

WHAT'S HAPPENING IN LCMS

CONFIRMATION?

A SUMMARY OF FINDINGS BASED ON

NINE POPULATIONS

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This report is a statistical summary of responses of nine populations. Numbered items enclosed by quotation marks are items as they appeared in the questionnaires. The style of reporting is non-technical. Statistical analysis of the data was made by Andy Dwyer of NEAR (Nebraska Education and Research Center), University of Nebraska-Lincoln. Interpretation of the data is the responsibility of the project director. Percentages of responses are rounded to the nearest whole number.

Populations in the report who are designated as “exemplar” are members of congregations named by district education executives as offering high performance confirmation ministries. Non-exemplar populations refer to confirmation leaders and congregations selected in a random sample described in Appendix B.

WHAT'S HAPPENING IN LCMS CONFIRMATION?

Importance of Confirmation Ministry

1. “For you, How Important is Confirmation?”

	<u>Very important</u>	<u>Important</u>	<u>Somewhat important</u>	<u>Not Important</u>
Public School Confirmands*	45%	46%	8%	1%
Lutheran School Confirmands*	56%	37%	5%	2%
Confirmands, Non-Exemplar**	47%	46%	6%	1%
Confirmands, Exemplar**	46%	43%	11%	-
Parents	85%	13%	1%	.3%

* The means of public school (1.63) and Lutheran school (1.53) as well as the means of non-exemplar (1.60) and exemplar confirmands (1.66) are not significantly different. (ANOVA)

** Non-exemplar populations in the study are the larger samples, while exemplar confirmands, exemplar parents, and exemplar leaders are members of congregations whose confirmation ministries were named by district education leaders as offering outstanding confirmation ministries.

2. Correlations of Confirmands' Perceptions of the Importance of Confirmation

Correlations between the importance of confirmation perceived by confirmands and the following variables are significant at the .00 level of confidence.

1. Expectation that one will live as a Christian for one's entire life. ($r=.436$) (a strong correlation)
2. Amount of help given by confirmation classes to live as a Christian. ($r=.362$) (a moderate r)
3. Perception of the difference that faith makes in one's daily life. ($r=.360$) (a moderate r)
4. Amount of help given by congregation to grow in faith. ($r=.326$) (a moderate r)
5. The current level of one's activity in the church. ($r=.318$) (a moderate r)
6. Expected level of activity in the church after the rite of confirmation. ($r=.290$) (a moderate r)

3. “In the Context of Your Entire Ministry, How Important to You is Confirmation Ministry?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Pastors*	65%	32%	2%	1%
DCEs*	64%	25%	11%	-
Exemplar*	68%	30%	3%	-

* The means of pastors (1.40), DCEs (1.47), and exemplars (1.35) are not significantly different. (ANOVA)

4. Correlations of Leaders' Perceptions of the Importance of Confirmation

There is a low correlation between the importance assigned by leaders to confirmation and their interest in developing their planning and teaching skills ($r = .140$) (.02)

There is a low correlation between the importance assigned by leaders to confirmation and their perceptions of positive attitudes of parents toward their involvement in confirmation ($r = .131$) (.02)

5. “For Most Lutherans, Confirmation is the Most Important Christian Education Event in Their Lives.”

	<u>I Agree Totally</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Disagree</u>
<u>Totally</u>				
Pastors*	26%	55%	15%	3%
DCEs*	17%	58%	25%	-
Exemplar*	21%	74%	5%	-
Parents	40%	50%	7%	3%
HS Youth	35%	50%	15%	-
District Execs/Professors	25%	50%	18%	7%

* The means of pastors (2.02), DCEs (2.08) and exemplars (1.84) are not significantly different. (ANOVA)

6. “Does Confirmation Deserve to be the Most Important Christian Education Event in One’s Life?”

	<u>Definitely, Yes</u>	<u>Yes</u>	<u>Perhaps</u>	<u>No</u>	<u>Definitely, No</u>
District Execs, Professors	5%	18%	16%	54%	7%

7. “The Value Which You Attach to Your Own Confirmation as a ‘Growing in Faith’ Experience Is:”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>
District Execs, Professors	39%	42%	19%

Confirmands’ Interest in Confirmation

8. “What Is (Was) the Level of Your Interest in Confirmation Classes?”

	<u>Very High</u>	<u>Moderate</u>	<u>Low</u>	<u>Other Responses</u>
Confirmands, Public School*	19%	49%	3%	29% (Interest Changes)
Confirmands, Lutheran School*	23%	53%	7%	16% (Interest Changes)
Confirmands, Non-Exemplar*	20%	49%	5%	27% (Interest Changes)
Confirmands, Exemplar*	25%	48%	2%	25% (Interest Changes)
High School Youth	12%	69%	11%	6% (Don’t Remember)

* The means of public school (2.42) and Lutheran school confirmands (2.16) as well as non-exemplar (2.38) and exemplar confirmands (2.27) are not significantly different. (ANOVA)

9. “What is the Level of Your Son’s or Daughter’s Interest in Confirmation?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m Not Sure</u>
Parents, Non-Exemplar*	30%	59%	11%	.4%
Parents, Exemplar*	39%	49%	11%	2%

* The means of non-exemplar (1.82) and exemplar parents (1.75) are not significantly different.
(ANOVA)

10. Correlations of Confirmands' Level of Interest in Confirmation

Correlations between the confirmand level of confirmands' interest in confirmation and the following variables are significant at the .00 level of confidence.

1. Help given by confirmation to live as a Christian. (r = .476) (A high correlation)
2. The importance of confirmation (r = .438) (A high correlation)
3. Faith makes a difference in one's daily life. (r = .325) (A moderate correlation)
4. The expectation that one will live as a Christian for one's entire life. (r = 3.23) (A moderate r)
5. One's current level of activity in the church. (r = .296) (A moderate r)
6. Amount of help given by a congregation to grow in faith. (r = .293) (A moderate r)
7. Level of expected activity in the church after confirmation. (r = .266) (Some correlation)

11. Variables Related to Confirmands' Level of Interest in Confirmation

A Univariate Analysis of Variance shows that confirmands' level of interest in confirmation as the dependent variable is most significantly related to the independent variable, "to grow in faith and in living as a Christian," as the reason for being in confirmation compared with "to please my parents," "become a member of the church," and "get confirmed."

A Univariate Analysis of Variance shows that confirmands' level of interest in confirmation as the dependent variable is most significantly related to the independent variable, "one would definitely go to one's same church that they go to now if it were totally up to them," compared with "one would probably go to the same church," "look for a different church," and "I'm not sure."

Leaders' Interest in Discussing Confirmation: District Leaders & Professors

12. "The Interest Level of Pastors, DCEs, and Lutheran Teachers in Discussing Confirmation Is:"

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I'm Not Sure</u>
District Execs and Professors	27%	54%	19%	

Why Confirmands Are in Confirmation

13. "The Number One Reason to be in Confirmation Is:"

	<u>Please My Parents</u>	<u>Grow in Faith and in Living as a Christian</u>	<u>Become a Member of the Church</u>	<u>Get Confirmed</u>
Confirmands, Public School*	3%	76%	4%	16%
Confirmands, Lutheran School*	-	74%	9%	16%
Confirmands, Non-Exemplar*	2%	73%	7%	18%
Confirmands, Exemplar*	2%	82%	-	16%

* The means of public school (2.34) and Lutheran school confirmands (2.42) as well as non-exemplar (2.40) and exemplar confirmands (2.30) are not significantly different. (ANOVA)

Satisfaction With Confirmation Ministry

14. “What Is (Was) the Level of Your Satisfaction with Confirmation Ministry?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m Not Sure</u>
<u>Parents</u>	57%	30%	11%	2%
<u>High School</u>	36%	51%	6%	7%
<u>Leaders</u>	27%	57%	13%	2%
<u>Pastors*</u>	22%	62%	14%	1%
<u>DCEs*</u>	28%	50%	17%	3%
<u>Exemplar*</u>	54%	43%	3%	-
<u>Distr Leaders/Profs</u>	-	62%	38%	

* The means of pastors (1.95), DCEs (1.94) and exemplars (1.49) are significantly different (.00), indicating that exemplar leaders express a higher level of satisfaction with confirmation ministry than pastors and DCEs.

* The means of pastors and DCEs are not significantly different.

15. Correlations of Leaders’ Satisfaction in Confirmation Ministry

The following variables are correlated with the level of leaders’ satisfaction in confirmation ministry.

<u>Variables</u>	<u>Correlation</u>
1. Satisfaction with parent participation in confirmation ministry	(.344) (.00) (Moderate)
2. Positive attitudes of parents involved in confirmation ministry	(.326) (.00) (Moderate)
3. Importance given to confirmation in one’s ministry	(.296) (.00) (Moderate)
4. Interest in developing one’s teaching skills	(.115) (.04) (Low)

16. Variables Related to Leader Satisfaction in Confirmation Ministry

A multiple regression analysis of five predictors finds three variables that are positively related to leader satisfaction in confirmation ministry:

1. Importance given by leaders to confirmation ministry (.00)
2. Satisfaction with parent participation in confirmation ministry (.00)
3. Positive parent attitudes toward their own participation in confirmation ministry (.01)

Two variables that are not related to leader satisfaction in confirmation ministry are amount of time spent in preparation for confirmation classes and interest in developing teaching skills.

A One-Way Anova analysis shows that using one’s own resources in confirmation is a significant predictor of high satisfaction in one’s confirmation ministry. (.00)

A One-Way Anova analysis shows that confirmand worship attendance of 3-4 times per month is a significant predictor of high satisfaction in one's confirmation ministry. (.00)

A One-Way Anova analysis shows that requiring confirmands to attend Bible classes is not a significant predictor of high satisfaction in one's confirmation ministry.

A One-Way Anova analysis shows that requiring confirmands to participate in service projects is not a significant predictor of high satisfaction in one's confirmation ministry.

17. "In Your Confirmation Ministry, What are Two Sources of Great Satisfaction?" (Leader Fill-Ins)
(50 descriptors of satisfaction in confirmation were named by leaders)

On the basis of a content analysis of leaders' responses, the seven most frequently named sources of leader satisfaction in confirmation ministry are:

1. Helping youth to grow in faith. (107 responses)
2. Developing relationships with youth. (73)
3. Seeing young people live their faith. (69)
4. Teaching the Bible and Catechism. (40)
5. Parent involvement and support. (28)
6. Leader interactions with youth (23)
7. Joy in teaching and leading youth (18)

Amount of Attention Given to Topics: Leaders

18. "How much attention in confirmation is given to the following topics?"

	<u>Major</u>	<u>Some</u>	<u>None</u>
The Ten Commandments	95%	5%	-
The Apostles' Creed	97%	3%	-
The Lord's Prayer	90%	10%	.3%
Holy Baptism	97%	3%	-
Holy Communion	97%	3%	.3%
Confession of Sins and Absolution	78%	22%	-
Biblical foundations of the Six Chief Parts	69%	29%	2%
People, events, teachings of <i>The Bible</i>	45%	52%	3%
Practice of daily prayer and meditation	24%	69%	7%
Worship, liturgies, hymns, songs	17%	60%	23%
A Christian's vocation	13%	67%	20%
Making moral decisions	44%	51%	5%
Sharing one's faith with others	34%	61%	5%
One's role in the church's mission	26%	66%	8%
Ethical issues related to human life	32%	61%	7%
Illegal drugs and drinking	16%	70%	14%
Dating, marriage, and family	26%	65%	9%
The supernatural world, as astrology	7%	64%	29%

An analysis of the responses of pastors, DCEs, and exemplars shows that there are no significant differences in the means of the three populations except for these topics:

1. Pastors (1.01) give more attention to the Apostles' Creed than DCEs. (1.08) (.00).
2. Pastors (1.02) give more attention to Holy Communion than exemplars. (1.08) (.05).
3. Pastors (1.19) give more attention to Confession & Absolution than DCEs. (1.39) (.00).
4. Exemplars (1.62) give more attention to Prayer and Meditation than pastors. (1.87) (.00).
5. Pastors (2.03) and exemplars (2.05) give more attention to Worship, Liturgy, Hymns, Songs than DCEs. (2.34) (.00) and (.05).
6. Pastors (1.61) and exemplars (1.43) give more attention to making moral decisions than DCEs. (1.86) (.01) and (.00).
7. Exemplars (1.50) and DCEs (1.57) give more attention to sharing one's faith with others than pastors. (1.77) (.00) and (.04).
8. Exemplars (1.59) give more attention to one's role in the church's mission than pastors. (1.85) (.00).
9. Exemplars (1.92) and pastors (1.94) give more attention to illegal drugs and drinking than DCEs. (2.17) (.02) and (.04).
10. Exemplars (1.65) give more attention to dating, marriage and the family than DCEs. (2.00) (.04).
11. Pastors (1.80) give more attention to dating and marriage than DCEs. (2.00) (.05)
12. Pastors (2.15) give more attention to the supernatural world than DCEs. (2.43) (.00).

19. “Which Topics Not Named in This Survey are Discussed in Your Confirmation Classes?”

A content analysis of leaders' responses reveals that the following topics, not named in the questionnaire, were discussed in their confirmation classes.

1. Creation and evolution. (14 responses)
2. The life and theology of Martin Luther. (12)
3. Church history. (11)
4. Reformation history. (10)
5. Living as a disciple of Jesus Christ. (8)
6. Bible history. (7)
7. Abortion and life issues. (5)

Importance of Topics: Parents

20. “In Your Perspective, How Important is Each of the Following Topics in Confirmation?”

	<u>Very Important</u>		<u>Somewhat Important</u>		<u>Not Important</u>			
	<u>NonEx*</u>	<u>Ex**</u>	<u>NonEx</u>	<u>Ex</u>	<u>NonEx</u>	<u>Ex</u>	<u>NonEx</u>	<u>Ex</u>
The Ten Commandments***	89%	85%	11%	15%	.4%	-	-	-
The Apostles' Creed***	83%	85%	16%	15%	1%	-	-	-
The Lords' Prayer***	87%	85%	12%	15%	1%	-	-	-
Holy Baptism***	88%	85%	11%	15%	.4%	-	.4%	-

Holy Communion***	91%	85%	8%	15%	.4%	-	-	-
Confession of Sins and Absolution***	80%	82%	16%	18%	3%	-	1%	-
Biblical foundations of the Six Chief Parts***	56%	49%	31%	48%	12%	3%	1%	-
People, events, teachings of the Bible****	54%	70%	37%	30%	8%	-	1%	-
Practice of daily prayer and meditation***	67%	76%	29%	21%	4%	3%	1%	-
Worship, liturgies, hymns, songs***	39%	42%	40%	36%	19%	21%	2%	-
A Christian's vocation***	85%	88%	14%	12%	1%	-	-	-
Making moral decisions***	84%	91%	14%	6%	2%	3%	.4%	-
Sharing one's faith with others***	58%	70%	34%	27%	7%	3%	1%	-
One's role in the church's mission*****	45%	63%	43%	34%	11%	3%	1%	-
Ethical issues related to human life***	59%	61%	26%	27%	12%	12%	2%	-
Illegal drugs and drinking***	53%	42%	25%	42%	16%	6%	6%	9%
Dating, marriage, and family***	57%	61%	27%	27%	12%	6%	4%	6%
The supernatural world, such as astrology***	24%	21%	22%	39%	24%	18%	30%	21%

* Non-exemplar parents; ** Exemplar parents

*** The means of non-exemplar and exemplar parents are not significantly different. (ANOVA)

**** The means of non-exemplar (1.55) and exemplar parents (1.30) are significantly different (.04), indicating that exemplar parents assign greater importance to this topic than non-exemplar parents. (ANOVA)

***** The means of non-exemplar (1.68) and exemplar parents (1.41) are significantly different (.03), indicating that exemplar parents assign greater importance to this topic than non-exemplar parents. (ANOVA)

Frequency of Topics Discussed in Confirmation: High School Youth

21. "How Often Was Each of the Following Topics Discussed in Your Confirmation Classes?"

	Discussed <u>Often</u>	Discussed <u>Sometimes</u>	Discussed a <u>Few Times</u>	Not <u>Discussed</u>
The Ten Commandments	77%	21%	2%	-
The Apostles' Creed	64%	28%	7%	1%
The Lord's Prayer	73%	22%	5%	-
Holy Baptism	64%	27%	9%	-
Holy Communion	74%	23%	4%	-
Confession of Sins and Forgiveness	61%	32%	6%	1%
Bible foundations of the Six Chief Parts	27%	25%	34%	14%
People, events, teachings of the Bible	30%	46%	20%	5%
Practice of daily prayer and meditation	34%	39%	19%	8%
Worship, liturgies, hymns, songs	20%	29%	30%	21%
A Christian's vocation	17%	36%	35%	12%
Making moral decisions	42%	37%	18%	3%
Sharing one's faith with others	51%	34%	12%	3%
One's role in the church's mission	27%	46%	20%	8%
Ethical issues related to human life	18%	48%	25%	10%
Use of illegal drugs and liquor	16%	33%	34%	16%
Dating, marriage, and family	31%	34%	31%	4%
The supernatural world, as astrology	10%	19%	34%	38%

Goals of Confirmation: Leaders

22. “How Do You Rate the Importance of Each of the Following Possible Goals?”

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not</u> <u>Important</u>
Make a public confession of faith	60%	32%	8%	.3%
Renew one’s baptismal covenant	58%	29%	8%	5%
Prepare to receive Holy Communion*	65%	22%	7%	6%
Receive the Holy Spirit by laying on of hands	25%	24%	23%	28%
Help one to grow in faith	84%	14%	2%	-
Affirm Scripture as source and norm of faith	78%	19%	3%	.3%
Declare one’s intent to live as Christ’s servant	63%	32%	4%	1%
Demonstrate a knowledge of <i>Luther’s Small Catechism</i> *	35%	43%	21%	1%
Discuss what being a Lutheran means*	30%	45%	22%	3%
Become a fuller member of the church	32%	46%	16%	6%
Live daily in the light of one’s baptism	67%	29%	4%	3%
Commit to the mission of the church	39%	47%	12%	2%
Worship and commune faithfully	78%	21%	1%	-
Welcome one as a communing member*	41%	38%	15%	6%
Strengthen one’s relationship with a pastor and other called church workers	28%	44%	26%	2%
Identify one’s gifts for service*	24%	39%	27%	10%
Share one’s faith with others*	44%	43%	11%	2%
Make moral decisions which express faith	49%	40%	9%	2%
Describe biblical views of marriage and family	31%	46%	19%	4%
Engage in serving church and community*	33%	49%	16%	2%

There are no significant differences in the means of the pastors, DCEs, and exemplars except for these goals:

- * 1. Pastors (1.38) give more importance to “Prepare to receive Holy Communion” than DCEs (1.94) (.00) and exemplars (2.03) (.00).
- * 2. Pastors (1.72) give more importance to “Demonstrate a knowledge of *Luther’s Small Catechism*” than DCEs (2.44) (.00) and exemplars (2.16) (.00).
- * 3. Pastors (1.87) give more importance to “Discuss what being a Lutheran means” than DCEs (2.26) (.00) and exemplars (2.16) (.03).
- * 4. Pastors (1.78) give more importance to “Welcome one as a communing members than exemplars (2.27) (.00).
- * 5. DCEs (1.82) (.00) and exemplars (2.08) (.05) give more importance to “Identify one’s gifts for service” than pastors (.2.40).
- * 6. DCEs (1.41) give more attention to “Share one’s faith with others” than pastors (1.79) (.00).
- * 7. DCEs (1.65) (.01) and exemplars (1.65) (.01) give more importance to “Engaging in serving church and community” than pastors (1.99).

23. “The Two Most Important Goals of Confirmation Are:” (Leader Fill-In Responses)

A content analysis of leaders’ responses indicates that the following goals are named as the most important goals:

1. To grow in faith. (68)
2. To make a public confession of faith in Jesus Christ. (56)
3. To live as a disciple of Christ. (42)
4. To prepare to receive Holy Communion. (25)
5. To live in the light of one’s Baptism. (28)
6. To worship and commune faithfully. (20)

Goals of Confirmation: Parents

24. “How do You Rate the Importance of Each of the Following Possible Goals?”

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not</u> <u>Important</u>
Make a public confession of faith	54%	30%	11%	5%
Renew one’s baptismal covenant	49%	32%	11%	8%
Prepare to receive Holy Communion	81%	14%	3%	2%
Receive the Holy Spirit by laying on of hands	30%	29%	17%	24%
Help one to grow in faith	80%	17%	2%	.3%
Affirm Scripture as source and norm of faith*	62%	31%	6%	1%
Declare one’s intent to live as a disciple**	48%	36%	13%	3%
Demonstrate a knowledge of <i>Luther’s</i> <i>Small Catechism</i>	28%	43%	24%	5%
Discuss what being a Lutheran means	38%	42%	18%	2%
Become a fuller member of the church	46%	43%	9%	2%
Live daily in the light of one’s baptism	58%	35%	7%	.3%
Commit to the mission of the church	32%	47%	19%	2%
Worship and commune faithfully	73%	23%	4%	.3%
Welcome one as a communing member	52%	36%	10%	2%
Strengthen one’s relationship with a pastor and other called church workers	32%	46%	18%	4%
Identify one’s gifts for service***	30%	45%	21%	4%
Share one’s faith in daily life	43%	39%	15%	2%
Make moral decisions based on Scripture	68%	26%	6%	.3%
Describe biblical views of marriage and family	47%	38%	14%	2%
Engage in serving church and community****	48%	39%	12%	1%

There are no significant differences in the means of exemplar parents and parents ratings except for the following goals:

* The means of non-exemplar (1.50) and exemplar parents (1.28) are significantly different (01), indicating that exemplar parents assign greater importance to affirming Scripture as source and norm as a goal of confirmation than do parents. (ANOVA)

** The means of non-exemplar (1.77) and exemplar parents (1.39) are significantly different (.00), indicating that exemplar parents assign greater importance to declaring one's intent to live as a disciple as a goal of confirmation than do parents. (ANOVA)

*** The means of non-exemplar (2.03) and exemplar parents (1.76) are significantly different (.02) indicating that exemplar parents assign greater importance to identifying one's gifts for service as a goal of confirmation than do parents. (ANOVA)

**** The means of non-exemplar (1.72) and exemplar parents (1.45) are significantly different (.01), indicating that exemplar parents assign greater importance to engaging in serving church and community as a goal of confirmation than do parents. (ANOVA)

Achievement of Goals: High School Youth

25. “Which of These Goals Were Achieved in Your Confirmation?”

	<u>Fully Achieved</u>	<u>Mostly Achieved</u>	<u>Somewhat Achieved</u>	<u>Not Achieved</u>
Make a public confession of faith	71%	18%	9%	2%
Renew one's baptism covenant	52%	24%	10%	15%
Prepare to receive Holy Communion	86%	10%	3%	1%
Receive the Holy Spirit by laying on of hands	51%	19%	8%	22%
Help one to grow in faith	65%	28%	7%	-
Affirm Scripture as source and norm of faith	64%	31%	4%	1%
Declare one's intent to live as a disciple	54%	26%	14%	7%
Demonstrate one's knowledge of <i>Luther's Small Catechism</i>	50%	25%	17%	9%
Discuss what being a Lutheran means	61%	31%	6%	2%
Become a fuller member of the church	60%	27%	12%	2%
Live daily in the light of one's baptism	47%	33%	17%	4%
Commit to the mission of the church	46%	27%	19%	8%
Worship and commune faithfully	79%	15%	5%	1%
Welcome one as a communing member	66%	27%	4%	4%
Strengthen one's relationship with a pastor and other called church workers	49%	35%	13%	4%
Identify one's gifts for service	30%	43%	21%	6%
Share one's faith in daily life	39%	35%	21%	6%
Make moral decisions based on Scripture	52%	39%	8%	2%
Describe biblical views of marriage and family	52%	33%	13%	3%
Engage in serving church and community	50%	38%	9%	4%

26. “How Much Help Do Confirmation Classes Give You to Live as a Christian?”

	<u>Great Help</u>	<u>Much Help</u>	<u>Not Much Help</u>	<u>No Help</u>
Confirmands	43%	50%	7%	1%
Public School*	41%	50%	8%	1%
Lutheran School*	50%	48%	2%	-
Confirmands, Non-Exemplar*	43%	50%	6%	.9%
Confirmands, Exemplar*	41%	50%	9%	-

* The means of public school (1.68) and Lutheran school confirmands (1.52) as well as non-exemplar (1.65) and exemplar confirmands (1.68) are not significantly different. (ANOVA)

27 Correlations of Help Given by Confirmation Classes to Live as a Christian

Correlations of the help given by confirmation classes to live as a Christian and the following variables are significant at the .00 level of confidence except where noted.

High Correlation

1. Belief that my congregation helps me to grow in faith and live as a Christian. (r = .429) (.00)
2. Faith in Jesus Christ makes a difference in my daily life. (r = .423) (.00)

Moderate Correlation

1. The expectation that one will live as a Christian for one’s entire life. (r = .312) (.00)
2. One is an active member of the church. (r = .295) (.00)

Some Correlation

1. The expectation that one will be active in the church after the rite of confirmation. (r = .230) (.00)
2. The level of interest in a one-week summer service project. (r = .158) (.01)
3. A larger number of service projects engaged in during a year. (r = .128) (.04)

28. Variables Related to Help Given by Confirmation Classes to Live as a Christian

A multiple regression analysis finds that confirmands’ assertion that their confirmation classes help them to live as a Christian is significantly related to the following variables:

1. Their level of interest in confirmation classes. (.00)
2. Their congregation helps them to grow in faith and to live as a Christian. (.00)
3. Their faith in Jesus Christ makes a difference in their daily lives. (.00)

Clarity of Goals: District Leaders & Professors

29. “What is the Level of Clarity of the Purpose and Goals of Confirmation among Pastors?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Not Sure</u>
District Execs, Professors	15%	34%	51%	-

30. “What is the Level of Clarity of the Purpose and Goals of Confirmation among DCEs and Lutheran Teachers?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Not Sure</u>
District Execs, Professors	17%	60%	23%	-

Confirmation Perspectives: Leaders

31. “In Your Confirmation Ministry, What are Two Frustrations Which You Have Experienced?”

A content analysis of leaders’ responses shows that forty-three categories of frustrations are named. The top seven frustrations are:

1. Lack of commitment by parents to confirmation ministry. (68 respondents)
2. Schedule conflicts and time constraints. (66)
3. Frustrations related to parents. (54)
4. Student apathy. (41)
5. Youth dropping out of church and confirmation classes. (34)
6. Seeing confirmation as a graduation. (28)
7. Lack of spiritual/biblical backgrounds. (20)

32. “What are Two Issues Related to Confirmation Which Have Come to Your Attention?”

A content analysis of leaders’ responses shows that forty-five categories of issues are named. The eight most frequently named issues are:

1. Parent issues. (39)
2. Parents lack of commitment. (34)
3. Cultural/moral issues. (30)
4. Issues related to confirmation day, the rite, first Holy Communion. (29)
5. Time/schedule conflicts. (28)
6. What is confirmation? (25)
7. Confirmand apathy. (25)
8. Confirmands’ lack of a biblical background. (20)

33. “In Your Perspective, What are Two Changes in Confirmation Ministry that are Needed?”

A content analysis of leaders’ responses shows that forty-three categories of needed changes in confirmation ministry are named. The ten most frequently named changes are:

1. More parent involvement. (77)
2. Seeing confirmation as a time to grow in faith as part of life-long learning. (36)
3. Development of more resources. (23)
4. Instruction, first Communion, confirmation at a younger age. (22)
5. More congregational involvement. (20)
6. Clarification of how we do confirmation. (18)
7. Greater biblical foundation during pre-confirmation as the base of catechetics. (17)
- *8. Engaging confirmands in active learning and practical experiences. (16)
- *8. Post-confirmation involvement of youth and catechesis. (16)
9. Get rid of confirmation as graduation. (13)

* Identical numbers indicate a tie in rankings.

34. “Five Years From Now, What do You See as Two Challenges in Confirmation Ministry?”

