

Community Profile Builder In-Depth Guide on Education

<http://www.thearda.com/DemographicMap/>

Developed by Jennifer McClure

This guide is designed to help you understand the educational characteristics of the residents in your neighborhood, community, or any area you select. Using recent data collected by the U.S. Census, you can generate maps and a report that will help you to learn more about the area you want to serve.

- What are the typical education levels in your community?
- Are certain education levels becoming more common or less common?
- In what types of schools are students enrolled?
- Are school enrollments increasing or decreasing?

These are just a few of the many questions that can be explored using this guide and the ARDA's Community Profile Builder.

First Steps

Using the ARDA's Community Profile Builder is easy. The following are step-by-step instructions on how to start gathering quality data on your community:

1. First, go to the following address: <http://www.thearda.com/DemographicMap/>
2. Enter your U.S. ZIP code, city and state, or complete address in the box at the top of the page and click "Go." After clicking "Go," the map will take you to your community and show you all of the congregations in the area.
3. Enter the radius (in miles) that you would like the online tool to include. One option is to think of driving distance. How far do people typically travel to come to your congregation?
4. Click on the map to set the center point for the radius you selected. A dashed circle will appear showing you the areas from which the tool will draw its data.
5. Finally, click the "Profile" button. Doing so will generate your report for the area you selected.

6. This first page will give you some introductory information about the area you selected. For more information, see “About Your Profile” at the end of this guide.

7. Investigate education in your community by clicking on the “Education” tab!

Education in Your Community

This first page of education data provides the following information about your community, and each type of information has important implications for congregations.

Educational attainment – How common are different education levels in your community? In applying this information to your congregation, consider that education levels often correlate with income levels and whether people are experiencing poverty. Also, different congregational events and preaching styles may attract people of different education levels.

School enrollment – In what types of schools are students enrolled? When considering this information, it can be helpful to compare whether students are enrolled in public or private schools. Higher private school enrollments may indicate higher socioeconomic statuses, while low private school enrollments may suggest a lack of private schools.

This information is also presented in the ARDA’s Community Profile Builder Overview Guide. The ARDA has additional information on education that is not presented in the Community Profile Builder Overview Guide.

Digging Deeper

Want to learn even more about education in your community? Find the yellow box under the “Education” tab: “click here for additional education data and color coded maps.” You can now get additional information about:

- Variation in your community – Do certain neighborhoods have more college graduates?
- Your community vs. the USA – Compared to the USA, what educational characteristics are more common in your community?

Starting with the map, explore what neighborhoods in your community have higher percentages of college graduates. Based on your knowledge of your community, what does this tell you about the different neighborhoods and their potential needs?

Below the map, there are graphs that compare the educational characteristics of your community with the educational characteristics of the USA. These graphs contain information on:

- Educational attainment
- Enrollment in private schools

These graphs are helpful for determining what educational characteristics are normal in the country and how the educational characteristics of your community may be unique. Underneath each graph, there are suggestions for how you can use the information to minister in your community.

Preparing to Serve

In addition to the ministry applications suggested throughout this guide, this section provides some questions to consider when thinking about how to address educational needs in your community.

- What stands out to you about the education levels in your community?
- What does this information tell you about the types of people who live in your community in terms of affluence, needs, etc.?
- What needs might people in your community have?
- What community-based resources can you consult to learn more about needs in your community?
- Is there a specific neighborhood in which you want to serve?
- Do you know people in the neighborhood where you want to serve? If you do, talk with them about what they feel is needed in their neighborhood. If not, how can you develop relationships there?
- What do you need to address educational needs in your community (volunteers, skills, space, etc.)?
- Are there other congregations and social service organizations in your community with which you can collaborate?
- Are there educational needs around which you can advocate in your community?
- What other questions should your congregation consider (concerning your congregational or local context) when preparing to serve?

How can your congregation engage in the community?

