

---

December 2023

## Sustaining the Growth Curve: How Christian Schools Can Sustain The Post-COVID Growth Surge

Jared B. Johnston  
*Oral Roberts University*, [jjohnston@oru.edu](mailto:jjohnston@oru.edu)

Follow this and additional works at: <https://digitalcommons.georgefox.edu/icctej>



Part of the [Educational Leadership Commons](#), [Elementary and Middle and Secondary Education Administration Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

Johnston, J. B. (2023). Sustaining the Growth Curve: How Christian Schools Can Sustain The Post-COVID Growth Surge. *International Christian Community of Teacher Educators Journal*, 18(2). DOI: <https://doi.org/10.55221/1932-7846.1309>

This Article is brought to you for free and open access by Digital Commons @ George Fox University. It has been accepted for inclusion in International Christian Community of Teacher Educators Journal by an authorized editor of Digital Commons @ George Fox University. For more information, please contact [arolfe@georgefox.edu](mailto:arolfe@georgefox.edu).

---

## Sustaining the Growth Curve: How Christian Schools Can Sustain The Post-COVID Growth Surge

### Abstract

Prior to the 2019-2020 school year, the Christian school movement as a whole was in decline. However, the COVID-19 pandemic brought a surge in enrollment growth to Christian schools across the country. While this is encouraging news, Christian school leaders must be cautious and work to sustain the current growth surge. To maintain the growth surge, Christian school leaders can implement financial and non-financial factors of sustainability. Financial factors of sustainability include budgeting effectively, developing strategic plans, forecasting economic futures, and adhering to sound financial practices. Non-financial factors include a vibrant biblical worldview and Christian culture, effective leadership, a conducive learning environment and campus aesthetics, exemplary academics and programs, word-of-mouth marketing, and a thriving school community. By observing and implementing these factors of sustainability, Christian schools can continue to experience growth.

### Keywords

enrollment, growth, Christian schools, COVID, sustainability, community, marketing, biblical worldview

## Sustaining the Growth Curve: How Christian Schools Can Sustain the Post-COVID Growth Surge

Jared B. Johnston, Oral Roberts University

---

### Introduction

In the 2010s, the Christian school movement was in decline, with hundreds of schools closing per year (Adhanom, 2016). Scholars predicted that the COVID-19 pandemic would further exacerbate this problem (McCluskey, 2020). However, something unusual happened in 2021: Christian schools began experiencing significant growth (Binkley, 2022; Graham, 2021; Michael, 2022; Secker, 2022). While this development is certainly encouraging for Christian schools, school leaders must remain vigilant and take steps to sustain the growth. A review of the literature reveals several factors that contribute to the sustainability of Christian schools. These factors are both financial and non-financial. It should be noted that several of these financial and non-financial factors have been gleaned from recent dissertation studies. By observing these factors, Christian school leaders can better guide their institutions to sustainable futures.

### Historical Context

Prior to the 2019-2020 school year, private schools in the United States had largely been in decline (Johnston, 2021). Between 2006 and 2016, ACSI reported having lost over 700 schools due to closure and enrolment decline (Nichols, 2016). Some statistics indicated that over 200 Christian schools closed per year over that same decade (Adhanom, 2016). In March 2020, the world witnessed the onset of the COVID-19 pandemic (Cucinotta & Vanelli, 2020). Some believed that COVID would place even more pressure on Christian schools that were already in a

precarious position. Further, some scholars hypothesized that COVID-19 would cause mass closures of Christian schools (McCluskey, 2020).

---

In March 2020, the world witnessed the onset of the COVID-19 pandemic (Cucinotta & Vanelli, 2020). Some believed that COVID would place even more pressure on Christian schools that were already in a precarious position. Further, some scholars hypothesized that COVID-19 would cause mass closures of Christian schools (McCluskey, 2020).

