

**Center for Applied Research in the Apostolate
Georgetown University
Washington, DC**

Evaluation of *Welcoming Children in Worship* Resources

**The Catholic University of America
Washington, DC**

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Center for Applied Research in the Apostolate

Evaluation of *Welcoming Children in Worship* Resources The Catholic University of America Washington, DC

Executive Summary

The *Evaluation of Welcoming Children in Worship Resources* study was designed by the Center for Applied Research in the Apostolate (CARA) at Georgetown University in consultation with project director, Jem Rosario Sullivan, Ph.D., Associate Professor, Principal Investigator, *Welcoming Children in Worship*, School of Theology and Religious Studies at The Catholic University of America (CUA). The project's goal is to provide catechists, liturgists, and teachers in U.S. Catholic parishes, schools and other institutions with resources that will nurture and deepen the worship life, prayer life and catechesis of children ages four to ten years old.

CARA surveyed those persons in dioceses, parishes, and Catholic schools who have utilized the *Welcoming Children in Worship* resources developed thus far, including those in the Diocese of Columbus, their pilot diocese for the project. CARA designed the online survey in collaboration with Dr. Sullivan to measure (a) how well the personnel have accessed the resources, (b) their evaluations of the resources they have accessed, and (c) their suggestions for how to improve access to and the quality of the resources. CUA sent an email invitation to the 674 project subscribers to participate in the online survey in May 2025, Reminders were sent later in May and in June 2025, with 38 responding, for a 6% response rate. Among those responding were 15 parish personnel (41%), 12 diocesan staff members (32%), and eight Catholic school teachers (22%).

Major findings can be summarized as follows:

Characteristics of the Respondents and their Institutions

- Respondents' role at their parishes, dioceses or schools are as follows: diocesan staff members (32%), Catholic school teachers (22%), DRE or equivalent (16%), parish liturgists (14%), volunteer catechists at a parish (8%), paid catechists at a parish (3%), and other roles (5%).
- For the purpose of comparison, a majority of the respondents fell into these three categories based on their place of ministry: parish liturgists/catechists (43%), diocesan staff (34%), and Catholic school teachers (23%).
- Respondents report that their parishes offer the following: children's choirs for special occasions (58%), ministries that are inclusive of children (58%), ministries that parents

and children can participate in (58%), children's choirs that regularly participate in Mass (47%), and Liturgy of the Word formation (26%).

Accessing and Sharing the Resources

- When asked how frequently they accessed the *Welcoming Children in Worship* website in past months, 29% reported accessing the website six or more times, 18% accessed it three to five times, 34% accessed it once or twice, and 19% did not access the website in past months.
- Asked to select the activities and rites they have used with the children they guide, they are most likely to have used the following:
 - Performing a hymn featured on the website during a Mass or other liturgy – 36%
 - Reading of sacred Scripture for a feast or season and reflections for children – 32%
 - Engaging the children in an activity from the resource (e.g., making an Advent wreath) – 23%
- Respondents reported varying levels of access to different resources, with some being used more frequently than others.
 - *Sacred Music Resources* were the most accessed, used by 85% of respondents, with Hymns for Advent (16%) and Hymns for Lent (15%) being the most frequently accessed hymns.
 - *Explore Liturgical Signs and Seasons with Children* resources were accessed by 66% of respondents, particularly Unit I: Lessons 1-3: Introduction to Sacred Space, Origins of Sacred Space, Entering Sacred Space by 26% and Unit II: Lessons 4-6: Liturgical Elements of the Mass, Liturgical Color, Liturgical Calendar by 22%.
 - *Sacred Art Resources* were accessed by 66%, with "They Recognized Jesus in the Breaking of the Bread" (10%) and "Walking with the Risen Jesus: The Emmaus Story" (8%) being the most utilized.
 - *Adaptive Resources for Worship* were accessed by 38% of respondents, with Ash Wednesday prayers and activities (19%) and Holy Week & Easter prayers and activities (12%) being the most frequently accessed.
 - *Liturgical Formation Resources for Hispanic Families* were accessed by 33%, with both the Advent & Christmas Reflections for Children and the Lent & Easter Reflections for Children (Spanish-language versions) being accessed by 10% of respondents.
- Concerning the settings in which the *Welcoming Children in Worship* resources were used, 48% of respondents reported using them in Catholic school classrooms, 39% in a children's or school Masses, 35% in parish faith formation sessions with children, and 13% in other parish liturgies.

- Use of the resources varies by the role of the respondents. Catholic school teachers most often used them in Catholic school classrooms (75%) and children's or school Masses (50%). Parish liturgists or catechists primarily used them in parish faith formation sessions with children (33%) and children's or school Masses (27%). Diocesan staff showed more varied use, including Catholic school classrooms (25%), parish faith formation sessions with children (17%), and other parish liturgies (17%).
- When asked whether they had shared any of the resources with others, 57% reported sharing them with other teachers at their Catholic schools, 50% with other formators at their parish, 43% with diocesan personnel, 43% with persons from other parishes or dioceses, 36% with other parish staff members, 36% with volunteers at their parishes, and 14% with other liturgists at their parishes.
- Resource sharing differed by the role of the respondents, as follows:
 - Catholic school teachers most often shared with other formators at their parishes (25%), other parish staff members (25%), and individuals from other parishes or dioceses (25%).
 - Parish liturgists or catechists shared primarily with parish volunteers (27%), followed by other teachers at their Catholic schools (20%) and other formators at their parishes (20%).
 - Diocesan staff most often shared with other diocesan personnel (25%) and Catholic school teachers (25%).

Overall Effectiveness of the Resources

- Almost nine in ten (88%) give *Welcoming Children in Worship* resources overall a relatively positive rating ("good" and "excellent" combined). Some 35% rate them as "excellent."
- Examining the evaluative sections of the survey on the effectiveness of the resources for children participating at their parishes (with respondents rating the effectiveness of the resources as "not at all effective," "somewhat effective," "effective," or "very effective"), some of the greatest strengths can be identified. Examining these items (19 in all), the following eight are the most likely to receive a "very effective" rating and so can be seen as areas of strengths:
 - Engaging children in worship and prayer – 29% rate it as "very effective"
 - Increasing understanding of the Mass – 28%
 - Fostering deeper participation in worship – 28%
 - Being at the appropriate level for children ages 7-10 – 26%
 - Being at the appropriate level for children ages 4-6 – 26%
 - Increasing understanding of the Eucharist – 24%
 - Creating worship experiences where children experience awe and wonder – 21%
 - Understanding religious symbols better – 20%

- Using the same process, areas most in need of improvement in the *Welcoming Children in Worship* resources can also be identified. The areas *least* likely to receive “very effective” evaluations (less than one in ten rating them that highly) are as follows:
 - Fostering participation in Eucharistic Adoration and other devotions – 8% rate it as “very effective”
 - Fostering deeper individual prayer – 7%
 - Strengthening the sense of community among the children – 7%
 - Encouraging families to worship together – 7%
 - Serving the needs of children with disabilities – 7%
 - Strengthening a child’s personal relationship with God – 6%
 - Fostering family prayer at home – 6%
- Concerning the impact of the resources, more than one in ten respondents “strongly” agrees with the following statements:
 - The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families – 27% “strongly” agrees with the statement
 - Children seem more engaged when worshipping since you started using these resources – 22%
 - Using these resources has helped bring increased attention to how our parish engages children in worship – 20%
 - The resources help the children to make a connection between the tables at home, at school, and at Mass – 18%
 - Parental involvement has increased since you started using these resources – 17%
 - The home activities have helped parents gain confidence in teaching their children – 14%
 - Children seem more engaged during formation sessions when you use the resources – 14%
 - The children find the hymns offered to be engaging – 14%

Effectiveness of the Resources for Planning

- Examining the evaluative sections of the survey regarding the effectiveness of the resources in the areas while serving as a catechist or liturgist (with respondents rating the effectiveness of the resources as “not at all effective,” “somewhat effective,” “effective,” or “very effective”), some of the greatest strengths can be identified. Examining these items (11 in all), the following three are the most likely to receive “very effective” ratings and so can be seen as areas of strengths:
 - Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies – 58% rate it as “very effective”
 - Learning about incorporating sacred art into your faith formation sessions – 50%
 - Downloading the resources – 42%

- Using the same process, the areas most in need of improvement in *Welcoming Children in Worship* for the catechist or liturgist can also be identified. The areas *least* likely to receive “very effective” evaluations (with fewer than three in ten rating them as “very effective”) are as follows:
 - Better incorporating silent time into liturgies – 29% rate it as “very effective”
 - Growth of your skills overall in engaging children in worship – 29%
 - Increasing your confidence in the content of what you are presenting to the children – 27%
- Regarding the resources’ impact, about one-tenth to one-third of respondents “strongly” agrees with the following statements:
 - The worship style presented in the resources fits in with the worship style you prefer at the parish – 33% “strongly” agrees with the statement
 - The resources are very practical and easy to incorporate into sessions and liturgies – 31%
 - The website is easy to navigate in finding relevant resources – 22%
 - Catechists and liturgists collaborate with one another more frequently since they have started using with the resources – 14%

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Introduction

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Interpreting This Report

Most of the questions in this survey use four-point response scales (i.e., “not at all effective,” “somewhat effective,” “effective,” “very effective”; or “do not agree,” “somewhat agree,” “agree,” “strongly agree”). These scales allow respondents to choose between two relatively “negative” choices (e.g., “not at all effective” and “somewhat effective”) and two relatively “positive” choices (e.g., “effective” and “very effective”). In parts of the analysis in this report, these responses are combined to allow for clearer comparisons. However, as sometimes examining the most positive response distinguishes important contrasts in level of support, those responses are presented separately.

In addition, readers may also wish to compare the difference between the two extreme responses, say “not at all effective” and “very effective,” to compare the level of intensity with

which opposing opinions are held. These comparisons and others may be drawn by referring to the actual percentage responses given in Appendix I. That appendix shows the percentage responses for each item, calculated out of 100%, as well as the percentage of all respondents that did not respond to each question, separately calculated out of 100% for clarity of comparison.

In addition to summarizing the responses to most questions for respondents as a whole, the report also compares the responses of those from selected subgroups. The first and second sections of the report describes the characteristics of the respondents as well as the subgroups that are used in the analyses that follow. Throughout the report, the tables and charts that compare differences between and among these various subgroups are presented following the responses for respondents as a whole in each section.

Unless otherwise noted, all subgroup differences described in the graphs of this report are statistically significant: that is, they pass standard tests of statistical inference and can be considered to be “real” differences. In some instances, differences between or among subgroups that are not statistically significant are also noted. These differences should be treated as merely suggestive of real differences that may exist between the subgroups under consideration.

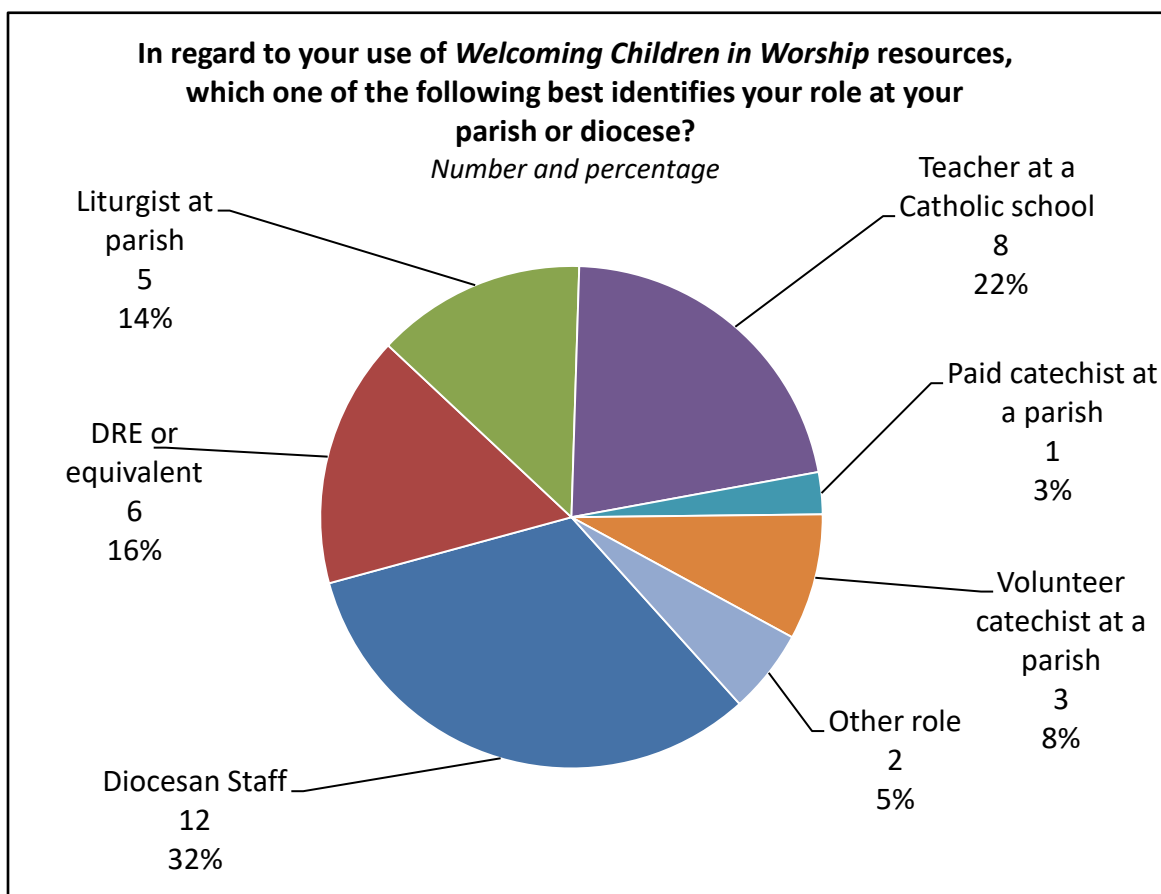
In addition to the quantitative data analyzed in this report, two open-ended questions on the survey collected qualitative data. For these data, respondents were prompted with a question and given an open box for written comments, rather than select from a set of response options. While these responses are not suitable for statistical analyses, they do add depth to the data that is not attainable through closed-ended questions only.