From *7 Creative Models for Community Ministry*

1. Donate Goods or Money

Pros and Cons (pp. 42-53)

- Can be simple and inexpensive
- Not as relational as other models
- Does not address deeper personal and structural issues that contribute to the need

Tips to remember

- Seek information about what is needed (pp. 44-46)
- Communicate needs clearly with attenders (p. 52)
- Consider unrestricted giving for monetary donations (pp. 49-50)

2. Mobilize Volunteers

Pros and Cons (pp. 54-56)

- Supporting, not duplicating existing community efforts
- More relational
- More attainable for congregations that cannot organize their own programs
- Some attenders may be too busy

Tips to remember

- Match volunteering opportunities with attenders' strengths and interests (pp. 58-60, 62-63)
- Communicate opportunities with clear instructions and expectations (p. 62-64, 66)
- Provide training, if needed (pp. 64-65)

3. Partner with Other Organizations

Pros and Cons (pp. 68-70)

- Avoids duplicating existing community efforts
- Can maximize staff and volunteers, resources, and space
- Takes time to develop collaboration, clear expectations

Tips to Remember

- Carefully choose partners (pp. 73-74)
- Develop clear expectations and roles (pp. 69-71)
- Engage in open and frequent communication (pp. 79-80)

4. Advocate around Public Policy

Pros and Cons (pp. 82-84)

- Can result in structural change
- Contributes to in-depth knowledge of social issues
- Often involves interfaith collaboration
- May be too political for some congregations
- Does not always result in desired change

Tips to Remember

- Match area of advocacy to congregations' interests and identity (pp. 91-92)
- Partner with local, regional, national, or international policy organization (pp. 80-90)
- Develop theological rationale for advocacy (p. 91)

5. Engage in Community Organizing

Pros and Cons (pp. 96-100)

- Is more relational with a stronger focus on empowering the community
- Contributes to in-depth knowledge of social issues
- Often involves interfaith collaboration
- May be too political for some congregations
- Can result in structural change but does not always do so

Tips to Remember

- Involve and build relationships with a wide range of people (pp. 103-104)
- Identify and equip grassroots leaders (p. 104)
- Identify issue, which officials to engage, and desired change (pp. 105-107)

6. Develop a Ministry Program

Pros and Cons (pp. 111-114)

- Can tailor to interests and identity of congregation
- Can address community issues that other organizations are not focusing on
- Needs clear vision and effective implementation
- Requires more resources and expertise

Tips to Remember

- Align program goals with attendees' interests and congregational identity (p. 122)
- Develop a clear program design and specific goals (pp. 117-121)
- Ensure that the program does not duplicate other community efforts (p. 111)
- Consider whether your congregation has the resources (staffing, financial resources, facilities, etc.) to develop its own program (p. 111)

7. Create a Nonprofit

Pros and Cons (pp. 126-129)

- Engages a wider range of volunteers, funding opportunities
- Can drift from faith orientation, connection to congregation
- Often requires more financial resources
- Unattainable for many congregations

Tips to Remember

- Consider whether the congregation has the capacity to launch a nonprofit (pp. 125-126)
- Develop a board of directors and clarify its role vis-à-vis the congregation (pp. 131-136)
- Commit to long-term partnership with nonprofit and its board (pp. 137-139)

For more information, please see: Joy F. Skjeggstad. 2013. *7 Creative Models for Community Ministry*. Valley Forge, PA: Judson Press.

About Your Profile

Geographic Area

On the “Introduction” tab, the dashed circle represents the radius you designated on the previous page. The map also shows the [census block groups](#) (areas of 600-3000 people) that are included in the report. It is important to realize that any census block group that is touched by the radius you designate is included, even if the radius only covers a small portion of the total census block group. The map also provides markers for each congregation on the map. In the text above the map, you can find the total number of block groups included in the report, the counties from which these results are drawn, and the total population included in the report. This information is repeated at the top of the “Education” tab as well.

Data Sources

The information shown here is drawn from the American Community Survey (ACS), which is the largest household survey in the United States. Each year, about one in 38 U.S. households are invited to participate in it. The ACS collects the information shown in this tab and other important data in order to describe the characteristics of people and housing in the United States. For more information, go to the [U.S. Census](#).

Understanding the Data

There are three ways to numerically describe the education data, all of which provide important information about your community.

1. **Raw numbers** indicate the number of people in your community that have a certain characteristic. If you care about, for example, the number of people without a high school diploma in your community, this number is for you.
2. **Percentages** indicate what share of the population has a certain characteristic. For each characteristic, we give you these percentages in parentheses. If you care about, for example, the percentage of college graduates in your community, this number is for you.
3. **Percentage change** indicates whether certain characteristics are becoming more or less common in your community. Positive percent changes denote increases while negative percent changes signal decreases. If you care about, for example, whether private school enrollments have increased or decreased in your community, this number is for you.