

**School Sisters of Notre Dame  
North American Major Area**



# **Sponsorship Report**

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# NAMA Sponsorship Report

## Introduction

After a year as Sponsorship Coordinator for NAMA it is a privilege and pleasure to report on my ministry. Keeping my role description in mind, my goals for my first year were

1. To educate myself about sponsorship and learn what the councils and organizations need;
2. To begin to form relationships with the councils and with key personnel in the organizations;
3. To draw a composite portrait of NAMA sponsorship;
4. To set up a database;
5. To begin to explore how I could assist our organizations to “bear our SSND identity” in the future.

## Organizational visits

For me it has been an enlightening and grace filled year, and I find myself even more passionate now than I was when I accepted the position. I visited 25 ministries in the U.S. and Canada; and had a lengthy phone conversation with the principal of Notre Dame High School in Guam. These visits included all of the two-tier organizations and one-tier organizations listed on pages 3-4 in the *Sponsorship Committee Report* of December 2004 with the exception of Mother Caroline Academy and Educational Center.

In consultation with Sister Debra Sciano, my liaison, I decided not to visit the co-sponsored organizations this year; however, after I was invited to visit Marian House and Sisters Academy of Baltimore by their Executive Director and President, respectively, I did visit these two organizations. My focus there, however, was advantages and disadvantages of being co-sponsored. I also met with eight provincial councils, including Baltimore, Chicago, and Wilton, before they reconfigured into the Atlantic-Midwest Province.

Visiting the schools and organizations and meeting with the councils was a real gift to me. Everyone was warm and welcoming, and most gracious as they answered my questions. When I visited, I generally met with the CEO and the president of the board. I left it up to the CEO to set up additional meetings with other individuals or groups, including students and program participants. My goal was to learn about these topics:

- ◆ General information and programs offered
- ◆ Strengths
- ◆ Challenges
- ◆ Concerns
- ◆ Future critical moments

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- ◆ Governance
- ◆ How SSND charism and educational vision are embodied
- ◆ Educational efforts re SSND that are in place
- ◆ What they would like to do, but have not yet been able to
- ◆ What they are most proud of
- ◆ How they would like the Sponsorship Office to help

When I met with the councils, my goal was to see the organizations from their unique perspective and gain some insight into some of the issues involved.

While making arrangements to visit the ministries, I learned that despite the definition of sponsorship in the Sponsorship Report of 2004, and the listing of the one-tier organizations in the report as sponsored organizations, none of them is considered “sponsored” by the respective provincial council. I discovered, as the report also says, the definition is a “working” definition and the work of sponsorship truly is “evolving”! Because these ministries were listed in the report, I visited them, and will include what I learned about them in this report.

## Composite portrait of Organizations

### ***Overview of organizations***

These two reports will give you an idea of the variety and complexity of the SSND ministry picture.

### ***Chart A “Sponsorship by Type and Unit” (pp. 11-12)***

This chart updates as of September 19, 2006, the sponsorship designation of the organizations listed in the report.

- ◆ 19 sponsored two-tier orgs
- ◆ 1 one-tier organization
- ◆ 5 co-sponsored organizations
- ◆ 1 affiliated organization
- ◆ 5 non sponsored orgs

### ***Chart B – Organization Variation (pp. 13-14)***

This chart will give you an idea of the variety of programs offered and populations served, and the size of the operation based on the budget.

- ◆ Here the organizations are arranged by organization type.
- ◆ What you see in each column titled “program focus” and “population served” may not be exhaustive, but I think it zeroes in on the main work of each organization.
- ◆ The budget amount listed may be out of date, but is the latest information

available to me, and will serve to give you an idea of how the organizations differ in size. If the amount listed is zero, then the information wasn't available to me—or I forgot to ask!

The picture is extraordinarily complex.

