



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.
Series B: Commission on Jewish Education in North America (CJENA). 1980–1993.
Subseries 3: General Files, 1980–1993.

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CAJE/CJENA Joint Researchers/Programmatic Agenda Meeting.
Questionnaire report, November 1989-January 1990.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.



The Coalition for the Advancement of Jewish Education

261 West 35th Street, Floor 12A
New York, NY 10001 • 212-268-4210
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January 4, 1990
7 Tevet 5750

Copy sent to
AH 1/16

Annette Hochstein, Consultant
Commission for Jewish Education in No. America
4500 Euclid Avenue
Cleveland, OH 44103

Dear Annette:

This letter is being sent to you via Mark Gurvis - the
conduit I have been advised to use.

You will recall that, as part of our collaborative dialogue
this past summer in Seattle, we designed a series of
questionnaires to collect some data. One form (the orange
one) was distributed to all attendees at the registration
area and our count indicates that 1019 were returned
(approximately 68% of the total attendees). A second
questionnaire was distributed at the affinity group sessions
and we only have 209 instruments from these groups (although
we believe that there were more people in these sessions).

One of our dedicated members, Mark Erlitz (a physician from
Seattle) accepted the responsibility of taking all the
instruments, keying in the data and running a set of
tabulations/frequency counts. It was a big job and he did a
super job. (I may have told you that we suffered a tragedy
in late October when Joel Starin, the husband of the 1989
Conference Chairperson, died of a brain tumor. Joel was a
dear friend of Mark's and I'm sure he dedicated his efforts
to Joel's memory).

I've enclosed a copy of the report and the letter which
accompanied it. Mark still has all the instruments and all

ללמוד וללמד

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the data is loaded into his computer. He has the capability to do some cross-tabulations should there be any interest in conducting further analysis.

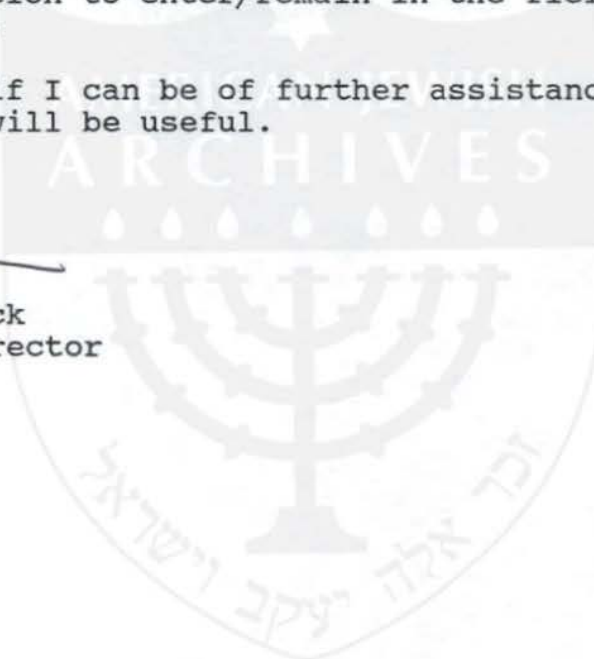
I am pleased to share this report with you. I believe that these findings will be very helpful to you (particularly the analysis of the 209 respondents). Much of what I have seen about motivation to enter/remain in the field is very enlightening.

Let me know if I can be of further assistance. I hope this information will be useful.

B'shalom.



Eliot G. Spack
Executive Director



DEC 26 1989

4885 Forest Avenue S.E.
Mercer Island, WA 98040
December 17, 1989

Joel Grishaver
Torah Aura Productions
4423 Fruitland Avenue
Los Angeles, CA 90058

Dear Joel:

Enclosed are the data I have tabulated from the 1989 **CAJE QUESTIONNAIRE** for the Commission on Jewish Education in North America.

Listed below are some random comments regarding methodology for each question.

REGISTRANT SURVEY & QUESTION 1: PROFESSIONAL ROLE:

After reviewing both the registrant responses (orange forms) and the survey responses (white forms) several additional professional role categories were added. These are:

Music	
Resource Center	
Multiple	(74 registrant respondents indicated more than 1 professional role.)
Ambiguous Teacher	(7 survey respondents indicated that they were teachers, but it was not possible to determine the type.)
Other	
Unclassified	

The table on page 5 (QUES 1: PROFESSIONAL ROLE ALL RESPONDENTS/REGISTRANTS) compares the professional roles of survey respondents to those of registrants. The column marked "deviation" is simply the difference between the percentage of respondents and the percentage of registrants for a given professional category.

QUESTION 2: NUMBER OF YEARS IN PROFESSIONAL ROLE

The table on page 6 (QUES 2: NUMBER OF YEARS IN PROFESSIONAL ROLE) subdivides the number of years given in responses to question 2 into several groupings. No attempt was made to correlate the number of years in current professional role to any of the other variables. This can be done in the future, however, if this becomes an area of interest.

QUESTION 3: PROFESSIONAL EDUCATIONAL LEVEL

Similarly, no attempt was made to correlate the responses to question 3 (professional educational level) to any of the other questions. This too can be done at a later date if indicated.

Parenthetically, a very small number of respondents indicated more than one category to describe the highest level of professional education attained. Because of the nature of the question, I was able to choose the appropriate single response.

QUESTIONS 4, 5, 6: INITIAL/SUSTAINING MOTIVATION; FRUSTRATION

A significant number of respondents gave multiple responses to questions 4 through 6 in spite of instructions to the contrary. (For example 56/209 respondents treated question 4 in this manner.) Rather than disqualify so many surveys, multiple responses to these 3 questions were given fractional credit for each choice. Thus if someone indicated 2 responses to question 5, each choice was credited with a value of 0.5. Similarly, each of 3, 4, 5 & 6 choices were credited with values of .33, .25, .20, .166 respectively. This explains the appearance of fractional numbers of respondents for these 3 questions.

Responses to questions 4, 5 & 6, in addition to being tabulated for all respondents, are also tabulated separately for each of the 9 most common professional categories.

QUESTION 7: FUTURE JEWISH EDUCATIONAL ROLE

A very small number of respondents indicated more than one category to describe their future role in Jewish education. Because of the small number involved, fractional credit for multiple choices was not given for this question.

QUESTIONS 8, 9, 10: NARRATIVE QUESTIONS

Each response was summarized with minimal editing, although obvious mistakes were corrected, and long responses were shortened to meet field length constraints.

The responses (beginning on page 56) were grouped according to professional role. In another report (beginning on page 77), responses are grouped together by both professional role and respondent, since frequently the answer to one question relates to the answer to another.

I have not gotten into any heavy-duty analysis of the data for statistical significance (mostly because I don't know much about statistics). Also, per my conversations with Joel Starin, I've done nothing with respect to interpreting the data. It would be possible for me to generate standard graphs to illustrate any relationships you wish to emphasize. Please let me know if you want this, and if so, which tables are needed. The data currently reside in Paradox tables. I can send you the material in any of the common spreadsheet/database formats (123, Symphony, Dbase, Paradox, ASCII, etc.) if this would be of help.

Finally, what do you want me to do with the actual surveys? I'll hold on to them until I hear from you.

Please let me know what else you need to complete this project.

All my best,



cc: Carol Oseran Starin
Elliot Spack

PROFESSIONAL ROLE

ALL REGISTRANTS

PROFESSIONAL ROLE	ALL REGISTRANTS	
	NUMBER	PERCENT
Early Childhood Education	93.0	9.1
Early Childhood Director	35.0	3.4
Elementary Day School Teacher	49.0	4.8
High School Day School Teacher	10.0	1.0
Day School Principal	22.0	2.2
Elementary Hebrew School Teacher	124.0	12.2
High School Teacher (Supplemental)	43.0	4.2
Principal Small/Isolated Sup. School	116.0	11.4
Principal Large/Urban Sup. School	79.0	7.8
Worker In Non-Formal Education	34.0	3.3
Lay Person	57.0	5.6
Rabbi	41.0	4.0
Cantor	26.0	2.6
Family Educator	20.0	2.0
Central Agency Staff	50.0	4.9
Academic	20.0	2.0
Art Specialist	25.0	2.5
Special Education	13.0	1.3
Adult Education	28.0	2.7
Music*	12.0	1.2
Resource Center*	8.0	.8
Multiple*	74.0	7.3
Ambiguous Teacher*	0.0	0.0
Other*	26.0	2.6
Unclassified*	14.0	1.4
TOTAL	1019.0	100.0

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

PROFESSIONAL ROLE

ALL REGISTRANTS BY FREQUENCY

PROFESSIONAL ROLE	ALL REGISTRANTS	
	NUMBER	PERCENT
Elementary Hebrew School Teacher	124.0	12.2
Principal Small/Isolated Sup. School	116.0	11.4
Early Childhood Education	93.0	9.1
Principal Large/Urban Sup. School	79.0	7.8
Multiple*	74.0	7.3
Lay Person	57.0	5.6
Central Agency Staff	50.0	4.9
Elementary Day School Teacher	49.0	4.8
High School Teacher (Supplemental)	43.0	4.2
Rabbi	41.0	4.0
Early Childhood Director	35.0	3.4
Worker In Non-Formal Education	34.0	3.3
Adult Education	28.0	2.7
Cantor	26.0	2.6
Other*	26.0	2.6
Art Specialist	25.0	2.5
Day School Principal	22.0	2.2
Family Educator	20.0	2.0
Academic	20.0	2.0
Unclassified*	14.0	1.4
Special Education	13.0	1.3
Music*	12.0	1.2
High School Day School Teacher	10.0	1.0
Resource Center*	8.0	.8
Ambiguous Teacher*	0.0	0.0
TOTAL	1019.0	100.0

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 1: PROFESSIONAL ROLE

PROFESSIONAL ROLE	NUMBER OF RESPONSES	PERCENT
Early Childhood Education	8.0	3.8
Early Childhood Director	3.0	1.4
Elementary Day School Teacher	12.0	5.7
High School Day School Teacher	0.0	0.0
Day School Principal	8.0	3.8
Elementary Hebrew School Teacher	11.0	5.3
High School Teacher (Supplemental)	8.0	3.8
Principal Small/Isolated Sup. School	23.0	11.0
Principal Large/Urban Sup. School	34.0	16.3
Worker In Non-Formal Education	6.0	2.9
Lay Person	17.0	8.1
Rabbi	14.0	6.7
Cantor	3.0	1.4
Family Educator	6.0	2.9
Central Agency Staff	19.0	9.1
Academic	0.0	0.0
Art Specialist	0.0	0.0
Special Education	5.0	2.4
Adult Education	9.0	4.3
Music*	0.0	0.0
Resource Center*	9.0	4.3
Multiple*	0.0	0.0
Ambiguous Teacher*	7.0	3.3
Other*	7.0	3.3
Unclassified*	0.0	0.0
TOTAL	209.0	100.0

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 1: PROFESSIONAL ROLE

ALL RESPONDENTS BY FREQUENCY

PROFESSIONAL ROLE	NUMBER OF RESPONSES	PERCENT
Principal Large/Urban Sup. School	34.0	16.3
Principal Small/Isolated Sup. School	23.0	11.0
Central Agency Staff	19.0	9.1
Lay Person	17.0	8.1
Rabbi	14.0	6.7
Elementary Day School Teacher	12.0	5.7
Elementary Hebrew School Teacher	11.0	5.3
Adult Education	9.0	4.3
Resource Center*	9.0	4.3
Early Childhood Education	8.0	3.8
Day School Principal	8.0	3.8
High School Teacher (Supplemental)	8.0	3.8
Ambiguous Teacher*	7.0	3.3
Other*	7.0	3.3
Worker In Non-Formal Education	6.0	2.9
Family Educator	6.0	2.9
Special Education	5.0	2.4
Early Childhood Director	3.0	1.4
Cantor	3.0	1.4
High School Day School Teacher	0.0	0.0
Academic	0.0	0.0
Art Specialist	0.0	0.0
Music*	0.0	0.0
Multiple*	0.0	0.0
Unclassified*	0.0	0.0
TOTAL	209.0	100.0

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 1: PROFESSIONAL ROLE

ALL RESPONDENTS/REGISTRANTS

PROFESSIONAL ROLE	ALL RESPONDENTS		ALL REGISTRANTS		DEVIATION (%RESP-%REGIS)
	NUMBER	PERCENT	NUMBER	PERCENT	
Principal Large/Urban Sup. School	34.0	16.3	79.0	7.8	8.5
Principal Small/Isolated Sup. School	23.0	11.0	116.0	11.4	-.4
Central Agency Staff	19.0	9.1	50.0	4.9	4.2
Lay Person	17.0	8.1	57.0	5.6	2.5
Rabbi	14.0	6.7	41.0	4.0	2.7
Elementary Day School Teacher	12.0	5.7	49.0	4.8	.9
Elementary Hebrew School Teacher	11.0	5.3	124.0	12.2	-6.9
Adult Education	9.0	4.3	28.0	2.7	1.6
Resource Center*	9.0	4.3	8.0	.3	3.5
Early Childhood Education	8.0	3.8	93.0	9.1	-5.3
Day School Principal	8.0	3.8	22.0	2.2	1.7
High School Teacher (Supplemental)	8.0	3.8	43.0	4.2	-.4
Ambiguous Teacher*	7.0	3.3	0.0	0.0	3.3
Other*	7.0	3.3	26.0	2.6	.8
Worker In Non-Formal Education	6.0	2.9	34.0	3.3	-.5
Family Educator	6.0	2.9	20.0	2.0	.9
Special Education	5.0	2.4	13.0	1.3	1.1
Early Childhood Director	3.0	1.4	35.0	3.4	-2.0
Cantor	3.0	1.4	26.0	2.6	-1.1
High School Day School Teacher	0.0	0.0	10.0	1.0	-1.0
Academic	0.0	0.0	20.0	2.0	-2.0
Art Specialist	0.0	0.0	25.0	2.5	-2.5
Music*	0.0	0.0	12.0	1.2	-1.2
Multiple*	0.0	0.0	74.0	7.3	-7.3
Unclassified*	0.0	0.0	14.0	1.4	-1.4
TOTAL	209.0	100.0	1019.0	100.0	.0

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 2: NUMBER OF YEARS IN PROFESSIONAL ROLE

ALL RESPONDENTS

NO. OF YEARS IN PROFESSIONAL ROLE	NUMBER OF RESPONDENTS	PERCENT
0-2	9.0	4.3
3-5	10.0	4.8
6-10	12.0	5.7
11-15	26.0	12.4
16-20	33.0	15.8
21-25	46.0	22.0
Over 25	47.0	22.5
Blank	26.0	12.4
TOTAL	209.0	100.0

The mean number of years in current professional role for all respondents was 8.8.