---

While the Christian school movement appeared to be fading, something unexpected occurred – growth. Post-pandemic, Christian school enrollment increased substantially (Binkley, 2022; Graham, 2021; Michael, 2022; Secker, 2022). The Association of Christian Schools International (ACSI) saw a 12% overall increase in enrollment (Graham, 2021). Schools within the National Christian School Association (NCSA) also reported gains as a result of the pandemic (Binkley, 2022). Other institutes reported that the majority of the schools being surveyed indicated significant enrollment gains (McCluskey, 2021).

---

**Jared B. Johnston** is Chair of Undergraduate Education at Oral Roberts University.

---

The U.S. government estimates that approximately 6,951,552 students are enrolled in private schools across the country, which equates to roughly 12.8% of the student population (United States Census Bureau, 2021). This number was an increase from 2019 (pre-COVID), when only 10.7% of the student population was enrolled in private schools (United States Census Bureau, 2019).

Numerous reasons exist as to why the Christian school movement is suddenly seeing an increase in enrollment. Some have suggested that due to the pandemic, parents, for the first time, saw their school's curriculum and were dissatisfied with the content being presented (Graham, 2021). Another important factor was that Christian schools largely stayed open during the pandemic, while many public schools went to a virtual option. In those cases, parents needed their students to attend school and opted to place their students in Christian schools (McCluskey, 2021). Finally, one significant factor for the enrollment surge appears to have been a backlash against the integration of Critical Race Theory within school classrooms. Many parents simply did not want their children exposed to the theory (Graham, 2021).

---

*With this context, school leaders must be cognizant that the catalysts for this enrollment surge only serve to drive temporary enrollment growth. These same catalysts cannot be depended on to retain newly acquired students as the factors creating the catalysts change quickly and often without warning. Thus, school leaders must make every effort to sustain this surge in enrollment growth.*

---

While the improvement in enrollment numbers is encouraging for the Christian school movement, school leaders need to be cautious. The Christian school movement has seen sudden and

unexpected surges in enrollment before in the 1960s, 1980s, and 1990s (Demuth & Demuth, 1992; Nichols, 2016; Ryan, 2004). Despite these frequent surges, by 2016, Christian schools were largely in decline for various reasons (Nichols, 2016). Reasons for failure included poor leadership, financial stresses, changing parental expectations, cultural shifts, marketing failures, and changes in church attendance (Nichols, 2016). With this context, school leaders must be cognizant that the catalysts for this enrollment surge only serve to drive temporary enrollment growth. These same catalysts cannot be depended on to retain newly acquired students as the factors creating the catalysts change quickly and often without warning. Thus, school leaders must make every effort to sustain this surge in enrollment growth.

### **Sustainability Factors**

In recent years, sustainability has become an essential concept in running and maintaining Christian schools. Broadly, sustainability is the ability of the school or institution to achieve its mission and meet the needs of its stakeholders over time (Cernostana, 2017). Critically, sustainability is process-oriented (Cernostana, 2017). By adhering to a sustainability model, schools are future-focused and are concerned with fulfilling the school mission for generations. In the past, Christian school leaders often focused on the present. Sustainability allows for the institution to live beyond the founding pastor or administrator and be able to serve generations to come. The model of sustainability encompasses both financial and non-financial factors. If school leaders can adapt and adhere to the following recommendations, schools will be able to sustain this current post-COVID growth surge and thrive moving forward.

Regarding sustainability, school leaders often struggle with financial factors. Their struggle is primarily due to a lack of training and expertise in that arena (Pue, 2012). Private school leaders often receive little to no formal academic training on how to construct budgets, strategic plans, and financial metrics to better sustain their schools. Despite these struggles, school leaders must work

to overcome these deficiencies in training and preparation. Nichols (2016) noted that one of the primary reasons schools failed following the 2008 Great Recession was due to poor financial planning by school leaders. Therefore, for schools to truly be sustainable, school leaders must become proficient in how to lead their schools financially.