- ◆ No two organizations are completely alike, even though you think they might be.
- ◆ The schools and colleges have the most similarity, i.e., they are either colleges, or high schools, or middle schools—more or less!
- ◆ The outreach programs—this an arbitrary term that I gave to all programs that are not schools—are very different from one another.

### ***Self-report of Strengths and Challenges***

When you review the strengths and challenges listed here, please keep in mind that this was not a scientific survey; the items listed came in response to open ended questions. Depending on the organization, they were answered by one person, a group, or several individuals or groups. Any item could have been mentioned once or several times in the organization. And if an item is not “checked” it doesn't mean it's not present; rather, it just wasn't mentioned by them. I put the same questions to each provincial council, but not all councils commented on their organizations individually. If they did, however, their responses were included. Lastly, this is all “self-report” and doesn't include my own observations. With all these limitations, however, I still think we can get a picture—albeit fuzzy— of SSND organizations in NAMA.

### ***Chart C Strengths of Organizations*** (p. 15)

I asked the question, “What do you see as the strengths of your school/ organization/ program?”

#### **Top responses in order of frequency:**

- ◆ Quality of program(s)
- ◆ Outside support / partnerships
- ◆ SSNDs involved / present
- ◆ Reputation for excellence
- ◆ Sense of community
- ◆ Strong faculty / staff
- ◆ Facilities / equipment / location
- ◆ SSND charism & values
- ◆ Board commitment and dedication
- ◆ Board effectiveness
- ◆ Fulfills pressing need
- ◆ Serving poor / vulnerable people

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- ◆ Strong charism in leadership / staff / students

Please refer to Chart C and note that the top 10 strengths seem to cut across all organization types, but the pattern differs somewhat as you go down the list.

### **Chart D: Challenges / Concerns / Future critical moments** (p. 16-17)

The following are responses to questions, “What do you see as challenges or concerns?” and “What do you see as future critical moments in the life of your organization?”

#### **Top responses— in order of frequency**

- ◆ Finances / development
- ◆ Transition to new leadership / pastor / bishop / province
- ◆ Develop / update / expand programs
- ◆ Shrinking number of SSND’s – maintain mission
- ◆ Cuts / reliance on gov’t funding / province
- ◆ Recruiting / retaining faculty / staff / volunteers
- ◆ Transition from SSND leadership to lay
- ◆ Board strengthening / recruiting
- ◆ Enrollment / marketing
- ◆ Facilities – need to expand / renovate / move / lease /build
- ◆ Leadership / staff issues
- ◆ Maintain / improve facilities / equipment

Please refer to Sheet D to see the differences between the schools and the outreach programs.

## **Viewing SSND Ministries through Three Lenses**

When I set out on my visits, I didn’t know what I would find. I didn’t even know what I was looking for. Each visit contributed to what I knew about sponsorship not only in the abstract, but in the day to day ministry as well as the running of the schools and organizations themselves. After a while I realized that I had begun to see each school and outreach organization through three lenses:

- ◆ **Fidelity** –The extent to which this school or organization is faithful to the SSND charism and educational vision.
- ◆ **Viability** – The likelihood that this institution or organization will survive as a high school, tutorial program, literacy program, etc. in the future 5, 10, 20 or more years, regardless of SSND sponsorship or affiliation.
- ◆ **Sustainability** – the likelihood that this institution or organization will survive as an *SSND sponsored or affiliated* school, tutorial program, college, etc.

I did not evaluate the places that I visited according to these criteria. That wasn’t my

intention or prerogative. But I did identify questions that I think we can legitimately ask and that the organizations can ask themselves regarding these three areas.