QUES 3: PROFESSIONAL EDUCATIONAL LEVEL

ALL RESPONDENTS

PROFESSIONAL EDUCATION LEVEL	NUMBER OF RESPONSES	PERCENT
None (Informal Study)	13.0	6.2
Non-Degree Programs	7.0	3.3
BA/BS (In Professional Field)	41.0	19.6
Teacher's Seminar	9.0	4.3
MA/MS (In Professional Field)	96.0	45.9
Rabbi/Cantor	23.0	11.0
Doctorate (In Professional Field)	19.0	9.1
Blank	1.0	.5
TOTAL	209.0	100.0



QUES 3: PROFESSIONAL EDUCATIONAL LEVEL

ALL RESPONDENTS BY FREQUENCY

PROFESSIONAL EDUCATION LEVEL	NUMBER OF RESPONSES	PERCENT
MA/MS (In Professional Field)	96.0	45.9
BA/BS (In Professional Field)	41.0	19.6
Rabbi/Cantor	23.0	11.0
Doctorate (In Professional Field)	19.0	9.1
None (Informal Study)	13.0	6.2
Teacher's Seminar	9.0	4.3
Non-Degree Programs	7.0	3.3
Blank	1.0	.5
TOTAL	209.0	100.0



QUES 4: INITIAL MOTIVATION

ALL RESPONDENTS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Camp Experience	21.1	10.1
Positive Religious School Experience	11.3	5.4
Positive Day School Experience	7.9	3.8
Positive Community Center Experience	1.5	.7
Positive Israel Trip or Program	11.7	5.6
Positive Youth Group Experience	26.5	12.7
Negative Experience in Jewish Educ.	8.7	4.2
Emulate Another Jewish Educator	11.7	5.6
Positive Work Experience	37.0	17.7
Monetary Opportunity	6.2	3.0
Drafted to Work in Jewish Education	19.9	9.5
Family Tradition	5.5	2.6
Other	38.0	18.2
Blank	2.0	1.0
TOTAL	209.0	100.0

Those who chose more than one response (56 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

ALL RESPONDENTS BY FREQUENCY

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Other	38.0	18.2
Positive Work Experience	37.0	17.7
Positive Youth Group Experience	26.5	12.7
Positive Camp Experience	21.1	10.1
Drafted to Work in Jewish Education	19.9	9.5
Positive Israel Trip or Program	11.7	5.6
Emulate Another Jewish Educator	11.7	5.6
Positive Religious School Experience	11.3	5.4
Negative Experience in Jewish Educ.	8.7	4.2
Positive Day School Experience	7.9	3.8
Monetary Opportunity	6.2	3.0
Family Tradition	5.5	2.6
Blank	2.0	1.0
Positive Community Center Experience	1.5	.7
TOTAL	209.0	100.0

Those who chose more than one response (56 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

PRINCIPALS LARGE/URBAN SUPPLEMENTAL SCHOOLS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Other	9.0	26.5
Positive Work Experience	8.3	24.4
Emulate Another Jewish Educator	3.6	10.5
Positive Camp Experience	3.1	9.2
Positive Israel Trip or Program	2.6	7.7
Positive Youth Group Experience	1.9	5.5
Drafted to Work in Jewish Education	1.5	4.4
Positive Day School Experience	1.3	3.9
Family Tradition	1.2	3.4
Positive Religious School Experience	.7	2.1
Negative Experience in Jewish Educ.	.3	1.0
Monetary Opportunity	.3	1.0
Positive Community Center Experience	.2	.5
Blank	0.0	0.0
TOTAL	34.0	100.0

Those who chose more than one response (9 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

PRINCIPALS SMALL/ISOLATED SUPPLEMENTAL SCHOOLS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Work Experience	4.4	19.0
Positive Youth Group Experience	3.4	14.9
Other	3.0	13.0
Negative Experience in Jewish Educ.	2.5	10.9
Monetary Opportunity	2.5	10.9
Drafted to Work in Jewish Education	2.4	10.3
Positive Camp Experience	1.6	7.0
Positive Religious School Experience	1.4	6.2
Emulate Another Jewish Educator	1.3	5.4
Positive Israel Trip or Program	.2	.9
Family Tradition	.2	.9
Positive Community Center Experience	.2	.7
Positive Day School Experience	0.0	0.0
Blank	0.0	0.0
TOTAL	23.0	100.0

Those who chose more than one response (4 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

CENTRAL AGENCY STAFF

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Youth Group Experience	3.8	20.1
Positive Camp Experience	2.7	13.9
Positive Israel Trip or Program	2.7	13.9
Drafted to Work in Jewish Education	2.6	13.8
Other	2.0	10.5
Positive Work Experience	1.4	7.2
Monetary Opportunity	1.2	6.1
Positive Day School Experience	1.0	5.3
Family Tradition	1.0	5.3
Emulate Another Jewish Educator	.4	1.9
Positive Religious School Experience	.2	1.1
Negative Experience in Jewish Educ.	.2	.9
Positive Community Center Experience	0.0	0.0
Blank	0.0	0.0
TOTAL	19.0	100.0

Those who chose more than one response (4 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

LAY PERSONS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Other	4.0	23.5
Positive Youth Group Experience	3.8	22.5
Positive Camp Experience	2.3	13.7
Positive Religious School Experience	1.8	10.8
Negative Experience in Jewish Educ.	1.3	7.8
Drafted to Work in Jewish Education	1.3	7.8
Positive Community Center Experience	.8	4.9
Positive Israel Trip or Program	.5	2.9
Positive Work Experience	.5	2.9
Family Tradition	.5	2.9
Positive Day School Experience	0.0	0.0
Emulate Another Jewish Educator	0.0	0.0
Monetary Opportunity	0.0	0.0
Blank	0.0	0.0
TOTAL	17.0	100.0

Those who chose more than one response (7 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

RABBIS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Camp Experience	3.8	27.4
Positive Youth Group Experience	2.3	16.1
Emulate Another Jewish Educator	2.1	14.9
Other	2.0	14.3
Positive Work Experience	1.3	8.9
Negative Experience in Jewish Educ.	1.0	7.1
Drafted to Work in Jewish Education	.8	5.4
Positive Israel Trip or Program	.6	4.2
Positive Religious School Experience	.3	1.8
Positive Day School Experience	0.0	0.0
Positive Community Center Experience	0.0	0.0
Monetary Opportunity	0.0	0.0
Family Tradition	0.0	0.0
Blank	0.0	0.0
TOTAL	14.0	100.0

Those who chose more than one response (5 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

ELEMENTARY DAY SCHOOL TEACHERS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Day School Experience	2.0	16.7
Drafted to Work in Jewish Education	2.0	16.7
Positive Work Experience	1.3	11.1
Positive Camp Experience	1.3	10.4
Family Tradition	1.0	8.3
Other	1.0	8.3
Blank	1.0	8.3
Negative Experience in Jewish Educ.	.8	6.9
Positive Israel Trip or Program	.8	6.3
Emulate Another Jewish Educator	.3	2.8
Positive Religious School Experience	.3	2.1
Positive Youth Group Experience	.3	2.1
Positive Community Center Experience	0.0	0.0
Monetary Opportunity	0.0	0.0
TOTAL	12.0	100.0

Those who chose more than one response (3 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION
ELEMENTARY HEBREW SCHOOL TEACHERS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Drafted to Work in Jewish Education	3.2	28.8
Other	3.0	27.3
Positive Work Experience	1.3	12.1
Negative Experience in Jewish Educ.	1.0	9.1
Emulate Another Jewish Educator	.7	6.1
Positive Religious School Experience	.5	4.5
Positive Camp Experience	.3	3.0
Positive Day School Experience	.3	3.0
Positive Israel Trip or Program	.3	3.0
Monetary Opportunity	.3	3.0
Positive Community Center Experience	0.0	0.0
Positive Youth Group Experience	0.0	0.0
Family Tradition	0.0	0.0
Blank	0.0	0.0
TOTAL	11.0	100.0

Those who chose more than one response (4 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

ADULT EDUCATION WORKERS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Work Experience	2.0	22.2
Drafted to Work in Jewish Education	1.2	13.0
Positive Youth Group Experience	1.1	12.0
Other	1.0	11.1
Blank	1.0	11.1
Positive Religious School Experience	.9	10.2
Positive Israel Trip or Program	.8	8.3
Positive Camp Experience	.4	4.6
Monetary Opportunity	.3	3.7
Family Tradition	.3	3.7
Positive Day School Experience	0.0	0.0
Positive Community Center Experience	0.0	0.0
Negative Experience in Jewish Educ.	0.0	0.0
Emulate Another Jewish Educator	0.0	0.0
TOTAL	9.0	100.0

Those who chose more than one response (5 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

RESOURCE CENTER WORKERS

INITIAL MOTIVATION	NUMBER OF RESPONSES	PERCENT
Positive Work Experience	3.5	38.9
Positive Camp Experience	1.0	11.1
Positive Israel Trip or Program	1.0	11.1
Monetary Opportunity	1.0	11.1
Drafted to Work in Jewish Education	1.0	11.1
Other	1.0	11.1
Family Tradition	.5	5.6
Positive Religious School Experience	0.0	0.0
Positive Day School Experience	0.0	0.0
Positive Community Center Experience	0.0	0.0
Positive Youth Group Experience	0.0	0.0
Negative Experience in Jewish Educ.	0.0	0.0
Emulate Another Jewish Educator	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0

Those who chose more than one response (2 respondents) were given fractional credit for each choice.

QUES 4: INITIAL MOTIVATION

'OTHER' RESPONSES

PROFESSIONAL ROLE	NO. YRS	INITIAL MOTIVATION
Early Childhood Education	6	"Challenge of raising Jewish kids in Diaspora."
Early Childhood Education	2	"Commitment to Judaism."
Elementary Day School Teacher	15	"Opportunity to use skills in compatible setting."
Day School Principal	5	"Desire to share expertise from public schools."
Day School Principal	2	"I felt this was a calling."
Elementary Hebrew School Teacher	37	"I wanted to teach since I can remember."
Elementary Hebrew School Teacher	20	"Committment to continuation of Judaism."
Elementary Hebrew School Teacher	4	"Wanted to improve Jewish education in my city."
Principal Small/Isolated Sup. School		"Positive secular teaching experience."
Principal Small/Isolated Sup. School	1	"Concern about quality of Jewish educ. in community."
Principal Small/Isolated Sup. School	10	"I used it to try out education as a career."
Principal Large/urban Sup. School		"I wanted to be an agent of change."
Principal Large/urban Sup. School	1	"Desire to help kids lead a positive Jewish life."
Principal Large/urban Sup. School	3	"I felt called to pass on Jewish tradition."
Principal Large/urban Sup. School	1	"Desire to change kids feelings for Judaism."
Principal Large/urban Sup. School	4	"Unhappy with my child's Jewish education."
Principal Large/urban Sup. School	1	"Felt I had skills that were needed."
Principal Large/urban Sup. School	7	"I had no Jewish education as child."
Principal Large/urban Sup. School	1	"Spiritual calling to rabbinate & teaching."
Principal Large/urban Sup. School	12	"Wanted to enter a field on cutting edge of community."
Worker In Non-Formal Education	7	"I wanted to do something Jewishly meaningful."
Worker In Non-Formal Education	12	"Specific job in Jewish education was appealing."
Worker In Non-Formal Education	12	"To repay kindness of Jewish community for its help."
Lay Person	8	"My child had negative experience in Jewish education."
Lay Person	20	"I'm the spouse of an educator."
Lay Person	20	"It's a religious obligation."
Lay Person		"I enjoy being Jewish."
Rabbi	22	"It's most important part of my Rabbinic role."
Rabbi	2	"It's the central aspect of my role as rabbi."
Cantor	10	"I felt a 'calling' to this profession."
Family Educator	10	"As parent I want to see quality."
Central Agency Staff	3	"Mentor in college directed me to Jewish education."
Central Agency Staff	4	"Influence of parents involved in Jewish education."
Special Education	15	"The need was compelling."
Adult Education		"It's the most important part of my role as rabbi."
Resource Center*	9	"Wanted to learn more about our tradition."
Ambiguous Teacher*	32	"Educated in Israel."
Other*	43	"I Believe in Jewish education."