Section I: Characteristics of the Respondents and their Institutions

This section of the report includes demographic and other descriptive data for the 38 valid respondents to this survey and their affiliated institutions. These data may be helpful in understanding who responded to the survey, which populations are represented in the data, and the characteristics of those accessing *Welcoming Children in Worship* resources.

Role

Respondents were invited to identify their role at their parish, diocese, or school.¹ The responses are presented in the figure below.

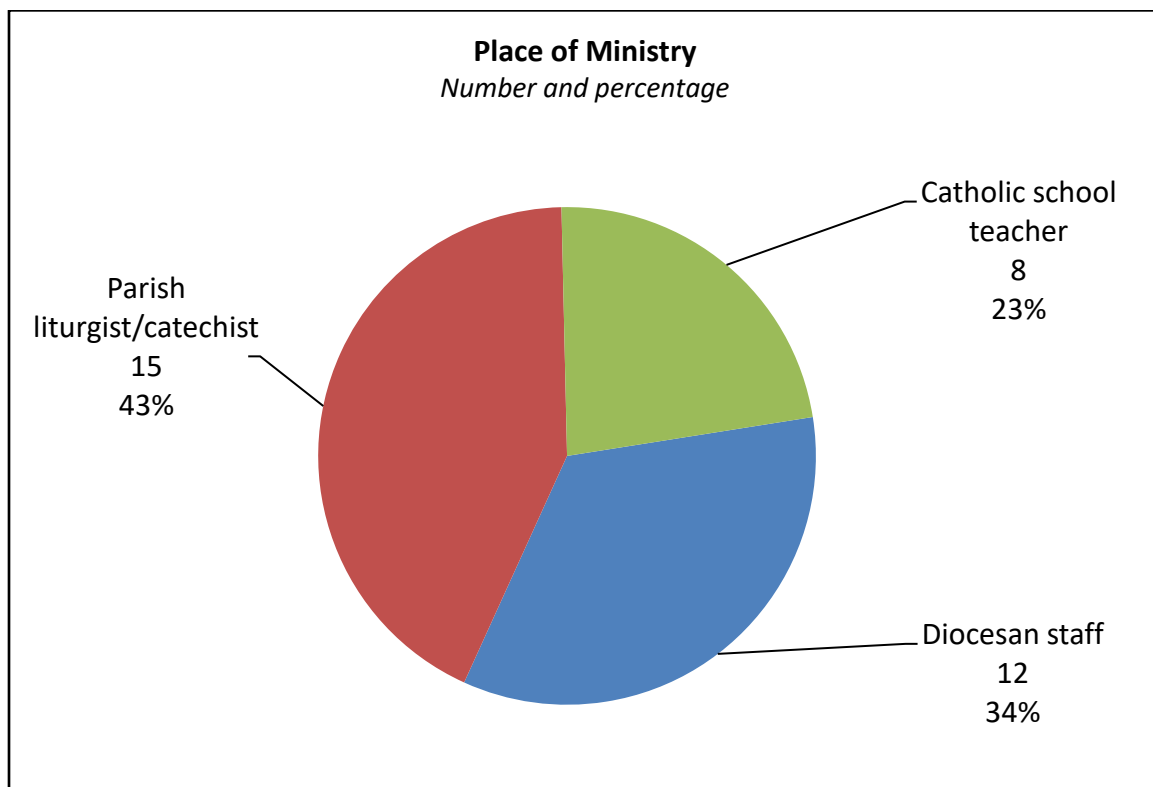


Those who selected “other” described their roles as follows:

- Book club, M.O.P.
- University.

¹ Three percent (1 respondent) did not provide a response to this question.

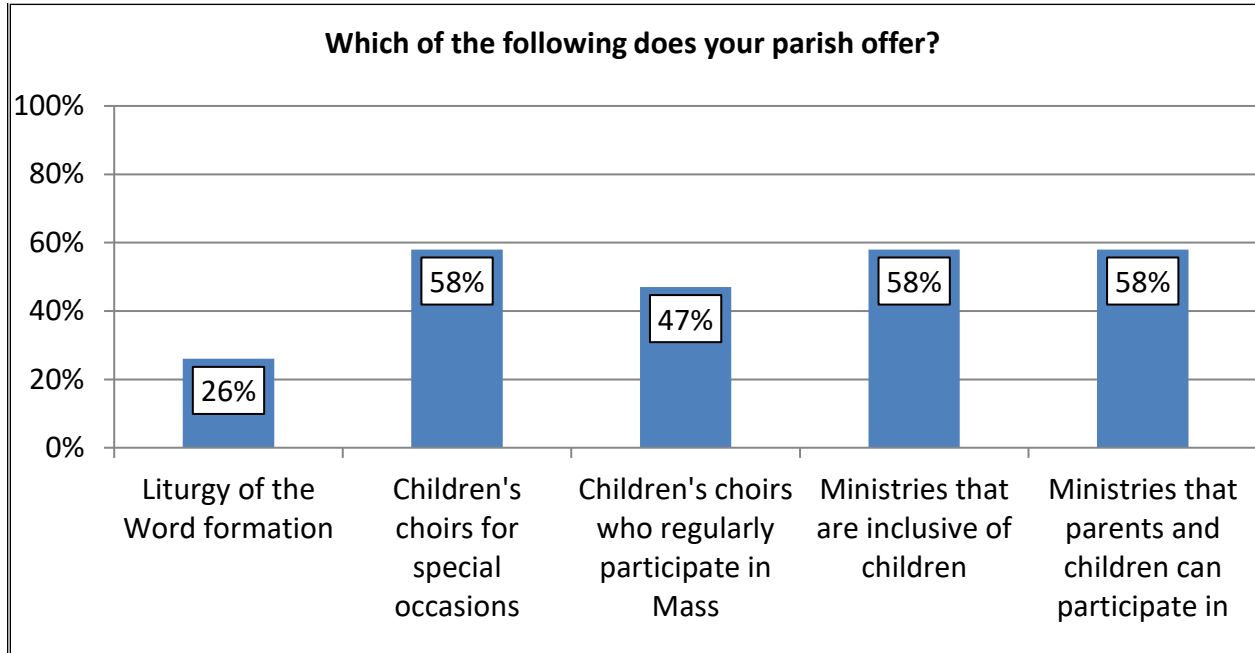
For the purposes of comparison, a majority of the respondents have been grouped into three categories based on where they minister: dioceses, parishes, and Catholic schools. Respondents identifying as a DRE or equivalent, liturgist at a parish, volunteer catechist at a parish, paid catechist at a parish are grouped into one category as parish liturgists/catechists. The figure below has the three groups we will use for subgroup analyses throughout the remainder of the report.²



² Two respondents who identified their ministry location as ‘other’ are not included in these three subgroup categories used for subgroup analyses. Their responses are included in the overall analyses, but not in any subgroup analysis.

Children's Ministries Offered at Parishes

Those who have ministries that include parishes were asked to describe which of the ministries in the figure below their parishes offer. They are most likely to offer children's choir for special occasions (58%), ministries that are inclusive of children (58%), and ministries that parents and children can participate in (58%).³



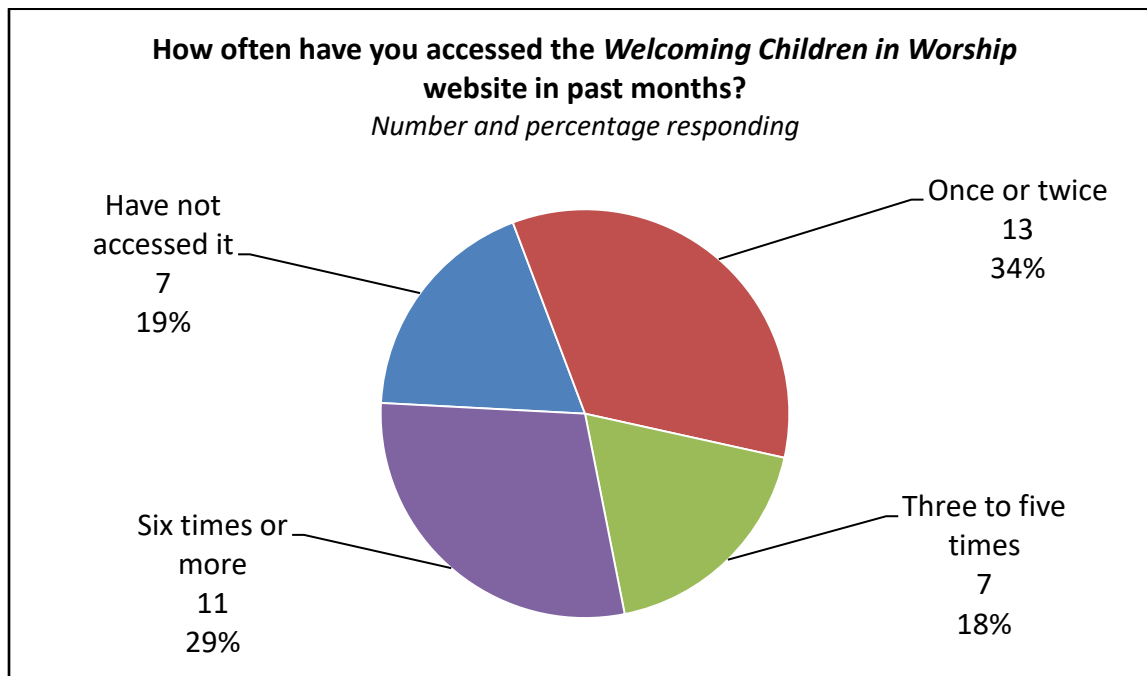
³ Fifty percent (19 respondents) did not provide a response to this question. It should be noted that not all respondents minister at parishes, with some ministering in dioceses or Catholic schools.

Section II: Accessing and Sharing of the *Welcoming Children in Worship* Resources

This part of the report describes the frequency with which the 38 valid respondents accessed and shared the *Welcoming Children in Worship* resources.

Frequency of Accessing the *Welcoming Children in Worship* Website

Some 29% of respondents reported accessing the website six or more times in past months. An additional 18% accessed it three to five times, and 34% accessed it once or twice. Nineteen percent did not access the website in past months.⁴



⁴ All 38 respondents provided a response.

Worship and Prayer Activities Used

Reflecting on the use of the resources, the respondents were asked to select all the activities and rites they have used with the children they guide. The responses are presented in the table below, with the percentages representative of the 58% who did respond to a question in this section. ⁵⁶

**Reflecting on your use of resources above [see Section III],
which of the following activities and rites have you
used with the children you guide?
Select all that apply.**

Number and percentage responding:

Among all those responding in this subsection, the number and percentage engaging in an activity or rite:	#	%
Performing a hymn featured on the website during a Mass or other liturgy	8	36
Reading of sacred Scripture for a feast or season and reflections for children	7	32
Engaging the children in an activity from the resource (e.g., making an Advent wreath)	5	23
Downloading coloring book pages of sacred pictures	4	18
Encouraging novenas and home prayers sessions for families (e.g., for Advent)	4	18
Encouraging fasting, abstinence and/or almsgiving at home during Lent	3	14
Teaching prayer styles to children (e.g., <i>Lectio Divina</i>)	3	14
Viewing a video during catechesis and discussing it	3	14
Reciting opening prayers for children from the resources (e.g., Prayer to the Holy Family)	2	9
Processions and May Crownings that incorporate suggestions from the resources	2	9
Encouraging the setting up of seasonal sacred art at their homes (Nativity scenes, a huerto)	2	9
Performing a hymn featured on the website in catechetical classes	2	9
Reenacting religious events as described in the resources (e.g., processing and visiting homes as part of Las Posadas, the Way of the Cross)	0	0

⁵ Forty-two percent (16 respondents) did not provide a response to these questions. The percentages in the table only represent those who responded.