### ***Fidelity***

When we consider “fidelity,” we are basically asking two questions:

- 1) To what degree is the institution / organization faithful to the SSND charism and educational vision as defined in *You Are Sent*:
  - a) “For us, education means enabling persons to reach the fullness of their potential as individuals created in Gods image
  - b) and assisting them to direct their gifts toward building the earth.
  - c) Like Mother Theresa, we educate with the conviction that the world can be changed through the transformation of persons.” (YAS C-22)
  
- 2) Considering the kind of ministry and the population served, to what degree are the defining characteristics articulated in the *Sponsorship Report* of 2004 embodied:
  - a) Educational excellence that empowers individuals to achieve the SSND educational vision;
  - b) Sense of responsibility for the world, especially the needs of women, youth, persons who are marginalized;
  - c) Commitment to work for unity, unity that is evidenced by inclusivity, internationality, and community building;
  - d) Openness to radical transformation;
  - e) Responding to issues of justice, peace, integrity of creation;
  - f) Working for systemic change.

I would like to mention here that these defining characteristics in many ways echo the “Mission / Ministry Ideals” that were articulated in 1994 and which, I’ve learned, have been used as a guide and a teaching tool in some of our sponsored organizations since then.

### **Some basic assumptions**

I would like to articulate some basic assumptions about the lived reality of SSND educational vision in institutions and organizations:

- ◆ All SSND institutions and organizations are expected to operate out of the basic definition of education in *You Are Sent*.
- ◆ Depending on the type of organization, the population served, and the kinds of services offered, the defining characteristics may be more or less possible or appropriate to implement among the served population. (For example, a pre-school child can be taught to be accepting of children who are different and to get along with them, but is not yet at the level of learning how to contribute to positive systemic change in society. On the other hand, a woman in transitional housing can attend not only to her own growing interdependence and

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responsibility to the house community, but also be encouraged to be involved in local community organizing for systemic change.)

- ◆ Institutions and organizations are on a continuum regarding the implementation of these defining characteristics, with older and more complex organizations attending to higher levels of implementation.
- ◆ A particular organization may serve one particular needy population, e.g., persons lacking basic literacy or a high school diploma, and focus on values that are particularly relevant, e.g. enabling them to reach the fullness of their potential as adult students and building community among them.
- ◆ These values may be implicit and evident to the observer, but not articulated by the organization.
- ◆ Regardless of the kind of institution or population served, these SSND values are expected to be embodied in the way the organization does business and relates to all of its constituencies, i.e., students or participants, staff, parents, etc. (For example, the values of mutuality, inclusivity, and collaboration are evident in the way the board conducts business and the way the administrator deals with the staff.)

### **Now here's the good news:**

- ◆ As I visited 25 SSND organizations, I saw schools and outreach programs that are truly enabling people to reach the fullness of their potential—from three year olds embarking on a long educational career to 70 and 80 year olds learning to read for the first time.
- ◆ I met small groups of adults studying for their GED's and helping each other out. And though they might not have described themselves this way, they were a community despite the diversity of their racial and ethnic backgrounds.
- ◆ At one newly begun outreach program, one of the sisters told me that when they first instituted a mid-morning break, each woman would take her coffee and sit alone in the corner of the room. Now they sit around the table together and share their lives.
- ◆ I met high school girls in an affluent community who talked about their service in poor neighborhoods and about how they thought the student body should become more diversified. One student described her school this way, "We're not just preparing for college and after; we're changing the world everyday."
- ◆ When I asked the mission integration coordinator at another one of our high schools, "Do you have a "Shalom Club?" she replied, "No we don't; we see ourselves as a 'Shalom school.' A club would be too limiting."
- ◆ At another ministry where immigrants are taught English, students attended classes during the week and then marched on the weekend to support fair treatment for all immigrants in the United States.
- ◆ Many of the students in our colleges, both traditional age women and returning adults are minority and /or first generation college students; they are learning to be leaders, particularly in areas of education and social justice.

I think I have the best job in the congregation because I got to see *You Are Sent* in action: Enabling – using gifts to build the earth – changing the world through the transformation of persons. I witnessed as well the embodiment of the quotation “Like [Mother Theresa] we educate in schools and in other areas of urgent need; like her, we exclude no one from our concern, but are especially sensitive to youth and women, and are impelled to prefer the poor.”

