

Case Studies

Review & Analysis

Recommendations from Barna Group
produced for the Evangelical Lutheran Church in America
& Evangelical Lutheran Education Association

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How to Use This Document

The ELEA serves as the office for schools for the ELCA and as a membership organization for school center ministries of ELCA congregations. Membership is institutional and the ELEA serves Church and School Leaders to better support and equip staff, families and children.

This resource calls attention to the multifaceted ways the Evangelical Lutheran Church in America (ELCA) and Evangelical Lutheran Education Association (ELEA) engage with each other and their communities. The included case studies and recommendations provide in-depth decision-making knowledge and pedagogical insights for ELEA and ELCA leadership teams.

Use these case studies as you work to:

- Identify standardized, replicable practices for ELEA / ELCA church and student success
- Recognize unique approaches to ministry and family engagement in context
- Welcome diverse communities and neighbors into the family of God
- Enhance current and future opportunities for ELEA school development and community engagement

Methodology

In July and August of 2023, Barna fielded inductive interviews with exemplar* ELCA church and school leaders†. The selected individuals who were recommended to Barna by the ELEA based on their responses to ELEA school surveys and affiliation with the ELEA, as exemplars who are working to promote and excel the mission and vision of the organization. Many of the church pastors included in this study were cited as longtime and faithful participants within the ELEA, as well as integrated in strong supporters of the extended church family or community in the ELCA. Many of the ELCA churches included in this study were those that have exhibited high growth rates in the last couple of years and maintain healthy, symbiotic relationships with their school ministry.

* Exemplar churches and schools were those identified by the ELEA and pulled from the school survey with self evaluated “strongly agree” responses to their relationships between church and church leadership, as well as school families and leadership.

* One school / church included in this study was not identified as an exemplar; however, through conversation with both the pastor and school director, it was evident that the work being done in and through the church community and school showed positive impact and success, resulting in their consideration and addition in the final case study findings.

† The schools included in this study are all ELEA members. Membership is a tool to equip schools and congregations to connect to and develop best practices and guidance as well as be a part of their professional association.

Methodology

Barna conducted 12 individual interviews (60 minutes each) via Zoom with ELCA school directors (6) and their corresponding ELCA church pastors (6). In these interviews, Barna covered the following:

1. **Intro:** General information about the pastor / school director and their current ministry / role
2. **Church:** A broad view of the church, including its history and current composition
3. **School:** A broad view of the school, including its history, staff, educational practices and composition
4. **Church & Community:** How the church engages with the local community and responds to needs and opportunities
5. **Church & School:** How the church is perceived by and interacts with affiliated schools and staff; hopes around education and schools

For profiles of each school and church included in this study, see the [Appendix](#).

Key Themes

Insights from Conversations with
ELCA school and church leaders

What are ELCA school and church successes when it comes to community engagement, student wellbeing and school / church partnerships?

Key Themes

1. **“Ministry as Missional Prerogative”**

Servicing the community through quality education

2. **“Call Us Yours”**

Creating a community for parents and caregivers to connect & support each other

3. **“We’re Doing Something Different”**

Revitalizing communities through a welcoming, inclusive approach to ministry & education

4. **“Building Kiddos’ Brains”**

Offering valuable education while prioritizing spiritual development

5. **“Listening to the Needs of Families”**

Strategizing meaningful worship experiences & church settings that parents and caregivers embrace

6. **“Church & School Have a Symbiotic Relationship”**

Fostering shared vision, mission, commitment & purpose



1

“Ministry as Missional Prerogative”

Servicing the community through quality education


“Ministry as Missional Prerogative”

Pastors consistently shared that early learning centers exist as a “ministry of the church” and are an integral operation in their body.


Historically, the Evangelical Lutheran Church in America has worked to be daring servants of Christ in their communities, deeply convicted by the desire to serve and love their neighbors. In this work, the ELCA strives to do God’s work of restoring and reconciling communities in Jesus name throughout the world, including the communities their churches and schools reside in, offering meaningful educational experiences for children and community engagement for caregivers and families.