⁶ In the tables throughout this report, # represents the number who selected the response and % represents the percentage selecting that response.

About a quarter to a third of respondents (23% to 36%) have used the following activities and rites:

- Performing a hymn featured on the website during a Mass or other liturgy – 36%
- Reading of sacred Scripture for a feast or season and reflections for children – 32%
- Engaging the children in an activity from the resource (e.g., making an Advent wreath) – 23%

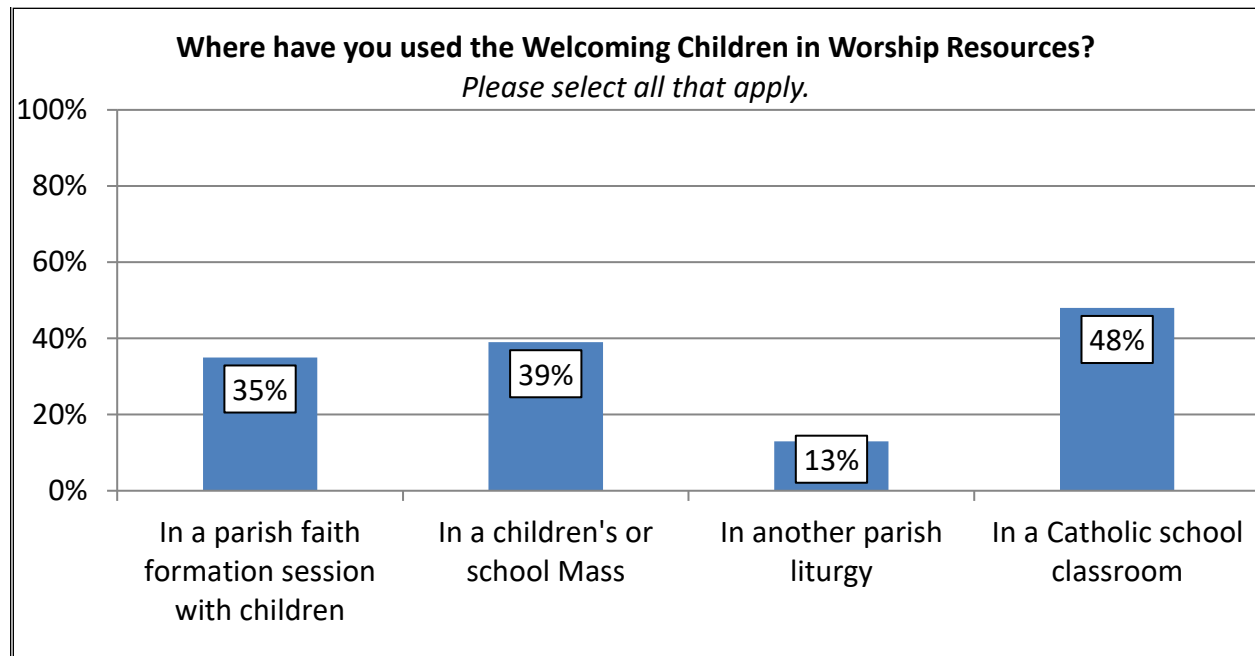
Respondents were relatively *less* likely to have used the following activities and rites:

- Encouraging fasting, abstinence and/or almsgiving at home during Lent – 14%
- Teaching prayer styles to children (e.g., *Lectio Divina*) – 14%
- Viewing a video during catechesis and discussing it – 14%
- Reciting opening prayers for children from the resources (e.g., Prayer to the Holy Family) – 9%
- Processions and May Crownings that incorporate suggestions from the resources – 9%
- Encouraging the setting up of seasonal sacred art at their homes (Nativity scenes, a huerto) – 9%
- Performing a hymn featured on the website in catechetical classes – 9%

No respondents reported using the activity of reenacting religious events as described in the resources (e.g., processing and visiting homes as part of Las Posadas, the Way of the Cross).

Settings Where the *Welcoming Children in Worship* Resources Have Been Used

Twenty-three of the respondents describe the settings where the resources have been used.⁷ They are most likely to have used them in a Catholic school classroom (48%), followed by in a children's or school Mass (39%) or in a parish faith formation session with children (35%).



⁷ Forty percent (15 respondents) did not provide a response to these questions. The percentages in the table are among those responded only.

Settings Where Resources Were Used, by Role

As was noted in the Introduction, here and throughout this report, differences by the role of the respondents (diocesan staff, parish liturgists/catechists, and Catholic school teachers) are displayed. The table below shows how many from each group used resources or videos in specific settings.

Settings Where Resources or Videos Were Used						
<i>Among those who used at least one resource, the number and percentage responding that they used the resource in:</i>						
	Diocesan Staff		Parish Liturgist/Catechist		Catholic School Teacher	
	#	%	#	%	#	%
A parish faith formation session with children	2	17	5	33	1	13
A children's or school Mass	1	8	4	27	4	50
Another parish liturgy	2	17	1	7	0	0
A Catholic school classroom	3	25	1	7	6	75

- Catholic school teachers most frequently used the resources in Catholic school classrooms (75%) and children's or school Masses (50%).
- Parish liturgists or catechists were especially likely to use the resources in parish faith formation sessions with children (33%) and children's or school Masses (27%).
- Diocesan staff showed more varied use across settings, including Catholic school classrooms (25%), parish faith formation sessions with children (17%), and other parish liturgies (17%).

Sharing of Resources or Videos

Fourteen respondents (37%) responded to a series of questions about whether they have shared any of the resources or videos with any of the groups or persons.⁸ They were most likely to have shared them with other teachers at their Catholic schools (57%), followed by other formators at their parish (50%), diocesan personnel (43%) or with persons from other parishes or dioceses (43%).

Have you *shared* any of the resources or videos with any of the following groups or persons? Please select *all that apply*.

Number and percentage responding:

Among all responding in this subsection, number and percentage sharing any of the resources or videos

	#	%
Other teachers at your Catholic school	8	57
Other formators at your parish	7	50
Diocesan personnel	6	43
Persons from other parishes or dioceses	6	43
Other parish staff members	5	36
Volunteers at your parish	5	36
Other liturgists at your parish	2	14

Respondents were *least* likely to have shared any of the resources or videos with other liturgists at their parish (14%).

⁸ Sixty-three percent (24 respondents) did not provide a response to any of these questions.

Groups with Whom Resources or Videos Were Shared, by Role

Differences in sharing the resources or videos by the role of the respondents (diocesan staff, parish liturgists/catechists, and Catholic school teachers) are given in the table below, which shows how many from each group shared resources or videos with specific groups or persons.

Groups with Whom Resources or Videos Were Shared <i>Among those who shared at least one resource, the percentage responding that they shared the resource with:</i>						
	Diocesan Staff		Parish Liturgist/Catechist		Catholic School Teacher	
	#	%	#	%	#	%
Other teachers at your Catholic school	3	25	3	20	1	13
Diocesan personnel	3	25	1	7	1	13
Other formators at your parish	1	8	3	20	2	25
Persons from other parishes or dioceses	1	8	2	13	2	25
Volunteers at your parish	0	0	4	27	1	13
Other parish staff members	0	0	2	13	2	25
Other liturgists at your parish	0	0	1	7	1	13

- Catholic school teachers are most likely to share the resources and videos with other formators at their parishes (25%), other parish staff members (25%), and persons from other parishes or dioceses (25%).
- Parish liturgists or catechists most often shared with volunteers at their parishes (27%), other teachers at their Catholic schools (20%), and other formators at their parishes (20%).
- Diocesan staff members primarily shared with other diocesan personnel (25%) and Catholic school teachers (25%) followed by other formators at their parishes (8%), and persons from other parishes or dioceses (8%).

Section III: Evaluations of Individual Resources/Modules

Five particular areas of *Welcoming Children in Worship* resources were addressed in the survey instrument. These areas are featured in this section of the report, though readers are advised to consult the response frequencies in Appendix I of this document for response rates and other pertinent information about these data.

The areas of Welcoming Children in Worship Resources addressed in this section are:

- Use and Effectiveness of Explore Liturgical Signs and Seasons with Children Resources
- Use and Effectiveness of Adaptive Resources for Worship
- Use and Effectiveness of Liturgical Formation Resources for Hispanic Families
- Use and Effectiveness of Sacred Music Resources
- Use and Effectiveness of Sacred Art Resources

Use and Effectiveness of *Explore Liturgical Signs and Seasons with Children* Resources

Half of all respondents (50% or 19 respondents) have accessed some of the *Explore Liturgical Signs and Seasons with Children* resources.⁹ Among them, nearly three in five accessed one of the units (58%), a quarter accessed two units (26%), and one in six accessed all four units (16%).

Accessing <i>Explore Liturgical Signs and Seasons with Children</i> Resources		
<i>Percentage responding:</i>		
		%
Have <i>not</i> accessed any of the units		34
Have accessed one or more units		66
<i>Accessed one unit</i>		58
<i>Accessed two units</i>		26
<i>Accessed three units</i>		0
<i>Accessed four units</i>		16
Among only those accessing these resources, the number and percentage accessing:		
	#	%
Unit I: Lessons 1-3: Introduction to Sacred Space, Origins of Sacred Space, Entering Sacred Space	13	26
Unit II: Lessons 4-6: Liturgical Elements of the Mass, Liturgical Colors, Liturgical Calendar	11	22
Unit III: Lessons 7-9: Sign of the Cross, Gestures, Postures	6	12
Unit IV: Additional Liturgical Elements	3	6

Units I (26%) and II (22%) are particularly likely to have been accessed.

⁹ In addition to the 34% saying they have not accessed any of the resources in this subsection, two respondents (5%) did not provide a response to any of these questions.

Measures related to Children’s Engagement

The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the *Explore Liturgical Signs and Seasons with Children* resources. Those respondents represented in the table are only those who used at least one of the units.¹⁰

The table below presents the responses to select measures by those 19 respondents who have accessed at least one of the resources. Two in three or more (67% to 100%) say each of the measures related to children’s engagement shown in the table below are “effective” or “very effective” (see the first column of numbers in the table).

Select Measures of Effectiveness of Resources, by Only Those who Accessed the <i>Explore Liturgical Signs and Seasons with Children</i> Units <i>Among those who accessed at least one unit, the percentage responding:</i>			
	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Being at the appropriate level for children ages 7-10	100	27	11
Understanding religious symbols better	91	27	11
Fostering deeper individual prayer	89	11	9
Engaging children in worship and prayer	83	33	12
Increasing understanding of the Mass	83	25	12
Being at the appropriate level for children ages 4-6	82	27	11
Strengthening a child’s personal relationship with God	82	9	11
Increasing understanding of the Church seasons and feast days	77	15	13
Increasing understanding of the Eucharist	75	25	12
Creating worship experiences where children experience awe and wonder	73	18	11
Increasing familiarity with the worship spaces and areas of the church	73	18	11
Fostering deeper participation in worship	67	25	12

¹⁰ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Explore Liturgical Signs and Seasons* resources. Thus, while the findings above do give some useful indications of their evaluations of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

A quarter to a third (25% to 33%) of respondents who have accessed any of the units say that the resources in the project as a whole are “very effective” in these ways:

- Engaging children in worship and prayer – 33%
- Being at the appropriate level for children ages 7-10 – 27%
- Understanding religious symbols better – 27%
- Being at the appropriate level for children ages 4-6 – 27%
- Increasing understanding of the Mass – 25%
- Increasing understanding of the Eucharist – 25%
- Fostering deeper participation in worship – 25%

Respondents are *least* likely to rate measures related to fostering deeper individual prayer (11%), and strengthening a child’s personal relationship with God (9%) as “very effective.”

Measures related to Planning and Use of the Resources

The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the *Explore Liturgical Signs and Seasons with Children* resources. Those respondents represented in the table are only those who used at least one of the units.¹¹

The table below presents the responses to select measures by those 19 respondents who have accessed at least one of the *Explore Liturgical Signs and Seasons* resources. Three in four or more (75% to 91%) say that the resources are “effective” or “very effective” for them while serving as a catechist or liturgist in each of the areas presented in the table below.