Through the lens of fidelity I saw in every school and organization much that should encourage us. Does this mean that nothing more can be done? Of course not. Every school and organization must examine its fidelity and seek new ways to embody the SSND mission and educational vision. But from what I saw, and what you know individually in your own provinces, wonderful work is being done, and it would be great if all of it could continue far into the future.

### ***Viability***

The question is “How likely is it that this institution or organization will survive as a high school, tutorial program, literacy program, etc. in the future 5, 10, 20 or more years, regardless of SSND sponsorship or affiliation?”

In order to answer this question we would need to look at the mission of the institution or organization, the quality of its programs, enrollment, surrounding competition, administration, budget and funding sources, facilities, board involvement and competency. Many of the items listed as concerns and challenges pertain to these areas; “finances” is highest on the list and impacts on many of the other areas.

Whether a school or organization will survive depends on its addressing these concerns and challenges. Some of them are daunting, because there are circumstances beyond our control. But I think that if a ministry is faithful to our SSND vision, is fulfilling an unmet need and is highly successful, it would be tragic to let it go, especially if the threat is from lack of funds.

Even when located in poor areas, most of our SSND ministries can call upon resources—whether it be money or board members—from the surrounding city or county. In places where this is not the case, however, rather than depending on a single province to support the ministry, could we, in the spirit of “We hold all in common” consider funding ministries like this the way we assist the Districts of Africa and Latin America, as NAMA?

### ***Sustainability: “Who will bear this identity?”***

This question goes to the heart of the matter of “Who will bear this identity?” How likely is it that this institution / organization will be SSND sponsored in the future, i.e., in 5, 10, or 20 years?

I see four major areas to consider:

- ◆ Fidelity

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- ◆ Articulation and on-going education
- ◆ Practice
- ◆ Preparation for the future

### **Fidelity**

When we consider sustainability, fidelity to the SSND educational vision is presupposed. To what degree is fidelity currently embodied? Which areas are covered and which need to be addressed? For example, the organization may be doing a great job of enabling people, but needs to address some other area noted in the defining characteristics.

### **Articulation and on-going education**

On some of my visits to organizations, I noticed that although SSND values are embodied, they have not been articulated. For example, they don't appear in the mission statement or in any of the literature. If this is the case, it is likely that there aren't any orientation or training programs for staff, volunteers, or board members. This may be the case where sisters administer and staff the organization. I think it's reminiscent of when we were all teachers or administrators in our schools years ago. Hopefully we functioned out of those values, but we never "proclaimed" them to the students or their parents. We didn't have to, but now we do. Each organization has to attend to how and where it will make the "implicit" "explicit"! And then it has to determine how it will convey this to all its constituencies, students or program participants, faculty, staff, board members, donors, etc. This, I believe, is most challenging when the needs are so dire and the work itself is so demanding of time.

### **Practice**

Everyone would agree that it is one thing to articulate what we are about and another to practice it. Usually the first level of practice is in regard to the students or program participants themselves, and I think it is safe to say that our SSND organizations are excellent in this regard, as reflected in the "strengths" area of this report. Somehow, however, our SSND values have to become integrated into the entire school or organization. They have to be reflected in the way staff members are hired and board members recruited, and how the organization "does business." One of our colleges uses a "hiring for mission" document and one of our high school administrators told me that she had to fire a faculty member because after repeated counseling, he still refused to work in a collaborative manner. These are examples of how organizations are attempting to make our SSND mission part of their very fabric.

### **Preparation for the Future**

One of the primary concerns voiced by sisters and lay leaders alike is how the SSND character of our schools and organizations will survive after transition to lay

leadership and/or having no sisters on the staff. Here I would suggest two questions:

- ◆ If the current administrator and/or staff are mostly SSND's, what preparations are being made to ensure that lay leaders in the future are totally imbued with and committed to SSND values?
- ◆ If current administrators and / or key staff members are lay, whose responsibility is it to mentor them in SSND mission and values?