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 5: SUSTAINING MOTIVATION

ALL RESPONDENTS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	97.3	46.6
Rewarding to be Part of Ed. Community	13.7	6.6
Learning Rewarding	33.5	16.0
Income Opportunity	5.5	2.6
Community Responsibility	28.6	13.7
Guilty about Leaving	6.3	3.0
Model for my Children	4.0	1.9
Other	15.0	7.2
Blank	5.0	2.4
TOTAL	209.0	100.0

Those who chose more than one response (17 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

ALL RESPONDENTS BY FREQUENCY

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	97.3	46.6
Learning Rewarding	33.5	16.0
Community Responsibility	28.6	13.7
Other	15.0	7.2
Rewarding to be Part of Ed. Community	13.7	6.6
Guilty about Leaving	6.3	3.0
Income Opportunity	5.5	2.6
Blank	5.0	2.4
Model for my Children	4.0	1.9
TOTAL	209.0	100.0

Those who chose more than one response (17 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION
PRINCIPALS LARGE/URBAN SUPPLEMENTAL SCHOOLS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	18.8	55.4
Community Responsibility	3.5	10.3
Rewarding to be Part of Ed. Community	3.3	9.8
Learning Rewarding	3.3	9.8
Other	2.0	5.9
Income Opportunity	1.0	2.9
Guilty about Leaving	1.0	2.9
Model for my Children	1.0	2.9
Blank	0.0	0.0
TOTAL	34.0	100.0

Those who chose more than one response (2 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION
PRINCIPALS SMALL/ISOLATED SUPPLEMENTAL SCHOOLS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	8.8	38.4
Learning Rewarding	6.7	29.0
Income Opportunity	3.3	14.5
Rewarding to be Part of Ed. Community	1.8	8.0
Guilty about Leaving	1.3	5.8
Community Responsibility	1.0	4.3
Model for my Children	0.0	0.0
Other	0.0	0.0
Blank	0.0	0.0
TOTAL	23.0	100.0

Those who chose more than one response (3 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

CENTRAL AGENCY STAFF

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	11.0	57.9
Guilty about Leaving	3.0	15.8
Learning Rewarding	2.0	10.5
Rewarding to be Part of Ed. Community	1.0	5.3
Community Responsibility	1.0	5.3
Other	1.0	5.3
Income Opportunity	0.0	0.0
Model for my Children	0.0	0.0
Blank	0.0	0.0
TOTAL	19.0	100.0



QUES 5: SUSTAINING MOTIVATION

LAY PERSONS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Community Responsibility	6.8	40.2
Rewarding Work	3.0	17.6
Model for my Children	2.3	13.7
Blank	2.0	11.8
Learning Rewarding	1.8	10.8
Other	1.0	5.9
Rewarding to be Part of Ed. Community	0.0	0.0
Income Opportunity	0.0	0.0
Guilty about Leaving	0.0	0.0
TOTAL	17.0	100.0

Those who chose more than one response (2 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

RABBIS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	6.8	48.8
Other	2.0	14.3
Rewarding to be Part of Ed. Community	1.8	13.1
Learning Rewarding	1.3	9.5
Income Opportunity	1.0	7.1
Blank	1.0	7.1
Community Responsibility	0.0	0.0
Guilty about Leaving	0.0	0.0
Model for my Children	0.0	0.0
TOTAL	14.0	100.0

Those who chose more than one response (2 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

ELEMENTARY DAY SCHOOL TEACHERS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	5.2	43.3
Learning Rewarding	4.2	35.0
Community Responsibility	1.2	10.0
Blank	1.0	8.3
Rewarding to be Part of Ed. Community	.2	1.7
Model for my Children	.2	1.7
Income Opportunity	0.0	0.0
Guilty about Leaving	0.0	0.0
Other	0.0	0.0
TOTAL	12.0	100.0

One respondent chose more than one response and was given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION
ELEMENTARY HEBREW SCHOOL TEACHERS

SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	5.3	47.7
Learning Rewarding	2.3	20.5
Community Responsibility	1.3	11.4
Guilty about Leaving	1.0	9.1
Other	1.0	9.1
Model for my Children	.3	2.3
Rewarding to be Part of Ed. Community	0.0	0.0
Income Opportunity	0.0	0.0
Blank	0.0	0.0
TOTAL	11.0	100.0

One respondent chose more than one response and was given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

ADULT EDUCATION WORKERS

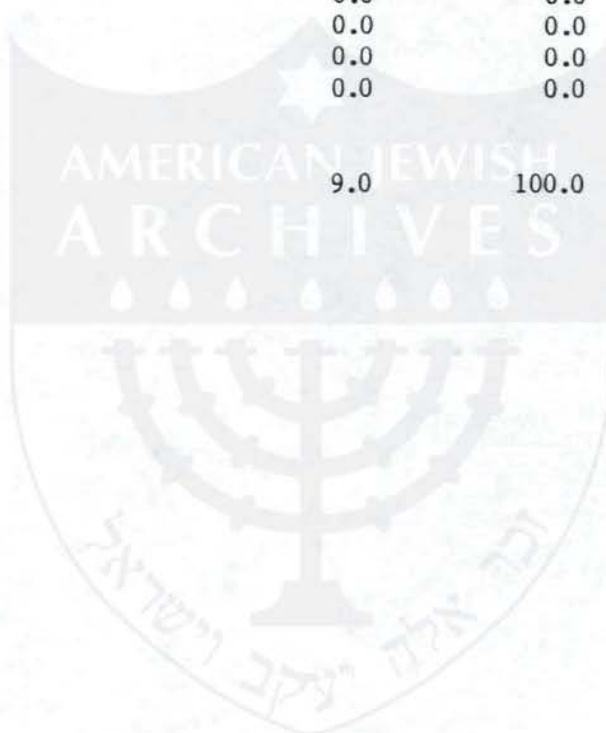
SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	3.8	42.6
Other	3.0	33.3
Community Responsibility	1.3	14.8
Learning Rewarding	.8	9.3
Rewarding to be Part of Ed. Community	0.0	0.0
Income Opportunity	0.0	0.0
Guilty about Leaving	0.0	0.0
Model for my Children	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0

Those who chose more than one response (2 respondents) were given fractional credit for each choice.

QUES 5: SUSTAINING MOTIVATION

RESOURCE CENTER WORKERS

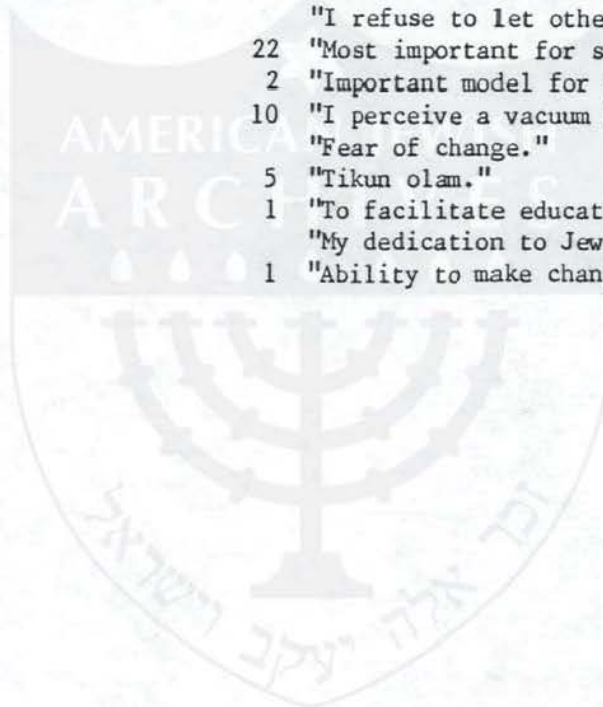
SUSTAINING MOTIVATION	NUMBER OF RESPONSES	PERCENT
Rewarding Work	6.0	66.7
Learning Rewarding	2.0	22.2
Rewarding to be Part of Ed. Community	1.0	11.1
Income Opportunity	0.0	0.0
Community Responsibility	0.0	0.0
Guilty about Leaving	0.0	0.0
Model for my Children	0.0	0.0
Other	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0



QUES 5: SUSTAINING MOTIVATION

'OTHER' RESPONSES

PROFESSIONAL ROLE	NO. YRS	SUSTAINING MOTIVATION
Day School Principal	2	"The work is vital for perpetuation of our heritage."
Elementary Hebrew School Teacher	37	"It has always been my dream to teach Jewish children."
High School Teacher (Supplemental)	4	"The kids' responses."
Principal Large/urban Sup. School	1	"No single factor: Both choices A & B."
Principal Large/urban Sup. School	1	"The importance of education for future of Judaism."
Worker In Non-Formal Education	7	"All of above choices except for guilt."
Lay Person		"I refuse to let others destroy my enthusiasm."
Rabbi	22	"Most important for securing future of Judaism."
Rabbi	2	"Important model for my students."
Family Educator	10	"I perceive a vacuum that I can fill."
Family Educator		"Fear of change."
Central Agency Staff	5	"Tikun olam."
Adult Education	1	"To facilitate education through more funding."
Adult Education		"My dedication to Jewish survival."
Adult Education	1	"Ability to make change."



QUES 6: MOTIVATION TO CONSIDER LEAVING

ALL RESPONDENTS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	58.0	27.8
Lack of Income	44.1	21.1
Treatment by Institution	20.3	9.7
Community Attitude	15.1	7.2
Value by Clients, Students, Families	6.3	3.0
Job Overwhelming	21.3	10.2
Work Makes No Difference	2.0	1.0
Not Equipped for Job	1.0	.5
Other	34.0	16.3
Blank	7.0	3.3
TOTAL	209.0	100.0

Those who chose more than one response (3 respondents) were given fractional credit for each choice.

QUES 6: MOTIVATION TO CONSIDER LEAVING

ALL RESPONDENTS BY FREQUENCY

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	58.0	27.8
Lack of Income	44.1	21.1
Other	34.0	16.3
Job Overwhelming	21.3	10.2
Treatment by Institution	20.3	9.7
Community Attitude	15.1	7.2
Blank	7.0	3.3
Value by Clients, Students, Families	6.3	3.0
Work Makes No Difference	2.0	1.0
Not Equipped for Job	1.0	.5
TOTAL	209.0	100.0

Those who chose more than one response (3 respondents) were given fractional credit for each choice.

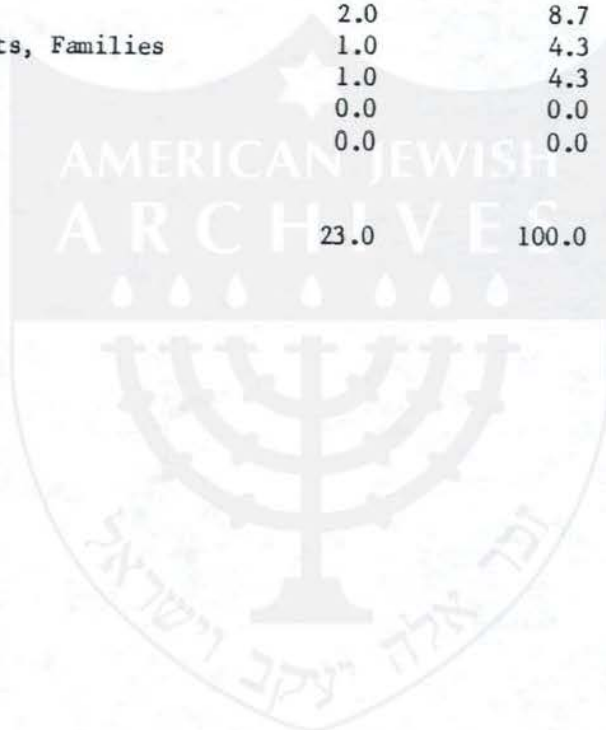
QUES 6: MOTIVATION TO CONSIDER LEAVING
PRINCIPALS LARGE/URBAN SUPPLEMENTAL SCHOOLS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	11.0	32.4
Lack of Income	7.0	20.6
Other	6.0	17.6
Job Overwhelming	4.0	11.8
Treatment by Institution	3.0	8.8
Community Attitude	1.0	2.9
Value by Clients, Students, Families	1.0	2.9
Work Makes No Difference	1.0	2.9
Not Equipped for Job	0.0	0.0
Blank	0.0	0.0
TOTAL	34.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING
PRINCIPALS SMALL/ISOLATED SUPPLEMENTAL SCHOOLS

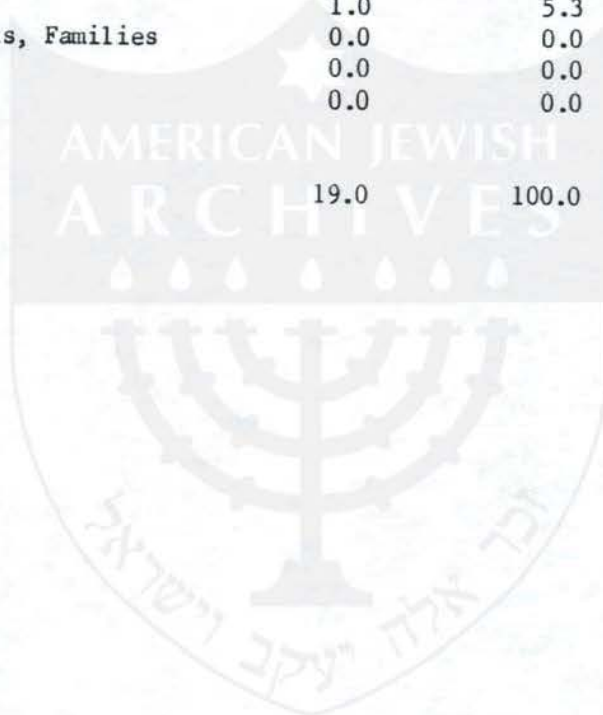
MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
Lack of Income	6.0	26.1
Treatment by Institution	4.0	17.4
Other	4.0	17.4
No Factors	3.0	13.0
Community Attitude	2.0	8.7
Job Overwhelming	2.0	8.7
Value by Clients, Students, Families	1.0	4.3
Not Equipped for Job	1.0	4.3
Work Makes No Difference	0.0	0.0
Blank	0.0	0.0
TOTAL	23.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

CENTRAL AGENCY STAFF

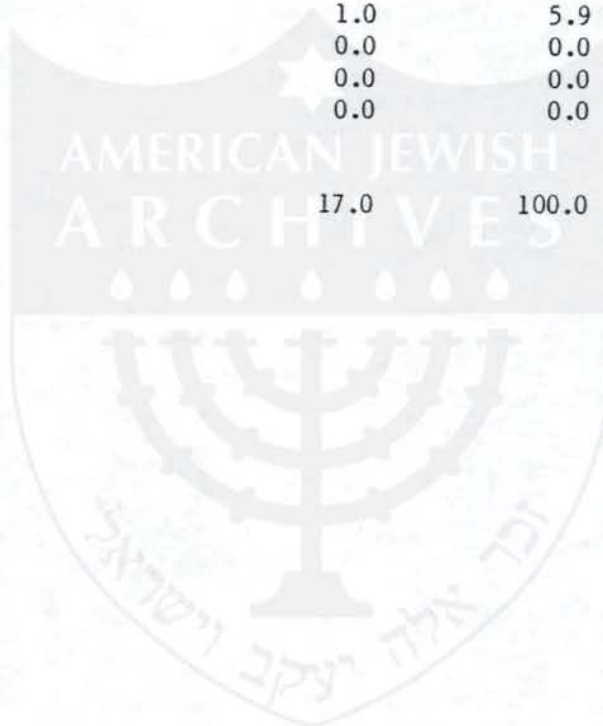
MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	6.0	31.6
Lack of Income	5.0	26.3
Treatment by Institution	2.0	10.5
Job Overwhelming	2.0	10.5
Other	2.0	10.5
Community Attitude	1.0	5.3
Blank	1.0	5.3
Value by Clients, Students, Families	0.0	0.0
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
TOTAL	19.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