A content analysis of leaders’ responses identifies forty-nine categories of challenges in confirmation ministry five years from now. The eight most frequently named challenges are:

1. Greater parent involvement. (59)
2. Schedule conflicts and time pressures. (53)
3. Post-confirmation lack of involved youth. (36)
4. Challenges in the formation of disciples. (19)
5. The need for confirmands to work with a biblical base. (18)
6. Clarifying what confirmation is. (12)
7. A decreasing number of youth or no youth. (11)
8. A toxic society. (10)

Confirmation Perspectives: Parents

35. If You Had a Choice, Ideally Confirmation Classes Would Meet for How Many Years?

	<u>One Year</u>	<u>Two Years</u>	<u>Three Years</u>	<u>Four or More Years</u>
Parents, Non-Exemplar*	11%	67%	16%	5%
Parents, Exemplar*	9%	47%	36%	7%

* The means of non-exemplar (2.16) and exemplar parents (2.42) are significantly different (.01), indicating that exemplar prefer more time for confirmation classes than non-exemplar parents. (ANOVA)

36. What is the Level of Your Congregation’s Support for a Strong Confirmation Ministry?

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Not Sure</u>
Parents, Non-Exemplar*	42%	35%	15%	8%
Parents, Exemplar*	71%	21%	5%	3%

* The means of non-exemplar (1.89) and exemplar parents (1.41) are significantly different (.00), indicating that exemplar parents ascribe a higher level of their congregations’ support for a strong confirmation ministry than non-exemplar parents. (ANOVA)

37. What is the Level of Your Satisfaction with the Current Confirmation Ministry?

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Not Opinion</u>
Parents, Non-Exemplar*	54%	32%	12%	2%
Parents, Exemplar*	72%	19%	9%	-

* The means of non-exemplar (1.63) and exemplar parents (1.37) are significantly different (.02), indicating that the level of satisfaction with confirmation ministry is higher for exemplar parents than non-exemplar parents. (ANOVA)

38. Is Participation by Parents of Confirmands in Classes or Meetings Required?

	<u>Required</u>	<u>Strongly Encouraged</u>	<u>An Option</u>	<u>Not Required</u>
Parents, Non-Exemplar*	17%	22%	15%	46%
Parents, Exemplar*	39%	33%	10%	18%

* The means of non-exemplar (2.91) and exemplar parents (2.07) are significantly different (.00), indicating that exemplar parents report that they are required or strongly encouraged to participate in confirmation events at a higher level than non-exemplar parents. (ANOVA)

39. What is the Level of Your Congregation's Support for Your Nurturing of the Faith of Your Confirmand?

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>No Support</u>
Parents, Non-Exemplar*	35%	46%	14%	4%
Parents, Exemplar*	56%	33%	9%	2%

* The means of non-exemplar (1.88) and exemplar parents (1.56) are significantly different (.00), indicating that exemplar parents ascribe a higher level of congregational support for their role as nurturers of the faith of their confirmands than non-exemplar parents. (ANOVA)

40. "In Your Perspective, Who Has the Greatest Impact in the Growth of Your Son's or Daughter's Faith?"

<u>A Pastor</u>	<u>A Parent</u>	<u>A Teacher</u>	<u>A Congregation</u>	<u>Friends</u>
18%	75%	4%	1%	2%

41. "What are Two Sources of Your Satisfaction with the Confirmation Experiences of Your Daughter or Son?"

A content analysis of parents' responses identifies the following categories of sources of satisfaction.

1. The care and modeling of confirmation leaders. (54)
2. Seeing young people grow in faith and understanding of Scripture and the Catechism. (50)
3. The use of the Bible as the foundation of growth. (19)
4. The teaching effectiveness of confirmation leaders. (14)
5. Young people growing in their relationships with one another as a community. (8)

42. "What are Two Possible Frustrations with the Confirmation Experiences of Your Son or Daughter?"

A content analysis of parents' responses identifies the following categories of son or daughter frustrations in confirmation ministry.

1. Having to deal with time and schedule conflicts. (22)
2. Too much memorizing and rote memorization. (11)

3. A lack of parental support. (10)
4. Discipline problems in the classroom. (10)
5. Ineffective teaching and leadership. (7)

43. “When Thinking about Confirmation, What are Two Questions Which You Have?”

A content analysis of parents’ responses identifies the following categories of questions about confirmation.

1. To what extent are we achieving the goals of confirmation? How can we assess what is happening? (14)
2. How can we help youth not to “drop out” after confirmation? (8)
3. How can parents be involved more effectively in confirmation? (5)
4. How can youth be motivated to demonstrate more interest in confirmation? (5)
5. Are public examinations necessary? (3)

44. “In Your Perspective, What are Two Changes in Confirmation Ministry That Are Needed?”

A content analysis of parents’ responses identifies the following categories of suggested changes in confirmation.

1. A greater involvement and commitment by parents. (17)
2. More applications in the lives of young people and less memorizing. (10)
3. Greater involvement by youth in the congregation and in leadership roles. (7)
3. More involvement by the congregation in confirmation ministry. (7)
3. Greater clarity of expectations and accountability. (7)
6. More effective teaching and leadership. (4)

45. “What are Suggestions for Publishers to Produce Resources for Parents to Nurture a Confirmand’s Faith?”

A content analysis of parents’ responses identifies the following categories of suggestions for publishers.

1. Discuss topics that are of current interest to youth and parents. (14)
2. Provides resources that serve as guides for lessons. (8)
3. Publish resources at the level of confirmands’ understanding that relate to current events. (7)
4. Develop resources for confirmands and parents that discuss questions and answers. (4)
5. Publish a magazine that focuses on issues that relate to issues facing youth. (4)

Confirmation Perspectives: High School Youth

46. “You Confessed Your Faith in the Rite of Confirmation in Grade:”

<u>Five</u>	<u>Six</u>	<u>Seven</u>	<u>Eight</u>	<u>Nine</u>	<u>Other</u>
-	1%	3%	76%	17%	3%

47. “Confirmation Classes Were Taught by:”

<u>A Pastor Alone</u> 56%	<u>A Pastor and DCE</u> 14%	<u>A Pastor and a Lutheran Teacher</u> 6%	
<u>A Pastor and a Lay Person(s)</u> 7%	<u>A DCE Alone</u> 6%	<u>A Lutheran Teacher Alone</u> 1%	
<u>A Lay Person(s) Alone</u> 2%	<u>A DCE and a Lay Person(s)</u> 3%	<u>A Teacher and a Lay Person(s)</u> -	<u>Other</u> 6%

48. “Your Confirmation Class Met as:”

<u>A large group</u> 48%	<u>Small Groups</u> 20%	<u>A Large Group and Small Groups</u> 29%	<u>Another Structure</u> 4%
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49. “Which of These Events Were Part of Your Youth Confirmation Experience?”

<u>Retreats</u> 35%	<u>Field Trips</u> 2%	<u>Retreats & Field Trips</u> 16%	<u>No Retreats or Fields Trips</u> 47%
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50. “How Much Difference Did Confirmation Make in Your Life as a Christian?”

<u>A Great Deal of Difference</u> 38%	<u>Some Difference</u> 50%	<u>Little Difference</u> 8%	<u>Not Sure</u> 5%
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51. “What are Two Positive Memories of Your Confirmation Experience?”

A content analysis of high school youths’ responses identifies nine categories of positive memories of their confirmation experiences.

1. The relationships that were formed and the experience of community. (32)
2. The learning that occurred, the discussions, and fun activities. (28)
3. The growth in my faith that took place during confirmation. (18)
4. The times that we spent in retreats, trips, and camps. (17)
5. The rite of confirmation which was very memorable. (10)
6. Developing closer relationships with the confirmation leaders. (5)
7. Learning new things about the Bible. (4)
7. Being a part of the small groups that met. (4)
9. Participating in servant events and projects. (3)

52. “What are Memories of Any Frustrations in Your Confirmation Experiences?”

A content analysis of high school youths’ response reveals the following categories of frustrations in their confirmation experiences.

1. Disruptions during classes and problems caused by other confirmands. (18)
2. Having to memorize all that stuff which we quickly forgot. (13)
3. Classes that were boring and/or not organized. (11)
4. Spending too much time in confirmation which interfered with other activities. (10)
5. Problems with others members of the class. (9)
6. A lack of applications or concepts that were difficult to comprehend. (8)
7. Members of the class who didn't care and did not do their homework. (7)
8. Having to remember things for tests. (4)
9. A constant changing of pastors and having to put up with my pastor. (3)
10. Being required to do sermon notes. (2)
10. The failure of leaders who could not answer my questions. (2)
10. Too much homework. (2)

53. “When Thinking about Your Confirmation Experiences, What are Two Questions Which Come to Mind?”

A content analysis of high school youths' responses identifies six categories of questions about their confirmation experiences.

1. Learning questions, such as: Why didn't I learn more? What were we supposed to be learning? Why didn't I ask more questions? How do you know that being Lutheran or Christian is the right religion? Why do we believe that the bread and wine are Christ's body and blood? How can I be sure of going to heaven? Why was confirmation so “diluted?” (15)
2. Why did confirmation take so long? (10)
3. What are the impact and relevance of confirmation? (8)
4. Why weren't there more activities in confirmation? (6)
5. Where are confirmands today? Why are there so many drop-outs? (3)
6. How can confirmation lessons be more challenging to help those who are apathetic? (2)

54. “What are Changes in Confirmation Which You Can Think of?”

Suggested changes in confirmation based on a content analysis of high school youths' responses are summarized in the following categories:

1. Include more trips and retreats in confirmation. (10)
1. Make confirmation more interesting by including more activities that involve kids. (10)
3. Include more team-led confirmation lessons. (7)
4. Help confirmands to see the relevance of the topics. (6)
5. Spend less time in confirmation. (5)
6. Demonstrate a higher level of commitment to confirmation by those who are involved. (6)
7. Involve confirmands in service projects. (4)
8. Include more opportunities to share one's faith and do witnessing projects. (3)
9. Do more discussion instead of just lecturing. (2)

Confirmation Perspectives: District Leaders and Professors

55. “What are Strengths of Confirmation as Generally Practiced in Congregations?”

A summary of responses by district leaders and Concordia University professors engaged in congregational education identifies the following strengths in confirmation practices.

1. A clear articulation of and the opportunity to learn the key doctrines of the Lutheran Church, especially the Six Chief Parts of *Luther’s Small Catechism*. (18)
2. Confirmation is a well-accepted educational event in congregations which elicits a high level of acceptance and commitment to a regular schedule of meetings. (13)
3. The opportunities for pastors, DCEs, and other leaders to develop strong relationships with confirmands are many. (8)
4. The commitment of many parents and congregations to confirmation ministry is high. (6)

4. Helping young people stand on a solid faith foundation and learn the language of faith is an important ministry of the church. (6)
6. Engaging youth in small group and fun experiences are a plus. (4)
6. Learning the biblical narratives and developing a Scripture base add much to the lives of young people. (4)
8. Participation in servant events are valued experiences. (3)
8. Opportunities for connecting with families during confirmation strengthen congregations. (3)
10. Confirmation can prepare one for Holy Communion. (2)
10. Memorizing key parts of the Bible and the Catechism can add much to one’s faith-life. (2)
10. Helping confirmands and families to see confirmation as part of lifelong learning expands opportunities for growth. (2)
10. Discussing issues relevant to the lives of youth promotes interest and motivation. (2)

56. What are Challenges in Confirmation Ministry Which You Have Observed?”

The following categories of challenges in confirmation ministry are named by district leaders and Concordia University faculty:

1. Confirmation faces lots of challenges related to sports, school events, and other schedule conflicts. (14)
1. The absence of a commitment to confirmation ministry by some parents and confirmands presents a big challenge. (14)
3. A need for more effective and quality teaching that pays attention to the learning styles of today’s youth can be observed among some leaders. (13)
4. There is a need for confirmation leaders to address the heart as well as the head. (7)
5. Helping parents to see the family as a center of faith formation in nurturing the faith of youth deserves to be a high priority. (6)
6. Balancing the teaching of doctrine and making life applications needs to receive attention by some leaders. (3)
6. Eliminating the view of confirmation as a graduation and engaging youth in post-confirmation Bible study will contribute much to growth in faith. (3)

- 8. An absence of a readiness by some confirmands to make a meaningful commitment can be observed. (2)
- 8. Helping youth to be assimilated in the life and mission of a congregation is needed. (2)
- 8. Confirmation needs to be seen as a transformational experience that makes a difference in one's faith and life. (2)

57. “What are Educational Issues Related to Confirmation Which Have Come to Your Attention?”

Here is a list of categories of educational issues related to confirmation named by district leaders and Concordia University faculty.

- 1. There is a need for more varied teaching-learning styles in some confirmation classes. (11)
- 1. Also needed in some classes is a focus on life applications and relevance in the lives of young people. (11)
- 3. There are too many resources that lack substance and that do not reflect developmental perspectives of learners. (10)
- 4. Some leaders need a greater awareness of learner differences and their readiness to explore content in various ways and times. (7)
- 5. All leaders, parents, and confirmands need to see confirmation as a transformational experience. (4)
- 6. A higher level of competence and commitment is needed by some confirmation leaders. (3)
- 6. There needs to be a clear understanding of the “Why?” and “What?” of confirmation. (3)
- 6. More attention to learning deficits and challenged learners is needed by some leaders. (3)
- 9. A lack of interest by some confirmands deserves attention by leaders. (2)
- 9. A greater involvement of parents and a higher level of their commitment is essential. (2)

58. “What are Theological Issues Related to Confirmation Which Deserve Attention?”

District leaders and Concordia University faculty identify the following categories of theological issues related to confirmation.

- 1. The importance of helping confirmands to develop a sound Lutheran doctrinal foundation deserves more attention by some leaders. (12)
- 2. Helping confirmands to see themselves as disciples of Jesus Christ who live their faith is an essential perspective for confirmands and leaders. (9)
- 3. One's first communion at the Lord's Table and this relationship to the rite of confirmation needs to be clarified. (8)
- 4. A confirmand's faith relationship to Jesus Christ as a disciple engaged in lifelong learning and service deserves attention. (3)
- 4. The purpose of a denomination, denominationalism, and one's relationship to the Lutheran Church as a denomination present opportunities to clarify a number of issues. (3)
- 4. Making the Scriptures come alive and being seen as having an historical foundation can add much to confirmation ministry. (3)
- 4. The theological foundations of confirmation ministry deserve attention. (3)
- 8. Greater attention to teaching the “priesthood of believers” perspective is needed. (2)
- 8. The role of *Luther's Small Catechism* in confirmation ministry ought to be clarified. (2)
- 8. Moral issues in the lives of young people and the meaning of social justice belong in the

curriculum of confirmation ministry.

59. “What are Changes in Confirmation Which Would Strengthen This Ministry?”

Categories of suggested changes in confirmation named by district leaders and Concordia University faculty are:

1. Seeing the family as a faith-formation center and the involvement of parents in confirmation would add much to this ministry. (15)
2. Engaging confirmands in service learning would add much in some ministries. (5)
3. Identifying parameters for determining the best times for confirmation instruction would be a constructive step. (4)
3. More effective education for pastors as educators in congregation is needed by some. (4)
3. Seeing confirmation as part of one’s lifelong learning that integrates a series of re-affirmations can contribute to one’s growth in faith and life. (4)
6. A focus on faith formation and discipleship will address some challenges in confirmation ministry. (3)
6. Connecting with the lives of young people and interacting with youth will add to some confirmation ministries. (3)
6. Developing skills in using more effective methods of teaching-learning is needed by some leaders. (3)
6. Developing possible more effective structures for confirmation can add much. (3)
6. Integrating a family-congregation partnership in confirmation will add opportunities for growth in faith. (3)
11. Clarifying the expectations, the “What?” and “Why?” of confirmation will motivate higher levels of motivation. (2)
11. Naming Reformation Sunday as the day for the rite of confirmation may have a special meaning for some. (2)
11. Some leaders need to give more attention to the contexts of their ministries. (2)
11. How to build relationships in confirmation ministry is a need among some leaders. (2)
11. Faith formation resources for the elementary through high school years are needed. (2)

Parent Involvement in Confirmation

60. “What Kinds of Participation by Parents in Confirmation in Planned Education Events Is Expected?”

	<u>A Requirement</u>	<u>Participation Encouraged</u>	<u>An Option</u>	<u>None is Expected</u>
Pastors*	11%	54%	13%	22%
DCEs*	20%	51%	20%	9%
Exemplars*	35%	54%	3%	8%
HS Youth	11%	29%	29%	30%

* The means of pastors (2.46) and of exemplars (1.84) are significantly different (.00), indicating that a larger percentage of exemplars expect parent participation in confirmation than pastors. (ANOVA)

* The means of pastors and DCEs (2.17) are not significantly different. (ANOVA)

61. How Parents are Involved in Confirmation Ministry

	<u>Attend a Parent Class</u>	<u>In Class With Youth</u>	<u>Attend Events</u>	<u>In Separate Classes</u>	<u>Given Resources</u>	<u>Are Mentors</u>	<u>Provide Support</u>
Pastors	21%	8%	24%	1%	32%	7%	54%
DCEs	22%	8%	56%	6%	50%	39%	75%
Exemplars	37%	18%	47%	5%	50%	45%	68%
Parents*	11%	10%	17%	1%	9%	5%	32%

*16% of the parents indicate that parents are not involved in any ways in confirmation ministry.

Parent Involvement in Confirmation: Leaders

62. “What Is the Level of Your Satisfaction with Parent Participation in the Confirmation Ministry?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>There is no parent participation</u>
Pastors*	7%	38%	44%	11%
DCEs*	12%	35%	44%	9%
Exemplars*	11%	57%	27%	5%

* The means of pastors (2.58) and of exemplars (2.27) are significantly different (.02), indicating that exemplars express a higher level of satisfaction with parent participation than pastors. (ANOVA)

* The means of pastors and DCEs (2.50) are not significantly different. (ANOVA)

63. Variables that Correlate with Level of Satisfaction with Parent Participation

1. There is a high correlation between leader satisfaction with parent involvement in confirmation and positive parent attitudes toward their involvement in confirmation ministry. ($r = .508$) (.00)
2. There is a moderate correlation between leader satisfaction with parent involvement in confirmation ministry and leader satisfaction in confirmation ministry. ($r = .344$) (.00)

64. “Sources of Your Satisfaction in Working with Parents of Confirmands Are:”

A content analysis of leader responses results in the following categories of sources of leader satisfaction in their work with parents.

1. Their interaction and support of their confirmands’ work. (60)
2. The support of parents seen in the regular attendance of confirmands. (23)
3. The help of parents in classes and confirmation ministry events. (22)
4. The involvement of parents in worship and Holy Communion. (18)
5. Seeing parents grow in their faith. (16)
6. Parents who help youth in their homework and review. (11)

65. “Frustrations Which You Have Experienced in Working with Parents of Confirmands Are:”

A content analysis of leader responses finds seven categories of frustrations in their work with parents of confirmands.

1. A low interest in confirmation and Christian education. (58)
2. Parents who do not worship with their confirmands or participate in Bible classes. (40)
3. Busy schedules which interfere with confirmation ministry. (30)
4. Parents who do not cooperate and support confirmation ministry. (25)
5. A failure to reinforce teachings at home. (17)
6. Low interest in the faith-life of their confirmand. (12)
6. The lack of a solid faith and Bible foundation. (12)

66. “What is the Attitude of Parents toward Their Involvement in Confirmation Ministry?”

	<u>Very positive</u>	<u>Positive</u>	<u>Negative</u>	<u>Very Negative</u>
Pastors*	7%	68%	23%	2%
DCEs*	7%	65%	28%	-
Exemplars*	18%	73%	9%	-

* The means of exemplars (1.91) and of pastors (2.20) (.01) and DCEs (2.21) (.05) are significantly different, indicating that the attitude of exemplars toward parent involvement is more positive than the attitudes of pastors and DCEs. (ANOVA)

* The means of pastors and DCEs are not significantly different. (ANOVA)

67. “If Parents are Positive about Being Involved in Confirmation, What are Reasons for Their Enthusiasm?”

Categories of reasons for parent enthusiasm for their involvement in confirmation named by leaders in a content analysis are:

1. Their desire to see a son or daughter growing in faith. (47)
2. The realization of parents that they, too, are growing in their faith and commitment. (36)
3. Seeing the significance and blessings of confirmation. (27)
4. Building relationships within their own family and with others. (20)
5. Being aware of the solid faith foundation based on Scripture and the Lutheran Confessions. (17)
6. Being involved in confirmation because they love their kids. (13)

68. “If Parents are Negative about Their Involvement in Confirmation, What are Reasons for This Attitude?”

A content analysis of leader assessments of reasons for parents being negative about their involvement in confirmation identifies the following categories.

1. Parents who are too busy for confirmation ministry and have schedule conflicts. (64)
2. Parental apathy and non-involvement in the church. (26)

3. A low view of catechesis and confirmation. (23)
4. A low level of commitment to confirmation ministry. (17)
5. Parents who feel that confirmation is the pastor's/congregation's job. (10)

Parent Involvement in Confirmation: Confirmands

69. “Are Your Parents or a Parent Involved in a Class for Parents of Confirmands?”

Attend a <u>Parent Class</u> 7%	Parents & Confirmands <u>in the Same Class</u> 14%	There is No <u>Class for Parents</u> 68%	There is a Class; <u>Parents Don't Attend</u> 11%
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70. Factors Not Related to Parent Involvement

An analysis of variance which examines the relationship between parent involvement in confirmation as the categorical independent variable and the following eight continuous dependent variables finds that there is no relationship between the parent involvement in confirmation and any of the following variables.

1. Confirmand level of interest in confirmation;
2. Confirmand assessment of the importance confirmation;
3. Help given by confirmation to live as a Christian;
4. Confirmand expected level of activity in the church after the rite of confirmation;
5. Confirmand current level of activity in the church;
6. Help given by congregations for growth in faith;
7. Faith making a difference in their daily lives;
8. The expectation of living as a Christian for their entire lives.

Parent Involvement in Confirmation: Parents

71. “Is Participation by Parents of Confirmands in Classes or Meetings Required?”

<u>A Requirement</u> 21%	<u>Strong Encouragement</u> 24%	<u>An Option</u> 14%	<u>No Requirement</u> 41%
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72. “If Parents are Involved in Confirmation Ministry, How Do You Feel about Being Involved?”

	<u>Very Positive</u>	<u>Positive</u>	<u>Negative</u>	<u>Very Negative</u>
Parents, Non-Exemplar*	39%	55%	6%	.4%
Parents, Exemplar*	53%	46%	2%	-

* A significant difference in the means of exemplar parents (1.49) and non-exemplar parents (1.69) (.02) indicates that exemplar parents are more positive about their involvement in confirmation ministry than non-exemplar parents. (ANOVA)

73. What is the Attitude of Most Parents about Their Involvement in Confirmation Ministry?

	<u>Very Positive</u>	<u>Positive</u>	<u>Negative</u>	<u>Very Negative</u>
Parents, Non-Exemplar*	19%	56%	7%	19%
Parents, Exemplar*	18%	65%	10%	7%

* The means of non-exemplar (1.69) and exemplar parents (1.49) are significantly different (.02), indicating that exemplar parents perceive other parents as being positive about their participation in confirmation ministry at a higher level than non-exemplar parents. (ANOVA)

74. “What are Reasons for Parents to Be Enthusiastic about Their Involvement in Confirmation?”

A content analysis of parent responses results in the following categories of reasons for parents being enthusiastic about their involvement in confirmation.

1. Their involvement helps youth to grow in faith. (25)
2. Their involvement helps parents to grow in faith. (23)
3. Parents as role models shape faith. (19)
4. Parent involvements tells youth that confirmation and faith are important. (18)
5. Parent involvement opens communication in the family. (17)
6. It’s a joy to see a child’s faith in action. 16)
7. Parent involvement motivates youth to participate. (14)

75. “What are Possible Frustrations of Parents Who Are Involved in Confirmation?”

The following categories of frustrations of parent involvement in confirmation are named on the basis of a content analysis of parent responses.

1. Time and schedule issues. (54)
2. Youth apathy regarding confirmation. (18)
3. Parent apathy and non-involvement. (14)
4. Discipline issues in the classroom. (8)
5. Parents who lack skills and understanding to help youth to grow in faith. (7)
6. Parents who do not understand confirmation. (6)

Parent Involvement: High School Youth

76. “Were Your Parents Involved in Classes or Meetings Specifically Planned for Parents of Confirmands?”

<u>Parents Were Required to Be Involved</u>	<u>Parent Involvement Was Strongly Encouraged</u>
11%	29%
<u>Parent Participation Was an Option</u>	<u>Parents Were not Involved</u>
29%	30%

77. “If Your Parents Were Involved in Planned Activities for Parents of Confirmands, How Were They Involved?”

<u>Parents Attended a Parent Class</u>	<u>Parents Attended All Confirmation Classes with Their Youth</u>
6%	10%
<u>Parents Attended Confirmation Classes with Their Youth at Various Times</u>	<u>Parents Attended a Class for Parents while Youth Were in Their Own Class</u>
11%	5%
<u>Parents Were Given Resources to Use at Home with Their Youth.</u>	<u>Parents Were Given Resources to Read</u>
10%	1%
<u>Parents Served as Mentors of Small Groups</u>	<u>Parents Provided Support Such as Transportation</u>
14%	31%
<u>Other Kinds of Involvement</u>	
11%	

78. “If Your Parents Were Involved in Confirmation, How Do You Feel about Their Participation?”

<u>Very Positive</u>	<u>Somewhat Positive</u>	<u>Not Positive</u>	<u>I’m Not Sure</u>
49%	27%	5%	19%

Confirmation as a Graduation

79. “In Your Congregation, How Visible is the “Confirmation as Graduation” View?”

	<u>Very Visible</u>	<u>Visible</u>	<u>Somewhat Visible</u>	<u>Not Visible</u>
Pastors*	19%	40%	32%	9%
DCEs*	26%	37%	29%	9%
Exemplars*	16%	26%	50%	8%
Parents	11%	29%	35%	25%
District Leaders/Professors	60%	40%	-	-

* The means of pastors (2.30), DCEs (2.20), and exemplars (2.50) are not significantly different. (ANOVA)

80. “The Number of Confirmands Who Are Active in the Congregation as Seniors in High School is About:”

	<u>80% or More</u>	<u>60%-80%</u>	<u>40%-60%</u>	<u>20%-40%</u>	<u>20% or Less</u>
Pastors*	10%	13%	37%	18%	22%
DCEs*	-	20%	31%	29%	20%
Exemplars*	6%	28%	31%	22%	14%

* The means of pastors (3.29), DCEs (3.49), and exemplars (3.11) are not significantly different. (ANOVA)

81. “What Are Two Ways of Changing the ‘Confirmation is Graduation’ Attitude?” (Leader Responses)

A content analysis of leader responses identifies sixty-one categories for changing the “confirmation is graduation” attitude. The most frequently named suggestions are:

1. Involve parents in confirmation ministry (29 responses)
1. Connect confirmation and youth ministry. (29)
3. Focus on the lifelong learning of youth. (23)
4. Focus on on-going growth in faith and discipleship. (19)
5. Clarify what confirmation is. (18)
5. Involve youth in congregation. (18)
7. Offer first Holy Communion earlier. (17)
8. Remove “pomp and circumstances” in the rite of confirmation. (16)
9. Confirm later. (14)
10. Engage youth in Bible study and worship. (10)
10. Connect confirmands with mentors. (10)

(Two suggestions were: “Pass a synodical resolution;” “One must study the Small Catechism for 6 years”).

Bible Experiences Prior to Confirmation Classes: Leaders

82. “Is Requiring a Knowledge of Key Bible Content Prior to Confirmation Classes a Good Idea?”

	<u>Definitely, Yes</u>	<u>Probably, Yes</u>	<u>Probably, No</u>	<u>Definitely, No</u>
Pastors*	71%	23%	3%	2%
DCEs*	47%	39%	6%	8%
Exemplars*	75%	25%	-	-

* The means of pastors (1.37) and DCEs (1.75) are significantly different (.00), indicating that a greater percentage of pastors agree that requiring a knowledge of Bible content prior to confirmation classes is a good idea than DCEs. (ANOVA)

* The means of pastors and exemplars (1.49) are not significantly different. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

83. “How Much Time **Before** Beginning Confirmation is Spent in Bible Classes (Not Sunday School)?”

	<u>None</u>	<u>1 year</u>	<u>2 years</u>	<u>3 years</u>	<u>4 years</u>	<u>4+ years</u>
Pastors*	77%	4%	7%	3%	2%	6%
DCEs**	65%	6%	6%	3%	3%	18%
Exemplars*	47%	12%	6%	3%	3%	29%

* The means of pastors (1.70) and exemplars (2.91) are significantly different (.00), indicating that confirmands in the confirmation ministries of exemplars spend more time in classes before confirmation than do the confirmands in pastors’ confirmation ministry. (ANOVA).

