
	2	\$ 19,123	\$ 21,992
	3	\$ 24,089	\$ 27,703
	4	\$ 29,055	\$ 33,414
	5	\$ 34,021	\$ 39,125
	6	\$ 38,987	\$ 44,836
	7	\$ 43,953	\$ 50,546
	8	\$ 45,919	\$ 56,257
	For each additional family member	+\$ 4,966	+\$5,711



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## ABOUT THE **AUTHORS**



### **KAREN "KARIE" HUCHTING, PH.D.**

Karie Huchting is an assistant professor in the Department of Educational Leadership at Loyola Marymount University. Trained as a social psychologist, she teaches primarily for the Doctoral (Ed.D.) Program in Educational Leadership for Social Justice and her area of expertise is quantitative research methodology and assessment. Her program of research centers on social justice in the educational context, with a focus on the effects of Catholic school on character and academic outcomes. She also has a line of research that evaluates Educational Leadership Preparation programs. She is an editor for the journal *Catholic Education: A Journal of Inquiry and Practice*, has authored several publications, and served as the principal investigator for this study.



### **SHANE P. MARTIN, PH.D.**

Shane P. Martin, an educational anthropologist by training and expert in the areas of intercultural education, cultural diversity, Catholic schools, and charter schools, was appointed dean of the LMU School of Education in 2005 and dean of Graduate Studies in 2012. Dean Martin is visible in the education community as past chair of the Green Dot Public Schools Board of Directors, and a member of the Loyola High School of Los Angeles Board of Regents and Teach For America Los Angeles Board. He is a member of the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners and California Committee on Accreditation Board of Institutional Reviewers, and serves as a state commissioner to the California Commission on Teacher Credentialing and chair of the American Educational Research Association (AERA) Special Interest Group on Catholic Education. He received the National Catholic Educational Association's (NCEA) Michael J. Guerra Leadership Award in 2005 and Catherine T. McNamee, CSJ, Award in 2009, and the Loyola High School Alumni Association's Cahalan Award in 2008.



**JOSÉ M. CHÁVEZ**

José M. Chávez is a research associate for the Loyola Marymount University Center for Catholic Education and served as the primary research coordinator for the LMU Catholic School Research Project for both the Phase 2 and 3 studies. He has worked for LMU since 2009 on various research projects focusing on the efficacy of Catholic education for ethnic minority students attending Catholic inner-city schools. He serves as the research liaison with the Catholic Education Foundation to gather data, and works directly with students, parents, families, and high schools in the Archdiocese of Los Angeles.



**KAREN HOLYK-CASEY, ED.D.**

Karen Holyk-Casey is an adjunct professor at the Loyola Marymount University School of Education. She has more than 25 years of teaching experience in public elementary inner city schools, adult education, and Catholic schools. Currently she teaches theories of second language development and methods of instruction for English Language Learners. She serves as an LMU university supervisor for student teachers in multiple K-12 public and charter schools, including bilingual immersion programs. Her research focus is on parental involvement and parent-school relationships.



**DELMY RUIZ, M.A.**

Delmy Ruiz is a research associate for the Loyola Marymount University Center for Catholic Education. She completed her master's degree in Counseling and Pupil Personnel Services Credential in 2013 from the LMU School of Education. She has worked on various research projects for the center, and her area of expertise is in academic counseling. She led the team in analyzing academic records to verify college preparedness for students receiving tuition assistance from the Catholic Education Foundation. She also conducted interviews with parents and students in English and Spanish.

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## ACKNOWLEDGMENTS

The authors would like to thank the Catholic Education Foundation and the Department of Catholic Schools within the Archdiocese of Los Angeles for their support of this research. We also wish to acknowledge the Conrad N. Hilton Foundation for its generous support of this research. The views represented in this report, however, are those of the researchers and may not reflect those of the foundation. Finally, the authors wish to thank the faculty, staff, and graduate assistants who work in the LMU Center for Catholic Education. Your time and energy on the project helped make it a success.





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*The findings of this report amplify and expand on what previous studies have shown: that Catholic education is a proven model with a strong track record of success, particularly for our society's most vulnerable members.*



## **CENTER** *for* **CATHOLIC EDUCATION**

The LMU Catholic Schools Research Project is one of many ongoing programs and initiatives within LMU's Center for Catholic Education. As a part of the LMU School of Education, the Center serves as an anchor for Catholic schools both regionally and nationally, providing crucial support through leadership development, teacher preparation, research, and professional development and outreach. LMU has prepared Catholic school educators for more than 65 years, educating more than 1,500 teachers and leaders for Catholic schools in the 21st century.

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