LAY PERSONS

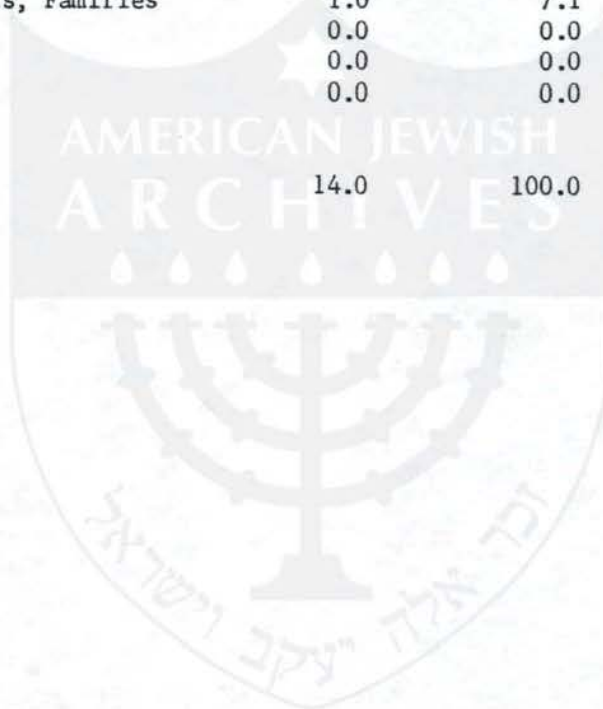
MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	6.0	35.3
Blank	4.0	23.5
Job Overwhelming	2.0	11.8
Other	2.0	11.8
Community Attitude	1.0	5.9
Value by Clients, Students, Families	1.0	5.9
Work Makes No Difference	1.0	5.9
Lack of Income	0.0	0.0
Treatment by Institution	0.0	0.0
Not Equipped for Job	0.0	0.0
TOTAL	17.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

RABBIS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	3.0	21.4
Other	3.0	21.4
Lack of Income	2.0	14.3
Treatment by Institution	2.0	14.3
Job Overwhelming	2.0	14.3
Community Attitude	1.0	7.1
Value by Clients, Students, Families	1.0	7.1
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
Blank	0.0	0.0
TOTAL	14.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

ELEMENTARY DAY SCHOOL TEACHERS

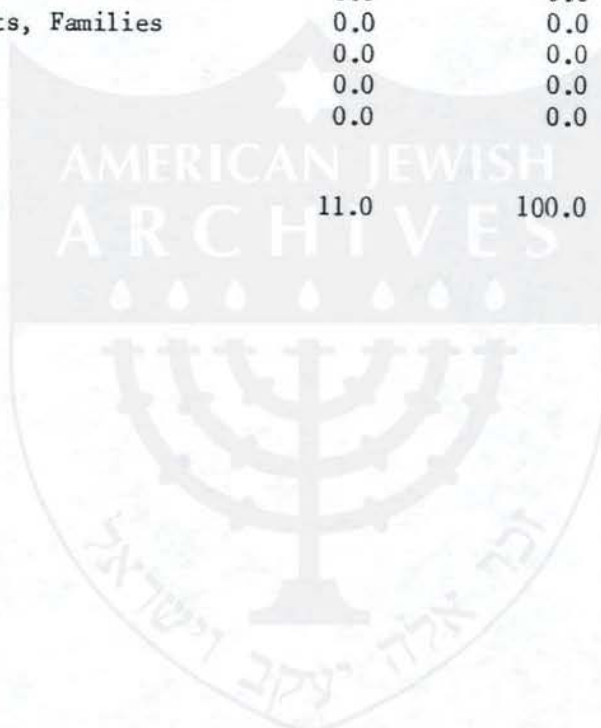
MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
Lack of Income	7.0	58.3
Other	2.0	16.7
No Factors	1.0	8.3
Treatment by Institution	1.0	8.3
Blank	1.0	8.3
Community Attitude	0.0	0.0
Value by Clients, Students, Families	0.0	0.0
Job Overwhelming	0.0	0.0
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
TOTAL	12.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

ELEMENTARY HEBREW SCHOOL TEACHERS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
Other	5.0	45.5
No Factors	3.0	27.3
Lack of Income	2.0	18.2
Job Overwhelming	1.0	9.1
Treatment by Institution	0.0	0.0
Community Attitude	0.0	0.0
Value by Clients, Students, Families	0.0	0.0
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
Blank	0.0	0.0
TOTAL	11.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

ADULT EDUCATION WORKERS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	2.0	22.2
Lack of Income	2.0	22.2
Job Overwhelming	2.0	22.2
Other	2.0	22.2
Community Attitude	1.0	11.1
Treatment by Institution	0.0	0.0
Value by Clients, Students, Families	0.0	0.0
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

RESOURCE CENTER WORKERS

MOTIVATION TO CONSIDER LEAVING	NUMBER OF RESPONSES	PERCENT
No Factors	2.0	22.2
Lack of Income	2.0	22.2
Treatment by Institution	2.0	22.2
Job Overwhelming	2.0	22.2
Other	1.0	11.1
Community Attitude	0.0	0.0
Value by Clients, Students, Families	0.0	0.0
Work Makes No Difference	0.0	0.0
Not Equipped for Job	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0



QUES 6: MOTIVATION TO CONSIDER LEAVING

'OTHER' RESPONSES

PROFESSIONAL ROLE	NO. YRS	MOTIVATION TO CONSIDER LEAVING
Elementary Day School Teacher		""
Elementary Day School Teacher	26	"I do not consider leaving Jewish education."
Day School Principal	5	"Constant battle to justify importance of Jewish educ."
Elementary Hebrew School Teacher	8	"Time constraints."
Elementary Hebrew School Teacher	23	"None at present."
Elementary Hebrew School Teacher	20	"Possible burn-out."
Elementary Hebrew School Teacher	4	"Were I to get a conflicting full-time job."
Elementary Hebrew School Teacher	1	"Bureaucracy."
High School Teacher (Supplemental)	10	"Conflict with family responsibilities."
High School Teacher (Supplemental)	7	"If I had to become sole support of my family."
Principal Small/Isolated Sup. School	8	"School board relations & demands."
Principal Small/Isolated Sup. School	17	"Lack of prestige; lack of security."
Principal Small/Isolated Sup. School	2	"I need to spend more time with my family."
Principal Small/Isolated Sup. School	1	"Lack of benefits, especially retirement."
Principal Large/urban Sup. School	15	"Many years on the job; time to retire."
Principal Large/urban Sup. School	4	"All of above."
Principal Large/urban Sup. School	1	"All play a role."
Principal Large/urban Sup. School	3	"Uncertain if I can provide for my family."
Principal Large/urban Sup. School	1	"Lack of competent teachers overwhelms me."
Principal Large/urban Sup. School	12	"Running out of challenges; Personal changes."
Worker In Non-Formal Education	12	"Desire to change my career."
Lay Person	8	"Burnout."
Lay Person		"Professionals who act like G-d."
Rabbi	2	"Desire to broaden rabbinic skills."
Rabbi	3	"Not able to attend to my own family's needs."
Rabbi	3	"Hope to expand rabbinic responsibilities."
Family Educator	10	"My own ambivalence regarding my effectiveness."
Family Educator	15	"Lack of money & vision."
Family Educator		"Curiosity."
Central Agency Staff	1	"Lack of adequate funding of projects."
Central Agency Staff	13	"Too many competing demands from my full-time job."
Adult Education	1	""
Adult Education	25	"Retirement."
Resource Center*	3	"Politics on local community level."

* Indicates professional role category that was not among original choices, but added retrospectively after reviewing completed questionnaires.

QUES 7: FUTURE ROLE IN JEWISH EDUCATION

ALL RESPONDENTS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
Same Kind of Role	43.0	20.6
More Responsibility	108.0	51.7
Less Responsibility	6.0	2.9
Different Responsibility	30.0	14.4
No Role in Jewish Education	11.0	5.3
Blank	11.0	5.3
TOTAL	209.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

ALL RESPONDENTS BY FREQUENCY

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	108.0	51.7
Same Kind of Role	43.0	20.6
Different Responsibility	30.0	14.4
No Role in Jewish Education	11.0	5.3
Blank	11.0	5.3
Less Responsibility	6.0	2.9
TOTAL	209.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION
 PRINCIPALS LARGE/URBAN SUPPLEMENTAL SCHOOLS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	21.0	61.8
Different Responsibility	7.0	20.6
Same Kind of Role	5.0	14.7
No Role in Jewish Education	1.0	2.9
Less Responsibility	0.0	0.0
Blank	0.0	0.0
TOTAL	34.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

PRINCIPALS SMALL/ISOLATED SUPPLEMENTAL SCHOOLS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	10.0	43.5
Different Responsibility	5.0	21.7
No Role in Jewish Education	5.0	21.7
Same Kind of Role	3.0	13.0
Less Responsibility	0.0	0.0
Blank	0.0	0.0
TOTAL	23.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

CENTRAL AGENCY STAFF

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	10.0	52.6
Same Kind of Role	5.0	26.3
Different Responsibility	2.0	10.5
No Role in Jewish Education	1.0	5.3
Blank	1.0	5.3
Less Responsibility	0.0	0.0
TOTAL	19.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

LAY PERSONS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
Blank	6.0	35.3
More Responsibility	4.0	23.5
Same Kind of Role	3.0	17.6
Different Responsibility	3.0	17.6
Less Responsibility	1.0	5.9
No Role in Jewish Education	0.0	0.0
TOTAL	17.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

RABBIS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	5.0	35.7
Different Responsibility	5.0	35.7
Same Kind of Role	3.0	21.4
Blank	1.0	7.1
Less Responsibility	0.0	0.0
No Role in Jewish Education	0.0	0.0
TOTAL	14.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

ELEMENTARY DAY SCHOOL TEACHERS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	8.0	66.7
Blank	2.0	16.7
Same Kind of Role	1.0	8.3
Different Responsibility	1.0	8.3
Less Responsibility	0.0	0.0
No Role in Jewish Education	0.0	0.0
TOTAL	12.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

ELEMENTARY HEBREW SCHOOL TEACHERS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
Same Kind of Role	5.0	45.5
More Responsibility	4.0	36.4
Different Responsibility	1.0	9.1
No Role in Jewish Education	1.0	9.1
Less Responsibility	0.0	0.0
Blank	0.0	0.0
TOTAL	11.0	100.0



QUES 7: FUTURE ROLE IN JEWISH EDUCATION

ADULT EDUCATION WORKERS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	5.0	55.6
Same Kind of Role	2.0	22.2
Less Responsibility	1.0	11.1
Different Responsibility	1.0	11.1
No Role in Jewish Education	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0



- QUES 7: FUTURE ROLE IN JEWISH EDUCATION

RESOURCE CENTER WORKERS

FUTURE ROLE IN JEWISH EDUCATION	NUMBER OF RESPONSES	PERCENT
More Responsibility	6.0	66.7
Same Kind of Role	3.0	33.3
Less Responsibility	0.0	0.0
Different Responsibility	0.0	0.0
No Role in Jewish Education	0.0	0.0
Blank	0.0	0.0
TOTAL	9.0	100.0



QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
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ROLE: Early Childhood Education

- | | |
|----|---|
| 5 | The kids & families we affect. |
| 8 | Turning on families to Judaism in day care setting. |
| 6 | Belief that I'm part of an important process. |
| 8 | Challenges & sense of satisfaction in teaching young Jewish children. |
| 2 | Seeing the children learn. |
| 5 | Learning & growing from teachers & students I work with. |
| 14 | Working with young children & watching them develop. |
| 10 | Being able to make a difference in educating kids, staff. |

ROLE: Early Childhood Director

- | | |
|----|---|
| 14 | Impact I have on Jewish families. |
| 17 | Watching growth of kids at earliest stage development. |
| 17 | Contributing to Jewish identity of young children/families. |

ROLE: Elementary Day School Teacher

- | | |
|----|--|
| 21 | Seeing joy in students' faces as they learn. |
| 32 | Appreciation shown by students long after graduation. |
| 12 | Making a difference in how my students relate to the Jewish community. |
| 22 | Seeing Jewish children learn to love & know Yiddishkeit. |
| 3 | Feeling I make a difference in turning kids on to their heritage. |
| 15 | Working where kids can integrate Jewish background & general studies. |
| 21 | Influencing children's feeling about being proud & knowledgeable Jews. |
| 4 | Building our future because our perpetuation lies within our kids. |
| | Teaching Jewish children. |
| 3 | Watching children grow Jewishly & positively. |
| 26 | The faith that Jewish people will stay alive. |

ROLE: Day School Principal

- | | |
|----|---|
| 5 | Knowing I make a difference; meeting my needs as a Jew. |
| 20 | Increased Jewish knowledge & religiosity. |
| 4 | Maintaining the continuity in Jewish learning. |
| | Seeing kids turned on to Judaism. |
| 11 | Seeing Jewish families grow; building lay-professional cooperation. |
| 2 | Seeing kids integrate Judaic knowledge into lives. |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
--------	--------

ROLE: Day School Principal

- | | |
|---|--|
| 1 | Opening for others the joys of Jewish learning & living. |
| 1 | Passing Jewish & secular knowledge on to children. |