Select Measures of Effectiveness of Resources, by Only Those who Accessed the *Explore Liturgical Signs and Seasons with Children* Units

Among those who accessed at least one unit, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	91	55	11
Planning for the upcoming Church seasons	91	36	11
Planning for upcoming feast days	90	30	10
Ease of finding resources for a particular season or feast day on the website	85	31	13
Growth of your skills overall in engaging children in worship	83	25	12
Planning for faith formation sessions hosted at your parish	82	27	11
Downloading the resources	77	46	13
Increasing your confidence in the content of what you are presenting to the children	75	25	12

One in four to nearly six in ten (25% to 55%) of respondents who have accessed any of the units say that the resources in the project as a whole are “very effective” when serving as a catechist or liturgist in the areas presented in the table. The two areas most likely to be seen as “very effective” are creating resources that are easily shared with the volunteers who help with children’s formation and liturgies (55%) and downloading the resources (46%).

¹¹ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Explore Liturgical Signs and Seasons* resources. Thus, while the findings above do give some useful indications of their evaluations related to the planning and use of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Use and Effectiveness of Adaptive Resources for Worship

A quarter of all respondents (26% or 10 respondents) have accessed some of the eight *Adaptive Resources for Worship*.¹² Among them, two in five accessed one of the resources (40%), and three in five accessed two resources (60%).

Accessing Adaptive Resources for Worship		
<i>Percentage responding:</i>		
		%
Have <i>not</i> accessed any of the resources		62
Have accessed one or more resources		38
<i>Accessed one resource</i>		40
<i>Accessed two resources</i>		60
<i>Accessed more than two resources</i>		0
Among only those accessing these resources,		
the number and percentage accessing:	#	%
Ash Wednesday prayers and activities	8	19
Holy Week & Easter prayers and activities	5	12
Easter Season	2	5
Ascension & Pentecost	1	2
Corpus Christi	0	0
Faith & Freedom	0	0
Assumption of Mary	0	0
Reconciliation	0	0

Less than one in five accessed the resources on Ash Wednesday prayers and activities (19%), and Holy Week & Easter prayers and activities (12%). Roughly one in 20 respondents accessed the resources on Easter Season (5%), and Ascension & Pentecost (2%).

¹² In addition to the 62% saying they have not accessed any of the resources in this subsection, two respondents (5%) did not provide a response to any of these questions.

Measures related to Children’s Engagement

*The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Adaptive Resources for Worship resources. Those respondents represented in the table are only those who used at least one of the units.*¹³

The table below presents the responses to select measures by those 10 respondents who have accessed at least one of the *Adaptive Resources for Worship*. About eight-tenths to 100% rate the top three measures related to children’s participation as “effective” or “very effective.” Two-thirds to three-fourths (67% to 75%) rate each of the measures in the next six rows as “effective” or “very effective.” The measures *least* likely to be rated as “effective” or “very effective” are fostering family prayer at home (33%) and serving the needs of children with disabilities (33%).

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Adaptive Resources for Worship Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Being at the appropriate level for children ages 7-10	100	17	6
Increasing understanding of the Mass	86	14	7
Strengthening a child’s personal relationship with God	83	0	6
Engaging children in worship and prayer	75	25	8
Increasing understanding of the Church seasons and feast days	75	0	8
Fostering deeper individual prayer	75	0	4
Being at the appropriate level for children ages 4-6	71	14	7
Increasing understanding of the Eucharist	71	14	7
Encouraging more reading of the Bible	67	0	6
Fostering deeper participation in worship	57	14	7
Creating worship experiences where children experience awe and wonder	57	0	7
Strengthening the sense of community among the children	50	0	6
Fostering family prayer at home	33	0	6
Serving the needs of children with disabilities	33	0	6

¹³ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Adaptive Resources for Worship* resources. Thus, while the findings above do give some useful indications of their evaluations of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Approximately one-tenth to one-quarter (14% to 25%) of respondents who have accessed any of these resources rates the following measures for the project as a whole as “very effective”:

- Engaging children in worship and prayer – 25%
- Being at the appropriate level for children ages 7-10 – 17%
- Increasing understanding of the Mass – 14%
- Being at the appropriate level for children ages 4-6 – 14%
- Increasing understanding of the Eucharist – 14%
- Fostering deeper participation in worship – 14%

None of the respondents rate the following areas as “very effective”:

- Strengthening a child’s personal relationship with God
- Increasing understanding of the Church seasons and feast days
- Fostering deeper individual prayer
- Encouraging more reading of the Bible
- Creating worship experiences where children experience awe and wonder
- Strengthening the sense of community among the children
- Fostering family prayer at home
- Serving the needs of children with disabilities

Measures related to Planning and Use of the Resources

*The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Adaptive Resources for Worship resources. Those respondents represented in the table are only those who used at least one of the units.*¹⁴

The table below presents the responses to select measures by those 10 respondents who have accessed at least one of the *Adaptive Resources for Worship*. With the exception of the two areas presented in the final two rows, about seven-tenths to nine-tenths (71% to 88%) say that the resources are “effective” or “very effective” for them while serving as a catechist or liturgist across the areas presented in the table below,

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Adaptive Resources for Worship Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Planning for the upcoming Church seasons	88	25	8
Planning for upcoming feast days	86	14	7
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	83	50	6
Downloading the resources	75	25	8
Ease of finding resources for a particular season or feast day on the website	75	13	8
Growth of your skills overall in engaging children in worship	71	14	7
Planning for faith formation sessions hosted at your parish	60	20	5
Increasing your confidence in the content of what you are presenting to the children	57	14	7

One-quarter to half (25% to 50%) of respondents who have accessed any of these resources says that the resources or the project as a whole are “very effective” when serving as a catechist or liturgist in the areas presented below:

- Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies – 50%

¹⁴ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Adaptive Resources for Worship* resources. Thus, while the findings above do give some useful indications of their evaluations related to the planning and use of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

- Planning for the upcoming Church seasons – 25%
- Downloading the resources – 25%

One-fifth or less (13% to 20%) of respondents rate the resources as “very effective” in the following areas:

- Planning for faith formation sessions hosted at your parish – 20%
- Planning for upcoming feast days – 14%
- Growth of your skills overall in engaging children in worship – 14%
- Increasing your confidence in the content of what you are presenting to the children – 14%
- Ease of finding resources for a particular season or feast day on the website – 13%

Use and Effectiveness of *Liturgical Formation Resources for Hispanic Families*

Just over one in ten of all respondents (13% or 5 respondents) have accessed some of the *Liturgical Formation Resources for Hispanic Families*.¹⁵ Among them, three in five (60%) accessed two reflections either in Spanish or English, and two in five (40%) accessed all four reflections in both Spanish and English.

Accessing <i>Liturgical Formation Resources for Hispanic Families</i>		
<i>Percentage responding:</i>		
		%
Have <i>not</i> accessed any of the reflections		67
Have accessed one or more reflections		33
<i>Accessed one reflection</i>		0
<i>Accessed two reflections</i>		60
<i>Accessed three reflections</i>		0
<i>Accessed all four reflections</i>		40
Among only those accessing these resources,		
the number and percentage accessing:	#	%
Hispanic Families at Worship – Advent & Christmas		
Reflections for Children: <i>Spanish-language version</i>	4	10
Hispanic Families at Worship – Advent & Christmas		
Reflections for Children: <i>English-language version</i>	3	7
Hispanic Families at Worship – Lent & Easter		
Reflections for Children: <i>Spanish-language version</i>	4	10
Hispanic Families at Worship – Lent & Easter		
Reflections for Children: <i>English-language version</i>	3	7

One in ten respondents accessed *Liturgical Formation Resources for Hispanic Families* in Spanish (10%) and about one in 20 respondents accessed *Liturgical Formation Resources for Hispanic Families* in English (7%).

¹⁵ In addition to the 67% saying they have not accessed any of the resources in this subsection, five respondents (13%) did not provide a response to any of these questions.

Measures related to Children’s Engagement

*The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Liturgical Formation Resources for Hispanic Families reflections. Those respondents represented in the table are only those who used at least one of the units.*¹⁶

The table below presents the responses to select measures by those five respondents who have accessed at least one of the *Liturgical Formation Resources for Hispanic Families*. All respondents (100%) say each of the measures in the top six rows of the table related to children’s participation shown in the table below are “effective” or “very effective.” Half (50%) say the most of the rest of measures are “effective” or “very effective.” No respondents rate the areas of engaging Hispanic children in worship (0%) and fostering family prayer at home (0%) as “effective” or “very effective.”

**Select Measures of Effectiveness of Resources, by Only Those who Accessed the
*Liturgical Formation Resources for Hispanic Families Resources***
Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Being at the appropriate level for children ages 7-10	100	50	2
Increasing understanding of the Mass	100	50	2
Increasing understanding of the Eucharist	100	50	2
Increasing understanding of the Church seasons and feast days	100	0	2
Strengthening a child’s personal relationship with God	100	0	1
Fostering deeper individual prayer	100	0	1
Engaging children in worship and prayer	50	50	2
Being at the appropriate level for children ages 4-6	50	50	2
Fostering deeper participation in worship	50	50	2
Creating worship experiences where children experience awe and wonder	50	0	2
Encouraging families to worship together	50	0	2
Encouraging more reading of the Bible	50	0	2
Serving the needs of children with disabilities	50	0	2
Strengthening the sense of community among the children	50	0	2

¹⁶ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Liturgical Formation Resources for Hispanic Families* reflections. Thus, while the findings above do give some useful indications of their evaluations of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Liturgical Formation Resources for Hispanic Families Resources, CONT'D

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Fostering family prayer at home	0	0	2
Engaging Hispanic children in worship	0	0	1

Half (50%) of respondents who have accessed any of these resources say that the resources for the project as a whole are “very effective” in these ways:

- Being at the appropriate level for children ages 7-10
- Increasing understanding of the Mass
- Increasing understanding of the Eucharist
- Engaging children in worship and prayer
- Being at the appropriate level for children ages 4-6
- Fostering deeper participation in worship

No respondents rate the following measures as “very effective”:

- Increasing understanding of the Church seasons and feast days
- Strengthening a child’s personal relationship with God
- Fostering deeper individual prayer
- Creating worship experiences where children experience awe and wonder
- Encouraging families to worship together
- Encouraging more reading of the Bible
- Serving the needs of children with disabilities
- Strengthening the sense of community among the children
- Engaging Hispanic children in worship
- Fostering family prayer at home

Measures related to Planning and Use of the Resources

The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Liturgical Formation Resources for Hispanic Families reflections. Those respondents represented in the table are only those who used at least one of the units.

The table below presents the responses to select measures by those five respondents who have accessed at least one of the *Liturgical Formation Resources for Hispanic Families*.¹⁷ With one exception (planning for faith formation sessions hosted at their parish), all (100%) say that the resources are “effective” or “very effective” for them while serving as a catechist or liturgist in each of the areas presented in the table below.

Select Measures of Effectiveness of Resources, by Only Those who Accessed the *Liturgical Formation Resources for Hispanic Families* Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	100	100	2
Downloading the resources	100	67	3
Planning for the upcoming Church seasons	100	67	3
Planning for upcoming feast days	100	50	2
Ease of finding resources for a particular season or feast day on the website	100	33	3
Increasing your confidence in the content of what you are presenting to the children	100	33	3
Growth of your skills overall in engaging children in worship	100	33	3
Planning for faith formation sessions hosted at your parish	50	50	2

Two in three or more (67% to 100%) of respondents who have accessed any of these resources say that the resources for the project as a whole are “very effective” when serving as a catechist or liturgist in the areas below:

¹⁷ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Liturgical Formation Resources for Hispanic Families*. Thus, while the findings above do give some useful indications of their evaluations related to planning and use of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

- Creating resources that are easily shared with the volunteers who help with children's formation and liturgies – 100%
- Downloading the resources – 67%
- Planning for the upcoming Church seasons – 67%

One-third (33%) of respondents say that the resources are “very effective” when serving as a catechist or liturgist in the areas below:

- Ease of finding resources for a particular season or feast day on the website – 33%
- Increasing your confidence in the content of what you are presenting to the children – 33%
- Growth of your skills overall in engaging children in worship – 33%

Use and Effectiveness of *Sacred Music Resources*

About half of all respondents (53% or 20 respondents) have accessed some of the *Sacred Music Resources*.¹⁸ They are especially likely to have accessed two (25%), three (20%), or six (20%) resources.