** The means of DCEs (2.26) is not significantly different than the means of pastors and exemplars. (ANOVA)

84. “The Chief Content of Classes **Before** One Begins Confirmation Is:”(Leader Responses)

	<u>The Bible</u>	<u>Luther’s Small Catechism</u>	<u>The Bible and Luther’s Small Catechism</u>
Pastors	46%	2%	23%
DCEs	46%	-	15%
Exemplars	43%	-	30%
	<u>Other Content</u>	<u>There Is No Specific Content for These Years</u>	
Pastors	11%	18%	
DCEs	4%	35%	
Exemplars	13%	13%	

85. “In Your View, Greater Efforts Are Needed to Connect Confirmation and the Pre-Confirmation Education of Children.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Leaders & Professors	68%	32%	-	-

The Structure of Confirmation Ministry

86. “Who Is Leading Youth Confirmation?” (Leader Responses)

Pastors alone	44%
Pastor & DCE	12%
Pastor & Lutheran teacher	4%
Pastor & lay persons	20%
A DCE alone	2%
Lutheran teacher alone	.3%
A lay person alone	1.3%
DCE & lay person	3%
Lutheran teacher & lay person	.6%
Others (mostly vicars)	13%

87. Number of Confirmands Enrolled in Classes: First Year (Leaders)

	<u>0</u>	<u>1-5</u>	<u>6-10</u>	<u>11-20</u>	<u>21-30</u>	<u>31-40</u>	<u>41-70</u>	<u>70+</u>	<u>Mean</u>
Pastors	20%	50%	24%	4%	2%	-	-	-	4
DCEs	-	12%	30%	34%	3%	15%	3%	3%	18
Exemplars	6%	11%	17%	11%	32%	17%	6%		21

88. “The Structure of Confirmation Ministry in Your Congregation Consists of:” (Leader Responses)

1. Classes for confirmands which meet once each week.	60%
2. Classes which meet weekly as large and small groups.	6%
3. Classes, small groups, and occasional retreats.	13%

4. Classes for confirmands and classes for parents.	3%
5. Classes and small groups and classes for parents.	.6%
6. Classes and small groups, parents classes, and retreats.	7%
7. Retreats only	0%
8. Another structure	11%

89. “Young People Begin Confirmation in:”

	<u>Leaders</u>	<u>High School Youth</u>
1. Grade Five	13%	6%
2. Grade Six	28%	27%
3. Grade Seven	54%	57%
4. Grade Eight	2%	6%
5. Other	3%	4%

90. For How Many Years Do Confirmands Attend Classes?

	<u>Parents</u>	<u>Parents’ Ideal</u>	<u>High School Youth</u>
1. One Year	4%	10%	3%
2. Two Years	65%	64%	57%
3. Two-and-a Half to Three Years	20%	20%	34%
4. Four or More Years	10%	6%	6%
5. Another Length of Time	-	-	1%

91. “How Many Minutes are Spent by Youth in a Confirmation Class Each Week?”(Leader Responses)

	<u>45 Minutes</u>	<u>60 Mins.</u>	<u>75 Mins.</u>	<u>90 Mins.</u>	<u>120 Mins.</u>	<u>Other</u>
Pastors*	2%	38%	15%	33%	7%	6%
DCEs**	3%	19%	14%	39%	17%	8%
Exemplars*	3%	13%	8%	29%	26%	21%

* The means of pastors (3.21), DCEs (3.72) and exemplars (4.26) are significantly different (.02), indicating that the classes of DCEs and exemplars are longer in length than the classes of pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

92. When Confirmation Classes Meet

	<u>Leader Responses</u>	<u>Confirmand Responses</u>
1. After School	28%	23%
2. Weekday Evenings	49%	45%
3. Saturdays	2%	3%
4. Sunday Mornings	14%	15%
5. In a Lutheran School	2%	8%
6. Another Time	5%	7%*

* Sunday evenings

93. “If the Choice Were Yours, Confirmation Classes Would Meet on:”

	<u>After School</u>	<u>Evenings</u>	<u>Sunday Mornings</u>	<u>Sunday Evenings</u>	<u>Saturdays</u>	<u>In a Lutheran School</u>
Parents	22%	12%	31%	4%	4%	27%
Confirmands	19%	30%	29%	8%	2%	12%

Time and Confirmation

94. “How Challenging Is It for Confirmands to Find a Time to Meet During a Week?”

	<u>Not a Challenge</u>	<u>A Challenge</u>	<u>It’s Difficult</u>	<u>It’s Very Difficult</u>
Pastors*	32%	42%	12%	14%
DCEs*	33%	50%	14%	3%
Exemplars*	34%	34%	32%	

* The means of pastors (2.07), DCEs (1.86) and exemplars (1.97) are not significantly different. (ANOVA)

95. “How Challenging Is It for You to Find Time in Your Schedule for Confirmation?”

	<u>Not a Challenge</u>	<u>A Challenge</u>	<u>It’s Difficult</u>	<u>It’s Very Difficult</u>
Pastors*	73%	23%	4%	.5%
DCEs*	75%	17%	8%	-
Exemplars*	50%	30%	15%	5%

* The means of pastors (1.32), DCEs (1.33) and exemplars (1.24) are not significantly different. (ANOVA)

96. “For You, Finding Time in Your Family’s Weekly Schedule for Confirmation Classes Is:”

	<u>Easy</u>	<u>Challenging</u>	<u>Difficult</u>	<u>Very Difficult</u>
Parents, Non-Exemplar*	66%	27%	6%	1%
Parents, Exemplar*	66%	31%	3%	-

*The means of non-exemplar (1.42) and exemplar parents (1.38) are not significantly different. (ANOVA)

97. “For Your Son or Daughter, Finding Time for Confirmation Events Each Week Is:”

	<u>Easy</u>	<u>Challenging</u>	<u>Difficult</u>	<u>Very Difficult</u>
Parents, Non-Exemplar*	65%	28%	6%	1%
Parents, Exemplar*	65%	30%	5%	-

*The means of non-exemplar (1.44) and exemplar parents (1.40) are not significantly different. (ANOVA)

98. How Much Time is Spent in Preparation for Confirmation Classes?

	30 Minutes or Less	Less than 1 Hour	1 Hour	1-2 Hours	2-3 Hours	3 Hours+
Pastors*	-	25%	34%	30%	9%	2%
DCEs*	-	11%	17%	29%	26%	17%
Exemplar Leaders*	-	14%	16%	35%	24%	11%
Confirmands, Public**	26%	36%	19%	11%	7%	1%
Confirmands, Lutheran**	19%	47%	29%	5%	-	-
Confirmands, Non-Exem***	23%	40%	20%	10%	6%	1%
Confirmands, Exemplar ***	36%	29%	23%	5%	7%	-

* The means of pastors (2.29), DCEs (3.20) and exemplars (3.02) are significantly different (.00), indicating that DCEs and exemplars spend more time in preparation for confirmation classes than pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

** The means of public school (2.39) and Lutheran school confirmands (2.19) are not significantly different. (ANOVA)

*** The means of non-exemplar (2.40) and exemplar confirmands (2.16) are not significantly different. (ANOVA)

Time and Confirmands

99. “The Amount of ‘Free Time’ After School, Monday Through Friday, That You Have Is:”

	5 Hrs.+	3-5 Hrs.	1-3 Hrs.	Less than 1 Hr.
Confirmands, Public*	14%	31%	44%	11%
Confirmands, Lutheran*	12%	33%	45%	10%
Confirmands, Non-Exemplar**	17%	29%	43%	11%
Confirmands, Exemplar**	9%	43%	41%	7%

* The means of public school (2.52) and Lutheran school confirmands (2.52) are not significantly different. (ANOVA)

** The means of non-exemplar (2.49) and exemplar confirmands (2.45) are not significantly different. (ANOVA)

100. “On a Typical Saturday During the School Year, the Amount of ‘Free Time’ You Have Is:”

	5 Hrs.+	3-5 Hrs.	1-3 Hrs.	Less than 1 Hr.
Confirmands, Public*	62%	28%	9%	1%
Confirmands, Lutheran*	64%	26%	7%	2%
Confirmands, Non-Exemplar**	63%	26%	10%	1%
Confirmands, Exemplar**	66%	27%	7%	-

- * The means of public school (1.50) and Lutheran school (1.48) confirmands are not significantly different. (ANOVA)
- ** The means of non-exemplar (1.50) and exemplar confirmands (1.41) are not significantly different. (ANOVA)

101. “On a Typical Sunday During the School Year, the Amount of ‘Free Time’ You Have Is:”

	<u>5 Hrs.+</u>	<u>3-5 Hrs.</u>	<u>1-3 Hrs.</u>	<u>Less than 1 Hr.</u>
Confirmands, Public*	48%	33%	16%	3%
Confirmands, Lutheran*	39%	46%	10%	5%
Confirmands, Non-Exemplar**	49%	32%	16%	3%
Confirmands, Exemplar**	43%	45%	12%	-

- * The means of public school (1.74) and Lutheran school confirmands (1.80) are not significantly different. (ANOVA)
- ** The means of non-exemplar (1.73) and exemplar confirmands (1.68) are not significantly different. (ANOVA)

102. “The Number of Hours Per Week Which You Have for Various Church Activities Is:”

	<u>5 Hrs.+</u>	<u>3-5 Hrs.</u>	<u>1-3 Hrs.</u>	<u>Less Than 1 Hr.</u>
Confirmands, Public*	5%	32%	53%	10%
Confirmands, Lutheran*	19%	38%	38%	5%
Confirmands, Non-Exemplar**	10%	34%	47%	9%
Confirmands, Exemplar**	18%	32%	43%	7%

- * The means of public school (2.67) and Lutheran school confirmands (2.29) are not significantly different. (ANOVA)
- ** The means of non-exemplar (2.55) and exemplar confirmands (2.39) are not significantly different. (ANOVA)

103. “On a Typical Day During a Week, How Much Time Do You Spend Watching TV and Playing Video Games?”

	<u>5 Hours or More</u>	<u>3-5 Hours</u>	<u>1-3 hours</u>	<u>Less Than an Hour</u>
Confirmands, Public*	11%	14%	51%	24%
Confirmands, Lutheran*	10%	17%	50%	24%
Confirmands, Non Exemplar**	11%	15%	51%	23%
Confirmands, Exemplar**	2%	14%	52%	32%

- * The means of public school (2.28) and Lutheran school confirmands (2.28) are not significantly different. (ANOVA)
- ** The means of non-exemplar (2.86) and exemplar confirmands (3.15) are significantly different (.05), indicating that non-exemplar confirmands spend more time in watching TV and playing video games than exemplar confirmands. (ANOVA)

First Communion and The Rite of Confirmation: Leaders

104. “When is a Confirmand Invited for the First Time to Holy Communion?”

	<u>Prior to the Rite</u>	<u>During the Rite</u>	<u>After the Rite</u>	<u>When One is Ready</u>
Pastors*	11%	26%	60%	3%
DCEs*	33%	33%	28%	6%
Exemplars**	35%	14%	32%	19%

* The means of pastors (2.55) and DCEs (2.06) are significantly different (.00), indicating that the first communion of confirmands in congregations of DCEs occurs more often prior to the rite of confirmation than in congregations of served by pastors. (ANOVA)

** The means of pastors and exemplars (2.38) are not significantly different. (ANOVA)

105. “Most Young People Are Ready to Receive Holy Communion at Ages:”

	<u>Ages 9-10</u>	<u>Ages 11-12</u>	<u>Ages 13-14</u>	<u>Ages 15-16</u>	<u>When One is Ready</u>
Pastors*	13%	23%	38%	2%	24%
DCEs*	31%	17%	19%	8%	25%
Exemplars*	17%	44%	11%	-	28%

* The means of pastors (3.00), DCEs (2.81), and exemplars (2.78) are not significantly different. (ANOVA)

106. “Young People Ordinarily Confess That Faith in the Rite of Confirmation in Grade:”

	<u>Five</u>	<u>Six</u>	<u>Seven</u>	<u>Eight</u>	<u>Nine</u>	<u>Ten</u>	<u>There Is No Confirmation Rite</u>	<u>Grade Not Relevant</u>
Pastors*	4%	9%	80%	7%	-	.5%	-	
DCEs*	-	11%	78%	8%	3%	-		
Exemplars**	-	3%	76%	16%	3%	-		3%

* The means of pastors (2.91) and of DCEs (3.03) are not significantly different. (ANOVA)

** The means of pastors (2.91) and exemplars (3.32) are significantly different (.00), indicating that confirmands in the confirmation ministries of exemplars confess their faith in a higher grade level than confirmands in the confirmation ministries of pastors. (ANOVA)

** The means of exemplars and DCEs are significantly different (.05), indicating that confirmands in the confirmation ministries of exemplars confess their faith in a higher grade level than confirmands in the confirmation ministries of DCEs. (ANOVA)

107. “The Ideal, the Best Time for the Rite of Confirmation Is Grade:”

	<u>Five</u>	<u>Six</u>	<u>Seven</u>	<u>Eight</u>	<u>Nine</u>	<u>Ten</u>	<u>Other Times</u>	<u>Grade not Relevant</u>
Pastors*	2%	11%	9%	43%	6%	7%	4%	19%
DCEs*	3%	3%	9%	20%	17%	14%	6%	29%
Exemplars*	-	-	-	35%	27%	11%	5%	22%

* The means of pastors (4.72), DCEs (5.54), and exemplars (5.51) are significantly different (.02), indicating that pastors prefer an earlier grade level for the rite of confirmation than DCEs and exemplars. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

108. “In Your Congregation, the Rite of Confirmation Ordinarily is Scheduled on Which Day?”

	<u>Palm Sunday</u>	<u>Pentecost</u>	<u>Reformation Sunday</u>	<u>Various Times</u>	<u>Another Day</u>
Pastors	21%	20%	2%	23%	34%
DCEs	17%	3%	3%	19%	58%
Exemplars	14%	-	5%	13%	68%

109. “In Your Perspective, Who Does the Confirming in the Rite of Confirmation?”

	<u>The Pastor</u>	<u>The Congregation</u>	<u>The Youth</u>	<u>Other</u>
Pastors	37%	16%	34%	14%
DCEs	28%	14%	49%	9%
Exemplars	35%	16%	35%	14%

110. “In the Rite of Confirmation, Which of These Practices are Included?”

	<u>Yes</u>	<u>No</u>
1. Confession of faith by confirmands as a group	91%	9%
2. Written, spoken testimony of faith by each confirmands	48%	52%
3. Confirmands kneel for prayer and blessing	98%	2%
4. A laying on of hands by the pastor	99%	1%
5. Intercessory prayer by the congregation	88%	12%
6. Reading by the pastor of a special verse of Scripture	98%	2%
7. Robes worn by confirmands	79%	21%
8. Certificates of confirmation	99%	1%

111. “The Rite of Confirmation Includes an ‘Examination’ of Confirmands in:”

	<u>Presence of Family</u>	<u>Presence of Family & Elders</u>	<u>Written Essay Read in Worship</u>	<u>Other</u>	<u>There is No Examination</u>
<u>A Worship Service</u>	16%	22%	13%	29%	15%

112. “The Value Which You Place Upon an ‘Examination’ Is:”

	<u>High Value</u>	<u>Moderate Value</u>	<u>Low Value</u>	<u>No Value</u>
Pastors*	35%	41%	18%	6%
DCEs*	34%	37%	20%	6%
Exemplars*	25%	50%	-	25%

* The means of pastors (1.98), DCEs (2.06), and exemplars (2.09) are not significantly different. (ANOVA)

113. “Are Reports on Sermons Required of Confirmands as Part of Confirmation Ministry?”

	<u>Required</u>	<u>Not Required</u>
Pastors	65%	35%
DCEs	64%	36%
Exemplars	76%	24%

What Follows the Rite of Confirmation: Parents

114. “After the Rite of Confirmation, How Active in the Congregation Do You Expect Your Daughter or Son to Be?”

	<u>More Active</u>	<u>Active at the Same Level as Now</u>	<u>Less Active</u>	<u>I’m Not Sure</u>
Non-Exemplar*	30%	61%	6%	3%
Exemplar*	31%	67%	2%	-

* The means of non-exemplar (1.82) and exemplar parents (1.71) are not significantly different. (ANOVA)

115. “For You, How Important Is Your Daughter’s or Son’s Active Involvement in the Church after the Rite of Confirmation?”

	<u>Very important</u>	<u>Important</u>	<u>Somewhat important</u>	<u>Not important</u>
Non-Exemplar*	54%	40%	5%	.4%
Exemplar*	60%	38%	2%	-

* The means of non-exemplar (1.52) and exemplar parents (1.41) are not significantly different. (ANOVA)

116. “How Important Is it for Your Son or Daughter to Have Close Friends Who Are Christian?”

	<u>Very important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Non-Exemplar*	75%	20%	5%	.4%
Exemplar*	78%	20%	2%	-

* The means of non-exemplar (1.31) and exemplar parents (1.26) are not significantly different. (ANOVA)

117. “How Much Influence Do Media Such as the Internet, Television, Movies, and Music Have on What Your Son or Daughter Thinks About and Believes?”

	<u>A Great Deal of Influence</u>	<u>Some Influence</u>	<u>Not Much Influence</u>	<u>I’m Not Sure</u>
Non-Exemplar*	32%	48%	19%	.4%
Exemplar*	26%	59%	15%	-

*The means of non-exemplar (1.88) and exemplar parents (1.90) are not significantly different. (ANOVA)

118. “In Your Perspective, How Well is Your Son or Daughter Coping with Anti-Christian Messages of the Media?”

	<u>Very well</u>	<u>To Some Extent</u>	<u>Not at All</u>	<u>I’m Not Sure</u>
Non-Exemplar*	55%	33%	1%	11%
Exemplar*	65%	28%	5%	2%

* The means of non-exemplar (1.68) and exemplar parents (1.44) are not significantly different. (ANOVA).

119. “How Much Interest Has Your Son or Daughter Shown in Topics and Objects Related to the Supernatural World, Such as Speaking with the Dead or Reading One’s Horoscope?”

	<u>A High Level of Interest</u>	<u>Some Interest</u>	<u>Little Interest</u>	<u>I’m Not Sure</u>
Non-Exemplar*	1%	8%	88%	3%
Exemplar*	-	7%	88%	5%

* The means of non-exemplar (2.93) and exemplar parents (2.98) are not significantly different. (ANOVA)

120. “As a Parent, How Important Is Your Son’s or Daughter’s Development of a Biblical Worldview?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Non-Exemplar*	40%	44%	13%	3%
Exemplar*	46%	40%	7%	7%

* The means of non-exemplar (1.78) and exemplar parents (1.74) are not significantly different. (ANOVA)

121. “As a Parent, How Much of a Challenge Do You See Your Son’s or Daughter’s Continuing Growth in Faith to Be?”

	<u>A Big Challenge</u>	<u>Somewhat of a Challenge</u>	<u>Not a Challenge</u>	<u>I’m not sure</u>
Non-Exemplar*	13%	52%	32%	3%
Exemplar*	9%	43%	48%	-

* The means of non-exemplar (2.25) and exemplar parents (2.40) are not significantly different. (ANOVA).

122. “At this Time, How Clear is Your Daughter or Son about What He or She Wants to Do in Life?”

	<u>Very Clear</u>	<u>Somewhat Clear</u>	<u>Not Very Clear</u>	<u>I’m Not Sure</u>
Non-Exemplar*	7%	43%	48%	2%
Exemplar*	7%	48%	41%	3%

* The means of non-exemplar (2.46) and exemplar parents (2.41) are not significantly different. (ANOVA)

Parent and Mentor Discussion: Confirmands

123. “How Important to You Is Discussing a Confirmation Topic with a Parent for 30 Minutes a Week?”

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>	<u>Of No Importance to Me</u>
Confirmands, Public*	7%	53%	34%	6%
Confirmands, Lutheran*	5%	51%	42%	2%
Confirmands, Non-Exemplar**	8%	52%	36%	4%
Confirmands, Exemplar**	-	55%	36%	9%

* The means of public school (2.39) and Lutheran school confirmands (2.41) are not significantly different. (ANOVA)

** The means of non-exemplar (2.36) and exemplar confirmands (2.55) are not significantly different. (ANOVA)

124 “How Important to You Is Discussing a Confirmation Topic with an Adult Church Member for 30 Minutes a Week?”

	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>	<u>Of No Importance to Me</u>
Confirmands, Public*	5%	54%	36%	5%
Confirmands, Lutheran*	7%	43%	45%	5%
Confirmands, Non-Exemplar*	6%	50%	37%	7%
Confirmands, Exemplar*	-	55%	41%	4%

* The means of public (2.40) and Lutheran school confirmands (2.48) are not significantly different. (ANOVA)

* The means of non-exemplar (2.43) and exemplar confirmands (2.50) are not significantly different. (ANOVA)

Mentors: Leaders

125. “Do Adult Mentors (Other than Parents) Meet with Confirmands as Part of Confirmation Ministry?”

	<u>They Meet on a Regular Basis</u>	<u>They Meet at Various Times</u>	<u>Mentors are Not Involved</u>
Pastors*	9%	12%	79%
DCEs*	46%	17%	37%
Exemplar*	54%	14%	32%

* The means of pastors (2.70), DCEs (1.91) and exemplars (1.78) are significantly different (.00), indicating that mentors in the confirmation ministries of DCEs and exemplars meet on a regular basis to a greater extent than mentors in the confirmation ministries of pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

126. “In Your View, How Much Help Can Be Provided by Adult Mentors Who Meet Regularly with Confirmands?”

	<u>A Great Deal of Help</u>	<u>Some Help</u>	<u>Little Help</u>	<u>I’m Not Sure</u>
Pastors*	28%	34%	2%	36%
DCEs*	66%	20%	6%	8%
Exemplars*	61%	25%	6%	8%

* The means of pastors (2.45) and the means of DCEs (1.57) and exemplars (1.61) are significantly different (.00), indicating that DCEs and exemplars see mentors as being helpful in confirmation ministry to a greater extent than pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

Mentors: Parents

127. “How Much Help Can Adult Mentors Who Meet Regularly with Confirmands Provide?”

	<u>A Great Deal of Help</u>	<u>Some Help</u>	<u>Little Help</u>	<u>I’m Not Sure</u>
Parents, Non-Exemplar*	46%	40%	4%	10%
Parents, Exemplar*	68%	25%	2%	5%

The means of non-exemplar (1.77) and exemplar parents (1.44) are significantly different (.01), indicating that exemplar parents assign a higher level of help that can be given by adult mentors who meet regularly with confirmands than non-exemplar parents. (ANOVA)

Mentors: District Leaders and Professors

128. “In Your View, Greater Efforts Are Needed to Connect Youth Confirmation and Parents as Faith Mentors.”

<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
86%	14%	-	-

Resources: Confirmands’ Perspectives

129. “In Confirmation Classes, the Most Helpful Resource Which You Use Is:” (Please check 1 item.)

<u>The Bible</u>	<u>Luther’s Small Catechism</u>	<u>The Bible and Luther’s Small Catechism</u>
11%	20%	39%
<u>A Student Guide</u>	<u>The Bible, Luther’s Catechism, and a Student Guide</u>	<u>Other Resources</u>
4%	25%	2%

Resources: Leaders' Perspectives

130. "In Your Confirmation Classes Which Resources Do You Use?" (Please check 1 item.)

	<u>Primarily, <i>The Bible</i></u>	<u>Primarily, <i>Luther's Small Catechism</i></u>
Pastors	.5%	4%
DCEs	-	3%
Exemplars	3%	-
	<u>Primarily, <i>The Bible</i> and <i>Luther's Small Catechism</i></u>	<u>Primarily, a Hymnal</u>
Pastors	20%	-
DCEs	14%	-
Exemplars	8%	-
	<u><i>The Bible, Luther's Small Catechism,</i> and a Hymnal</u>	<u>A Teacher and Student Guide</u>
Pastors	6%	-
DCEs	-	-
Exemplars	-	-
	<u><i>The Bible, Luther's Small Catechism,</i> and a Teacher-Student Guide</u>	
Pastors	28%	
DCEs	19%	
Exemplars	26%	
	<u><i>The Bible, Luther's Small Catechism,</i> a Hymnal, a Teacher and Student Guide</u>	
Pastors	10%	
DCEs	-	
Exemplars	5%	
	<u>Primarily, Your Own Resources and <i>The Bible</i></u>	
Pastors	1%	
DCEs	3%	
Exemplars	3%	
	<u>Your Own Resources, <i>The Bible</i> and <i>Luther's Small Catechism</i></u>	
Pastors	16%	
DCEs	29%	
Exemplars	26%	
	<u>Your Own Resources, <i>The Bible, Luther's Small Catechism,</i> and a Hymnal</u>	
Pastors	6%	
DCEs	3%	
Exemplars	13%	

	<u>Primarily, Faith Inkubators</u>	<u>Other Resources</u>
Pastors	1%	8%
DCEs	11%	19%
Exemplars	11%	5%

131. “Is Stepping Stones (Faith Inkubators) Integrated in Confirmation Ministry?”

	<u>Yes</u>	<u>No</u>
Pastors	3%	97%
DCEs	28%	72%
Exemplars	16%	84%

132. “Do You Use a Published Confirmation Curriculum or a Confirmation Program?”

	<u>Yes</u>	<u>No</u>
Pastors	44%	56%
DCEs	40%	60%
Exemplars	49%	51%

133. “If You Responded with a “Yes,” What Is the Level of Your Satisfaction with the Curriculum or Program?”

	<u>High</u>	<u>Moderate</u>	<u>Some</u>	<u>Low</u>
Pastors*	24%	55%	17%	4%
DCEs*	30%	70%	-	-
Exemplars*	50%	30%	15%	5%

* The means of pastors (2.01), DCEs (1.70), and exemplars (1.75) are not significantly different. (ANOVA)

134. “If You Develop and Use Your Own Confirmation Ministry Resources, What is the Level of Your Satisfaction?”

	<u>High</u>	<u>Moderate</u>	<u>Some</u>	<u>Low</u>
Pastors*	27%	67%	6%	-
DCEs*	37%	63%	-	-
Exemplars*	63%	33%	4%	-

* The means of pastors (1.79) and exemplars (1.41) are significantly different (.00), indicating that exemplars who use their own resources are more satisfied than pastors. (ANOVA)

* The means of DCEs (1.63) and pastors as well as exemplars are not significantly different. (ANOVA)

135. “If You Use Confirmation Resources Developed by CPH, Which Resources Do You Value?”
(Leader Responses)

1. *Luther’s Small Catechism* (64 responses)
2. *Exploring Luther’s Catechism* (22)
3. *Catechetical Helps* (14)
4. *My Christian Faith* (11)
5. *Power Tools* (8)
6. *Charting the Course* (7)

136. “What are Suggestions for CPH to Consider in Developing New Confirmation Resources?”
(Leader Responses)

A content analysis of leaders’ responses can be summarized in these nine categories of suggestions for CPH to consider in developing new confirmation resources.

1. Integrate relevant faith applications. (27 responses)
2. Provide a biblical base that integrates narratives and applications. (19)
3. Develop CDs, DVDs, Video, experiential resources (14)
4. Integrate visuals and that are interactive. (13)
5. Focus on the 6 Chief Parts. (12)
6. Develop computer-based, PowerPoint presentations. (10)
7. Provide opportunity for small group work. (7)
8. Integrate Lutheran worship, liturgy, hymns. (5)
8. Don’t try to be relevant by being trendy and “dumbing down.” (5)

137. “What are Two Suggestions for CPH to Consider in Developing Resources for Parents of Confirmands?” (Leader Responses)

A content analysis of leaders’ responses identifies five kinds of suggestions for CPH to consider in developing resources for parents of confirmands.

1. Provides guides for confirmation classes and parents. (25 responses)
2. Develop resources that parents can use to teach the faith. (20)
3. Devotional resources for the home that integrate the Bible and the Catechism. (11)
4. A study of the 6 Chief Parts of the Catechism for adults. (7)
4. DVD/video resources for parents. (7)

Resources: District Leaders and Professors

138. “In Your Perspective, Resources for Leaders and Participants in Confirmation are Needed.”

<u>I Strongly Agree</u> 48%	<u>I Agree</u> 50%	<u>I Disagree</u> 2%	<u>I Strongly Disagree</u> -
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Parent Resources: Parents and Leaders

139. “How Available to You are Resources for Parents of Confirmands to Help Youth Grow in Faith?”