Financially, school leaders need to execute the following strategies to be sustainable: budgeting effectively, developing strategic plans, forecasting their economic futures, and adhering to financially sound practices (Capone, 2016; Pue, 2012). While focusing on these four strategies would help a school thrive financially, current private Christian school realities must be addressed. Private Christian schools first must contend with inflation, consistently rising costs, and competitive teacher salaries. To compensate, school leaders must grapple with raising tuition rates to cover these items (Pue, 2012). Schools must be wary of raising tuition too high because they would then risk losing students from their overall enrollment count. Research has confirmed that private schools are at least aware that tuition is a factor that influences enrollment (Johnston 2021). However, for schools to thrive, quality faculty and staff are needed to establish community and facilitate excellent academic programs (Johnston, 2021). To retain quality and staff, schools must be competitive with their compensation packages. Due to the tension between tuition and rising institutional costs, school finances are immensely complex. While the following strategies should be considered to help a school flourish and thrive, it must be noted that they will not be simple to implement.

First, for a school to be sustainable, it must budget effectively. In most schools, budgets are simplistic and do not account for many necessities. In many cases, schools simply account for simple revenue and expense. While schools rely on tuition to cover most expenses, many schools then budget a gap they believe gifts or fundraisers will cover. This practice often leads to extreme pressure being placed on the school or cuts being made in other areas of the budget to compensate for

shortfalls (Pue, 2012). To overcome this, schools must first learn to construct budgets in which all expenses can be covered by tuition. Funds from fundraisers and gifts can then be used for capital improvements rather than operational expenses (Pue, 2012). While this strategy is simple in theory, the execution of the strategy is far more complex.

The second financial factor that schools must observe in becoming sustainable is developing a strategic plan for the future. Often, strategic plans are developed in concert between the primary school leader (i.e., head of school, headmaster, superintendent, etc.) and the school board (Pue, 2012). Sustainable schools often have boards that contribute to the fiscal well-being of the school and ensure its overall financial health. In this arrangement, the primary school leader can develop a vision that drives the strategic plan. After developing the vision, the primary school leader supplies research on the costs of the hypothetical proposals and projects. With this information, the board can then make informed decisions on how to best assist the school moving forward (Pue, 2012). Further, in strategic planning, school leaders need to work with their boards to develop metrics that would allow the school to track and monitor their overall financial health (Capone, 2016). Often, these metrics are first introduced by the primary school leader but are then implemented by the school board as a way to ensure the financial health of the school (Pue, 2012). Finally, these strategic plans must be able to address the following factors from a future standpoint: the needs of the community, location and geography, competition, funding, staffing, assets, and technological innovation. Each of these items will impact the school's overall financial health in the years to come and must be adequately addressed by the school's strategic plan (Pue, 2012).

Quality strategic plans involve the practice of forecasting to a significant extent. To construct effective strategic plans, school leaders need to become proficient in forecasting their school's economic future. In forecasting economic futures, school leaders can predict and respond to changes

in the financial landscape. Further, school leaders need to contemplate and address hypothetical financial scenarios within their strategic plans. For example, scholars recommend that school leaders prepare for futures in which either the school loses its tax-exempt status or tax deductions are eliminated for giving to non-profit institutions (Capone, 2016). If either of those scenarios were to actually occur, schools must be prepared to pursue alternative streams of funding to compensate.

In adhering to sound fiscal practices, schools need to emphasize: accumulating significant cash reserves; limiting or eliminating debt; and examining and diversifying revenue streams (Capone, 2016; Leaman, 2016; Pue, 2012). First, school leaders need to emphasize accumulating significant cash reserves for lean years. These cash reserves can then be utilized when the school misses enrollment projections or the school encounters unforeseen financial circumstances (Pue, 2012). This strategy may appear simple to implement, but due to the tension between tuition and rising institutional costs, this strategy may also be difficult to execute. In adhering to sound fiscal practices, schools also need to strive to limit or eliminate debt. By limiting or eliminating debt, schools can maintain financial flexibility (Capone, 2016; Leaman, 2016). Schools also need to carefully examine their income and revenue streams. Scholars agree that schools should not be overly reliant on one stream of income (Capone, 2016; Leaman, 2016). One recommendation is for schools to move away from utilizing fundraising as a primary method for meeting basic expenses (Capone, 2016). Another suggestion is for schools to diversify their income beyond tuition to include outside contributions from foundations and charities (Leaman, 2016). To effectively diversify their income, schools could launch and effectively utilize planned giving strategies. This strategy is also known as a capital campaign drive. Most schools do not utilize this strategy and therefore struggle to construct new facilities and acquire new hardware and technology (Pue, 2012).