Accessing Sacred Music Resources		
<i>Percentage responding:</i>		
		%
Have <i>not</i> accessed any of the resources		15
Have accessed one or more resources		85
<i>Accessed one resource</i>		15
<i>Accessed two resources</i>		25
<i>Accessed three resources</i>		20
<i>Accessed four resources</i>		5
<i>Accessed five resources</i>		0
<i>Accessed six resources</i>		20
<i>Accessed all seven resources</i>		15
Among only those accessing these resources,		
the number and percentage accessing:	#	%
Hymns for children ages 4-6	11	13
Hymns for children ages 7-10	11	13
Hymns for Advent	14	16
Hymns for Christmas	12	14
Hymns for Lent	13	15
Hymns for Easter	10	12
Hymns for Pentecost	3	3

Slightly more than one-tenth of respondents (12% to 16%) accessed each of the hymn categories, except for the hymns for Pentecost (3%).

¹⁸ In addition to the 15% saying they have not accessed any of the resources in this subsection, five respondents (13%) did not provide a response to any of these questions.

Measures related to Children’s Engagement

*The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Sacred Music Resources. Those respondents represented in the table are only those who used at least one of the units.*¹⁹

The table below presents the responses to select measures by those 20 respondents who have accessed at least one of the *Sacred Music Resources*. More than seven in ten respondents (73% to 88%) rate each of the measures in the first seven rows below as “effective” or “very effective.” Three in ten respondents (30%) rate the measure related to serving the needs of children with disabilities as “effective” or “very effective.”

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Sacred Music Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Being at the appropriate level for children ages 7-10	88	25	16
Strengthening a child’s personal relationship with God	83	8	12
Engaging children in worship and prayer	82	29	17
Increasing understanding of the Church seasons and feast days	80	20	15
Fostering deeper participation in worship	79	29	14
Being at the appropriate level for children ages 4-6	73	27	15
Fostering deeper individual prayer	73	9	11
Creating worship experiences where children experience awe and wonder	67	27	15
Encouraging families to worship together	64	9	11
Strengthening the sense of community among the children	58	8	12
Fostering family prayer at home	54	8	13
Engaging Hispanic children in worship	44	11	9
Serving the needs of children with disabilities	30	10	10

Two-tenths to three-tenths (20% to 29%) of respondents who have accessed any of these resources rate the following measures for the project as a whole as “very effective”:

- Engaging children in worship and prayer – 29%

¹⁹ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Sacred Music Resources*. Thus, while the findings above do give some useful indications of their evaluations of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

- Fostering deeper participation in worship – 29%
- Being at the appropriate level for children ages 4-6 – 27%
- Creating worship experiences where children experience awe and wonder – 27%
- Being at the appropriate level for children ages 7-10 – 25%
- Increasing understanding of the Church seasons and feast days – 20%

One in ten respondents rates the following measures as “very effective”:

- Engaging Hispanic children in worship – 11%
- Serving the needs of children with disabilities – 10%
- Fostering deeper individual prayer – 9%
- Encouraging families to worship together – 9%
- Strengthening a child’s personal relationship with God – 8%
- Strengthening the sense of community among the children – 8%
- Fostering family prayer at home – 8%

Measures related to Planning and Use of the Resources

The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Sacred Music Resources. Those respondents represented in the table are only those who used at least one of the units.

The table below presents the responses to select measures by those 20 respondents who have accessed at least one of the *Sacred Music Resources*.²⁰ Three in four or more (75% to 100%) say that the resources are “effective” or “very effective” for them while serving as a catechist or liturgist in each of the areas presented in the table below.

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Sacred Music Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	100	57	7
Downloading the resources	100	39	13
Growth of your skills overall in engaging children in worship	89	33	9
Planning for the upcoming Church seasons	83	33	12
Planning for upcoming feast days	83	33	12
Increasing your confidence in the content of what you are presenting to the children	80	30	10
Ease of finding resources for a particular season or feast day on the website	77	39	13
Better incorporating sacred music that is engaging to children into your liturgies	75	42	12
Planning for faith formation sessions hosted at your parish	75	38	8

Almost three in five of respondents who have accessed any of these resources say that the resources are “very effective” in creating resources that are easily shared with the volunteers who help with children’s formation and liturgies (57%). About three-tenths to four-tenths (30% to 42%) rate the other areas as “very effective.”

²⁰ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Sacred Music Resources*. Thus, while the findings above do give some useful indications of their evaluations related to planning and use of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Use and Effectiveness of *Sacred Art Resources*

A quarter of all respondents (26% or 10 respondents) have accessed some of the *Sacred Art Resources*.²¹ Among them, two in ten accessed either one video or all thirteen videos (20% each), and six in ten accessed two videos (60%). No respondents accessed between three and twelve videos.

Accessing Sacred Art Resources		
<i>Percentage responding:</i>		
		%
Have <i>not</i> accessed any of the videos		34
Have accessed one or more videos		66
<i>Accessed one video</i>	20	
<i>Accessed two videos</i>	60	
<i>Accessed three to twelve videos</i>	0	
<i>Accessed all thirteen videos</i>	20	
Among only those accessing these resources, the number and percentage accessing:		
	#	%
Come Lord Jesus	3	5
Jesus, Light of the World	4	7
O Come Let Us Adore	3	5
Return to the Lord: The Invitation of Lent	2	3
Jesus is the Son of God: The Transfiguration	3	5
Walking with the Risen Jesus: The Emmaus Story	5	8
They Recognized Jesus in the Breaking of the Bread	6	10
Come Holy Spirit, Come	3	5
The Birth of Mary, Mother of God	2	3
The Assumption of Mary	2	3
The Exaltation of the Holy Cross	2	3
The Immaculate Conception of Mary	3	5
The Presentation of Mary	2	3

Roughly one in ten respondents (7% to 10%) accessed the following videos:

- They Recognized Jesus in the Breaking of the Bread – 10%
- Walking with the Risen Jesus: The Emmaus Story – 8%
- Jesus, Light of the World – 7%

Approximately one in 20 (3% to 5%) respondents accessed each of the remaining videos.

²¹ In addition to the 34% saying they have not accessed any of the resources in this subsection, seven respondents (18%) did not provide a response to any of these questions.

Measures related to Children’s Engagement

*The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Sacred Art Resources. Those respondents represented in the table are only those who used at least one of the units.*²²

The table below presents the responses to select measures by those 10 respondents who have accessed at least one of the *Sacred Art Resources*. More than eight in ten (86% to 100%) rate the first seven measures in the table related to children’s participation as “effective” or “very effective.” In comparison, four-tenths or less say that engaging Hispanic children in worship (40%) and serving the needs of children with disabilities (29%) are “effective” or “very effective.”

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Sacred Art Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
<i>Measures related to Children’s Participation</i>			
Being at the appropriate level for children ages 7-10	100	38	8
Understanding religious symbols better	100	25	8
Fostering deeper individual prayer	100	0	7
Increasing understanding of the Church seasons and feast days	89	22	9
Engaging children in worship and prayer	88	38	8
Being at the appropriate level for children ages 4-6	86	43	7
Strengthening a child’s personal relationship with God	86	0	7
Fostering deeper participation in worship	75	38	8
Creating worship experiences where children experience awe and wonder	75	25	8
Encouraging families to worship together	63	0	8
Fostering family prayer at home	62	0	8
Strengthening the sense of community among the children	57	0	7
Engaging Hispanic children in worship	40	0	5
Serving the needs of children with disabilities	29	0	7

²² The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Sacred Art Resources*. Thus, while the findings above do give some useful indications of their evaluations of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Between about one-quarter and four in ten (22% to 43%) respondents who have accessed any of these resources say that the resources for the project as a whole are “very effective” in these ways:

- Being at the appropriate level for children ages 4-6 – 43%
- Being at the appropriate level for children ages 7-10 – 38%
- Engaging children in worship and prayer – 38%
- Fostering deeper participation in worship – 38%
- Understanding religious symbols better – 25%
- Creating worship experiences where children experience awe and wonder – 25%
- Increasing understanding of the Church seasons and feast days – 22%

No respondents rate the following measures as “very effective”:

- Encouraging families to worship together
- Fostering family prayer at home
- Fostering deeper individual prayer
- Strengthening a child’s personal relationship with God
- Strengthening the sense of community among the children
- Serving the needs of children with disabilities
- Engaging Hispanic children in worship

Measures related to Planning and Use of the Resources

The measures of effectiveness in the table below were selected by the researchers due to their relevance to the content of the Sacred Art Resources. Those respondents represented in the table are only those who used at least one of the units.

The table below presents the responses to select measures by those 10 respondents who have accessed at least one of the *Sacred Art Resources*.²³ One hundred percent of respondents (100%) say that the resources are “effective” or “very effective” for them while serving as a catechist or liturgist in the top six areas presented in the table below. In the remaining areas, more than seven in ten respondents (71% to 88%) rate the resources as “effective” or “very effective.”

Select Measures of Effectiveness of Resources, by Only Those who Accessed the Sacred Art Resources

Among those who accessed at least one resource, the percentage responding:

	“Effective” and “Very Effective,” Combined %	“Very Effective” Only %	Total # Rs
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	100	67	6
Planning for the upcoming Church seasons	100	43	7
Planning for upcoming feast days	100	43	7
Ease of finding resources for a particular season or feast day on the website	100	38	8
Increasing your confidence in the content of what you are presenting to the children	100	25	8
Growth of your skills overall in engaging children in worship	100	25	8
Learning about incorporating sacred art into your faith formation sessions	88	63	8
Downloading the resources	88	50	8
Planning for faith formation sessions hosted at your parish	88	25	8
Better incorporating sacred music that is engaging to children into your liturgies	71	43	7

²³ The measures in the table were ones asked only once on the survey – about their experience with all of the resources, not just the *Sacred Art Resources*. Thus, while the findings above do give some useful indications of their evaluations related to planning and use of the resources covered in this subsection, the respondents are not specifically evaluating only those resources.

Half to two-thirds (50% to 67%) of respondents who have accessed any of these resources say that the resources for the project as a whole are “very effective” when serving as a catechist or liturgist in the following areas:

- Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies – 67%
- Learning about incorporating sacred art into your faith formation sessions – 63%
- Downloading the resources – 50%

One in four to about four in ten (25% to 43%) say that the resources are “very effective” when serving as a catechist or liturgist in the following areas:

- Planning for the upcoming Church seasons – 43%
- Planning for upcoming feast days – 43%
- Better incorporating sacred music that is engaging to children into your liturgies – 43%
- Ease of finding resources for a particular season or feast day on the website – 38%
- Increasing your confidence in the content of what you are presenting to the children – 25%
- Growth of your skills overall in engaging children in worship – 25%
- Planning for faith formation sessions hosted at your parish – 25%

Section IV: Overall Evaluation of Welcoming Children in Worship Resources

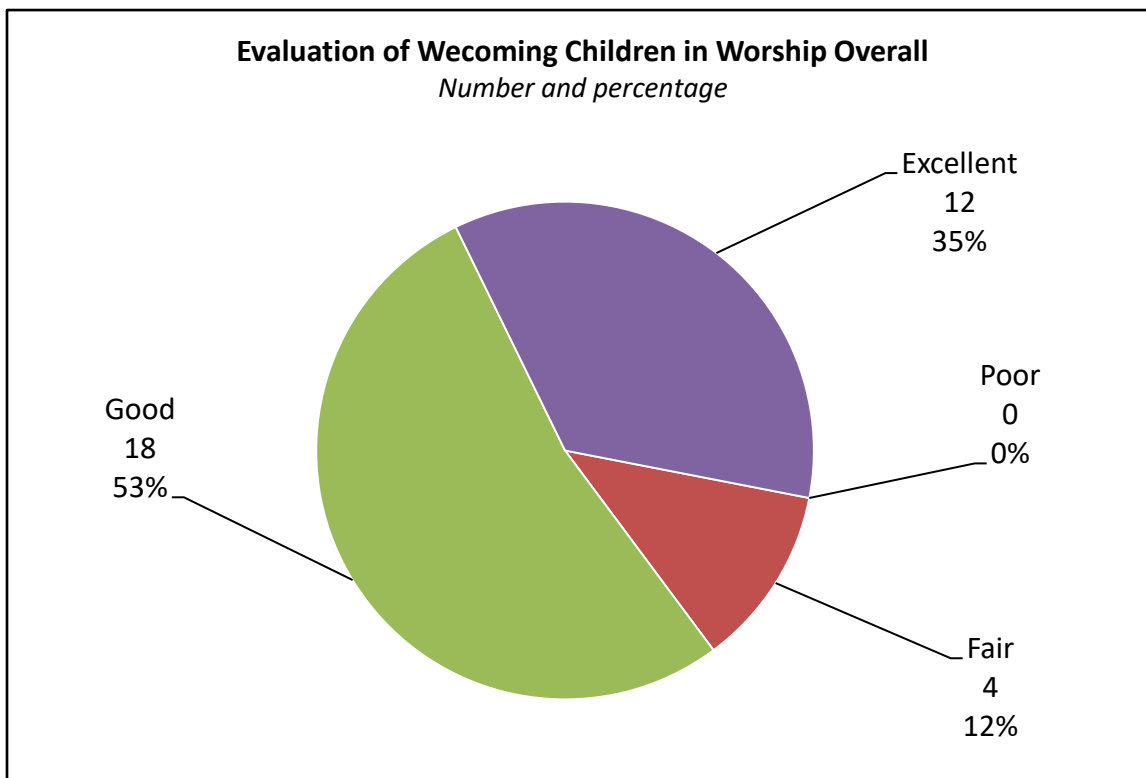
Overall, the evaluation of *Welcoming Children in Worship* resources is positive. Six particular areas were addressed in the survey instrument. These areas are featured in this section of the report, though readers are advised to consult the response frequencies in Appendix I of this document for response rates and other pertinent information about these data.