	<u>Very Available</u>	<u>Available</u>	<u>Somewhat Available</u>	<u>Not Available</u>
Parents, Non-Exemplar*	25%	44%	24%	6%
Parents, Exemplar*	36%	48%	14%	2%

* The means of non-exemplar (2.12) and exemplar parents (1.82) are significantly different (.01), indicating that resources for parents of confirmands are seen by exemplar parents as being more available than by non-exemplar parents. (ANOVA)

140. ”In Your View, Resources for Involving Parents in Confirmation Ministry Are:”

	<u>Very Available</u>	<u>Available</u>	<u>Somewhat Available</u>	<u>Not Available</u>
Pastors*	4%	20%	52%	23%
DCEs*	6%	23%	50%	21%
Exemplars*	-	39%	44%	17%

The means of pastors (2.95), DCEs (2.85), and exemplars (2.78) are not significantly different. (ANOVA)

Parent Resources: District Leaders and Professors

141. “In Your Perspective, Resources for Parents of Youth Involved in Confirmation are Needed.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs/Professors	75%	25%	-	-

Youth Ministry and Confirmation

142. How Active is the Youth Group after the Rite of Confirmation?

	<u>Very Active</u>	<u>Active</u>	<u>Somewhat active</u>	<u>Not active</u>
Parents, Non-Exemplar*	25%	53%	12%	10%
Parents, Exemplar*	57%	33%	2%	9%

* The means of non-exemplar (2.08) and exemplar parents (1.62) are significantly different (.00), indicating that a higher level of youth group activity is reported by exemplar parents than by non-exemplar parents. (ANOVA)

143. What is the Level of Your Satisfaction with the Youth Ministry of Your Congregation?

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>No Opinion</u>
Parents, Non-Exemplar*	26%	37%	30%	7%
Parents, Exemplar*	50%	34%	16%	-

* The means of non-exemplar (2.18) and exemplar parents (1.66) are significantly different, indicating that exemplar parents are more satisfied with their youth ministry than non-exemplar parents. (ANOVA)

144. “Is There An Organized Youth Group for Youth in Confirmation Classes?”

	<u>Yes</u>	<u>No</u>	<u>I Wish We Did</u>
Confirmands, Public*	79%	14%	7%
Confirmands, Lutheran*	83%	5%	12%
Confirmands, Non-Exemplar**	79%	13%	8%
Confirmands, Exemplar**	79%	14%	7%
Parents, Non-Exemplar***	71%	14%	15%
Parents, Exemplar***	83%	14%	3%
HS Youth	96%	3%	1%
Confirmation Leaders	72%	28%	-

* The means of public school (1.27) and Lutheran school confirmands (1.29) are not significantly different. (ANOVA)

** The means of non-exemplar (1.28) and exemplar confirmands (1.28) are not significantly different. (ANOVA)

*** The means of non-exemplar (1.44) and exemplar parents (1.21) are significantly different (.02), indicating that a higher percentage of exemplar parents report that there is a youth group for confirmands during confirmation classes than non-exemplar parents. (ANOVA)

145. “Is There an Organized Youth Group for Confirmands After the Rite of Confirmation?”

	<u>Yes</u>	<u>No</u>	<u>I Wish We Did</u>
Confirmands, Public School*	79%	15%	6%
Confirmands, Lutheran School*	79%	12%	9%
Confirmands, Non-Exemplar*	76%	16%	8%
Confirmands, Exemplar*	88%	10%	2%
Parents, Non-Exemplar**	79%	9%	12%
Parents, Exemplar**	88%	9%	3%
Leaders	81%	13%	6%

* The means of public school (1.27) and Lutheran school (1.31) as well as non-exemplar (1.32) and exemplar confirmands (1.14) are not significantly different. (ANOVA)

** The means of non-exemplar (1.33) and exemplar parents (1.16) are not significantly different. (ANOVA)

146. “If There is a Youth Group after the Rite of Confirmation, How Active is the Group?”

	<u>Very Active</u>	<u>Active</u>	<u>Somewhat Active</u>	<u>Not Active</u>
Parents, Non-Exemplar*	31%	49%	10%	10%
Parents, Exemplar*	57%	33%	2%	9%
HS Youth	27%	46%	19%	8%

* The means of non-exemplar (2.08) and exemplar parents (1.62) are significantly different (.00), indicating that a higher percentage of exemplar parents report that there is an active youth group after the rite of confirmation than non-exemplar parents. (ANOVA)

147. “At This Time, What is the Level of Your Own Involvement in Your Congregation’s Youth Group?”

	<u>Very active</u>	<u>Active</u>	<u>Somewhat Active</u>	<u>Not Active</u>
HS Youth	31%	27%	28%	15%

148. “The Youth Group in Your Congregation is Led by:”

	<u>A Pastor</u>	<u>A DCE</u>	<u>A Lutheran Teacher</u>	<u>A Lay Person</u>	<u>No One</u>
Parents, Non-Exemplar	9%	24%	4%	50%	13%
Parents, Exemplar	13%	62%	7%	14%	4%
Confirmands, Non-Exemplar	22%	16%	1%	54%	7%
Confirmands, Exemplar	17%	47%	3%	25%	8%
HS Youth	18%	41%	6%	35%	-

149. “In Your View, How Important is Having a Youth Group in a Congregation?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>I’m Not Sure</u>
Confirmands, Public School*	39%	49%	7%	4%
Confirmands, Lutheran School*	48%	47%	3%	2%
Confirmands, Non-Exemplar*	40%	48%	8%	4%
Confirmands, Exemplar*	50%	45%	-	5%
Non-Exemplar Parents**	38%	41%	17%	4%
Exemplar Parents**	56%	34%	6%	3%

* The means of non-exemplar (1.76) and exemplar confirmands (1.60) as well as public school (1.77) and Lutheran school confirmands (1.60) are not significantly different. (ANOVA)

**The means of non-exemplar (1.86) and exemplar parents (1.58) are not significantly different. (ANOVA)

150. “The Level of Your Interest in Participating in a Youth Group in Your Congregation Is?”

	<u>Very high</u>	<u>In the Middle</u>	<u>Low</u>	<u>I Am Not Interested</u>
Confirmands, Non-Exemplar*	38%	49%	10%	3%
Confirmands, Exemplar*	51%	39%	10%	-
Confirmands, Public School*	36%	50%	11%	3%
Confirmands, Lutheran School*	49%	44%	5%	2%

* The means of public school (1.81) and Lutheran school confirmands (1.61) as well as non-exemplar (1.78) and exemplar confirmands (1.59) are not significantly different. (ANOVA)

151. “In a Congregation with an Active Youth Group, How Many Times a Month Would You Attend?”

	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Once Every 2-3 Months</u>	<u>I'm Not Sure</u>
Confirmands, Non-Exemplar*	49%	28%	9%	14%
Confirmands, Exemplar*	60%	21%	2%	17%
Confirmands, Public School*	44%	32%	9%	15%
Confirmands, Lutheran School*	61%	17%	5%	17%

* The means of public school (1.94) and Lutheran school confirmands (1.78) as well as non-exemplar (1.89) and exemplar confirmands (1.76) are not significantly different. (ANOVA)

152. “What Is the Level of Your Congregation’s Support of Youth Ministry?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>No Support</u>
HS Youth	44%	44%	10%	3%

153. “Agree or Disagree with This Statement: “The Youth Ministry of My Church Helps Me to Grow in Faith.”

	<u>I Agree Totally</u>	<u>I Agree to a Large Extent</u>	<u>I Agree Somewhat</u>	<u>I Disagree</u>
HS Youth	31%	34%	26%	9%

154. “What is the Level of Your Satisfaction with the Youth Ministry of Your Congregation?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>No Opinion</u>
Parents, Non-Exemplar*	26%	37%	30%	7%
Parents, Exemplar*	50%	34%	16%	-

* The means of non-exemplar (2.18) and exemplar parents (1.66) are significantly different (.00), indicating that exemplar parents express a higher level of satisfaction with the youth ministry of their congregations than non-exemplar parents. (ANOVA)

155. “In Your Perspective, Greater Efforts Are Needed to Connect Confirmation and Youth Ministry Following the Rite of Confirmation.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs/Professors	82%	18%	-	-

156. “In Your View, Greater Efforts Are Needed to Involve Youth in the Life of a Congregation.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs/Professors	67%	33%	-	-

Family Ministry

157. “In Your Congregation, Is There an Organized Family Ministry Directed by a Staff Person?”

	<u>Yes</u>	<u>No</u>	<u>No, But a Family Minister Is Being Considered</u>
Pastors	6%	85%	9%
DCEs	39%	50%	11%
Exemplars	46%	49%	5%

158. “How Important Is an Organized Family Ministry That is Directed by a Qualified Person?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents, Non-Exemplar*	38%	41%	17%	4%
Parents, Exemplar*	56%	34%	6%	3%

* The means of non-exemplar (1.88) and exemplar parents (1.56) are significantly different (.04), indicating that exemplar parents ascribe greater importance to a family ministry that is directed by a qualified staff person than non-exemplar parents. (ANOVA)

159. “As You See It, Greater Efforts Are Needed to Connect Confirmation and Family Ministry.”

	<u>I strongly agree</u>	<u>I agree</u>	<u>I disagree</u>	<u>I strongly disagree</u>
District Execs/Professors	72%	28%	0%	0%
Professors				

Level of Interest in Becoming a Full-Time Church Worker

160. “Among Current Confirmands, How Many Have Shown an Interest in Becoming a Full-Time Church Worker?”

	<u>One Person</u>	<u>Two Persons</u>	<u>Three Persons or More</u>	<u>None at This Time</u>
Pastors*	24%	10%	4%	62%
DCEs*	29%	9%	29%	34%
Exemplars*	18%	16%	37%	29%

* The means of pastors (3.04), DCEs (2.69), and exemplars (2.76) are not significantly different. (ANOVA)

161. “Has Your Daughter or Son Mentioned Any Interest in Being a Full-Time Worker in the Church Such as a DCE, Teacher, Pastor, or Youth Minister?”

	<u>Many times</u>	<u>Several Times</u>	<u>A Few Times</u>	<u>None That I Know of</u>
Parents, Non-Exemplar*	2%	3%	13%	82%
Parents, Exemplar*	3%	2%	19%	76%

* The means of non-exemplar (3.75) and exemplar parents (3.67) are not significantly different.. (ANOVA)

162. “I Have Thought about Being a Full-Time Church Worker, Such as a Teacher, Pastor, DCE, or Youth Leader.”

	<u>Many Times</u>	<u>Several Times</u>	<u>A Few Times</u>	<u>Never</u>
Confirmands, Public School*	3%	9%	54%	34%
Confirmands, Lutheran School*	17%	12%	57%	14%
Confirmands, Non-Exemplar**	5%	10%	53%	32%
Confirmands, Exemplar**	9%	9%	54%	28%
HS Youth	9%	8%	42%	42%

*A significant difference in the means of public school (3.18) and Lutheran school confirmands (2.69) indicates that a higher percentage of Lutheran school confirmands think about being a full-time church worker than public school confirmands. (.00) (ANOVA)

** The means of non-exemplar (3.12) and exemplar confirmands (3.00) are not significantly different. (ANOVA)

Teaching *Luther’s Small Catechism*: Leaders’ Perspectives

163. “Overall, How Do You Assess the Level of Confirmands’ Interest in a Study of *Luther’s Small Catechism*?”

	<u>High Interest</u>	<u>Moderate Interest</u>	<u>Low Interest</u>	<u>No Interest</u>
Pastors*	9%	58%	30%	2%
DCEs*	3%	37%	54%	6%
Exemplars*	5%	40%	50%	5%

* The means of pastors (2.25) and of DCEs (2.63) (.00) and exemplars (2.55) (.01) are significantly different, indicating that pastors perceive a higher level of confirmands’ interest in *Luther’s Small Catechism* than do DCEs and exemplars. (ANOVA)

164. “How Important is a Confirmand’s Clear Grasp of the Key Content of *Luther’s Small Catechism*?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Pastors*	64%	31%	5%	.5%
DCEs*	40%	46%	14%	-
Exemplars*	45%	40%	16%	-

*The means of pastors (1.42) and of DCEs (1.74) (.00) and exemplars (1.71) (.01) are significantly different, indicating that pastors place more importance on a confirmand’s clear grasp of *Luther’s Small Catechism* than DCEs and exemplars. (ANOVA)

165. “To What Extent Can Confirmands Connect the Teachings of Luther’s Small Catechism to Their Own Lives?”

	<u>They Can Make Many Connections</u>	<u>They Can Make Connections with Guidance</u>
Pastors*	15%	71%
DCEs*	23%	71%
Exemplars*	13%	66%

	<u>Making Connections Is a Challenge</u>	<u>Making Connections Is Very Difficult</u>
Pastors*	12%	2%
DCEs*	3%	3%
Exemplars*	18%	3%

*The means of pastors (2.02), DCEs (1.86) and exemplars (2.11) are not significantly different. (ANOVA)

166. “The **Format** of *Luther’s Small Catechism: with Explanation* (1986 Edition) Is Easy for Youth to Use.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Pastors*	12%	62%	22%	3%
DCEs*	3%	64%	27%	6%
Exemplars*	5%	60%	37%	-

*The means of pastors (2.17), DCEs (2.36), and exemplars (2.32) are not significantly different. (ANOVA)

167. *Luther’s Small Catechism: with Explanation* (1986 Edition) is Appropriate for Youth to Use as a Prayer Book.

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Pastors*	9%	43%	43%	5%
DCEs*	6%	42%	46%	6%
Exemplars*	-	34%	50%	16%

* The means of pastors (2.44) and of exemplars (2.82) are significantly different (.00), indicating that a larger percentage of pastors see *Luther’s Small Catechism* as being appropriate for youth to use as a prayer book than do exemplars.

* The means of pastors (2.44) and DCEs (2.52) are not significantly different. (ANOVA)

168. Luther's Small Catechism: with Explanation (1986 Edition) Is Appropriate for Families to Use as a Prayer Book.

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Pastors*	12%	48%	36%	4%
DCEs*	9%	61%	27%	3%
Exemplars*	-	45%	45%	10%

* The means of pastors (2.33) and of DCEs (2.24) and the mean of exemplars (2.66) are significantly different (.01), indicating that pastors and DCEs are more likely to see *Luther's Small Catechism* as being appropriate for family use as a prayer book than are exemplars. (ANOVA)

169. "My Recommendation to a Publisher Is That the Format of Luther's Small Catechism: with Explanation (1986 Edition) Be"

	<u>Retained</u>	<u>Revised</u>
Pastors	57%	43%
DCE	56%	44%
Exemplars	34%	66%

170. If You Checked "Revised," Which Revisions Would You Suggest?

A content analysis of leaders' responses results in five categories of suggested revisions.

1. Relate teachings to the lives of learners. (24 responses)
2. Integrate visual, stories, applications, illustrations, case studies. (22)
3. Produce a new, attractive format. (15)
4. Structure the Catechism as a prayer book for devotional use. (6)
5. Integrate technology in teaching and learning the Catechism. (5)

171. "Most Young People Continue to Use Luther's Small Catechism after the Rite of Confirmation."

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Pastors*	3%	12%	70%	15%
DCEs*	3%	6%	63%	29%
Exemplars*	-	5%	71%	24%

*The mean of pastors (2.97) and the means of DCEs (3.17) and exemplars (3.18) are significantly different (.05), indicating that a larger percentage of pastors view *Luther's Small Catechism* being used after the rite of confirmation by youth than DCEs and exemplars. (ANOVA)

172. “In Your Confirmation Classes, Youth Memorize” (Check all that apply.):

	<u>Selected Bible Passages</u>	<u>The Six Chief Parts with Explanations</u>
Pastors	79%	67%
DCEs	72%	44%
Exemplars	90%	66%
	<u>The Six Chief Parts without Explanations</u>	<u>Selected Psalms</u>
Pastors	23%	7%
DCEs	25%	3%
Exemplars	21%	11%
	<u>Luther’s Morning and Evening Prayers</u>	<u>Christian Questions with Their Answers</u>
Pastors	28%	9%
DCEs	6%	19%
Exemplars	16%	8%
	<u>Table of Duties</u>	<u>Other Selections</u>
Pastors	5%	14%
DCEs	-	8%
Exemplars	3%	8%

Luther’s Small Catechism: Confirmands, Parents, High School Youth

173. “How Much Help Does *Luther’s Small Catechism* Give You to Live as a Christian?”

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>
Confirmands, Public School*	34%	42%	21%	3%
Confirmands, Lutheran School*	42%	42%	14%	2%
Confirmands, Non-Exemplar*	37%	42%	19%	2%
Confirmands, Exemplar*	28%	42%	26%	5%

*The means of public school (1.93) and Lutheran school confirmands (1.77) as well as non-exemplar (1.86) and exemplar confirmands (2.07) are not significantly different. (ANOVA)

174. Correlations of the Help Given by *Luther’s Small Catechism*

There is a high correlations between confirmands’ perceptions of the help given by *Luther’s Small Catechism* and the following variables:

1. The level of help given by *Luther’s Small Catechism* to understand the Bible. (r = .554) (.00)
2. One’s use of *Luther’s Small Catechism* as a prayer book. (r = .417) (.00)
3. The importance of memorizing Bible passages and key parts of the Catechism. (r = .401) (.00)

175. “How Helpful to You Was *Luther’s Small Catechism* in Your Growth in Faith?”

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>
HS Youth	26%	32%	32%	10%

176. “How Much Help Does *Luther’s Small Catechism* Give You in Understanding the Bible?”

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>
Confirmands, Public School*	34%	46%	18%	3%
Confirmands, Lutheran School*	46%	37%	12%	5%
Confirmands, Non-Exemplar*	35%	46%	15%	3%
Confirmands, Exemplar*	39%	37%	19%	5%
HS Youth	33%	33%	24%	10%

*The means of public school (1.89) and Lutheran school confirmands (1.74) as well as non-exemplar (1.87) and exemplar confirmands (1.88) are not significantly different. (ANOVA)

177. Correlations of the Help Given by *Luther’s Small Catechism* to Understand the Bible

There is a moderate correlation between confirmands’ perceptions of the help given by *Luther’s Small Catechism* to understand the Bible and these variables:

1. The importance attached to memorizing Bible passages and key parts of the Catechism ($r = .337$) (.00)
2. Using the Catechism as a prayer book ($r = .303$) (.00).

178. “Do You Ever use *Luther’s Small Catechism* as a Prayer Book?”

	<u>Very Often</u>	<u>Sometimes</u>	<u>Once in a While</u>	<u>Not At All</u>
Confirmands, Public School*	3%	32%	29%	36%
Confirmands, Lutheran School*	5%	39%	28%	28%
Confirmands, Non-Exemplar*	3%	34%	30%	34%
Confirmands, Exemplar*	5%	23%	30%	42%
HS Youth	3%	11%	16%	79%

* The means of public school (2.98) and Lutheran school confirmands (2.79) as well as non-exemplar (2.94) and exemplar confirmands (3.09) are not significantly different. (ANOVA)

179. A Correlation of Confirmands’ Use of *Luther’s Small Catechism* as a Prayer Book

There is a moderate correlation between confirmand use of *Luther’s Small Catechism* as a prayer book and affirming the importance of memorizing Bible passages and key parts of the Catechism. (.375) (.00)

180. “Is *Luther’s Small Catechism* Used for Personal Prayers by Your Son or Daughter?”

	<u>Often</u>	<u>Sometimes</u>	<u>Once in a While</u>	<u>Not at All</u>
Parents, Non-Exemplar*	2%	16%	28%	53%
Parents, Exemplar*	3%	29%	19%	48%

* The means of non-exemplar (3.32) and exemplar parents (3.13) are not significantly different.
(ANOVA)

181. “Is *Luther’s Small Catechism* Used for Prayers in Your Family?”

	<u>Often</u>	<u>At Various Times</u>	<u>On a Few Occasions</u>	<u>Not for Prayers</u>
Parents, Non-Exemplar*	4%	12%	25%	59%
Parents, Exemplar*	3%	16%	23%	58%

* The means of non-exemplar (3.40) and exemplar parents (3.35) are not significantly different.
(ANOVA)

182. “How Important is a Clear Grasp of *Luther’s Small Catechism* as a Goal of Youth Confirmation?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents, Non-Exemplar*	50%	39%	9%	1%
Parents, Exemplar*	45%	45%	10%	-

* The means of non-exemplar (1.61) and exemplar parents (1.65) are not significantly different.
(ANOVA)

183. “How Relevant is *Luther’s Small Catechism* in the Daily Life of Your Daughter or Son?”

	<u>Very Relevant</u>	<u>Somewhat Relevant</u>	<u>Not Relevant</u>	<u>I’m Not Sure</u>
Parents, Non-Exemplar*	31%	55%	7%	7%
Parents, Exemplar*	19%	65%	6%	10%

* The means of non-exemplar (1.90) and exemplar parents (2.06) are not significantly different.

184. “What is the Level of Your Daughter’s or Son’s Interest in *Luther’s Small Catechism*?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m Not Sure</u>
Parents, Non-Exemplar*	10%	64%	20%	5%
Parents, Exemplar*	-	61%	36%	3%

* The means of non-exemplar (2.21) and exemplar parents (2.42) are not significantly different.
(ANOVA)

185. “During the Confirmation Years, What Was the Level of Your Interest in a Study of *Luther’s Small Catechism?*”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I Don’t Remember</u>
High School Youth	14%	47%	32%	7%

186. “After the Rite of Confirmation, Do You Continue to Read or Study Any Part of *Luther’s Small Catechism?*”

	<u>Often</u>	<u>At Various Times</u>	<u>A Few Times</u>	<u>Not at All</u>
High School Youth	2%	19%	29%	51%

187. “How Important to You is Your Son’s or Daughter’s Memorizing the Six Chief Parts of *Luther’s Small Catechism* with ‘What Does This Mean?’”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents, Non-Exemplar*	25%	34%	31%	10%
Parents, Exemplar*	32%	43%	11%	14%

* The means of non-exemplar (2.25) and exemplar parents (2.07) are not significantly different. (.00) (ANOVA)

188. “How Important to You is Your Son’s or Daughter’s Memorizing the Six Chief Parts of *Luther’s Small Catechism* without ‘What Does This Mean?’”

	<u>Very important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents, Non-Exemplar*	22%	31%	34%	13%
Parents, Exemplar*	14%	25%	28%	33%

* The means of non-exemplar (2.39) and exemplar parents (2.80) are significantly different (.00), indicating that non-exemplar parents assign a higher level of importance to memorizing the Six Chief Parts without “What Does This Mean?” than exemplar parents.

189. “I Believe That Memorizing Bible Passages and Key Parts of *Luther’s Small Catechism* Is:”

	<u>Very important</u>	<u>Important</u>	<u>Sometimes Important</u>	<u>Not Important</u>
Confirmands, Public School*	18%	41%	32%	9%
Confirmands, Lutheran School*	30%	35%	30%	5%
Confirmands, Non-Exemplar*	20%	41%	32%	6%
Confirmands, Exemplar*	28%	35%	21%	16%

*The means of public school (2.32) and Lutheran school confirmands (2.09) as well as non-exemplar (2.24) and exemplar (2.26) are not significantly different. (ANOVA)

190. “As You Think about Confirmation, How Helpful in Your Faith Journey Was Memorizing Bible Passages?”

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>
High School Youth	17%	26%	41%	16%

191. “How Helpful in Your Faith Journey Was Memorizing Key Parts of *Luther’s Small Catechism*?”

	<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>
High School Youth	17%	21%	36%	26%

192. “What Is the Level of Your Interest in a Follow-Up Study of *Luther’s Small Catechism*?”

	<u>A High Level of Interest</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m Not Sure</u>
High School Youth	11%	33%	42%	14%

Luther’s Small Catechism: Confirmands’ and High School Youths’ Comprehension

(Confirmand responses are cited unless noted otherwise)

193. The Topic Discussed in the Fifth Commandment in *Luther’s Small Catechism* is:

	<u>Keeping the Lord’s Name Holy</u>	<u>The Value of Human Life</u>
Confirmands, Non-Exemplar*	6%	69%
Confirmands, Exemplar*	7%	65%
	<u>Obeying One’s Parents</u>	<u>Marriage</u>
Confirmands, Non-Exemplar*	18%	7%
Confirmands, Exemplar*	26%	2%

* The means of non-exemplar (2.27) and exemplar confirmands (2.23) are not significantly different. (ANOVA)

194. “The Topic Discussed in the Seventh Commandment Is:”

	<u>Worshipping only the Lord</u>	<u>Not Coveting What Belongs to Others</u>
Confirmands, Non-Exemplar*	2%	51%
Confirmands, Exemplar*	-	63%
HS Youth	4%	60%
	<u>Protecting One’s Reputation</u>	<u>Taking Care of Property</u>
Confirmands, Non-Exemplar*	19%	28%
Confirmands, Exemplar*	9%	28%
HS Youth	13%	23%

* The means of non-exemplar (2.71) and exemplar confirmands (2.65) are not significantly different. (ANOVA)

195. “In the Second Article of the Apostles’ Creed, We Confess That:”

	<u>The Holy Spirit Inspires Faith</u>	<u>Jesus Was Born of the Virgin Mary</u>
Confirmands, Non-Exemplar*	6%	74%
Confirmands, Exemplar*	-	80%
	<u>God is the Creator</u>	<u>The Holy Spirit Will Believers on the Last Day</u>
Confirmands, Non-Exemplar*	8%	12%
Confirmands, Exemplar*	15%	5%

* The means of non-exemplar (2.26) and exemplar confirmands (2.25) are not significantly different. (ANOVA)

196. “The Purpose of the Ten Commandments (the Law) as a Mirror is to:”

	<u>Show a Person One’s Sin</u>	<u>Control the Outbursts of Sin in the World</u>
Confirmands, Non-Exemplar*	50%	5%
Confirmands, Exemplar*	46%	10%
HS Youth	25%	4%
	<u>Guide One to Lead a God-Pleasing Life</u>	<u>I’m Not Sure</u>
Confirmands, Non-Exemplar*	39%	7%
Confirmands, Exemplar*	37%	7%
HS Youth	69%	2%

* The means of non-exemplar (2.02) and exemplar confirmands (2.05) are not significantly different. (ANOVA)

197. “That God is the Triune God Means that God is:”

	<u>The Creator of All</u>	<u>Eternal</u>
Confirmands, Non-Exemplar*	4%	3%
Confirmands, Exemplar*	5%	7%
	<u>Father, Son, Holy Spirit</u>	<u>I’m Not Sure</u>
Confirmands, Non-Exemplar*	88%	5%
Confirmands, Exemplar*	84%	5%

* The means of non-exemplar (2.95) and exemplar confirmands (2.88) are not significantly different. (ANOVA)

198. “During Jesus Ministry Here on Earth, He on Occasion Did Commit a Sin:”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	3%	8%	14%	75%
Confirmands, Lutheran School*	2%	-	9%	88%
Confirmands, Non-Exemplar*	3%	5%	12%	80%
Confirmands, Exemplar*	2%	7%	14%	77%

* The means of public school (3.61) and Lutheran school confirmands (3.84) as well as non-exemplar (3.68) and exemplar confirmands (3.65) are not significantly different. (ANOVA)

199. “In the Bible, Jesus Is Portrayed as:”

	<u>Only a Human Being</u>	<u>Both a Human Being and God</u>	<u>Only God</u>	<u>A Spiritual Creature Seen as Human but Wasn't</u>
Confirmands, Public School*	5%	86%	3%	6%
Confirmands, Lutheran School*	2%	93%	-	5%
Confirmands, Non-Exemplar*	4%	88%	3%	6%
Confirmands, Exemplar*	9%	84%	-	7%

* The means of public school (2.10) and Lutheran school confirmands (2.07) as well as non-exemplar (2.10) and exemplar confirmands (2.05) are not significantly different. (ANOVA)

200. “Jesus Is Given the Title ‘Christ’ Which Means that He:”

	<u>Performed Miracles</u>	<u>Was Anointed with the Holy Spirit</u>	<u>Taught through Parables</u>	<u>Was raised from the Dead</u>
Confirmands, Public School*	14%	59%	6%	21%
Confirmands, Lutheran School*	5%	74%	5%	17%
Confirmands, Non-Exemplar*	11%	64%	5%	20%
Confirmands, Exemplar*	14%	63%	5%	19%
High School Youth	6%	74%	1%	20%

* The means of public school (2.33) and Lutheran school confirmands (2.33) as well as non-exemplar (2.33) and exemplar confirmands (2.28) are not significantly different. (ANOVA)

201. “What Moves One to Confess Faith in Jesus Christ as Lord is that He:”

	<u>Was Born as the Son of Mary</u>	<u>Performed Miracles</u>
Confirmands, Public School*	10%	18%
Confirmands, Lutheran School*	7%	12%
Confirmands, Non-Exemplar*	9%	17%
Confirmands, Exemplar*	7%	12%
HS Youth	7%	13%

	<u>Was Raised from the Dead</u>	<u>Was a Great Teacher</u>
Confirmands, Public School*	66%	6%
Confirmands, Lutheran School*	79%	2%
Confirmands, Non-Exemplar*	69%	6%
Confirmands, Exemplar*	79%	2%
HS Youth	70%	10%

* The means of public school (2.68) and Lutheran school confirmands (2.77) as well as non-exemplar (2.72) and exemplar confirmands (2.76) are not significantly different. (ANOVA)

202. “The Special Work of the Holy Spirit Is to:”