Sustainability for Christian schools goes far beyond financial factors, though. Nonfinancial factors for Christian schools include a vibrant

biblical worldview and Christian culture, effective leadership, a conducive learning environment and campus aesthetics, exemplary academics and programs, word-of-mouth marketing, and a thriving school community. The first factor, a vibrant biblical worldview and Christian culture, is widely agreed upon as being the most significant to a school's sustainability. Recent studies suggested that American parents' emphasis on spirituality and religion had waned (Barna Group, 2017; Nichols, 2016). However, multiple scholars have argued that schools need to continue to emphasize a biblical worldview and a Christian culture to promote growth and sustainability (Capone, 2016; Choi, 2018; Johnston, 2021; Nduka, 2020). Nduka's (2020) study highlighted that an education rooted in a biblical worldview is enticing even for nonbelievers. In that study, the data showed that schools were attracting non-Christian families because the parents believed that an education integrated with a biblical worldview would have a positive impact on their children. In Johnston's (2021) study, all 15 parent participants stated that the school's biblical worldview was at least a factor in their decision to enroll at the respective schools.

---

*Sustainability for Christian schools goes far beyond financial factors, though. Nonfinancial factors for Christian schools include a vibrant biblical worldview and Christian culture, effective leadership, a conducive learning environment and campus aesthetics, exemplary academics and programs, word-of-mouth marketing, and a thriving school community.*

---

In addition to having a strong biblical worldview, schools should also stress the importance of a Christian culture. Choi's (2018) study demonstrated that parents appreciated prayer

and its connection to the school. Nduka's (2020) study showed that parents valued Christian songs being learned. Capone's (2016) participants noted that the "Spirit of Christ permeates all aspects of the school." The parents in Capone's study truly cherished that aspect. Finally, Choi's (2018) and Nduka's (2020) studies highlighted that parents valued the emphasis on missions as an outgrowth of being spiritually focused. Participants in those studies stated their schools' support of overseas missions, as well as the opportunity to participate in short-term missions activities, were of significance to them. The findings presented by these studies indicate that school leaders should continue to emphasize a biblical worldview and Christian culture, not minimize it, in order to promote sustainability.

The second non-financial factor, leadership, is of critical importance to the success and sustainability of private Christian schools. Nichols (2016) noted that poor leadership was a significant contributor to school closures after the Great Recession of 2008. Multiple studies of schools that model sustainability confirm this notion (Capone, 2016; Choi, 2018; Nduka, 2020). Capone's (2016) and Choi's (2018) studies both highlighted the importance of spiritual leadership in directing private Christian schools. For private Christian schools to be sustainable, superintendents and their teams must be committed to Christian education as they are responsible for setting the spiritual direction of the school (Baldwin, 2012; Capone, 2016). Not only are superintendents of Christian schools responsible for setting the spiritual direction of the school, but they must also do so by modeling the servant leadership style of Jesus Christ (Choi, 2018). Effective Christian school leadership teams also displayed a collaborative leadership style that involved the stakeholders of the school (Capone, 2016; Iselin, 2011). By employing a collaborative leadership style, school leadership teams better utilize their listening skills and can discern the needs of their constituents (Baldwin, 2012; Nduka, 2020). In intentionally listening to their stakeholders, school leadership teams then form authentic relationships with the various school stakeholders (Choi, 2018). These studies

illustrate how effective leadership is critical for the sustainability of Christian schools.