To address both of these questions, I believe that there must be someone on the scene who has the role of "mission effectiveness" or "mission integration." In the larger institutions this should be a full-time or part-time position. In fact I think this would be an excellent ministry for experienced SSNDs who feel they are too old to be the president or director of an organization, but could easily fulfill the role of mission integration. In the smaller organizations, it could be part of someone's job description. The person need not be a sister, but it does have to be someone who is passionate about our SSND vision and values.

On my visits I observed that the oldest institutions, namely the colleges and high schools, have more in place that would insure sustainability than some of the newer organizations. They have had a long history of collaboration with lay colleagues and tend to have a smaller percentage of sisters ministering in them. Our two colleges, one high school, and one middle school have lay presidents; four high schools and one middle school have lay principals. By necessity the sisters have begun to articulate and to pass on the SSND charism and educational vision to their lay colleagues and have established programs and practices to carry it on into the future. Even in these institutions, however, lay leaders and sisters alike are concerned about succeeding "generations" of lay leadership. That's why our values have to become part of the fabric of the organization.

The last questions regarding sustainability are

- ◆ Does the Province or Region have sufficient authority or influence over major decisions regarding the mission and SSND character of the organization?
- ◆ Does it have sufficient authority over the appointment and removal of the CEO and board members?
- ◆ If there are no reserve powers, is there a written agreement between the organization and the unit which spells out the responsibilities each party has in regard to remaining an SSND ministry?

N.B. A more complete list of questions to help you assess organizations on these three dimensions will be available at the EC meeting.

## How can Sponsorship Office help?

The responses to this question fell into the following categories:

- **Promote involvement of SSNDs** in sponsored ministries, as ministers,

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directors, board members and chairs. This may involve the correcting of misconceptions about the ministries.

- ◆ **Resources:** materials regarding SSND mission and educational vision, board training, staff training, DVD's, prayers, packets, tools for evaluation, template for mission effectiveness; speakers bureau
- ◆ **Networking / sharing** with other SSND schools and organizations; newsletter, website
- ◆ **Events:** Conferences, regional meetings, retreats, faculty institutes, training sessions for faculty, staff, boards, etc., heritage trips to Bavaria
- ◆ **Consultative Services:** fundraising, board issues, personnel issues, assist councils with sponsorship decisions
- ◆ **Help SSND organizations to network outside themselves**, e.g. regarding vocations, volunteers, social justice, SSND Secondary School network, and non-SSND organizations that are similar to themselves.
- ◆ Establish some kind of relationship with **schools that have traditionally been "SSND"** but are sponsored by someone else, e.g., a diocese or parish.

I have already developed a mighty long list as to how I can address these needs and desires in the context of my job description. Please bear in mind that not all organizations have the same needs, and some need more basic help than others. I sincerely hope that all of the organizations will use any services appropriate to them that I offer in the future and feel free to call upon me to offer whatever assistance I can.

*"Like Mother Theresa,  
we educate with the conviction  
that the world can be changed  
through the transformation  
of persons." You Are Sent*