	<u>Bring One to Faith in Jesus Christ</u>	<u>To Help One to be Successful in Life</u>
Confirmands, Non-Exemplar*	93%	2%
Confirmands, Exemplar*	84%	2%

	<u>Make One Happy</u>	<u>I’m Not Sure</u>
Confirmands, Non-Exemplar*	-	5%
Confirmands, Exemplar*	5%	9%

* The means of non-exemplar (1.18) and exemplar confirmands (1.40) are significantly different (.00), indicating that a larger number of non-exemplar confirmands affirm the work of the Holy Spirit as bringing one to faith in Jesus Christ than exemplar confirmands. (ANOVA)

203. “As Taught in *Luther’s Small Catechism*, the Church is to be Found Where:”

	<u>There is a Church Building</u>	<u>The Gospel Is Preached and the Sacraments Administered</u>
Confirmands, Non-Exemplar*	6%	84%
Confirmands, Exemplar*	5%	79%

	<u>There is a Crowd of People</u>	<u>People Gather to Sing</u>
Confirmands, Non-Exemplar*	9%	1%
Confirmands, Exemplar*	16%	-

* The means of non-exemplar (2.06) and exemplar confirmands (2.12) are not significantly different. (ANOVA)

204. “One Can be Certain of the Forgiveness of One’s Sins by:”

	<u>Living a Life that Pleases God</u>	<u>Belonging to a Church</u>
Confirmands, Non-Exemplar*	12%	3%
Confirmands, Exemplar*	5%	2%
	<u>Confessing Faith in Christ’s Death and Resurrection</u>	<u>Having a Faith that is Sincere</u>
Confirmands, Non-Exemplar*	67%	18%
Confirmands, Exemplar*	79%	14%

* The means of non-exemplar (2.91) and exemplar confirmands (3.02) are not significantly different.
(ANOVA)

205. “Babies are Baptized Because:”

	<u>They Need a Name</u>	<u>Their Families Need to Celebrate</u>
Confirmands, Non-Exemplar*	.5%	.5%
Confirmands, Exemplar*	-	2%
	<u>They Need Forgiveness of Sins</u>	<u>They Need to Be Introduced to Others</u>
Confirmands, Non-Exemplar*	98%	1%
Confirmands, Exemplar*	95%	2%

* The means of non-exemplar (3.00) and exemplar confirmands (3.00) are not significantly different
(ANOVA)

206. “When One Makes Confession of Sins to a Pastor, a Pastor is Called to:”

	<u>Offer Sympathy for One’s Mistakes</u>	<u>Express Hope that One Will Do Better</u>
Confirmands, Non-Exemplar*	4%	8%
Confirmands, Exemplar*	10%	7%
	<u>Give Instruction on What to Do</u>	<u>Forgive One’s Sins</u>
Confirmands, Non-Exemplar*	17%	71%
Confirmands, Exemplar*	15%	68%

* The means of non-exemplar (3.55) and exemplar confirmands (3.41) are not significantly different.
(ANOVA)

207. “In Holy Communion, One Receives:”

	<u>Bread & Wine as Symbols of Christ’s Presence</u>	<u>Christ’s Body and Blood and Bread and Wine</u>
Confirmands, Non-Exemplar*	24%	36%
Confirmands, Exemplar*	23%	35%
HS Youth	26%	40%
Parents	16%	46%

	<u>Christ’s Body & Blood Which Replace Bread and Wine</u>	<u>I’m Not Sure</u>
Confirmands, Non-Exemplar*	38%	2%
Confirmands, Exemplar*	40%	2%
HS Youth	33%	1%
Parents	38%	1%

The means of non-exemplar (2.18) and exemplar confirmands (2.21) are not significantly different. (ANOVA)

208. “I Trust that God’s Gift of Eternal Life is Mine Through”

	<u>Obeying God’s Commandments as Much as I Can</u>	<u>Living as a Faithful Member of the Church</u>	<u>My Good Works which Please God</u>	<u>Faith in Christ’s Death and Resurrection</u>
Confirmands, Public School*	23%	16%	3%	58%
Confirmands, Lutheran School*	7%	2%	2%	88%
Confirmands, Non-Exemplar**	19%	13%	3%	65%
Confirmands, Exemplar**	14%	10%	-	76%
HS Youth	14%	7%	4%	76%

* The means of public school (2.97) and Lutheran school confirmands (3.72) are significantly different (.00), indicating that a higher percentage of Lutheran school confirmands identify faith in Christ’s death and resurrection as the basis of God’s gift of eternal life than public school confirmands. (ANOVA)

** The means of non-exemplar (3.13) and exemplar confirmands (3.38) are not significantly different. (ANOVA)

209. “In Order to be Saved, I Must Obey God’s Rules and Commandments:”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	23%	40%	29%	8%
Confirmands, Lutheran School*	9%	42%	14%	35%
Confirmands, Non-Exemplar**	21%	39%	24%	16%
Confirmands, Exemplar**	9%	37%	40%	14%
HS Youth	20%	41%	30%	9%

* The means of public school (2.22) and Lutheran school confirmands (2.74) are significantly different (.00), indicating that a larger number of Lutheran school confirmands disagree with the statement “In order to be saved, one must obey God’s rules and commandments” than public school confirmands.

(ANOVA)

** The means of non-exemplar (2.36) and exemplar confirmands (2.58) are not statistically different.

(ANOVA)

210. “Although There are Many Religions in the World, Most of Them Lead to the Same God:”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	9%	38%	33%	20%
Confirmands, Lutheran School*	2%	23%	35%	40%
Confirmands, Non-Exemplar**	7%	34%	34%	25%
Confirmands, Exemplar**	7%	37%	26%	30%
HS Youth	8%	27%	45%	21%

* The means of public school (2.64) and Lutheran school confirmands (3.12) are statistically different (.00), indicating that a larger percentage of Lutheran school confirmands disagree with this statement than public school confirmands. (ANOVA)

** The means of non-exemplar (2.78) and exemplar confirmands (2.79) are not statistically different.

(ANOVA)

211. Correlation of Confirmands’ Disagreement with “Salvation by Good Works” Statements

There is a high correlation between a higher level of confirmands’ disagreements with the statement that one must do good works to be saved and the statement that most of the religions of the world lead to the same God. ($r = .395$) (.00)

212. “When I Think About God, I Believe that God:”

	<u>Created the World but Is Not Involved Today</u>	<u>Created the World and Is Active in People’s Lives and and in the World</u>	<u>Is a Cosmic Force in the Universe Which We Do Not Understand</u>	<u>Is Largely Unknown</u>
Confirmands, Public School*	2%	97%	.5%	1%
Confirmands, Lutheran School*	-	98%	2%	-
Confirmands, Non-Exemplar*	1%	97%	1%	1%
Confirmands, Exemplar*	2%	95%	-	2%

* The means of public school (2.01) and Lutheran school confirmands (2.02) as well as non-exemplar (2.01) and exemplar confirmands (2.02) are not significantly different. (ANOVA)

213. “When I Think about the Universe and Planet Earth, I believe that:”

	God is the Creator of the First People and Creatures as Described in <u>Genesis</u>	God Began Life Which then Evolved through Millions of <u>Years</u>	Life on Planet Earth Began <u>by Chance</u>	I’m Not Sure There <u>is a God</u>
Confirmands, Public School*	88%	9%	3%	-
Confirmands, Lutheran School*	93%	5%	-	2%
Confirmands, Non-Exemplar*	88%	10%	2%	.4%
Confirmands, Exemplar*	93%	5%	2%	-

* The means of public school (1.15) and Lutheran school confirmands (1.12) as well as non-exemplar (1.15) and exemplar confirmands (1.09) are not significantly different. (ANOVA)

214. “When it comes to God:”

	I Feel Very Close to Him; I Know that God <u>Loves Me</u>	I Feel Pretty Good about God; Though I Sometimes <u>Feel Distant</u>	Often I Feel distant from God and Am Not <u>Sure about Him</u>	I’m Not Sure there <u>is a God</u>
Confirmands, Public School*	64%	32%	3%	1%
Confirmands, Lutheran School*	63%	35%	-	2%
Confirmands, Non-Exemplar*	64%	33%	2%	1%
Confirmands, Exemplar*	65%	33%	2%	-

* The means of public school (1.41) and Lutheran school confirmands (1.42) as well as non-exemplar (1.41) and exemplar confirmands (1.37) are not significantly different. (ANOVA)

215. “I Believe that the Devil or Satan is a:”

	Living Creature Active in Our <u>World</u>	Real Creature in the Bible <u>but Not Today</u>	Symbol of Evil but <u>but Not a Living Creature</u>	I’m Not Sure What I Believe
Confirmands, Non-Exemplar*	72%	2%	13%	13%
Confirmands, Exemplar*	72%	-	5%	23%
HS Youth	76%	2%	18%	4%

The means of non-exemplar (1.68) and exemplar confirmands (1.79) are not significantly different. (ANOVA)

216. “Astrology, a Belief that Stars and Planets Affect People’s Lives, Can Help One to Make Decisions.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	3%	15%	28%	54%
Confirmands, Lutheran School*	-	2%	31%	67%
Confirmands, Non-Exemplar**	2%	11%	27%	59%
Confirmands, Exemplar**	-	12%	26%	62%
HS Youth	2%	5%	39%	55%

* The means of public school (3.34) and Lutheran school confirmands (3.64) are significantly different (.02), indicating that a larger percentage of Lutheran school confirmands disagree with this statement than public school confirmands. (ANOVA)

** The means of non-exemplar (3.43) and exemplar confirmands (3.50) are not significantly different. (ANOVA)

217. “Reincarnation, Which Teaches that One Has Lived in Previous Lives, Can Bring Hope to the World.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	3%	19%	23%	56%
Confirmands, Lutheran School*	2%	2%	31%	64%
Confirmands, Non-Exemplar*	2%	15%	23%	60%
Confirmands, Exemplar*	5%	12%	24%	59%

* The means of public school (3.31) and Lutheran school confirmands (3.57) as well as non-exemplar (3.42) and exemplar confirmands (3/37) are not significantly different. (ANOVA)

218. “Fortunetellers and Psychics Can Help in Planning One’s Life”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	.5%	4%	24%	72%
Confirmands, Lutheran School*	2%	2%	17%	79%
Confirmands, Non-Exemplar*	-	4%	22%	74%
Confirmands, Exemplar*	5%	-	21%	74%

* The means of public school (3.67) and Lutheran school confirmands (3.71) as well as non-exemplar (3.42) and exemplar confirmands (3.37) are not significantly different. (ANOVA)

219. “Yes, I Have Friends Who Say That They Have:”

	<u>Public School</u>	<u>Lutheran School</u>	<u>Non-Exemplar</u>	<u>Exemplar</u>
Seen an angel, demon, or another supernatural being	28%*	31%*	26%***	36%***
Used a Ouija board	23%*	19%*	20%***	33%***
Spoken with a dead person	7%*	12%*	9%***	5%***
Read their horoscopes on a regular basis	35%**	12%**	31%***	36%***
Had their palm read or fortune told	23%*	24%*	22%***	28%***
Read an article or book about witchcraft or Wicca	34%*	31%*	29%****	57%****
Played games which feature witchcraft or sorcery	41%*	43%*	41%***	41%***

* The means of public school and Lutheran school confirmands are not significantly different. (ANOVA)

** The means of public school (1.65) and Lutheran school confirmands (1.88) are significantly different (.00), indicating that a higher percentage of public school confirmands have friends who read horoscopes than Lutheran school confirmands. (ANOVA)

*** The means of non-exemplar and exemplar confirmands responses in these items are not significantly different. (ANOVA)

**** The means of non-exemplar confirmands (1.71) and exemplar confirmands (1.43) are statistically different (.00), indicating that a higher percentage of exemplar confirmands have friends who read articles or books about witchcraft than non-exemplar confirmands. (ANOVA)

220. “We Have Discussed Topics About the Supernatural In Our Confirmation Classes.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	18%	68%	21%	12%
Confirmands, Lutheran School*	29%	43%	24%	5%
Confirmands, Non-Exemplar*	20%	50%	20%	10%
Confirmands, Exemplar*	22 %	44%	27%	7%

* The means of public school (2.26) and Lutheran school confirmands (2.05) as well as non-exemplar (2.20) and exemplar confirmands (2.20) are not significantly different. (ANOVA)

221. Confirmands’ Grasp of Sixteen Teachings of *Luther’s Small Catechism*

A cluster analysis which surveyed confirmands’ grasp of sixteen teachings of *Luther’s Small Catechism* resulted in the following scores based on a 0 to 1.0 scale.

<u>Statement</u>	<u>Confirmands’ Score</u>
1. Babies are baptized because they need forgiveness of sins.	.95
2. The special work of the Holy Spirit is to bring one to faith in Jesus Christ.	.88
3. In the Bible, Jesus is portrayed as both a human being and God.	.84

4. That God is the Triune God means that God is Father, Son, Holy Spirit.	.84
5. As taught in <i>Luther's Small Catechism</i> , the church is to be found where the Gospel is preached and the Sacraments administered.	.81
6. I believe that the devil or Satan is a living creature active in our world.	.70
7. In the Second Article of the Apostles' Creed, we confess that Jesus was born of the Virgin Mary.	.70
8. What moves one to confess faith in Jesus Christ as Lord is that He was raised from the dead.	.67
9. When one makes confession of sins to a pastor, a pastor is called to forgive one's sins.	.67
10. One can be certain of the forgiveness of sins by confessing faith in Christ's death and resurrection.	.66
11. The topic discussed in the Fifth Commandment in <i>Luther's Small Catechism</i> is the value of human life.	.65
12. I trust that God's gift of eternal life is mine through faith in Christ's death and resurrection.	.64
13. Jesus is given the title "Christ" which means that He was anointed with the Holy Spirit.	.60
14. The purpose of the Ten Commandments (the Law) as a mirror is to show a person one's sins.	.47
15. In Holy Communion, one receives Christ's Body and Blood and bread and wine.	.34
16. The topic of the Seventh Commandment is taking care of property.	.26

The confirmands' mean score based on the preferred responses of the sixteen items is .67. That is, confirmands identified sixty-seven percent of the preferred responses to these teachings of *Luther's Small Catechism*.

Leading Confirmands

222. “How Often Do Unacceptable Behaviors of Confirmands Call for Your Intervention?”

	<u>Never</u>	<u>On Rare Occasions</u>	<u>From Time to Time</u>	<u>Often</u>
Pastors*	5%	49%	38%	7%
DCEs*	3%	40%	46%	11%
Exemplars*	3%	55%	42%	-

*The means of pastors (2.47), DCEs (2.66), and exemplars (2.39) are not significantly different. (ANOVA)

223. “What is the Level of Your Interest in Developing Your Own Teaching, Planning, and Group Management Skills in Leading Confirmation?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m Not Sure</u>
Pastors*	27%	41%	26%	6%
DCEs*	57%	26%	11%	6%
Exemplars*	32%	32%	21%	16%

* The means of pastors (2.10) and the means of DCEs (1.66) and exemplars (1.71) are significantly different (.00) and (.01), indicating that DCEs and exemplars express a higher level of interest in developing their planning and teaching skills than pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

224. “In Your Confirmation Classes, How Often Do you Use Each of These Teaching Methods?” (Possible responses were: “Every Class;” “Every 2-3 Classes;” “Every 4-5 Classes;” “Never Use”. A rank order was determined for the purpose of summarizing responses)

	<u>Pastors’ Rank Order</u>	<u>DCEs’ Rank Order</u>	<u>Exemplars Rank Order</u>	<u>Confirmands Rank Order</u>	<u>Significant Differences</u>
1. Asking Questions	1	1	1	-	(1)
2. Leading a Discussion	2	2	2	4	(1)
3. Bible Stories	3	3	6	2	(1)
4. Memory Activities	4	9	8	8	(2)
5. Bible Study	5	8	5	3	(1)
6. Sharing Life Experiences	6	5	3	-	(3)
7. Other methods	7	6	4	-	-
8. A Lecture	8	4	9	5	(4)
9. Discuss Learner Resource	9	15	12	10	(1)
10. Small Groups	10	7	7	1	(5)
11. Projects	11	13	14	7	(6)
12. Music & Art	12	14	14.	12	(7)
12. Video/DVD	12	11	12	9	(8)
14. Student Research	14	17	17	-	(1)

15. Overhead Projector	15	16	16	-	(1)
16. Mentors	16	10	10	11	(9)
17. PowerPoint	17	12	15	-	(10)
18. Internet	18	18	18	13	(11)
19. Retreats	-	-	-	6	-

- (1) The means of pastors, DCEs, and exemplars are not significantly different.
- (2) The means of pastors (1.66) and of DCEs (2.02) are significantly different (.04), indicating that pastors engage confirmands in memory activities more frequently than DCEs. (ANOVA)
- (3) The means of pastors (1.89) and of DCEs (1.47) and exemplars (1.50) are significantly different (.00), indicating that DCEs and exemplars share their own life experiences more frequently than pastors. (ANOVA)
- (4) The means of pastors (2.09) and of DCEs (1.48) are significantly different (.01), indicating that DCEs engage in lectures more frequently than pastors. (ANOVA)
- (5) The means of pastors (2.85) and of DCEs (1.76) and exemplars (1.73) are significantly different (.00), indicating that DCEs and exemplars engage learners in small groups more frequently than pastors. (ANOVA)
- (6) The means of pastors (3.19) and DCEs (2.66) and exemplars (2.55) are significantly different (.00), indicating that DCEs and pastors engage learners in projects more frequently than pastors. (ANOVA)
- (7) The means of pastors (3.24) and DCEs (2.85) and exemplars (2.92) are significantly different (.02) and (.05), indicating that DCEs and exemplars engage confirmands in music and art more frequently than pastors. (ANOVA)
- (8) The means of pastors (3.24) and DCEs (2.59) and exemplars (2.92) are significantly different (.00) and (.02), indicating that DCEs and exemplars use DVDs and videos more frequently than pastors. (ANOVA)
- (9) The means of pastors (3.56) and DCEs (2.21) and exemplars (2.32) are significantly different (.00), indicating that DCEs and exemplars engage mentors more frequently than pastors. (ANOVA)
- (10) The means of pastors (3.80) and DCEs (2.62) and of exemplars (3.13) are significantly different (.00), indicating that DCEs and exemplars utilize PowerPoint presentations more frequently than pastors. (ANOVA)
- (10) The means of DCEs and exemplars are significantly different (.00), indicating that DCEs utilize PowerPoint presentations more frequently than exemplars. (ANOVA)
- (11) The means of pastors (3.90) and DCEs (3.57) and exemplars (3.53) are significantly different (.00), indicating that DCEs and exemplars use the Internet more frequently than pastors. (ANOVA)

Ways of Learning: Confirmands' Perspectives

225. “My Favorite Way of Learning More About a Topic Like Baptism is to:” (Please check one item)

Discuss Baptism in a small group	37%
Listen to a leader teach what Baptism is	28%
Discuss Baptism in a large group	12%
Watch a DVD or video on Baptism	12%
Do a group project on Baptism	9%
Research Baptism on the Internet	3%

226. “In Thinking about How I Like to Learn More about *The Bible*, I Like to:”(Check all that you like.)

Use a Computer for Research 11%*	Listen to a Presentation or Lecture 18%*
Watch DVDs or Videos 21%*	Engage in a Large Group Discussion 23%*
Read <i>The Bible</i> on My Own 47%*	Participate in a Small Group Discussion 48%*

* The means of public school and Lutheran school confirmands are not statistically different. (ANOVA)

227. “How Helpful is Each of These Ways of Learning?” (Please check only one item.)

	Very Helpful	Helpful	Somewhat Helpful	Not Helpful
A small group discussion*	45%	43%	11%	1%
Listening to Bible stories*	37%	48%	14%	2%
Personal Bible study*	34%	35%	25%	5%
Going on retreats****	32%	37%	20%	12%
A leader’s presentation**	28%	42%	26%	4%
Service projects***	27%	39%	23%	11%
A large group discussion *	26%	45%	27%	3%
Memorizing Bible passages and parts of <i>Luther’s Small Catechism</i> *	25%	31%	30%	15%
Learning through videos or DVDs*	22%	35%	28%	15%
Listening to and discussing music*	19%	29%	27%	25%
Responding to questions in a student guide*	17%	40%	29%	13%
Meeting with a mentor*	17%	37%	30%	16%
Using the Internet to do research*	15%	31%	31%	24%

* The means of public school and Lutheran school as well as non-exemplar and exemplar confirmands are not significantly different. (ANOVA)

** The means of non-exemplar (2.11) and exemplar confirmands (1.84) are significantly different (00), indicating that a higher percentage of exemplar confirmands name a leader’s presentation as being helpful than non-exemplar confirmands. (ANOVA)

*** The means of public school (2.26) and Lutheran school confirmands (1.86) are significantly different (.01), indicating that a higher percentage of Lutheran school confirmands name service projects as being helpful than do public school confirmands. (ANOVA)

**** The means of public school (2.17) and Lutheran school confirmands 1.83) are significantly different (.04), indicating that a higher percent of Lutheran school confirmands name going on retreats as being helpful than do public school confirmands. (ANOVA)

228. “How Helpful is Each of These Ways of Learning?”

The following summary is based on a chi-square analysis of exemplar and non-exemplar confirmand responses to ways of learning in confirmation classes.

	<u>Very Helpful</u>		<u>Helpful</u>	
	<u>Exemplar</u>	<u>Non-Exemplar</u>	<u>Exemplar</u>	<u>Non-Exemplar:</u>
Listening to Bible stories*	51%	34%	30%	51%
A large group discussion**	33%	24%	35%	47%
Personal Bible study*	54%	30%	21%	38%
A small group discussion**	60%	42%	31%	46%
A leader’s presentation*	44%	24%	30%	45%
Memorizing Bible passages and parts of <i>Luther’s Small Catechism</i> **	14%	27%	33%	30%
Using the Internet to do research**	12%	15%	26%	32%
Responding to questions in a student guide**	19%	17%	41%	40%
Service projects*	44%	24%	44%	37%
Going on retreats*	51%	28%	26%	39%
Meeting with a mentor**	17%	18%	42%	36%
Learning through videos or DVDs**	30%	20%	28%	37%
Listening to and discussing music**	24%	19%	26%	29%

* The means of non-exemplar and exemplar confirmands are statistically different, indicating that a greater percent of exemplar confirmands prefer these methods of learning than non-exemplar confirmands. (Pearson Chi-Square)

** The means of non-exemplar and exemplar confirmands responding to these ways of learning are not statistically different. (Pearson Chi-Square)

The Church: Confirmands’ Views

229. “When It Comes to Church and Church Activities, I Consider Myself to Be:”

	<u>Very Active</u>	<u>Active</u>	<u>Active at Times</u>	<u>Inactive</u>
Confirmands, Public School*	14%	47%	35%	5%
Confirmands, Lutheran School*	24%	41%	33%	2%
Confirmands, Non-Exemplar*	18%	46%	32%	4%
Confirmands, Exemplar*	16%	43%	36%	5%

* The means of public school (2.30) and Lutheran school confirmands (2.14) as well as non-exemplar (2.23) and exemplar confirmands (2.30) are not significantly different. (ANOVA)

230. Correlations of One's Current Level of Activity in the Church

There are moderate correlations between one's current level of activity in the church and the following variables:

1. Belief that the congregation is helping one to grow in faith. ($r=.327$) (.00)
2. Level of interest in a one-week service project during a summer. ($r = .352$) (.00)
3. Number of service projects engaged in during a year. ($r = .316$) (.00)
4. The perception that faith makes a difference in one's daily life. ($r = .291$) (.00)

There is a low correlation between one's current level of activity in the church and the expectation that one will be a Christian for one's entire life. ($r = .182$) (.04)

231. A Factor Related to One's Current Level of Activity in the Church

A univariate analysis of variance shows that confirmands' "current level of activity in the church" is significantly higher for those who state that "they would definitely go to the same church that they go to now if it were totally up to them" than for those who state "probably the same church" "I'd look for a different church," and "I'm not sure."

232. "I Believe That My Congregation Is Helping Me to Grow in Faith and Live as a Christian:"

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	34%	57%	7%	2%
Confirmands, Lutheran School*	29%	67%	5%	-
Confirmands, Non-Exemplar*	34%	58%	7%	1%
Confirmands, Exemplar*	23%	73%	4%	-

* The means of public school (1.76) and Lutheran school confirmands (1.76) as well as non-exemplar (1.76) and exemplar confirmands (1.82) are not significantly different. (ANOVA)

233. Correlations of the View that One's Congregation Helps One to Grow in Faith.

There is a moderate correlation between the perception that one's congregation is helping one to grow in faith and in living as a Christian and one's current level of activity in the church. ($r = .327$) (.00)

There is a low correlation between the perception that one's congregation is helping one to grow in faith and in living as a Christian and these variables:

1. The expectation that one will be a Christian for one's entire life. ($r = .260$) (.00)
2. The perception that faith makes a difference in one's daily life. ($r = .228$) (.00)

234. Variables Related to the View that One's Congregation Helps One to Grow in Faith

A multiple regression analysis shows that the view that one's congregation helps one to grow in faith and in living as a Christian is significantly related to:

1. The affirmation of the importance of confirmation. (.00)
2. The assertion that confirmation classes help one to live as a Christian. (.00)
3. One's level of current activity in the church. (.02)

235. "If It Were Totally Up To You, Would You Go To The Same Church You Go To Now?"

	<u>Definitely, Yes</u>	<u>Probably, The Same</u>	<u>I'd Look for Another Church</u>	<u>I'm Not Sure</u>
Confirmands, Public School*	54%	30%	5%	11%
Confirmands, Lutheran School*	42%	28%	14%	16%
Confirmands, Non-Exemplar*	51%	30%	6%	13%
Confirmands, Exemplar*	59%	30%	4%	7%

*The means of public school (1.73) and Lutheran school confirmands (2.05) as well s non-exemplar (1.81) and exemplar confirmands (1.59) are not significantly different. (ANOVA)

236. "After the Rite of Confirmation, How Active in the Church Do You Plan to Be?"

	<u>More Active</u>	<u>The Same as Now</u>	<u>Less Active</u>	<u>I'm Not Sure</u>
Public School Confirmands*	37%	52%	3%	8%
Lutheran School Confirmands*	50%	36%	2%	12%
Confirmands, Non-Exemplar*	38%	50%	2%	10%
Confirmands, Exemplar*	50%	39%	2%	9%

* The means of public school (1.83) and Lutheran school confirmands (1.76) as well as non-exemplar (1.84) and exemplar confirmands (1.70) are not significantly different. (ANOVA)

237. Correlations of Confirmands' Expected Level of Activity in the Church

There is a moderate correlation between confirmands' expected level of activity in the church after the rite of confirmation and these variables:

1. Perception that faith makes a difference in one's daily life. ($r = .302$) (.00)
2. Expectation that one will live as a Christian for one's entire life. ($r = .290$) (.00)

There is a low correlation between confirmands' expected level of activity in the church after the rite of confirmation and the following variables:

1. The current level of one's activity in the church. ($r = .233$) (.00)
2. Amount of help given by a congregation to grow in faith. ($r = .202$) (.00)

238. A Factor Related to One’s Expected Level of Activity in the Church After the Rite

A univariate analysis of variance shows that confirmands’ “expected level of activity in the church after the rite of confirmation” is significantly higher for those who state that “they would definitely go to the same church that they go to now if it were totally up to them” than for those who state “probably the same church,” “I’d look for another church,” and “I’m not sure.”

Faith Perspectives and Practices: Confirmands

239. “I Expect To Live as a Christian For My Entire Life.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	79%	20%	1%	-
Confirmands, Lutheran School*	86%	12%	2%	-
Confirmands, Non-Exemplar*	79%	20%	1%	-
Confirmands, Exemplar*	79%	21%	-	-

* The means of public school (1.22) and Lutheran school confirmands (1.16) as well as non-exemplar (1.22) and exemplar confirmands (1.21) are not significantly different. (ANOVA)

240. A Factor Related to One’s Expectation of Living as a Christian for One’s Entire Life

A univariate analysis of variance shows that confirmands’ expectation to live as a Christian for one’s entire life is significantly higher for those who state that “they would definitely go to the same church that they go to now if it were totally up to them” than for those who state “probably the same church,” “I’d look for a different church,” and “I’m not sure.”

241. “For You, How Much Difference Does Your Faith in Jesus Christ Make in Your Daily Life?”