The areas of Welcoming Children in Worship Resources addressed are:

- Evaluation of the Welcoming Children in Worship Resources Overall
- Evaluation of Resources of Welcoming Children in Worship
- Effectiveness of the Resources while serving as a catechist or liturgist
- Efficacy of Welcoming Children in Worship Resources
- Most Helpful Aspects of the Resources
- Ways to Improve the Resources

Evaluation of the Welcoming Children in Worship Resources Overall

Respondents were asked to rate the resources overall as “poor,” “fair,” “good” or “excellent.”²⁴ Their responses – both the number choosing each response and the percentage choosing each response – are presented in the figure below.



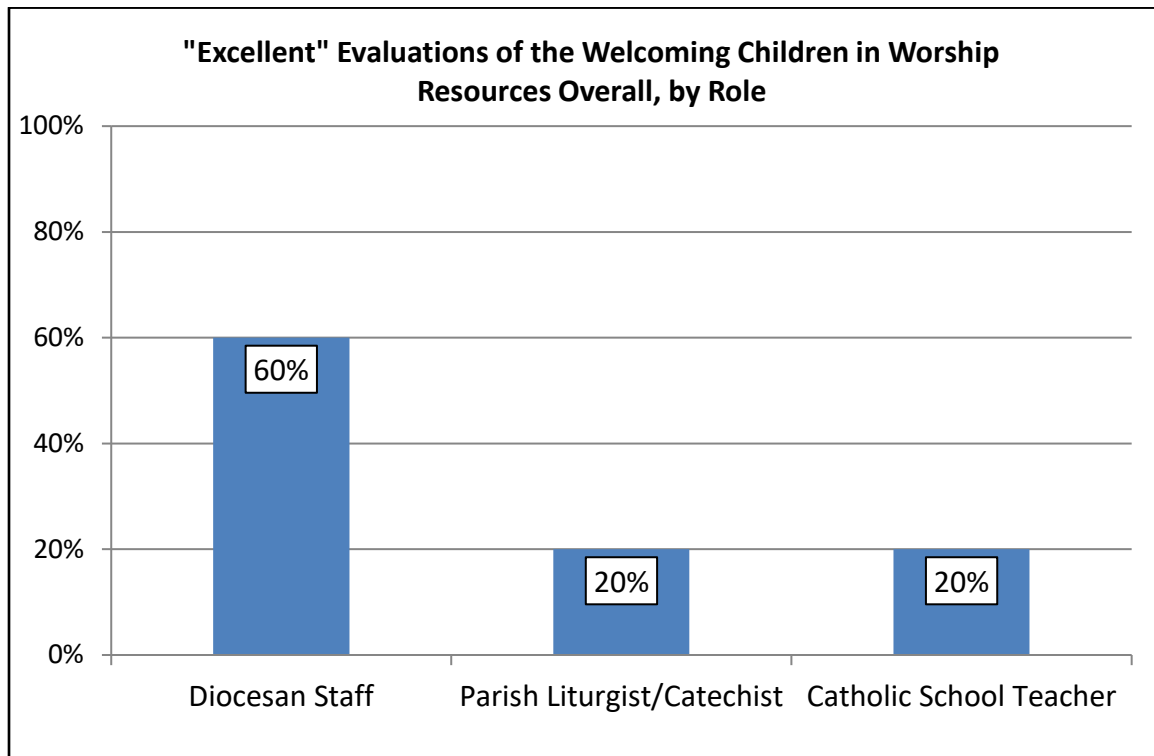
- Almost nine in ten (88%) give a relatively positive rating (“good” and “excellent” combined) to the resources overall. Some 35% rate it as “excellent.”
- One in 20 (4%) gives a relatively negative rating²⁵ (“poor” and “fair” combined) to the resources overall.

²⁴ Eleven percent (4 respondents) did not provide a response to this question.

²⁵ For a further discussion of how CARA categorizes the “relatively negative” and “relatively positive” sides of the scales, see the Introduction subsection.

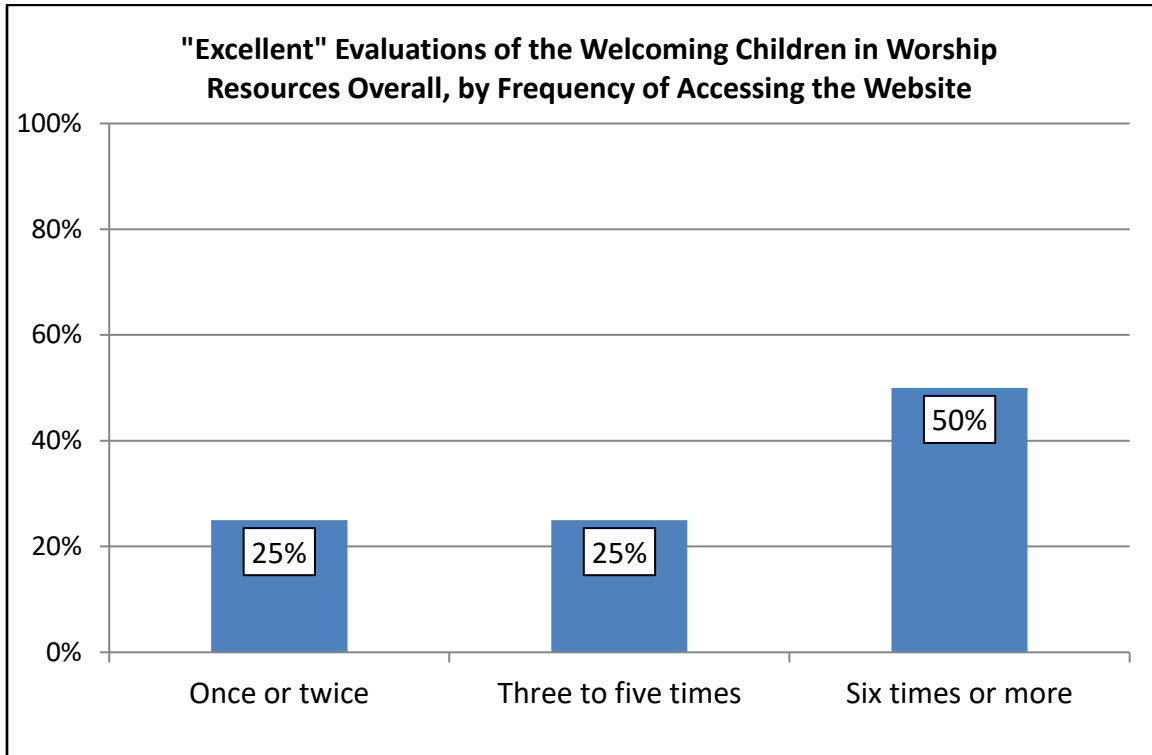
Differences by Role

Diocesan staff are especially likely to evaluate the resources overall as “excellent.”



Differences by Frequency of Accessing the Website

The respondents who have accessed the website six times or more are most likely to evaluate the resources as “excellent.”



Evaluation of Resources of Welcoming Children in Worship

Respondents were asked to evaluate the effectiveness of the Welcoming Children in Worship resources. They rated the effectiveness of the resources in each of the following areas for the children participating at their parish as “not at all effective,” “somewhat effective,” “effective,” or “very effective.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated the effectiveness of the resources in each area as “effective” or “very effective” combined. The final column displays the percentage that rated the effectiveness of the resources in each area as “very effective.”²⁶

How effective are the resources in these areas for the children participating at your parish? <i>Percentage responding:</i>		
	“Effective” and “Very Effective” Combined %	“Very Effective” Only %
Being at the appropriate level for children ages 7-10	89	26
Understanding religious symbols better	87	20
Increasing understanding of the Mass	84	28
Engaging children in worship and prayer	81	29
Fostering deeper individual prayer	78	7
Increasing understanding of the Church seasons and feast days	75	15
Strengthening a child’s personal relationship with God	75	6
Being at the appropriate level for children ages 4-6	73	26
Fostering deeper participation in worship	72	28
Increasing understanding of the Eucharist	71	24
Increasing familiarity with the worship spaces and areas of the church	71	14
Fostering participation in Eucharistic Adoration and other devotions	70	8
Creating worship experiences where children experience awe and wonder	68	21
Strengthening the sense of community among the children	60	7
Encouraging families to worship together	50	7
Fostering family prayer at home	50	6
Encouraging more reading of the Bible	46	13
Engaging Hispanic children in worship	40	10
Serving the needs of children with disabilities	28	7

²⁶ Between 45% and 74% did not provide a response to this series of questions.

“Effective” and “Very Effective” Combined

- About eight-tenths to nine-tenths give a positive rating (“effective” and “very effective” combined) to these areas for the effectiveness of the resources:
 - Being at the appropriate level for children ages 7-10 – 89%
 - Understanding religious symbols better – 87%
 - Increasing understanding of the Mass – 84%
 - Engaging children in worship and prayer – 81%
 - Fostering deeper individual prayer – 78%
- Two-thirds to three-quarters rate these areas positively:
 - Increasing understanding of the Church seasons and feast days – 75%
 - Strengthening a child’s personal relationship with God – 75%
 - Being at the appropriate level for children ages 4-6 – 73%
 - Fostering deeper participation in worship – 72%
 - Increasing understanding of the Eucharist – 71%
 - Increasing familiarity with the worship spaces and areas of the church – 71%
 - Fostering participation in Eucharistic Adoration and other devotions – 70%
 - Creating worship experiences where children experience awe and wonder – 68%
- Half to six-tenths give a positive rating to these areas:
 - Strengthening the sense of community among the children – 60%
 - Encouraging families to worship together – 50%
 - Fostering family prayer at home – 50%
- Less than half rate these areas positively:
 - Encouraging more reading of the Bible – 46%
 - Engaging Hispanic children in worship – 40%
 - Serving the needs of children with disabilities – 28%

“Very Effective” Only

- Two-tenths to three-tenths rate these areas as “very effective”:
 - Engaging children in worship and prayer – 29%
 - Increasing understanding of the Mass – 28%
 - Fostering deeper participation in worship – 28%
 - Being at the appropriate level for children ages 7-10 – 26%
 - Being at the appropriate level for children ages 4-6 – 26%
 - Increasing understanding of the Eucharist – 24%
 - Creating worship experiences where children experience awe and wonder – 21%
 - Understanding religious symbols better – 20%
- One-tenth or slightly more rates the following areas as “very effective”:
 - Increasing understanding of the Church seasons and feast days – 15%
 - Increasing familiarity with the worship spaces and areas of the church – 14%

- Encouraging more reading of the Bible – 13%
- Engaging Hispanic children in worship – 10%
- Less than one-tenth rates these areas as “very effective”:
 - Fostering participation in Eucharistic Adoration and other devotions – 8%
 - Fostering deeper individual prayer – 7%
 - Strengthening the sense of community among the children – 7%
 - Encouraging families to worship together – 7%
 - Serving the needs of children with disabilities – 7%
 - Strengthening a child’s personal relationship with God – 6%
 - Fostering family prayer at home – 6%

Differences by Frequency of Accessing the Website

Between 14% and 43% of those who have accessed the website six times or more rate the areas in the table below as “very effective.” ²⁷

How effective are the resources in these areas for the children participating at your parish? <i>Percentage responding “Very Effective”:</i>			
	Accessed the Website Once or Twice	Accessed the Website Three to Five Times	Accessed the Website Six Times or More
Increasing understanding of the Mass	40	0	43
Increasing understanding of the Eucharist	25	0	43
Understanding religious symbols better	0	17	40
Increasing familiarity with the worship spaces and areas of the church	0	0	40
Fostering deeper participation in worship	50	0	38
Engaging children in worship and prayer	20	29	33
Being at the appropriate level for children ages 4-6	40	0	33
Being at the appropriate level for children ages 7-10	40	0	33
Engaging Hispanic children in worship	0	0	25
Creating worship experiences where children experience awe and wonder	40	0	25
Fostering participation in Eucharistic Adoration and other devotions	0	0	20
Encouraging more reading of the Bible	20	0	20
Strengthening a child’s personal relationship with God	0	0	17
Fostering deeper individual prayer	0	0	17
Encouraging families to worship together	0	0	17
Serving the needs of children with disabilities	0	0	17
Strengthening the sense of community among the children	0	0	17
Increasing understanding of the Church seasons and feast days	33	0	14
Fostering family prayer at home	0	0	14

²⁷ For this table, the percentage of response for each subgroup are presented regardless of whether the differences pass standard statistical tests. Due to having relatively few respondents in each subgroup, these differences can be seen as only suggestive of real differences.