In Their Words




"School is really a miracle because you have young families showing up on your campus without any kind of bait and switch. They're showing up [because] they want to, [and] they bring their most precious thing of all, their children. That's like God handing you the keys to the Kingdom." —ELCA pastor, Washington




"[ELCA Congregations] want to be the neighborhood church ... but how do you get there? One of the ways is by providing relevant services that affect the daily lives of your neighbors. Depending on the circumstances and the demographics of a neighborhood, it might be that a school is not the best way to do it. For us, it has been the *key* to being reflective of our neighborhood in terms of our constituency being relevant to our community, providing a service that meets these families at the point of their felt needs—and it's so much fun." —ELCA pastor, California

In Their Words



“I think the ministry itself is the service to the community, the gentle way that they care for children. The emphasis on faith. During chapel, I get a lot of nods from teachers. If I'm talking about love or if I'm talking about something that is very tangible in their classroom that they can teach in their classroom, you can see a lot of engagement from the teachers' faces. I would say that [our church] serves the community by serving and helping raise and resource the children of this community.”
—ELCA pastor, Texas



“What personally motivates me to engage the community? Love for God and all God's people and a desire to see a healthy community and healthy world. I personally think the world is overwhelmed by all the problems we have, but [the Church] can solve things in our neighborhoods. And when we do, [this] is how it changes things in our community.” —ELCA pastor, Arizona



2

“Call Us Yours”

Creating a community for parents and caregivers to connect & support each other


“Call Us Yours”

Without community, parenting can feel isolated and difficult to manage. ELCA schools aim to offer the support many parents and caregivers desire, as well as the friendships they need—acting as a “village” for those without close community.

Through these case studies, we see that early learning centers prioritize being a place where parents and caregivers can journey together and actively build on a means of hope for their community and family. The ELCA schools strives to provide a sense of belonging and often acts as a community of faith for parents and caregivers, even if they don't actively participate in Sunday services or identify with associated ELCA churches.



In Their Words




“[Our church] has been doing preschool for [approximately] 40 years. They’ve developed this sub-community [made up of] constituents of the congregation, and there are a lot of [children] in the neighborhood who say, “Our Saviors is my church.” And the pastors say, “You never actually formally joined, but if you call us yours, that’s fine with me.” –ELCA pastor, Washington




“Success is when this [place] has become people’s village. This is my village.” –ELCA school director, Washington

In Their Words



“I really would like for us to be the church for those parents who don't have church homes. I think parents are struggling even more so today with mission, vision and values for their children. What we teach here is a different way of living, and by following Jesus, that sets our priorities, our promises, our values and our direction. I see parents struggling with trying to [be] the best parents they can be. We want parents to know that we can help them, not because we have the answers, but because we're on this journey together.” —*ELCA pastor, Texas*



“Through our preschool education program, my hope is that more school families would discover the value and the gift that being part of a faith community can bring.” —*ELCA pastor, California*



3

“We’re Doing Something Different”

Revitalizing communities through a welcoming, inclusive approach to ministry & education


“We’re Doing Something Different”

ELCA schools and learning centers serve through their weekday education programs. Through outreach efforts and continued investment in programming, the schools and learning centers are actively cultivating an environment that can be welcoming to the spiritually open, nominal or adverse. It’s what one pastor lovingly deemed “messy church”—a way of reimagining previously held beliefs about how the church should exist and serve.


Many parents and caregivers who choose ELCA schools for their children are not motivated to do so because of their religious beliefs or practices. Yet, through this decision, their families are exposed to Christian leaders and teachers who share what being part of meaningful faith community can look like. Implicitly, parents and caregivers are taking note of how their family is welcomed, accepted and celebrated in these spaces.



In Their Words




“[Our school] has a lot of people from different religious backgrounds and cultural backgrounds. I love that they feel comfortable coming here and sending their kids to school here, even though they may not be of the same religion [or] speak the same language.” —*ELCA school director, Washington*




“[Our church] really wants [people] to feel proud of who they are. ... It is very much a family kind of community. That's what our parents will say draws them or keeps them with us. New families that come in feel welcomed and supported. That's really important to us.” —*ELCA school director, California*

In Their Words




“The majority of students are not affiliated with the church. However, it is growing more rapidly than ever in the past seven or eight years. It's growing and there's crossover. It used to be that people would join the church primarily for the preschool, and that's no longer the case. The pastor has been amazing at welcoming younger and new families.” —*ELCA school director, Texas*




“Our missions resonate with the idea of the whole child and the whole person. So, the community is extremely welcoming [and] affirming. The changes that have been made [in how we] speak about the church and the school—everyone is welcome and we share that. Our pastor [also] facilitates it.” —*ELCA school director, Texas*