	<u>A Great Deal</u>	<u>Some Difference</u>	<u>Not Much Difference</u>	<u>No Difference</u>
Confirmands, Public School*	48%	44%	8%	-
Confirmands, Lutheran School*	72%	21%	5%	2%
Confirmands, Non-Exemplar**	52%	41%	6%	1%
Confirmands, Exemplar**	60%	28%	12%	-

* The means of public school (1.60) and Lutheran school confirmands (1.37) are significantly different (.04), indicating that a larger percentage of Lutheran school confirmands see that their faith makes a great deal of difference in their daily lives than do public school confirmands. (ANOVA)

** The means of non-exemplar (1.55) and exemplar confirmands (1.51) are not significantly different. (ANOVA)

242. A Correlation of the Difference that Faith in Jesus Christ Makes in One’s Daily Life.

There is a high correlation between the perception that faith in Jesus Christ makes a great deal of difference in one’s life and the expectation that one will live as a Christian for one’s entire life. ($r = .407$) (.00)

243. A Factor Related to the Difference that Faith in Jesus Christ Makes in One's Daily Life

A univariate analysis of variance shows that confirmands' assessment of "the difference that faith makes in daily life" is significantly higher for those who state that "they would definitely go to the same church that they go to now if it were totally up to them" than for those who state "probably the same church" "I'd look for a different church," and "I'm not sure."

244. "During a Typical Day or Week, I Normally Pray:"

	<u>Several Times a Day</u>	<u>1 or 2 Times a Day</u>	<u>1 or 2 Times a Week</u>	<u>Hardly Ever</u>
Confirmands, Public School*	26%	49%	19%	6%
Confirmands, Lutheran School*	63%	33%	-	5%
Confirmands, Non-Exemplar**	32%	49%	15%	5%
Confirmands, Exemplar**	46%	34%	9%	11%

* The means of public school (2.06) and Lutheran school confirmands (1.47) are significantly different (.00), indicating that Lutheran school confirmands engage in prayer more frequently than public school confirmands. (ANOVA)

** The means of non-exemplar (1.92) and exemplar confirmands (1.86) are not significantly different. (ANOVA)

245. "In Praying Alone, the Level of My Confidence in Praying Is:"

	<u>Very High</u>	<u>In the Middle Between High & Low</u>	<u>Low</u>	<u>Very Low</u>
Confirmands, Public School*	46%	47%	5%	2%
Confirmands, Lutheran School*	65%	33%	2%	-
Confirmands, Non-Exemplar**	47%	48%	3%	2%
Confirmands, Exemplar**	59%	32%	9%	-

* The means of public school (1.63) and Lutheran school confirmands (1.37) are significantly different (.02), indicating that Lutheran school confirmands express a higher level of confidence in praying alone than public school confirmands. (ANOVA)

** The means of non-exemplar (1.59) and exemplar confirmands (1.50) are not significantly different. (ANOVA)

246. "When Praying With Others and Speaking a Prayer, My Confidence Level Is:"

	<u>Very High</u>	<u>In The Middle</u>	<u>Low</u>	<u>Very Low</u>
Confirmands, Public School*	27%	52%	18%	2%
Confirmands, Lutheran School*	33%	53%	12%	2%
Confirmands, Non-Exemplar*	29%	53%	16%	2%
Confirmands, Exemplar*	26%	51%	21%	2%

*The means of public school (1.95) and Lutheran school confirmands (1.84) as well as non-exemplar (1.91) and exemplar confirmands (2.00) are not significantly different. (ANOVA)

247. “During a Month, the Number of Time I Worship With a Congregation Is:”

	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Once Every 2-3 Months</u>	<u>Hardly Ever</u>
Confirmands, Public School*	82%	15%	3%	.5%
Confirmands, Lutheran School*	86%	12%	2%	-
Confirmands, Non-Exemplar*	85%	13%	2%	.5%
Confirmands, Exemplar*	82%	16%	2%	-

* The means of public school (1.22) and Lutheran school confirmands (1.16) as well as non-exemplar (1.19) and exemplar confirmands (1.20) are not significantly different. (ANOVA)

248. “During a Typical Week, the Number off Times That I Read the Bible Is:”

	<u>5-6 Times</u>	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Hardly Ever</u>
Confirmands, Public School*	2%	8%	46%	44%
Confirmands, Lutheran School*	33%	30%	23%	14%
Confirmands, Non-Exemplar**	10%	13%	42%	35%
Confirmands, Exemplar**	7%	14%	36%	43%

* The means of public school (3.32) and Lutheran school confirmands (2.19) are significantly different (.00), indicating that Lutheran school confirmands read the Bible more frequently than public school confirmands. (ANOVA)

** The means of non-exemplar (2.89) and exemplar confirmands (2.88) are not significantly different. (ANOVA)

249. “During a Month, the Number of Times that I am in a Bible Class Is:”

	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Once Every 2-3 Months</u>	<u>Hardly Ever</u>
Confirmands, Public School*	64%	11%	5%	19%
Confirmands, Lutheran School*	69%	26%	2%	2%
Confirmands, Non-Exemplar**	68%	14%	4%	15%
Confirmands, Exemplar**	66%	16%	7%	11%

* The means of public school (1.79) and Lutheran school confirmands (1.38) are significantly different (.00), indicating that Lutheran school confirmands report being in a Bible class more often than public school confirmands. (ANOVA)

** The means of non-exemplar (1.66) and exemplar confirmands (1.64) are not significantly different. (ANOVA)

250. “I Think of My Baptism:”

	<u>Once Each Day</u>	<u>2-3 Times a Week</u>	<u>1-2 Times Every 6 Months</u>	<u>Hardly Ever</u>
Confirmands, Public School*	7%	25%	32%	36%
Confirmands, Lutheran School*	7%	42%	26%	26%
Confirmands, Non-Exemplar*	8%	27%	29%	36%
Confirmands, Exemplar*	-	33%	33%	35%

* The means of public school (2.97) and Lutheran school confirmands (2.70) as well as non-exemplar (2.93) and exemplar confirmands (3.02) are not significantly different. (ANOVA)

251. “When I Am Able to Receive Holy Communion, I Plan to Commune:”

	<u>In Every Service Which Offers This Sacrament</u>	<u>About Two Times Every Month</u>	<u>About Once Every Two or Three Months</u>	<u>Hardly Ever</u>
Confirmands, Public School*	86%	9%	4%	.5%
Confirmands, Lutheran School*	76%	17%	5%	2%
Confirmands, Non-Exemplar*	84%	11%	4%	1%
Confirmands, Exemplar*	93%	5%	-	-

* The means of public school (1.22) and Lutheran school confirmands (1.37) as well as non-exemplar (1.24) and exemplar confirmands (1.12) are not significantly different. (ANOVA)

252. “Taking Excellent Care of My Body as a Way of Living My Faith as a Christian Is:”

	<u>Very Easy To Do</u>	<u>Somewhat Easy</u>	<u>Not Easy To Do</u>	<u>Difficult</u>
Confirmands, Public School*	43%	49%	6%	2%
Confirmands, Lutheran School*	35%	49%	14%	2%
Confirmands, Non-Exemplar*	42%	49%	8%	1%
Confirmands, Exemplar*	30%	61%	7%	2%

The means of public school (1.67) and Lutheran school confirmands (1.84) as well as non-exemplar (1.69) and exemplar confirmands (1.81) are not significantly different. (ANOVA)

253. “For You, How Important is Having Close Friends Who are Christians?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Confirmands, Public School*	34%	35%	21%	10%
Confirmands, Lutheran School*	54%	35%	9%	2%
Confirmands, Non-Exemplar**	40%	34%	19%	7%
Confirmands, Exemplar **	47%	30%	14%	9%

* The means of public school (2.06) and Lutheran school confirmands (1.60) are significantly different (.00), indicating that a larger percentage of Lutheran school confirmands value having close friends who are Christians than do public school confirmands. (ANOVA)

** The means of non-exemplar (1.94) and exemplar confirmands (1.86) are not significantly different. (ANOVA)

254. “How Often Do You Think about or Plan for Your Future?”

	<u>Very often</u>	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>
Confirmands, Public School*	38%	36%	22%	4%
Confirmands, Lutheran School*	24%	45%	29%	2%
Confirmands, Non-Exemplar*	36%	36%	25%	3%
Confirmands, Exemplar*	26%	53%	16%	5%

* The means of public school (1.92) and Lutheran school confirmands (2.10) as well as non-exemplar (1.94) and exemplar confirmands (2.00) are not significantly different. (ANOVA)

255. “I Know What I Want to Do with My Life.”

	<u>I strongly agree</u>	<u>I agree</u>	<u>I disagree</u>	<u>I strongly disagree</u>
Confirmands, Public School*	22%	52%	23%	3%
Confirmands, Lutheran School*	12%	55%	29%	5%
Confirmands, Non-Exemplar*	22%	51%	24%	3%
Confirmands, Exemplar*	7%	65%	26%	2%

* The means of public school (2.10) and Lutheran school confirmands (2.07) as well as non-exemplar (2.08) and exemplar confirmands (2.23) are not significantly different. (ANOVA)

256. “In Our Confirmation Classes, We Have Discussed One’s Purpose in Living as a Christian.”

	<u>I strongly agree</u>	<u>I agree</u>	<u>I disagree</u>	<u>I strongly disagree</u>
Confirmands, Public School*	32%	60%	7%	1%
Confirmands, Lutheran School*	33%	64%	2%	-
Confirmands, Non-Exemplar*	33%	59%	7%	.5%
Confirmands, Exemplar *	30%	58%	7%	5%

*The means of public school (1.78) and Lutheran school confirmands (1.69) as well as non-exemplar (1.75) and exemplar confirmands (1.86) are not significantly different. (ANOVA)

257. A Correlation Between Knowing What One Wants to Do in Life

There is some correlation between knowing what one wants to do with one’s life and discussing one’s purpose in life in confirmation classes. (r = .197) (.02)

258. “When I think about Money, I Believe that the Purpose of Money Is to”

	<u>Have Fun</u>	<u>Manage as a Gift from God</u>	<u>Make One Famous</u>	<u>I’m Not Sure</u>
Confirmands, Non-Exemplar*	10%	66%	.9%	24%
Confirmands, Exemplar*	5%	74%	-	21%

* The means of non-exemplar (2.38) and exemplar confirmands (2.38) are not significantly different. (ANOVA)

259. “As an Allowance, the Amount of Money Given to Me EACH WEEK Is about:”

	<u>\$0 - \$5</u>	<u>\$6 - \$14</u>	<u>\$15 - \$20</u>	<u>More than \$25</u>
Confirmands, Public School*	69%	17%	11%	3%
Confirmands, Lutheran School*	83%	7%	10%	-
Confirmands, Non-Exemplar*	70%	19%	10%	2%
Confirmands, Exemplar*	77%	7%	9%	7%

* The means of public school (1.48) and Lutheran school confirmands (1.26) as well as non-exemplar (1.44) and exemplar confirmands (1.47) are not significantly different. (ANOVA)

260. “During the Last Year, I Have Given This Much of My Own Money to the Church:”

	<u>\$0</u>	<u>\$1-\$25</u>	<u>\$26 to \$50</u>	<u>\$51 to \$75</u>	<u>\$76-\$100</u>	<u>\$100 +</u>
Confirmands, Public School*	21%	55%	13%	6%	.5%	4%
Confirmands, Lutheran School*	7%	64%	10%	12%	7%	-
Confirmands, Non-Exemplar*	19%	56%	11%	7%	3%	4%
Confirmands, Exemplar*	12%	60%	16%	7%	-	5%

* The means of public school (2.23) and Lutheran school (2.48) as well as non-exemplar (2.30) and exemplar confirmands (2.37) are not significantly different. (ANOVA)

261. “In My Future, I See that Making Money Will Be:”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Confirmands, Public School*	34%	49%	15%	2%
Confirmands, Lutheran School*	31%	48%	21%	-
Confirmands, Non-Exemplar*	33%	48%	17%	1%
Confirmands, Exemplar*	26%	56%	19%	-

* The means of public school (1.85) and Lutheran school (1.90) as well as non-exemplar (1.87) and exemplar confirmands (1.93) are not significantly different. (ANOVA)

262. “For Me, the Most Important Faith Model for Living as a Christian Is:”

	<u>A Parent</u>	<u>A Teacher</u>	<u>A Pastor</u>	<u>A DCE</u>
Confirmands, Non-Exemplar	42%	3%	33%	.9%
Confirmands, Exemplar	44%	5%	27%	7%

	<u>A Close Relative as a Grandparent or Aunt</u>	<u>I Can't Think of a Model at This Time</u>	<u>Another Person</u>
Confirmands, Non-Exemplar	6%	7%	8%
Confirmands, Exemplar	7%	5%	5%

* The means of non-exemplar (2.77) and exemplar confirmands (2.63) are not significantly different. (ANOVA)

263. A Faith Maturity Profile: Confirmands

A cluster analysis of confirmand faith perspectives and practices results in the following scores based on a 0 – 1.0 scale, with a 1 representing the high score.

	<u>Non-Exemplar</u>	<u>Exemplar</u>
1. I agree or strongly agree that the Bible as the inspired Word of God is the source of truth in my life.	.94	.95
2. Babies are baptized because they need forgiveness of sins.	.95	.93
3. I agree or strongly agree that my faith in Jesus Christ helps me know what is right and what is wrong.	.91	.93
4. The special work of the Holy Spirit is to bring one to faith in Jesus Christ.	.90	.81
5. During a month, the number of times that I worship with a congregation 3 to 4 times.	.82	.81
6. During a typical day or week, I normally pray 1 or 2 times or several times a day	.80	.79
7. For Lutherans, the most important teaching of the Bible is that Christ's death and resurrection bring me life.	.72	.79
8. In the Second Article of the Apostles' Creed, we confess that Jesus was born of the Virgin Mary.	.70	.72
9. I believe that the devil or Satan is a living creature active in our world.	.70	.70
10. One can be certain of the forgiveness of one's sins by confessing faith in Christ's death and resurrection.	.64	.77
11. I trust that God's gift of eternal life is mine through faith in Christ's death and resurrection.	.63	.72
12. What moves one to confess faith in Jesus Christ as Lord is that He was raised from the dead.	.65	.75
13. When I think about money, I believe that the purpose of money is manage as a gift from God.	.63	.70
14. When one makes a confession of sins to a pastor, a pastor is called to forgive one's sins.	.67	.63

15. The most important teaching of the Bible to share with a person who is not a Christian is that Jesus died for my sins and is alive.	.64	.61
16. Although there are many religions in the world, I disagree or strongly disagree that most of them lead to the same God.	.57	.54
17. My faith in Jesus Christ makes a great deal of difference in my daily life.	.51	.57
18. The purpose of the Ten Commandments (the Law) as a mirror is to show a person one's sin.	.48	.43
19. In Holy Communion, one receives Christ's Body and Blood and bread and wine.	.34	.34
20. During a typical week, the number of time that I read the Bible is 4 to 6 times.	.22	.20

The composite mean score for both populations is 13.54 (on a scale of 0 – 20). That is, both populations responded to sixty-eight percent of the preferred items.

The composite mean score for the exemplar population is 13.79. Sixty-nine percent of the exemplar confirmands responded to the preferred items.

The composite mean score the non-exemplar population is 13.50. Sixty-eight percent of the non-exemplar confirmands responded to the preferred items.

The means of the non-exemplar and exemplar confirmands of any of the twenty items are not significantly different. (ANOVA)

The composite means of non-exemplar and exemplar confirmands are not significantly different. (ANOVA)

Faith Practices of Confirmands: Leaders' Perspectives

264. "How Often Do Most Confirmands Worship with the Congregation?"

	<u>3-4 times a month</u>	<u>2 times a month</u>	<u>Once a month</u>	<u>Hardly ever</u>
Pastors*	59%	35%	3%	3%
DCEs*	60%	40%	-	-
Exemplars*	47%	45%	8%	-

* The means of pastors (1.51), DCEs (1.40), and exemplars (1.61) are not significantly different. (ANOVA)

265. “During Confirmation, Is Participation in a Youth Bible Study Group Expected?”

	<u>A requirement</u>	<u>Participation is encouraged</u>	<u>A family decision</u>	<u>An option</u>
Pastors*	29%	51%	7%	13%
DCEs*	27%	49%	12%	12%
Exemplars*	38%	35%	11%	16%

* The means of pastors (2.03), DCEs (2.09), and exemplars (2.05) are not significantly different.
(ANOVA)

Confirmand Faith Perspectives & Practices: District Leaders and Professors

266. “As You See It, Greater Efforts are Needed to Connect Confirmation and Faithful Worship.”

<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
75%	23%	2%	0%

267. “In Your View, Greater Efforts are Needed to Connect Confirmation and Developing Biblical Worldviews of Young People.”

<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
65%	35%	0%	0%

Faith Perspectives and Practices: High School Youth

268. “When It Comes to Church and Church Activities, I Consider Myself to Be:”

<u>Very Active</u>	<u>Active</u>	<u>Somewhat Active</u>	<u>Not Active</u>
36%	37%	24%	4%

269. “If It Were Totally Up to You, Would You Go to the Same Church that You Go to Now?”

<u>Definitely, Yes</u>	<u>Probably the Same Church</u>	<u>A Different Church</u>	<u>I’m Not Sure</u>
50%	37%	7%	7%

270. “During a Typical Day or Week, I Normally Pray:”

<u>Several Times a Day</u>	<u>1-2 Times a Day</u>	<u>1-2 Times a Week</u>	<u>Hardly Ever</u>
21%	51%	23%	6%

271. “During a Typical Week, the Number of Times that I Read the Bible Is:”

<u>5-6 Times a Week</u>	<u>3-4 Times a Week</u>	<u>1-2 Times a Week</u>	<u>Hardly Ever</u>
12%	13%	30%	44%

272. “During a Month, the Number of Times that I Worship with a Congregation Is:”

<u>3-4 Times a Month</u>	<u>1-2 Times a Month</u>	<u>Every 2-3 Months</u>	<u>Hardly Ever</u>
75%	19%	5%	1%

273. “During a Month, the Number of Times that I Am in a Bible Class Is:”

<u>3-4 Times a Month</u>	<u>1-2 Times a Month</u>	<u>Every 2-3 Months</u>	<u>Hardly Ever</u>
54%	15%	5%	26%

274. “During a Month, the Number of Times that I Commune Is:”

<u>In Every Service Which Offers this Sacrament</u>	<u>2 Times</u>	<u>1 Time</u>	<u>0 Times</u>
76%	11%	10%	3%

275. “In Praying Alone, the Level of My Confidence Is:”

<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Very low</u>
54%	42%	4%	1%

276. “When Praying with Others and Speaking a Prayer, the Level of My Confidence Is:”

<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>Very low</u>
26%	49%	22%	3%

277. “Do You Agree or Disagree: ‘I Know What I Want to Do with My Life?’”

<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
20%	50%	25%	6%

278. “In Confirmation Classes, Your Purpose in Living as a Christian Was Discussed.”

<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
27%	68%	5%	-

Faith Perspectives and Practices: Parents

279. “During a Typical Day or Week, I Normally Pray:”

	<u>Several Times a Day</u>	<u>1 or 2 Times a Day</u>	<u>1 or 2 Times a Week</u>	<u>Hardly Ever</u>
Non-Exemplar Parents*	37%	46%	15%	2%
Exemplar Parents*	47%	36%	17%	-

* The means of non-exemplar (1.82) and exemplar parents (1.71) are not significantly different.
(ANOVA)

280. “During a Month, the Number of Times that I Worship with a Congregation Is:”

	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Once Every 2-3 Months</u>	<u>Hardly Ever</u>
Non-Exemplar Parents*	84%	14%	1%	.4%
Exemplar Parents*	93%	7%	-	-

* The means of non-exemplar (1.18) and exemplar parents (1.07) are not significantly different. (ANOVA)

281. “During a Month, the Number of Times that I Am in a Bible Class Is:”

	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Once Every 2-3 Months</u>	<u>Hardly Ever</u>
Non-Exemplar Parents*	32%	14%	8%	46%
Exemplar Parents*	47%	14%	5%	33%

* The means of the non-exemplar (2.69) and exemplar parent (2.25) are significantly different (.02), indicating that a higher level of participation in Bible classes is reported by exemplar parents than by non-exemplar parents. (ANOVA)

282. “During a Typical Week, the Number of Times that I Read the Bible Is:”

	<u>5-6 Times</u>	<u>3-4 Times</u>	<u>1-2 Times</u>	<u>Hardly Ever</u>
Non-Exemplar Parents*	13%	12%	33%	42%
Exemplar Parents*	12%	21%	34%	33%

* The means of non-exemplar (3.04) and exemplar parents (2.88) are not significantly different. (ANOVA)

283. “In Your View, How Much Difference Does Faith in Jesus Christ Make in One’s Daily Life?”

	<u>A Great Deal</u>	<u>Some Difference</u>	<u>Not Much Difference</u>	<u>No Difference</u>
Non-Exemplar Parents*	95%	4%	.8%	-
Exemplar Parents*	90%	10%	-	-

* The means of non-exemplar (1.06) and exemplar parents (1.10) are not significantly different. (ANOVA)

284. “Although There Are Many Religions in the World, Most of Them Lead to the Same God.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Non-Exemplar Parents*	7%	26%	26%	41%
Exemplar Parents*	10%	24%	26%	40%

* The means of non-exemplar (3.01) and exemplar parents (2.95) are not significantly different. (ANOVA)

285. “When I Think about God, I Believe that God:”

	<u>Non-Exemplar*</u>	<u>Exemplar*</u>
Created the World but Is not Involved in the World Today.	.4%	-
Created the World and Is Active in People’s Lives and in the World Today.	99%	100%
Is a Cosmic Force in the Universe which We Do not Understand.	-	-
Is Largely Unknown.	-	-

* The means of non-exemplar (2.00) and exemplar parents (2.00) are not significantly different.
(ANOVA)

286. “When I Think about the Universe and Planet Earth, I Believe That:”

	<u>Non-Exemplar*</u>	<u>Exemplar*</u>
God is the Creator of the First People and Creatures as Described in Genesis	88%	95%.
God Began Life Which then Evolved through Millions of Years.	11%	5%
Life on Planet Earth Began by Chance.	.4%	-
No One Knows How Life on this Planet Began.	.4%	-

* The means of non-exemplar (1.13) and exemplar parents (1.05) are not significantly different.
(ANOVA)

287. ”When It Comes to God:”

	<u>Non-Exemplar*</u>	<u>Exemplar*</u>
I Feel Very Close to Him; I Know that God Loves Me.	80%	81%
I Feel Pretty Good about God, though I Sometimes Feel Distant.	18%	19%
Often, I Feel Distant from God and am not sure about Him.	1%	-
I’m Not Sure There Really is a God.	1%	-

* The means of non-exemplar (1.22) and exemplar parents (1.19) are not significantly different.
(ANOVA)

288. “I Believe that the Devil or Satan Is a:”

	<u>Living Creature Active in Our World</u>	<u>Real Creature in the Bible but Not Today</u>
Non-exemplar Parents*	81%	1%
Exemplar Parents*	83%	-

	<u>Symbol of Evil but Not a Living Creature</u>	<u>I’m not Sure What I Think about the Devil</u>
Non-Exemplar Parents*	14%	5%
Exemplar Parents*	15%	2%

* The means of non-exemplar (1.43) and exemplar parents (1.36) are not significantly different.
(ANOVA)

289. “When One Makes Confession of Sins to a Pastor, a Pastor is Called to:”

	<u>Offer Sympathy for One’s Mistakes</u>	<u>Express Hope that One Will Do Better</u>
Non-Exemplar Parents*	2%	3%
Exemplar Parents*	2%	2%

	<u>Give Instruction on What to Do</u>	<u>Forgive One’s Sins</u>
Non-Exemplar Parents*	16%	79%
Exemplar Parents*	13%	83%

* The means of non-exemplar (3.71) and exemplar parents (3.77) are not significantly different. (ANOVA)

290. “I Trust that God’s Gift of Eternal Life Is Mine through:”

	<u>Obeying God’s Commandments as Much as I Can</u>	<u>Living as a Faithful Member of the Church</u>
Non-Exemplar Parents*	13%	1%
Exemplar Parents*	9%	-

	<u>My Good Works which Please God</u>	<u>Faith in Christ’s Death and Resurrection</u>
Non-Exemplar Parents*	2%	84%
Exemplar Parents*	-	91%

* The means of non-exemplar (3.58) and exemplar parents (3.74) are not significantly different. (ANOVA)

291. “In Order to Be Saved and Have Eternal Life, I Must Obey God’s Rules and Commandments.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Non-Exemplar*	18%	24%	26%	32%
Exemplar*	20%	18%	30%	32%

* The means of non-exemplar (2.72) and exemplar parents (2.75) are not significantly different. (ANOVA)

292. “What Moves One to Confess Faith in Jesus Christ as Lord Is that He:”

	<u>Was Born as the Son of Mary</u>	<u>Performed Miracles</u>
Non-Exemplar*	5%	2%
Exemplar*	6%	-

	<u>Was Raised from the Dead</u>	<u>Was a Great Teacher</u>
Non-Exemplar*	86%	7%
Exemplar*	92%	2%

* The means of non-exemplar (2.95) and exemplar parents (2.91) are not significantly different.

(ANOVA)

293. “Babies are Baptized Because:”

	<u>They Need a Name</u>	<u>Their Families Need to Celebrate</u>
Non-Exemplar*	-	1%
Exemplar*	-	2%

	<u>They Need Forgiveness of Sins</u>	<u>They Need to be Introduced to Others</u>
Non-Exemplar*	99%	-
Exemplar*	98%	-

* The means of non-exemplar (2.99) and exemplar parents (2.98) are not significantly different. (ANOVA)

294. “In Holy Communion, One Receives:”

	<u>Bead and Wine as Symbols of Christ’s Presence</u>	<u>Christ’s Body and Blood and Bread and Wine</u>
Non-Exemplar*	17%	44%
Exemplar*	14%	51%

	<u>Christ’s Body and Blood Which Replace Bread and Wine</u>	<u>I’m Not Sure</u>
Non-Exemplar*	38%	1%
Exemplar*	35%	-

* The means of non-exemplar (2.24) and exemplar parents (2.21) are not significantly different. (ANOVA)

Worship: Confirmands’, Parents’, High School Youth’s Views

295. “What Kind of Worship Service Do You Prefer?”

	<u>Traditional, Liturgical</u>	<u>A Contemporary Service</u>	<u>A Blending of Traditional & Contemporary</u>	<u>I’m Not Sure</u>
Confirmands, Public School*	27%	21%	19%	34%
Confirmands, Lutheran School*	19%	35%	33%	14%
Parents, Non-Exemplar*	41%	12%	43%	3%
Parents, Exemplar*	31%	40%	29%	-
HS Youth	24%	21%	36%	19%

* The means of public school (2.60) and Lutheran school confirmands (2.42) as well as non-exemplar (2.09) and exemplar parents (1.98) are not significantly different.

296. “What Kind of Music Do You Prefer to Sing in a Worship Service?”

	Hymns in a <u>Hymnal</u>	Contemporary <u>Christian Songs</u>	A Combination of Hymns <u>and Contemporary Songs</u>	I Have No <u>Preference</u>
Confirmands, Public School*	23%	23%	20%	33%
Confirmands, Lutheran School*	10%	38%	31%	21%
Parents, Non-Exemplar*	30%	14%	50%	6%
Parents, Exemplar*	21%	21%	55%	3%
HS Youth	23%	20%	36%	19%

* The means of public school (2.63) and Lutheran school confirmands (2.64) as well as non-exemplar (2.32) and exemplar parents (2.41) are not significantly different. (ANOVA)

Family Faith Practices: Confirmands’ Perspectives

297. “When It Comes to Church and Church Activities, How Active are Your Parent(s)?”

	<u>Very Active</u>	<u>Active</u>	<u>Somewhat Active</u>	<u>Not Active</u>
Confirmands, Public School*	32%	39%	24%	5%
Confirmands, Lutheran School*	52%	26%	14%	7%
Confirmands, Non-Exemplar*	38%	37%	20%	5%
Confirmands, Exemplar*	38%	29%	29%	5%

* The means of public school (2.01) and Lutheran school confirmands (1.76) as well as non-exemplar (1.92) and exemplar confirmands (2.00) are not significantly different. (ANOVA)

298. “How Often Do You Talk with Your Parents about God and Spiritual Matters?”

	<u>2-3 Times a Week</u>	<u>2-3 Times a Month</u>	<u>2-3 Times a Year</u>	<u>We Don’t Discuss this Topic</u>
Confirmands, Public School*	37%	43%	11%	8%
Confirmands, Lutheran School*	43%	43%	7%	7%
Confirmands, Non-Exemplar*	38%	43%	12%	7%
Confirmands, Exemplar*	43%	43%	5%	9%

* The means of public school (1.91) and Lutheran school confirmands (1.79) as well as non-exemplar (1.87) and exemplar confirmands (1.81) are not significantly different. (ANOVA)

299. Correlations of Frequency of Talks with Parents about God and Spiritual Matters

1. There is a moderate correlation between a greater frequency of confirmands’ talks with their parents about God and spiritual matters and a higher level of parent activity in the church. ($r = .350$) (.00)
2. There is a moderate correlation between a greater frequency of confirmand talks with parents about God and spiritual matters and greater ease of talking with parents about right and wrong. (.370) (.00)

300. “In Your Family, How Often are Seasons of the Church Year like Advent and Lent Observed in Devotions?”