ROLE: Elementary Hebrew School Teacher

- | | |
|----|---|
| 8 | Seeing a student progress in some way. |
| 13 | Seeing results from my action; fulfillment of goals. |
| 23 | Learning with the children. |
| 11 | Possibly making a difference to my students. |
| 37 | Seeing former students bringing their children; fulfilling my dream. |
| 20 | See question #5. |
| | Reaching even one child. |
| 25 | My influencing students to go to Israel/make aliya/become educators. |
| 4 | Watching the children learn enthusiastically about Judaism. |
| 1 | The opportunity to open children's eyes to their heritage. |
| 1 | Teaching anything is wonderful; teaching Judaism is beyond wonderful. |

ROLE: High School Teacher (Supplemental)

- | | |
|----|---|
| 6 | Watching & listening to students share in a learning experience. |
| 10 | Response from my students. |
| 10 | My own learning. |
| 26 | My students who have become rabbis/Jewish teachers. |
| | Watching students/teachers/parents/friends enhance Jewish identity. |
| 4 | The kids. |
| 7 | Sharing my love of Judaism with teens. |
| 5 | Making an impact on the lives of Jewish teens & young families. |

ROLE: Principal Small/Isolated Sup. School

- | | |
|----|--|
| | Working with families. |
| | Educating Jewish kids. |
| 4 | Meeting exciting, committed people. |
| 1 | Infusing Torah consciousness in my life and lives of those around us. |
| 5 | Knowing I am making a positive difference in the lives of Jewish kids. |
| 8 | The learning & association with other Jewish educators. |
| 1 | Progress of students. |
| 8 | Growing through learning. |
| 17 | Touching the lives of Jewish children in a positive way. |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
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ROLE: Principal Small/Isolated Sup. School

- | | |
|----|--|
| 4 | Satisfaction in working with community; feeling appreciated/respected. |
| 13 | Seeing students who are/become accomplished & committed Jews. |
| 2 | |
| 2 | Meeting & really getting to know the kids, teachers, & their families. |
| 1 | Effecting change in our program & in our children & their families. |
| | Working with kids & watching them learn & grow. |
| 10 | Jewish learning & participation. |
| 1 | Exposing my students to 4000 yrs. of unequalled history & tradition. |
| 1 | Influencing children positively to develop a strong Jewish identity. |
| 5 | Seeing students integrate Jewish values into their lives. |
| 8 | Success with students. |
| 1 | Teaching content that ultimately matters in personal development. |
| 13 | Helping and nurturing our children as they grow. |
| 7 | Making an impact. |

ROLE: Principal Large/urban Sup. School

- | | |
|----|---|
| | Touching people's lives. |
| 1 | Hearing parents report that their kids are now happy to be Jewish. |
| 15 | Interacting with the students. |
| 2 | Touching lives of students who do what we teach. |
| 4 | Personal relationship based on dialogue. |
| 24 | Feeling I make an impact on how people live Jewishly. |
| 1 | People I work with. |
| 1 | The impact I have on the lives of my students & their families. |
| 3 | Seeing kids leave with a positive feeling about being Jewish. |
| 5 | Making a difference in Jewish continuity. |
| 1 | Working with my colleagues & learning from them. |
| 5 | Working with Jewish teachers, parents, students. |
| 3 | Relationships I form; opportunity to enhance others' Jewishly. |
| 1 | Knowing what I do has a direct positive effect on my students. |
| 4 | Seeing my children care about being Jewish. |
| 5 | Diversity of the job. |
| 4 | Satisfied children & parents. |
| 3 | Providing kids/families with Jewish knowledge & experiences. |
| 1 | Sense of personal growth & development. |
| | Seeing the kids 5 years later. |
| 2 | |
| 1 | Working with students/faculty. |
| 7 | Opportunity & access to resources & involvement with Jewish learners. |
| 1 | The support I get from parents & students. |
| 12 | Having a good school that challenges teachers/studs. in positive way. |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
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ROLE: Principal Large/urban Sup. School

- | | |
|----|--|
| 2 | The learning I do through working in Jewish education. |
| 12 | |
| 21 | Educating children so that they grow & develop. |
| 10 | High school graduation weekend. |
| 8 | Joy of creating a vibrant Jewish learning community. |
| 16 | Seeing kids grow up feeling good about being Jewish & knowledgeable. |
| 12 | My colleagues. |
| 1 | Learning; knowing I have a positive impact on my people's future. |

ROLE: Worker In Non-Formal Education

- | | |
|----|---|
| 7 | The families & children I come in contact with. |
| 12 | Professional satisfaction. |
| | Learning & teaching. |
| 11 | Seeing my influence on former students. |
| 12 | Impact I have on lives of others. |
| 4 | Seeing my kids turned on to being Jewish. |

ROLE: Lay Person

- | | |
|----|---|
| | Seeing the schools in action; working with kids. |
| 4 | The Jewish community it provides; bringing Jewish families together. |
| 2 | Seeing community school grow. |
| 8 | |
| 3 | Knowing what I do is important for future of Jewish community. |
| 5 | Learning. |
| 20 | |
| 20 | Spiritual fulfilment. |
| 2 | Making a difference. |
| 2 | My own intellectual involvement in Jewish education+Jewish community. |
| | Self learning & working with wonderful people. |
| 30 | Successful program development. |
| | |
| 2 | Satisfaction that Jewish education will go on. |
| 14 | |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO	YRS	REWARD
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ROLE: Rabbi

- | | | |
|----|--|---|
| 22 | | Feeling appreciated. |
| 1 | | Being able to touch people in the area that means the most to me. |
| 2 | | Kids modeling Jewish identity after my example. |
| 3 | | Watching someone get excited about Jewish learning & life. |
| 1 | | |
| 1 | | Working with teens. |
| 20 | | Seeing students' grow in their Jewish identification & commitment. |
| 6 | | Knowing I have contributed to a person's growth. |
| 20 | | Seeing my students as rabbis, educators, transformed. |
| 12 | | Seeing adults/converts learn & grow. |
| 13 | | Seeing former students become involved in Jewish ed. & communal life. |
| 3 | | The kids. |
| 2 | | Satisfaction that children love Judaism. |
| 5 | | Impacting the future of Judaism. |

ROLE: Cantor

- | | | |
|----|--|---|
| 30 | | Influencing others to follow in my footsteps. |
| 10 | | Seeing results in a few of my students. |
| 20 | | Positively affecting the students/families I work with. |

ROLE: Family Educator

- | | | |
|----|--|--|
| 10 | | Involving others in joy of Judaism & the Jewish community. |
| 15 | | Helping to improve the field; reacting & teaching the people I do. |
| 5 | | Seeing positive changes in families' Jewish identity. |
| | | Transforming moments such as the Bar Mitzvah of an autistic child. |
| 4 | | The kids; Being a link in Jewish history. |
| | | Working with people on something of substance. |

ROLE: Central Agency Staff

- | | | |
|----|--|---|
| 25 | | To know my work has enriched kids/families/staff. |
| 1 | | To be part of the creative continuity of the Jewish people. |
| 4 | | Helping to continue Jewish heritage; reshaping my Jewish community. |
| 5 | | |
| 8 | | Knowing I make a difference in the Jewish world. |
| 7 | | Training teachers. |
| 4 | | Being a community leader. |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
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ROLE: Central Agency Staff

- | | |
|----|--|
| 3 | Feeling I contribute to continuity of Judaism. |
| 11 | Effecting change to insure continuity of Judaism. |
| 7 | Seeing results of Jewish educational programs. |
| 3 | Creating Jewish programs that impact people. |
| 2 | Being able to effect positive change in J. ed. climate of my commun. |
| 1 | The hope that I can make a difference. |
| 3 | Contributing to the continuity of the Jewish people. |
| 1 | The joy of teaching & passing on the Jewish heritage. |
| 3 | Students or colleagues who entered/stayed in field because of me. |
| 13 | Being involved in creative solutions/innovations for Jewish education. |
| 4 | Feeling that I have helped others. |
| 1 | Seeing my students assume responsibility in the Jewish community. |

ROLE: Special Education

- | | |
|----|--|
| 10 | Seeing special ed. kids bar mitzvahed & feeling part of the community. |
| 15 | Enabling all Jews to have access to an appropriate Jewish education. |
| 10 | Making it possible for special needs kids to be actively involved. |
| | Seeing students make it 5 years down the road. |

ROLE: Adult Education

- | | |
|----|---|
| 6 | Making a difference. Seeing adults learn. |
| 1 | Aiding Jews to maintain openness & raise Jewish kids. |
| 1 | The tremendous impact that my work has had so far. |
| 25 | Personal learning; Enjoy people's appreciation. |
| 1 | Training educators who will change the field. |
| 10 | Ability to effect change & help make a difference. |
| 5 | Seeing former students continuing their Jewish involvement. |
| 4 | Sense that I am continuing tradition. |

ROLE: Resource Center*

- | | |
|---|--|
| 4 | Joy of creating meaningful educational programs. |
| 4 | Helping fellow Jewish educators succeed in their classrooms. |
| 3 | To have the chance to change the world in a small way. |
| 9 | New challenges & affecting lives. |

QUES 8: GREATEST REWARD FROM

WORKING IN JEWISH EDUCATION

NO YRS	REWARD
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ROLE: Resource Center*

- | | |
|----|---|
| 1 | Enabling other Jewish learners. |
| 9 | Helping teachers learn so that tradition can continue. |
| 3 | I am always learning. |
| 11 | Creative opportunities to bring new dimensions to Jewish education. |
| 2 | Helping transform Jewish education into more effective field. |

ROLE: Ambiguous Teacher*

- | | |
|----|---|
| 50 | Seeing former students as members of the present Jewish community. |
| 32 | Seeing students' enthusiasm & delight through my efforts in teaching. |
| 20 | Working with the kind of children I teach.
Educational & financial.
Meeting people & seeing kids grow Judaically. |
| 9 | Knowing that I have great influence in continuing Judaism. |

ROLE: Other*

- | | |
|----|---|
| 6 | Seeing changes in classroom due to my role. |
| 1 | Contributing to survival of Judaism in this country. |
| 3 | Achieving the goals I set for my organization & myself.
Helping educators clarify & achieve goals. |
| 11 | Satisfaction from helping. |
| 15 | Making a difference. |
| 43 | Ex-student saying I influenced him/her to continue practicing Judaism. |

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO	YRS	BARRIER
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ROLE: Early Childhood Education

- | | | |
|----|--|--|
| 5 | | Inadequate funds for staff development, benefits & operational budget. |
| 8 | | Lack of value of the work of early childhood educators. |
| 6 | | Staff's lack of commitment/interest. |
| 8 | | Low salary makes it hard to stay in the field. |
| 2 | | Not enough time in my day due to other commitments. |
| 5 | | |
| 14 | | Community doesn't seem to care about preschool education. |
| 10 | | Not enough community support. |

ROLE: Early Childhood Director

- | | | |
|----|--|--|
| 14 | | |
| 17 | | Making teachers feel this is a worthwhile profesion. |
| 17 | | Lack of appreciation for value of Jewish ECE. |

ROLE: Elementary Day School Teacher

- | | | |
|----|--|--|
| 21 | | Hide-bound thinking by boards & administrators. |
| 32 | | Inflexible principal. |
| 12 | | Time: overwhelming amount of work with insufficient time to prepare. |
| 22 | | Low repect; lack of priority for education from parents & community. |
| 3 | | Overwork & underpayment. |
| 15 | | Time pressures to do what I would like. |
| 21 | | Shakey parental support & commitment. |
| 4 | | Lack of money to provide materials & better teacher salaries. |
| | | Ineffective & disinterested school principal. |
| 3 | | Community perception that education is needed only until grade 6. |
| 26 | | My faith. |

ROLE: Day School Principal

- | | | |
|----|--|--|
| 5 | | Lack of support and competence. |
| 20 | | Job security & limited growth. |
| 4 | | Low priority of Jewish way of life in community. |
| | | Finding the right job description & position. |
| 11 | | Lack of a sufficient number of trained Judaic teachers. |
| 2 | | Conflict between my goals for Jewish education & those of institution. |

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	BARRIER
ROLE: Day School Principal	
1	Lack of receptivity of students & parents.
1	Lack of community support (money, leaders, etc.).
ROLE: Elementary Hebrew School Teacher	
8	My lack of educational knowledge.
13	Lack of support from families & community; lack of caring colleagues.
23	Small town assimilation mentality.
11	Lack of parental involvement.
37	Getting my Israeli education certificate recognized.
20	More students from committed families.
	Parental apathy.
25	Parents who don't care or who are threatened by my Zionism.
4	Lack of opportunity for me to learn more.
1	My lack of teacher training, although I have a MA in another field.
1	Community bureaucracy.
ROLE: High School Teacher (Supplemental)	
6	My lack of textual background; lack of centering in community.
10	Lack of money.
10	Attitudes of students & families.
26	Not enough time to do all that I want to do.
	Not being a full time Jewish educator.
4	Lack of respect from the rest of the Jewish community.
7	My own lack of education.
5	Lack of other creative, risk-taking colleagues.
ROLE: Principal Small/Isolated Sup. School	
	Inadequate funding.
4	Bureaucracy.
1	Laity do not understand role of Jewish education & role of educator.
5	Lack of in-depth education in Jewish studies.
8	Lack of teachers & lack of parental support for religious school.
1	quality teachers not available.
8	Apathy of community for Jewish education; no consensus re: direction.
17	Interference of lay people.