In Their Words



“[Many people] move out here for good schooling. Now, we see far more gay and lesbian folks in our community because they're having children and wanting to have their kids in the good schools. [This community] used to be referred to as the bubble of all white, conservative, rich people. That's not [the case] anymore.” —*ELCA pastor, Texas*



“The Lutheran Church is the oldest Protestant denomination in the world. But if there's any kind of a legacy between then and now, I would say [it is serving] kids and their young families and trying to provide a space that is safe and nurturing for them, where they will learn the faith, where they will learn character and courage, where they will grow up to be the kind of faithful adults that the planet so desperately needs.” —*ELCA pastor, Washington*



4

“Building Kiddos’ Brains”

Offering valuable education while prioritizing spiritual development


“Building Kiddos’ Brains”

Leaders know firsthand the value of early childhood education and the fundamental role it plays in shaping the trajectory of young lives. Not only do schools of ELCA congregations aim to equip children with a spiritual foundation and springboard, many directors and pastors prioritize mental well-being and emotional education in the classroom.


Leaders see the importance of the time spent in early childhood centers, recognizing that these efforts are often a child’s first step in formal education. ELCA schools and early learning centers are focused on quality assured programming and well-resourced classrooms that promote the best learning outcomes for holistic child development. As one director put it, leaders fully embrace their roles as both teachers and caretakers—accepting responsibility for “building the brains” of the children they interact with throughout the week.



In Their Words




“I think [early childhood education] used to be viewed as babysitting and daycare. [But] that tone is changing. Our families and our church family [now realize] we're not just down here taking naps and eating snacks all day. It's purposeful, mindful work of literally building a kiddo's brain.” –*ELCA school director, Arizona*




“What is the highest goal of [our] preschool? It's to make kids ready for a public school system.”
–*ELCA pastor, Washington*

In Their Words




“This is a [church] who clearly values education. Everyone here is well educated and that is wonderful. It has this history of being a congregation that is really focused on youth and family ministry, and so they are very supportive of kids.” —ELCA pastor, Arizona




“I hear [the school director] saying to parents, developmentally this is a typical thing that a three-year-old or a four-year-old or a two-year-old is working on right now. She does it so regularly in my presence that I'm sure she does it when she's in one-on-one conversations with parents. She's also very thoughtful about leaving her door open, so when parents are dropping their kids off or picking them up, she engages in casual conversation with parents.” —ELCA pastor, Arizona

In Their Words



“Our pastor [is] doing something called Hope Talks. It's mental health tips and tools for twos, teens and beyond. She has a panel of educators, child psychologists and others coming to do a community event in the wake of [the pandemic]. How are we helping children and families with their social, emotional needs and their strong mental health? She's making a real effort to be a community resource.” —ELCA school director, Arizona



“My most fervent hope would be people discovering the lifestyle value of a walk of faith, the ethical and vocational center of being able to experience that I'm a child of God.” —ELCA pastor, California



5

“Listening to the Needs of Families”

Strategizing meaningful worship experiences & church settings that parents and caregivers embrace

“Listening to the Needs of Families”


School learning is made up of foundational elements of faith building, and chapel programming is one part of this. Often, pastors and school directors collaboratively develop ways that children and their families can be integrated into this experience.

Some have creatively thought to hold chapel during drop off times so parents and caregivers can start out the day, if they choose, with their child at school. Inviting parents and caregivers into the school allows them to see children participating in a worship experience, while also giving them opportunity to connect with other caregivers and families.


In order to best serve families outside of weekday programming, some churches (with the help of school directors) create services within their Sunday programming designed for school families to participate in and experience. Understanding the needs of these families and asking what they need and why is just the beginning of meeting parents and caregivers where they are to fulfill spiritual and emotional needs.



In Their Words




“The congregation itself has developed all of these programs for kids of all ages to go to during worship. They're learning, and their parents are learning, so that's great. I've noticed that and I really appreciate that. [One example]—our associate pastor created a family and friends gathering aimed at preschool age, and my family's been going, for the most part, since it started. That right there is a great way to bridge the gap and get preschool families into a worship service that is aimed at children or families with young children.” —ELCA school director, Washington



“The chapel worship service on Sunday mornings is offering us some new dimensions in terms of reaching out to our community. The chapel school has generations of really positive relationships in our community, and we seem to be reaping the rewards by offering that chapel worship service on Sunday morning. What I'd like to do is see where else we could go with that. I'd like to be talking with present members of all ages and parent groups to hear what they need in terms of a religious community and religious development.” —ELCA pastor, Florida