Effectiveness of the Resources While Serving as a Catechist or Liturgist

Parishioners were asked to evaluate how effective the resources were while serving as a catechist or liturgist. As in the previous subsection, respondents rated each area as “not at all effective,” “somewhat effective,” “effective,” or “very effective.” The first column of numbers in the table below summarizes the positive side of the findings, showing the percentage that rated the effectiveness of resources in each area as “effective” or “very effective” combined. The final column displays the percentage rating the effectiveness of resources in each area as “very effective.”²⁸

How effective are the resources in these areas for you when serving as a catechist or liturgist? <i>Percentage responding:</i>		
	“Effective” and “Very Effective” Combined %	“Very Effective” Only %
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	91	58
Learning about incorporating sacred art into your faith formation sessions	86	50
Better incorporating silent time into liturgies	86	29
Downloading the resources	84	42
Planning for faith formation sessions hosted at your parish	83	33
Planning for the upcoming Church seasons	82	38
Better incorporating sacred music that is engaging to children into your liturgies	81	31
Planning for upcoming feast days	80	33
Growth of your skills overall in engaging children in worship	79	29
Ease of finding resources for a particular season or feast day on the website	74	32
Increasing your confidence in the content of what you are presenting to the children	74	27

²⁸ Between 50% and 68% did not provide a response to this series of questions.

“Effective” and “Very Effective” Combined

- About eight-tenths to nine-tenths give a positive rating (“effective” and “very effective” combined) to these areas for the effectiveness of the resources:
 - Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies – 91%
 - Learning about incorporating sacred art into your faith formation sessions – 86%
 - Better incorporating silent time into liturgies – 86%
 - Downloading the resources – 84%
 - Planning for faith formation sessions hosted at your parish – 83%
 - Planning for the upcoming Church seasons – 82%
 - Better incorporating sacred music that is engaging to children into your liturgies – 81%
 - Planning for upcoming feast days – 80%
 - Growth of your skills overall in engaging children in worship – 79%
- Three-quarters rate these areas positively:
 - Ease of finding resources for a particular season or feast day on the website – 74%
 - Increasing your confidence in the content of what you are presenting to the children – 74%

“Very Effective” Only

- More than two-fifths rate the following areas as “very effective”:
 - Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies – 58%
 - Learning about incorporating sacred art into your faith formation sessions – 50%
 - Downloading the resources – 42%
- Approximately one-quarter to two-fifths rate these areas as “very effective”:
 - Planning for the upcoming Church seasons – 38%
 - Planning for faith formation sessions hosted at your parish – 33%
 - Planning for upcoming feast days – 33%
 - Ease of finding resources for a particular season or feast day on the website – 32%
 - Better incorporating sacred music that is engaging to children into your liturgies – 31%
 - Better incorporating silent time into liturgies – 29%
 - Growth of your skills overall in engaging children in worship – 29%
 - Increasing your confidence in the content of what you are presenting to the children – 27%

Differences by Frequency of Accessing the Website

With the exception of two of the measures in the table below, those who have accessed the website six times or more are more likely to rate each of the areas as “very effective.”²⁹

How effective are the resources in these areas for you when serving as a catechist or liturgist? <i>Percentage responding “Very Effective”:</i>			
	Accessed the Website Once or Twice	Accessed the Website Three to Five Times	Accessed the Website Six Times or More
Creating resources that are easily shared with the volunteers who help with children’s formation and liturgies	50	50	75
Downloading the resources	40	17	63
Learning about incorporating sacred art into your faith formation sessions	75	20	60
Planning for faith formation sessions hosted at your parish	25	25	50
Planning for the upcoming Church seasons	33	20	50
Ease of finding resources for a particular season or feast day on the website	25	17	44
Planning for upcoming feast days	33	20	43
Better incorporating silent time into liturgies	25	25	33
Growth of your skills overall in engaging children in worship	33	20	33
Increasing your confidence in the content of what you are presenting to the children	25	20	33
Better incorporating sacred music that is engaging to children into your liturgies	50	25	25

²⁹ For this table, the percentage of response for each subgroup are presented regardless of whether the differences pass standard statistical tests. Due to having relatively few respondents in each subgroup, these differences can be seen as only suggestive of real differences.

Efficacy of Welcoming Children in Worship Resources

Respondents were asked how much they agree with a series of statements related to the impact of Welcoming Children in Worship resources. They were offered these four options to respond: “do not agree,” “somewhat disagree,” “agree,” and “strongly agree.” The first column of numbers in the table below shows the combined percentage responding “agree” or “strongly agree.” The final column displays the percentage of those who “strongly agree.”

How much do you agree with these statements? <i>Percentage responding:</i>		
	“Agree” and “Strongly Agree” Combined %	“Strongly Agree” Only %
Our Diocese offers us help in other areas for engaging children in worship other than just these resources	82	27
The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families	73	27
Using these resources has helped bring increased attention to how our parish engages children in worship	73	20
The website is easy to navigate in finding relevant resources	72	22
The resources are very practical and easy to incorporate into sessions and liturgies	69	31
The home activities have helped parents gain confidence in teaching their children	57	14
Catechists and liturgists collaborate with one another more frequently since they have started using with the resources	57	14
Children seem more engaged during formation sessions when you use the resources	57	14
The worship style presented in the resources fits in with the worship style you prefer at the parish	53	33
The children find the hymns offered to be engaging	50	14
The resources help the children to make a connection between the tables at home, at school, and at Mass	45	18
Children seem more engaged when worshipping since you started using these resources	44	22
Parental involvement has increased since you started using these resources	17	17

“Agree” and “Strongly Agree” Combined

- Approximately seven-tenths to eight-tenths “agree” or “strongly agree” with the following statements:
 - Our Diocese offers us help in other areas for engaging children in worship other than just these resources – 82%
 - Using these resources has helped bring increased attention to how our parish engages children in worship – 73%
 - The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families – 73%
 - The website is easy to navigate in finding relevant resources – 72%
 - The resources are very practical and easy to incorporate into sessions and liturgies – 69%
- Just under six-tenths “agree” or “strongly agree” with the following statements:
 - The home activities have helped parents gain confidence in teaching their children – 57%
 - Catechists and liturgists collaborate with one another more frequently since they have started using with the resources – 57%
 - Children seem more engaged during formation sessions when you use the resources – 57%
- About two-fifths to half express agreement with the following statements:
 - The worship style presented in the resources fits in with the worship style you prefer at the parish – 53%
 - The children find the hymns offered to be engaging – 50%
 - The resources help the children to make a connection between the tables at home, at school, and at Mass – 45%
 - Children seem more engaged when worshiping since you started using these resources – 44%
- One-sixth agrees that parental involvement has increased since they started using these resources (17%).

“Strongly Agree” Only

- Approximately three-tenths “strongly” agree with the following statements:
 - The worship style presented in the resources fits in with the worship style you prefer at the parish – 33%
 - The resources are very practical and easy to incorporate into sessions and liturgies – 31%
 - Our Diocese offers us help in other areas for engaging children in worship other than just these resources – 27%
 - The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families – 27%

- Roughly one in five “strongly” agrees with the following statements:
 - The website is easy to navigate in finding relevant resources – 22%
 - Children seem more engaged when worshiping since you started using these resources – 22%
 - Using these resources has helped bring increased attention to how our parish engages children in worship – 20%
 - The resources help the children to make a connection between the tables at home, at school, and at Mass – 18%
 - Parental involvement has increased since you started using these resources – 17%

- Slightly more than one in ten expresses their “strong” agreement with the following statements:
 - The home activities have helped parents gain confidence in teaching their children – 14%
 - Catechists and liturgists collaborate with one another more frequently since they have started using with the resources – 14%
 - Children seem more engaged during formation sessions when you use the resources – 14%
 - The children find the hymns offered to be engaging – 14%

Differences by Frequency of Accessing the Website

With the exception of two of the measures in the table below, those who have accessed the website six times or more are more likely to “strongly” agree with the statements below.³⁰

How much do you agree with these statements? <i>Percentage responding “Strongly Agree”:</i>			
	Accessed the Website Once or Twice	Accessed the Website Three to Five Times	Accessed the Website Six Times or More
The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families	0	20	50
Parental involvement has increased since you started using these resources	0	0	50
The worship style presented in the resources fits in with the worship style you prefer at the parish	0	0	43
Our Diocese offers us help in other areas for engaging children in worship other than just these resources	0	25	40
The resources help the children to make a connection between the tables at home, at school, and at Mass	0	0	40
Children seem more engaged when worshipping since you started using these resources	0	0	40
The website is easy to navigate in finding relevant resources	67	0	38
The resources are very practical and easy to incorporate into sessions and liturgies	50	0	38
The children find the hymns offered to be engaging	0	0	33
The home activities have helped parents gain confidence in teaching their children	0	0	33
Catechists and liturgists collaborate with one another more frequently since they have started using with the resources	0	0	33
Using these resources has helped bring increased attention to how our parish engages children in worship	0	17	29
Children seem more engaged during formation sessions when you use the resources			50

³⁰ For this table, the percentage of response for each subgroup are presented regardless of whether the differences pass standard statistical tests. Due to having relatively few respondents in each subgroup, these differences can be seen as only suggestive of real differences.

Most Helpful Aspects of the Resources

Respondents were asked to reflect on the helpful aspects of the resources and write a response to the open-ended question: “*What do you find most helpful about the resources? Please give an example of how you have used it in your ministry.*” Some 13 respondents wrote in a response to that question.

Most of the respondents find the sacred music resources very useful. They are able to download the hymns and share them easily. They like the organization of the music into different categories, which makes it easier to use during school Masses. The representative comments are below:

- The organization of music by liturgical feast or purpose - this makes navigating the catalog quick and easy.
- I have found the selection of hymns and chants to be most helpful. I schedule my school masses around what chants or hymns we will be learning next in class and incorporate these in the liturgy.
- It gave me materials to choose from in preparing sacred music for classroom study and school masses.
- Being able to download hymns and share them more quickly.
- The Chant sheet music, and the repertoire were the most helpful. We sang a few songs from the list during our school Mass.
- I liked having a collection of information to come back to for more information. While everyone has favorites in music selection, it was nice to see what is offered in a broader capacity, for a sense of some uniformity with music titles.

Some respondents find the resources on liturgical signs and symbols very helpful, especially for catechist education. The representative comments are as follows:

- The resources offered an additional amount of material to present to the Catechists for class use. The sections on the symbols and items used in the liturgy were well received. I regret we did not explore the resources as completely as I had hoped due to scheduling conflicts and hope to use the Summer months to explore these options further.
- The lesson plans and resource materials were appreciated by some of the catechists with whom I shared them. As chair of the Parish Liturgy Committee, it was helpful to not only share the website information but give a few of the materials I used to the catechists as well.

Some respondents find the resources on religious education, sacred art, and faith formation helpful. Their remarks are as follows:

- The resources have provided supplementary information/material for our established RE curriculum and RE family events. These materials have also supported the effort of the RE Home Schooling families.
- I found the following helpful: The wide variety of sacred art, along with some explanation and perspective, that was provided through the videos. I especially found the printable resources very helpful, from liturgical calendars, to the items found at church, etc.
- There is a variety and it touches on all aspects of faith formation.
- When providing professional development for Catholic school teachers and/or principals, I share the resources on the website.
- I shared with other ministry leaders. I made a presentation introducing CUA resources to colleagues in my graduate class.

Ways to Improve the Resources

Respondents were invited to suggest ways to improve the resources by answering the open-ended question: *“How could the resources or website be improved? What would you like to see added? Please be specific about how you would like to use it.”* Twelve respondents wrote in a response to that question.