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	BARRIER
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ROLE: Principal Small/Isolated Sup. School

- | | |
|----|--|
| 4 | Lack of sufficient income. |
| 13 | Lack of participation of parents; lack of support of lay persons. |
| 2 | Apathy in the community & lack of support for Jewish education. |
| 2 | Not as assertive as the Rabbi feels I should be. |
| 1 | Lack of time to do all I wish I could. |
| | Lack of commitment of parents and synagogue. |
| 10 | Attitudes of kids/families towards Jewish education. |
| 1 | Apathy on part of parents & students. |
| 1 | Too many responsibilities in other areas of my job. |
| 5 | Lack of money for paying & training staff, & for equipment/facility. |
| 8 | Lack of support from community-at-large. |
| 1 | My own inadequacies. |
| 13 | Lack of funding to make my job full-time & to pay for clerical help. |
| 7 | |

ROLE: Principal Large/urban Sup. School

- | | |
|----|--|
| | Lack of resources. |
| 1 | Rabbinic resistance to change. |
| 15 | Lack of time available to work with students. |
| 2 | Parents are not partners in educating their children. |
| 4 | Unaligned goals & political nature of the beast. |
| 24 | |
| 1 | Greater community's lack of knowledge of what I do. |
| 1 | Ignorance on the part of my community. |
| 3 | Money to do the kind of programming I want; lack of qualified staff. |
| 5 | Lack of time; need to fulfill too many roles. |
| 1 | Lack of hours in the day; lack of qualified people. |
| 5 | |
| 3 | Too little time to nurture myself & my own family. |
| 1 | Knowing I have only 30+ more years to contribute. |
| 4 | External forces/problems that zap my energy. |
| 5 | Income. |
| 4 | Not enough money in budget; lack of teachers. |
| 3 | What we teach not relevant to most families. |
| 1 | I still have so much to learn. |
| | Finances. |
| 2 | Lack of interest. |
| 1 | My own inadequacies. |
| 7 | Inability to delegate due to inadequate no. staff. |
| 1 | Teachers who are unreceptive to change. |
| | Parental attitudes. |
| 12 | Not being completely autonomous. |

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	BARRIER
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ROLE: Principal Large/urban Sup. School

- | | |
|----|--|
| 2 | Conflict between content agendas & the personal needs of the students. |
| 12 | |
| 21 | Lack of financial support. |
| 10 | Parents allowing students to continue or not. |
| 8 | Untrained & unmotivated teaching staff. |
| 16 | Bureaucracy; role of educator in congregational life. |
| 12 | Lack of communal support. |
| 1 | Difficuly developing an excellent staff with solid Judaic background. |

ROLE: Worker In Non-Formal Education

- | | |
|----|--|
| 7 | Red tape & politics. |
| 12 | Lack of interest. |
| | Lack of professional status for non-formal educator. |
| 11 | Not feeling valued. |
| 12 | Lack of prestige in eyes of lay community. |
| 4 | Lack of money. |

ROLE: Lay Person

- | | |
|----|---|
| | Frustration that status quo won't change no matter what I do. |
| 4 | 10% of people do 90% of the work. |
| 2 | My own lack of education. |
| 8 | |
| 3 | Educational jargon. |
| 5 | Parents. |
| 20 | |
| 20 | Frustration with communal factors. |
| 2 | Lay leaders don't have appropriate priorities. |
| 2 | My own lack of Jewish education. |

30

2

14

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	BARRIER
ROLE: Rabbi	
22	Lack of money.
1	Lack of community understanding to what I'm trying to do.
2	I have too many other roles.
3	Competition with secular life.
1	Difficult to balance professional vs. family life.
1	My own lack of life experience.
20	Lack of staff/funding to carry out programs.
6	Lack of resources.
20	Time management.
12	Multiple demands on my time as rabbi.
13	Lack of adequate funding & personnel.
3	The administrative burden.
2	Not having a secretary.
5	
ROLE: Cantor	
30	My personal health.
10	Lack of job security.
20	The lack of importance assigned to education by my synagogue.
ROLE: Family Educator	
10	My lack of Hebrew facility in a system based on this.
15	Lack of vision [in others].
5	Lack of money, both for salaries & programs; lack of concern.
	Lack of time for training staff & developing curricula.
4	Education not valued by Jewish Community.
	The training of other professionals and their sensitivity to education
ROLE: Central Agency Staff	
25	Lack of appreciation for importance of ECE.
1	Inadequate funding.
4	Lip service given to education.
5	Bureaucracy & politics.
8	Lack of time.
7	Not enough money for programs.
4	Lack of money.

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO	YRS	BARRIER
ROLE: Central Agency Staff		
3		Too little time; too much to do; not enough money.
11		Lack of support of community (funding & status).
7		Lack of systematic, rational approach to field.
3		Lack of funds & a non-supportive Federation attitude.
2		Lack of commitment of lay/professional leaders to set high standards.
1		Wondering if community will provide enough money.
3		Overbuilt bureaucracy that hinders making significant changes.
1		The low priority given to Jewish education in the community.
3		My own parenting responsibilities.
13		Lack of congregational & community awareness & openness for change.
4		Large number of functions I must fill.
1		Time and physical endurance.
ROLE: Special Education		
10		Not having enough time to do what I'd like to.
15		Lack of qualified staff.
10		Lack of funding; lack of education about the needs of special kids.
		Being overworked.
ROLE: Adult Education		
6		Lack of lay role models as learners.
1		Overwork. Lack of lay support.
1		Insufficient responsiveness my colleagues to urgency of my ideas.
25		Lack of trained teachers; lack of money.
1		Lack of money in my community.
10		Lack of community recognition; lack of money.
5		Lack of community recognition; lack of money.
4		Too much to accomplish with limited time.
ROLE: Resource Center*		
4		Lack of communal value of work.
4		Insufficient funds.
3		Lack of background on my part.
9		Lack of background on my part.

QUES 9: GREATEST BARRIER TO
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	BARRIER
ROLE: Resource Center*	
1	Political gamesmanship.
9	Lack of community awareness of need for trained staff.
3	I am not always consulted in matters affecting me.
11	Limited talented personnel in field; limited funds.
2	Lack of funding for programs, program development, & materials.
ROLE: Ambiguous Teacher*	
50	
32	No career ladder; no way to expand & extend.
20	Minimalism both educationally & religiously.
	Lack of opportunity in my community.
9	Lack of appropriate degree to be where I want.
ROLE: Other*	
6	Lack of support from Federation board.
1	Inter-group divisiveness and turf politics.
3	
	Lack of money to allow agency to undertake more of its priorities.
11	Frustration & impotence.
15	Not enough community support.
43	Parents who don't feel the Jewish education is worth any extra effort.

QUES 10: ONE THING TO ENHANCE
EFFECTIVENESS IN JEWISH EDUCATION

NO YRS ONE THING TO ENHANCE EFFECTIVENESS

ROLE: Early Childhood Education

- 5 Ability to recruit better trained Judaic teachers.
- 8 More clout in community; Better pay.
- 6 Ability to expand my role in staff development.
- 8 Greater recognition of importance of Jewish ECE.
- 2 More training.
- 5 Greater sense of value of what I do from community.
- 14 More money to enhance our preschool program.
- 10 Better funding to enhance ability to recruit staff.

ROLE: Early Childhood Director

- 14
- 17 More financial support from lay community.
- 17 Increasing Jewish knowledge & teaching skills of ECE teachers.

ROLE: Elementary Day School Teacher

- 21 Money & freedom to travel & study.
- 32 More respect from the community for Jewish educator.
- 12 Free my time to think; Equity in policies re: salary, benefits, etc.
- 22 Increase in salary & prestige on part of community.
- 3 Opportunities for learning more; networking more.
- 15 Continued support for further training & experimentation.
- 21 More time in the day to plan & work with co-teachers.
- 4 Money & vehicles to transform it into action.
- Greater responsibility within school, ie. curriculum development.
- 3 A summer program to get accredited.
- 26 Fullfillment.

ROLE: Day School Principal

- 5 Making Jewish education an important profession.
- 20 A more rewarding acceptance by teachers & parents.
- 4 More funds to train teachers & enable J. ed. to compete in our society
- A more viable professional support system.
- 11 A wider pool of stable, competent Judaic staff.
- 2 More prestige given to Jewish educators & schools.

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	ONE THING TO ENHANCE EFFECTIVENESS
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ROLE: Day School Principal

- | | |
|---|---|
| 1 | More receptivity of students/parents. |
| 1 | Greater community support for Day School education. |

ROLE: Elementary Hebrew School Teacher

- | | |
|----|--|
| 8 | Continuing education. |
| 13 | Translate theory & ideas into the practical. |
| 23 | Committment of my community to more extensive Jewish education. |
| 11 | Additional training. |
| 37 | Enough funds; recognition of Israeli education credentials. |
| 20 | More students. |
| | Greater support from community. |
| 25 | Congregational subsidies for conferences, workshops & continued ed. |
| 4 | Opportunity for me to take additional courses in Hebrew/Jewish topics. |
| 1 | A quickie teacher education course. |
| 1 | More Jewish self-knowledge; no bureacracy. |

ROLE: High School Teacher (Supplemental)

- | | |
|----|--|
| 6 | My further education. |
| 10 | Better educated & involved colleagues. |
| 10 | Feeling of success. |
| 26 | More education. |
| | Continuing education. |
| 4 | Support. |
| 7 | More self-education. |
| 5 | More education & professional supervision for me. (CAJE once a month.) |

ROLE: Principal Small/Isolated Sup. School

- | | |
|----|---|
| | Adequate funding. |
| 4 | Stable teaching staff. |
| 1 | More experience to better enable me to enhance/educate/support staff. |
| 5 | More formal education. |
| 8 | To be surrounded by qualified teachers. |
| 1 | Teachers and/or successful curriculum. |
| 8 | Recognition of worth of Jewish educ. on institutional & local levels. |
| 17 | Bigger budget for my school. |

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO YRS	ONE THING TO ENHANCE EFFECTIVENESS
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ROLE: Principal Small/Isolated Sup. School

- | | |
|----|--|
| 4 | Access to enhancing my education continuously. |
| 13 | |
| 2 | More acceptance of the importance of Jewish educ. by the community. |
| 2 | Years of experience and networking with other small school principals. |
| 1 | More active involvement of lay people in program & in helping w chores |
| | My being less of a perfectionist. |
| 10 | To become full-time in my position. |
| 1 | Making the Jewish educator a respected member of the community. |
| 1 | More time to develop programming, curriculum, etc. |
| 5 | Funds to compensate my staff & myself for the time we for training. |
| 8 | More support, including money from general community. |
| 1 | Experience. |
| 13 | Further training in Judaism. |
| 7 | |

ROLE: Principal Large/urban Sup. School

- | | |
|----|--|
| | Greater resources for Jewish education. |
| 1 | Better communication with the Rabbi. |
| 15 | More formal education for myself. |
| 2 | Support from parents, lay leaders, and Rabbi. |
| 4 | Support staff of all kinds to free up more time. |
| 24 | More time during workday to think. |
| 1 | Greater respect for what I do expressed financially & non-financially. |
| 1 | Competent teachers. |
| 3 | Reduced responsibilities so I may do what I do best. |
| 5 | More support in human resources with Jewish training. |
| 1 | Time for continuing education. |
| 5 | More understanding of the position by lay people. |
| 3 | More time to study & grow spiritually. |
| 1 | Union for teachers/principals to enhance stance in temples/community. |
| 4 | A truly supportive board. |
| 5 | Increased income. |
| 4 | More space; more money. |
| 3 | Get more families involved in Jewish experiences. |
| 1 | To keep studying & observing. |
| | More program funds. |
| 2 | |
| 1 | Further training. |
| 7 | |
| 1 | Professionalization of Jewish teachers: a national training program. |
| 12 | Help with mundane daily tasks; more qualified teachers. |

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO YRS ONE THING TO ENHANCE EFFECTIVENESS

ROLE: Principal Large/urban Sup. School

- 2 Financial & mentor support to try creative ideas.
- 12
- 21
- 10 Greater selection of qualified personnel.
- 8 Better resources for providing multifaceted staff development.
- 16 Greater community/congregational support in both attitude & finances.
- 12 More administrative support & money to go with it.
- 1 Local teacher training certification program; additional salary money.

ROLE: Worker In Non-Formal Education

- 7 More time to follow creative programming interests.
- 12
- More respected positons in informal Jewish education.
- 11 The respect of laity & parent bodies.
- 12 Recognition, prestige, & esteem.
- 4 Better funding.

ROLE: Lay Person

- More educational opportunities for more kids.
- 4 More lay persons involved.
- 2 Leadership development programs.
- 8
- 3
- 5 Family education.
- 20
- 20 Better education of lay leaders so that they would understand me.
- 2 More top leadership.
- 2

30

2

14

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO	YRS	ONE THING TO ENHANCE EFFECTIVENESS
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ROLE: Rabbi

- | | | |
|----|--|---|
| 22 | | Money. |
| 1 | | Laity willing to evaluate & change their lives. |
| 2 | | More time. |
| 3 | | Having facility to send families for intensive Jewish experience. |
| 1 | | Synagogues to develop co-rabbi structure. |
| 1 | | My own increased knowledge & full-time opportunities to teach. |
| 20 | | Finding committed staff. |
| 6 | | More resources. |
| 20 | | Time for ongoing study & learning. |
| 12 | | Additional resources: teachers, visiting scholars, conf. subsidies. |
| 13 | | More money. |
| 3 | | More time with the kids. |
| 2 | | A secretary. |
| 5 | | |

ROLE: Cantor

- | | | |
|----|--|--|
| 30 | | Time to study more. |
| 10 | | Tangible recognition of my value. |
| 20 | | Means to find, train, and pay good teachers. |

ROLE: Family Educator

- | | | |
|----|--|---|
| 10 | | More personal knowledge. |
| 15 | | Staff help, money, & support. |
| 5 | | Professional development. |
| | | Boundless energy & great teachers. |
| 4 | | Respect for profession; Adequate \$/benefits to attract bright youth. |
| | | More money for research and training. |

ROLE: Central Agency Staff

- | | | |
|----|--|---|
| 25 | | Universal acceptance of importance of Jewish ECE. |
| 1 | | Adequate funding. |
| 4 | | To obtain a forum to share my vision & successes. |
| 5 | | Better staff. |
| 8 | | More focus. |
| 7 | | More money for programs. |
| 4 | | Enough money. |

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO YRS ONE THING TO ENHANCE EFFECTIVENESS

ROLE: Central Agency Staff

- 3 Proper funding, staffing, & priorities by community.
- 11 Adequate funding to do all that needs to be done.
- 7 More funding; Making Jewish education a real priority of community.
- 3 Greater source of funds.
- 2 A commitment to excellence & an attempt to maximize ed. opportunities.
- 1 More funds; larger staff.
- 3 Freedom to allocate money in ways to effect significant change.
- 1 Higher esteem given to Jewish education.
- 3 More learning.
- 13 Grass roots & leadership demand for effective education.
- 4 Additional staff to take over some of my responsibilities.
- 1 Seeing my ideas considered and impletented.