In Their Words



“We have had to really grow with the community and change as the needs of the community have changed. And so once again, that means being intentional about listening to what the needs of families are. Do we exist to serve ourselves or do we exist to serve these families? We would have these events where we would intentionally invite families from school to church, and we would get these great turnouts several times a year, but then they weren't coming back. And so I started asking, why? What did you think? I wanted to know, tell me about your experience. ... Based on the feedback that I got from them last year, we developed a new service here at our church, designed specifically for families, and I lead that.” —*ELCA school director, Florida*



6

“Church & School Have a Symbiotic Relationship”

Fostering shared vision, mission, commitment & purpose


“Church & School Have a Symbiotic Relationship”

Barna research reveals healthy, high-functioning relationships between church and school leaders in ELEA programs. A collaborative environment with little to no distinction between the efforts and vision of the school and early childhood learning centers was characteristic of many successful programs. Some pastors and directors admit the relationship between church and school does not come without its challenges. Still, this missional partnership is one that is earnest in its efforts to reach families with the love of God.


Part of the praise of member schools' success comes directly from the leadership and investment from church pastors who are devoted to the early learning center and vice versa. The school directors who seemed to be most aligned in the efforts of the church ministry displayed unity in vision and purpose with the pastors. Both pastors and school directors have a mutual passion and ownership of the vision and mission of the school and church—and what they're working together to accomplish. The ELEA serves as professional organization of ELCA congregations with schools and learning centers.



In Their Words




“We are quite conscious and quite deliberate about saying that the preschool is a ministry or a function or a program of the congregation.” –*ELCA pastor, Washington*




“We are really intentional about church and school, that there is one entity constitutionally and that we don't treat any department of our church ministries as if they were not part of us. Our principal, for example, sits on our congregation council as exofficio and I sit on our school board as exofficio as well as all the other ministry boards that are here.” –*ELCA pastor, California*

In Their Words




“The church community, the congregation and the preschool don’t feel super separate here.”
—ELCA school director, Washington



“We’ve had great retention of staff. [When you] have a good director, everything after that works better. We’re so blessed by competent directors.” —ELCA pastor, Washington

In Their Words



“Our church and our school have a bit of a symbiotic relationship in that the school cannot survive without the church. And I think the church is starting to realize that [it] cannot survive without the school. That's a double-edged sword. It's a beautiful thing, and yet it can be a very sad thing. We've been through some really hard times here at our church in the relationship between the church and the school. We have been in the lowest of lows, and we've been in the highest of highs. And in hindsight, I can see the growth that needed to happen in both situations. So, I can see how the lowest of lows have benefited us as well as the highest of highs. And hopefully when I leave, the next leaders can also see those benefits in the adversity that we have to face.” —ELCA school director, Florida

Recommendations



Using These Case Studies for Improvement

With decades of research and partnership in mind, Barna has crafted a framework designed to help the Church see problems clearly, process those problems and, ultimately, respond with practical solutions. This is Barna's own **insights-to-action framework**.

Use this tactic to help your organization think critically and practically about the research. The insights-to-action framework answers the following questions to use as your “North Star” during conversations regarding future growth and improvement: What problems do we see? What problems do we need to solve? How could we solve these problems?

With proper perspective, data can inform and transform your work, as well as help innovate and inspire fresh ways of doing ministry. Together, let's create change moving schools and churches from insights to action.



Barna's Insights-to-Action Framework

1. **Observe & Learn**

See clearly with data-informed insights. Identify and frame the problems that need to be solved.

2. **Interpret & Understand**

Analyze insights and evaluate problems. Move toward understanding how problems can become possibilities.

3. **Imagine & Solve**

Brainstorm solutions to key problems. Consider how one might turn various scenarios into solutions.

4. **Apply & Execute**

Turn solutions into actionable prototypes. Test ministry ideas and ultimately create future ministry strategies and programs.

How to Turn These Insights into Action

Offering the surrounding community quality education and family-friendly resources is an inherent value and social good that the ELEA member schools and centers represent.

Action:

- Ensure early childhood educational opportunities are competitive at the local level. Parents and caregivers are interested in giving their children the best education they can afford. How do ELEA schools and centers work to meet this need? Highlight what makes your school or center unique in external communication and admissions efforts.
- Lean into the rich history of the Evangelical Lutheran Church of America and its commitment to education. Thoroughly communicate this dedication with both prospective and current parents and caregivers. Equip current caregivers to share their experience with others.
- Clearly communicate how preschools are ministries to the community and that there is no requirement or expectation to be involved with the church. Remain intentional in explaining and sharing the ELCA's purpose and mission for its schools. Ensure associated ELCA congregations understand and champions this culture as well.

