



## **RC Education Submission for the 2023 Territorial Convention:**

### **Quantitative Data**

RC Education serves 11 schools in our territory: 1 Canada, 7 US, 3 Philippines

RC Education's mission is to provide support and services to help RC schools carry out their mission of forming Christian leaders.

The RC Education team currently consists of 5 professionals with extensive and varied experience in RC Schools and who reside in various locations throughout the territory.

Enrollment in RC Schools is growing; 6% and 5% respectively over the past two years with similar growth projected for the coming year.

RC Schools currently serve 3261 students, 2160 families and employ approximately 574 faculty and staff. We estimate that on average 6 - 12 students/families are entering the church annually in each of our US/CND schools.

It is estimated that approximately 5-6% of our school families and faculty are RC.

RC Schools are increasingly financially stable. They are all independently financing their operations through enrollment and fundraising. All but 2 of 8 our US/CND schools are achieving balanced or near balanced annual operating budgets. Many have cash reserves.

Every RC School has at least one part-time Legionary on staff. We have a total of 13 LC working in our US schools being paid a total of \$341,000. We have 4 LC working in our schools in Manila. Four of our US schools have at least one part-time CRC on staff. We have a total of 11 CRC working in our US schools being paid a total of \$320,000. We have 6 CRC working in our schools in Manila.

### **Qualitative Data**

#### ***The Territory's Salient Sign of Life***

RC Schools are Christ-centered, joyful, vibrant places where the Holy Spirit is present and Jesus is taught about, adored and embraced.

The sacramental life of RC School communities is strong and beautiful. Thanks be to God for our LC, CRC, and the Laity who organize all the activities to support the sacraments.

RC Schools are achieving high results in the academic formation of their students, and their students are gaining access to quality universities. Further, RC Schools report that their graduates say that they were well prepared for higher education.

Ongoing formation efforts for faculty, students and families are strong. Students and families are invited to come together on a regular basis to worship.



The efforts of the territory to understand and collaborate with schools, specifically how they need to work as institutions, are proving effective. Schools are improving in assessing, understanding, and utilizing the unique offerings of each of the branches: CRC, Lay, and LC, as well as the talents of each individual person. Collaborative efforts of the territory and the schools are resulting in more effective ways to benefit the person, the institution, and the mission.

Communication and processes/procedures regarding CRC and LC employed in RC schools have improved, (and can improve more).

Communication from the Territory - formal forms of ongoing systematic communication have improved, including newsletters, websites and written communications. Formal announcements i.e., (Zero Abuse) have improved.

### ***The Territory's Most Pressing Difficulties Growth of RC.***

Growth of RC. We need to grow! We need intentional plans to grow RC in our Localities and Sections. It seems passive (at best) rather than intentional. We need to better address and overcome the fears that exist about growing.

Localities and schools need to improve their efforts to collaborate. RC families are scarce in the schools. Localities and schools should be growing more as a result of ongoing, effective, life-giving collaboration and planning. Localities with schools should consider schools a priority with measurable and clear plans and intentions toward serving the school and growing their sections as a result. Concrete pastoral plans should be developed and shared. Sections should intentionally serve as "salt and light" within and in support of the school.

The roles of the locality director and the community superiors and directors need to be clarified and defined as it relates to CRC and LC working in RC Schools. How informed should they be or not be regarding the placement, movement, or effectiveness of school employees who are LC or CRC?

Leadership model of localities. What's working - what's not? The College model for example - is it effective? What is required in order for any given model to work effectively? What should the role of Legionaries and CRC be in the leadership of localities? What are best practices for communicating to the members? The leadership does not appear to be well understood by the members (at least in some localities).

Implement a better communication process for movement/placement of LCs and CRC in schools.

Interpersonal communication at all levels. This is improving; however, this remains an area for focus and continued improvement.

Professionalism. Some LC and CRC can still grow in their professional approach as "employees" in RC Schools. Clarity and accountability have improved, but can improve more. The reality of LCs working in schools is not understood fully by superiors and directors, which causes conflict.

Vocations coming from RC Schools are scarce. How can we improve? We know there are efforts already in place under Fr. Martin's leadership.