# Chart A Organizations by Sponsorship Type

<i>Spon Type</i>	<i>Organization Name</i>	<i>Org Type</i>	<i>City</i>	<i>State</i>	<i>Unit</i>
Sponsored	Academy of the Holy Angels	High School	Demarest	NJ	AM
Sponsored	Caroline Center	Edu Center	Baltimore	MD	AM
Sponsored	Caroline House	Edu Center	Bridgeport	CT	AM
Sponsored	College of Notre Dame of Maryland	College	Baltimore	MD	AM
Sponsored	Corazon a Corazon	Edu Center	Chicago	IL	AM
Sponsored	Institute of Notre Dame	High School	Baltimore	MD	AM
Sponsored	Mount Mary College	College	Milwaukee	WI	ML
Sponsored	Notre Dame Education Center	Edu Center	Canton	MS	DA
Sponsored	Notre Dame High School	High School	St. Louis	MO	SL
Sponsored	Notre Dame High School	High School	Talofa	GU	GU
Sponsored	Notre Dame Learning Center	Edu Center	Rochester	NY	AM
Sponsored	Notre Dame Middle School	Middle School	Milwaukee	WI	ML
Sponsored	Notre Dame of Dallas Schools	School Spe Ed	Dallas	TX	DA
Sponsored	Notre Dame Preparatory School	High School	Towson	MD	AM
Sponsored	Notre Dame Preschool	Preschool	St. Louis	MO	SL
Sponsored	Notre Dame Tutorial Center	Edu Center	St. Louis	MO	SL
Sponsored	Progressive Education Program	Edu Center	New Iberia	LA	DA
Sponsored	SSND Educational Center	Edu Center	Jamaica	NY	AM
Sponsored	TYME OUT Youth Ministry Center	Youth Program	Nashotah	WI	MI
One-Tier	SisterHouse	Housing	Chicago	IL	AM

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<i>Spon Type</i>	<i>Organization Name</i>	<i>Org Type</i>	<i>City</i>	<i>State</i>	<i>Unit</i>
Co-sponsored	Intercommunity Housing Association	Housing	St. Louis	MO	SL
Co-sponsored	Marian House	Housing	Baltimore	MD	AM
Co-sponsored	Marian Middle School	Middle School	St. Louis	MO	SL
Co-sponsored	Mother Seton Academy	Middle School	Baltimore	MD	AM
Co-sponsored	Sisters Academy of Baltimore	Middle School	Baltimore	MD	AM
Affiliated	Mother Caroline Academy & Edu Ctr	Middle School & Edu	Dorchester	MA	AM
Not sponsored	East Side Learning Center	Edu Center	St. Paul	MN	MK
Not sponsored	MORE Multicultural School for Empowerment	Edu Center	St. Paul	MN	MK
Not sponsored	Notre Dame of St. Agatha - KidsLINK	Social Service /Ctr	St. Agatha	ON	CA
Not sponsored	Theresa Living Ctr & Caroline Fam Serv	Housing	St. Paul	MN	MK
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# Chart B Organization Variation

O / S	Org Type	Organization Name	State	Prog Focus	Pop served	Budget
O	Edu Center	Caroline Center	MD	Job training	Women	\$600,000.00
O	Edu Center	Caroline House	CT	ESL	Women + children	\$390,000.00
O	Edu Center	Corazon a Corazon	IL	ESL + tutoring	Women + children	\$57,000.00
O	Edu Center	East Side Learning Center	MN	Gr 1-2 reading	Children	\$0.00
O	Edu Center	MORE Multicultural School for	MN	ESL + systemic	Adults	\$0.00
O	Edu Center	Noire Dame Education Center	MS	GED + literacy	Adults	\$0.00
O	Edu Center	Noire Dame Learning Center	NY	Tutoring Gr 1-4	Children	\$0.00
O	Edu Center	Noire Dame Tutorial Center	MO	Tutoring Gr 1-12	Children + teens	\$365,000.00
O	Edu Center	Progressive Education Program	LA	GED + literacy	Adults	\$178,000.00
O	Edu Center	SSND Educational Center	NY	GED	Women	\$120,000.00
O	Housing	Intercommunity Housing Association	MO	Sec. 8 housing	Families	\$0.00
O	Housing	Marian House	MD	Independence	Women + children	\$1,300,000.00
O	Housing	SisterHouse	IL	Independence	Women	\$200,000.00
O	Housing	Theresa Living Ctr & Caroline Fam Serv	MN	Independence	Women + children	\$513,000.00
O	Social Service /Ctr	Noire Dame of St. Agatha - KidsLINK	ON	Comprehensive	Children + teens	\$6,150,000.00
O	Youth Program	TYME OUT Youth Ministry Center	WI	Retreats	Teens	\$700,000.00
S	College	College of Notre Dame of Maryland	MD	Women + adult + grad	Adults	\$34,000,000.00
S	College	Mount Mary College	WI	Women + adult + grad	Adults	\$19,000,000.00
S	High School	Academy of the Holy Angels	NJ	College prep	Girls	\$5,600,000.00
S	High School	Institute of Notre Dame	MD	College prep	Girls	\$3,800,000.00