The third non-financial factor, a conducive learning environment and campus aesthetics, often receives less attention than the first two factors. Despite the lack of attention, this factor is essential in the sustainability of Christian schools. Multiple studies highlight the importance of a conducive learning environment (Choi, 2018; Davis, 2018; Nduka, 2020). In Choi's (2018) and Nduka's (2020) studies, participants stated that they wanted to place their children in environments that the parents felt were safe and secure. Johnston's (2021) and Nduka's (2020) studies also noted that small class sizes contributed to a conducive learning environment for students. Choi's (2018) study also highlighted the importance of campus aesthetics. Schools in Choi's study were sure to maintain the grounds to make an excellent first impression on prospective parents. Additionally, the schools in the study had fields covered in turf and facilities that contained gyms and auditoriums.

The fourth non-financial factor affecting school sustainability would be exemplary academics and programs. Multiple studies suggest that Christian schools should strive to have rigorous academics and a variety of extracurricular programs and activities (Capone, 2016; Choi, 2018; Johnston, 2021). In Choi's (2018) study, participants praised the school's academic offerings, which included STEAM programs and robotics labs. Additionally, the study schools also offered robust foreign language, music, art, computer, and sports programs. The schools in Choi's study also boasted a highly qualified staff to facilitate the programs. In Johnston's (2021) study, participants noted that strong academic programs were a strength of the participating schools. The study participants frequently expressed that they felt their respective schools offered exemplary academic programs and curricula. Additionally, parents expressed great appreciation for the extracurricular offerings. For example, one participant noted the leadership development program at their school, while another participant highlighted the new agriculture program at their



rural Christian school. The administrator at the rural Christian school observed that the school attracted several new students as a direct result of forming the new agriculture program. In Capone's (2016) study, one administrator expressed that he felt it was the school's biblical duty to offer exceptional academics. The study highlighted the importance of being intentional with academics. Administrators from Capone's study noted that to have strong academics, leaders must be very intentional about striving for excellence within the world of academia. Research shows that strong academics can promote sustainability within Christian schools (Capone, 2016; Choi, 2018; Johnston, 2021; Nduka, 2020).

The fifth non-financial factor that can sustain Christian schools is marketing. For Christian schools, though, a specific type of marketing is needed. In multiple studies, administrators stressed that word-of-mouth marketing was vital in sustaining and growing their schools (Capone, 2016; Choi, 2018; Johnston, 2021). In one study, administrators stated that they no longer used mailouts, open houses, or television commercials. Instead, they heavily relied on positive word-of-mouth marketing. In that study, 12 of the 15 parents involved found their respective schools through word-of-mouth marketing (Johnston, 2021). In another study, all of the participants agreed that word-of-mouth marketing was the most effective strategy. Their schools had attempted other methods, such as mailouts, but found them to be ineffective (Choi, 2018). For word-of-mouth marketing to be effective, the school must be effective in telling its story (Capone, 2016; Iselin, 2011). As one administrator noted, you need to tell the story effectively to create "raving fans" of your school (Johnston, 2021, p. 68). Schools must protect the story to be effective. To protect the story, schools need to stay away from negative headlines and scandals, as those can damage the story and hurt word-of-mouth marketing efforts (Capone, 2016). At times, schools cannot stay away from scandals or negative headlines due to factors that are out of their control. However, if schools can stay away from negative headlines and tell their story effectively, their parent communities can execute a successful word-of-mouth marketing strategy

(Capone, 2016; Johnston, 2021). In doing so, schools can save financially in the present and sustain their schools for the future.