	<u>On a regular basis</u>	<u>As individuals- a regular basis</u>	<u>As a family once in a while</u>	<u>Never</u>
Confirmands, Public School*	35%	12%	38%	14%
Confirmands, Lutheran School*	37%	17%	39%	7%
Confirmands, Non-Exemplar*	41%	13%	34%	12%
Confirmands, Exemplar*	27%	10%	53%	10%

* The means of public school (2.32) and Lutheran school confirmands (2.17) as well as non-exemplar (2.17) and exemplar confirmands (2.46) are not significantly different. (ANOVA)

301. Relationship of Frequency of Family Observance of Church Year Festivals and Three Variables.

The means of the frequency of family observance of church year festivals like Advent and Lent reported by confirmands and the following variables are not significantly different. (ANOVA)

1. The ease of talks with parents about right and wrong;
2. The ease of talks with mother about personal issues;
3. The ease of talks with father about personal issues.

302. “In Your Family, How Often do Bible Reading and Prayer Happen?”

	<u>Nearly Every Day</u>	<u>As Individuals, on a Regular Basis</u>	<u>Once in a While</u>	<u>Never</u>
Confirmands, Public School*	26%	28%	29%	17%
Confirmands, Lutheran School*	32%	34%	27%	7%
Confirmands, Non-Exemplar	29%	31%	27%	13%
Confirmands, Exemplar	33%	17%	33%	17%

* The means of public school (2.35) and Lutheran school confirmands (2.10) as well as non-exemplar (2.25) and exemplar confirmands (2.33) are not significantly different. (ANOVA)

303. Relationship of Frequency of Family Bible Reading/Prayer and Three Variables

The means of the frequency of family Bible reading and prayer and the following variables reported by confirmands are not significantly different. (ANOVA)

1. The ease of talks with parents about right and wrong;
2. The ease of talks with mother about personal issues;
3. The ease of talks with father about personal issues.

304. “How Easy Is It to Talk with Your Parents about Questions Involving Right and Wrong?”

	<u>Very Easy</u>	<u>Easy</u>	<u>Not Easy</u>	<u>This is Difficult to Do</u>
Confirmands, Public School*	33%	45%	19%	3%
Confirmands, Lutheran School*	33%	52%	14%	-
Confirmands, Non-Exemplar*	30%	48%	19%	3%
Confirmands, Exemplar*	38%	43%	19%	-

* The means of public school (1.92) and Lutheran school confirmands (1.81) as well as non-exemplar (1.94) and exemplar confirmands (1.81) are not significantly different. (ANOVA)

305. A Correlation of Frequency of Talks with Parents About Right and Wrong

There is some correlation between a higher frequency of confirmands’ talks with their parents about right and wrong and a higher level of parent activity in the church and. ($r = .149$) (.01)

306. “How Easy is It to Talk with Your Mother about Personal Questions or Problems?”

	<u>Very easy</u>	<u>Easy</u>	<u>Not easy</u>	<u>This is difficult to do</u>
Confirmands, Public School*	28%	47%	19%	6%
Confirmands, Lutheran School*	38%	31%	26%	5%
Confirmands, Non-Exemplar*	30%	43%	20%	7%
Confirmands, Exemplar*	31%	50%	17%	2%

* The means of public school (2.02) and Lutheran school confirmands (1.98) as well as non-exemplar (2.05) and exemplar confirmands (1.90) are not significantly different. (ANOVA)

307. “How Easy is It to Talk with Your Father about Personal Questions or Problems?”

	<u>Very easy</u>	<u>Easy</u>	<u>Not easy</u>	<u>This is difficult to do</u>
Confirmands, Public School*	14%	44%	26%	16%
Confirmands, Lutheran School*	24%	31%	29%	17%
Confirmands, Non-Exemplar*	17%	39%	29%	16%
Confirmands, Exemplar*	14%	45%	24%	17%

* The means of public school (2.45) and Lutheran school confirmands (2.38) as well as non-exemplar (2.44) and exemplar confirmands (2.43) are not significantly different. (ANOVA)

How a Family Can Help Young People Grow in Faith: Parents' Views

308. **“When Thinking about Family Activities that Can Help Young People Grow in Faith, How Important Is?”**

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Personal prayer by family members	72%	25%	2%	1%
Prayer by a family as a group*	59%	31%	9%	1%
Celebrating special days as birthdays	57%	30%	10%	3%
Celebrating Christmas and Easter	84%	15%	.6%	-
Observing other special days of the church year such as Epiphany and Ash Wednesday	49%	42%	7%	1%
Serving in one's congregation	59%	34%	5%	1%
Family Bible reading	40%	41%	15%	4%
Sharing one's faith when there is opportunity	55%	37%	7%	2%
Connecting topics such as the value of human life to the Christian faith in conversations	54%	33%	11%	2%
Participating as a family in service projects	38%	44%	16%	2%
Reaching out to friends and neighbors not connected to Christ or the church	44%	43%	11%	2%
Singing as a family**	19%	22%	33%	27%

* The means of non-exemplar (1.56) and exemplar parents (1.34) are statistically different (.03), indicating that exemplar parents assign a higher level of importance to prayer by a family as a group than non-exemplar parents. (ANOVA)

** The means of non-exemplar (2.73) and exemplar parents (2.41) are statistically different (.04), indicating that exemplar parents assign a higher level of importance to singing as a family. than non-exemplar parents. (ANOVA)

The means of non-exemplar and exemplar parents in the other ten family practices are not significantly different. (ANOVA).

The Bible: Confirmands' and High School Youths' Perspectives

309. **“I Believe that the Bible as the Inspired Word of God Is the Source of Truth in My Life.”**

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	59%	39%	2%	-
Confirmands, Lutheran School*	64%	36%	-	-
Confirmands, Non-Exemplar*	61%	38%	1%	.5%
Confirmands, Exemplar*	58%	40%	2%	-
HS Youth	57%	38%	3%	2%

* The means of public school (1.42) and Lutheran school confirmands (1.36) as well as non-exemplar (1.41) and exemplar confirmands (1.44) are not significantly different. (ANOVA)

310. “For Lutherans, the Most Important Teaching of the Bible is:”

	<u>God is holy</u>	<u>The Church is God’s Family</u>	<u>Christ’s Death and Resurrection</u>	<u>The Bible is the Inspired Word of God</u>
Confirmands, Public School*	14%	4%	72%	9%
Confirmands, Lutheran School*	2%	-	91%	7%
Confirmands, Non-Exemplar*	11%	3%	76%	10%
Confirmands, Exemplar*	12%	5%	81%	2%

* The means of public school (2.76) and Lutheran school confirmands (3.02) as well as non-exemplars (2.86) and exemplars (2.74) are not significantly different. (ANOVA)

311. “The Most Complete Account in *The Bible* of How the Gospel was Carried to Many Lands in Paul’s Day is:”

	<u>Revelation</u>	<u>Acts of the Apostles</u>	<u>Galatians</u>	<u>I Peter</u>
Confirmands, Public School*	13%	56%	18%	13%
Confirmands, Lutheran School*	5%	69%	19%	7%
Confirmands, Non-Exemplar*	10%	61%	17%	11%
Confirmands, Exemplar*	13%	59%	18%	10%

* The means of public school (2.31) and Lutheran school confirmands (2.29) as well as non-exemplar (2.29) and exemplar confirmands (2.26) are not significantly different. (ANOVA)

312. “The First Person in This List with Whom God Made a Covenant Was:”

	<u>Jeremiah</u>	<u>Abraham</u>	<u>Peter</u>	<u>Paul, the Apostle</u>
Confirmands, Public School*	3%	71%	15%	11%
Confirmands, Lutheran School*	-	95%	2%	2%
Confirmands, Non-Exemplar**	3%	78%	11%	8%
Confirmands, Exemplar**	2%	75%	15%	8%

* The means of public school (2.35) and Lutheran school confirmands (2.07) are significantly different (.01), indicating that a higher percentage of Lutheran school confirmands selected Abraham as the first person with whom God made a covenant than public school confirmands. (ANOVA)

** The means of non-exemplar (2.26) and exemplar confirmands (2.28) are not significantly different. (ANOVA)

313. “Which of the Following Books of the Bible Is Not in the Old Testament?”

	<u>Exodus</u>	<u>The Psalms</u>	<u>Colossians</u>	<u>Malachi</u>
Confirmands, Public School*	7%	13%	66%	14%
Confirmands, Lutheran School*	-	7%	86%	7%
Confirmands, Non-Exemplar*	5%	11%	71%	13%
Confirmands, Exemplar*	5%	14%	71%	10%

* The means of public school (2.88) and Lutheran school confirmands (3.00) as well as non-exemplar (2.92) and exemplar confirmands (2.86) are not significantly different. (ANOVA)

314. “In Which Town did Jesus Grow Up as a Boy?”

	<u>Jerusalem</u>	<u>Nazareth</u>	<u>Bethlehem</u>	<u>Jericho</u>
Confirmands, Public School*	25%	54%	21%	.6%
Confirmands, Lutheran School*	19%	69%	12%	-
Confirmands, Non-Exemplar*	24%	57%	19%	.5%
Confirmands, Exemplar*	22%	63%	15%	-

* The means of public school (1.97) and Lutheran school confirmands (1.93) as well as non-exemplar (1.96) and exemplar confirmands (1.93) are not significantly different. (ANOVA)

315. “The Statement ‘God Helps Those Who Help Themselves’ Is in the Bible.”

	<u>I strongly agree</u>	<u>I agree</u>	<u>I disagree</u>	<u>I strongly disagree</u>
Confirmands, Public School*	9%	35%	36%	20%
Confirmands, Lutheran School*	-	39%	27%	34%
Confirmands, Non-Exemplar*	9%	35%	33%	24%
Confirmands, Exemplar*	7%	26%	37%	30%

* The means of public school (2.66) and Lutheran school confirmands (2.95) as well as non-exemplar (2.72) and exemplar confirmands (2.91) are not significantly different. (ANOVA)

316. The Bible: Confirmands’ Perspectives

A cluster analysis identifies the level of confirmands’ identification of the preferred responses to the following statements based on a 0 to 1.0 scale, with a 1.0 response identifying the preferred item.

	<u>Mean Score</u>
1. For Lutherans, the most important teaching of the Bible is that Christ’s death and resurrection bring life.	.73
2. The first person in this list with whom God made a covenant is: (Jeremiah, <u>Abraham</u> , Peter, Paul)	.71
3. The book in the following list which is not in the Old Testament is: (Exodus, Psalms, <u>Colossians</u> , Malachi)	.68
4. The statement “God helps those who help themselves is in the Bible.” (Strongly Disagree or Disagree)	.60.
5. I believe that the Bible as the inspired Word of God is the source of truth in my life.	.57

6. The most complete account in *The Bible* of how the Gospel was carried to many lands in Paul’s day is: (Revelation, Acts of the Apostles, Galatians, I Peter). .55
7. The town in which Jesus grew up as a boy in the following list is: (Jerusalem, Nazareth, Bethlehem, Jericho). .55

The overall mean score of the responses in this cluster is .63. That is, confirmands identified sixty-three percent of the preferred responses.

Right and Wrong: Confirmands’ and High School Youths’ Views

317. “My faith in Jesus Christ Helps Me to Know What Is Right and What Is Wrong.”

	Strongly Agree	Agree	Disagree	Strongly Disagree
Confirmands, Public School*	50%	47%	3%	-
Confirmands, Lutheran School*	54%	44%	-	2%
Confirmands, Non-Exemplar**	47%	50%	2%	1%
Confirmands, Exemplar**	67%	31%	2%	-
HS Youth	60%	38%	1%	1%

* The means of public school (1.53) and Lutheran school confirmands (1.51) are not significantly different. (ANOVA)

** The means of non-exemplar (1.56) and exemplar confirmands (1.36) are significantly different (.03), indicating that a higher percentage of exemplar confirmands agree with this statement than non-exemplar confirmands. (ANOVA)

318. “I Believe That There are No Definite Rights and Wrongs for Everybody.”

	I strongly agree	I agree	I disagree	I strongly disagree
Confirmands, Public School*	4%	33%	42%	21%
Confirmands, Lutheran School*	-	17%	43%	40%
Confirmands, Non-Exemplar**	3%	30%	40%	27%
Confirmands, Exemplar**	3%	30%	45%	22%
HS Youth	5%	29%	36%	31%

* The means of public school (2.80) and Lutheran school confirmands (3.22) are significantly different (.00), indicating that a higher percentage of Lutheran school confirmands disagree with this statement compared with public school confirmands. (ANOVA)

** The means of non-exemplar (2.92) and exemplar confirmands (2.88) are not significantly different. (ANOVA)

319. “Do You Feel Pressure from Your Peers to Do Things Which You Know are Wrong?”

	Confirmands,				
	Public School*	Lutheran School*	Confirmands, Non-Exemp**	Confirmands, Exemplar**	HS Youth
Yes, peer pressure is a problem for me.	4%	7%	5%	5%	6%
There are times when peer pressure gets to me.	35%	51%	38%	46%	48%
No. I feel like I am in control most of the time.	42%	29%	39%	36%	34%
Peer pressure is never a problem.	19%	12%	19%	14%	12%

* The means of public school (2.75) and Lutheran school (2.46) are significantly different (.03), indicating that Lutheran confirmands feel more pressure from peers to do wrong things than public school confirmands. (ANOVA)

** The means of non-exemplar (2.71) and exemplar confirmands (2.60) are not significantly different. (ANOVA)

320. “Do You Usually Know What is Right and What is Wrong in Most Situations?”

	Public School*	Lutheran School*	Confirmands, Non-Exemplar*	Confirmands, Exemplar*	HS Youth
I always know what is right and wrong.	21%	21%	21%	19%	26%
Usually, I have a good idea of right and wrong	69%	68%	68%	71%	65%
Sometimes, I'm confused.	9%	10%	10%	5%	10%
Often, I don't know what is right and wrong.	1%	.5%	.5%	5%	-

* The means of public school (1.90) and Lutheran school confirmands (1.98) as well as non-exemplar (1.90) and exemplar confirmands (1.95) are not significantly different. (ANOVA)

321. “When Faced with a Decision of What is Right and Wrong, How Do You Decide What to Do?”

	I Do What Makes Me Happy	I Follow the Advice of an Adult I Respect	I Do What Helps to Get Ahead	I Do What God Tells Me to Do
Confirmands, Public School*	8%	46%	10%	36%
Confirmands, Lutheran School*	3%	33%	15%	49%
Confirmands, Non-Exemplar**	7%	40%	10%	43%
Confirmands, Exemplar**	8%	41%	10%	41%
HS Youth	3%	36%	13%	49%

* The means of public school (2.74) and Lutheran school confirmands (3.10) are significantly different (.04), indicating that a higher percentage of Lutheran school confirmands state that their decision-making is based on what God tells them to do than public school confirmands. (ANOVA)

** The means of non-exemplar (2.85) and exemplar confirmands (3.08) are not significantly different. (ANOVA)

322. “Among My Classmates, I Know that Some Drink Alcoholic Beverages such as Beer and Wine:”

	<u>Once Every Week or More</u>	<u>Once or Twice Every Month</u>	<u>Once or Twice Every 6 Months</u>	<u>None At All</u>
Confirmands, Public School*	16%	17%	14%	53%
Confirmands, Lutheran School*	5%	2%	15%	78%
Confirmands, Non Exemplar**	14%	14%	12%	60%
Confirmands, Exemplar**	17%	17%	14%	52%
HS Youth	57%	25%	5%	14%

* The means of public school (3.03) and Lutheran school confirmands (3.66) are significantly different (.00), indicating that public school confirmands report a higher frequency of consumption of alcoholic beverages among their classmates than Lutheran school confirmands. (ANOVA)

** The means of non-exemplar (3.18) and exemplar confirmands (3.02) are not significantly different. (ANOVA)

323. “In Our Confirmation Classes, We Have Discussed Illegal Drinking of Alcoholic Beverages by Minors.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	19%	40%	28%	13%
Confirmands, Lutheran School*	12%	54%	27%	7%
Confirmands, Non-Exemplar*	17%	41%	29%	13%
Confirmands, Exemplar*	19%	45%	29%	7%
HS Youth	9%	55%	28%	9%

* The means of public school (2.36) and Lutheran school confirmands (2.29) as well as non-exemplar (2.37) and exemplar (2.24) confirmands are not significantly different. (ANOVA)

324. “Among My Classmates, I Know that Some Use Illegal Drugs Like Marijuana.”

	<u>Once Every Week or More</u>	<u>Once or Twice Every Month</u>	<u>Once or Twice Every 6 Months</u>	<u>None At All</u>
Confirmands, Public School*	12%	12%	4%	72%
Confirmands, Lutheran School*	-	-	2%	98%
Confirmands, Non-Exemplar	9%	11%	3%	77%
Confirmands, Exemplar	9%	10%	2%	79%
HS Youth	43%	20%	13%	25%

* The means public school (3.35) and Lutheran school confirmands (3.98) are significantly different (.00), indicating that public school confirmands report a more frequent usage of illegal drugs by classmates than do Lutheran school confirmands. (ANOVA)

325. “In Our Confirmation Classes, We Discussed the Use of Illegal Drugs like Marijuana.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	15%	42%	27%	16%
Confirmands, Lutheran School*	12%	54%	27%	7%
Confirmands, Non-Exemplar*	15%	41%	29%	15%
Confirmands, Exemplar*	17%	47%	24%	12%
HS Youth	8%	43%	39%	11%

* The means of public school (2.44) and Lutheran school confirmands (2.29) as well as non-exemplar (2.43) and exemplar confirmands (2.31) are not significantly different. (ANOVA)

326. “Among My Classmates, I Think that Students Who Have Engaged in Sexual Intercourse are:”

	<u>Many</u>	<u>Some</u>	<u>A Few</u>	<u>None at All</u>
Confirmands, Public School*	6%	17%	44%	33%
Confirmands, Lutheran School*	-	5%	7%	88%
Confirmands, Non-Exemplar**	5%	15%	32%	49%
Confirmands, Exemplar**	5%	14%	41%	41%
HS Youth	52%	27%	13%	8%

* The means of public school (3.03) and Lutheran school confirmands (3.83) are significantly different (.00), indicating that more public school confirmands report that classmates have engaged in sexual intercourse than Lutheran school confirmands. (ANOVA)

** The means of non-exemplar (3.24) and exemplar confirmands (3.17) are not significantly different. (ANOVA)

327. “In Our Confirmation Classes, We Have Discussed Sexual Relationships Before Marriage.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	36%	54%	8%	2%
Confirmands, Lutheran School*	44%	44%	10%	2%
Confirmands, Non-Exemplar*	36%	53%	8%	3%
Confirmands, Exemplar*	44%	51%	5%	-
HS Youth	32%	60%	5%	3%

* The means of public school (1.77) and Lutheran school confirmands (1.71) as well as non-exemplar (1.79) and exemplar confirmands (1.60) are not significantly different. (ANOVA)

328. “If Two People Want to Live Together in a Sexual Relationship Before Marriage, I Believe that:”

	<u>This is OK if They Love Each Other</u>	<u>This Decision Is To Made by Each Couple</u>	<u>This Is Not The Right Thing To Do</u>	<u>I’m Not Sure</u>
Confirmands	5%	15%	71%	9%
HS Youth	7%	19%	63%	11%

329. “In Our Confirmation Classes, We Have Discussed What the Bible Says about Living Together.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	23%	54%	19%	4%
Confirmands, Lutheran School*	34%	41%	15%	10%
Confirmands, Non-Exemplar*	23%	53%	18%	6%
Confirmands, Exemplar*	33%	43%	21%	2%
HS Youth	23%	58%	15%	5%

* The means of public school (2.04) and Lutheran school confirmands (2.00) as well as non-exemplar (2.07) and exemplar confirmands (1.93) are not significantly different. (ANOVA)

330. “In My School, I Know that Taking One’s Own Life (Suicide) Is Talked about by:”

	<u>Many Students</u>	<u>Some Students</u>	<u>A Few Students</u>	<u>None at All</u>
Confirmands, Public School*	4%	15%	33%	48%
Confirmands, Lutheran School*	-	2%	21%	76%
Confirmands, Non-Exemplar**	3%	14%	28%	56%
Confirmands, Exemplar**	7%	7%	35%	51%
HS Youth	7%	23%	39%	32%

* The means of public school (3.25) and Lutheran school confirmands (3.74) are significantly different (.00), indicating that discussions of taking one’s own life occur more often in public schools than in Lutheran schools. (ANOVA)

** The means of non-exemplar (3.36) and exemplar confirmands (3.30) are not significantly different. (ANOVA)

331. “In Our Confirmation Classes, We Have Discussed Suicide.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	25%	53%	18%	5%
Confirmands, Lutheran School*	24%	59%	15%	2%
Confirmands, Non-Exemplar*	26%	52%	16%	6%
Confirmands, Exemplar*	23%	58%	12%	7%
HS Youth	14%	62%	20%	5%

* The means of public school (2.04) and Lutheran school confirmands (1.95) as well as non-exemplar (2.02) and exemplar confirmands (2.02) are not significantly different. (ANOVA)

332. “If a Person is Unconscious for Months and is Brain Dead, One’s Family Should Have the Right to Seek a Doctor to End the Person’s Life.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	9%	35%	35%	21%
Confirmands, Lutheran School*	3%	26%	39%	33%
Confirmands, Non-Exemplar**	7%	34%	36%	24%
Confirmands, Exemplar**	7%	35%	33%	25%
HS Youth	9%	43%	33%	15%

* The means of public school (2.68) and Lutheran school confirmands (3.03) are significantly different (.02), indicating that a higher percentage of Lutheran school confirmands disagree with this statement than public school confirmands. (ANOVA)

** The means of non-exemplar (2.77) and exemplar confirmands (2.75) are not significantly different. (ANOVA)

333. “In Our Confirmation Classes, We Have Discussed What Ending the Life of a Person Who is Brain Dead Means.”

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Confirmands, Public School*	12%	39%	34%	15%
Confirmands, Lutheran School*	12%	39%	34%	15%
Confirmands, Non-Exemplar*	13%	40%	34%	14%
Confirmands, Exemplar*	10%	39%	34%	17%
HS Youth	7%	39%	39%	14%

* The means of public school (2.52) and Lutheran school confirmands (2.51) as well as non-exemplar (2.49) and exemplar confirmands (2.59) are not significantly different. (ANOVA)

334. “When Two Gay People Say that They Love Each Other and Want to Marry, I Believe That:”

	<u>This Relationship Should be Recognized as a Marriage by the Church</u>	<u>This Relationship Should Not be Recognized as a Marriage by the Church</u>	<u>Questions about this Relationship Deserve More Study</u>	<u>I’m Not Sure What I Believe about This Relationship</u>
Confirmands, Public School*	13%	56%	8%	22%
Confirmands, Lutheran School*	-	69%	7%	24%
Confirmands, Non-Exemplar*	8%	60%	10%	22%
Confirmands, Exemplar*	21%	58%	-	21%
HS Youth	11%	65%	9%	15%

* The means of public school (2.40) and Lutheran school confirmands (2.55) as well as non-exemplar (2.45) and exemplar confirmands (2.21) are not significantly different. (ANOVA)

335. “In Our Confirmation Classes, We Have Discussed the Desire of Homosexuals to Marry.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	16%	46%	26%	12%
Confirmands, Lutheran School*	22%	35%	25%	17%
Confirmands, Non-Exemplar*	17%	45%	24%	14%
Confirmands, Exemplar*	10%	41%	44%	5%
HS Youth	10%	45%	41%	4%

* The means of public school (2.34) and Lutheran school confirmands (2.38) as well as non-exemplar (2.34) and exemplar confirmands (2.44) are not significantly different. (ANOVA)

336. “If a Man and Woman Who are not Married Conceive a Child, It’s Okay for Them to Seek an Abortion.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	3%	9%	24%	64%
Confirmands, Lutheran School*	2%	2%	14%	81%
Confirmands, Non-Exemplar**	3%	8%	23%	66%
Confirmands, Exemplar**	-	7%	22%	71%
HS Youth	2%	6%	24%	69%

* The means of public school (3.50) and Lutheran school confirmands (3.74) are significantly different (.05), indicating that a larger number of Lutheran school confirmands disagree with this statement than public school confirmands. (ANOVA)

** The means of non-exemplar (3.53) and exemplar confirmands (3.63) are not significantly different. (ANOVA)

337. “In Our Confirmation Classes, We Have Discussed Abortion in the Light of the Scriptures.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	28%	52%	13%	7%
Confirmands, Lutheran School*	34%	51%	12%	2%
Confirmands, Non-Exemplar*	30%	50%	13%	7%
Confirmands, Exemplar*	29%	52%	12%	7%
HS Youth	26%	52%	17%	6%

* The means of public school (2.00) and Lutheran school confirmands (1.83) as well as non-exemplar (1.97) and exemplar confirmands (1.98) are not significantly different. (ANOVA)

Service Learning

338. “Are Confirmands Involved in Service Projects in the Congregation or Larger Community?”

	<u>Required</u>	<u>Expected</u>	<u>An Option</u>	<u>Not Part of Confirmation</u>
Pastors*	13%	23%	27%	36%
DCEs*	37%	23%	26%	14%
Exemplars*	54%	35%	5%	5%
Parents, Non-Exemplar**	39%	27%	33%	-
Parents, Exemplar**	79%	14%	7%	-

* The means of pastors (2.86) and of DCEs (2.17) and exemplars (1.62) are significantly different (.00) and (.00), indicating that DCEs and exemplars report a higher level of involvement by confirmands in service projects than pastors. (ANOVA)

* The means of DCEs and exemplars are significantly different (.02), indicating that exemplars report a higher level of involvement by confirmands in service projects than DCEs. (ANOVA)

** The means of non-exemplar (1.94) and exemplar parents (1.28) are significantly different (.00), indicating that a higher level of involvement in service projects by confirmands is reported by exemplar parents than by non-exemplar parents. (ANOVA)

339. “Were Service Projects in Your Congregation or Community Required as Part Confirmation?”

	<u>Yes</u>	<u>No</u>	<u>An Option</u>	<u>I Do Not Remember</u>
HS Youth	29%	41%	22%	9%

340. “This Year, How Many Service Projects in the Congregation or Community Will You be Part of?”

	<u>5-6 Projects</u>	<u>3-4 Projects</u>	<u>1-2 Projects</u>	<u>None</u>
Confirmands, Public School*	13%	28%	40%	19%
Confirmands, Lutheran School*	19%	19%	49%	14%
Confirmands, Non-Exemplar**	14%	26%	40%	20%
Confirmands, Exemplar**	21%	36%	39%	4%
HS Youth	18%	36%	34%	12%

* The means of public school (2.65) and Lutheran school confirmands (2.58) are not significantly different. (ANOVA)

** The means of non-exemplar (2.66) and exemplar confirmands (2.27) are significantly different (.01), indicating that exemplar confirmands invest more time in service projects than non-exemplar confirmands. (ANOVA)

341. “If You Could Spend One Week in a Summer in a Service Project, How Interested Are You?”

	<u>Very Interested</u>	<u>Interested</u>	<u>Probably Not Interested</u>	<u>Not Interested</u>
Confirmands, Public School*	16%	57%	22%	5%
Confirmands, Lutheran School*	26%	49%	19%	7%
Confirmands, Non-Exemplar*	17%	56%	21%	6%
Confirmands, Exemplar*	25%	50%	23%	2%

* The means of public school (2.16) and Lutheran school (2.07) as well as non-exemplar (2.14) and exemplar confirmands (2.02) are not significantly different. (ANOVA)

342. “How Important Are Service Projects in Confirmation Ministry?”

	<u>Very Important</u>	<u>Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>
Parents, Non-Exemplar*	30%	40%	26%	4%
Parents, Exemplar*	57%	33%	5%	5%
HS Youth	22%	41%	27%	11%

* The means of non-exemplar parents (2.05) and exemplar parents (1.59) are significantly different (.00), indicating that exemplar parents assign a higher level of importance to service projects than non-exemplar parents. (ANOVA)

343. “As You See It, What is the Level of Your Daughter’s or Son’s Interest in Service Projects?”