How to Turn These Insights into Action

Today, parents and caregivers are more often not in close proximity to family, enhancing the need for support as they raise their children. The community of families formed within the early childhood learning centers allows parents and caregivers to feel connected, in and outside of school.

Action:

- Implement opportunities for caregivers to connect daily with each other before leaving their children at school. Offering free coffee or a meal / snack is always a good option to encourage people to gather.
- Create relational connection opportunities among caregivers with organized programs and events that are specific and relevant to them. For example, after-school classes on “introducing a new baby” or “dealing with tantrums.”
- Engage parents and caregivers by inviting them to morning chapel at drop off or other convenient times.
- Intentionally invest in getting to know parents and caregivers through 1:1 conversations, having both school directors and pastors routinely present at child drop-off / pick-up.

How to Turn These Insights into Action

Action:

- Encourage the adoption of church affiliation outside of church attendance, acknowledging that parents and caregivers and children who attend ELCA schools and centers may want to claim the affiliated ELCA church as their own. Make the pathway to affiliation easy, not requiring the first step to be attending a Sunday service.
- Create an internal log of families in the preschool that do not have active support networks locally; ensure teachers and staff are aware of these families and go above and beyond to understand their needs and ensure these families are served well.

How to Turn These Insights into Action

The church is not always seen as a place where families of diverse ethnic and social backgrounds are welcomed. ELCA schools and centers, however, prioritize the inclusion and celebration of all families and children—and their affiliated ELCA churches do the same.

Action:

- Publicly share testimonies of the ways in which schools welcome and celebrate the diversity of their students and congregants. Identify ways to share this inclusive approach to ministry and education in promotional materials.
- Celebrate a broader holiday calendar within the preschool.
- When inviting parents and caregivers to chapel, ensure content is approachable for those unfamiliar with Christian doctrine. Put programming through a review process to account for this.

How to Turn These Insights into Action

Action:

- Consider different cultures schools are reaching and incorporate this into curriculum and events. Acknowledge the growing diversity in ELCA schools and learning centers both internally and externally.
- Thoughtfully create unique engagement channels for preschool families that want to be connected to the church without forcing service attendance on them. For example, have gifts and letters from the congregation given to each child at their Christmas party. Have the church staff volunteer to serve / assist with coordinating field day. Have staff serve occasionally at drop-off, making lattes for parents and caregivers.

How to Turn These Insights into Action

The ELCA schools and learning centers take their role in child development seriously, prioritizing the pedagogy and educational elements of student wellness, as well as future school readiness.

Action:

- Reposition schools to be recognized as early childhood education centers and not “daycare” Highlight the holistic approach to learning ELCA school and learning center leaders take and the value they place on social, emotional, behavioral and educational readiness. Share parent and caregiver testimonials.
- Invite parents and caregivers to midday seminars (in person or via Zoom) to share and explain the tools leaders use in the classroom. Do not keep your educational philosophies and approaches hidden from the parents and caregivers; be open and actively share what’s practiced to encourage further educational alignment in the home.

How to Turn These Insights into Action

Action:

- Continue to invest in the resourcing necessary to promote the best learning experience for children. Develop a standardized checklist that encompasses trainings and certifications for school leaders, as well as best practices for education and faith formation.
- Routinely observe and evaluate staff and programming to align with best practices and whole child development. What refinement is needed? What accomplishments can be celebrated?

How to Turn These Insights into Action

Though early childhood centers do not require parents and caregivers to join or attend an ELCA church, these centers play a key role in engaging them and other neighbors as an extension of the church.

Action:

- Thoughtfully plan ways to integrate parents and caregivers into their child's faith formation. For example, provide dinner table curriculum for the home that aligns with spiritual development happening in the classroom.
- Using the Understanding Young Families assessment created by the ELEA, routinely survey the needs of parents and caregivers. Address expressed desires and needs. Learn from those sharing new ideas. Schedule co-hosted focus groups of parent and caregiver volunteers to receive candid feedback.
- Strategically create opportunities for the senior pastor and other leaders to engage with parents and caregivers in informal ways. For example, have the pastor hand out sidewalk chalk at field day or treats during events focused on serving parents and caregivers.