The final non-financial factor to influence sustainability is the presence of a thriving school community. Research from multiple studies suggests that relationships and rapport among the stakeholders can greatly impact the sustainability of Christian schools (Capone, 2016; Choi, 2018; Davis, 2018; Johnston, 2021; Nduka, 2020). Scholars found that the schools needed to foster positive relationships with their parents to build a strong community (Adhanom, 2016; Nduka, 2020). If schools could foster those relationships, parents would then feel valued and genuinely believe that the school cares for their children (Johnston, 2021). To effectively build these parent relationships, school leaders need to be intentional with their time. One recommendation was to spend either the morning or afternoon greeting students and parents to try and connect with them. In doing so, the parents know that they have a mechanism through which to communicate with the administration (Capone, 2016). The studies also revealed that parents truly desire authentic relationships and partnerships within the school community (Capone, 2016; Choi, 2018; Nduka, 2020). The relationships should go beyond addressing complaints to providing avenues for parents to effectively communicate (Capone, 2016). Multiple studies revealed relationships were the backbone of the school community and also sustained school retention (Davis, 2018; Johnston, 2021). One participant even stated that she stayed at her respective school because of the friendships she had made while her student was attending school (Johnston, 2021). If schools can effectively facilitate relationships and foster an environment of community, the school will be sustainable for years to come.

## Conclusion

The Christian school movement was in significant decline during the 2010s. Hundreds of schools were closing each year, and the COVID-19 pandemic threatened to close even more institutions (Adhanom, 2016; McCluskey, 2020).



Surprisingly, the pandemic brought significant growth to Christian schools (Graham, 2021; McCluskey, 2021). While this has been a surprising development, the Christian school movement had seen these types of surges before but was unable to sustain the growth (Demuth & Demuth, 1992; Ryan, 2004). With this context in mind, Christian school leaders must adhere to sound sustainability practices to sustain this current surge of growth. Sound sustainability includes both financial and non-financial factors. For schools to be sustainable financially, they need to budget effectively, develop strategic plans, accurately forecast their economic futures and adhere to financially sound practices.

---

*While it is encouraging that the Christian school movement is experiencing unprecedented growth, those leading the movement must be cautious.*

*The movement had experienced brief growth surges before but was never able to sustain the growth. Knowing this, school leaders must be vigilant in applying modern sustainability practices to ensure that their institutions will continue to grow and thrive in the years ahead.*

---

Sound sustainability goes far beyond financial factors, though. To be truly sustainable, schools need to observe nonfinancial factors such as the presence of a vibrant biblical worldview and Christian environment, effective leadership, a conducive learning environment and campus aesthetics, exemplary academics and programs, word-of-mouth marketing, and a thriving school community. While it is encouraging that the Christian school movement is experiencing unprecedented growth, those leading the movement must be cautious. The movement had experienced brief growth surges before but was never able to sustain the growth. Knowing this,

school leaders must be vigilant in applying modern sustainability practices to ensure that their institutions will continue to grow and thrive in the years ahead.

## References

- Adhanom, A. K. (2016). *Transforming Christian schools using sustainable model of organizational change and performance improvement* [Ph.D., Walden University].  
<https://www.proquest.com/docview/1831614803/abstract/C9BBED5502B64424PQ/1>
- Baldwin, M. L. (2012). *Leadership skills believed to enhance and expand leadership capacity and future sustainability of Christian K-12 school administrators* [Ed.D., Indiana Wesleyan University]. In ProQuest Dissertations and Theses.  
<https://www.proquest.com/docview/1020617205/abstract/15503DC2ABF742F3PQ/1>
- Barna Group. (2017). *Competing worldviews influence today's Christians*. Barna Group.  
<https://www.barna.com/research/competing-worldviews-influence-todays-christians/>
- Binkley, A. (2022). *A qualitative phenomenological study of declining enrollment trends in private Christian schools* [Ed.D., American College of Education].  
<https://www.proquest.com/pqdtglobal/docview/2679802606/abstract/B99458BF17AC4169PQ/34>
- Capone, N. (2016). *K-12 Christian school sustainability: Leadership practices* [St. John Fisher University].  
[https://fisherpub.sjf.edu/education\\_etd/281](https://fisherpub.sjf.edu/education_etd/281)
- Cernostana, Z. (2017). *Financial sustainability for private higher education institutions* (Working Paper No. 17/2017). Institute of Economic Research Working Papers.  
<https://www.econstor.eu/handle/10419/219840>
- Choi, E. Y. (2018). *The voices of the stakeholders: The culture of growing private TK-12 Christian schools* [Ed.D., Azusa Pacific University].  
<https://www.proquest.com/pqdtglobal/docview>