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<i>O / S</i>	<i>Org Type</i>	<i>Organization Name</i>	<i>State</i>	<i>Prog Focus</i>	<i>Pop served</i>	<i>Budget</i>
S	High School	Notre Dame High School	GU	College prep	Girls & Boys	\$0.00
S	High School	Notre Dame High School	MO	Comprehensive	Girls	\$3,600,000.00
S	High School	Notre Dame Preparatory School	MD	College prep	Girls	\$8,500,000.00
S	Middle School	Marian Middle School	MO	Gr. 5-8	Girls	\$0.00
S	Middle School	Mother Seton Academy	MD	Gr. 5-8	Girls & Boys	\$0.00
S	Middle School	Notre Dame Middle School	WI	Gr 5-8	Girls	\$1,200,000.00
S	Middle School	Sisters Academy of Baltimore	MD	Gr. 5-8	Girls	\$634,000.00
S	Middle School & Edu	Mother Caroline Academy & Edu Ctr	MA	Gr. 5-8 Adult skills	Girls & adults	\$0.00
S	Preschool	Notre Dame Preschool	MO	Ages 3-4	Girls & Boys	\$190,000.00
S	School Spe Ed	Notre Dame of Dallas Schools	TX	Ages 5-18	Children + teens	\$1,300,000.00

## Chart C Strengths articulated by ministries

(Interpret with caution: varying numbers of individuals were interviewed; questions were open ended. Not being on the list or being checked doesn't mean the item is not a strength in the organization.)

Strength (Descending order by number)	Colleges (2)	Schools (8)	Educational Programs (11)	Social Service (3)	Total (24)
Quality / success of program (s)	xx	xxxxxxxx	xxxxxxxx	xxx	21
Outside support / partnerships	x	xxxxx	xxxxxxxxx	xx	17
SSNDs involved / present	x	xxxxx	xxxxxx	xx	14
Reputation for excellence	xx	xxxxx	xxxxx	x	13
Sense of community	xx	xxxxx	xxxxs	x	13
Strong faculty / staff	xx	xxxx	xxxxx	xx	13
Facilities / equipment / location	xx	xxxx	xxxxx	x	12
SSND charism & values	x	xxxxx	xxxxx	x	12
Board commitment & dedication	xx	xxx	xxxx	x	10
Board effectiveness	x	xxxx	xxx	xx	10
Fulfills pressing need			xxxxxxx	xx	9
Serving poor / vulnerable people	x	xx	xxxx	xx	9
Strong charism in leadership / staff / students	xx	xxxxxx	x		9
Long tradition / alumnae	xx	xxxx	x	x	8
Faith / Catholicism /spirituality		xxxx	x	x	6
Serving women / girls	xx	xx	x	x	6
Strong leadership of org		xxx	xxx		6
Unique program		xx	xxx	x	6
Role of mission effectiveness / integration	xx	xx	x		5
Diversity in staff / participants		x	xxx		4
Leadership development	xx	xx			4
Many potential participants			xxxx		4
Service oriented – now /afterward	x	xxx			4
Social justice / outreach		xxxx			4
Enough money		xx		x	3
Long range planning done		xx	x		3
Mission oriented	x	xx			3
Changes lives		x		x	2
Follow-up of students / participants		xx			2
Holistic approach		x	x		2
International, global awareness		xx			2
SSND presence on board	x	x			2
SSND activities		xx			2
Commitment to excellence		x			1
Cooperative spirit on staff	x				1
People become part of SSND	x				1
Staff held to standards of philosophy / mission		x			1
Shared core values	x				1

## Chart D Concerns /Future Critical Moments articulated by sponsored ministries

(Interpret with caution: varying numbers of individuals were interviewed; questions were open ended. Not being on the list doesn't mean the item is not a concern.)