Respondents suggest improving the music resources by adding more hymns for each liturgical season, ensuring the music videos match the correct recordings, more hymns suitable for younger students, and expanding the chant sheet music collection. They also recommend including instructional materials on how to read and sing chant notation, noting that this is a diminishing art that deserves preservation and careful teaching. Their comments are as below:

- The music videos do not always match the music. Case in point: the Ave Maria recording is a children's choir singing the Schubert Ave Maria, not the antiphon.
- Some of the songs don't have the correct video for them.
- More hymns for each season, and hymns that are more suitable for younger students.
- More chant sheet music!
- More music titles and selections. It was limiting for my purposes this first year.
- I would love to see resources included for learning how to read and sing chant notation. This is a lost art and while chant notation is included (which is awesome!) there are so many professional sacred musicians who never learned how to read chant themselves. There are certain traditions to chant that are only known by professionals who are well versed in the Latin Mass. For example, intonation, the call and response of female and male voices, repetition of certain parts and the general "ebb and flow" of chant. If we are going to teach the next generation chant, let's share these awesome traditions and include the small details that make chant so beautiful!

Some respondents suggest offering as many resources in Spanish as in English. Others recommend a simpler layout, more visuals, and the inclusion of modern and ethnically diverse art—such as Hispanic and African-rooted styles—alongside the traditional European art currently featured. Their comments are as below:

- Would like to see the resources en inglés in Spanish, Hispanic community always have the same resources. Advent, Lent ... We have to have to provide equal resources materials in both languages.
- Technology is a challenge for many of my Catechists our tech resources are limited to ipads in the classrooms.
- Some of the links on one of the main pages do not work:
<https://welcomingchildren.catholic.edu> . I thought the adapted items for special needs were too wordy. More visuals and a simpler layout could work better.
- The art segments used somewhat medieval art and the catechists and children – and some parent – are less familiar with that and more prefer some more modern and "ethnic" art.

We didn't see much Hispanic art, nor African-rooted art. Same with the music. Much of the overall orientation seems to be toward European / Anglo-American culture.

Some respondents do not have any recommendations for improvement at this time.

- No suggestions at this time. The site is well done.
- Not sure as I haven't used them enough to make a statement.

Appendix: Survey with Response Frequencies



Welcoming Children in Worship Evaluation Survey for Schools & Parishes

CARA – Center for Applied Research in the Apostolate

This questionnaire will help us to better understand your experience of the Welcoming Children in Worship online resources and website and will help us to improve them. Your individual response is vitally important. If a question does not apply to you, please leave it blank.

1. In regard to your use of *Welcoming Children in Worship* resources, which one of the following best identifies your role at your parish or diocese? **NR=3**

- | | |
|---------------------------------|-----------------------------------|
| 32 Diocesan staff member | 14 Liturgist at a parish |
| 0 Pastor/priest at a parish | 16 DRE or equivalent |
| 0 Parish life coordinator | 3 Paid catechist at a parish |
| 0 Deacon at a parish | |
| 22 Teacher at a Catholic school | 8 Volunteer catechist at a parish |

5 Other role: _____

2. How often have you accessed the *Welcoming Children in Worship* website in past months? **NR=0**

- | | |
|-------------------------|------------------------|
| 18 Have not accessed it | 18 Three to five times |
| 34 Once or twice | 29 Six times or more |

3. Overall, how would you evaluate the *Welcoming Children in Worship* resources you have used? **NR=11**

- | | |
|---------|--------------|
| 0 Poor | 53 Good |
| 12 Fair | 35 Excellent |

Worship Resources

4. Which of these *Explore Liturgical Signs and Seasons with Children* resource units have you accessed in past months? *Please select all that apply.* **NR=5**

- 34 I have not accessed any of these resources
- 26 Unit I: Lessons 1-3: Introduction to Sacred Space, Origins of Sacred Space, Entering Sacred Space
- 22 Unit II: Lessons 4-6: Liturgical Elements of the Mass, Liturgical Colors, Liturgical Calendar
- 12 Unit III: Lessons 7-9: Sign of the Cross, Gestures, Postures
- 6 Unit IV: Additional Liturgical Elements

5. *Welcoming Children in Worship* is collaborating with the National Catholic Partnership on Disability to create adaptive resources for use with all children, including those with special needs. Which of these resources have you accessed in past months? *Please select all that apply.* **NR=5**

- 62 I have not accessed any of these resources
- 19 Ash Wednesday prayers and activities
- 12 Holy Week & Easter prayers and activities
- 5 Easter Season
- 2 Ascension & Pentecost
- 0 Corpus Christi
- 0 Faith & Freedom
- 0 Assumption of Mary
- 0 Reconciliation

6. Liturgical formation resources for Hispanic families were offered in both English and Spanish. Which of these have you accessed in past months?

Please select all that apply. **NR=13**

- 67 I have not accessed any of these resources
- 10 Hispanic Families at Worship – Advent & Christmas Reflections for Children: Spanish-language version
- 7 Hispanic Families at Worship – Advent & Christmas Reflections for Children: English-language version
- 10 Hispanic Families at Worship – Lent & Easter Reflections for Children: Spanish-language version
- 7 Hispanic Families at Worship – Lent & Easter Reflections for Children: English-language version

Sacred Music Resources

7. Hymns that engage children are offered for different ages as well as for different seasons and celebrations. They include the sheet music, information about the song/season, and a video of the hymn being performed. Which of these have you accessed in past months?

Please select all that apply. **NR=13**

- 15 I have not accessed any of these resources
- 13 Hymns for children ages 4-6
- 13 Hymns for children ages 7-10
- 16 Hymns for Advent
- 14 Hymns for Christmas
- 15 Hymns for Lent
- 12 Hymns for Easter
- 3 Hymns for Pentecost

Sacred Art Resources

8. *Way of Beauty* offers brief videos exploring sacred art for the liturgical season or feast. Which of these have you viewed or incorporated into a session in past months? *Please select all that apply.* **NR=18**

- 34 I have not accessed any of these videos
- 5 Come Lord Jesus
- 7 Jesus, Light of the World
- 5 O Come Let Us Adore
- 3 Return to the Lord: The Invitation of Lent
- 5 Jesus is the Son of God: The Transfiguration
- 8 Walking with the Risen Jesus: The Emmaus Story
- 10 They Recognized Jesus in the Breaking of the Bread
- 5 Come Holy Spirit, Come
- 3 The Birth of Mary, Mother of God
- 3 The Assumption of Mary
- 3 The Exaltation of the Holy Cross
- 5 The Immaculate Conception of Mary
- 3 The Presentation of Mary

Worship and Prayer Activities Used

9. Reflecting on your use of the resources above, which of the following activities and rites have you used with the children you guide? *Select all that apply.*

NR=42

- 9 Reciting opening prayers for children from the resources (e.g., Prayer to the Holy Family)
- 32 Reading of sacred Scripture for a feast or season and reflections for children
- 23 Engaging the children in an activity from the resource (e.g., making an Advent wreath)
- 18 Downloading coloring book pages of sacred pictures
- 0 Reenacting religious events as described in the resources (e.g., processing and visiting homes as part of Las Posadas, the Way of the Cross)
- 18 Encouraging novenas and home prayers sessions for families (e.g., for Advent)
- 9 Processions and May Crownings that incorporate suggestions from the resources
- 9 Encouraging the setting up of seasonal sacred art at their homes (Nativity scenes, a huerto)
- 9 Performing a hymn featured on the website in catechetical classes
- 36 Performing a hymn featured on the website during a Mass or other liturgy
- 14 Encouraging fasting, abstinence and/or almsgiving at home during Lent
- 14 Teaching prayer styles to children (e.g., *Lectio Divina*)
- 14 Viewing a video during catechesis and discussing it

10. *Where have you used the Welcoming Children in Worship resources? Please select all that apply.*

NR=40

- 35 In a parish faith formation session with children
- 39 In a children's or school Mass
- 13 In another parish liturgy
- 48 In a Catholic school classroom

Please use these responses for the questions below.

1=Not at All Effective

3=Effective

2=Somewhat Effective

4=Very Effective

Blank=Don't Know or Not Applicable

*How **effective** are the resources in these areas for the children participating at your parish? If you do not know or it is not applicable to you, please leave it blank.*

1 2 3 4 NR

- 0 19 52 29 45 11. Engaging children in worship and prayer
- 0 60 30 10 74 12. Engaging Hispanic children in worship
- 11 16 47 26 50 13. Being at the appropriate level for children ages 4-6
- 0 11 63 26 50 14. Being at the appropriate level for children ages 7-10
- 0 25 60 15 47 15. Increasing understanding of the Church seasons and feast days
- 0 31 62 8 66 16. Fostering participation in Eucharistic Adoration and other devotions
- 0 25 69 6 58 17. Strengthening a child's personal relationship with God
- 7 14 71 7 63 18. Fostering deeper individual prayer
- 13 38 44 6 58 19. Fostering family prayer at home
- 5 26 47 21 50 20. Creating worship experiences where children experience awe and wonder
- 0 28 44 28 53 21. Fostering deeper participation in worship
- 14 36 43 7 63 22. Encouraging families to worship together
- 0 17 56 28 53 23. Increasing understanding of the Mass
- 0 29 47 24 55 24. Increasing understanding of the Eucharist
- 0 13 67 20 61 25. Understanding religious symbols better
- 0 29 57 14 63 26. Increasing familiarity with the worship spaces and areas of the church
- 0 53 33 13 61 27. Encouraging more reading of the Bible
- 21 50 21 7 63 28. Serving the needs of children with disabilities
- 0 40 53 7 61 29. Strengthening the sense of community among the children

*How **effective** are the resources in these areas for you when serving as a catechist or liturgist?*

1 2 3 4 NR

- 0 26 42 32 50 30. Ease of finding resources for a particular season or feast day on the website
- 0 16 42 42 50 31. Downloading the resources
- 0 19 44 38 58 32. Planning for the upcoming Church seasons
- 0 20 47 33 61 33. Planning for upcoming feast days
- 0 14 36 50 63 34. Learning about incorporating sacred art into your faith formation sessions
- 0 19 50 31 58 35. Better incorporating sacred music that is engaging to children into your liturgies
- 0 14 57 29 63 36. Better incorporating silent time into liturgies
- 0 17 50 33 68 37. Planning for faith formation sessions hosted at your parish
- 0 27 47 27 61 38. Increasing your confidence in the content of what you are presenting to the children
- 0 21 50 29 63 39. Growth of your skills overall in engaging children in worship
- 0 8 33 58 68 40. Creating resources that are easily shared with the volunteers who help with children's formation and liturgies

Please use these responses for the questions below.

1=Do Not Agree

3=Agree

2=Somewhat Agree

4=Strongly Agree

Blank=Don't Know or Not Applicable

How much do you **agree** with these statements?

1 2 3 4 NR

- 7 20 53 20 61 41. Using these resources has helped bring increased attention to how our parish engages children in worship
- 18 9 46 27 71 42. The materials and videos have helped me better understand the theological principles central to the liturgical formation of children and their families
- 0 28 50 22 53 43. The website is easy to navigate in finding relevant resources
- 6 25 38 31 58 44. The resources are very practical and easy to incorporate into sessions and liturgies
- 7 40 20 33 61 45. The worship style presented in the resources fits in with the worship style you prefer at the parish
- 7 43 36 14 63 46. The children find the hymns offered to be engaging
- 9 46 27 18 71 47. The resources help the children to make a connection between the tables at home, at school, and at Mass
- 0 43 43 14 82 48. The home activities have helped parents gain confidence in teaching their children
- 18 0 55 27 71 49. Our Diocese offers us help in other areas for engaging children in worship other than just these resources
- 14 29 43 14 82 50. Catechists and liturgists collaborate with one another more frequently since they have started using with the resources
- 17 67 0 17 84 51. Parental involvement has increased since you started using these resources
- 11 44 22 22 76 52. Children seem more engaged when worshipping since you started using these resources
- 0 43 43 14 82 53. Children seem more engaged during formation sessions when you use the resources

54. Have you *shared* any of the resources or videos with any of the following groups or persons?

Please select all that apply. **NR=63**

- 50 Other formators at your parish
- 14 Other liturgists at your parish
- 36 Other parish staff members
- 36 Volunteers at your parish
- 57 Other teachers at your Catholic school
- 43 Diocesan personnel
- 43 Persons from other parishes or dioceses

55. Which of the following does your parish offer?

Please select all that apply. **NR=50**

- 26 Liturgy of the Word formation
- 58 Children's choirs for special occasions
- 47 Children's choirs who regularly participate in Mass
- 58 Ministries that are inclusive of children
- 58 Ministries that parents and children can participate in

56. What do you find *most helpful* about the resources? Please give an example of how you have used it in your ministry.

57. How could the resources or website be improved? What would you like to see *added*? Please be specific about how you would like to use it.

If you are willing to give a testimonial (written or video) about your experience using *Welcoming Children in Worship* resources, please provide your name and email below so we can contact you:

Name: _____.

Email: _____.

Thank you for completing this survey.

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