/2193808188/abstract/8CCD28AD29CA4  
F2CPQ/1

Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Bio Medica: Atenei Parmensis*, 91(1), 157–160.

<https://doi.org/10.23750/abm.v91i1.9397>

Davis, D. F. (2018). *School culture and student retention in private schools* [Ph.D., Johnson University].

<https://www.proquest.com/pqdtglobal/docview/2112359067/abstract/FCC469BC9C344F02PQ/4>

Demuth, D., & Demuth, C. (1992). *Recruiting strategies for Christian schools* (1st ed.). DEL Publications. Graham, R. (2021, October 19).

Christian schools boom in a revolt against curriculum and pandemic rules. *The New York Times*.

<https://www.nytimes.com/2021/10/19/us/christianschools-growth.html>

Iselin, D. (2011). Guiding principles for cultivating sustainable Christian school cultures in an era of change. *TEACH Journal of Christian Education*, 5(2). <https://doi.org/10.55254/1835-1492.1041>

Johnston, J. (2021). *Examining factors of K-12 Christian school growth: A case study* [Ed.D., Southeastern University]. In ProQuest Dissertations and Theses.

<https://www.proquest.com/docview/2509032980/abstract/F24362585025429DPQ/1>

Leaman, P. G. (2016). *Predictors of private school sustainability using IRS Form 990* [Ph.D., James Madison University].

<https://www.proquest.com/pqdtglobal/docview/1802316125/abstract/FCC469BC9C344F02PQ/2>

McCluskey, N. (2020). *COVID-19 permanent private school closures*. CATO Institute.

<https://www.cato.org/covid-19-permanent-private-closures>

McCluskey, N. (2021, October 28). *Survey: Private schools appear to see rising enrollment, this year and last* [Org]. CATO Institute.

<https://www.cato.org/blog/survey-private-schoolsappear-see-rising-enrollment-year-last>

Michael, K. (2022, July 18). *Private school enrollment rising in America since onset of pandemic*.

<https://www.thewellnews.com/education/private-school-enrollment-rising-in-america-since-onset-of-pandemic/>

Nduka, N. C. (2020). *Non-financial factors that influence the sustainability of a K-12 private Christian school* [Ed.D., Grand Canyon University].

<https://www.proquest.com/pqdtglobal/docview/2459636546/abstract/C21BB3DABE464C09PQ/1>

Nichols, V. E. (2016). *Schools at risk: An analysis of factors endangering the evangelical Christian school movement in America* [Ed.D., University of Southern California].

<https://www.proquest.com/pqdtglobal/docview/1838803804/abstract/16C4BEF5A1ED4C73PQ/1>

Pue, A. (2012). *Rethinking sustainability: A strategic financial model for Christian schools*. *Purposeful Design Publications*.

Ryan, J. E. (2004). "Brown," school choice, and the suburban veto. *Virginia Law Review*, 90(6), 1635–1647. <https://doi.org/10.2307/3202408>

Secker, L. (2022, March 31). Christian education boom continues around the country. *The Lion*. <https://readlion.com/2022/03/31/christian-education-boom-continues-around-the-country/>

United States Census Bureau (2019). *Data tables*.

Retrieved from:

<https://data.census.gov/table?q=private+school+enrollment&tid=ACSST1Y2019.S1401>

United States Census Bureau (2021). *Data tables*.

Retrieved from:

<https://data.census.gov/table?q=private+school+enrollment&tid=ACSST1Y2021.S1401>