ROLE: Special Education

- 10 More community support.
- 15 Qualified staff.
- 10 To have the time I need to teach the children who need me.
- The ability to work in one place.

ROLE: Adult Education

- 6 Lay leadership becoming active learners.
- 1 More time. More lay cooperation.
- 1 Foundation grant to help me promote my plans.
- 25 Money.
- 1 Continued funding & advocacy at local level.
- 10 Community respect for Jewish education.
- 5 More administrative support.
- 4

ROLE: Resource Center*

- 4 Appreciation, better physical climate & greater financial rewards.
- 4 Funds for materials & for staff development.
- 3 Opportunities for continuing education in small community.
- 9 Increased funding.

QUES 10: ONE THING TO ENHANCE

EFFECTIVENESS IN JEWISH EDUCATION

NO YRS ONE THING TO ENHANCE EFFECTIVENESS

ROLE: Resource Center*

- 1 Being freed from financial/political worries.
- 9 Time off for personal study.
- 3 Greater community support.
- 11 Greater funding; greater talent in community.
- 2 Greater awareness by laity/staff of need to improve use of media.

ROLE: Ambiguous Teacher*

- 50
- 32 Time & money incentives to advance studies & learning.
- 20
- More assistance for coming to CAJE & other enrichment experiences.
- An effective Bureau.
- 9 The appropriate degree to be where I want.

ROLE: Other*

- 6 Supportive, committed lay people.
- 1 Money.
- 3 More human & financial resources.
- More money.
- 11 Hire more personnel.
- 15 Impact from a number of positions; I can't do it alone.
- 43 Parents to attend adult education or to teach along with sending kids.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Early Childhood Education

1042	5	The kids & families we affect. Inadequate funds for staff development, benefits & operational budget. Ability to recruit better trained Judaic teachers.
1044	8	Turning on families to Judaism in day care setting. Lack of value of the work of early childhood educators. More clout in community; Better pay.
1045	6	Belief that I'm part of an important process. Staff's lack of commitment/interest. Ability to expand my role in staff development.
1046	8	Challenges & sense of satisfaction in teaching young Jewish children. Low salary makes it hard to stay in the field. Greater recognition of importance of Jewish ECE.
1047	2	Seeing the children learn. Not enough time in my day due to other commitments. More training.
1048	5	Learning & growing from teachers & students I work with. Greater sense of value of what I do from community.
1049	14	Working with young children & watching them develop. Community doesn't seem to care about preschool education. More money to enhance our preschool program.
1087	10	Being able to make a difference in educating kids, staff. Not enough community support. Better funding to enhance ability to recruit staff.

ROLE: Early Childhood Director

1041	14	Impact I have on Jewish families.
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QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Early Childhood Director

1043	17	Watching growth of kids at earliest stage development. Making teachers feel this is a worthwhile profesion. More financial support from lay community.
1095	17	Contributing to Jewish identity of young children/families. Lack of appreciation for value of Jewish ECE. Increasing Jewish knowledge & teaching skills of ECE teachers.

ROLE: Elementary Day School Teacher

1111		
1112	21	Seeing joy in students' faces as they learn. Hide-bound thinking by boards & administrators. Money & freedom to travel & study.
1113	32	Appreciation shown by students long after graduation. Inflexible principal. More respect from the community for Jewish educator.
1148	12	Making a difference in how my students relate to the Jewish community. Time: overwhelming amount of work with insufficient time to prepare. Free my time to think; Equity in policies re: salary, benefits, etc.
1149	22	Seeing Jewish children learn to love & know Yiddishkeit. Low repect; lack of priority for education from parents & community. Increase in salary & prestige on part of community.
1150	3	Feeling I make a difference in turning kids on to their heritage. Overwork & underpayment. Opportunities for learning more; networking more.
1151	15	Working where kids can integrate Jewish background & general studies. Time pressures to do what I would like. Continued support for further training & experimentation.
1152	21	Influencing children's feeling about being proud & knowledgeable Jews. Shakey parental support & commitment. More time in the day to plan & work with co-teachers.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Elementary Day School Teacher

1153	4	Building our future because our perpetuation lies within our kids. Lack of money to provide materials & better teacher salaries. Money & vehicles to transform it into action.
1154		Teaching Jewish children. Ineffective & disinterested school principal. Greater responsibility within school, ie. curriculum development.
1155	3	Watching children grow Jewishly & positively. Community perception that education is needed only until grade 6. A summer program to get accredited.
1194	26	The faith that Jewish people will stay alive. My faith. Fullfillment.

ROLE: Day School Principal

1072	5	Knowing I make a difference; meeting my needs as a Jew. Lack of support and competence. Making Jewish education an important profession.
1073	20	Increased Jewish knowledge & religiosity. Job security & limited growth. A more rewarding acceptance by teachers & parents.
1074	4	Maintaining the continuity in Jewish learning. Low priority of Jewish way of life in community. More funds to train teachers & enable J. ed. to compete in our society
1075		Seeing kids turned on to Judaism. Finding the right job description & position. A more viable professional support system.
1076	11	Seeing Jewish families grow; building lay-professional cooperation. Lack of a sufficient number of trained Judaic teachers. A wider pool of stable, competent Judaic staff.
1077	2	Seeing kids integrate Judaic knowledge into lives. Conflict between my goals for Jewish education & those of institution. More prestige given to Jewish educators & schools.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Day School Principal

1078	1	Opening for others the joys of Jewish learning & living. Lack of receptivity of students & parents. More receptivity of students/parents.
1079	1	Passing Jewish & secular knowledge on to children. Lack of community support (money, leaders, etc.). Greater community support for Day School education.

ROLE: Elementary Hebrew School Teacher

1055	8	Seeing a student progress in some way. My lack of educational knowledge. Continuing education.
1184	13	Seeing results from my action; fulfillment of goals. Lack of support from families & community; lack of caring colleagues. Translate theory & ideas into the practical.
1185	23	Learning with the children. Small town assimilation mentality. Commitment of my community to more extensive Jewish education.
1186	11	Possibly making a difference to my students. Lack of parental involvement. Additional training.
1190	37	Seeing former students bringing their children; fulfilling my dream. Getting my Israeli education certificate recognized. Enough funds; recognition of Israeli education credentials.
1191	20	See question #5. More students from committed families. More students.
1193		Reaching even one child. Parental apathy. Greater support from community.
1195	25	My influencing students to go to Israel/make aliya/become educators. Parents who don't care or who are threatened by my Zionism. Congregational subsidies for conferences, workshops & continued ed.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Elementary Hebrew School Teacher

1196	4	Watching the children learn enthusiastically about Judaism. Lack of opportunity for me to learn more. Opportunity for me to take additional courses in Hebrew/Jewish topics.
1198	1	The opportunity to open children's eyes to their heritage. My lack of teacher training, although I have a MA in another field. A quickie teacher education course.
1199	1	Teaching anything is wonderful; teaching Judaism is beyond wonderful. Community bureaucracy. More Jewish self-knowledge; no bureaucracy.

ROLE: High School Teacher (Supplemental)

1001	6	Watching & listening to students share in a learning experience. My lack of textual background; lack of centering in community. My further education.
1002	10	Response from my students. Lack of money. Better educated & involved colleagues.
1053	10	My own learning. Attitudes of students & families. Feeling of success.
1054	26	My students who have become rabbis/Jewish teachers. Not enough time to do all that I want to do. More education.
1056		Watching students/teachers/parents/friends enhance Jewish identity. Not being a full time Jewish educator. Continuing education.
1058	4	The kids. Lack of respect from the rest of the Jewish community. Support.
1059	7	Sharing my love of Judaism with teens. My own lack of education. More self-education.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: High School Teacher (Supplemental)

1060	5	Making an impact on the lives of Jewish teens & young families. Lack of other creative, risk-taking colleagues. More education & professional supervision for me. (CAJE once a month.)
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ROLE: Principal Small/Isolated Sup. School

1008		Working with families.
1021		Educating Jewish kids. Inadequate funding. Adequate funding.
1156	4	Meeting exciting, committed people. Bureaucracy. Stable teaching staff.
1157	1	Infusing Torah consciousness in my life and lives of those around us. Laity do not understand role of Jewish education & role of educator. More experience to better enable me to enhance/educate/support staff.
1160	5	Knowing I am making a positive difference in the lives of Jewish kids. Lack of in-depth education in Jewish studies. More formal education.
1161	8	The learning & association with other Jewish educators. Lack of teachers & lack of parental support for religious school. To be surrounded by qualified teachers.
1162	1	Progress of students. quality teachers not available. Teachers and/or successful curriculum.
1163	8	Growing through learning. Apathy of community for Jewish education; no consensus re: direction. Recognition of worth of Jewish educ. on institutional & local levels.
1164	17	Touching the lives of Jewish children in a positive way. Interference of lay people. Bigger budget for my school.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
ROLE: Principal Small/Isolated Sup. School		
1165	4	Satisfaction in working with community; feeling appreciated/respected. Lack of sufficient income. Access to enhancing my education continuously.
1166	13	Seeing students who are/become accomplished & committed Jews. Lack of participation of parents; lack of support of lay persons.
1167	2	Apathy in the community & lack of support for Jewish education. More acceptance of the importance of Jewish educ. by the community.
1168	2	Meeting & really getting to know the kids, teachers, & their families. Not as assertive as the Rabbi feels I should be. Years of experience and networking with other small school principals.
1169	1	Effecting change in our program & in our children & their families. Lack of time to do all I wish I could. More active involvement of lay people in program & in helping w chores
1170		Working with kids & watching them learn & grow. Lack of commitment of parents and synagogue. My being less of a perfectionist.
1171	10	Jewish learning & participation. Attitudes of kids/families towards Jewish education. To become full-time in my position.
1172	1	Exposing my students to 4000 yrs. of unequalled history & tradition. Apathy on part of parents & students. Making the Jewish educator a respected member of the community.
1173	1	Influencing children positively to develop a strong Jewish identity. Too many responsibilities in other areas of my job. More time to develop programming, curriculum, etc.
1174	5	Seeing students integrate Jewish values into their lives. Lack of money for paying & training staff, & for equipment/facility. Funds to compensate my staff & myself for the time we for training.
1175	8	Success with students. Lack of support from community-at-large. More support, including money from general community.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Principal Small/Isolated Sup. School

1176	1	Teaching content that ultimately matters in personal development. My own inadequacies. Experience.
1177	13	Helping and nurturing our children as they grow. Lack of funding to make my job full-time & to pay for clerical help. Further training in Judaism.
1179	7	Making an impact.

ROLE: Principal Large/urban Sup. School

1007		Touching people's lives. Lack of resources. Greater resources for Jewish education.
1114	1	Hearing parents report that their kids are now happy to be Jewish. Rabbinic resistance to change. Better communication with the Rabbi.
1115	15	Interacting with the students. Lack of time available to work with students. More formal education for myself.
1116	2	Touching lives of students who do what we teach. Parents are not partners in educating their children. Support from parents, lay leaders, and Rabbi.
1117	4	Personal relationship based on dialogue. Unaligned goals & political nature of the beast. Support staff of all kinds to free up more time.
1118	24	Feeling I make an impact on how people live Jewishly. More time during workday to think.
1119	1	People I work with. Greater community's lack of knowledge of what I do. Greater respect for what I do expressed financially & non-financially.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
ROLE: Principal Large/urban Sup. School		
1125	1	The impact I have on the lives of my students & their families. Ignorance on the part of my community. Competent teachers.
1126	3	Seeing kids leave with a positive feeling about being Jewish. Money to do the kind of programming I want; lack of qualified staff. Reduced responsibilities so I may do what I do best.
1127	5	Making a difference in Jewish continuity. Lack of time; need to fulfill too many roles. More support in human resources with Jewish training.
1128	1	Working with my colleagues & learning from them. Lack of hours in the day; lack of qualified people. Time for continuing education.
1129	5	Working with Jewish teachers, parents, students. More understanding of the position by lay people.
1130	3	Relationships I form; opportunity to enhance others' Jewishly. Too little time to nurture myself & my own family. More time to study & grow spiritually.
1131	1	Knowing what I do has a direct positive effect on my students. Knowing I have only 30+ more years to contribute. Union for teachers/principals to enhance stance in temples/community.
1132	4	Seeing my children care about being Jewish. External forces/problems that zap my energy. A truly supportive board.
1133	5	Diversity of the job. Income. Increased income.
1134	4	Satisfied children & parents. Not enough money in budget; lack of teachers. More space; more money.
1135	3	Providing kids/families with Jewish knowledge & experiences. What we teach not relevant to most families. Get more families involved in Jewish experiences.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Principal Large/urban Sup. School

1136	1	Sense of personal growth & development. I still have so much to learn. To keep studying & observing.
1137		Seeing the kids 5 years later. Finances. More program funds.
1138	2	Lack of interest.
1139	1	Working with students/faculty. My own inadequacies. Further training.
1140	7	Opportunity & access to resources & involvement with Jewish learners. Inability to delegate due to inadequate no. staff.
1141	1	The support I get from parents & students. Teachers who are unreceptive to change. Professionalization of Jewish teachers: a national training program.
1142		Parental attitudes.
1143	12	Having a good school that challenges teachers/studs. in positive way. Not being completely autonomous. Help with mundane daily tasks; more qualified teachers.
1144	2	The learning I do through working in Jewish education. Conflict between content agendas & the personal needs of the students. Financial & mentor support to try creative ideas.
1145	12	
1146	21	Educating children so that they grow & develop. Lack of financial support.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Principal Large/urban Sup. School

1147	10	High school graduation weekend. Parents allowing students to continue or not. Greater selection of qualified personnel.
1158	8	Joy of creating a vibrant Jewish learning community. Untrained & unmotivated teaching staff. Better resources for providing multifaceted staff development.
1187	16	Seeing kids grow up feeling good about being Jewish & knowledgeable. Bureaucracy; role of educator in congregational life. Greater community/congregational support in both attitude & finances.
1205	12	My colleagues. Lack of communal support. More administrative support & money to go with it.
1206	1	Learning; knowing I have a positive impact on my people's future. Difficuly developing an excellent staff with solid Judaic background. Local teacher training certification program; additional salary money.

