

## Assessing Congregational Commitment to Parish Education

Systemic – Educational efforts are an integral part of the congregation's perception of how it will achieve its mission and goals.

- ❑ A paid staff person with specific preparation in education has a significant portion of his/her responsibilities focused on the design and implementation of a comprehensive educational plan that is tied to the mission of the church.
- ❑ Adequate financial resources are consistently designated towards educational efforts (@ \$50 per baptized member per year – not including salaries.)
- ❑ Adequate facilities are designated for educational opportunities and effort has been made to make the facilities learner-friendly.
- ❑ Clear goals have been articulated for the program and are shared regularly with congregational leadership and attendees of educational programs.
- ❑ Training exists for all those involved as leaders in the educational ministries of the church.
- ❑ Educational efforts regularly (at least annually) evaluated relative to the overall goals.
- ❑ Participation exceeds 30% of all members (not just worship attendees) in a given week.
- ❑ A "scope and sequence" has been designed for members.
- ❑ Multiple formats are used regularly; most are student-centered.
- ❑ Formal needs assessments are completed on a regular basis and used to guide efforts.

Significant – Education is promoted as a key congregational priority.

- ❑ A key leader has been designated as the point person for educational programming.
- ❑ There is significant public support from the senior pastor.
- ❑ Financial resources are readily available for educational ministries – including efforts to expand and innovate, not just maintain.
- ❑ The congregation has a strong history of active educational programs.
- ❑ Facilities include spaces that accommodate different learners (young child through adult).
- ❑ 20%+ of all members (not just worship attendees) regularly participate.
- ❑ Attendance records are carefully kept for all ages.
- ❑ Attendance in educational experiences is a stated expectation for all congregational leaders.
- ❑ Program evaluation takes place regularly.

Supplemental – Education is perceived of as a positive and important priority, but as one which is supplemental to the overall congregational mission.

- ❑ Education is not formalized in any one person's job description, it is the responsibility of all at some level.
- ❑ The senior pastor is supportive of education, but seldom takes the opportunity to publicly promote the programming.
- ❑ Less than 20% of the congregation regularly attends educational opportunities.
- ❑ No specific budget is available for innovation in education.
- ❑ Learning opportunities tend to be more teacher-centric than learner-centric.
- ❑ Educational efforts have primarily a cognitive focus.
- ❑ Facilities may present some barriers to participation.

Substandard – Education is an afterthought. If it happens at all, it is often done because it is an expectation.

- ❑ No significant resources are specifically designated towards education – funds are accessed through the general budget.
- ❑ The primary format used is lecture-style, teacher-centric and cognitively-focused.
- ❑ 10% or fewer members regularly participate.
- ❑ No stated goals – no evaluation – little content application – attendance records seldom kept.