How to Turn These Insights into Action

ELCA schools and learning centers thrive in an environment reinforced by healthy leadership and mutual, reciprocated investment by pastors and school directors. Both church and school are motivated by the same purpose: Serving and equipping others through the love of God.

Action:

- When it comes to the function of the school or center as a ministry of the church, prioritize healthy leadership relationships between school directors and pastors. If formal meetings have not been added to bi-weekly cadences, consider this.
- Create a unified mission statement that encompasses the shared values and goals of the church and school—ultimately guiding how you pursue ministry *together*.
- Prompt congregants to frequently ask, “How can we serve the school / early learning center?” Make it a visible priority in how the church expresses generosity.
- Create fun, healthy “competitions” between the church and school as a way to promote camaraderie and excitement. For example, who can collect the most food pantry donations.

What Pastors Need to Know

How case studies can inspire & equip ELCA pastors to commit to the success of early childhood centers through support, involvement & shared values

Tools for Pastors: Serving School Directors

- Invest financially in the development of school facilities and educational programming to ensure that school leaders and staff know they are a valuable, respected part of the larger ministry of the church
- Regularly participate in school programs, showing commitment and solidarity in the success of the school, as well as the well-being of student and parent and caregiver relationships
- Adopt, promote and support inclusive efforts of schools in your church. Invest in school growth efforts and diversity training
- Prioritize family needs in the church based on the experiences of caregivers and children

Tools for Pastors: Serving Families

- Commit to involving the church in school efforts and engaging directly with parents and caregivers. Drop off greetings, host morning coffee, lead chapel. Integration is key to showing interest and demonstrating church support of the school and its families.
- Sponsor and co-host community organization events and other engagement opportunities for caregivers.
- Create unique learning opportunities / services for families to attend on Sundays that cater to the interests and needs of parents and caregivers in your community.
- Acknowledge the connection between church vitality and investing in children's ministry; work continually to ensure faith-building principles are applied in the classroom.
- Embrace school families who do not have a church home. Work to integrate rather than expel them.

What School and Center Leaders Need to Know

How these case studies can
demonstrate successful
partnerships within ELCA
churches and schools best serving
families and children

Tools for Leaders: Serving Pastors

- Work collaboratively with pastors to develop a shared ethos and framework for education as a “ministry of the church.”
- Elevate and integrate the pastor’s perspective. Encourage their participation in school programming to bring a more visible relationship between the school / center and the church.
- Communicate the needs of school families to pastors. Share ways that the church can support parents and caregivers who engage in the school.
- Commit to the wellness of the school by committing to its healthy relationship with the church—understanding that both help the other to succeed.

Tools for Leaders: Serving Families

- Educate parents and caregivers on the resources available to children through the center's priorities and efforts.
- Host seminars and public learning opportunities to further promote school resources available to parents and caregivers and help get the word out about community impact and engagement.
- Create school chapel service opportunities suited for the learning needs of young families.
- Promote and celebrate the inclusivity and diversity being developed through school programs.
- Prioritize routine auditing of parent or caregiver satisfaction and caregiver / child wellness

Appendix

Church & School Profiles



Holy Comforter Lutheran Church & School

Kingwood, Texas

Pastor: Barbara Bartling

Church staff: 7

Average attendance: 100

School director: Colleen Engel

School staff: 21

School age: 50

First Lutheran Church & School

Torrance, California

Pastor: Bill Hurst

Church staff: 4

Average attendance: 100

School director: Kelsee Ready

School staff: 80

School age: 97

Our Savior's Lutheran Church & School

Everett, Washington

Pastor: David Parks

Church staff: 12

Average attendance: 100-200

School director: Ashley Engler

School staff: 8

School age: 30

Zion Lutheran Church & School

Woodland Heights, Texas

Pastor: Mindy Roll

Church staff: 4

Average attendance: 100

School director: Jennifer Garcia

School staff: 16

School age: 54

Memorial Lutheran Church of the Martyrs & Preschool

St. Augustine, Florida

Pastor: Richard Dow

Church staff: 5

Average attendance: 100

School director: Linda Chambers

School staff: 9

School age: 35

Esperanza Lutheran Church & School

Ahwatukee, Arizona

Pastor: Sarah Stadler

Church staff: 3

Average attendance: 100

School director: Lynn
Hockenberger

School staff: 9

School age: 26