ROLE: Worker In Non-Formal Education

1080	7	The families & children I come in contact with. Red tape & politics. More time to follow creative programming interests.
1081	12	Professional satisfaction. Lack of interest.
1082		Learning & teaching. Lack of professional status for non-formal educator. More respected positons in informal Jewish education.
1083	11	Seeing my influence on former students. Not feeling valued. The respect of laity & parent bodies.
1084	12	Impact I have on lives of others. Lack of prestige in eyes of lay community. Recognition, prestige, & esteem.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Worker In Non-Formal Education

1085	4	Seeing my kids turned on to being Jewish. Lack of money. Better funding.
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ROLE: Lay Person

1012		Seeing the schools in action; working with kids. Frustration that status quo won't change no matter what I do. More educational opportunities for more kids.
1013	4	The Jewish community it provides; bringing Jewish families together. 10% of people do 90% of the work. More lay persons involved.
1014	2	Seeing community school grow. My own lack of education. Leadership development programs.
1015	8	
1022	3	Knowing what I do is important for future of Jewish community. Educational jargon.
1023	5	Learning. Parents. Family education.
1024	20	
1025	20	Spiritual fulfilment. Frustration with communal factors. Better education of lay leaders so that they would understand me.
1026	2	Making a difference. Lay leaders don't have appropriate priorities. More top leadership.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Lay Person

1027	2	My own intellectual involvement in Jewish education+Jewish community. My own lack of Jewish education.
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1028

1029		Self learning & working with wonderful people.
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1030	30	Successful program development.
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1031

1050	2	Satisfaction that Jewish education will go on.
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1051

1052	14	
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ROLE: Rabbi

1004	22	Feeling appreciated. Lack of money. Money.
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1011	1	Being able to touch people in the area that means the most to me. Lack of community understanding to what I'm trying to do. Laity willing to evaluate & change their lives.
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QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
ROLE: Rabbi		
1016	2	Kids modeling Jewish identity after my example. I have too many other roles. More time.
1017	3	Watching someone get excited about Jewish learning & life. Competition with secular life. Having facility to send families for intensive Jewish experience.
1018	1	Difficult to balance professional vs. family life. Synagogues to develop co-rabbi structure.
1019	1	Working with teens. My own lack of life experience. My own increased knowledge & full-time opportunities to teach.
1020	20	Seeing students' grow in their Jewish identification & commitment. Lack of staff/funding to carry out programs. Finding committed staff.
1057	6	Knowing I have contributed to a person's growth. Lack of resources. More resources.
1065	20	Seeing my students as rabbis, educators, transformed. Time management. Time for ongoing study & learning.
1066	12	Seeing adults/converts learn & grow. Multiple demands on my time as rabbi. Additional resources: teachers, visiting scholars, conf. subsidies.
1067	13	Seeing former students become involved in Jewish ed. & communal life. Lack of adequate funding & personnel. More money.
1068	3	The kids. The administrative burden. More time with the kids.
1069	2	Satisfaction that children love Judaism. Not having a secretary. A secretary.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
ROLE: Rabbi		
1070	5	Impacting the future of Judaism.
ROLE: Cantor		
1207	30	Influencing others to follow in my footsteps. My personal health. Time to study more.
1208	10	Seeing results in a few of my students. Lack of job security. Tangible recognition of my value.
1209	20	Positively affecting the students/families I work with. The lack of importance assigned to education by my synagogue. Means to find, train, and pay good teachers.
ROLE: Family Educator		
1003	10	Involving others in joy of Judaism & the Jewish community. My lack of Hebrew facility in a system based on this. More personal knowledge.
1005	15	Helping to improve the field; reacting & teaching the people I do. Lack of vision [in others]. Staff help, money, & support.
1006	5	Seeing positive changes in families' Jewish identity. Lack of money, both for salaries & programs; lack of concern. Professional development.
1009		Transforming moments such as the Bar Mitzvah of an autistic child. Lack of time for training staff & developing curricula. Boundless energy & great teachers.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Family Educator

1010	4	The kids; Being a link in Jewish history. Education not valued by Jewish Community. Respect for profession; Adequate \$/benefits to attract bright youth.
1178		Working with people on something of substance. The training of other professionals and their sensitivity to education More money for research and training.

ROLE: Central Agency Staff

1061	25	To know my work has enriched kids/families/staff. Lack of appreciation for importance of ECE. Universal acceptance of importance of Jewish ECE.
1062	1	To be part of the creative continuity of the Jewish people. Inadequate funding. Adequate funding.
1063	4	Helping to continue Jewish heritage; reshaping my Jewish community. Lip service given to education. To obtain a forum to share my vision & successes.
1064	5	Bureaucracy & politics. Better staff.
1071	8	Knowing I make a difference in the Jewish world. Lack of time. More focus.
1089	7	Training teachers. Not enough money for programs. More money for programs.
1090	4	Being a community leader. Lack of money. Enough money.
1091	3	Feeling I contribute to continuity of Judaism. Too little time; too much to do; not enough money. Proper funding, staffing, & priorities by community.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Central Agency Staff

1092	11	Effecting change to insure continuity of Judaism. Lack of support of community (funding & status). Adequate funding to do all that needs to be done.
1093	7	Seeing results of Jewish educational programs. Lack of systematic, rational approach to field. More funding; Making Jewish education a real priority of community.
1094	3	Creating Jewish programs that impact people. Lack of funds & a non-supportive Federation attitude. Greater source of funds.
1097	2	Being able to effect positive change in J. ed. climate of my commun. Lack of commitment of lay/professional leaders to set high standards. A commitment to excellence & an attempt to maximize ed. opportunities.
1098	1	The hope that I can make a difference. Wondering if community will provide enough money. More funds; larger staff.
1099	3	Contributing to the continuity of the Jewish people. Overbuilt bureaucracy that hinders making significant changes. Freedom to allocate money in ways to effect significant change.
1100	1	The joy of teaching & passing on the Jewish heritage. The low priority given to Jewish education in the community. Higher esteem given to Jewish education.
1108	3	Students or colleagues who entered/stayed in field because of me. My own parenting responsibilities. More learning.
1109	13	Being involved in creative solutions/innovations for Jewish education. Lack of congregational & community awareness & openness for change. Grass roots & leadership demand for effective education.
1122	4	Feeling that I have helped others. Large number of functions I must fill. Additional staff to take over some of my responsibilities.
1159	1	Seeing my students assume responsibility in the Jewish community. Time and physical endurance. Seeing my ideas considered and implemented.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Central Agency Staff

ROLE: Special Education

1200	10	Seeing special ed. kids bar mitzvahed & feeling part of the community. Not having enough time to do what I'd like to. More community support.
1201	15	Enabling all Jews to have access to an appropriate Jewish education. Lack of qualified staff. Qualified staff.
1202	10	Making it possible for special needs kids to be actively involved. Lack of funding; lack of education about the needs of special kids. To have the time I need to teach the children who need me.
1203		Seeing students make it 5 years down the road. Being overworked. The ability to work in one place.
1204		

ROLE: Adult Education

1032	6	Making a difference. Seeing adults learn. Lack of lay role models as learners. Lay leadership becoming active learners.
1033	1	Aiding Jews to maintain openness & raise Jewish kids. Overwork. Lack of lay support. More time. More lay cooperation.
1034	1	

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Adult Education

1035		The tremendous impact that my work has had so far. Insufficient responsiveness my colleagues to urgency of my ideas. Foundation grant to help me promote my plans.
1036	25	Personal learning; Enjoy people's appreciation.
1037	1	Training educators who will change the field. Lack of trained teachers; lack of money. Money.
1038	10	Ability to effect change & help make a difference. Lack of money in my community. Continued funding & advocacy at local level.
1039	5	Seeing former students continuing their Jewish involvement. Lack of community recognition; lack of money. Community respect for Jewish education.
1040	4	Sense that I am continuing tradition. Too much to accomplish with limited time. More administrative support.

ROLE: Resource Center*

1088	4	Joy of creating meaningful educational programs. Lack of communal value of work. Appreciation, better physical climate & greater financial rewards.
1101	4	Helping fellow Jewish educators succeed in their classrooms. Insufficient funds. Funds for materials & for staff development.
1103	3	To have the chance to change the world in a small way. Opportunities for continuing education in small community.
1104	9	New challenges & affecting lives. Lack of background on my part. Increased funding.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Resource Center*

1105	1	Enabling other Jewish learners. Political gamesmanship. Being freed from financial/political worries.
1106	9	Helping teachers learn so that tradition can continue. Lack of community awareness of need for trained staff. Time off for personal study.
1107	3	I am always learning. I am not always consulted in matters affecting me. Greater community support.
1110	11	Creative opportunities to bring new dimensions to Jewish education. Limited talented personnel in field; limited funds. Greater funding; greater talent in community.
1121	2	Helping transform Jewish education into more effective field. Lack of funding for programs, program development, & materials. Greater awareness by laity/staff of need to improve use of media.

ROLE: Ambiguous Teacher*

1180		
1181	50	Seeing former students as members of the present Jewish community.
1182	32	Seeing students' enthusiasm & delight through my efforts in teaching. No career ladder; no way to expand & extend. Time & money incentives to advance studies & learning.
1183	20	Working with the kind of children I teach.
1188		Educational & financial. Minimalism both educationally & religiously. More assistance for coming to CAJE & other enrichment experiences.

QUESTIONS 8, 9, 10 GROUPED

BY ROLE & RESPONDENT

RESPONDENT	NO YRS	REWARD/BARRIER/NEED
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ROLE: Ambiguous Teacher*

1189		Meeting people & seeing kids grow Judaically. Lack of opportunity in my community. An effective Bureau.
1197	9	Knowing that I have great influence in continuing Judaism. Lack of appropriate degree to be where I want. The appropriate degree to be where I want.

ROLE: Other*

1086	6	Seeing changes in classroom due to my role. Lack of support from Federation board. Supportive, committed lay people.
1096	1	Contributing to survival of Judaism in this country. Inter-group divisiveness and turf politics. Money.
1102	3	Achieving the goals I set for my organization & myself. More human & financial resources.
1120		Helping educators clarify & achieve goals. Lack of money to allow agency to undertake more of its priorities. More money.
1123	11	Satisfaction from helping. Frustration & impotence. Hire more personnel.
1124	15	Making a difference. Not enough community support. Impact from a number of positions; I can't do it alone.
1192	43	Ex-student saying I influenced him/her to continue practicing Judaism. Parents who don't feel the Jewish education is worth any extra effort. Parents to attend adult education or to teach along with sending kids.



The Coalition for the Advancement of Jewish Education

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November 22, 1989

Dear CAJE Friends:

We are delighted that you are one of the participants in the CAJE--Commission on Jewish Education in North America's Think Tank experience. We appreciate your responsiveness and eagerness to devote your time to this project. The quality, depth, and expertise of those assembled in the five areas of Adult Education, Early Childhood Education, Family Education, Media and Technology, and Supplementary/Congregational Education is electrifying. This entire process is one from which the Commission, CAJE, all professional Jewish educators and the recipients of Jewish education stand to benefit.

We assemble in Cleveland, beginning promptly at 10:00 a.m., on Monday, December 4, and ending on schedule at 4:00 p.m. on Tuesday, December 5. The purpose of these two-day Think Tanks focuses on how Jewish education can enhance Jewish life. We will accomplish this by doing the following:

Given no resource constraints,

1. Dream and scheme about the types of programs which would enhance Jewish education in your topic area,
2. Outline the range of programs in your topic area already in existence,
3. Suggest formats and reflect on needs, concerns, and communal constellations for effectuating these dreams, schemes, and changes for the enhancement of Jewish education and Jewish life immediately, mid-term (next couple of years), and long-term (10 years).

All of this point should include reflection on: (a) programs, (b) personnel, (c) audience, (d) materials, (e) institutional supports, (f) major opportunities.

ללמוד וללמד

Chairperson Betsy Dolgin Katz
Program Chair Shirley Barish
Development Chair Gerard Kaye
Membership Chair Carolyn Starman Hessel
Treasurer Lester Bronstein
1990 Conference Chair Carol Folkerth
1991 Conference Chair Jack F. Gruenberg
Past Conference Chair Carol Oseran Starin

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Livia Straus

Regional Representatives Marsha Cohen—Southern
David Goldstein—Eastern
Frieda Huberman—Western
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Publications Chair Richard Wagner

Past Chairpeople Jerry Benjamin
Stuart Kelman
Cherie Koller-Fox
Dan Syme

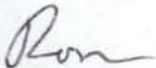
Executive Director Eliot G. Spack
Director of Development Heidi L. Heft
Conference Coordinator Paul A. Lichtman

We recognize the time constraints of this communication and the meeting in Cleveland. We recommend "pre-Think Tanking" by contacting colleagues or reading articles, reports, etc. Feel free to bring materials or your own notes with you.

Some of the documents given to the commissioners accompany this letter. Please read them prior to our meeting. These provide you with background on the Commission. They will familiarize you with some of the key language, concerns, and structure of the Commission. Complete packets of the Commission's documents will be distributed to you at the meeting. This is because we do not want to limit your brainstorming and our work is not a direct response to any single document.

You are welcome to contact Ron Reynolds, (213) 852-1234, his office in Los Angeles, or Roberta Louis Goodman, (416) 484-1936, at her home in Toronto, as needed. We look forward to seeing you and dreaming with you in Cleveland.

B' Shalom,



Ron Reynolds



Roberta Louis Goodman

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