	<u>High</u>	<u>Moderate</u>	<u>Low</u>	<u>I’m not sure</u>
Parents, Non-Exemplar*	24%	50%	16%	10%
Parents, Exemplar*	38%	43%	16%	3%

* The means of non-exemplar (2.13) and exemplar parents (1.84) are significantly different (.02), indicating that a higher level of interest in service projects by a son or daughter is observed by exemplar parents than by non-exemplar parents. (ANOVA)

344. “In Your Perspective, Greater Efforts are Needed to Connect Youth Confirmation and Servant Events.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs/Professors	54%	41%	5%	0%

Reaching Out to Others: Confirmands and High School Youth

345. “Is it Okay for a Person to Share One’s Faith with Others, or Should One Leave Others Alone?”

	<u>One Should Share Faith with Others Whenever Possible</u>	<u>One Should Share Faith with Others Only When Some- One Asks</u>	<u>One Should Leave Others Alone and Not Discuss One’s Faith</u>	<u>I’m Not Sure Whether or Not a Person Should Share One’s Faith</u>
Confirmands, Public School*	78%	18%	1%	3%
Confirmands, Lutheran School*	93%	2%	2%	2%
Confirmands, Non-Exemplar*	80%	15%	1%	3%
Confirmands, Exemplar*	81%	16%	-	2%
HS Youth	80%	15%	2%	3%

* The means of public school (1.30) and Lutheran school confirmands (1.14) as well as non-exemplar (1.28) and exemplar confirmands (1.23) are not significantly different. (ANOVA)

346. “That Jesus Died for One’s Sins is a Message which I Have Shared in the Last 6 Months with:”

	<u>More than 5 Persons</u>	<u>3-5 Persons</u>	<u>1-2 Persons</u>	<u>No One</u>
Confirmands, Public School*	23%	19%	41%	17%
Confirmands, Lutheran School*	24%	21%	36%	19%
Confirmands, Non-Exemplar*	23%	18%	36%	23%
Confirmands, Exemplar*	19%	23%	51%	7%

* The means of public school (2.53) and Lutheran school confirmands (2.50) as well as non-exemplar (2.58) and exemplar confirmands (2.47) are not significantly different. (ANOVA)

347. “Telling Another Person that Jesus Died for One’s Sins is Very Important to Me.”

	<u>I strongly agree</u>	<u>I agree</u>	<u>I disagree</u>	<u>I strongly disagree</u>
HS Youth	42%	52%	7%	-

348. “In the Last Year, Have You Invited a Non-Christian Friend to a Church Event Such as Worship or Youth Group?”

	<u>More than 5 Times</u>	<u>3-5 Times</u>	<u>1-2 Times</u>	<u>No One</u>
Confirmands, Public School*	3%	10%	37%	50%
Confirmands, Lutheran School*	2%	10%	36%	52%
Confirmands, Non-Exemplar*	3%	8%	36%	52%
Confirmands, Exemplar*	5%	16%	40%	40%
HS Youth	11%	-	48%	41%

* The means of public school (3.33) and Lutheran school confirmands (3.38) as well as non-exemplar (3.37) and exemplar confirmands (3.14) are not significantly different. (ANOVA)

349. Relation of the Belief that One Should Share Faith with Others and Two Variables

Confirmands who affirm that one should share faith with others whenever possible report a greater frequency of sharing the message that Jesus died for one’s sins in the last six months. (.001) (ANOVA)

Confirmands who affirm that one should share faith with others whenever possible do not report a greater frequency of inviting a non-Christian friend to a church event such as worship or youth group. (.279) (ANOVA)

350. “The Most Important Teaching of the Bible to Share with a Person Who is not a Christian is That:”

	<u>The Bible is the Inspired Word of God</u>	<u>God is the Creator of All Things</u>
Confirmands, Public School*	14%	17%
Confirmands, Lutheran School*	12%	7%
Confirmands, Non-Exemplar*	14%	13%
Confirmands, Exemplar*	10%	17%
HS Youth	11%	9%

	<u>The Holy Spirit Fills One’s Life with Power</u>	<u>Jesus Died for My Sins and Is Alive</u>
Confirmands, Public School*	5%	64%
Confirmands, Lutheran School*	2%	78%
Confirmands, Non-Exemplar*	4%	69%
Confirmands, Exemplar*	5%	68%
HS Youth	2%	79%

* The means of non-exemplar (3.29) and exemplar confirmands (3.30) are not significantly different. (ANOVA)

351. “My Congregation is Making Strong Efforts to Bring the Gospel to Those not Connected to Christ.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	29%	58%	11%	2%
Confirmands, Lutheran School*	27%	63%	10%	-
Confirmands, Non-Exemplar**	27%	60%	12%	1%
Confirmands, Exemplar**	38%	57%	5%	-
HS Youth	18%	66%	12%	4%

* The means of public school (1.85) and Lutheran school confirmands (1.83) are not significantly different. (ANOVA)

** The means of non-exemplar (1.88) and exemplar confirmands (1.67) are significantly different (.05), indicating that a larger percentage of exemplar confirmands see their congregation engaging in outreach than non-exemplar confirmands. (ANOVA)

352. “My Congregation Makes Strong Efforts to Help Hurting People Who Are Not Members of a Church.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	27%	58%	9%	6%
Confirmands, Lutheran School*	22%	61%	15%	2%
Confirmands, Non-Exemplar**	24%	58%	11%	6%
Confirmands, Exemplar**	33%	60%	7%	-
HS Youth	24%	54%	14%	9%

*The means of public school (1.94) and Lutheran school confirmands (1.98) are not significantly different. (ANOVA)

** The means of non-exemplar (2.00) and exemplar confirmands (1.74) are significantly different (.03), indicating that a larger number of exemplar confirmands report that their congregations are making strong efforts to help hurting people who are not members of a church than non-exemplar confirmands. (ANOVA)

353. “My Congregation Cares a Great Deal about Helping Youth and Children to Grow in Faith.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	53%	43%	3%	-
Confirmands, Lutheran School*	51%	44%	5%	-
Confirmands, Non-Exemplar**	50%	47%	3%	-
Confirmands, Exemplar**	71%	24%	5%	-

* The means of public school (1.50) and Lutheran school confirmands (1.54) are not significantly different. (ANOVA)

** The means of non-exemplar (1.53) and exemplar confirmands (1.33) are significantly different (.03), which indicates that a higher percentage of exemplar confirmands see that their congregations care a great deal about helping youth and children to grow in faith than non-exemplar confirmands. (ANOVA)

354. “My Congregation Cares a Great Deal about Reaching Out to All Ethnic Groups.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
Confirmands, Public School*	27%	56%	14%	3%
Confirmands, Lutheran School*	20%	60%	20%	-
Confirmands, Non-Exemplar**	24%	58%	15%	3%
Confirmands, Exemplar**	40%	50%	10%	-
HS Youth	32%	40%	22%	6%

* The means of public school (1.92) and Lutheran school confirmands (2.00) are not significantly different.

** The means of non-exemplar (1.98) and exemplar confirmands (1.69) are significantly different (.01), indicating that a higher percentage of exemplar confirmands see that their congregations care about reaching all ethnic groups than non-exemplar confirmands. (ANOVA)

355. “In Your View, How Important is the Church’s Caring for People Who are Older than Age 65?”

	<u>Very important</u>	<u>Important</u>	<u>Somewhat important</u>	<u>Not important</u>
HS Youth	41%	54%	4%	2%

Confirmation as an Outreach Ministry: Leaders’ Perspectives

356. “What are the Opportunities for a Confirmation Ministry to Reach Youth not Connected to Christ?”

	<u>Many</u>	<u>Some</u>	<u>Limited</u>	<u>None</u>
Pastors*	6%	43%	43%	8%
DCEs*	14%	37%	40%	9%
Exemplars*	3%	42%	47%	8%

* The means of pastors (2.52), DCEs (2.43), and exemplars (2.61) are not significantly different. (ANOVA)

357. “What are the Opportunities for Confirmation Ministry to Equip Youth to Share Their Faith?”

	<u>Many</u>	<u>Some</u>	<u>Limited</u>	<u>None</u>
Pastors*	17%	48%	32%	3%
DCEs*	23%	46%	31%	-
Exemplars*	24%	47%	29%	-

* The means of pastors (2.21), DCEs (2.09), and exemplars (2.05) are not significantly different. (ANOVA)

358. “How Many Senior High School Youth, Not Confirmed, Do You Know Who Could Begin Confirmation?”

	<u>Many</u>	<u>Some</u>	<u>Few</u>	<u>None</u>
Pastors*	5%	14%	31%	51%
DCEs*	17%	25%	28%	31%
Exemplars*	35%	11%	32%	22%

* The means of pastors (3.16) and of DCEs (2.36) and exemplars (2.01) are significantly different (.00), indicating that DCEs and exemplars report knowing more high school youth not confirmed who could begin confirmation than do pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different. (ANOVA)

359. “Greater Efforts are Needed to Connect Confirmation Ministry and the Outreach Mission of the Church.”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs & Professors	57%	36%	7%	-

The Role of Technology: Confirmands

360. “At Home, Do You Have Access to the Internet and World Wide Web?”

	<u>Available at All Times</u>	<u>With Parent Permission</u>	<u>At Certain Times</u>	<u>Not Available</u>
Confirmands, Public School*	70%	16%	9%	4%
Confirmands, Lutheran School*	64%	17%	14%	5%
Confirmands, Non-Exemplar*	63%	19%	11%	6%
Confirmands, Exemplar*	81%	7%	5%	7%

* The means of public school (1.48) and Lutheran school confirmands (1.60) as well as non-exemplar (1.60) and exemplar confirmands (1.38) are not significantly different. (ANOVA)

361. “How Often Do You Use the Internet for Homework for Classes at School?”

	<u>Every Day</u>	<u>A Few Times a Week</u>	<u>A Few Times a Month</u>	<u>Never</u>
Confirmands, Public School*	7%	42%	43%	8%
Confirmands, Lutheran School*	7%	52%	41%	-
Confirmands, Non-Exemplar*	7%	38%	46%	9%
Confirmands, Exemplar	5%	60%	26%	9%

* The means of public school (2.52) and Lutheran school confirmands (2.33) as well as non-exemplar (2.57) and exemplar confirmands (2.40) are not significantly different. (ANOVA)

362. “On a Typical Day During a Week, How Much Time Do You Spend on the Internet?”

	<u>5 Hours or More</u>	<u>3-5 Hours</u>	<u>1-3 Hours</u>	<u>Less Than an Hour</u>
Confirmands, Public School*	6%	11%	31%	52%
Confirmands, Lutheran School*	5%	9%	29%	57%
Confirmands, Non-Exemplar*	5%	9%	29%	56%
Confirmands, Exemplar*	4%	16%	32%	48%

* The means of public school (3.28) and Lutheran school confirmands (3.38) as well as non-exemplar (3.37) and exemplar confirmands (3.23) are not significantly different. (ANOVA)

363. “Do Any of Your Confirmation Activities Involve Your Use of the Internet?”

	<u>Yes, on Many Occasions</u>	<u>Sometimes</u>	<u>Hardly Ever</u>	<u>Not at All</u>
Confirmands, Public School*	2%	12%	26%	60%
Confirmands, Lutheran School*	2%	12%	24%	62%
Confirmands, Non-Exemplar*	2%	13%	24%	61%
Confirmands, Exemplar*	-	9%	30%	61%

* The means of public school (3.45) and Lutheran school (3.45) as well as non-exemplar (3.45) and exemplar confirmands (3.51) are not significantly different. (ANOVA)

364. “If Part of Your Confirmation Classes were Offered through the Internet, Would This be a Good Idea?”

	<u>Definitely, Yes</u>	<u>Probably, Yes</u>	<u>Probably, No</u>	<u>Definitely, No</u>
Confirmands, Public School*	11%	35%	40%	15%
Confirmands, Lutheran School*	17%	29%	43%	12%
Confirmands, Non-Exemplar*	11%	31%	43%	15%
Confirmands, Exemplar*	14%	30%	40%	16%

* The means of public school (2.58) and Lutheran school confirmands (2.50) as well as non-exemplar (2.61) and exemplar confirmands (2.58) are not significantly different. (ANOVA)

365. “Do You Ever Make Contact with Your Congregation through a Website?”

	<u>Yes, Often</u>	<u>Yes, Sometimes</u>	<u>On Rare Occasions</u>	<u>Never</u>
Confirmands, Public School*	1%	6%	14%	79%
Confirmands, Lutheran School*	-	14%	14%	71%
Confirmands, Non-Exemplar**	.9%	7%	10%	82%
Confirmands, Exemplar**	-	9%	30%	61%

* The means of public school (3.71) and Lutheran school confirmands (3.57) are not significantly different. (ANOVA)

** The means of non-exemplar (3.73) and exemplar confirmands (3.51) are significantly different (.04), indicating that a larger number of exemplar confirmands make contact with their congregations' Website than do non-exemplar confirmands. (ANOVA)

366. “Should Your Congregation Have a Website for Making Announcements, Offering Classes, Posting Sermons, Listing Resources, and For Other Purposes?”

	<u>Definitely, Yes</u>	<u>Probably, Yes</u>	<u>Probably, No</u>	<u>Definitely, No</u>
Confirmands, Public School*	26%	57%	11%	5%
Confirmands, Lutheran School*	36%	43%	19%	2%
Confirmands, Non-Exemplar**	24%	59%	12%	5%
Confirmands, Exemplar**	49%	37%	14%	-

* The means of public school (1.96) and Lutheran school confirmands (1.88) are not significantly different. (ANOVA)

** The means of non-exemplar (1.99) and exemplar confirmands (1.65) are significantly different (.00), indicating that a higher percentage of exemplar confirmands favor congregations having a Web-Site than non-exemplar confirmands. (ANOVA)

367. “Which Internet Sites Do Your Friends Frequently Go to During a Week?” (Check All That Apply)

	<u>Movies</u>	<u>Music</u>	<u>Education</u>	<u>Blogs</u>	<u>Porn</u>	<u>Other</u>
Confirmands, Public School	34%	40%	3%	8%	6.4%	15%
Confirmands, Lutheran School	26%	39%	-	7%	2.3%	28%
Confirmands, Non-Exemplar	34%	40%	3%	7%	1.5%	16%
Confirmands, Exemplar	27%	41%	-	7%	11.5%	25%

The Role of Technology: Leaders

368. “How Often Do You Use The Internet in Your Teaching?”

	<u>Every Class</u>	<u>Every 2-3 Classes</u>	<u>Every 4-5 Classes</u>	<u>Never Use</u>
Pastors*	-	1%	7%	92%
DCEs*	-	6%	31%	63%
Exemplars*	-	13%	21%	66%

* The means of pastors (3.90) and of DCEs (3.57) and exemplars (3.53) are significantly different, indicating that DCEs and exemplars use the internet in their teaching more often than pastors. (ANOVA)

* The means of DCEs and exemplars are not significantly different.

369. “How Often Do You Use PowerPoint Presentations in Your Teaching?”

	<u>Every Class</u>	<u>Every 2-3 Classes</u>	<u>Every 4-5 Classes</u>	<u>Never Use</u>
Pastors*	3%	3%	6%	88%
DCEs*	29%	12%	27%	32%
Exemplars*	10%	16%	24%	50%

* The means of pastors (3.80) and of DCEs (2.62) and exemplars (3.13) are significantly different, indicating that DCEs and exemplars use PowerPoint presentations in their teaching more frequently than pastors. (ANOVA)

* The means of DCEs and exemplars are significantly different, indicating that DCEs use PowerPoint presentations in their teaching more frequently than exemplars. (ANOVA)

370. “Is Offering a Confirmation Ministry On-line to Those Not Close to a Church a Good Idea?”

	<u>Yes</u>	<u>I Think So</u>	<u>I’m Not Sure</u>	<u>Definitely Not</u>
Pastors*	12%	20%	40%	28%
DCEs*	12%	18%	38%	32%
Exemplars*	11%	13%	47%	29%

* The means of pastors (2.83), DCEs (2.91), and exemplars (2.95) are not significantly different.
(ANOVA)

The Role of Technology: Parents

371. “At Home, Does Son or Daughter Have Access to the Internet and the Worldwide Web?”

	<u>At All Times</u>	<u>At Certain Times</u>	<u>With Parent Permission</u>	<u>No, Not Available</u>
Non-exemplar parents*	37%	52%	5%	6%
Exemplar parents*	40%	43%	9%	8%

* The means of non-exemplar (1.81) and exemplar parents (1.86) are not significantly different.
(ANOVA)

372. “At Home, How Often Does Your Confirmand Use the Internet to Do Homework for School?”

	<u>At Least Once a Day</u>	<u>A Few Times a Week</u>	<u>Once a Month</u>	<u>Never</u>
Non-exemplar parents*	16%	56%	20%	8%
Exemplar parents*	19%	59%	12%	10%

*The means of non-exemplar (2.21) and exemplar parents (2.14) are not significantly different.
(ANOVA)

373. “Do You Contact Your Congregation Through Its Website?”

	<u>Often</u>	<u>Sometimes</u>	<u>Never</u>	<u>No, Our Church Does Not Have a Website</u>
Non-exemplar parents*	7%	29%	47%	17%
Exemplar parents*	7%	50%	38%	5%

* The means of non-exemplar parents (2.73) and exemplar parents (2.41) are significantly different, indicating that exemplar parents report a higher level of contact with a congregation’s Website than non-exemplar parents.

374. “Is the Use of the Internet by Confirmands as Part of Confirmation a Good Idea?”

	<u>A Good Idea</u>	<u>Maybe a Good Idea</u>	<u>Not a Good Idea</u>	<u>I’m Not Sure</u>
Non-exemplar parents*	19%	41%	18%	22%
Exemplar parents*	19%	53%	9%	19%

* The means of non-exemplar (2.44) and exemplar parents (2.28) are not significantly different.
(ANOVA)

The Role of Technology: District Leads and Professors

375. “In Your Perspective, Is Integrating a Use of the Internet in Confirmation Ministry a Good Idea?”

<u>Definitely, Yes</u>	<u>I Think So</u>	<u>I’m Note Sure</u>	<u>Not a Good Idea</u>
38%	59%	0%	3%

Is a Re-Evaluation of How We Confirm Needed?

376. “What Is Your Response to a Seminary Professor’s Suggestion that Closing the Back Door of Losses Following Confirmation Probably Requires a Wholesale Re-Evaluation of How We Confirm and How We Catechize toward Confirmation and after Confirmation?”

	<u>I Strongly Agree</u>	<u>I Agree</u>	<u>I Disagree</u>	<u>I Strongly Disagree</u>
District Execs/ Professors	68%	28%	2%	2%

Appendix A: Demographics

Confirmation Leaders

1. Ages of Confirmation Leaders

	<u>30 or Younger</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>61-65</u>	<u>66+</u>
Pastors	2%	7%	7%	8%	17%	20%	15%	16%	8%
DCEs	39%	17%	11%	8%	11%	11%	3%	-	-
Exemplar	10%	13%	10%	18%	24%	11%	8%	3%	3%

2. Years in Ministry

	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>31-35</u>	<u>36+</u>
Pastors*	14%	10%	11%	14%	17%	9%	9%	16%
DCEs*	28%	25%	17%	14%	17%	-	-	-
Exemplar *	10%	11%	16%	26%	21%	-	8%	8%

*The means (a 1-8 scale) of pastors (4.54), exemplar leaders (4.25) and DCEs (2.67) are significantly different (.00), indicating that pastors and exemplar leaders have invested an average of twenty-one or more years in ministry while DCEs have spent an average of fifteen or fewer years in ministry. (ANOVA)

3. Population of Communities in Which Congregations are Located

	<u>Pastors</u>	<u>DCEs</u>	<u>Exemplar</u>
Rural (Under 1,000)	17%	-	5%
Town (1,001 – 10,000)	31%	8%	5%
Small City (10,001-50,000)	14%	19%	24%
Medium city (50,001-250,000)	12%	39%	24%
Suburb-medium city	2%	3%	3%
Large city (250,000-1M)	9%	3%	5%
Suburb-large city	4%	17%	13%
Metropolis (1M+)	4%	6%	5%
Suburb of a metropolis	7%	6%	16%

4. Average Weekly Worship Attendance

	<u>Pastors*</u>	<u>DCEs*</u>	<u>Exemplar*</u>
100 or less	39%	-	-
101-250	46%	31%	21%
251-500	12%	36%	24%
501-750	2%	14%	21%
751-1,000	-	8%	18%
1,001-1,500	-	11%	11%
1,500+	.5%	-	5%

* The means (a 1-7 scale) of pastors (1.79) and the means of DCEs (3.33) and exemplar leaders (3.89) are significantly different (.00), indicating that DCEs and exemplar leaders serve congregations with an average worship attendance of more than 500 while the average worship attendance of congregations served by pastors is less than 250. (ANOVA)

Demographics: Confirmands

5. Gender

<u>Male</u> 46%	<u>Female</u> 54%
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6. Ethnicity

<u>Caucasian</u> 96%	<u>Black</u> 2%	<u>Hispanic/Latino</u> 1%	<u>Asian</u> 1%
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7. Age

<u>Age 11</u> 5%	<u>Age 12</u> 15%	<u>Age 13</u> 38%	<u>Age 14</u> 37%	<u>Age 15</u> 4%	<u>Age 16</u> .4%
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8. Grade Level

<u>Grade 5</u> 1%	<u>Grade 6</u> 6%	<u>Grade 7</u> 29%	<u>Grade 8</u> 47%	<u>Grade 9</u> 16%	<u>Grade 10</u> 1%
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9. Year of Confirmation in Which Confirmands are Enrolled (Confirmand Responses)

<u>First year</u> 21%	<u>Second year</u> 43%	<u>Third year</u> 8%	<u>Fourth year</u> 4%	<u>Other (Already Confirmed Faith)</u> 24%
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10. Year of Confirmation in Which Confirmands are Enrolled (Parent Responses)

<u>First Year</u> 21%	<u>Second Year</u> 43%	<u>Third Year</u> 9%	<u>Fourth Year</u> 4%	<u>Other (Already Confirmed Faith)</u> 23%
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11. Schools Enrolled In

<u>Public School</u> 72%	<u>Lutheran School</u> 16%	<u>Private School</u> 5%	<u>Home-Schooled</u> 7%
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12. “I Live With:”

<u>Both Natural Parents</u> 83%	<u>Mostly My Mother</u> 4%	<u>Mostly My Father</u> 2%	<u>Equally with Mother & Father but Not Together</u> 2%	<u>A Natural Parent & Step-Parent</u> 5%	<u>Another Arrangement</u> 4%
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Demographics: Parents

13. Gender

<u>Mother</u>	<u>Father</u>	<u>Step-Mother</u>	<u>Step-Father</u>	<u>Guardian</u>	<u>Relative</u>
75%	23%	-	.3%	.3%	1%

14. Ethnicity

<u>Caucasian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Other</u>
96%	1%	2%	1%	.6%

15. Age

<u>Younger than 30</u>	<u>31-35</u>	<u>36-40</u>	<u>41-45</u>	<u>46-50</u>	<u>51-55</u>	<u>56-60</u>	<u>61-65</u>	<u>65+</u>
2%	4%	17%	38%	26%	10%	2%	-	.6%

16. Number of Children in Family

<u>1 Child</u>	<u>2 Children</u>	<u>3 Children</u>	<u>4 Children</u>	<u>5 or More</u>
9%	42%	28%	14%	6%

17. Where Parents Live

Rural (Under 1,000)	13%
Town (1,001-10,000)	27%
Small City (10,001-50,000)	22%
Medium City (50,001-250,000)	16%
Suburb-Medium City	4%
Large City (250,001-1M)	4%
Suburb-Large City	7%
Metropolis (1M+)	2%
Suburb of a Metropolis	6%

18. Average Worship Attendance of Parents' Congregations

<u>100 or Less</u>	<u>101-200</u>	<u>201-400</u>	<u>401-600</u>	<u>601-800</u>	<u>801-1,000</u>	<u>1,001+</u>
24%	30%	27%	7%	6%	6%	.6%

Demographics: High School Youth

19. Gender

<u>Male</u>	<u>Female</u>
43%	57%

20. Ethnicity

<u>Caucasian</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Other</u>
96%	2%	1%	-	1%

21. Age

<u>Age 14</u>	<u>Age 15</u>	<u>Age 16</u>	<u>Age 17</u>	<u>Age 18</u>
11%	21%	18%	15%	35%

22. Grade Level

<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
5%	18%	20%	11%	46%

22. Schools Enrolled In

<u>Public Schools</u>	<u>Lutheran Schools</u>	<u>Private Schools</u>	<u>Home-Schooled</u>
87%	6%	6%	2%

Appendix B: How the Study Was Conducted

1. A survey of eleven research studies investigating the faith/spiritual perspectives of youth was made, with attention being given to studies that related to the faith formation of youth as well as confirmation ministry.
2. Funding for the project was provided by a number of sources. Deep gratitude is expressed to Thrivent Financial for Lutherans (Jim Yagow, Dennis Engelbart, Lori Goudreau)) for providing the major source of support. Financial contributions also were made by the Department of Youth Ministry, LCMS (Terry Dittmer); Department of School Ministry, LCMS (Bill Cochran); District and Congregational Services, LCMS (Jeff Schubert); Concordia Publishing House (Rodney Rathman); Concordia University Nebraska (David Dolak). In-kind services of Nebraska District staff (Russell Sommerfeld, Paul Pettit, Barbara Van Kampen) made an important contribution. John O'Hara provided significant help in identifying a stratified, random sample of LCMS pastors.
3. Questionnaires were developed by the project director for the following populations:**
 - A. Leaders of confirmation ministry (Pastors and DCEs)
 - B. Confirmands;
 - C. Parents of confirmands;
 - D. High School Youth who confirmed their faith in the rite of confirmation;
 - E. Leaders (Pastors and DCEs) who were named by district education executives as leaders of confirmation ministries distinguished by their excellence;
 - F. Confirmands enrolled in exemplar confirmation ministries;
 - G. Parents of confirmands involved in exemplar confirmation ministries;
 - H. Presidents and education leaders of the thirty-five districts of the LCMS and faculty members of the ten Concordia University System institutions engaged in congregational education.
4. The questionnaire developed for confirmands was field-tested, resulting in some revisions.
5. A random sample of five-hundred pastors (nine percent of LCMS pastors serving congregations) stratified on the basis of size of congregations and the thirty-five LCMS districts was identified through a computer-selection of subjects. A list of these pastors included their congregations, addresses, and telephone numbers. A letter was sent to each pastor which described the project and asked for one's participation. The letter also indicated that a telephone call providing additional information would be forthcoming.

6. The project director contacted each pastor by telephone, explained the purpose of the study and asked for his participation consisting of: a. Completing a questionnaire; b. Sending a list of the names and addresses of confirmands, their parents, and high school seniors who confirmed their faith in the rite of confirmation.
7. Sixty DCEs were chosen in a random sample of 650 active DCEs listed in the LCMS Roster of Ministers of Religion-Commissioned. A letter was sent to each DCE which described the project's purpose and asked for one's completion of the questionnaire.
8. Contact was made with thirty-five district education leaders who were asked to name four or five youth confirmation ministries which they considered to be *exemplar* in the sense of offering high performance ministries. While several district leaders indicated that they could not name an exemplary youth confirmation ministry, sixteen leaders named ninety congregations as offering youth confirmation ministries which they considered to be exemplary.
9. Questionnaires were mailed to: Pastors, DCEs, confirmands; their parents; confirmands involved in exemplar confirmation ministries; their parents; leaders of exemplary confirmation ministries; high school youth who had confirmed their faith; district leaders and CUS faculty. When pastors did not respond within three weeks, follow-up calls were made. Questionnaires were sent in the Spring of 2006. When the return rate of confirmands contacted in 2006 was lower than expected, questionnaires were sent to a randomly selected number of confirmands in the Spring of 2007 and 2008.
10. Data provided by the questionnaires were entered into Excel by Concordia University Nebraska students.
11. A quantitative analysis of the data was made by Andy Dwyer of NEAR (Nebraska Education and Research Center), University of Nebraska-Lincoln who provided descriptive and inferential statistical reports. .
12. Qualitative data based on responses by pastors, exemplar leaders, DCEs, high school youth, and parents were summarized through content analysis by the project director.

Appendix C: Rate of Return

The number of questionnaires sent and the return rate for the samples were:

<u>Population:</u>	<u>Returns</u>	<u>Return Rate</u>
475 Pastors (25 chose not to participate)	215*	45%
82 Exemplar Leaders	38	46%
60 DCEs	36	60%
645 Confirmands	219	34%
625 Parents	257	41%
90 Exemplar Confirmands	44	49%
90 Exemplar Parents	55	61%
294 High School Seniors	107	36%
83 District Leaders & CUS Faculty	44	53%
Totals: 2,444	1,015	Overall Return Rate: 45.6%