<b>Challenges / Concerns / Future Critical Moments (Descending order by number)</b>	<b>Colleges (2)</b>	<b>Schools (8)</b>	<b>Educational Programs (11)</b>	<b>Social Ser- vice (3)</b>	<b>Total (24)</b>
<b>Finances / development</b>	xx	xxxxxxx	xxxxxxxxx	Xxx	21
<b>Transition to new leadership / pastor / bishop / province</b>	x	xxxxx	xxxxxxx	xx	15
<b>Develop / update / expand programs</b>	x	xxxx	xxxxxxx	xx	12
<b>Shrinking number of SSNDs / maintain mission</b>	xx	xx	xxxxxxx		10
<b>Cuts / Reliance on gov't / province funding</b>		x	xxxxxxx	xx	9
<b>Recruiting / retaining faculty / staff / volunteers</b>		xxxx	xxxx	x	9
<b>SSND leadership / transition to lay</b>		xxxxx	xx	xx	9
<b>Board strengthening / recruiting</b>		X	xxxxxxx	xx	8
<b>Enrollment / marketing</b>	xx	xxxx	xx		8
<b>Facilities - need to expand / renovate / move / lease / build</b>		xxx	xx	xx	7
<b>Leadership / Staff issues</b>		xxx	xxxx		7
<b>Maintain / improve facilities / equipment</b>	x	xxx	xxx		7
<b>Achieve / maintain diverse population</b>	x	xxx	x	X	6
<b>Affordability</b>		xxxxx			5
<b>Promoting SSND / charism / vision</b>		xx	x	xx	5
<b>Regular attendance / retention of participants</b>			xxxxx		5
<b>Board education</b>		x	xxx		4
<b>Community outreach needed</b>			xxxx		4
<b>PR / external perceptions of org</b>		xx	x	x	4
<b>Reach out to other populations</b>	x	x	x	x	4
<b>Competition for students / participants</b>	x	xxx			3
<b>Enough SSND's as board chairs / members</b>	x	xx			3
<b>Market / maintain as women's school</b>	xx	x			3
<b>Needier population</b>	x	x		x	3
<b>Social justice - promoting</b>		x	xx		3
<b>Viability / stability</b>		x	xx		3
<b>External factors, e.g. lack of transport, child care</b>			xx		2
<b>Fragility of sisters</b>			xx		2

## Sponsorship Report

<b>Challenges / Concerns / Future Critical Moments (Descending order by number)</b>	Colleges (2)	Schools (8)	Educational Programs (11)	Social Ser- vice (3)	Total (24)
<b>Neighborhood of org / students</b>		<b>xx</b>			<b>2</b>
<b>Relationships w / constituencies/ outside entities</b>			<b>xx</b>		<b>2</b>
<b>Scholarships for needy students</b>		<b>x</b>	<b>x</b>		<b>2</b>
<b>Shrinking pool of students</b>		<b>xx</b>			<b>2</b>
<b>Sponsorship review process</b>	<b>xx</b>				<b>2</b>
<b>Communication / conflict between board / administration</b>				<b>xx</b>	<b>2</b>
<b>Contemporary moral issues</b>		<b>x</b>			<b>1</b>
<b>Implement long range plan</b>		<b>x</b>			<b>1</b>
<b>Maintaining tradition while adapting to times</b>		<b>x</b>			<b>1</b>
<b>Remaining an SSND institution</b>		<b>x</b>			<b>1</b>
<b>SSND influence on adult programs</b>	<b>x</b>				<b>1</b>
<b>SSND Reserve powers</b>	<b>x</b>				<b>1</b>
<b>“Mission creep” broaden service beyond mission</b>			<b>x</b>		<b>1</b>